

Peru State's future still under consideration

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would go to UNL," he said.
David Powers of the Coordinating Commission, said closing Peru would send the message to rural high school graduates that they should go to Lincoln or Omaha for school.
"Many students down there do not have a viable alternative (to Peru)," Powers said.

Students left displaced by Peru's closing may be forced to leave Nebraska to get their education, Vrtiska said. And with the current teacher shortage in Nebraska, he said, Peru's teachers college is a valuable asset.
Vrtiska said enrollment at the college has increased, but recruiting is difficult amid recent discussion of closure.
Another part of the commission's report was a requirement for Peru to

meet benchmarks set by its faculty such as increased retention and recruitment. Vrtiska said that is also hard to do when Peru's future is constantly questioned.
Vrtiska has the backing of 24 senators who co-signed onto LB650, which would pump \$7 million into Peru for renovations.
"There are 24 senators who believe the richness and furthurance of Peru State College is important," he said. "There is an extensive desire in southeast Nebraska for this college to remain."
The future of the college has been

the subject of debate despite a \$3.5 million state appropriation passed last session for Peru renovations and Gov. Mike Johanns' recent pledge to support the college with money in his budget.
Two weeks ago Speaker Doug Kristensen of Minden proposed turning Peru into a community college.
The committee took no action on LB714.
Three other higher education bills, sponsored by Hastings Sen. Ardyce Bohlke, were also heard Monday by the Education Committee, which took no action on the bills:

■ LB814 would create a planning team to study the future higher education needs of the state.
■ LB815 would require the Coordinating Commission for Postsecondary Education to conduct regional studies of all the higher education institutions in Nebraska. The study would look at the role and mission of those institutions.
■ LB816 would redefine the duties of the Coordinating Commission for Postsecondary Education relative to its original constitutional intent.

"Failures of Feminism" Bay Buchanan



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Minorities gaining ground in UNL faculty

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a tenure-track employee to teach Lakota and other Sioux languages.
He said the committee sent information to 220 programs, departments or centers across the country; advertised in higher education and American Indian publications; and used personal contacts to encourage people to apply.
But asking for a candidate who has a doctorate and speaks Lakota fluently, he said, would limit the applicant pool, so the committee is looking for someone whose strength is teaching.
"A really important aspect of this position would be pedagogical dimension," he said. "We know so many Indian languages are dying out, and that's what we don't want to have happen."
But despite changing numbers, Susan Miller, an assistant professor of history and ethnic studies and a member of the Seminole Nation of Oklahoma, still sees a prevailing problem on campus.

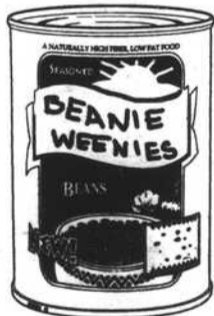
"It's an institution that just has a very old culture in terms of hiring practices," she said.
Miller is one of five tenure-track faculty members the University of Nebraska-Lincoln lists as Native American in the 1998 data - an increase of one from 1997.
But Miller said only two of those five tenure-track faculty members are tribal members. As allowed under federal law she said, people descended from American Indians are counted as American Indians. UNL employed four tribal members when she joined the faculty in 1995, she said.
But even counting the other three current faculty members, she said, UNL employs very few American Indians. Meanwhile, she said, several employees continue making a living studying American Indian culture.
"I think the university has an obligation to include Native American people in that discussion," she said.
Miller said she is not critical of those faculty members, but native voic-

es are not part of the discussion of native culture.
"These are good people," she said of current faculty members. "This is institutional racism."
As an example of institutional racism and profiting from native culture, Miller pointed to UNL's handling of American Indian remains.
A half turn in her chair on the sixth floor of Oldfather Hall and the click of a mouse brought her to a list of American Indian remains dug up by the university between 1906 and 1961.
Carranza, who is in his 24th year at UNL, said just recruiting minority faculty members is not enough. Retention is also important, he said.
Arguments that UNL can't find women and minority candidates are wrong, he said.
"We can find them," he said. "The real question is can we attract them?"
Bringing good candidates to Nebraska and keeping them there extends beyond pay and benefits, he said. The climate must improve, and the university must sell Lincoln. Active minority communities, good schools and churches and diverse restaurants are a few assets UNL can use to attract minority faculty members, he said.
"We know the faculty don't just live in a vacuum," he said.
Carranza also points to the "pipeline." He said too many minority students have survived tough conditions to get to the university.
"Surviving means you are successful in spite of the society," he said.
Working with minority families to give children successes early in life would bring more minority students to campuses, he said. In turn, those students may go on to graduate school and eventually become faculty members.
Despite the frustrations of a long struggle that still produces low number of non-white tenure-track faculty members, Carranza said, enough community members have good values to bring about changes.
"I'm convinced we can make progress in the area of diversity on this campus."

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