Far out: 5,000 light years from Earth, the Jupiter-like planet called OGLE-TR-56b orbits its star every 29 hours. It has been described as “a world of iron rain,” by astronomers at the Harvard-Smithsonian Center for Astrophysics.

Credit: David A. Aguilar, Harvard-Smithsonian Center for Astrophysics

Seeking to increase significantly the number of underrepresented minority students pursuing advanced study, receiving doctoral degrees in science, mathematics and engineering and the number of minorities who will enter the professoriate as role models and mentors.
Colonel Christopher L. McRae was with NSF more than 20 years and has been a friend to many people. Many made his acquaintance during the HRD JAM this past spring when Chris led and guided that constructive meeting. Some may have known Chris during the 20-plus years he devoted to NSF and of his efforts to diversify the STEM workforce and to cause the myriad administrative support programs to function well. For as many years and at an earlier time, Colonel McRae served our country in the U.S. Marines. He was a proud marine – Chris was someone that folks liked and respected, someone whose unattended office they were happy to maintain, reserve and protect while he was deployed for 2½ years. He was always an easy, earnest, “can-do,” a “did-do” brother and “lets-do” professional. He liked outcomes, positive purposeful outcomes, which he was always ready to conceive and plan. Chris leaves behind his wife, Dawn McRae; sons, Christopher McCormick and Derrick McRae; daughter, Crystal McRae and stepdaughter, Alexa DeWitt. When the history of HRD is written, Chris McRae and successful opportunities for thousands of youngsters of color will surely appear in the same sentences.
Since its inception in FY 1998 (as Minority Graduate Education – MGE), the Alliances for Graduate Education and the Professoriate (AGEP) program has grown to symbolize a collaborative community of administrators, faculty, staff, and students… all working toward the shared goal of broadening participation of underrepresented groups in science, engineering, mathematics, and technology (STEM) disciplines at the doctoral level. The manner in which the AGEP community has chosen to accomplish that goal is as significant as the progress that has been made toward the goal.

The varied approaches taken by the 22 current alliances have been dramatically transformative… in many cases fostering levels of graduate education reform that were not even imagined in the early days of the program. Admission policies and practices are being reformed, progressive retention efforts are being developed and implemented, long-needed attention is being given to career preparation beyond the doctorate, and more focused efforts to diversify the professoriate are being pursued. The creativity and determination of the AGEP community serve as very special “best practices” for the entire Nation.

Alliances are reporting rising doctoral program enrollments, high levels of retention, steady progress toward degree attainment, increases in Ph.D. production, and successful transitioning of Ph.D. graduates into the workplace (including the professoriate)… and more. Most importantly, infrastructures responsible for the gains reported in AGEP are rapidly becoming institutionalized… increasing the likelihood of sustaining the impact the AGEP community has worked so tirelessly to achieve.

Many talk about the importance of diversity and the desirability of inclusiveness in higher education. Many talk about the need for more aggressively nurturing America’s domestic STEM workforce. Many talk about maintaining America’s leadership role in STEM. The AGEP community has taken the lead in “walking the walk.” In the face of never-ending challenges to efforts to increase diversity in higher education, alliances have remained steadfast in their commitment to fairness, equity, and excellence.

Successful movements need champions. Successful movements need leaders. Successful movements need visionaries. Successful movements need doers. The ultimate success of AGEP will be determined by the actions of the many champions, leaders, visionaries, and doers within the AGEP community…not by those who challenge efforts to diversify STEM. I take great pride in being a member of that community.
"Quite frankly, I believe that broadening participation among the ranks of the underrepresented is a matter of national security and economic survival."

"... the statistic that impresses me the most is that collectively, a full thirty-five percent of all minority PhDs currently graduating in the U.S. come from AGEP programs. I want you to think about that for a moment. That is astonishing in the most wonderful way. It proves that your work is having broad and deep impacts. Such impacts are easy for any policymaker to understand."

Dr. Arden L. Bement, Jr., Director of the National Science Foundation (NSF), was keynote speaker at the AGEP Evaluation and Capacity Building Workshop in San Juan, Puerto Rico, January 28, 2006. The workshop was an effort by Dr. Roosevelt Johnson, AGEP Program Director, with the help of the American Association for the Advancement of Science (AAAS), to address the following issues: 1. Building a data collection infrastructure at the graduate school level; 2. Retention and progress to the STEM Ph.D. and 3. Assessing recruitment effectiveness and departmental admissions/selection committees.

Dr. Bement attended a dinner meeting of a special AGEP advisory committee on Friday evening and spoke to an assembly of AGEP principal investigators, program managers, evaluators and staff of AAAS on Saturday. In addition, Dr. Manuel Gomez, Puerto Rico P.I., gave Dr. Bement a tour of Aricebo and the University of Puerto Rico, Mayaguez.

Excerpts from Dr. Bement’s address include the following:

“The way we engage and retain underrepresented academic talent in the STEM fields will determine how well we can compete in the coming decades.”

“Your leadership role in sharing best practices and new ideas in the S and E academic universe is vital, not only for your institutions and the science community, but for the future of our nation.”

“A nation’s present and future value in the world marketplace is no longer measured by past standards. Years ago, it was a nation’s natural resources that gave it power. Today, a nation’s preeminence is measured in terms of its intellectual resource.”

“Developing nations clearly recognize that the size and ability of their science and engineering talent pool will likely determine their potential for economic growth. As this occurs, the U.S. will face tougher competition.”

“Although our academic institutions have the solid foundations, we must not tolerate the narrow and outdated methodologies. We must engage underrepresented students in doctoral and postgraduate work in science and technology fields.”
“One of the most important functions of the AGEP program is developing comprehensive, sustainable measurements to identify, quantify and disseminate best practices.”

“But the statistic that impresses me the most is that collectively, a full thirty-five percent of all minority PhDs currently graduating in the U.S. come from AGEP programs. I want you to think about that for a moment. That is astonishing in the most wonderful way. It proves that your work is having broad and deep impacts. Such impacts are easy for any policymaker to understand.”

“With somewhat limited resources, you are creating truly meaningful change in the lives of individuals, in the culture of your institutions, and for the future of the nation. I hope you are as proud as I am of the legacy you are creating for the future of science and technology.”

“I don’t have to tell you that leading is hard. Leaders are usually working without a map and without a net. A leader must be fearless when it comes to asking the difficult and uncomfortable question -“What are we willing to do that we aren’t doing now?”

“Leadership expert Ron Heifetz of Harvard University puts it this way - “What makes leadership difficult, strategically challenging, and personally risky is that you are often in the business of telling people difficult news – news that, at least in the short term, appears to require a painful adjustment. You have to be willing to ask people to sustain a loss.”

“AGEP continues to build a sturdy foundation of leadership and best practices that will help influence and develop the leaders of tomorrow.”

“It is critical for all members of the science community – especially those in academia – to demonstrate strong and forward-looking leadership, particularly as it applies to leveraging the talent and potential of underrepresented groups.”

“Quite frankly, I believe that broadening participation among the ranks of the underrepresented is a matter of national security and economic survival. I thank you all for your tireless efforts in making sure our future is secure.”
Kathie L. Olsen Becomes Deputy Director of the National Science Foundation

September 12, 2005 - Dr. Kathie L. Olsen has become the 11th deputy director of the National Science Foundation (NSF). Nominated by the president and confirmed by the Senate, Olsen was sworn into the post by NSF Director Arden L. Bement, Jr. on August 9, 2005. In addition to general responsibilities as deputy director, Olsen will serve as chief operating officer managing the day-to-day activities of the Foundation. One of her first responsibilities will be to lead the updating of the Foundation’s strategic plan as required every three years by the Government Performance and Results Act of 1993. Olsen joins NSF from the Office of Science and Technology Policy (OSTP) in the Executive Office of the President, where she was the associate director and deputy director for science and responsible for overseeing science and education policy including physical sciences, life sciences, environmental science, and behavioral and social sciences. Prior to the OSTP post, Olsen served as chief scientist at NASA and acting associate administrator for their new Enterprise in Biological and Physical Research.

“Dr. Olsen brings a breadth of experience in a number of research, policy and administrative areas that make her well suited to her duties at NSF,” Bement said. “Most importantly, she’s an NSF veteran who has hit the ground running.”

In the 1990’s she was the senior staff associate for the Science and Technology Centers in the NSF Office of Integrative Activities and served for two years as acting deputy director for the Division of Integrative Biology and Neuroscience. She gained legislative experience as a Brookings Institute Legislative Fellow and as a staff member to Senator Conrad Burns of Montana. Olsen received her B.S. degree with honors from Chatham College, Pittsburgh, Pa., majoring in both biology and psychology and was elected to Phi Beta Kappa. She earned her Ph.D. degree in neuroscience at the University of California, Irvine. She was a postdoctoral fellow in the Department of Neuroscience at Children’s Hospital of Harvard Medical School. Subsequently at SUNY-Stony Brook, she was both a research scientist at Long Island Research Institute and assistant professor in the Department of Psychiatry and Behavioral Science at the medical school. Her research on neural and genetic mechanisms underlying development and expression of behavior was supported by the National Institutes of Health. Olsen replaces Joseph Bordogna, who resigned in June.

Victor Santiago Appointed Acting Division Director for HRD

Dr. Victor Santiago is acting director of the National Science Foundation’s Division of Human Resource Development (HRD). HRD serves as a focal point for NSF’s agency-wide commitment to enhancing the quality and excellence of science, technology, engineering, and mathematics (STEM) education and research by broadening participation in STEM fields. HRD programs (1) diversify the human resource and institutional base on which the nation’s performance in science, technology, engineering, and mathematics depends, (2) increase research and education opportunities for faculty – women, minorities, and persons with disabilities, and (3) increase the involvement of faculty from minority-serving institutions in the nation’s STEM enterprise. Prior to his appointment at the National Science Foundation, Dr. Santiago was an associate professor of Earth Science at Inter American University of Puerto Rico. There, he also held several administrative positions including dean of Science and Technology. Dr. Santiago earned a Ph.D. at the University of Michigan.
Baltimore, MD – *Science Spectrum* magazine announced the 2005 Emerald Honors award winners. Considered the grand finale of the three-day Minorities in Research Science Conference, the prestigious Emerald Honors awards ceremony and gala was held on Saturday, September 17, 2005, at the Baltimore Convention Center, where exceptionally talented minorities from a broad range of scientific fields were recognized for stellar achievement. Dr. Roosevelt Y. Johnson was recognized for his exemplary leadership in program development for minorities, especially his leadership of the NSF Alliances for Graduate Education and the Professoriate.

The Emerald Honors are the premier awards for Blacks, Hispanics, Asian Americans, and Native Americans working in the research sciences. In addition to being recognized at the ceremony, this year’s award recipients will be featured in *Science Spectrum* magazine.

“Multicultural communities are where the action is in finding, preparing, and recruiting a new generation of science researchers in the U.S.,” says Dr. Tyrone D. Taborn, editor-in-chief of *Science Spectrum* magazine and CEO of Career Communications Group, producers of the Minorities in Research Science Conference.

In addition, the conference which ran from Thursday, September 15, to September 17, offered career fairs, networking sessions, and opportunities to receive continuing education credits for participation in professional development and training seminars and workshops. A Town Hall Meeting on “Healthcare Disparity in Minority Communities,” corporate career counseling breakfast roundtables, and the Top Hispanics in Technology Dinner” were other highlights of this comprehensive conference.

Along with the top minorities in science, key members of the minority media were invited to attend, including Univision, International Daily News, and *Black Enterprise* magazine. Taborn continued, “Clearly, if we are to bring on a new cohort of science talent, we will have to engage the interests and dreams of people in the multicultural communities. To do that, we will have to be innovative, recognizing that in today's media environment, high visibility is everything.”

Focused on recognizing and promoting exemplary performance in the field of science, the Emerald Honors awards ceremony and the Minorities in Research Science conference provided that visibility.
## 2006 AGEP Institutional Performance Data
### Five Year History

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2004-05 AGEP Ph.D Graduates

**Alabama (23)**
Idris Adbi, Ph.D., Plant/Soil Sciences, 2005, Alabama A&M University
Mekonen Baysie, Ph.D., Applied Physics, 2005, Alabama A&M
William Bennett, Ph.D., Pathology, 2005, University of Alabama at Birmingham
Edgar R. Blevins, Ph.D., Industrial & Systems Engineering, 2005, University of Alabama in Huntsville
Chastity Bradford, Ph.D., Cellular & Molecular Physiology, 2005, University of Alabama at Birmingham
Debra L. Byrd, Ph.D., Food Science, 2005, Alabama A&M University
Michael L. Curry, Ph.D., Chemistry, 2005, University of Alabama
Flavia Cunha Duncan, Ph.D., Metallurgical/Materials Engineering, 2005, University of Alabama
Melanie Sheree Eddins, Ph.D., Mathematics, 2005, University of Alabama
Tesfaye Gabre, Ph.D., Applied Physics, 2005, Alabama A&M University
Sabyasachi Ganguli, Ph.D., Materials Science, 2005, Tuskegee University
Davyda Hammond, Ph.D., Environmental Health Engineering, 2005, University of Alabama at Birmingham
Crystal Johnson, Ph.D., Microbiology, 2005, University of Alabama at Birmingham
Long Le, Ph.D., Pathology, 2005, University of Alabama at Birmingham
Doug Liu, Ph.D., Electrical Engineering, 2005, University of Alabama
Kayvon Modjarrad, Ph.D., Epidemiology, 2005, University of Alabama at Birmingham
Sheetal Purohit, Ph.D., Microbiology, 2005, University of Alabama at Birmingham
Latisha Salaam, Ph.D, Biomedical Engineering, 2005, University of Alabama at Birmingham
Carolyn D. Simmons, Ph.D., Mathematics, 2005, University of Alabama
Tommie Thompson, Ph.D., Applied Physics, 2005, Alabama A&M University
Torry Tucker, Ph.D., Cellular & Molecular Physiology, 2005, University of Alabama at Birmingham
Vanessa Williams, Ph.D., Applied Physics, 2005, Alabama A&M University
Sidat Yaffa, Ph.D., Plant/Soil Sciences, Alabama A&M University

**City University of New York AGEP: MAGNET/STEM (20)**
Ferass Abuzaina, Ph.D., Chemical Engineering, Polytechnic University N/A
Jennifer Ayala, Ph.D., Psychology, City University of New York N/A
Adil Benmoussa, Ph.D., Physics, City University of New York, Teacher, Lehman College High School, Bronx, NY
Sheila Brooks, Ph.D., Psychology, City University of New York N/A
Nicolas Carrasco, Ph.D., Biochemistry, City University of New York, Postdoctoral Fellow, Yale University
Yuetang Deng, Ph.D., Computer Science, Polytechnic University N/A
Judith A. Duncker, Ph.D., Political Science, City University of New York N/A
Yi Fan, Ph.D., Electrical Engineering, Polytechnic University N/A
Amber Bradshaw Hodges, Ph.D., Psychology, City University of New York, Postdoctoral Fellow, Morgan State
Hollie Lynn Jones, Ph.D., Psychology, City University of New York, Postdoctoral Fellow
Jose LaLuz, Ph.D., Mathematics, City University of New York N/A
Estevan Ruiz Limon, Ph.D., Psychology, City University of New York, Assistant Professor, Seattle University
Xiaoan Lu, Ph.D., Electrical Engineering, Polytechnic University N/A
Eugene Mananga, Ph.D., Physics, City University of New York, AGEP Postdoctoral Fellow, CUNY
Jorge Morales, Ph.D., Biology, City University of New York, Research Fellow, City College, CUNY
Raman Patel, Ph.D., Transportation Planning & Engineering, Polytechnic University, Faculty, Polytechnic University
Yasser Arafat Payne, Ph.D., Psychology, City University of New York, Postdoctoral Fellow
Jorge A. Pineiro, Ph.D., Mathematics, City University of New York, Assistant Professor, Bronx Community College
Rosemarie A. Roberts, Ph.D., Psychology, City University of New York, Assistant Professor, Barnard College
Selwyn A. Williams, Ph.D., Biology, City University of New York, Postdoctoral Fellow, Princeton University

**Georgia (4)**
1. Raheem , Ph.D., Electrical & Computer Engineering, Georgia Tech, Faculty, Georgia State University
2. Ali Gordon, Ph.D., Mechanical Engineering, Georgia Tech, Faculty, University of South Florida
3. Paul D.Smith, Ph.D., Electrical & Computer Engineering, Georgia Tech, Employed, Start-up Firm in CA
4. Kendra C.Taylor, Ph.D., Industrial & Systems Engineering, Georgia Tech, Employed, Booz Allen Hamilton
Howard University (5)
Jillian H. Davis, Ph.D., Pharmacology, Howard University, Faculty, Hampton University
Elizabeth Fryar, Ph.D., Pharmacology, Howard University, Postdoc, UNC Chapel Hill
Renee Hayslett, Ph.D, Pharmacology, Howard University, Faculty, Georgia Perimeter College
Marcus Hodges, Ph.D., Biology, Howard University, University of Health Sciences
LaTonia Taliaferro-Smith, Ph.D., Biochemistry & Molecular Biology, Howard University, Postdoc, Clark Atlanta University

Iowa (6)
Jose Candelaria, Ph.D., Applied Mathematical & Computational Sciences, University of Iowa
Sara Del Valle, Ph.D., Applied Mathematical & Computational Sciences, University of Iowa
Richard Wayne Freeman, Ph.D., Electrical & Computer Engineering, Iowa State University
Conrad Jones, Ph.D., Chemistry, University of Iowa, Southern University
Alberto Marrero, Ph.D., Mathematics, University of Iowa, Graduated Spring 2005
Andrean Llewela Simons, Ph.D., Food Science & Human Nutrition, Iowa State University

Missouri (2)
LeRoy Cox, Ph.D., Engineering Management, University of Missouri-Rolla (UMR), Post-Doc Fellow at UMR
Eliodora Chamberlain, Ph.D., Fisheries & Wildlife, University of Missouri-Columbia, Biologist for EPA

More Graduate Education @ Mountain States Alliance (51)
Luis Fernando, Ph.D., Mathematics, Arizona State University
Kendy K. Kuczka, Ph.D., Exercise Science, Arizona State University
Cesar Martinez-Olvera, Ph.D., Industrial Engineering, Arizona State University
Martha L. Medina, Ph.D., Chemistry, Arizona State University
Ryan Paul Nuñez, Ph.D., Science & Engineering of Materials, Arizona State University
Elena Ortiz-Barney, Ph.D., Plant Biology, Arizona State University
Rodrigo Emiliano Palacios, Ph.D., Chemistry, Arizona State University
Antonio E. Ramírez, Ph.D., Physics, Arizona State University
Lynette Rios Salas, Ph.D., Biomedical Engineering, Arizona State University
Elhassan, Mohammed Awad, Ph.D., Electrical Engineering, Arizona State University
Arturo Acero, Ph.D., Ecology & Evolutionary Biology, University of Arizona
Mercedes C. Arguelles, Ph.D., Public Health/Nutritional Sciences, University of Arizona
Carlos Hugo Alcalá Galván, Ph.D., Wildlife & Fisheries Sciences, University of Arizona
Jose Oliverio Álvarez Sierra, Ph.D., Applied Mathematics, University of Arizona
Humberto Álves Barbosa, Ph.D., Soil, Water & Environmental Sciences, University of Arizona
Luis Fernando Barra-Pantoja, Ph.D., Geosciences, University of Arizona
Sergio Francisco Castro-Reino, Ph.D., Geosciences, University of Arizona
Eugenio Manuel De La Rosa Rivera, Ph.D., Optical Sciences, University of Arizona
Luis Gustavo Espinola Rocha, Ph.D., Applied Mathematics, University of Arizona
Claudia Guerrero-Barajas, Ph.D., Environmental Engineering, University of Arizona
David Germán González Lanteri, Ph.D., Soil, Water & Environmental Sciences, University of Arizona
Graciela Silva Marengo, Ph.D., Epidemiology, University of Arizona
Maria Amaya Moro-Martínez, Ph.D., Astronomy, University of Arizona
Pablo Gortari Moroyoqui, Ph.D., Soil, Water & Environmental Sciences, University of Arizona
Guadalupe Inés Lozano, Ph.D., Mathematics, University of Arizona
René Martínez Flores, Ph.D., Civil Engineering, University of Arizona
Marcelo Matús Acuña, Ph.D., Electrical & Computer Engineering, University of Arizona
Iván Mondaca Fernández, Ph.D., Agricultural & Biosystems Engineering, University of Arizona
Nicholas Orduño Román, Ph.D., Pharmacology & Toxicology, University of Arizona
Gilmar Fernandes Salgado, Ph.D., Biochemistry, University of Arizona
Carlos Alfredo Ugarte, Ph.D., Computer Sciences, University of Arizona
Kelli E. Valdés, Ph.D., Physiological Sciences, University of Arizona
Diego Valdés-Zamudio. Ph.D., Renewable Natural Resources Studies, University of Arizona
Victor Alejandro Valencia-Gómez, Ph.D., Geosciences, University of Arizona
Yomara Yadira Muñoz Ortega, Ph.D., Civil Engineering, University of Nevada, Reno
Alicia Aragón, Ph.D., Civil & Environmental Engineering, University of New Mexico
Alicia Ayala, Ph.D., Chemical Engineering, University of New Mexico
Elena Gabriela Barrantes-Sliesorieva, Ph.D., Computer Science, University of New Mexico
Sergio Flores-Rámirez, Ph.D., Biology, University of New Mexico
Rafael Galindo, Ph.D., Biomedical Sciences, University of New Mexico
Henry Jerez, Ph.D., Electrical & Computer Engineering, University of New Mexico
Derek Martínez, Ph.D., Mathematics, University of New Mexico
C. Nathaniel Roybal, Ph.D., Biomedical Sciences, University of New Mexico
Rafael Sandoval-Rodríguez, Ph.D., Electrical & Computer Engineering, University of New Mexico
Juan Vargas-Rubio, Ph.D., Electrical & Computer Engineering, University of New Mexico
José Luis Chávez, Ph.D., Biological & Agricultural Engineering, Utah State University
Maria Gloria Romero, Ph.D., Irrigation Engineering, Utah State University
Samuel Rivera, Ph.D., Watershed Science, Utah State University
William De Jesus Ciro, Ph.D., Chemical Engineering, University of Utah
Gustavo Alfredo Muñoz-Rivadeneira, Ph.D., Metallurgical Engineering, University of Utah
Nicholas Saenz, Ph.D., Civil Engineering, University of Utah

New Mexico (3)
Lorenzo Aleman,, Ph.D., Molecular Biology, New Mexico State University, Postdoc, TTU Health Science Center, Texas Tech University
David Garcia-Ibilcieta, Ph.D., Molecular Biology, New Mexico State University, Postdoc, NMSU, and Visiting Scientist, Moscow, Russia
Melanie Moses, Ph.D., Biology, University of New Mexico, Post-doc, UNM

PROMISE: Maryland (24)
Jorge Velarde, Ph.D., Biochemistry, University of Maryland, Baltimore
Rigoberto Sanchez, Ph.D., Pathology, University of Maryland, Baltimore
Syreeta Tilghman, Ph.D., Pharmacology & Experimental Therapeutics, University of Maryland, Baltimore
Melanie Smith, Ph.D., Pharmacology & Experimental Therapeutics, University of Maryland, Baltimore
Milena D’Angelo, Ph.D., Physics, University of Maryland, Baltimore County
Niya Werts, Ph.D., Information Systems, University of Maryland, Baltimore County
Elizabeth Jones, Ph.D., Psychology, University of Maryland, Baltimore County
Matthew Avila, Ph.D., Psychology, University of Maryland, Baltimore County
Javier Wagmister, Ph.D., Biological Sciences, University of Maryland, Baltimore County
Azene Zenebe, Ph.D., Information Systems, University of Maryland, Baltimore County
Richard Gagnon, Ph.D., Applied Mathematics and Scientific Computation, University of Maryland, College Park
Cassandra Moore-Crawford, Ph.D., Animal Sciences, University of Maryland, College Park
Marcela Valenzuela, Ph.D., Chemistry, University of Maryland, College Park
Ricardo Diaz, M.S./Ph.D., Aerospace Engineering, University of Maryland, College Park
Angelica Gutierrez-Magnes, Ph.D., Civil and Environmental Engineering, University of Maryland, College Park
Carlos Salgado, Ph.D., Civil and Environmental Engineering, University of Maryland, College Park
Darryl Williams, M.S./Ph.D., Chemical Engineering, University of Maryland, College Park
Angela Hodge, Ph.D., Electrical Engineering, University of Maryland, College Park
Randolph Jacobs, M.S./Ph.D., Materials Science and Engineering, University of Maryland, College Park
Keith Rogers, M.S./Ph.D., Mechanical Engineering, University of Maryland, College Park
Dwight Williams, Ph.D., Nuclear Engineering, University of Maryland, College Park
Lewis Wheaton, Ph.D., Neuroscience and Cognitive Science, University of Maryland, College Park
Paul Jones, Ph.D., Psychology, University of Maryland, College Park Park
John Wingfield, Ph.D., Psychology, University of Maryland, College Park

Puerto Rico (7)
Idelisse Negrón Encarnación, Ph.D, Analytic Chemistry, University of Puerto Rico-Rio Piedras Campus, Industr.
Ivelisse Torres Silva, Ph.D, Analytic Chemistry, University of Puerto Rico-Rio Piedras Campus, Industry
Ruth G. León Vázquez, Ph.D, Inorganic Chemistry, University of Puerto Rico-Rio Piedras Campus, Gretchen López Hernández, Ph.D, Biology, University of Puerto Rico-Rio Piedras Campus, Ileana Soto Reyes, Ph.D, Biology, University of Puerto Rico-Rio Piedras Campus, Adaris Mas Rivera, Ph.D, Biology, University of Puerto Rico-Rio Piedras Campus, Instructor José Mojica Pérez, Ph.D, Biology, University of Puerto Rico-Rio Piedras Campus, Postdoctoral student Arizona Madeline Nieves Cintrón, Ph.D, Biology, University of Puerto Rico-Rio Piedras Campus, Post-Doctoral Student - University of Washington

**Rice-Houston (9)**
Musie Syum Ghebremichael, Ph.D., Statistics, Rice-Houston, Academia
Rachel Elisabeth Vincent-Finley, Ph.D., Computational & Applied Math, Rice-Houston, Academia
Alejandro J. Almarza, Ph.D., Bioengineering, Rice-Houston
Jude Anthony Benavides, Ph.D., Environmental Science & Engineering, Rice-Houston, Academia
Victor Anietie Udoewa, Ph.D., Mechanical Engineering & Materials Science, Rice-Houston, Academia
Powtawchee Neengay Williams, Ph.D., Mechanical Engineering & Materials Science, Rice-Houston, Industry
Francisco Maya, Ph.D., Chemistry, Rice-Houston
Erin O'Neil Cabello, Ph.D., Biochemistry and Cell Biology, Rice-Houston
Samuel Knox Campos, Ph.D., Biochemistry and Cell Biology, Rice-Houston, Government

**University of Colorado at Boulder**
Zachary Bacquet, Molecular Cellular & Developmental Biology, University of Colorado at Boulder, Postdoc
Kristy Duran, Environmental, Population and Organismic Biology, University of Colorado at Boulder, NSF postdoc at Bowdoin
Cristina Rumbaitis del Rio, Environmental, and Organismic Biology, University of Colorado at Boulder, Postdoc at Columbia
Oge Arum, Molecular, Cellular and Developmental Biology, University of Colorado at Boulder, Postdoc at University of Michigan
Teresa Segura, Atmospheric & Oceanic Science, University of Colorado at Boulder, Works for the Gruman Corporation in Los Angeles.
Miguel Arias, Civil Engineering, University of Colorado at Boulder, Temporarily working with a local a research project.
Tomas Carlo-Joglar, Environmental and Organismic Biology, University of Colorado at Boulder, Postdoc at the University of Washington
Brandy E. Gamblin, Chemistry, University of Colorado at Boulder, Working on project at University of Colorado
Moriba Jah, Aerospace Engineering, University of Colorado at Boulder, Works at Jet Propulsion Lab (JPL)

**University of North Carolina at Chapel Hill (5)**
Bertina Jones, Ph.D., Materials Sciences, University of North Carolina at Chapel Hill
Janelle Saulter, Ph.D., Medicinal Chemistry, University of North Carolina at Chapel Hill
Sacoby Wilson, Ph.D., Environmental Sciences & Engineering, University of North Carolina at Chapel Hill
Reginald Hill, Ph.D., Genetics & Molecular Biology, University of North Carolina at Chapel Hill
Rachel Murphy-Brown, Ph.D., Political Science, University of North Carolina at Chapel Hill

**University of California (82)**

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Alabama AGEP partnered with Alabama LSAMP in the implementation of the NSF Bridge to the Doctorate (BD) program. The University of Alabama at Birmingham (UAB) joined AGEP institution partners, The University of Alabama in Huntsville (UAH) and Auburn University, in implementing this program for twelve graduate students for program year 2005-2006. BD students receive full-tuition, medical insurance, transportation to national and local conferences. Auburn University began the program in 2003-2004 with ten BD students. UAH was awarded funding for program year 2004-2005, where fourteen first-year graduate students were enrolled. The students are supported by the AGEP infrastructure on each campus.

Alabama AGEP collaborated with Alabama EPSCoR and received NSF support for a summer residential student research program involving Auburn University, Tuskegee University, The University of Alabama in Huntsville and lead institution, The University of Alabama at Birmingham. Twelve students participated in sponsored EPSCoR summer research with AGEP mentors. Students completed projects and presented their findings at an EPSCoR/LSAMP research conference held on The University of Alabama at Birmingham campus.

The Alabama AGEP/LSAMP Graduate School Fair on October 3, 2005 had over 250 science, engineering and mathematics students registered and 17 exhibitors from institutions offering graduate degrees. Activities included graduate school presentations, graduate school awareness sessions, a Bridge to the Doctorate student panel and guest graduate school exhibitors and recruiters.

California

UC Berkeley – The annual Berkeley Edge Conference brings underrepresented minority students who are competitively eligible for Ph.D. programs, to the Berkeley campus. The Berkeley Edge goal is to identify, recruit, retain and assist in advancing talented minority students to graduate school and into the professoriate.

UC Davis – The AGEP Scholars Program is a summer bridge program for underrepresented STEM students prior to enrolling their first year in graduate school at UC Davis.

UC Irvine – Diversity Program Visitation Days provide opportunities for small groups of students from University of California (UC) and California State University (CSU) McNair and other research programs to visit the Irvine campus and meet with faculty, staff and graduate students.

UC Merced – In Fall 2005, UC Merced opened as the tenth campus in the UC system.

UC Los Angeles – The STEM-PLEDGE (Providing Leadership and Enhancing Diversity in Graduate Education) is an AGEP student organization committed to peer mentorship, career development, networking and support and recruitment.

UC Riverside – The “Get Connected” Monthly Professional Development Workshop Series provides seminars to underrepresented STEM students to develop peer support and provide campus resources.

UC San Diego – The Diversity Outreach Collaboration (DOC) program works with partner universities to develop formal ties between their programs and UCSD faculty, graduate students and staff. The focus of the program is to create better understanding of UCSD graduate programs and diversify applicant pools.

UC San Francisco – The Advanced Preparation for Academia (APA) optimizes skills and experiences of graduate students and postdoctoral scholars to make them attractive candidates for academic appointments.

UC Santa Barbara – Diversity Coordinators work with the Graduate Division and STEM departments to provide advising, programming activities and professional development opportunities to new and continuing students.

UC Santa Cruz – The Graduate Student Diversity Dinner fosters a sense of community and celebrates campus diversity. Following the dinner, a panel of graduate students shares their experiences and strategies for academic success.

City University of New York

From 1999-2004, the number of minority applicants across the alliance rose from 39 to 106 and minority STEM enrollment increased from a baseline number of 122 to 155, while the total STEM enrollment decreased from a baseline of 853 to 742.

At CUNY the increase in GRE scores among new enrollees continued in 2004, with the verbal scores of the new enrollees averaging 33 points higher than the baseline cohort’s and the quantitative scores 51 points higher.

From 1999-2004, minority STEM degrees awarded increased from a baseline number of 8 to 118.

CUNY-MAGNET/STEM scholars presented research at conferences across the country:
2004-2005 graduates with postdoctoral positions are at the following institutions: Yale University, Morgan State University, Albert Einstein College of Medicine, CUNY Graduate Center/CUNY, City College/CUNY, Hunter College/CUNY, Barnard College and Princeton University.

2004-2005 graduates in assistant professor positions are at the following institutions: Saint Peter’s College, Lehman College/CUNY, University of Puerto Rico, Seattle University and Bronx Community College/CUNY.

Georgia Tech (FACES)

The Summer Undergraduate Research in Science/Engineering (SURE) Program continued its strong momentum as it entered its 13th year, with an enrollment of 26 students from universities across the U.S. This year’s group was a very promising cohort of potential Georgia Tech graduate students. The program has been very successful. Approximately 90% of SURE’s 219 total participants have gone to graduate school, and nearly half of those have come to Georgia Tech.

Senior doctoral candidates at Georgia Tech annually compete for $20,000 Career Initiation Grants (CIGs), which they may use as start-up funds to assist them in establishing their research programs in their initial academic appointments. Three such grants were given this year. Two past CIG recipients, Mark Lewis (2002), and Sam Graham (2005), received the prestigious National Science Foundation CAREER Award. Mark Lewis has also received a Presidential Early Career Award in Science and Engineering (PECASE, 2004).


Georgia Tech has been the top producer of African Americans in engineering at both the Ph.D. and Master’s level for several years. According to the June 2, 2005 issue of Black Issues in Higher Education, for the third time in the last five consecutive years, Georgia Tech was the #1 producer of B.S. degrees (126) awarded to African American engineering students (Georgia Tech ranked #2 the other two years).

Maryland PROMISE

UMBC:

Council of Graduate School’s (CGS)/Peterson’s Award for Innovation in Promoting an Inclusive Graduate Community

CGS Ph.D. Completion Project grant

UMCP:

AAUW Progress in Equity Award (Science & Technology diversity – STAND – “Science and Technology Addressing the Needs of Diversity”; AGEP and STAND were collaborative partners in the following programs: “How to Ace the GRE® Test”, and “Guaranteed 4.0”.)

UMCP (Institutional) Ph.D. Completion Project

UMB:

Fogarty International Research Collaboration Award

NHLBI Short Term Research Training Grant (T35), training undergraduate and medical students to conduct STEM research leading to the M.D./Ph.D. degree.

NCMHD – Project EXPORT Health Disparities Center Grant, training undergraduate and medical students to conduct STEM (and other) research leading to the Ph.D., M.D. and/or combined degree.

Northeast

Between 1999 and 2005, the alliance increased the number of Ph.D. degrees awarded to our target population in STEM disciplines from 35 when the program began to 79 in 2005.

In 2005, the NEAGEP membership increased from ten to sixteen Research Extensive institutions by including all of the flagship campuses of the New England state universities as Alliance Institutions. The addition of these institutions markedly broadens the graduate educational opportunities available to students from our partner and other undergraduate colleges and universities.
Over 125 administrators, faculty members and graduate students attended the 2nd Annual NEAGEP Science Day at UMass Amherst in May, 2005. A highlight of the event was the keynote address by Dr. Tyrone Hayes (Department of Integrative Biology, University of California Berkeley) who gave a talk entitled, “From Silent Spring to Silent Night: Amphibians, Pesticides, and Public Health.” Graduate students participated in a poster session judged by faculty from each of the NEAGEP institutions and this session generated lively conversation and new collaborations. In addition, NEAGEP graduate students, project coordinators and faculty from alliance and partner Institutions were joined by guests for panel discussions on best practices for recruiting and retaining minority students in STEM disciplines. This year our guest panelists were Ansley Abraham (Director, Doctoral Scholars Program, Southern Regional Educational Board) and Enrique De La Cruz (Assistant Professor of Molecular Biophysics and Biochemistry, Yale University).

On the following day, over 200 STEM graduate students from UMass Amherst and NEAGEP institutions attended a professional development event organized by Ticora Jones and Jessica McCoy (Polymer Science graduate students). The event was entitled, “A PhD is Not Enough” and featured a series of workshops led by Dr. Peter Feibelman, author of “A Ph.D. is Not Enough: A Guide to Survival in Science.”

**North Carolina OPT-ED**

Harry Lopez, an NC State AGEP summer research participant from the University of Puerto Rico in Cayey, won the 16th Annual Student Research Symposium in Puerto Rico, where 21 different universities were represented from throughout the United States.

NC State had its Fourth Annual Undergraduate Research Symposium this past summer, which AGEP coordinates. This symposium gives all the undergraduate students doing summer research at NC State an opportunity to present their research in poster form. Symposium attendance has more than tripled since its inception, and we are expecting it to continue to grow in the future.

**Midwest Crossroads**

The first formal Midwest Crossroads Alliance for Graduate Education and the Professoriate activity was an alliance “Kickoff” which took place on December 2, 2004. The activity was held at Purdue University in the Burton D. Morgan Center for Entrepreneurship, which was the first building completed in Purdue’s Discovery Park. The center, which was finished in June 2004, is a $7 million, 31,000-square-foot, two-story facility and the university’s hub for interdisciplinary research located on State Street on the west edge of campus. Students, faculty, staff and administrators from each campus were invited to the alliance “Kickoff” which included a welcome from Purdue Provost/Project P.I. Sally Mason. A logo contest was also held in conjunction with the “Kickoff.” The winner of the contest was Alberto M. Lopez, a Ph.D. graduate student in Geological Sciences at Northwestern University.

The Midwest Crossroads- AGEP office at Northwestern University hosted “Mentoring Workshops” conducted by “Sunji” Jangha and Dr. Howard Adams. Sunji Jangha presented a faculty mentoring workshop May 24, 2005, and Dr. Adams presented to the students on May 25, 2005. Sunji Jangha also presented two workshops for faculty on May 24, 2005. All Midwest Crossroads AGEP Alliance partners were invited to join all sessions by video.

Our alliance has held monthly video meetings to help facilitate the structure of campus programs of the Midwest Crossroads AGEP project. Each alliance campus is invited to join via video or audio. The video meetings are conducted by the alliance director, Dr. Pamella Shaw, who sets up the meetings from the Purdue University campus.

**Puerto Rico**

A total of 16 Special Fellowships were awarded to nine Ph.D. students from the Rio Piedras Campus and seven Ph.D. students from the Mayaguez Campus. A total of 55 new graduate students were impacted by the Teaching Assistant Training and Bridging seminars; 50 peer mentors were trained and assigned to the new graduate students.

During the years 1999 – 2005 a total of 20 fellowship recipients have completed their Ph.D. A series of workshops, seminars and activities were design, implemented and offered to AGEP students throughout the academic year including the following: Workshop in Oral Presentations using Power Point; Scientific Writing; Design of Scientific Posters; Scientific Seminars – Building networks among graduate students and Faculty members; Scientific Posters’ presentation at the LSAMP & PRISM conference and the 2nd Graduate Poster Presentations, among others.

LSAMP Fellowship recipients of 2003-2004, 2004-2005 will be competing for the AGEP Special Fellowships.
The Twelfth Annual Compact for Faculty Diversity Institute on Teaching and Mentoring was held October 25-27, 2005, at the Marriott Crystal City Gateway in Arlington, Virginia. During the three days over 930 people attended the Institute, and it was the largest gathering in America of racial/ethnic minority Ph.D. scholars seeking faculty careers in academia.

The Institute addressed the shortage of minorities in faculty positions in colleges and universities. The Institute is designed to help increase the percentage of minority students who earn doctorates and to diversify the pool of qualified candidates for faculty positions at colleges and universities. The Institute provided a forum and opportunity that doctoral candidates could share insights and survival tips for success in graduate work, to build community among themselves and faculty representatives, and to enrich their research and teaching skills. The Institute also benefited faculty members by helping them develop mentoring skills and strategies and by addressing ways to ensure a departmental environment of support for underrepresented students.

The Institute was sponsored by The Southern Regional Education Board (SREB), Atlanta, Georgia; The New England Board of Higher Education (NEBHE) Boston, Massachusetts; the Western Interstate Commission for Higher Education (WICHE) Boulder, Colorado; participating colleges/universities, and state agencies. Participants at the Institute represented various groups. Three groups from the National Science Foundation participated. They were scholars from the Alliances for Graduate Education and the Professoriate (AGEP); Directorate for Biological Sciences; and the Directorate for Social, Behavioral and Economics Sciences. Other scholars were from the Alfred P. Sloan Foundation Minority Ph.D. Program; National Institute of General Medical Sciences; and the Ronald E. McNair Post-baccalaureate Achievement Program.
This marked the third year that AGEP scholars attended the Institute and the number of AGEP attendees was the largest in the three years of AGEP participation. The 2003 Institute that was held in Miami had 139 AGEP attendees.

The 2004 Institute was held in Atlanta, Georgia had 160 AGEP attendees while the 2005 Arlington Institute had 180 AGEP attendees. Attendance from the AGEP program was the largest ever. The following state and regional AGEP Alliances were represented at the Arlington Institute: Alabama, Central New York to Puerto Rico, CUNY, Colorado, Louisiana, Howard University-University of Texas at El Paso, Iowa, Maryland, Michigan, Mississippi, Arizona, New Mexico, North Carolina, Northeast, Puerto Rico, Rice-Houston, SUNY, University of California, and the Southeast.

The following AGEP Scholars who attended previous Institutes and who have graduated with their Ph.D. degree attended the Institute and were recognized at the Friday evening Awards Banquet: Dr. Elizabeth Fryar, Howard University; Dr. Katherine Dunphy Guzan, University of California Berkeley; Dr. Kelly Hester University of California San Diego; Dr. Eihab Jaber, Stony Brook University; and Dr. Annice Jennette Yarber, University of Alabama at Birmingham.

The 2006 Institute will be held in Miami, Florida, October 26-29, 2006. For more information about the Compact for Faculty Diversity Institute on Teaching and Mentoring please visit: www.instituteon teachingandmentoring.org.
The Eighth Annual AGEP/LSAMP Graduate School Fair at The University of Alabama at Birmingham attracted over 250 undergraduate students majoring in science, engineering and mathematics from Historically Black Colleges and Universities and featured a variety of exhibitors from graduate institutions.

**HIGHLIGHTS**

**Graduate School Presentations**
- Alabama A&M University..........................Dr. Chandra Reddy
- Alabama State University........Mrs. Danielle Kennedy-Lamar
- Auburn University ........................................Dr. Overtoun Jenda
- Tuskegee University.............................Dr. Shaik Jeelani
- University of Alabama..............................Dr. Jimmy Williams
- University of Alabama at Birmingham ..Dr. James McClintock
- University of Alabama in Huntsville.......Dr. Debra Moriarity

**Graduate School Awareness Sessions**
- "Selecting the Right Graduate School"
- "The Graduate School Application Process"
- "How to Succeed in Graduate School"

**Moderators**
- Dr. Overtoun Jenda ...............................Auburn University
- Dr. Adriel D. Johnson, Sr., University of Alabama in Huntsville

**Bridge to the Doctorate Student Panelists**
- Auburn University – Angela Bell, Nicole Harris, Carl Pettis
- The University of Alabama at Birmingham – Ajai Cribbs, Christophe Jackson, Lindsey McCall
- The University of Alabama in Huntsville – Michael Francis, Khalid Holmes, Veronica Hunter

**Exhibitors:**
- Alabama A&M University, Alabama State University, Arizona State University, Auburn University, Howard University, North Carolina State University, Samford University, Tuskegee University, The University of Alabama, The University of Alabama at Birmingham (Biology, Chemistry, Computer & Information Sciences, Electrical & Computer Engineering, Genetics, Graduate School, Health Behavior, Mathematics and Physics), The University of Alabama in Huntsville

**Historically Black Colleges and Universities Represented:**
- Alabama A&M University
- Alabama State University
- Auburn University
- Oakwood College
- Talladega College
- Tuskegee University

The 2006 Fair will be held October 2, 2006 at The University of Alabama at Birmingham.
Graduate students and faculty mentors meet annually in a supportive environment to work on improving the graduate school experience. Mentors help fellows to better comprehend the graduate school process. Together, they tackle problems encountered in graduate school and recommend systemic changes. The mentor network welcomes new graduate students into the Alliance and makes plans to recruit more STEM Ph.D. students. Fellows also present their research.

http://agep.syr.edu
8th Annual CUNY Conference in Science and Engineering
at the CUNY Graduate Center • Feb. 25, 2005

Keynote Speaker: Dr. Ron McKay,
Chief of the Laboratory of Molecular Biology in the basic neuroscience program,
The National Institute of Neurological Disorders and Stroke.
Theme: “Using Stem Cells in Science and Medicine,”

Faculty Presentation: Professor Martin Muntzel,
Department of Biology, Lehman College, CUNY
“The Dietary Salt and Blood Pressure Controversy: A History and Recent Updates,”

Student Oral Presentations, Poster Session
The EMERGE Consortium, in collaboration with the American Association for the Advancement of Science (AAAS) and the National Science Foundation (NSF), hosted its 4th conference September 22-24th in Atlanta, GA at the Georgia Tech Hotel and Conference Center. The conference theme “From Conception to Realization: Empowering the Scientists, Engineers and Innovators of Tomorrow” was fulfilled through presentations from four keynote speakers, as well as innovative workshops provided to the more than 150 conference attendees.

Opening Luncheon keynoter, Dr Pamela McCauley-Bell, Associate Professor of Industrial Engineering at the University of South Florida, gave a compelling talk on overcoming obstacles in pursuit of your dreams. Dr. Arden Bement, director of the National Science Foundation, gave the address for the Achievement Luncheon. Dr. Bement addressed the need for a larger science and technology workforce in the United States and stressed the importance of a more diverse science and engineering force, highlighting that experience from different backgrounds will have a positive impact on the creativity and productivity of the STEM community. Dr. Lydia Villa-Komaroff, Chief Scientific Officer for Cytonome, Inc., was keynote speaker for the Innovators Dinner. Her speech highlighted many of the personal experiences and the choices made in attaining career success. The final keynote speaker, Dr. Glake Hill, Assistant Professor of Chemistry at Jackson State University, discussed “Five Keys to Career and Personal Achievement” at the Student Awards Luncheon. Dr. Hill had 7 publications before he obtained his PhD. Dr. Roosevelt Johnson, NSF AGEP Program Director, later issued the challenge to students in the AGEP pipeline to beat Dr. Hill’s record.

Students actively participated in workshops with topics such as “Applying to Graduate School,” “Popularity in the Department,” “Preparing for a Career in Academia,” “Public Speaking for Scientist and Engineers,” and “Making your Money work for you as a Student.” Students were also able to apply their technical and research knowledge through oral and poster competitions in their designated fields. Prizes given included monetary awards, as well as trips to the AAAS Annual Meeting in St. Louis in February, 2006.

Faculty and program administrators were provided with an extensive slate of activities with much emphasis on collaborative efforts between their own programs and other NSF sponsored programs. These collaborative efforts were further explored with the opportunity for open discussion on best practices during the LSAMP/AGEP Poster session. Inventive and engaging sessions were presented by the CRLT Players. The theater group presented vignettes and led discussions on faculty mentoring, diversity, and graduate student mentoring.

Feedback from the evaluations completed by conference participants and attendees revealed that the conference goals were met and that the EMERGE Workshop is vital in the continuance of dialogue between all parties with a vested interest in empowering the next generation of scientist and engineers.
PROMISE: Maryland’s AGEP Events

- PROF-it (Professors-in-training) Seminars with the UMBC Center for Faculty Development and the UMCP Center for Teaching Excellence. PROF-it Partners: Howard University Electrical and Computer Engineering Department – Courses: “State of the Art Technology and Technical Entrepreneurship”, and “Introduction to Electrical Engineering II”; UMBC McNair Scholars Program – Course: “Research Methods”, and UMBC Office of Undergraduate Admissions (advising undergraduates). Students attend training seminars during the fall and spring semesters and begin teaching and advising during the spring and summer sessions.

- **January:** PROMISE Research Symposium, Location: UMCP

- **February:** Women’s Tea, Location: UMBC; PROMISE Spring Opening Meetings (each campus)

- **March:** Community Building at Coolfont, Location: CoolFont Center, Berkeley Springs, West Virginia; PROMISE Tri-campus workshop: Challenges and Rewards of Faculty of Color, Location: UMCP; UMBC Graduate Student Success Seminar Series: Grant Writing, Location: UMBC

- **April:** UMBC Graduate Student Success Seminar Series: Meet the President – Dr. Freeman Hrabowski, III, Location: UMBC; PROMISE Tri-campus series: Reflections: Looking Back to Move Forward, Emphasis on Strategies for Stress Relief, Location: UMB

- **May:** PROMISE Celebration of Graduates Cookout, Location: Patapsco State Park; UMCP PROMISE Assessment and Planning Brunch, Location: UMCP

- **June:** Ethics and Responsible Conduct of Research seminars, in conjunction with the UMB PROMISE Summer Bridge, Location: UMB.

- **July:** PROMISE Spanish Class, Locations, UMBC & UMCP (rotates)

- **August:** PROMISE Summer Success Institute (SSI), Location, Sheraton Columbia, Columbia, MD

- **September:** PROMISE Fall Opening Meetings (Each Campus)

- **October:** How to Effectively Present Oral and Poster Presentations” (Each Campus)

- **November:** Dissertation Completion Workshops (Each Campus)

- **December:** Reflections: Acupuncture, Complementary and Alternative Medicines. Emphasis on Stress Relief

**PROMISE: Maryland’s AGEP Annual Recruitment Events**

- October – UMBC Graduate Horizons. Students are invited to apply to attend this weekend of lab tours and meetings with faculty; seminar on Ph.D. Career Paths; discussions with graduate students and PROMISE Peer Mentors; a motivational speech by UMBC President and African-American Mathematician Dr. Freeman Hrabowski; workshops on the GRE, preparing applications, admissions; and more! [http://www.umbc.edu/horizons](http://www.umbc.edu/horizons)

- October – UMCP Annual Graduate School Fair. On campus panel discussions with STEM faculty, administrators, graduate students, and UMCP PROMISE Peer Mentors; visitation to academic departments

- December – UMB Campus Visitation. Tours of the medical facilities and discussions of opportunities for Ph.D., MD/Ph.D, Pharm.D./Ph.D., D.D.S./Ph.D., and other programs that include STEM research.

- Networking & professional development at AISES, MAES, SHPE, NSBE, SACNAS, ABRCMS, SREB, EMERGE, McNair, and LSAMP conferences.
The Michigan AGEP Alliance’s (MAA’s) first alliance-wide conference was a highly successful event. Students from all four alliance partners (University of Michigan, Michigan State University, Wayne State University and Western Michigan University) attended the MAA Fall Conference, which was held on October 1, 2005, at the University of Michigan. "Preparing for the Professoriate" was the theme of the day-long event.

Dr. Orlando Taylor, Vice Provost for Research and Dean of the Graduate School at Howard University, was the keynote speaker and energized the attendees by making a case for completing the Ph.D. and entering the professorate. The conference included workshops on academic careers, faculty expectations in graduate school, making the transition from graduate school to the professorate, and networking. The conference also featured group discussions led by panels of faculty about life as a professor. In addition to enjoying the workshops and panels, many students commented on how valuable it was to meet students from the other MAA partner schools, thus expanding their circle of colleagues and friends.

The day ended with a special session with the MAA Steering Committee that gave all participants a chance to make suggestions for future MAA activities. The useful and interesting suggestions from this session and from our post-conference assessment/feedback survey serve as motivation for our next set of MAA activities. MAA plans to expand and grow the alliance-wide conferences, holding one each term. The MAA partners will take turns hosting the events, giving participants a chance to not only enjoy attending the conference, but to visit each other’s campuses.

Spring 2006 will feature an alliance-wide conference at Michigan State University on "Communication and Conflict Resolution." One of the highlights of the conference will be the Setting Expectations and Resolving Conflicts and Communication Strategies Workshops. These programs are designed to raise awareness of issues of potential conflict in doctoral education to enable graduate students to develop skills in conflict resolution using interest-based strategies and to teach skills for effective communication. The upcoming conference will also allow time for student personal interaction and networking. MAA works to build a multi-university community of scholars.
North Carolina Alliance to Create Opportunity through Education
Fourth Annual Alliance Day 2005

“Education Today for the World Tomorrow”

Fourth Annual OPT-ED Alliance Day was held in the Koury Convention Center at the Sheraton Four Seasons in Greensboro, North Carolina. An all-day event, with over 500 participants from middle schools, high schools, and institutions of higher learning throughout North Carolina, Alliance Day 2005 showcased twelve informative workshop sessions, Representative Alma Adams’ keynote presentation, as well as poster and oral presentations of student research projects.
“A Gathering of Science Scholars” National Conference
Held annually at Stony Brook University, this year’s second annual conference took place on March 10-11, 2005 featuring dynamic speakers, skill-building workshops for undergraduate students and graduate students, a career fair, and a research symposium. A total of 348 students representing 32 higher education institutions participated. For details on the 2006 conference, please visit the Stony Brook University AGEP Web site at: www.stonybrook.edu/agep.

“Preparing for the Professoriate” Conference
An annual conference held at the University at Albany, this year on November 4-5, 2005, featuring talks on time-management, information and resources on academic careers, and an opportunity for regional AGEP students to network. For details on the 2006 conference, please visit the Albany AGEP Web site at: www.albany.edu/agep.

“Beyond the Bachelors Degree” Graduate School Awareness Conference
A bi-annual conference held at the University at Buffalo featuring workshops on preparing for graduate school admissions and managing academic, financial, personal and career challenges. For information about the 2006 conference, please visit the Buffalo AGEP Web site at: www.grad.buffalo.edu/costs/agep/.

Poster competition winners at the Gathering of Science Scholars 2005 Conference Award Ceremony.
From left to right: Patrice Thorpe of Stony Brook University, Oluwafemi Odelyale of CUNY Lehman College, Belinda Jackson of the University of Maryland, Baltimore County, Tracey Evans of SUNY Old Westbury, and Distinguished Service Professor and SUNY AGEP Director Dr. David L. Ferguson.

PLEASE CHECK OUR RESPECTIVE WEB SITES FOR UPDATES ON 2006 CONFERENCES
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Alliances for Graduate Education and the Professoriate 25

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The Alabama Alliance for Graduate Education and the Professoriate is comprised of a partnership of The University of Alabama at Birmingham, Auburn University, The University of Alabama, The University of Alabama in Huntsville and six Historically Black Colleges and Universities. The partners are charter members of the Alabama Alliance for Minority Participation and have a track record of working successfully to implement minority student programs including the LSAMP Scholars, Bridge to the Doctorate, EPSCoR, Graduate Bridge, Summer Bridge, Summer Research Internship and Summer Research Conference. Since the beginning of the alliance in 1998, the AAGEP Project has seen a doubling of STEM Ph.D. graduates.

2005 Highlights

The University of Alabama at Birmingham added a Bridge to the Doctorate Program in conjunction with existing Bridge to the Doctorate programs at Auburn University and The University of Alabama in Huntsville.

Nine students and their mentors from Tuskegee University, The University of Alabama at Birmingham and The University of Alabama in Huntsville participated in the EPSCoR Summer Research Program.

The Eighth Annual AAGEP Graduate School Fair attracted over 250 students and representatives from 17 institutions.
The Central New York – Puerto Rico Alliance for Graduate Education and the Professoriate is a program that supports a pathway from undergraduate to graduate school and to a career in the professoriate. The purpose of the program is to significantly increase the number of underrepresented American minorities who receive doctoral degrees in the sciences, technology, engineering, and mathematics (STEM). CNY-PR-AGEP is committed to developing and implementing strategies to identify talented students, encourage them to pursue Ph.D. degrees in STEM, retain them in Ph.D. programs and assist them in entering the professoriate.

CNY-PR AGEP primary partners are Cornell, Syracuse University and Rensselaer Polytechnic Institute. All three institutions have a long-standing commitment to providing inclusive research environments. SU’s entering class this year was the most diverse in the AAU. RPI is the nation’s oldest technological university. Dr. Shirley Jackson, a renowned physicist, is the first African-American president at RPI.

SU serves as the hub for the Alliance with Cornell and RPI within a 150 mile radius. This close proximity enhances opportunities for student exchange and provides exposure to the state-of-art research facilities and centers in the Upstate New York area. An active research collaboration with a secondary partner, University of Puerto Rico-Mayagüez, creates and nurtures a vibrant and diverse research community for the Alliance faculty and graduate students.

The Alliance students, faculty members and administrators participate in a mentor network to develop and implement Alliance activities.

Recruitment Activities:
- CNY-PR, CUNY and SUNY AGEPs held the first joint recruitment fair this fall in Manhattan
- Social events engage undergraduates, Ph.D. students, faculty and administrators during the year
- STEM Workshops assist students in applying to graduate school
- Advisory Committees assist students in securing University Fellowships, and assistantships
- Career guidance workshops bring AGEP fellows and faculty together with undergraduates
- The mentor network recommends undergraduates for research internships here and abroad
- AGEP fellows plan and implement mentoring programs for undergraduates

Retention and Development Activities:
- Fellows/Mentors Meetings - participants work together to improve the Ph.D. experience
- Peer and faculty mentoring throughout graduate studies
- Future Professoriate Project workshops provide professional development
- Fellows serve on a coordinating committee to plan and implement recruitment programs
- Spring Symposium - Fellows present their research papers
- Fellows are encouraged to publish in STEM journals
- Fellows receive travel grants to present at professional meetings
- Visiting minority professors provide research seminars and advice to fellows

The Central New York-Puerto Rico AGEP is funded by The National Science Foundation and Alliance Institutions.
The CUNY Alliance for Graduate Education and the Professoriate, also known as MAGNET-STEM (Minority Access/Graduate Networking in the Sciences, Technology, Engineering and Mathematics), is at the heart of a carefully structured pipeline that supports students from undergraduate to postdoctoral levels and into the professoriate. At the undergraduate level, AGEP students may participate in a summer research program that prepares them for graduate study. From there, the pathway leads either into a masters program through the Bridge to the Doctorate or directly into a doctoral program through AGEP in biochemistry, biology, chemistry, computer science, earth & environmental sciences, engineering, mathematics, physics, psychology, or speech & hearing sciences. Recently the number of participating disciplines has been expanded to include the following SBE (Social, Behavioral and Economic) sciences: anthropology, criminal justice, economics, educational psychology, political science, psychology, sociology, and urban education. Upon completion of the doctorate, AGEP/MAGNET postdoctoral positions are available, as well as assistance in gaining that first professorial position. Academic, social and financial support sustain the student throughout the continuum.
Since the inception of the Colorado AGEP Project in 2000, enrollment of underrepresented minority (URM) doctoral students in STEM disciplines has grown by 67%. At CU-Boulder, the increase is 77%, while total PhD enrollment in STEM programs has increased by only 23%. CU-Boulder’s recruitment efforts feature impressive faculty involvement, and include partnering with NSF LS-AMP and NIH MARC programs, establishing effective relationships with minority serving institutions, and maintaining relationships with URM alumni now in faculty positions nation-wide. CU-Boulder has also become a member of the prestigious Leadership Alliance, a consortium of elite institutions dedicated to improving the participation of underrepresented students in graduate school.

In 2003, CU-Boulder was awarded a $2 million NIH Initiative for Minority Student Development (IMSD) grant. The management of the AGEP Project has merged with that of the NIH IMSD Project and forms the new Colorado Diversity Initiative (CDI). The mission of the CDI is to: align departments and federal training grants, including NSF IGERTs, DoEd GAANNs, NIH Training Grants, and NSF REU programs, with the NSF AGEP and NIH IMSD efforts; develop and implement faculty centric models of recruitment and retention; organize both academic year and summer research programs that prepare URM undergraduates for graduate school; maintain campus and national data, and provide campus-wide outreach to faculty preparing federal grant proposals; and develop a strong community of URM scholars.
Facilitating Academic Careers in Engineering and Science

The Georgia Institute of Technology is a national leader in producing minority scientists and engineers. FACES, one of the original cohorts of AGEP programs, is a collaborative effort between the Georgia Institute of Technology, Emory University, Morehouse College, and Spelman College. Initiated in 1998, FACES is comprised of several components, each designed to assist underrepresented engineering and science students with navigating the path to an academic career:

1. summer and academic year undergraduate research;
2. doctoral fellowship; and
3. Career Initiation Grants for new PhD graduates.

Since the inception of FACES, a total of 167 underrepresented students have received PhD degrees in science or engineering at Georgia Tech – the most in such fields in the nation. Efforts to institutionalize FACES activities have led to the creation of an endowed professorship, the Motorola Foundation Chair Professor.

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Howard University and The University of Texas at El Paso

The HUTEP-AGEP Alliance is the first major endeavor in graduate education to join a Research Extensive Historically Black College or University (HBCU) with a Research Intensive Hispanic Serving Institution (HIS) to address the severe underrepresentation of African-Americans and Hispanics in STEM doctoral education. Even though these institutions are geographically distant, the alliance functions as one unit working together on many programs: Preparing Future Faculty Institute, Postdoctorate Institute, Graduate School Visitation Programs etc.

The HUTEP-AGEP Alliance continues to develop Preparing Future Faculty components directly relevant to students in the STEM disciplines. This program will enhance the already existing faculty preparation program at Howard University and will demonstrate to doctoral students in the STEM departments the need for practical training in the scholarship of teaching and learning to compliment their training in research methodologies. In addition to this on-campus training, the HUTEP-AGEP Alliance also sponsors:

**Postdoctorate Preparation Summer Institute**
- Students network with nationally known scholars in STEM fields
- Students learn the advantages and disadvantages of postdoctoral fellows
- Students learn how to maximize your postdoctoral experience
- Students experience hands-on workshops on grant-writing

**Preparing Future Faculty STEM Summer Institute**
- Students network with nationally known leaders in PFF and STEM
- Students develop an teaching portfolio
- Students attend sessions/workshops on academic job search, faculty roles/responsibilities, & teaching methods in STEM

**Graduate School Visitation Program**
- Visitation to UTEP and HU campuses for undergraduates in STEM fields
- Recruitment opportunities for future faculty members in STEM fields
- Students visits provide exposure to campus resources, laboratories, and graduate departments
- Students meet and network with current STEM faculty and leading researchers
- Students learn about the graduate school admission process

Howard University: Dr. Terrolyn P. Carter tpcarter@howard.edu 202-806-6800 / The University of Texas at El Paso: Dr. Chastity Bradford ebradford@utep.edu 915-747-5950/ www.gs.howard.edu/agep
**Iowa AGEP** is a program funded jointly by the National Science Foundation and the three Iowa Regent universities whose goal is to significantly increase the number of Ph.D.s awarded to underrepresented U.S. minority students in engineering and the mathematical, physical, and life sciences. Iowa AGEP provides opportunities for graduate study at the three Regent universities as well as the chance to participate in summer programs at Iowa State University and the University of Iowa.

**Graduate Study:** The Iowa AGEP program provides a wide variety of financial support for graduate studies. In addition to research assistantships, teaching assistantships, and university fellowships, we will award five Iowa AGEP teaching fellowships each year at Iowa State University and the University of Iowa, and two each year at the University of Northern Iowa. These fellowships include competitive stipends, tuition fellowships, and support for travel, books, and equipment.

**Summer Research Experience:** An eight-week program designed to provide critical preparation needed to pursue graduate school in engineering and the mathematical, physical, and life sciences.

**Iowa State University,** with an enrollment of over 27,000, is located in Ames, Iowa, a medium-sized town of 50,000 in central Iowa. Iowa State University is proud to count George Washington Carver among its most distinguished alumni. In 1891, Carver became the first African American to enroll at Iowa State, receiving his bachelor’s and master’s degrees there and serving several years on the faculty before joining the faculty of Tuskegee Institute.

**The University of Iowa,** with an enrollment of approximately 28,000 students, is located in Iowa City, a picturesque, cultured, and multicultural city of 60,000 on the banks of the Iowa River. The University of Iowa was the first U.S. public university to admit women and men on an equal basis (1855). Alexander Clark, the first African American to earn a law degree from a U.S. law school, received his University of Iowa law degree in 1879.

**The University of Northern Iowa,** a comprehensive university of approximately 13,000 students, is located in Cedar Falls, part of a small metropolitan area of 100,000 located in northeast Iowa. The University of Northern Iowa has been the leader in a Minorities in Teaching program encouraging minorities from a number of Iowa cities to pursue careers in teaching.

Iowa AGEP institutions and contacts
ISU – Dean Isaacson, 102C Snedecor, Iowa State University, Ames, IA, 50011-1210, (515) 294-3440, dli@iastate.edu.
UI – Philip Kutzko, B20D MLH, University of Iowa, Iowa City, IA, 52242, (319) 335-0758, or (319) 335-1879, philip-kutzko@uiowa.edu.
UNI – Douglas Mupasiri, Wright Hall 314, University of Northern Iowa, Cedar Falls, Iowa, 50614-0506, (319) 266-9873, douglas.mupasiri@uni.edu.
The Graduate Alliance for Education in Louisiana (GAELA) is a program for increasing diversity in graduate education and the professoriate in Louisiana. The goals of the program are to recruit minority students into science, technology, engineering, and mathematics (STEM) doctoral programs at Tulane and Louisiana State Universities; and affect significant change in the culture of graduate education at the State of Louisiana's top research universities in order to significantly increase STEM doctoral degree production. GAELA will accomplish these goals through: early identification and nurturing of promising students; recruiting doctoral fellows from participants in other pre-graduate training programs; fostering good faculty-student mentoring relationships; and providing activities that focus on retention of minority students who are already enrolled in STEM doctoral degree programs.

Partners:
- **Tulane University** – Dr. Henry Bart, Jr., 6823 St. Charles Ave., Lindy Boggs Center – 605, New Orleans, LA 70118, (504) 314-7690, hank@museum.tulane.edu
- **Louisiana State University** – Dr. Su-Sang Pang, Dept. of Mechanical Engineering, 2505C CEBA, Baton Rouge, LA 70803-0001, (225) 578-5892, mepang@alpha2.eng.lsu.edu
- **Southern University-Baton Rouge** – Dr. James Llorens, Graduate School, P.O. Box 9860, Southern Branch Post Office, Baton Rouge, LA 70813-9860, (225) 551-5390, james_llorens@cxs.subr.edu
- **Xavier University of Louisiana** – Dr. Murty Akundi, Dept. of Physics and Engineering, 1 Drexel Drive, New Orleans, LA 70125, (504) 520-7647, makundi@xula.edu
- **Dillard University** – Dr. Abdalla Darwish, Physics Department, 2601 Gentilly Blvd., New Orleans, LA 70122, (504) 816-4840, adarwish@dillard.edu
- **Southern University-New Orleans** – Dr. Joe Omojola, 6400 Press Drive, Room 119, New Science Bldg., New Orleans, LA 70126, jomojola@suno.edu

AGEP-related events scheduled for the GAELA Program:
- Annual GAELA Recruitment Conference – October 2006

GAELA key elements and activities include:
- Supplementing first year stipends for students enrolled in STEM doctoral programs at Tulane and LSU
- Providing research and travel funds for students enrolled in STEM doctoral programs at Tulane and LSU
- Research stipend for materials and supplies
- Providing academic career training
- Hosting faculty mentoring workshops
- Providing cultural, orientation, and adaptation activities for graduate students
- Hosting annual recruitment conferences to increase diversity at Tulane and LSU
- Monthly “Survival Sessions”
- Providing additional funding to students in the writing stages of their doctoral program (up to $18,000)
WHAT IS PROMISE? PROMISE: Maryland’s AGEP is an alliance between the three public research universities in Maryland: University of Maryland Baltimore County (UMBC), University of Maryland College Park (UMCP), and the University of Maryland Baltimore (UMB). Dedicated to increasing the number and diversity of Ph.D. graduates in the STEM fields who go on to academic careers, the alliance between UMBC, UMB, and UMCP develops activities in three areas: 1) cultivating new graduate students; 2) building a supportive community where students can excel; and 3) promoting academic and professional development. Some of the activities are conducted on individual campuses, however the key to the success of PROMISE is the development and implementation of centralized, tri-campus activities and programs that regularly involve and engage students from all three campuses.

PROMISE Highlights:

Special Initiatives: Faculty Partners Program, Dissertation Completion Workshops, Developing Professional Presentations

PROMISE Annual Events
- Summer Success Institute (Guaranteed 4.0, Statistics, Teaching Portfolios)
- PROF-it (Professors-in-training) Seminars
- On-Campus Visitation Programs: Graduate Horizons (UMBC), Campus Visitation (UMCP), 2nd Visit (UMB)
- Community Building at CoolFont
- “Reflections: Looking Back to Move Forward” Series
- Graduate Student Success Seminar Series (grant writing, finances, publishing, and career counseling)
- Networking & professional development at AISES, MAES, SHPE, NSBE, SACNAS, ABRCMS, SREB, EMERGE, McNair, and LSAMP conferences.

PROMISE SLOGAN: Visualize Success With a Maryland Ph.D.
PROMISE MOTTO: A Balanced, Holistic Approach to Graduate Education

PI: Arthur T. Johnson, Ph. D., Provost UMBC
Lead Institution: UMBC, Partners: University of Maryland College Park, University of Maryland Baltimore.
UMBC Co-PI: Janet C. Rutledge, Ph.D.
UMCP Co-PI: Johnetta G. Davis, Ph.D.
UMB Co-PI: Jordan E. Warnick, Ph.D.
Program Director: Renetta G. Tull, Ph.D.
Campus Coordinators: Jill Pegues (UMB), Gloria Anglón and Yves Ngu (UMCP)

PROMISE Peer Mentor

Above: UMB MD/Ph.D. student Maya Matheny.
Right: UMCP Ph.D. candidate Aisha Sexton with mentee Yin-Phan Tsang.

Tri-campus Summer Conversational Spanish class

Students from UMBC, UMCP, and UMB enjoy a team building exercise facilitated by Outward Bound at the Coolfont Conference Center, Berkeley Springs, West Virginia.

PROMISE Peer Mentors and participants from UMBC, UMCP, and UMBC work together during UMB’s “Reflections,” a semi-annual personal development workshop focusing on physical and emotional health.

For More Information:
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The Michigan AGEP Alliance (MAA) grew out of the University of Michigan (U-M), MGE/AGEP, which began in 1998. Since U-M began participating in AGEP it has seen a 66% increase in under-represented STEM students. Combining specialized recruiting and outreach in the forms of summer research programs and activities designed to increase student retention, AGEP has made a significant impact on U-M’s campus. IMPACT, a targeted recruiting weekend, funded by AGEP, received the 2005 Michigan Leadership Program of the Year Award.

AGEP programming plays an important role on all partner campuses. MSU has initiated an expanded set of recruitment activities under MI AGEP, including a number of events coordinated with our partner institutions. Faculty coordinators (Dr. Julius Jackson, Microbiology and Molecular Genetics, on behalf of the College of Natural Science and Dr. Abraham Engeda, Mechanical Engineering, on behalf of the College of Engineering) began recruiting on behalf of MI AGEP. Each recruitment trip yielded both names of students and a report on the quality of the fair and/or trip itself. AGEP students recently participated in the very successful Minority Programs Research Day at Wayne State University (WSU). WSU has also successfully coupled IGERT programming with AGEP programming to increase STEM research and training opportunities and student networking. AGEP students on the campus of Western Michigan University (WMU) are equipping themselves to be successful in their graduate work by participating in a Scholarly Research Tools workshop series that provides in-depth orientation to library and reference resource use and management.
Purdue University, Indiana University and Northwestern University comprise the Midwest Crossroads of AGEP. These schools have partnered to develop a strategic plan to increase enrollments, improve retention and prepare and encourage students to enter the academy. The key elements of the plan are:

**Recruiting:** Linkages and partnerships with the Indiana LSAMP (based at Purdue), regional undergraduate institutions, and predominantly minority serving institutions nationwide are being developed and enhanced; off campus visits by AGEP faculty, AGEP students and staff have been organized to disseminate information on graduate school opportunities at Purdue, Indiana University, and Northwestern; undergraduate summer research programs for graduate school recruitment efforts will be coordinated and expanded.

**Retention:** Student organizations will be utilized to ensure that incoming graduate students have an instant peer network and AGEP professors who are committed to graduating Ph.D. students.

**Enrichment:** College pedagogy courses, seminars, and Preparing Future Faculty programs are available and promoted on each campus; the Midwest Crossroads AGEP enhance awareness of best practices and innovation in faculty preparation; and postdoctoral partnerships which will be developed with U.S. National Laboratories to provide exposure and prepare graduates for faculty positions.

**Principal Investigator**
Dr. Sally Mason
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Midwest Crossroads AGEP
The Alliance for Graduate Education in Mississippi (AGEM) is a comprehensive program designed to enhance entry for underrepresented students in doctoral programs in science, technology, engineering, and mathematics (STEM). AGEM comprises Mississippi's four Ph.D.-granting institutions—The University of Mississippi, which serves as the administrative lead and includes The University of Mississippi Medical Center, Jackson State University, Mississippi State University, and The University of Southern Mississippi—and partnering HBCU's, including affiliated National Science Foundation programs.

This rich, comprehensive program has proven to be an effective educational research tool. AGEM offers direct student support up to $15,000; provides a support network between students, faculty, and staff; implements professional development workshops and activities for students and faculty; executes diversity and cultural change activities; and provides continuous outreach.

Successful recruitment and retention efforts result in remarkable outcomes. Summer research experiences for undergraduates and bridge programs also are available for students seeking hands-on research experiences to get a "taste" of graduate school.
*IMPACT NUGGET*

Missouri Alliance for Graduate Education and the Professoriate program (MAGEP) has worked steadily to increase the number of underrepresented minority students earning doctoral degrees in science, technology, engineering, and mathematics (STEM) disciplines. A total of 55 MAGEP fellows were enrolled in STEM disciplines for the 2004-2005 academic year. Fourteen fellows received doctoral degrees during 2004-2005.

MAGEP fellows have also participated in the Preparing Future Faculty Program (PFF). PFF has provided MU graduate students with direct exposure to the roles, responsibilities and cultures of different kinds of institutions to help them make informed decisions.

The Multi-cultural Teaching Scholars (MTS) program is designed to enhance the ability of departments to recruit members of underrepresented groups for future employment at the University of Missouri (MU) and prepare graduate and undergraduate students for the future by introducing them to a faculty more representative of the diversity of our society. Selected Multicultural Teaching Scholars serve as full-time instructors teaching or co-teaching a course during one of the summer sessions and as ambassadors to the MU experience. During the summer of 2005, there were four scholars teaching courses at MU in the areas of Sociology, Psychology, and Educational & Counseling Psychology.

MU hosted the first annual "Access to Knowledge" Research Symposium in November 2004. There were a total of 83 underrepresented students and 73 administrators in attendance for this event. The agenda for the conference included poster and paper presentation sessions, mentoring activities modeled after those of the Southern Regional Education Board (SREB) and the Compact for Faculty Diversity, professional development workshops, and keynote addresses by nationally recognized scientists, mentors, or higher education leaders.

Furthermore, MAGEP works with the Louis Stokes Missouri Alliance for Minority Participation (LS-MoAMP), providing the Summer Research Internship program for underrepresented students in the STEM fields.

MAGEP also works closely with the McNair Scholars program.

Connecting with these successful programs has shown remarkable commitment and student’s increased interest to pursue advanced degrees. The alliance with the Polytechnic University of Puerto Rico (PUPR) is a fine example of MAGEP mutually beneficial partnership where MU faculty trains PUPR faculty members toward the doctoral degree in civil, computer, electrical, and nuclear engineering. A total of 8 PUPR faculty members have received or will complete their doctorates in engineering by December 2005.
More Graduate Education at Mountain States Alliance (MGE@MSA) builds upon our Western Alliance to Expand Student Opportunities (WAESO) which is an Fourteen-year alliance within NSF’s Louis Stokes Alliance for Minority Participation (LSAMP) aimed at increasing the number of underrepresented minority students obtaining baccalaureate degrees in the sciences, mathematics, and engineering.

Headquartered at Arizona State University, our alliance includes significant participation by faculty, postdoctoral researchers and doctoral students at the University of Arizona, University of New Mexico, University of Utah, University of Nevada, Reno, University of Nevada, Las Vegas, Utah State University, and Brigham Young University.

MGE@MSA has established a number of components and activities which, while drawing upon the extensive experience and manifest successes of the WAESO alliance at the undergraduate and transition to graduate school levels, are carefully designed to meet the challenge of retaining graduate students through the timely receipt of the doctoral degree and helping them engage in postdoctoral career paths, particularly as faculty members.

The problems of faculty inexperience and the need for faculty information and training; the lack of mentors, role models or family/community experience with graduate school by underrepresented students; and the challenge of establishing a research program as expeditiously as possible are areas tackled by MGE@MSA through carefully designed activities, including our highly successful doctoral student recruitment, student research conference, faculty doctoral student mentoring, student travel, faculty documentation of student academic progress, and peer/faculty networking initiatives.

Based on the tremendous success of our MGE@MSA AGEP Phase I alliance (1999-2004), during MGE@MSA AGEP Phase II (2005-2010) we have greatly expanding our current highly successful alliance program activities to now include for the first time:

1. A new specially-designed program to actively recruit and place our underrepresented minority Ph.D. graduates into carefully selected and/or designed and created appropriate post-doctoral appointments;
2. A new specially-designed detailed mentoring program for underrepresented minority STEM Post-docs.
3. A new program to actively transition our underrepresented minority STEM Post-docs into appropriate faculty positions.
4. A new specially-designed detailed mentoring program for underrepresented minority STEM Junior Faculty focused on ensuring that they achieve a high quality of the research, teaching, and service which directly and expeditiously leads to tenure and promotion.

We will continue to draw upon and expand our alliance’s large existing communities of underrepresented minority STEM scholar/researcher/teacher/mentors and student apprentice scholar/researcher/teacher/protégés working collaboratively to further structure and sustain a research-based “hot house” environment to create wide-spread regional systemic change with dramatically positive national implications and repercussions.

Our goal is to achieve and sustain a level of admission, development, graduation, placement, promotion, and tenure of doctoral, post-doctoral, junior faculty, and senior faculty underrepresented STEM scholars in proportion to the diversity of our society as a whole. We have strong reason to believe that our MGE@MSA AGEP alliance will become a national model for the strengthening and diversification of STEM faculty to ensure that the U.S. will continue to lead the world in research and technology despite the increasingly intense global competition of the 21st century.
Three New Mexico Universities: An Alliance for Graduate Education and the Professoriate

The aim of the New Mexico Alliance for Graduate Education and the Professoriate is to increase the number of Ph.D.s conferred to under-represented minority (URM) students in Science, Technology, Engineering and Mathematics (STEM) disciplines in the state of New Mexico and to assist these Ph.D.s in transitioning to careers as researchers or university professors.

Alliance Overview
• An alliance of the three doctoral-granting universities in the state: New Mexico State University, New Mexico Tech, and the University of New Mexico

Program Highlights
• Stipends to help support graduate study and to attend professional conferences
• Annual conference
• Professional development workshops
• Strategic recruitment
• Outreach to partner institutions: Eastern New Mexico University, New Mexico Highlands University, Northern Arizona University
• Collaboration with regional and Hispanic-serving AGEPs

Results of NM-AGEP 2000-2005
• One of the top 10 AGEP projects nationally with respect to STEM URM enrollment increases
• 110 NM-AGEP Fellows supported with stipends
• 113 students supported to attend professional conferences
• 24 NM-AGEP Fellows published scholarly papers and 93 presented their research at conferences
• $64,000 provided for STEM URM graduate student summer research
• 25 professional development workshops offered for students and faculty
• 37.5% increase in new URM STEM graduate enrollment from the year prior to the start of the project to fall 2005

New Directions
• Provide workshops for STEM URM MS-level students, statewide and regionally, on transitioning to doctoral programs
• Provide programs to assist in preparing for faculty careers
• Develop opportunities for STEM URM post-docs in New Mexico and the region
• Establish a NM Diversity Council to coordinate statewide efforts to increase URM degree conferrals at all levels

Alliance Universities

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2003 NM-AGEP Conference Participants on a Field Trip to the Magdalena Ridge Observatory, Socorro, NM

The total number of URM STEM graduate enrollees has increased by 93% since 1998-99. The NM-AGEP program began in 2000-01.
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The North Carolina Alliance to Create Opportunity through Education (NC OPT-ED) is designed to substantially enhance efforts in North Carolina to increase the number of underrepresented minority students receiving PhD degrees and ultimately entering the professoriate in science, technology, engineering and mathematics fields (STEM). Funded by the National Science Foundation, NC OPT-ED combines the resources of two research intensive universities and one research intensive HBCU: the University of North Carolina at Chapel Hill, North Carolina State University, and North Carolina A&T University. The Alliance is joined by a formal network including all other National Science Foundation-funded Division of Human Resource Development programs supporting underrepresented minority students in North Carolina: the Louis Stokes Alliance for Minority Participation program, Historically Black Colleges and Universities Undergraduate Programs, Centers for Research Excellence in Science and Technology program, and the North Carolina Mathematics and Science Education Network. The institutions and programs that form the NC OPT-ED network operate both individually and cooperatively to diversify the STEM workforce and academe by encouraging underrepresented minority students, from middle school through graduate school to obtain a PhD in one of the STEM fields.

Network Members

AGEP  Alliances for Graduate Education and the Professoriate
North Carolina Agricultural & Technical State University, North Carolina State University, University of North Carolina at Chapel Hill

CREST  Centers of Research Excellence in Science and Technology
North Carolina Agricultural & Technical State University, North Carolina State University

HBCU-UP  Historically Black Colleges and Universities– Undergraduate Programs
Bennett College, Johnson C. Smith University, North Carolina Agricultural & Technical State University, North Carolina Central University, Saint Augustine’s College, Winston-Salem State University

NC-LSAMP  Louis Stokes Alliance for Minority Participation
Fayetteville State University, North Carolina Central University, North Carolina Agricultural & Technical State University, North Carolina State University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, University of North Carolina at Pembroke

NC-MSEN  Mathematics and Science Education Network
Elizabeth City State University, Fayetteville State University, North Carolina Agricultural & Technical State University, North Carolina State University, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, Winston-Salem State University
Northeast Alliance for Graduate Education and the Professoriate (NEAGAP)

The NEAGAP is a unique coalition of public and private research extensive Alliance Institutions lead by the University of Massachusetts Amherst. These institutions include Boston University, Massachusetts Institute of Technology, Pennsylvania State University, Rutgers, the State University of New Jersey, University of Connecticut, University of Maine, University of New Hampshire, University of Rhode Island, and University of Vermont. The Alliance Institutions have complementary research strengths covering a broad spectrum of disciplines. The impressive array of internationally recognized programs available in this coalition matches the correspondingly wide range of interests of students from our Partner Institutions. Our Partner Institutions include Bennett College, Jackson State University, Lincoln University, Medgar Evers College and the University of Puerto Rico Mayaguez.

The unifying theme of the NEAGEP is that its activities are championed by the administration and sustained by faculty. Our success relies on the ability of administrators to make our initiative a priority of the institution and the intensive involvement of faculty in recruiting and retention activities. A cornerstone of our project is the establishment of faculty-to-faculty contacts between Alliance and Partner Institutions through Diversity Team visits. In addition, regular meetings of NEAGEP representatives from the level of the provosts to project coordinators provide a multi-tiered mechanism for self-assessment, piloting new ideas and instituting strategies that work. Finally, graduate students and faculty from each of the NEAGEP Partner and Alliance Institutions also come together annually for NEA Day and again for NEA Partner Day, events that rotate among institutions.

At NEA Day, NEAGEP members discuss progress, best practices and problems encountered in their programs. Graduate students from each of the ten Alliance Institutions present posters of their research, and experts participate in panel discussions and workshops on recruiting and retaining minority graduate students in STEM disciplines. The event also includes a presentation by an outstanding minority scientist, mathematician or engineer. NEA Partner Day is held at one of the Partner minority-serving institutions and it provides an opportunity for faculty members and graduate students from Alliance Institutions to meet faculty members and undergraduates at the Partner Institution. Each of these events strengthens the ties among institutions, thereby increasing the number of underrepresented minority students welcomed into excellent training environments in the Northeast.

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The Puerto Rico Alliance for Graduate Education and the Professorate (PR-AGEP) includes graduate programs in Biology, Chemistry, Chemical Physics, Mathematics at the Río Piedras Campus; and Chemical Engineering, Civil Engineering, Marine Sciences and Computer Information Science & Engineering at the Mayagüez Campus.

PR-AGEP program exceeded its goals by becoming a part of The University of Puerto Rico Resource Center for Science and Engineering (UPR-RCSE) K-Ph.D. pipeline strategy. Integration of the UPR-AGEP project into the pipeline strategy has had a significant impact on increasing enrollment, retention, and graduation of Ph.D. students. The PR-AGEP strategy focuses on tightening and improving the connections between critical points in the transition from undergraduate to graduate levels, providing students a coherent continuum of support by increasing the number and kind of recruitment activities, providing Fellowships, Bridging Seminars and a Peer Mentor Program, offering continuing training to TA’s, and providing workshops to enhance scholarly productivity.

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**Program description** Rice University, the University of Houston, Texas Southern University, Texas State University, the University of Houston-Downtown, the University of Houston-Victoria, San Jacinto Junior College System, Houston Community College System, and the Houston Independent School District comprise the Rice-Houston AGEP Program. The Rice-Houston AGEP builds on and leverages the strengths of two highly successful programs, the Rice AGEP and the Houston Louis Stokes Alliance for Minority Participation (H-LSAMP) Program, to create a unified alliance deeply committed to the mission of significantly increasing the number of underrepresented Ph.D. recipients and positioning them to become leaders in the science, technology, engineering, and mathematics (STEM) fields.

**Institutional commitment** The Rice-Houston AGEP enjoys institutional commitment from the highest levels. For example, the AGEP Presidential Mentor Award was institutionalized and recognizes faculty with a strong commitment to mentoring a diverse body of students. The award recipient is recognized at the spring faculty meeting by the President, and comes with a $2,000 monetary award.

In order to encourage and celebrate diversity in its promotion of scholars and scholarship on many levels and in many contexts, the leaders of the Rice-Houston AGEP were instrumental in the creation of the President's Lecture Series of Diverse Scholars. The lecture series increases the Rice-Houston institutions’ awareness of the world-class accomplishments of diverse researchers, and creates an affinity for those campuses as a potential work place for the visiting scholars and their students. Moreover, the series provides the campuses with a cadre of candidates for potential faculty and student positions, and reinforces the sense of purpose and possibility of success for Rice-Houston AGEP students by their interaction with these distinguished role models.

**Rice-Houston Ph.D. successes** The Rice-Houston AGEP is committed to producing leaders, and some of its Ph.D. graduates are now leaders at:

- **Universities**
  - University of Southern California, James Madison University, Colorado College, Yale University, University of New Mexico School of Medicine, Georgia Institute of Technology, University of Texas-Pan American, Texas A&M University, University of Texas at El Paso, University of Houston, Rice University

- **National Laboratories and Institutions**
  - National Institutes of Standards and Technology, NASA, Sandia National Laboratories

- **Industry**
  - Exxon-Mobil, Texas Instruments, CSC Corporation, Shell Chemicals Company, Houston Medical Center

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SEAGEP is a regional partnership that unites three major research institutions: the University of Florida, Clemson University and the University of South Carolina. Combined they offer prospective students a vast array of research opportunities across science technology, engineering, and mathematics (STEM) fields. Other partners include the FGLSAMP, SCAMP, and the University of the Virgin Islands. SEAGEP is committed to enhancing the graduate education experience for students in STEM who are preparing for careers in academia. The program offers a strong support system that includes financial and professional development opportunities to ensure that students complete the Ph.D. and have the skills they need to successfully make the transition from student to professor.

**Graduate Student Opportunities**
- Student Fellowships
- Travel Funding for Attending Conferences
- International Research Internships
- Career Shadowing Program
- SEAGEP Preparation for the Professoriate Seminar Series (SPPSS)

**Undergraduate Student Opportunities**
- Campus Research Opportunities
- Campus Visitation
- Summer Research Experience for Undergraduates (REU)
- International REU
- AMP Meetings and Activities

**Faculty Opportunities**
- Post Doc Funding
- Research Exchanges - Within-Alliance and International
- Recruiting
- Faculty Mentoring Workshop

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The SUNY Alliance for Graduate Education and the Professoriate (AGEP) led by Stony Brook University with SUNY Albany, Binghamton, and Buffalo as partners, was recently funded for an additional five years by the National Science Foundation at an impressive $5.6 million to cover phase 2, which will run until 2010. AGEP works to increase the success rate of underrepresented students who are currently enrolled in our Ph.D. programs through bridging activities, support services, community building, and academic intervention programs. Emphasis is also placed on connecting to a promising pool of undergraduate students, exposing and preparing these students in various ways to the Graduate School culture, providing students with meaningful and engaging academic and research experiences that will reinforce their love of science and alleviating some of the financial burdens inherent in graduate school. Our programs seek to engage STEM departments in pursuit of innovative and collaborative ways to identify, recruit, and graduate talented minority students. We also offer numerous professional development opportunities to help our graduates bridge into academic postdoctoral and tenure-track faculty positions.

**DIVERSITY AND ACADEMIC EXCELLENCE IN STEM GRADUATE EDUCATION**

**ACTIVITIES AND EVENTS**

**Center for Inclusive Education**

The Center for Inclusive Education was launched at Stony Brook University during phase one of the SUNY AGEP project as a major step towards institutionalizing the goals of the AGEP Program. The CIE will develop a national infrastructure to collect and share best practices and provide an intellectual framework for the pursuit of scholarly research on a broad range of topics within STEM education and diversity. It will also provide a platform for the cross fertilization of information, ideas and activities across all the layers of higher education.

**Summer Research Internships**

Eight to ten week summer internships programs are hosted on all four of our campuses. Please contact the respective university AGEP staff for more information and for an application. Our internships are fully-funded offering a competitive stipend, housing, and meals.

For information about the SUNY AGEP program, please contact the system office at:

**STONY BROOK UNIVERSITY* CENTER FOR INCLUSIVE EDUCATION**

MELVILLE LIBRARY E-1340 * STONY BROOK, NY 11794-3387

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The UC Alliance for Graduate Education and the Professoriate (UC AGEP) is uniquely poised to contribute to the national AGEP effort to increase the number of underrepresented minority (URM) students who enter the professoriate in science, technology, engineering and mathematics (STEM). With ten campuses, 204,000 students and 168,000 staff and faculty, UC is one of the largest institutions of higher education in the world. UC currently produces approximately 10% of the nation’s URM PhDs in the Life Sciences, Engineering and Computer Sciences, and Physical Sciences and Mathematics.

In Phase II, UC AGEP creates a structured series of program initiatives that span the pathway to the professoriate: 1) Increase the number of URM STEM students aware of and prepared for graduate study; 2) Increase the number of URM students who apply to UC campuses and who are considered for admission to the University; 3) Increase both the number of URM students who are admitted, and the number who choose to accept offers; 4) Impact the early academic experience of URM graduate students and improve their retention; 5) Support continuing URM graduate students via programs that improve their professional and academic skills, and prepare them for postdoctoral positions and the academic job market; 6) Create new models for increasing URM access to and participation in postdoctoral scholar positions.
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