

The Decade Ahead

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by Manuel T. Pacheco

TOMÁS RIVERA LECTURE SERIES



AMERICAN ASSOCIATION OF HISPANICS IN HIGHER EDUCATION (AAHHE)

2015

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The 31st Tomás Rivera Lecture

Presented at the Annual Conference of the
American Association of Hispanics in Higher Education (AAHHE)

Embassy Suites and Convention Center, Frisco, Texas

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PREFACE

ETS is pleased to join once again with the American Association of Hispanics in Higher Education (AAHHE) to publish the annual Tomás Rivera Lecture, delivered this year by Dr. Manuel T. Pacheco. The President Emeritus of the University of Missouri System and of the University of Arizona, Dr. Pacheco has been a force for college readiness and postsecondary success among all students, particularly those of Hispanic heritage.

The eldest of 12 children raised by migrant farmworkers who settled in Maxwell, N.M., young Manuel attended New Mexico Highlands University at age 16 under a program in which the university admitted the top 30 performers on a test given to all high school juniors in the state. He worked two jobs to support himself, excelled in languages, earned a bachelor's degree, and won a Fulbright fellowship to study in France. He later earned a master's degree and a doctorate in foreign language education from Ohio State University. He was a model for his 11 siblings, who followed him into higher education. So did his mother, Elizabeth Pacheco, who graduated first in her class at her eldest son's alma mater.

As president of three universities — Laredo State University, the University of Houston–Downtown and the University of Arizona — and as Chancellor of the University of Missouri System, Dr. Pacheco promoted student-serving policies and practices. He has also been an effective and tireless advocate for Hispanic participation and achievement in higher education, and served on the ETS Board of Trustees.

In his lecture, Dr. Pacheco noted the growth of the Hispanic population in the United States and its importance to our long-term economic competitiveness. He argued that Hispanic Americans should, thus, be proportionately represented among college students, faculty, staff and administration. “We must remember that soon Hispanics are going to be the majority of our citizens,” he said. “Whether we succeed as a nation depends on whether this part of our citizenry succeeds.”

ETS shares Dr. Pacheco's philosophy. And we are proud to work with the AAHHE in pursuit of educational quality and equity for underserved and underrepresented students in higher education. As Dr. Pacheco says, our future depends on it.

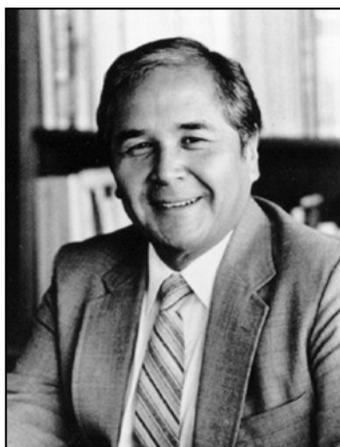


Walt MacDonald
President and CEO
Educational Testing Service

ABOUT THE TOMÁS RIVERA LECTURE

Each year a distinguished scholar or prominent leader is selected to present the Tomás Rivera Lecture. In the tradition of the former Hispanic Caucus of the American Association for Higher Education, AAHHE is continuing this lecture at its annual conference. It is named in honor of the late Dr. Tomás Rivera, professor, scholar, poet and former president of the University of California, Riverside.

About Tomás Rivera



Author, poet, teacher and lifelong learner, Tomás Rivera was born in Texas to farm laborers who were Mexican immigrants. Neither parent had a formal education.

He received B.S. and M.Ed. degrees in English and administration from Southwest Texas State University, and his M.A. in Spanish literature and a Ph.D. in Romance languages and literature from the University of Oklahoma. Rivera also studied Spanish culture and civilization at the University of Texas, Austin and in Guadalajara, Mexico.

He taught at Sam Houston State University and was a member of the planning team that built the University of Texas, San Antonio, where he also served as chair of the Romance Languages Department, associate dean and vice president.

In 1978, Rivera became the Chief Executive Officer at the University of Texas, El Paso, and in 1979, he became Chancellor of the University of California, Riverside. Rivera was an active author, poet and artist. By age 11 or 12, he was writing creatively about Chicano themes, documenting the struggles of migrant workers. He did not write about politics and did not view his work as political. He published several poems, short prose pieces, and essays on literature and higher education.

He served on the boards of Educational Testing Service, the Carnegie Foundation for the Advancement of Teaching, the American Association for Higher Education, and the American Council on Education. In addition, Rivera was active in many charitable organizations and received many honors and awards. He was a founder and president of the National Council of Chicanos in Higher Education and served on commissions on higher education under Presidents Carter and Reagan.

Tomás Rivera Lecturers

2015	Manuel T. Pacheco	2000	David Hayes-Bautista
2014	Yvette Donado	1999	Jim Cummins
2013	Francisco G. Cigarroa	1998	Samuel Betances
2012	Luis Ubiñas	1997	Albert H. Kauffman
2011	Rachel F. Moran	1996	Rolando Hinojosa Smith
2010	Charles B. Reed & Jack Scott	1995	Ronald Takai
2009	Marta Tienda	1994	Norma Cantú
2008	Jamie Merisotis	1993	Gregory R. Anrig
2007	Sonia Nazario	1992	Henry Cisneros
2006	Michael A. Olivas	1991	Toni Morrison
2005	Raúl Yzaguirre	1990	Tomás Arciniega
2004	Angela Oh	1989	David Hamburg
2003	Piedad Robertson	1988	Arturo Madrid
2002	Harold L. Hodgkinson	1987	Ann Reynolds
2001	Félix Gutiérrez	1986	Alfredo G. de los Santos Jr.
		1985	John Maguire

ACKNOWLEDGMENTS

This publication reproduces the keynote address delivered at the AAHHE annual conference in March 2015 in Frisco, Texas. AAHHE is grateful for the leadership of its Board of Directors and the members of its conference planning committee for coordinating the appearance of keynote speaker Manuel Pacheco.

At Educational Testing Service, Eileen Kerrigan, Sally Acquaviva, Terri Flowers, Jon Rochkind and Darla Mellors provided editorial and production direction and support. The ETS Policy Evaluation and Research Center (PERC) gratefully acknowledges the guidance and support of AAHHE and particularly its President, Loui Olivas, in the publication of the Tomás Rivera Lectures.

THE AAHHE-ETS ALLIANCE



For nine years, ETS has enjoyed a partnership with the American Association of Hispanics in Higher Education (AAHHE). As Senior Director of the ETS Center for Advocacy and Philanthropy, I have had the pleasure of working closely with President Loui Olivas in sponsoring and designing the Annual Doctoral Dissertation Competition and the Latino Student Success Institute, and editing the *Perspectivas* Policy Brief. AAHHE and I are grateful to the ETS Policy Evaluation and Research Center for publishing the annual Tomás Rivera Lecture.

Each of these highly rewarding initiatives aligns with the ETS commitment to support the underserved and underrepresented student populations, and with our mission of helping to advance quality and equity in education for all learners. We are honored that Manuel T. Pacheco was selected to present the 2015 Lecture.

A handwritten signature in black ink that reads "Lenora M. Green". The signature is fluid and cursive.

Lenora M. Green
Senior Director
Center for Advocacy and Philanthropy
Educational Testing Service

MANUEL T. PACHECO DELIVERS TOMÁS RIVERA LECTURE

On behalf of the AAHHE Board of Directors, I am honored to introduce the 2015 Tomás Rivera lecturer, Dr. Manuel T. Pacheco.

Like Dr. Tomás Rivera, whom we commemorate each year in this lecture, Dr. Pacheco is an accomplished higher education leader who has influenced the way we think about the role of colleges and universities and how they can better serve all students, regardless of color, background, age, and what we now call being “college ready.” These two leaders also share a scholarly love of the Spanish language, literature and the many influences shaping Latino culture in the United States. They were early champions of multiculturalism in teaching and learning across all disciplines.

Another force that shaped their remarkable lives and careers were their parents, migrant farmworkers who eventually settled on the land to raise their families — the Riveras in Texas and the Pachecos on a small farm in the northern New Mexico community of Maxwell — always believing in unlimited possibilities for their children and teaching them by quiet example how to not only survive but thrive and make a difference in their worlds.

As a fellow New Mexican, I have heard and often repeated with pride the story of the Pacheco family, which is now part of New Mexico lore. I want to share it with you this evening. Manuel Pacheco is the eldest of 12 children. His mother and father worked long days at many jobs, both on and off the farm, to support their family. Even the small children worked on the farm, before and after school. Days were long and dreams of higher education were scarcely imagined.

An unexpected event in his junior year of high school changed everything for Manuel and his 11 younger siblings. Based upon results of a statewide test administered to all high school juniors, New Mexico Highlands University decided to admit the top 30 performers on the test on an early admissions basis. As one of those top 30, Manuel became the first in his family to attend college at the age of 16, working two jobs to support himself. He excelled in languages, received a bachelor’s degree and studied in France on a Fulbright fellowship, all by the age of 20. Then he earned a master’s degree and a doctorate in foreign language education from Ohio State University.



Elizabeth Gutierrez
Director of State Policy
Lumina Foundation

“*Manuel Pacheco served as president of three universities — Laredo State University, the University of Houston-Downtown and the University of Arizona — and served as Chancellor of the University of Missouri System.*”

He set an example for his 11 siblings to follow. All 11 of them completed degrees and have excelled in their fields as doctors, nurses, a college administrator, and accountant and hospital administrator. The story of how the first person in a family to attend college changes the course of that family's history does not end there.

After 11 of her 12 children completed college and with the 12th ready to graduate from high school, Manuel's mother, Elizabeth Pacheco, enrolled at New Mexico Highlands University, graduating first in her class in 1982. She had put her dreams on hold when she married Manuel Pacheco Sr. After graduating, she became a teacher, taught for 15 years and served on the local and state school boards. In 1992, the Pacheco family — Manuel, his parents, his siblings and all the grandchildren — was named the nation's outstanding Hispanic Family of the Year, and honored at the White House.

Despite their early academic accomplishments and recognition, the paths trod by Tomás Rivera and Manuel Pacheco were not well-defined and certainly were not well-worn. They created the paths that we walk today as teachers, administrators, researchers and leaders as we seek to deliver on the promise of higher education for many more students.

Both men became extraordinary teachers and administrators who were recognized for their knowledge, insights and ability to communicate their vision to the many, often competing, groups on campuses. They were selected to lead major universities and, in the 1980s and 1990s, were among the few Latino leaders of large research universities.

Manuel Pacheco served as president of three universities — Laredo State University, the University of Houston-Downtown and the University of Arizona — and served as Chancellor of the University of Missouri System. In his presidencies and as chancellor, Dr. Pacheco was a champion of student-serving policies and practices. His legacy as president and chancellor is one of strong commitment to undergraduate education, listening to all voices on campus, and expansion of student services and support.

He is so widely respected for his leadership that he has been invited back on numerous occasions to steward institutions through challenging times of transition. The word that is heard most often to describe Dr. Pacheco's leadership is "vision." He created a shared vision of what higher education can do and should be for all students. Most important, as he led universities, he prepared those institutions to serve the next generation of students.

It is my honor to present the 2015 Tomás Rivera lecturer, Dr. Manuel T. Pacheco.

Thank you for that generous introduction. You obviously spent a lot of time getting information about me, and I appreciate it. Now, if you could only talk to my twin 8-year-old granddaughters and explain to them why their grandpa skipped the first grade and didn't graduate from high school, I would be a happy man.

I am honored and humbled to deliver the Tomás Rivera Lecture today to an audience which is dedicated to the advancement of educational opportunities for Hispanics, in honor of a man who distinguished himself among all academics and especially Hispanic academicians. I thank the board of directors and Loui Olivas for having provided this opportunity, especially on this, the 10th anniversary of your new existence as a vibrant, active and forward-looking organization — a great and important change from being a caucus of AHE, which is what it was when I was professionally active.

As I was preparing my remarks, I reviewed the various sites on the AAHHE website and was struck by many entries in those pages, not only some of the exciting initiatives this organization is involved in, but also the people involved in AAHHE. I was amazed at how many people in your leadership I have worked with during my career, how many people I have taught who are here; the many people I have commiserated with and how I have enjoyed other associations with many of you. For me to join the ranks of Tomás Rivera lecturers such as Rolando Hinojosa-Smith, whom I went to school with at Highlands when he was a graduate student there; Alfredo de los Santos, whom I have admired greatly since I came to Arizona and is in many respects our godfather; Tomás Arciniega, who was my Dean at San Diego State University; Michael Olivas, my *cuate* from the other side of the Sangre de Cristo Mountains in New Mexico and whom I saw frequently when I was in Houston; Henry Cisneros, whom I worked with when I was in Texas and who delivered my Inaugural Address at the University of Arizona in 1992; Arturo Madrid, who worked hard to establish the Tomás Rivera Center and then directed it for many years; and the list goes on, including Raúl Yzaguirre, Piedad Robertson, Charlie Reed, William Aguilar and Norma Cantú, in addition to leaders in AAHHE such as Eduardo Padron, Ricardo Romo, JoAnn Canales, the incomparable Jaime Chahin, and many others. To join this group of stalwarts is gratifying, to say the least.

I had the good fortune of knowing Tomás and I admired him primarily for his literary work . . . *y no se lo trago la tierra*. The boy in his novel reminded me of me and my family working on a farm and on the land. More than that, though, he and his family, like mine, grew up in utter poverty, off the land, not getting much

“A core issue that we have to address is what diversity is and how it can be achieved.”

attention or recognition and lots of indifference and outright disrespect. My mother, even this last year just before she died, remembered that when she went to a movie and had to take me along as a baby, she had to sit in the balcony because we were not considered a part of the community and were not white enough.

I could talk a lot about those *injusticias*, as my Dad called them, but I won't. I have a lot of other matters to talk about: primarily, how to create the conditions for a future that takes our Hispanic communities into a world where the detritus of those days don't continue to have an influence on our children and grandchildren. Tomás Rivera painted a picture of the past that should propel us to find ways to improve the quality of life for Hispanics in the future. He provides the inspiration for that improvement, and AAHHE can be a primary vehicle for that through its connections with business, industry, government, and other educational institutions and agencies.

A core issue that we have to address is what diversity is and how it can be achieved. It cannot be dismissed because we need a context in which to discuss what has to be done. Diversity is a social value for our entire society and it should dominate much of our society's planning, including that of our educational institutions. At one time, this country demonstrated that it could create a system of education that was accessible to all, and student bodies started to change in numbers, social and economic status, cultural makeup, and so forth. Despite the fits and starts that our country has experienced in these respects, and despite the fact that it seems we haven't made much progress, our society is more receptive to these changes than, say, 40 or 50 years ago. Once the enclave of the more affluent, educational institutions began to diversify in a positive manner in recent years. Campuses are much more heterogeneous today than at any other time in our history. And while my focus needs to be on Hispanic issues, it must be acknowledged that many types and classes of students who 50 or more years ago would not have been in our schools; today they are, and we need to build on this.

Then, women accounted for less than 30% of all postsecondary students; today they are the majority. Then, persons outside the 18–28-year-old cohort constituted less than 25% of collegiate participants; they now constitute more than half of those in colleges and universities, and those numbers continue to grow. Ironically, we still refer to them as nontraditional students, at least in four-year institutions, even though they constitute a majority of students in our schools. These should be an important target of our efforts. In large measure, many Hispanics fit into this category.

While the presence of Hispanic students has certainly increased, we are dissatisfied with their participation rates. They are not proportional to their/our presence in American society. It's not even close, and — more dramatically — it's getting worse.

Listen to these statistics:

- ❖ The median age of Hispanics in this country is 27.8 now, compared to 42.1 for white non-Hispanics.
- ❖ The Hispanic population will grow by 162% between now and the year 2050, only 35 years from now, or at a rate 73 times that of white non-Hispanics.
- ❖ By 2050, the labor force in this country will be 55% minority and 45% white non-Hispanic, with a large proportion of the minority population being Hispanic.
- ❖ The minority population in K–12 right now is about 50%, with the largest percent being Hispanic. And, as you know, there are entire schools that are overwhelmingly Hispanic.
- ❖ Right now, for every five live births of white non-Hispanic babies, there are three Hispanic births. Population growth in the Hispanic community is about 40% and increasing to 68% by 2050, and the white non-Hispanic growth is now about 20% and will decrease to below 0.
- ❖ If you put all of these facts in the context of a required replenishment rate for this country, which is 2.1%, only the Hispanic rate of growth is even close to repopulating this country. In 2025, 10 years from now, the fertility rate for Hispanics will be 2.7%; for white non-Hispanics, it will be 2%, and between 2.1% and 2.3% for Asians, Blacks and Native/American Indians.

By 2035, about half of the U.S. population will be Hispanic. That's only 20 years from now.

Those are the facts. The implications for these changes are dramatic, challenging and exciting. If we are concerned with what is happening with the education of Hispanics today, it's going to change even more, and the need to accommodate these changes will amplify considerably. While postsecondary institutions have been somewhat willing and able to find ways of educating more students, and having a more intense commitment to diversity, our society has not matched that

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Pictured (left to right) are Loui Olivas, President of AAHHE; Carolyn Connelly, ETS; Manuel T. Pacheco; Yvette Donado, ETS; and Lenora Green, ETS.

interest with support for our institutions. I need only point to recent objections to the “Dreamers” quest to become more integral to our society and integrated, even accepted, into it. The silly arguments in Washington and the intense partisan bickering — where the security of our country takes a back seat to serious and meaningful consideration of how our country deals with immigration issues — are frightening. And the rejection of students

who were born here and consider themselves American, and not citizens of the country their parents came from, is appalling.

More than half of new workers in the foreseeable future will be Hispanic, and if this nation is going to be economically competitive, we and every right-thinking American should know that we are only going to be competitive if we develop “educated person power” to drive the economic engine. We have always known this as a nation, and were starkly reminded of it in *One Third of a Nation* more than 40 years ago. Yet, here we are still, having listened and learned superficially, but not internalized the message. There is not even a tepid recognition of the dire consequences that were pointed out in that report if we didn't provide a decent education.

In 1984, George Bereday at Teachers College at Columbia University wrote, “... education is a mirror held against the face of a people; nations may put on blustering shows of strength to conceal political weakness, erect grand facades to conceal shabby backgrounds, and profess peace while secretly arming for conquest, but how they take care of their children tells unerringly who they are.” The conclusion for our nation has to be that we have not taken good care of our children in general, and it is much worse for Hispanic children. Our solution has to be education. We have to promote innovative thinking and planning if we are to overcome the enormous hurdles we face. We all know this and most people

in our institutions say they know this. But at the same time, it is also true that the majority of our institutions do not practice what we and they preach.

An important example at the crux of this matter is how we deal with the question of the changed and changing demographics. While the cohort of Hispanic students is exploding in numbers, our faculty, staff and administration are glaringly non-diverse. There is no amount of rhetoric that can obscure the lack of Hispanics in our faculty and administrative composition. How can we possibly claim to be accommodating students and their needs if there are few people like them in the faculty and administrative ranks? Look at yourselves. How many of you feel welcome and appreciated as faculty, staff and administrators at your schools? When you look around at your faculty, staff, committee, department or college meetings, are there enough of you to make you feel accepted and valued? Do you believe that you are listened to? Do you believe you have an important role to play in the functioning of your college or university?

When I was President of the University of Arizona, there were no other Hispanic presidents of research universities in the country. When I was President of the University of Missouri and at the University of Arizona, there were no Hispanic presidents of AAU universities, the top 66 private and public research universities in the country. And to date, there has been only one other — Francisco Cigarroa, at the University of Texas System. You get the point. We have to have Hispanics in all of these positions — staff, administrative, including presidents and chancellors. But we have to have more faculty, staff and administrators to draw from. We have to have larger numbers of graduate students and researchers to go on to advanced degrees, and we won't have larger numbers of well-qualified college and university students if we can't draw them from the K-12 systems.

Our actions and those of our postsecondary institutions have to match our words. We have to get to the point where we have larger pools of candidates so that we can be effective in attracting students, women and minorities, especially Hispanics. Ways have to be found to identify and encourage talented Hispanic undergraduates to continue into graduate schools. Colleges and universities must acquire financial assistance and other tangible help that will help recipients succeed in their academic endeavors. Paths must be identified to pave the way for “nontraditional” students, the majority of students, to move forward toward degree and credential completion.

Having talked some about diversity, the need for it, the barriers to it, and the demographic changes that are occurring, I want to now talk about AAHHE and what this organization is doing, and what it needs to continue to do to address

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these challenges. Going from that previous state of being a caucus — being part of, but not fully participating in, the “mother” organization — to creating a platform that can provide a powerful voice with a “new and meaningful” agenda, was a powerful change. Over the past 10 years, AAHHE has clearly planted a flag to improve the status of Hispanics in the future. I congratulate those of you who are involved in this bold move. You are taking the bull by the horns and leading this change in direction.

AAHHE is deeply involved in the activities that are needed to bridge the chasms that exist. You need only read the Vision & Mission Statement. The Vision Statement proposes AAHHE to be an agent of change for improving education and emphasizes working in collaboration with all sectors of education, business, industry, community and professional organizations to meet the needs of the Hispanic population.

A few specific examples are in order. First, the Lumina Foundation has a core principle to eliminate the widening postsecondary attainment gap for Latinos, among other minority groups, and the creation of opportunities for sharing resources and empowering students for success. At the same time, the Foundation focuses on providing pathways for students in their pursuit of postsecondary degrees and credentials while emphasizing high quality and institutional accountability. And hugely important is the focus on aligning with 21st-century social and workforce needs. How fortunate that Liz Gutierrez is deeply involved in this project and that she and Loui Olivas have found each other, thus creating a partnership between the Lumina Foundation and AAHHE. The commitment to a thorough major redesign of the system is what the Foundation is committed to, as is AAHHE. It’s a good example of practicing what we preach.

Another good example is the New Leadership Academy Fellowship Program. This program has the potential to dramatically affect the leadership capabilities of Hispanics by developing needed skills, knowledge and strategies for long-term progress, building upon the premise that dramatic demographic, democratic and discursive foundations upon which higher education is based, and how these foundations can be influenced and changed is a rock-solid basis for preparing leaders of the future. The National Center for Institutional Diversity at the University of Michigan, an active and effective change agent in minority education, is an important cog in moving us forward. Many Latino leaders are alumni of this university and have had involvement in this center. It is indeed fortunate that the University of Michigan and the Center are partners with AAHHE in these efforts.

Similarly, ETS is a catalyst for our graduate students by sponsoring the Outstanding Dissertation Competition. It is a recognition that the number of Hispanics completing their dissertations and receiving advanced degrees has to increase. This program spotlights the best doctoral students by rewarding excellence in Hispanic student performance at the doctoral level. One of the recurring problems in the past has been the increase in the number of ABDs. There are virtually no resources available to support completions of doctorates in this last phase of the education journey.

I would cite two other programs. Texas A&M–Corpus Christi’s Thesis in Food and Agricultural Sciences Competition, directed by Dr. JoAnn Canales, is one. She is a former student of mine in Laredo, and I proudly served on her dissertation committee at UT Austin. The Polimemos initiative at UT-San Antonio is important for another reason, and I know there are many others. These two are individual institution efforts that contribute to AAHHE’s goals.

Similarly, the Graduate Student Fellows Program, the Faculty Fellows Program and the Graduate Program stimulate participation in the profession and reward successful applications for this conference. These programs recognize potential and achievement among those who will continue what is going on today and who will have the responsibility to solve the problems we are addressing today. These are all excellent examples of how AAHHE is actively practicing what it preaches and moving its agenda forward.

Important and crucial though these efforts are, we need to note that much more is needed. Institutions involved in postsecondary education need to work harder and more innovatively. Major universities need to embrace the kinds of programs that the Lumina Foundation provides, and they need to be active supporters of such programs. We need to have more universities involved, such as the University of Arizona, the University of Texas, Texas A&M, the University of California institutions, the University of Michigan and many others, to take on the initiative to correct the aberration that we find in preparing Hispanics for educational and professional careers at all levels.

All of our institutions need to find ways of working together, but especially important is working with the community colleges. In 1984, I talked about how public education superintendents, community college presidents and presidents of four-year institutions act as if we are not in the same profession. I cannot claim to speak for all state universities, and certainly not for all community colleges. But I have had firsthand experience at several sizes of state universities in the

“ Similarly, ETS is a catalyst for our graduate students by sponsoring the Outstanding Dissertation Competition. It is a recognition that the number of Hispanics completing their dissertations and receiving advanced degrees has to increase. ”

southwestern states and at two large research universities, so I am not a neophyte in this regard. In the 19th century, our country invented the land-grant university and paved the way for a comprehensive system of public universities. In the 20th century, we went on to invent the community college, an equally unprecedented and equally distinctive American institution. Now, in the 21st century, we are still trying to find out how these different institutions can best work together for the public good. Unfortunately, we have not found the key to success; yet, the pressing job of maximizing the benefits of cooperation needs to move ahead with all due speed. Because we live in a changing world in which the primary resource of this nation has become the power of its trained intellects, we have to work together to create the seamless web of opportunity that we talk about and which makes the best use of our human resources.

In addressing this situation, we all recognize the obvious: our universities and community colleges are very different places. The one is funded locally for the most part — and, to a limited extent, at the state level — and is expected to provide conveniently located low-cost education that can open the door to a wider range of academic and applied fields. The other is funded more at the state level — less and less so in some states — and to a considerable extent more at the national level, and by tuition and fees, and is expected to provide more advanced education in both academic and professional fields. The public research university — one kind of state university — is charged with an additional responsibility: to create new knowledge, apply it, and teach existing knowledge. And even though these different institutions have distinctive missions, the fact is that they must work closely if they are to be truly successful. Recent developments mandate this cooperation more than in the past. We have the wonderful opportunity and, I would call it, an imperative, now that an emphasis is being placed on the community colleges of this country to provide educational entry to the workforce of the future as envisioned by President Obama. We need to coordinate our efforts, even meld them in some cases. We have to realize that we cannot do our best work without each other. We have to see ourselves as partners.

There are mutual bonds of common interest. Some of them are obvious, others are not. Even the most obvious are accompanied by a series of issues worthy of our attention.

Our most obvious mutual relationship involves community college students who complete or nearly complete an associate degree before transferring to a four-year institution to complete a baccalaureate. To some, this is the well-known

everyday arrangement by which students try out their wings and then decide how far they want to fly.

This possibility has existed for decades, so it would be reasonable to assume that we know how to make it work. The sad fact is that we have a lot to learn. We have not been successful in the way this option is being implemented. Transfer and articulation arrangements are very much a contemporary growth industry as we struggle to make student transfers a convenient and painless routine.

Some high school graduates, and many Hispanic students, fear that the four-year institution is a forbidding and frightening place. Many Hispanic students are uncertain of the treatment they will receive living and working there. For these students, the opportunity to succeed on a community college campus is the crucial and convincing experience that persuades them that they can flourish there. From my perspective, the purely academic opportunities inherent in community college transfer arrangements are only part of the story. The other part involves equally important opportunities for psychological and personal development. Thus, if a four-year college degree is to be attainable to these students, we must provide sound educational opportunities for them, or we wave a not-so-fond farewell to a prosperous economic and professional future. And as we know, this is no world for any state to face without a well-educated and well-trained workforce and citizenry. We must not pay heed to those who claim a four-year degree is not necessary to succeed. They are just plain wrong. There are a few exceptions, but for Hispanics, we must continue to recognize that education is the way forward, much the way it was for me and most of you. The community college represents both academic opportunity and financial salvation, which I have not talked about, in an environment of rapidly increasing enrollment.

I want to focus for a minute on at least one example of what can and should be done by way of cooperative arrangements that exist and should be nurtured and built upon. I know many of you have other examples. There is nothing new about "2+2" arrangements; they have existed for a long time. They give students the opportunity to transfer roughly two years of coursework to a university and to complete a bachelor's degree at the new campus. These need to be an option. However, an important twist is the opportunity to offer much of the four-year program at one location but utilize the resources of both campuses.

As I've seen it work, community college faculty teach the lower-division courses and university faculty teach the upper-division courses. An important component is that students are concurrently registered at both institutions. These arrangements require close coordination. In the process of coordination,

the faculties at both institutions can develop respect and understanding of each other, the institutions, the academic disciplines and, yes, how students learn.

We cannot deny that there are obstacles to these arrangements, and there are joint risks, but there is a certain joy in becoming sufficiently comfortable with the differences and working them out.

Our future educational health depends in substantial part on the willingness of public universities and community colleges to work together. Only by making the best use of our facilities and resources, only through creating what is described as a seamless web of activity, can we expect to fully and effectively meet the coming demands for higher education. And this seamless web needs to extend to the public school system. No one sector can accomplish the task by itself. These partnerships need to be an important focus for the future, and AAHHE would do well to continue to spend time and effort on promoting them.

If we succeed, and we must, Hispanic students have a chance to be a successful part of our society. If we fail, I would propose to you that our society will fail also. We must remember that soon Hispanics are going to be the majority of our citizens. Whether we succeed as a nation depends on whether this part of our citizenry succeeds.

So, to conclude, on this 10th anniversary of AAHHE's existence, we should all recognize the tremendous good that it has done, and its importance in providing entry to higher education opportunities for Hispanics. We need to continue to support the organization and encourage our colleagues, minority or not, to become partners.

Thank you for your attention and for the opportunity of sharing a few minutes with you.

SPEAKER'S BIOGRAPHY



*Manuel T. Pacheco, Ph.D.,
President Emeritus, University
of Missouri System and the
University of Arizona*

Prior to his retirement in 2003, Manuel T. Pacheco was president of the four-campus University of Missouri System. Previously he had been president at the University of Arizona, the University of Houston-Downtown, and Laredo State University. The University of Arizona Science and Technology Park was created during his tenure as president in 1994. Pacheco, the oldest of 12 children, was born in Colorado and grew up in rural New Mexico. He holds a bachelor's degree from New Mexico Highlands University and a doctorate from The Ohio State University. After serving as a high school language teacher, he held increasingly responsible faculty and administrative posts at a number of institutions including Florida State University, University of Colorado, California State University-San Diego and University of Texas-El Paso. He has served

on several corporate boards including Warnaco, Asarco and PNM Resources®. In addition, Pacheco is a charter member of the boards of the not-for-profit National Center on Addiction and Substance Abuse (CASA) and the National Security Education Program, and is an emeritus member of the University of Arizona Science and Technology Research Park. In 2008, and again in 2011, he left retirement temporarily to serve as Interim President of New Mexico State University and, in 2006, of New Mexico Highlands University. Pacheco married Karen (King) in 1966. The Pachecos have three grown children and six grandchildren.

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