Workshop Tracks

Track 1: Grants and Funding Opportunities
Learn about grant opportunities available from government and private sources. Hear from colleges and universities as they share information about grant opportunities and the results of the programs implemented.

Track 2: Partnerships that Work
Discover how institutions have partnered with organizations to overcome the challenges that both students and their institutions face.

Track 3: Academic Success for Hispanic Students
HACU-members and non-members share effective practices from their respective institutions, which are ensuring the education success of Hispanic students.

Track 4: Advocacy and Legislation
Discuss the latest developments in key legislation affecting higher education and advocacy work that HACU members are involved in at their campuses.

Track 5: International Partnerships
International higher education and existing working models and opportunities for international collaboration.

Track 6: Executive Leadership for Successful Institutional Strengthening
Issues of special interest to university presidents/CEOs, chancellors and other campus or system executives.

Sunday, October 30
9:00am - 10:15am

Track 1
Crockett AB
Methods for Improving Success, Retention, and Awareness of Hispanic Students
LEAD, Upward Bound Tutoring, counseling, Saturday University, and an Intensive Summer Skills Residential Program are only a few of the activities that California State University San Bernardino has provided to support Hispanic student success. This workshop is designed to review the nuts and bolts of how to run these components and highlight the role that grant funding plays. The critical importance of program staffing patterns, institutional commitments, partnerships with community organizations, and parent involvement will also be explored. In addition, a Q & A session will be held to encourage a reciprocal dialogue.

Track 2
Seguin AB
Initiating and Sustaining Community Partnerships
The College Making It Happen initiative began over 18 years ago. Through this initiative California State University, Northridge has developed collaboration with K-12 schools and institutions of higher education in California. This initiative has been the primary vehicle to reach out to Latino families to provide information to help their children prepare for college.

Track 3
Bonham A
Tobacco on Campus: Latino College Students and Attitudes toward Smoking
A review of initial findings of HACU’s Hispanic/ Latino College Health Initiative, a survey of Latino college students’ attitude toward smoking, funded by the American Legacy Foundation.

Track 4
Republic C
HSI Legislation: On the Shoulders of Giants
The road to HSI legislation in 1992 was fraught with political challenges. Through an analysis of congressional testimonies focused on Hispanic higher education between 1978 and 1992, presenters will provide an overview of how proponents of Hispanic higher education strategized to overcome challenges from within and outside the education community.

Track 5
Bonham C
International Workshop: Internationalizing your campus: U.S. State Department (Fulbright, Gilman, etc.)
Programs for HACU institutions, students, faculty and administrators U.S. State Department international exchange programs are reaching out to underrepresented audiences in the United States, including Hispanic Americans. Particular programs include Fulbright Student grants, Fulbright Scholar grants, Fulbright Foreign Language Teaching Assistantships, Gilman International Scholarships, Critical Language Scholarships and more. Come learn more about these exciting opportunities for your students, faculty, administrators and institutions.

Track 6
Bonham D
 Strengthening Institutional Capacity through Executive Leadership Development: The ACE Fellowship Experience
Substantive leadership development for individuals brings tangible benefits to the institutions that employ them. Alumni from the ACE Fellows Program, the premier leadership development program for higher education since 1965, will discuss how skills, knowledge and experience rooted in their Fellowship experiences have contributed to building their institutions’ capacities.
Wo r k s h o p s

to achieving Hispanic-Serving Institution Designation. Three “partnering for student success” programs will be discussed: the Dr. Kathryn W. Davis Global Education Center for immigrants, Transitioning and Supporting Hispanic Educators (TASHE), and a mentoring/scholarship partnership with ASPIRA and the Florida Hispanic Chamber of Commerce.

Track 3
Crockett CD
Electronic Books Across the Curriculum: A Pilot at Texas A&M University-San Antonio
Electronic text books at colleges and universities have seldom been adopted across the curriculum. Also, seldom have they been employed using multiple publishers where faculty members have the academic freedom and practical flexibility to customize their course readings from several publishers into a convenient electronic delivery modality for all their students. Attend this workshop to discover how Texas A&M University-San Antonio has piloted an innovative e-Book program across the curriculum, how it has significantly reduced the book expenses of students, and hear from Texas A&M-San Antonio students and faculty members on what they think of their e-Book course experiences.

Track 3
Seguin AB
Implementing Innovative Assessment and College Credit Training Models for Under Skilled Hispanics
Alamo Colleges is implementing a variety of significant system enhancements to bring credit-bearing technical training to customers who have lower basic skills or less English proficiency when they enter college. Presenters will describe the implementation of an I-BEST (Integrated Basic Educational Skills Training) design coupled with a comprehensive assessment protocol within Texas’ second biggest community college system.

Track 4
Republic B
U.S. Department of Education Funding Opportunities for Hispanic-Serving Institutions
Participants will be provided with an overview of the IS Division and will discuss the future goals and priorities for the HSI Division. Programs to be addressed will include Developing Hispanic Serving Institutions, Promoting Postbaccalaureate Opportunities for Hispanic Americans Program, and the Hispanic-Serving Institutions STEM Program. The purpose of each of these programs will be discussed including, the selection criteria, application content submission, and procedures. Additionally, participants will have an opportunity to share their thoughts regarding the diverse needs of their institutions as they relate to Education funding.

Track 4
Republic C
Generation 1.5
The presenter’s goal is to provide a historical overview of the controversies at the federal, state and local levels about granting undocumented students in-state tuition and government’s failure to take action and provide a clear direction in defining the rights of this population with regards to higher education.

Track 5
Bonham C
Alcanzando Sueños: A Four-Year Model Developing Latino/a College Graduates through Ethnic Identity Exploration and Leadership Development
Institutional mission, influx of Latino immigrant families, and grant funding converged making it possible for an emerging HSI to develop a four-year cohort program championing Latino/a student success. A research-informed logic model serves as the framework for programming that leads to the successful outcome of students reaching their educational dreams.

Track 6
Bonham D
Bringing Them and Keeping Them: A Ten-Year Review of the Recruitment and Retention of Underrepresented Faculty at a Hispanic-Serving Institution
In 2007, the National Center for Education Statistics reported that the combined percentage of Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan faculty at 4-year public colleges and universities was only 18 percent. Research indicates that underrepresented students and the institution as a whole benefit from the diversification of faculty (Hurtado, 1999), yet, there has been little change in the proportion of underrepresented faculty on college and university campuses. This session will present findings from an examination of the tenure trajectories of faculty cohorts at a Hispanic-Serving Institution (HSI) in the Southwest from 2000 to 2009. This session will also discuss the deliberate and targeted efforts to recruit and retain underrepresented tenure-track faculty that have been implemented over the past two years to address the revolving door that has led to loss of underrepresented faculty. In addition, recommendations to assist other institutions with recruitment and retention efforts will be shared.

Sunday, October 30
10:30am - 11:45am

Track 1
Crockett AB
Title-V Project ACE: Equipping Hispanic Immigrants to Scale the Ivory Tower
Meeting the needs of immigrant students has always been a challenge in higher education in the United States. Solutions for the successful education and social integration of immigrant populations may seem elusive, particularly if their needs are viewed by policy-makers as monolithic matters that can only be addressed with correspondingly massive policies. Successful small-scale programs that meet the unique needs of select immigrant groups may constitute a more effective approach to meeting their post-secondary educational needs. This panel will describe a Title V Grant for an Accelerated English for Academic Purposes (EAP) program that was designed to meet the educational needs of immigrants who arrive in the U.S. with degrees in hand.

Track 2
Republic A
HACU National Internship Program (HNIP)
The HACU National Internship Program (HNIP), the nation’s largest Hispanic college internship program, has been praised by independent reports, the White House and the Office of Personnel Management (OPM), as a remarkably effective recruitment tool for federal agencies and private corporations. HNIP introduces college students to valuable on-the-job experience and leads to well-paying, meaningful careers. Learn how students can benefit from paid internships and professional development opportunities through HNIP.

Track 3
Bonham E
Community Partnerships in Action: Palm Beach State College’s Plan to Achieve Hispanic-Serving Institution Designation
Palm Beach State College is committed to achieving Hispanic-Serving Institution designation. Three "partnering for student success" programs will be discussed: the Dr. Kathryn W. Davis Global Education Center for immigrants, Transitioning and Supporting Hispanic Educators (TASHE), and a mentoring/scholarship partnership with ASPIRA and the Florida Hispanic Chamber of Commerce.

Track 4
Crockett AB
Accelerating Assessment and Improvement of Student Learning Outcomes at Palo Alto College by Harnessing the Power of Title V!
This session will help faculty leaders at colleges to strategically think about the use of Title V funding to develop professional development schemes organized around the production of assessment processes that engage faculty. The Title V funded professional development plan produced faculty-owned program assessment and general education assessment processes.

For more information, or to register online, visit www.hacu.net.
### Track 1
**Bonham E**

**Five Approaches to Engaging Faculty in Proposal Writing at a Teaching Institution**

Is it challenging to engage faculty members to write grant applications at your university? If so, come and learn about five new initiatives implemented at a predominately undergraduate HSI that are generating a buzz on campus and increasing proposal submissions!

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### Track 2
**Crockett CD**

**HSIs Going Green—Strategies for Sustainability**

Climate Action Planning, Energy Audits and Student Engagement are among the critical topics that will be discussed in this hands-on planning workshop designed to engage faculty, administrators and student leaders. Second Nature, US Green Building Council, Environmental Defense Fund, and Green for All will join the UNCF in presenting the best practices from HSIs and useful tools for advancing campus sustainability initiatives.

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### Track 2
**Seguin AB**

**How University Faculty and Staff Can Help Students Secure and Succeed in Their First “Real” Job**

Colleges and universities across the nation are challenged to prepare their graduating students to find their first “real job” following graduation. Given that Business Week has named ARAMARK as one of the “Best Places to Launch a Career,” ARAMARK will share insights and strategies into how University faculty and staff can help their students secure and succeed in their first “real job.” New graduates generally enter the workforce with little or no relevant experience, with the exception of internships and part-time jobs held during summer break. These jobs may seem insignificant at first glance to an employer, but if positioned well they will be the foundation for a bright career. ARAMARK will discuss how staff and faculty can help students reflect on their experience, highlight what they have learned and bring relevance to their limited experience to get the interview, and during the interview, to get the job. We will also discuss how communication skills and interview preparation can set one new graduate apart from the rest. Additionally, we will review how to prepare students for the real world’s expectations and how new graduates can, in their first job, begin a meaningful career by simply possessing and exhibiting essential skills required to be successful—willfulness to learn, open-mindedness, patience and a positive attitude.

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### Track 2
**Republic B**

**HACU Government Relations Work Session**

This session provides highlights on the latest public policy developments on Capitol Hill, including the status of the Federal Fiscal Year (FY 2012) appropriations and its impact on the Hispanic higher education community. We will focus on the pending Workforce Investment Act Reauthorization and the Elementary and Secondary Education (ESEA) reauthorization which are overdue. Staff will also review and discuss critical legislative initiatives including Comprehensive Immigration Reform and the DREAM Act, Science Technology Engineering and Mathematics (STEM) legislation, and answer questions on other legislative initiatives that directly impact HSIs.

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### Track 3
**Republic C**

**Ensuring Latina/o College Student Success: A Data Driven Approach**

This study analyzed factors contributing to Latina/o college student success for first-time freshmen using three years of longitudinal cohort databases. Our research illustrated a positive relationship between the residence hall program and graduation rates for first generation Latina/o college freshmen students with remedial needs in math and/or writing.

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### Track 3
**Bonham C**

**What do High-Performing HACU-member International Partnerships have in Common? Higher Education for Development (HED) has managed more than 350 international partnerships between U.S. and overseas institutions over the last 10 years. During this time, HED and the participating institutions have learned, and continue to learn, what constitutes “success” among its high-performing collaborations in a variety of sectors, countries, and cultures worldwide.

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### Track 4
**Bonham B**

**Partnerships In Action: The U.S. Army’s Commitment to Students’ Academic Achievement**

Through its partnership with some of the nation’s leading education organizations – including HACU – the U.S. Army provides schools and students with highly effective tools and programs that foster academic success. These partnerships include programs geared to middle and high school students, as well as resources that support students’ higher education goals.

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### Track 6
**Bonham D**

**Leading for Change: The Promise of a Campus-Wide Intercultural Transformation Process at an Emerging HSI**

Institutional vision focused on peace and justice coupled with desire to address the needs of the Latino community provided the perfect storm for change at a small Midwestern college. Responding to the educational needs of Latinos required transformational thinking, campus cultural shifts, and changes to assure all students thrive and succeed.

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### Sunday, October 30
**3:45pm - 5:00pm**

**Crockett AB**

**CBO Connect: A 21st Century Solution to Better Engage Communities for Student Success**

HTN, a national public media company, will share its successful model “CBO Connect,” which brings together community-based organizations with institutions of higher education, utilizing virtual classrooms to provide cost-effective, post-secondary education access to Hispanic non-traditional students. Our a either successfully acquired certifications and/or attained pre-requisite course work to enter associate’s or bachelor’s degree programs.

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**Crockett CD**

**Expanding Horizons for Hispanic Youth: Our Lady of the Lake University, Citi, and Motivos Magazine Engage 6th-12th Graders in Paving College Pathways**

Find out how corporate, community-based, and university partnerships can work in tandem to encourage academic success and expand horizons for first-generation Hispanic youth. Panelists will discuss how each component of the three-way partnership plays a crucial role in encouraging academic success from 6th grade through college-bound cohort groups.

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**Seguin AB**

**Prelaw Advisors Workshop: Getting HACU Grads Ready for Law School**

National data show that Latino law school enrollments are flat, and that the number of Mexican Americans studying law has actually declined since the 1980’s—despite the enormous growth of these populations. Professor Olivas will review these developments in legal education, and will suggest concrete ways to develop pre-law programs, including summer institutes, interaction with organized bars, and collaborations with law schools. While the workshop will concentrate upon pre-law advisors in HACU schools, there will be useful information for HACU staff and faculty across fields of study and institutional types.
**Track 3**  
**Republic A**  
*With Great Challenges Come Great Opportunities: Promising Practices of Texas Community Colleges*

Community colleges face significant challenges meeting the changing educational and workforce needs of their students. Three Texas community colleges met those challenges better than others and shared promising insights. A summary of recurring themes, including a culture of improvement and significant faculty, staff, and community involvement, will be highlighted.

**Track 3**  
**Bonham E**  
*Moving Beyond Access: A Success Model for Community Colleges*

Community Colleges are known for their commitment to student access to higher education. In the last two years, there has been a shift in focus: Student SUCCESS has become the single most important goal for community colleges across the nation. This session will highlight innovative programs and practices at an urban, Hispanic-Serving Institution with student retention and completion rates well above the national average.

**Track 4**  
**Republic B**  
*HACU Western Regional Office (WRO) Legislative Update*

This year’s workshop will revolve around advocacy efforts for the DREAM Act, in-state tuition, and similar legislation at the state level. In addition to hearing about advocacy strategies for state level measures, we will also have time to discuss resources and programs that currently assist our undocumented students. This will be a panel discussion with plenty of time for group interaction.

**Track 5**  
**Bonham C**  
*An Emerging Model of Doctoral Training in Communication and Educational Technology*

Presenters will inform the participants about a doctorate in education with a major in Communication and Educational Technology offered by the School of Sciences of Education of the Secretariat of Public Education in the State of Nuevo León, México. It is an innovative program with national and international scope in a mixed mode: face-to-face and online. The main purpose of this doctoral program is the training of researchers and qualified leaders to plan, organize, and manage learning environments that incorporate new information and communication technologies in the educational process.

**Track 6**  
**Republic C**  
*Executive Leadership Development: Understanding the Challenges and Opportunities*

The number of Latinos in top level executive leadership positions in higher education continues to stagnate. However, the need for representation at the top ranks is increasing as the number and proportion of Latinos in colleges and universities grows. Learn how to develop a national dialogue, strategic plans and structures to increase diversity in top policy making positions.

**Track 6**  
**Bonham D**  
*Building a Bridge Between an HSI and a Land Grant Institution*

Panelists from Northeastern Illinois University and the University of Illinois at Urbana-Champaign, the state’s land grant institution, share their experiences in establishing a viable and productive channel to progress Latino students to graduate school.

**Monday, October 31**  
**10:30am - 11:45am**

**Track 2**  
**Crockett AB**  
*The Professors’ Role in Identifying Talent for Exceptional Internship Opportunities*

Hispanic college students are in demand for career-track internships. Professionals from Deloitte, a major corporate partner in the HACU National Internship Program, and faculty and student interns from the University of Texas-Pan American, will describe how faculty can become engaged in bridging the gap between students and the business community.

**Track 2**  
**Crockett CD**  
*Intentional Connections = Student Success: Creating a Holistic Mentoring and Support Program*

“Safe Webs” ensure student success in Johnson County Community College’s Intentional Connections = Student Success mentoring program. Explore our method of creating collaborative partnerships with faculty/staff and peer mentors, counselors, family and community connections, and academic or supportive coaching that aids students in managing their academic and life challenges.

**Track 2**  
**Seguin AB**  
*Creating Positive Change in Arizona: Empowering Phoenix Youth Through Civic Engagement and Environmental Stewardship*

The U.S. Department of the Interior, Phoenix College, and The Student Conservation Association have come together for the purpose of designing educational and career pathways that help urban youth and young adults in underrepresented populations develop the academic and experiential skills necessary to succeed in education, careers, and life.

**Track 3**  
**Seguin AB**  
*From School Classroom to College Campus: Cumbres-a Model to Facilitate Educational Success for Latino Students in K-20 Education*

This panel critically examines from multiple perspectives (that of administrator, faculty and college student) how the Cumbres Teacher Preparation Program exemplifies a model for Latino and culturally and linguistically diverse educators. Cumbres’ core components and design features, including program structure, recruitment strategies, pedagogical approaches, mentoring models, and leadership projects at the college level will be analyzed.

**Track 4**  
**Republic B**  
*Federal Funding Opportunities for Teaching, Research and Outreach for HSIs*

Federal Agency representatives will discuss grant and contract opportunities available for Hispanic-Serving Institutions and other HACU-member institutions. This panel will actively engage participants in a discussion of available opportunities that benefit colleges and universities serving the nation’s youngest and largest ethnic population. Participants will also explore potential opportunities to identify resources from different agencies to make the links necessary to support activities directly assisting HSIs to serve the nation’s priorities.

**Track 5**  
**Bonham C**  
*Implementing Student and Faculty Exchange Programs and Professional Initiatives between La Secretaría de Educación, Gobierno de Jalisco and MSU*

La Secretaría de Educación, Gobierno de Jalisco and Missouri State University are developing new programs to create faculty and student exchanges as well as professional development opportunities for Mexican students in the United States. We will discuss best practices on how to make these new programs and initiatives a reality.

For more information, or to register online, visit www.hacu.net.
Worksheets of the smallest private universities in Texas demonstrate how UIW went from being one a century of unprecedented growth and success for Hispanic Students at the University of the Incarnate Word (UIW) to becoming the largest Catholic university in Texas. Students have increased enrollment and graduation rates and helped make UIW the largest Catholic university in Texas.

Hispanics comprise 53% of the enrollment. Twenty-five years ago, 30% of the students were Hispanic. Today, Hispanics comprise 53% of the enrollment. And with the highest number of Hispanic students of any private university in Texas, UIW is now the state’s largest private HSI. This presentation will follow a quarter of a century of unprecedented growth and demonstrate how UIW went from being one of the smallest private universities in Texas to the state’s fourth largest.

Monday, October 31  
2:00pm - 3:15pm

Track 2
Crockett AB  
First Generation, First Career: How Career Development Helps Support Student Persistence  
Career development is an important component in a student’s academic experience. For first-generation college students, the task of figuring out what to major in, and how to translate skills and interests into possible career choices, can be daunting. You will learn about partnerships between student affairs and academic affairs that focus on helping students explore careers and how this aids in students’ persistence in higher education.

Track 2
Crockett CD  
HACU HSSD Roundtable: Regional P16 Councils and Successful College Going Communities  
Through partnerships and other collaborative opportunities, P16 Regional Councils have created diverse college-going communities. This roundtable will look at several regional councils and highlight the partnerships they have developed and cultivated within their varied areas. Speakers will discuss specific activities and programs they have implemented to promote student success in higher education and beyond.

Track 2
Seguin AB  
The Ex-Factor - Examining, Exploring and Excelling in Corporate Collaborations  
Corporate-nonprofit partnerships possess tremendous potential to meet both business and mission goals. However, the changing environment surrounding collaborative partnerships also presents new challenges. This workshop will look at the potential and challenges of corporate collaboration.

Track 2
Republic A  
Camino al Éxito: A Pipeline from High School, Bachelor Completion to Graduate School  
A private non-profit university has embarked on a commitment to the growing Latino community of the region. This workshop will discuss a comprehensive program with outreach, admissions, and community partnerships that has provided a best practice model to embark in pipelining America’s next generation of teachers, psychologists and business leaders.

Track 5
Republic B  
Service Learning in Guatemala: Social Justice Teaching with an International Focus  
This presentation will provide higher education faculty and administration an example of a successful partnership with an international NGO that works in Zacapa, Guatemala. The participants will be provided with strategies on how to implement courses and programs that provide students with hands-on transformative experiences.

Track 5
Republic C  
Mentoring for the Next Generation of Hispanic Leaders  
Representing less than 5% of college/university presidents, and only 2% of deans and CAOs, Hispanic leadership is seriously underrepresented in US higher education. In this session, successful college/university presidents discuss how mentoring, outreach, and substantive leadership development can accelerate the readiness of emerging and advancing leaders and strengthen institutions.

Track 3
Bonham C  
Comparing Factors for College Going and Academic Success: First-Generation vs. Non-First-Generation Hispanic College Students at a Texas University  
The decision to pursue a post-secondary degree is critical for long-term success. Parents, siblings, and peers are instrumental in selecting an institution among Hispanic students. This session compares factors influencing college-going and academic success for first-generation compared to non-first-generation college students enrolled in a public research university in Texas.

Track 6
Bonham E  
Presidential Leadership During Tough Economic Times  
The University of the Incarnate Word’s (UIW) growth in the last 25 years has been explosive – from 1,298 students in 1985 to approximately 8,000 in 2011. From a budget of $7.5 million to over $160 million. From an endowment of $3 million to nearly $90 million. Twenty-five years ago, 30% of the students were Hispanic. Today, Hispanics comprise 53% of the enrollment. And with the highest number of Hispanic students of any private university in Texas, UIW is now the state’s largest private HSI. This presentation will follow a quarter of a century of unprecedented growth and demonstrate how UIW went from being one of the smallest private universities in Texas to the state’s fourth largest.

For more information, or to register online, visit www.hacu.net.