

Blueprint for Educational Excellence

2007 ANNUAL REPORT



THE UNITED NEGRO COLLEGE FUND
SPECIAL PROGRAMS CORPORATION

Collab



Outreach to Youth



TRAINING



Cultur Compete



CONFERENCES



Commitment



Community Service



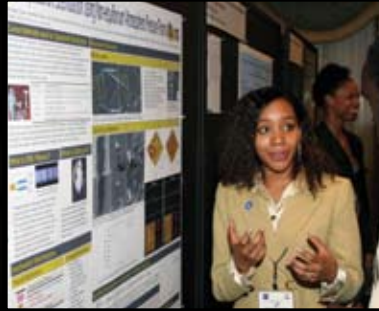
Engagement



PROFESSIONAL DEVELOPMENT

FRIENDSHIP

Collaboration



NETWORKING



Curiosity



Agency



Teamwork



LEADERSHIP

Roundtable Discussions



Seminars & Workshops



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For The Leaders Of Tomorrow



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Message from the Chairman of the Board and the President & CEO

Dear Constituents and Stakeholders:

In this 2007 Annual Report, we are excited to share how the United Negro College Fund Special Programs Corporation (UNCFSP) continues to work with universities and colleges, faculty, students, and communities to provide access to resources and to ensure engagement in programs that increase their general health and welfare, knowledge, capabilities, and overall competitiveness. Since its inception in 2000, UNCFSP has developed its program base, built internal capacity, and extended its outreach to enable a strategic, cohesive approach to educational advancement and workforce development on a local, national, and international scale. We continue to connect and leverage these efforts, resulting in an integrated approach to institutional, professional, and personal advancement.

In the pages that follow, you will learn how UNCFSP is providing the leadership, programs, and services to emerge as an all-inclusive advocate and resource for the minority higher education community. Focusing on institutional capacity, workforce development, and community strengthening, UNCFSP links and streamlines delivery of awards and services, provides front-end intervention and assistance, manages innovative programs that demonstrate maximum impact, and ensures substantive communications among all partners and participants. To achieve this, the five UNCFSP Divisions act in concert to address a targeted array of interconnected issues. These Divisions work collectively at multiple levels and across boundaries to provide opportunities and experiences that increase our constituents' ability to succeed. From local events and initiatives that strengthen communities, to health programs that combat health disparities to keep our citizens healthy, to financial assistance and educational experiences that enable students remain in college, attain degrees, and secure key positions, UNCFSP is fostering the values of civic engagement, educational excellence, cultural competence, goal attainment, and leadership.

We are pleased to report the following corporate accomplishments to date:

317 Institutional Subgrants

612 Student Fellowships and Internships

124 Student Research Awards

100 Student Scholarships

168 Students Earned Graduate Degrees

307 Faculty Fellowships

189 Faculty Research Awards

168 Training Workshops

61 Conferences

485 Campus Visits and Public Appearances

893 Campus Courses Developed/Enhanced

58 Research Studies and Reports


72 Print and Multimedia Products

20 Videoconferences and Webinars

A breakdown of UNCFSP's divisional and programmatic achievements are located in the following pages.

We acknowledge, with sincere appreciation, the invaluable efforts and support of the UNCFSP Board of Directors and staff, as well as our public and private partners. We also thank you for your commitment to making a difference, and ask that you help us broaden our impact by inviting others to participate in our collective campaign for change.


Dr. Michael L. Lomax
Chairman of the Board


Aaron R. Andrews
President & CEO

2007 Corporate Highlights

The Division of Community and Education, in conjunction with three HBCUs and their local law enforcement agencies, secured a grant from the U.S. Department of Justice to establish the Campus-Community Policing Partnership (CCPP). The Partnership will identify, develop, and implement innovative community policing strategies that will strengthen and secure minority communities that are afflicted by high rates of crime and violence. The strategies will stem from increased interaction, communication, and trust between community citizens and the police.

The Division of Public Health, in collaboration with the Centers for Disease Control and Prevention's (CDC) Division of HIV/AIDS Prevention (DHAP) and its Division of Adolescent and School Health (DASH), completed the *HIV/AIDS Knowledge, Attitudes, and Behaviors (KAB) among African-American Students Attending Historically Black Colleges and Universities (HBCUs)* research study. Over 1,500 students from 26 HBCUs participated in the survey. The findings were presented at three national conferences: 1) the National Medical Association's (NMA) Annual Convention and Scientific Assembly in August, 2) the American Public Health Association's (APHA) annual conference in November, and 3) the CDC HIV/AIDS Conference in Atlanta, GA.

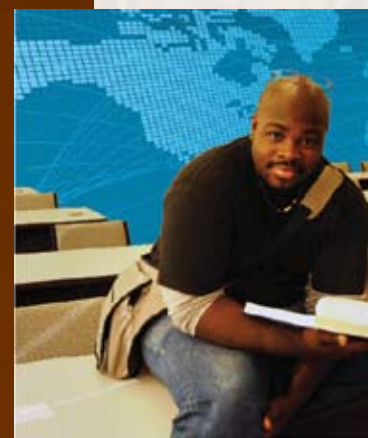
The Division of International Programs completed the *Minority Student Participation in International Programs and Activities: Attitudes, Obstacles, and Future Directions* report for the U.S. Department of Education. The Title VI research-based study addressed two questions: 1) what are the existing attitudes of minority undergraduates attending Historically Black Colleges and Universities (HBCUs) towards international education programs and activities, and 2) what factors impact (i.e. promote or hinder) participation? 1,346 students and 62 HBCUs participated in the study. The findings will be used to help identify strategies to increase student participation in international education.

The Division of Science and Technology successfully completed the DoD HBCU/MI Technical Assistance and Research Support Program. The program strengthened the ability of Minority Institutions (MIs) to participate in Department of Defense programs, research and development efforts, and other contract and grant opportunities by providing workshops, research experiences, internships, faculty development, and curriculum enhancement. It also increased the number

of minority graduates in the fields of science, technology, engineering, and math. Program data show that there was a direct correlation between faculty attendance at the targeted training workshops and the acquisition of DoD funding. Over 800 faculty members representing 85 institutions participated in the program's 24 workshops and 2 conferences.

The Division of Science and Technology conducted a Joint Symposium for participants of the NASA Administrator's Fellowship Project (NAFP), the Harriett G. Jenkins Pre-doctoral Fellowship Project (JPPF), and the Curriculum Improvement Partnership Award (CIPA) Program. The Symposium, held on July 16th-19th in Cleveland, OH, allowed NAFP, JPPF, and CIPA participants to present research, receive professional development training, and network with NASA officials and colleagues. Over 240 researchers, faculty members, and students attended the event. This year's Symposium, "Celebrating STEM Excellence, One Star at a Time," included keynote speakers, roundtable discussions, workshops, team building activities, faculty and student research presentations, and a tour of this year's co-hosting NASA Center: the NASA Glenn Research Center (GRC). NASA and UNCFSP staff also honored Hartnell College with the CIPA Award for Excellence, bestowed NAFP Faculty Research Awards, held a reverse site visit for CIPA institutions, conducted orientation sessions for incoming NAFP and JPPF fellows, and hosted an achievement ceremony acknowledging outgoing NAFP and JPPF fellows. The Closing Session featured a 10 Year Celebration of the NAFP and the unveiling of the 10 year, commemorative NAFP poster.

LEFT: Cover of the HIV/AIDS
Students Attending Historically
RIGHT: Screenshot of the Ne



Report on Minority Student Part
International Programs and A
Attitudes, Obstacles, and Future

2007 Corporate Highlights

In February, the Division of Science & Technology supported the joint National Aeronautics Space and Administration (NASA) / National Science Foundation (NSF) Research and Education Conference for Minority Institutions. At the three-day event, NASA and NSF program officers and principal investigators discussed opportunities and sources of support for research and education initiatives. Over 400 researchers, educators, and partners discussed partnerships involving universities, government agencies, and the private sector. Presentations were made by Dr. Melissa Green, Division Director, Dr. Olufisayo Jejelowo, Chief Research Officer at the NASA Science and Technology Institute, and Ms. Carolyn Knowles, Executive Officer to the NASA Assistant Administrator for Education and a 2006 NAFF fellow.

The Division of International Programs completed the *Internationalization and Foreign Language Course Offerings at Historically Black College and Universities* report for the U.S. Department of Education, Fund for the Improvement of Post Secondary Education (FIPSE). The study assesses the status of internationalization, foreign language teaching and available

resources, and minority student enrollment in targeted critical languages at HBCUs. 44 HBCUs elected to participate in the survey, responding to questions on their institutional emphasis on internationalization and course offerings in foreign language, institutional policies and administrative structure foreign language programs, and specific foreign language course offerings. A copy of the final report can be downloaded at www.uncfsp.org.

In February, the Division of International Programs attended an invitation-only conference at the World Bank where the Government of Liberia (West Africa) met with national, international, and business officials during a five-day closed partners' forum. The theme focused on Liberia's efforts to retransform and revitalize the country after years of war and destruction. Activities included discussions on the roles of women in society, gender and development, the HIV/AIDS crisis, trade and commerce, and the educational system. Highlights included a presentation on an interim poverty reduction, President Ellen Johnson Sirleaf's address on the proposed reconstruction plan for Liberia, and debt forgiveness and donor pledges from European, Asian, and West African States as a means of supporting Liberia's retransformation efforts.

The Division of Technical Services enhanced and expanded Special Programs Television (SPTV), an Internet-based network of programs that address issues affecting the minority higher education community and underrepresented populations. The SPTV website was refurbished to accommodate an extended array of diverse programming. Additions include new episodes of "Keepin' It Real" that engage college students in health discussions, new Public Service Announcements (PSAs), new NASA Administrators Fellowship Project (NAFF) spotlights featuring NASA and Minority Institution researchers, new Curriculum Improvement Partnership Award (CIPA) spotlights featuring colleges and universities that are incorporating research into the undergraduate curriculum, and a new UNCFSP/NLM-HBCU ACCESS Project spotlight. A recruitment video for the Institute for International Public Policy (IIPP) and a highlight video of the 2007 UNCFSP-NASA joint JFPF/CIPA/NAFF Symposium will be added soon.

Knowledge, Attitudes, and Behaviors (KAB) among African-American Historically Black Colleges and Universities (HBCUs) Research Report Newly Launched, Database-Driven UNCFSP Website



2007 Corporate Highlights

The UNCFSP Division of International Programs, the United States Agency for International Development (USAID), and the United States Information Service (USIS) hosted an in-country policy forum focusing on the devastating impact of HIV/AIDS on Indian families, especially women and children. The two-day forum was held in July in Calcutta, India, and attracted over 60 participants from government agencies, non-governmental organizations, industry, and higher education. The policy forum was based on the findings of two UNCFSP-managed International Development Partnerships: the Calcutta University - Texas Southern University partnership, and the Punjab Agriculture University - Claflin University partnership.

Public Service Announcements (PSAs) and health-focused programming are increasingly popular methods of conveying health promotion and disease prevention messages to youth attending HBCUs. The Division of Public Health, through its ROCHE/UNCFSP Health Communications Social Marketing Campaign, assisted three HBCU faculty-student teams to develop PSAs intended to increase awareness and prevention of health-related risk behaviors related to health disparities: Bennett College (HIV/AIDS), Johnson C. Smith University (Diabetes), and the University of the District of Columbia (Breast and Prostate Cancer). In addition, the Division of Community and Education completed a "Keepin' It Real" episode that focused on alcohol and substance abuse. Shot on location at Clinton Junior College in Rock Hill, SC, the production engaged over 40 students in a candid discussion about personal choices and the negative impact of alcohol and drug use. The PSAs and programs are accessible at www.uncfsp.org/SPTV.

The Division of Public Health, in partnership with the University of the District of Columbia, Virginia Union University, and Elizabeth City State University, secured funding from the Office of Minority Health (OMH), Department of Health and Human Services (DHHS), to conduct the UNCFSP/HBCU Screening, Testing, Outreach, and Prevention (STOP) HIV/AIDS Program. The Program aims to decrease the spread of HIV among college-aged African Americans and other minority youth through HIV/AIDS outreach, education, and the promotion of screening and testing to at-risk populations. The program focuses on campus-community linkages and model practices to increase access to and use of health information, services, and follow up. It also engage students in training, experiential learning, and mentoring activities.

The Institute for International Public Policy (IIPP) Fellowship Program increased its fellowship cohort size to 30 students, up from a previous maximum of 22 students. The increase will further enhance U.S. national security and global competitiveness by preparing even more diverse students to become culturally competent international service professionals. The 2007 fellows represent numerous universities across the nation, including eight Minority Institutions. The students began their fellowships by attending the Sophomore Summer Policy Institute (SSPI) in June at Spelman College. Also in June, the IIPP conducted its Junior Summer Policy Institute (JSPI) at the University of Maryland.

The NASA Science and Technology Institute (NSTI), a joint initiative between UNCFSP and NASA, established three Research Clusters to promote translational investigation that will positively impact on the production of market-based technologies. Through participation, Minority Institution researchers will conduct mainstream NASA research alongside researchers from NASA and Silicon Valley. The three UNCFSP-NSTI Research Clusters, managed by the Division of Science and Technology, will address information and emerging technologies (supercomputing, networking and intelligent systems and nano-scale research to support aerospace and thermal protection systems as well as human exploration of space), mission enabling technologies (science missions and payloads, bio-technology, astrobiology, human factors, advanced life support, and bio-nano-info fusion), and energy and environmental issues related to space travel and life on Earth.

During its first year of operation, the UNCFSP Online Registration and Resume System successfully facilitated recruitment and streamlined application intake and processing for the 2007 grants and awards cycle. Managed by the Division of Technical Services, the system, launched in the fall of 2006 at www.uncfsp.org, served as a one-stop portal to all UNCFSP opportunities. After registering and uploading resumes, users were able to apply for opportunities easily, with their information transferring into the application forms. Due to the system's success, UNCFSP partnered with the United Negro College Fund (UNCF) to develop a joint, expanded system that will be a national recruitment resource for Federal Agencies and corporations seeking to strengthen and diversify their workforce. The resulting UNCFSP/UNCF Joint Talent Bank will be a centralized repository of tens of thousands of academically and civically prepared underrepresented college-aged students.

The UNCFSP Institute for Advancement (SPIA) developed and delivered an integrated professional development curriculum that equips participants with competencies and skills related to four main pillars: leadership, strategic management, institutional advancement, and external relations and STEM policy. SPIA was designed and implemented to meet the training and professional development needs of faculty and students within the STEM disciplines for their new roles as effective change agents, leaders and role models. The Division of Science and Technology, which launched and manages SPIA, is now working with the Division of Technical Services to convert the training modules to an online format for web-based accessibility.

The Division of Public Health, in conjunction with the National Library of Medicine (NLM), convened its fifth annual e-Health Conference for HBCUs. The conference, which was held at the NLM on the National Institutes of Health (NIH) campus, was designed to increase the number of HBCUs that are aware of and positioned to respond to UNCFSP's Request for Proposals for the UNCFSP/NLM-HBCU ACCESS Project. The conference was attended by HBCU administrators, faculty, and staff devoted to advancing the use of the Internet for eliminating health disparities that disproportionately affect African Americans. The 2008 eHealth Conference will occur June 9 - 11, 2008 at NLM Headquarters in Bethesda, MD.

The Division of Community & Education was awarded the Minority Acquisition Professional Co-op Program (MAPP) by the Department of Defense. MAPP seeks to provide undergraduate students with relevant job experiences, mentoring, professional development, and networking opportunities. Logistics are being finalized.

CAPTIONS:

- * *Dr. Simon P. Worden, NASA Ames Research Center Director, and Mr. Aaron Andrews, UNCFSP President and CEO, Discuss the NASA Science and Technology Institute (NSTI)*
- * *Division of Public Health Programs Combat HIV/AIDS and Other Health Disparities in Communities of Color*
- * *Training Workshop Conducted by the DoD HBCU/MI Technical Assistance and Research Support Program*
- * *"Keepin' It Real" Taping at Clinton Junior College*
- * *Institute for International Public Policy (IIPP) Fellows at the Sophomore Summer Policy Institute at Spelman College*
- * *Ms. Carolyn Knowles, a 2006 NASA Administrator's Fellowship Project (NAFP) Fellow, Discusses Her NAFP Experience during the 2007 NASA Symposium*
- * *Students Selected for UNCFSP's 2007 Programs Applied through the New Online Registration and Resume System. Pictured: NSTI Summer Scholars*





Division of Community and Education

Economically, environmentally, and socially sound communities are supportive environments in which members live, learn, and grow. Unfortunately, many of our nation's communities, including low-income, minority, and rural communities, are stressed by disparities in health, housing, education, crime, income, employment, and environmental conditions. Members of these communities frequently lack access to the support systems, social networks, and educational and career opportunities that would assist them in connecting with others, gaining access to services, developing knowledge and skills, and advancing in their personal and professional lives. In the most severe cases, these disparities may cause mental and physical burdens that result in immobilization and isolation, as adults and youth alike remain indoors to stay safe. The consequences include physical inactivity, non-engagement, stagnation, and despair.

The Division of Community and Education works to create healthy and viable communities by establishing collaborative relationships with Minority Institutions (MIs) and their local communities and by providing grass-roots support. By advocating and participating in campus-community partnerships, the Division promotes community service and civic engagement, supports academic and social success, enhances community-focused curricula and initiatives, improves the lives of citizens, and fosters positive systemic change. Through this strategy, the Division assists in creating progressive communities where

MIs and local citizens gain and share a true sense of citizenship and belonging. A community service component provides opportunities for students and community members to act as change agents for the betterment of their communities through volunteerism, mentorship, and outreach. A workforce development component focuses on educational preparation, financial aid and scholarship counseling, leadership, communication, networking, etiquette, and anger/conflict management training. A newly established program focuses on community policing strategies and relationships to keep neighborhoods safe.

Accomplishments of the Division to date include:

- * 14 institutions supported through subgrants
- * 4 faculty research awards granted
- * 11 student internships awarded
- * 91 faculty have incorporated service learning into their curriculum
- * 24 campus-community health fairs were hosted and conducted by grantee institutions
- * Approximately 4,395 students have participated in service learning activities
- * Over 14,000 community members have been served

CAMPUS-COMMUNITY POLICING PARTNERSHIP

Many communities have witnessed blight and devastation caused by violent crime and gangs. The newly established Campus-Community Policing Partnership Program, funded by the Department of Justice, seeks to identify, develop, and implement innovative, proactive community policing strategies that will strengthen and secure minority communities that are afflicted by high rates of crime and violence. Three pilot sites were selected to represent urban, city, and rural areas. Each site consists of an HBCU, the local law enforcement agency, and community stakeholders that are committed to working together as true partners to develop and execute strategies to reduce crime in their respective neighborhoods. These partners will establish a reciprocal relationship between citizens and the police who strive to protect them, one based on trust and the free exchange of information. The pilot sites are eager to collaborate and develop a guide and potential roadmap for other communities that are looking for ways to lower violence and crime by increasing community engagement and two-way communication.

Campus-Community Policing Partnership Highlights:

- * Three site locations were selected: Benedict College, Columbia, SC, in collaboration with the Columbia Police Department; LeMoyne-Owen College, Memphis, TN, in collaboration with the Shelby County Sheriff's Office; and Philander Smith College, Little Rock, AR, in collaboration with the Little Rock Police Department.



LEARN & SERVE PROGRAM

The UNCFSP Learn & Serve Grant Program, sponsored by the Corporation for National and Community Service (CNCS) and the Royal Bank of Canada (RBC) Liberty Life Insurance Company, was a three-year initiative to increase the quality and quantity of community service and service learning practices and programs on HBCU campuses and in surrounding communities that address health disparities in racial and ethnic populations. Institutions integrated service learning programs in their curricula; disseminated these models within the HBCU network, other Minority Institutions and health professional organizations; and established viable community partnerships.

Launched in 2004 and ending in 2007, the Learn & Serve grantees included Benedict College, Dillard University, Lane College, LeMoyne-Owen College, Rust College, Wiley College, and Xavier University of Louisiana. These seven HBCUs, representing rural, suburban, and urban areas with student populations ranging from 800 to over 4,000, provided and continue to provide students with rewarding experiences while helping to inform citizens and create healthier communities.

Learn & Serve Highlights:

- * The biggest success story is that students are excited about Learn & Serve. Although they often only participate because they need to fulfill a graduation requirement, they come away from the experience with a greater sense of community. One student this year said, "I would most definitely like to participate in another curriculum-based service project because I believe that it is programs like this that change the world step by step."
- * More than 12,900 community members were served through health fairs, health screenings, fitness classes and walk-a-thons, summer camps for children, student PowerPoint presentations, skits, displays, radio programs, health newsletters, healthy cook-offs, tutoring, conflict resolution training, and public service announcements.
- * The schools that participated in the Learn & Serve program created 84 community partnerships, most of which will continue working together to create service-learning opportunities for future students taking service-learning courses.

CAPTIONS:

- * *CCPP Partners Meet for an Orientation at the UNCFSP Headquarters*
- * *Learn & Serve Students at Benedict College*

COMMUNITY IMPACT PROGRAM (CIP)

The Community Impact Program (CIP), sponsored by the Royal Bank of Canada (RBC) Liberty Life Insurance Company, also focuses on combating health disparities, improving health-related community services, and enhancing quality of life, particularly among rural and disadvantaged populations. UNCFSP collaborates with Voorhees College and the United Negro College Fund (UNCF) to implement the initiative. UNCF provided scholarships for study in health-related fields at HBCUs. Voorhees College established a Center for Excellence in Rural and Minority Health to provide health education programs, clinical services, and health research.

UNCFSP supports the efforts of four HBCUs in improving health and wellness on and around their campuses. Each institution is concentrating on a health disparity that disproportionately impacts African Americans: Bennett College for Women in Greensboro, NC (HIV/AIDS), Jarvis Christian College in Hawkins, TX (Obesity), Philander Smith College in Little Rock, AK (Alcohol and Substance Abuse), and Virginia Union University in Richmond, VA (Infant Mortality).

CIP Highlights:

- * Data collection and analysis of health information and statistics are being conducted by faculty and CIP student interns relating to HIV/AIDS, Obesity, Infant Mortality, and Drug and Alcohol Abuse.
- * Four Public Service Announcements (PSAs) focusing on HIV/AIDS, Obesity, Infant Mortality, and Alcohol and Substance Abuse were produced by the CIP institutions. Students at each institution designed and submitted “story boards” for their PSA production. All four PSAs are available on the Special Programs Television (SPTV) website at <http://www.uncfsp.org/SPTV>.
- * Four “Keepin’ it Real” shows focusing on HIV/AIDS, Obesity, Infant Mortality, and Alcohol and Substance Abuse were produced by UNCFSP. Mr. Gilbert Knowles, Division Director, traveled to college campuses to lead and capture footage of health-based discussions that engaged students, subject matter experts, and community members. All four shows will be posted at the SPTV website at <http://www.uncfsp.org/SPTV> in 2008.
- * All CIP institutions sponsored community workshops, seminars, and health fairs focused on health disparities.



CAPTIONS:

- * *A Community Member Gets Her Blood Pressure Checked at a Health Fair Conducted by Jarvis Christian College*
- * *Student Visits a Display at a Health Fair Hosted by Jarvis Christian College*
- * *Graduates of the “Elect to Protect” Peer Leadership Development Institute at Bennett College for Women*
- * *Community Members Browse Display at the Health Fair at Philander Smith College*

PROGRAM SPOTLIGHT: COMMUNITY IMPACT PROGRAM

Below is a snapshot into the various projects that the Community Impact Program (CIP) grantees—Virginia Union University, Philander Smith College, Jarvis Christian College, and Bennett College for Women—are implementing:

VIRGINIA UNION UNIVERSITY—Community Partners Against Infant Death

Problem: During 1999–2001, Richmond’s infant death rate was 12.5 deaths per 1,000 births. For the African-American population during that same period, the rate was 19.4 per 1,000. The leading cause was exposure to environmentally compromised or high-stress conditions in which these African-American families reside.

Status of Virginia Union CIP Project: 1) In October 2007, Virginia Union hosted the “Richmond Regional Summit on Preventing Infant Deaths—A State of Emergency: How Do We Save the Next Baby?” The fair’s goal was to help community members, students, and health care practitioners better understand infant mortality and its causes and prevention techniques; 2) the PSA on Infant Mortality has been aired on Special Programs Television, HBCU TV stations, and local cable stations with large numbers of minority viewers; and 3) Partnerships continue to research causes and prevention strategies and develop a comprehensive healthcare plan for Richmond’s high-risk mothers and infants.

PHILANDER SMITH COLLEGE—Drug and Substance Abuse Prevention in Central Little Rock

Problem: The 2003–2004 Youth Health Survey, conducted by the Arkansas Department of Health’s Center for Health Statistics, revealed that young people are experimenting with drugs and alcohol by the age of 13 and their use (or abuse) is becoming more frequent.

Status of Philander Smith CIP Project: 1) Partnerships with community and local school districts have promoted alcohol-free social and recreational events and community service/volunteerism as proactive alternatives to substance use and abuse; 2) “The Vital Signs Symposium and the Family Fun Festival” attracted over 500 community members where information was shared about the causes of alcoholism and treatment options; and 3) a PSA has been created and distributed. The Peers Organized to Work, Educate, and Restore (PO2WER) could provide a national model for effective dissemination of health information to young people.

JARVIS CHRISTIAN COLLEGE—Obesity in the African-American Community

Problem: While over half of the U.S. population is overweight or obese, statistics reveal that weight issues are particularly prevalent among African Americans. About 65% of U.S. adults are overweight or obese. Specifically in Texas, the rate is 70% for African-American women.

Status of Jarvis Christian CIP Project: 1) Exposed over 275 community members to health-related fairs that provided information on fitness, understanding Body Mass Index (BMI) and its impact, etc., 2) CIP interns created a PSA, which centered on a mother eating greasy, fat-laden foods as her daughter watched mortified, while a narrator stated facts on obesity. It has been distributed among the minority community; and 3) Partnerships continue to educate community about nutrition and fitness. Jarvis students conducted a research paper using pre-and post-data collection methods.

BENNETT COLLEGE FOR WOMEN—HIV/AIDS Prevention for Young, At-Risk African-American Women

Problem: Recent statistics reflect that African-American women have an HIV/AIDS case rate 20 times that of white women. In 2002 in Guilford County (where Bennett College is located), African-American women comprised 68% of all new HIV infections.

Status of Bennett CIP Project: 1) Faculty and CIP interns conducted research on sex education provided to young people in Guilford County; 2) Two special events were held in 2007—a Peer Leadership Institute for middle and high school girls and an “Elect to Protect” health fair. The Institute featured HIV/AIDS education, behavioral self-management, assertiveness skills, and peer development training. The fair attracted approximately 175 participants providing free health screenings and information about resources located within the community; and 3) CIP interns created a PSA on the “Elect to Protect” theme.



CAPTIONS:

* Students and Community Members Participated in Free Health Check at Bennett College for Women

* Lane College’s Learn & Serve Program Sponsors a Health Walk for Hundreds of Campus and Community Members



Division of Public Health

With increased awareness of preventative health and advances in medical care, Americans are healthier and living longer than ever before. There are communities, however, for which this general trend does not hold true. Racial and ethnic populations, persons with low incomes, and residents of rural communities continue to be disproportionately impacted by disease and premature death and continue to face barriers when attempting to access information and quality health care. These vulnerable populations are the victims of health disparities, suffering from significantly increased incidence of cardiovascular disease, obesity, diabetes, infant mortality, cancer and HIV/AIDS.

The Division of Public Health works to inform and protect those at greatest risk, regardless of race or ethnicity, gender, sexual orientation, geographical location or socioeconomic background. The Division seeks to eradicate health disparities and enhance the social and environmental vitality of communities by building capacity in health education, health promotion and disease prevention at Minority Institutions (MIs). Through collaborative efforts with university partners, federal agencies, industry, non-governmental organizations and communities, it engages in research, technical assistance, curricula development, training, the enhancement and use of health information technology, and community outreach. The Division also strives to build a culturally

diverse healthcare workforce that is competent and competitive in the 21st century, to improve health curricula that will match the needs of the nation, and to provide research-based leadership intended to shape national health programs and policy.

The Division's accomplishments to date include:

- * 81 institutions supported through subgrants
- * 17 faculty research awards granted
- * 5 student research awards granted
- * 3 student internships provided
- * 51 campus visits and public appearances
- * 113 courses created or enhanced
- * 35 newsletters produced
- * 32 training and technical assistance sessions provided
- * 17 conferences held
- * 16 studies and reports produced
- * 13 multimedia products created
- * Over 5000 campus and community members trained in accessing eHealth resources

ROCHE/UNCFSP HEALTH COMMUNICATIONS SOCIAL MARKETING CAMPAIGN

Research shows that youth are more likely to take notice of health messages and modify their behaviors accordingly when those messages are developed and delivered by their peers. The “Enhancing Health Promotion and Disease Prevention at HBCUs through Health Communications & Social Marketing” initiative, funded by Roche Pharmaceuticals, represents a unique opportunity for students to take a leadership role in conceptualizing and creating Public Service Announcements (PSAs) that address health disparities. Three HBCUs were competitively selected to develop health promotion and disease prevention messages. Each institution chose a health disparity focus area, proposed a compelling story line, and used teams of faculty and college-aged students from various curricular areas to develop and deliver messages designed to improve awareness and prevention of health-related risky behaviors affecting youth.

ROCHE Health Communications Social Marketing Highlights:

- * The three grantees, Bennett College for Women (HIV/AIDS), Johnson C. Smith University (Diabetes), and the University of District of Columbia (Breast and Prostate Cancers) developed PSAs
- * UNCFSP has been granted further funding by ROCHE Pharmaceuticals to complete editing, evaluation, and dissemination of the institutionally developed PSAs

KNOWLEDGE, ATTITUDES, AND BEHAVIORS (KAB) RESEARCH PROJECT

Minority populations are often underrepresented in health-related research, resulting in uneven data collection and an incomplete understanding of their behaviors and needs. The KAB research project, funded by the Centers for Disease Control and Prevention (CDC) and completed in 2007, targeted undergraduate students attending 25 HBCUs across the United States to assess their HIV/AIDS related knowledge, attitudes and behaviors. Over 1,500 students participated in the study, increasing our current understanding of the risk behaviors of college-aged students on HBCU campuses and to assess the availability of HIV/AIDS counseling and testing services on these campuses.

The risk behavior of this age group had not been assessed since 1995 when the CDC conducted a study through its College Youth Risk Behaviors Survey. Given the escalating numbers of HIV/AIDS cases among African Americans, combined with the high rates of HIV/AIDS infection in the Southern region of the U.S. where many HBCUs are located, the research findings provide essential data that will inform and shape effective and culturally appropriate HIV/AIDS prevention education programs.

KAB Highlights:

- * Online survey responses were completed by over 1500 students on HBCU campuses nationwide
- * Random focus groups were conducted at 6 participating HBCUs
- * Final data analysis has been completed and is currently being reported. In 2007, the findings were presented at the National Medical Association’s (NMA) Annual Convention and Scientific Assembly and the American Public Health Association’s (APHA) annual conference
- * Preparation is underway for dissemination of results on key HIV prevention information to participating and other HBCUs



CAPTIONS:

- * *Students from the University of the District of Columbia (UDC) Receive Training on PSA Production*
- * *HBCU Screening, Testing, Outreach, and Prevention (STOP) HIV/AIDS Program Orientation*
- * *Dr. Webster (UDC) Screens the Breast and Prostate Cancer PSA for Students*

CAMPUS HEALTH ADVOCATES MOBILIZING HIV PREVENTION STRATEGIES (CHAMPS) NETWORK CONSORTIUM

In 2000, African Americans and Hispanics accounted for approximately 75 percent of all adult AIDS cases. The Campus Health Advocates Mobilizing Prevention Strategies (CHAMPS) Network Consortium, funded by the CDC, is bringing together the expertise of UNCFSP and HBCUs to address HIV/AIDS prevention and the prevention of other health-risk behaviors in college-aged youth. Since college-aged African Americans are among those disproportionately impacted by HIV/AIDS, the consortium prepares and enables HBCUs to be powerful catalysts for positive change.

The consortium fosters campus leadership and a generation of young people who have the knowledge and skills to avoid practices that put them at risk for health compromising diseases. It also strengthens campus infrastructure through policy review and development, technical assistance, integration of online resources and systems, curriculum enhancement, peer education programs, and national dissemination of resources and tools. Principal investigators receive funding and assistance from UNCFSP that enables them to build infrastructure and better train students to serve as HIV/AIDS educators and health ambassadors. Students directly engage through social marketing campaigns and peer education programs.

CHAMPS Highlights:

- * The four grantee institutions, Alabama A&M University, Howard University, Norfolk State University, and Spelman College, convened workgroup meetings with community partners to discuss peer education, coalition building, social marketing, and policy development
- * UNCFSP conducted a Year Two Orientation at Spelman College
- * UNCFSP conducted a needs assessment of peer education, social marketing, policy, and curriculum related to HIV/AIDS
- * UNCFSP presented CHAMPS at the National HIV Prevention Conference in Atlanta, GA in December 2007
- * UNCFSP is working to enhance the CHAMPS Program by infusing recently collected and analyzed HIV/AIDS knowledge, attitudes, and behaviors (KAB) data into the program components
- * PIs are being encouraged to provide training and skills to other divisions and programs

CAPTIONS:

- * *The CHAMPS Program Encourages All Students to Receive HIV Information, Testing, and Support*
- * *Sorority and Fraternity Members Use Music to Promote Health at a Spelman College Health Fair*
- * *CHAMPS Site Visit Conducted during a Spelman College Health Fair*
- * *Division of Public Health Staff Presented on UNCFSP Programs to Student Groups*
- * *Pierre Wright, Director of the Division of Public Health, Presents at a CHAMPS Site Visit to Alabama A&M University*
- * *Bowie State University Students Participate in a KAB Focus Group*
- * *HBCU Students Taking Online KAB Survey*



SCREENING, TESTING, OUTREACH, AND PREVENTION (STOP) HIV/AIDS PROGRAM

UNCFSP was recently funded by the Office of Minority Health (OMH) with the Department of Health and Human Services (HHS) to administer the HBCU Screening, Testing, Outreach, and Prevention (STOP) HIV/AIDS Program. The STOP HIV Program aims to decrease the spread of HIV among college-aged African-American and other minority youth through HIV/AIDS education and outreach and the promotion of screening and testing to at-risk populations. Specific goals include: 1) promoting HIV awareness and prevention through the use of model practices and programs to increase access to and use of health information, services, and follow up, 2) developing methods and approaches to more effectively promote HIV risk reduction through the establishment of campus-community linkages, and 3) engaging students in training, experiential learning, and mentoring to improve their cultural, linguistic and literacy competency. UNCFSP is working in partnership with University of the District of Columbia (UDC), Virginia Union University (VUU), and Elizabeth City State University (ECSU).

STOP HIV Highlights:

- * The three institutional partners, UDC, VUU, and ECSU attended a successful Year One Orientation Meeting held at UNCFSP headquarters in Fairfax, VA
- * Each institutional partner has developed a core working group consisting of campus and community members and at least one initial meeting has convened. Each partner has used this working group towards their first initiative of developing and/or enhancing a HIV peer education program on their campus

NATIONAL LIBRARY OF MEDICINE-HBCU ACCESS PROJECT (NLM-HBCU ACCESS)

Unequal availability of and access to information, resources and services compound the inequities of health care and treatment encountered by underserved populations. The UNCFSP NLM-HBCU ACCESS Project is addressing this disparity by positioning Historically Black Colleges and Universities (HBCUs) as resource hubs for African-American communities. The project promotes disease prevention and wellness on HBCU campuses and in their surrounding communities through the use of online health resources provided by the National Library of Medicine (NLM). By increasing the utilization of NLM's online resources, the project demonstrates how important it is for HBCUs to play a more substantial role in the planning, implementation and evaluation of eHealth initiatives. HBCUs are the best-positioned and most logical entities in the African-American community to promote the use of the Internet for improving health, and their leadership and outreach can help to ensure that these communities get the information they so desperately need.

NLM-HBCU ACCESS Highlights

- * 24 grants have been awarded to institutions
- * The NLM/HBCU eHealth Survey revealed that there is a strong need for increased education on eHealth, its application to future healthcare, and training needs for professionals
- * Over 75 percent of respondents to the Participant Feedback Survey administered at the 2007 conference stated that they have an increased understanding of the potential of eHealth to address health disparities and would like UNCFSP to expand its eHealth activities

PROGRAM SPOTLIGHTS: CHAMPS & STOP HIV PROGRAM

The Division of Public Health partners with Minority Institutions (MIs) across the country to plan and implement programs that address health disparities on college campuses and in communities of color. The two faculty members highlighted below have taken key leadership roles in UNCFSP-managed programs and in advancing the field of Public Health at MIs across the country.

Dr. Carolyn R. Goode, Howard University



Carolyn R. Goode, Ph.D., M.A., B.S. is the principal investigator for Howard University, a grantee of the UNCFSP-managed Campus Health Advocates Mobilizing HIV Prevention Strategies (CHAMPS) Network Consortium. She serves as the Assistant Director for Health Education and a faculty member in the Department of Health, Human Performance, and Leisure Studies. With over a decade of experience in the field of primary prevention, Dr. Goode is an accomplished health educator, prevention specialist, curriculum developer, and training professional. The focus of her work deals with health promotion programs aimed at college-aged youth. Dr. Goode is widely published in the areas of minority health issues, HIV infection and AIDS, peer health education, substance abuse and education and prevention education strategies for youth.

Dr. Connie Webster, University of the District of Columbia



Connie M. Webster, Ph.D., RN, CNA, BC, is the Chair of the Department of Nursing & Allied Health at the University of the District of Columbia (UDC) and the current Project Director for the Research Infrastructure in Minority Institutions (RIMI), a multimillion dollar, multiyear collaboration between UDC, Howard University, and the McFarland Institute that focuses on eliminating health disparities. A keen interest in research and a great concern regarding access to health care and health disparities in the African-American population also led her to become a member of the National HBCU Research Network for Health Services and Health Disparities. Her past research projects have focused on complications associated with Type 2 Diabetes in urban and rural African-American populations. Dr. Webster is currently working with the Division of Public Health as the principal investigator for both the ROCHE Project and the STOP HIV Program. She also conducted the pilot test for the KAB online survey at UDC.



Division of Science and Technology

In 2000, Neal Lane, science adviser to President Clinton, testified before Congress: “Investments in science and technology have driven economic growth and improvements in the quality of life in America for the last 200 years.” Lane and others advocated for increased investment in science education, maintaining that the U.S. would lose its ability to compete in a global market without a large talent pool of highly skilled scientists and engineers. Today, this talent shortage continues to worsen. While the number of skilled workers in the Science, Technology, Engineering and Mathematics (STEM) disciplines is alarmingly low, the participation of underrepresented populations is virtually non-existent. In *The Quiet Crisis* (2005), Dr. Shirley Ann Jackson of the Building Engineering and Science Test (BEST) organization calls this glaring lack of representation a “void” and predicts that closing it “will require a national commitment to develop more of the talent of all of our citizens, especially the under-represented majority - the women, minorities, and persons with disabilities.”

The Division of Science and Technology addresses this challenge by focusing on Minority Institutions as key resources for developing a highly skilled, sustainable STEM workforce. The Division equips the minority higher education community to be value-added contributors in this rapidly changing global marketplace by linking academia, government and private industry to create new synergies in science and technology study and practice. By providing research grants, faculty and student fellowships, research-based internships, training, and discipline-focused mentoring and networking opportunities, the

Division enhances curricula and infrastructure, builds collaborations and support networks, and provides experiences and resources that enable faculty and students to engage in cutting-edge research. Results include producing knowledgeable and qualified individuals for leadership and specialized technical roles within science and technology fields of study and advancing the study of science and technology applications to national and global challenges.

The Division’s portfolio of programs is spread across three areas: Infrastructure Building, Workforce Development, and Knowledge Building. Collectively, these programs have had the following impact:

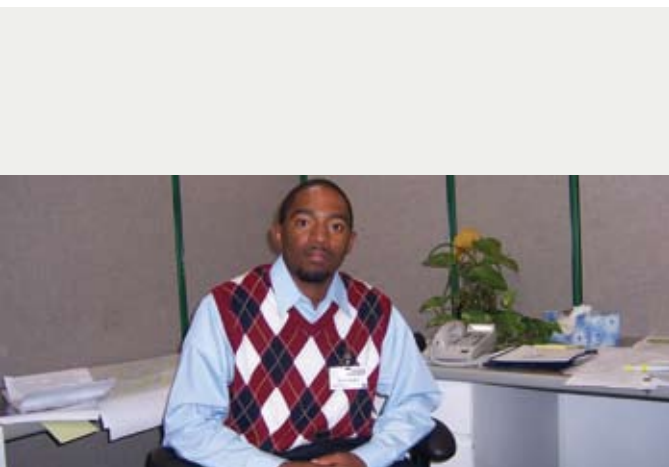
- * 326 student fellowships and internships awarded
- * 89 fellowships awarded to STEM faculty and government professionals
- * 104 student research awards granted
- * 45 faculty research awards granted
- * 80 students earned graduate degrees as a result of support
- * 47 institutions supported through infrastructure-building grants
- * 39 training workshops conducted
- * 21 conferences held
- * 661 STEM courses created or enhanced
- * 8 majors/minors/certificates created
- * 239 campus visits and public appearances
- * 8 multimedia products created

MOTIVATING UNDERGRADUATES IN SCIENCE AND TECHNOLOGY (MUST)

Many students may not pursue Science, Technology, Engineering and Mathematics (STEM) degrees due to a lack of financial assistance and professional development support. UNCFSP, as part of a consortium led by the Hispanic College Fund and with the support of the Society of Hispanic Professional Engineers, is administering NASA's Motivating Undergraduates in Science and Technology (MUST) Project to motivate these students to pursue and obtain STEM degrees. The MUST Project, which began in 2006, awards scholarships and internships to undergraduates pursuing STEM degrees. Each year, 100 students receive one-year competitive scholarships of up to \$10,000 and paid internships relevant to their fields. These scholarships and internships are renewable for up to three years provided the students continue to meet the academic requirements. Additionally, students benefit from year-round tutoring and mentoring.

MUST Highlights:

- * 100 scholarships of up to \$10,000 have been awarded to date
- * 96 MUST Scholars participated in a ten-week summer research experience at a NASA Center to date



MENTORSHIP FOR ENVIRONMENTAL SCHOLARS (MES)

Undergraduates who are successfully pursuing STEM degrees may not have the opportunity to engage in research, thus compromising their competitiveness for graduate school and/or employment. The Mentorship for Environmental Scholars (MES) program, sponsored by the Department of Energy (DoE), is a ten-week, paid summer internship that provides traditionally underrepresented college students with exposure to laboratory research in the areas of biotechnology, computer science, environmental science and engineering. MES actively trains and recruits qualified students from Minority Institutions to create a pipeline that will pilot them towards DoE management and research positions.

MES Highlights:

- * 63 student internships have been awarded
- * MES Interns have been placed at various sites throughout the country including Savannah State University, Center for Environmental Justice (Savannah, GA), Savannah River Site, Argonne National Laboratory, and Oak Ridge National Laboratory

DEPARTMENT OF DEFENSE (DOD) SUMMER INTERNSHIP OPPORTUNITIES PROGRAMS (SIOP)

The DoD Summer Internship Opportunities Program (SIOP) also seeks to build a cadre of new scientists and researchers at Historically Black Colleges and Universities and Minority Institutions, thereby increasing the number of underrepresented minorities that pursue STEM degrees and enter STEM careers. This program successfully ended in 2007, with a total of 43 underrepresented students gaining hands-on experience at DoD research laboratories nationwide for nine weeks while being mentored by scientists and researchers. These research-based experiences enabled the students to better understand how science, technology, mathematics, and engineering play a vital role in enhancing DoD's capabilities.

DoD SIOP Highlights:

- * 43 student research internships have been awarded
- * DOD Interns were placed at Fort Detrick (MD), Aberdeen Proving Grounds (MD), Walter Reed Army Medical Center (MD), and Army Research Laboratory

CAPTIONS:

- * *Mr. Gordon Cone, a 2007 MES Intern from Savannah State University, Worked on Updating the Department of Energy's SMART System during His Internship at Argonne National Laboratory in Illinois*
- * *MES Interns Assigned to Savannah State University Learn Specific Research Laboratory Techniques*
- * *NSTI Summer Scholars Perform Internships at the NASA Ames Research Center*

NASA ADMINISTRATOR'S FELLOWSHIP PROJECT (NAFP)

Minority Institutions (MIs) may lack some resources to invest in laboratory upgrades, initiate research, or acquire faculty researchers. The NASA Administrator's Fellowship Project (NAFP) seeks to build and strengthen the STEM infrastructure at MIs while enhancing the professional development of NASA employees and MI faculty. NASA employee fellows teach and/or conduct research at MIs while MI faculty fellows conduct research at NASA Centers. All NAFP fellows engage in a comprehensive, integrated professional development curriculum to equip them with the skills to become progressive change agents in their organizations and institutions. Curriculum areas include leadership development, effective communication, strategic thinking and planning, STEM education policy and review, proposal writing, project management, and federal and state relations.

The NAFP project has developed a series of multimedia spotlights featuring select NASA employee fellows and STEM faculty fellows to communicate and celebrate the project's impact. The fellows share their educational and career journeys, research interests and accomplishments, and mentoring responsibilities as they encourage students to engage in research and pursue advanced degrees in science and technology fields. Current spotlights that are available on the SPTV website at www.uncfosp.org/SPTV feature: Dr. Marla Perez-Davis, NASA Glenn Research Center; Mr. Willie B. Williams, NASA Johnson Space Center; Ms. Benita Bell, NASA Johnson Space Center; Dr. Mark Whorton, NASA Marshall Space Flight Center; Dr. Paul Morgan, NASA Kennedy Space Center; Dr. Ramona P. Travis, NASA Stennis Space Center; Dr. Jianping Yue, Essex County College; and Dr. Jonathan Campbell, NASA Marshall Space Flight Center.

NAFP Highlights:

- * 89 fellows have participated in the NAFP (47 NASA employees and 42 STEM faculty)
- * 42 MIs and an additional 22 aerospace organizations have hosted NAFP fellows
- * 28 STEM faculty fellows received Research Awards to support campus research
- * NAFP fellows taught/co-taught over 40 courses at Minority Institutions
- * 10% of NAFP fellows have gained national recognition and honors for their excellence in science, engineering, and technology

CAPTIONS:

- * *The NASA Symposium Participants Tour the Zero Gravity Facilities at the NASA Glenn Research Center*
- * *NAFP, JFPF, and CIPA Faculty and Students Attend a Break-Out Session at the 2007 NASA Symposium*
- * *Joint Session at the NASA Symposium*
- * *NSTI Summer Scholars Listen to Presentations of NASA and Silicon Valley Researchers*
- * *Two NSTI Summer Scholars Taking a Break on the NASA Ames Research Center*
- * *DoD Interns with Military and Civilian Personnel at Fort Detrick, MD. They Were the First HBCU/MI Students to Intern at the U.S. Army Medical Research and Material Command*
- * *Dr. Ben Oni, a NAFP Fellow, Presents at the Joint NASA/NSF Research and Education Conference for Minority Institutions*



HARRIETT G. JENKINS PREDOCTORAL FELLOWSHIP PROJECT (JFPF)

Our nation needs students who are committed to continuing their academic studies after obtaining bachelor's degrees in Science, Technology, Engineering and Mathematics (STEM) disciplines. The Harriett G. Jenkins Predoctoral Fellowship Project (JFPF) provides access and opportunity to students who want to earn advanced STEM degrees and who are underrepresented in the STEM disciplines (e.g., women, minorities, and persons with disabilities). Highly competitive fellowships consisting of financial support, research experiences, mentoring, and professional development training facilitate these students' graduate studies and eventual entry into the STEM workforce. Annually, approximately 10-20 three-year fellowships are awarded, contributing significantly to the development of a more inclusive, multicultural, and sustainable STEM workforce.

JFPF Highlights:

- * 131 graduate students, representing over 50 institutions, have participated in the JFPF since 2001
- * 104 graduate student research awards were granted to facilitate research at NASA Centers and academic institutions
- * 80 students have earned graduate degrees as a result of JFPF support
- * 60% of the master's degree recipients immediately continued their studies in a Ph.D. program
- * All JFPF Alumni are gainfully employed in STEM aerospace industries
- * 11 (18%) JFPF Alumni are employed with NASA

DOD HBCU/MI TECHNICAL ASSISTANCE AND RESEARCH SUPPORT PROGRAM

The DoD HBCU/MI Technical Assistance and Research Support Program strengthens the ability of Minority Institutions (MIs) to participate in Department of Defense (DoD) initiatives, educational programs, research and development efforts, and other contract and grant opportunities. The program provides workshops, research experiences, internships, and faculty development initiatives to increase MI representation in DoD research; enhance curriculum and programs in scientific disciplines; increase the number of minority graduates in the fields of science, technology, engineering, and math; and assist in the development of MIs as a national resource for DoD.

UNCFSP successfully completed the program in 2007. Data reflect that the number of schools attending the DoD workshops and receiving funding increased annually, demonstrating a direct correlation between workshop training and being funded. UNCFSP delivered 24 regional workshops, 2 conferences, and ongoing follow-up over the three-year grant period. This performance exceeded the grant requirement of 12 workshops, but UNCFSP was able to double the number of workshops provided within the existing budget. Each workshop was attended by approximately 25 faculty members representing 3 to 5 institutions.

DoD HBCU/MI Technical Assistance Highlights:

- * 24 technical assistance workshops and 2 conferences were conducted
- * 9 of 33 Principal Investigators selected for the 2005 DoD Research and Instrumentation Awards attended a DoD technical assistance workshop, conference, or presentation
- * As a result of one specialized workshop, all nine attendees from tribal colleges and universities successfully won research and instrumentation grants: United Tribes Technical College, Chief Dull Knife College, Salish Kootenai College, Little Big Horn College, SW Indian Polytechnic Institute, Sinte Gleska University, Crownpoint Institute of Technology, College of Menominee Nation, and Sisseton Wahpeton College. This represents a 100% funding rate.
- * Over 800 faculty members representing 85 institutions were trained



CAPTIONS:

- * *"Radical Leadership" Training Creates an Opportunity for the NAFP Fellows to Rediscover the True Definition of Leadership*
- * *Dr. Felix Soto Toro (NAFP Cohort 9) Demonstrates Zero Gravity Flying Techniques*

NASA SCIENCE AND TECHNOLOGY INSTITUTE FOR MINORITY INSTITUTIONS (NSTI)

Proximity to public and private research facilities can facilitate collaborations and engagement in cutting-edge research. The NASA Science and Technology Institute for Minority Institutions (NSTI), located within the NASA Research Park (NRP) at the NASA Ames Research Center (ARC), brings together the expertise of Minority Institutions to give researchers unparalleled access to NASA facilities, scientists and capabilities. Students, faculty, researchers and teachers associated with NSTI also tap into an established network of scientists and technologists from the R&D companies within the neighboring Silicon Valley area.

NSTI activities strive to increase research opportunities in NASA-related research; stimulate cross-disciplinary research; improve the transfer of information, ideas and technology; foster R&D management strategies and expertise; and establish educational frameworks and networks that will continue to expand the nation's science and technology talent base. The NSTI was launched in June, 2006, at a national press conference sponsored by Google and attended by 75+ NASA representatives, higher education representatives, and Minority Institution administrators, faculty and students. There are 4 main activities associated with the NSTI project:

1. NSTI Research Clusters,
2. NSTI Summer Scholars Program,
3. Professional Development Training, and
4. Outreach.

THE NSTI SUMMER SCHOLARS PROGRAM

The Summer Scholars Program, a component of the NSTI, is a ten-week summer research experience for STEM graduates and undergraduates at the NASA Ames Research Center. In addition to conducting research with NASA scientists, scholars have an opportunity to participate in professional development training sessions that include modules on 1) Leadership Development, 2) Scientific Communication, 3) Presentation Skills, 4) Team Building, 5) Interviewing Techniques, 6) Resume Building and Networking Skills, and 7) Responsible Research Ethics.

Summer Scholars Program Highlights:

- * 31 students have completed the summer research experience to date
- * Of the 31 awarded students, 1 has participated as a returning scholar
- * Several scholars have been included in proposal submissions and serve as authors on research papers submitted to scholarly, peer-reviewed journals

NSTI RESEARCH CLUSTERS

In view of the substantial contributions that Minority Institutions can make to aerospace research, the NSTI has established Research Clusters to increase the engagement of traditionally underrepresented communities in both NASA's and the NRP's mission. Through participation in the Research Clusters, opportunities to conduct mainstream NASA research will expand as the awardees' research capabilities are enhanced through interaction with professionals from NASA and Silicon Valley. Likewise, the NSTI pool of traditionally underrepresented students with research experience and interest in pursuing advanced STEM degrees will increase through faculty support. The overarching goal of the Clusters is to promote translational investigation that will positively impact on the production of market-based technologies.

Three Research Clusters were established in 2007, each focusing on a research discipline that will help to make NASA's Vision for Space Exploration a reality:

- * The UNCFSP-NSTI Information and Emerging Technologies Cluster (UNITE) will conduct research that addresses pressing challenges in the areas of Supercomputing, Networking and Intelligent Systems. This Cluster will also engage in nano-scale research to support Aerospace and Thermal Protection Systems, as well human exploration of space. UNITE is assigned to the NASA Ames Research Center and will focus on topics such as secured networks for space-based explorations; ultra-light, ultra-strong and multifunctional materials and structures systems; safe handling of nanotechnology; electronics, computing, sensors and advanced miniaturization; and air traffic management.
- * The UNCFSP-NSTI Mission Enabling Technologies Cluster (UNIMET) will conduct human exploration mission-enabling research in the areas of Science Missions and Payloads, Bio-technology, Astrobiology, Human Factors, Advanced Life Support and Bio-nano-info Fusion. UNIMET is assigned to the NASA Johnson Space Center and will focus on topics such as human performance failure; effects of gravity on living things and the nature and distribution of stars, planets and life in the universe; integrated and intelligent simulation environment to facilitate development and validation of future electronic devices and materials; integrations between biological sciences, nanotechnology and environmental sciences; and advanced life support technologies to support human exploration of space (e.g., human health and countermeasures, microbe detection and ecology, and immune dysfunction).
- * The UNCFSP-NSTI Energy and Environmental Cluster (UNEEC) will address energy and environmental issues as it relates to space travel and life on Earth. UNEEC is assigned to the NASA Glenn Research Center and will focus on topics such as technologies in energy production and resource utilization, alternative and renewable energy sources, technologies to improve human habitation environments on earth and in space, and hazard mitigation.

CURRICULUM IMPROVEMENT PARTNERSHIP AWARD PROGRAM (CIPA)

Without strong curricula, colleges and universities cannot attract and retain top faculty and students. The Curriculum Improvement Partnership Award (CIPA) Program assists two-year and four-year Minority Institutions with strengthening their Science, Technology, Engineering, and Mathematics (STEM) academic fields and technical programs. Some examples of CIPA activities include the development of a Bioscience Improvement Center and an undergraduate minor in the field of computerized measurements and instrumentation. The current CIPA Program also integrates project management methodology to strategically enhance STEM curricula. Through the infusion of project management methodology into existing curricula, MIs will be able to groom students for success in STEM careers by providing both theoretical knowledge and “real-world” experiences.

CIPA Highlights:

- * CIPA provided support to 47 postsecondary Minority Institutions, including 17 HBCUs, 18 HSI, 7 TCUs and 5 OMI
- * CIPA institutions developed or enhanced 245 STEM courses
- * In 2007, Hartnell College (a CIPA institution) sent nine students from the Rockets and Robotics Club to compete in the Monterey Bay Regional Remotely Operated Vehicle (ROV) competition, which challenged students to design and construct ROVs to operate in underwater polar environments. The students earned 2nd place overall with their entry.
- * At the 2007 NASA Symposium, Hartnell College was awarded the first ever CIPA Institution of Excellence Award
- * In 2007, Hartnell College (a CIPA institution) sent nine students from the Rockets and Robotics Club to compete in the Monterey Bay Regional Remotely Operated Vehicle (ROV) competition, which challenged students to design and construct ROVs to operate in underwater polar environments. The students earned 2nd place overall with their entry.
- * At the 2007 NASA Symposium, Hartnell College was awarded the first ever CIPA Institution of Excellence Award

CAPTIONS:

- * NASA Symposium Participants Tour the Zero Gravity Facilities at the NASA Glenn Research Center
- * NAFF Fellows and NAFF Program & Project Managers at the NASA/NSF Research and Education Conference for Minority Institutions
- * The Division of Science and Technology's Internship and Fellowship Awardees Are Placed in NASA, DOD, and DOE Research Facilities Nationwide
- * NAFF Pinning Ceremony at the NASA Symposium
- * NASA Symposium Participants at Awards Dinner
- * JFPF Fellow Presents His Research Poster at the NASA Symposium
- * NSTI Summer Scholars Listen to Presentations from UNCFSP Staff and NASA Researchers
- * The Outgoing NAFF Cohort 9 Fellows Receive Graduation Certificates at the NASA Symposium





Division of International Programs

Every day our nation becomes more acutely aware of the opportunities, challenges, and consequences of globalization. With an ever-mounting list of national imperatives, from competition for skilled human resources to securing our borders and countering internal and external threats, the need for highly trained and culturally competent leaders to protect and advance U.S. interests by effectively navigating and shaping domestic affairs and foreign policy becomes clear. When we consider that approximately 21 percent of U.S. citizens hold passports, with the vast majority issued for tourism of limited durations, we can conclude that an alarmingly low number of U.S. citizens possess the global competence necessary to ensure the U.S.'s continued preeminent status in world affairs. Such knowledge and skills include the ability to comprehend, analyze, and evaluate knowledge in the context of global interconnectedness; the ability to adapt to diverse cultures, perceptions, and approaches; the ability to recognize major currents of global change and the issues they raise; and the ability to communicate effectively across cultural and linguistic boundaries.

The Division of International Programs works closely with domestic and international governments, higher education institutions, non-governmental organizations, and industry to increase the global engagement of Minority Institutions (MIs) and international education opportunities for underrepresented minorities. The Division provides grant funding and capacity-building technical assistance that enables MIs to conduct research, develop/strengthen study abroad programs, forge domestic-international partnerships, and collaborate in the areas

of revitalization of educational systems, community development, democratization of healthcare access and health education, strengthening youth and young adult leadership, women's empowerment, technology training, and small business development. In addition, the Division recruits and prepares underrepresented minority students for leadership positions within the international arena by providing a comprehensive array of financial assistance and professional development support through fellowships, internships, summer policy institutes, overseas study, international development and language training, graduate study, and career development counseling.

To date, the following outcomes have been achieved:

- * 175 institutions supported through capacity-building grants
- * 272 student fellowships or internships granted
- * 123 faculty research awards granted
- * 15 student research awards granted
- * 66 partnerships created in 42 countries
- * 89 training and technical assistance workshops conducted
- * 21 conferences and policy forums held
- * 181 campus visits and public appearances made
- * 31 curricula enhanced or developed
- * 40 studies conducted or reports generated
- * 23 print and multimedia products created
- * 88 students earned graduate degrees due to support

STRENGTHENING STUDY ABROAD CAPACITY AT HBCUS

The Strengthening Study Abroad Capacity at HBCUs project, sponsored by the IFSA Foundation, successfully closed in 2007. Designed to support internationalization efforts, the program increased the capacity of HBCUs to assess, develop, promote, and support study abroad opportunities on their campuses. Three HBCUs engaged in mentor-mentee relationships with HBCUs that had well established and successful study abroad programs: Spelman College (mentor) and St. Augustine's College (mentee); Morehouse College (mentor) and Cheyney University of Pennsylvania (mentee); and North Carolina A&T State University (mentor) and Alcorn State University (mentee).

The program's activities included sending an eleven-member HBCU delegation from participating institutions to Argentina to tour host-country study abroad programs. The delegates met with faculty and administrators from such esteemed institutions as the University of Buenos Aires, the University of Belgrano, Facultad Latinoamericana de Ciencias Sociales (FLASCO), Universidad Torcuato Di Tella, and Universidad del Museo Social Argentino. These meetings allowed the delegates to exchange ideas on strengthening study abroad opportunities and to gain first-hand knowledge related to course offerings at each Argentinean institution. Upon their return to the U.S., they applied what they had learned to their own campus infrastructure by developing or enhancing study abroad programs.

INSTITUTE FOR INTERNATIONAL PUBLIC POLICY (IIPP) FELLOWSHIP PROGRAM

The IIPP Fellowship Program, funded under Title VI of the Higher Education Act, augments the international service pipeline by increasing the participation of underrepresented minority students in international affairs careers. IIPP therefore enhances U.S. national security, global competitiveness, and leadership by promoting excellence, international service, and cultural competence among a broader, more diverse cross-section of the American citizenry. IIPP recruits and prepares promising minority undergraduates for international service through a rigorous multi-year of summer policy institutes, study abroad, intensive language training, internships, graduate study, and career development counseling. In addition, IIPP strengthens the capacity of minority institutions to create a more internationally aware citizenry and to prepare students for careers in the international arena.

The Institute has become the most comprehensive and one of the most successful international training and capacity-building programs serving underrepresented populations. Through the many young professionals it has put into the international career pipeline, the IIPP is shaping a diverse talent pool that will positively impact America at home and abroad for generations to come. In addition, through a Globalizing Business Schools (GBS) component, it is also helping HBCUs to secure Business International Education (BIE) grants from the Department of Education for curricula enhancement or development.

IIPP Highlights:

- * 261 students have received IIPP fellowships
- * The Sophomore Summer Policy Institute (SSPI), which was initiated in 2005, continues at Spelman College in Atlanta
- * The number of annual fellowship positions has increased to 30 fellows per incoming cohort
- * In 2007, 19 fellows participated in semester and year-long study abroad programs
- * The GBS component provided 14 subgrants to institutions and conducted 2 training workshops
- * 17 new marketing and promotional materials were created



CAPTIONS:

- * *Participants Attending the "Lessons Learned in HIV/AIDS Prevention Work in India" Toured Local Communities*
- * *IIPP Fellows Attend a Regional Update in Washington, DC*
- * *IDP Activity Training in Latin America*

INTERNATIONAL DEVELOPMENT PARTNERSHIPS (IDP) ACTIVITY

To internationalize and position Minority Institutions as key resources for developing a pipeline of diverse, globally competent students, the institutions must establish relationships with partners abroad, collaborate on projects that enhance curricula and meet pressing needs, and engage students and communities in advancement opportunities. The International Development Partnerships (IDP) Activity was designed to develop these capacities. Sponsored by the U.S. Agency for International Development (USAID), the IDP Activity furthers the international involvement and development of Historically Black Colleges and Universities (HBCUs); strengthens the ability of institutions in Africa, Asia, Eurasia, Latin America, and the Caribbean to meet national economic and social development needs; and assists in the achievement of USAID goals and the strategic objectives of USAID Missions.

IDP makes and monitors awards to HBCUs that are interested in forging links with international institutions of higher education (IHEs), U.S. institutions of higher education, and non-governmental organizations in the U.S. and in countries assisted by USAID. Partnership clusters include agriculture and rural development; curriculum development; economic development; democratization, conflict resolution and community development; environment and transportation; technology access and training; and science, research and health.

IDP Highlights:

- * To prepare prospective applicants for 2006-07 partnership awards, a major training workshop was held at Johnson C. Smith University, followed by regional, individualized pre-application review sessions at seven targeted sites
- * 12 new partnerships were established for the 2006-07 period in Ethiopia, Sierra Leone, Brazil, Uganda, Tanzania, South Africa, India (2), and Liberia (4) for a total of 22 active partnerships
- * An annual conference entitled Conference on Accelerating U.S. Minority and Global South Institutions' Involvement in Global Affairs in August 2007
- * Two policy forums were conducted: HIV/AIDS and Community Engagement in South Africa in April 2007, and HIV/AIDS and Orphans and Vulnerable Children in India in July 2007
- * In total, 54 U.S. institutions participated in IDP Activity partnerships

SPOTLIGHT

POLICY SUPPORT TO GOVERNMENTS AND TO ORGANIZATIONS WORKING ON NATIONAL POLICY

Through the International Development Partnership (IDP) Activity, UNCFSP staff served as advisors to government officials, assisting them in prioritizing policy initiatives and identifying alternative solutions to pressing issues. For example, UNCFSP conducted international policy forums that were heavily attended by government officials, dignitaries, and representatives from non-governmental organizations, faith- and community-based organizations, and higher education. Past policy forums include:

- * "Africa's Great Lakes Region" in collaboration with the U.S. State Department
- * "International HIV/AIDS Challenges" in collaboration with Congressperson Barbara Lee
- * "Higher Education and National Transformation in Liberia" in collaboration with the Liberian Ministry of Education and international funders (e.g., USAID, World Bank, etc.)
- * "Lessons Learned in HIV/AIDS Prevention Work in India" in collaboration with the Indian Ministry of Health
- * "Higher Education Democratization: Increasing the Matriculation of Brazil's Afro Descendants" in collaboration with the Brazilian Ministry of Education
- * "Strengthening Higher Education, Civil Society, and Government Collaboration to End the Spread of HIV/AIDS in South Africa" in collaboration the South African Ministry of Health

LEFT: "Lessons Learned in HIV/AIDS Prevention Work in India" Policy Forum

RIGHT: HIV/AIDS Heavily Impacts India's Women and Children



RESEARCH PROJECTS

UNCFSP obtained additional funding from the Department of Education to support research projects that explore minorities' inclusion in international education and initiatives that assist Minority Institutions in globalizing their curricula.

* **Critical Language Initiative** – UNCFSP completed the *Internationalization and Foreign Language Course Offerings at Historically Black College and Universities* report for the U.S. Department of Education, Fund for the Improvement of Post Secondary Education (FIPSE). The research study assessed the status of internationalization, foreign language teaching and available resources, and minority student enrollment in targeted critical languages at HBCUs. 44 HBCUs elected to participate in the survey, responding to questions on their institutional emphasis on internationalization and course offerings in foreign language, institutional policies and administrative structure related to foreign language programs, and specific foreign language course offerings. A copy of the final report can be downloaded at www.uncfsp.org.

* **Title VI International Research Project** – *The Minority Student Participation in International Programs and Activities: Attitudes, Obstacles and Future Directions* research study sought to provide data on minority students' perceptions of and participation in international education. 1,346 students and 62 HBCUs participated in the study, which addressed two main questions: 1) what are the existing attitudes of minority undergraduates attending HBCUs towards international education programs and activities, and 2) what factors impact (i.e. promote or hinder) participation? The study was completed in November of 2007. Study results were enthusiastically received by participants at the UNCFSP Conference on Accelerating the Involvement of U.S. Minority-Serving and Global South Institutions in Global Affairs: A Symposium on Strengthening Faculty and Student Participation in International Programs and Activities at the US Department of Education (US ED). A final research report included recommendations to guide the future directions appropriate for minority students, especially for those enrolled in HBCUs, to actively participate in international education. A copy of the final report can be downloaded at www.uncfsp.org.

CAPTIONS:

- * Darryl Crompton, IIPP Director (center), Speaks with Two IIPP Fellows
- * IIPP Fellows Alex Bibb and Julie Lizama at the 2007 IIPP Reception
- * Institutions Participating in the IDP Activity, such as U.S.-Liberian Partnerships, Conduct Educational Programs to Strengthen Communities. Pictured are Liberian Girls Graduating from Sewing and Tye-Dye Training
- * Niara Phillips, Daniel Barker, and Nahila Ahsan of IIPP Cohort 13
- * IIPP Cohort 12 at the University of Maryland School of Public Policy in 2000





Division of Technical Services

As a part of its ongoing commitment to increasing organizational effectiveness and impact, UNCFSP proudly announces the creation of the Division of Technical Services. Established in 2007, this new Division is a response to three identified core needs: 1) the need to enhance communications to and among constituents in order to facilitate information exchange, establish and maintain collaborations, and promote engagement in programs and initiatives, 2) the need to evaluate programs to demonstrate impact and obtain data for process improvement, and 3) the need to conduct research that generates invaluable data while building the capacity of minority institutions and faculty.

The Division's main infrastructure consists of the Integrated Communications Technology Center (ICTC) and the Center for Assessment, Planning, and Accountability (CAPA). The ICTC is a state-of-the-art, multimillion-dollar multimedia, computing, and communications resource center that UNCFSP leverages on behalf of its constituents to secure opportunities, broadcast information, connect institutions, and conduct high-end research. Through the acquisition and use of technology, UNCFSP assists in building the capacity of minority institutions, promoting faculty and student accomplishments, and establishing innovative linkages, partnerships, and research projects. Select examples of ICTC capabilities include remotely-accessible computing resources for online surveys, three-dimensional modeling, data mining using SPSS, and data warehousing; wireless high-speed Internet connection; webcasting and video-

streaming; high-end multimedia and video production; and full-service color printing.

CAPA enhances the quality of UNCFSP and client programs by applying evaluative research methodology in the educational and social science arenas to investigate and inform on the best practices, models, and approaches to providing solutions to real-world issues. Activities include strategic planning, developing and implementing assessment tools and procedures, applying accountability principles, conducting applied interdisciplinary research, and data modeling. CAPA and ICTC staff work in tandem to provide web-based survey administration, data warehousing for national datasets, and engaged quantitative and qualitative research.

The Division's accomplishments include:

- * Secured 3 new multi-year contracts covering both technological and research-based tasks
- * Facilitated 20 videoconferences that enhanced UNCFSP programs by providing orientations, training, collaboration via webinars, and distance learning services
- * Prepared 16 reports and evaluation tools
- * Prepared and administered 4 online surveys
- * Created 28 multimedia products for internal programs
- * Created 22 SPTV programs, public service announcements, promotional videos, and spotlight

UNCF/UNCFSP JOINT TALENT BANK

The public and private sectors are seeking to diversify their workforce by obtaining reliable access to academically prepared students for educational and career opportunities. Students are seeking reliable and easy ways to apply to multiple programs that provide financial assistance and experiential learning opportunities such as internships, fellowships, and cooperative education programs. UNCFSP and the United Negro College Fund (UNCF) are meeting these stakeholders' needs by engaging in a joint business endeavor to create a Joint Talent Bank (JTB).

Based on the design of UNCFSP's Online Registration and Resume System, the expanded JTB will be populated with the applications of multiple UNCF and UNCFSP programs, becoming a national, centralized repository of tens of thousands of academically and civically prepared underrepresented college-aged students. The JTB represents an invaluable tool that will assist students by facilitating the application process and increasing the likelihood of selection for educational and career opportunities. Agencies and corporations will also benefit by running queries that target students with specific backgrounds or expertise. This recruitment resource will not only advance student careers, but also our entire nation as we collectively progress forward with a more diverse, and therefore strengthened, national workforce.

UNCFSP ONLINE REGISTRATION AND RESUME SYSTEM

Launched in the fall of 2006, the UNCFSP Online Registration and Resume System was successful in streamlining UNCFSP's recruitment and application intake and processing for the 2007 award selections. The system, located at www.uncfsp.org, was designed to be a one-stop portal to all UNCFSP opportunities. Faculty and students who are interested in receiving information and applying to programs go to this site to register, complete an opportunity profile, and submit or build a resume. Once registrants have entered their information, they come to a "Status Page" that displays all of the current opportunities for which they are eligible. Registrants can then apply for these opportunities easily, with their previously entered information transferring into the application forms. Registrants are also automatically notified by email when new opportunities open. The system has significantly enhanced efficiency and the number of students who apply to and are selected for opportunities. Currently, there are approximately 17,000 registrants.

ONLINE TRAINING MODULES AND DISTANCE EDUCATION

To ensure that UNCFSP constituents have access to vital information and resources, the Division of Technical Services is working to develop online training modules and distance education initiatives. Faculty, students, and professionals who may not have sufficient funds to attend on-site workshops will now be able to participate via web-based training and instructional sessions. Examples include:

- * Distance Education for the Motivating Undergraduates in Science and Technology (MUST) Program: The MUST Program supports students majoring in fields related to NASA's science and technology interests during the crucial early years of undergraduate studies. The Division will support the program by providing a high-tech distance learning environment that includes interactive webinars and videoconferencing.
- * UNCFSP Institute for Advancement (SPIA): SPIA has developed and delivered an integrated professional development curriculum that equips participants with competencies and skills related to four main pillars: leadership, strategic management, institutional advancement, and external relations and STEM policy. The Division of Science and Technology, which launched and manages SPIA, is now working with the Division of Technical Services to convert the training modules to an online format for web-based accessibility.



CAPTIONS:

- * *The Integrated Communications Technology Center (ICTC) at UNCFSP Headquarters Enables On-Site Training, Webinars, Videoconferences, and Other Forms of Distance Education*
- * *Video Editing Room During Keepin' it Real Recording at Clinton Junior College*

SPECIAL PROGRAMS TELEVISION (SPTV)

As part of its mission of advancing institutions, faculty, and students, UNCFSP greatly expanded and enhanced Special Programs Television (SPTV), an Internet-based network of programs addressing critical issues affecting the minority higher education community and underrepresented populations. SPTV was launched in 2005 with funding from the Department of Education to create a single web-based resource that administrators, faculty, and students could easily access for information about funding opportunities, educational trends, research and education accomplishments, curriculum enhancement, faculty development, and other topics. In 2007, UNCFSP built up and diversified its SPTV program content. The site now encompasses a robust series of high-quality shows, spotlights, and announcements designed to appeal to wide-ranging audiences. Current content includes:

“Impact”: The “Impact” program provides in-depth interviews with leading subject matter experts. Shows include: (1) Saving Our Young Black Males: One-on-One with Earl G. Graves, Founder & Publisher, Black Enterprise Magazine, (2) Teaching, Research, and Service: Creating the Right Balance with Dorothy W. Huston, Technology Management Training Group, (3) HBCU Students and HIV/AIDS: A Knowledge, Attitude and Behavior (KAB) Study with Pierre Wright, Director, UNCFSP Division of Public Health, and Monica Lathan, Public Health Analyst, American Public Health Association (APHA), and (4) HIV/AIDS – A Policy Discussion: One-on-One with Congresswoman Donna M. Christensen (D-VI).

“Keepin’ It Real”: The “Keepin’ It Real” (KIR) program engages college-aged youth by giving them a voice to discuss “hard” issues related to health disparities in a “real” way. The show’s host, Gilbert Knowles, a retired Army officer and former HBCU Vice President for Student Affairs, leads students in candid health discussions and provides old-school advice. Two KIR episodes have been produced on these topics: HIV/AIDS and alcohol and substance abuse. Additional two episodes are planned to be produced early 2008.

Public Service Announcements (PSAs): The Project STOP NOW! announcement, produced in collaboration with Tougaloo College, aims to prevent violence against women on college campuses by emphasizing the importance of breaking the silence and reporting violence. An Infant Mortality announcement, produced in collaboration with Virginia Union University, informs audiences of how this health disparity disproportionately impacts minority populations and promotes wellness by advocating pre-natal care and proper infant care. Numerous other PSAs addressing health disparities are scheduled to be released in 2008.

NASA Administrators Fellowship Project (NAFP) Spotlights: The NAFP spotlights feature NAFP project participants who share their educational and career journeys, research interests and accomplishments, and mentoring responsibilities as they encourage students to engage in research and pursue advanced degrees in science and technology fields. Current shows feature:

- * Dr. Marla Perez-Davis, NASA Glenn Research Center
- * Mr. Willie B. Williams, NASA Johnson Space Center
- * Ms. Benita Bell, NASA Johnson Space Center
- * Dr. Mark Whorton, NASA Marshall Space Flight Center



TOP: First “Keepin’ It Real” Taping at Clinton Junior College
BOTTOM: Screenshot of the SPTV Website

- * Dr. Paul Morgan, NASA Kennedy Space Center
- * Dr. Ramona P. Travis, NASA Stennis Space Center
- * Dr. Jianping Yue, Essex County College
- * Dr. Jonathan Campbell, NASA Marshall Space Flight Center

Curriculum Improvement Partnership Award (CIPA): The CIPA spotlights feature how participating CIPA colleges and universities are incorporating research into the undergraduate curriculum to increase hands-on research experiences for undergraduates. Current spotlights include:

- * Navajo Technical College (formerly Crownpoint Institute of Technology), Crownpoint, NM
- * San Jacinto College North, Houston, TX
- * Clinton Junior College, Rock Hill, SC
- * East Mississippi Community College, Scooba, MS

UNCFSP/NLM-HBCU ACCESS Project Spotlight: This spotlight features how HBCUs are implementing strategies to increase the use of the National Library of Medicine’s online databases on campus and in their communities.

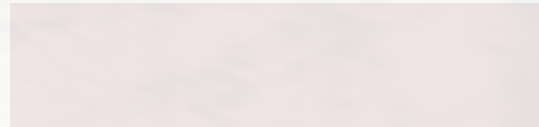
CENTER FOR ASSESSMENT, PLANNING, AND ACCOUNTABILITY (CAPA)

CAPA staff continued to provide services in evaluation, program monitoring, government accountability consulting, proposal development, data collection, and statistical analysis. CAPA conducted evaluations using qualitative and quantitative methods to improve programs, demonstrate effectiveness, and provide information required for decision-making processes; increased minority institutions' competitiveness for government funding through the inclusion of logic models and evaluation plans in proposals; and developed and participated in action research studies. Select examples include:

- * Developed multiple assessment instruments for the United Negro College Fund's Institute for Capacity Building (ICB) to inform on progress, including the creation of databooks with input from ICB executives and directors, program consultants, and grantees.
- * Collaborated with the Frederick D. Patterson Research Institute to conduct research on faculty development initiatives at UNCF member institutions. This research supported the ICB Curriculum and Faculty Enhancement Program.
- * In collaboration with a professor from Clark Atlanta University and staff from UNCFSP's Division of International Programs, conducted research and analyzed findings to produce a Title VI report for the U.S. Department of Education: "Minority Student Participation in International Programs and activities: Attitudes, Obstacles and Future Directions."
- * Conducted training at four conferences: 1) Mississippi Association for Institutional Research (focus on program evaluation and logic modeling), 2) Southern Association for Community College Research (focus on use of SPSS software), 3) Institute for Capacity Building Institutional Advancement Program (focus on logic models), and 4) Eastern Educational Research Society (focus on evaluation capacity building).
- * Supported UNCFSP programs, including: 1) developed survey and focus group protocols for the Campus-Community Policing Partnership Program to gather research data, 2) developed evaluation tools and conducted a Data Capture Project to enable the Institute for International Public Policy to document program outputs and outcomes, 3) developed a performance outcomes survey, collected data, and developed reports to increase the Division of Science and Technology's data-reporting efficiency for NASA-sponsored programs, and 4) presented on evaluation strategies and tools to UNCFSP/NLM-HBCU ACCESS Project participants.




Sample DVD Covers



CAPTIONS:

- * Voice Over Session for One of the SPTV Spotlights
- * Screenshot of the Second Keepin' It Real Talk Show



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