



EAGER Investigating Barriers and Strategies to Increase HBCU

Participation in STEM Education Research | **AWARD # 2131762**

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Audience: Faculty and Administrators | **Disciplinary Area:** STEM Education Research | **Learning Environment:** HBCUs

Project Description

This project provided empirical findings on factors that encourage participation of HBCUs in the DRL funding mechanisms and on successful approaches for HBCUs to obtain DRL funding. In addition, the project investigated what scaffolding would be helpful to HBCUs who are interested in fully and successfully participating in future DRL funding opportunities.

Key Achievements

- Phase one: Survey Instruments and Focus Group Scripts were developed and implemented. Phase two: Scenarios have been designed to engage with participants
- Even well funded HBCUs have almost no DRL funding
- For the 11 DRL funding mechanisms over 50% of participants have either never heard of funding mechanism or have heard but were not familiar with it.(AISL 54%)
- In the past 3 years participants engaged in efforts that have traditionally been taken to increase grant success (e.g. planning, grant writing workshops, grant review) with the range of participation from 56%-91%.
- High participation rates in these activities suggest that these types of supports are not adequately addressing grant success.
- 66% of participants indicated that they never interact with NSF DRL program officers. Of those who do interact with NSF DRL program officers, 52% were very satisfied with the responsiveness of the NSF personnel.
- Some participants indicated that they were encouraged by program officers to not apply for DRL funding mechanisms and instead apply for funding through the HBCU-UP program.

Access and Inclusion

Recruitment:

- Letters were sent to the 98 HBCUs
- Phone calls were made to institutions that did not reply to Presidential or later invitations.

Participants: (total n=81)

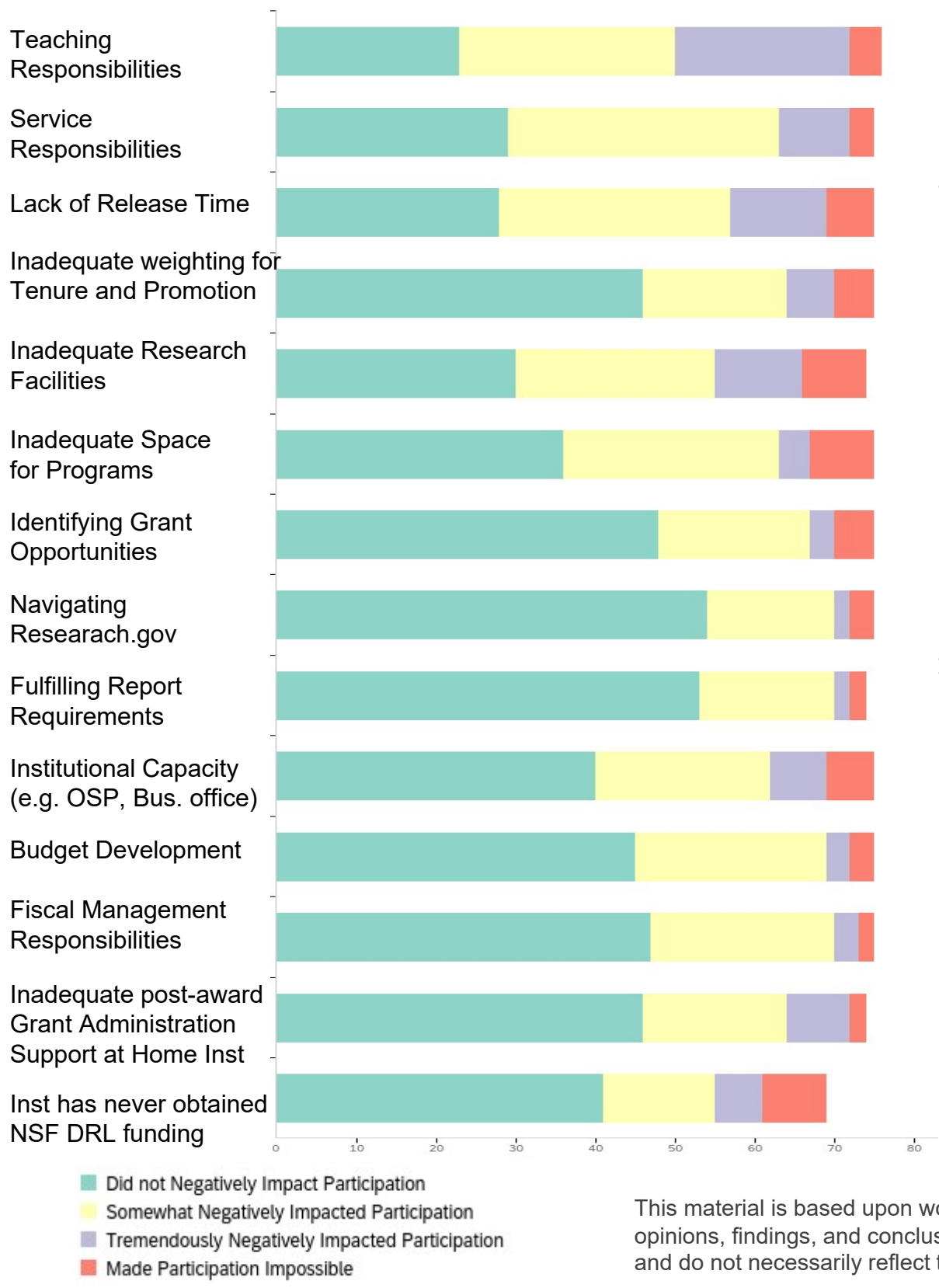
- Junior Faculty, Senior Faculty, Office of Sponsored Programs, and Senior Administrators.

Representation Across Institutional Factors:

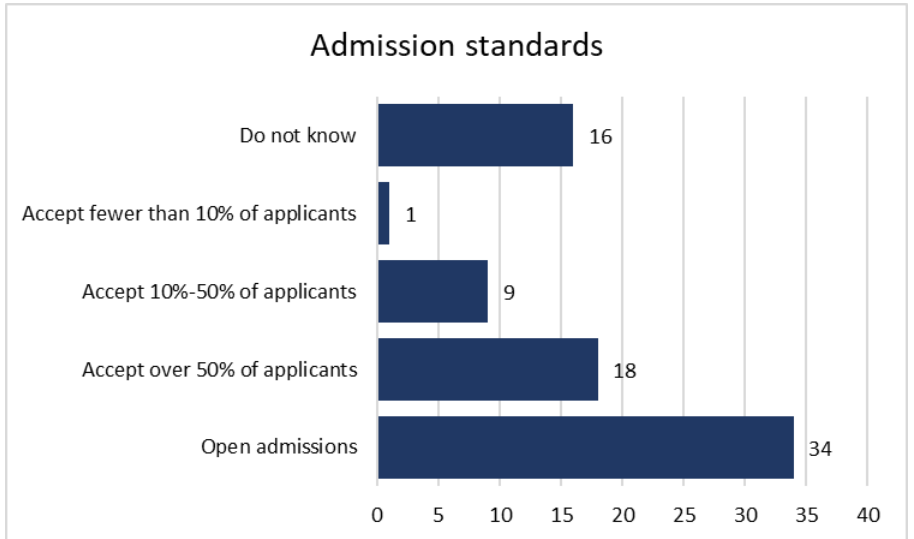
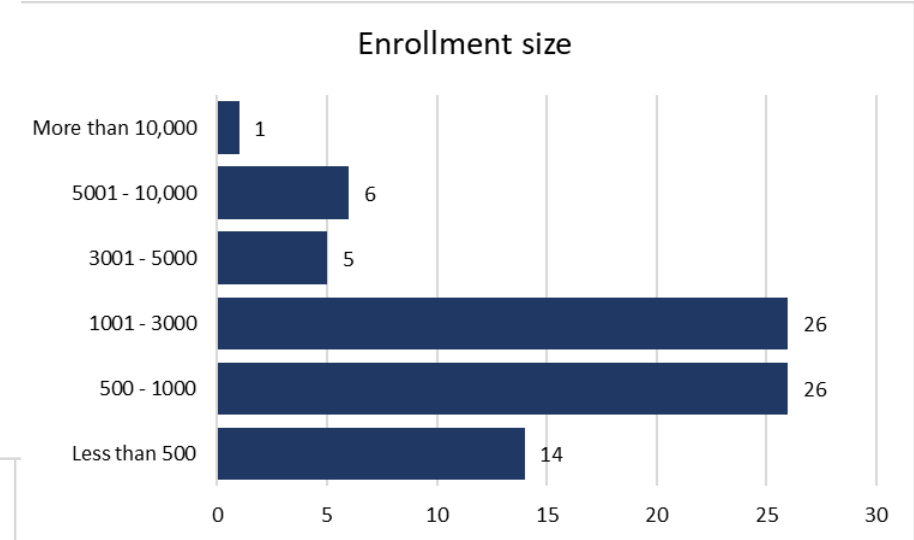
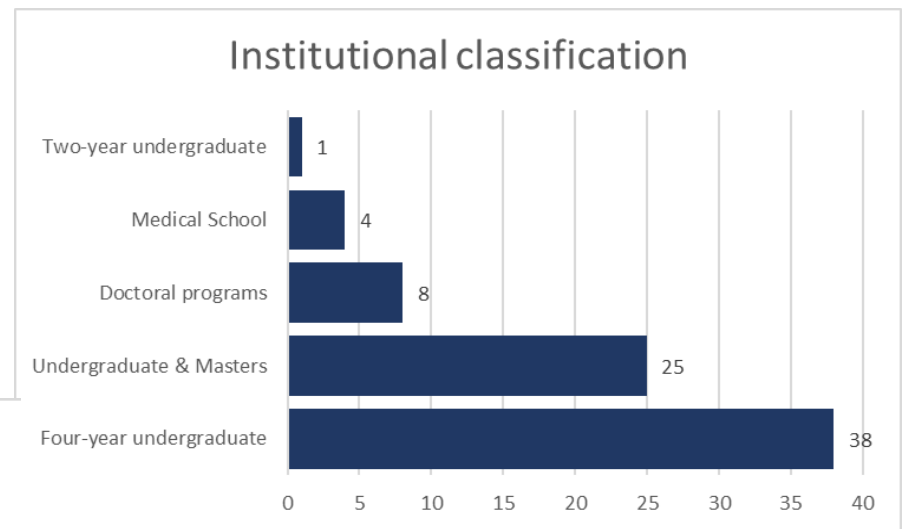
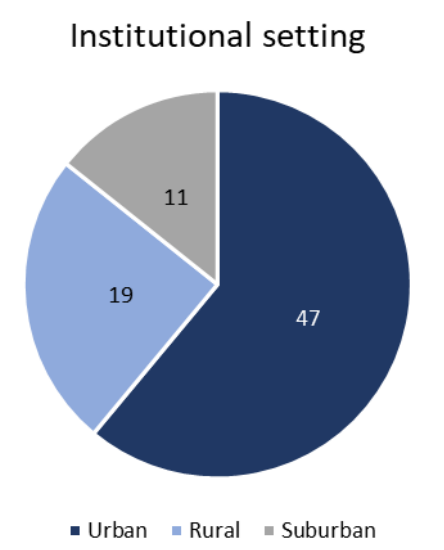
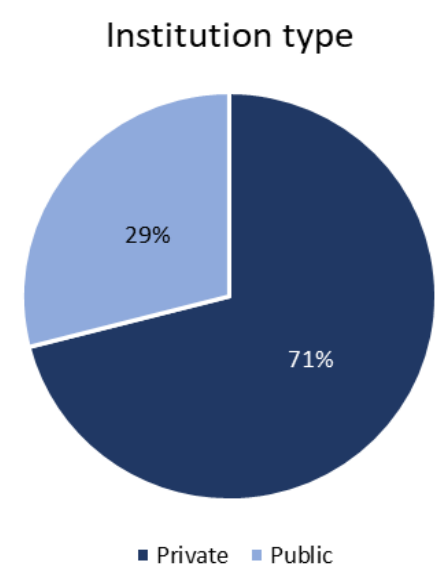
- Private vs public, Carnegie classification, Admissions standards, Enrollment size, Community setting
- Inclusion of well funded and non-funded institutions

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Barriers for participating in DRL funding mechanisms



Characteristics of HBCUs Participating in Project



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