



The American Competitiveness Initiative:

**Challenges and Opportunities for
Hispanic Serving Institutions**

April 23-25, 2007
The University of Texas at El Paso

presented by



The White House Initiative
on Educational Excellence
for Hispanic Americans



The University of
Texas at El Paso

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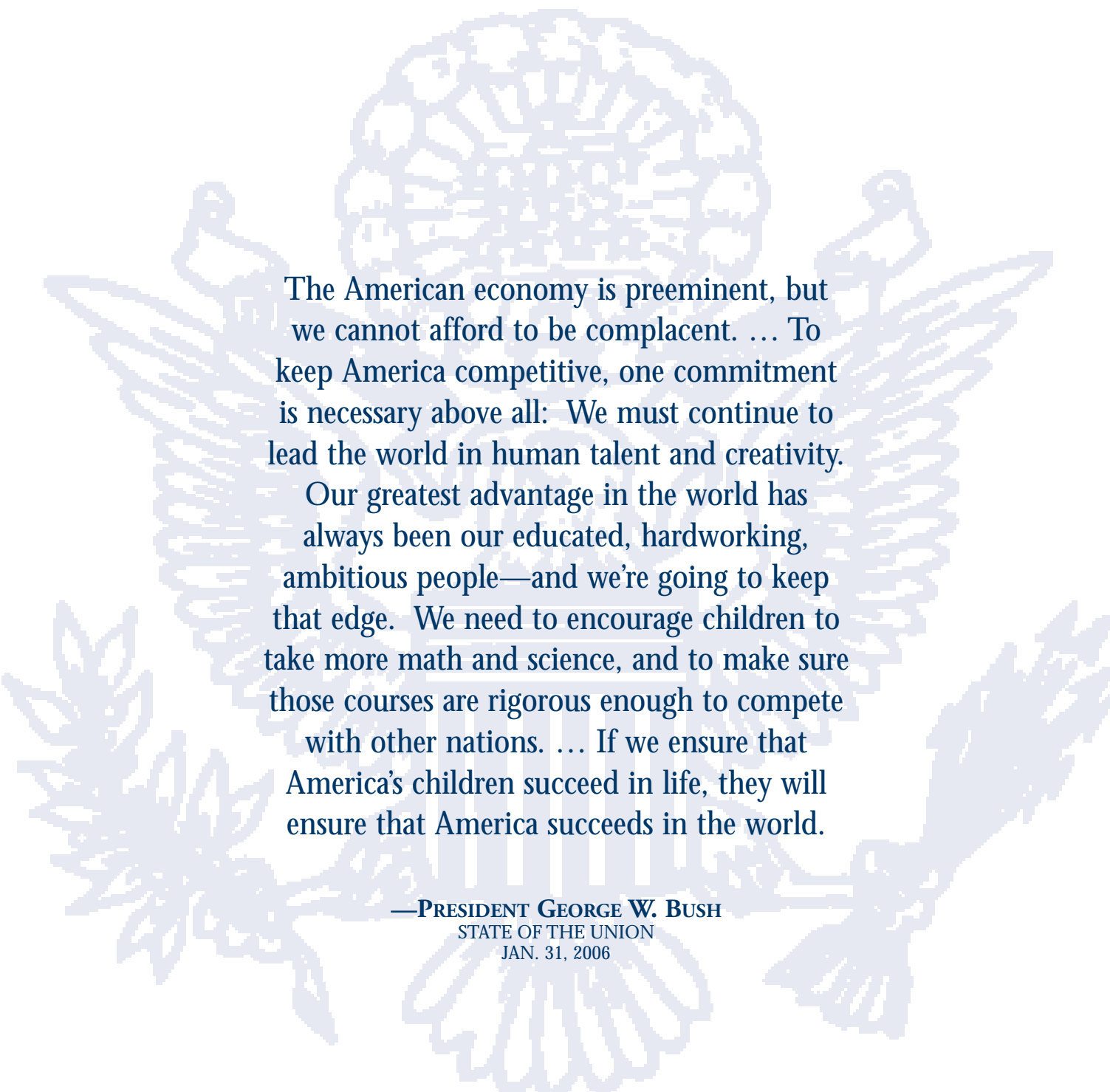
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This program contains information about public and private organizations for the reader's information. Inclusion does not constitute an endorsement by the U.S. Department of Education of any views expressed, or products or services offered.





The American economy is preeminent, but we cannot afford to be complacent. ... To keep America competitive, one commitment is necessary above all: We must continue to lead the world in human talent and creativity.

Our greatest advantage in the world has always been our educated, hardworking, ambitious people—and we're going to keep that edge. We need to encourage children to take more math and science, and to make sure those courses are rigorous enough to compete with other nations. ... If we ensure that America's children succeed in life, they will ensure that America succeeds in the world.

—PRESIDENT **GEORGE W. BUSH**
STATE OF THE UNION
JAN. 31, 2006

The American Competitiveness Initiative: **Challenges and Opportunities** **for Hispanic Serving Institutions**

In his State of the Union address to the nation in January 2006, President George W. Bush announced the American Competitiveness Initiative (ACI) to encourage American innovation and strengthen the nation's ability to compete in the global economy. This ambitious strategy will increase federal investment in critical research, ensure that the United States continues to lead the world in opportunity and innovation, and provide American children with a strong foundation in math and science.

The American Competitiveness Initiative commits \$5.9 billion in fiscal year (FY) 2007, and more than \$136 billion over the next 10 years, to increase investments in research and development, strengthen education, and encourage entrepreneurship and innovation. Included in this effort are key federal agencies that support basic research programs in the physical sciences and engineering. They include the National Science Foundation, the Department of Energy's Office of Science, and the Department of Commerce's National Institute of Standards and Technology.

Hispanic Serving Institutions and Federal Support

Inherent in the American Competitiveness Initiative (ACI) are enormous opportunities for Hispanic

Serving Institutions¹ (HSIs) to help advance America's competitiveness, provided they have the necessary capacity and infrastructure to respond at the levels required. This means HSIs must leverage the federal resources they receive and maximize potential future federal and commercial resources.

The source of federal support for HSIs comes from across the federal government. A principal source is the U.S. Department of Education's Institutional Development and Undergraduate Education Service, which administers programs funded under Title III and Title V of the *Higher Education Act*. The Aid for Institutional Development programs, commonly referred to as Title III programs, support improvements in education quality, management and financial stability at qualifying postsecondary institutions. Funding is focused on institutions that enroll large proportions of minority and low-income students.

The initiative for institutions that serve Hispanic and other low-income students is included under Title V, the Developing Hispanic Serving Institutions Program. In FY 2007, the U.S. Department of Education awarded \$94.9 million to HSIs through this program, and approximately the same amount has been proposed for FY 2008.

¹ An Hispanic Serving Institution, as defined by the *Higher Education Act of 1965*, as amended, is, among other things, a nationally accredited institution of higher education with an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic and of whom half are from low-income families.

In addition to the U.S. Department of Education, other federal agencies have awarded a significant amount of funds to HSIs over the past few years. Of the 29 federal departments and agencies that were asked to report to the President's Advisory Commission on Educational Excellence for Hispanic Americans in 2002, the combined funding of 18 of these agencies totaled almost \$2 billion to HSIs and other Hispanic-serving education organizations. Not surprisingly, the departments of Education, Health and Human Services and Labor, as well as the National Science Foundation awarded the greater amounts.

HSI Research Capacity and Education Reform

While this level of funding from the federal government can be relatively significant in helping HSIs develop research capacity, it is incumbent on HSIs to ensure that federal resources are indeed not only helping to strengthen their present institutional capacity, but also helping to sustain long-term capacity that will permit institutions to “grow their own”—particularly when it comes to graduating more Hispanic students with advanced degrees in math, science and engineering.

This requires that attention be devoted to the public education system that is producing the students whom HSIs inherit. Federal education reform in the form of the *No Child Left Behind Act* has been instrumental in closing academic achievement gaps for Hispanic students in grades K-8; however, much more work remains to be done, especially at the high school level.

It is well known that the Hispanic high school dropout rate has been persistently high for far too long.





Research, surveys and a multitude of studies have shown that Hispanic students fail to complete high school at rates persistently higher than their non-Hispanic peers.

There are several reasons for this: Hispanic students are entering high school reading below grade level; many are not academically prepared in the core subject areas of math and science; and even more have little or no access to highly qualified teachers as defined by *NCLB*.

Even among the Hispanic students who do complete high school, fewer than half pursue a postsecondary education. Those who do enroll in a college or university often find themselves taking remedial courses because they did not receive the necessary academic preparation in high school to undertake the rigors of a college education.

This administration is committed to making sure our students develop the skills they need to compete and thrive. ... Ours is a heavy responsibility. We must ensure that our education system remains top-notch, and that every student who seeks that education has the opportunity to acquire it.

—**MARGARET SPELLINGS**
SECRETARY OF EDUCATION

Clearly then, academic preparation at the elementary, middle and high school levels is key to obtaining gainful employment or a postsecondary degree, particularly in the fields of science, technology, engineering and mathematics (STEM).

HSIs as Stakeholders

Hispanic Serving Institutions have a vested interest in ensuring that their students have received the academic preparation necessary for degree completion and, in the process, draw from these same graduates to staff their institutions' math, science and engineering departments and programs.

The simple fact is that our nation needs more mathematicians, scientists and engineers to compete effectively in a global economy. Norm Augustine, head of the National Academies Gathering Storm Committee and former chairman of Lockheed Martin, has told Congress, "Americans find themselves in competition for their jobs not just with their neighbors, but with individuals around the world." The committee's number-one recommendation for improving the situation is to strengthen K-12 education, especially in math and science.

Americans find themselves in competition for their jobs not just with their neighbors but with individuals around the world.

—**NORM AUGUSTINE**
HEAD OF THE NATIONAL ACADEMIES
GATHERING STORM COMMITTEE

According to a 2002 report by the Organization for Economic Cooperation and Development, only 6 percent of American students received graduate degrees in engineering. That same year, Turkey, Sweden, Finland, Denmark and Austria conferred graduate engineering degrees on at least twice that percentage than did the U.S. Moreover, Japan and the Republic of Korea also conferred graduate-level engineering degrees on 39 percent and 34 percent of their students, respectively. It is evident that the U.S. is lagging behind.

Not surprisingly, the number of Hispanic students in the U.S. earning masters and doctorate degrees in the STEM fields is especially low. According to the National Center for Education Statistics, in academic year 2001-02, Hispanic students made up only 2 percent of all students who received master's degrees and only 1 percent of students who received doctorate degrees. In mathematics, Hispanic students comprised only 1 percent of all students who received master's and doctorate degrees that school year.

Responding to the Challenge

We clearly have a lot of ground to make up—from the earliest grades to institutions of higher education. The growth of the Hispanic population in the U.S. over the past decade, combined with its youthful profile and low levels of educational attainment, present a challenge to the most optimistic forecasts about drawing future scientists, mathematicians and engineers from the Hispanic community.

Hispanic Americans are poised, however, to respond to this challenge by supplying enough graduates to meet the nation's need for talent in the STEM fields.

Hispanic Serving Institutions have an important role to play in preparing this talent and leading the nation in critical research and innovation.

Conference on the American Competitiveness Initiative: Challenges and Opportunities for Hispanic Serving Institutions

The White House Initiative on Educational Excellence for Hispanic Americans has convened this conference at The University of Texas at El Paso to lay the groundwork for the steps that must be taken to respond to the ACI challenge. A range of topics designed to help expand and strengthen the research capacity and infrastructure of HSIs will be addressed over the course of the conference in a framework that engages other HSIs, the federal government, K-12 public schools, the high-tech commercial industry, and Hispanic science and engineering associations. Education reform and academic preparation, particularly in math and science, will be integral to the discussions that will take place over the next three days.

Conference sessions and forums will address a range of pertinent topics including: recruitment of Hispanic students into the STEM fields as well as retention and degree attainment in those fields; education reform, including academic preparation in math and science; technology transfer and technology commercialization; and HSI research capacity building. A variety of



expert speakers and panelists will lead discussions and provide substantive information in each of the scheduled sessions. The presenters have been drawn from institutions of higher education, including Hispanic Serving Institutions, key federal agencies, Hispanic professional technology organizations, the high-tech commercial industry and the U.S. Department of Education.

This conference is only the beginning of a dialogue and the catalyst for the actions we must take to ensure that we are all doing our part to help keep America competitive and prosperous for generations to come.



Program-At-A-Glance



The American Competitiveness Initiative: Challenges and Opportunities for Hispanic Serving Institutions

MONDAY, APRIL 23, 2007

8:30 a.m.–9:30 a.m.	Registration
9:30 a.m.–10 a.m.	Welcome and Opening Remarks <i>Adam Chavarria, Executive Director</i> <i>White House Initiative on Educational Excellence for Hispanic Americans</i> <i>Diana Natalicio, President</i> <i>The University of Texas at El Paso</i>
10 a.m.–11:45 a.m.	Forum: The Role of HSIs in the Nation’s STEM Enterprise
Noon–1 p.m.	Luncheon and Keynote Address <i>Tom Luce, Former Assistant Secretary</i> <i>U.S. Department of Education</i>
1:15 p.m.–2:45 p.m.	ACI: Investment Priorities and Partnership Opportunities for HSIs
3 p.m.–4:15 p.m.	General Session: Positioning HSIs to Respond to the Nation’s STEM Needs
4:30 p.m.–5:30 p.m.	Technical Breakout Sessions (Concurrent) <ul style="list-style-type: none">• Federal Contract and Grant Administration• Funding Opportunities for HSIs• Closing and Performing Under a Grant or Contract
5:45 p.m.	General Session/Close

TUESDAY, APRIL 24, 2007

8:30 a.m.–9:30 a.m.	Registration
9:30 a.m.–10 a.m.	Opening Remarks
10 a.m.–11:45 a.m.	Technology Commercialization and Research Needs of the Private Sector
Noon–1 p.m.	Luncheon and Keynote Address <i>Robert J. Shea, Associate Director for Management Office of Management and Budget, The White House</i>
1:15 p.m.–2:45 p.m.	HSIs: Recruitment, Retention and Graduation of Hispanic Students in STEM Fields
3 p.m.–4:30 p.m.	Broadening the Participation of Hispanics in the STEM Fields: The Role of Technical Professional Organizations
4:45 p.m.	General Session/Close

WEDNESDAY, APRIL 25, 2007

8 a.m.–9 a.m.	Registration
9 a.m.–9:30 a.m.	Opening Remarks <i>Joseph M. Guzman, Deputy Assistant Secretary for Strategic Diversity Integration Office of the Assistant Secretary of the Air Force (Manpower and Reserve Affairs)</i>
9:45 a.m.–11 a.m.	General Session: Strengthening Our Nation's Academic Competitiveness
11:15 a.m.–12:15 p.m.	Academic Breakout Sessions (Concurrent) <ul style="list-style-type: none">• Strengthening Math and Science at the K-12 Level• Promising Partnerships to Enhance STEM Learning• College Preparation: Enhancing STEM Undergraduate Programs
12:30 p.m.–1:30 pm	Lunch
1:45 p.m.–3:15 p.m.	Teacher Preparation: The Role of HSIs in Preparing Highly Qualified Teachers
3:15 p.m.	General Session/Close

Detailed Program

MONDAY, APRIL 23

8:30 a.m.–9:30 a.m. **REGISTRATION**

9:30 a.m.–10 a.m. **WELCOME AND OPENING REMARKS**

Adam Chavarria, Executive Director
White House Initiative on Educational Excellence for Hispanic Americans

Diana Natalicio, President
The University of Texas at El Paso

10 a.m.–11:45 a.m. **FORUM: THE ROLE OF HSIs IN THE NATION'S STEM ENTERPRISE**

Inherent in the American Competitiveness Initiative (ACI) are enormous opportunities for Hispanic Serving Institutions (HSIs) to help advance America's competitiveness, provided they have the necessary research capacity and infrastructure to respond to the nation's need for human resources in science and technology fields. HSIs must leverage federal resources and develop the capacity to maximize potential future federal and commercial resources. Hispanic Serving Institutions have a vested interest in ensuring that their students have received the academic preparation necessary for degree completion and, ultimately, employment in the institutions' own math, science and engineering departments and programs.

This forum will feature a roundtable discussion about the nature of the nation's science and technology challenge and the state of HSI capacity to meet that challenge. Composed of a diverse panel of national experts and practitioners, the forum will explore the specific steps that HSIs can take to expand and strengthen their infrastructures and research capacities to meet the challenge. Speakers will represent a range of key stakeholders, including representatives from HSIs, the federal government, professional associations and industry.

Moderator: **Diana Natalicio**
President, The University of Texas at El Paso

Presenters: **William Jeffrey**
Director, National Institute of Standards and Technology
U.S. Department of Commerce

Cora B. Marrett
Assistant Director, Directorate for Education and Human Resources
National Science Foundation

Joseph V. Martinez
Senior Advisor for Scientific Institutional Research, Office of Science
U.S. Department of Energy

Irwin S. Kirsch
Director, Center for Global Assessment
Educational Testing Service

John Moder
Senior Vice President and COO
Hispanic Association of Colleges and Universities

Raymond G. Mellado
Chair and CEO
Hispanic Engineer National Achievement Awards Conference

Noon–1:00 p.m. **LUNCHEON AND KEYNOTE ADDRESS**

Tom Luce, Former Assistant Secretary
U.S. Department of Education

With more research in both the public
and private sectors, we will improve our quality
of life—and ensure that America will lead
the world in opportunity and innovation for
decades to come.

—**PRESIDENT GEORGE W. BUSH**
STATE OF THE UNION
JAN. 31, 2006

1:15 p.m.–2:45 p.m. ACI: INVESTMENT PRIORITIES AND PARTNERSHIP OPPORTUNITIES FOR HSIs

In partnership with the private sector, state and local governments, and colleges and universities, the ACI will promote new levels of educational attainment and economic productivity. An important element of the ACI is federal investment in research and development. The ACI proposes to: double funding over 10 years at key federal agencies that support science and engineering; modernize the research and experimentation tax credit; strengthen K-12 math and science education; reform the workforce training system; and increase the country's ability to compete for and retain the most highly skilled individuals.

This panel will include presentations by representatives of key federal agencies and programs: the U.S. Department of Energy's Office of Science; the National Science Foundation; and the U.S. Department of Commerce's National Institute of Standards and Technology. Discussion topics will include the status and outlook of science and technology in the U.S. and specific ACI education-related new and expanded programs and opportunities for HSIs.

Presenters: **William Jeffrey**
Director, National Institute of Standards and Technology
U.S. Department of Commerce

Cora B. Marrett
Assistant Director, Directorate for Education and Human Resources
National Science Foundation

Joseph V. Martinez
Senior Advisor for Scientific Institutional Research, Office of Science
U.S. Department of Energy

3 p.m.–4:15 p.m. GENERAL SESSION: POSITIONING HSIs TO RESPOND TO THE NATION'S STEM NEEDS

“Federal agencies make research decisions based on systematic planning and merit-review allocation processes designed to identify and support the most promising ideas and the teams most likely to succeed in carrying them out. As a result of these processes, grants and in-house research from these agencies have a strong track record of leading to scientific publications, patents, and eventually to new products and technologies. The ACI enhances basic research programs in priority agencies that employ best practices for identifying and funding the most promising research ideas.”² This panel will include an overview of the opportunities available within key federal agencies in the course of procuring research, recruiting talent and securing other services. The overview will be followed by three concurrent breakout sessions.

² The White House, Domestic Policy Council, Office of Science and Technology Policy, *American Competitiveness Initiative: Leading the World in Innovation*, Washington, D.C., 2006.

Panelists: **Kenneth R. Zeff**
Senior Consultant for Policy Development
Office of the Secretary
U.S. Department of Education

Luis Echegoyen
Director, Division of Chemistry
National Science Foundation

Alain E. Hunter
Program Manager, HBCU/MI
U.S. Air Force, Office of Small and Disadvantaged Business Utilization
U.S. Department of Defense

Pravat K. Choudhury
Program Manager, Mentor-Protégé and HBCU/MI Programs
Missile Defense Agency

4:30 p.m.–5:30 p.m. TECHNICAL BREAKOUT SESSIONS (CONCURRENT)

Breakout Session: Federal Contract and Grant Administration

This breakout session examines the contracting environment and explains the federal acquisition process and strategies for success. Speakers from various agencies will discuss how grants and contracts are administered in their respective agencies, including the appropriate use of performance metrics when developing a solicitation, and an understanding of the methods of acquisition and of different types of contracts. In general, this session will provide information on how HSIs can utilize these sources and processes to help them build research capacity.

Panelists: **Maria Goldberg**
Executive Director, Hispanic Serving Institutions National Program
U.S. Department of Agriculture

Joan Fulkerson
Director of Small Business Programs
Air Force Research Laboratory and Kirtland Air Force Base
U.S. Department of Defense

Blanca Rodriguez
Director, Grants Policy and Oversight Staff
U.S. Department of Education

Breakout Session: Funding Opportunities for HSIs

This breakout session will address the wide range of federal funding opportunities available to HSIs including: research infrastructure development and capacity-building; staff professional development; research internships and international research opportunities; and other project and program funding.

Panelists: **Jacqueline L. Robinson**
Program Manager, HBCU/MI Programs
National Security Agency

Irma A. Lawrence
National Program Leader, Multicultural Alliances
Cooperative State Research, Education and Extension Services
U.S. Department of Agriculture

Charles Cervantes
Special Assistant to the Director, Office of Small Business Programs
Office of the Under Secretary of Defense
U.S. Department of Defense

Breakout Session: Closing and Performing Under a Grant or Contract

Good contract administration ensures that the end users are satisfied with the product or service being obtained under a grant or contract. This session will address techniques that are useful in performing under a grant or contract as well as the issues involved in successfully closing out a grant or contract.

Panelists: **J. Robert Hatherill**
Assistant Professor of Biology
Project Director, Minority Science and Engineering Program
Del Mar College

Ed Lee
Program Manager, MSI
Air Force Office of Scientific Research
U.S. Department of Defense

5:45 p.m.

GENERAL SESSION/CLOSE



TUESDAY, APRIL 24

8:30 a.m.–9:30 a.m. **REGISTRATION**

9:30 a.m.–10 a.m. **OPENING REMARKS**

10 a.m.–11:45 a.m. **TECHNOLOGY COMMERCIALIZATION AND
RESEARCH NEEDS OF THE PRIVATE SECTOR**

This panel will include discussions on how HSIs can contribute to economic development on a local, national and global scale. This session will provide HSIs the opportunity to hear directly from private-sector representatives as to the types of technology, research and services they are “purchasing,” how HSIs can meet their labor and workforce needs, and the existing opportunities for pursuing promising partnerships.

Panelists: **Guillermo “Bill” Izábal**
Director, Human Resources
Advanced Systems/Integrated Defense Systems
The Boeing Company

James Page
Global Diversity and Ethics Senior Manager
Dell Inc.

Michael L. Glass
Director, Simulation and Systems Integration Laboratories
Lockheed Martin Aeronautics Company

Miguel Rios
Chief Executive Officer and Founder
ORION International Technologies, Inc.

Tizoc S. Loza

Corporate Manager, Mentor-Protégé and HBCU/MI Programs
Northrop Grumman

Noon–1:00 p.m. LUNCH AND KEYNOTE ADDRESS

Robert J. Shea, Associate Director for Management
Office of Management and Budget, The White House

**1:15 p.m.–2:45 p.m. HSIs: RECRUITMENT, RETENTION AND GRADUATION OF
HISPANIC STUDENTS IN STEM MAJORS**

Labor market reports indicate that 90 percent of the jobs most in demand require some kind of postsecondary education and training. Given the nation's growing need for talent in the STEM fields, HSIs have a critical role to play in recruiting Hispanic students into the STEM fields and retaining and raising the number of graduates degreed in science, technology, engineering and math. This panel will include a comprehensive discussion on the steps HSIs are taking and must continue to take to meet this need.

Moderator: Ricardo Gonzalez
Executive Director, Office of P-20 Initiatives
The University of Texas at San Antonio

Panelists: Roberto Osegueda
Vice President for Research
The University of Texas at El Paso

Diana Gomez
National President
Society of Hispanic Professional Engineers

Gustavo Roig
Associate Dean, College of Engineering
Center Director, Center for Diversity in Engineering and Computing
Florida International University

**3 p.m.–4:30 p.m. BROADENING THE PARTICIPATION OF HISPANICS IN THE STEM FIELDS:
THE ROLE OF TECHNICAL PROFESSIONAL ORGANIZATIONS**

Fostering an interest in math and science among Hispanic students at early stages in their K-12 education can lead them to pursue a postsecondary education in the STEM fields. Technical professional associations have employed innovative education outreach programs and activities to prepare and encourage Hispanic youths to aspire to careers in science,

technology, engineering and math. Thus, these associations are an important resource with whom HSIs can partner work to meet the nation's need for Hispanic talent in the STEM fields.

Moderator: **Jorge Haynes**
Senior Director, External Relations for the Chancellor's Office
California State University

Panelists: **Michael Acosta**
National President, Society of Mexican American Engineers and Scientists
Director of External Relations, College of Engineering
The University of Texas at El Paso

Diana Gomez
National President, Society of Hispanic Professional Engineers

Raymond G. Mellado
Chair and CEO, Hispanic Engineer National Achievement
Awards Conference

Aaron Velasco
President, Society for Advancement of Chicanos and
Native Americans in Science
Graduate Advisor, Department of Geological Sciences,
The University of Texas at El Paso

4:45 p.m.

GENERAL SESSION AND CLOSE



WEDNESDAY, APRIL 25

8 a.m.–9:00 a.m. **REGISTRATION**

9 a.m.–9:30 a.m. **OPENING REMARKS**

Joseph M. Guzman, Deputy Assistant Secretary
Strategic Diversity Integration
Office of the Assistant Secretary of the Air Force
(Manpower and Reserve Affairs)

9:45 a.m.–11 a.m. **GENERAL SESSION: STRENGTHENING OUR NATION'S
ACADEMIC COMPETITIVENESS**

To improve Hispanic postsecondary educational attainment and workforce readiness, schools and institutions of higher education must provide students with a seamless transition from kindergarten to college completion. One of the fundamental factors to providing students with this seamless transition and improving their learning and academic achievement is the presence of highly qualified teachers in every classroom. Since becoming a law in 2002, *NCLB* has brought about significant progress in student academic achievement in reading and mathematics, particularly in the early grades. However, more work remains to be done at each grade level to ensure enhanced success at the postsecondary level. The ACI proposes several new and expanded education programs that range from more rigorous student academic preparation to ensuring more qualified teachers in core subjects, particularly in math and science.

This overview will be followed by concurrent breakout sessions.

Moderator: **Kenneth R. Zeff**
Senior Consultant for Policy Development
Office of the Secretary
U.S. Department of Education

Panelists: **Silas H. Abrego**
Associate Vice President for Student Affairs
California State University, Fullerton

Barbara Anderegg
Program Director, Division of Undergraduate Education
Colead, Advanced Technological Education Program
National Science Foundation

Monica Hayes
Director, K-20 Office of Equity and Access
Office of the Commissioner
Florida Department of Education

11:15 a.m.–12:15 p.m. ACADEMIC BREAKOUT SESSIONS (CONCURRENT)

Breakout Session: Strengthening Math and Science at the K-12 Level

Over the next 10 years, there will be more than 6 million new and replacement job openings in the areas of engineering, science, technology and healthcare that will require a strong foundation in math and science. This session will address recommendations for improving K-12 education, with a special emphasis on math and science.

Panelists: **Monica Hayes**
Director, K-20 Office of Equity and Access
Office of the Commissioner
Florida Department of Education

Breakout Session: Promising Partnerships to Enhance STEM Learning

This breakout session will address current efforts to develop K-16 partnerships between and among K-12 schools, HSIs and other stakeholders to encourage and promote STEM learning.

Panelists: **Don Warkentin**
President, West Hills College Lemoore

John P. Santos
Lead Teacher and Math, Engineering and Science Advisor
Imaging and Science Technology Academy
Manual Arts High School

Breakout Session: College Preparation: Enhancing STEM Undergraduate Programs

This breakout session will address college preparatory programs and student incentives to

ensure that students are academically prepared to enroll in and succeed at the postsecondary level.

Panelists: **Gregg Fleisher**
President, Advanced Placement Strategies, Inc.

Rafael J. Magallan
Director of State Services, The College Board

12:30 p.m.–1:30 p.m. LUNCH

1:45 p.m.–3:15 p.m. TEACHER PREPARATION: THE ROLE OF HSIs IN PREPARING HIGHLY QUALIFIED TEACHERS

Teachers must have mastery of content and instructional methods to be effective educators and mentors. One of the goals of the ACI is to have 100,000 highly qualified math and science teachers by 2015. To accomplish this goal, the ACI proposes a two-step approach to provide professional development opportunities for current teachers and attract new teachers to the classroom. This panel will address the critical need for highly qualified teachers at every grade level, particularly in math and science. It will also include a discussion of teacher-development programs and innovative schools of education. Finally, the panel will address how HSIs can respond to the ACI goal.

Moderator: **Josefina V. Tinajero**
Dean, College of Education
The University of Texas at El Paso

Panelists: **Michael Marder**
Physics Professor
Codirector, UTEACH
The University of Texas at Austin

Susan Polirstok
Associate Dean of Education
Lehman College, City University of New York

Nora Ramirez
Director of Professional Development
Center for Research on Education in Science, Mathematics,
Engineering and Technology
President Elect, TODOS: Mathematics for All
Arizona State University

3:15 p.m. GENERAL SESSION/CLOSE



Biographies

SPEAKERS

Joseph M. Guzman

Deputy Assistant Secretary for

Strategic Diversity Integration

Office of the Assistant Secretary of the Air Force

(Manpower and Reserve Affairs)

As the deputy assistant secretary for Strategic Diversity Integration, Guzman provides leadership, strategic direction and oversight to all levels of the U.S. Air Force to ensure a diverse and inclusive Total Force that reflects the American people and leverages the talents of its airmen to ensure the Total Force's combat readiness and capability for the Joint Team.

Guzman came to the U.S. Air Force from the Center for Naval Analyses (CNA) Corporation, a federally funded research and development center serving the U.S. Department of the Navy and other defense agencies, where he served as a senior economist and was detailed to the Department of Defense's Biometrics Management Office as director of Policy, Planning and Liaison. Prior to joining CNA Corporation, Guzman was an economist with RAND Corporation and served as an assistant professor at Georgetown's McDonough School of Business. Guzman is a cofounder of the American Society of Hispanic Economists.

In addition to a Ph.D. in economic analysis and policy from Stanford University, Guzman holds a master's degree in business administration; advanced degrees in economics, statistics and business research from

Stanford; and an undergraduate degree in engineering from the University of Arizona.

Tom Luce

Former Assistant Secretary

U.S. Department of Education

An attorney, Tom Luce received his undergraduate and graduate degrees from Southern Methodist University and has been honored with the SMU Law School and University Distinguished Alumni awards. He was a founding and managing partner of the law firm of Hughes & Luce, LLP, until his retirement from the firm in 1997. In addition to his active law practice, at various times Luce has served on the boards or as guest lecturer at a number of schools of higher education, including the Kennedy School of Government at Harvard and the LBJ School of Public Affairs at The University of Texas at Austin.

Luce served as assistant secretary of education for planning, evaluation and policy development from July 1, 2005 to the day he resigned on Sept. 1, 2006. Currently, he is chief executive officer of the National Math and Science Initiative, Inc.

Following his resignation from the U.S. Department of Education, Luce rejoined the board of Dell Inc., and currently serves as chairman of its audit committee. He had previously served on the Dell board from 1991 to 2005. He also has served on the boards of

the Texas Education Reform Caucus and multiple community and charitable organizations. He served as a member of the National Commission on Teaching and America's Future and on the executive committee of the Dallas Citizens Council, an organization composed of the CEOs of Dallas' largest businesses. In addition, the U.S. Senate appointed Luce a member of the Library of Congress Trust Fund Board, where he served until 2005.

Luce also has been appointed five times to major posts by Texas governors, including as chief justice pro tempore of the Texas Supreme Court. He is perhaps best known for his role as the chief of staff of the Texas Select Committee of Public Education, which produced one of the first major reform efforts among public schools in 1984.

Luce was a cofounder of the National Center for Educational Accountability and served as chairman of the board from its inception until 2005. He also founded Communities Just for the Kids and served as its chairman until 2005. In 1995, Luce wrote *Now or Never: How We Can Save Our Public Schools*, a book that defined his educational philosophy and outlined a preliminary plan for education reform that called for broader support for public education. His second book, *Do What Works*, was published in December 2004 and received numerous positive reviews.

Diana Natalicio

President, The University of Texas at El Paso

Diana Natalicio was named president of The University of Texas at El Paso in 1988. During her long and



distinguished career with the university, she has served as vice president for academic affairs, dean of liberal arts, and chair of the modern languages department. During her tenure as president: enrollment has increased to nearly 20,000 students; its annual budget has tripled (from \$80 to more than \$250 million); research expenditures have increased from less than \$5 million to more than \$46 million per year; and doctoral programs have been added, bringing the total to 14.

Natalicio has served as member and vice chair of the National Science Board and on the board of trustees of Internet2. Her current appointments include the boards of the Rockefeller Foundation, the U.S.-Mexico Foundation for Science, the National Action Council for Minorities in Engineering, Trinity Industries, and Sandia Corporation.

She is the recipient of the Harold W. McGraw, Jr. Prize in Education. In addition, Natalicio was inducted into the Texas Women's Hall of Fame and was honored with the Distinguished Alumnus Award at The University of Texas at Austin. A graduate of St. Louis University, Natalicio earned a master's degree in Portuguese and a doctorate in linguistics from The University of Texas at Austin.

Robert J. Shea

Associate Director for Management

Office of Management and Budget, The White House

Robert J. Shea is the associate director for management in the Office of Management and Budget at the White House. He is also the head of the President's Budget and Performance Integration Initiative.

Shea was a professional staff member with the House Committee on Government Reform from 1995 to 1996. While he was responsible for examining the economy and efficiency of government programs, and was the liaison to the U.S. Office of Inspector General. In 1997, Shea worked as legislative director for Rep. Pete Sessions (R-TX), where he organized the Results Caucus, a group of Congress members dedicated to results-based management and the resolution

of many of the federal government's major management problems. In early 1999, Shea was named counsel to the Senate Committee on Governmental Affairs where, in addition to general oversight of executive branch management, he oversaw the implementation of the statutory framework for performance-based government, including the *Government Performance and Results Act* and the *Chief Financial Officers Act*.

Shea is a graduate of Connecticut College and South Texas College of Law. He is a native of Houston and now lives in Alexandria, Va., with his wife Eva, and their daughters Haley, Hannah and Mary Claire.

FORUM: THE ROLE OF HSI_s IN THE NATION'S STEM ENTERPRISE

FEATURED SPEAKERS:

William Jeffrey

Director, National Institute of Standards and Technology

U.S. Department of Commerce

William Jeffrey is the 13th director of the National Institute of Standards and Technology (NIST), sworn into the office on July 26, 2005. He was nominated by President Bush on May 25, 2005, and confirmed by the U.S. Senate on July 22, 2005.

As director of the NIST, Jeffrey oversees an array of programs that promote U.S. innovation and industrial competitiveness by advancing measurement science, standards and technology in ways that enhance economic security and improve quality of life. In fiscal year 2006, the NIST's operating budget was \$930

million. The institute is headquartered in Gaithersburg, Md., with additional laboratories in Boulder, Colo. An agency under the U.S. Department of Commerce's Technology Administration, the NIST has extensive cooperative research programs with industry, academia and other government agencies.

Jeffrey has been involved in federal science and technology programs and policy making since 1988. Prior to his appointment to the NIST, he served as senior director for homeland and national security and as the assistant director for space and aeronautics at the Office of Science and Technology Policy in the President's Executive Office. Earlier, he had been the deputy director for the Advanced Technology Office and the chief scientist for the Tactical Technology Office with the Defense Advanced Research Projects Agency (DARPA).

Prior to joining DARPA, Jeffrey was the assistant deputy for technology at the Defense Airborne Reconnaissance Office, where he supervised sensor development for the Predator and Global Hawk unmanned aerial vehicles. He also spent several years working at the Institute for Defense Analyses performing technical analyses in support of the U.S. Department of Defense.

Jeffrey received his Ph.D. in astronomy from Harvard University and his B.Sc. in physics from the Massachusetts Institute of Technology.

Irwin S. Kirsch

*Director, Center for Global Assessment
Educational Testing Service*

In the recently released report, *America's Perfect Storm: Three Forces Changing Our Nation's Future*, Kirsch and his colleagues Henry Braun, Kentaro Yamamoto and Andrew Sum describe and present evidence that three powerful sociological and economical forces are converging. Unless we invest in policies to improve the U.S. education system and narrow the achievement gap, America will be ill-prepared to compete in today's competitive global economy and high-skills workplace.

Kirsch is the director of the Center for Global Assessment at Educational Testing Service (ETS). In 1982, he earned his Ph.D. in educational measurement, reading/literacy, from the University of Delaware. Since joining ETS in 1984, he has directed a number of large-scale assessments in the area of literacy including the National Adult Literacy Survey and the NAEP Young Adult Literacy Survey. He was also a key person in establishing the International Adult Literacy Survey and has directed them for the ETS since 1993. In 1987, he received the ETS Research Scientist Award for his work in the area of literacy and was named as an ETS Distinguished Presidential Appointee in 1999.

Kirsch currently manages several large-scale surveys including the Adult Education Program Study with the U.S. Department of Education and the Literacy Assessment and Monitoring Program with the UNESCO Institute for Statistics. Kirsch also chairs the Reading Expert Group for the Organisation for Economic Co-operation and Development (OECD),

Programme for International Student Assessment (PISA), and has been involved with several efforts aimed at defining and measuring information and communication technology (ICT) skills. In this area, he has: directed an international panel for ETS that defined ICT literacy; designed and conducted a feasibility study on ICT literacy for the OECD; and participated in an OECD advisory panel aimed at establishing a new survey of adult skills for the 21st century.

Cora B. Marrett

*Assistant Director, Directorate for Education and Human Resources
National Science Foundation*

Cora B. Marrett is the assistant director of the Directorate for Education and Human Resources (EHR) at the National Science Foundation (NSF). She leads the NSF's mission to enable excellence in U.S. science, technology, engineering and mathematics (STEM) education and oversees a budget of approximately \$800 million and a staff of 150. Prior to her appointment to the NSF, Marrett served as the senior vice president for Academic Affairs in the University of Wisconsin System. Her NSF position is in conjunction with the UW-Madison Department of Sociology, where she remains a tenured faculty member. Her current position as assistant director represents a return to the NSF. From 1992 to 1996, she served at the NSF as the first assistant director for the Directorate for Social, Behavioral and Economic Sciences. She received the NSF's Distinguished Service Award for her leadership in developing new research programs and articulating the scientific

projects of the directorate. She is a fellow of the American Association for the Advancement of Science, the American Academy of Arts and Sciences, and Sigma Xi, the Science Research Society.

Joseph V. Martinez

*Senior Advisor for Institutional Outreach
Office of Science, U.S. Department of Energy*

Joseph V. Martinez ("J.V.") is senior advisor for Institutional Outreach in the Office of Science of the U.S. Department of Energy (DOE) in Washington, D.C. A native of Arizona and son of immigrant parents, Martinez received his bachelor's degree from Northern Arizona University and was later awarded an Sc.D., a Ph.D. in chemistry from Oregon State University, and with support of a Sloan Fellowship, a master's in management science from the Massachusetts Institute of Technology. He completed his postdoctoral studies at Cornell University.

Martinez was a professor of physics for a decade before joining the Atomic Energy Commission, which has been succeeded by the U.S. Department of Energy (DOE). Prior to his current position, he was a program manager for the Atomic, Molecular and Optical Physics Program in the Office of Science, responsible for research projects in U.S. laboratories and universities. He accepted his current position in January 2000. At various periods in his career he was a research scientist for the DuPont Chemical Company, Xerox Corporation and the Eastman Kodak Company. He is an elected fellow of the American Physical Society.

Current collateral assignments include representing DOE in the National Science Foundation Committee on Equal Opportunity in Science and Engineering (CEOSE) and the Office of Science in the DOE Tribal Steering Committee.

Raymond G. Mellado

Chair and CEO, Hispanic Engineer National

Achievement Awards Corporation

Raymond G. Mellado was born and raised in Los Angeles, Calif., where he attended Cathedral High School, East Los Angeles College and Whittier College. He is the founder, chairman of the board and CEO of the Hispanic Engineer National Achievement Awards Corporation (HENAAC). The mission of HENAAC is to seek, identify and document the outstanding contributions of Hispanic Americans to science, engineering and technology. HENAAC began to carry out this mission through its annual conference, now entering its 17th year. In recent years, HENAAC has also developed educational programs like the HENAAC Hall of Fame, the HENAAC College Bowl, and Viva Technology. The HENAAC Hall of Fame is the first museum exhibit honoring world-class Hispanic engineers and scientists.

In 2000, HENAAC introduced the College Bowl, an innovative, competitive two-day workshop for college students preparing to enter engineering careers. In 2001, HENAAC launched Viva Technology, a year-round K-12 education program designed to introduce pre-college students to exciting careers in science, engineering and technology. In 2005, Viva Technology served over 35,000 students, parents and teachers.

Mellado entered the private sector after a distinguished 21-year marketing and sales career with the Xerox Corporation. In 1977, while a notable member of the Xerox marketing team, Mellado became a founding member of the Hispanic Association for Professional Advancement (HAPA), one of the first Hispanic employee associations in corporate America. Mellado was also the founding publisher of *TECHNiCA* and *Rego* magazines.

Currently, Mellado serves on the Executive Advisory Council for the College of Engineering, Computer Science and Technology at California State University Los Angeles (CSULA), the National Academy of Engineering's Action Forum on Diversity, a group chartered to work with the academy to increase the number of women and underrepresented minorities in engineering and the U.S. Navy's Diversity Senior Advisory Group (DSAG), reporting to the Chief of Naval Operations (CNO). Mellado also serves on the board of the Foundation for the Advancement of Science Education (FASE), producers of award-winning educational products that have earned three Peabody Awards.

John Moder

Senior Vice President and Chief Operating Officer

Hispanic Association of Colleges and Universities

Originally from St. Louis, Mo., he holds bachelor's degrees in English and physics from St. Mary's University in San Antonio, and a Ph.D. in philosophy from Fordham University in the Bronx, N.Y. Following theology studies at the University of St. Michael's College in Toronto, he returned to St. Mary's University as an assistant professor of philosophy and

later associate professor of philosophy. In 1988, Moder was appointed president of St. Mary's University, a post he held until 1999. In that capacity, he also served as a member of the governing board of the Hispanic Association of Colleges and Universities (HACU) for six years, including a year as chairman of the board (1997–98), among other appointments to a variety of educational and civic boards. After leaving St. Mary's, Moder worked as president of Junior Achievement of San Antonio and as a high school science teacher before joining HACU in February 2002.

SESSIONS

Silas H. Abrego

*Associate Vice President for Student Affairs
California State University, Fullerton*

Despite the barriers he has faced as a Latino, Abrego earned bachelor's and master's degrees as well as a doctorate in higher education from the University of Southern California. The cornerstone of his career in education is program development with an emphasis on preparing young people to succeed in higher education. He is especially interested in helping low-income and underrepresented students who would otherwise not pursue or begin a higher education. At California State University, Fullerton, he has been a visionary leader in the planning and implementation of highly successful outreach and retention programs.

Abrego is responsible for directing eight distinct student affairs comprehensive programs. He also leads efforts to provide scholarships and educational

enhancement programming for low-income and first-generation college students attending Cal State Fullerton. In addition to his current duties, Abrego is involved in numerous community organizations, including: the American Association of Hispanics in Higher Education; the Orange County Hispanic Education Endowment Fund; California Chicano-Latino Intersegmental Convocation; American Council on Education; and the Hispanic Association of Colleges and Universities. Abrego is actively involved in a number of collaborative projects with local K-12 school districts, including the Santa Ana Engaging Latino Communities for Education Partnership.

In recognition of his outstanding educational leadership, Abrego has been honored by the Orange County Hispanic Chamber of Commerce, Orange County's United Way, the Hispanic Bar Association of Orange County, the Hispanic Outreach Taskforce, Union Hispana, Santa Ana College Foundation, and other numerous organizations.

Michael Acosta

*Director of External Relations, College of Engineering
The University of Texas at El Paso
National President, Society of Mexican American
Engineers and Scientists*

Michael Acosta is also the director of UTEP's Border Office of the U.S.-Mexico Foundation for Science (FUMEC). He has served on the Society of Mexican American Engineers and Scientists' (MAES) national board of directors for 13 years has been instrumental in establishing key technology-based economic development endeavors as well as research and academic

projects along the U.S.-Mexico border. Acosta was the associate director of the Institute for Policy and Economic Development at UTEP for six years (2000-06). He served as the associate director of the Texas Center for Border Economic Development and the Institute for Manufacturing and Materials Management at UTEP from 1994 to 2000. Acosta also taught the electrical-computer engineering senior project (capstone) design courses at UTEP for 10 years (1992-2002). He is an alumnus of the UTEP College of Engineering, having received his bachelor's degree in 1971. Prior to his career at UTEP, Acosta had a 21-year career with IBM as a technical manager and engineer (1973-94). He has received several awards and recognitions during his career. These include: the MAES Medalla de Oro Award (gold medal) in 1999; the HENAAC National Award for Outstanding Community Service in 2001; and the Small Business Administration Award as the Minority Business Advocate of the Year for the El Paso-West Texas region in 2000.

Barbara Anderegg

*Program Director, Division of Undergraduate Education
Colead, Advanced Technological Education Program
National Science Foundation*

The Advanced Technological Education Program promotes improvement in the education of science and engineering technicians at the postsecondary level and in the educators who prepare them by focusing on the technicians for high-technology fields that drive the nation's economy. Currently serving as a rotator, Anderegg's home institution is Madison Area Technical College, where she works as a faculty member in engineering technology disciplines.

Charles Cervantes

*Special Assistant to the Director,
Office of Small Business Programs
Office of the Secretary of Defense
U.S. Department of Defense*

Cervantes was appointed special assistant to the director, Office of Small Business Programs, U.S. Department of Defense on June 18, 2004.

He has been in private practice from 1981 until his appointment to his current post in June of 2004. Cervantes has been a top-rated attorney by Martindale-Hubbell in corporate and commercial litigation, including business organizations, administrative law, federal trial and appellate procedure and public and private contract law. In addition to representing small businesses, he has represented a chamber of commerce, business associations and trade organizations throughout the United States and the world.

During Cervantes' prior federal service, from 1973 to 1981 in Washington, D.C., he served as counselor for legal affairs to the Ambassador At Large for U.S.-Mexico Relations, U.S. Department of State. He advised and assisted the ambassador on a variety of matters, including trans-boundary oil pollution, stolen aircraft, auto treaties, international bridge permits, border trade and environmental matters. He began his legal career as an attorney-advisor in the Office of the General Counsel in 1973, ending his tenure as assistant to the Deputy General Counsel for Regulatory Review in 1978, where he drafted, reviewed, commented on promulgated regulations based on statutory language and advised on the administration of federal contracts and grants.



Adam Chavarria

Executive Director, The White House Initiative on Educational Excellence for Hispanic Americans

Adam Chavarria joined the White House Initiative on Educational Excellence for Hispanic Americans as associate director in June 2001. He presently serves as the executive director, a position he was appointed to by the Bush Administration in December 2003. In this capacity, he is responsible for directing the efforts of the White House Initiative in engaging Hispanic parents, families and entire communities nationwide as active participants in improving the academic achievement of Hispanic Americans.

Prior to his appointment, Chavarria served for more than eight years as the executive director of the Hispanic College Fund (HCF), a national nonprofit organization founded by Hispanic business leaders in 1993.

Chavarria led the HCF, headquartered in Washington, D.C., since its inception, during which time more than \$1 million in scholarships was awarded to over 600 Hispanic students enrolled in colleges and universities across the country. As its executive director, he led the HCF from start-up to successful national scholarship-granting organization. In the process, he forged lasting partnerships with corporations, higher education institutions and the Hispanic business community.

Chavarria was a consultant in Dallas prior to accepting his current assignment. While there, he also served as vice president with SER-Jobs for Progress National, Inc., a national employment and training organization. A native of Harlingen, Texas, Chavarria was the first in his family to earn undergraduate and graduate degrees. He received a bachelor's degree in political science and a master's degree in public administration from the University of Minnesota.

Chavarria has been listed in Who's Who Among Hispanic Americans and has been a member of the Dallas Hispanic Chamber of Commerce and the Dallas Association of Mexican American Professionals. As a graduate student, he was selected to attend the United Nations' Conference on Trade and Development in Geneva, Switzerland. He has served as an active member of the U.S. Senate Republican Conference Task Force on Hispanic Affairs Advisory Committee since 1991.

Pravat K. Choudhury

Program Manager, Mentor-Protégé and

HBCU/MI Program

Missile Defense Agency

At the Pentagon, Choudhury built the Mentor-Protégé Program at MDA from one to six agreements in less than one year's time. He also regularly provides support to the director, office of Small Business Programs on all small-business issues.

Choudhury received his MBA in international business from Atlanta University, and a master's degree in marketing from the University of California, Los Angeles. Over the years, he has served as a faculty member in the marketing departments of various universities and has published more than 60 papers in the areas of marketing to minorities, cross-cultural consumer behavior, marketing strategy, and international marketing. He is also coauthor of two monographs on pricing and marketing to minority consumers, both published by the American Marketing Association. The latter monograph was selected as book of the month in April 2002.

Luis Echegoyen

Director, Division of Chemistry,

National Science Foundation

Luis Echegoyen was born in Havana, Cuba. He received his bachelor's degree and Ph.D. from the University of Puerto Rico, Rio Piedras, and conducted his postdoctoral work at the University of Wisconsin-Madison. Echegoyen has held professional positions at universities around the world, from the University of Miami to the Université Louis Pasteur, in Strasbourg, France. Currently, he is a professor and chairman at Clemson University as well as director of the Chemistry Division at the National Science Foundation.

Among his many memberships and administrative positions, Echegoyen is on the Mathematical and Physical Sciences Advisory Committee of the National Science Foundation; the editorial board of the Journal of the Mexican Chemical Society; and an elected member of the Committee for Equal Opportunity in Science and Engineering, an NSF-Congressionally mandated committee.

Gregg Fleisher

President, AP Strategies, Inc.

Fleisher started his career as an auditor and actuary with Coopers & Lybrand. He decided to make a major career change to pursue his passion: teaching math to high school students. While teaching in the Dallas Independent School District, he had one of the highest percentages of students pass the AP calculus exam per school enrollment of any public high school in the country.

In 1993, he was awarded the Advanced Placement Special Recognition Award by the Southwest region of the College Board. In 1995, Fleisher became the lead math teacher in the new Dallas ISD's AP Incentive Program. During his five years as a lead math teacher, he has had a strong track record of helping minority students excel in AP courses. As much as 3.3 percent of the country's minorities who passed AP math exams were from Fleisher's schools.

In 2000, he was asked by Dallas philanthropist Peter O'Donnell to lead a nonprofit company called Advanced Placement Strategies (APS) that manages AP Incentive programs for districts in the state of Texas. As of the 2006-07 school year, APS was in 50 school districts across the state.

Joan Fulkerson

*Director, Small Business Programs, U.S. Air Force
Research Laboratory and Kirtland Air Force Base*

Fulkerson is responsible for the leadership, management and oversight of the Small and Minority Business programs, Historically Black Colleges and Universities, and the Minority Institution Program for Air Force Research Laboratory Space Vehicles and Directed Energy Directorates and the 377 Air Base Wing.

Fulkerson entered government service with the U.S. Air Force in 1979 and has held numerous leadership positions. In 1984, she began her contracting career as a developmental contract specialist. She became a warranted contracting officer at the Air Force Weapons Laboratory in 1987. In 1988, she worked

as a warranted contracting officer for the Defense Evaluation and Support Activity. In 1992, she returned to the Research Laboratory and was promoted to team chief of research and development, contracting to support the Space Vehicles Directorate and the Directed Energy Directorate. Fulkerson assumed her current position in August 2000 as the director of Small Business.

In 2005, Fulkerson was selected as the Small Business Administration New Mexico Minority Small Business Champion of the Year. She also won the Secretary of the Air Force Small Business Special Achievement Award for the Air Force Materiel Command for 2006. Fulkerson serves on the board of directors for the Native American Chamber of Commerce and the Southeast Community Economic Alliance, the New Mexico Service Disabled Veteran Business Advisory Committee. She is also a member of the Crownpoint Institute of Technology Alternative Energy Advisory Committee.

Michael L. Glass

*Director, Simulation and Systems
Integration Laboratories
Lockheed Martin Aeronautics Company*

Mike Glass is the director of Simulation and Systems Integration Laboratories at Lockheed Martin Aeronautics Company in Fort Worth, Texas. As the director, he is responsible for the design, development and operation of the Simulation Systems and Systems Integration Laboratories used for the test, integration and verification of Air Systems. Glass joined Lockheed Martin in 1982 and has more than 20 years of engineering

experience on multiple aircraft programs. Glass holds a bachelor's degree in electrical engineering from the University of Arkansas and a master's degree in business administration from Texas Christian University.

Maria Goldberg

Executive Director, Hispanic Serving Institutions

National Program

U. S. Department of Agriculture

Maria Goldberg is currently the executive director of the Hispanic Serving Institutions (HSI) National Program at the U.S. Department of Agriculture (USDA). She leads a national team dedicated to addressing the needs of HSIs and the communities they serve through promotion of professional and educational opportunities to students, faculty and staff affiliated with these institutions across the nation.

Goldberg has also served the USDA as a budget analyst, international trade policy analyst and civil rights adviser. Prior to joining the federal government, Goldberg worked for 14 years in private industry, including the finance industry and restaurant management. She is a graduate of the University of North Dakota.

Diana Gomez

National President

Society of Hispanic Professional Engineers

Gomez is the national president for the Society of Hispanic Professional Engineers (SHPE), a professional organization that serves as the source for quality Hispanic engineers and technical talent. Since

assuming the role of president in 2003, Gomez has applied extensive leadership and engineering expertise to manage the national organization.

Under her guidance as president, SHPE has developed an array of programs. The Advancing Hispanic Excellence in Technology, Engineering, Math, and Science (AHETEMS) Foundation was created along with a new scholarship program. Diana's leadership has opened the door for key partnerships with the Society of Mexican American Engineers and Scientists (MAES) and the Hispanic College Fund (HCF).

Gomez's history with SHPE spans more than 20 years. Before taking on the role of president, she held positions at various levels of the organization, including the offices of the regional vice president, secretary and treasurer. She cochaired the SHPE National Technical and Career Conference in 2001 and served actively in the administrations of four previous SHPE presidents.

Gomez leads SHPE on a voluntary basis. She is also the chief of the Office of Traffic Management and a senior electrical engineer with the California Department of Transportation (Caltrans). She has worked with Caltrans for 18 years and began her career with them by designing highway electrical systems. She has led projects that are focused on managing traffic flow and recently developed an advanced weather sensor system to reduce fog-related traffic accidents in California's Central Valley.

Gomez earned a bachelor's degree in electrical engineering at California State University, Fresno. During her time at CSU, Diana was the president of the SHPE student chapter and the president of the

professional chapter on graduation. She has been recognized as one of the 100 Most Influential Hispanics by *Hispanic Business* and as one of the top 100 Hispanics in the technical field by *Hispanic Engineer*.

Ricardo Gonzalez

Executive Director, Office of P-20 Initiatives

The University of Texas at San Antonio

Ricardo Gonzalez is the executive director for the Office of P-20 Initiatives at The University of Texas at San Antonio. He oversees and supervises the development and implementation of over 20 programming activities focused on educating parents and students from pre-K through graduate and professional school programs regarding the importance and benefits of a higher education. During the 2005-06 academic year, over 15,000 Bexar County students, parents and education professionals benefited from these efforts. Additionally, Gonzalez works with numerous local, state, regional and national organizations to build partnerships that support The University of Texas System's initiative. These projects include: college access programs for elementary-age students; the Early College High School Program for high-school-age students; and the Louis Stokes Alliance for Minority Participation STEM Initiative for undergraduate students.

Gonzalez has been involved in: the Texas Association for College Admissions Counseling; the National Association for College Admissions Counseling; the NACAC Counselors of Color workshop; the National Association for Latino Elected Officials (NALEO) education summits; and The College Board's regional

and national forums. He is presently working on a Ph.D. in educational leadership at The University of Texas at San Antonio. He earned a bachelor's degree in political science with minors in Spanish and sociology and a master's degree in educational administration from Texas A&M University.

J. Robert Hatherill

Assistant Professor of Biology, Natural Sciences

Department, Del Mar College

Project Director, Minority Science and

Engineering Program Grant

J. Robert Hatherill, assistant professor of biology, Natural Sciences Department, Del Mar College, Corpus Christi, Texas, currently teaches Biological Concepts I and II and environmental biology. Hatherill has earned a postdoctoral appointment from Stanford University, a Ph.D. from the University of Michigan, a master's degree in microbiology, and a bachelor's degree in biology and chemistry from Eastern Michigan University. Hatherill is the project director on a U.S. Department of Education Minority Science and Engineering Program (MSEIP) Grant, focusing on the long-range improvement of technology-based science instruction.

Monica Hayes

Director, K-20 Office of Equity and Access

Florida Department of Education

Monica Hayes is the director of the K-20 Office of Equity, Access and Global and International Education in the Florida Department of Education.



In this capacity, she ensures that the Florida Department of Education's vision and commitment to high-quality educational offerings and academic support services are available to all students.

A native New Yorker who has lived in Florida for the past six years, Hayes is an education administrator, a teacher, a former public health care and public transportation administrator, and a former psychotherapist. She has a master's degree in teaching and a master's degree in clinical social work. Hayes is currently enrolled in her second year of doctoral study at the University of Phoenix.

She believes that the primary mission of educational institutions should include: modeling cultural competency; closing the achievement gap for minority and underrepresented students; and setting high expectations

that make students become well-rounded and fully functioning citizens.

Hayes is the state contract manager for the Florida Partnership for Minority and Underrepresented Student Achievement contract with The College Board. She oversees performance-monitoring activities pertaining to all aspects of the contract to ensure maximum effective student outcomes. She is also the director of statewide College Reach Out Program, designed to promote access and success for disadvantaged and at-risk youths in grades 6-12. Hayes is also fluent in Spanish.

Jorge Haynes

*Senior Director, External Relations, Chancellor's Office
California State University*

Haynes is responsible for outreach to all California State University (CSU) constituent groups and serves as the primary liaison between the Chancellor's Office and distinct communities in California and nationwide. California State University is the nation's largest university system, with: 23 campuses and seven off-campus centers; 410,000 students; and 44,000 faculty and staff. CSU includes 11 HSI's and nine associate members as part of HACU.

A graduate of California State University, Sacramento, Haynes received his bachelor's degree in government in 1972 and has worked in the capitals of California, Florida and Texas as well as in Washington, D.C. Haynes, an Air Force retiree and Vietnam veteran, is active with the G.I. Forum, the League of United Latin American Citizens (LULAC) and HACU.

Alain E. Hunter

Program Manager, HBCU/MI

Air Force Office of Small and

Disadvantaged Business Utilization

Hunter, in the Office of the Under Secretary of the Air Force, Small Business Programs Directorate (SAF/SB), is responsible for the development of policy and oversight of the Minority Serving Institutions (MSI) and Service-Disabled Veteran and Veteran-Owned Small Business (SDVOSB/VOSB) programs. Hunter serves as a policy advocate to facilitate HBCU/MI and SDVOSB/VOSB participation in U.S. Air Force programs. He has more than 16 years of experience in postsecondary education and over 35 years in training and human resources development. He has a Ph.D. in education from the University of Illinois at Urbana-Champaign as well as a master's degree in education and a bachelor's degree in science from Pennsylvania State University.

William G. Izábal

Director of Human Resources

Integrated Defense Systems and Advanced Systems

The Boeing Company

William "Bill" Izábal was born in Los Angeles, Calif., and named Guillermo Jorge Izábal (both parents are Mexican immigrants). When Izábal started school, his teacher translated his name into English; hence, he is now referred to as William George Izábal. Izábal attended Loyola Marymount University and graduated with a bachelor's degree in industrial relations. Later, he obtained his Juris Doctor from Mid Valley College of Law. During his career with TRW, he received a

master's degree in human resources development from The George Washington University in Washington, D.C. In 1995, Izábal joined Rockwell Space Systems Division as vice president of human resources and communications. The Boeing Company acquired Rockwell, and Izábal later became the division director of people for The Boeing Company, BMC3 and Strategic Systems in December 1998. In 2002, he was appointed as the human resources director for Air Force Systems, IDS. Most recently, Izábal was named the director of human resources for Boeing's Advanced Systems organization.

Previously, Izábal worked 17 years for: TRW as personnel manager for TRW Washington, D.C., operations; director of Affirmative Action and Diversity for TRW Space & Communications Group; and Director of Human Resources for TRW-ESL in the Silicon Valley, Calif.

In 1992, Izábal was awarded the Employment Management's Association's prestigious Pericles Pro Meritus Award for outstanding contribution to the field of human resources. Izábal received the National Management Association's Silver Knight Manager of the Year Award in 1997 and the Society of Mexican American Engineers and Scientists Recognition Award for 1990 and 1997. A highlight in his career was being invited to the White House by Secretary of Labor Robert Reich to help design the *Federal Reemployment Act of 1994*. In 2001, Izábal was nominated in the diversity category of the Hispanic Engineer National Achievement Awards Conference. He also recently completed two years of service (2001-03) as the chairman of the board for the Mexican American Opportunity Foundation.

Irma Alemar Lawrence

*National Program Leader, Multicultural Alliances
Cooperative State Research, Education, and
Extension Services
U.S. Department of Agriculture*

Irma Lawrence holds a doctorate in education and a master's degree in environmental pollution control from Pennsylvania State University. She also holds a master's degree in bilingual education with an emphasis on multicultural education from the same institution. Before joining the U.S. Department of Agriculture, Lawrence worked as a research analyst for seven years at a consulting firm, where she provided training and technical assistance and conducted formative and summative evaluations for several contracts within different federal agencies. Some of these agencies included: the Administration for Children and Families; Substance Abuse and Mental Health Services Administration; the National Center for Education Statistics; the Office of National Drug Control Policy; and the National Institute on Alcohol Abuse and Alcoholism.

Lawrence currently works as the national program leader for Hispanic Serving Institutions at the USDA's Cooperative State Research, Education and Extension Service. As part of the Science Education and Resource Development Unit, Lawrence participates in the administration and implementation of programs and initiatives dedicated to promoting quality education in the food and agricultural sciences.

Edward J. Lee

*Program Manager, External Programs and
Resources Interface Directorate
Air Force Office of Scientific Research
U.S. Department of Defense*

Edward J. Lee is a program manager for the External Programs and Resources Interface Directorate of the Air Force Office of Scientific Research (AFOSR) in Arlington, Va. AFOSR manages all basic research in the U.S. Air Force and is one of 10 directorates that comprise the Air Force Research Laboratory (AFRL). The office has a staff of 200 people and an annual budget of \$400 million to support more than 5,000 basic research grants and contracts critical to the defense of the United States. AFOSR is charged with maintaining the technological superiority of the U.S. Air Force. In 2006, AFRL's total support for Historically Black Colleges and Universities-Minority Institutions (HBCU/MI) was \$30 million in research and development funding and fellowships, of which \$28.5 million came from AFOSR.

Lee has worked for the AFOSR since 1997, initially overseeing the University Research Initiative Program. He is now working closely with external programs to help enhance and develop communication with Hispanic Serving Institutions and Tribal Colleges. After having worked in private industry prior to coming to the AFOSR and owning his own business since 1987, EJM Associates, Lee has helped to establish and support minority-owned businesses in the Washington metropolitan area. Lee is also a graduate of HBCU, Morgan State University in Baltimore, Md.

Tizoc S. Loza

*Corporate Manager, Mentor-Protégé and
HBCU/MI Programs, Northrop Grumman*

Tizoc S. Loza is the Northrop Grumman Corporate Mentor-Protégé, SBIR and HBCU/MI programs project manager, reporting directly to the corporate director, Socioeconomic Business Programs-Government Relations at Northrop Grumman.

Loza has the corporate oversight responsibility for all Mentor-Protégé, SBIR and HBCU/MI programs, including the review and approval of new Mentor-Protégé agreements, corporate strategy development and training. Loza also serves as Northrop Grumman's Mentor Protégé and HBCU/MI customer liaison that insures consistent and efficient program management. In addition, Loza develops and implements strategies to increase the involvement of SBIR's and HBCU/MI's in the Mentor-Protégé program and other subcontracting opportunities.

Loza earned a bachelor's degree in financial management and international business from California State University, Long Beach. In addition, Loza received government contract management certification from the University of California, Los Angeles, and is a certified Six Sigma Green Belt.

Rafael J. Magallan

Director of State Services, The College Board

Magallan has been active in the public policy arena for the past 27 years. The thrust of much of his professional endeavors in governmental affairs during this

span has focused primarily on education policy development. This concentration on the governmental processes and policy dynamics that specifically affect U.S. education reflect the interests and commitment that evolved through his prior 10 years of experience in postsecondary education. Equally reflected is his long-term involvement with endeavors that address the educational attainment challenges confronting Hispanic communities in the U.S.

Magallan serves as director of State Services for The College Board. For the last 11 years he has been responsible for the management of The College Board's government relations agenda for their Western Region, which encompasses California and 11 additional Western states. Crosscutting across his governmental and legislative efforts is the responsibility to support and advance The College Board's equity commitment throughout its educational and public service domain. Likewise integrated in the government relations and state services functions is a sustained effort to strengthen relations with member institutions and professional associations through activities geared to provide more direct involvement, collaborative engagement and partnership opportunities.

Prior to joining The College Board, Magallan held the following positions: associate vice chancellor for Resource Development and Grants Management for the City Colleges of Chicago; director, Governmental Affairs for the Hispanic Association of Colleges and Universities, Washington, D.C.; director, The Tomás Rivera Center, Claremont, Calif.; executive director, Hispanic Higher Education Coalition, Washington, D.C.; director, NIE, Research Project, National Council of La Raza, Washington, D.C.; assistant to

the Deputy Assistant Secretary for Education Policy Development, U.S. Department of Health and Human Services (formerly the U.S. Department of Health, Education and Welfare), Office of Education, Office of the Assistant Secretary for Education, Washington, D.C.; director, El Centro Chicano, University of Southern California, Los Angeles; director, Upward Bound Project, California State University, Long Beach.

Michael Marder

*Professor of Physics and Codirector of UTeach
The University of Texas at Austin*

UTeach is The University of Texas at Austin's program for preparation of secondary mathematics and science teachers. Marder also runs programs to introduce active learning techniques into undergraduate teaching, and to help low-income grade-school children prepare for careers in mathematics and science. He is a member of the Center for Nonlinear Dynamics, internationally known for its experiments on chaos and pattern formation, and for many years ranked number one in the nation by *US News & World Report*. His work in physics includes theoretical, numerical and experimental investigations of how solids break, slide, crumple and deform.

Susan Polirstok

*Associate Dean, College of Education
Lehman College, City University of New York (CUNY)*

The CUNY Teacher Academy is a new and unique program that seeks to recruit talented students in

math and science who are interested in becoming teachers in New York City public schools. According to Polirstok, the director of the CUNY Teacher Academy at Lehman College, "Preparing future math and science teachers is a very important mission, given the acute shortages of teachers in these areas, both locally and nationally. For America to be competitive in the global marketplace, we need to have the best and brightest teaching our children math and science." Polirstok is no stranger to New York City public schools, having taught middle school students in the Bronx for eight years before coming to Lehman College, a Hispanic Serving Institution. Throughout her 25-year tenure at Lehman as a professor of special education and an associate dean of education for the past four years, Polirstok has worked closely with Bronx school administrators, teachers, paraprofessionals and parents to provide training and support for students with special needs.

Polirstok is the author of numerous articles and chapters on topics including: Asperger Syndrome; gentle teaching and functional communication for individuals with autism; peer tutoring; parent training and advocacy; learning and behavior disorders; Attention Deficit Hyperactivity Disorder; emotional intelligence; self-monitoring strategies; classroom management; faculty development; and the scholarship of teaching. Several of Polirstok's articles have been translated into Italian and she has been appointed to the editorial board of *Ciclo Evolutivo e Disabilita (International Journal of Lifespan and Disability)*. In 2003, Polirstok coedited a volume of the journal, "Topics in Language Disorders," which focused on interventions for individuals with autism spectrum disorders. Most recently, Polirstok was appointed to the national



editorial board of *Excelsior*, a professional journal published by the New York Association of Colleges of Teacher Education.

Nora G. Ramirez

Director of Professional Development, Center for Research on Education in Science, Mathematics, Engineering and Technology, Arizona State University

Nora G. Ramirez is the director of professional development at the Center for Research on Education in Science, Mathematics, Engineering and Technology (CRESMET) at Arizona State University. She is a member of the board of directors of the National Council of Teachers of Mathematics and is the president-elect of TODOS: Mathematics for All, an organization that advocates for an equitable and high-quality mathematics education for all students, particularly Hispanic students. She has been a principal investigator on various projects funded by the National Science Foundation and the Arizona Board of Regents that involved the professional development

of teachers of mathematics in urban, rural and suburban schools. She is currently involved in designing and researching professional development for mathematics and science teachers at the secondary level.

Miguel Rios, Jr.

Founder and CEO

ORION International Technologies, Inc.

Miguel Rios, Jr., is founder and chief executive officer of ORION International Technologies, Inc., and its spin-off companies, ORION Information Technologies, Inc., and ORION Technical Resources, LLC. Rios founded ORION International in 1985 after a 10-year career as a member of the technical staff at Sandia National Labs, U.S. Department of Energy. ORION supports the U.S. Department of Defense in the development, testing and evaluation of leading-edge defense systems. ORION also provides engineering and technical support services to the DOE's national labs, the Federal Aviation Administration, other federal agencies and large federal prime contractors. ORION Information Technologies was founded in 2000 and provides electronic business solutions and support services to the commercial, state and municipal market sectors.

Rios received his doctorate in physics from the University of Maryland in 1972 and became assistant professor of physics at California State University, Pomona. Concurrently, he held a research position at the California Institute of Technology, where he conducted postdoctoral research in nuclear astrophysics through 1974. Rios received a master's of science degree in physics from California State University,

Los Angeles, in 1967, and a bachelor's degree in physics from the University of Southern California in 1965. He has authored and coauthored 20 technical publications.

Rios has served on numerous nonprofit boards and commissions and is currently chairman emeritus of the board of the National Center for Genome Resources, Santa Fe, N.M. Rios is an emeritus director of the NM 8(a) and Minority Small Business Association and a founding member of the Society for the Advancement of Chicanos and Native Americans in Science.

Jacqueline L. Robinson

*Program Manager, HBCU/MI Programs
National Security Agency*

Robinson has been a National Security Agency employee since 2001. She has served jointly with the armed forces and the U.S. Department of Defense for 27 years. She is currently the business manager and team lead for the NSA's Historically Black Colleges and Universities and Minority Institutions (HBCU/MI) Program for the Plans, Policy and Outreach Division within the Acquisition Directorate.

Robinson previously served in the DOD intelligence community as: a senior operations analyst; a communications security auditor for the Information Assurance Directorate at the NSA; a communications analyst; a new hire orientations program manager; and an education and training officer in the NSA Associate Directorate for Education and Training (ADET) Directorate.

Robinson, a native of Framingham, Mass., earned a bachelor's of science degree and a master's degree in business management from Strayer University. She is a retired U.S. Army sergeant first class. While serving in the military, she was awarded the Defense Meritorious Service Medal (DMSM) for exceptional achievements. The DMSM is the nation's third highest peacetime defense award and third highest award bestowed on members of the armed forces.

Gustavo Roig

*Associate Dean, College of Engineering and Computing
Director, Center for Diversity in
Engineering and Computing
Florida International University*

Gustavo Roig is currently a professor in the Department of Electrical and Computer Engineering, the director of the Center for Diversity in Engineering and Computing, and an associate dean in the College of Engineering and Computing at Florida International University. He earned a bachelor's degree in electrical engineering at the University of Puerto Rico, Mayagüez, and a Ph.D. in electrical engineering at the University of Florida.

Roig has received three of the four highest awards that can be given to a faculty member at Florida International University for teaching, service and research. He has received the university's Access and Equity Award and has been honored with the prestigious FIU Presidential Award. He was the first recipient of the Community Service Award from FIU's Black Employees' Association in 1996, and also received the Affirmative Action and Equal Opportunity Award in 1991.

Roig has served as a member of the Committee on Equal Opportunities in Science and Engineering (CEOSE), National Science Foundation, from October 2000 to September 2003. He was a member of the board of directors of Junior Engineering Technical Society from 2000-01, and has been a member of the Advisory Committee for Engineering, National Science Foundation.

John P. Santos

Founder and Lead Teacher

Imaging Sciences & Technology Academy

Manual Arts High School

John Santos has worked in South Central Los Angeles for 14 years, teaching graphic communications. Santos helped establish the nation's first 2+4+C College Early Entry Program at California State University, Los Angeles, where he also volunteers as a facilitator to graduate technology students. Last year, Santos facilitated the first international research study on the JDF Electronic Document Format System with students from Cal State L.A. (some were ISTA alumni) and graduate students from Wuhan University in China.

Santos is the cofounder of the nationally recognized, Viva Technology Program, designed to help K-12 students in urban and rural communities consider careers in science, technology, engineering and mathematics. Santos is an adviser to several magazines and academic programs, and is his school's MESA coordinator. The MESA Program at Manual Arts has been recognized as the "most active technology program" in Southern California for two consecutive years. Students who have matriculated from ISTA to a

four-year institution over the last seven years have a 72 percent retention rate.

Santos has been the recipient of: the 2006 Electronic Document Systems Foundation's Secondary/Postsecondary Educator of the Year; the University of Southern California, Viterbi School of Engineering, Math, Engineering and Science Achievement's Advisor of the Year; the 2006 Hispanic Engineer National Achievement Awards Corporation's Educator of the Year, the City of Los Angeles 2006 Exemplary Educator Award; the 2007 Association of Mexican American Educator's Distinguished Teacher Award; and the 2007 Youth Mentoring Connection's Los Angeles Community Hero Award.

Aaron Velasco

Graduate Advisor, Department of Geological Sciences

The University of Texas at El Paso

President, Society for Advancement of Chicanos and

Native Americans in Science

Aaron Velasco received his bachelor's degree in applied geophysics at the University of California, Los Angeles, in 1988 and earned his Ph.D. in seismology at the University of California, Santa Cruz, in 1993. After receiving his Ph.D., he worked for a government contractor, Science Applications International Corporation (SAIC), in San Diego for four years, and then accepted a staff scientist position at Los Alamos National Laboratory (LANL) in 1997. In 2002, Velasco became an associate professor at the University of Texas at El Paso. His main areas of interest include nuclear verification seismology, understanding earthquakes, and defining tectonic processes worldwide.

He also serves on several scientific panels and is the current president for the Society for Advancement of Chicanos and Native Americans in Science.

Don Warkentin

President, West Hills College Lemoore

Don Warkentin is the president of West Hills College Lemoore, the state of California's newest community college. WHCL received its initial accreditation in June 2006 from the Western Association of Schools and Colleges. West Hills College Lemoore is the second college in the West Hills Community College District and boasts two charter schools on its campus. In partnership with the Lemoore Union Elementary School District, the college houses the University Charter School, which serves grades 5-8. Charter school students utilize the college's state of the art technology for their computer and science classes as well as the new, full-service college library. Charter students also take college classes along with their core curriculum classes. In addition to the University Charter School, the college also has a Middle College High School on campus that serves grades 9-11 in partnership with Lemoore High School. Plans call for the addition of 12th-grade students next year. Both schools have met their annual yearly progress goals (AYP) and scored well over 800 on their Academic Performance Index (API).

Kenneth R. Zeff

Senior Consultant for Policy Development

Office of the Secretary

U.S. Department of Education

As senior consultant for policy development at the U.S. Department of Education, Zeff works primarily on the blueprint for the *No Child Left Behind* reauthorization. Previously, Zeff was a White House Fellow at the Office of Management and Budget where he served as a member of the President's Academic Competitiveness Council, a role he continues to play at the U.S. Department of Education. The council's mission is to evaluate the wide range of federal math and science education programs throughout the government. Before coming to Washington, D.C., Zeff worked as a special assistant to the superintendent of San Diego City Schools as a Broad Foundation Resident where he managed the creation of universal preschool access for all four-year-olds in the district. As a manager for Deloitte Consulting, he led strategy and operations projects for Fortune 500 companies and also headed up the corporate citizenship work and community service activities of the Chicago office. Zeff also spent a year as an AmeriCorps volunteer, developing computer learning centers for subsidized housing complexes in Seattle. Zeff received a bachelor's degree in economics and political science from the University of Michigan and his master's degree in business administration from The Wharton School, University of Pennsylvania.

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