

A man in a dark suit and white shirt is holding a glowing globe of the Earth. The globe is the central focus, with the continents of North and South America clearly visible. The man's face is partially visible in the background, looking directly at the camera with a serious expression. The lighting is dramatic, with strong highlights on the globe and the man's face, set against a dark, moody background.

# *Unity First*

Volume 16    Number 7    August 2010

Success





# Educating the next generation

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**September 2010 Issue**

**Deadline:** August 31, 2010

- Opportunities, Resources and School Profiles
- Independent Schools

**October Issue**

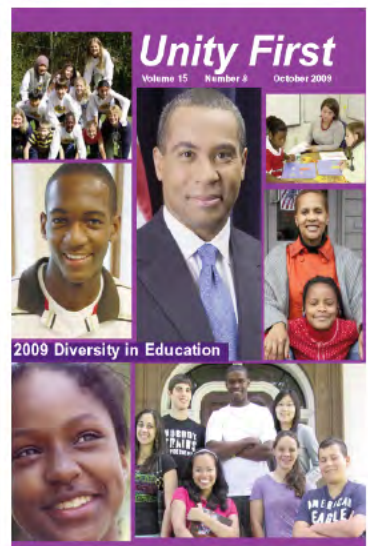
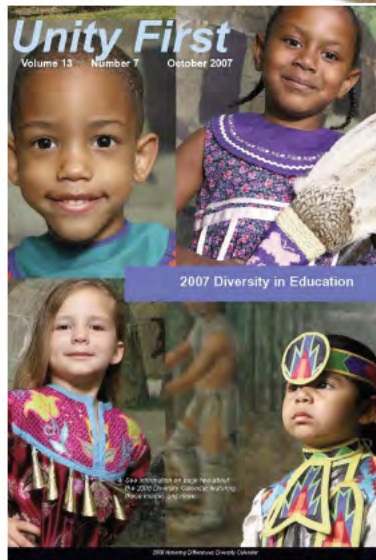
**Deadline:** September 20, 2010

- Independent School Guide

**November/December Issue:**

**Deadline:** October 20, 2010

- College Overview



For more information, call (413) 221-7931 or send email to: [info@unityfirst.com](mailto:info@unityfirst.com).





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Creating miniature carnival rides is just part of the fun for Cherish Eberhart (left), 15, Sharnett Thomas, 15, LeiLani Cardona, 16, Ashley DelValle, 18, and Zela Jones, 16, all of Springfield, at Bay Path College's It's MY Business! summer program this year! See story on page 8.



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STCC, P 12



Tramaine Hawkins, P 16

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Cover credit:  
Book art: *The African American Entrepreneur: Then and Now.*



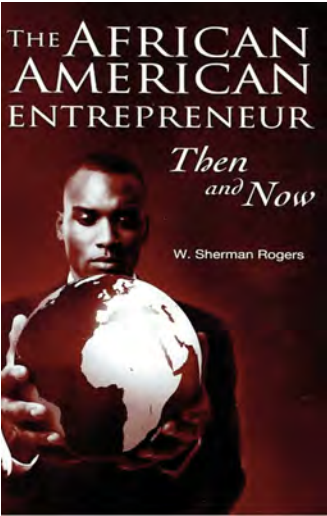
# The African American Entrepreneur: Then and Now

Howard University law professor W. Sherman Rogers will visit Western New England College Law and Business Center for Advancing Entrepreneurship on September 23 (noon) to deliver an address based on his book, "The African American Entrepreneur: Then and Now.

Professor W. Sherman Rogers is currently a tenured full Professor of Law at the Howard University School of Law School. He received a B.A. degree from Oakwood College in 1973 (summa cum laude), his J.D. degree from Howard University School of Law in 1976 and a LL.M. degree from the George Washington University National Law Center in 1981. While at Howard University School of Law as a student, the Howard Law Journal invited him to become one of its members which he accepted.

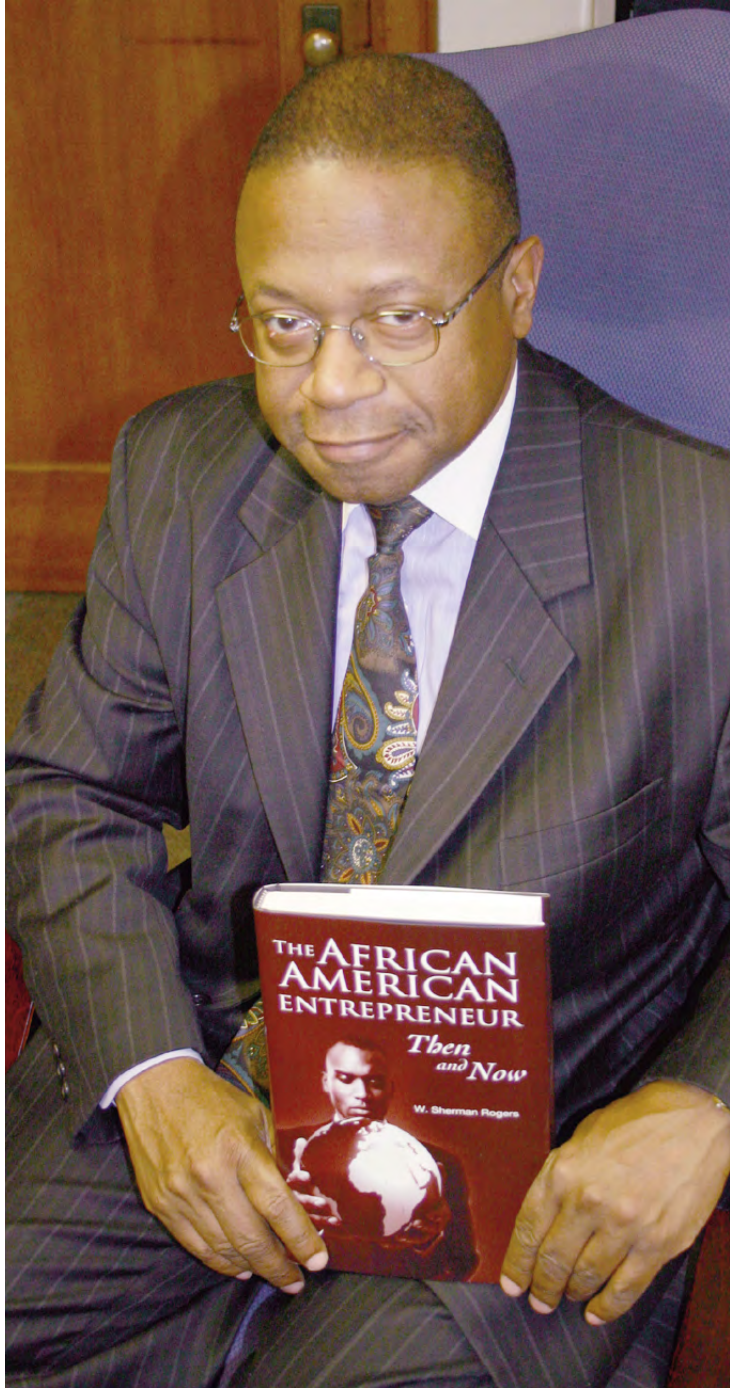
Professor Rogers is licensed to practice law in state and federal courts including the United States Supreme Court. He is also a registered stockbroker, general securities principal, and has life and health insurance licenses.

Also, Professor Rogers practiced law in various capacities for nearly seven years before accepting a full-time position



as an assistant professor at the Thurgood Marshall School of Law in 1983. His practice experience includes four years of appellate advocacy on behalf of the United States Equal Employment Opportunity Commission. Professor Rogers argued numerous employment discrimination cases for the Commission in various United States Federal Circuit Courts of Appeal between 1979 and 1983. He has also been involved in several cases which he presented to the United States Supreme Court on writs of certiorari. Professor Rogers has also handled securities fraud and other types of litigation.

*Shown at right is: Professor W. Sherman Rogers*



African American entrepreneurship has been an integral part of the American economy since the 1600s. On the eve of the Civil War, the collective wealth of free Blacks was approximately \$50 million. In 2006, African Americans earned a whopping \$744 billion...



# Events

## Concert to raise stroke awareness

The American Stroke Association, the largest voluntary health organization fighting stroke will host *The Power of Your Voice* on Saturday, August 28 at the MassMutual Center in Springfield. The Gospel Concert will feature two-time Grammy



Tramaine Hawkins

award winner, Lady Tramaine Hawkins along with *The Soft Spoken Prophet* and other special guests. Over 2,000 fans, supporters and stroke survivors are expected to attend the concert from all over New England. The overall message of the concert will be that maintaining good health is one of the greatest struggles in life but that obstacles can be overcome to live a healthy life free of cardiovascular disease and stroke.



UnityFirst's Janine Fondon speaks to youth during BayPath's It's MY Business! Conference. Read all about BayPath's program on page 8. UnityFirst is committed to educating the next generation of business owners and leaders. Through its dynamic team of speakers and workshops (customized for all ages), Unity First provides a variety of sessions from diversity to leadership. For more information, send email to: [info@unityfirst.com](mailto:info@unityfirst.com).

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## LAW and BUSINESS CENTER for Advancing Entrepreneurship

**W. Sherman Rogers** is the author of *The African American Entrepreneur Then and Now*. It chronicles the economic gains African Americans have made overcoming difficult challenges while urging them to gain financial independence as entrepreneurs.

**"The African American Entrepreneur Then and Now"**

**W. SHERMAN ROGERS**

Thursday, September 23, 2010 | 12:00 noon

Law School Commons

Western New England College School of Law



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[www.wnec.edu/lawandbusiness](http://www.wnec.edu/lawandbusiness)

Free and open to the public. Lunch will be provided.





## TJX Companies - making the commitment to youth and education

***This partnership with TJX means opportunity - opportunity for our students to take what they learn and experience it in a practical hands-on way...***

The TJX Companies, Inc. recognizes the value of education and the positive impact it has on today's diverse youth.

TJX understands that there are students all over the country, from every background, who deserve to have the resources and support necessary to be successful. In a commitment to these youth through education, TJX developed The Youth Business Institute (YBI).

The YBI program is an innovative professional development course offered within

the urban high school setting to help students develop a positive work ethic, learn about the retail business, prepare them for the workforce, network with business leaders within their community and apply for scholarship opportunities.

This ten-week curriculum covers topics ranging from budgeting to interview preparation, and uses the TJX company model as a way for students to learn about real-world business applications. In this reciprocal relationship, stu-

dents have the ability to learn from TJX Associates and in turn, the Associates gain valuable insight from the program participants.

As one high school principal explains, "This partnership with TJX means opportunity - opportunity for our students to take what they learn and experience it in a practical hands-on way and opportunity for our teachers to bring their subjects alive".

*Continue next page*



## TJX's Commitment to Diversity in Education

Continued from previous page

To date, over 1,500 potentially at-risk high school students have graduated from The YBI program and more than 75 participants have been awarded college scholarships.

This program reaches participants on a deeper level and allows them to leverage their differences as they transition from students to young professionals.

With ten years of success, The YBI program is gaining momentum in Atlanta, Boston and Houston. The impact of this program on the students has been tremendous and fuels TJX's desire to expand The YBI program to other communities.

A YBI graduate sums up what TJX expects students to gain from this program, "I have developed a confidence for my future and I have become more



professional".

To learn more about The TJX Companies, Inc. and its community support please visit [www.tjx.com](http://www.tjx.com).

*"I have developed a confidence for my future and I have become more professional".*

YBI Graduate



# TJX<sup>®</sup>

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### Bay Path College's It's MY Business! Class of 2010

*(Front row, from left) Springfield residents Ashley DelValle, 18, Shanique Brown, 17, Alycia Solivan, 18, Kamera Bruce, 16, and Veronica Peralta, 15; Brianna Dzidzienyo, 16, of Olney, MD; Springfield residents Pamela Acosta-Castillo, 16, and Yardley Mellon, 14; and Angiolina Sanelli, 17, of Southbridge. (Second row, from left) Cherish Eberhart, 15, Bréona White, 16, Kiara Colon, 16, Deliana Donnelly, 16, Kimeisha Winkle, 16, Sarah Steiner, 16, and Zela Jones, 16, all of Springfield. (Back row, from left) Sharnett Thomas, 15, Tyra Shields, 16, Christina Morales, 15, Leilani Cardona, 16, Deana Rodriguez, 17, and Selina Suarez, 16, all of Springfield.*



## Bay Path College's It's MY Business! summer program

Young women entering grades 10 through 12 get a taste of the business world as they participate in Bay Path College's It's MY Business! summer program. An opportunity for the teenagers to learn the art and science of entrepreneurship, It's MY Business! is a highly creative, interactive, and enriching summer program, which guides young women through the steps of taking a business idea and turning it into a reality. Led by Lauren Way, EdD, Bay Path's Director of Entrepreneurial Programs, the participants design their dream businesses and develop skills in leadership and team-building, while learning directly from local entrepreneurs, business professionals, and Bay Path faculty members. When the adventurous week in entrepreneurship ends, Bay Path awards the young women two college credits and certificates of achievement.

The College invites the young women of It's MY Business! to return to campus during the academic year for

special events related to college preparation and higher education, such as Roadmap to College sessions where they explore potential careers and discuss the college application process. In previous years, It's MY Business! students attended Bay Path events centered on entrepreneurship, including the College's Innovative Thinking & Entrepreneurship Summit, a

mini-conference and networking event for local business owners and aspiring entrepreneurs.

The 2010 It's MY Business! summer program was funded in part through grants from the MassMutual Financial Group and NewAlliance Foundation, and individual and business contributions.

Visit [www.baypath.edu](http://www.baypath.edu) for

more information on Bay Path College events and programs.

Bay Path is a four-year private college with an enrollment of more than 2,000 students at its Longmeadow campus and satellite campuses in Sturbridge/Charlton (MA) and Burlington (MA). For more information on Bay Path College, visit <http://www.baypath.edu>.



*Successful, local entrepreneurs (shown left to right) Linda Boborodea, Stacey Bilodeau, Janine Fondon, and Crystal Senter Brown join Bay Path's Director of Entrepreneurial Programs Lauren Way, EdD, (center) and share their entrepreneurial spirit with teens participating in Bay Path College's It's MY Business! summer program.*



# Education Back to School



*Unity First welcomes you to the first of three upcoming education sections focusing on Diversity and Education. We hope that you will take a look at the articles, identify resources and find opportunities.*

*We need to engage our youth, excite our parents and enlist people across our communities to get the right resources to the students who need them.*

*We believe that all students deserve the best educational opportunities that communities can offer. This includes, public and private institutions ranging from elementary to high school, as well as college and graduate school*

*Let's find the best fit for each child and enable our youth to be the future our country needs, today and tomorrow.*

*For more information on these sections, call (413) 221-7931.*

## Improved graduation rates among students of color?

The Campaign for High School Equity (CHSE) joined one of its partners, the Alliance for Excellent Education, in forecasting the economic impact of the high school dropout rate for students of color and Native students in the nation's 45 largest metropolitan areas.

According to the Alliance, if just half of the estimated 600,000 students who dropped out of high schools in these metropolitan areas in 2008 had graduated, this single class of new graduates would likely earn as much as \$4.1 billion in additional income and spend an additional \$2.8 billion, much of it in their hometowns.

"Increasing graduation rates among students of color would not only enhance students' opportunities to succeed in the future, but could be the key to reversing the negative economic trends our country is facing," said Michael Wotorson, executive director of CHSE.

"Increasing the annual earning, investing, and purchasing power of these potential graduates would dramatically improve the economy at every level. These metro areas cannot recover and sustain economic

health without getting every high school student, regardless of zip code or race, across the finish line."

CHSE asserts that the Common Core State Standards Initiative, a state-led voluntary effort to establish a set of clear, high academic standards for all schools is one avenue to improve educational outcomes, but to be effective it must place the concerns of students of color and Native students at the forefront as standards are adopted and implemented. The benefits of these standards must be connected to efforts to bring an effective teacher to every classroom and to use accurate data to identify and address challenges.

CHSE is a coalition of leading civil rights organizations representing communities of color that is focused on high school education reform. Members include the National Urban League, National Council of La Raza, National Association for the Advancement of Colored People, The Leadership Conference Education Fund, Mexican American Legal Defense and Educational Fund, LULAC, National Association of Latino Elected and Appointed Officials Educational Fund, Alliance for Excellent Education, National Indian Education Association, and Southeast Asia Resource Action Center.

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*"Increasing graduation rates among students of color would not only enhance students' opportunities to succeed in the future, but could be the key to reversing the negative economic trends our country is facing."*

Michael Wotorson, executive director of CHSE.

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Rebecca Miller Sykes, Phillips Academy's associate head of school, has been elected to the board of directors of the Museum of African American History. With campuses in Boston and on Nantucket, the museum aims to preserve and highlight the contributions of New England's African Americans from the colonial period through the 19th century. "I'm honored to join this distinguished board and play a role in the museum's mission of not only preserving, but celebrating, the important contributions made by generations of African Americans from New England," said Sykes, who has been a member of Andover's faculty since 1976.



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## College Board releases 2010 Progress Report

The United States now faces an alarming education deficit that threatens our global competitiveness and economic future. The country is not keeping pace with other industrialized nations: Once a world leader in the proportion of adults ages 25 to 34 with postsecondary credentials, the United States now ranks 12th.

What will it take for the United States to reclaim its position as the leader in education throughout the world and ensure that 55 percent of Americans hold a postsecondary degree by 2025? That was the topic addressed at a recent meeting of education leaders and state and federal policymakers convened by the College Board Advocacy & Policy Center (CBAPC) on Capitol Hill.

The discussion was hosted by Gaston Caperton, president of the College Board, and William "Brit" Kirwan, chancellor of the University System of Maryland, and chair of the CBAPC advisory committee.

"The growing education deficit is no less a threat to our nation's long-term well-being than the current fiscal crisis," Caperton said. "It requires the same kind of attention and action at the highest levels of our education institutions and national and state governments. To improve our college completion rates, we must think 'P-16' and improve education from preschool through higher education."

Despite research that suggests preschool programs help better prepare children for success in school, just 47 percent of 3- to 5-year-olds from low-income families are enrolled in these programs, compared to 60 percent from high-income families. Just 45 percent of states (23 states) have achieved alignment between K-12 and higher education standards. College counseling programs are critical to building a college-going culture and helping students navigate the college admission process, particularly

for first-generation college students. Yet public secondary school counselors spend just 22.8 percent of their time on postsecondary admission counseling; nationally, the student-to-counselor ratio is 467:1, when the maximum recommendation is 250:1.

### Progress Report 2010

The College Completion Agenda Progress Report 2010 is a comprehensive report of rigorous indicators aligned to 10 interdependent recommendations that charts the progress of the nation and each of the 50 states toward this goal. The Progress Report points to areas of progress in states, yet formidable challenges remain at every level of the system for students who aspire to enroll and succeed in college.

The College Completion Agenda State Policy Guide was developed by CBAPC and the National Conference of State Legislatures. Written specifically for state legislators, the guide

*No state has a population of which at least 55 percent of its citizens have an associate degree or higher.*

offers a road map for increasing the number of Americans who attain a postsecondary degree, and provides information and strategies so legislators can be an even more positive and active force.

These reports are aligned to the recommendations from the College Board's Commission on Access, Admissions, and Success in Higher Education. Formed in 2008, the commission was charged with studying the education pipeline as a single continuum and identifying strategies to significantly increase the proportion of students, especially low-income and underrepresented minority students, who graduate from college and are prepared to succeed in the 21st century.

The commission's report, *Coming to Our Senses: Education and the American Future*, established 10 interdependent recommendations to reach a goal of ensuring that at least 55 percent of Americans hold a postsecondary degree by 2025. The College Board made a commitment to measure progress toward this goal on an annual basis.

What will it take for the United States to reclaim its position as the leader in education throughout the world and ensure that 55 percent of Americans hold a post-secondary degree by 2025?



## Middle school students learn engineering in sci-tech summer camp at STCC

Students at Springfield's High School of Science and Technology explored engineering in a three-week summer camp hosted at Springfield Technical Community College. The 18 young people are building rockets, testing concrete, and constructing steam-powered boats from milk cartons, using a votive candle for a heat source.

Sci-Tech physics teacher Gary Janulewicz said they're using Engineering the Future curriculum developed by the Museum of Science to introduce the students to engineering.

Jose Bautista, age 14, is proud that his team won the competition to devise the steepest tower, made from only paper and tape, that would hold the weight of most notebooks – their tower held 19 notebooks. "It was a sight for sore eyes," he said.

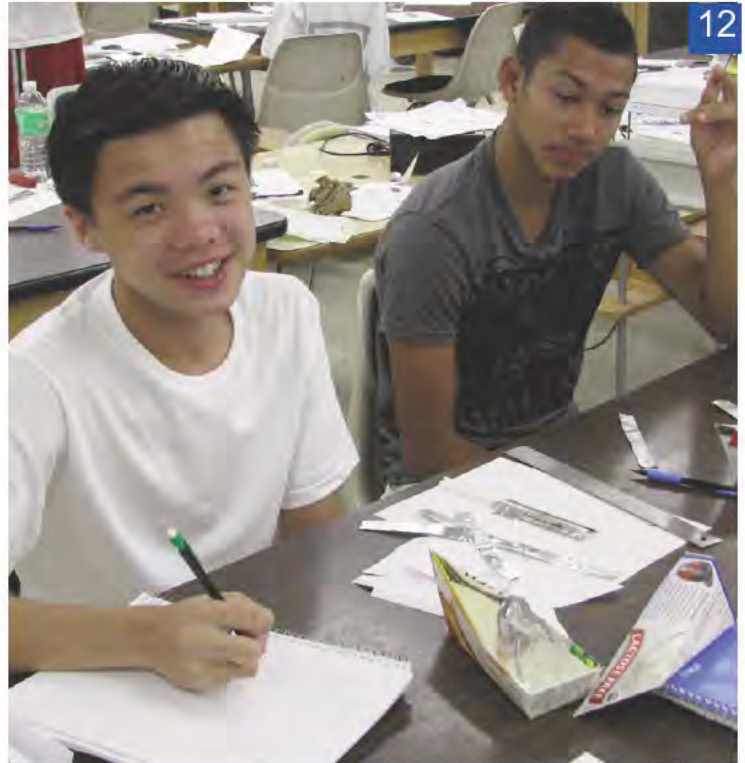
John Nguyen, 15, said the camp is "fun – I'm learning new stuff and meeting new people." He described the rocket experiment – "The worst part was reading a whole bunch of directions. Then the best part was actually launching it." He added, "We learned how some rockets don't go all the way up because of some defects, like the wing is broken."

Bautista said, "I lost my first rocket, and made another one in orange and black, and still lost it, but I found it again. It went up, even with a broken wing, and ended up almost all the way to Deliso Hall."

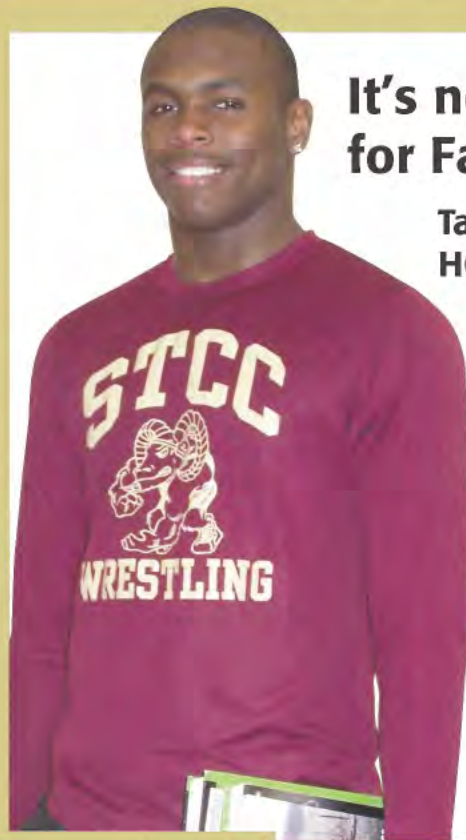
Bautista is looking forward to the future with confidence. "I know I can do anything I set my mind to. And whatever I want to be, I'll dedicate myself to it because I want to be the best in it," he said.

Adrienne Smith, Dean of the School of Engineering Technologies, said, "It's been a real pleasure having the opportunity to host these young people on campus. They're bright and gifted, and we hope they'll consider coming to STCC when they graduate from Sci-Tech."

*Shown at right are John Nguyen and C. Kaulin*



12



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## Small Businesses to Hire New Employees in Second Half of 2010

CareerBuilder's latest nationwide survey shows that small businesses – one of the major drivers for economic recovery and job growth – will be hiring in the second half of 2010.

Thirty-two percent of companies with 500 or fewer employees plan to add new employees in the months of July through December. Twenty-one percent will hire full-time, 11 percent will hire part-time and 6 percent will hire contractors or temporary workers.

Of companies with 50 or fewer employees, 24 percent plan to hire in the second half of 2010. The survey was completed in June 2010 and included more than 1,300 employers in businesses with 500 or fewer

employees and more than 4,400 workers.

In addition to new jobs being added, new small businesses may be emerging to serve as a primary or secondary source of income. Of workers who have started a small business in the last year, 96 percent reported that they run a small business in addition to another job.

More than one-quarter (26 percent) of workers who were laid off in the last six months and have not found jobs said they are considering starting their own business instead of finding a new job.

"Historically, it has been the small business sector that has created the most jobs at the end of an economic downturn,

allowing the overall job market to bounce back faster," said Brent Rasmussen, President of CareerBuilder North America. "The intellectual capital that companies were forced to lay off over the last 18-24 months was substantial and it is not surprising that many individuals are using their business skills to create their own opportunities."

According to the U.S. Small Business Administration, small businesses employ just over half of all private sector employees and account for more than half of nonfarm private gross domestic product. They have also generated 64 percent of net new jobs over the past 15 years.

### Tips for those job seekers considering being their own boss:

- **Take a consultative approach** – Use the knowledge from your past experiences and positions to become a consultant for a particular industry, field or specialty. Reach out to former colleagues, vendors, clients, etc. to let them know that you're in business for yourself.
- **Establish yourself through contracting** – Check out sites like Sologig.com that provide contract and temporary opportunities that will help you build your portfolio and networking contacts.
- **Leverage social media to promote your services** – Promote your personal brand through sites like Facebook, Twitter, Brightfuse.com and others and make sure to include links to past work, testimonials and accomplishments. Start a blog addressing issues within your field of expertise.
- **Think about direct sales** – If you've ever been invited to a plastic-container, make-up or candle party, you've been a part of direct sales. Take what you've learned from those experiences and apply them to being a direct salesperson.
- **Consider a franchise** – Going in on a franchise business with others or on your own can be a great way to dip your foot in the water of owning your own business. Purchasing a franchise typically gives you the right to trademarked names and materials in exchange for a percentage of your profits.

### Types of new businesses started

The following is a sample of the new businesses CareerBuilder survey participants indicated they have started over the last year:

1. Bakery
2. Board Game Design
3. Cleaning Company
4. Computer Services
5. Craft and Antique Business
6. Ecommerce retail site/EBay
7. Event Planning
8. Freelance Journalist
9. Handyman
10. HR Consulting
11. Lawn Service
12. Recycled Yarn Retail Store
13. Scented Candle Business
14. Sports Camp for Kids
15. Umpiring/Refereeing



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## Bentley University, Waltham, MA Clinician-- Division: SA - Student Affairs Position Department: Counseling and Student Development --

**Posting Number:** FY11130216

**Title:** Clinician

**Division:** SA - Student Affairs

**Position Department:** Counseling and Student Development

**Position Classification:** No Response

**Position Cost Center:** 6401

**Position Band:** 06-Exempt/Salaried

**Title of Person to which Position Reports:** Roger Danchise

**Description of Duties:**

Provide mental health services to students, including counseling and therapy, diagnostic evaluations, assessment of risk to self or others, referrals, monitoring of medications, decisions regarding hospitalization or withdrawal from school, and communication with families as well as maintaining legal medical records. Be an active participant in community intervention activities for all areas of the campus through presentations, workshops and training. Must maintain strong collegial relationships across the campus. Manage psychological emergencies and crises for individual patients and the community at large.

**Additional Description of Duties:** Represent the counseling office on various committees and task forces working to facilitate the mental health and development of students across campus. Involvement with policy change, programs, publications and general environmental improvement. **Position Qualifications:** A doctoral degree in psychology or related field is necessary as well as a Massachusetts license or ability to obtain a license during the introductory period. Five years of demonstrated skills in counseling and therapy.

Experience with college-aged students is desirable as well as in programs and workshops for a wide range of audiences. Experience in multi-cultural settings, diversity training programs, second language fluency, or coursework in multicultural perspectives is desirable. Experience in multi-cultural settings, diversity training programs, second language fluency, or coursework in multicultural perspectives is desirable.

**Software Knowledge:**

**License(s) Required for the Position:** A psychology license is required, or should be obtained during the employee's introductory period.

**Required Applicant Documents:** Resume/Curriculum Vitae  
Cover Letter

**Optional Applicant Documents:** Letter of Reference 1  
Letter of Reference 2  
Letter of Reference 3

**Hours:** Standard

**Months Per Year:** 10

**Posting Date:**

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Minority children and teenagers have fewer opportunities than white counterparts to be healthy, obtain a quality education and achieve economic success, according to a national survey of adults whose jobs involve children's education, health and economic well-being. The groundbreaking poll was released yesterday by the W. K. Kellogg Foundation, which sought to gauge the level of disparities affecting children of color.

Researchers with C.S. Mott Children's Hospital at the University of Michigan polled more than 2,000 adults, such as teachers, childcare providers, healthcare workers, social workers and law enforcement officials. Their findings indicate that African American, Latino, Native American/Alaska Native, Asian American/Pacific Islanders and Arab American children from birth to age 8, as well as teenagers ages 13 to 18, face diminished opportunities that reduce their chances to succeed.

"This is the first known national assessment of health, educational and economic opportunities for children, as reported by individuals at the community level who can affect such opportunities through their work," said Dr. Gail Christopher, Vice President for Programs at the Kellogg Foundation. "The results clearly establish that children and teenagers of color face significant disadvantages, many of which are the result of structural racism."

For instance, the poll

## New Poll: Minority Children Face More Obstacles to Health and Success than White Counterparts

respondents said minority teenagers face significantly more obstacles than their white counterparts in graduating from high school.

Specifically, respondents noted several circumstances that are bigger barriers for minority teenagers than whites in obtaining a diploma: 31 percent cited family financial problems, 25 percent cited unfair or inappropriate treatment by law enforcement, 22 percent cited inadequate academic support for vulnerable children, 22 percent cited children's health or social needs, 21 percent cited a lack of counseling or mentoring about opportunities after high school and 20 percent cited lower-quality teachers in some middle and high schools.

Moreover, 58 percent of the respondents said white children in the community where they work have "lots of opportunity" to live and play in healthy environments, safe from lead and other toxins, but only 42 percent said the same about African American children. Sixty-two percent of the respondents said that white children have a good chance at having a healthy birth weight, but only 48 percent said the same about Latino children. And 59 percent of the respondents said white children have lots of opportunity to play in homes and neighborhoods without violence, while only 36 percent said the same about Latino

children, 37 percent said the same about African American children and 42 percent said the same about American Indian/Alaska Native children.

"These results are alarming because the inequities within a given community are so clearly visible to people who work with children and families," said Matthew Davis, M.D., M.A.P.P., who directed the study and is Associate Professor of Pediatrics and Communicable Diseases in the CHEAR Unit at the University of Michigan Medical School. "Because they see firsthand the education and health opportunities for children in the communities where they work, they have a different perspective than parents or policymakers. Their views are absolutely essential to improving opportunities for young children at the community level."

Throughout the survey, respondents said children and teenagers from low-income families have considerably fewer opportunities than those from specific racial and ethnic groups. Furthermore, the poll also identified many key areas where white children and teenagers have more opportunities than minority youths:

- 46 percent of respondents said white teenagers have lots of opportunity to receive quality care for mental health issues,

- but only 31 percent said Latinos have the same opportunities, 32 percent said African Americans do, 35 percent said American Indian/Alaska Natives do, 36 percent said Arab Americans do and 37 percent said Asian American/Pacific Islanders do.
- 55 percent of respondents said white children have lots of opportunity to access quality healthcare, but only 41 percent said the same for Latino, Arab American and American Indian/Alaska Native children, and 45 percent said the same for African American and Asian American/Pacific Islander children.

- 60 percent of respondents said white children have lots of opportunity to grow up in communities that support children, while 36 percent said Arab American children have the same opportunities, 43 percent said Latino and African American children have the same opportunities, 44 percent said American Indian/Alaska Native children have the same opportunities and 47 percent said Asian American/Pacific Islander children have the same opportunities.

Dr. Christopher said the poll results demonstrate that an unlevel playing field exists for minority children and teenagers, a circumstance underscoring the disparities that people of color face in health outcomes, education achievement and job levels.





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