

Increasing Participation of Underrepresented Groups and Institutions

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1. Collaborations with institutions that are successful in winning federal grants and contracts may be one way to assist the HBCUs and other smaller institutions become competitive in the grants process.
 - Are there larger institutions that collaborate with the HBCUs and other smaller institutions?
 - Are there any success stories?
 - **Tuskegee collaborates with 4 research schools**
 - **Smaller institutions must work with larger research institutions**
 - **Tribal schools have to work with larger schools too**

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2. Lack of necessary infrastructure at HCBUs and other smaller institutions generally keeps them from producing successful proposals.
 - Should federal agencies such as NSF, NIH, DOD provide resources such as planning grants to HBCUs and other smaller institutions so that they could prepare winning proposals?
 - There are some planning grants out there now
 - Diversity is an important part of NSF's mission, get them involved
 - Some schools are teaching schools and some are research schools. Don't take a job at a teaching school if you want to do research

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3. A lack of R1 type researchers at HBCUs and other smaller institutions could be the reason for these institutions' inability to produce winning proposals.
 - Should the government, through the federal agencies and foundations, fund endowed chairs to attract R1 type researchers to HBCUs and other smaller institutions?
 - This is a business problem. You must realize what your core competencies are, what your resources are and go from there.
 - Systemic issue. Mission is driven by what the people in the school want to do. Schools are moving toward a combination of teaching and research.

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4. While the mission of HBCUs and other smaller institutions include TEACHING, RESEARCH, AND SERVICE, the thrust is mostly on undergraduate education. Consequently, teaching loads are high (3-4 courses), with very little time or no graduate assistance.
 - Should federal funding be provided to HBCUs and other smaller institutions, so that the teaching loads of selected faculty members could be drastically reduced to enable them to engage in grantsmanship?
 - Schools must come to understand the benefits of research
 - It is a matter of educating the institutions regarding the benefits of the grants. This takes time and a long range plan.

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5. What are the barriers to success faced by those underrepresented groups and institutions that receive fewer NSF awards?
 - Lots of remedial coursework at smaller schools
 - Faculty spend most of their time teaching

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- 6 In a perfect world, how can NSF structure grant programs to offset the disadvantages identified above?
- Seed research with researchers from industry.
 - Have an NSF grant program that provides opportunities for smaller schools to team with researchers from industry.
 - Do the same for internships
 - Partially fund time for the researchers to do research and teach at the schools.
 - Partially fund internships
 - Companies will have to pay part of the cost
 - Lucent (AT&T) did this very successfully without NSF support

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