

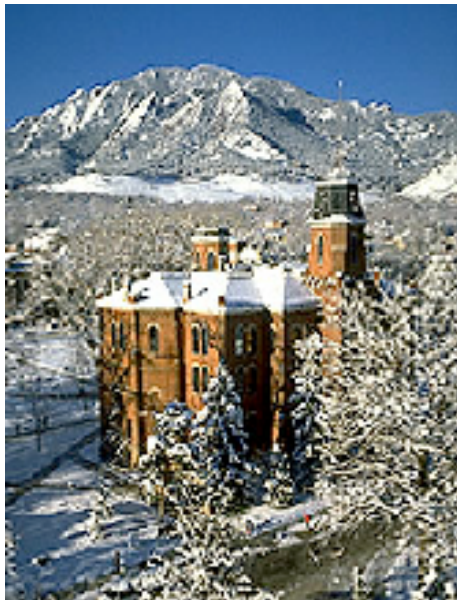
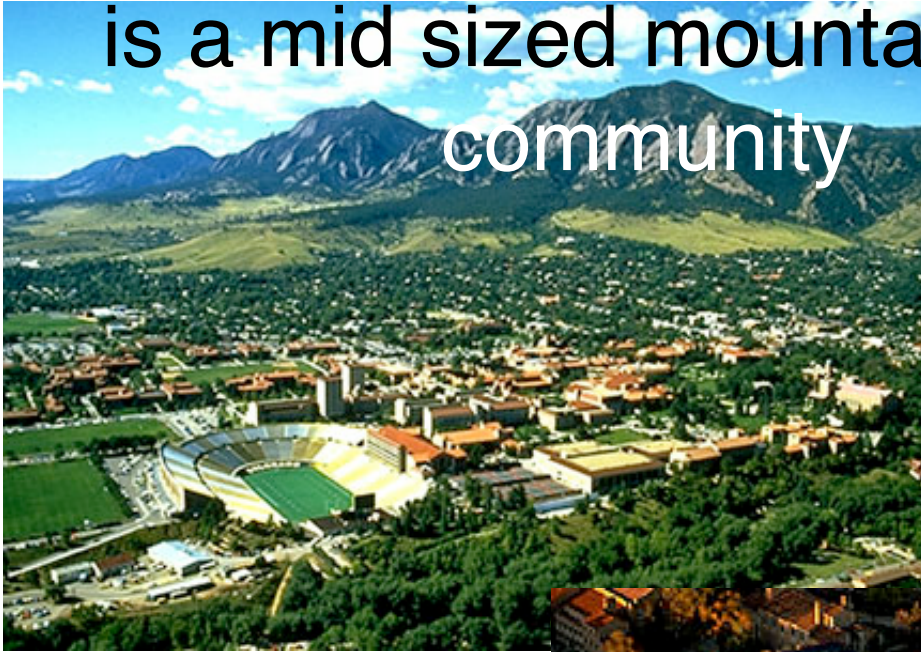
LEVERAGING INDEPENDENT DIVERSITY PROGRAMS INTO ACTION (STEM)

POST AGEPE ERA: An “R1” Perspective

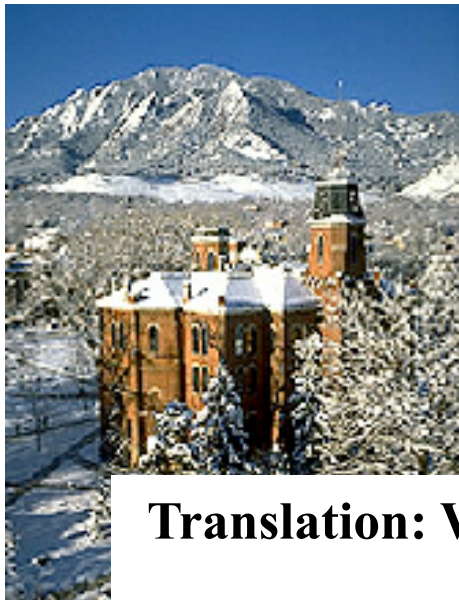
**University of Colorado at Boulder
Office of the Colorado Diversity Initiative**



University of Colorado is a mid sized mountain west community



University of Colorado is a mid sized mountain west community



**Translation: WE ARE A BIG WHITE RESEARCH 1 SCHOOL IN
THE MIDDLE OF THE MOUNTAIN WEST**

FUNCTIONAL REALITY: There are a lot of Big White Research-1 Schools All over Our Country.....

TEXAS

VIRGINIA TECH

CAL

OHIO

WISCONSIN

MICHIGAN

WASHINGTON

INDIANA

GEORGIA TECH

FUNCTIONAL REALITY: There are a lot of Big White Research-1 Schools All over Our Country.....



TEXAS

VIRGINIA TECH

CAL

OHIO



WISCONSIN

MICHIGAN

WASHINGTON

INDIANA

GEORGIA TECH

All with their “cute” little rivalries.....(*envy of the world ?*)

FUNCTIONAL REALITY: There are a lot of Big White Research-1 Schools All over Our Country.....

WISCONSIN

TEXAS

VIRGINIA TECH

MICHIGAN

INDIANA

CAL

WASHINGTON

GEORGIA TECH

OHIO

The fact is our graduate training infrastructure by-and-large resides here, with some modest “showing” in the elite “IVY” (- like) schools.....

FUNCTIONAL REALITY: There are a lot of Big White Research-1 Schools All over Our Country.....

WISCONSIN
TEXAS

VIRGINIA TECH

MICHIGAN

INDIANA

CAL

WASHINGTON

GEORGIA TECH

OHIO

The fact is the graduate training infrastructure by-and-large resides here, with some modest “showing” in the elite “IVY” (- like) schools.....

- | | |
|---------|-----------|
| HARVARD | MIT |
| YALE | DARTMOUTH |
| NYU | STANFORD |
| CHICAGO | BROWN |
| PENN | CORNELL |

In the Name of Global Competitiveness, AGEP challenged these huge systems to change the way they view “graduate” Diversity
THE AGEP MISSION: “*Catalyze Institutional Change*”

WISCONSIN
TEXAS

VIRGINIA TECH

MICHIGAN

INDIANA

CAL

WASHINGTON

GEORGIA TECH

OHIO

As is their convention and history, these schools responded in a competitive manner..... (for better or worse)

Post Referendum (CA, TX and MI)

The big cheeses are beginning to see:

- **No AGEP = no serious Broadening**
- **Less big agency grants**
- **More reliance on private \$ (maybe)**

The Fact @ Big R1s: Key Participants Lopsided at Every Level

AGEP Charter: “Catalyze Institutional Change” (B B R)

WISCONSIN
TEXAS

VIRGINIA TECH

MICHIGAN

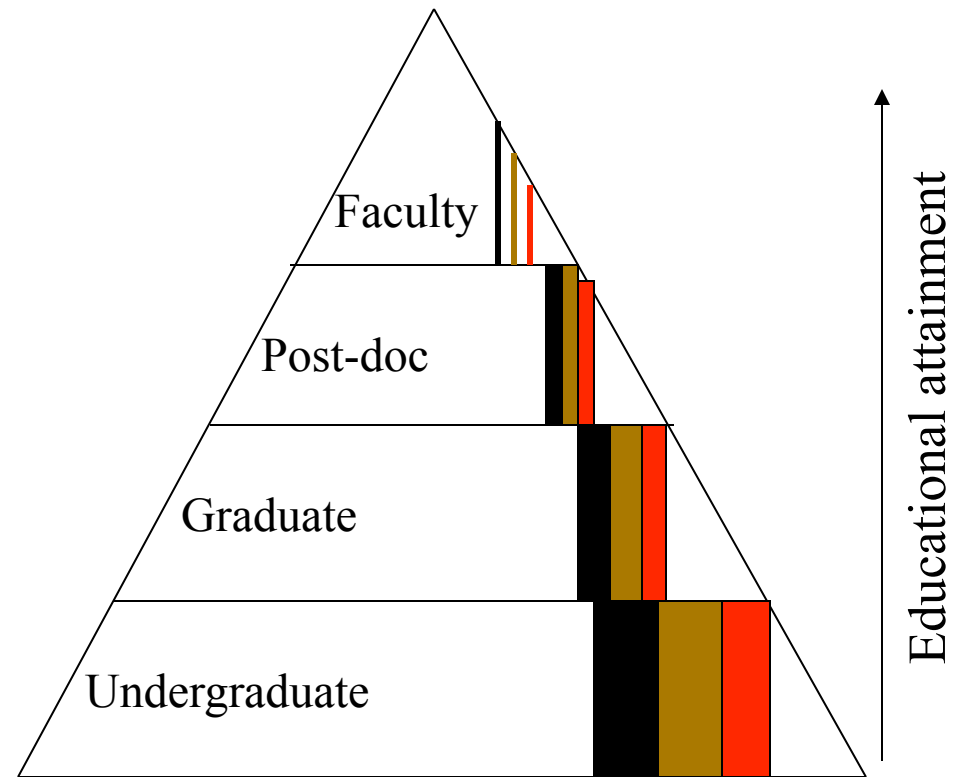
INDIANA

CAL

WASHINGTON

GEORGIA TECH

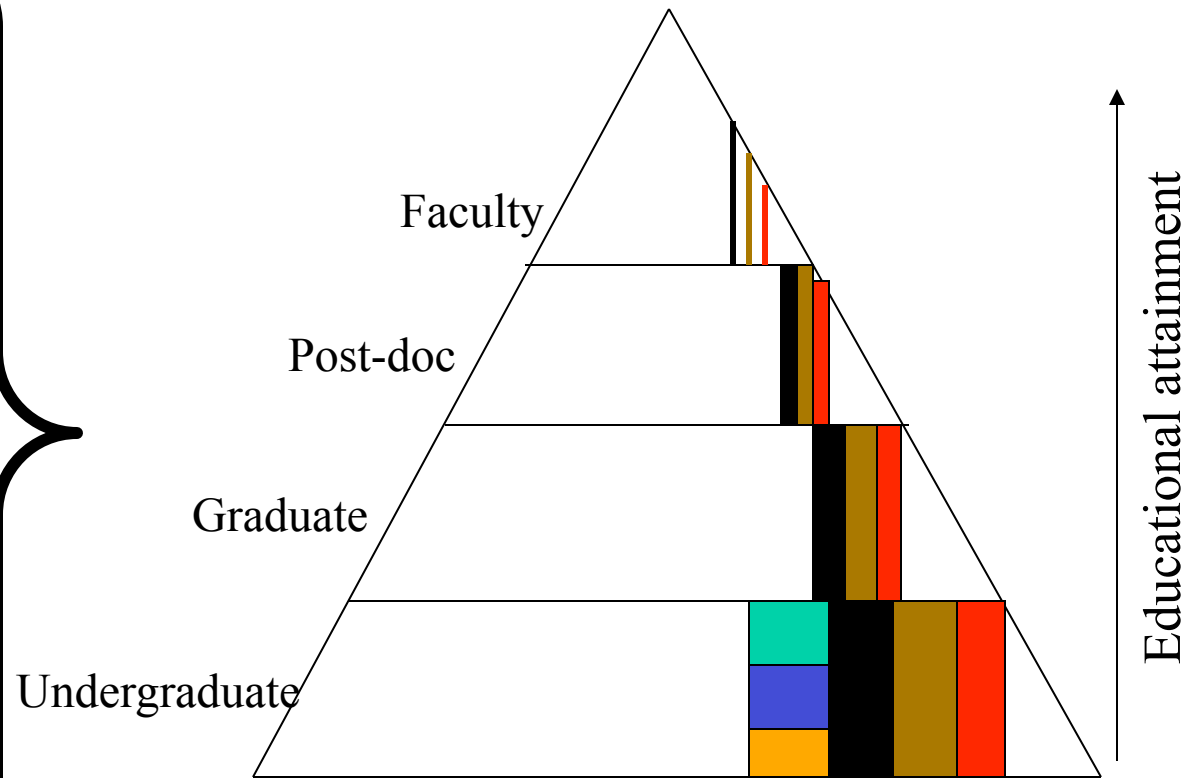
OHIO



The Fact @ Big R1s: Key Participants Lopsided at Every Level

International Participation is a Significant Issue (BBR)

WISCONSIN
TEXAS
VIRGINIA TECH
MICHIGAN
INDIANA
CAL
WASHINGTON
GEORGIA TECH
OHIO



Things Get More Lopsided and Internationally Competitive as the Educational Stakes get Higher: Worse yet at Post Doc

WISCONSIN
TEXAS

VIRGINIA TECH

MICHIGAN

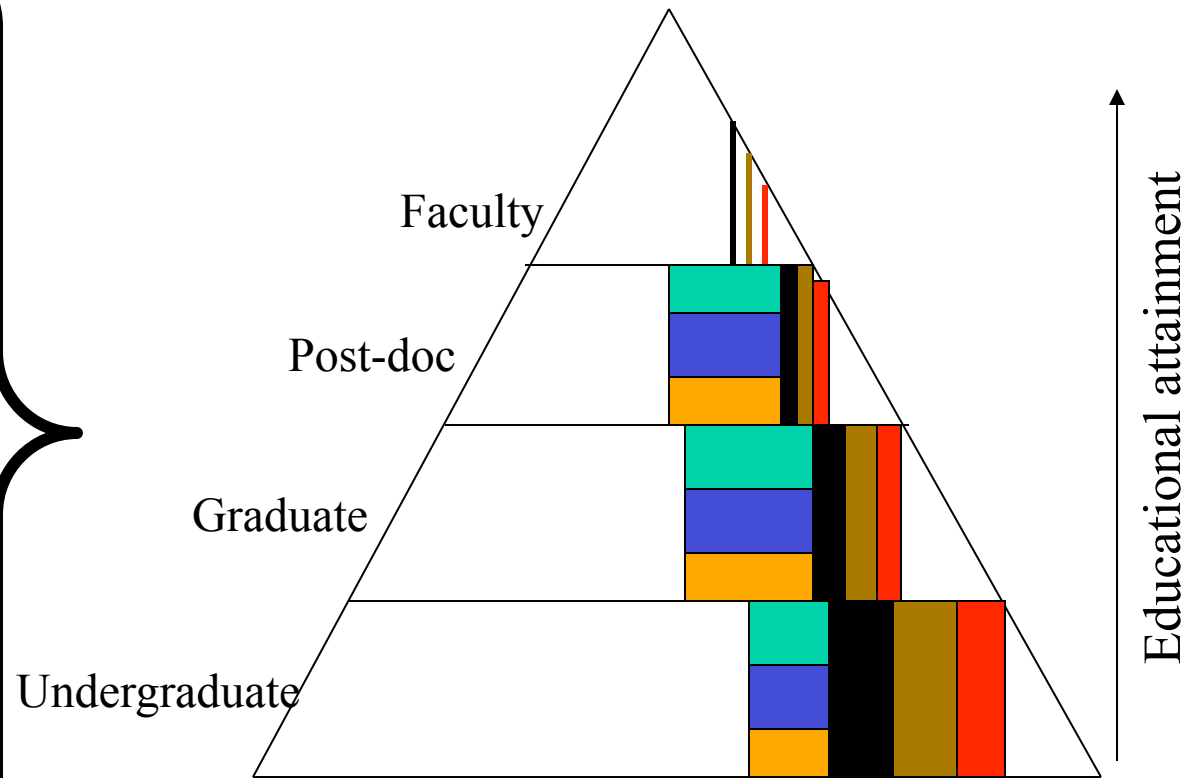
INDIANA

CAL

WASHINGTON

GEORGIA TECH

OHIO



A Domestic Labor “Crisis” at the Faculty Level

We train more faculty from the world than we do our own

THIS IS WHERE THE P in AGEP comes in....

WISCONSIN

TEXAS

VIRGINIA TECH

MICHIGAN

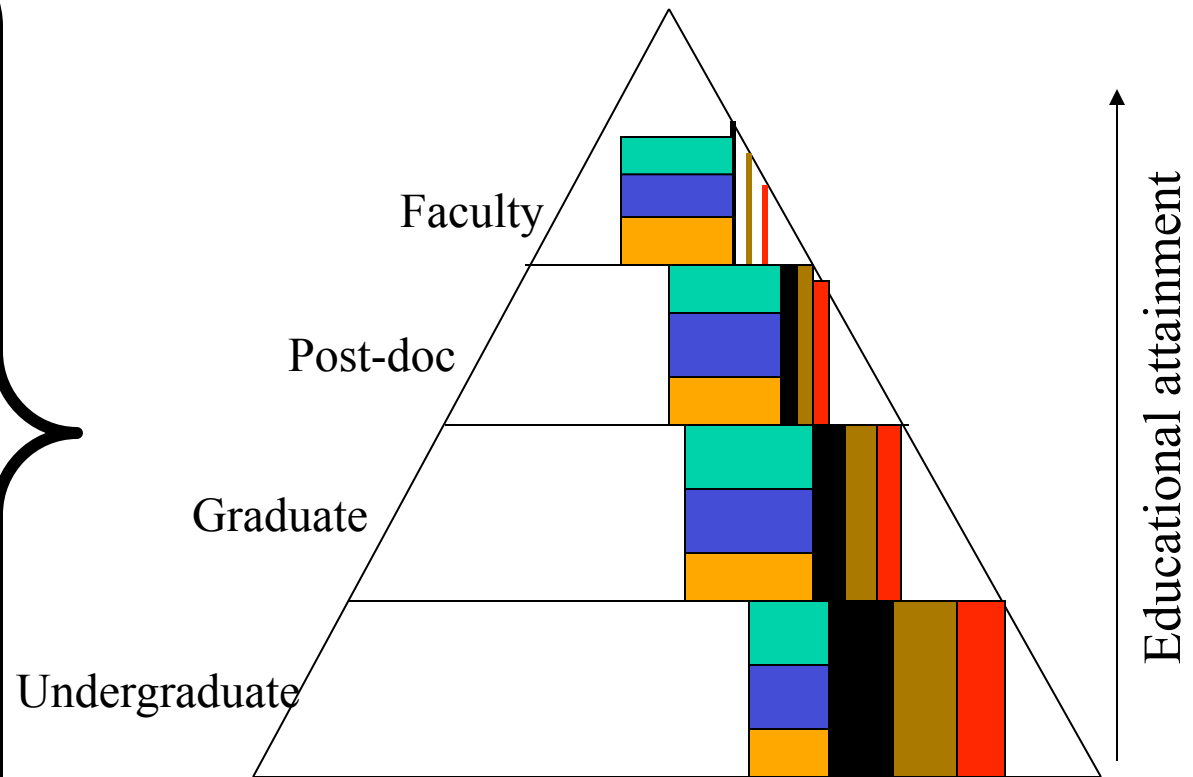
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CAL

WASHINGTON

GEORGIA TECH

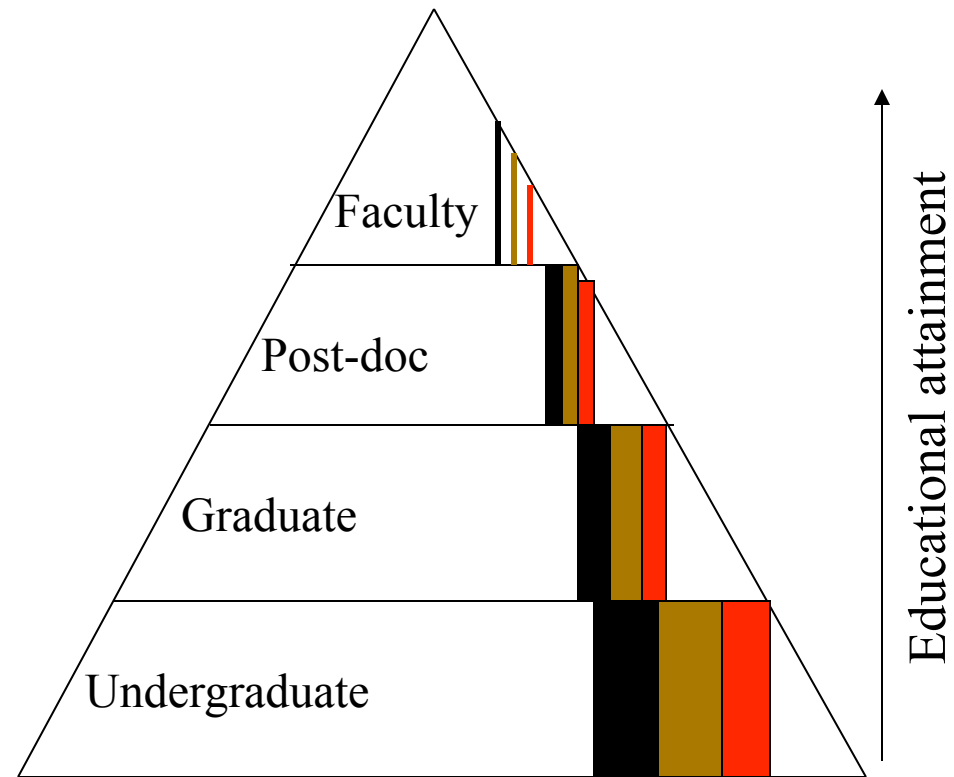
OHIO



So AGE P² ?

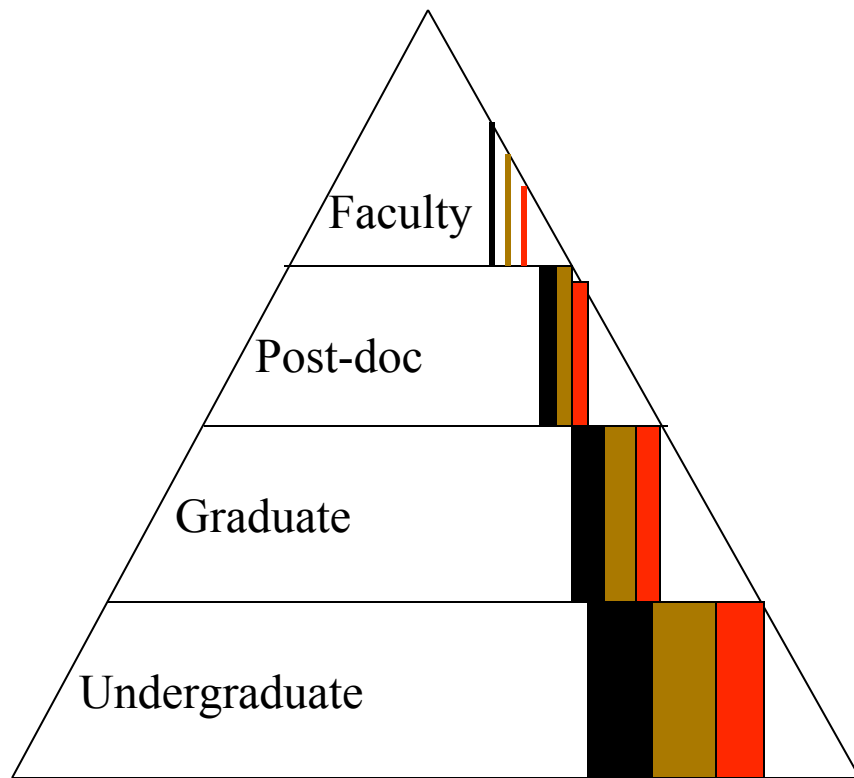
What does that exactly mean today?

“Catalyze Institutional Change” toward P _____ ?



So AGEP? What does that exactly mean?
***“Catalyze Institutional Change”* toward P_____ ?**

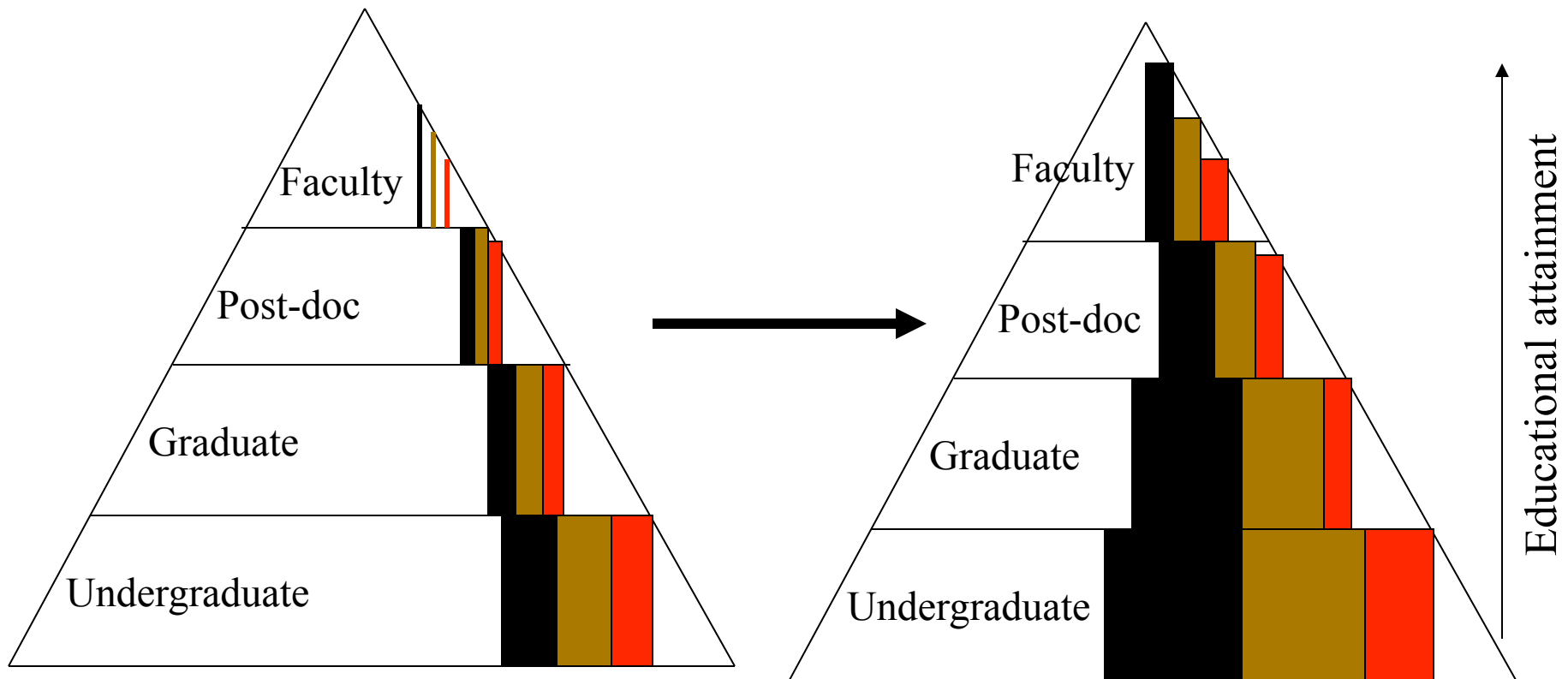
IN BEAN COUNTING TERMS:



↑
Educational attainment

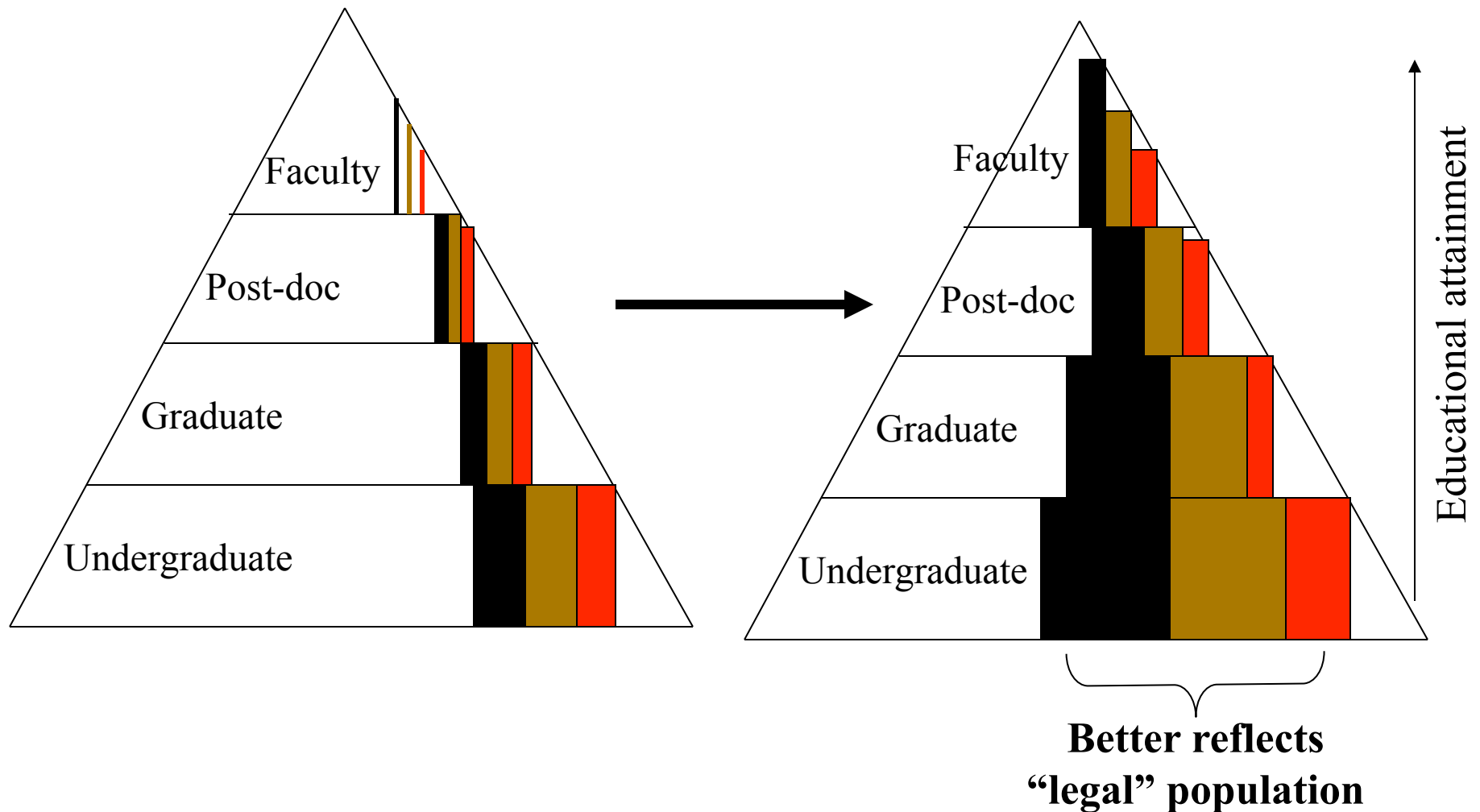
So AGEP? What does that exactly mean?
“Catalyze Institutional Change” toward PARITY?

IN BEAN COUNTING TERMS:



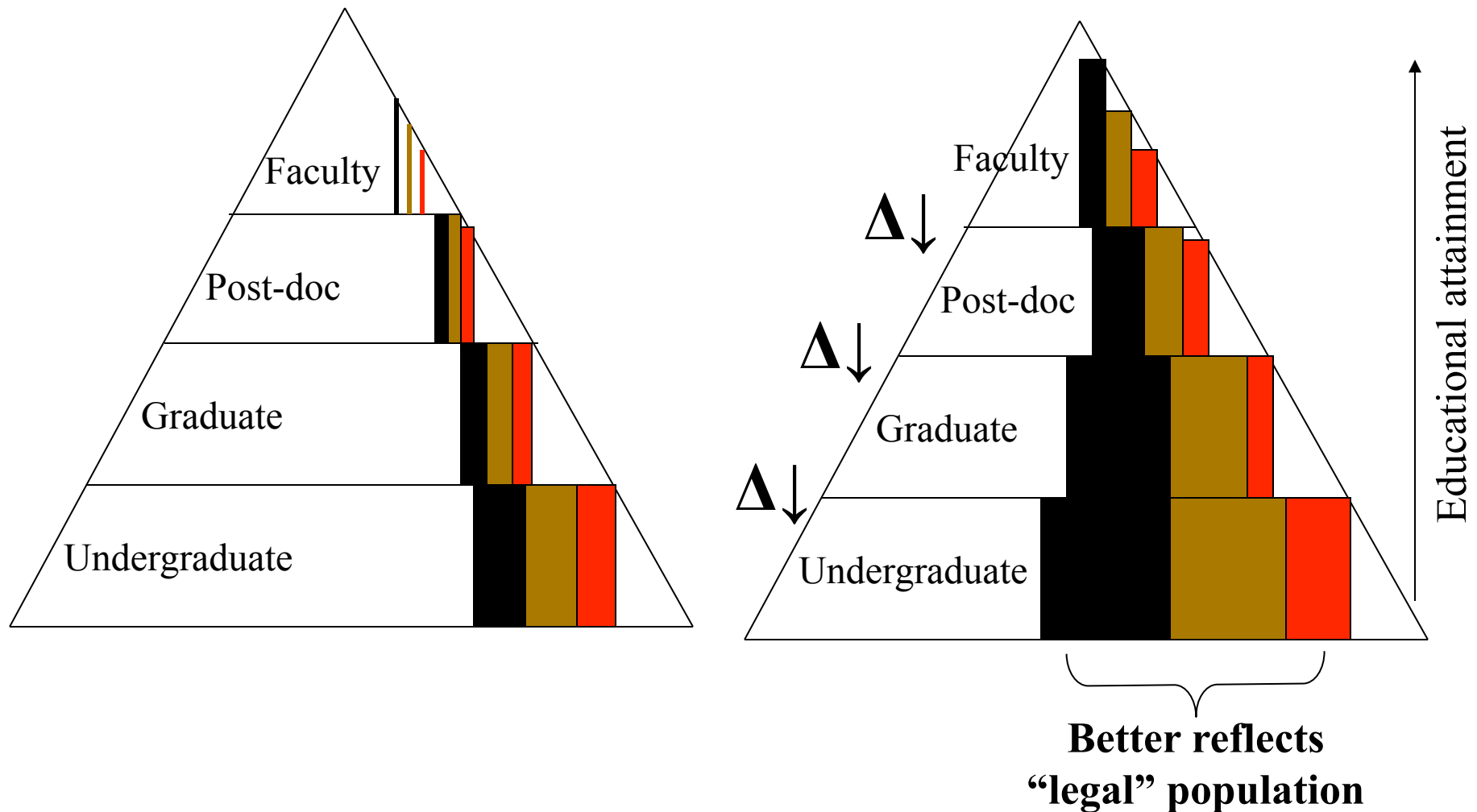
So AGEP? What does that exactly mean?
“Catalyze Institutional Change” toward PARITY?

IN BEAN COUNTING TERMS:

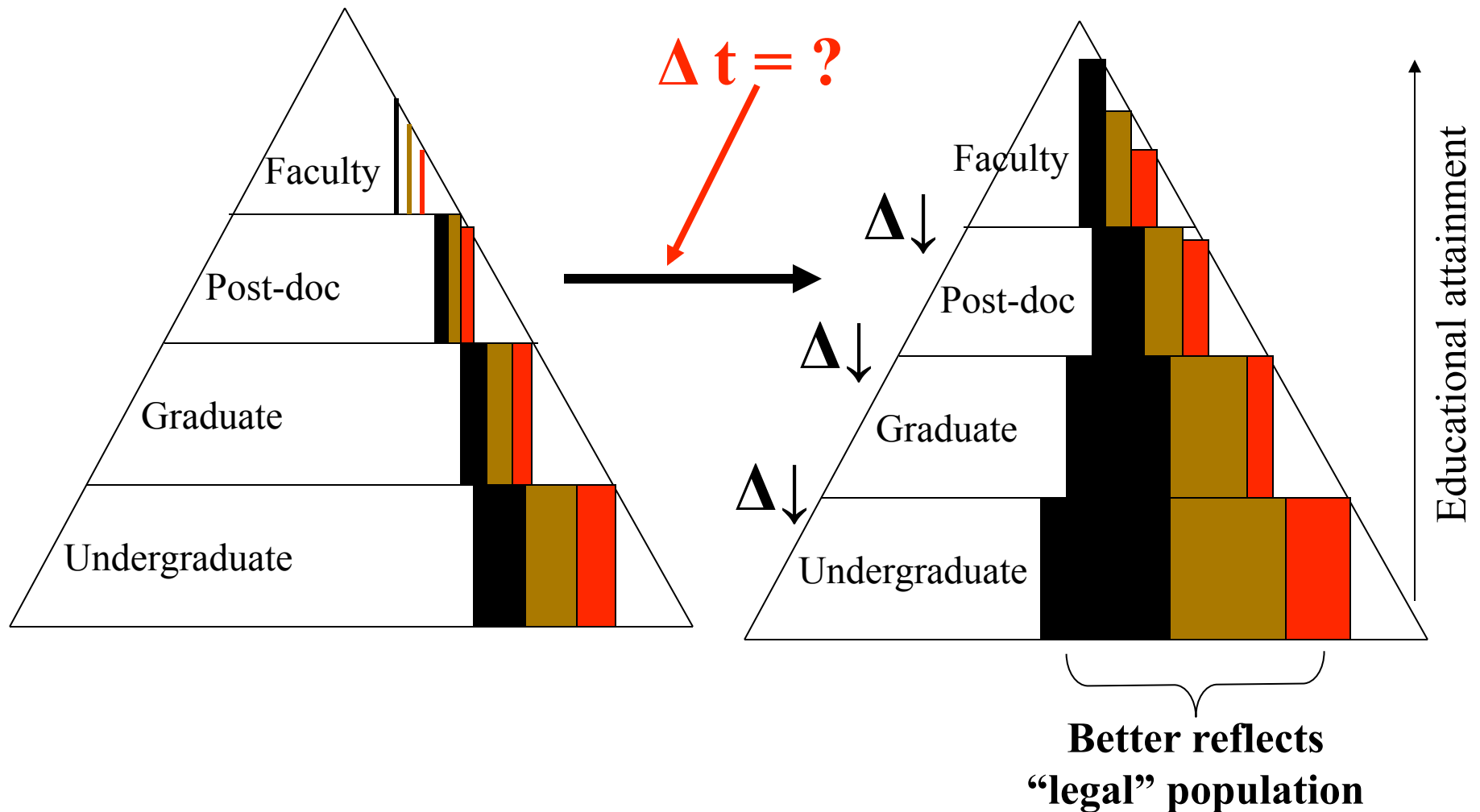


So AGEP? What does that exactly mean?
“Catalyze Institutional Change” toward PARITY?

IN BEAN COUNTING TERMS:



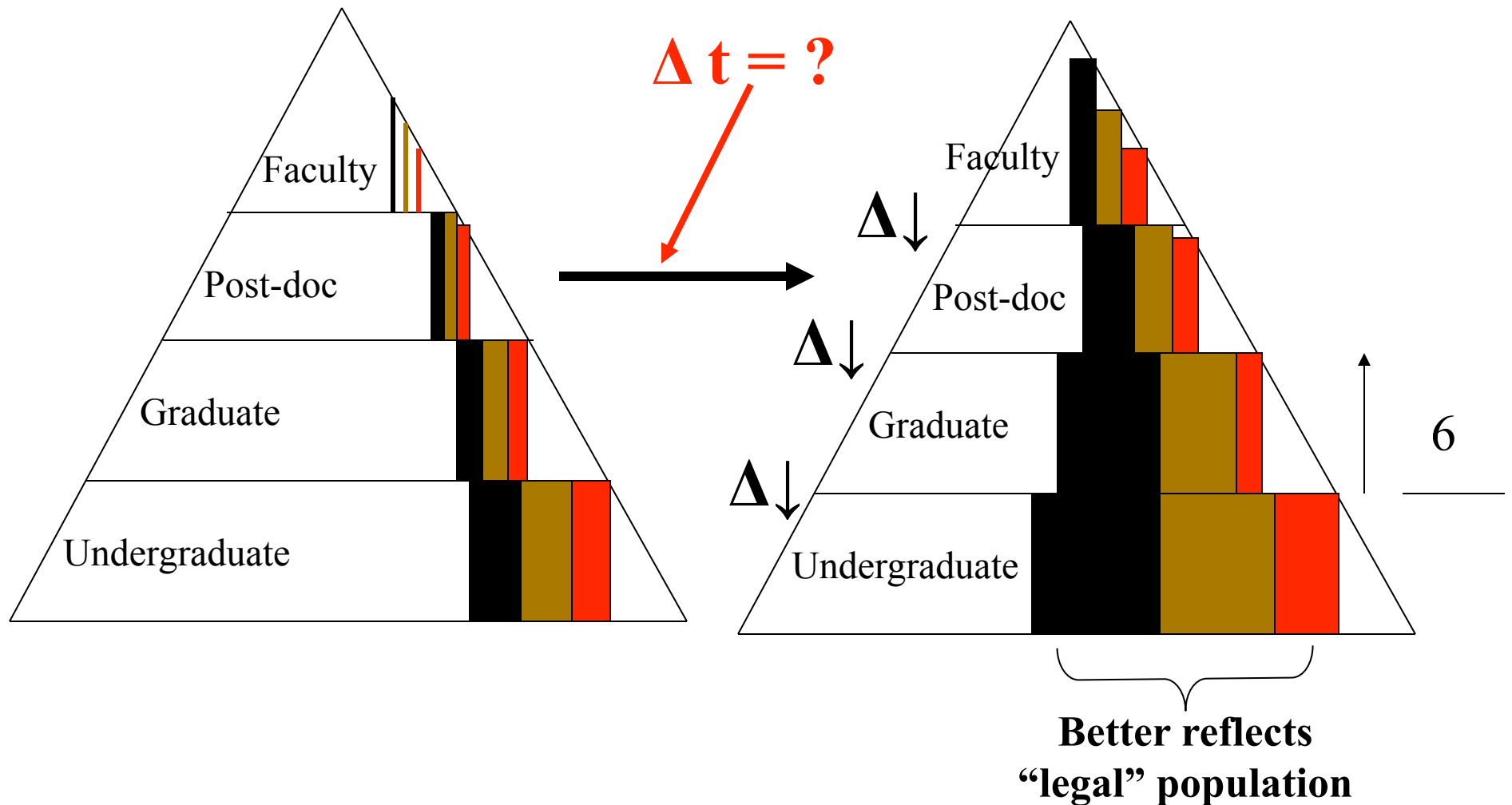
So AGEP? What does that exactly mean?
“Catalyze Institutional Change” toward *PARITY* ?
And what about kinetics?.....



So AGEP? What does that exactly mean?
“Catalyze Institutional Change” toward *PARITY* ?

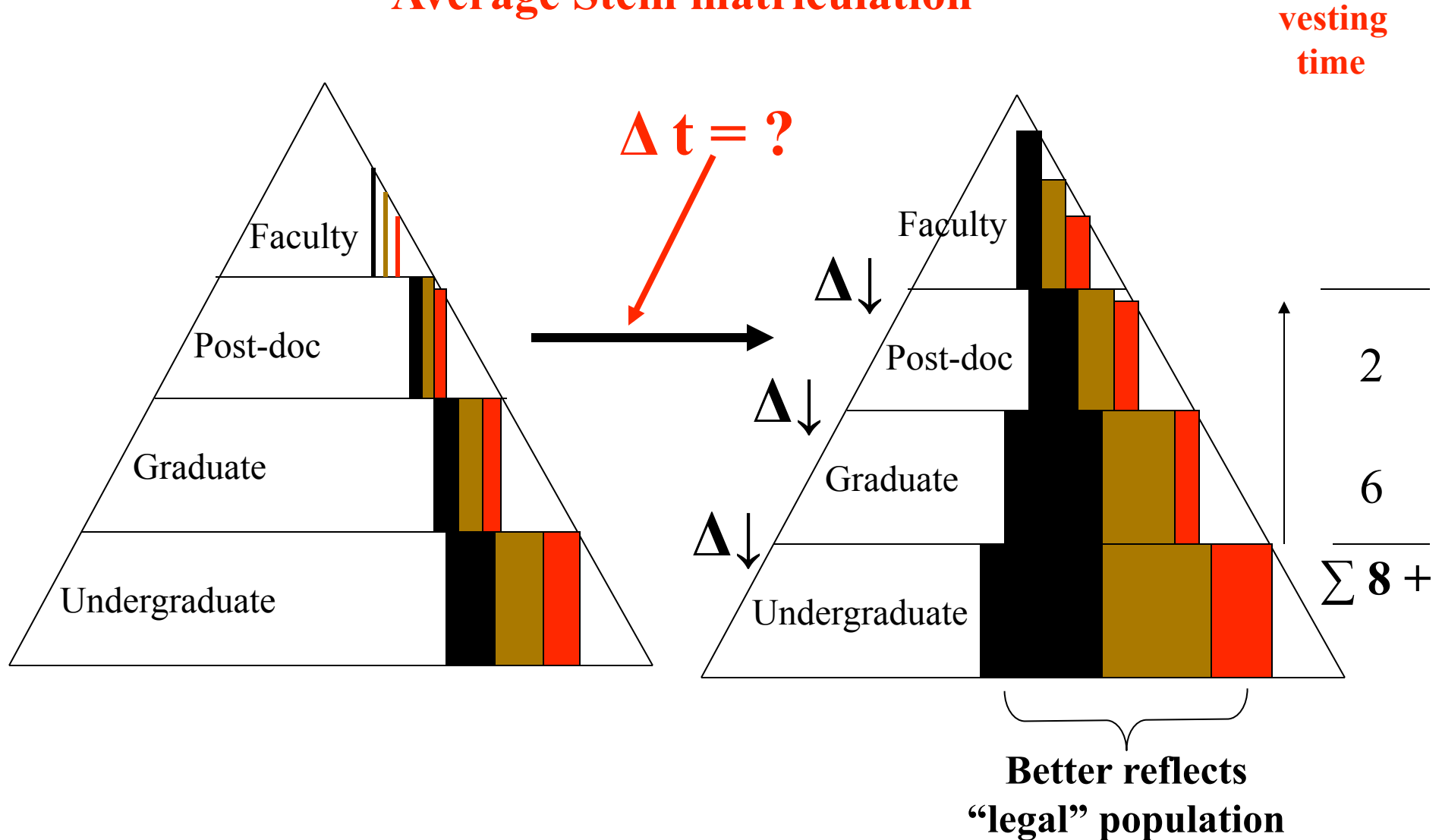
And what about kinetics?.....
Average Stem Matriculation =

**vesting
time**

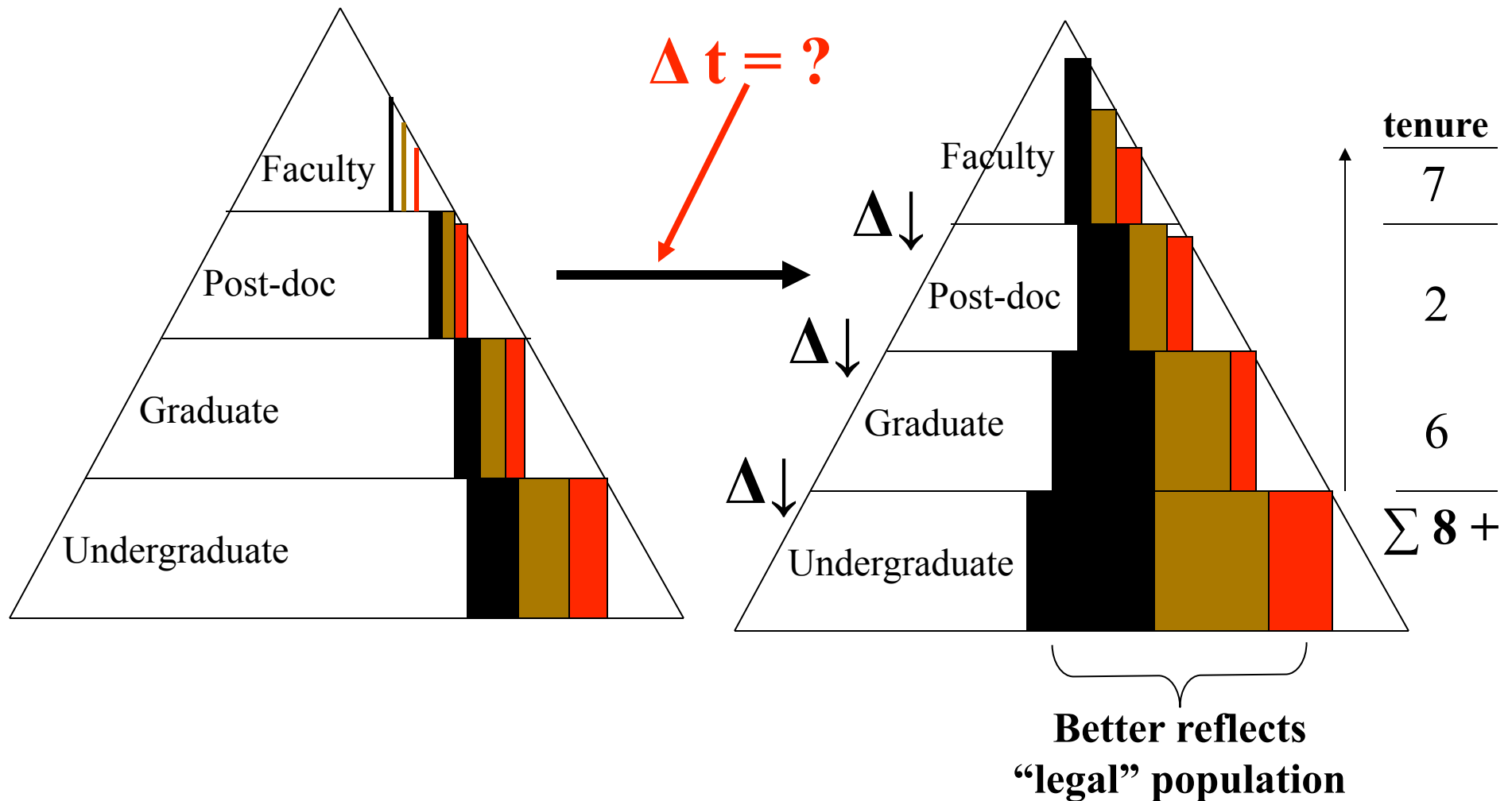


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“Catalyze Institutional Change” toward *PARITY* ?

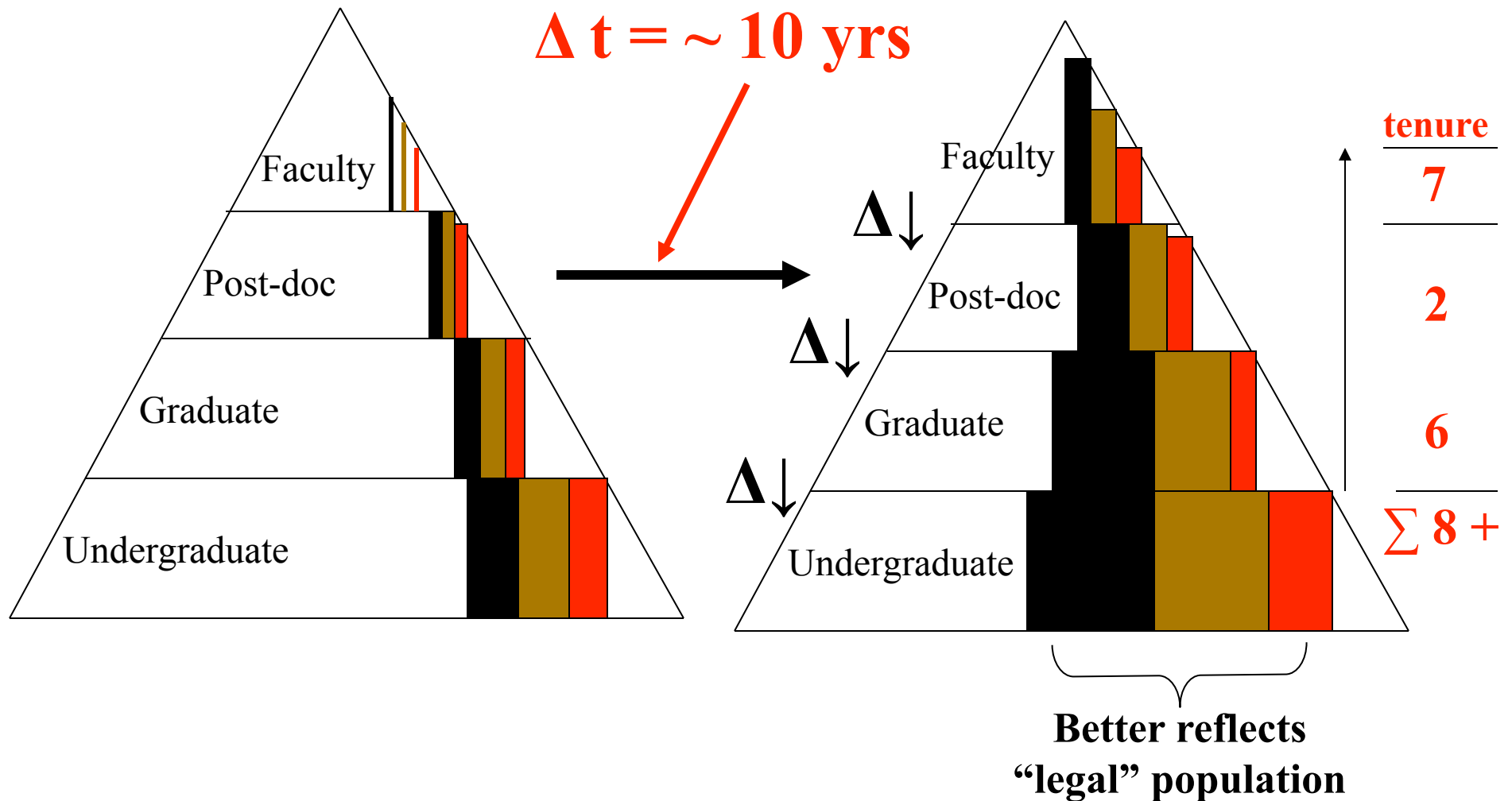
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So AGEP? What does that exactly mean?
“Catalyze Institutional Change” toward *PARITY* ?
And what about kinetics?.....
Average Stem matriculation =



KINETICS DICTATE: AGEPI MISSION, WHATEVER ITS INCARNATION, MUST BE SUSTAINED OVER MANY ACADEMIC GENERATIONS



So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving “phases”

Phase 1

“Childhood”

**Learning &
Development**

So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving “phases”

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Phase 2

“Adolescence”

**Expansion &
Mistakes**

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Phase 1
"Childhood"

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Phase 2
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**Expansion &
Mistakes**

Phase 3
"Early Adult"

**Institutionally
Incorporated**

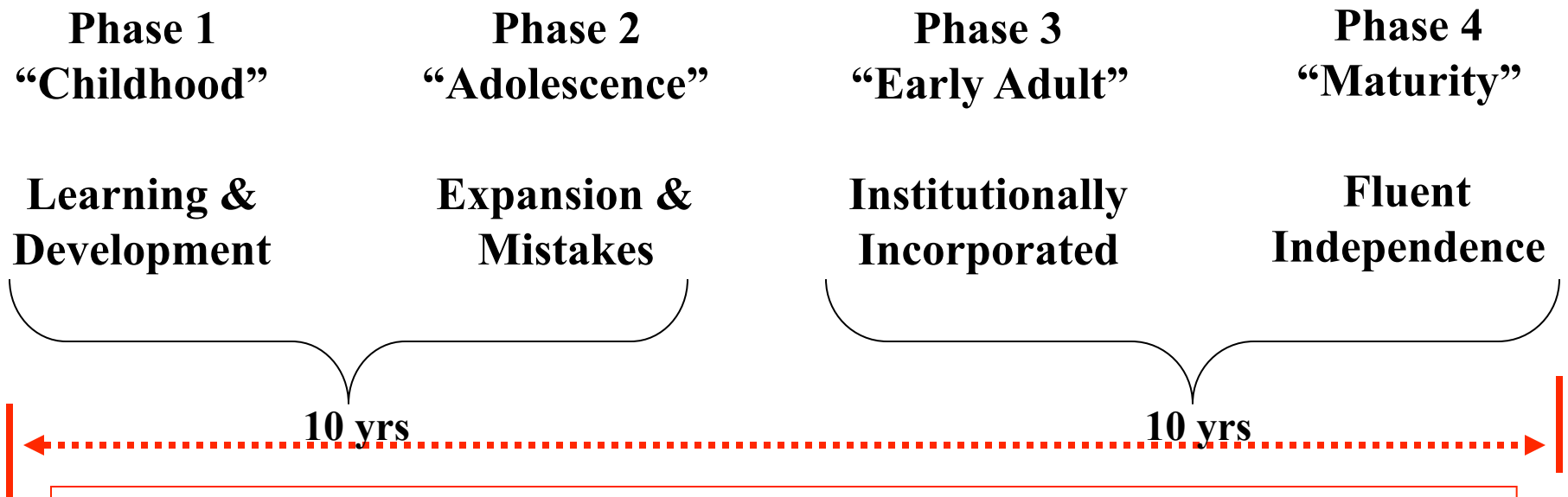
So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving "phases"

Phase 1 "Childhood"	Phase 2 "Adolescence"	Phase 3 "Early Adult"	Phase 4 "Maturity"
Learning & Development	Expansion & Mistakes	Institutionally Incorporated	Fluent Independence

So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving "phases"



c.a. two academic generations.....while experiencing significant leadership changes in Washington, home states and institutions

So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving “phases”

Phase 1
“Childhood”

**Learning &
Development**

Phase 1: An AGEP Childhood

“the charter of growing up”

Find your friends: learn how to talk, and organize the game

Find your enemies and avoid them

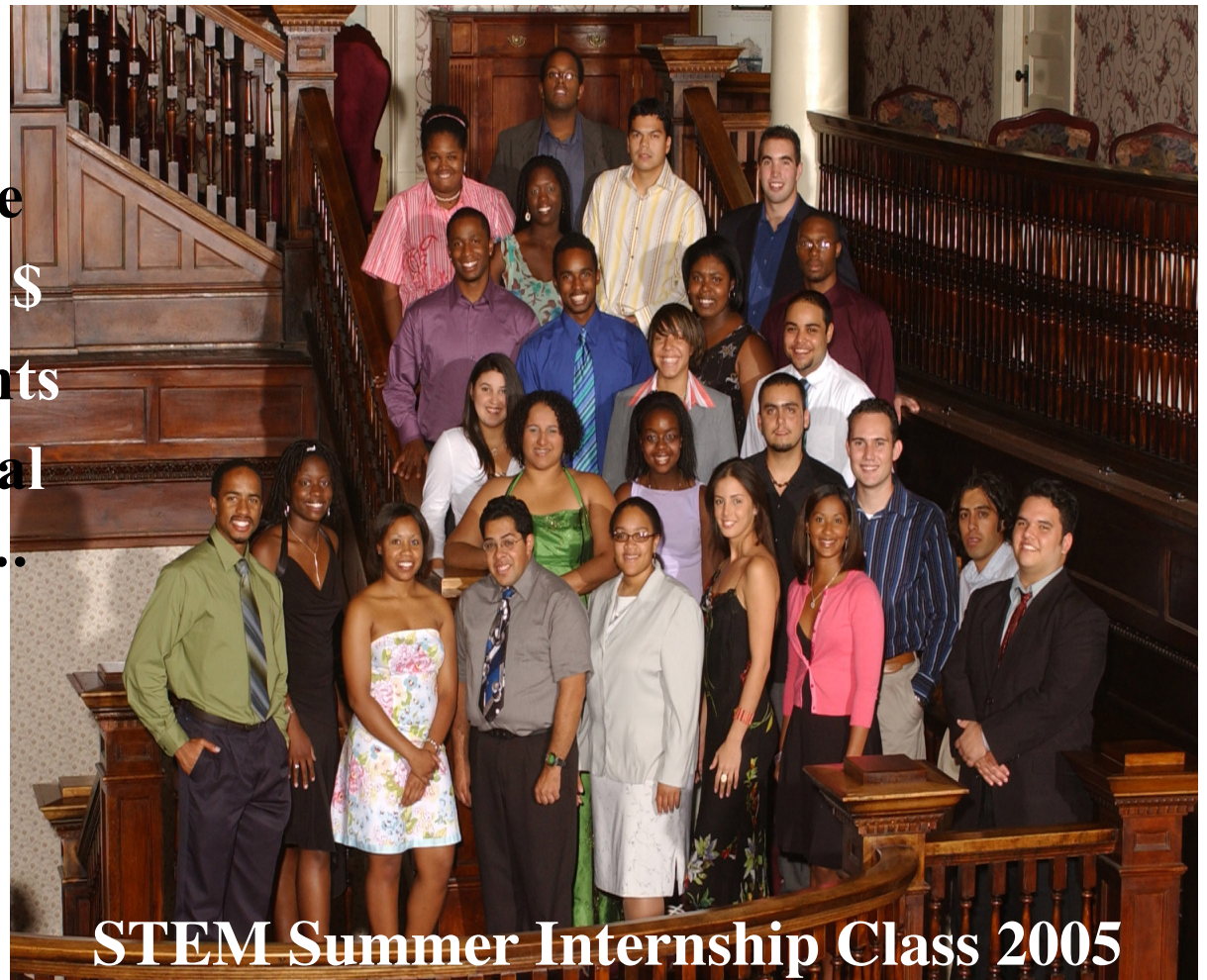
Mobilize Powerful Faculty with Incentives

Recruit and Retain those precious few students, for they will be our future attachés

Self – Assessment....get accurate numbers and keep them going in the right direction (NO FIBS or SPIN !)

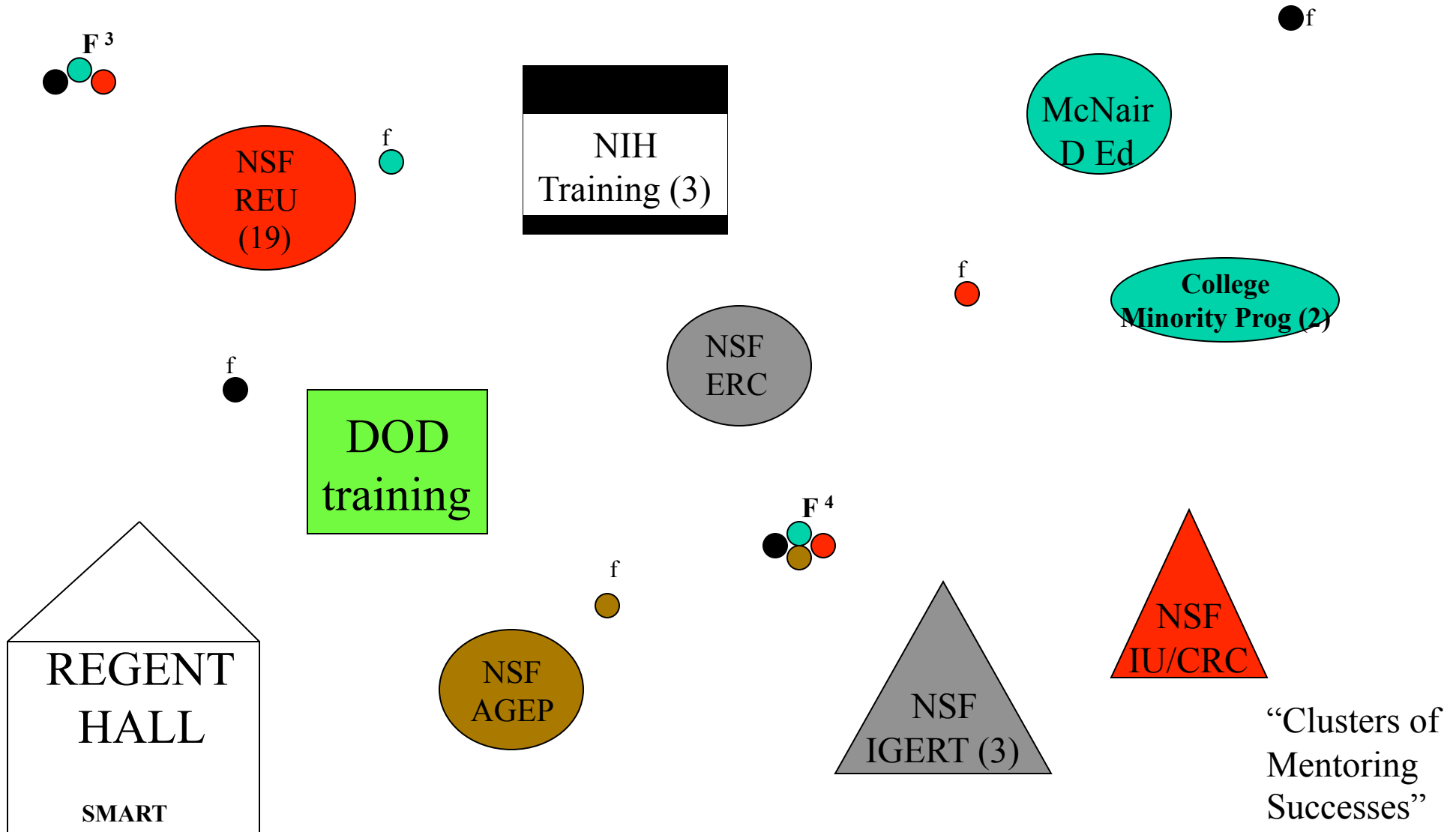
“Our” 1^o Mission: Help STEM
Departments Broaden Participation in
Graduate School → Professoriate

**We are a well funded
faculty driven cooperative
providing mentoring and \$
support for STEM students
in a growing multi cultural
scientific community....**

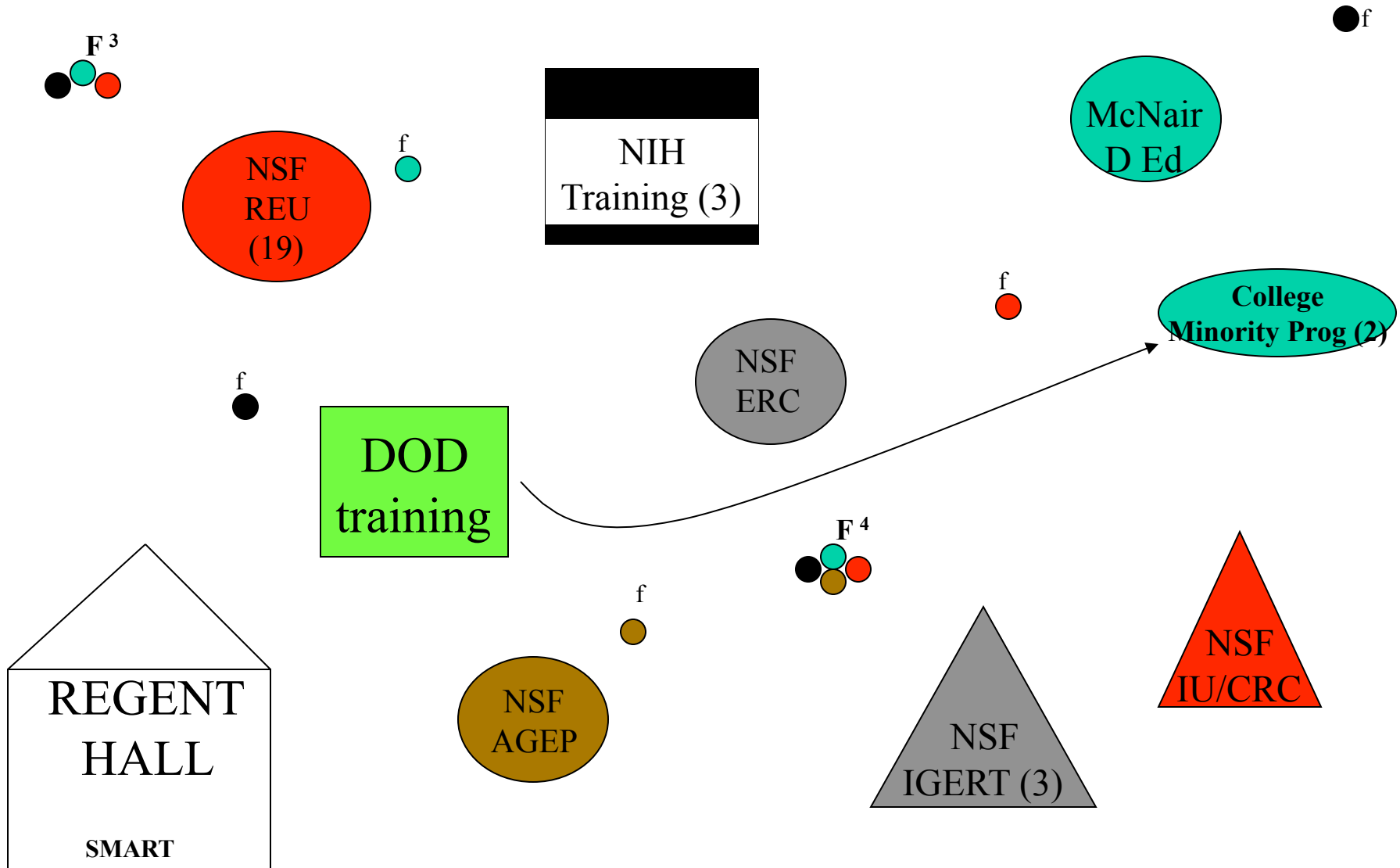


STEM Summer Internship Class 2005

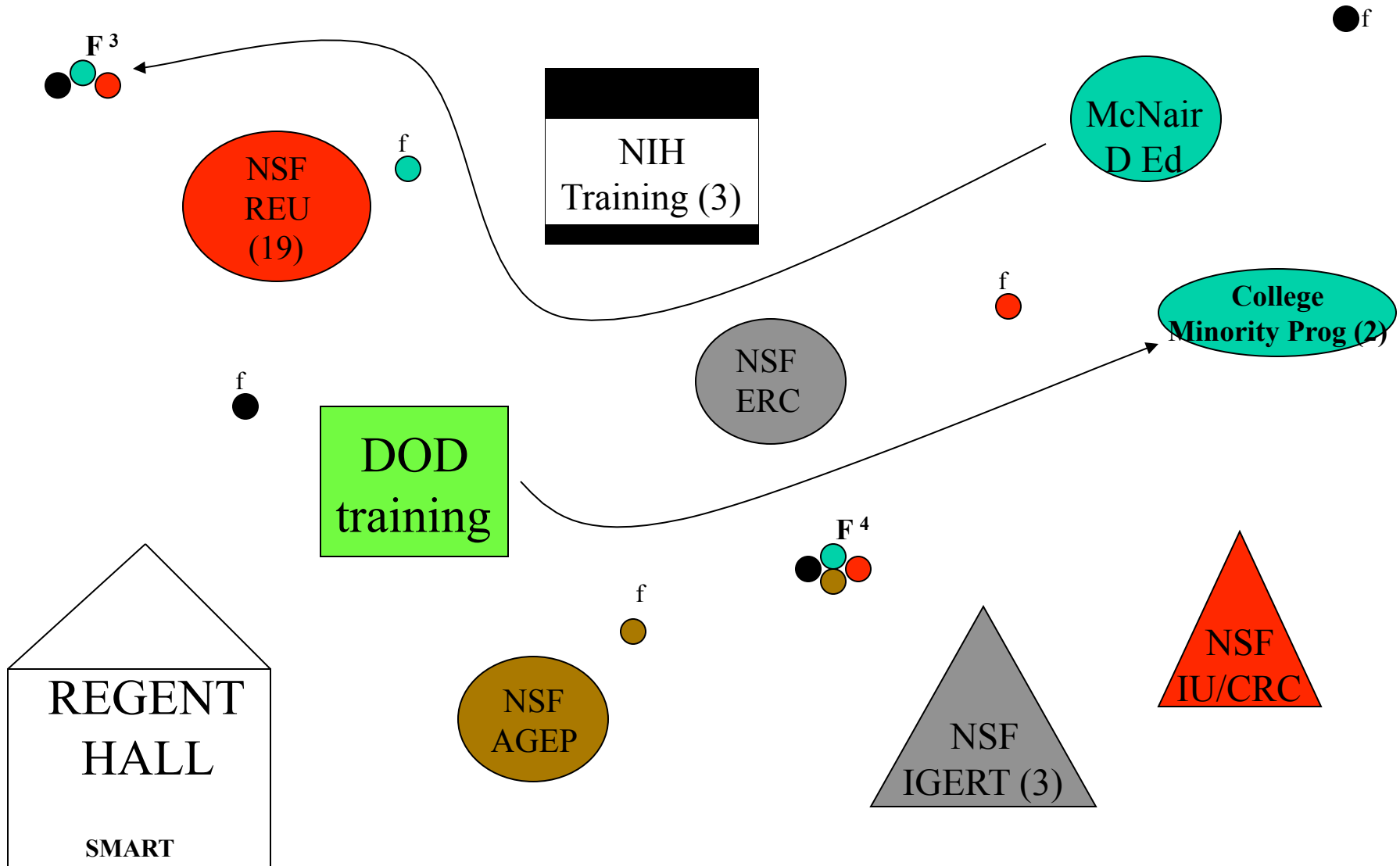
What CU Campus Diversity Efforts *Were*: Pre AGEP Circa 1999, the “well intended alphabet soup”



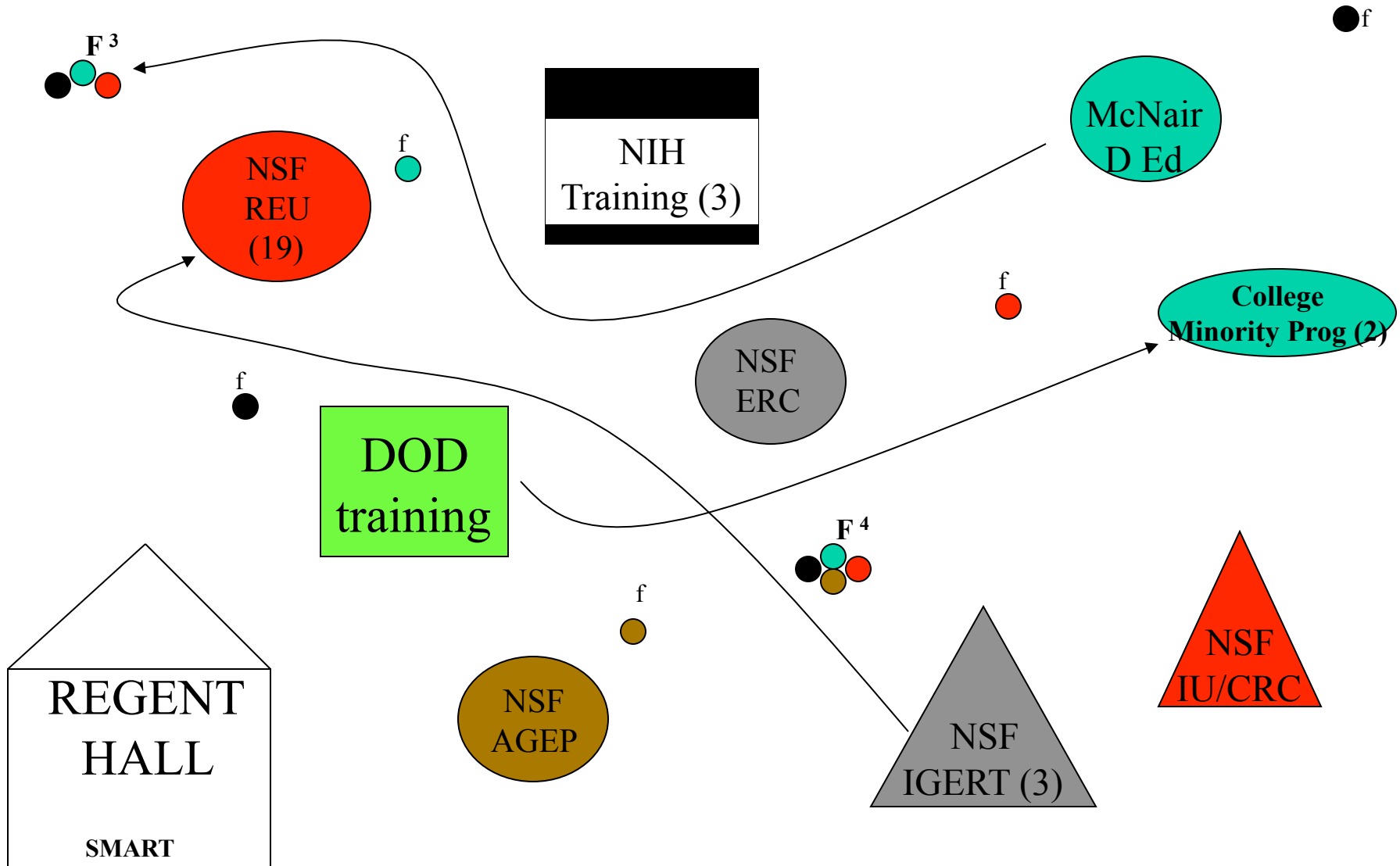
What are Campus Diversity Efforts Were: “Random Cross-Talk → Parity”



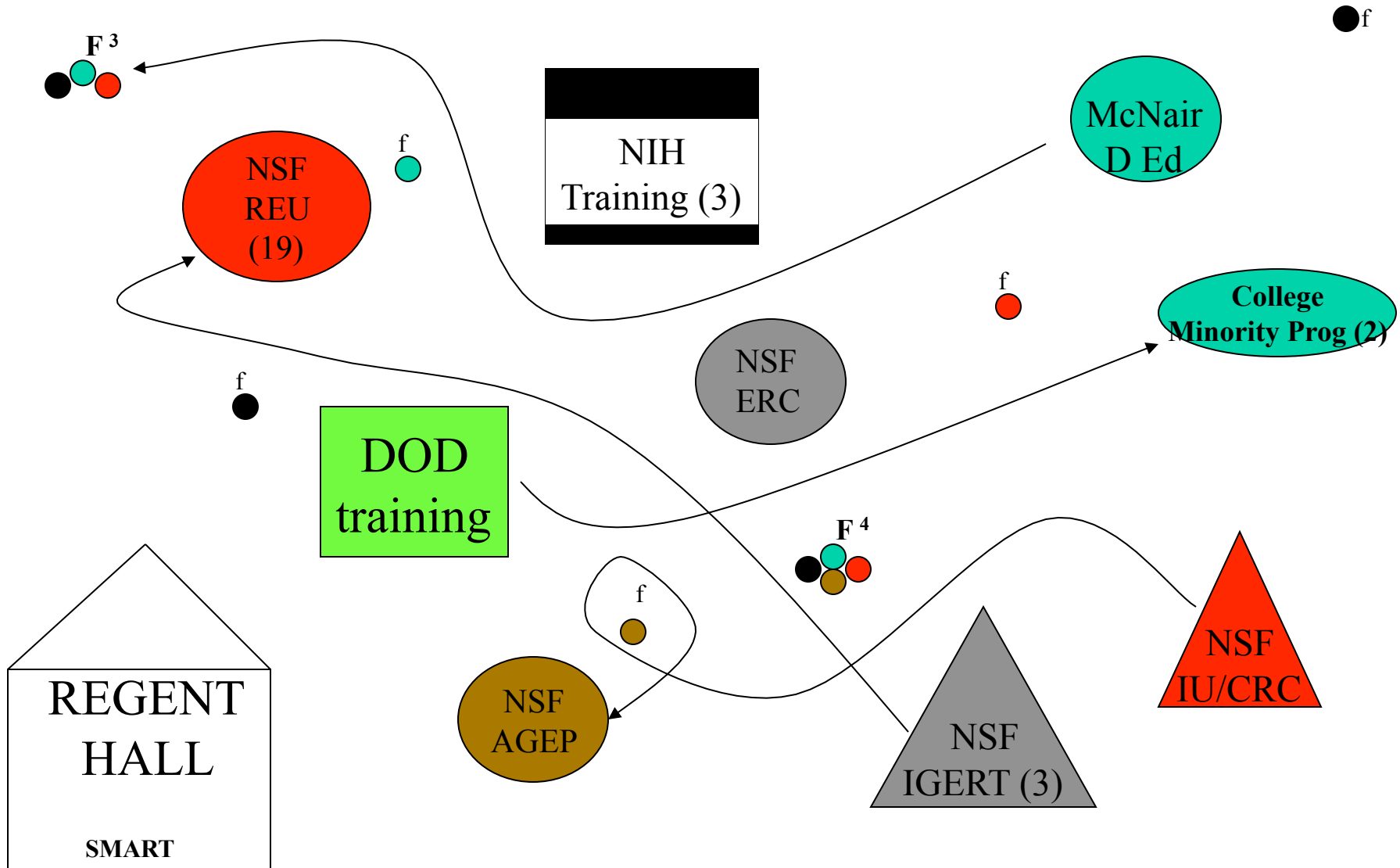
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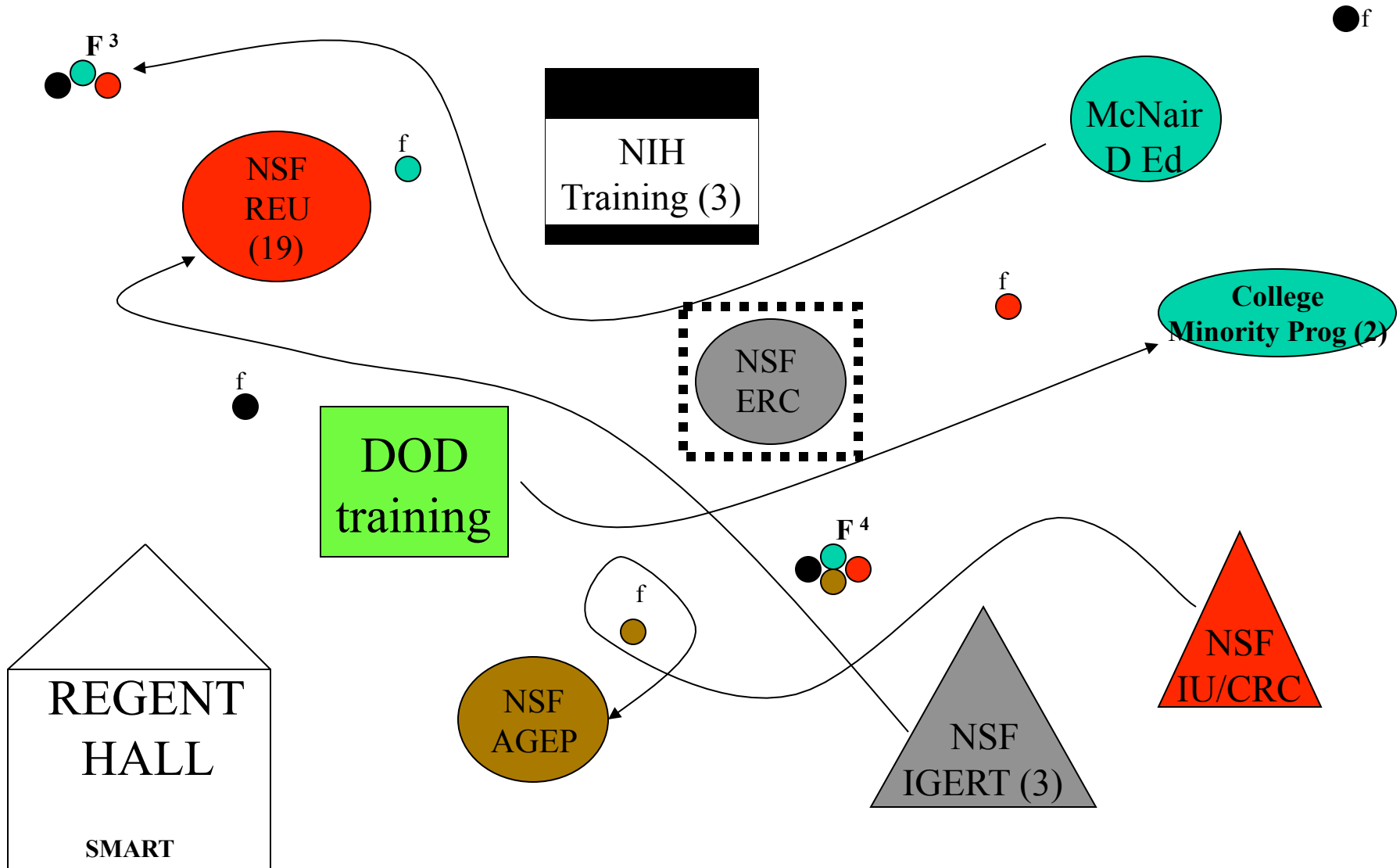
What are Campus Diversity Efforts Were: Random Cross-Talk



What are Campus Diversity Efforts Were: Random Cross-Talk



Campus Diversity Efforts Were Not Synchronized: victims of capricious communications and isolation



AGEP Phase I Catalyzed Reorganization and Some Institutional Change

Colorado Diversity Initiatives

Q. Why “Consolidate” Operations? A. Leverage !

Phase I Consolidation and Reorganization

Colorado Diversity Initiatives

Q. Why Consolidate Operations? A. Leverage !

All programs are diversity driven; all have similar educational missions, and many have nearly the same reporting requirements:

Phase I Consolidation and Reorganization

Colorado Diversity Initiative

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All programs are diversity driven; all have similar educational missions, and many have nearly the same reporting requirements:

- Identify **Skilled** Labor for Campus-wide Oversight (e.g. MBA)

Phase I Consolidation and Reorganization

Colorado Diversity Initiative

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- Streamline and **Formally** Coordinate Communications / Operations

Phase I Consolidation and Reorganization

Colorado Diversity Initiative

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- Consolidate and “Decompress” Recruiting Efforts

Phase I Consolidation and Reorganization

Colorado Diversity Initiative

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- Centralize Diversity Statistics for Reporting and Planning

Phase I Consolidation and Reorganization

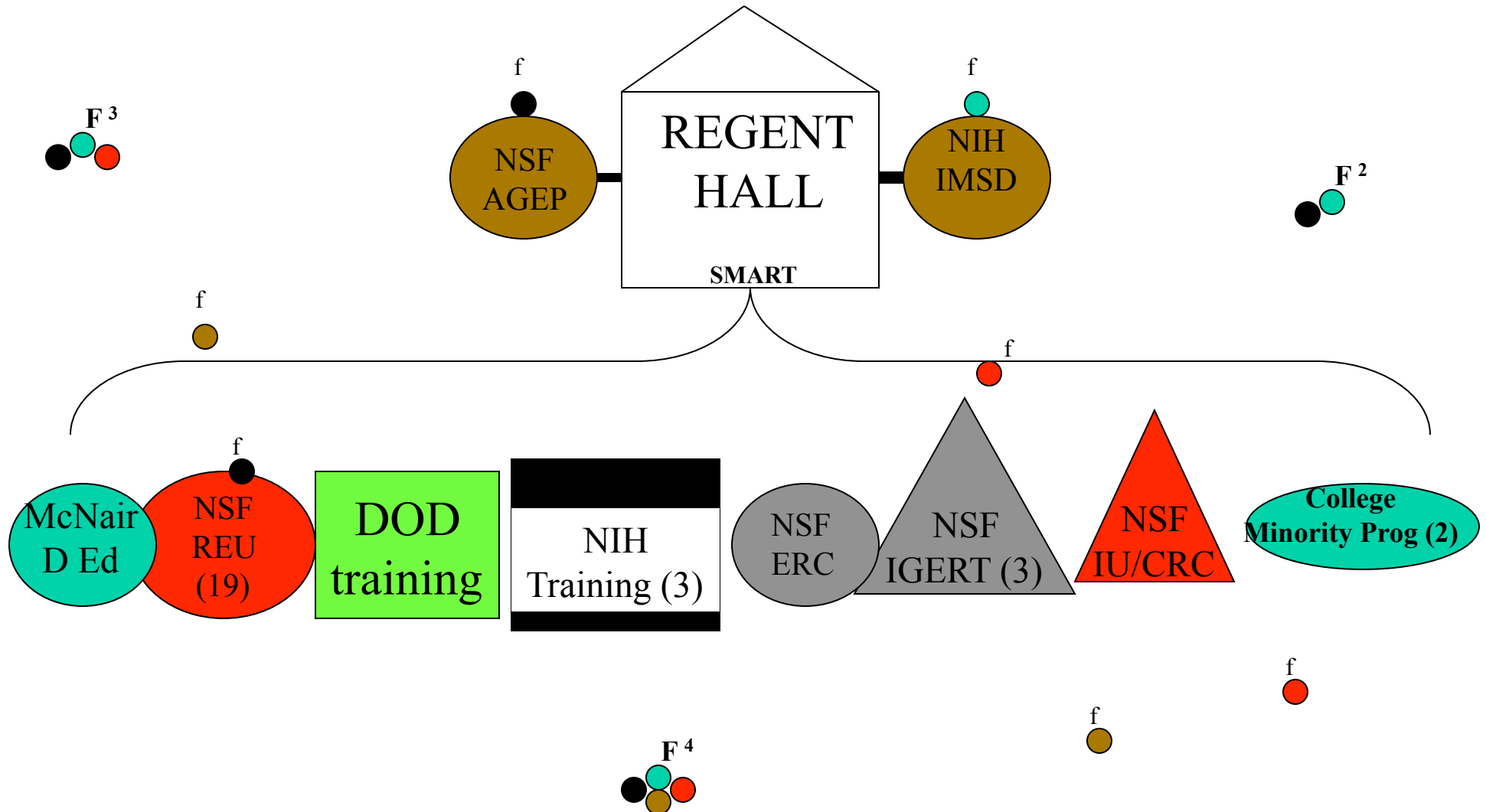
Colorado Diversity Initiative

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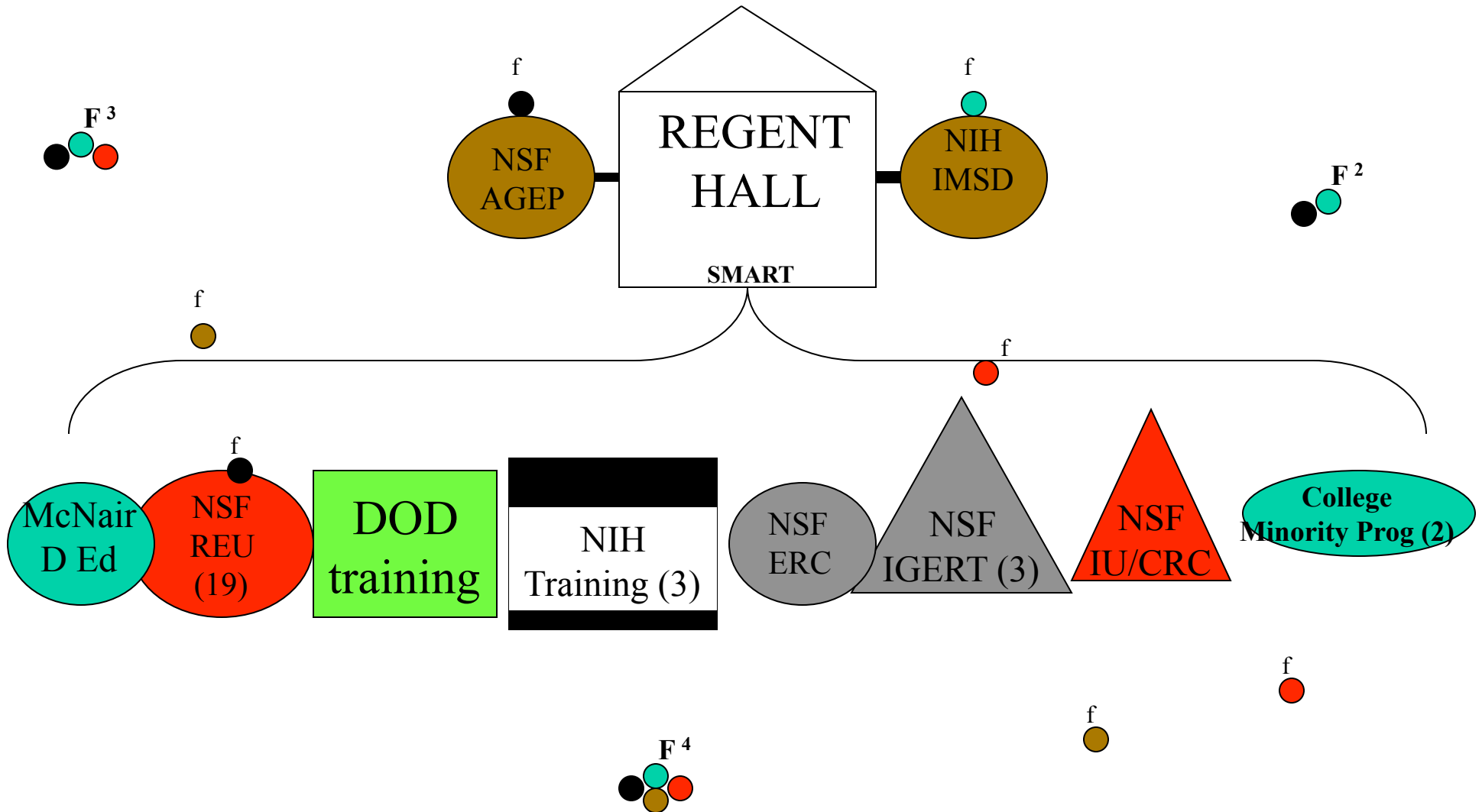
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- Streamline and **Formally** Coordinate Communications / Operations
- Consolidate and “Decompress” Recruiting Efforts
- Centralize Diversity Statistics for Reporting and Planning
- Save Operations Costs (*Regent Hall loved this idea*)

What We Did (1999): (R1) Pursue Large Agency Grants - the vision- to Organize, Synchronize, Communicate, and Leverage



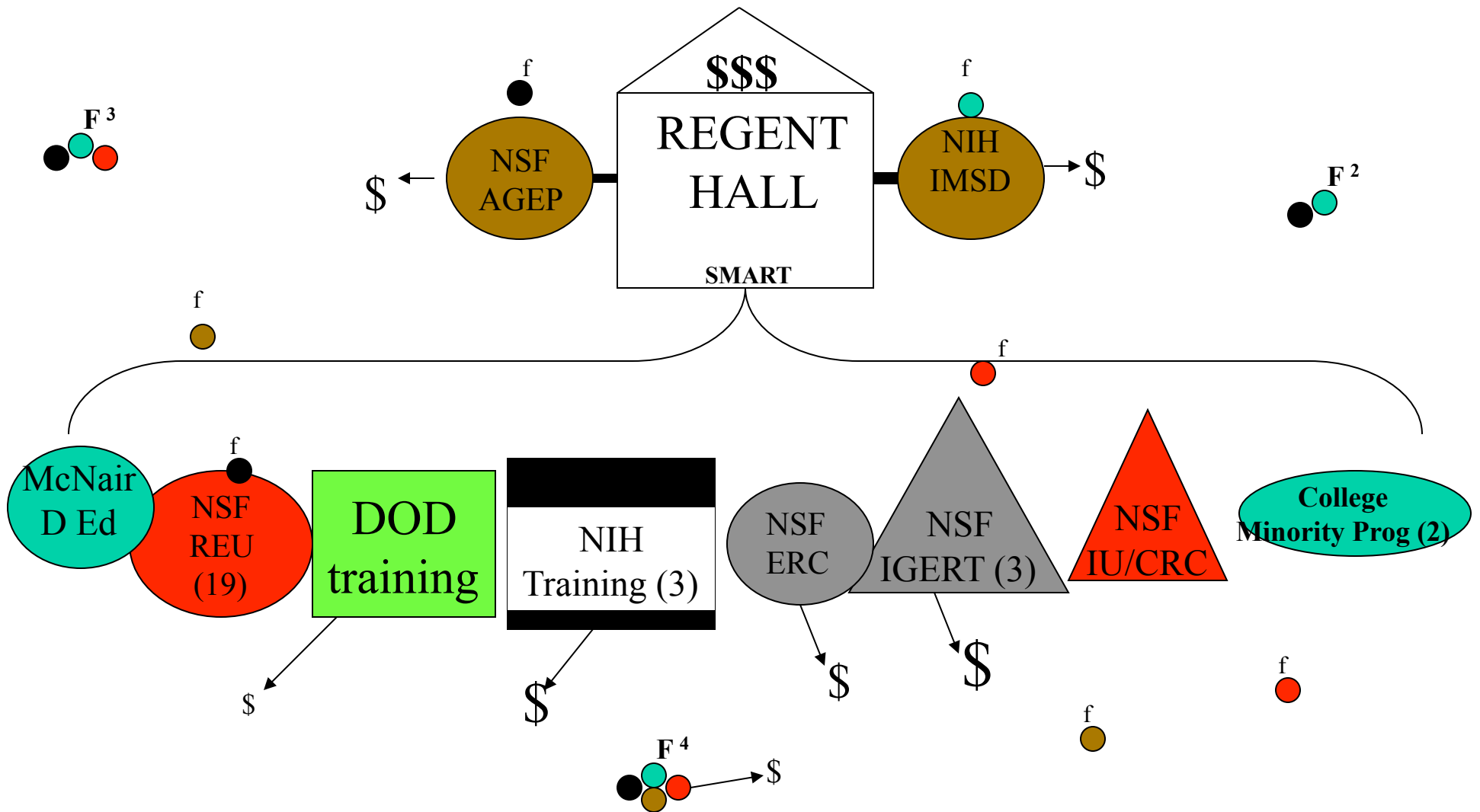
How Did We Stage to Achieve “the vision”?

Self-Selecting Faculty + Willing Deanery → (interim) \$ Staff + \$ Seed



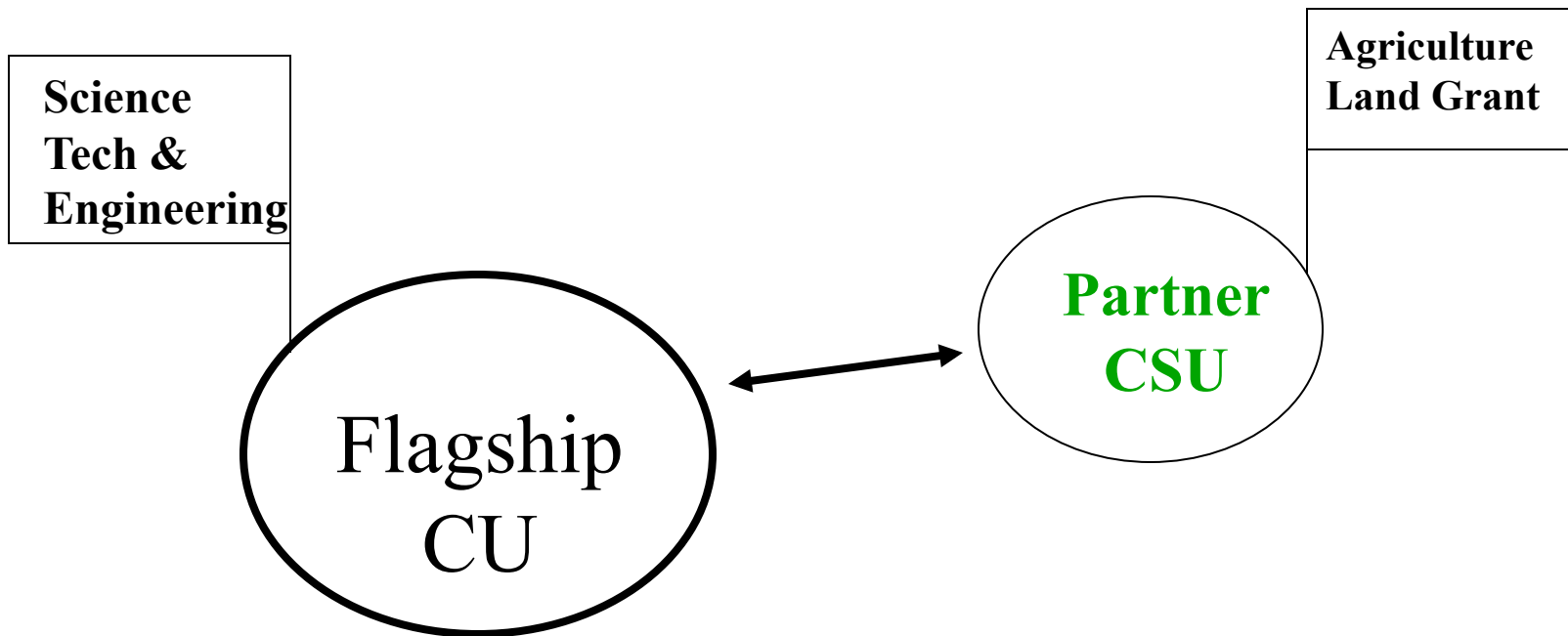
How Did We Get Funding for Sustaining this organization?

“Everyone has some “skin” in the game.....(a soft tax)”



Colorado AGEP Phase I

Alliance Advantages

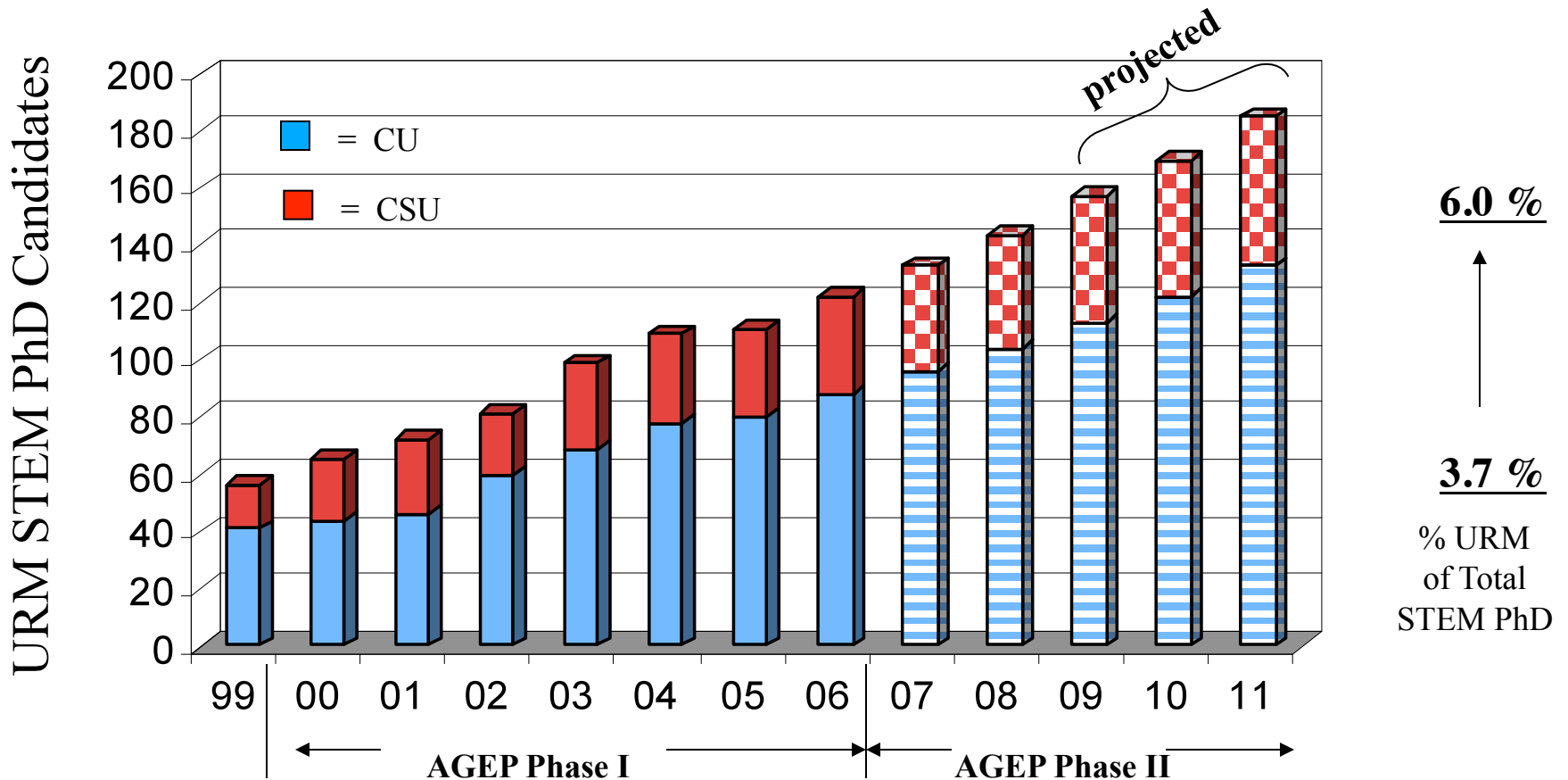


Alliances offer a more robust portfolio of research and educational strengths that could not offered by individual institutions:
Certainly true in Colorado !

“OUR DATA”

Colorado Diversity Initiative

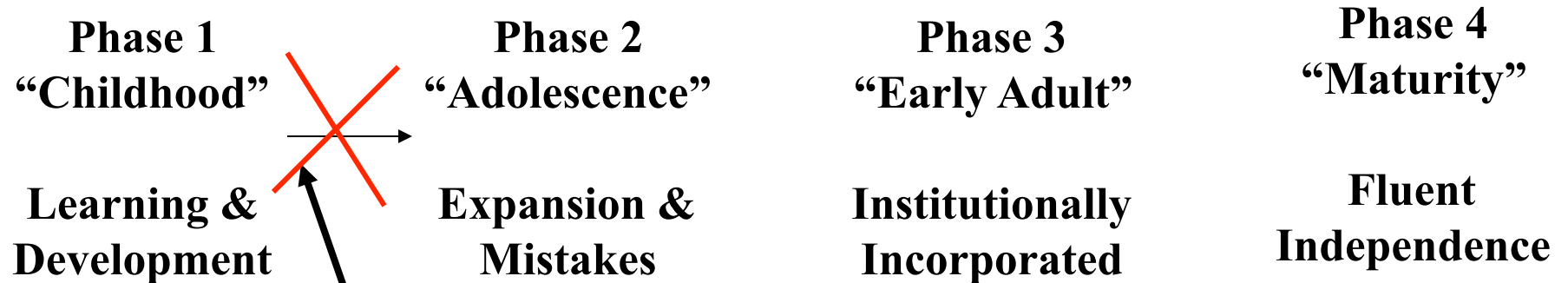
Current Trajectory STEM Graduate Schools



URM PhD levels doubled during AGEP Phase I
URM PhD Retention rate is NOW the same as majority counter parts:

So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving "phases"

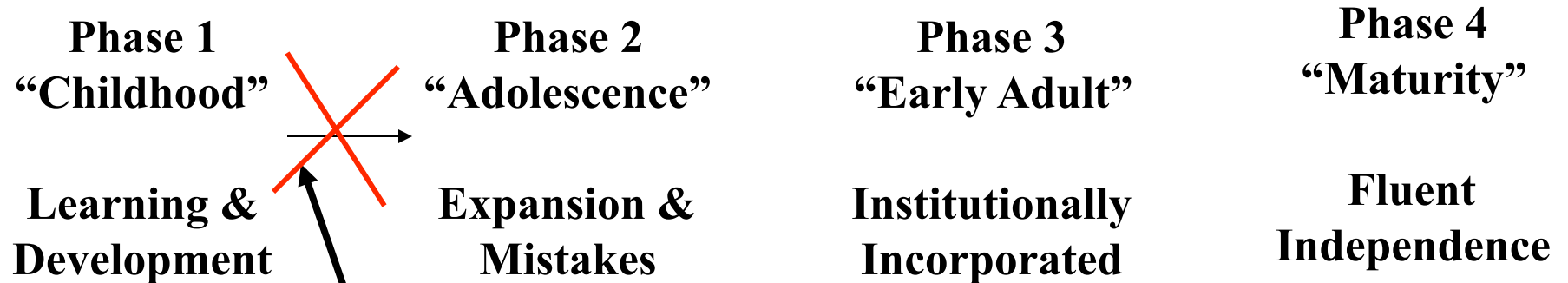


**Some died in during
their childhood..... WHY?**

**e.g. New Mexico
and others**

So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving "phases"



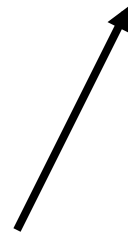
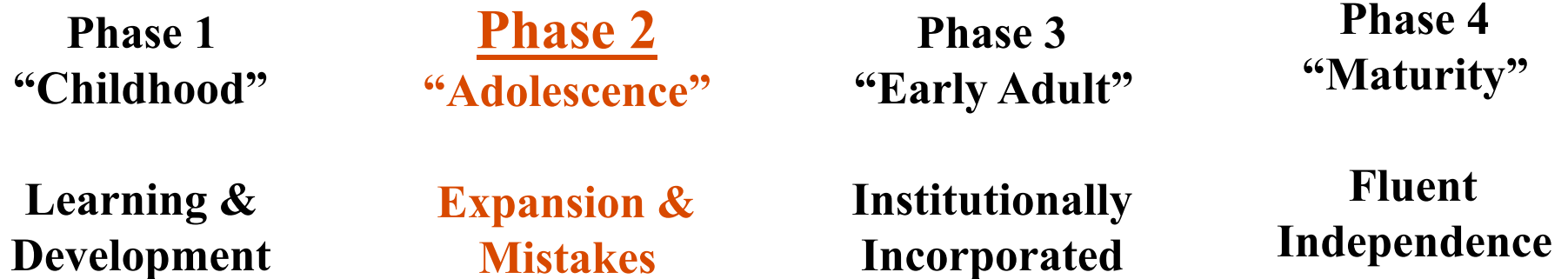
**Some died in during
their childhood.....**

**e.g. New Mexico
and others**

- *Top Heavy*
- *Lack of Skilled Staff*
- *Unbalanced (e.g. recruiting)*
- *Retention (data in question)*
- *Poor Faculty Buy In*
- *Politically Isolated (in house)*

So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving "phases"



**Many of us are here:
"late adolescents"**

Struggling to grow up!

Some got very "lucky....."

and had their adolescence extended!

So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving "phases"

Phase 1
"Childhood"

**Learning &
Development**

Phase 2
"Adolescence"

**Expansion &
Mistakes**

Phase 3
"Early Adult"

**Institutionally
Incorporated**

Phase 4
"Maturity"

**Fluent
Independence**

**Many of us are here:
"late adolescents"**

**Struggling to grow up
and worried about our
future in this endeavor**

CALIFORNIA	NORTHEAST
NEW YORK	ARIZONA
MICHIGAN	MIDWEST
COLORADO	

Phase 2: Adolescence and the “path”

Expansion, Mistakes, Friends & Enemies

EXPAND the NETWORK: “What have you done for me lately”

INTEGRATE and SYNCHRONIZE WHAT WE HAVE: I³
Formally incorporate disabled populations in AGEP

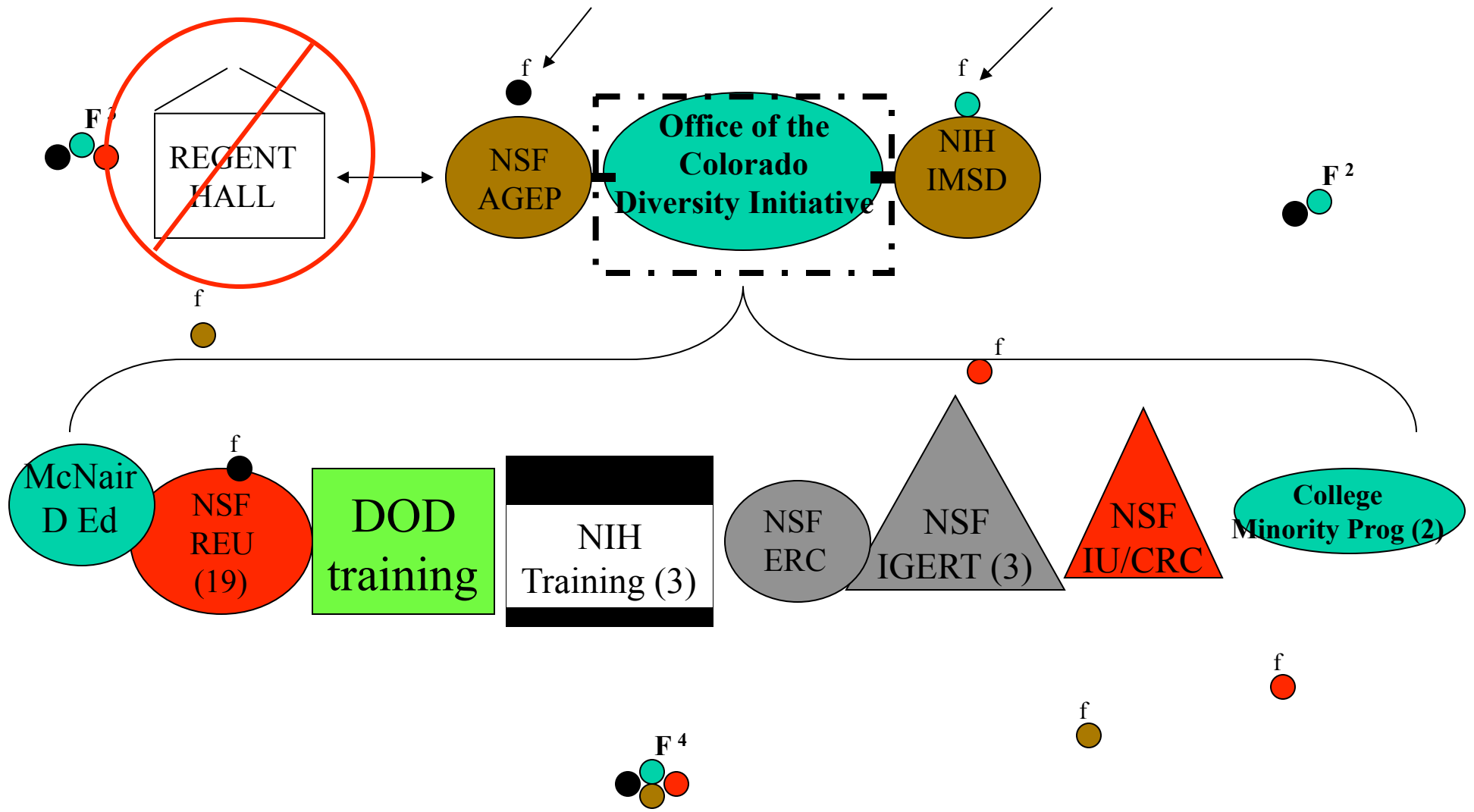
MOBILIZE POWERFUL FACULTY: *GET A HARD MATCH!*
This sets the path for resourced institutionalization

RETENTION is the goal: incent and reward those precious few students and self-selecting faculty, for they remain our future

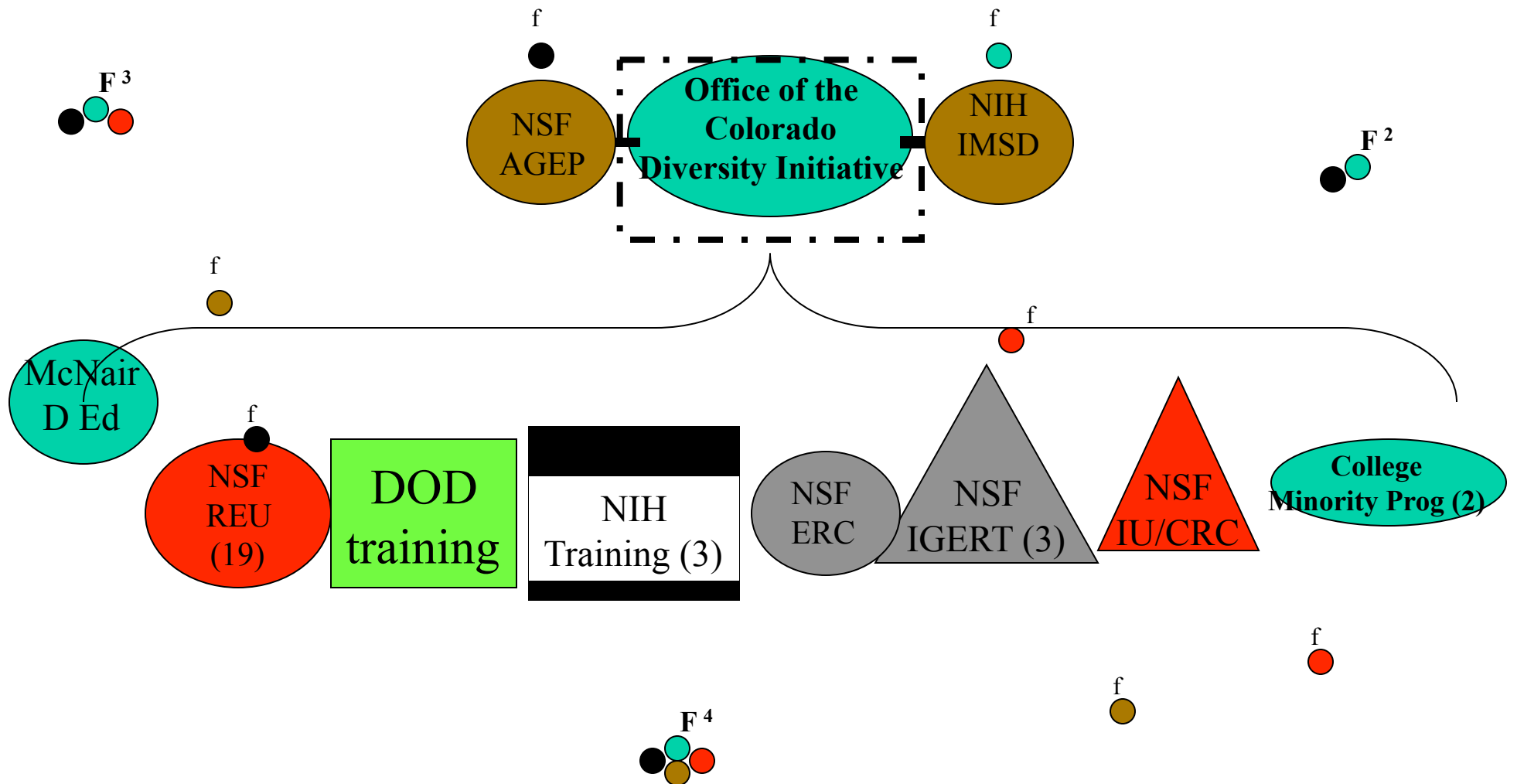
BEGIN the CAMPAIGN: Good Diversity News = Political Power

How Did We Get Cooperation for Sustaining this Organization?

Assured All Contributing Parties → Faculty Run ! (no Regents, Deans, VIPs)

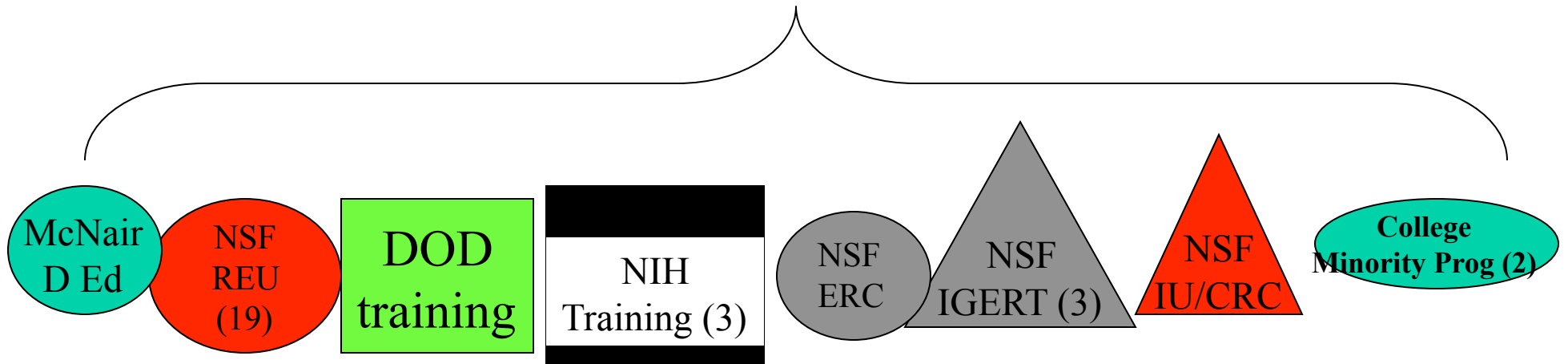
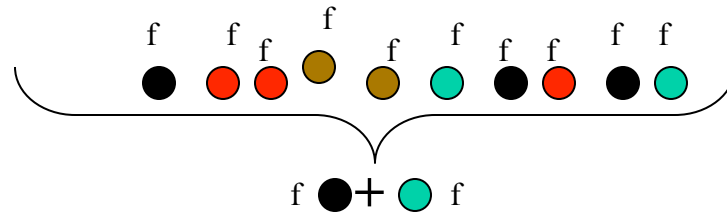


How Do We Govern and Establish our Mission of Parity?



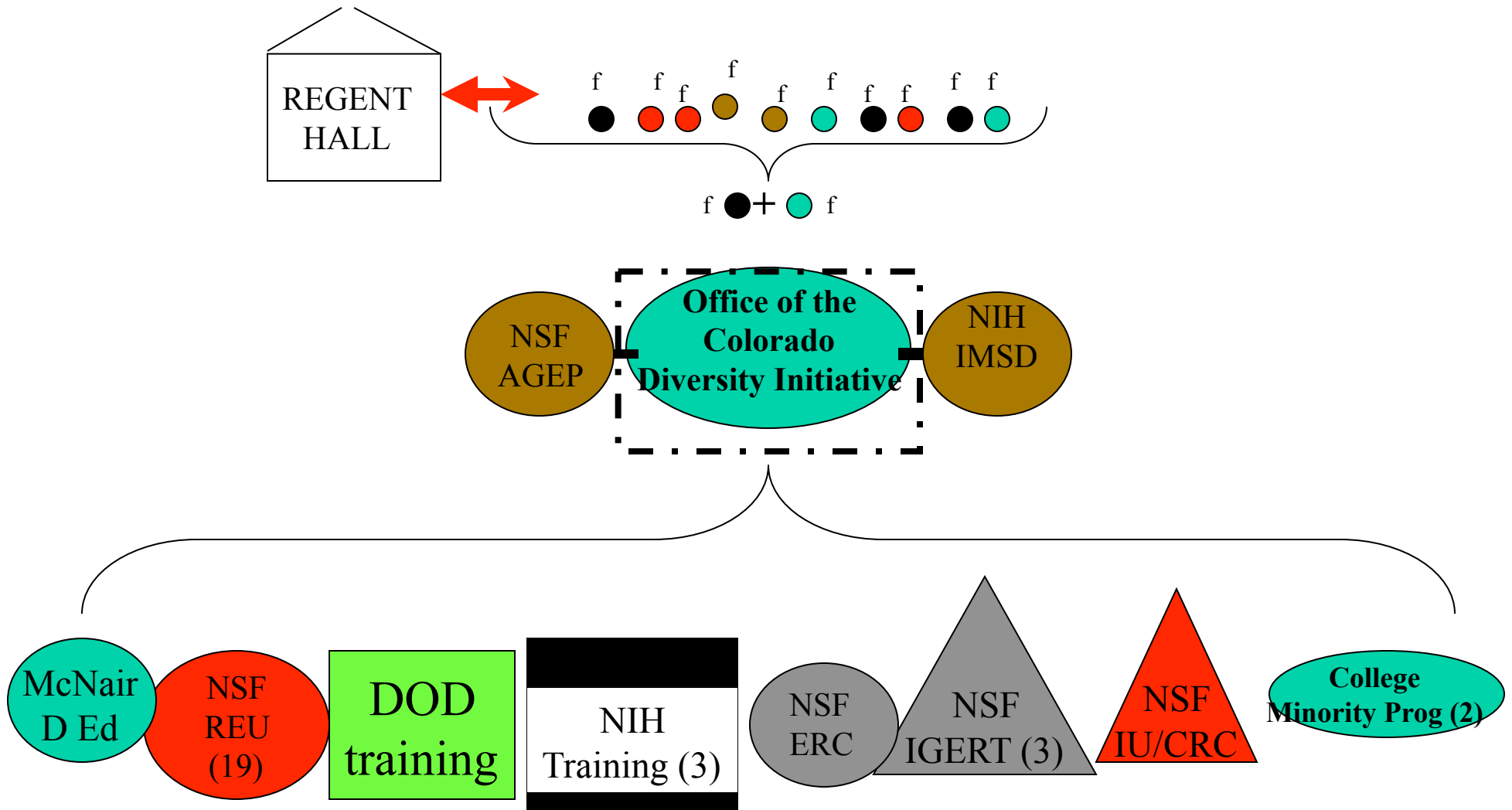
How Do We Govern and Establish our Mission of Parity?

Faculty Steering Committee



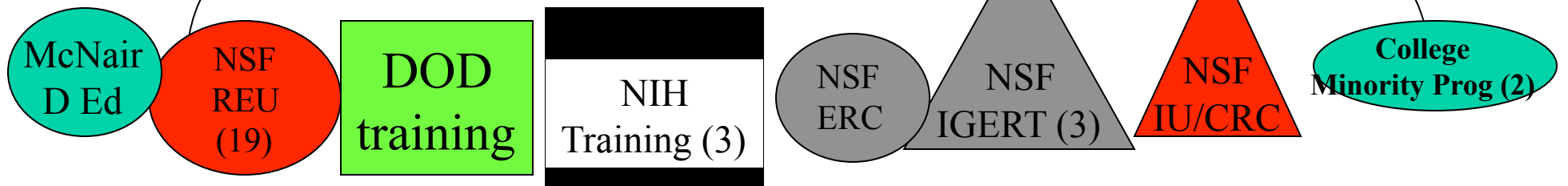
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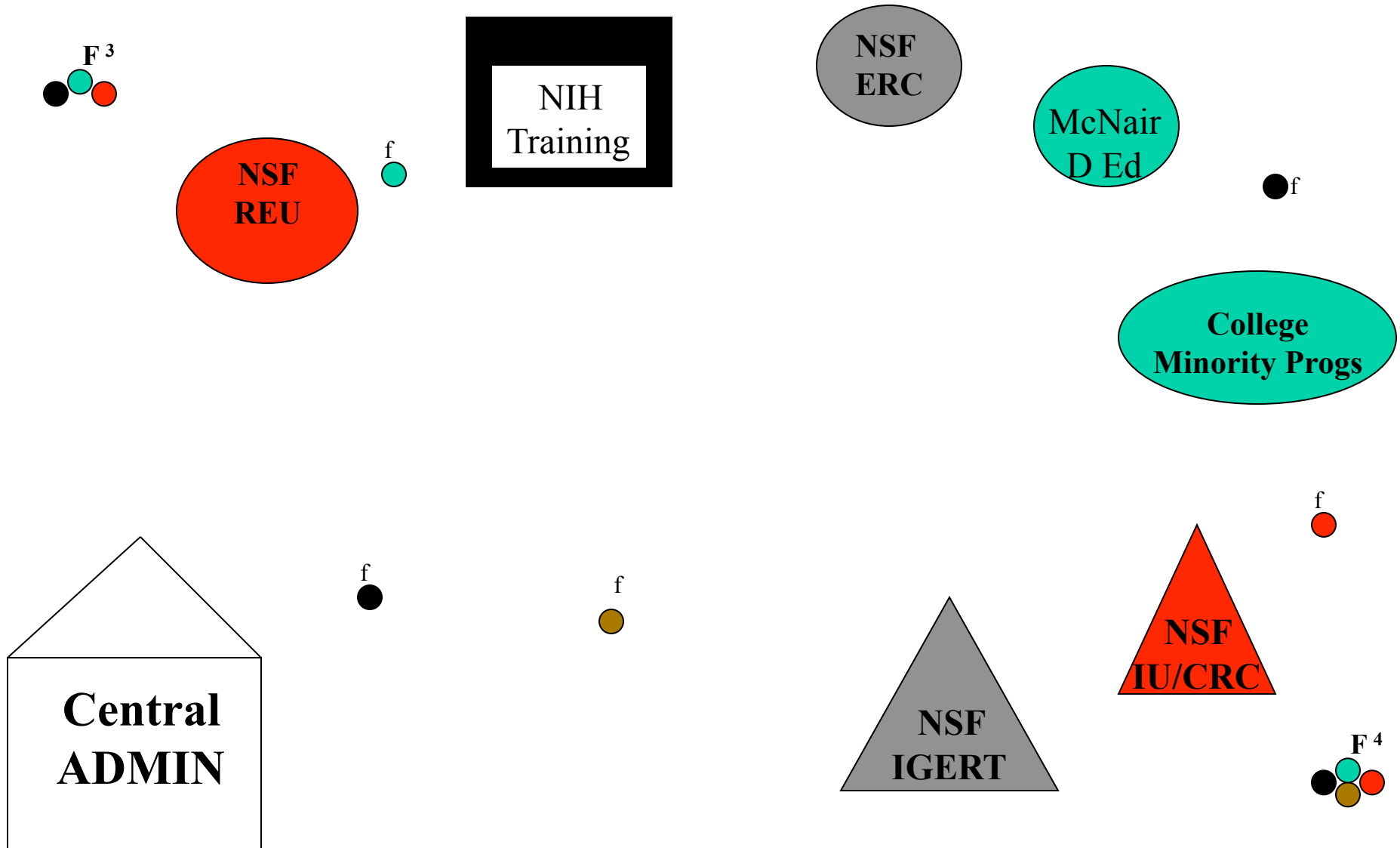


Let's take a closer look.....

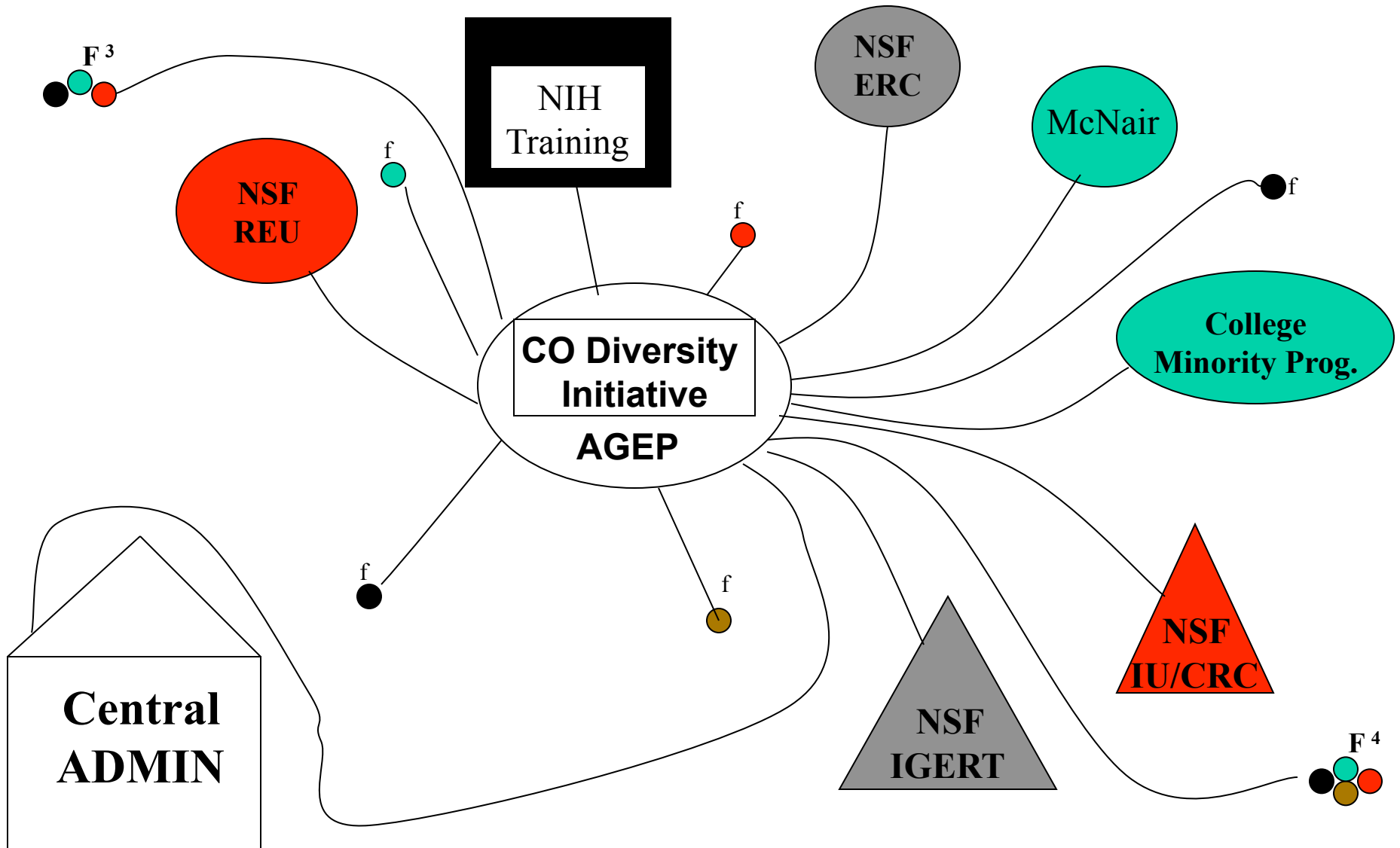
COLORADO DIVERSITY
INITIATIVE
AGEP Phase II



The Well Intended Alphabet Soup of Campus Diversity Programs: circa 1990's



Colorado Diversity Initiative Manifests as a “Hub and Spoke” System: \$, ☺, ☎, 💰



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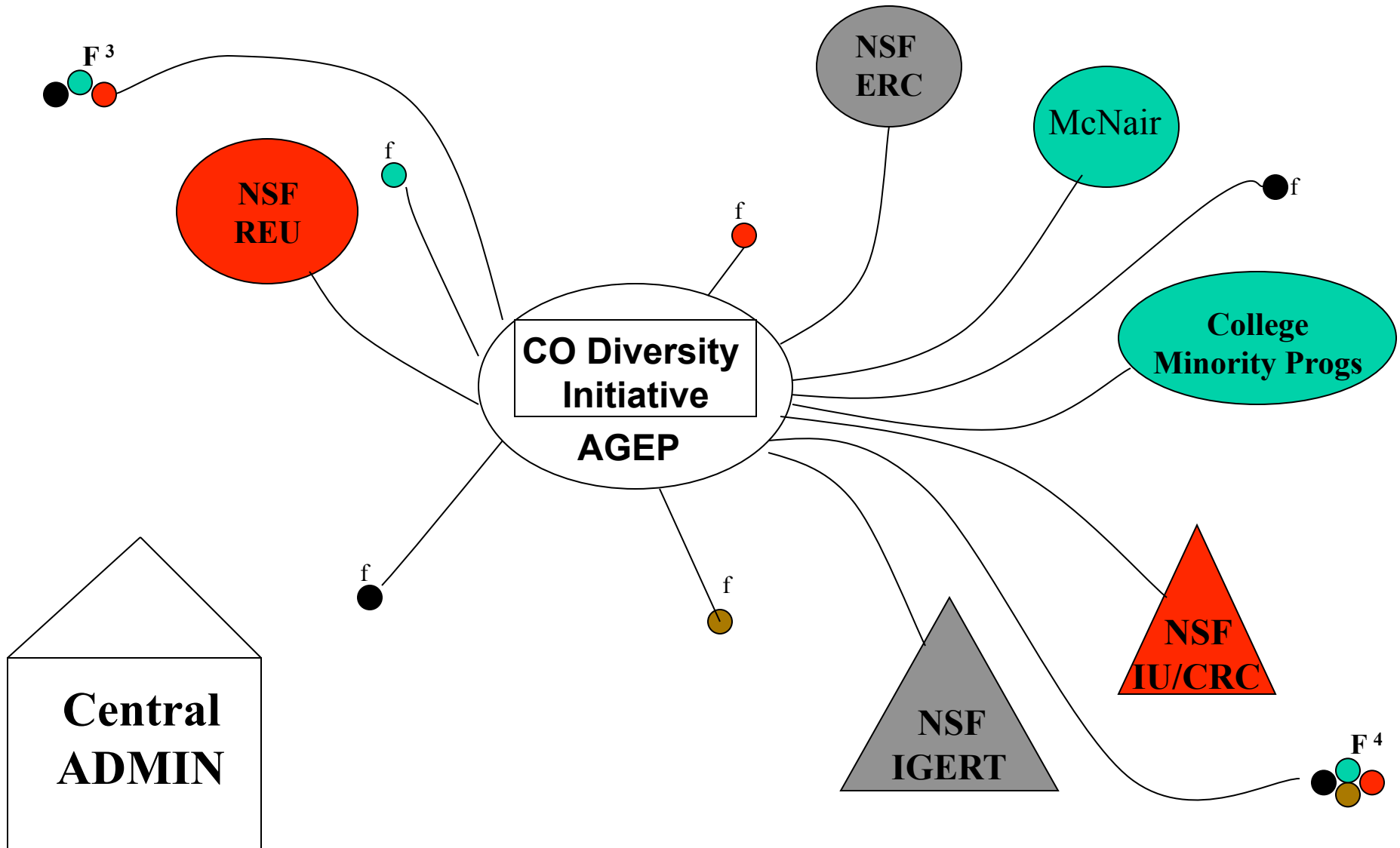
Questions or Comments:
PO Box 17304, Denver, CO 80217-0304
Internet: www.frontierairlines.com
Email: info@flyfrontier.com
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Great Lakes Airlines Destinations:

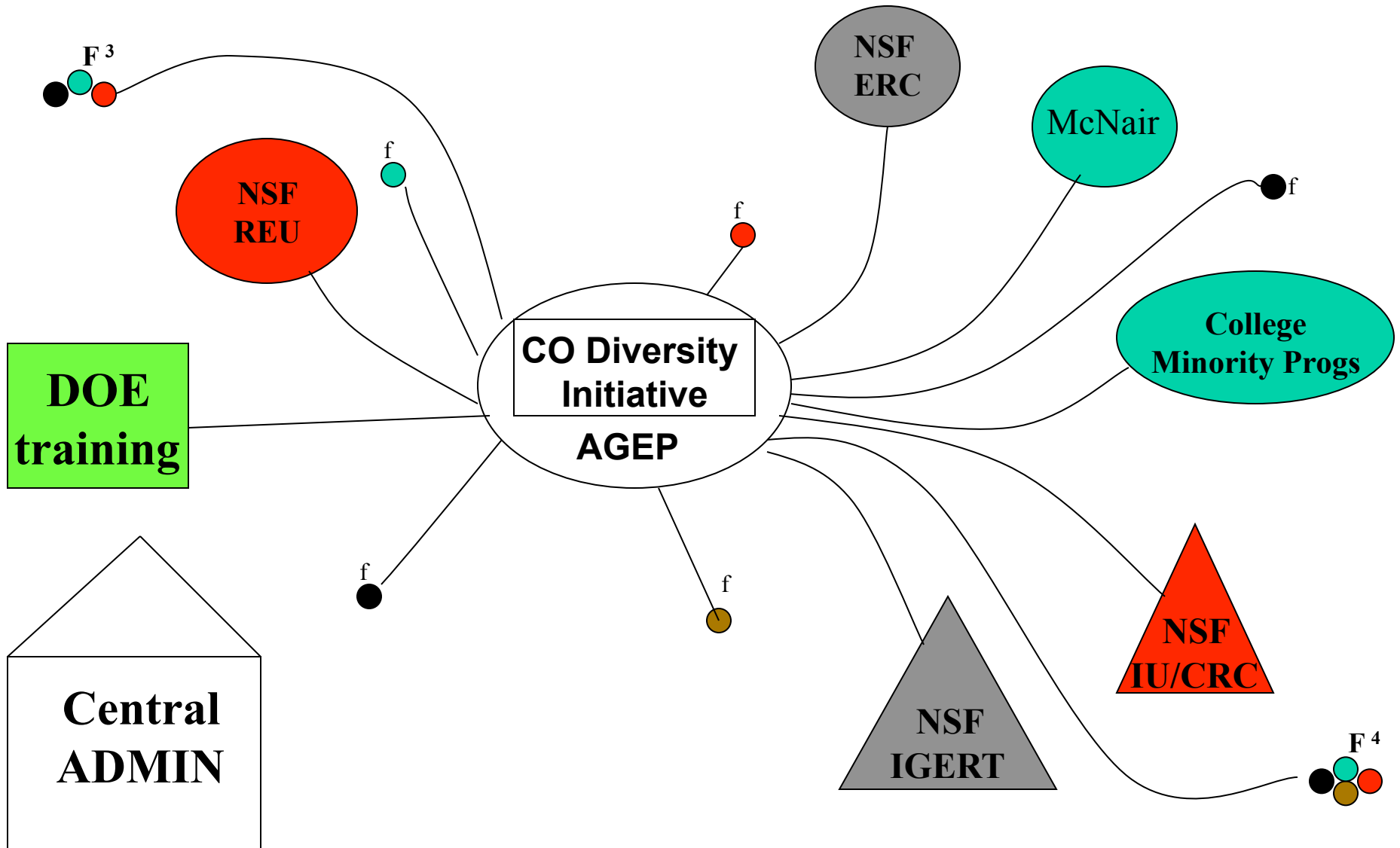
Alamosa, CO	Laramie, WY
Alliance, NE	Liberal, KS
Amarillo, TX	McCook, NE
Chadron, NE	North Platte, NE
Cheyenne, WY	Page, AZ
Cortez, CO	Pierre, SD
Dickinson, ND	Riverton, WY
Dodge City, KS	Rock Springs, WY
Farmington, NM	Sante Fe, NM
Garden City, KS	Scottsbluff, NE
Gillette, WY	Sheridan, WY
Grand Island, NE	Telluride, CO
Grand Junction, CO	Williston, ND
Hays, KS	Worland, WY
Kearney, NE	



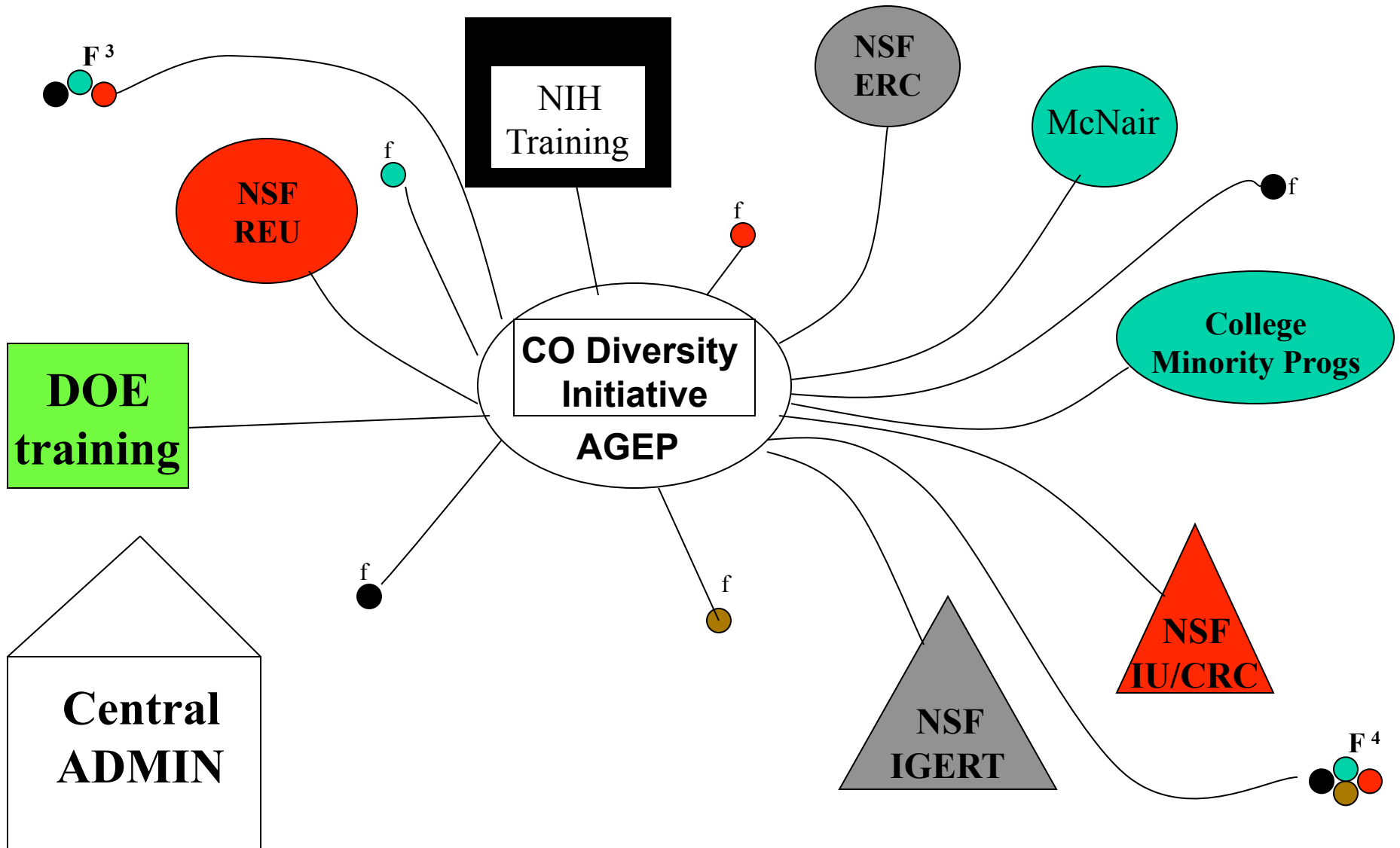
Since 2004 Successful Operation of CDI Has Leveraged Credibility and Talent to Secure:



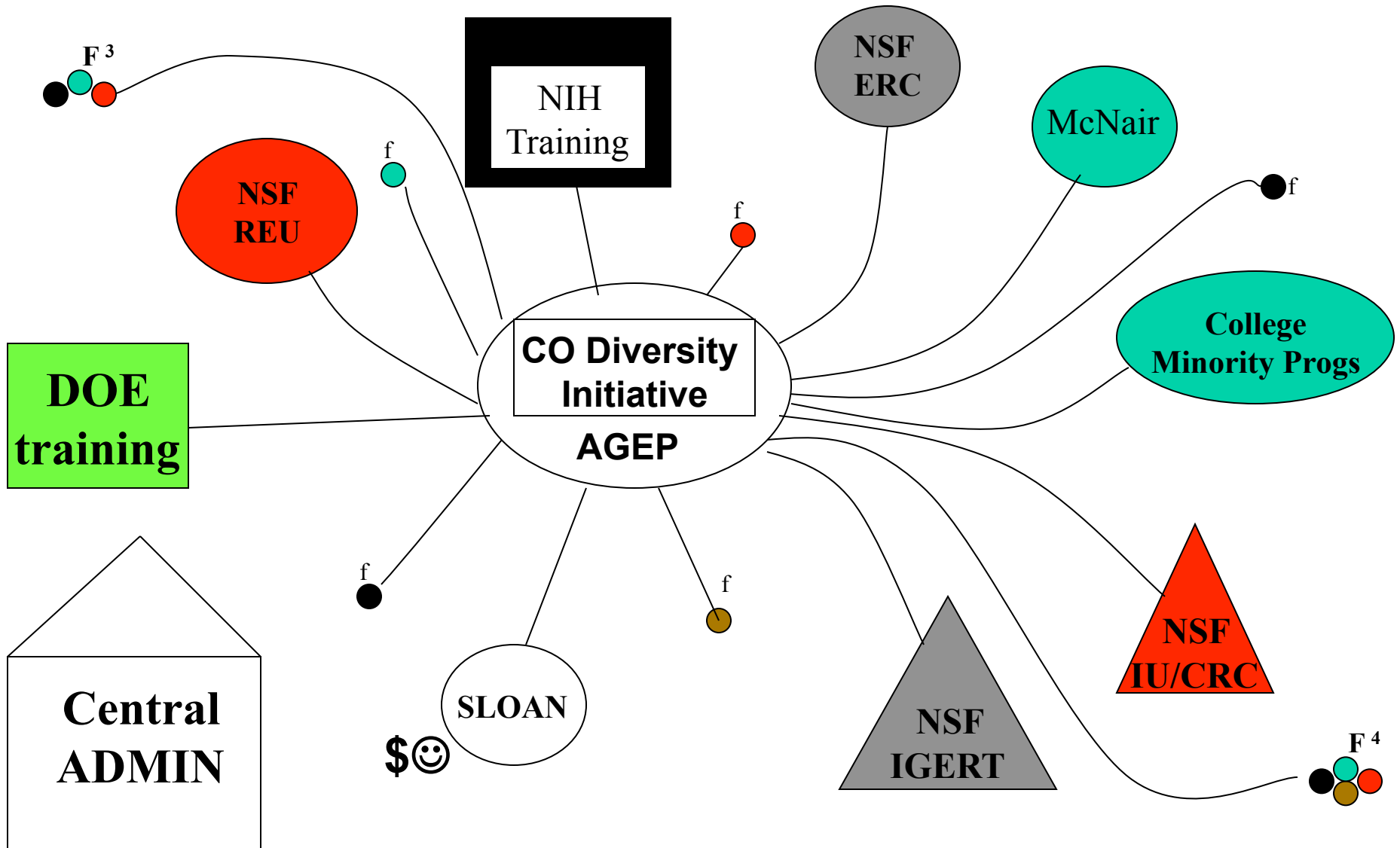
University of Colorado at Boulder: Has Leveraged CDI to Secure



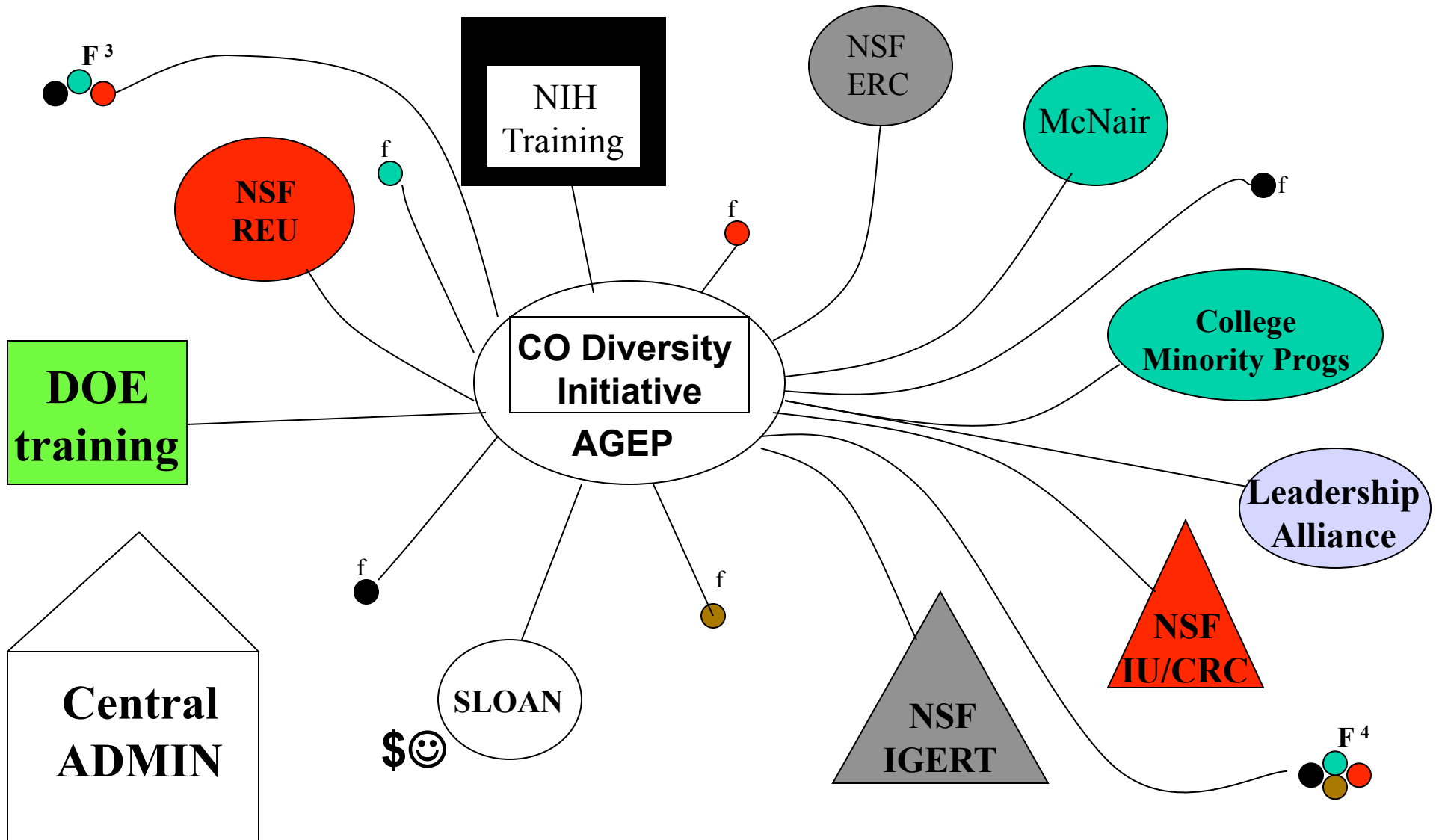
University of Colorado at Boulder: Has Leveraged CDI to Secure



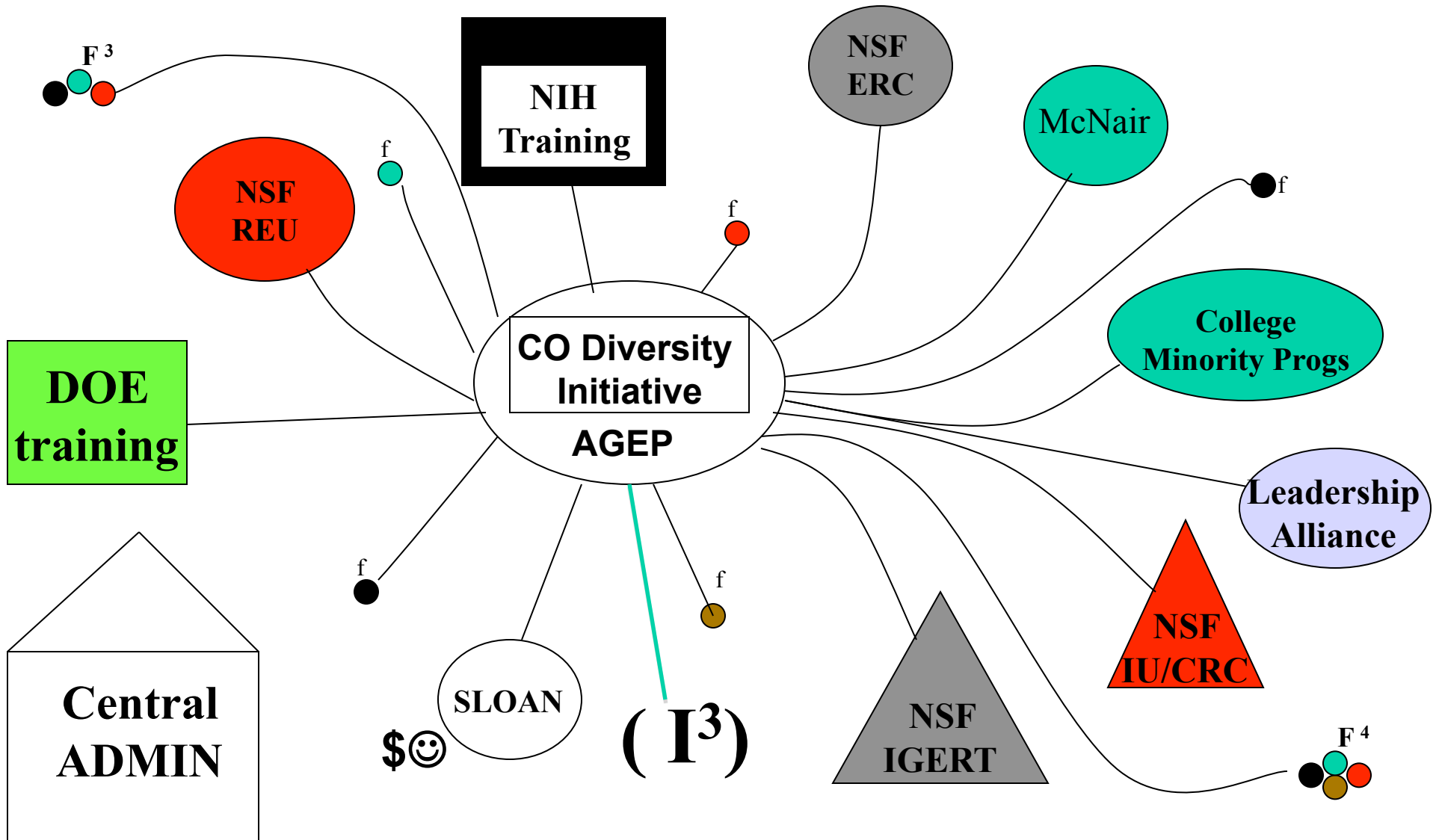
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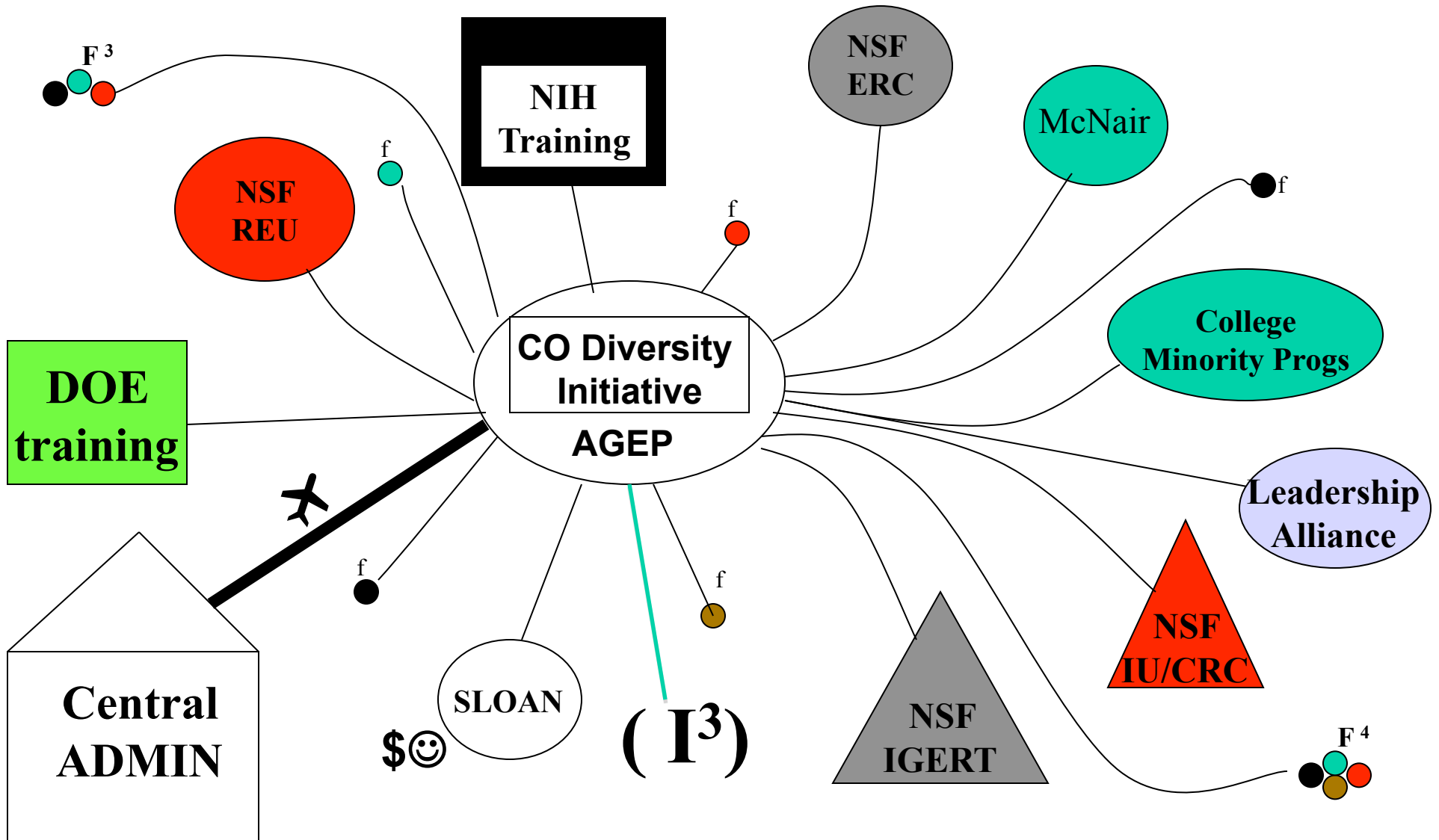
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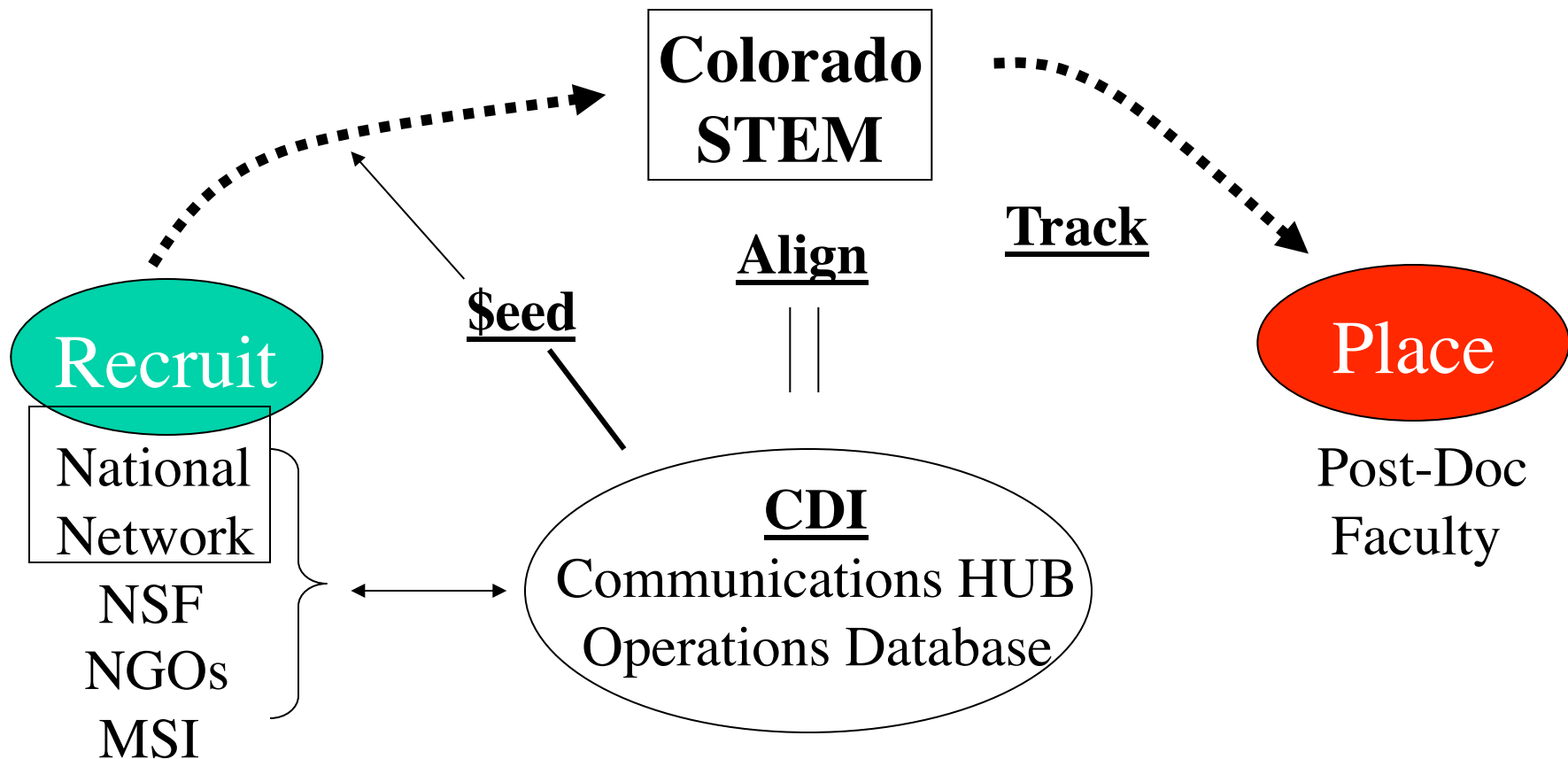
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PHASE II

Colorado Diversity Initiative Action.....

We help faculty: recruit, develop, track and place



We know its all about faculty buy in and mentoring efforts.....

PHASE II

**SO: Why Should Rank & File Faculty Care
about Diversity and the CDI ?**

**Educate faculty (and administrators) regarding contemporary
diversity issues, and promote grass-roots involvement**

Getting Faculty Attention at an R1

Meeting the Ever Changing Grant Writing Challenges: R1s

FACTS:

Population ↑

Funding \$ ↓

Politics ?↔?

Large Agencies and Foundations are Increasing their
Stringency with Respect to University Awards:

Meeting the Ever Changing Grant Writing Challenges: R1s

FACTS:

Population ↑

Funding \$ ↓

Politics ?↔?

Large Agencies and Foundations are Increasing their
Stringency with Respect to University Awards:

Awards ↓

Competition ↑

Meeting the Ever Changing Grant Writing Challenges: R1s

FACTS:

Population ↑
Change

Funding \$ ↓

Politics ?

Diversity is presented as a Mandate! NSF, EPA, NIH, NASA etc.

no progress toward parity = no centers, no grants

.....(and no dice)

Why Should Rank & File Faculty Care ?

THE CDI (AGEP) – takes perceived risk out of the game

If you agree to “take care” = competent mentor

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- Provide RA support for underrepresented PhD candidates – *includes conference travel / relocation*
- Provide summer support for underrep undergraduates interested in graduate school: REU-LIKE System(AY)
- Provide grant writing support for large agency proposals
(i.e. *underrep. Enrollments, statistics, modules, and text*)

Why Should Rank & File Faculty Care ?

THE CDI (AGEP)

If you agree to “take care” = competent mentor

- Provide support for underrepresented PhD candidates – includes travel / relocation
- Provide summer support for undergraduates interested in graduate school REU (AY)
- Provide grant writing support for large grants (i.e. *underrep. enrollments statistics modules and text*)

**At this point in history:
STILL REQUIRES NSF PARTICIPANT SUPPORT
AND NSF ENDORSEMENT TO SYSEMICALLY WORK**

AGEP II: Colorado Diversity Initiative is now a **hard line** budget item @ \$ 600K

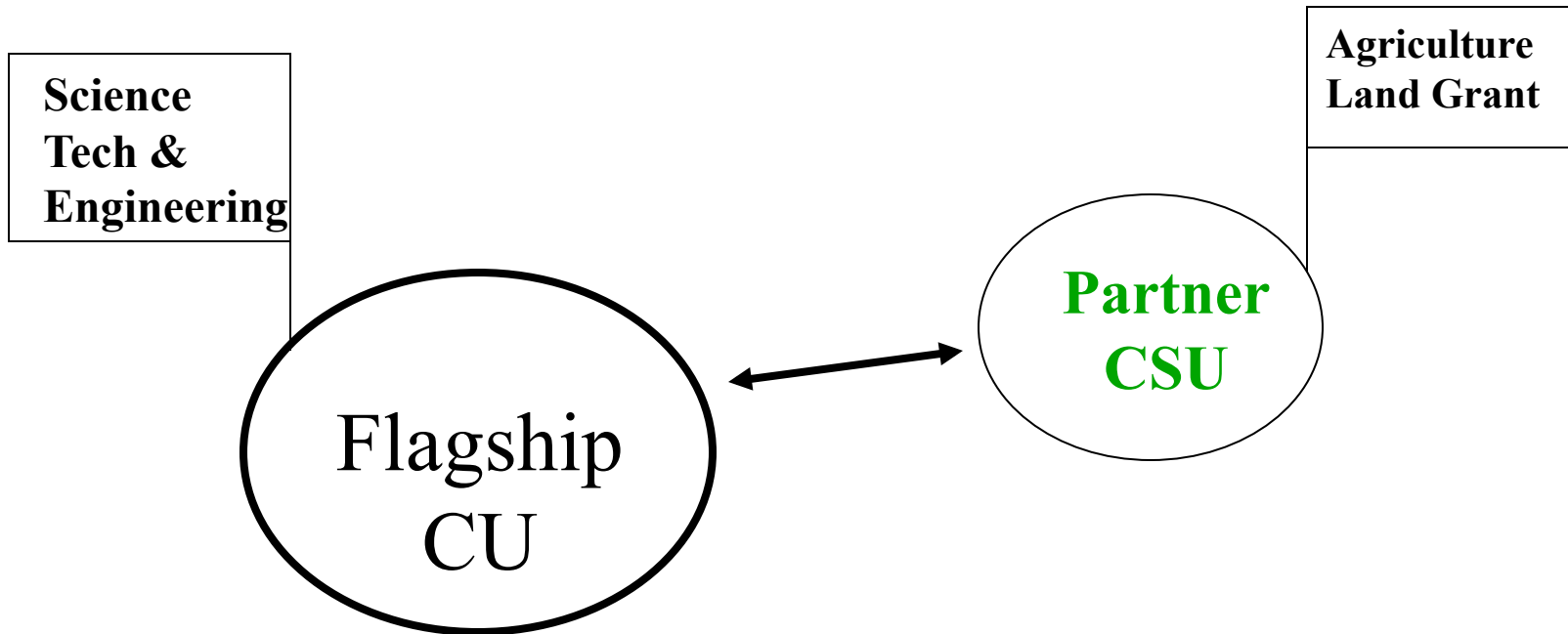
**Governed: 10 member STEM Faculty Steering Committee
(~ \$ 1.5 M / yr)**

SERVE FACULTY as a TALENT “CLEARING HOUSE”

- 1) Find Pools of Qualified Underrepresented Students:
@ all levels: GRAD, POST-Doc & FACULTY (AGEP *nat'l network*)
- 2) Provide Institutional Data & Modular Grant Writing Support
- 3) Ethnographic-Based Assessment of Progress Toward Parity

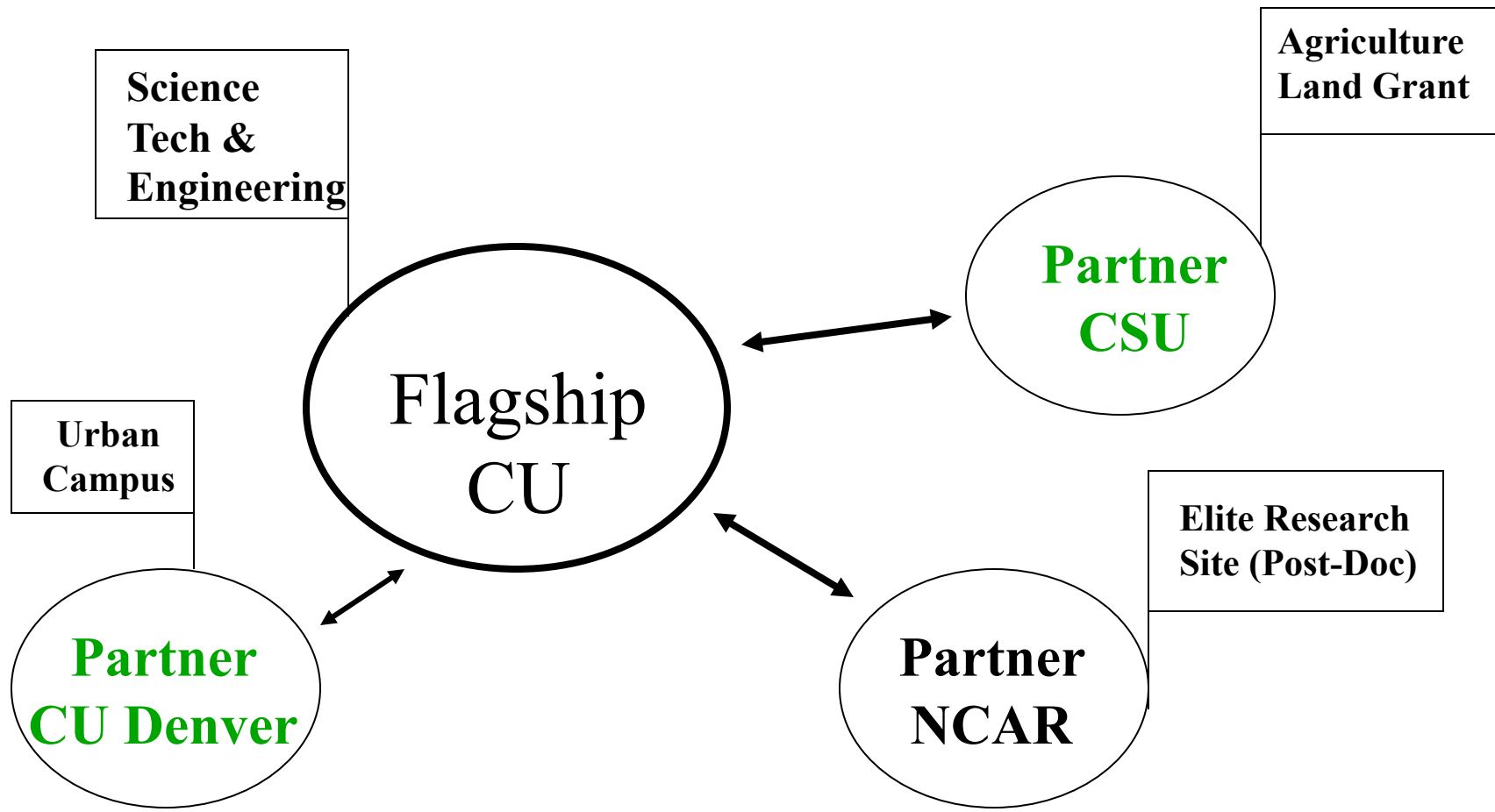
Colorado AGEP Phase I → II

Alliance Expansion



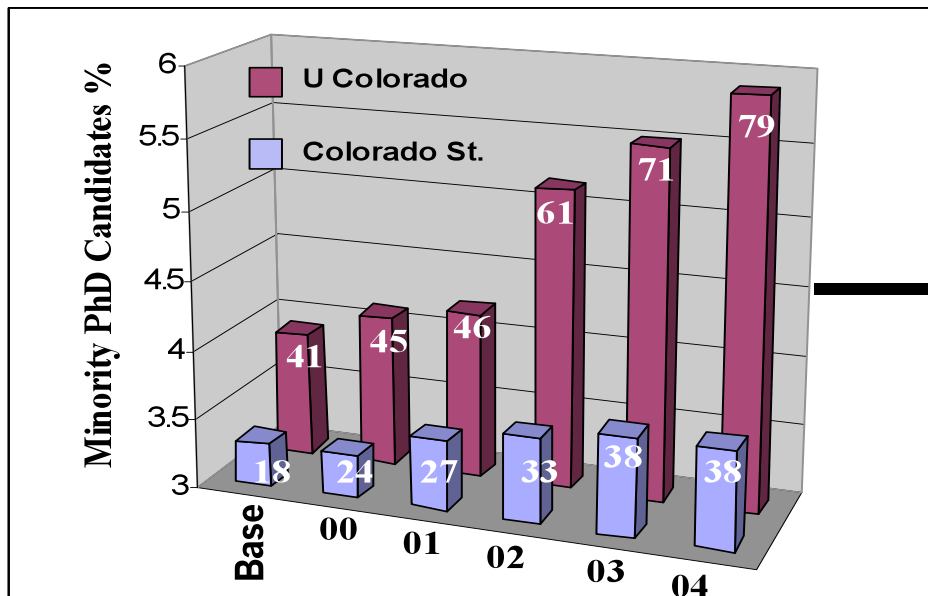
Colorado AGEP Phase II

Alliance Expansion: Everyone Brings Something to the Table



CU minority PhD enrollments: where do they go?

Sciences, Math, Engineering and Technology



Steady State Annual Average:

6-7 PhDs graduate from groups traditionally underrepresented in Sciences, Technology, Math and Engineering

16 + tenure track faculty

**RECORD: 12 PhDs & 2 Post-Docs during AY 2007-08 !
(2 Disabled Students)**

So let's talk in engineering terms: Kinetics and Steady State

Post MGE Era: AGEPs incarnation and its evolving “phases”

Phase 1
“Childhood”

**Learning &
Development**

Phase 2
“Adolescence”

**Expansion &
Mistakes**

Phase 3
“Early Adult”

**Institutionally
Incorporated**

Phase 4
“Maturity”

**Fluent
Independence**

Phase 3: AGEP adulthood at last ?

Full Institutionalization and Stable Operations

PROFESSIONAL AND FINANCIAL STABILITY: Long-term
Support guaranteed in-house / in-state (off the teat!)

THEMATIC STABILITY: Ensure Core Institutionalization: P/T
packages to incorporate value-added diversity support

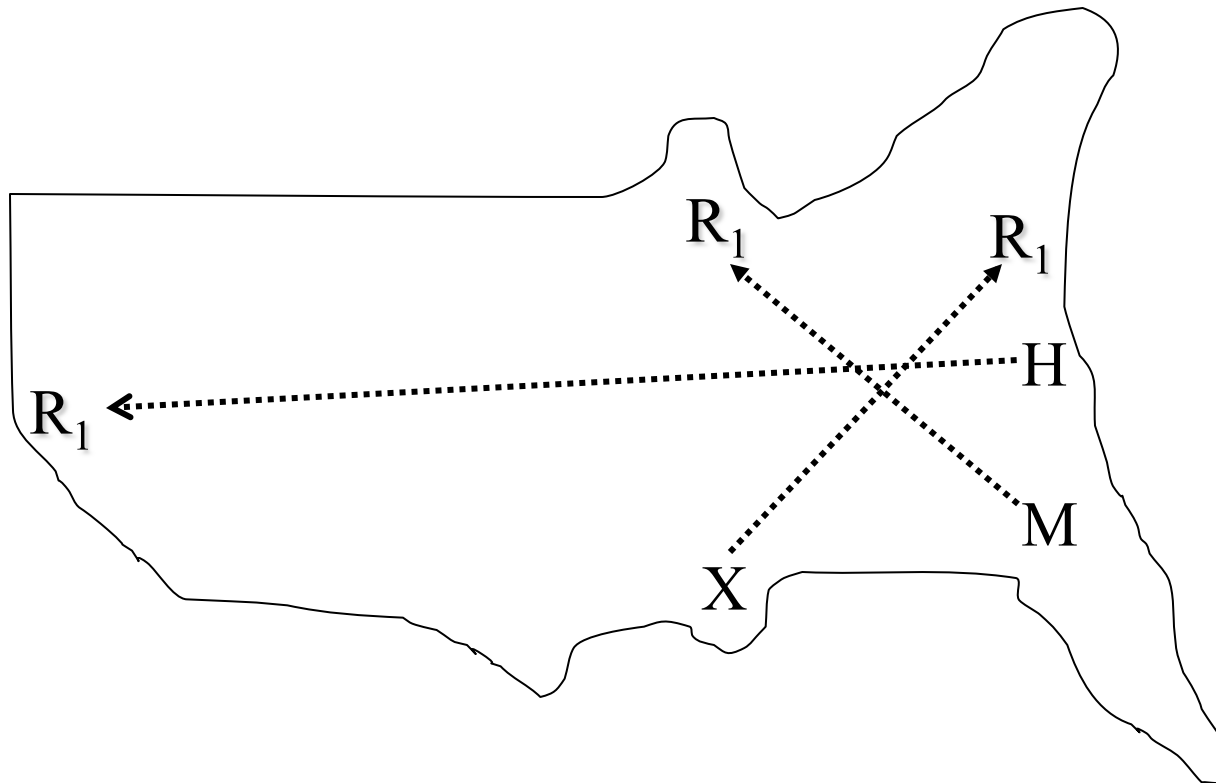
SYSTEMIC RECRUITMENT CAMPAIGNS: Move from
“pipeline” to “pools” with unequaled capacity

SECURING PRIVATE BUY-IN: Leverage an academic generation
of minority PhD faculty success to court endowments

Phase 3: AGEP adulthood at last ?

Full Institutionalization and Stable Operations

“Big name HBCUs are “heavily courted” by Big White R_1 s



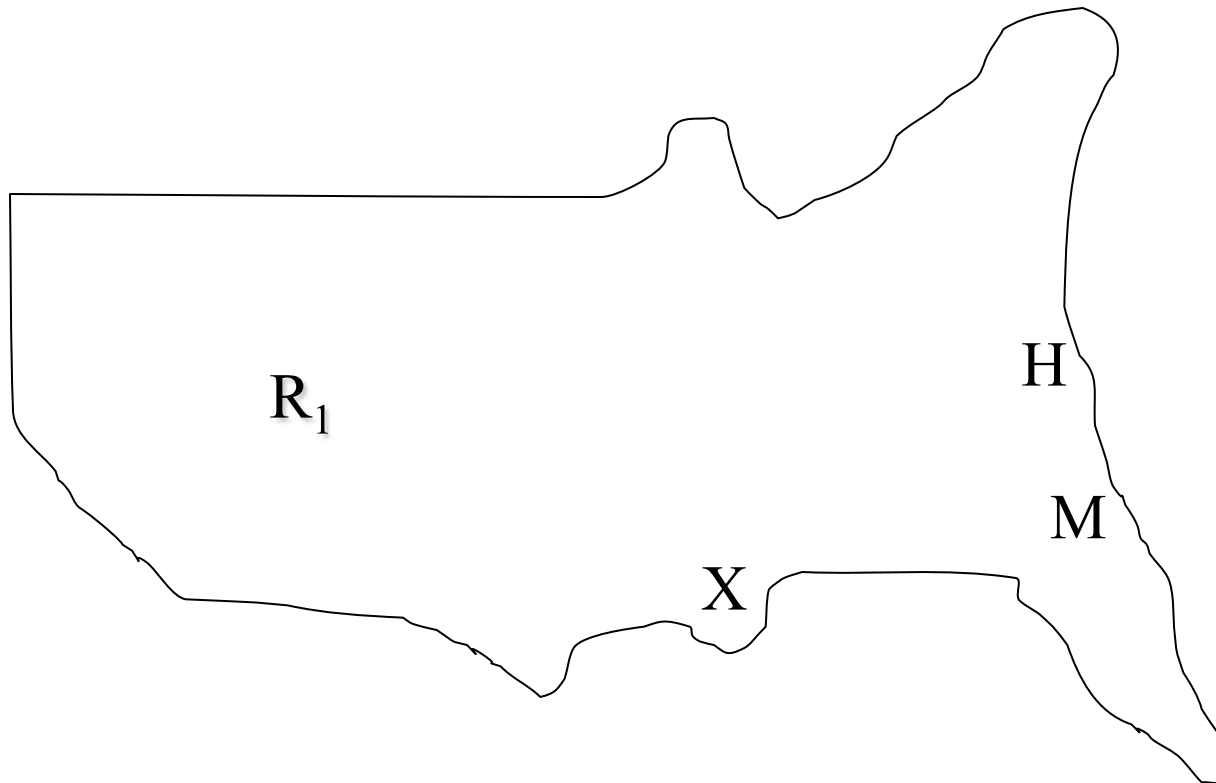
From “Pipelines..... to Pools”

“STRAWS”

Phase 3: AGEP adulthood at last ?

Stable Operations mean stable (overlooked) Recruitment

Big White R_1 s need to **look** “everywhere” : **military, athletics, (politics)**

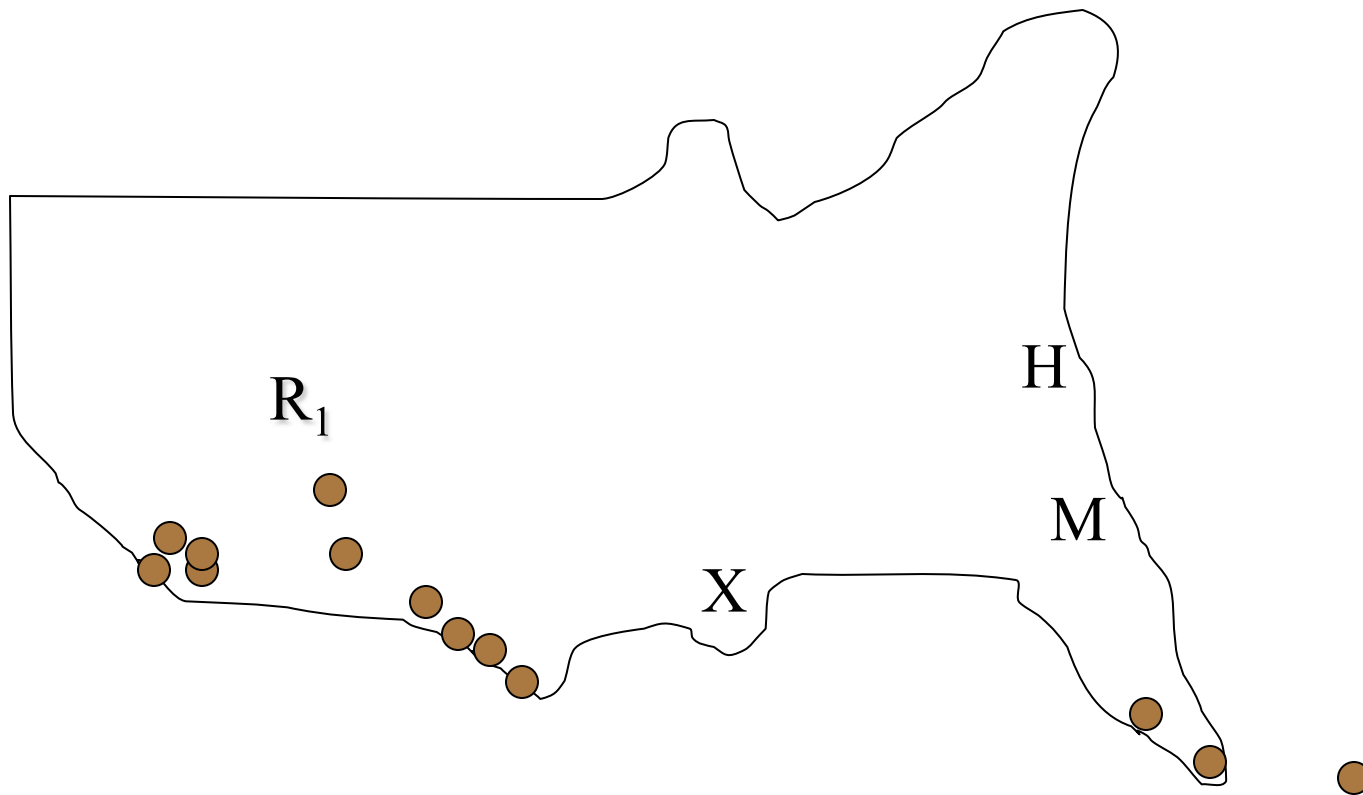


Reality: “Pools of _____ talent are everywhere ”

Phase 3: AGEP adulthood at last ?

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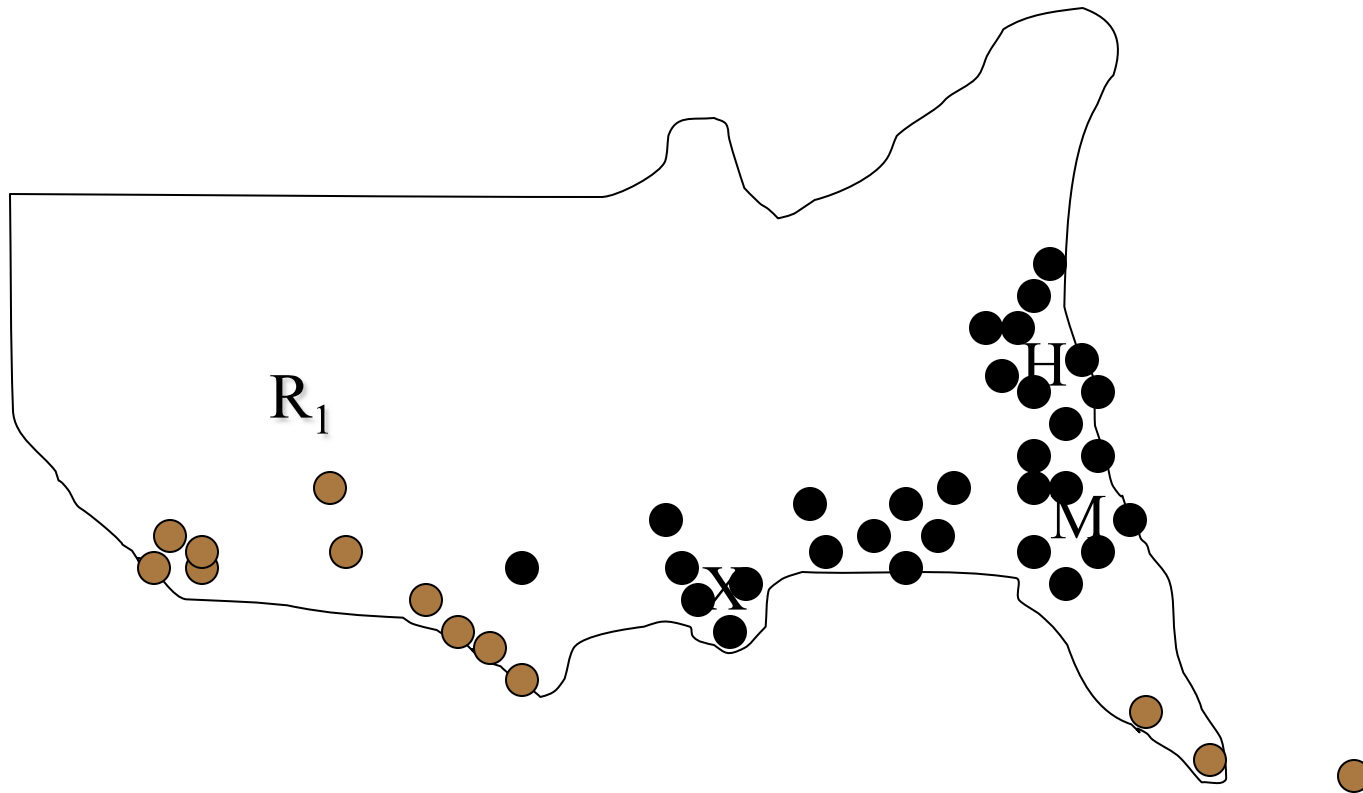


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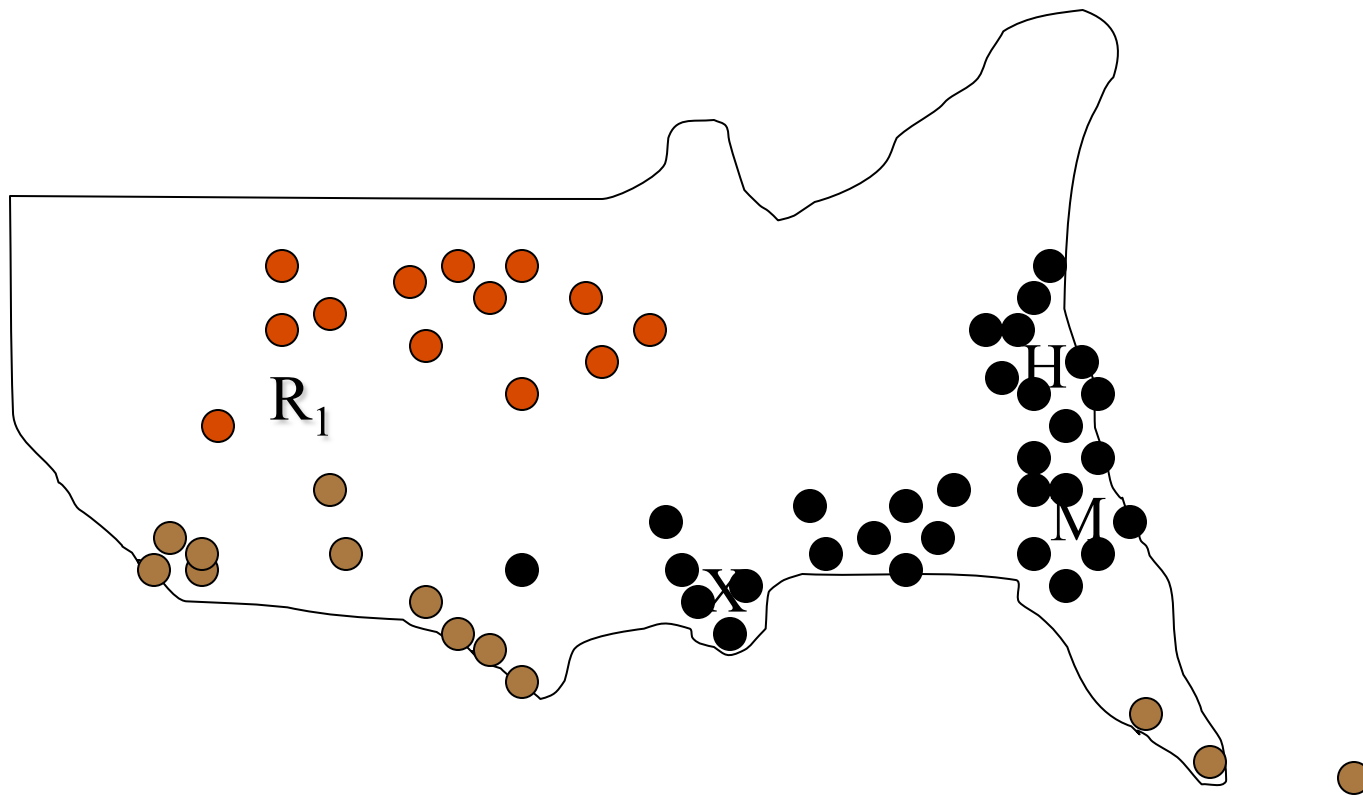


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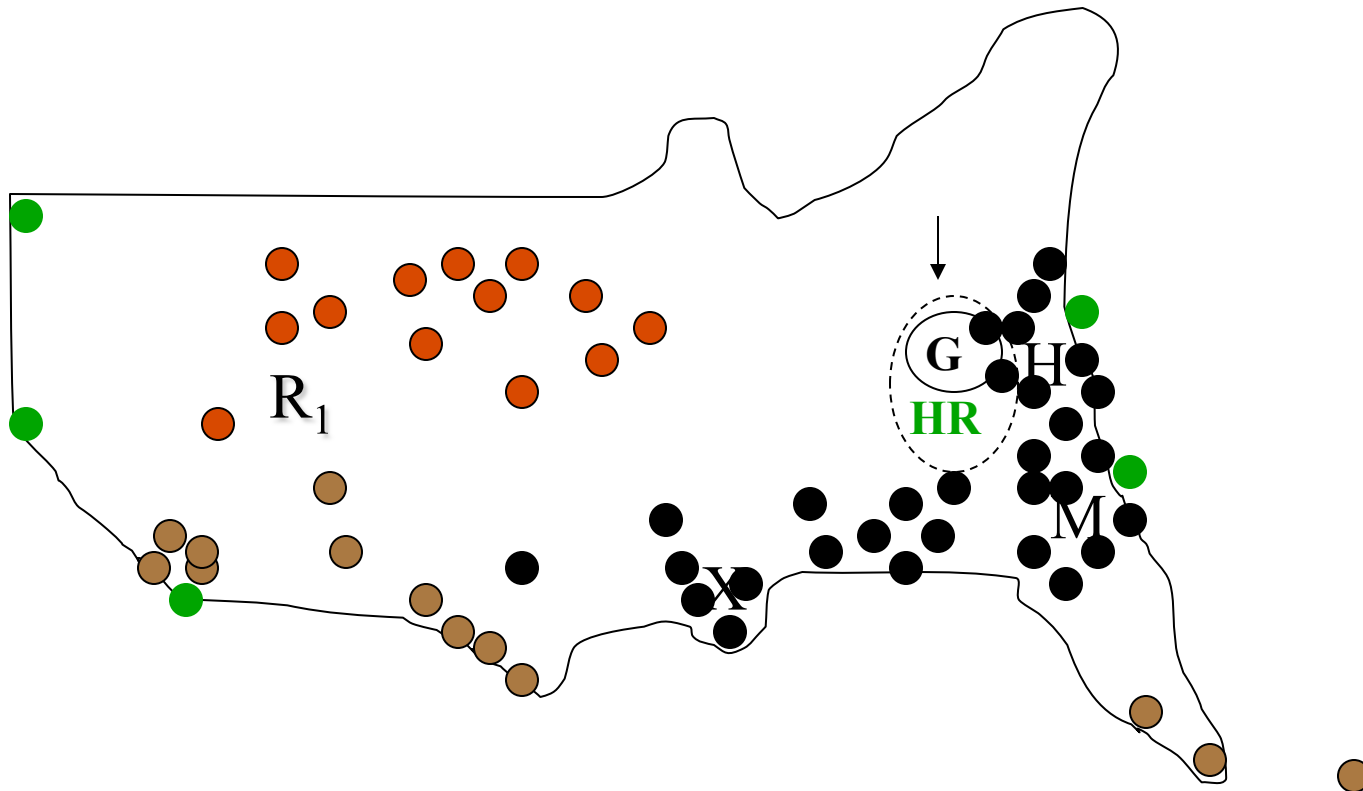


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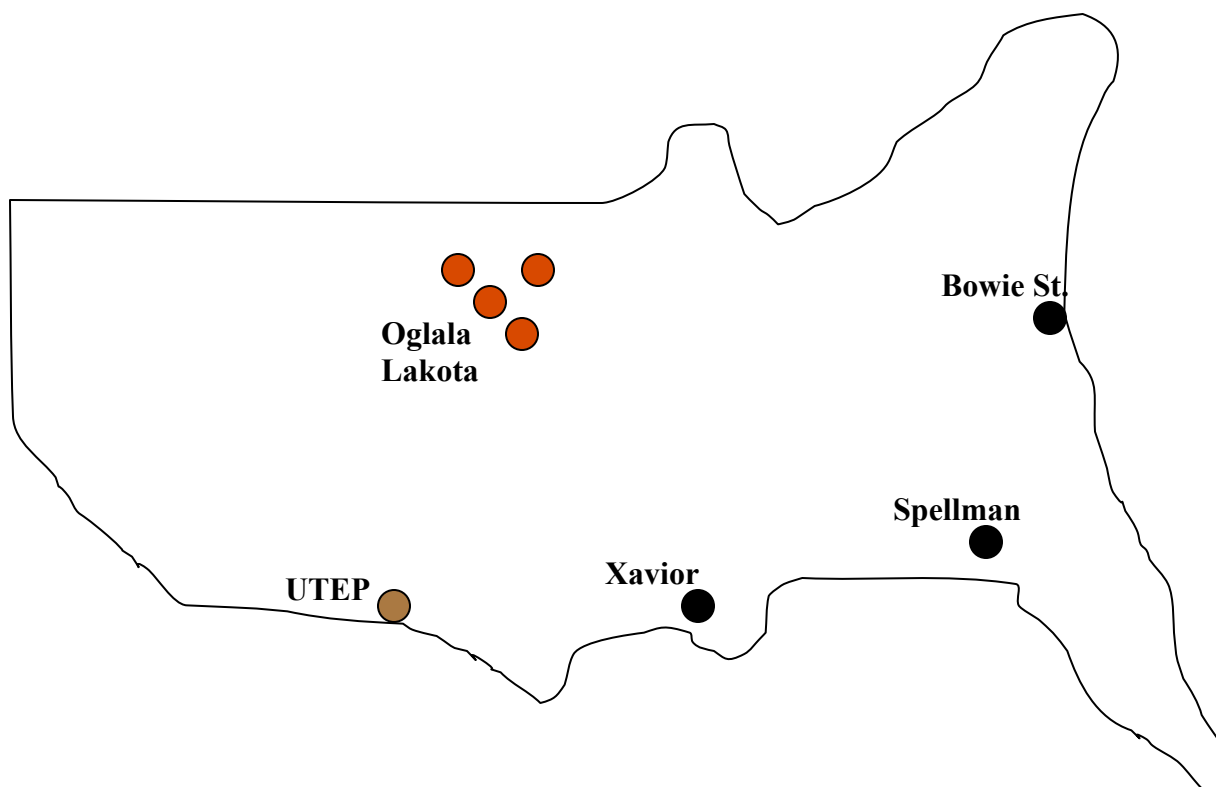


Reality: “Pools of _____ talent are everywhere ”

Phase 3: AGEP adulthood at last ?

Stable Operations mean stable (overlooked) Recruitment

Big White R₁s need to **look at special NSF investments: MIE**



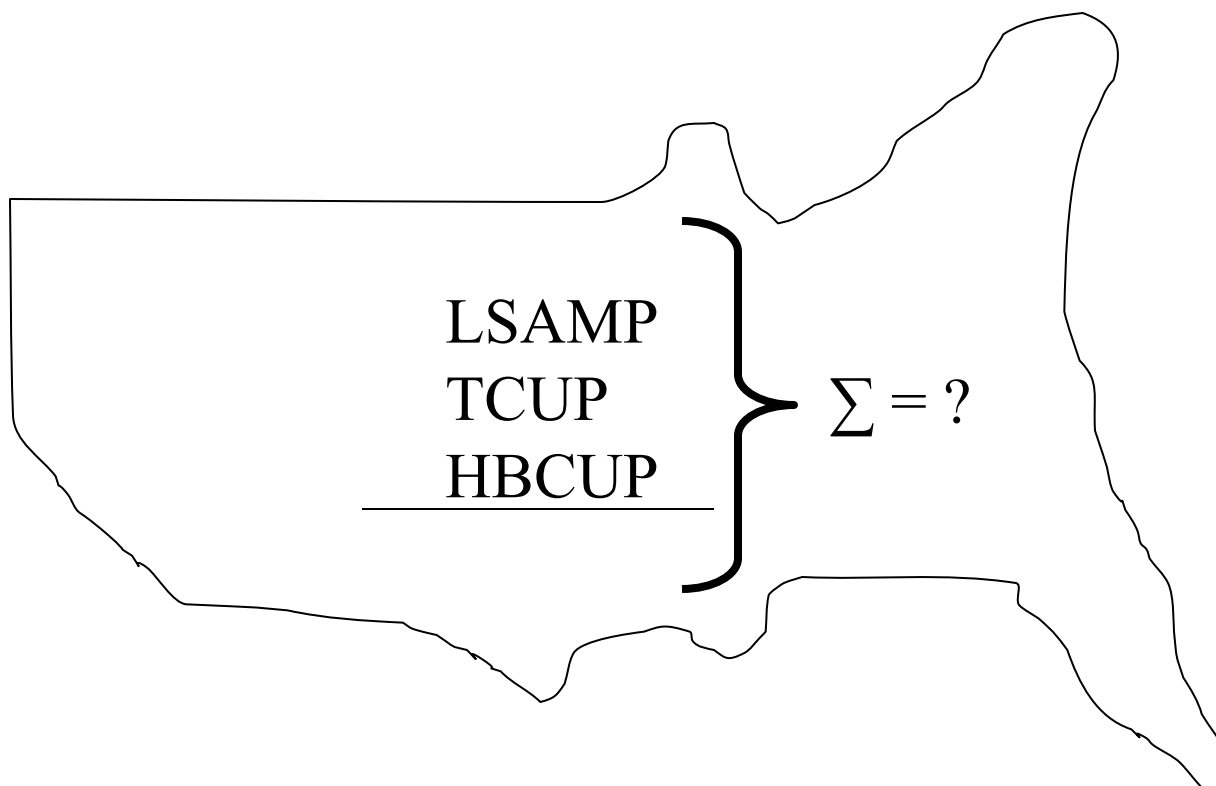
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● UMET

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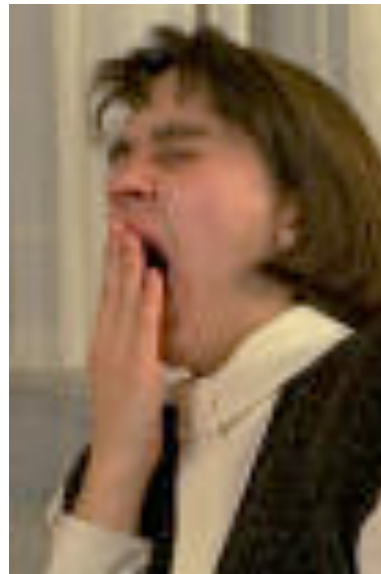
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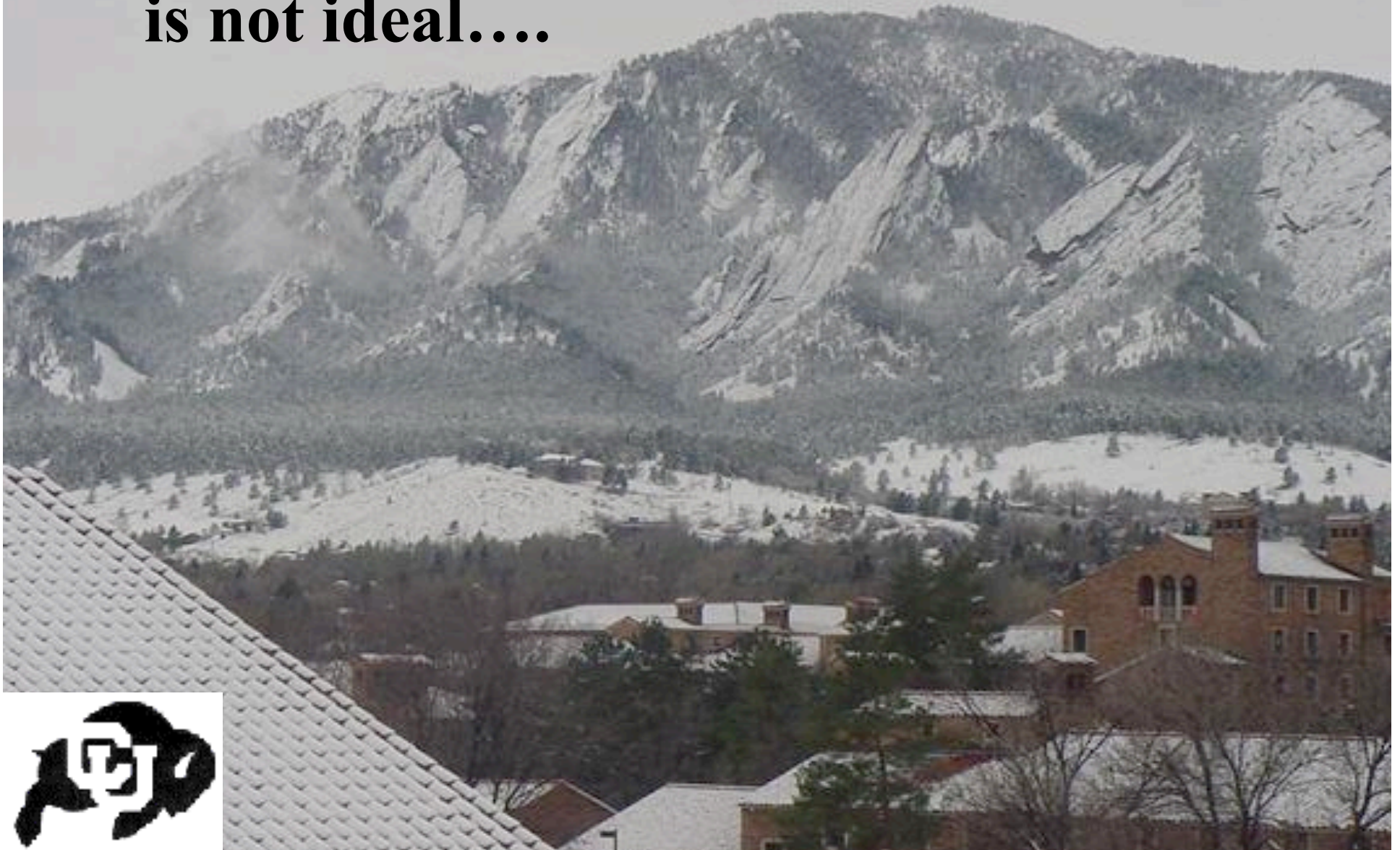


Private \$ and more

Please stop ?



**....and while the climate for diversity
is not ideal....**



.....in Colorado, the ice is starting to melt



?



Immediate Operations and Goals

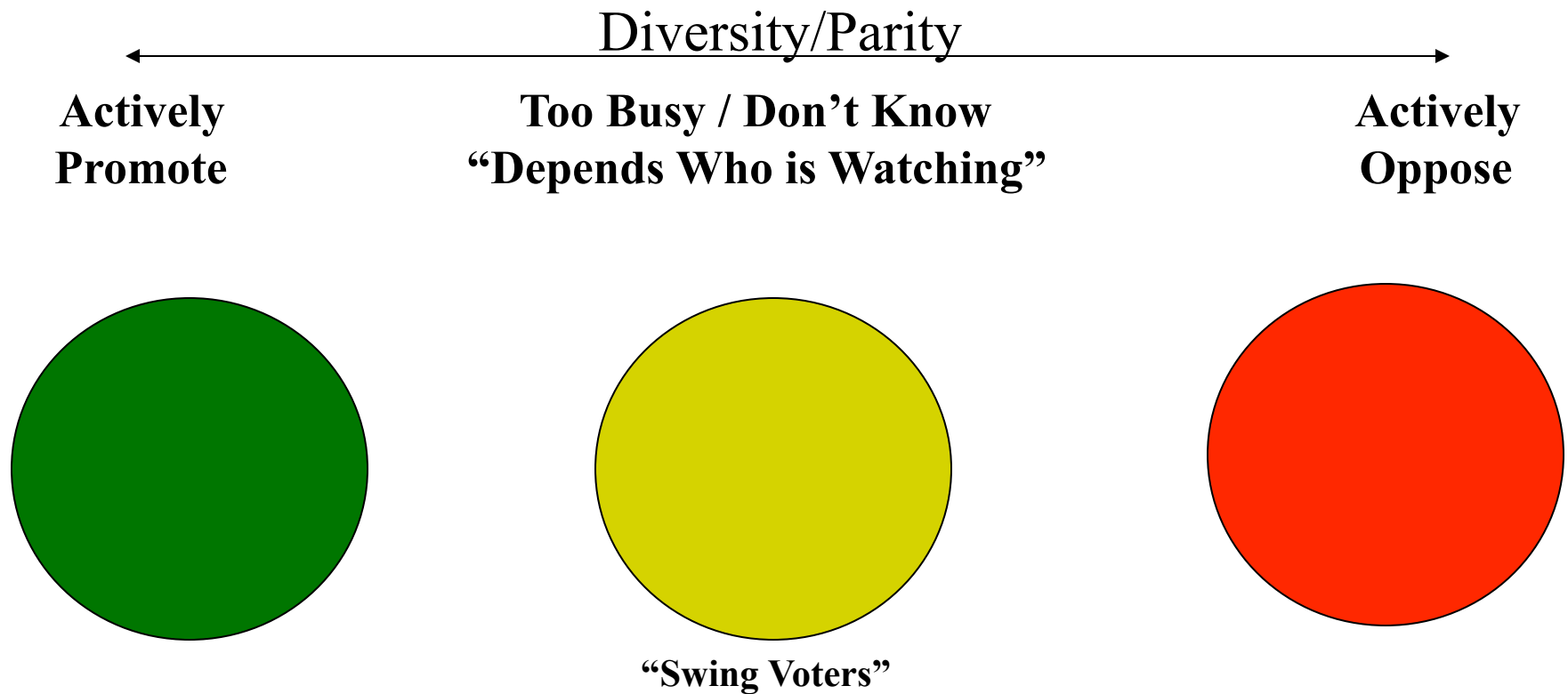
PHASE I + I EXPANSION

- Leverage Existing Networks for Centralized Recruiting Efforts by Project Director: LA, SREB, MIEs
- Decentralize and Increase Outsourced Recruiting to Faculty
- Target Most Visible PIs on campus for Mentors (Laureates)
- Establish Elite Post-Doctoral Fellows Program(nat'l scale)
- Help NCAR and CU DENVER expand diversity efforts

Department Campaigning Experience:

Getting the Attention of the Faculty at Large

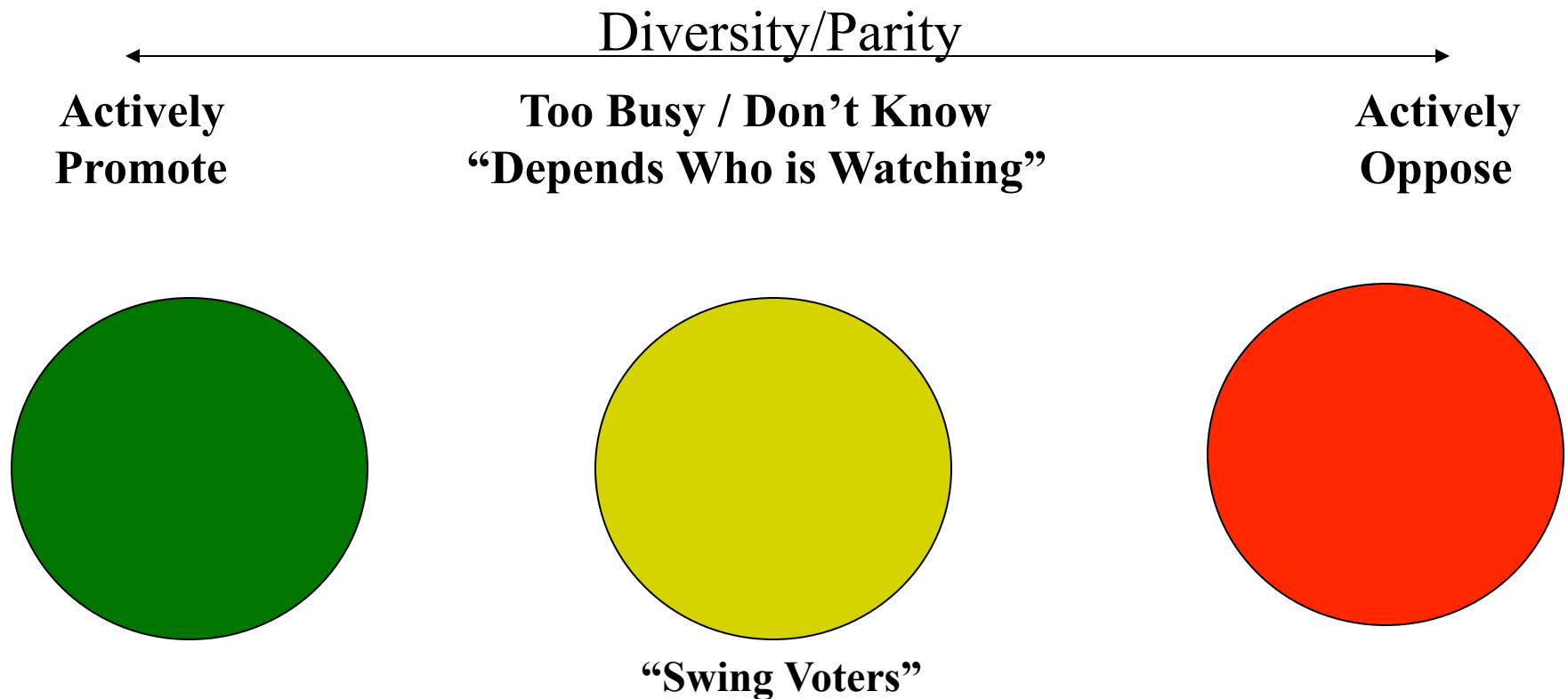
three pool theory



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three pool theory

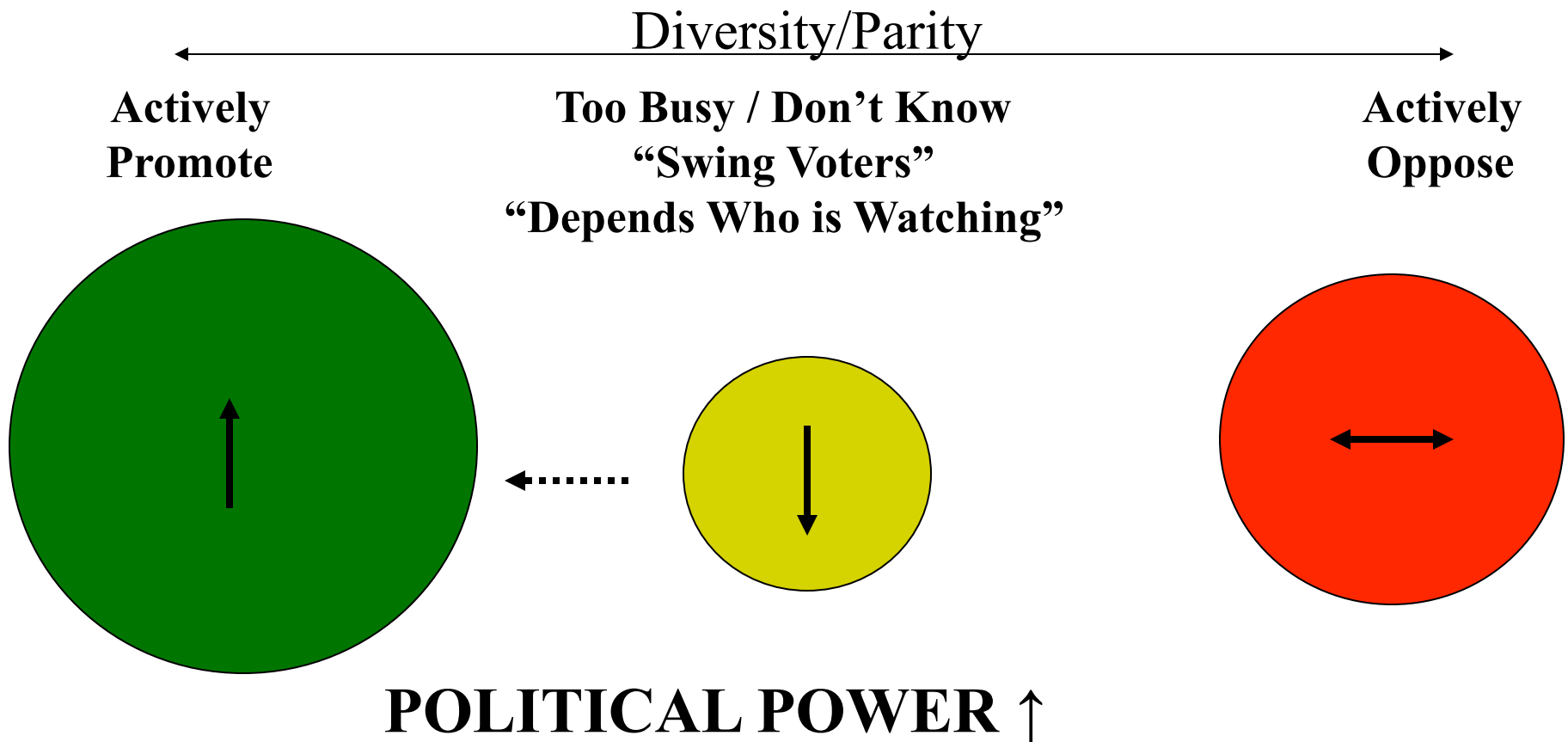


With CDI internal marketing and a little help from \$\$\$

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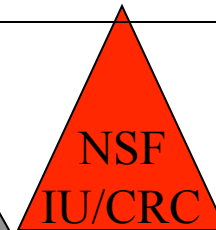
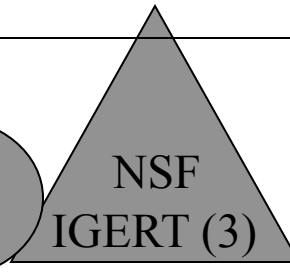
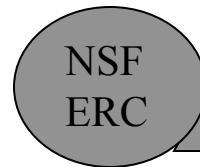
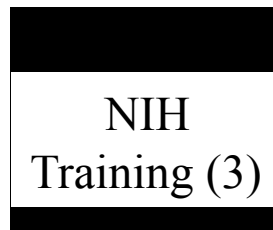
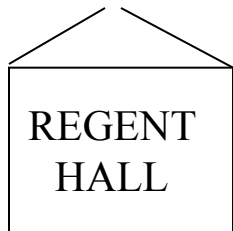
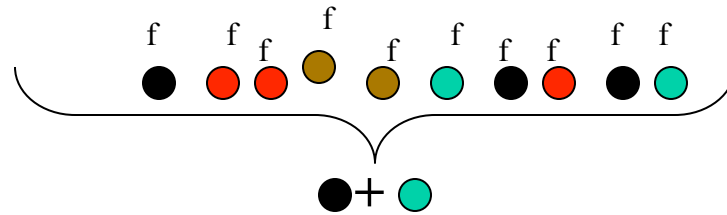
Getting the Attention of the Faculty at Large

three pool theory



With **NSF** + CDI internal marketing and a little help from \$\$\$

The Synergy has been Tremendous.....



SLOAN FOUNDATION

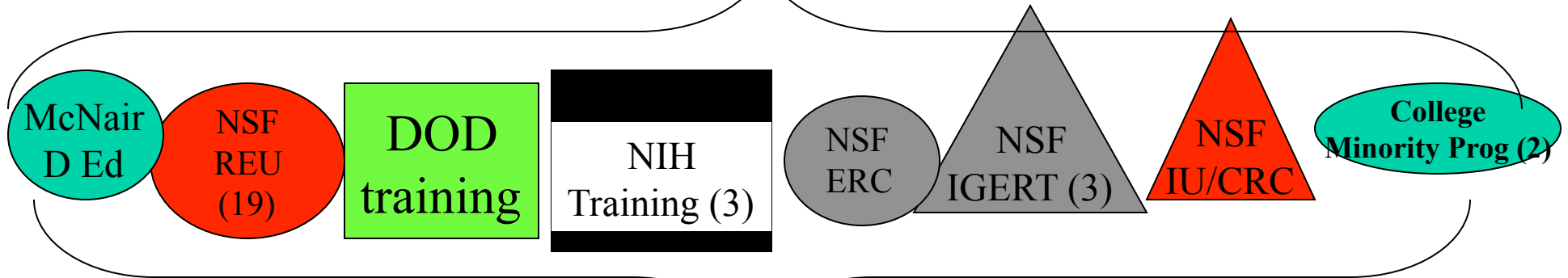
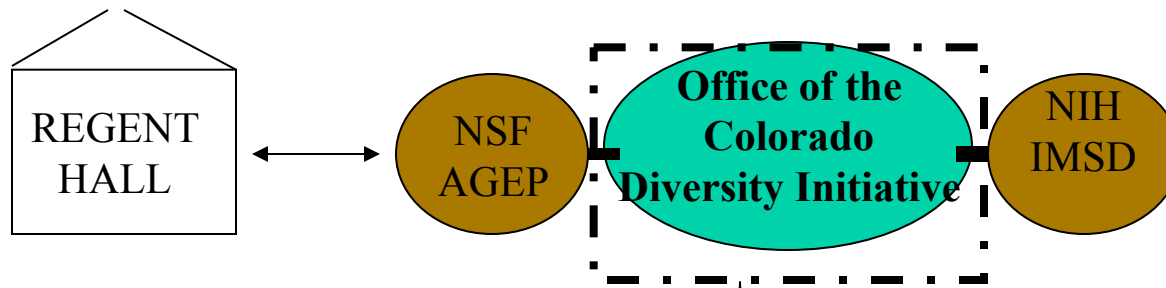
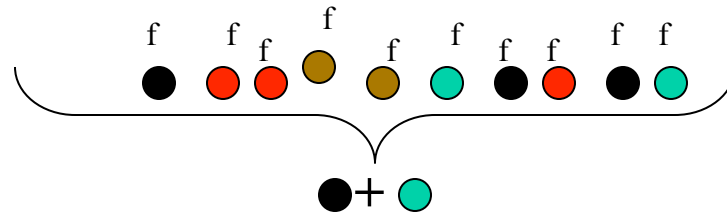
CARNEGIE FOUNDATION

LEADERSHIP ALLIANCE

SOUTHERN REGIONAL EDUCATION BOARD

YES, the Synergy has been Tremendous.....

Now for the BIG FISH



**GATES
FOUNDATION**

**EUROPEAN
UNION**

**NATIONAL
LABS**

ASSESSMENTS and RECENT CHALLENGES

Photographer
puts celebrat
th
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GOLDEN "GATES"

QWEST UPS
MCI BID TO

Voice of the Rocky Mountain Empire

THE SUNDAY DENVER POST

DENVERPOST.COM | THE DENVER POST | Rocky Mountain News | \$1.00 MAY VARY OUTSIDE METRO DENVER

Questions stoke Ward Churchill's firebrand past



Cyrus McCrimmon / The Denver Post

by Dave Curtin, Howard Pankratz
and Arthur Kane
Denver Post Staff Writers

Churchill's resume says Cherokee

Churchill claimed native descent on CU application

By Kate Larsen
Camera Staff Writer

Controversial professor Ward Churchill marked an "X" next to the "American Indian or Alaskan Native" category of his 1980 University of Colorado job application. And on his 1980 resume, Churchill identified himself as "Creek/Cherokee (unenrolled)."

ON THE WEB

• More photos, audio and stories about the Churchill controversy.
<http://web.dailycamera.com/buffzone/churchill.html>

Churchill has said he is one-sixteenth Cherokee but does not think he should have to provide documentation of his ancestry to the media.

For CU Regent Paul Schauer, the questions surrounding Churchill's ethnic background are another piece of the school's investigation, which the regents have endorsed.

RARE HOME LOSS
NUGGETS HAND CAVS

In Sports

THE DENVER POST

er County's newspaper



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Kroger and uni
review contrac

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In recent weeks, some American Indian groups have said Churchill "fraudulently

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"All of the issues, all of the facts, all of it will be consid-

So AGEP? What does that exactly mean?
“Catalyze Institutional Change” toward PARITY?

IN BEAN COUNTING TERMS:

