Continuing a Quest for Equity
The ACE Annual Meeting is a great use of my time. I always leave with powerful ideas from my colleagues I can implement at my institution.

—EDUARDO PADRÓN, President
Miami Dade College, Miami, FL
Chair, ACE Board of Directors

American Council on Education’s 94th Annual Meeting

March 10–13, 2012
JW Marriott Los Angeles at L.A. LIVE, Los Angeles, CA

For program information and to register, visit www.aceannualmeeting.org

Join the conversation on Twitter. Use the hashtag #ACE2012.

 Ahead of the Curve

Leadership and Advocacy
The Best Candidates are out there...

We can help you find them

Publisher – José López-Isa
Vice President & Chief
 Operating Officer – Orlando López-Isa

Editor – Adalyn Hixson
Executive & Managing Editor –
 Suzanne López-Isa
News Desk & Copy Editor – Jason Paneque
Special Project Editor – Mary Ann Cooper

Administrative Assistant & Subscription
 Coordinator – Barbara Churchill

DC Congressional Correspondent –
Peggy Sands Orchowski

Contributing Editors –
Carlos D. Conde
Michelle Adam

Online Contributing Writers –
Gustavo A. Mellander

Art & Production Director –
Avedis Derballan

Graphic Designer – Joanne Aluotto

Sr. Advertising Sales Associate –
Angel M. Rodriguez

Advertising Sales Associate –
Cyndy Mitchell

Article Contributors
Jamaal Abdul-Alim, Marilyn Gilroy,
 Tamara Hinojosa, Paul Hoogeveen,
 Clay Latimer, Angela Provitera McGlynn,
 Miquela Rivera, Diana Saenger,
 Pedro E. Segarra, Gary M. Stern

Editorial Office
80 Route 4 East, Suite 203, Paramus, N.J. 07652
TEL (201) 587-8800 or (800) 549-8280
FAX (201) 587-9105

Editorial Board
Ricardo Fernández, President
 Lehman College

Mildred García, President
 California State University-Dominguez Hills

Juan González, VP Student Affairs
 University of Texas at Austin

Carlos Hernández, President
 New Jersey City University

Lydia Ledesma-Reese, Educ. Consultant
 Ventura County Community College District

Gustavo A. Mellander, Dean Emeritus
 George Mason University

Loui Olivas, Assistant VP Academic Affairs
 Arizona State University

Eduardo Padrón, President
 Miami Dade College

Antonio Pérez, President
 Borough of Manhattan Community College

Maria Vallejo, Provost
 Palm Beach State College

Editorial Policy
The Hispanic Outlook in Higher Education Magazine® is a national magazine published 15 times a year. Dedicated to exploring issues related to Hispanics in higher education, The Hispanic Outlook in Higher Education Magazine® is published for the members of the higher education community. Editorial decisions are based on the editors’ judgment of the quality of the writing, the timeliness of the article, and the potential interest to the readers of The Hispanic Outlook Magazine®. From time to time, the Hispanic Outlook in Higher Education Magazine® will publish articles dealing with controversial issues. The views expressed herein are those of the author or/and the interviewee and may not reflect the official policy of the magazine. The Hispanic Outlook in Higher Education Magazine® neither agrees nor disagrees with those ideas expressed, but no endorsement of those views should be inferred unless specifically identified as officially endorsed by The Hispanic Outlook in Higher Education Magazine®.

Advertising Sales
TEL (201) 587-8800 ext. 102/106
FAX (201) 587-9105
email: Outlook@sprintmail.com

The Hispanic Outlook in Higher Education Magazine® is a member of

and a sponsor of

Want a Subscription?
Visit: www.HispanicOutlook.com
or call toll free 1 (800) 549-8280 ext. 108

Article Reprints: Available through
“The Reprint Dept.” Tel: 800-259-0470

Postmaster: Please send all changes of address to:
The Hispanic Outlook, P.O. Box 68, Paramus, N.J. 07652

Visit us online at
www.HispanicOutlook.com

Contact our Sales Office at:
1-800-549-8280
ext–102 or 106

WINNER
APEX
AMERICAN PRESS EXCELLENCE

11/28/2011

HISPANIC OUTLOOK
Sarah Palin, while governor of Alaska, made fun of fruit fly research. Perhaps she didn’t know that fruit flies are lauded as “workhorses” of research and have a lot in common, genetically, with humans when it comes to human development and disease.

The following year, 2009, Louisiana Gov. Bobby Jindal called volcano-watching projects “wasteful” government spending – just two months before the airport in Anchorage, Alaska had to be closed due to volcanic eruptions.

The latest governor to generate a science debate is Florida’s Rick Scott who, while discussing on a radio show the need for more STEM grad, “belittled anthropology majors, saying ‘We don’t need them here,’” according to Michael C. Bender, Herald/Times. The National Science Foundation calls anthropology a STEM field, and Frank Brogan, chancellor of the state’s public universities, says it’s STEM-related.

Scott is proposing more funding for STEM fields and less for liberal arts. In a recent letter to Florida’s public university presidents, he asked for reports on “costs and revenues per program from the past decade” and “job descriptions, total wages, number of courses instructed and ‘measurable goals’ for the 50 highest-paid employees for each of the past three years.” And more.

Meanwhile, in New York City, Cooper Union’s president – since July – is proposing that the school charge tuition to help cover a 25 percent gap in revenue due mostly to the lousy economy. Alas. Cooper Union was founded in 1859 precisely to give talented working-class students a free shot at a fine education.

¡Adelante!
Suzanne López-Isa
Managing Editor

---

**RAMAPO COLLEGE OF NEW JERSEY**

Ramapo College of New Jersey is located in the beautiful foothills of the Ramapo Mountains, approximately 25 miles northwest of New York City. The College is a comprehensive institution of higher education, dedicated to the promotion of teaching and learning within strong liberal arts based curriculum, thus earning the designation “New Jersey’s Public Liberal Arts College.” Its curricular emphasis includes the liberal arts and sciences, social sciences, fine and performing arts, and the professional programs within a residential and sustainable living and learning environment. Organized into thematic learning communities, Ramapo College provides academic excellence through its interdisciplinary curriculum, international education, intercultural understanding and experiential learning opportunities.

---

**ASSISTANT PROFESSOR OF SOCIAL WORK TENURE TRACK POSITION – FALL 2012**

**JOB DESCRIPTION:** The person occupying this position will assume the duties of Convener of the Substance Abuse minor in the School of Social Science and Human Services, and will also serve as a faculty member in the BSW Social Work Program. This position requires an instructor who is able to teach in the following areas: Substance Abuse Counseling, Drugs and Behavior, Generalist Social Work Practice. Rank and salary based on qualifications and experience.

**REQUIREMENTS:** An MSW plus a minimum of 3 years Post-MSW social work practice experience in the area of substance abuse, L-CADC certification in New Jersey or its equivalent from another state, a Ph. D./DSW in Social Work (Ph.D in related discipline may be considered), and knowledge of CSWE accreditation standards.

Faculty members are expected to maintain active participation in research, scholarship, college governance, service, academic advisement and professional development activities.

All applications must be completed online at: [www.ramapojobs.com](http://www.ramapojobs.com)

Attach resume, cover letter, statement of teaching philosophy, research interests and a list of three references to your completed application. Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying.

Review of applications will begin immediately and continue until the position is filled. Position offers excellent state benefits. To request accommodations, call (201) 684-7625.

---

**505 Ramapo Valley Road, Mahwah, NJ 07430**

“New Jersey’s Public Liberal Arts College”

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector. EEO/AFFIRMATIVE ACTION.
I have always been intrigued by the terms “political strategist” or “political operatives.” It sounds like such a pompous and presumptuous title for those who claim to know the art of politics better than anyone else.

They are undoubtedly better sourced and attuned to national affairs and the issues than most of us outsiders and, in their commentaries and debates on the weekly and Sunday talk programs, tell us what really goes on in Washington.

Most are journalists grilling an important guest politician or government official on the topical issues. They approach it with the authority that whatever they pontificate about, you can take it to the bank.

Those on the outside can only genuflect to their insight and accept that it’s not in our province to know and discern as much as “The Washington Crowd,” as one weekend talk show was known.

The presidential political season is advancing toward the November 2012 elections, with the primaries now in full force. We are being barraged by the political intelligentsia in Washington clarifying and opining on the nuances and the rhetoric of the various candidates and their campaigns.

The elites are the political consultants who consider themselves of a higher pedigree and better wired to inside Washington. Most are former administration officials, ex-Washington legislators or think-tank eggheads.

These are the “K Street” lobbyists who serve national and international clients and governments that have an agenda with the U.S. Most of the firm’s partners clear an income well into the six-figures.

Then there’s the band of political bandits – and every political party or movement and administration has them – who do the dirty work in politics and, like those in the spy world, fall on their swords if they are caught in indiscretions.

They are the “dirty tricks” forces, something like hit men assigned to infiltrate the opposition to seek or divulge compromising information that will disrupt or create mayhem and chaos among the opposition.

It’s usually aimed at front runners like the Republicans’ Rick Perry, whose background and performances are being scrutinized for every piece of malapropos that the opposition can dig up.

Some of it is a stretch, like the Texas governor needing to explain why he took guests to a West Texas hunting camp once known as “Niggerhead” that his father had leased more than 30 years ago.

Perry claims his father had blotted out the offensive word long ago. Others contend it’s still visible, which labeled Perry as racially insensitive. GOP’s Black presidential candidate, Herman Cain, emphasized it as “just plain insensitive.”

Perry also had to apologize for an unthinking comment he made after tasting some Eastern North Carolina barbecue at a Republican conference in Houston and saying, “I’ve had road kill that tasted better than that.”

The other GOP frontrunner, Mitt Romney, a multimillionaire running as a thrifty-minded Republican, also had to do some explaining as to why he is spending $12 million renovating a beachfront home in California.

President Barack Obama’s former White House chief, David Axelrod, now running the president’s re-election campaign, told The New York Times, “campaigns are like an MRI for the soul – whatever you are, eventually people find out.”

Obama, as the incumbent, is an easy target, and his detractors are forcing him to run on the state of the economy, which they consider more vulnerable than his other controversies, like his U.S. citizenship status.

The most entertaining and revealing are the “dirty tricks” squads. Every campaign has them, whether it’s surfing Facebook or examining trashcans for tantalizing and compromising material.

“Dirty tricks” are a staple of politics, and how savvy they are depends on who’s doing them and who’s saying it.

Republicans say, sarcastically, that when they do them, they’re called dirty tricks but when Democrats do them, they’re called a prank.

Richard Nixon claims he lost the 1960 election to the nefarious campaign the Kennedys mounted against him in 1960, particularly the courting of the infamous Chicago and Illinois votes that turned out to be the margin of victory.

John Kennedy’s dad supposedly made the comment that he’d pay to win Illinois and the Chicago vote but “I’ll be damned if I’ll pay for a landslide.”

Years later, Nixon won the presidency but lost it after the Republican National Committee’s burglars were caught breaking into the Democrats’ Watergate offices.

Dirty tricks have been around since the 1800s, when opponents snitched that the Democrats’ candidate, James Polk, was selling slaves to finance his campaign.

Ever since, the political operatives have come up with every kind of device, some legal and some illegal, but with one objective – to frustrate or derail their opponents’ campaign.

Some of the more infamous ones include Donald Segretti, who worked as a Republican dirty trick specialist and did some jail time for some of his antics, like jamming the opponents’ get-out-the-vote telephone lines.

There was Lee Atwater who, as campaign director for George H.W. Bush, was adept at upending the opponents’ strategy.

Two highly regarded operatives are the Democrats’ James Carville, who was Bill Clinton’s strategist for “It’s the Economy, Stupid,” and Republican Karl Rove, who supposedly led George W. Bush down a slippery path to the White House.

Most use such classic methods as frustrating their opponent’s communication system. Others have resorted to mimicking get-out-the-vote voices of “ghetto Blacks” or thick-accent Latinos to cast the expected political aspirations and turnoffs.

Some use the “push-poll” tactic disguised as a voters survey or, as one did, enlist three homeless people to run on their opponent’s ticket.

Then there’s the political operative who signaled the train engineer to start moving the whistle-stop train while Nixon was still speaking to a crowd from the caboose’s railing.

“The main thing is to win, not to be moral,” one veteran operative said.

Carlos D. Conde, award-winning journalist and commentator, former Washington and foreign news correspondent, was an aide in the Nixon White House and worked on the political campaigns of George Bush Sr. To reply to this column, contact Cconde@aol.com.
CONTENTS

Thirty-Five Year Look Back on the Latino/a Quest for Equity in Education  
by Angela Pravitera McGlynn  
8

Regis University Launches Dual-Language Degree Programs 
by Marilyn Gilroy  
10

Collecting Education Data Not Enough – Change Needs Evidence-Based Proof  
by Peggy Sands Orchowski  
13

New Graduate Pharmacy School – Positive Educational Opportunities in Connecticut  
by Pedro E. Segarra  
14

Marta Sánchez Brings Passion to ASU’s New Graduate Programs on Transborder Studies  
by Diana Saenger  
16

Brookings Institution Study Sheds New Light on the Rising Number of College-Educated Immigrants  
by Gary M. Stern  
18

Increasing Demand for Miami Dade’s Architecture and Interior Design Programs  
by Paul Hoogeveen  
22

Future Is Bright for NASA-MUST Students  
by Jamaal Abdul-Alim  
24

Online Articles

Manuel Pastor: An Idealist Grows Up  
by Clay Latimer  

To view this and other select articles online, go to our website: www.HispanicOutlook.com.
Thirty-Five Year Look Back on the Latino/a Quest for Equity in Education

by Angela Provitera McGlynn

Presenting and participating in the 2011 National Conference on Race and Ethnicity (NCORE) held in San Francisco in June was once again a powerfully stimulating experience. I was reminded that the process of diversity training is a lifelong journey with the destination never fully reached. It is always ahead of us.

Dr. Frances Contreras, one of the nation’s leading authorities on Latino educational problems and on policies that would effectively address those problems, presented her research at a featured NCORE session.

Contreras is an associate professor of higher education, College of Education, and director of the Higher Education Program at the University of Washington in Seattle. She is also author of Achieving Equity for Latino Students: Expanding the Pathway to Higher Education Through Public Policy, a book released in June by Teachers College Press, Columbia University.


Contreras began her session with the disheartening news that from 1975 to 2008, there has been stagnation in improvement of Latinos completing bachelor degrees. Inequities begin early. We know that Latinos are least likely to participate in preschool education of any ethnic/racial group in the United States. Contreras’ data show that Latinos are also least likely of any group to have access to quality preschool. Additionally, Latino parents, even middle-class second-, third-, and fourth-generation Latino parents, often send their children only part time to preschool.

Contreras presented the current demographic picture of Latinos in America and future projections: At present, Latinos represent one in six of all U.S. residents and one in five of all students. By 2020, one in every four students will be Latino/a. This surge in Latino growth is a function of both birth rates and immigration.

Ninety percent of Latinos currently live in the Southwest and the East, but the greatest growth will occur in the South and Midwest. The states with greatest increases are grappling the most with how to serve this population.

Contreras also painted the current political landscape. Anti-immigration and anti-Latino sentiment is very high, and attempts at legislation reflecting that sentiment are frequent. The economic recession exacerbates this sentiment because of the false belief that Latinos take jobs away from “true” Americans. More than half of the anti-immigration bills currently afloat are in the states that have the largest influx of Latinos.

Contreras also presented some data related to gender. First, we know that, across the board for every ethnic/racial group, women are attending college in greater numbers than men. There are growing gaps between
Latinas and Latinos as well. Despite Latinas outpacing Latino men in college attendance and degree completion, the men out-earn them at every level.

From 1976 to 2008, combined degrees earned by Latinas and Latinos have hovered between 9 percent and 11 percent. And while access is still an issue for this growing demographic, more attention must be paid to retention and graduation. Contreras pointed out that while college-going rates have increased, and this increase has occurred primarily in the community college sector, college graduation rates have not kept pace with the surge in Latino growth in either the high school or college sector.

She also shared with the audience that Latinas with doctoral degrees currently represent less than one and a half percent of all doctorate holders.

Demographics show that 60 percent of Hispanic students go to community colleges. Half of those students attend HSIIs (Hispanic-Serving Institutions). Only 27 percent of Latino students will transfer, and of that number, less than half will earn a bachelor’s degree.

Putting inequities in Latino education into a broader context, here is some data that help frame the inequities:

- 37 percent of Latino youth live in poverty
- 73 percent are eligible for free/reduced lunch
- 33 percent of Latino families live without health insurance
- Latinos in the West are the most segregated and isolated group in school
- 50 percent of all Latino babies are being born to single mothers
- The fastest growth in birth rates is among Latina teenagers

Is it a surprise that, despite their numbers and continuing surge in growth, Latinos continue to lack full and equal participation in education as they do in all facets of participation in American life?

Contreras warns that the consequences of maintaining the status quo are grave. According to National Center for Public Policy and Higher Education 2010 data, by 2020, staying on the stagnation course in degree completion for Latinos will result in a 2 percent drop in per capita income compared to a 41 percent increase in the prior two decades. She says that states like California and Texas will see 5 percent to 11 percent declines. Further, high Latino states will be unable to fill existing college-level jobs. Tax revenues will decline nationally, especially in growing Latino states.

Contreras suggests both interventions and policy changes that can change the status quo and advance Latino higher education achievement. Changes will involve rethinking education as we know it.

Since a child’s earliest years are a time of enormous brain development, achieving equity begins with offering Latinas affordable, quality preschool programs, and encouraging Latino families to utilize them. Here are some places for intervention that Contreras offered:

- Offer model comprehensive programs such as those promoted by ALAS, AVANCE (Latino Education Advocacy groups) to Latino students and their families; much research has emphasized including families of Latino students in services that will help them foster their children’s achievement
- Intervention efforts must complement school efforts, not serve as a substitute for quality education service delivery

Contreras says that despite the costs for intervention from preschool through college, what she calls a P-20 approach, they are considerably more modest than the alternative of Latino lower educational achievement levels in terms of lower wages and lower tax revenues.

In her discussion of rethinking educational policy, Contreras suggests, quality early education — moving beyond access:

- Engaging parents in the educational process as stakeholders with work incentives
- Cultivating bilingual and bicultural teachers
- Setting language policy that frames bilingualism as an asset rather than a deficit (Our country has the dubious distinction of being among the top “monolingual” countries in the world, and many Americans not only are proud of such a distinction, they even try to legislate that English should be the sole language of America)
- Ending the punitive approach to testing such as “exit” exams that punish students and teachers; punishment is not motivational for either students or teachers, and exit exams do nothing toward the goal of eliminating achievement gaps between groups
- Putting teeth into a National Dream Act that promotes pathways to citizenship and financial aid for undocumented students
- Offering college affordability models by increasing tax credit levels
- Creating a College for All policy that provides incentives for students for trades such as plumbing and hair styling so that graduates could be in a business which they own and operate

While Contreras’ feature presentation at NCORE was extremely informative, more can be gleaned from her book, Achieving Equity for Latinos, described by Professor Jorge Chapa, University of Illinois, as presenting “a unique and incisive analysis of the Latino educational achievement gap and its connections to the concomitant gap in educational opportunities for Latinos.”

James M. Montoya, vice president of higher education, the College Board, has also praised the book, as follows: “Rich in data and social context, Contreras presents a compelling and comprehensive picture for the collective need to invest fully in the education of our Latino youth. As important, she delineates a bold public policy pathway for Latino student success that encompasses K-12 [P-12] and higher education.”

While many educators and researchers are concentrating on improving Latino college graduation rates, as well they should, Achieving Equity for Latinos discusses the role that certain K-12 educational policies have played in the past and continue to play in failing Latino students. Using both a quantitative, data-driven approach that relies on institutional, national and statewide data sets, and a qualitative approach relying on interviews among students, teachers and college administrators, Contreras paints a comprehensive picture of both the problems in education and the potential intervention and policy solutions.

Covering the gamut of relevant issues, including not only the role of public policy but also the educational pipeline transitional issues such as who goes to college and who falls through the cracks, Contreras touches on testing, accountability and assessment issues, and the role of financial aid, tuition policy and affordability in Latino higher education access.

The book also explores how the anti-immigration movement and anti-affirmative action policies impact Latino students’ access to public higher education and the plight of undocumented Latino students.

Contreras offers specific recommendations in this book that aim to raise achievement, college transition rates and academic success for this population across the continuum from preschool through college. These interventions and policy recommendations would go a long way in narrowing the White-Latino achievement gaps — if only we had the will as a nation to implement them.

Angela Provitera McGlynn, professor emeritus of psychology, is a national consultant/presenter on teaching and learning.
Regis University Launches Dual-Language Degree Programs

by Marilyn Gilroy

Regis University, located in Denver, has launched the first university-level accelerated dual-language programs in the western United States. The programs, which are supported by a new campus facility, offer accelerated studies for adults who want to return to college to complete a bachelor’s or master’s degree while simultaneously attaining a professional level of proficiency in English and Spanish. Regis also is a partner in joint ventures offering dual-language and/or bilingual master’s degrees in an online format.

“Dual-language skills are important in a world that is growing smaller and more interconnected each day,” said university president Michael Sheerran, S.J.

University officials believe these programs will be especially helpful in serving adults in the Hispanic community who want to pursue new education and career opportunities. The latest Census data show the nation’s Hispanic population is 50 million and that Colorado is 21 percent Hispanic.

Luis Soto, executive director of the new dual-language programs, said the degree offerings recognize this “new American reality.”

“Our dual-language campus will serve the needs of Hispanics, but even more, the needs of the wider community,” Soto said. “While many look at this new American reality, the great Hispanic presence and contribution, as a challenge or problem to solve, Regis University believes it is an asset and opportunity for the good of all people and for the betterment of our society.”

Soto recently joined Regis after working for the Catholic Archdiocese of Denver for nine years. He said the opportunity to manage the dual-language initiative excited him because the program represents the future for the Hispanic community.

“It’s great to be a part of something that supports higher education for the Hispanic community and will help meet the need for professional bilingual employees,” he said.

The list of dual-language academic programs being offered includes master’s degrees in non-profit management, science, education and business administration. Undergraduate offerings are expected to include accounting, business administration, marketing, human resource management, applied psychology, business technology management, computer information systems, elementary education and health care administration. The degree options were chosen after the university conducted research and focus groups to ascertain areas with the greatest employment needs and widespread educational appeal.

Classes are offered in five- and eight-week accelerated sessions. The format is geared to adults. Consequently, those seeking admission must have three years of work experience, and have completed the equivalent of 30 credits from a community college or university.

Soto says the university has been recruiting its first class through an aggressive marketing campaign.

“We advertised on radio and TV, in newspapers and through outreach to community agencies,” he said. “Those efforts have brought in more than 700 inquiries from individuals who are looking for immediate enrollment or for opportunities down the road.”

The program has attracted a range of prospective students, says Soto. Some are international students, but many are a mix of U.S.-born Hispanics who are either language proficient or want to “recover” their Spanish and become bilingual with a degree that will help them get a better job.

“We find that many students who have a Spanish background never learned professional Spanish to use in their jobs,” said Bill Husson, vice president for new ventures and strategic alliances at Regis. “This presents a great opportunity for them.”

The goal is to enroll 150 students during the three staggered admissions periods held throughout the 2011 fall semester.

The university is taking steps to ensure that students are prepared for the nontraditional structure of the program. Before applying, all students must undergo an orientation, a reversal of the usual order of how students begin their college studies. Soto says this is because the accelerated format, which is becoming increas-
ingly popular in higher education, is also very intensive and requires a lot of work in a tight time frame. The orientation lays out the challenges and the benefits of the program.

“We explain everything to the student, including how classes work and what kind of commitment they need to make,” he said. “If they understand the nature of the program and are still interested, we encourage them to apply.”

Once admitted, students are assessed for current language proficiency through placement tests in English and Spanish to determine the level at which they should begin their courses. As Soto explains, students are not required to be bilingual prior to starting their degree, as they can take language courses offered at the campus. Additionally, a computerized lab allows students to practice and improve language skills. However, a base knowledge in both languages is helpful for students because course materials are delivered in an alternating combination of Spanish and English.

The program description promises that regardless of where students start, they will leave the Dual Language Campus with the ability to speak and write fluently in both languages.

Faculty members also have been carefully screened and selected and are trained specifically to work with adult students.

“The faculty has undergone rigorous assessments of their language skills because the teaching format alternates in Spanish and English,” said Soto. “The first week, including course requirements, is taught in Spanish, and the second week is taught in English.”

The new Dual Language Campus is located in nearby Thornton, Colo., and includes 28,371 square feet of classrooms and office space.

“Students will be able to use the new facility, which has 10 classrooms, a community room, a library and lab where they can practice skills through Tell Me More language learning software,” said Soto.

This is not the first time Regis has built a link to the Hispanic community. The history of the university reveals a strong affinity to its Spanish-speaking constituency. The commencement exercises at the university’s first location in Las Vegas, N.M., in 1878 included a music program conducted in Spanish for the first half and English for the second half. During the ceremony, the official representative of the Jesuit province of Naples offered congratulations in both languages. Looking back at the archives from those early years shows many official school publications, classes and activities were in Spanish and English.

“We are a Catholic Jesuit University with historic ties to this population,” said Husson. “It is very appropriate for us to reach out and offer these types of educational programs to serve the community.”

Online Master’s Degrees Fill Niche

Regis University also has embarked on a joint venture for an online bilingual joint degree program—an M.B.A. in Emerging Markets. The program is a first of its kind between the university and Mexico-based Instituto Tecnologico y de Estudios Superiores de Occidente (ITESO) — the Jesuit University of Guadalajara, Mexico.

“The degree will be jointly awarded by Regis University and ITESO,” said Husson. “The format includes six courses in Spanish and six courses in English.”

The M.B.A. in Emerging Markets is taught entirely online. Each course is provided in an eight-week, accelerated format. The curriculum was jointly developed by Regis University and ITESO faculty and uses several techniques, such as Web conferencing and online forums, which are available via instructional technology.

“The program is very interactive,” said Husson.

The new specialization in emerging markets has a particular focus on Latin America and is intended to serve Hispanic Americans and Latin American mid-level management professionals working in companies with an established presence in international markets or with aspirations to establish a global presence. According to Husson, the combined bilingual aspects of the program means there are few, if any, M.B.A.s like it in the marketplace. Enrollment is open to Regis University and ITESO students.

“The current group of students is adult learners with the majority being from Mexico and a few from the United States,” said Husson.

Nine students from the first cohort traveled to Regis during the summer to participate in an intensive program which included activities and presentations designed to help them complete their degrees. For example, the schedule included a look at GAMBO-Warehousing Automation & Capacity Optimization, UPS-Supply Chain Capacity Management and Warehouse, Wal-Mart distribution/warehouse management, Anheuser-Busch Brewery, Cargo security, and a Jesuit mission. Participants also attended the executive night lectures series.

“While this cohort continues the program, a second cohort of about 15 students has now begun its studies,” said Husson.

Two additional online master’s degrees are available through a partnership between Regis and Universidad del Turabo (UT), a member of the Ana G. Méndez University System (AGMUS). The two institutions have joined to create dual-language online master’s degrees in business administration and the other in organizational leadership. The initial group of online students began classes in August.

Officials say that these programs meet the increased demand for bilingual professionals in both small businesses and Fortune 500 companies. Those who have already earned a bachelor’s degree or who would like to work at an advanced professional level will be able to continue their studies while easing possible language barriers.

“We wanted to create a program that pre-
pares working professionals for a competitive job market. To achieve this, we designed courses that fit their busy schedules while providing an opportunity to improve their language skills,” said Luis Zayas, vice president for national and international affairs of the Ana G. Méndez University System (AGMUS) and president of AGMUS Ventures Inc., an organization created by Regis University and AGMUS to promote dual-language university education.

“Many Latinos come to the U.S. with undergraduate degrees and have the desire to earn advanced degrees; often the only challenge is the language barrier,” said Zayas. “These online master’s programs not only prepare them with the education they seek to advance their careers, but with the necessary language and professional skills to excel in today’s highly competitive job market.”

The master’s in organizational leadership (MSOL) is especially geared for those from varied backgrounds, including nonprofit organizations, government, health care and service industries. The degree is a 30-credit-hour accelerated format with four specializations: human resource management, information technology leadership, organizational leadership and project management.

AGMUS based its decision to team up with Regis in part because of the university’s extensive experience with online education for adults. Regis entered the online distance-learning market in 1995, a time when more traditional colleges argued that the new formats were passing trends which would diminish the quality of education.

“We now have 7,000 students enrolled in online classes,” said Husson.

In addition, the university’s College for Professional Studies serves more than 13,000 adult students worldwide. It has received recognition for its innovative curricular approach from the Council for Adult and Experiential Learning and the Peter F. Drucker Foundation. For the 17th consecutive year, Regis University earned a top-tier ranking in the annual survey for the best colleges and universities by U.S. News & World Report. It ranked 31 in the Western United States in the Best Regional University category.

---

**Scholars’ Corner**

In 2010, the American Association of Hispanics in Higher Education (AAHHE) conference was held in my hometown, San Antonio, Texas, at a beautiful hotel located on the Riverwalk. As a young Mexican-American girl, I had often visited the Riverwalk, and I vividly remember gazing up at the grandiose architecture of this exact hotel. These landmarks represented success and prestige, which I viewed as completely unattainable.

As an AAHHE graduate fellow, I realized that I had maintained that same perception throughout my entire academic journey, and often I still felt like that young girl, peering in at a world of opportunities that seemed so far out of reach.

As a counselor education doctoral candidate at Pennsylvania State University, I have merged my passion for counseling and higher education by conducting research exploring the experiences of Hispanics in counseling graduate programs. I aim to increase awareness about the pathways Hispanic graduate students forge between Hispanic culture, including *familismo* and *respeto*, and the often contrasting culture of academia. My goal is to develop a research agenda that will help me create strategies to increase the number of Hispanics earning graduate degrees.

While I strive for this goal, I remember the role models I have met along the way. While working as a community college counselor, I met Eduardo (pseudonym). When I first met him, he did not speak English, but his goal was to enroll in classes part time, in between his weekly dialysis treatments. He dreamed of earning an associate degree in medical assisting and working in a dialysis lab helping others enduring similar health issues. Regardless of his financial and medical obstacles, he came to campus all summer to learn English and study for his college entrance exam. At the end of the summer, he tested higher on all portions of the exam, including English, than most of our native English-speaking students. His dedication inspired me to seek out resources like the AAHHE graduate fellows program and give back to the Hispanic community, which is full of resilient students like Eduardo.

As an AAHHE graduate fellow, I felt equally inspired by a network of supportive AAHHE students and scholars. During the graduate fellows research symposium, I presented my dissertation research to a panel of scholars, including Dr. Kenneth González, whose work highly inspired my study. I obtained critical feedback from all panel members, especially González, who met with me individually to discuss my research and provide insight about his own experiences in academia. With the encouragement of the AAHHE network, I felt confident to pursue a career in academia and seek out leadership roles within our community.

Finally, I knew it was time to let the boundaries I had envisioned as a young Mexican-American girl dissolve, not because I was suddenly part of the world I had viewed as unattainable, but because I had become part of the AAHHE community and we were paving a new path toward enhancing higher education with the richness of our people.

By Tamara Hinojosa
Pennsylvania State University, Counselor Education and Supervision, 2010 AAHHE Graduate Fellow
Collecting Education Data Not Enough – Change Needs Evidence-Based Proof

by Peggy Sands Orchowski

What if a dedicated teacher wanted to find out how his former students (as a group) were doing in college? Or what proportion of them went to college, stayed in, dropped out, came back, graduated? What if a serious teacher wanted to know if most of his/her students benefited by taking her/his class, or if there was a pattern of failure (or success) that could be addressed? How could that teacher find out this kind of information?

Well, since 2010, faculty, administrators, researchers and other education stakeholders in California have had a way of finding answers to these questions. It’s through the Institute of Evidence Based Change (IEBC), whose motto is “Having information is just a first step. Data must be properly understood, applied and used.”

It all started in 1998, when community college economic professors at Grossmont-Cuyamaca Community College (GCCC) wanted to know how their students did after transferring 4.1 miles away to the local university, how many of their associate degree econ majors actually went on to major in economics in college, and how they did in upper-division economics courses compared to students who had completed their first two years at a four-year college. For the answers, they turned to a recently formed data exchange collaboration that came to be known as Cal-PASS (California’s Partnership for Achieving Student Success).

“What we found changed the curriculum of the community college’s economics major,” said Brad Phillips, Ph.D., the founder of Cal-PASS and now president/CEO of the IEBC.

“We discovered that two-thirds of the students went on to study money and banking in the university, but none went on to major in economics. Yet GCCC had only a few hours of formal coursework in money and banking for econ students, while there was a good choice of econ classes taught by highly skilled professors. It was clear that the economics curriculum had to be adjusted to include more instruction in money and banking with professors who knew that field. Now GCCC economics faculty can better prepare students for the four-year university major in the field,” Phillips said proudly in a recent interview in San Diego, Calif.

Cal-PASS is a voluntary data-sharing consortium of all of California’s 112 community colleges, most of its universities and two-thirds of the state’s school districts. Supported by California state funds and nonprofit foundations, it is administered by the California Community College System office. Cal-PASS collate at least five years of regional education data, including grades, attendance and demographic information, and makes it available to members as well as to educational opportunity programs like TRIO, Puente and ACCESS. But Cal-PASS wasn’t designed to get down to the questions front-line professors had who were trying to analyze specific long-term course effectiveness. To do that, Cal-PASS helped to develop the IEBC. The target was to address specific challenges in specific fields to find practical solutions that actually lead to change.

“The institute uses a system we call ‘the change process’ to identify levers for change, design interventions to address problems and to regularly measure progress,” said Phillips. The process has five steps: collaboration, facilitation, intervention, gauging progress and lasting change.

One example that the IEBC cites is an early project in San Diego where a team of science faculty from a local school district knew it had a problem. Nearly half of its students who passed biology were failing chemistry. No one knew why. But after reviewing the student performance data, the IEBC demo project identified the barrier – students were unable to use algebra to solve chemical equations. So the team of middle school, high school and college educators created a two-week summer bridge pilot course called MOCHA (Mathematics of Chemistry Applications) that targeted critical algebra skills. Students in the first course earned chemistry marks 0.65 grade points higher than comparable students who did not take the class.

Project ideas are developed by the IEBC’s collaborative teams, called “Professional Learning Councils” (PLCs), that bring together teachers, professors, researchers, administrators and other stakeholders from all levels of K-16 education in specific fields such as math, science, career tech and the health professions. They also developed inter-linked programs. Just this June, an English PLC was brought together with math education leaders to link the two fields with coursework in 60 cross-disciplines such as business, law and engineering. This IEBC project is called SLATE: “Strategic Linking of Academic and Technical Education” and is funded by one of California’s major higher education donors, the James Irvine Foundation. SLATE Project Director Sandra Scott believes that connecting students’ classwork to jobs they can hold in the future is the key to better retention of these students.

The same philosophy underlies IEBC’s English Curriculum Alignment Project (ECAP), which includes projects for English-language learners (ELLs). One demo program that proved to be very popular is now a regular college offering – a summer bridge course for high school ELL students, co-taught by a community college instructor together with a high school teacher. Another joint college/high school yearlong program was developed for reclassified ELLs; it includes an introductory course in college writing for non-native English speakers as well as a class that compares college and high school course content. According to IEBC, in the six years since ECAP was developed, ELL student enrollment in college-level courses increased from 36 percent to 57 percent; and 44 percent of students taking English composition at a local community college raised their grades significantly.

The idea of collecting data that can be leverages for successful practical projects is important to Latino groups across the country. At the annual conference of the National Council of La Raza in July, a program by the Congreso de Latinos Unidos of Philadelphia, Pa., was showcased. It emphasized the need to measure and analyze the impact of projects with good practical data.

Latinos United concluded that “rendering services alone does not guarantee progress” – the same concept upon which the IEBC is built.
New Graduate Positive Educational Opportunities in Connecticut

by Pedro E. Segarra

Connecticut Children’s Medical Center — again, in a city that is investing in medical research and technology.

Hartford welcomes this school with open arms. There are only 124 U.S. accredited colleges and schools that offer doctoral pharmacy degrees. This is the right kind of education at the right time.

The new 35,000-square-foot (and growing) technology-rich, state-of-the-art facility will serve as a catalyst for student achievement, work force development and community pride. By preparing today’s students for the jobs of tomorrow, Hartford will help fulfill labor projections that show urban communities like Hartford will supply 30 percent of Connecticut’s future work force. Those same projections show that the pharmacy profession is expected to grow at a rate of 17 percent between now and 2018.

This is incredibly important to a city that is still recovering from the economic downturn. Our unemployment rate is almost double the state and national average. This greatly impacts our residents, of whom 44 percent are Hispanic, as is 51 percent of the Hartford Public School student population. That’s a lot of lives that can potentially be touched or even changed for the better.

As a Latino, and as someone who came from very humble beginnings, education made a profound difference in my life. This is a program that caught more than my attention — it has a solid place in my heart. I am an attorney by trade but supported myself through school by working in the medical field.

Aside from providing a top-notch education from prestigious educators, the Saint Joseph College School of Pharmacy offers a healthy remedy for the city’s vibrancy as well as the local economy. The school is located in the landmark structure on Trumbull Street called Hartford 21 — a building that has helped redefine the skyline of Connecticut’s capital city. The students, professors and staff all add to the foot traffic and energy of our downtown. This translates to people enjoying restaurants, shops, the gym, our historic parks system, and has added to our growing downtown residential population.

Indeed, after graduation, it is projected that 70 percent of the students will stay and work in Connecticut, another hopeful sign of future growth for the city, region and state.

As an entry-level pharmacist, an individual can earn approximately
Pharmacy School –

$100,000 a year. That’s quite a per-person impact. As an educational institution, Saint Joseph College already has a $73 million financial stamp on the Connecticut economy. This new investment is already paying dividends and will continue to pay more.

The biggest impact cannot be measured, and that is the contribution that future pharmacists will make to our residents. With an aging population, there is the expectation of an increased demand in the number of prescriptions filled. But pharmacists do more than fill prescriptions. They play an active role in health care management by communicating with both physicians and patients. That personal interaction and expertise is priceless.

Today’s students are preparing for that very moment. In the not-so-distant future, accomplished pharmacists will come out of a college that is devoted to service, scholarly work and high professional standards.

I want to take a moment to congratulate Pamela Trotman Reid, Ph.D., president of Saint Joseph College, and Dr. Joseph K. Ofosu, dean of pharmacy, for their commitment and perseverance in helping to make this educational and economic development milestone go from dream to reality. Thanks to many collaborative efforts, the doors of opportunity are flying open!

About the Author

Pedro E. Segarra is Hartford’s second Latino mayor. First sworn into office on June 25, 2010, Segarra was elected in his own right in November 2011. In these extraordinarily difficult financial times, Segarra continues to work tirelessly – looking at all options to generate new ideas to take Hartford to new heights. With an emphasis on creating jobs, pursuing academic excellence in our schools, promoting economic development with a focus on small businesses, and reducing crime by providing positive alternatives for our youth while also taking an aggressive approach to law enforcement, Segarra’s priorities are inclusiveness and inspiration so that more people are encouraged to participate in their community and in their government.

When Segarra was 7, his family moved from the small rural town of Maricao, Puerto Rico, to the Bronx, N.Y., in search of a better life. Segarra is one of six children and was raised by his mother under conditions of extreme poverty. When he was 15, he fled the threat of gangs and arrived in Hartford.

After graduating from what was then called the Greater Hartford Community College (now Capital Community College), Segarra earned a full scholarship to the University of Hartford, where he received a Bachelor of Arts degree in political science. He was then admitted to the University of Connecticut Graduate School of Social Work where he received his master’s degree in social work. He graduated from UConn Law School and is currently admitted to the Connecticut state and federal bars and the Bar of the State of Florida.

Segarra is uniquely qualified to be mayor through his legal, community and government experience. In 1991, he was appointed corporation counsel for the city of Hartford. He was appointed to City Council in 2006, elected in his own right in 2007, and became council president in January of 2010. Until becoming mayor, he was the managing partner of his own law firm.

For more information on the city of Hartford, please log on to www.hartford.gov; “like” the city on Facebook; follow it on Twitter @HartfordMayor; or be an eyewitness to history and see what’s happening in one of America’s oldest cities on YouTube.
Marta Sánchez Brings Passion to ASU’s New Graduate Programs on Transborder Studies

by Diana Saenger

When the job market suffers, the effect trickles down to college graduates. Recognizing this and hopeful of implementing changes to open more doors for higher education graduates is Marta E. Sánchez, faculty in the Graduate Program of the School of Transborder Studies at Arizona State University (ASU), Tempe.

The new program is for domestic and international students, primarily from Mexico, but is open to any international student with an interest in transborder studies and holding a B.A. or M.A. Sánchez said the courses will focus on a better understanding of the area’s population and changes. Students are required to be able to read and comprehend Spanish.

“This program is designed to help those already working in business and education and willing to spend four to five years for a Ph.D. and two for a master’s,” Sánchez said. “These studies will further educate students in terms of what they know and give them a better understanding of the transborder region of Mexico and the United States.”

If anyone knows the arduous task of this journey, it’s Sánchez. Her home life growing up in East Los Angeles wasn’t typical. After her parents divorced, she and her two brothers were basically surrounded by females. “We were primarily raised by my mother, grandmother and her sisters,” Sánchez said. “My grandmother was a seamstress, and my mother worked in service jobs. We had the traditional Latino celebrations, but I was fortunate that their aspirations for us were high because they themselves had little formal schooling.”

Always academically oriented, Sánchez earned a B.A. at Mount St. Mary’s Women’s College in Los Angeles and then earned her M.A. She taught two years at Cal State Northridge but soon realized that to remain in higher education, she would need a Ph.D. Sánchez enrolled at the University of California-San Diego (UCSD). After earning a Ph.D. in comparative literature, Sánchez began teaching at UCSD in 1977.

“I’m a humanities person, and literature is my specialization,” Sánchez said. “I started teaching Latin American and Chicano literature in Spanish in UCSD’s literature department, which is made up of sections — English, Spanish, Italian and German. I was always drawn to literature and grew up reading a lot. When I went to college, I was interested in the discussions in literature classes where we connected with ideas and emotions. Discussions in a room of all girls who talked about sex, politics, and characters with conflicting motivations are things I found interesting.”

Sánchez, passionate about the humanities, wrote Contemporary Chicana Poetry: A Critical Approach to an Emerging Literature, published by Berkeley’s UC Press in 1985. It was the first book-length study of poetry by women of Mexican origin in the United States and one of the first studies in the field of Chicano literature and culture.

“I was interested in the research and making a contribution to the field,” Sánchez said, when asked why she chose that topic.

While at UCSD, Sánchez served on the Advisory Board of UCSD’s Preuss Charter School from 2000-2004. Serving grades 6-12, the school is designed to be a rigorous college-preparatory education program.

“At the time I was on the board, there was a focus to address the low numbers of Latino and African-American students in higher education,” Sánchez said. “We wanted to motivate those who expressed interest in school and met the criteria for the program.”

In 2004, Sánchez took a professorship at Arizona State University. Her
courses, taught in Spanish and English, include: Chicano and Mexican Literature of Southwest North America; Modern Latin American Short Story; Introduction to Chicano Literature; Introduction to Transborder Studies; Transborder Latino Expressive Culture; Border and Global Narratives; and Comparative Bilingual Latino Poetics. Previously, she taught graduate seminars in Mexican American Literature and U.S.-Mexico Border Studies in Spanish, and Modern Chicano, African American, and Puerto Rican Narratives in English.


“I wasn’t at all prepared to write this book,” Sánchez said. “I wanted to branch out from Chicano literature to African-American and Puerto Rican literature and examine the debate in the ’60s and ’70s about those populations. I had positive responses to the book. When I gave talks, I managed to engage people in the ideas and emotions conveyed by the writers I wrote about.”

Sánchez has received fellowships from the Ford Foundation, National Chicano Council for Higher Education, Rockefeller Foundation, University of California President’s Office, and the Stanford Humanities Center. Applying for fellowships, she said, helped her in her career.

“If you are able to get a fellowship prior to receiving tenure, you get released from teaching duties and serving on committees because you need that time to do research. The application process also broadens your abilities because you have to write in a way people outside your field will understand.”

Sánchez is also editor of the Latinidad series of Rutgers University Press. Her husband, Paul Espinosa, a professor and filmmaker in the School of Transborder Studies at ASU, is also a member of the series board. “I’ve been a series editor for four years, and our aim is to help Rutgers find manuscripts that address transborder issues in an interdisciplinary context,” Sánchez said.

A dedicated educator who knows the importance of a solid education, Sánchez now sees a Catch-22 for jobs in higher education in this economy. “We’re not investing in education; we’ve seen serious cuts in the education budget across the board here in Arizona and other states. With cuts in education, how will students be prepared for the new jobs on the horizon?” said Sánchez, who remains confident about the benefits of higher education.

“The Latino population continues to grow, and Latinos, along with other groups, must be prepared for the dramatic changes ahead. The School of Transborder Studies aims to prepare its students to confront our society’s present and future challenges.”

---

**SEEKING - El Paso Community College President**

The El Paso Community College (EPCC) Board of Trustees seeks a hands-on, successful leader with the foresight to serve as President/CEO. EPCC is recognized as one of the fastest-growing colleges in the nation and one of the largest granitors of associate’s degrees to Hispanic students. The college enrolls over 30,000 students and offers 130 career choices and more than 350 personal enrichment and continuing education classes. The candidate should be able to continue EPCC’s nationwide image as a benchmark post-secondary institution.

**Qualifications:**

1. Earned a doctoral degree from a nationally or regionally accredited institution of higher education
2. Senior administrative experience within a large urban, multi-campus district (20,000+ students)
3. Demonstrated achievements in improving student success
4. Previous teaching experience at an institute of higher education, preferably a community college
5. Demonstrated sensitivity to and an appreciation of ethnic and cultural diversity

For consideration, send your cover letter, application and resume to: EPCC Presidential Search, P.O. Box 960909, El Paso, TX 79996.

For application: [www.epcc.edu/presidentialsearch](http://www.epcc.edu/presidentialsearch).

For additional information, visit the website above or call (915) 831-6306.

**The Best Place to Start**

El Paso County Community College District does not discriminate on the basis of race, color, national origin, religion, gender, age or disability.
Study Sheds New Light on the Rising Number of College-Educated Immigrants

by Gary M. Stern

Many immigrants are stereotyped as uneducated high school dropouts that are forced to take unskilled work. But a new study, The Geography of Immigrant Skills, issued in 2001 by the Brookings Institution, a nonprofit public policy organization based in Washington, D.C., reveals that most people underestimate the educational achievements of immigrants.

The Brookings report says that college-educated immigrants are on the rise. In urban areas particularly, college-educated immigrants outnumber high school-educated immigrants by 25 percent in 44 large U.S. cities. The number of college-educated immigrants is rising since 30 percent of working-age immigrants possessed college degrees in 2010 compared to 19 percent in 1980. Indeed, only 28 percent of immigrants lack a high school diploma. How can colleges cater to these education-hungry students who have a passion to succeed?

The report also analyzes the types of communities where immigrants flourish and where they falter. It identified 44 of the nation’s largest 100 metropolitan areas as “high-skill immigrant destinations.” These appealing destinations are described as large coastal metropolitan areas, including San Francisco and Washington, D.C., contrasted with low-skill areas, dominated by border states in the West and Southwest.

“What surprised even us was that there are more immigrants currently in the U.S. who have bachelor’s degrees than there are immigrants without a high school diploma.”

Audrey Singer, senior fellow, Metropolitan Policy Program, Brookings Institution

Immigrants are playing a major role in the American economy and yet their impact is often slighted. Public debate often revolves around the cost of illegal immigration but fails to note that immigrants account for one in seven U.S. residents and one in six U.S. workers. Skilled immigrants gravitate toward careers in technology, computing, engineering and health care while the less-skilled find jobs in the construction and hospitality industries.

Audrey Singer, senior fellow in the Metropolitan Policy Program at the Brookings Institution and a leading expert on ethnic migration and demographic trends in metropolitan areas, spearheaded the report on immigrant skills. Here’s what Singer had to say about the role colleges play in educating immigrants, the role immigrants play in the U.S., and how different metropolitan areas attract or repel immigrants.

The Hispanic Outlook:
According to your The Geography of Immigrant Skills report, there are many misleading and false stereotypes about the college achievements of most immigrants. What are the major misconceptions?

Audrey Singer: What surprised even us was that there are more immigrants currently in the U.S. who have bachelor’s degrees
than there are immigrants without a high school diploma. Because of the attention that the media and elected officials have placed on certain kinds of immigrants, there’s a perception that most foreign-born people are uneducated. That’s not the case. In fact, the number of highly skilled immigrants entering the country is increasing, the number of low-skilled is declining, and middle-skilled immigrants has stayed the same.

**HO:** Why are immigrants so often perceived as uneducated?

**Singer:** That makes more to do with how the media portrays immigrants and the kind of debates that go on regarding changes to immigration laws. Much of the debate focuses on enforcement, legal status and what to do about the 11 million illegal immigrants living here. In fact, if you’re here without legal status, you’re much more likely to have lower levels of education.

**HO:** Colleges have been extremely successful at reaching out to immigrants, attracting and retaining them. What are they doing right?

**Singer:** If you look at the number of students attending college in the U.S., you’ll see a rise in the number of international students in colleges and universities. We are attracting more people from abroad. One factor in the expansion is there are more opportunities for students educated in the U.S. who want to stay. We have visa programs that allow students to extend their stay in the U.S. for training after they graduate. For some visa programs, students must have a bachelor’s degree in order to enter the country.

**HO:** What role are community colleges playing in attracting immigrants?

**Singer:** We see a large number of immigrants attending community colleges, both foreign- and U.S.-born. Many two-year colleges are effective at recruiting immigrant students and have built reputations for providing the kind of education that these students need.

**HO:** What are community colleges doing right?

**Singer:** I think this issue borders on controversy. Many community colleges support children of immigrants who are undocumented, either overtly or in a quiet way. It’s an important role that these institutions are providing while these students are on their way to obtaining legal status. Most students are not going home because “home” is here. Many are eager to attend college, earn a degree, despite the difficulty in obtaining a job without legal status. They can’t legally work here, which the DREAM Act tried to correct (by providing permanent residency to those of good character who have lived five years in the U.S.). The Migrant Policy Institute published an estimate of how many young illegal immigrants are attending college. It’s not a huge number, but there’s a social movement to give them broader access and greater opportunities.

**HO:** What can colleges improve on regarding educating immigrant students?

**Singer:** One issue we raise in the report is retraining people who have been educated abroad. That entails helping them gain the credentials in the U.S. Many foreign-born students earned a degree elsewhere and need to be qualified for jobs in the U.S. Many people come to this country after they have gained their degrees in other countries.

**HO:** You note in the report that of the 7.9 million working-age immigrants who arrived in the U.S. during the 2000s, nearly a third were highly-skilled, greater than the number of low-skilled immigrants. Why was that?

**Singer:** Because of the shift toward information and knowledge economy jobs, many require a college degree. With the demand for these jobs increasing, we see more students coming to the U.S.

**HO:** You also describe a “middle performing” group of immigrants who have attended college but haven’t gained a four-year degree. What could colleges do to help get them over the finish line and earn a degree?

**Singer:** There are a couple of things that are going on. Some immigrants have achieved a one- or two-year certificate but not four-year degrees. Other people start and don’t finish. We can’t tell how many are not following through; we just know they haven’t earned a four-year degree.

**HO:** Many immigrants fall in the unskilled category of “builders, groundkeepers and cooks.” What kind of education level have most of them attained?

**Singer:** Most have only an elementary school education and were forced to stop schooling. Many stop at sixth or eighth grade. Many haven’t finished high school, and most aren’t likely to attend college.

**HO:** Why have cities such as San Francisco and Washington, D.C., been effective at attracting immigrants?

**Singer:** That’s largely based on local labor markets and job opportunities. Before the housing crisis and recession, these were places that were growing rapidly.

**HO:** But many low-skilled immigrants cluster in California, Arizona, New Mexico and Texas. Why?

**Singer:** Many of the low-skilled workers are Latin American immigrants, particularly from Mexico. These immigrants must fit into lower-skilled jobs that don’t require a high school education. Many immigrants were attracted to Phoenix and Las Vegas when housing was booming and there were construction jobs, but that faded.

**HO:** What’s happened to these immigrants now that the jobs have disappeared?

**Singer:** That’s a good question. Nevada, for example, is looking for ways to diversify its economy, bring in new lines of industry, and create different jobs. Many construction workers are trying to retool and find jobs in service industries and other related areas.

**HO:** Why have Seattle, San Francisco, Washington, D.C., and places like Columbus, Knoxville and Madison attracted highly skilled immigrants?

**Singer:** These places have strong universities such as the University of Wisconsin or University of Tennessee. We know that large college towns attract foreign-born people, both faculty and students. I studied in Austin, and many people wanted to stay there. These colleges develop labs, research centers, and industry draws from them. Cities such as Seattle are technology centers that attract immigrants.

**HO:** What could cities do to attract the more highly skilled immigrants that they’re not doing now?

**Singer:** I’m working on a paper now about cities that would like to retain and attract immigrants of all kinds. Some of this is an economic
development question. Places losing population and jobs would like to bolster opportunities and their immigrant population. Immigrants can play a role through entrepreneurship and partnerships with local universities. Cities are also using special visa programs. One program, which is part of the Immigration and Naturalization Act, referred to as EB-5, offers visas to immigrants who invest a million dollars in a business that employs a minimum of 10 jobs, which is reduced to $500,000 if located in a rural or high unemployment area.

**HO:** The report says state and local governments have played a major role regarding immigrants’ rights since the federal level has avoided instituting a national immigrant policy. How?

**Singer:** Many cities have put out the welcome mats. For example, New York and Boston have offices within city government that promote working with immigrants and provide services that make it easier for them. One organization, Welcoming America, works with existing populations to help them coexist with immigrants. Since Philadelphia faced a declining population, its mayor, Michael Nutter, has been vocal about welcoming immigrants.

**HO:** Nonprofit organizations can help integrate immigrants into American society. You mention Upwardly Global, which concentrates on Chicago, New York and San Francisco. What specifically has it done?

**Singer:** It focuses on getting immigrants who have been trained elsewhere into jobs that fit them. Sometimes an immigrant trained as an engineer in the native country is forced to drive a cab. Upwardly Global works with immigrants, employers and the state, which controls licensing.

**HO:** Latinos are a major immigrant ethnic group. What specifically can be done to help prepare them for college?

**Singer:** Latinos are the most important group in the U.S. Most of the growth in the U.S. is coming from Latinos, as evidenced by the latest census. Most of that growth is coming from children of immigrants born in the U.S., not from immigrants born outside the U.S. What’s most important is that children of Latino immigrants must be prepared for higher education. That involves starting education early and preparing them for a labor market that can support them. This is critical for the future of the U.S. If we don’t address this issue, major problems will arise.

**HO:** By the end of the report, readers have a new sense of immigrants and college achievements. What’s the real view of immigrants and how they do in colleges in the U.S.?

**Singer:** Many people hold on to the images of illegal immigrants that the current debate and media concentrate on. Immigrants are all different. They come from different backgrounds and have different achievement levels, and many earn undergraduate degrees.
Nicaragua Before Now: Factory Work, Farming, and Fishing in a Low-Wage Global Economy
by Nell Farrell

Free trade is one of the most talked about and controversial topics discussed on Main Street and Wall Street in the United States. But so much of that conversation centers on the effect free trade agreements have on workers in the U.S. Very little is discussed about the workers of our potential trading partners. Nell Farrell, documentary photographer and writer specializing in Latin America and the American Southwest, presents an intimate picture of Latin American workers caught up in the march to a global economy. Farrell puts a face on the trade issue, offering a perspective on how things were prior to the implementation of the Central American Free Trade Agreement (CAFTA) and how it changed everyday life there. She traveled to Nicaragua in the fall of 2005, just after CAFTA was passed in the U.S. Congress and while it was still being debated by the Nicaraguan Asamblea Nacional. As the debate raged, Farrell spent three months photographing and interviewing young working people who would be affected by the agreement and whose lives were already shaped by the low-wage global economy.

Farrell was able to elicit in-depth profiles of and interviews with a cross section of the Nicaraguan work force – laborers working for low wages and in less-than-ideal conditions. She focused on workers in four regions: young women in the factories of Managua’s Free Trade Zone, dairy farmers and cattlemen in the interior state of Matagalpa, laborers in the sugarcane fields of Chinandega, and indigenous lobster divers on the Miskito Coast. What her words fail to convey is starkly documented through her photography.

This book demonstrates that globalization has had its greatest impact on the younger generation of Nicaragua, many of whom were born at a time of great upheaval and revolution in this country that promised to address the economic conditions but did little to change the pattern from the 1970s through the 1990s of poor labor conditions and compensation – before and after the Sandinista uprising against the Somoza dynasty. Farrell documents the opening of foreign investment in a country where unions are tolerated but not exactly encouraged in Nicaragua’s “free trade” zones.

Nicaragua’s trade with the U.S. has grown 71 percent, more than that of any other member nation under CAFTA, and that seems to draw a bright line for some in the U.S. who see jobs being outsourced. But much of the improvement in Nicaragua comes from low-wage factory jobs. The author’s intent is to help Americans understand the impact of CAFTA on countries like Nicaragua, particularly in light of the trade imbalance between countries like Nicaragua and the United States. Her interviews, intimate photographs, and her own observations to illustrate the relationship between Nicaraguan laborers, international politics and global markets help to paint a clearer picture.

Reviewed by Mary Ann Cooper
Increasing Demand for Miami Dade’s Architecture and Interior Design Programs

by Paul Hoogeveen

Like many Hispanic-Serving Institutions (HSIs), Miami Dade College boasts a high percentage of Latinos in its general student population, as well as a large number of Hispanic faculty members. However, its School of Architecture and Interior Design has an even higher percentage of both Hispanic students and Hispanic faculty – a quite unusual circumstance, even among HSIs. And while Miami Dade continues to struggle with the conflicting trends of surging enrollment and cuts in funding, its two-year architecture and interior design programs have enjoyed steady growth in student matriculation to upper-division programs at other schools.

“As a Hispanic, I am committed to helping minority students achieve success in their chosen fields of study,” said Dr. Lyle D. Culver, a full-time faculty member and professor of architecture at the school. “As a school of design, we have been very successful in not only graduating Hispanic students, but many of our graduates are attending prestigious schools both nationally and internationally at the upper-division level. Many of our alumni are attending graduate schools of design at institutions like Columbia, Pratt, Princeton, the University of Florida, Southern California Institute of Architecture, and the University of Miami, to name but a few.”

Hispanic with Cuban roots, Culver came to his current post in a roundabout way, having started out with a degree in French and at one time working in Germany. His professional journey ultimately brought him back to Miami and Miami Dade, where he began teaching.

Culver is far from being in the minority as a Hispanic among the school’s faculty. Of its 14 full-time professors, 13 are Hispanic – and this, as Culver pointed out, may very well be unique among all architecture and interior design schools nationwide.

“It’s very unusual,” Culver commented, “if you think that something like 5 or 6 percent of architects are Hispanic, and 3 percent are African-American.” (According to the 2000 U.S. Census, 5.6 percent of architects in the country were Hispanic; and 2.7 percent, African-American.)

The demographic portrait of Miami Dade College’s student body is almost the inverse of the nationwide racial breakdown. Pew Hispanic Center recently reported that growth in Hispanic enrollment at colleges and universities has offset a decline in White enrollment. From 2009 to 2010, there was a 24 percent surge in enrollment among 18- to 24-year-old Hispanics, making Hispanic enrollment in that age range account for 15 percent of the total number of college-age students enrolled in two- or four-year colleges in 2010.

At Miami Dade, however, Hispanic students made up 69 percent of the student body in the 2009-10 academic year. And its School of Architecture and Interior Design enjoyed an even higher proportion of Hispanic students in 2010 – 79.6 percent.

This, however, is not an exact comparison. As with Miami Dade in general, a fair portion (about 40 percent) of the architecture school’s enrollment surge is being driven by Hispanic continuing-education students in the 21- to 25-year-old age bracket – an indication that a tight job market has pushed many Hispanic working adults to revitalize their careers or change them entirely. It’s not surprising. According to another recent Pew report, median wealth of Hispanic families dropped 66 percent between 2005 and 2009.

“We also get a fair number of international students,” Culver added. “They come in from the Caribbean and South America. The School of Architecture doesn’t actively market our programs abroad – it’s mostly through word of mouth.”

Culver also noted that in recent years many nontraditional students, who work and frequently have family responsibilities as well, began asking for classes to be offered at campuses closer to their jobs and homes. To accommodate the needs of an increasing number of nontraditional students, the school – primarily housed at Miami Dade’s Kendall Campus – began offering architecture and interior design courses at two other campuses: North and Wolfson. This seems a sensible move considering that in 2010 only 30 percent of the school’s students fell in the traditional 18- to 20-year-old college-age bracket, and most of its students were working adults age 21 or older.
The school currently offers two Associate of Arts and three Associate of Science programs of study: architecture (A.A.); architectural design and construction technology (A.S.); building construction technology (A.S.); interior design (A.A.); and interior design technology (A.S.).

With more than 80 percent of the school’s 2010 students enrolled in it, the Associate of Arts in Architecture program is by far the most popular. Students receive practical, hands-on instruction and training in such areas as architectural drawing, design and structure, and mathematics. The program, as with the rest of the school’s associate programs, is designed to provide a foundation for students who wish to then continue to upper-division programs, and prepares them to transfer to four-year institutions as third-year students.

Culver also emphasized that architecture program students have a wide variety of options in terms of where they want to focus when they move on to upper-division programs. Landscape architecture is one popular goal.

“If students comes to us and want to get into landscape architecture, they can do that,” said Culver. “They’ll do two years of general courses in architecture here for an Associate of Arts in Architecture, and then they’ll get into a landscape architecture program,” upper division.

The Associate in Science of Architectural Design and Construction Technology is somewhat different in that it is designed to prepare students for immediate employment with courses in areas such as architectural drafting, cost estimating, material selecting, specification writing, and preparing presentations, drawings and models. However, students in this program may still opt to transfer to a four-year program.

Associate of Arts and Associate of Science programs in interior design work in a similar manner, while focusing more on the relation of interior spaces to total structural design. Culver pointed out that while students tend to gravitate to architecture, interior design can be an equally rewarding field and can offer students better job opportunities.

Culver emphasized that for all architecture and interior design programs, the curriculum is focused on the Design Studio courses. In these, students are given design problems to be completed within a specified timeframe, and are assessed at specific progress benchmarks. The studio arrangement allows for highly individualized attention while students work alone or in teams.

A further aid to student projects is a new wood shop that was recently added at the Kendall Campus. Culver explained that it is often difficult for students at a commuter school to transport their architecture projects, which they construct at home, to campus. The wood shop gives students a properly outfitted place on campus to do additional work on their models.

While enrollment at the architecture school has been surging, it has also seen student transfers to a number of respected upper-division colleges, universities and private institutions steadily increasing – a phenomenon that, Culver hopes, will bring more Latinos and other minorities into the architecture profession and related fields.

“A lot of students have been going on to private institutions, especially in the past couple of years,” Culver said. “We have a great rapport with Southern California Institute of Architecture (SCI-Arc). We’ve also established a rapport with Boston Architectural College (BAC), which is actually one of the oldest programs of architecture in the country. These are leading institutions in design.”

Culver himself played a role in boosting transfers into Boston Architectural College in particular. “I went to a conference back in 2007 to present a paper – a discussion on the role of two-year colleges in helping diversify the academy of professional architecture,” he explained. “One of many in attendance was the president of BAC, Dr. Ted Landsmark, and we got to talking. We had some issues in common.”

Aware of BAC’s reputation, Culver began encouraging students to look at BAC’s baccalaureate programs, and transfers began to rise – so much so that the venerable Boston institution took notice. “Last summer,” Culver said, “they sent the provost down because they were seeing a flood of applications from Miami Dade College. Right now, we’re working to formulate an articulation agreement.”

While the school continues to foster relationships with upper-division institutions, it can already boast a number of successful graduates who have gone on to successful careers. Among its more prominent alumni are Willy Bermello, president and CEO, BAP Development Inc.; Bernard Zyscovich, president and managing partner, Zyscovich Architects; Bruno-Elias Ramos, principal in charge, BEA Architects Inc.; and Robert E. Chisholm, chairman, R.E. Chisholm Architects Inc.

The transfer statistics are strong. Upper-division institutions that have traditionally received transfers from the Miami Dade architecture and design programs continue to receive a steady stream. For example, from 2007 to 2011, the University of Miami took in an average of eight; and the University of Florida took in an average of five. And Florida International University (FIU), which took in an average of 55 students per year, admitted 82 percent of Miami Dade College applicants to FIU’s Master in Landscape Architecture program.

Perhaps even more encouraging is the steady growth in transfers to prominent upper-division architecture and design schools that have more recently entered the picture. Transfers to Southern California Institute of Architecture grew from one in 2007 to 13 in 2011; similarly, transfers to Boston Architectural College expanded from one in 2007 to 17 in 2011. Syracuse, Cornell and other top-notch institutions have also begun to accept transfers. (It appears that as more students from the school are applying to and being accepted at more prestigious out-of-state institutions, the number of applications to in-state schools is becoming diluted.)

Despite the successes, the school faces challenges that many institutions share in the current economy, including budget cuts and inadequate funding. Indeed, Miami Dade College, despite being the largest public institution of higher learning in the United States, is also among the most poorly funded of Florida’s 28 community colleges.

“One of the things we’ve been involved in is talking to our representatives up in Tallahassee,” said Culver. “There have been some attempts to rally the troops – students and faculty.”

Nevertheless, the school has plans to continue growing and improving its programs. Miami Dade College recently began offering four-year programs. Bachelor of Arts degrees offered include education, nursing and electronics engineering. Students may also pursue Bachelor of Applied Science degrees in public safety management, film, television and digital production; supervision and management; and physician assistant studies. According to Culver, the School of Architecture and Interior Design might soon be adding to these its own four-year baccalaureate program in architecture.

“The one major initiative we’re working on is a four-year program,” said Culver. “Many students ask for it, and would much rather stay at Miami Dade. But there are a lot of hurdles that we have to jump.”
Future Is Bright for NASA—MUST Students

by Jamaal Abdul-Alim

Not long after Juan Carlos López journeyed from a small city in northern Mexico to the United States at the age of 16, his high school guidance counselor suggested that he spend an extra year in high school to catch up on his English.

Instead of postponing graduation, López decided to step things up a notch by taking before- and after-school classes.

The hard work paid off.

Today not only is López a mechanical engineering major at the University of Texas—El Paso with a 4.0 GPA, but the 21-year-old has built a stellar résumé that lists an impressive array of experiences that would be enviable by any standard.

His curriculum vitae include two summer internships at NASA. The first one he worked this year at NASA’s Jet Propulsion Laboratory in Pasadena, Calif., and another one he worked last year at the NASA Johnson Space Center in Houston, Texas.

López credits his success to a program called NASA-MUST (Motivating Undergraduates in Science and Technology).

The six-year-old program is administered by the Hispanic College Fund, an organization that works to provide scholarships, academic and social support to students to develop future generations of Hispanic professionals.

Through the $2.15 million program, which serves 115 students per year, participating students get 10-week summer internships that pay $6,000, as well as scholarships that cover half of their college tuition, up to $10,000.

López has certainly made the most of his experience as a NASA-MUST scholar. Besides having scored two internships through the program, López serves as a NASA student ambassador.

“As a first-generation immigrant to this country, and after all the challenges and difficulties I faced after coming here, being accepted into the NASA-MUST Program was the first proof that my personal and educational sacrifices were finally paying off,” López told The Hispanic Outlook in Higher Education Magazine. “This has truly been one of the greatest achievements for my family and myself.”

Like a rocket booster, NASA-MUST continues to propel López to new heights. This fall, he was set to begin working alternate semesters as a Johnson Space Center co-op (short for being a member of the center’s Cooperative Education Program).

“I got this opportunity thanks to my internship at JSC as part of MUST,” López said of the co-op experience, which he says will greatly enhance his chances of getting a full-time offer at NASA.

Similar experiences are easy to find among students who participate in NASA-MUST.

“It’s the dedicated effort of partners, and NASA is a great partner with us, and we’re a great partner with NASA.”

Dr. Carlos Santiago, CEO, Hispanic College Fund
Of all the students who have participated in the program, officials at Hispanic College Fund say, approximately 90 percent of them get jobs at NASA, go on to graduate school or land a job in the STEM (science, technology, engineering and mathematics) fields in one industry or another.

More specifically, a program evaluation shows that 45 percent of the alumni are pursuing an advanced degree in a NASA core-competency field; 26 percent work in the aerospace or STEM industry; and 18 percent work directly for NASA.

“Those kinds of results don’t just occur randomly,” said Dr. Carlos Santiago, a longtime college administrator and now CEO of the Washington, D.C.-based Hispanic College Fund.

“It’s the dedicated effort of partners,” Santiago said. “And NASA is a great partner with us, and we’re a great partner with NASA.”

To broaden the reach of the program, Hispanic College Fund partners with several other higher education organizations to recruit diverse groups of students. Those organizations include the United Negro College Fund, American Indian Higher Education Consortium, Institute for Broadening Participation, and Association on Higher Education and Disability.

The program is open to all students who are pursuing STEM degrees, but special emphasis is placed on reaching students from groups that are underrepresented in the STEM fields.

The program provides practical experience to students such as Lizmarie Comenencia Ortiz, 21, a native of Caguas, Puerto Rico, who spent this summer as an intern at the Goddard Space Flight Center in Greenbelt, Md.

At Goddard, Ortiz has worked on several projects, including one in which she performed stress analysis calculations on the chassis of a rover that has ground-penetrating radar. She also helped build a robotic arm that will be mounted on “penguin robots” that are part of another project called LIDAR Assistive Robotic Group Exploration, or LARGE, and worked on ways to efficiently conduct robotic refueling missions in space.

“It has been very valuable,” Ortiz said. “I have learned different CAD systems. I learned about the design, and especially I’ve learned about manufacturing at NASA,” something she says the space agency does on its own in some situations to minimize costs.

Like many students who got involved with NASA-MUST, Ortiz discovered the program by doing a Web search for scholarships and ending up on the homepage of the Hispanic College Fund.

NASA-MUST provides much more than scholarships and internships. The program provides tutors and mentors. There are also professional networking opportunities.

López, for instance, got to have lunch with recently retired NASA astronaut José Hernández at last year’s Great Minds in STEM/HENAAC Conference.

“As Mr. Hernández is from Mexican heritage and a first-generation immigrant, just as myself, I felt greatly identified with his story,” López said. “During our conversation I told him about my idea of developing programs to motivate underrepresented minorities in the U.S. as well as students from Mexico.

“He then told me about the newly created Mexican Space Agency (AEM), and how he was one of its promoters. He suggested and encouraged me to write a proposal for the Mexican Space Agency to create the programs I told him about. I followed his advice, and my proposal served to set the bases for the creation of student programs sponsored by AEM, which will soon be implemented all around Mexico.”

Similar opportunities unfolded at the NASA-MUST symposium in Baltimore this past summer.

There, NASA-MUST students met with NASA administrators and employ-
9th Grade – Make or Break for High School Success

by Mary Ann Cooper

With all the emphasis on making sure high school students complete high school and move on to college or some other form of higher education or job training, there is renewed focus on the ninth grade. Academic scholars have begun to study the transition from grammar school to high school, pointing to the conclusion that a poor transition to the ninth grade sets up a student for failure. This, experts say, is the single external factor that is the most significant to success or failure — especially for students from low-income households.

The February 2011 report Evaluating Ninth Grade Academies, by Hanover Research, addresses one of the proposed methods to promote a smoother transition to high school for high-risk students. In this report, Hanover, a research company founded in 2003 to serve the information needs of organizations of every size, both for-profit and nonprofit, globally, examines the efficacy of creating ninth-grade academies to groom middle school students for high school, through a series of case studies from across the nation.

The report begins by quoting some disturbing data. The percentage of students who do not graduate from high school in four or five years, they say, is increasing. There is also ample evidence that many students fall through the cracks in the ninth grade and drop out before reaching the 10th grade.

According to the report, “As of 2001, tenth grade enrollment was between 11 and 12 percent lower than ninth grade enrollment the previous year. This is more than twice the rate from as recently as the mid-1980s, when between two and five percent of ninth-graders failed to progress to tenth grade.” More recent research from a Boston College study in 2004 showed that the “rate at which ninth grade students do not reach tenth grade has tripled in the past thirty years.”

The outlook for minorities is even more dismal. One in four African-American, Native American and Hispanic students do not successfully complete ninth grade the first time around, and have to repeat it. That sets up a pattern in which 40 percent of low-income high school dropouts occur after ninth grade.

Hanover Research and Boston College studies results are echoed by the National High School Center (NHSC), a national network developed by the U.S. Department of Education, that has been researching the high school transition issue since 2005. Its report, Easing the Transition to High School: Research and Best Practices Designed to Support High School Learning, edited by Louise Kennelly and Maggie Morad, presents a fact sheet, policy brief, research brief and snapshot designed as a tool kit to improve a freshman’s chances of going seamlessly to high school and on to graduate. The complete report can be obtained from NHSC’s website, www.betterhighschools.org.

The report concludes that, during the time they’ve been studying the issue, there has been a lack of progress in getting students through their freshman year in high school. The center notes that ninth-grade students make up the “highest percentage of the overall high school population because students in disproportionate numbers are failing to be promoted out of ninth grade.”

The first part of the center’s report, The First Year of High School: A Quick Stats Fact Sheet, by Elizabeth Williams and Scott Richman, paints a grim picture of ninth-grade achievement and preparation. The authors point out that more students fail ninth grade than any other grade. And those who struggle and squeak by to 10th grade are often engaged in a game of catch up that causes many to eventually give up and drop out because they have terrible grades and lack the course credits to graduate. Students that are held back and not promoted into the 10th grade don’t fare much better than those who drop out in the ninth and 10th grade. These assumptions are borne out by a look at what is called the “ninth-grade bulge.” This phenomenon in education is often called the ninth-grade bulge because the numbers between ninth grade and 10th grade and above drop significantly. The center cites a 2010 report from Education Digest that described the ninth grade as “the make or break year for completing high school.”

The center report states, “The ninth grade bulge is illustrated by the following numbers: enrollment figures show 4.19 million students enrolled in grade nine during the 2003-2004 school year, while figures for the following school year, 2004-2005, show enrollment numbers for tenth grade at around 3.75 million – a loss of 10.5 percent (NCES, 2005). The dip in the number of students in tenth grade reflects both the large number of students not promoted to tenth grade as well as those students that drop out after ninth grade and before tenth grade. In the last 30 years, the bulge of students in grade nine has more than tripled, from approximately 4 percent to 13 percent.”

The center report details results of a study conducted by researchers at Johns Hopkins University that concluded that about 40 percent of ninth-grade students in cities with high dropout rates fail the ninth grade. Repeating ninth grade, however, doesn’t improve their chances of graduating from high school. Only 10 percent to 15 percent of those students get their high schools diploma. In urban, high-poverty schools, 40 percent of high school dropouts left after the ninth grade. That same figure is 27 percent in high schools that are considered to have a low poverty population.

The center report states, “Racial disparities highlight the ninth grade bulge and tenth grade dip – these figures are the most pronounced for African American and Latino students. For example, grade nine enrollment is 23-27 percent higher than grade eight, and attrition between grades nine and ten hovers around 20 percent for African American students; for their White peers, grade nine enrollment is 6-8 percent higher than grade eight, while attrition between grades nine and ten is stable around 7 percent. Twenty-nine of 51 states see their greatest ‘leakage’ in the ‘education pipeline’ occur during the ninth grade. Some states have as high as a 20 percent decrease in enrollment between ninth and tenth grades.”

Another way to look at it is to examine how prepared students are for high school by gathering information about the extent of their failure in ninth grade. The center reports that the vast majority of high school dropouts get failing grades in at least 25 percent of their classes. The core question is why students fail. The symptoms of failure are obvious, but the underlying cause is less obvious. Low attendance in the first month of the ninth grade term, which can be attributed to many things, such as a lack of tracking or attention to the student or a manifestation of frustration on the part of a student who
is over his or her head academically, is a sign that a student will drop out. Researchers say that attendance, more than any other factor, is indicative of a potential drop out.

The center report then examines the strategy of creating ninth-grade academies as stand-alone schools or separated from 10th-, 11th- and 12th-grade curricula to focus like a laser on ninth-graders, to prepare them and keep them in the system to graduate high school. According to NCES Common Core of Data, more than 150 ninth-grade-only schools were in full operation as of 2005. In those schools, the dropout rate fell to 8 percent while schools without any kind of ninth-grade transition program averaged 24 percent.

The Hanover Research Report examines two different types of ninth-grade preparation programs. They refer to them as SLC (small learning community) programs. The two that their report spotlights are the “Talent Development” model and Kansas City’s “First Things First” model.

Talent Development’s Ninth Grade Success Academy is a school within a school that connects students with peers, teachers and community partners in a place that nurtures academic success and improved mental and emotional health. According to Hanover, “The career academy concept encompasses three key elements which include: small learning communities; a college preparatory curriculum with a career focus; and collaborations with employers, community members and higher education facilities.” It features team teaching, a separate facility for incoming ninth-graders, block scheduling of classes and incentives to students for academic achievement and consistent attendance.

The First Things First Model does not separate ninth grade from other school grades. It is a Four-Year Theme-Based Academy, a four-year SLC design, aimed at students in low-income communities. According to Hanover, “Students stay in their SLCs for most classes during the school day and across multiple years, including all three years of middle school and four years of high school. All high school and many middle school SLCs mix grades, making it possible to fit instruction to individual academic needs, rather than catering more broadly to the grade level. Mixed-grade communities also create opportunities for older students to serve as mentors to younger students.”

Both First Things First and Ninth Grade Success Schools have the same goal: to respond to what students are asking for to help make them successful. At the core of ninth-grade transition is the need students themselves express. They want more support and monitoring from teachers, parents and administrators. This is especially true for students that thrived from nurturing support and monitoring in middle school. The NHSC report shows a correlation between lower self-esteem and higher rates of depression among ninth-graders with a deficit in the support and monitoring they relied on in middle school.

**Theory into Practice**

The focus on ninth-grade education practices has led some high schools to create programs to prevent these students from slipping through the cracks because of inadequate preparation for the challenges high schools pose. The study, Managing the Transition to Ninth Grade in a Comprehensive Urban High School, by Thomas J. Smith, MDRC, examines one Philadelphia high school in particular that installed a ninth-grade transition program in 1999.

(MDRC, Manpower Demonstration Research Corporation, created in 1974 by the Ford Foundation and a group of federal agencies, is best known for mounting large-scale evaluations of real-world policies and programs targeted to low-income people.) It is one of the Ninth Grade Success Academies analyzed in the Hanover Research report. This Philadelphia academy at Thomas Edison High School offers a self-contained school-within-a-school that provides incoming freshmen with a “double-dose” curriculum in English and Math. It also offers added structure and extra personal support and attention as students make their way through ninth grade.

The school boasts that since the implementation of the program, there have been improved graduation rates, increased course passage in core subjects among ninth-grade students, decreased suspensions, increase in student attendance (more students have a 90 percent or better attendance record), and higher test scores. Edison has met its goal of reading proficiency for all students and for key subgroups — economically disadvantaged students, students with disabilities, Hispanic students, and students with limited English proficiency (LEP). Graduation rates have risen in four of the past five years.

Here’s its game plan. Could this or some similar program be the answer to increasing high school graduation rates?

1. Personalized Learning Community

   The Thomas Edison Success Academy has a separate wing in the high school with a separate entrance where teachers and staff greet students in the morning. It is a highly structured community environment where the rules are clearly explained and are enforced consistently.

2. Teacher Teams and Team Leaders

   The ninth-grade faculty is designed as a four-team teaching unit with a team leader who is tasked with logistical planning, parental meetings and discipline.

3. Block Scheduling and Double Dosing

   Ninth-graders at Thomas Edison take classes in 90-minute block periods. And they take only four subjects per semester. But the 90-minute class gives teachers more time to reinforce basic learning patterns and subjects such as math and reading.

4. Freshman Seminar Teaches Study Skills

   This seminar, similar to one given to college freshmen, teaches study skills, time management, note taking and interaction with other students.

5. A Clear Focus on Student Success

   Report card conferences for students and parents or guardians to meet with teachers, an emphasis on attendance and performance, and a summer orientation program for incoming students are all ideas that the Success Academy has championed.

6. Leadership Support

   Success Academy proponents say that the program’s success depends on strong leadership and support from school administration, free of territorial battles or a lack of unity in carrying through the academy’s plan.
Racial Disparities, Gender Gaps Persist in Student Achievement in Higher Education

WASHINGTON, D.C.

Large disparities persist among racial and ethnic groups even for younger generations in higher education, and women are surpassing men in postsecondary attainment, according to *Minorities in Higher Education—Twenty-Fourth Status Report: 2011 Supplement* from the American Council on Education (ACE).

In 2009, 37.8 percent of U.S. adults aged 25-29 had at least an associate degree, a slightly higher percentage than the 35.1 percent of adults 30 and over who did. However, in terms of degree attainment by race/ethnicity, only two groups (Whites and Asian-Americans) made notable gains over their elders, while African-Americans and Hispanics made no progress and American Indians actually earned associate and baccalaureate degrees at lower rates.

Notably, women in their late 20s surpassed older generations in postsecondary attainment across all racial/ethnic groups except American Indians. Minority men of the same age have fallen behind, with the exception of Asian-Americans.

The *Status Report* is an update to a biennial report that is widely recognized as the most authoritative national source on advances made by students of color in higher education.

“Increasing postsecondary access and success for students from all racial and ethnic backgrounds is essential for the United States to better compete in the global economy,” said ACE President Molly Corbett Broad. “We should use this information to understand where and when the achievement gaps occur and develop solutions to reach the right students at the right time.”

The report is based on data from the U.S. Census Bureau and the U.S. Department of Education’s National Center for Education Statistics. This update uses the most current data available (from 2008 or 2009, depending on the source).

Among the findings on college enrollment:
- 19 million students, representing nearly 5 percent growth over one year, are enrolled in postsecondary education, a modest increase of 10 percentage points over the past 20 years; 30 percent of those students are people of color
- racial/ethnic disparities in college enrollment worsened slightly over this time because some groups’ rates have improved faster than others
- the proportion of young women enrolled in college increased from 32 percent to 46 percent between 1990-2009, an increase almost three times that of young men (32 percent to 37 percent)
- Hispanics experienced the largest gains in college enrollment during this time but still have the lowest college enrollment rates

A free PDF of the report is available on the ACE website.

Acting U.S. Commerce Secretary Highlights Key Role of Education in Promoting Racial and Ethnic Equality in STEM

WASHINGTON, D.C.

Acting U.S. Commerce Secretary Rebecca Blank unveiled findings from the Economics and Statistics Administration’s (ESA) third and final report on science, technology, engineering and math (STEM) jobs and education at a Brookings Institution forum on advancing STEM education in the United States. *Education Supports Racial and Ethnic Equality in STEM* analyzes the demographic composition and educational background of STEM workers, looking at representation disparities within these critical fields that promote U.S. innovation and economic competitiveness.

Findings suggest that across all racial and ethnic groups, higher college graduation rates are associated with higher shares of STEM workers, and these workers earn substantial wage premiums over their non-STEM counterparts, regardless of their background. Non-Hispanic Whites and Asians have much higher college graduation rates than Hispanics, non-Hispanic Blacks and other racial and ethnic groups (including American Indians and Alaska Natives), and are more prominently represented in STEM jobs. With greater equality in educational attainment, the report finds that demographic disparities within the STEM work force can be diminished, helping to boost STEM employment and U.S. leadership in technology and innovation.

“ESA’s final report shows the value of higher education as a gateway to high-quality, high-paying STEM jobs,” Blank said. “Our competitiveness as a nation depends on our ability to prepare America’s students for the jobs of tomorrow. That’s why the Obama administration is so strongly committed to strengthening STEM training in the U.S.”
College Board: 86 Percent of Young Americans Believe College Is Essential

NEW YORK, N.Y.

One year after graduating from high school, most members of the class of 2010 believe that earning a college degree is “definitely” worth it, according to a survey released by the College Board, a not-for-profit organization. The comprehensive survey on college readiness and affordability, One Year Out explores how young Americans assess their high school experience and its role in preparing them for life after graduation — be it work or postsecondary education.

“This survey clearly demonstrates that young Americans value education and understand that it takes hard work to be successful in college and beyond,” said College Board President Gaston Caperton. “These candid assessments provide critical firsthand insight into how high schools serve — and in some ways shortchange — their graduates. One Year Out is a call to action, straight from the class of 2010.”

With a year of formative new experiences behind them, the majority of 2010 high school graduates looks back positively on their time in high school, expressing satisfaction both with the collective experience and on a variety of specific measures. Still, while these recent graduates have a generally favorable view of their time in high school, almost all of them admit there is at least one thing they would change or do differently. For example, 44 percent wish they had taken different courses in high school, particularly more math, science and writing-intensive course work in high school, to prepare for the rigors of college and the work force. Nearly half, 47 percent, say, with the benefit of hindsight, they wish they had worked harder in high school, and more than a third, 37 percent, say the requirements for graduating high school should be made more difficult.

“Just one year later, 2010 graduates can already see the value of studying hard, taking rigorous courses, and doing well in school — and those who didn’t already regret it,” said Trevor Packer, senior vice president for AP and College Readiness. “Of all the work we do at the College Board, nothing is more central to our mission than ensuring that students understand the value of education and recognize its potential to transform lives. The class of 2010 clearly believes in the value of a college degree and its importance in preparing them for success in the 21st-century economy.”

Hispanic Media in the U.S.: Faring Better than the Mainstream Media

WASHINGTON, D.C.

Spanish-language media remain important to the nation’s growing and changing Hispanic population. And in the last year, this media sector tended to fare better overall than the mainstream English-language media, according to a recent study by the Pew Research Center’s Project for Excellence in Journalism (PEJ).

Hispanic newspapers overall lost circulation in 2010, but not nearly to the extent of the English-language press. (English-language dailies saw a 5 percent decline for the six-month period from March to September 2010 compared with the same period the year before.) And daily Hispanic papers grew circulation by 1.9 percent. The financial picture seems to have improved as well in the last year.

Spanish-language television had an even more positive year. Univision’s audience continued to grow and now competes with — and in some timeslots outpaces — audiences for ABC, CBS and NBC. Indeed, between Univision and Telemundo (and all of their stations), the 2010-11 season is projected to bring in $1.5 billion in ad revenue.

Hispanic radio and magazines also showed growth. The number of Spanish-language radio stations grew 8 percent for the most recent year data was available (from 1,224 in 2008 to 1,323 in 2009), and magazine ad spending increased in 2010. There are several ways to measure ad spending and revenue, and looking across all of these calculations, PEJ puts Spanish-language magazine ad revenue growth at about 5 percent in 2010.

On the digital front, while Hispanic Americans do not access the Internet at the same rates as other Americans, there is growth, and bilingual Latinos are already heavily online.
UT-Brownsville Appoints Martínez as College of Nursing Dean

The College of Nursing at the University of Texas-Brownsville (UTB) recently named Dr. Nelda C. Martínez its first dean. Prior to joining UTB, Martínez was an associate professor in the School of Nursing at the University of Texas-El Paso. She was also director of the university’s Center for Nursing Research and Evaluation and a senior fellow at the Hispanic Health Disparities Research Center. Martínez has a bachelor’s degree in nursing and a master’s degree in community health/rehabilitation nursing from Wright State University and a doctoral degree in nursing from Ohio State University. She also has a certificate in clinical investigation at the University of Iowa.

Martínez Named Assistant Vice Provost for UConn ISS

Dr. María D. Martínez, director of the Office of TRIO and GEAR UP and other state educational opportunity programs at the University of Connecticut, Storrs Campus, has been appointed assistant vice provost of the Institute for Student Success (ISS). ISS encompasses the Center for Academic Programs, the Academic Center for Exploratory Students, First Year Programs and Learning Communities. Martínez has a bachelor’s degree in sociology with a minor in education from Herbert H. Lehman College, and a master’s in social work and Ph.D. in higher education administration from the University of Connecticut.

Cacheiro New Performing Arts Department Chair at Pace U.

Jorge Luis Cacheiro has been named chair of Dyson College of Arts and Science’s Performing Arts Department (PAD) at Pace University (N.Y.). PAD houses the college’s undergraduate performing arts programs. Cacheiro joins Pace from Montclair State University, where he was founder and first director of the New Works Initiative, which is dedicated to developing new work for the American theater and dance world. Born in Havana, Cuba, Cacheiro has worked tirelessly to build academic and professional cultural bridges between the U.S. and Cuba. He is a graduate of the Yale School of Drama.

CSULA’s Gutiérrez Receives Undergraduate Institution Mentor Award

In commendation of his exemplary mentorship of underrepresented minority students, Carlos G. Gutiérrez, California State University-Los Angeles professor of chemistry, was selected by the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) as its 2011 Distinguished Undergraduate Institution Mentor Awardee. The SACNAS Distinguished Awards are presented each year at its national conference to honor those dedicated to fostering the success of Hispanic/Chicano and Native American scientists through their individual contributions to the field of science, teaching and mentoring of underrepresented minority students. Gutiérrez has a bachelor’s degree from the University of California (UC)-Los Angeles and a Ph.D. from UC-Davis.

A. JAMES CLARK
SCHOOL OF ENGINEERING

PROFESSOR AND CHAIR
DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING
UNIVERSITY OF MARYLAND, COLLEGE PARK

Applications and nominations are invited for the position of Professor and Chairperson of the Department of Electrical and Computer Engineering. Responsibilities include leadership of a research-active academic department, program development with industrial partners, and stewardship of strong academic programs. Applicants should have an earned doctorate in electrical engineering, computer engineering, or a closely related field; strong leadership ability with proven interpersonal skills; a proven research record with evidence of international recognition, and a commitment to engineering education.

The Department of Electrical and Computer Engineering has 84 regular and affiliate faculty members and 35 staff. The research activities and educational programs include research in communications and signal processing, computer engineering, controls, electrophysics, and microelectronics. With more than 800 undergraduate students, 700 graduate students and annual research expenditures of more than $37 million, the department is a central education and research unit at the University of Maryland. At the undergraduate level, the department offers degree programs in Computer Engineering (in collaboration with the department of Computer Science) and Electrical Engineering.

For best consideration, applications should be submitted to: https://jobs.umd.edu (Position number 105708) by January 17, 2012. Applications should include a cover letter, a complete curriculum vitae (resume), and list of names including contact information for five references.

The University of Maryland, College Park, actively subscribes to a policy of equal employment opportunity, and will not discriminate against any employee or applicant because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, or political affiliation. Minorities and women are strongly encouraged to apply.

30 HISPANIC OUTLOOK  11/28/2011
Assistant Professor in Health and Wellness Promotion

The Health and Wellness Department at the University of North Carolina Asheville (UNC Asheville) invites applications for a tenure-track Assistant Professor position.

Position: Assistant Professor in Health and Wellness Promotion in the Health and Wellness Department. This is a full-time (9-month) tenure-track faculty appointment beginning in August, 2012.

Qualifications: Doctorate (or completion of doctorate before August, 2012) in Exercise Science, Exercise Physiology, or closely related discipline with academic preparation, teaching and/or research emphasis in physical activity and healthful living across the lifespan; demonstrated excellence in teaching and a clear articulation of a commitment to student learning through teaching and advising in a liberal arts setting; active participation in the discipline as evidenced by research and peer-reviewed publications and/or presentations, and involvement in professional organizations; and demonstrated commitment to service and civic engagement.

Preference will be given to candidates with additional academic preparation, teaching, and/or research in one or more of the following areas: drugs and addiction among urban, rural, and tribal populations; integrative health; pharmacology; sexual health and gender; sexual health and ethnicity; chronic disease management among at-risk populations; and utilization of wellness models in a clinical setting.

Responsibilities: This faculty member will teach undergraduate courses in exercise science areas (e.g. exercise physiology, nutrition and exercise, fitness assessment and exercise prescription), health promotion and wellness, and one or more of the following courses: drugs and addiction, integrative health, health and ethnicity, sexual health, men’s health, and women’s health.

Teaching in our Integrative Liberal Studies program—UNC Asheville’s interdisciplinary liberal arts curriculum, required of all our undergraduates—is also expected, including introductory (freshmen) colloquia, writing and diversity intensives, and other interdisciplinary courses.

In addition, the faculty member will serve as a student advisor and mentor, establish a research agenda, engage in scholarly activity, serve the department, campus, and community, and perform other duties assigned by the department chair.

Salary: Competitive for rank and discipline
Start Date: August, 2012
Deadline for Applications: January 6, 2012

The Health and Wellness Department operates within the Social Sciences program area of the University of North Carolina Asheville. The Department prepares competent health and wellness professionals within a challenging, rewarding, and high-quality liberal arts learning environment. Health and Wellness Promotion majors learn to think critically, communicate effectively, cultivate an understanding of human diversity, value collaboration and service, and enhance the quality of life and health for all. The Health and Wellness Department is firmly grounded in the tradition of liberal arts learning, and thus directly supports UNC Asheville’s fundamental commitment to providing a superior interdisciplinary liberal arts education.

Application Procedures: Submit a letter of interest (include a brief description of teaching experience and teaching philosophy), curriculum vitae, official transcripts, examples of published works, and names and contact information (including phone numbers and email addresses) of three references to:

Keith Ray, Chair
Health and Wellness Department
460 Sherrill Center, CPO# 4030
One University Heights
UNC Asheville
Asheville, NC 28804-8514

UNC Asheville is the designated liberal arts institution in the UNC public university system and is located in the Blue Ridge Mountains of Western North Carolina. We encourage applications from traditionally under-represented minorities. UNC Asheville is committed to increasing and sustaining the diversity of its faculty, staff, and student body as part of its mission and its commitment to excellence in the liberal arts.

UNC Asheville is an Affirmative Action/Equal Opportunity Employer.
California State University, Dominguez Hills (CSUDH), invites applications for full-time tenure-track and full-time lecturer faculty positions in several departments and program areas for appointments in the 2012-2013 academic year, which begins in late August 2012. Appointments and starting dates for positions are subject to the availability of funds.

**Positions:** CSUDH is looking for individuals with thorough disciplinary grounding in the following areas:

- **College of Arts & Humanities**
  - Art

- **College of Business Administration**
  - Accounting

- **College of Natural & Behavioral Sciences**
  - Urban Environmental Planning

- **College of Professional Studies**
  - School of Nursing
  - Health Science
  - Educational Administration

Minimum qualifications for tenure-track faculty positions generally include, but are not limited to, an appropriate doctorate or other terminal degree in a relevant discipline from an accredited institution, a record of effective teaching, scholarship and service, and a commitment to working in a multiethnic, multilingual and multicultural environment. ABDs will be considered for some or all positions. SPECIAL NOTE: Because the foregoing list does not specify any duties and responsibilities or all of the qualifications that are either required or preferred for each position, please see the Application Process below.

**THE UNIVERSITY:** California State University, Dominguez Hills was established in 1960 and is one of the 23 campuses that comprise the California State University system. CSU Dominguez Hills is a comprehensive public university located in the South Bay region of the greater Los Angeles metropolitan area. With approximately 300 full-time faculty, the University serves the academic needs of a culturally diverse student body of approximately 15,000 students in an urban setting.

For more detailed information and to apply for any of these faculty positions, please go to [http://aptrkr.com/215268](http://aptrkr.com/215268)

Please consult the web site for specific position announcements to determine the date when application reviews will begin. To ensure full consideration, applications should be submitted no later than the date specified in each position announcement. Review of applications will begin and will continue until positions are filled. Upon appointment all candidates must furnish proof of eligibility to work in the U.S.

---

**Affiliate Faculty Position in Educational Foundations**

The College of Education at Grand Valley State University invites applications for a full-time, nine-month, affiliate position (non-tenure) in the Educational Foundations unit of the Special Education, Foundations, Technology department beginning Fall 2012. Qualifications for the position include a master’s degree or higher in Educational Foundations or related field and experience teaching at the K-12 and university levels. Responsibilities include teaching undergraduate courses in Educational Foundations, with the possibility of teaching graduate courses. A full description of the position is available on our website at [www.gvsu.edu/hr](http://www.gvsu.edu/hr).

Interested applicants should apply online at [www.gvsujobs.org](http://www.gvsujobs.org). Please attach a cover letter, curriculum vitae, three references, and a copy of transcripts to the online application system. If you need assistance or have questions, call Human Resources at (616) 331-2215. Review of applicants will begin immediately and continue until the position is filled.

Grand Valley State University is an Affirmative Action, Equal Opportunity Institution.

---

**Assistant Professor, Chemistry**

Elmhurst College, a 3500 student comprehensive college, invites applications for a tenure-track position Assistant Professor of Chemistry commencing August 2012. Successful candidate should have a Ph.D. in Chemistry utilizing strong experimental skills, outstanding potential as a teacher in the liberal arts setting, and the ability to direct and seek funding for research with undergraduate students. The department is adding a full-time faculty member in an area that complements the existing faculty expertise. Areas of interest to be considered include: synthetic organometallic chemistry, polymer chemistry, medicinal chemistry, and bio-organic chemistry. Primary teaching responsibilities will include upper-level discipline specific courses and introductory level courses. Prior teaching experience desired. Candidate will be expected to develop a strong undergraduate research program. The well-equipped department is ACS Approved serving 70 majors and minors. Send letter of interest electronically with CV, statement of teaching philosophy, research plans, copies of undergraduate and graduate transcripts (unofficial transcripts acceptable with initial application), and three letters of reference to Dr. Eugene N. Losey (GeneL@elmhurst.edu), Department of Chemistry, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126. Review of credentials will begin December 15, 2011. Further information is available at [http://www.elmhurst.edu/~chem/index.html](http://www.elmhurst.edu/~chem/index.html).

Elmhurst College, an Equal Opportunity Employer, seeks candidates with demonstrated ability to contribute positively to a multicultural campus community.
Chancellor

Indiana University - Purdue University Fort Wayne (IPFW) invites nominations and applications for the position of Chancellor. Reporting directly to the President of Purdue University, the Chancellor serves as the chief executive officer of the IPFW campus, which is one of five campuses in Purdue's statewide system. The Chancellor will be expected to provide overall leadership in advancing academic quality, expanding service to the Fort Wayne region and for collaborative participation as a member campus of Purdue University.

IPFW is a comprehensive university located on 682 acres of land in Fort Wayne, Indiana. It was established in 1964 by combining individual Indiana University and Purdue University program offerings in the area. Today IPFW offers over 200 program options for Purdue and IU degrees and certificates. The campus houses 17 Centers of Excellence, 33 departments comprising 4 colleges, 2 schools and 3 divisions in 40 buildings and structures.

With 1,823 full and part-time faculty and staff, the University offers both undergraduate and graduate degrees. Currently the campus serves approximately 14,200 students with a full-time equivalency of approximately 10,100 students.

Reporting to the President of the Purdue University system, the Chancellor: • Serves as a spokesperson and an advocate for the mission, vision and strategic direction of IPFW both internally and externally • Communicates essential information about the campus internally and externally • Engages the campus in strategic planning, setting clear direction and priorities for the future of IPFW • Oversees the work of senior operating officers, fostering team leadership for the campus • Leads the campus biennial budgeting and capital budgeting planning processes • Oversees the assembly of resources necessary to carry out the work of the campus • Assures quality in faculty and staff hiring, support, development, and scholarship • Maintains open relationships with faculty, staff and student campus governance groups • Ensures the overall quality and integrity of academic programs and support services offered by the campus • Maintains strong relationships with local government officials and regional legislators • Sets direction for campus advancement, engaging in fundraising, external relations, and community engagement • Marshals the resources of the campus for the improvement and development of Northern Indiana • Exercises delegated authority from the President in financial and personnel matters • Participates in the leadership of Purdue University, as requested by the President. Collaborates with Indiana University in academic program and related personnel matters, and other matters in accordance with the management agreement between Purdue University and Indiana University.

The successful candidate must have a strong background that includes significant academic accomplishment qualifying for the academic rank of full professor, administrative experience in a complex academic organization, and a demonstrated ability to work effectively with different campus groups. The candidate must also demonstrate an ability to build partnerships with constituent groups including the community, the legislature, and financial benefactors; and must have a commitment to the land-grant philosophy and the principles of diversity. Experience in strategic planning, program development, and fundraising are preferred.

Applications and nominations will be accepted immediately, and until the position is filled or the search is terminated. Applications should include letters outlining qualifications and accomplishments, and curriculum vitae. The selected candidate is expected to take office on July 1, 2012, or as soon as practical. For more information about Indiana University - Purdue University Fort Wayne please visit the campus website at new.ipfw.edu. Please send applications, nominations, and inquiries to:

Baker and Associates LLC

Martin M. Baker
4799 Olde Towne Parkway – Suite 202
Marietta, GA 30068
336-721-9100
mbaker@baasearch.com

Indiana University - Purdue University Fort Wayne (IPFW) is an Equal Access/Equal Opportunity University Campus

For a job description on the above listed positions including department, disciple and deadline dates: (1) visit our Careers@USF Web site at https://employment.usf.edu/applicants/jsp/shared/Welcome_css.jsp; or (2) contact The Office of Diversity and Equal Opportunity, (813) 974-4373; or (3) call USF job line at 813.974.2879.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.
Dean, College of Architecture

ILLINOIS INSTITUTE OF TECHNOLOGY

Illinois Institute of Technology invites nominations for, and expressions of interest in, the position of Dean of the College of Architecture (http://www.iit.edu/arch).

Through its deep commitment to a rigorous architectural education and its historic contributions to the legacy of modernism, the IIT College of Architecture enjoys an unparalleled international reputation. The College is one of the largest and most international architecture schools in the United States, with over 800 students from fifty countries and more than 100 full and part-time faculty members. With a pedagogy based in the synthesis of practice and research, IIT offers B.Arch., M.Arch., M.S., and Ph.D. degrees in Architecture, as well as a recently accredited M.L.A. degree. The College is also home to the Council on Tall Buildings and Urban Habitat, the world’s leading professional body for high-rise structures.

The Dean is the chief academic and executive officer of the College of Architecture - one of eight colleges within IIT - and is responsible for all matters related to the management of the College including academic programs, personnel, budgets, alumni relations, and development. In response to the College’s recent growth in students and faculty, the Dean will have an opportunity to oversee both administrative reorganization and the expansion of the tenure-track and tenured faculty. He or she will coordinate the College’s activities with the University’s ongoing strategic plan and will have a strong commitment to the University’s tradition of holding diversity as a core value, working to enhance and extend the diversity of the College’s students, faculty, and staff.

The Dean will be an architectural educator of the highest quality, with a deep understanding of architectural practice and its needs. He or she will possess an internationally recognized body of experience in practice, research, and/or scholarship; and must be qualified to be hired with the rank of tenured full professor. The Dean will have a clear vision for leading the school to greater excellence by building on the existing strengths of the College and by thoughtfully expanding into new areas of education and research. Curricular areas of opportunity for the new Dean will include: the reconstitution of an urbanism program, the continued growth of the landscape architecture program, the expansion of the College’s other advanced degree programs, and the strengthening of the College’s research profile.

The Dean will have a high level of visibility and will vigorously represent, and advocate for, the College locally, nationally, and internationally, as well as within IIT. As such the Dean must have exceptional communication skills and enthusiasm for developing relationships with a wide range of constituencies, including other programs and departments at IIT, alumni, practitioners, city groups and leaders, and international professional and academic bodies. In conjunction with a major university-wide fundraising campaign, the Dean must be effective in strengthening the College’s endowment through development.

Nominations and applications will be accepted until the position is filled. All applicants are encouraged to send a letter of interest and a CV. Individuals from underrepresented groups are especially encouraged to apply. All inquiries, nominations, and applications will be treated in a confidential manner. All correspondence relating to the position should be directed to the University’s executive recruiting consultant:

Alison P. Ranney
Russell Reynolds Associates
itarchitecturedean@russellreynolds.com

ILLOIS INSTITUTE OF TECHNOLOGY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

College of Architecture
ILLINOIS INSTITUTE OF TECHNOLOGY

CARLETON COLLEGE

The Carleton College Department of Mathematics anticipates hiring for a possible tenure-track position or one or more visiting positions in Mathematics at the Assistant Professor level, to begin September 1, 2012. Ph.D. in hand or imminent completion by that date is preferred.

Carleton is a highly selective liberal arts college with 1950 undergraduates located 45 miles south of Minneapolis and St. Paul.

Carleton College does not discriminate on the basis of race, color, creed, ethnicity, religion, sex, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity and expression, status with regard to public assistance, disability, or age in providing employment or access to its educational facilities and activities.

For a full description of this position, visit Carleton’s web site at https://jobs.carleton.edu/.

UNIVERSITY OF NORTH CAROLINA ASHEVILLE

Assistant Professor of Education

The Department of Education at the University of North Carolina Asheville seeks applicants for a tenure-track Assistant Professor of Education beginning in the Fall 2012 semester. Candidates must possess a doctorate in special education, or a related field, and experience in the field, preferably at both the K-12 and University levels. A teaching license in special education or a related field is also required, as well as a basic knowledge and the ability to become more familiar with the State of North Carolina Essential and Core Standards. Preference will be given to candidates with previous instructional experience in a teacher licensure program, a strong liberal arts background, demonstrated success in a public school setting, competence in the use of instructional and adaptive/assistive technologies, and a history of supervising field experiences. The individual in this position will teach courses in introductory education, special education, and best practices in teaching diverse learners, as well as other courses meeting the needs of the department and university.

Candidates with secondary areas of professional, scholarly and academic specialization such as: best practices in equity and inclusion in the instructional setting, legislative frameworks related to diversity and inclusion, culturally responsive pedagogies for diverse learners, and other related fields are strongly encouraged to apply. The position presumes a desire to contribute to a culture of diversity at an interdisciplinary public liberal arts institution. Strong organizational and collaborative skills are important to the position; the ideal applicant will demonstrate an ability to lead projects and to participate in initiatives focused on diversity, inclusion and cultural transformation.

Teaching in our Integrative Liberal Studies program-UNC Asheville’s interdisciplinary liberal arts curriculum required of all undergraduates-is also expected, including introductory (freshmen) colloquia; writing, information literacy, and diversity intensives; and/or our Humanities Program.

UNC Asheville is the designated public liberal arts university in the University of North Carolina system. UNC Asheville is committed to diversity, and women and minorities are strongly encouraged to apply. UNC Asheville is an Equal Opportunity/Affirmative Action Employer.

Application procedure: Send a letter of application, vita, teaching philosophy, and three letters of references to:

Dr. Meg Moss, Chair
Department of Education CPO #1950
University of North Carolina Asheville
One University Heights
Asheville, NC 28804

The search committee will begin its review of material on November 28, 2011. The position is open until filled. Email inquiries may be directed to Chrissy Wise, Department Assistant, at cwise@ unc.a.edu.
Teach at a college whose vision matches yours.

We're an institution that's always striving to achieve more.
More innovation. Ever stronger learning experiences.
A greater impact on our community.

It's a vision that our faculty and staff are working every day to realize, guided by a new strategic plan and strong, deeply held values:

- **LEARNING**
- **INTEGRITY**
- **QUALITY**
- **SERVICE**
- **ACCOUNTABILITY**
- **DIVERSITY**

All of this makes now an exciting time to join us.
If you share our vision and values, we want to hear from you.

**Faculty Positions, Full-Time Tenure Track**
August 2012

- Counselor, Bilingual Spanish
- Economics (2 positions)
- English (3 positions)
- ESL (Term-limited)
- Health Information Technology
- Hospitality and Culinary Management
- Mathematics (2 positions)
- Nursing
- Paralegal Studies
- Photonics
- Psychology

Applying online at [jobs.clcillinois.edu](http://jobs.clcillinois.edu) through January 6, 2012

The **College of Lake County** is known for academic excellence, strong student support services and cultural and community leadership. Located halfway between Chicago and Milwaukee in an area with over 75 inland lakes, it serves a 442-square-mile district with a population of 713,000 residents—the third largest population in the Illinois community college system. Accredited by the Higher Learning Commission and a member of the North Central Association, the college has a diverse student body of more than 17,000. [www.clcillinois.edu](http://www.clcillinois.edu)

The College of Lake County is an equal opportunity employer and has a strong commitment to diversity. In that spirit, it seeks a broad spectrum of candidates including minorities, women and people with disabilities. EOE/AA/M/F/D/V
Located in the metropolitan Atlanta area, Georgia Perimeter College (GPC) is among the nation’s fastest-growing metropolitan two-year colleges. With over 26,000 students, the college is the third-largest institution in the University System of Georgia, boasting the largest online and dual enrollment programs in the state.

As a non-residential, multi-campus institution, GPC strives to meet the changing expectations of our diverse collegiate and community constituencies by providing effective, innovative, lifelong educational opportunities.

Award-winning faculty teach GPC students in small classes every day. Since 2001, 30 faculty members have received the National Teaching Excellence Award. GPC remains on top with the largest number of Governor’s Teaching Fellows (43) in Georgia. The college’s faculty has been recognized with 96 National Institute for Organizational Development Teaching Excellence Awards, two ACE Fellow selections and multiple national recognitions by the National Academic Advising Association. More than a third of Georgia Perimeter College’s faculty members have earned a doctorate.

Students bring a world of experience to GPC campuses. In Fall 2011, GPC was home to over 3,400 international students representing 154 countries – from Afghanistan to Zimbabwe. In addition, GPC enrolls the largest population of veterans among 35 University System of Georgia (USG) colleges and universities, serving them through its advising and counseling center and Military Outreach Center.

GPC is currently seeking multiple talented professionals in the following areas:

**Business, Physical Education & Sign Language Interpreting**
- Instructor of Accounting (Multiple positions) – 0000578
- Instructor of Interpreting (Multiple positions) – 0000587
- Instructor of Physical Education (GPC Online) – 0000588
- Instructor of Economics (Multiple positions) – 0000589
- Instructor of the Legal Environment of Business (GPC Online) – 0000596

**English**
- Instructor of English (Multiple positions) – 0000605
- Instructor of Reading (Multiple positions) – 0000606
- Lecturer of English (Multiple positions) (GPC Online) – 0000607
- Instructor of English (GPC Online) (Multiple positions) – 0000618

**Health Sciences**
- Sophomore Dental Hygiene Clinic Coordinator/Instructor – 0000590
- Instructor of Nursing (Multiple positions) – 0000592

**Humanities & Fine Arts**
- Instructor of Film (GPC Online) – 0000597
- Instructor of English as a Second Language (ESL) (Multiple positions) – 0000599
- Lecturer in Art (GPC Online) – 0000608
- Lecturer in Religion (GPC Online) – 0000609
- Instructor of Music (GPC Online) – 0000610
- Instructor of Music – 0000611

- Instructor of Spanish (GPC Online) – 0000612
- Instructor of Spanish – 0000613
- Instructor of Art (Multiple positions) – 0000615
- Instructor of Religion – 0000614

**Mathematics**
- Instructor of Mathematics (Multiple positions) – 0000616
- Instructor of Mathematics (Multiple positions) (GPC Online) – 0000617

**Science**
- Lecturer in Biology (GPC Online) – 0000582
- Instructor of Biology – Anatomy & Physiology (Multiple positions) – 0000583
- Instructor of Chemistry (Multiple positions) – 0000584
- Instructor of Geology/Environmental Science – 0000585
- Instructor of Biology – Microbiology – 0000586

**Social Sciences**
- Instructor of History (Multiple positions) – 0000591
- Instructor of Education (Multiple positions) – 0000598
- Instructor of Social Work – 0000600
- Instructor of Psychology (Multiple positions) – 0000601
- Instructor of Political Science (GPC Online) – 0000603
- Instructor of Political Science (Multiple positions) – 0000604

For details on each position and the opportunity to apply and become a vital part of this thriving academic community, please click or visit: https://careers.gpc.edu.

Georgia Perimeter College
An AA/EOE/ADA Employer Georgia is an Open Records State
Stanford University Department of Mathematics is accepting applications for several openings. For full consideration, materials must be received by December 15, 2011. The term of appointment would begin September 2012.

1. One or more Szegö assistant professor appointments. These appointments are for a term of three years. Must have received Ph.D. prior to start of appointment, but not before 2010. Expected to show outstanding promise in research, as well as strong interest and ability in teaching. Expected to teach at both graduate and undergraduate levels.

2. A tenure-track or tenured faculty position. There are also possibilities for joint appointments with other departments. PhD required.

The research fields to be considered are: (1) analysis, (2) algebra, number theory, or logic, (3) geometry or topology, (4) combinatorics, (5) applied mathematics or probability, (6) financial mathematics.

Documents required of candidates for either position: CV, list of publications, brief research statement, cover letter which clearly indicates area of specialization, date of PhD, Institution and PhD advisor; evidence of excellence in teaching. Junior candidates should arrange to have sent at least three letters of recommendation; senior candidates should send names and addresses of three references.

Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women and minority groups, as well as others who would bring additional dimensions to the university’s research and teaching missions.

Please apply through mathjobs.org or alternatively by mail to:

Szego Search (or Tenure Search)
Department of Mathematics
450 Serra Mall, Bldg 380
Stanford University
Stanford, CA 94305-2125

For complete text please go to:
http://math.stanford.edu

---

WESTCHESTER COMMUNITY COLLEGE
Administrator, Staff & Faculty Positions

Westchester Community College is committed to hiring innovative employees. Women, minorities and those dedicated to diversity and multiculturalism are strongly encouraged to apply. Full-time positions include excellent benefits.

Administrators & Staff
- VP/Dean, Academic Affairs
- VP/Dean, Student Development and Support Services
- Program Administrator, Health and Safety
- Maintenance Mechanic I (Equipment) – Copy Center
- Native Plant Center Director (part-time)

Full-time Faculty
Full-time positions to start Fall 2012 unless noted otherwise. Positions are on the instructor level and require Masters plus one-year related experience, unless otherwise indicated on website. Hiring subject to availability of funds.
- Chemistry • Criminal Justice • English
- Italian • Librarian (half-time position)
- Mathematics
- Nursing (starts Spring or Fall 2012)
- Photography

Adjunct Faculty
(Spring 2012 openings). Specify day/evening/weekend availability.


NON-CREDIT ADJUNCTS (Bachelors required): Classes for lifelong learners may include children, adults, and seniors in various locations with day, evening and weekend options. Also interested in those with corporate training backgrounds and those with English as a Second Language teaching experience and ideas for new classes especially in health and fitness. Visit website for information and to submit proposals for new classes; do not submit a resume without a class proposal.

For details, visit www.sunywcc.edu/jobs. Applications are accepted until positions are filled. Resumes to Human Resources, Westchester Community College, 75 Grasslands Road, Valhalla, NY 10595; fax 914-606-7838; email Word documents to humanresources@sunywcc.edu. Please indicate position of interest on envelope or in email ‘subject’ field. AA/EOE.

---

UNIVERSITY OF MINNESOTA

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The College of Education and Human Development at the University of Minnesota invites applications for the positions listed below. The University of Minnesota ranks among the most prestigious research universities in the United States, offering unique opportunities for research, teaching, and public engagement, as well as participation in a variety of cultural communities.

The College of Education and Human Development is one of the top ranked professional schools of education, focused on exploring education and human development across the life span to address the complexity of educational and social issues facing children, youth, and families in the 21st century. The college is committed to excellence in research, diversity and globalization, and innovation and technology that allows all people to have the opportunity to become educated, healthy, and productive global citizens. See http://ched.umn.edu for more information about the college.

The positions listed below include tenure or tenure-track faculty ranks, starting Fall Semester 2012 (8/27/12). Salary is competitive and commensurate with experience and level of appointment. To apply, access the U of Minnesota Employment System at https://employment.umn.edu and search for the requisition number associated with each individual position.

Early Childhood Special Education (Assistant Professor).
Department of Educational Psychology. Application review begins on 12/19/11. Requisition number: 175078

Exercise Physiology (Open Rank).

Marriage and Family Therapy (Assistant or Associate Professor).
Department of Family Social Science. Application review begins on 2/10/12. Requisition number: 174093.

Psychosocial and Behavioral Science of Physical Activity (Assistant Professor).

The University of Minnesota is committed to the policy that all persons have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance, veteran status, or sexual orientation.
Sociology/Anthropology Assistant Professor Job Description

University of North Carolina Asheville. The Department of Sociology and Anthropology invites applicants for a tenure-track assistant professor in Sociology or Anthropology beginning Fall 2012. We seek strong candidates who can work and teach effectively in an integrated sociology and anthropology undergraduate curriculum.

Specialization should include Quantitative Methodologies (such as statistics, demography, mapping or other modeling) and research in the fields of Health, Medicine, Aging or Environment with a focus on marginalized populations. The successful candidate will be able to offer Quantitative Intensive courses as part of the Integrative Liberal Studies requirement.

A commitment to teaching and working with undergraduates in the department and beyond in interdisciplinary contexts is a must. PhD must be in hand by Spring 2012. Closing date is December 31, 2011. Please send letter of application outlining teaching and research interests, curriculum vitae, statement of teaching philosophy and pedagogy, sample syllabi, and three letters of reference to Volker Frank, Chair, Department of Sociology and Anthropology, CPO #1930, One University Heights, University of North Carolina Asheville, Asheville, NC 28804.

UNC Asheville is the designated Liberal Arts institution in the UNC public university system and is located in the Blue Ridge Mountains in Western North Carolina. We encourage applications from traditionally underrepresented minorities. UNC Asheville is committed to increasing and sustaining the diversity of its faculty, staff, and student body as part of its mission and its commitment to excellence in the liberal arts.

UNC Asheville is an Equal Opportunity and Affirmative Action Employer. In addition, UNC Asheville welcomes all persons without regard to sexual orientation/preference or gender identity/expression.

HMS CO.
P.O. BOX 231840
Centerville, VA 20120-1840

FOR ALL YOUR MULTICULTURAL ITEMS
• POSTERS • VIDEOS • FLAGS

visit our websites:
www.hmsdc.com
and
www.DiversityStore.com
Call toll free at 1-800-200-KYNG (5964)
E-mail: hmsdc@aol.com
or Fax 1-703-266-9055

Dean, College of Liberal Arts and Sciences

The University of Iowa invites applications and nominations for the position of Dean of the College of Liberal Arts and Sciences, with appointment to begin July 1, 2012. The Dean exercises intellectual leadership, promotes comity, encourages and facilitates faculty enterprise, and has administrative responsibility in a large college that takes pride in its national and international prominence in the fine and performing arts, humanities, social sciences, mathematical sciences, and natural sciences. The Dean must elicit, inspire, articulate, and sustain a vision for the future of the College. The Dean represents the College in its relations with University administration, alumni, donors, and other external constituencies, securing the support and resources necessary for the College to maintain and strengthen the quality of its teaching and research mission across the full range of its disciplines. As the College’s chief academic and administrative officer, the Dean serves the faculty and reports to the Provost and Executive Vice President.

The University of Iowa, a member of the Association of American Universities, currently enrolls a total of nearly 30,900 students in its eleven colleges: Business, Dentistry, Education, Engineering, Graduate, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health. The campus is in Iowa City, a UNESCO City of Literature and a cosmopolitan community of 69,086, with exceptional cultural resources, excellent public schools and libraries, and outstanding medical care.

With 16,400 undergraduate students and 626 tenure-track, research-active faculty in 42 departments and professional schools, the College of Liberal Arts and Sciences is the largest college within the University. The College administers the General Education Program for virtually all undergraduate students and offers undergraduate degrees in 79 fields of study. In addition, the College’s departments offer graduate programs enrolling 2,262 students in 44 fields. (Please consult the College’s homepage at http://www.clas.uiowa.edu.)

The successful candidate must be a prominent leader in his/her field and must demonstrate a commitment to advancing a multidisciplinary college in a comprehensive public research institution. S/he will have a record of effective service at the collegiate and university level; a record of administrative/budgetary success at the department level or beyond; and a documented commitment to and success in increasing diversity among faculty, staff, and students. The successful candidate must have the ability to work in a collaborative and collegial manner with a diverse faculty and staff, having demonstrated qualities that contribute to effective communication, including receptivity, responsiveness, and willingness to consult. It is desirable that the candidate be experienced at supporting internally and externally funded research, and that s/he be a successful fundraiser, able to work with foundations and individual donors.

To obtain a detailed position description, please consult the http://provost.uiowa.edu/search/clas/index.html.

To apply for the position, submit a letter, curriculum vitae, and names of three or more references to the Liberal Arts and Sciences Dean Search Committee, c/o the Office of the Provost, 111 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242. The committee also invites letters of nomination, which must include a brief summary of the nominee’s qualifications. Review of candidate materials will begin immediately and continue until a new Dean is selected.

The University of Iowa is an equal opportunity and affirmative action employer. Women, minority candidates, and persons with disabilities are encouraged to apply.
Priming the Pump...

Helping Young Latinos Accrue Cultural Capital

No culture can live if it attempts to be exclusive. – Mohandas Gandhi

Attending college requires money, but those who pursue higher education and fit in with ease also bring a cache of cultural capital – familiarity with mainstream values, beliefs, norms and experiences – that translate into knowing how people there think and behave, and how the system works. Latino students with significant mainstream cultural fluency can speak the language of educational systems even when their family income and background differ from that of their peers. Those less fluent, though, face additional challenges.

How can any Hispanic student accrue the cultural capital that educational systems expect and value? And how can higher education more fully embrace the Latino experience as valid?

Intentional, broad exposure to varied forms of art, music, theater, literature and language helps assure that a Latino student will place formal classroom learning in a larger, meaningful context. Travel is one way that students accrue cultural capital, by seeing how different people live, but for Latinos not able to travel, exposure needs to occur in other ways. With tight budgets and increasing focus on the “basics” of education, the arts are often set aside either as unaffordable or erroneously deemed unnecessary.

While affordability needs to be addressed by the community and school leadership, the necessity of the arts for Latinos to pursue higher education cannot be overstated. Art is the way that people around the world express themselves. Art is the way that Latino students often connect – heart and soul – with academic material that would otherwise not be retained. The arts can allow Hispanic teens to share an individual experience with others, validating themselves in the process. The arts can move Hispanic students from being outsiders looking in to active participants creating, sharing and leading.

Parents merit support in exposing their children, beginning in early childhood, to mainstream and ethnically specific arts. And while the arts might seem to some Latino parents like a remote experience available only to the privileged few, schools can help organize and support family participation in them. Group visits to museums or other community activities or performances provide an entire family exposure to the arts and literature. Schools, community centers and churches can start by promoting culturally familiar events for Latinos to ignite initial participation. Later, different types of visual or performing arts in different venues can be explored.

Breadth of exposure is key to accruing cultural capital. With music, for example, children need to move beyond rap, hip-hop and salsa sounds to hear the world’s broad range of music. Some preschool accrediting bodies require that music and cultural diversity be built into the curriculum – a small but important start if families are encouraged to share their own experience as part of expanding the learning experience for all children. And the more parents participate, the greater the chances of the child’s own culture being recognized and appreciated in the school.

Theater, literature, poetry, dance and other visual forms are expressions that Latino families can enjoy, but cost can prevent some from attending, perpetuating the perception that “cultural events” are for a privileged few. As budgets tighten, the community and parents will need to increase advocacy and find innovative ways for modest-income families to regularly attend performances and visit museums and other community-based resources. Schools can support parents and the community to make such a change. Hispanics must insist, for example, that the work of Latino writers and artists be included in curricula and media collections.

Equally important, Latino culture needs to be embraced and valued by those who determine and validate who is “educated” and who is not. Whether in performing or visual arts, literature or any other ways in which values build cultural capital, expanding the definition of what is part of the “universe” of any university to include Hispanics as part of an integrated mainstream will assure that the cultural wealth is, indeed, an indicator of being educated.
This article appeared online only in the 11/28/11 Issue
Manuel Pastor: An Idealist Grows Up

by Clay Latimer

Manuel Pastor wanted to change the world in college. He just wasn’t sure where to begin.

“I had lots of ideas how to change things. But I was constantly told that either the economy wouldn’t take it, or that it went against economic logic,” he said.

Instead of giving in, Pastor bucked the conventional wisdom, setting out on a trailblazing academic career at the University of Southern California (USC) and other schools, and as a leading American thinker on 21st-century urban issues.

“Most of my working life has been spent trying to make the argument that we can do things for social justice, and keep the economy humming,” he said.

Today Pastor is at the forefront of scholars making the connection between the interests of low-income communities and communities of color and the economic and social future of entire metropolitan regions.

He is director of USC’s Center for the Study of Immigrant Integration, and the Program for Environmental and Regional Equity, which have become linchpins for rethinking the landscape of American cities and programs. They do this “by looking for common ground across race, class and geography; understanding business needs with fairness and environmental sustainability, and putting forth both an idealistic and vision of America’s promise and pragmatic fixes to problems.”

Pastor has received fellowships from the Danforth, Guggenheim and Kellogg foundations and grants from the Irvine Foundation, Rockefeller Foundation, Ford Foundation, National Science Foundation and many others.

His most recent book, Uncommon Common Ground: Race and America’s Future (W.W. Norton 2010; co-authored with Angela Glover Blackwell and Stewart Kwoh), documents the gap between progress in racial attitudes and racial realities, and offers a new set of strategies for both talking about race and achieving racial equity. Previous volumes include This Could Be the Start of Something Big: How Social Movements for Regional Equity Are Transforming Metropolitan America (Cornell University Press 2009; co-authored with Chris Benner and Martha Matsuoka), Staircases or Treadmills: Labor Market Intermediaries and Economic Opportunity in a Changing Economy (Russell Sage 2007; co-authored with Chris Benner and Laura Leete) and Searching for the Uncommon Common Ground: New Dimensions on Race in America (W.W. Norton 2002; co-authored with Angela Glover Blackwell and Stewart Kwoh).

His once “impractical” ideas are now a routine part of doing business in some circles, as Pastor discovered during a meeting with Southern California businessmen.

“One man got up and said: ‘I can’t believe we can’t get these guys citizenship. I’ve got a lot of guys working for me; I know they don’t have papers, but they’re the best workers I have. They’re so stable, family-oriented. How can I get them citizenship?’

“Some people were frightened by the change coming, but business people tend to be like hmm ... These are the new workers, the new consumers? How do I get on board?”

“There are going to be challenges, fights around issues, but that’s an attitude you at least begin to work with. The new demographics are not going to change; what are we going to do about it?”

Formative Years

Pastor grew up in La Puente, Calif., a small working-class community located 20 miles east of downtown Los Angeles in the San Gabriel Valley. By the time he was 12, he knew he wanted to get involved in community service and politics.

“My dad was a really smart guy, but he found it difficult to get ahead,” he said. “He was a janitor and air conditioner repairman; we were a working-class family. Seeing a really smart guy having challenges going beyond what he was — that was part of it.

“It also was a matter of being deeply affected by 1968. I was just a kid, but I was deeply affected by the sense of promise in the U.S. being taken
away by a sense of doom — by the assassination of Robert Kennedy, Martin Luther King, the Vietnam War, violence in Chicago. It was actually a profoundly time, making one realize the promise of American was very much clashing with the values of America.

“I was a curious kid, an intellectual kid. In college, I became a lot more focused on how this academic work could actually be in service of something broader – at least to me – than pure inquiry.”

After receiving a bachelor’s degree in economics and creative writing from the University of California-Santa Cruz in 1978, Pastor earned his Ph.D. in economics from the University of Massachusetts-Amherst in 1984.

As an assistant professor of economics at Occidental College, Pastor focused on issues of social inequality and environmental justice. A fellowship from the Kellogg Foundation marked a turning point in his academic career, granting him the time and money to work on a project on minimum-wage standards.

“It gave me a quarter of my time off for three years,” he said. “That was a real career moment, a career changer, it got me to understand the role of organizers; it got me really committed to interracial, interethnic alliance building; and it got me to understand that you could straddle the line between activism and the academy in a fruitful way.”

In 1997, he left Occidental for the University of California-Santa Cruz, where he was on faculty until 2007.

“Being in Los Angeles is like being in New York,” he said. “You can really become inbred, thinking only of your city. It gave me a chance to learn about the rest of California and the rest of the United States.”

In 1997, Pastor headed a team of academics that produced a major report, Growing Together: Linking Regional and Community Development in Los Angeles. Among the findings: a region does better when it pays attention to its poor. Across the United States, the team’s research shows, reductions in center city poverty lead to more rapid income increases for all a region’s people. The conclusion: “Doing good and doing well go hand in hand.”

In the report, Pastor stressed the need for community-based regionalism — efforts to link lower-income neighborhoods and their workers with major metro area employers. Regional prosperity is clearly linked to reducing poverty and inequality, he said.

When the Center for Study of Immigrant Integration was started at USC following Pastor’s arrival, one in eight United States residents was an immigrant. In Los Angeles County alone, one-third of residents were foreign-born, nearly half the work force was immigrant, and two-thirds of those under 18 were children of immigrants – 90 percent of them, U.S.-born.

“I kind of have a dream job. California is always foreshadowing the world, Los Angeles is a little bit ahead of California, and USC is located smack dab in the middle of everything,” he said.

“You certainly feel if you’re doing social science in Los Angeles, you’re in the middle of an experiment that has big lessons for other places – some positive, some negative.

“The basic premise has been the same: I went to school to learn how I could put social science in the service of social justice. I feel that’s what I’m doing now. The issues have changed, the trajectory has sometimes changed, but the overall sense of personal purpose is the same.”

---

A Multicultural Faculty is the key to Diversifying your Institution

Start Now by advertising in The Hispanic Outlook Magazine®

Call our experienced sales staff at 1-800-549-8280

or visit our website at www.HispanicOutlook.com