SLOAN GUIDE
FOR THE SUCCESSFUL RECRUITMENT OF
MINORITY STUDENTS INTO SCIENCE
AND ENGINEERING PH.D. PROGRAMS
SLOAN GUIDE

FOR THE SUCCESSFUL RECRUITMENT OF
MINORITY STUDENTS INTO SCIENCE AND
ENGINEERING Ph.D. PROGRAMS

Dwight E. Lewis

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Office of the Graduate School
Purdue University
West Lafayette, Indiana
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Acknowledgments

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Cover design by Roderick Warren at: http://www.warren-entertainment.com/

This publication was made possible through a grant from the Alfred P. Sloan Foundation.
Preface

It is with great pleasure that I present the *Guide to the Successful Recruitment of Minority Students into Science and Engineering PhD Programs*. This publication was supported by a grant from the Alfred P. Sloan Foundation. There is an urgent national need to improve the availability of key techniques in recruiting underrepresented groups in science, engineering, and mathematics (SEM) Programs. It was apparent during our National Conference at the University of Puerto Rico at Mayaguez this year that there is a misconnection between the faculty recruiting students in the Sloan Program and the student support programs that are in place to provide the pipeline for our graduate programs. After the conference I contacted Ted Greenwood with reference to writing this recruitment guide to delineate successful techniques and contacts for recruiting students into SEM Ph.D. programs. The goal of this guide is to help increase the number of underrepresented students (primarily African American, Hispanic American and Native American) receiving PhDs in the areas above. The Sloan Foundation has been interested in and has supported the nation’s recruiting and retention efforts by providing first year funding of underrepresented graduate students in PhD programs. This combination of the mentoring program and first-year support are making a major contribution toward increasing output of students in Science, Engineering and Mathematics. The retention of graduate students in SEM programs and assuring that they complete their desired degrees is important to Sloan.

The Sloan Foundation is to be commended for their aggressive, creative approaches in promoting excellence in recruiting and mentoring. They hold funding recipients accountable for improvements that they propose to gain via Sloan funding; thus, the integrity of programs funded is ensured by this careful approach and insistence on excellence and measurable outcomes. The Foundation has demonstrated both recognition of the needs and a sustained focus, to support increased opportunities for underrepresented students in science, mathematics and engineering.

**HOW TO USE THE GUIDE**

The guide is intended as a reference manual for faculty and recruiters in search of graduate students in the areas of science, engineering and mathematics. Some of the names or programs may have changed before the guide reaches the intended faculty. I welcome comments and suggestions on how to improve this manual. Please send them to:

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SLOAN GUIDE

FOR THE SUCCESSFUL RECRUITMENT OF MINORITY STUDENTS INTO SCIENCE AND ENGINEERING PH.D. PROGRAMS

Dwight E. Lewis

Improving recruitment of underrepresented doctoral students is crucial to increasing the number of doctoral graduates in the sciences, engineering, and mathematics. The strategies proposed in this guide will enable Sloan faculty and others to recruit the best-underrepresented students into their programs.

These recruitment strategies utilize faculty, staff, and graduate students as recruiters, and concentrate on the advantages of having outstanding research programs with excellent faculty members. The faculty or staff recruiter can visit institutions where significant numbers of African-American, Hispanic, and Native American students are enrolled. A direct mailing campaign can take place before or after the faculty or staff member visits the campus. Additionally, once you have identified the prospective students you can invited the student to visit your campus to learn more about the programs you offered.

This guide provides contacts the Sloan faculty can write to and visit in order to set up partnerships, as well as lists of the leading baccalaureate campuses, key conferences and fairs for recruiting, and pipeline programs that serve thousands of students who are training for PhD programs.

The guide will do the following for readers:

- provide a recruitment plan for Sloan faculty,
- show how to organize a successful student visitation program on your campus,
- explain how to arrange a recruitment trip that will achieve your goals,
- give key points about utilizing websites for recruitment purposes,
- show how to recruit with a limited budget and staff,
- emphasize the importance of the admission process in achieving recruitment goals,
- locate prospective students and their current schools,
- show which undergraduate schools have produced the most PhDs,
- list the major organizations, fairs, and conferences,
- provide a list of the program directors are for McNair, MARC/MBRS, IMSD, Sloan Feeder, NSF (LSAMP/AGEP), and HBCU-UP.
Section I
A Recruitment Process: A Plan for SLOAN Faculty

1. PREPARATION

2. PLANNING

3. SEARCH FOR PROSPECTS

4. CONTACT

5. OVERCOMING OBSTACLES

6. OBTAINING COMMITMENTS

7. MAINTAINING COMMITMENTS

8. POST-CONTACT ANALYSIS

1. PREPARATION

The more that prospects know about your university and your particular department, the greater the opportunity to recruit them.

The more you, as a recruiter, know about your university and your department, the better prepared you will be to convey to prospective students what you have to offer.

Be able to discuss the following topics.

- The history and philosophy of your university and your department
- The academic image of both
- Your department’s curricula
- Tuition costs and financial aid
- The track record of minority students in your department
- Support systems that are in place (faculty and staff)
- Extra- and co-curricular activities/opportunities
- The campus climate
- The surrounding community

2. PLANNING

Establish working objectives (e.g., the number of contacts to be made with prospective students each week/month, the number of applications to be sent to/received from prospective students each week/month, etc.).

Develop a strategy for accomplishing each of your objectives (appointments, activity schedule, preparation).

Establish a target date for each objective.
3. SEARCH FOR PROSPECTS

Keep in mind that every inquiry is a potential new student.

Establish a prospect file and refer to it often to ensure contact is made with each prospect.

Your present students are good sources for new students. Use them.

Stay in touch with colleagues at other universities to obtain referrals.

4. CONTACT

This part of the recruiting cycle refers to your initial approach. The purpose is to capture and hold your prospect’s attention.

Carefully plan initial contact with all prospects in order to get them further interested in your program.

5. OVERCOMING CONCERNS AND DOUBTS

A concern is a reason a prospect may give for not wanting to apply to a university or even listen to what you have to say.

Concerns and doubts may be raised at any time in the recruitment process, so it is crucial to plan ahead. Most objections will relate to tuition, location, curricula, and social life.

Advance planning can help you handle such concerns successfully. Anticipate possible concerns.

Prepare a list of possible concerns one way to do this is to talk to recent alumni.

Prepare a list of various ideas and solutions.

6. OBTAINING COMMITMENTS

Everything you do relative to recruiting graduate students is aimed at getting commitments to attend your institution from your prospects.

Project a positive attitude and make your prospects feel confident that you will do the best you can for each of them.

Demonstrate your sincere interest in each of your prospects. Remember “Trust” is an important aspect of recruitment. Encourage the students to get advanced training even if they decide to attend another institution.
7. **MAINTAINING COMMITMENTS**

After securing a commitment, follow up at regular intervals to ensure that the commitment is maintained. Remember, prospects become students only when they register. Until that happens, they are still anyone’s prospects!

Develop a schedule for checking on your committed prospects. Communicate by letter, phone, or e-mail to make certain everything is in order. Check to see if there are any new needs or questions. Send your prospects all relevant new information and encourage them to contact you. Be sure they know that you are available and how to get in touch with you.

8. **POST-CONTACT ANALYSIS**

It is important that all recruiters continually assess their performance. Only in this manner can revised procedures be implemented to improve the recruitment process.

After every recruitment year you should ask the following questions:

- What did you do right?
- What did you do wrong?
- What could you do better in the future?
- On which points did you waste your time?
- On which points should you have spent more time?
- What were the key points that secured commitments?
- Could you have established a better rapport? How?
- What objections were expressed?
- Did you overcome the objections effectively?
- What improvements do you feel you need to make?
- What reasons did your prospects give for not making commitments?
- Were you awkward in approaching your prospects or in making your presentation?
- Did you ask for commitments or suggest action?
Section II

Arranging and Executing a Successful Student Visitation Program

The visitation program will be one of the most successful activities you undertake. During a three-day visit, prospective students tour your campus facilities; receive a comprehensive view of departmental programs; and meet with faculty, administrators, and graduate students. Special programs, like the first orientation meeting, offer valuable networking opportunities for the visiting students. The departmental visit is the highlight of the three days, so every effort must be made to make the student feel comfortable during the departmental interviews.

The goals of the visitation program are to encourage undergraduate students to pursue graduate education, to showcase the educational opportunities available at your school, to establish ties between faculty and students on your campus and visiting students, and to increase your enrollment.

Another very important aspect of the visitation program is the selection of speakers who are invited to the campus to give a keynote speech on diversity and to address political and scholarly issues that are of special importance to underrepresented students. By inviting your current students to some of the activities, you help with their retention as they become involved with the recruitment process.

Aside from increasing your enrollment, an effective visitation program will also benefit your university by

- increasing faculty awareness of the problems of underrepresented students,
- building the self-esteem of visiting students by recognizing their accomplishments,
- increasing graduation rates of minority students through mentoring and active encouragement, and
- encouraging the support of many different offices to advance diversity on campus.

A few practical points to remember when arranging a visitation are listed below.

- If your university is located within 200 miles of several feeder institutions, the students could drive to your visitation program. However, if the distance is more than 200 miles, you must offer the students the opportunity to fly to your campus.
- The visitation works best during the regular school week, as opposed to the weekend. You want to give the visiting students a real impression of graduate student life and work.
- By housing the visiting students on campus within walking distance of departments the student again achieves a real experience of the campus life.
- Remember, when scheduling activities for the students you should minimize “down time”.

The visitation program must become an integral part of your university’s continuing commitment to provide educational opportunities for underrepresented students. Experience has shown that the visitation program is the critical element in convincing students to enter your graduate program. In part, the program will be responsible for increasing both underrepresented student enrollment and the graduation rates of minority students. An important key to the success of the program is the active participation of individual departments in providing the students with a comprehensive view of their programs.
Section III
Arranging a Recruitment Visit that will achieve Your Goals

A faculty or staff recruitment visits to a campus can vary greatly. Many faculty or staff recruiters schedule meetings with professors and students in their specific areas of interest, while faculty can also visit the academic departments to give research talks or seminars. During the visit, you should gain an appreciation of how that college or university, through its special programs, curricula, and other campus opportunities, prepares academically advanced students for graduate school.

In order to make the most of your visit, set up an interview schedule with the placement office before your visit. Interviews should start as early in the morning as possible. To ensure a spot for each participant, most Placement Offices request that students register well in advance of your visit.

Many times your campus visit coincides with academic or student recruitment fair. A number of these fairs are listed in Section IX. These fairs usually run from 9:00 a.m. to 4:00 p.m. Some have student information sessions, during which university administrators and staff answer questions on topics ranging from the application process to financial aid and fellowships. You could give a research talk or presentation to classes in Science and Engineering and at the end of the day host an information session and serve pizza for all interested students.

Section IV
Using the Internet for Recruiting

Recruiting top talent has always been an important objective for universities. The Internet, because of improved search engines, faster connections, and ease of use, has become the preferred avenue for students looking for graduate opportunities. Therefore, universities must have an effective Internet presence in order to find and attract the best student talent. The Internet has expanded the reach of recruiting programs, which often operate on limited budgets. Recruiting is no longer local—it has become global.

In order to recruit online, you must have a Web site that will capture the attention of students. Students want to know what programs you offer, what the campus environment is, what the funding opportunities are, and where your graduates go after they finish their program of study. All of these questions—and their answers—should be on your Web site. A Web site also encourages students to establish a dialogue with you or your departments about available programs.

Many books on e-recruiting give examples of how to create or enhance your school’s recruiting Web site, how to attract the best candidates and locate the passive ones, and how to assess your applicants. Although it takes some technical expertise, time, and money to establish and maintain a Web site, the result is well worth the effort. The tools for creating Web sites have greatly improved and have become easier to use. One of these software tools, Flash MX, can be used to create Web sites that can deliver amazing graphics, video, and sound, and that communicate with databases.
At their current schools, most prospective graduate students have access to fast Internet connections that can handle more advanced Web sites. They expect an attractive, state-of-the-art Web site. They expect to be inspired, stimulated, and fully informed about the research at your institution. Your candidates want to read about cutting-edge ideas and research, presented with cutting-edge technology.

Look at the following Website for a few ideas on how to set up a great site.

http://kmgi.com/ss/home.html

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Section V
Recruiting with a Limited Budget and Staff

Identifying qualified students can be done on a limited budget. One way to do this is to request names from the Educational Testing Service (ETS). This service has a listing of diverse groups of students from all over the country. There is a fee to register and a small cost for each name, but the price is well worth the result. Another way to acquire names is to write directors of feeder programs for lists of potential candidates. Writing directly to campus departments usually yields low numbers of students, but if you establish a good contact with a department, you can sometimes increase that yield.

Once you have the names of potential recruits, you can call them or send e-mail. This is one way to make a vigorous appeal to impress them with the quality of your program. You must project a positive attitude about what your university has to offer.

Another important aspect of recruiting on a limited budget is to make sure you let departments on your campus know that you are working with them to recruit students of color. Let them know you are willing to assist them by contacting interested minority students. If they have contacts that they can pass on to you, they should feel free to do so.

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Section VI
The Model Admission Program

The admission decision is one of the most important campus tests of the recruitment process. Once you have a prospect’s completed application in hand and it’s ready to go to the admission committee, Phase Two of the process is ready to begin. The university, school, or departmental committee can now go to work on admitting this applicant.

The admissions process can be a barrier. How quickly the review of the application takes place is important. How rapidly you complete the review helps the student, especially when they have applied to more than one school. When you can inform the student prospect within 2-3 weeks after their application is complete, it gives the student leverage and your school a great advantage over your competition because many institutions take six to eight weeks to get back to a student after the admission decision. When you have a slow response, you risk losing the student to another school.
Section VII
Institutions that lead in sending their baccalaureates to Graduate School

When looking for graduate students I look in the NRC publications and NSF WebCASPAR database system. Each year they list the top producers listed below. These are the schools that send their undergraduates to graduate school and sequentially they have completed the PhD. These institutions are strong in science and engineering and liberal arts training.

<table>
<thead>
<tr>
<th>Top PhDs Producers</th>
<th>Hispanic Serving Institution (HSI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historically Black Colleges &amp; Universities (HBCU)</strong></td>
<td></td>
</tr>
<tr>
<td>Howard University</td>
<td>University of Puerto Rico- Rio Piedras</td>
</tr>
<tr>
<td>Spelman College</td>
<td>University of Puerto Rico- Mayaguez</td>
</tr>
<tr>
<td>Hampton University</td>
<td>The University of Texas at Austin</td>
</tr>
<tr>
<td>North Carolina A&amp;T State University</td>
<td>University of California Berkeley</td>
</tr>
<tr>
<td>Jackson State University</td>
<td>Florida International University</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>University of California- Los Angeles</td>
</tr>
<tr>
<td>Southern University, Louisiana</td>
<td>University of Texas at El Paso</td>
</tr>
<tr>
<td>Morgan State University</td>
<td>University of Arizona</td>
</tr>
<tr>
<td>Morehouse College</td>
<td>University of New Mexico</td>
</tr>
<tr>
<td>Tennessee State University</td>
<td>Texas A&amp;M University</td>
</tr>
</tbody>
</table>

| **Native American**                       |                                                                                                 |
| University of Oklahoma                    |                                                                                                 |
| Oklahoma State                            |                                                                                                 |
| University of California Berkeley         |                                                                                                 |
| Northeastern State University             |                                                                                                 |
| University of New Mexico                  |                                                                                                 |
Section VIII
Locating the Students: Where are they going to School for their Baccalaureate Degrees?
The Top 100

Below is Black Issues in Higher Education’s list of the top 100 universities conferring degrees to minority students for the 2001-2002 academic year. The data for this study come from the U.S. Department of Education. It is collected through the Integrated Postsecondary Education Data System (IPEDS) program completer’s survey conducted by the NCES, 2003, 20.

<table>
<thead>
<tr>
<th>African American Baccalaureate</th>
<th>Hispanic Baccalaureate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Disciplines</strong></td>
<td><strong>All Disciplines</strong></td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>Florida International University</td>
</tr>
<tr>
<td>Howard University</td>
<td>The University of Texas- Pan American</td>
</tr>
<tr>
<td>Southern University and A&amp;M College</td>
<td>California State University-Los Angeles</td>
</tr>
<tr>
<td>Tennessee State University</td>
<td>The University of Texas at San Antonio</td>
</tr>
<tr>
<td>North Carolina A&amp;T State University</td>
<td>The University of Texas at El Paso</td>
</tr>
<tr>
<td>Jackson State University</td>
<td>California State University-Fullerton</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>San Diego State University</td>
</tr>
<tr>
<td>Hampton University</td>
<td>California State University-Northridge</td>
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<tr>
<td>Temple University</td>
<td>The University of Texas at Austin</td>
</tr>
<tr>
<td>Florida State University</td>
<td>California State University-Long Beach</td>
</tr>
<tr>
<td>Prairie View A&amp;M University</td>
<td>University of California-Los Angeles</td>
</tr>
<tr>
<td>Morgan State University</td>
<td>University of Florida</td>
</tr>
<tr>
<td>Chicago State University</td>
<td>University of New Mexico-Main Campus</td>
</tr>
<tr>
<td>University of Maryland-College Park</td>
<td>California State University-Fresno</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>University of Houston-University Park</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Native American</th>
<th>All Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeastern State University</td>
<td>306</td>
</tr>
<tr>
<td>Oklahoma State University-Main Campus</td>
<td>245</td>
</tr>
<tr>
<td>University of Oklahoma-Norman Campus</td>
<td>187</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>168</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>155</td>
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<tr>
<td>Arizona State University-Main Campus</td>
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<tr>
<td>University of New Mexico-Main Campus</td>
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</tr>
<tr>
<td>University of North Carolina at Pembroke</td>
<td>103</td>
</tr>
<tr>
<td>Fort Lewis College</td>
<td>101</td>
</tr>
<tr>
<td>East Central University</td>
<td>92</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>89</td>
</tr>
<tr>
<td>University of Washington-Seattle Campus</td>
<td>88</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>81</td>
</tr>
<tr>
<td>Western Washington University</td>
<td>52</td>
</tr>
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</table>
### Biological and Life Sciences

#### African American Baccalaureate

<table>
<thead>
<tr>
<th>University</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xavier University of Louisiana</td>
<td>218</td>
</tr>
<tr>
<td>Howard University</td>
<td>84</td>
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<tr>
<td>Hampton University</td>
<td>83</td>
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<tr>
<td>Jackson State University</td>
<td>76</td>
</tr>
<tr>
<td>South Carolina State University</td>
<td>63</td>
</tr>
<tr>
<td>University of Maryland-College Park</td>
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<td>Florida A&amp;M University</td>
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<tr>
<td>Tuskegee University</td>
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<td>Tennessee State University</td>
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<tr>
<td>Prairie View A&amp;M University</td>
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<tr>
<td>Alcorn State University</td>
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<td>Georgia State University</td>
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#### Hispanic Baccalaureate

<table>
<thead>
<tr>
<th>University</th>
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<tr>
<td>The University of Texas at San Antonio</td>
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<tr>
<td>University of California-Los Angeles</td>
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<tr>
<td>The University of Texas at Austin</td>
<td>62</td>
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<tr>
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<td>St. Mary's University</td>
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<td>University of Florida</td>
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<tr>
<td>Texas A&amp;M University</td>
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</table>

### Native American Baccalaureate

#### XI. Biological and Life Sciences

<table>
<thead>
<tr>
<th>University</th>
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<tbody>
<tr>
<td>Northeastern State University</td>
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<td>University of California-Davis</td>
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### Engineering

#### African American Baccalaureate Engineering

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<td>Morgan State University</td>
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<tr>
<td>Tuskegee University</td>
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<tr>
<td>Southern University and A&amp;M College</td>
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</tr>
<tr>
<td>Prairie View A&amp;M University</td>
<td>66</td>
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<tr>
<td>North Carolina State University at Raleigh</td>
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<tr>
<td>University of Michigan-Ann Arbor</td>
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<tr>
<td>Michigan State University</td>
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<tr>
<td>Clemson University</td>
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<tr>
<td>Virginia Polytechnic Institute and St. Univ.</td>
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<tr>
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<td>University of Florida</td>
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#### Hispanic Baccalaureate Engineering

<table>
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<th>Institution</th>
<th>Rank</th>
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<tr>
<td>University of Florida</td>
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<tr>
<td>California Polytechnic St. Univ.-San Luis Obispo</td>
<td>97</td>
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<tr>
<td>The University of Texas at Austin</td>
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<td>The University of Texas at El Paso</td>
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<tr>
<td>California St. Polytechnic Univ.- Pomona</td>
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</tr>
<tr>
<td>Arizona State University-Main Campus</td>
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</tr>
<tr>
<td>Massachusetts Institute of Technology</td>
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<tr>
<td>Texas A&amp;M University-Kingsville</td>
<td>52</td>
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<tr>
<td>The University of Texas-Pan American</td>
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</tr>
<tr>
<td>University of Illinois at Chicago</td>
<td>49</td>
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<tr>
<td>University of New Mexico-Main Campus</td>
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<tr>
<td>University of Arizona</td>
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### Native American Baccalaureate Engineering

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<tr>
<td>Massachusetts Institute of Technology</td>
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<tr>
<td>Michigan Technological University</td>
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<tr>
<td>Arizona State University-Main Campus</td>
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### Physical Science Baccalaureates

#### African American Baccalaureate

**XIII. Physical Sciences**

<table>
<thead>
<tr>
<th>University</th>
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<tbody>
<tr>
<td>Xavier University of Louisiana</td>
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<tr>
<td>Howard University</td>
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<tr>
<td>Tennessee State University</td>
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<tr>
<td>Lincoln University</td>
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<td>Jackson State University</td>
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<tr>
<td>CUNY City College</td>
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<td>Spelman College</td>
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<tr>
<td>Dillard University</td>
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<tr>
<td>Florida A&amp;M University</td>
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<tr>
<td>North Carolina State University at Raleigh</td>
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</tr>
<tr>
<td>Southern University and A&amp;M College</td>
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</tr>
<tr>
<td>Morehouse College</td>
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<tr>
<td>Georgia Southern University</td>
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<tr>
<td>Fisk University</td>
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<td>Georgia State University</td>
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<tr>
<td>University of Virginia-Main Campus</td>
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#### Hispanic Baccalaureate

**XIV. Physical Sciences**

<table>
<thead>
<tr>
<th>University</th>
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<tbody>
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<td>St. Mary's University</td>
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<td>The University of Texas at Austin</td>
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<td>University of California- Santa Barbara</td>
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<td>University of Miami</td>
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<tr>
<td>California State University-Sacramento</td>
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<tr>
<td>The University of Texas at San Antonio</td>
<td>8</td>
</tr>
<tr>
<td>Rutgers University-New Brunswick</td>
<td>7</td>
</tr>
<tr>
<td>New Mexico Inst. of Mining and Technology</td>
<td>7</td>
</tr>
<tr>
<td>University of California-Santa Cruz</td>
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</table>
Section IX  
The Major Organizations, Fairs, and Conferences

At the beginning of each recruitment season the Sloan faculty or staff member should develop a calendar of recruitment visits to fairs, conferences, universities, or departments. Below is a sample calendar.

Sample Recruitment Travel Calendar from 2002

**September**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event or Institution</th>
<th>City/State</th>
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<tbody>
<tr>
<td>XV. Sept. 9-12</td>
<td>NASW-MI Annual Conference</td>
<td>Detroit, MI</td>
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<td>Sept. 12</td>
<td>Greater Baltimore Consortium</td>
<td>Baltimore, MD</td>
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<tr>
<td>Sept. 13</td>
<td>Valparaiso University</td>
<td>Valparaiso, IN</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Alcorn State University</td>
<td>Lorman, MS</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Ball State University</td>
<td>Muncie, IN</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Jackson State Grad Fair</td>
<td>Jackson, MS</td>
</tr>
<tr>
<td>Sept. 20</td>
<td>Tougaloo College</td>
<td>Tougaloo, MS</td>
</tr>
<tr>
<td>Sept. 20-22</td>
<td>Hispanic Leadership Institute</td>
<td>Chicago, IL</td>
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<tr>
<td>Sept. 23</td>
<td>George Washington University</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Washington DC Area University Fair</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Ferris State University</td>
<td>Big Rapids, MI</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>Tennessee State University Grad Fair</td>
<td>Nashville, TN</td>
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<tr>
<td>Sept. 25</td>
<td>College of William and Mary</td>
<td>Williamsburg, VA</td>
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<td>FISK-Nashville, TN</td>
<td>Nashville, TN</td>
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<tr>
<td>Sept. 25</td>
<td>Vanderbilt University</td>
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<td>Sept. 25</td>
<td>Nashville University</td>
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<td>Sept. 26</td>
<td>University of Memphis</td>
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<td>Rhodes University</td>
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<td>Sept. 26</td>
<td>SACNAS</td>
<td>Anaheim, CA</td>
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<td>Sept. 30</td>
<td>California State University</td>
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<tr>
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**October**

<table>
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<tr>
<th>XVI. Oct. 1</th>
<th>Bradley University</th>
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<td>University of Southern California</td>
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<td>UCLA</td>
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<tr>
<td>Oct. 2</td>
<td>New Mexico State University</td>
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<tr>
<td>Oct. 2</td>
<td>Illinois State University</td>
<td>Bloomington, IL</td>
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<tr>
<td>Oct. 2</td>
<td>Syracuse University</td>
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<tr>
<td>Oct. 2</td>
<td>Virginia Tech University</td>
<td>Blacksburg, VA</td>
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<tr>
<td>Oct. 2</td>
<td>Cornell University</td>
<td>Ithaca, NY</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td>Oct. 3</td>
<td>Cal Poly Pomona</td>
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<td>Monmouth College</td>
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<td>Oct. 3</td>
<td>Knox College</td>
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<td>UTEP</td>
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<td>Howard University</td>
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<td>University of New Mexico</td>
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<td>Augustana College</td>
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<td>Oct. 6</td>
<td>Rutgers University</td>
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<td>Oct. 7</td>
<td>San Francisco State University</td>
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<tr>
<td>Oct. 7-8</td>
<td>AGEP (U of Alabama)</td>
<td>Birmingham, AL</td>
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<td>Oct. 8</td>
<td>University of North Texas</td>
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<td>University of Texas, San Antonio</td>
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<td>Oct. 9</td>
<td>Tuskegee University</td>
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<td>Hampton University</td>
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<td>Atlanta University Center</td>
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<td>Rohnert Park, CA</td>
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<td>Yale University Grad Fair</td>
<td>New Haven, CN</td>
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<td>University of California</td>
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<td>University of California</td>
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<td>Tulane University</td>
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<td>Loyola University</td>
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<td>North Carolina A&amp;T</td>
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<td>University of North Carolina at Pembroke</td>
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<td>Ohio State University</td>
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<tr>
<td>Oct. 23</td>
<td>Southern University</td>
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</table>
Oct. 23  University of San Diego  San Diego, CA
Oct. 24  Duke University  Durham, NC
Oct. 24  Bachelor Program Directors  Pittsburgh, PA
Oct. 24  Wayne State University  Detroit, MI
Oct. 24  Dillard University  New Orleans, LA
Oct. 24  San Diego State University  San Diego, CA
Oct. 24  University of Michigan at Dearborn  Dearborn, MI
Oct. 25  Xavier University  New Orleans, LA
Oct. 25  Point Loma University  San Diego, CA
Oct. 28  University of Illinois-Urbana Champaign  Champaign, IL
Oct. 28  University of California, Irvine  Irvine, CA
Oct. 28  Southern University  New Orleans, LA
Oct. 29  Trenton State College  Princeton, NJ
Oct. 29  California State University  Fullerton, CA
Oct. 29  Wayne State University  Detroit, MI
Oct. 30  University of Notre Dame  South Bend, IN
Oct. 30  University of Illinois, NOBCCHE Chapter  Urbana/Champaign, IL
Oct. 31  University of California-Santa Barbara  Santa Barbara, CA
Oct. 31  University of the Sciences in Philadelphia  Philadelphia, PA

November
XVII.  Nov. 1  McNair Conference  Delavan, WI
Nov. 1  Cal Poly-San Luis Obispo  San Luis Obispo, CA
Nov. 2  Mid-West Caravan  Chicago, IL
Nov. 6  Rutgers University  Newark, NJ
Nov. 6  Albion College  Albion, MI
Nov. 7  Denison College  Granville, OH
Nov. 7  Kenyon College  Gambier, OH
Nov. 8  AISES  Tulsa, OK
Nov. 13  ABRCMS  New Orleans, LA
Nov. 21  University of North Carolina  Chapel Hill, NC
Nov. 22  University of North Carolina  Pembroke, NC

Go to this web site to see an up to-date calendar: http://www.rackham.umich.edu/Fellowships/trips.html
Section X
The Program Directors

Sloan PhD Programs/Schools

West

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Noah Harding Professor
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Phone: 713-348-4049
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Phone: 713-348-5318
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Biographical Sketch of Dwight Lewis

Dwight Lewis has worked at Purdue for 20 years and has spent 17 of those years as Director of Minority Programs in the Graduate School. He has a long successful record and experience with the recruitment of minority students. He believes strongly in the importance of networking for successfully building a recruitment program. He has a considerable knowledge of numerous Research One institutions and the challenges that recruiters face daily.

Dwight has substantially improved the overall competitiveness of Purdue University with new and continuing programs that were developed and coordinated from his office. The three most successful programs are as follows: (1) The Historically Black Institution (HBI) Visitation Program, (2) the NIH Summer Research Institute, and (3) the Sloan Scholars Program. (4) Dwight had a major leadership role with the (4) Committee on Institutional Cooperation (CIC) Access Panel that modeled our SROP program. (5) The Graduate School, through efforts such as the Sloan Scholars Program in Chemistry and the Historically Black Institution (HBI) Visitation Program, has assisted in increasing the chemistry minority Ph.D. students from 13 in 1995 to 51 in 2002 and the African American enrollment from 123 in 1988 to a record 242 students in fall 2003.

This recruitment program has successfully increased the minority enrollment 200% over the last 15 years, with a record enrollment being achieved in nine of the last 14 years. If the enrollment increase during this recent period is compared to the increase seen in the 10 years prior to this last decade (1975 through 1984), Purdue's minority graduate student enrollment only increased from 210 to 217, or by just 3%.

Purdue is ranked number two by the American Chemical Society (ACS) in the production of minority Ph.D. graduates in chemistry in the U.S., and QEM recognized Purdue as ranking 10th in the country in the productions of minority Ph.Ds in Science and Engineering. Since the 1992 academic year, Dwight Lewis has visited more than sixty select colleges and universities.

The following are other highlights of his accomplishments:

- Co-founded two successful programs: one of the nation’s first summer programs MARC/AIM, and Purdue’s very successful HBI visitation program.
- A record enrollment of 421 underrepresented students enrolled Fall 2003.
- We also reached a record 242 enrolled African American graduate students.
- There are currently 81 students enrolled in graduate school who were former HBI visitors.
- As of May 2002, 171 HBI students have earned graduate degrees: 32 PhDs, and 139 Master’s degrees have been awarded.
- Since May 1996, 42 students have graduated from Biosciences, and eleven students in biology and chemistry have completed the PhD making Purdue a national leader in the production of minority PhDs in the biomedical sciences. Enrollment has increased from 36 to 74.
- Raised over $9,500,000 for programs at Purdue between 1985-2003.
Short Descriptions of Programs

Sloan PhD Programs

The faculty members and departments participating in the Alfred P. Sloan Minority Ph.D. Programs were selected because they have demonstrated a commitment to educating African American, American Indian and Latino leaders. Each has a track record of preparing women and men from historically underrepresented groups for leadership in engineering and technology, mathematic and science-based disciplines.

Sloan and the Ph.D. department will work together to guarantee you financial support as long as you are making satisfactory progress toward your degree. Beyond the monetary assistance, you receive the mentoring and guidance that often spells the difference between beginning and completing a degree. But, choosing where you study for your graduate degree is as important as choosing to pursue one.

Sloan Feeder Component

How the Feeder Component of the Sloan Minority Ph.D. Program Works? The Sloan Foundation will include in the feeder component of its Minority Ph.D. program only departments that have a record of sending a significant number of their underrepresented minority B.S. or M.S. graduates (African Americans, Hispanic Americans and Native Americans) on into Ph.D. programs in mathematics, natural science and engineering.

The Foundation will provide three-year, renewable grants to a limited number of such departments for the purpose of increasing the number of their underrepresented minority graduates sent on into Ph.D. programs in mathematics, natural science and engineering. Funded programs must be open to any student in supported departments, not only the minority students. The amount of the grants is adjusted to take into account the fact that some fraction of the participating students will not be underrepresented minorities.

All or most of the money should be used for student support, including tuition, stipend, books, summer support while working toward the degree, or travel to professional meetings. If needed, some of the money may also be used for program administration, including recruiting, and to cover overhead up to 15 percent.

Initiative for Minority Student Development

The IMSD Program (R25) seeks to encourage the development and/or expansion of innovative programs to improve the academic and research competitiveness of underrepresented minority students at the undergraduate, graduate, or postdoctoral levels and to facilitate their progress toward careers in biomedical research.

Awards are made to domestic, private and public educational institutions that are involved in biomedical research and training. The institutions select the students to be supported. These students must be majoring in biomedical relevant sciences or be in medical, dental, or veterinary training and have an interest in pursuing research careers.

Applicants should describe the systems by which they would monitor and track the student participants in their programs, including the careers students choose after graduation and the benefits of the programs on student retention and graduation rates.

McNair Program

The Ronald E. McNair Post baccalaureate Achievement program, named after the late Dr. Ronald E. McNair, is a federal TRIO program funded at 156 institutions across the United States and Puerto Rico by the U.S. Department of Education. The McNair Program is designed to prepare participants for doctoral studies through involvement in research and other scholarly activities.

McNair participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees.
The goal of the McNair Program is to increase graduate degree attainment of students from underrepresented segments of society.

Services Provided by McNair programs Include:

- Mentoring
- Research opportunities for participants who have their sophomore year of College
- Seminars and other scholarly activities designed to prepare students for doctoral studies
- Summer internships (with up to a $2,800 research stipend)
- Tutoring
- Academic counseling
- Assistance in obtaining student financial aid
- Assistance in securing admission and financial aid for enrollment in graduate programs
- Fee waivers for graduate applications and fellowships for McNair Scholars (the current list is available from the University of Rochester at http://www.rochester.edu:80/College/McNair-Program/AppIncentives.html

The Minority Access to Research Careers (MARC) Program
The Minority Access to Research Careers (MARC) Program was created by the National Institute of General Medical Sciences (NIGMS) to increase the number of biomedical and behavioral scientists from minority groups. A key objective of the MARC Program is the encouragement of minority students in the pursuit of graduate training leading to the Ph.D. degree in the biomedical and behavioral sciences.

Research Initiative for Scientific Enhancement
The RISE Program (R25) seeks to enhance the research environment at minority-serving institutions. The overall goal is to increase the interest, skills, and competitiveness of students and faculty in pursuit of biomedical research careers. The program offers support for faculty and student development activities, which can include on- or off-campus workshops, specialty courses, travel to scientific meetings, and research experiences at on- or off-campus laboratories. Support is available for evaluation activities, as well.

The RISE Program also offers support for institutional development, which includes limited funds for the renovation or remodeling of existing facilities to provide space for an investigator to carry out developmental activities, limited equipment purchases, and the development of research courses. An institution may hold only one active RISE award and may not be currently receiving support from the IMSD Program. In addition, institutions are expected to set specific goals and measurable objectives against which they will be evaluated when they recompete for continued funding.

Support of Continuous Research Excellence
The purpose of the SCORE Program (S06) is to develop biomedical research faculty at minority-serving institutions who are committed to improving competitive research programs and increasing the number of underrepresented minorities professionally engaged in biomedical research. This is achieved by providing financial assistance to competitive developing research programs in all areas of biomedical and behavioral research at institutions with significant underrepresented minority student enrollments. The program supports faculty-initiated, scientifically meritorious research projects, including pilot research projects. Support for faculty participating in pilot research projects is preparatory to seeking more substantial funding from other NIH research
grant programs (such as the MBRS SCORE Program, Academic Research Enhancement Awards, and R01 research project grants).

The SCORE Program includes such allowable costs as faculty salaries (reimbursed according to percent effort), salaries for technicians, limited administrative support, consultant fees, equipment, research supplies, scientific seminar series, travel, and support for evaluation activities. An institution may hold only one active SCORE award and may not be currently receiving support from the IMSD Program. In addition, institutions are expected to set specific goals and measurable objectives against which they will be evaluated when they recompete for continued funding.

**Initiative for Minority Students: Bridges to the Baccalaureate Degree**

The Bridges to the Baccalaureate Degree initiative (R25) provides support to institutions to help students make transitions at a critical stage in their development as scientists. The program is aimed at helping students make the transition from 2-year junior or community colleges to full 4-year baccalaureate programs. A key component of the Bridges to the Future Program is partnership between institutions with the goal of providing a seamless transition for students who are interested in careers in biomedical research. The partnership must involve at least two colleges or universities, but it may involve a consortium of several institutions and it may include several institutions within a single state system. The 2-year college must offer the associate degree as the only undergraduate degree in the sciences within the participating departments and must have a significant enrollment of underrepresented minority students. One participating institution must be designated as the applicant institution, must name the program director, and must submit the application. Each participating institution must also name one individual to act as its program coordinator. Awards are made to domestic, private and public, educational institutions. State and local systems of higher education may also apply. Bridges to the Future specifically targets underrepresented minority students, defined as students who belong to a racial group that is underrepresented in the biomedical sciences. These minority groups include, but are not limited to, African Americans, Hispanic Americans, Native Americans (including Alaska Natives), and natives of the U.S. Pacific Islands. Allowable costs include, but are not limited to: tuition remission, supplies, equipment, travel, other expenses, salary, wages, and fringe benefits for students and faculty.

**Initiative for Minority Students: Bridges to the Doctoral Degree**

The Bridges to the Doctoral Degree initiative (R25) provides support to institutions to help students make a critical transition in their development as scientists. The program is aimed at helping students make the transition from master's degree programs to Ph.D. programs. A key component of the Bridges to the Future Program is partnership between institutions with the goal of providing a seamless transition for students who are interested in careers in biomedical research. The partnership must involve at least two colleges or universities, but it may involve a consortium of several institutions and it may include several institutions within a single state system. The program promotes partnerships between institutions awarding the master's degree as the terminal degree and universities awarding the Ph.D. degree. The master's degree-awarding institution must have a significant enrollment of underrepresented minority students. One participating institution must be designated as the applicant institution, must name the program director, and must submit the application. Each participating institution must also name one individual to act as its program coordinator. Awards are made to domestic, private and public, educational institutions. State and local systems of higher education may also apply. Bridges to the Future specifically targets underrepresented minority students, defined as students who belong to a racial group that is underrepresented in the biomedical sciences. These minority groups include, but are not limited to, African Americans, Hispanic Americans, Native Americans (including Alaska Natives), and natives of the U.S. Pacific Islands.

**Historically Black Colleges and Universities- Undergraduate Program**

This program seeks to enhance the quality of undergraduate science, technology, engineering, and mathematics (STEM) education at Historically Black Colleges and Universities as a means to broaden participation in the Nation's STEM workforce. The program provides support for the implementation of comprehensive institutional strategies to strengthen STEM teaching and learning in ways that improve access to and retention of underrepresented groups in STEM disciplines. Typical project implementation strategies include STEM course and curricular reform and enhancement, faculty professional development, supervised research and other active learning experiences for STEM undergraduates, student support, scientific instrumentation to improve STEM instruction, and other activities that meet institutional needs.
Louis Stokes Alliances for Minority Participation

The Louis Stokes Alliances for Minority Participation (LSAMP) program is designed to develop the comprehensive strategies necessary to strengthen the preparation and increase the number of minority students who successfully complete baccalaureates in science, technology, engineering, and mathematics (STEM) fields. This objective facilitates the long-term goal increasing the production of PhDs in STEM fields with an emphasis on entry into faculty positions.

The LSAMP program requires each awardee to establish meaningful partnerships among academic institutions, and encourages the inclusion of government agencies and laboratories, industry and professional organizations. It is expected that successful partnerships will enable development of approaches tailored to the institutional setting for achievement of program goals in STEM undergraduate education. Supported activities include, among others: student enrichment, such as collaborative learning, skill development, and mentoring; academic enrichment, such as curricular and instructional improvement; and direct student support, such as summer activities.

Centers for Research Excellence in Science and Technology

NSF recognizes that academic institutions with significant minority student enrollments play a vital role in conducting research that contributes to our knowledge base in all disciplines, and in educating minority students who go on to careers in fields of science, technology, engineering, and mathematics (STEM). The Centers of Research Excellence in Science and Technology (CREST) program makes substantial resources available to upgrade the capabilities of the most research-productive minority-serving institutions. It develops outstanding centers through the integration of education and research. It serves to promote the production of new knowledge, to increase the research productivity of individual faculty, and to expand a diverse student presence in STEM disciplines. The program also enables CREST Centers to increase the effectiveness of related science and engineering activities within their research areas.

Historically Black Colleges and Universities - Research Infrastructure for Science and Engineering (HBCU-RISE)

The Historically Black Colleges and Universities - Research Infrastructure for Science and Engineering (HBCU-RISE) activity formerly known as the HBCU Doctoral Capacity Building activity has been incorporated into the CREST program solicitation. HBCU-RISE supports the development of research capability at Historically Black Colleges and Universities that offer doctoral degrees in science, technology, engineering and mathematics (STEM) disciplines. Activities include, but are not limited to faculty and technical support, faculty professional development, acquisition and/or upgrading of research equipment, collaborative research efforts with partner universities and National laboratories.

Alliances for Graduate Education and the Professoriate

The Alliances for Graduate Education and the Professoriate (AGEP) program seeks to increase significantly the number of Black (African-American), Hispanic and American Indian/Alaskan Native (Native American) students receiving doctoral degrees in all disciplines funded by the National Science Foundation (NSF).

The scarcity of role models and mentors in the professoriate constitutes a significant barrier to producing minority graduates, and NSF is particularly interested in increasing the number of minorities who will enter the professoriate in these disciplines.

Specific objectives of the AGEP Program are to: (1) develop and implement innovative models for recruiting, mentoring, and retaining minority students in doctoral programs and (2) develop effective strategies for identifying and supporting underrepresented minorities who want to pursue academic careers.

The AGEP program also supports a research effort to identify major factors that promote successful transition of minority students from: (1) undergraduate through graduate study (2) course-taking in the early years of the graduate experience to independent research required for completion of a dissertation, and (3) the academic environment to the workplace. To accomplish this objective, the research component will be informed by a portfolio of Federal and private sector efforts in this arena in order to identify factors underlying exemplary as well as unsuccessful efforts.
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