

wanted to follow in the footsteps of her physician father. After graduating from medical school, interning at Harlem Hospital Center (one of the first white hospitals to integrate), and serving as a college physician at several universities around the country, Petioni returned to Harlem and set up a private practice in the same office her father had used on West 131st Street. She treated patients in the community for the next 40 years, sometimes making house calls, primarily to the poor, the underserved, mothers with small children, and the elderly.

In addition to her private practice, Dr. Petioni worked tirelessly to serve her community in other ways—serving for thirty years as school physician in Central Harlem for the New York City Department of Health, founding the Friends of Harlem Hospital Center in 1987 to raise funds and provide support for the 120-year-old hospital, and sitting on the boards of numerous worthy organizations, including the Harlem Upper Manhattan Empowerment Zone, the Columbia School of Social Work, the American Cancer Society, the Harlem Council of Elders, and the Handmaids of Mary.

Perhaps Dr. Petioni's greatest influence though has been felt by the generations of young female physicians she has mentored and encouraged. Dr. Petioni not only personally mentored countless individuals, but also built organizations dedicated to the advancement of women in medicine. In 1974, she founded the Susan Smith McKinney Steward Medical Society for Women, a professional association dedicated to the empowerment of black women physicians. In 1976, she established the Medical Women of the National Medical Association, now known as the Council for the Consensus of Women, and served as its first president. Dr. Petioni has also worked diligently with the Coalition of 100 Black Women for over 25 years, developing a mentorship program to guide young black women into careers in medicine.

The idea was bold for its time. Founded in 1889, Barnard was the only college in New York City, and one of the few in the nation, where women could receive the same rigorous and challenging education available to men. Today, Barnard is among the strongest liberal arts colleges in the country, and the most sought-after women's college.

INCREASING DIVERSITY IN HIGHER ED FACULTY REMAINS A CHALLENGE

(By Ami Burger)

Despite 30 years of affirmative action and hard work, the ranks of faculty of color in higher education remain frustratingly small.

In 2003 (the most recent year for which data are available), the Chronicle of Higher Education reported that less than 12 percent of full professors in America were people of color: six percent Asian, three percent African American, two percent Hispanic, and 0.3 percent Native American. For female faculty of color, the numbers are even more dismal: In 2003, only 1.2 percent of full professors were African American women, one percent were Asian women, 0.5 percent were Asian women, 0.5 percent were Hispanic women, and 0.1 percent were Native American.

Closer to home, the outlook isn't much brighter. The University of Minnesota reported that four percent of its full-time tenured faculty were people of color that year, the same percentage as the University of Iowa, Purdue University, and the University of Chicago.

According to Nancy "Rusty" Barceló, the University of Minnesota's vice president and vice provost for equity and diversity, those low numbers reflect the academy's need for entirely new models in the faculty recruitment process. "Our advertising, our position postings, our mission statements, our com-

pacts—all of our institutional documents and actions need to reflect that diversity is a core value in everything we do," Barceló says.

Faculty diversity at the University of Minnesota is at the heart of the U's "Keeping Our Faculties: Recruiting, Retaining, and Advancing Faculty of Color" symposium. Held at the University four times since 1998, Keeping Our Faculties is the Nation's only conference focused entirely on increasing faculty of color in colleges and universities. The 2007 conference, held April 12-14, attracted over 300 participants and presenters from 115 different institutions.

"The idea of merit is so ingrained into the culture of higher education, but who's deciding what is 'meritorious?'" asks Caroline Turner, who originated the idea of the faculty-of-color discussion while an assistant professor at the U of M and is now a professor at Arizona State University. "If we're going to increase the numbers of faculty of color, we need to redefine merit to include more than just these academic journals or only those graduate schools," she says. "The lens has to be widened."

One notable success story in the effort to diversify the faculty is the McNair Post-Baccalaureate Achievement Program, nine-week summer research-apprenticeships for undergraduates who are first-generation, low-income, or part of groups who are underrepresented in graduate programs. These research apprenticeships, which are directed by a faculty mentor, are designed to increase the rate of doctoral program completion by these students.

Hundreds of colleges and universities, including the University of Minnesota, participate in the program, which has shown significant success in building a "pipeline" of students of color into graduate school. In 2003-04, more than 2,100 students participated in the program, and of those students, more than 56 percent enrolled in graduate school in the fall of 2004.

The importance of mentoring graduate students and junior faculty of color was a common concern of symposium attendees. "If there was one theme I heard repeated throughout the conference, it was the need to provide mentoring for faculty of color," notes Barceló. A number of breakout sessions focused on mentoring programs at institutions including the University of Georgia, Creighton University, and Indiana University, which have found some measure of success in retaining faculty of color.

"I remember seeing a magazine ad years ago that said 'Great minds don't think alike,'" adds Turner, "and I thought to myself, 'Wow, they've got it right!' Academia will not be able to keep up with the global economy and the educational needs of our students if we don't have all our minds—the minds of women, of racial and ethnic minorities, of all underrepresented groups—at the table and in the classroom."

NATIONAL LIBRARY DAY

HON. JOHN P. SARBANES

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 27, 2007

Mr. SARBANES. Madam Speaker, I rise to support National Library Day on the Hill and congratulate the Enoch Pratt Free Library on the grand opening of the new Southeast Anchor Library in the Highlandtown neighborhood of Baltimore, the first library to be built and open in the city in 35 years. I'm very proud to have attended the ribbon cutting ceremony re-

cently and am thoroughly impressed by the depth of services that this new branch will offer our community. This 27,000-square-foot facility is state-of-the-art with an 80,000-volume collection. It will also have nearly 60 computers for public use, a self check-out counter, a drive-up window, a cafe, multi-purpose meeting rooms and a computer lab. To the community, the Southeast Anchor offers more than just a quiet place to read and learn. It offers a gathering place and an intellectual hub for the City of Baltimore.

In its annual State of American Libraries report last year, the American Library Association found that 92 percent of the population believed libraries were still needed despite technological advancements. It also found that 63 percent of all Americans have library cards and that public libraries are the primary point of online access for people without Internet connections at home, school or work. The Pratt system, now with a southeast presence, is indeed a reflection of Baltimore's thirst for learning. Through the Pratt, every Baltimorean has the opportunity to learn and gain knowledge otherwise not accessible.

The combined dedication of the staff and volunteer corps at the Enoch Pratt Free Library has made it possible for Baltimore's youth to truly believe that "Your Journey Starts Here". Madam Speaker, I know that the House of Representatives will join me in congratulating the library community on its tremendous accomplishment. It truly is the "Year of the Pratt".

DEPARTMENT OF THE INTERIOR, ENVIRONMENT, AND RELATED AGENCIES APPROPRIATIONS ACT, 2008

SPEECH OF

HON. MARK UDALL

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 26, 2007

The House in Committee of the Whole House on the State of the Union had under consideration the bill (H.R. 2643) making appropriations for the Department of the Interior, environment, and related agencies for the fiscal year ending September 30, 2008, and for other purposes:

Mr. UDALL of Colorado. Mr. Chairman, while I am pleased that the Interior and Environment Appropriations bill contains funding for many programs important to Colorado, I am concerned, about the provision in the bill to create a Commission of Climate Change Mitigation and Adaptation.

As has been stated by Science and Technology Chairman BART GORDON and Ranking Member RALPH HALL during the floor debate, this commission replicates a bill that I introduced with my colleague, Mr. INGLIS, earlier this year—H.R. 906, the Global Change Research and Data Management Act of 2007. The bill updates and reorients the current U.S. Global Change Research Program, USGCRP, which coordinates all Federal climate change research and was established by law in 1990.

My bill would strengthen and streamline Federal global change research and make it more user-friendly for State and local governments, planners and researchers. My bill affirms the need for the continued strong Federal support for global change research, and it