

# Hostos Community College

of The City University of New York

## News

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FOR IMMEDIATE RELEASE

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### THREE APPOINTED TO ADMINISTRATIVE POSTS AT HOSTOS

President Cándido de León announced today the approval by the Board of Higher Education of three top-level administrative appointments--vice president for academic affairs, dean of students, and dean of administration.

Joining the staff of Hostos Community College as vice president for academic affairs is Dr. Rafael L. Cortada, formerly the dean of urban affairs and dean of faculty at Medgar Evers College in Brooklyn.

The 37-year-old educator, a historian by training whose specializations include Caribbean and Latin American history, Afro-American studies, and Iberian studies, defines his job at the year-old, South Bronx-based community college as "preparing students for the 21st century." Educational institutions today, he adds, are still largely preparing students for the 19th century. He says he hopes to be instrumental in "creating options" for students by providing supportive services and by helping students to develop the necessary skills and competencies that will, in turn, provide access to professional options.

Firmly committed to Hostos' goal of becoming a bilingual college, Dr. Cortada defines bilingual education as that process through which excellence in two languages is achieved. He is hopeful that English-speaking students at Hostos may ultimately

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attain fluency in Spanish since bilinguality is a valuable option for both English- and Spanish-speaking persons in our present society.

Enthusiastic about the college's systems approach to instruction, Dr. Cortada says that Hostos can't compete with established institutions of higher education "doing the same old things" and, consequently, "must do something new." He foresees--budget permitting--the greater use of adjunct professors to pick up some of the teaching loads of Hostos instructors, thereby freeing them to concentrate more of their time on curriculum development, the key to realizing the college's competency-based instructional approach.

Regarding the role of students at Hostos, Dr. Cortada's view is that the administrator and educator "must think in terms of sharing decision-making with students" by developing consultative systems between faculty and students, while at the same time guaranteeing each their "mutual integrity." He considers the manipulation of students by faculty and the overdependence of students upon faculty to be seriously destructive. To prevent the development of distrust and misunderstanding, he hopes to work toward creating an open, information-sharing environment at Hostos where the needs of students and faculty can be anticipated and swiftly responded to.

Prior to his work at Medgar Evers College, Dr. Cortada served as chairman of the department of history and philosophy at Federal City College in Washington, D. C., and subsequently became the associate provost and associate vice president for academic affairs. From 1969-70 he was part-time professor and director of Afro-American studies at Smith College in Massachusetts. He served in the Foreign Service with the Department of State in Washington, D. C., from 1966-1969 as desk officer assigned to Panama, Jamaica, Trinidad and Tobago, Barbados, Guyana, Costa Rica, Haiti,

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the Dominican Republic, and the West Indies and Associate States. As assistant professor at the University of Dayton in Dayton, Ohio from 1964-66 he taught courses on Latin America, the Caribbean, Spain, and Portugal. He was a high school instructor at New Rochelle High School from 1957-64 and worked simultaneously as a part-time instructor at Bronx Community College. He served in the U.S. Army in Korea from 1955-57 as First Lieutenant and Infantry Company Commander.

Dr. Cortada holds an A.B. degree in American history and philosophy from Fordham University, an M.A. in secondary education and modern european history from Columbia University, and a Ph.D. in Latin American and Iberian history from Fordham University. He is the author of numerous articles and reviews of works on Caribbean studies, Afro-American studies, and Latin American studies. In 1969 he wrote the scenarios for 65 television shows for a 13-week series entitled "The Black Experience" for WTOP-TV Channel 9 in Washington, D. C. He is currently engaged in research on three different works: Black Studies: An Urban and Comparative Curriculum, Slave Narrative of George Teamoh, and Handbook of Puerto Rican Studies.

Dr. Cortada, who grew up on Prospect Avenue and 163rd Street in the Bronx, now resides in Brooklyn with his wife, the former Selonie Head, his twin daughters, Celia and Dalia, 9, and his 6-year-old son, Rafael, Jr.

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Appointed dean of students at a college where approximately 80 percent of the student body is Puerto Rican and Black, Gladys Correa, a native New Yorker born and reared in East Harlem, sees herself as "an agent of change." The new dean declares softly that she will only consider that she has "made it" when "the whole community

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makes it." Hostos, she says, is part of this community, and that is why she wishes to continue her work in education at the new South Bronx community college.

Dean Correa's parents--both Puerto Rican--were, she says proudly, "people who knew who they were," and she, her brother, and her sister identified closely with the island. Clearly, identity was not a family problem, for Dean Correa's brother, Hernan LaFontaine, is the principal of P.S. 25 in the South Bronx (the first bilingual public school in New York City); her sister is a teacher in Puerto Rico involved in bilingual education; and she has nearly 20 years of experience as an educator.

Regarding her new role at Hostos, Dean Correa says she would like to see the students services area act as a cohesive team. Faculty, counselors, and students alike, she explains, will feel fulfilled only if they feel they are using their potential. She suspects that there have been many at Hostos who have not been drawing on this potential. Also, she says, there must be a closer coordination of activities between student services personnel and faculty to make greater use of the college's resources.

Any reorganization in her area that takes place, she says, will be undertaken to respond to the needs of students. The use of physical space itself must reflect human needs; it must encourage more interaction, not meaningless compartmentalization in private cubicles.

An advocate of bilingual education, Dean Correa believes that a student should be permitted to pursue his studies in his dominant language, with intensive study in a second language, and with proficiency in both languages being the final result. Furthermore, she adds firmly, bilingual education should not just happen haphazardly, but should follow a carefully planned model which must be continually evaluated.

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Previously an assistant professor in the Department of Psychology, Sociology, and Philosophy at Staten Island Community College, Dean Correa was also the faculty advisor to the Puerto Rican Student Organization (PRSO), advisor and consultant to the PRSO Summer Administration Internship program, and chairman of faculty panels on "Student Leadership Seminars" as well as of panels on "Intragroup and Intergroup Relations" and "Minority Groups--Racism in America" at SICC.

An Anderson Fellow from 1967-70, Dean Correa taught graduate courses in group dynamics and human relations at New York University during this period. She worked as a Human Relations Assistant with the Board of Education from 1966-67. Starting as a Spanish teacher in the public school system, Dean Correa spent eight years at Junior High School 83 where she was Coordinator of English as a Second Language and six years at Brandeis High School where she was made Chairman of the Department of Foreign Languages and subsequently Chairman of the Department of English as a Second Language.

Her long list of consultant experience includes such clients as the Bilingual Education Program in District 2, the Spring Institute for Human Relations for Exchange Teachers Program, the New York Board of Education, and the New York State Department of Education. She has additional professional experience as a group therapy counselor with the New York State Narcotic Addiction Control Commission, a lecturer and researcher on birth control with Mount Sinai Hospital, and an East Harlem community worker with the Youth Board Center.

Dean Correa has traveled widely throughout the United States working as a specialist in training in intergroup relations and projects for social change.

Dean Correa holds B.A. and M.A. degrees in Spanish from Hunter College and is

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currently completing her doctoral studies at the Center for Human Relations and Community Studies at New York University.

Mrs. Correa lives in Brooklyn with her 15-year-old daughter, Diane, a student at John Dewey High School.

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Hostos' new dean of administration, Dr. T. David Foxworthy, believes it is important for those in positions of responsibility to realize that there is nothing that happens in a college that does not affect every person in that institution. With this as a philosophical premise, it is a small step for the 35-year-old specialist in higher education administration to state his belief that every member of the college community--students and academic and non-academic personnel--should be involved in defining the long-range goal of what Hostos wants to be as a college. This goal, he says, is implemented on various levels of professional competence which provide a narrower base for participation. That is why it is so important to have as much involvement and input as possible in the early planning stages of a new college.

"The most serious mistakes made in the area of college administration," he says, "come from a failure to accurately perceive what the problem is." Administration should be defined by objectives, including the steps which indicate how they can be met; this is why, he adds, systems--Hostos' adopted approach to administration--is exciting to him.

Dean Foxworthy hopes to encourage the development among the administrative support service personnel a greater respect and understanding of academic activities.

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