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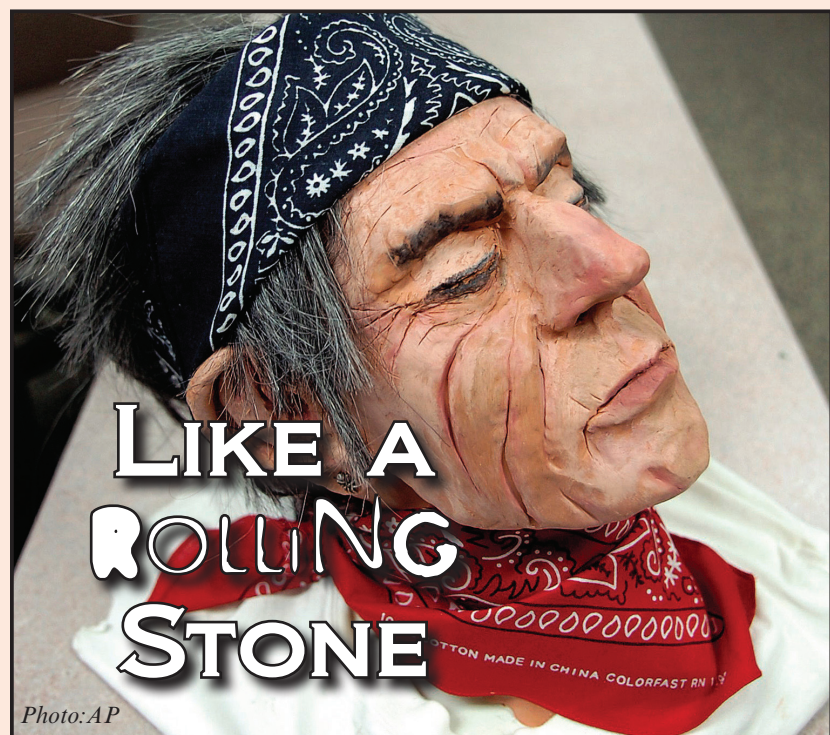


Photo: AP

A bust resembling guitarist Keith Richards of the Rolling Stones is seen in the funeral services program at Northampton Community College (Pennsylvania). Students make such busts to practice reproducing heads and faces.

Senate passes HEA bill

House budget bill offers several similar proposals

BY MATTHEW DEMBICKI

The U.S. Senate last week unanimously passed a bill to reauthorize the nation's main higher education law that would increase federal student aid and set tougher rules on policies regarding student loans.

The bill, S. 1642, renews the Higher Education Act (HEA), which governs most federal student aid programs. The legislation would increase the maximum Pell Grant award to \$6,300 and restrict relations between lenders and colleges, following a national scandal where student aid officials at several post-secondary institutions received benefits in exchange for giving preferential treatment to certain lenders when advising students. It also would simplify the federal student aid application process.

"After over three years of negotiations, Republicans and Democrats have reached

agreement on a number of key measures to help American students," said Sen. Mike Enzi (R-Wyo.), the ranking member of the Senate Health, Education, Labor and Pensions (HELP) Committee. "S. 1642 will restore students' trust in student loan programs by holding lenders and schools to a code of conduct. It will also ensure that students and parents have the information they need about the costs of college...so they can make sound decisions about their futures."

Some of the provisions in the bill include:

- Providing detailed, easy-to-access and understandable information about college tuition and fees;
- Calling for the U.S. Department of Education and IRS to coordinate and automate the federal student aid application process;
- Requiring the department to establish protocols for limiting and restoring access

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When a local employer closes, Ala. college steps up

BY SALLY BUCHANAN

A community college in Alabama has stepped up and created a "rapid response" program to help local workers who will be displaced when a textile plant closes this summer.

Wallace Community College (WCC)-Dothan is hosting a series of on-site information sessions as part of its effort to help 575 employees who will be displaced with the closing of the WestPoint Home textile plant in Abbeville, Ala.

WestPoint recently announced it will shut down

operations at the Abbeville facility as well as several others in Alabama, Florida and Georgia. About 1,000 workers will lose their jobs, with the majority coming from the Abbeville plant, slated to close Aug. 31.

Since 2000, various factory closings across Alabama have displaced more than 20,000 factory workers.

Like a number of community colleges across the South, the two-year colleges are helping local workers laid off from the jobs to transition into new careers. For example, Surry Community College in North Carolina is expecting an increase in enrollment this fall after five textile plants close this summer. About 1,000 workers

will be unemployed.

WCC is offering counseling to assist the affected Abbeville workers in retraining and moving into new jobs. The first two sessions were held in June, and two more sessions were held in July.

In addition to its credit programs, Wallace also will provide a variety of short-term, noncredit services through its Center for Economic and Workforce Development. The programs are specifically designed to help applicants compete in the job market.

"The WestPoint closing will have a major impact

See RESPONSE, Page 10

Send to:

First fully 'green' campus set to open

BY JEFFREY PHILLIPS

A new community college campus in California slated to open in January will be the first one built following national environmental standards known as LEED—Leadership in Energy and Environmental Design.

The jewel of Ohlone Community College's new environmentally friendly, 81-acre Newark campus will be the Center for Health Sciences and Technology, which will house courses in biotechnology, nursing, physical therapy, information technology, environmental studies and other programs.

Aside from the center, the campus will also have a student support services building.

When completed, the campus will generate 30 percent of its own energy through solar panels. Geothermal energy,

See GREEN COLLEGE, Page 5



Doug Treadway, president of the Ohlone Community College District (California), stands in front of geothermal coils at the 81-acre Newark campus, which is slated to open in January.



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Filling the need for home caregiver training

Twelve community colleges will receive up to \$25,000 to establish new home-based caregiver training programs or enhance existing programs for professional and family caregivers.

The grants were awarded through The Caregiving Project for Older Americans and MetLife Foundation, which set up the program to develop innovative in-home caregiver training programs.

More people are finding it difficult to obtain affordable, quality in-home care for older adults, according to project organizers. The pool of family caregivers is shrinking while the caregiving profession is experiencing a severe and worsening shortage of paid caregivers, they said.

The Community College Caregiver Training Initiative is intended to raise national awareness both of the critical need for caregiver training and of the central role that community colleges can play in providing this training.

The selected colleges will serve a diverse group of students, including both urban and rural communities and minority populations. Award recipients include colleges in Arkansas, Kansas, Maryland, Oregon, Pennsylvania, Texas, Vermont, Virginia, Washington and Wisconsin.

"Community colleges play a vital role in educating in-home caregivers as our country faces an increasing need for quality, accessible, affordable care," said Robert Butler, president and CEO of the International Longevity Center (ILC)-USA and co-director of the Caregiving Project for Older Americans. "The colleges selected represent the variety of innovative training programs that promise to produce quality in-home caregivers."

Funded by MetLife Foundation, the initiative is housed within the Caregiving Project for Older Americans, a joint collaboration of LIC-USA and the Schmieding Center for Senior Health and Education. The organizations received more than 70 applications for the grants.

"The tremendous response and high quality of the submitted proposals underlies the demand for well-trained home caregivers. The 12 award winners exemplify that community colleges can be a leading force in improving the nation's caregiving workforce," said Sibyl

Jacobson, president of MetLife Foundation.

The grant winners are:

- **Anne Arundel Community College** (Maryland). In collaboration between the college's human services and nursing departments, students will enroll in a home health care certificate program focusing on human service, gerontology and nursing. The program includes an intensive, 150-hour hands-on clinical experience.

- **Arkansas State University-Mountain Home** (Arkansas). The creation of the Geriatric Home Caregiver Project will allow students to receive five levels of training, such as geriatric caregiving and Alzheimer's and dementia training. The college will deliver the course through videoconference technology, allowing the training to reach a large rural community spread over more than 100 miles.

- **Community College of Vermont**. The training will deliver an evidence-based person care attendant (PCA) curriculum to current and new professional and family caregivers who work with elders and adults with disabilities. The course will be delivered three times a year at three separate campuses.

- **Gateway Technical College** (Wisconsin). Through the development of standardized modules, training will be highly individualized. Students' prior work experience and goals for career advancement will factor into the course work. The college will implement the training in work-based environments, and the course will be open to both paid and non-paid caregivers.

- **Houston Community College, Southeast** (Texas). Expanding on their previously developed nurse aide training program, the college's home caregiving course will be developed to promote skill development, advanced quality of care and opportunities for career advancement. The program will feature two unique courses: an at-home caregiver class for family and friends and the home care attendant class for direct-care workers.

- **Lackawanna College** (Pennsylvania). The college's elder home health care aide certificate program will train professional caregivers during an intensive five-week course. In addition to the professional training course—offered five times a year—the program will establish a

series of abbreviated weekend and evening sessions for family members and friends of older adults.

- **Neosho County Community College** (Kansas). Current nurse aide and home health aide courses will be adapted for online delivery, meeting the needs of students in rural eastern Kansas. Additionally, the college will create a family caregivers' course, offer it online and provide online support services.

- **North Central Texas College** (Texas). The college will start a three-tiered educational approach. It will educate and train family members serving as home caregivers, offer specialized skills for non-family home care attendants and upgrade proficiencies in gerontology for current health providers.

- **Peninsula College** (Washington). The program, which will enhance training for current and prospective workers in the home care setting, will serve rural areas in Washington, including five Native American tribes. The curriculum will focus on developing and understanding a client care plan, communication skills, enhanced basic training and dementia training.

- **Piedmont Virginia Community College** (Virginia). The college will develop a comprehensive, 48-hour curriculum for aspiring home health aides to participate in a noncredit certificate program. An advisory board of local experts on aging will develop modules for certification to become a personal care aide and an administrative aide, among others.

- **Portland Community College** (Oregon). The college will create a care provider resource center to deliver caregiving skills classes to family and professional homecare workers. The program will also enhance career development and provide additional leadership opportunities to professional homecare workers.

- **Rogue Community College** (Oregon). The Personal Care Attendant training will provide non-credit, Web-based training specifically geared to homecare workers and family members caring for older relatives. The program will be a collaboration between the community college and Medifecta Healthcare Training, which will use their nationally-recognized curriculum, adapted for Web-based delivery.

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Is community college tuition in Calif. too low?

Editor's note: It's one of the fundamental challenges for colleges in the 21st century: how to make higher education serve a growing and diversifying population without compromising quality. Higher education is being called on to help more people get into a professional world where a college education is vital. This AP story is part of an occasional series on that challenge.

SAN DIEGO (AP) — For most of history, higher education has been reserved for a tiny elite.

For a glimpse of a future where college is open to all, visit California—the place that now comes closest to that ideal.

California's community college system is the country's largest, with 109 campuses, 4,600 buildings and a staggering 2.5 million students. It's also inexpensive. While it's no longer free, anyone can take a class, and at about \$500 per term full-time, the price is a fraction of any other state's.

There is no such thing as a typical student. There are high achievers and low ones, taking courses from accounting to welding. There are young and old, degree-seekers and hobbyists—all commingled on some of the most diverse campuses in the country, if not the world.

Many students, for one reason or another, simply missed the onramp to college the first time around—people like 31-year-old Bobbie Burns, juggling work and child care and gradually collecting credits at San Diego City College (California) in hopes of transferring to a media program at a nearby university.

"I love City," Burns said, noting that once she transfers she'll face a less-flexible schedule and higher fees. "I wish I could keep going here."

These days, states around the country

are wrestling with how to provide mass scale higher education—a challenge California anticipated decades ago.

But if California is a model in one way, it's struggling in another. The state ranks near the top in terms of getting students in the door of higher education. But its batting average moving them out—either with a degree or by transferring to a four-year school—ranks near the bottom.

"In 1960 or 1970 or 1980, access was enough," said Nancy Shulock of the Institute for Higher Education Leadership and Policy at Cal State Sacramento. "But it's not enough now."

Of course, not everyone at community college is looking for a degree, so measuring success is tough. But several recent studies, including one by Shulock, have tried to identify students who are seeking such benchmarks as a certificate, associate degree or transfer to a four-year school. Those studies have found that only about a quarter of such students in California succeed within six years. For blacks and Hispanics, the rates are even lower.

Boosting completion and transfer rates is high on the agenda of California policymakers. But opinions vary considerably as to why they're so low to begin with—and what lessons others might draw from the state's experience.

Some believe the system's basic financial model of charging students as little as possible is actually part of the problem and needs reform. The debate comes down to this: Do you help students more by charging them less, or by raising fees and using the money to give students more support, helping them move quickly and successfully through the system?

California has always been at the fore-

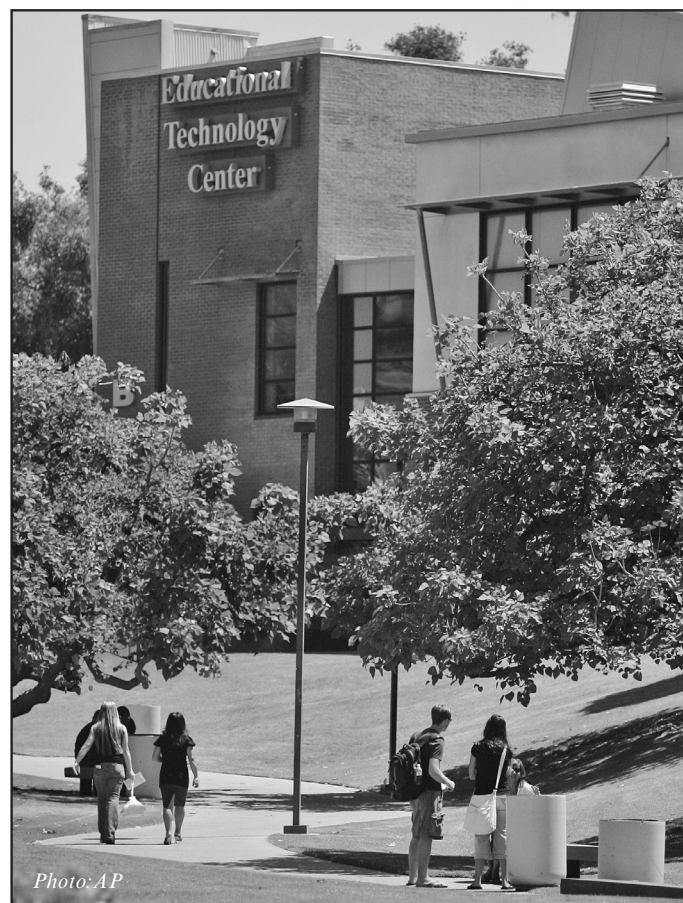
front of making college affordable. In the 1920s, when it ranked 11th among the states in population, it had the most students in college, according to The California Idea and American Higher Education, a history of higher education in the state by John Aubrey Douglass, a senior research fellow at the University of California, Berkeley.

In 1907, California authorized the country's first state-sponsored junior college system as a network of feeders for the state's public universities.

Today, the state has three tiers of higher education: the University of California (UC) for the top students, the Cal State universities (CSU) for the next level and the open-access third tier that came to be called community colleges.

Community college students can work their way into the four-year schools, and it's a less expensive path to a bachelor's degree. Last year, more than half of CSU graduates—and nearly one-third of UC grads—started at a community college.

But community colleges now are asked to do much more than broaden



Students walk on the campus of San Diego City College. It is part of California's community college system, which has 109 campuses, 4,600 buildings and a 2.5 million students.

the path to a bachelor's degree, from job retraining to remedial high school work. Systemwide, as many as 80 percent of incoming students aren't prepared for college-level courses.

"If we could control the input, the students who are coming to us, we could control their preparedness level and ability to

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to the National Student Loan Data System, a database that contains personal information about student borrowers and their families;

- Requiring colleges participating in federal student aid programs to establish codes of conduct to prohibit their financial aid officers from receiving anything of value in exchange for advantages sought by lenders; and

- Expanding prohibitions on loan guarantee agencies and lenders that restrict offering any premiums, payments, prizes and tuition payments.

The bill also would forgive student loans for students who work in the public service for at least 10 years after graduation.

"A whole new generation of public defenders, nurses, firefighters and teachers will be able to serve their communities," said HELP Committee Chair Sen. Edward Kennedy (D-Mass.).

Last month, the Senate also passed by a 78-18 vote the Higher Education Access Act of 2007, S. 1762, which eliminates the Pell Grant "tuition sensitivity" provision that prevents students who attend less-expensive colleges from qualifying for the maximum Pell award.

The American Association of Community Colleges (AACC) said it supports S. 1762. In a letter to Kennedy, AACC President George Boggs said that the benefits in the legislation, coupled with potential increase in Pell Grants appropriations, 2007 could result in a "banner year" for current and aspiring college students.

The bill also includes language to create a pilot program geared to encourage low-income students to consider attending college.

The program, proposed by Sen. Joseph Biden (D-Del.), would begin educating low-income students and

their parents about the federal student aid process as early as eighth grade. Biden, who noted that most don't learn whether they will receive a Pell Grant until their senior year in college, said that starting the financial aid process earlier would allow families and students to plan ahead for college and develop career goals.

"Too many kids don't pursue the college track because they think there's no way they can afford it," Biden said. "We need to let students and their parents know that a college education isn't out of reach."

The program would provide funding for pilot projects in four states, each of which would commit Pell Grants to two groups of up to 10,000 low-income eighth-grade students. It would also provide funds for college information campaigns beginning in eighth grade and continuing through senior year of high school. The campaigns would provide information on college costs, available state and federal financial assistance and the average amount of aid awards.

Enzi said both bills are critical for Americans to compete in the global economy.

"This year marks 50 years since Sputnik was launched. That launch sparked huge turmoil in this country and great worry about the knowledge and skills necessary to keep our economy growing and competitive. Sputnik had a dramatic effect on our education system. We are again being challenged," Enzi said.

Meanwhile, the House has still to introduce its HEA legislation, but it did pass a budget reconciliation bill last month that would redirect some federal subsidies from student lenders to increase funding for student aid programs—including raising the Pell Grant maximum by \$500 over the next five years to \$5,200. About 6 million low- and moderate-income students would benefit from the increase, according to House Democrats.

The bill, the College Cost Reduction Act of 2007 (H.R. 2669), passed by a 273-249 vote, but President Bush has threatened to veto the bill. The House would need 289 votes to override a veto.

The bill would eliminate the Pell Grant tuition sensitivity provision and ensure that Pell Grants would be available year-round and to part-time students and individuals enrolled in certificate programs that are one year or longer.

In addition, the bill would:

- Provide loan forgiveness for first responders and allow students entering public service to have their loans forgiven after 10 years of service;

- Provide upfront tuition assistance to undergraduates who commit to teaching in public schools in high-poverty communities or high-need subject areas;

- Create a new program, funded at \$500 million over five years, for institutions that serve large numbers of Hispanic, Native American and other minority students; and

- Cut interest rates on federally subsidized loans in half, from 6.8 percent to 3.4 percent.

The legislation also would assign institutions a "college affordability index" determined by measuring the rate of tuition increases against the Higher Education Price Index (HEPI). Colleges that increase tuition by more than twice the rate of inflation for three years would have to substantiate the raises to the Education Department, according to the American Council on Education, an umbrella group representing several higher education organizations, including AACC.

"With this bill, we are saying that no one should be denied the opportunity to go to college simply because of the price," said Rep. George Miller (D-Calif.), chair of the House Education and Labor Committee.

Texas looks for funding solution

By MATTHEW DEMBICKI

Texas Lt. Gov. David Dewhurst made a public plea last week for state leaders to find a way to reallocate \$154 million in vetoed funds for community college health insurance.

Gov. Rick Perry vetoed the funds in June, and community college officials from all over the state have responded with anger, saying they'll have to consider tuition increases, local tax increases or restricting enrollment.

Perry rejected the money because of a provision that would have made health insurance allocations to college employees based on their salaries.

"I want this issue addressed now ... before the impact of these funding cuts are felt," Dewhurst wrote in a letter last week to senators.

Lawmakers were not able to agree on a solution to college funding in the legislative session that ended in May, and they're not scheduled to meet again until 2009.

A legislative budget panel that includes Perry, Dewhurst and House Speaker Tom Craddick can decide to reallocate the funds with a majority vote and agreement from Perry, but no meeting is scheduled.

"The governor welcomes input from lawmakers and has already begun working with the Higher Education Coordinating Board and community college leaders ... to work toward a solution to meet the needs of our colleges," said Perry spokesperson Krista Moody. "With that said Governor Perry has continuously proposed additional funding for community colleges, however, he wants to ensure that solutions are proposed within the spirit of the law."

Dewhurst said he'll designate a working group of state senators,

staff from Perry's office and community college representatives to find a solution.

The dispute centers around who should pay for employees' health insurance. The governor has argued that it should be covered by the entity that pays employees' salaries. But the state has traditionally paid for the benefits directly involved in education, such as administrators and professors. The colleges have used local funds to cover the benefits of those involved in noneducational work, such as custodians.

Many community colleges in the state are poised to raise tuition, cut programs and halt hiring new employees to make up for the shortfall in state funds.

About 575,000 students are enrolled at community colleges in Texas, with 70 percent of the state's higher education enrollment growth coming at public two-year colleges, according to state officials.

However, the state provides only about 31 percent of their funding, with the remainder coming from local taxes, tuition and fees, and local funds.

Perry's veto of the funds drew national attention, with the American Association of Community Colleges saying that the cuts send the wrong message nationally about colleges that are focused on improving access and closing equity gaps.

In an editorial last month, Perry said he supports community colleges, noting that state funding for two-year higher education institutions has increased by \$121 million (or 16 percent) over the last six years. But two-year colleges are unwilling to pay their share of health insurance for their employees, he added.

"Despite the clarity of the law on this matter, community colleges have continually pursued a distorted interpretation by arguing that any employee who is eligible in theory for a state-funded salary is entitled to state-funded health benefits even if they are not actually paid by the state," Perry wrote.

William Holda, president of Kilgore College, said in an open letter responding to Perry's editorial that cutting \$154 million "with one stroke of the pen" eliminates the \$121 million in increases from the state that community colleges received.

Kilgore will lose \$2.1 million because of the cuts, Holda said. He added that he was "appalled" that Perry suggested in his editorial the community college governing boards raise taxes as a solution.

"You accuse community colleges of 'not playing by the rules,' you override the appropriation approved by our elected legislators, and finally, you suggest that the local boards 'are empowered' to raise property taxes to cover the shortfall," Holda wrote.

Several Texas lawmakers are also displeased with the governor's move, saying he did not consult with them on the matter. The chair of the state senate's higher education subcommittee said that she supports community colleges on this issue.

"The legislature in good faith chose to fully fund community college employee benefits with general revenue because we understand that community colleges are under-funded and over-burdened," state Sen. Judith Zaffirini wrote in an op-ed.

AP reports were used in this article.

GREEN COLLEGE, from page 1

coupled with conservation measures, will yield a 25 percent improvement in energy performance. (The college is even using recycled blue jeans for insulation.)

In all, the campus is expected to save about 40 percent in energy costs.

"When architects started looking at the construction, they realized they could help us create our own energy without a large premium," said Doug Treadway, president of the Ohlone Community College District.

But it's not just about efficient buildings; it's about how the entire campus works. The campus plans address water efficient landscaping and water use, optimal energy performance, diversion of 50 percent to 75 percent of construction waste and use of recycled products and local materials.

Having the campus be truly environmentally sustainable was so vital that when construction costs skyrocketed, college officials decided to reduce the size of the college by 20 percent rather than cut back on its environmental construction plans.

Even the ground where the campus is being built is being recycled. It is located on a "brownfield"—contaminated real property that is being cleaned up to make the land suitable for redevelopment or reuse. The cleanup, which was paid for in part through a federal grant, used natural organisms to purge toxic materials.

Ohlone is part of a trend among two-year public

colleges to find ways to preserve resources and save money. For example, the Los Angeles Community College District in California is in the midst of a \$2.2 billion construction and renovation project that could save the district as much as \$1 million annually in energy costs.

Community colleges have helped to pioneer the environmental-building movement. Cape Cod Community College (CCCC) in Massachusetts has been operating under the same principle for the past 20 years, according to Michael Gross, the college's director of communications. Last fall, the college opened its new Lyndon P. Lorusso Technology Center, which cost about 12 percent more to build than if traditional construction materials were used. But officials expect to recover that cost in less than seven years through its energy and water efficiency.

The CCCC building even caught the eye of state lawmakers, who instituted a policy requiring that new construction and major renovations of public buildings must be LEED-certified.

Once the Newark campus is finished, college officials plans to make the main Fremont campus more efficient by installing solar panels.

"We hope many other colleges will follow our example," Treadway said.

For more information on Ohlone, visit www.ohlone.edu. For more on LEED certification, visit www.usgbc.org.



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Ethics a top priority in higher education

By JEFFREY PHILLIPS

Community college leaders are facing more pressures—from fiscal concerns to academic accountability—which on occasion puts them in some precarious positions.

Some recent high-profile cases that involved community college chancellors and presidents from around the country have the community college field reassessing ethical standards.

In Alabama, the community college system has made headlines in its efforts to restore academic integrity to its leadership after the community college leaders in the state came under state and federal investigation for alleged fraud and cronyism.

In Colorado, the president of the Community College of Denver was dismissed after officials found the college allegedly misrepresented its financial records.

And earlier this year Maricopa Community Colleges (Arizona) dismissed two presidents for questionable expenses related to travel abroad.

Such instances have prompted many community colleges—which typically have smaller budgets than larger universities and are often not as intently scrutinized by the public and media—to take a closer look at ethics policies and standards.

Standards are not only necessary to ensure effective

leadership at colleges, but they also reassure the public and lawmakers of the integrity of higher education institutions, according to community college advocates.

However, although community colleges have long stressed high ethical standards among their leadership, making decisions is not always easy or clear cut.

“Maintaining high ethical standards is a challenge in any organization,” said Richard Dittbenner, director of public information and government relations at the San Diego County Community College District (SDCCD), which has a code of ethics for its leaders.

It can be especially difficult at large organizations, such as SDCCD, which has more than 5,000 employees and an \$800 million annual budget.

“To encourage support for high ethical standards, ethical expectations must be communicated throughout the organization,” Dittbenner said.

SDCCD uses two steps to maintain high ethical standards. The first step is the declaration of a “forward-thinking” code of ethics standards developed by the district’s board of trustees with district leaders. It addresses:

- conflicts of interest;
- compensation and expense accounts;
- a supportive, open and cohesive relationship between the chancellor and staff;
- decision-making which reflects the best interests of

the college and community; and

- responsible use of power.

Next, the district requires constant communication of ethical expectations in everything the colleges do, including public pronouncements by district leaders and written ethical standards and expectations.

Leadership integrity is not only important in managing an institution, but it sets an example in encouraging academic integrity, said Donald McCabe, a professor at Rutgers University (New Jersey) and a founder of the Center for Academic Integrity.

Students often feel pressure to engage in academic dishonesty to get good grades, impress parents and make gains in education and in their careers, McCabe said. When college leaders fail to set an example, some students may not be inclined to follow the rules either, he said.

“If the administration doesn’t care, why should I?” is often the attitude, McCabe said.

CEOs and boards have a responsibility to the communities they serve to provide exemplary ethical leadership, agreed Desna Wallin, author of *The CEO Contract: A Guide for Presidents and Boards*. Governing boards of public institutions derive their power from the people of the state, making them accountable to the people of the state, and ethical leadership is essential in maintaining their trust, she said.

Ariz. to require proof of immigration for benefits

PHOENIX (AP)—Government agencies in Arizona will be required later this year to take another step aimed at preventing illegal immigrants from getting government benefits.

Beginning Sept. 19, applicants for state-funded benefits must show documents proving they are in the country legally. It won’t suffice for them to say that their presence in the country is lawful.

The new requirement, signed into law last month by Gov. Janet Napolitano, is intended to help enforce two laws that cut off benefits to illegal immigrants.

State Rep. Russell Pearce of Mesa, a driving force behind both voter-approved laws, said he sought the proof requirement after some officials asked whether it was enough for applicants to simply sign a document saying they were in the country legally.

Even though he believes most officials want to enforce the law, Pearce said he wanted to make sure the public’s costs for illegal immigration are kept at a minimum.

“The burden is not on the government to prove you are not eligible,” Pearce said. “The burden is for you to prove that you are eligible.”

Voters overwhelmingly approved a law in November that bars illegal immigrants from getting cheaper in-state tuition, state-funded scholarships, fee waivers and other financial assistance at Arizona’s public universities and community colleges.

It also prohibits immigrants from attending adult education classes and receiving childcare assistance provided by the state.

The law, however, doesn’t prevent ille-

gal immigrants from attending college.

Another voter-approved immigration law, passed in 2004, required government agencies to verify the identity and eligibility of public benefit applicants.

Supporters of the laws said the restrictions were needed to reduce the costs of illegal immigration. Opponents say illegal border-crossers are being made scapegoats for the country’s failed immigration policies.

Several agencies said they were already requiring proof of lawful presence in the country before the new law was passed.

State Superintendent of Public Instruction Tom Horne said students in adult education classes run by his agency were already required to prove their immigration status. A similar standard was recently imposed on the agency’s family

literacy courses.

“From a field perspective, nothing changed,” she said.

Arizona’s three public universities are using a federal database to verify the Social Security numbers and citizenship claims of students seeking the state-funded financial benefits, said Anne Barton, spokeswoman for the Arizona Board of Regents.

Students whose status isn’t verified aren’t eligible for the benefits, unless they provide documents proving they are in the country legally, Barton said.

Roberto Reveles, past president of Somos America, a coalition of groups that has organized immigration protests in Phoenix, said the benefit restrictions and the new requirement are counterproductive because the government ought to encourage all people to become better trained and educated.

Eastman beats Wal-Mart to Tenn. program

NASHVILLE, Tenn. (AP)—Tailoring community college learning plans to the needs of large employers was an idea that Gov. Phil Bredesen first pitched to Wal-Mart Stores Inc.

But Eastman Chemical Co. beat the retail giant to the punch.

Eastman last week announced a five-year, \$1.3 billion reinvestment in its Kingsport facilities. The plan includes the creation of a pipeline of new skilled employees from Northeast State Technical Community College in neighboring Blountville.

Bredesen said he has included \$1 million dollars in the current fiscal year state budget to build on a job training partnership between Eastman and Northeast State to develop teaching plans and training programs for mechanics, lab analysts and chemical operators.

Bredesen had first proposed the idea of creating a job-specific curriculum for managing Wal-Mart stores on a trip to the company’s Bentonville, Ark., headquarters last year. Wal-Mart employs 40,700 people at 129 facilities in Tennessee.

Wal-Mart spokesman Dennis Alpert said the company is still in talks with the state about a comprehensive curriculum for students who want to become managers

at big-box retail stores.

Alpert said he’s not surprised that Bredesen’s community college proposal has drawn interest from other companies.

“As a result of Gov. Bredesen’s touting the program in the last few months as he toured the state, several other companies have become energized by the proposal the governor first put forth to Wal-Mart,” he said.

Eastman last year projected that retirements from an aging work force will create about 2,000 vacancies by 2010.

Eastman spokeswoman Betty Payne said that before the reinvestment announcement, the company had fielded repeated questions from the community about whether operations would continue as they have in Kingsport.

Concerns about replenishing that work force, along with the aging facilities, had led some to worry about the company moving some of its operations to other states or abroad.

“If you don’t have the work force and you don’t have what you need to continue an operation, you’ve got to consider your options,” Payne said. “This partnership is going to be a strong step toward getting us that workforce we’re going to need.”

Bredesen’s plan to give community college tuition to high school graduates who average a 19 on their ACT college entrance exams failed in the Legislature this year. But Charles Manning, chancellor of the Tennessee Board of Regents that oversees the state’s two-year colleges, said he doesn’t expect that to hamper enrollment in Eastman-related programs at Northeast State.

“Students want jobs,” he said. “If they have a clear and defined opportunity at the end, getting them into the programs—and through them—is not a problem.”

Bredesen plans to reintroduce the tuition measure next year. State Senate Speaker Ron Ramsey said he supports the plan.

“A liberal arts education is good, but at the same time there’s nothing better than getting the skills you need to get a job,” Ramsey said.

Manning said he hopes the Eastman plan becomes one of many partnerships between companies and community colleges.

“It makes what we do that much more relevant to the student, in terms of the job they’re going into and it connects exactly with what the employer wants,” he said. “It makes us very much the part of a company’s solutions.”

NEWS DIGEST

New trooper, corrections training academy planned at Ala. college

SELMA, Ala. (AP) — The aging Criminal Justice Training Academy at Craig Field will move into a new \$24.5 million complex at Wallace Community College for use by state troopers and prison guards.

The Alabama Department of Public Safety is partnering with the Department of Corrections and the college in Selma to build the facility by 2010. It's expected to have dormitory space for 150 students, said Public Safety Director Col. Chris Murphy.

A new statewide education bond initiative will provide the \$24.5 million needed for the project, but Murphy said the bonds have not yet been issued. A date to start construction hasn't been set.

Murphy said the existing academy building leaks during rains and has other structural problems.

"When it rains there are buckets in the cafeteria to catch water, and every tile is stained," he said. "We use plastic to protect computers in the dorms when it rains."

Murphy took 18 legislators on a tour of the facility last spring so they could see the poor conditions.

The Department of Corrections trains prison guards at the academy, so department officials joined Murphy in the drive to move the academy.

Murphy said he met with Wallace

Community College President James Mitchell about forming a partnership for the academy.

"The college had a criminal justice degree that had been downgraded to a certificate because of the lack of students. That provided a unique opportunity to have a person graduate from our academy and come out with credits toward a degree," Murphy said.

Okla. making community college transfers easier

OKLAHOMA CITY (AP) — Oklahoma is making it easier for students to transfer from community colleges to universities, according to a report by the Southern Regional Education Board.

Oklahoma guarantees that students earning associate degrees can transfer in as juniors to public four-year colleges in Oklahoma.

All general education requirements transfer, along with many program-specific classes, either as course equivalents or electives.

Each year, faculty from across the state revise transfer guides that list courses at each college and the universities to which the credits will transfer. That helps eliminate confusion as well as wasted courses and expenses, said Dave Spence, board president.

"Effective college transfer policies are key to helping students who earn credits

from two or more institutions apply all of their credits toward a college degree," Spence said.

The State Regents for Higher Education maintain an online course transfer database and advise its use to all students planning to transfer, said Debbie Blanke, associate vice chancellor for academic affairs.

"The quicker we can move a student to their goal, the sooner that Oklahoman is out there helping the economy," she said.

Ease in transferring has helped Oklahoma increase overall graduation rates during the past decade, said Joan Lord, vice president for education policy for the board.

UA creates tuition program for two-year college transfers

TUSCALOOSA, Ala. (AP) — The University of Alabama (UA) will help cover tuition and fees for some community college transfers starting with the fall semester.

The university's new Alabama's Promise program is for students who have completed two years of community college, have a "B" average and qualify for full federal Pell Grants awarded to students from low-income families.

If Congress approves increases to the Pell Grant program, the need-based award will provide \$4,600 annually for students. Alabama will contribute more if the maxi-

mum Pell Grant award remains \$4,310.

The university will cover tuition and fees not paid by the grant, amounting to about \$2,908 per student annually, according to research compiled by UA's Education Policy Center.

NSF names lead for new national welding center

The National Science Foundation (NSF) has named Lorain County Community College (LCCC) as project leader for a \$4.9 million NSF program establishing a National Center for Welding Education and Training.

The center, which will be housed in LCCC's Manufacturing Center for Excellence, will increase the number of science and engineering welding technicians to meet workforce demands, program officials said.

As the lead on the project, LCCC will collaborate with team members that include major corporations, industry associations, educational institutions, government facilities and a professional welders organization. The other educational institutions are: Chattanooga State Tech Community College, the College of the Canyons, Ferris State University, Milwaukee Area Technical College, Ohio State University, Pennsylvania College of Technology, Texas State Technical College and Weber State University.

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Iowa colleges reach out to Hispanics

DES MOINES, Iowa (AP) — Several colleges and universities in Iowa are ready to add Spanish-language pages to their Web sites and buying Spanish radio ads to help recruit more Hispanic students.

The number of Hispanic students enrolled in Iowa's public schools increased from just over 4,000 in 1985 to more than 28,000 in 2005-06—a nearly 600 percent increase.

Des Moines Area Community College (DMACC) plans to air Spanish ads this summer on a Spanish radio station.

"We would be very willing to market in any language if there are individuals we can attract," said Rob Denson, the college's president. "We're going to have a tremendous workforce shortage worldwide. It's very important we reach out to every individual who can or wants to work."

At the University of Iowa, a committee is looking at putting admission, financial aid and housing information in Spanish on its Web site, school officials said.

Officials at the University of Northern Iowa said they expect to have a Spanish version of their Web

site available by the end of the fall semester. The university also is looking at offering information in other languages, said Phil Patton, a registrar and interim director of admissions.

"Here you may be specially targeting parents who may not be as fluent as their son or daughters, and parents are a vital part of helping sons or daughters in the college entrance experience," Patton said.

He said the university will also begin visiting schools that have a growing Hispanic population.

Iowa higher education institutions aren't the only ones reaching out to Hispanic students. Michigan State University and Arizona State University are among the others that offer information in Spanish on their Web sites.

The effort to attract more Hispanic students is meeting opposition from some residents who are worried about access to education and illegal immigration.

Ron Harness, 50, of Ottumwa, said illegal immigrants don't assimilate into society.

"You have to have a working knowledge of English,"

Harness said. "They are not going to learn English. They are going to suck our school systems dry trying to run English as a second language."

Some people who have moved to Iowa from Mexico also have expressed mixed reaction to recruiting Hispanics in Spanish.

Hector Barrera, 23, came to the U.S. four years ago and is taking English-language classes at DMACC. He is preparing to take a test to get his high school equivalency diploma or take college-credit classes.

While not opposed to the Spanish-language recruiting, he thinks immigrants should learn English.

"I think it's a good idea, but if you're here, you should learn the language," he said through a translator.

Not every Iowa college is incorporating Spanish into its recruitment of students.

"I hate to say we would never consider those sorts of things, because once a student arrives here, they need to have ... a pretty solid understanding of the English language," said Laura Linn, director of admissions at Drake University in Des Moines.

College-bound migrant workers focus of grants

LAWRENCE, Kan. (AP) — A group of universities and community colleges has been collaborating in an effort to obtain federal funding for a program to help college-bound children of migrant workers.

Kansas State University will lead the effort, which will also include the University of Kansas, Emporia State University, Garden City Community College and Kansas City Community College.

The \$2.1 million grant request Kansas State submitted would be for five years, reach 148 students and provide tuition for 12 credit hours per semester and a living stipend.

The collaboration began after the U.S. Department of Education denied the University of Kansas' grant request to continue its College Assistance Migrant Program (CAMP). The program had paid tuition for six credit hours and \$750 in living expenses per semester for up to 24 students a year.

When the grant renewal was denied, a group of college officials started discussing how to collaborate and provide services throughout the state, Kansas State's Bob Fanning said. Fanning is director of a program that helps children of migrant workers finish high school

and assistant director of Kansas State's English as second language program.

Under the proposal submitted in the spring to the Education Department, Kansas State would house CAMP and contract the service out to other schools with eligible students.

Fanning said at the same time the department denied Kansas' grant, the Education Department renewed a five-year grant for a Kansas State program that targets high school students.

Lynn Bretz, the University of Kansas' director of university communications, said the university wanted to have a stra-

tegic plan to continue its program for migrant workers' children, especially as federal funding declines.

Fanning said if the grant is approved, the program would give students more choices.

"We had a number of migrant students that just completed high school and had jobs in the local community. They couldn't leave because they needed the employment," Fanning said. "Now they can attend university while continuing to work."

He expects to hear in the next few weeks whether the Kansas proposal was approved.

Back to School Reading

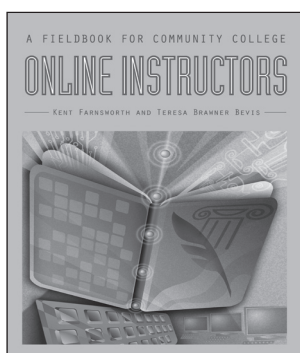
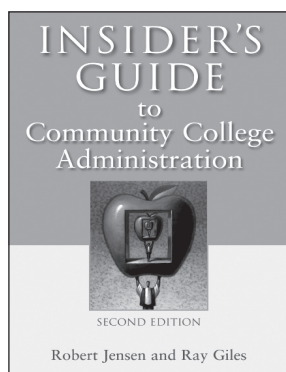
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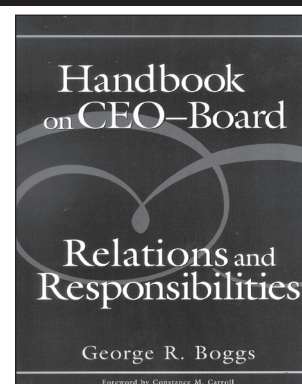
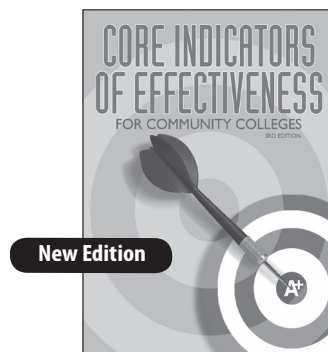
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COMMUNITY COLLEGE

P R E S S

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Colleges must take the environmental lead

BY DARROCH "ROCKY" YOUNG

At the turn of the decade, I was president of a medium-sized college in the San Fernando Valley within Los Angeles County (California). The college had no significant capital outlay for the preceding 20 years. It also experienced continuous budget problems over a decade and tried to balance budgets by neglecting deferred maintenance and avoiding the replacement of furniture and equipment. They were also operating in a portion of Los Angeles that routinely experiences temperatures in excess of 100 degrees in the summer, yet many of the classrooms had no air conditioning. And, if all that wasn't enough, the college had still not restored all of the earthquake damage from the Northridge Earthquake in 1994.

The reason this is important is that there was probably never a college more desirous of the infusion of capital funds, nor a college with so many needs and so few dollars.

It was in that environment that the Los Angeles Community College District (LACCD) board passed two local bond issues in 2001 and 2003. Those bonds amounted to more than \$250 million to our college (\$2.2 billion to all nine community colleges in the district).

One would think all that money could resolve every need, but it became clear that because of the lengthy list of needs and the rising cost of construction, we could not accomplish our capital objectives. In fact, realistically, we had to reduce the scope of

some projects and shelve others.

In that context, I was introduced in 2001 to the issue of global warming—the need for sustainable buildings, the possibilities of alternative energy sources and, in general, the plea to make an institutional climate commitment that worked to resolve the problem.

I went through a classical three-step metamorphosis. In the beginning, I was focused on extracting every square foot of new construction, every remodel possible, and every piece of new furniture and equipment that I could purchase using the bond funds. I recognized that there was an environmental problem, but I didn't believe that the small efforts of my college could change the planet, and

I owed it to my college to make the capital funds stretch as far as possible. I left the discussions of global warming to cocktail parties and the faculty dining room.

In my next phase, I realized that global warming was not just an intellectual problem but one that needed our attention and action. I also recognized that as college president, I was in a position of influence and I could change the college's response

within our building program. Nevertheless, I felt that "green" buildings added to the cost of construction—meaning the college would have less square footage and acquire even less furniture (which were still my focus).

What finally got my attention were the alternative energy proposals. I was initially attracted by the financial benefits, with the environmental improvements just being a bonus. In particular, I realized that with existing incentives and grants, the installation costs were less than we originally thought and that the capital investment would reduce my operating costs.

It was much later that I really started to think in terms of life cycle costs as the basis for assessing my alternatives and that many of the benefits could be captured in building design at no cost if we used trained professionals and incorporated sustainable elements from day one of design.

At this point, for me it was simply recognition that I could take capital dollars to build an installation that produced energy, and in turn I would create significant improvements in my operating budget.



Darroch "Rocky" Young

As you see, I was still not really a convert; I was just a financial pragmatist.

But it was about at this time that I became the LACCD chancellor and I experienced another epiphany. The new job gave me the responsibility to remove myself from the parochial interests of my college and see things from a global perspective.

During this last year I have also had the chance to work with my counterparts from other countries. They accept that there is a problem based on hard scientific data; they accept that they must do something about it; and the only question is what to do that will provide the most effective benefit. Unfortunately, in the U.S. we are still debating whether there is a problem or whether we can afford to be part of the solution.

It is for this reason that higher education, with its scientific, social and business resources, needs to lead the way and insist on a national response to this challenge. It is imperative that higher education serve as the bastion of our society that always has long-term problems and solutions as an integral part of our national conscience. And, because of our inherent reluctance, it is why institutions of higher education must become models of social responsibility—from green buildings to alternative energy sources to closed systems for the treatment of waste materials.

Young is chancellor of the Los Angeles Community College District (California). He is retiring this month.

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After downsizing, great-grandmother returns to college

Lorena Baird of Findlay wasn't deterred by starting college later in life. She loves learning new things and thinks the life lessons that accompany being an older student support student success.

Baird, a great-grandmother, started taking classes at Owens Community College (Ohio) after losing her job through company downsizing. She received a certificate in accounting and graduated in May with an associate degree in liberal arts.

"I felt I needed to become more employable, so that meant going back to school," Baird said. "Since graduating, I've felt a sense of accomplishment and relief. I haven't

decided if I am going to pursue a bachelor's degree or not, but I am being encouraged to do it."

Baird, who already holds associate degrees in small business management and marketing from Aims Community College (Colorado), also encourages other older adults to go back to college or take a class for the first time if they are thinking about it.

"Keeping your mind busy helps keep you active, healthier and more productive," Baird said. "I hear people say that they are bored or that they don't have anything to keep them motivated. Pursuing a degree or just taking personal enrichment

classes is an option."

Baird is anything but bored. She is now a student outreach specialist and enrollment management specialist at the college's Findlay-area campus, has recently published a collection of poetry, takes care of two grandsons and spends time with her family. She has become a master at juggling schedules.

"It's a challenge, but if you have the desire to do something, you can always figure out a way to accomplish it," she said. "I believe that every situation or experience you have can be used in a positive way if you are willing to learn something from it."



Lorena Baird recently graduated from Owens Community College (Ohio) with an associate degree in liberal arts.

RESPONSE, from page 1

on families in Abbeville," said Amy Brabham, WCC workforce development coordinator. "Although this is a stressful time for these workers, Wallace is prepared to help them quickly move into new jobs with greater earning potential and job stability."

One such worker is Regina McCrae, a 36-year-old mother who has worked at the Abbeville plant for 19 years.

"We kind of knew (the closing) was coming, but it was hard when it finally

happened," McCrae said.

McCrae will lose her job as a lift driver at the end of August, but she plans to take advantage of federal assistance offered through the Workforce Investment Act and the Trade Adjustment Assistance Reform Act to enroll in the practical nursing program at WCC.

Federal funds are available to assist displaced workers with education expenses, and stipends are offered for qualified applicants who are still in college after unemployment benefits expire.

McCrae enrolled in the WCC nursing program when she graduated from high school in 1987, but she dropped out before completing the program.

"This time, I'm going to stick with it," she said. "At that time, I didn't realize how important it was to have an education. I was working, so I didn't think I needed it. Being young, you never think about the future and how important education is."

McCrae said she hopes to move through the college's practical nursing program to become a registered nurse.

She added that she will encourage her daughter, who just graduated from Abbeville High School, to also further her education.

"It's kind of drastic right now with her getting ready to go to college," McCrae said. "But I'm just praying that it will work."

McCrae has already met with Gwyn Galloway, division director of practical nursing at WCC, who is helping track her career goals.

"I feel a little better knowing that I can get started pretty soon," McCrae says. "I may need to review English and math, but I'm going to be okay."

Ethel Thomas, 53, will have been with the plant 27 years at

the end of this month. She suffers from carpal tunnel syndrome, a condition which weakens her wrists and digital dexterity.

Thomas met with Shannon Thomas, WCC's coordinator of academic programs, and discovered that the college offers training for a variety of career options that would not aggravate her medical condition.

Debi Breedlove, a 30-year employee of WCC and outreach coordinator of the College's TRAIN project, offers encouragement for the displaced workers.

"Although returning to school seems scary for these folks, they are really not alone," she says. "We are seeing more and more adults returning to college later in life to improve their earning capacity or to retrain for a better future."

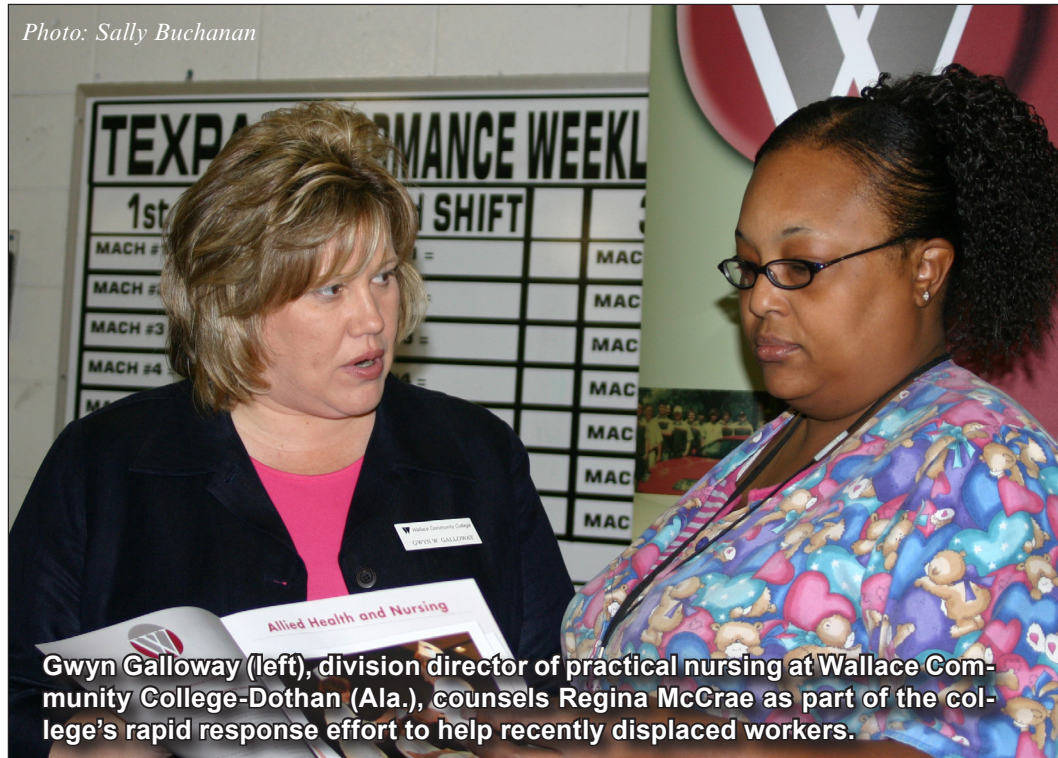
Breedlove noted that about a third of the WestPoint employees are leaving their jobs without a high school diploma or a GED.

"These folks have been in this factory all their lives, and they will not be employable in today's market without credentials," she said.

Again, they are not alone. Census data from the year 2000 indicate that nearly 1 million adult Alabamians have neither a high school diploma nor its equivalent.

Buchanan is director of public relations and marketing at Wallace Community College-Dothan (Alabama).

Photo: Sally Buchanan



Gwyn Galloway (left), division director of practical nursing at Wallace Community College-Dothan (Ala.), counsels Regina McCrae as part of the college's rapid response effort to help recently displaced workers.

Two Ala. colleges vie for robotics center

DECATUR, Ala. (AP) — Two north Alabama community colleges are jockeying for a robotics center that is being touted as a national center for robotics research, education and training.

Gov. Bob Riley said he and two-year system Chancellor Bradley Byrne are meeting with officials from Wallace State Community College and Calhoun Community College (CCC), and a decision is expected in coming months.

The cost and funding source for the three-phase Alabama Robotics Innovation Center

project have not been determined, but it could possibly be around \$40 million, Riley said.

"We'll sit down and try to figure which of the two or three places that would like this project would be the best location," Riley told the Decatur Daily last week. "All will do a fantastic job, and the people they serve will benefit tremendously from this project."

Wallace State President Vicki Hawsey said her college is emphasizing its Hanceville location, which is near the largest number of advanced manufacturing industries in

the state, near Birmingham, near the center of the state.

Wallace State officials met with Riley and Byrne in a closed meeting last week. Byrne also heard a presentation from CCC officials, who made a similar meeting with Riley in January.

Calhoun promoted its Decatur location, saying it was near Huntsville and its high-tech and aerospace industries, in one of the fastest-growing areas and near Redstone Arsenal.

Both colleges promoted their strengths in work force

development and their existing robotics classes.

Both institutions are in regional consortia funded with federal grants that might benefit a robotics center and have property available for the center.

Calhoun officials offered more land possibilities at a meeting last week with the chancellor, with Calhoun President Marilyn Beck presenting at least five locations.

Byrne said he would like to see the two colleges form a partnership in robotics, although that doesn't solve the location problem.



Vicki Hawsey, president of Wallace State Community College (Alabama), chats with Alabama Gov. Bob Riley.

Savings accounts can encourage lifelong learning

By JEFFREY PHILLIPS

Congress is considering allowing companies to set up higher education saving accounts for employees that would be similar to 401(k) savings accounts.

Proponents of lifelong learning accounts (LiLAs) say employees could contribute to the accounts for higher education and employers could opt to match their contributions.

“Lifelong learning accounts are a smart way to help Americans of all ages keep their skills sharp to prepare for the changes in today’s technology and business environments,” Rep. Thomas Allen (D-Maine), who has introduced a bill to create LiLAs, said during a congressional breakfast discussion last month.

Account funds could be used for tuition, fees and education-related expenses, such as supplies and books. Like 401(k) and other retirement savings accounts, LiLAs could be portable, following the account owner when he or she switches jobs, or they could be left in place.

Such accounts are critical to help workers afford the education and training they need for high-skilled jobs and for employers who need those skilled workers, Allen said.

LiLAs would also directly affect economies, said John Dorrer, director of the Center for Workforce Research and Information at the Maine Department of Labor. Workers with only a high school education are more than twice as likely to live below the poverty rate than workers with an associate degree, he said.

“If we don’t have skills that perform, we don’t have an economy that performs. If we don’t have an economy that performs, our standard of living goes way down,” Dorrer said. “In the new economy, higher education is essential.”

LiLAs will be critical to help retiring baby boomers retool for new careers, especially in high-skill jobs and in fields with worker shortages, such as nurses and

teachers, said Amy Sherman, associate vice president for policy and strategic alliances at the Council for Adult and Experiential Learning.

Tuition continues to increase annually, even at less expensive community colleges, but the accounts can help keep education affordable, she said.

“Lifelong learning is essential to the strength of our country,” Sherman said.

Maine is already using LiLAs, linking the accounts with the state’s 529 college-savings program. About 360 employers participate in the program, from industries such as health care and manufacturing.

A handful of cities such as Chicago and San Francisco tested the idea, and Kansas City and the state of Illinois are preparing to pilot their own programs. They are already yielding success stories.

For instance, Erik Coon of the San Francisco area returned to college to become a registered nurse. He used a LiLA to help pay for his associate degree of science in nursing while he worked full time. He now works as a clinical nurse in the emergency department at the University of California, San Francisco.

Lisa Smart of Huntington, Calif., took advantage of the accounts to help her advance in her career at Lime City Manufacturing. It helped her with tuition to earn an associate degree, and she is now pursuing a bachelor’s degree in business administration, again using her LiLA. Over two years, she has squirreled \$2,000 into the account. Coupled with



Erik Coon used a lifelong learning account to help him pay for courses toward an associate degree in nursing.



Nate Thompson, a heavy equipment operator for the city of Fort Wayne, Ind., is on his way toward earning an associate degree in mechanical engineering using his learning account.



Lisa Smart has \$4,000 in her learning account—half of which was provided by her employer—to further her education. By attaining an associate degree, Smart was given a job promotion.

her employer’s contribution, she has \$4,000 that she can use to further her education.

“I received my promotion to resource manager because I had my associate degree and because I had been helping the previous person in the position,” Smart said. “If I didn’t have my degree, I doubt I would have been offered the position.”

Nate Thompson is going on 10 years as a heavy equipment operator for the city of Fort Wayne, Ind. Thompson had thought of going to college to open up

“a lot more possibilities,” and when the city started its LiLA program, he jumped at the opportunity.

The account has allowed him to earn a HVAC certificate through Ivy Tech Community College of Indiana, and he is now pursuing an associate degree in mechanical engineering at the college.

Va. president finds a healthy way to say ‘Thanks’



John Sygielski, president of Lord Fairfax Community College (Virginia), bikes toward the college’s campus in Winchester.

Sygielski chats with Kathy Nerangis, a college donor and former member of the college board of directors, before his bike tour.



John “Ski” Sygielski, president of Lord Fairfax Community College (LFCC) in Virginia took to the streets last month to thank the communities the college serves—on his bike.

An avid bicyclist, Sygielski used some vacation time to ride throughout the region to meet county and city government officials, leaders of local public school systems and college donors to thank them for their support.

“I thought this activity would allow me an opportunity to tour the area, learn more about the geography of our service region and thank some of the people who invest in LFCC to make it the very special place it is,” Sygielski said.

Along his 250-mile tour July 24-27 over the college’s seven-county service area, Sygielski also met some of the college’s

10,000 graduates as well as future students.

“I want LFCC to be the first choice for all graduating high school students and those thinking about enhancing their job skills or changing careers,” Sygielski said. “I also want our business community to know we provide training to meet all of their workforce needs.”

Sygielski posted updates of his trip at www.lfcc.edu/WhereInVa with blog entries and photos. In one blog entry, he noted that he talked with a farmer along the road whose daughter graduated LFCC in 1980 and now lives in Italy working for the U.S. government. A parent of a new student at the college noted on the blog that her daughter recently attended an orientation at the college and was “overwhelmed” when Sygielski spoke to her.

“Your words to her in the

hallway made her day. Her principal in high school never spoke to her,” the parent wrote.

To show his appreciation to the people who stopped by during his visits, Sygielski gave away a donor-contributed bike at each stop.

Sygielski has been a cyclist since high school and he took up long-distance riding in 1992. His longest ride clocked in at 600 miles, and he has explored the U.S., Canada, Europe and India on his bike.

Although he loves the activity, it is more than an athletic outlet for Sygielski. He was inspired to begin cycling after reading about a father who rode across the nation to raise money for his dying son. Since then, he has seen cycling as a way to raise money for research, support and awareness for select charitable organizations.

CALENDAR

CONFERENCES & CONVENTIONS

International Economic Development Council

"Economic Development in the 21st Century: New Leadership, New Models"

Sept. 16-19, Phoenix, Ariz.
www.iedconline.org/AnnualConference/index.html

National Community College Hispanic Council

Leadership Symposium
"A New Vision for Community Colleges: Latinos in Leadership Roles"
Sept. 20-22, Phoenix, Ariz.
www.ncchc.com

Phi Theta Kappa

Leadership Development Program Certification Seminar
Sept. 20-23, Seattle, Wash.
Phone: 800/946-9995 ext. 3536
<http://leadership.ptk.org>

Association of Community College Trustees

Community College Leadership Congress
Sept. 26-29, San Diego, Calif.
www.acct.org

Phi Theta Kappa

Leadership Development Program Certification Seminar
Oct. 11-14, Chesterfield, Mo. (near St. Louis)
Phone: 800/946-9995 ext. 3536
<http://leadership.ptk.org>

Florida Developmental Education Association

"Encourage, Engage and Empower"
Oct. 17-19, Orlando, Fla.
www.valenciacc.edu/FDEA/

ETS

Community College Symposium
"Charting a New Course Through America's Perfect Storm"
Oct. 18-19, Chicago, Ill.
www.ets.org/ccsymposium2

National Academic Advising Association

Annual Conference
"Advisors as Navigators: From Orientation to Graduation and Beyond"
Oct. 18-21, Baltimore, Md.
Phone: 785/532-5717
www.nacada.ksu.edu

National Council on Black American Affairs

Leadership Development Institute for African American Midlevel Administrators
Oct. 22-26, Baltimore, Md.
Email: marianshivers@bellsouth.net
www.ncbaa-international.org

EDUCAUSE 2007

"Information Futures: Aligning Our Missions"
Oct. 23-26, Seattle, Wash.
www.educause.edu/e07

For a more detailed list of meetings, conferences and events, visit www.aacc.nche.edu, click on "Events" and then "Event Calendar."

GRANT NEWS

Halifax Community College's (North Carolina) JobLink Career Center was awarded a \$183,433 federal Workforce Investment Act grant through the Turning Point Workforce Development Board. The center will use the funds for adult case management services and out-of-school comprehensive youth services.

The college also received a five-year \$119,650 grant from the Kate B. Reynolds Charitable Trust in Winston-Salem. The grant will help create a pilot program that provides free, basic dental care for area school children.

Portland Community College (PCC) in Oregon received an initial gift of \$40,000 to establish a fund to help single mothers attain higher education. The Doreen Margolin Memorial Scholarship fund will benefit PCC students who are single mothers enrolled in a professional/technical or transfer degree program. They must have completed at least two terms and have a minimum 2.5 grade-point average.

Joliet Junior College (Illinois) received \$40,000 from the Illinois Department of Commerce and Economic Opportunity to add to a workforce training grant that the college received earlier this year, bringing the total grant to \$110,000. The college will use funds to train workers in new technologies and business practices.

Virginia Western Community College (Virginia) received a 2007 Hewlett Packard Technology for Teaching grant that

includes an award package of HP products and a faculty stipend valued at \$68,000. The college is one of 42 two- and four-year colleges to receive the grant, which is designed to transform teaching and improve learning in the classroom through innovative uses of technology.

Miami Dade College (Florida) received a \$20,000 donation from the city of Hialeah Gardens to initiate the City of Hialeah Gardens Scholarship Fund. The donation will be matched by the state of Florida, making a total \$40,000 available for scholarships. Eligibility for the scholarships will be based on financial need and academic grades.

Miami Dade also received a \$40,000 donation from the Centro Cultural Brasil USA (CCBU) to create the CCBU Scholarship Fund. The organization promotes Brazilian culture and seeks to recognize talented students who can serve as conduits between South Florida and Brazil through the scholarships.

Montgomery County Community College (Pennsylvania) was awarded \$20,000 from the National Endowment for the Arts (NEA) to support a reading program that encourages literary reading by inviting communities to gather to read and discuss certain books. To encourage community-wide participation, the college will host a series of events, including book discussions and film screenings.

The Big Read program was launched by NEA last year in partnership with the Institute of Museum and Library Services and Arts Midwest.

GRANTS

U.S. Department of Commerce

The department is seeking applications to deliver an Economic Development Administration-funded curriculum to acquaint local economic development practitioners with the benefits, process and practice of regional economics.

Deadline: Aug. 13.

Funding: \$275,000 to \$375,000 for the first year.

Eligibility: Higher education institutions and consortia, nonprofit organizations and state, local and tribal governments.

The idea behind the grant is to promote innovation and competitiveness and help prepare U.S. regions for growth and success in the global economy.

For more information, visit <http://www.eda.gov/InvestmentsGrants/Investments.xml>.

Contact: William Kittredge, 202/482-5442, or e-mail: wkittredge@eda.doc.gov.

U.S. Department of Agriculture (USDA)

USDA is accepting proposals for projects to increase economic opportunity for rural residents by expanding their access to broadband service.

Deadline: Aug. 20.

Funding: Grants range from \$100,000 to \$1 million.

Eligibility: Organization authorized to own and operate broadband facilities.

For more information, visit www.usda.gov/rus/telecom.

Contact: Kenneth Kuchno, 202/690-4673, or e-mail: community.connect@usda.gov.

Environmental Protection Agency (EPA)

EPA is accepting proposals to research potential implications of nanotechnology and engineered nanomaterials on the environment and human health.

Deadline: Aug. 22

Funding: \$12 million for 30 awards of up to \$400,000 each for three years.

Eligibility: Higher education institutions, for-profit and nonprofit organizations and state, local and tribal governments.

For more information, visit <http://es.epa.gov/ncer/>

rfa/2007/2007_star_nanotech.html.

Contact: Nora Savage, 202/343-9858, or e-mail: savage/epa@epa.gov.

Environmental Protection Agency (EPA)

EPA is seeking applications for an analytical and outreach program to educate state policymakers about policy and practical barriers to redeveloping abandoned and other vacant properties.

Deadline: Aug. 27

Funding: \$50,000 in first-year funding and up to \$250,000 over five years.

Eligibility: Higher education institutions and other nonprofit organizations.

EPA wants the program to provide the groundwork for a national education campaign to support redevelopment of abandoned gas stations and other vacant properties.

For more information, visit <http://epa.gov/smartgrowth/grants/index.htm#opei0703>.

Contact: Carlton Eley, 202/566-2841, or e-mail: carlton@epa.gov.

National Science Foundation (NSF)

NSF is accepting submissions for projects to increase opportunities for middle school and high school students and teachers to learn about, experience and use information technology within the context of science, technology, engineering and math courses.

Deadline: Mandatory preliminary proposals are due Jan. 4, 2008; full proposals are due May 8, 2008.

Funding: \$20 million for 14 to 17 awards.

Eligibility: Only organizations with an education mission.

NSF said the program has four components: youth-based projects with a focus on career and educational pathways; comprehensive projects for students and teachers; extending existing projects; and a new resource center to provide technical support for participating institutions.

For more information, visit www.nsf.gov/pubs/2007/nsf07514/nsf07514.

Contact: Sylvia James, 703/292-5333, or e-mail: sjames@nsf.gov.

Maine system president goes on the rural road

BY MATTHEW DEMBICKI

The head of the Maine Community College System this week begins an 18-stop tour around the state, meeting with local business and community leaders to discuss what public two-year colleges can do to revive sagging economies and address high poverty rates in rural parts of the state.

System President John Fitzsimmons said the idea to talk to local stakeholders developed when data revealed a significant gap between unemployment and poverty rates and education levels between Maine's rural and more urban areas.

Despite enrollment at the state's seven community colleges increasing 47 percent over the last four years, the economic gap between rural and urban areas in Maine also increased, Fitzsimmons said in an interview before beginning his tour. About 12 percent of the more than 500,000 people who live in rural Maine live below the poverty line, he said.

"My intent is to visit rural areas of the state that are working hard to rebuild their economies in the aftermath of steady—sometimes devastating—

job losses in traditional manufacturing and natural resource-based industries," Fitzsimmons wrote in a article for the Bangor Daily News explaining his upcoming tour.

Jobs at paper and textile mills—which didn't require more than a high school education—are disappearing, Fitzsimmons said, and most of these jobs were in rural areas. With those jobs gone, the poverty rates in rural areas have increased. Not surprisingly, the counties with the highest poverty rates are also those with the lowest percentage of adults with a college degree, he said.

Community colleges in the state are in a good position to help rural areas kick-start their economies through education and training for new industries, Fitzsimmons said. Aside from being less expensive than four-year institutions, the state's seven community colleges and their nine off-campus centers are located within 25 miles of 92 percent of Maine's population.

"The economic and educational gaps between our urban and rural communities are deeply troubling," he said. "Without focused intervention, they are likely to continue to grow."

Fitzsimmons said he expects new state efforts to emerge from his tour of all 16 Maine counties, as well as efforts to rethink some existing programs.

For example, the state's 15-year-old Quality Centers program, which offers free training for new and expanding small businesses with eight or more employees, is considered a resounding success, he said. But it hasn't been used much in rural parts of the state, where employing eight workers is significant. It might make sense to change it to three or so employees.

"We need to revisit what we're doing," Fitzsimmons said.

Fitzsimmons said his office will research what other states are doing to tackle similar problems, but the focus of the tour will be on listening to what local employers and leaders say. Community and business leaders have quickly started to sign up for the visits, he said. One of the more rural counties in northern Maine already has 40 participants signed up, and media in the state have requested to travel with Fitzsimmons on his stops.

"It only reinforced that they see this as an issue," Fitzsimmons said.

The tour will conclude in early fall.

Fitzsimmons expects to issue an initiative to cater to rural areas by early December.



John Fitzsimmons is traveling around Maine to gauge counties' specific education and training needs.

CALIFORNIA, from page 4

succeed, we could easily increase our success rate," said Eloy Oakley, president of Long Beach Community College. "We could do what universities do, which is cherry-pick the best students."

But Oakley—whose student body is one-third Hispanic, one-quarter white and about 12-percent each black and Asian—says that would defeat the purpose of community colleges.

Lack of preparation isn't the only reason students come up short. They also have to work—a lot—outside out class.

"One semester, my mom helped me out and I took 23 units and got a 3.8," said Monica Robertson, speaking after a Spanish class one recent morning on San Diego City College's campus, a collection of buildings on the edge of downtown that resembles a 1960s-era high school. But every other term she has been working 40 hours a week at a car wash.

Between that and a change of majors, she's been taking classes for seven years. Though she has enough overall credits to transfer, she hasn't yet finished the specific ones she needs.

Attending full-time one semester "just teased me," she said. "I thought, 'If you didn't have to work, Monica, you could do so much so quickly.'"

California has a high cost of living, and half the independent students in the system earn \$29,000 per year or less. Four in five students work, an average of 32 hours per week, according to education policy expert William Zumeta of the University of Washington. That's about twice as much as students can typically handle before their academic work suffers, other research has found.

California community college students, Zumeta says, "work ridiculous amounts for students who are at such risk of not completing."

If students can attend full-time, they are four times as likely to complete as part-timers. But only 29 percent of California students can attend full-time. That's 12 percentage points below the national community college figure.

"I reached the breaking point," said Brian Mechem, a classmate of Robertson's, who works seven days a week as a restaurant cook while pursuing a degree so he can transfer to a four-year college. "I stepped back for a couple semesters, but I've

made the decision that even if it takes me 10 years, I'll stay in college."

Many lack Mechem's persistence. If these really were two-year colleges, maybe more students could beg and borrow and attend full-time. But between remedial classes and waiting lists, five to seven years is more the norm. Students who are transfer-ready in three years are considered superstars.

"They may run out of desire, because they've spent time pedaling fast and going nowhere," said Marilyn Harvey, a community college graduate herself, who now advises San Diego City College students on transferring. "Or they say, 'You know what? I just need to go to work now.'"

To many, student work demands are an obvious argument for keeping fees low. Enrollment rose when the state cut fees from \$15 per credit to \$11 during the 1990s.

And enrollment fell during the most recent budget crunch when prices rose from \$11 to \$18. Prices eventually hit \$26 before falling back this spring to \$20.

"Every time you ratchet up the total cost of education, I don't see how you can do anything but (harm) people on the lower socio-economic scale," said Marshall Drummond, the outgoing chancellor of the state community college system.

But the system's own research shows that it is budget cuts, which reduce course offerings, rather than fee increases, that most affect enrollment.

And Zumeta and Shulock argue California's fees are, in fact, too low. Low prices let people in, but give them little incentive to push hard and deprive the system of revenue to support a new generation of students with intense educational needs.

Low revenue creates a constant money crunch for counselors, small classes, tutors, child care—all the things that student fees support, and which help students finish their degrees.

"The issue is whether this is an inexpensive education or a cheap education," David Longanecker, executive director of the Western Interstate Commission for Higher Education, said of California's system at a recent conference for education journalists. "Low price is the enemy of access."

The costs are so low that some students sign up for classes because the gym privileges are cheaper than

health clubs, Shulock says. Zumeta says low fees have become a misguided "obsession." Considering books, transportation and other expenses, class fees are only about 5 percent of what it costs students to attend community colleges here. The focus should be on helping students with that other 95 percent of expenses, so they can work less.

Low prices have actually reduced the federal aid eligibility for some students, such as Burns at San Diego City, who says she qualified for a Pell Grant this year for the first time.

And Zumeta argues that, at least until recently, there hasn't been enough money for financial aid counselors to help students get the money they are entitled to, which may explain why California community college students appear to leave millions of aid dollars on the table. Despite their relative poverty, California students get less in Pell Grants and end up with more unmet overall financial need than their counterparts elsewhere.

While Zumeta and others support continuing and expanding waivers for the poorest students, they note that nearly 200,000 other students have incomes of \$100,000 or more, or come from families who do.

"There are an awful lot of students in the California community college system who frankly could afford to pay more," Zumeta said.

But many who work closely with students say that argument goes against the founding philosophy of California's unique system—and fails to recognize that, in the end, raising the price makes attending school harder for low-income students.

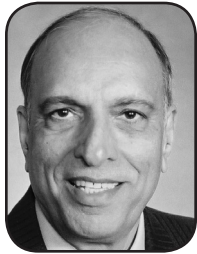
"I understand the economics, the micro and macro arguments people are trying to make," said Oakley, the Long Beach City College president. "But those people don't really know our students either."

Ruben Page, a counselor who works closely with students at Long Beach, would probably agree. He says there are plenty of things he could do with more money but worries about how the poorest students would fare.

"When I go to high schools, my students aren't always thinking about the money, but their parents are," said Page, adding bus fare can be the determining factor in where a student enrolls. "They look at pennies."



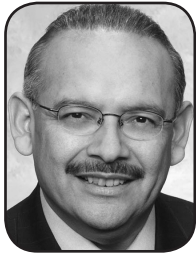
New CEOs



Raj Chopra



Allen Goben



Ted Martinez, Jr.



Constance Mierendorf



Thomas Quinn



Debbie Sydow

Priscilla Bell was named president of North Idaho College. Bell has served as interim president since February. She served as president of Highline Community College (Washington) from 2000 to 2006, and as president of Fulton-Montgomery Community College (New York) from 1995 to 2000.

Raj Chopra was named superintendent and president of Southwestern College (California). Previously, Chopra was superintendent of the Phoenix Union High School District, which serves more than 24,000 students. He has also served as superintendent at school systems in Pennsylvania, Ohio, Indiana, Texas, Kansas and Iowa.

Allen Goben is the new president of Hazard Community and Technical College (Kentucky). Previously, Goben served as a senior executive for higher education

development at the SAS Institute, a software company. Over his career, he has also served as a dean of academic affairs and workforce development at Central Arizona Community College and as an advanced technologies counselor at Indian Hills Community College (Iowa).

James (Jim) Knight is the new president of the Association of Canadian Community Colleges. Previously, Knight served as the chief executive officer at the Federation of Canadian Municipalities for 25 years. His experience also includes serving as associate director of Heritage Canada and program manager with Indian and Northern Affairs Canada and Environment Canada.

Ted Martinez, Jr. is now president of Rio Hondo Community College (California). Martinez, who started his tenure July 1, served as president of Grossmont College

(California) for seven years. During his time there, he led Grossmont through accreditation, established enrollment strategies and developed new strategies for the measurement of student learning outcomes.

Constance Mierendorf is now president of Sussex County Community College (New Jersey). Mierendorf previously served as vice president for academic affairs at Raritan Valley Community College (New Jersey) and as dean of academic affairs at Santa Fe Community College (New Mexico).

Thomas Quinn was named president of Kirtland Community College (Michigan). Previously, Quinn was vice president of academic affairs and student services for South Arkansas Community College. He has also served as dean of academic affairs and vice president at Northland Community and Technical College (Minnesota).

Debbie Sydow is now president of the Association of Presidents of Public Community Colleges (APPCC) in New York State. She has been a member of APPCC for seven years, previously holding positions as secretary and vice president. Sydow currently serves as president at Onondaga Community College (New York).

Appointments

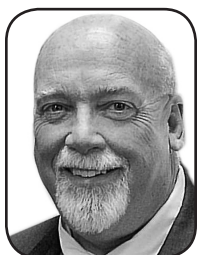


Cynthia Azari

Cynthia Azari is now the vice chancellor of workforce development and educational services for the State Center Community College District (California). Azari was formerly president of Butler County Community College (Pennsylvania).

Willie Booker is the new athletic director at Palm Beach Community College (Florida). Booker is a former head men's basketball coach at Florida A & M University and Roxbury Community College.

Charles Boudreau is now director of student financial aid services at Waubesa Community College (Illinois). Boudreau has held financial aid positions at Catonsville Community College (Maryland), the University of Wisconsin—Platteville, the University of South Florida, the University of Memphis and Illinois State University.



Charles Lyons

Charles Lyons, president of York County Community College (Maine), was honored with emeritus status by the University of Southern Maine (USM) for 33 years of service to the USM College of Education and Human Development.

Rhonda Richards has been appointed executive dean of academic affairs at West Virginia University at Parkersburg.

At Aims Community College (Colorado), President **Marsi Liddell**, was appointed to the American Council on Education's (ACE) Commission on Women in Higher Education. The commission's role is to advise ACE on issues involving equal opportunity. **Dan Doherty** is now the dean of instruction for the college's trades, public safety and life skills programs. **Scott Garrard** is now the associate dean of learning and organizational development.

Kudos



Linda Bowman



Rick Golas



Keith Miller

Linda Bowman, president of the Community College of Aurora (Colorado), was named to Colorado Gov. Bill Ritter's P-20 Education Coordinating Council. The council is charged with evaluating the state's educational systems with the intention of aligning college and careers to provide a highly trained workforce to boost Colorado's economic growth.

Deborah DiCroce, president of Tidewater Community College (Virginia), was elected chair of the Council of Presidents (COP) of Virginia's public four-year colleges and universities and 23 community colleges. She is the first community college president elected to lead the COP, which was established by Virginia's higher education chief executive officers to discuss common problems and issues and work with the governor and state lawmakers to shape higher education

policies and programs.

Rick Golas, athletic director at Holyoke Community College (Massachusetts), received the National Association of Two Year College Athletic Administrators (NATYCAA) Founding Fathers Award. Golas is one of 10 athletic directors who received the award that recognizes their role in creating NATYCAA, which supports two-year colleges' athletic programs.

Keith Miller, president of Black Hawk College (Illinois), received the 2007 Illinois Community College Trustees Association (ICCTA) Advocacy Award. The award honors dedicated leadership in advocating for the needs of students and the Illinois community college system and the outstanding efforts to promote the community college agenda in the media and the Illinois general assembly.

Retirements



K. Ray Bailey

Jacqueline Addington, president of Owensboro Community and Technical College (Kentucky), has retired. With over 32 years' experience in higher education, Addington began her career at the University of Houston and will again reside in Houston.

K. Ray Bailey, president of Asheville-Buncombe Technical Community College (North Carolina), retired Aug. 1. After 41 years at Asheville-Buncombe, Bailey is the college's longest-serving employee. His as-

sistant, **Jo Ann Crompton**, is also retiring.

Charles Lea, vice president of academic affairs at Volunteer State Community College (Tennessee), has retired after 30 years in higher education. Lea was recognized this summer by Tennessee lawmakers with a House of Representatives resolution. The college's foundation also established a scholarship in his honor.

Judy Sikora retired as library director at Genesee Community College (New York) after serving the college for more than 35 years. Sikora was the college's first full-time reference and instruction librarian before being named library director in 1990.

Obituary

Arthur Banks, Jr., the founding president of Greater Hartford Community College (now Capital Community College) and the first black college president in Connecticut, died July 1. He was 91. Before coming to Connecticut, Banks was a professor of political science at Morehouse College (Georgia) from 1956 to 1967. He retired in 1985.

Governors call for more state 'compacts'

By ASHLEY FISHER

The nation's governors are recommending the use of "compacts" among K-postsecondary institutions to better meet state workforce and economic needs.

The compacts—agreements between K-12 systems, postsecondary institutions, state governments and employers—would help establish goals for education, including college-level programs. According to a new report from the National Governors' Association (NGA), to contribute to state economic efforts postsecondary institutions must: encourage skills that enhance economic competition, produce qualified K-12 teachers, create new knowledge by investing in research and development and foster ideas that could lead to new products in the global marketplace.

"A Compact for Postsecondary Education" is a five-chapter report produced by a task force of governors and business and academic leaders, including Mary

Spangler, president of Houston Community College (Texas) and a former board member of the American Association of Community Colleges.

In addition to educational institutions' contributions, the state must also play a role in the compact. State governments should reward or penalize institutions according to whether they meet the standards set in the compact. To analyze a college's success, NGA recommends reviewing exit or licensing exam scores, graduate retention rates, alumni contentment with work preparedness and employers' satisfaction with recent graduates.

However, before the compacts are created, NGA said colleges need more flexibility.

"If the states are going to hold the postsecondary system accountable for the major outputs... they need to be willing to reduce rules and regulations over the system so that it has the flexibility to meet the goals," the report said.

The NGA report noted that community colleges are a model of their recommendations because they are accessible and flexible in serving their students. They also have strong connections with the communities and states in which they are located.

The practical, workforce-related programs found at community colleges are what NGA is hoping other postsecondary institutions will integrate into their curricula, the report said.

The NGA report noted that community colleges are a model of their recommendations because they are accessible and flexible in serving their students. They also have strong connections with the communities and states in which they are located.

Transcripts fixed after grade scam

BERKELEY, Calif. (AP) — Administrators at a Northern California community college hit by a cheating scandal have corrected transcripts and sent letters to students involved and other schools that may have received faked transcripts.

The actions announced by Diablo Valley College last week come at the end of a lengthy investigation into the cash-for-grades scam that also resulted in criminal charges.

Officials noted that of more than 132,000 students who went to Diablo Valley College between 2000 and 2006—when the grade selling is believed to have operated—54 were identified as having received unauthorized grade changes. Those grades have been changed back with notes indicating the correction, they said.

Thirty-four current and former students face conspiracy and other criminal charges.

Four suspects are former part-time student employees alleged to have accessed the computers at the college to change grades. The rest are former or current students who paid up to several thousand dollars to have grades boosted, or to have classes and grades added to their transcripts, prosecutors said.

Since the scheme came to light in early 2006, college officials have sharply reduced the number of people with access to grade change screens and are generating monthly reports of grade changes. An independent auditor also has been hired to evaluate security and recommend any improvements.

Some students transferred to four-year colleges, including campuses at the University of California and the California State University systems.

Letters have been sent to those schools, and degrees or other certificates awarded by Diablo Valley based on fraudulent grades are being rescinded, officials said.

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50% of new nurses and the majority of health care workers

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More than 50% of minority undergraduates

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COMMUNITY COLLEGE OF RHODE ISLAND

The Community College of Rhode Island invites creative, experienced, high energy enrollment management leaders who are committed to changing students' lives, and who want to help create a new vision for a comprehensive community college, to apply for the position of

ASSOCIATE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

CCRI, New England's largest and most dynamic community college, serves approximately 16,000 students in credit courses and thousands more in non-credit and job training programs. With full-service campuses in Lincoln, Newport, Providence, and Warwick, CCRI also operates satellite locations in Providence and Westerly.

The college offers associate degree and certificate programs in more than 80 academic and technical career areas, customized workforce training for business and industry, and a full complement of support services and activities for students. In addition, the college has a strong placement and transfer record and plays a critical role in advancing the state's economic development initiatives.

The college is experiencing a significant period of change, and the new President and entire college community are excited about building a new leadership team to help lead CCRI into the future.

Reporting directly to the President, this newly-created position will develop, coordinate, and execute enrollment management strategies to attract and enroll students at the Community College of Rhode Island. The Associate Vice President for Enrollment Management will have responsibility for managing the Enrollment office and overseeing the offices of Admission, Financial Aid, and Records. This is a key leadership role within the college's new administration. The Associate Vice President for Enrollment Management will be expected to be an active member of the team for recruitment. As a member of the President's Council, you will work in coordination with the Associate Vice President for Student Services, as well as the Assistant to the President/Director of Marketing & Communications.

The successful candidate will possess and/or be able to demonstrate the following:

- A participatory leadership style and effectiveness as a team player.
- Success as a change agent and creative problem solver.
- Strong strategic enrollment planning skills.
- Ability to work with faculty, administrators, and others.
- Understanding of marketing and the development of marketing strategies.
- Extensive knowledge in data analysis.
- Ability to lead and motivate staff.
- A strong sense of integrity and tolerance for differing points of view.
- Excellent oral and written communication skills, as well as a healthy sense of humor.
- A Master's degree from a regionally accredited institution.
- A minimum of five years experience as a director or higher level position.
- 8-10 years of experience in enrollment management with increasing responsibilities and record of success in strengthening enrollment. A track record of proven success will be expected.
- Experience with the implementation and use of an ERP system in higher education required (Sungard Higher Education's student component of the Banner system preferred).
- Energy; drive; strong leadership skills; experience serving a diverse student population, preferably in a multi-campus, unionized college; and a passion for community colleges.
- Experience with culturally diverse populations.

For a complete position description and information about CCRI, visit our Web site at www.ccri.edu/pers.

Interested candidates should submit a cover letter (refer to file #ES1480 and the site/publication name where this ad was first viewed) addressing the above qualifications with a resume and at least three current letters of professional reference to:

Office of Human Resources
Community College of Rhode Island
400 East Avenue
Warwick, RI 02886-1807

Competitive Salary Commensurate With Experience

Applications will be accepted until the position is filled.

CCRI is an Equal Opportunity/Affirmative Action Employer



COMMUNITY COLLEGE OF RHODE ISLAND

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DEAN FOR CAMPUS DEVELOPMENT

Provides administrative leadership and supervision for full-time Aurora Campus Manager, Copley Campus Manager and Sugar Grove Campus Lead Site Manager. Works cooperatively with college administrators, faculty and staff to support the delivery of programs and services necessary to carry out the day-to-day operations. Requires: Master's degree in related field; and a min of 3 yrs supervisory/mgmt experience in a community college setting or comparable professional experience in the private or public sector. Doctorate preferred.

DEAN FOR COMMUNICATIONS AND LIBRARY SERVICES

Provides leadership and direction for the disciplines of Communication, English, Mass Communication, and Theater in the division of Communications and Library Services. Responsibilities include budget development and implementation; course scheduling; the selection, orientation, and evaluation of faculty; and the development and promotion of division programs and curricula. Requires: Master's degree in related field; and a min of 3 yrs of community college experience as a faculty member, a librarian/library director, or an administrator. Comparable professional experience in the private or public sector may be considered.

DEAN FOR SOCIAL SCIENCE AND EDUCATION

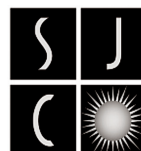
Provides leadership and direction for the following disciplines: Anthropology; Criminal Justice, Early Childhood Education, Education, Health Education; History; Political Science; Human Services; Psychology; Physical Education; and Sociology. Responsibilities include budget development and implementation; course scheduling; the selection, orientation, and evaluation of faculty; and the development and promotion of division programs and curricula. Requires: Master's degree in related field; and a min of 3 yrs of community college experience as a faculty member or an administrator. Comparable professional experience in the private or public sector may be considered.

To complete an application and learn more about these and other opportunities, visit our website at <http://employment.waubonsee.edu> or call (630) 466-7900, ext. 2718.



WAUBONSEE
COMMUNITY COLLEGE

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SAN JUAN COLLEGE

DIRECTOR OF ADMISSIONS & RECORDS

San Juan College is accepting applications for a DIRECTOR OF ADMISSIONS & RECORDS. The position reports to the Associate Vice President for Student Services and is responsible for administering the enrollment services of the college. The position will coordinate student-centered services for the enrollment process that are consistent with the Learning College model of operation. He or she is responsible for: overseeing the outreach and recruitment of students, the implementation of a comprehensive enrollment management plan focused on growth, ensuring the integrity of academic student records, evaluation of transfer student credit, organizing and improving registration activities, maintaining curriculum management system, full implementation of the degree audit system, certification of graduates, expansion of online enrollment services for students, development and presentation of enrollment reports, and implementation of a communication management system.

QUALIFICATIONS: A Masters Degree in Educational Administration or a related field is required with a minimum of five years of working in a post-secondary institution with administrative responsibility for enrollment services. Experience at a community college is highly desirable.

SALARY: \$60,000-\$65,000 Annually.

Interested applicants must submit a San Juan College application for employment; a letter of application indicating how the candidate meets the above listed qualification requirements; a current resume; a copy of transcripts of all academic work; and two current letters of reference. Preliminary screening will be made on the basis of information submitted.

For more job description information visit: www.sanjuancollege.edu/pages/1.asp.

CONTACT: San Juan College, Human Resource Office, 4601 College Blvd., Farmington, NM 87402, (505) 566-3215, FAX # (505) 566-3521.

CLOSING DATE: Open until filled.

AA/EOE

President Columbia State Community College

The Tennessee Board of Regents invites applications and nominations for the position of President of Columbia State Community College.

Columbia State Community College (CoSCC), a public, comprehensive two-year college is located in Columbia, Tennessee, a town with a population of 34,000 and located 40 miles south of Nashville, Tennessee. With a fall 2006 enrollment of over 4,500 students, the college employs approximately 250 full-time persons, including 105 faculty members, and operates on a budget of \$29 million. CoSCC serves a nine-county area in South Central Middle Tennessee and operates four semi-permanent sites at various locations. Columbia State awards the Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS) degrees and Technical Certificates of credit through over 50 academic programs of study. Academic programs at Columbia State are provided by the divisions of Business and Technology, Health Sciences, Humanities, Science and Mathematics, and Social Sciences and Education. The Developmental Studies Program assists students who are underprepared to enter the regular college curriculum to achieve a level of academic competence that enables success in college level courses. The Center for Economic and Community Development houses the college's noncredit activities, and seeks to strengthen the region's economic growth, community development and quality of life. Columbia State Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Additional information can be found at the college's website: <http://www.coscc.cc.tn.us>

The President is the chief executive officer of the college and reports to the Tennessee Board of Regents through the Chancellor. Criteria for selection include:

- an earned doctorate from an accredited institution (required);
- a distinguished record of teaching and experience in public higher education (preferred);
- a minimum of five years successful campus administrative experience at a level with significant decision-making responsibilities affecting an entire campus or as head of a major academic or administrative unit in an academic environment;
- an understanding of and commitment to the principles of academic freedom, tenure, and shared governance;
- a demonstrated commitment to serving students;
- a demonstrated commitment to affirmative action, equal opportunity, diversity, and desegregation;
- demonstrated strength in human relations, communications, planning, and organizational skills to lead and inspire internal and external constituencies of the College;
- an understanding of and commitment to private fundraising;
- an understanding of and commitment to the role of Columbia State Community College as a part of a higher education system;
- an understanding of the needs and concerns of the public and private constituencies of the College, as well as of the College community, including students, faculty and staff, alumni, and other College supporters.

The State University and Community College System of Tennessee is an Equal Opportunity/Affirmative Action Employer. The public records laws of the State require that search files be open to the public, including letters of nomination and applications. The Tennessee Open Meetings Act requires meetings of the Board of Regents to be open to the public.

Initial screening of applicants will begin September 7, 2007, and it is anticipated that a President will be selected by November 1, 2007. Applications and nominations should be sent to the following address:

Dr. Charles W. Manning, Chancellor
Tennessee Board of Regents
1415 Murfreesboro Road, Suite 350
Nashville, TN 37217

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YOUR AD IN
COMMUNITY COLLEGE TIMES



Costa Mesa, CA

It's Cooler at the Coast!

www.cccd.edu

The Coast Community College District is located in Orange County, on Southern California's beautiful Pacific Coast between Los Angeles and San Diego. Established in 1947, the Coast Community College District is a multi-college district which includes Coastline, Golden West, and Orange Coast Colleges, each separately accredited.

Dean of Enrollment Services

Under the direction of the Vice President of Student Services, the Dean of Enrollment Services, provides administrative leadership for integrated delivery of enrollment services, including Admissions and Records, Assessment, Financial Aid, International Center Programs, and Matriculation and develops, implements, and administers policies within the various enrollment services departments. Requires a Master's degree from an accredited institution and one year of formal training, internship, a valid California Community College Credential authorizing administrative service at the community college level and/or the equivalent. This position is located on the Orange Coast College Campus.

Salary Range: \$102,453 to \$134,948. Job# 17-0-08.
Closing Date: 08/08/07

HOW TO APPLY

Complete job descriptions and applications are available on the Coast Community College District's employment website at: www.cccdjobs.com or call Applicant Processing at (714) 438-4715.

The Coast Community College District is an Equal Opportunity Employer



East County, San Diego, CA

Vice Chancellor, Business Services

Minimum Qualifications:

- Bachelor's or higher degree in business administration, finance, public administration or educational or related field with emphasis in fiscal management.
- Master's degree preferred AND
- Minimum eight (8) years of high level business service experience in an administrative position in the private sector, public or private school administration, Community College, or higher education.
- Familiarity with a multi-college district desired as well as experience at a district level.

Applicants must submit the following:

- A Letter of Application addressing how the applicant meets the qualifications and responsibilities.
- District Application and Supplemental Questionnaire (available at website: <http://www.gcccd.edu/hr>).
- Complete and current resume/curriculum vitae which includes names and phone numbers of references.
- Copies of all college/university transcripts (official or unofficial) verifying degree(s) and/or course work.


This position is open until filled. First review September 3, 2007. In order to be considered for this position a complete application packet must be received in the Employment Services Department.

Send all materials to:
Vice Chancellor, Business Services, #06-00130
Grossmont-Cuyamaca Community College District
District Employment Services Department
8800 Grossmont College Drive, El Cajon CA 92020-1799

District Employment Services
8800 Grossmont College Drive
El Cajon, CA 92020-1799

 GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

An Equal Opportunity/Title IX Employer



DEAN OF COUNSELING (#2ASP06)

OPEN UNTIL FILLED
First Review Date: September 17, 2007

The Chabot-Las Positas Community College District is seeking a Dean of Counseling for Chabot College in Hayward.


Salary: This position is full-time. Employment will begin as soon as possible. The salary range is \$112,870 - \$134,090/annually, (Range 19, Funding: 100% College).

Minimum Qualifications:
Master's degree; and one (1) year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

Address Inquiries and Applications To:
Chabot-Las Positas Community College District, Human Resources, 5020 Franklin Drive, Pleasanton, California 94588. For application materials call the job hotline at (925) 485-5200 or visit our website at www.clpccd.org.

www.clpccd.org

The Chabot-Las Positas Community College District provides leadership and resources to ensure that all students will continue to have an equal opportunity to pursue and achieve their educational goals.



PRESIDENT

Las Positas College in Livermore, CA

The President of Las Positas College serves as the Chief Executive Officer and reports to the Chancellor of the Chabot-Las Positas Community College District, a two-college district. The President will provide strong leadership and advocate for the College in a growing and changing community. The President must demonstrate a high degree of integrity, innovation, and commitment to shared governance.

An earned doctorate from an accredited institution and a minimum of four years successful senior-level administrative experience in an institution of higher education are required.

Nominations and applications will be accepted until the position is filled. However, to ensure full consideration, individuals should submit a complete application package prior to September 14, 2007. The Presidential Search Committee will begin its review of applications shortly after this date. This is a confidential search process.

For a complete description and application information, please access www.clpccd.org or contact Mrs. Beverly Bailey at (925) 485-5207.

For confidential information about the position, please contact:

- Dr. Pamela Fisher, ACCT Search Consultant pamfisher@bresnan.net or (406) 570-0516
- Dr. Narcisa Polonio, Vice President of Board Leadership Services, ACCTnpolonio@acct.org or (202) 775-4670 or (202) 276-1983 (cell)


www.clpccd.org EOE

The Chabot-Las Positas Community College District provides leadership and resources to ensure that all students will continue to have an equal opportunity to pursue and achieve their educational goals.

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The Times online at

www.communitycollegetimes.com



District Vice President for Administrative Services

Edison College serves 16,000 credit students in a five-county, three campus district located on the tropical Southwest Florida coast. Edison College offers Associate degrees and limited Bachelor's degrees as a four-year regional community college.

Applications are being accepted for a dynamic and innovative chief financial officer to provide vision, leadership, multi-campus coordination, and oversight. The District Vice President for Administrative Services manages an operating budget of \$42 million and provides leadership in the development, implementation and management of administrative areas including Human Resources, Finance & Accounting, Facilities Planning & Management, Purchasing & Auxiliary Services, and Information Technology.

The successful candidate will have a Master's degree from a regionally accredited institution of higher education in finance, accounting, business administration, public administration, management or related field and a minimum of five (5) years of successful senior level experience in a similar position in a large organization with a comparable budget. Senior level experience in higher education is preferred. The candidate will have demonstrated a commitment to diversity, teamwork and collaborative decision-making; competence in written and oral communication; and an understanding of the relationships within a multi-campus district.

Applications will be accepted until the position is filled, but to assure consideration, **applications should be received by August 31, 2007.** The starting date is negotiable, preferably prior to October 1, 2007. Applicants must complete the online application at <http://jobs.edison.edu> and include a letter of interest, curriculum vitae and copies of all transcripts. Salary and benefits are competitive and commensurate with experience. Criminal background check and fingerprinting required of final candidate. For further information, **please visit our website at www.edison.edu**, or call the Office of Human Resources at 239/489-9293.

Edison College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and is an Equal Access/Equal Opportunity employer.

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WE WANT TO MAKE NEWS OF YOUR NEWSMAKERS

The editors would like to remind all community colleges to submit announcements of any faculty or staff receiving outside awards, accreditations or applause for our "Kudos" section. Notices of promotions and new appointments are also welcome, as are photos. Please e-mail submissions to [Matthew Dembicki, mdembicki@aacc.nche.edu](mailto:Matthew.Dembicki@aacc.nche.edu), or send to

**One Dupont Circle, NW, Suite 410,
Washington, DC 20036.**



معهد التكنولوجيا التطبيقية
INSTITUTE OF APPLIED TECHNOLOGY

Manager Staff Development REQUIRED in the United Arab Emirates

The Institute of Applied Technology (IAT) is developing a world-class system of technical secondary education to provide the United Arab Emirates with a core of well-educated, motivated and career-focused graduates

We are seeking qualified applicants for the position of Manager Staff Development. This new position supports the Institute's mission of on-going personal and professional development of its entire staff. The position holder will create and manage the staff development function, including development and management of staff training programs across the Institute.

Duties for manager staff development include:

- Needs analysis of staff development at all levels of the organization structure
- Initiate and implement new staff development and training programs
- Conduct evaluation of programs for further improvement in professional practice at all levels to meet the Institute's strategic objectives
- Formulate staff development policies, training requirements and schedules
- Select, assess and monitor instructional procedures and methods for best quality training
- Develop training manuals and establish a reference library system
- Manage provision of quality trainers and develop quality assurance system for best outcomes
- Research staff development modes and assess requirements for outsourced service
- Conduct cost analysis and prepare budgets for the programs
- Assess employee training needs and coordinate placement in internal and external programs
- Provide direction in establishing effective communication system to promote staff development
- Coordinate records and effective reporting system of the staff development office
- Recommend improvement strategies and prepare proposals for funding

Qualification & Requirements:

- *A University degree in training and development, educational technology, organizational development or a related field is required, along with a minimum ten years' experience or an equivalent combination of education and experience
- *Demonstrated skills, abilities and success in the management and leadership of training
- *Demonstrated positive attitude and cross-cultural communication skills in developing, leading and motivating others
- *Experience in a vocational education setting preferred

Apply on-line (with full CV) at www.iat.ac.ae

American Association of Community
Colleges Web site:
www.aacc.nche.edu

Georgia Perimeter College is a two-year, multi-campus college located in beautiful Metro Atlanta. The college was founded in 1964 and serves approximately 20,000 students from a 14-county area.

We currently have the following opportunities available:

**ASSOCIATE VP – ENROLLMENT
MANAGEMENT & STUDENT AFFAIRS**
#08-210

ASSOCIATE VP – ACADEMIC AFFAIRS
#08-211

For specific information, please consult our web site at:
www.gpc.edu/Employment

Or call the Jobline at: (678) 891-2785

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College™

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The Grossmont-Cuyamaca
Community College District is accepting
applications for the following opportunities:

MANAGEMENT POSITIONS

- Vice Chancellor, Business Services
- Vice President, Academic Affairs
- Dean of Instruction, Division II
- Dean of Instruction, Division III

ACADEMIC POSITIONS

- Accounting Instructor
- ESL Instructor
- Sociology Instructor

Further information about each of
these positions is available at

<http://www.gcccd.edu/hr/>



GROSSMONT-
CUYAMACA COMMUNITY
COLLEGE DISTRICT

District Employment Services
8800 Grossmont College Drive
El Cajon, CA 92020-1799

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<http://telelearning.dcccd.edu>



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