

SREB

Southern
Regional
Education
Board

Investing in Future Faculty

THE SREB-STATE DOCTORAL SCHOLARS PROGRAM AND
THE ALFRED P. SLOAN FOUNDATION MINORITY PH.D. PROGRAM

**COMPACT FOR FACULTY DIVERSITY
INSTITUTE ON TEACHING AND MENTORING**



**ARLINGTON, VIRGINIA
2005**

PROMOTING GRADUATE EDUCATION AND THE PROFESSORiate

On behalf of the Southern Regional Education Board and the Alfred P. Sloan Foundation Minority Ph.D. Program, we are proud to join together to offer a unique educational experience to participants in the Sloan program.

The participation of Sloan scholars, administrators and faculty in the Compact for Faculty Diversity Institute on Teaching and Mentoring is a positive experience for the Sloan community. Sloan representatives enjoy the opportunity to participate with hundreds of other doctoral scholars and faculty from around the country. The annual Institute is now the largest gathering in America of racial/ethnic minority Ph.D. scholars seeking a career in academia.

The Institute is designed to 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 provides an environment where doctoral candidates can share insights and survival tips for success in graduate work. They build community among themselves and faculty representatives, and they enrich their research and teaching skills. The Institute also benefits faculty members by helping them develop mentoring skills and strategies to ensure departmental support for underrepresented students. In addition, scholars interact with faculty and administrators from a variety of colleges, universities, and federal and state agencies.

Earning a Ph.D. is an important milestone for all Sloan scholars. A doctoral degree enables them to enter the academy prepared to teach, conduct research, publish and mentor other scholars.

This publication recognizes Sloan's capstone graduates: scholars who have attended the Institutes since 1999 — and now have earned their doctorates. On behalf of the Alfred P. Sloan Foundation and the Southern Regional Education Board, we congratulate all of them. We look forward to continuing this relationship as a cooperative arrangement that provides this valuable educational experience for Sloan participants and, indeed, all attendees of the Compact for Faculty Diversity Institute on Teaching and Mentoring.

David S. Spence
President
Southern Regional Education Board

Ted Greenwood
Program Director
Alfred P. Sloan Foundation



“The Institute is always right on time. Every year, just when I need encouragement, inspiration and a little extra motivation, the Institute comes around.”

A UNIQUE PARTNERSHIP — SREB DOCTORAL SCHOLARS PROGRAM AND SLOAN



“Once again the Institute has inspired me to do my very best in my courses and to never give up, no matter what. I am excited all over again about finishing my courses and beginning my research.”

The American population is increasingly diverse, and college campuses reflect this trend. More than one-fourth of U.S. college students are people of color. Unfortunately, the nation’s diversity is not reflected in higher education faculties. At predominantly white colleges and universities, only one in every 30 faculty members is a minority; the numbers improve only slightly when historically black institutions are included.

One initiative to address this shortage is the **Alfred P. Sloan Foundation Minority Ph.D. Program**. The Alfred P. Sloan Foundation Minority Ph.D. Program — managed by the National Action Council for Minorities in Engineering (NACME) — has two components. The first offers substantial scholarship support to underrepresented minority students who are beginning their doctoral work in engineering, natural science and mathematics. Since its establishment in 1995, the program has provided direct support to almost 600 minority Ph.D. students in these fields. The second component offers underrepresented minority B.S. or M.S. students access to select faculty and departments that have demonstrated success in sending their students on to doctoral programs.

Another regional effort that addresses the shortage of minority faculty is the **SREB-State Doctoral Scholars Program**. Created by the Southern Regional Education Board (SREB), the program works to increase the number of minority faculty throughout the 16-state SREB region. The program enrolled its first class in 1993 and continues today as a partnership of SREB states, other regional educational organizations, and federal and foundation programs that stress strengthening minority graduate education.

The Sloan Program’s participation in the annual Institute on Teaching and Mentoring achieves two broad goals for Sloan scholars: 1) to increase the likelihood of completing a Ph.D., primarily in the sciences, engineering or mathematics; and 2) to encourage and prepare scholars for successful college faculty careers.

The first group of 22 Sloan scholars and 10 Sloan faculty, representing 14 different institutions, participated in the 1999 Institute in New Orleans, Louisiana. Since that time, over 300 Sloan scholars and over 70 faculty have participated in the conference.

This special publication recognizes the first group of Sloan scholars who attended those Institutes and have since received their doctoral degrees. Listed are the institutions where they graduated and their major disciplines of study. The Southern Regional Education Board congratulates each of the Alfred P. Sloan Program graduates, and we wish them much success in their careers.

THE COMPACT FOR FACULTY DIVERSITY INSTITUTE ON TEACHING AND MENTORING

The Compact for Faculty Diversity Institute on Teaching and Mentoring is the largest gathering in America of racial/ethnic minority Ph.D. scholars seeking careers in academia. The Institute focuses on helping scholars build their teaching and mentoring skills and network with other scholars and faculty representatives. Scholars attend a large variety of workshops that enhance their skills and knowledge as they prepare for entry into the ranks of college and university faculty.

Workshops such as “Selecting an Adviser,” “Writing the Dissertation,” “Public Speaking for Scientists,” “Creating a Teaching Portfolio,” “Getting Published: Advice for Scholars,” and “Negotiating Your First Faculty Position” represent just a few of more than 70 sessions that scholars can attend.

The first Institute was held in 1994 with 107 attendees. Since then, participation has broadened considerably. The 2005 Institute had 930 participants, including more than 700 minority scholars and other professionals from: the National Institute of General Medical Sciences; the NSF Directorates for Human Resource Development, for Biological Sciences, and for Social, Behavioral and Economic Sciences; the Alfred P. Sloan Foundation Minority Ph.D. Program; the Ronald E. McNair Postbaccalaureate Achievement Program; colleges and universities; and state agencies. For more information about the Institute, visit: www.instituteonteachingandmentoring.org.

“I always find it very encouraging to come to the Institute. This is my second year, and I thoroughly enjoyed it. It is really inspiring to see all of these scholars who are going through what I am going through.”



SLOAN GRADUATES



“The Institute afforded an opportunity for me to interact with other doctoral scholars and faculty members in a relaxed environment. It fostered a candid discussion of the challenges and obstacles that we face at our respective institutions and enhanced exchange of differing approaches to meeting such challenges.”

Dr. Tiffany Adams, University of Georgia, Pharmaceutical and Biomedical Science

Dr. Claude Bailey, Auburn University, Materials Research and Engineering Center

Dr. Donald Benn, New Mexico State University, Molecular Biology

Dr. Jason Brown, University of Michigan, Ann Arbor, Chemistry

Dr. Cameron Coates, Georgia Institute of Technology, Aerospace Engineering

Dr. Kevin Davis, University of Pittsburgh, Biology

Dr. Paul De Rego, University of New Mexico, Electrical Engineering

Dr. Solomon Garner Jr., University of Georgia, Pharmaceutical and Biomedical Science

Dr. David Garrison, Pennsylvania State University, Physics

Dr. Robert Hampton, University of New Mexico, Mechanical Engineering

Dr. Kimberly Hill, University of Georgia, Pharmaceutical and Biomedical Science

Dr. Jay Houston, University of Georgia, Pharmaceutical and Biomedical Science

Dr. Lorna Jaramillo-Nieves, University of Colorado at Boulder, Geological Sciences

Dr. Erick Jones, University of Houston, Industrial and Operations Engineering

Dr. Ciro Lopez, University of North Carolina at Chapel Hill, Chemistry

Dr. Kelly Malone, Auburn University, Materials Research and Engineering Center

Dr. Sergio Mendez, University of New Mexico, Chemical and Nuclear Engineering

Dr. Tameka Mitchell-Clemmons, Meharry Medical College, Microbiology

Dr. Leonardo Morales, University of Iowa, Mathematics

Dr. Angel Morales Ramos, Purdue University, West Lafayette, Chemistry

Dr. Laura Munoz, University of California, Berkeley, Mechanical Engineering

Dr. Clarence Murray, University of North Carolina at Chapel Hill, Chemistry

Dr. James Northern, Michigan State University, Engineering

Dr. Babatunde Olubajo, University of Georgia, Pharmaceutical and Biomedical Science

Dr. Camelia Owens, University of Delaware, Chemical Engineering

Dr. Amy Palmer, Purdue University, West Lafayette, Biological Sciences

Dr. Angela Ragin, Purdue University, West Lafayette, Biological Sciences

Dr. Wilfrid Rodriguez, University of Rhode Island, Natural Resources

Dr. Albert Russell, University of North Carolina at Chapel Hill, Chemistry

Dr. Kassahun Sellasie, Lehigh University, Civil and Environmental Engineering

Dr. Herie Soto, University of South Carolina, Chemical Engineering

Dr. Eduardo Torres, Purdue University, West Lafayette, Chemistry

Dr. Pedro Torres-Carrasquillo, Michigan State University, Engineering

“It was an opportunity to set my priorities straight. I had overwhelming advice, which I will definitely put to good use.”

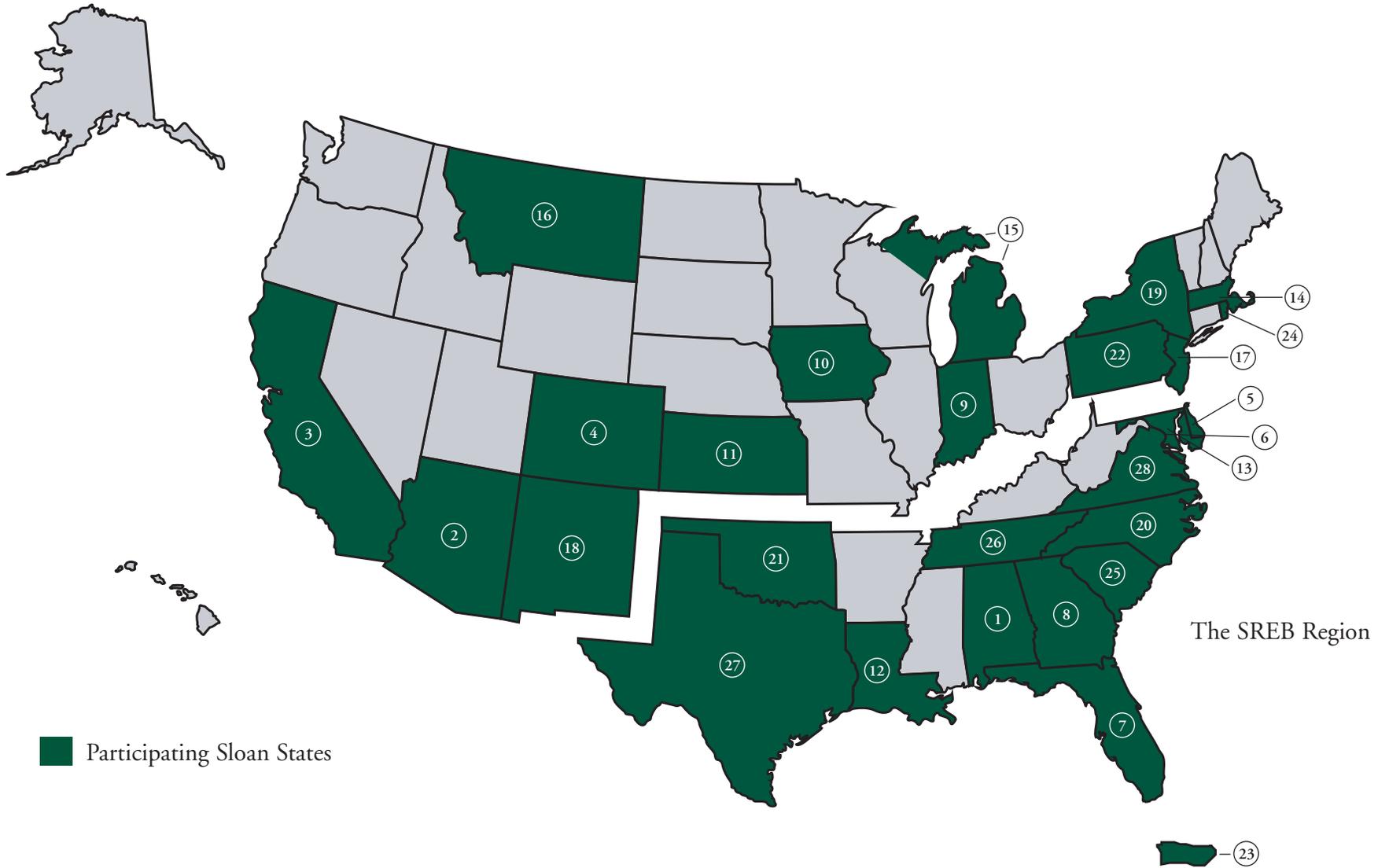


SLOAN PROGRAM PARTICIPATION IN THE INSTITUTE ON TEACHING AND MENTORING

1. Alabama *
Auburn University
2. Arizona
University of Arizona
3. California
Stanford University
University of California, Berkeley
University of California, Davis
4. Colorado
University of Colorado at Boulder
5. Delaware *
University of Delaware
6. District of Columbia
American University
7. Florida *
University of Florida
University of Miami
University of South Florida
8. Georgia *
Georgia Institute of Technology
University of Georgia
9. Indiana
Purdue University
10. Iowa
University of Iowa
11. Kansas
University of Kansas
12. Louisiana *
Louisiana State University
13. Maryland *
Johns Hopkins University
University of Maryland
14. Massachusetts
Massachusetts Institute of Technology
15. Michigan
Michigan State University
University of Michigan
16. Montana
University of Montana
17. New Jersey
University of Medicine and Dentistry
of New Jersey
18. New Mexico
New Mexico State University
University of New Mexico
19. New York
City College, CUNY
Cornell University
20. North Carolina *
North Carolina A&T State University
University of North Carolina at Chapel Hill
21. Oklahoma *
Oklahoma State University
22. Pennsylvania
Lehigh University
Pennsylvania State University
University of Pittsburg
23. Puerto Rico
University of Puerto Rico – Mayaguez Campus
24. Rhode Island
University of Rhode Island
25. South Carolina *
University of South Carolina
26. Tennessee *
Meharry Medical College
27. Texas *
Rice University
University of Houston
University of Texas, San Antonio
28. Virginia *
University of Virginia

* SREB states

PARTICIPATING SLOAN STATES AND INSTITUTIONS



**COMPACT FOR FACULTY DIVERSITY
INSTITUTE ON TEACHING AND MENTORING**



**ALFRED P. SLOAN PROGRAM ATTENDEES
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2005**

*The greatest thrill that life offers is to create,
to construct, to develop something useful.*

*Too often we fail to recognize and
pay tribute to the creative spirit.*

It is that spirit that creates our jobs.

ALFRED P. SLOAN JR.

For more information on the
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New York, New York 10111
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