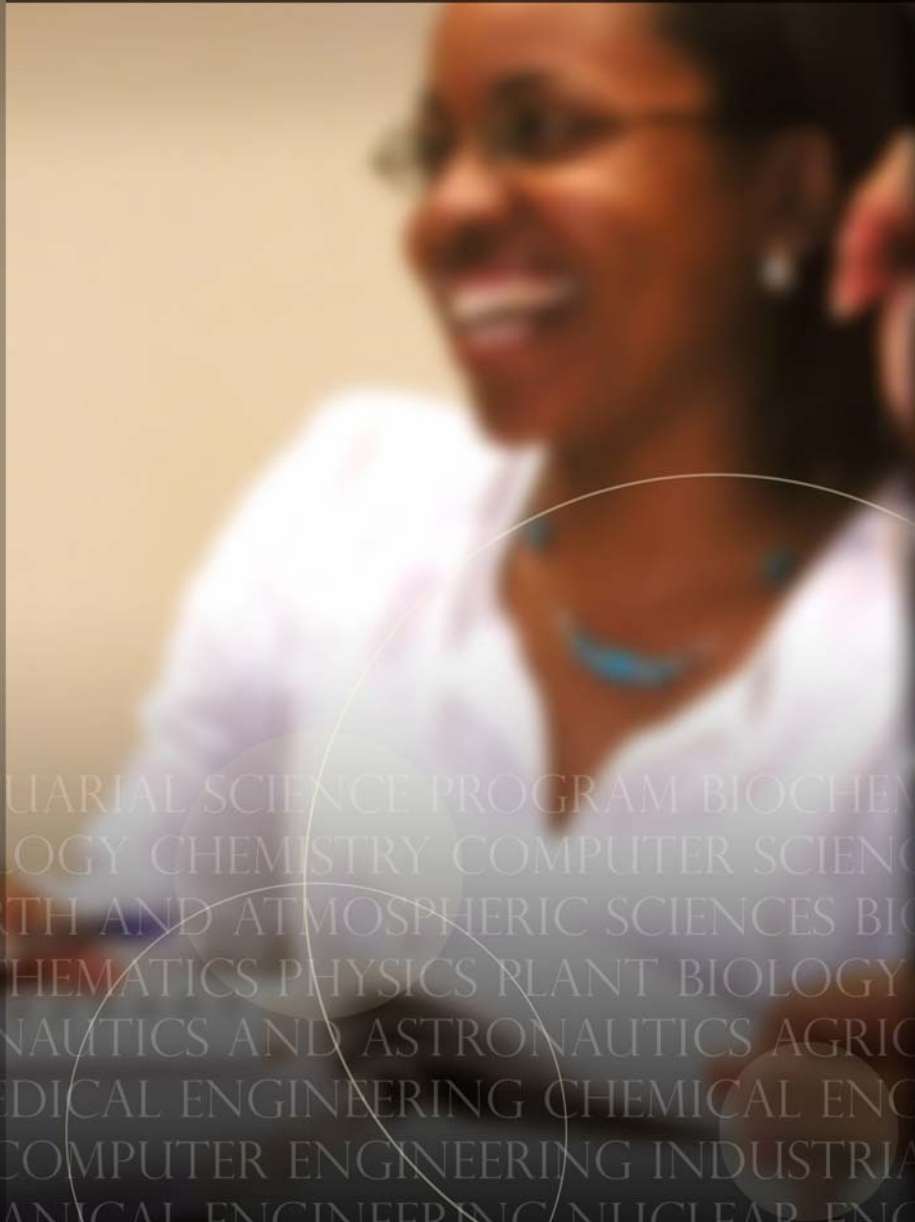


# SLOAN GUIDE

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



ACTUARIAL SCIENCE PROGRAM BIOCHEMISTRY  
BIOLOGY CHEMISTRY COMPUTER SCIENCE  
EARTH AND ATMOSPHERIC SCIENCES BIOLOGICAL  
MATHEMATICS PHYSICS PLANT BIOLOGY  
AERONAUTICS AND ASTRONAUTICS AGRICULTURE  
MEDICAL ENGINEERING CHEMICAL ENGINEERING  
ELECTRICAL ENGINEERING COMPUTER ENGINEERING INDUSTRIAL  
MECHANICAL ENGINEERING NUCLEAR ENGINEERING

**SLOAN GUIDE**

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

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## **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://kmgj.com/ss/home.html>

## **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.

## **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.

#### **Top PhDs Producers**

##### **Historically Black Colleges & Universities (HBCU)**

Howard University  
Spelman College  
Hampton University  
North Carolina A&T State University  
Jackson State University  
Florida A&M University  
Southern University, Louisiana  
Morgan State University  
Morehouse College  
Tennessee State University

##### **Hispanic Serving Institution (HSI)**

University of Puerto Rico- Rio Piedras  
University of Puerto Rico- Mayaguez  
The University of Texas at Austin  
University of California Berkeley  
Florida International University  
University of California- Los Angeles  
University of Texas at El Paso  
University of Arizona  
University of New Mexico  
Texas A&M University

##### **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.

#### African American Baccalaureate All Disciplines

Florida A&M University	1305
Howard University	1067
Southern University and A&M College	894
Tennessee State University	849
North Carolina A&T State University	820
Jackson State University	748
Georgia State University	735
Hampton University	726
Temple University	711
Florida State University	694
Prairie View A&M University	664
Morgan State University	659
Chicago State University	646
University of Maryland-College Park	640
Norfolk State University	619

#### Hispanic Baccalaureate All Disciplines

Florida International University	2389
The University of Texas- Pan American	1378
California State University-Los Angeles	1341
The University of Texas at San Antonio	1261
The University of Texas at El Paso	1186
California State University-Fullerton	1115
San Diego State University	1083
California State University-Northridge	1052
The University of Texas at Austin	1009
California State University-Long Beach	989
University of California-Los Angeles	977
University of Florida	800
University of New Mexico-Main Campus	774
California State University-Fresno	774
University of Houston-University Park	750

#### Native American All Disciplines

Northeastern State University	306
Oklahoma State University-Main Campus	245
University of Oklahoma-Norman Campus	187
Northern Arizona University	168
Southeastern Oklahoma State University	155
Arizona State University-Main Campus	133
University of New Mexico-Main Campus	114
University of North Carolina at Pembroke	103
Fort Lewis College	101
East Central University	92
University of Arizona	89
University of Washington-Seattle Campus	88
University of Central Oklahoma	81
Western Washington University	52

## **Biological and Life Sciences**

### **African American Baccalaureate Biological and Life Sciences**

Xavier University of Louisiana	218
Howard University	84
Hampton University	83
Jackson State University	76
South Carolina State University	63
University of Maryland-College Park	56
Florida A&M University	56
Tuskegee University	47
Tennessee State University	45
Prairie View A&M University	45
Alcorn State University	44
Morehouse College	43
Grambling State University	40
Oakwood College	40
Georgia State University	37

### **Hispanic Baccalaureate Biological and Life Sciences**

The University of Texas at San Antonio	98
The University of Texas-Pan American	85
University of California-Los Angeles	82
The University of Texas at Austin	62
University of California-Davis	61
University of Miami	60
University of New Mexico-Main Campus	54
Florida International University	52
University of California-San Diego	49
The University of Texas at El Paso	49
University of California-Irvine	43
University of Arizona	43
St. Mary's University	43
University of Florida	39
Texas A&M University	36

### **Native American Baccalaureate**

#### ***XI. Biological and Life Sciences***

Northeastern State University	20
Oklahoma State University-Main Campus	17
University of North Carolina at Pembroke	11
University of Colorado at Boulder	9
University of Oklahoma-Norman Campus	9
University of New Mexico-Main Campus	8
Southeastern Oklahoma State University	8
University of Washington-Seattle Campus	8
University of California-San Diego	7
University of California-Davis	7



## **Engineering**

### **African American Baccalaureate Engineering**

Georgia Inst. of Technology-Main Campus	125
North Carolina A&T State University	124
Florida A&M University	76
Morgan State University	72
Tuskegee University	70
Southern University and A&M College	67
Prairie View A&M University	66
North Carolina State University at Raleigh	66
University of Michigan-Ann Arbor	54
Michigan State University	47
Tennessee State University	45
Clemson University	43
Virginia Polytechnic Institute and St. Univ.	40
University of Maryland-College Park	40
University of Florida	39

### **Hispanic Baccalaureate Engineering**

Florida International University	135
University of Florida	110
California Polytechnic St. Univ.-San Luis Obispo	97
The University of Texas at Austin	79
The University of Texas at El Paso	79
California St. Polytechnic Univ.- Pomona	78
Texas A&M University	78
New Mexico State University-Main Campus	65
Arizona State University-Main Campus	59
Massachusetts Institute of Technology	56
Texas A&M University-Kingsville	52
The University of Texas-Pan American	50
University of Illinois at Chicago	49
University of New Mexico-Main Campus	49
University of Arizona	46

### **Native American Baccalaureate *XII. Engineering***

Oklahoma State University-Main Campus	20
New Mexico State University-Main Campus	11
Massachusetts Institute of Technology	10
Michigan Technological University	10
Arizona State University-Main Campus	9

## **Physical Science Baccalaureates**

### **African American Baccalaureate**

#### ***XIII. Physical Sciences***

Xavier University of Louisiana	74
Howard University	25
Tennessee State University	22
Lincoln University	20
Jackson State University	19
CUNY City College	19
Spelman College	18
Dillard University	17
Florida A&M University	17
North Carolina State University at Raleigh	15
Southern University and A&M College	15
Morehouse College	14
Georgia Southern University	12
Fisk University	12
Georgia State University	12
University of Virginia-Main Campus	12

### **Hispanic Baccalaureate**

#### ***XIV. Physical Sciences***

Florida International University	30
St. Mary's University	14
The University of Texas at Austin	14
University of California-Los Angeles	14
University of California-San Diego	13
The University of Texas at El Paso	10
University of California-Irvine	10
The University of Texas-Pan American	9
University of Florida	9
University of California- Santa Barbara	9
University of Miami	9
California State University-Sacramento	9
The University of Texas at San Antonio	8
Rutgers University-New Brunswick	7
New Mexico Inst. of Mining and Technology	7
University of California-Santa Cruz	7

## 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

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

#### October

XVI. Oct. 1	Bradley University	Peoria, IL
Oct. 1	University of Southern California	Los Angeles, CA
Oct. 2	UCLA	Los Angeles, CA
Oct. 2	New Mexico State University	Las Cruces, CA
Oct. 2	Illinois State University	Bloomington, IL
Oct. 2	Syracuse University	Syracuse, NY
Oct. 2	Virginia Tech University	Blacksburg, VA
Oct. 2	Cornell University	Ithaca, NY

Oct. 3	Cal Poly Pomona	Pomona, CA
Oct. 3	Monmouth College	Monmouth, IL
Oct. 3	Knox College	Galesburg, IL
Oct. 3	UTEP	El Paso, TX
Oct. 3	Howard University	Washington, DC
Oct. 4	University of California Riverside	Riverside, CA
Oct. 4	Carnegie Mellon	Pittsburgh, PA
Oct. 4	University of New Mexico	Albuquerque, NM
Oct. 4	Augustana College	Rock Island, IL
Oct. 6	Rutgers University	Newark, NJ
Oct. 7	San Francisco State University	San Francisco, CA
Oct. 7-8	AGEP (U of Alabama)	Birmingham, AL
Oct. 8	University of North Texas	Denton, TX
Oct. 8	University of Texas, San Antonio	San Antonio, TX
Oct. 9	University of Texas, Austin	Austin, TX
Oct. 9	Tuskegee University	Tuskegee, AL
Oct. 9	Saginaw Valley University	Saginaw, MI
Oct. 10-11	Hampton University	Hampton, VA
Oct. 11	California State University Hayward	Hayward, CA
Oct. 14	University of California	Santa Cruz, CA
Oct. 14	Georgia State University	Atlanta, GA
Oct. 15	Atlanta University Center	Atlanta, GA
Oct. 15	University of Wisconsin	Madison, WI
Oct. 15	California State University Monterey Bay	Monterey Bay, CA
Oct. 16	Colby College	Waterville, ME
Oct. 16	Bates College	Lewiston, ME
Oct. 16	University of Nebraska	Lincoln, NE
Oct. 16	Sonoma State University	Rohnert Park, CA
Oct. 17	Yale University Grad Fair	New Haven, CN
Oct. 17	University of California	Davis, CA
Oct. 17	Marygrove College	Detroit, MI
Oct. 17	Bowdoin College	Brunswick, ME
Oct. 18	Princeton University	Princeton, NJ
Oct. 18	Northwestern University	Evanston, IL
Oct. 19	University of Michigan	Ann Arbor, MI
Oct. 21	University of Michigan	Ann Arbor, MI
Oct. 21	University of California	San Diego, CA
Oct. 22	Tulane University	New Orleans, LA
Oct. 22	Michigan State University	Lansing, MI
Oct. 22	Loyola University	New Orleans, LA
Oct. 23	North Carolina A&T	Greensboro, NC
<b>Oct. 23</b>	<b>University of North Carolina at Pembroke</b>	<b>Pembroke, NC</b>
Oct. 23	Southern University at New Orleans	New Orleans, LA
Oct. 23	Northwestern University	Evanston, IL
Oct. 23	Ohio State University	Columbus, OH
Oct. 23	Southern University	New Orleans, LA

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	Grambier, 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>

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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 10<sup>th</sup> 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 re compete 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 recompile 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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