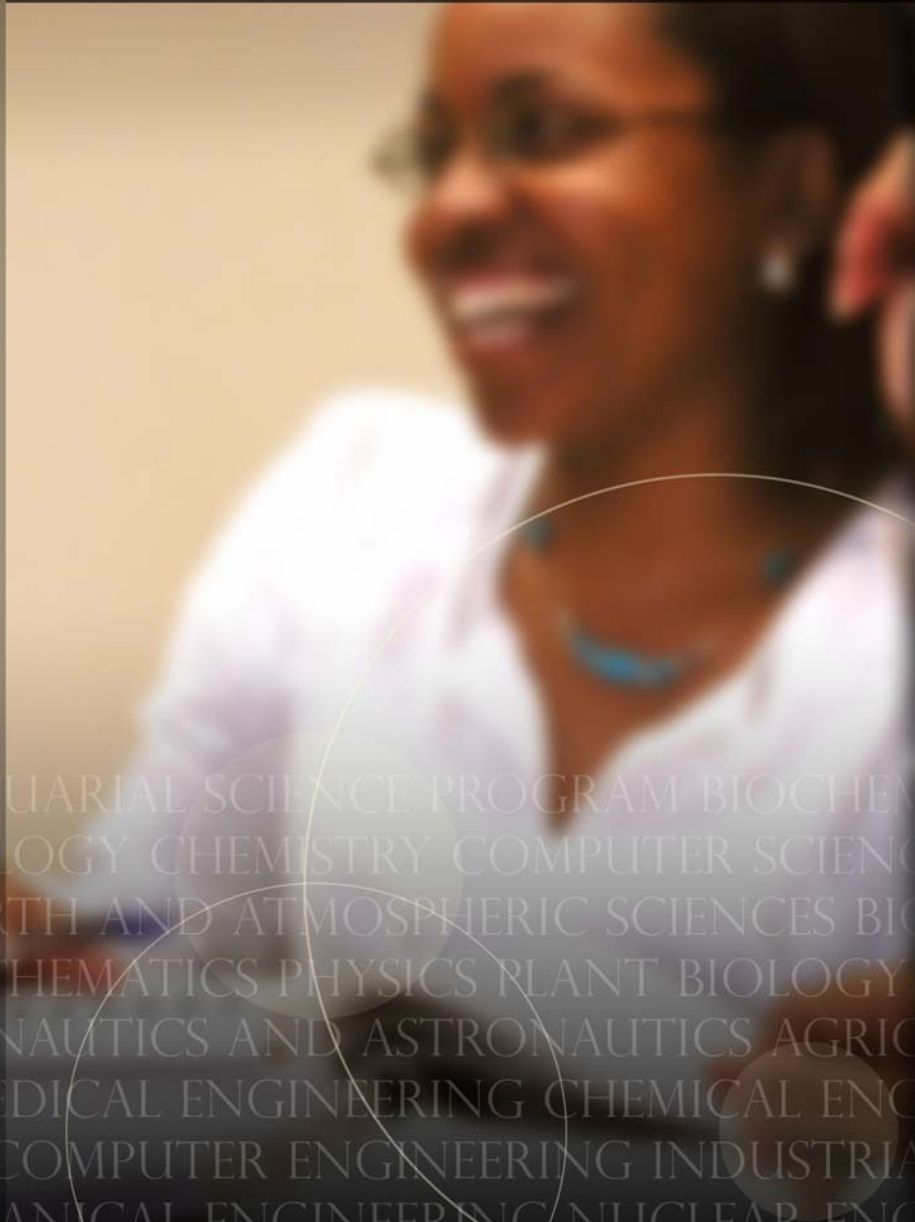


SLOAN GUIDE

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



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

SLOAN GUIDE

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

Dwight E. Lewis

**Director of Minority Programs
Office of the Graduate School
Purdue University
West Lafayette, Indiana**

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Preface

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

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

HOW TO USE THE GUIDE

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

Dwight E. Lewis
Director, Minority Programs
Purdue University
delewis@purdue.edu

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SLOAN GUIDE

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

Dwight E. Lewis

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

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

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

The guide will do the following for readers:

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

Section I

A Recruitment Process: A Plan for SLOAN Faculty

1. PREPARATION
2. PLANNING
3. SEARCH FOR PROSPECTS
4. CONTACT
5. OVERCOMING OBSTACLES
6. OBTAINING COMMITMENTS
7. MAINTAINING COMMITMENTS
8. POST-CONTACT ANALYSIS

1. PREPARATION

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

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

Be able to discuss the following topics.

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

2. PLANNING

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

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

Establish a target date for each objective.

3. SEARCH FOR PROSPECTS

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

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

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

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

4. CONTACT

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

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

5. OVERCOMING CONCERNS AND DOUBTS

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

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

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

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

Prepare a list of various ideas and solutions.

6. OBTAINING COMMITMENTS

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

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

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

7. MAINTAINING COMMITMENTS

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

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

8. POST-CONTACT ANALYSIS

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

After every recruitment year you should ask the following questions:

What did you do right?

What did you do wrong?

What could you do better in the future?

On which points did you waste your time?

On which points should you have spent more time?

What were the key points that secured commitments?

Could you have established a better rapport? How?

What objections were expressed?

Did you overcome the objections effectively?

What improvements do you feel you need to make?

What reasons did your prospects give for not making commitments?

Were you awkward in approaching your prospects or in making your presentation?

Did you ask for commitments or suggest action?

Section II

Arranging and Executing a Successful Student Visitation Program

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

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

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

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

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

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

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

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

Section III

Arranging a Recruitment Visit that will achieve Your Goals

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

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

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

Section IV

Using the Internet for Recruiting

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

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

Many books on e-recruiting give examples of how to create or enhance your school's recruiting Web site, how to attract the best candidates and locate the passive ones, and how to assess your applicants. Although it takes some technical expertise, time, and money to establish and maintain a Web site, the result is well worth the effort. The tools for creating Web sites have greatly improved and have become easier to use. One of these software tools, Flash MX, can be used to create Web sites that can deliver amazing graphics, video, and sound, and that communicate with databases.

At their current schools, most prospective graduate students have access to fast Internet connections that can handle more advanced Web sites. They expect an attractive, state-of-the-art Web site. They expect to be inspired, stimulated, and fully informed about the research at your institution. Your candidates want to read about cutting-edge ideas and research, presented with cutting-edge technology.

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

<http://kmgj.com/ss/home.html>

Section V

Recruiting with a Limited Budget and Staff

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

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

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

Section VI

The Model Admission Program

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

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

Section VII

Institutions that lead in sending their baccalaureates to Graduate School

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

Top PhDs Producers

Historically Black Colleges & Universities (HBCU)

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

Hispanic Serving Institution (HSI)

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

Native American

University of Oklahoma
Oklahoma State
University of California Berkeley
Northeastern State University
University of New Mexico

Section VIII

Locating the Students: Where are they going to School for their Baccalaureate Degrees? The Top 100

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

African American Baccalaureate All Disciplines

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

Hispanic Baccalaureate All Disciplines

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

Native American All Disciplines

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

Biological and Life Sciences

African American Baccalaureate Biological and Life Sciences

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

Hispanic Baccalaureate Biological and Life Sciences

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

Native American Baccalaureate

XI. Biological and Life Sciences

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

Engineering

African American Baccalaureate Engineering

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

Hispanic Baccalaureate Engineering

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

Native American Baccalaureate *XII. Engineering*

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

Physical Science Baccalaureates

African American Baccalaureate

XIII. Physical Sciences

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

Hispanic Baccalaureate

XIV. Physical Sciences

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

Section IX

The Major Organizations, Fairs, and Conferences

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

Sample Recruitment Travel Calendar from 2002

September

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

October

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

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

Oct. 23	University of San Diego	San Diego, CA
Oct. 24	Duke University	Durham, NC
Oct. 24	Bachelor Program Directors	Pittsburgh, PA
Oct. 24	Wayne State University	Detroit, MI
Oct. 24	Dillard University	New Orleans, LA
Oct. 24	San Diego State University	San Diego, CA
Oct. 24	University of Michigan at Dearborn	Dearborn, MI
Oct. 25	Xavier University	New Orleans, LA
Oct. 25	Point Loma University	San Diego, CA
Oct. 28	University of Illinois-Urbana Champaign	Champaign, IL
Oct. 28	University of California, Irvine	Irvine, CA
Oct. 28	Southern University	New Orleans, LA
Oct. 29	Trenton State College	Princeton, NJ
Oct. 29	California State University	Fullerton, CA
Oct. 29	Wayne State University	Detroit, MI
Oct. 30	University of Notre Dame	South Bend, IN
Oct. 30	University of Illinois, NOBCCHE Chapter	Urbana/Champaign, IL
Oct. 31	University of California-Santa Barbara	Santa Barbara, CA
Oct. 31	University of the Sciences in Philadelphia	Philadelphia, PA

November

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

Go to this web site to see an up to-date calendar: <http://www.rackham.umich.edu/Fellowships/trips.html>

Section X

The Program Directors

Sloan PhD Programs/Schools

West

Stanford University

ENGINEERING

Dr. Noe Lozano

Associate Dean of Student

Affairs and Diversity

Termon Building 208

School of Engineering

Stanford, CA 94305-4027

Phone: 650-723-9107

Fax: 650-723-5599

noe@stanford.edu

UC Berkeley

MECHANICAL ENGINEERING

Dr. Beatriz Lopez-Flores

Director

Graduate Advising, Diversity

Programs Engineering Dean Office

312 McLaughlin Hall

Berkeley, CA 94720-1720

Phone: 510-643-6443

Fax: 510-643-5600

cblf@coe.berkeley.edu

UC-DAVIS

CHEMISTRY

Dr. William Jackson

Chair

Department of Chemistry

Davis, CA 95616

Phone: 530-752-0504

wmjackson@ucdavis.edu

University of Arizona

GRADUATE COLLEGE

Maria Teresa Velez, Ph.D.

Associate Dean, Graduate

College

University of Arizona

Administration 302

Tucson, AZ 85721

Phone: (520) 621-7814

Fax: (520) 621-7112

mvelez@grad.arizona.edu

AEROSPACE AND MECHANICAL ENGINEERING

Dr. Alfonso Ortega

Associate Professor

PO Box 210119

1130 N. Mountain

RM N614

Tucson, AZ 85721-00119

Phone: 520-621-6787

Fax: 520-621-8191

ortega@u.arizona.edu

CHEMISTRY

Dr. Dominic McGrath

Department of Chemistry

University of Arizona

P.O. Box 210041

Tucson, AZ 85721-0041

Phone: 520-626-4690

Fax: 520-621-8407

mcgrath@u.arizona.edu

GEOSCIENCE

Dr. Karl Flessa

Professor of Geoscience

Gould-Simpson Building

Tucson, AZ 85721

Phone: 520-621-7336

Fax: 520-621-2672

kflessa@geo.arizona.edu

OPTICAL SCIENCES

Dr. Richard Shoemaker

Associate Director

Optical Sciences Center

1630 E. University Blvd.

Tucson, AZ 85721

Phone: 520-621-4111

Fax: 520-621-6778

shoemaker@optics.arizona.edu

RENEWABLE NATURAL RESOURCES

Dr. William Shaw

School of Renewable and Natural
Resources

University of Arizona

325 Biological Sciences East

Tucson, AZ 35721

Phone: 520-621-7265

wshaw@Ag.arizona.edu

SOIL, WATER AND ENVIRONMENTAL SCIENCE

Dr. Jeffrey Silvertooth

Department Chair

Department of Soil, Water and
Environmental Science

Shantz 429

University of Arizona

Tucson, AZ 85721

Phone: 520-621-7228

silver@Ag.arizona.edu

UNIVERSITY OF NEW MEXICO GEOSCIENCES

Dr. Yemane Asmerom

Department of Earth and Planetary
Sciences

341 Northrop Hall

Albuquerque, NM 87131

Phone: 505-277-4434

Fax: 505-277-8843

asmerom@unm.edu

**UNIVERSITY OF COLORADO
GEOSCIENCE**

Dr. David Budd
Department of Geological Sciences
Boulder, CO 80309 - 0399
Phone: 303-492-3988
Fax: 303-492-2606
budd@colorado.edu

**UNIVERSITY OF HOUSTON
INDUSTRIAL ENGINEERING**

Dr. Christopher Chung
Associate Professor
Department of Industrial Engineering
4800 Calhoun Street
E213-D3
Houston, TX 77204-4812
Phone: 713-743-4195
Fax: 713-743-4190
cchung@uh.edu

**NEW MEXICO STATE
UNIVERSITY
BIOCHEMISTRY**

Dr. Jeff Arterburn
Department of Chemistry and
Biochemistry
MSC 3C
New Mexico State University
Las Cruces, NM 88003
Tel: 505- 646-2738
jarterbu@nmsu.edu

BIOLOGICAL SCIENCES

Dr. Marvin Bernstein
Department of Biology
MSC 3AF
New Mexico State University
Las Cruces, NM 88003
Tel: 505-646-3823
mbernste@nmsu.edu

MATHEMATICS

Dr. David Finston
Department Head
Department of Mathematical
Sciences
P.O. Box 30001
Department 3MB
Las Cruces, NM 88003-8001
Phone: 505-646-3901

dfinston@nmsu.edu

MOLECULAR BIOLOGY

Dr. Glenn Kuehn
Department of Molecular Biology
Room W376
MSC 3MLS, Box 30001
Wendell Street and North
Horseshoe Drive
Las Cruces, NM 88003-8001
Phone: 505-646-1015
Fax: 505-646-6846
gkuehn@praseo.nmsu.edu

**RICE UNIVERSITY
COMPUTATIONAL AND APPLIED
MATHEMATICS, COMPUTER
SCIENCE, ELECTRICAL
ENGINEERING**

Dr. Richard Tapia
Noah Harding Professor
Department of Computational and
Applied Mathematics
MS 134
6100 Main St.
Houston, TX 77251-1892
Phone: 713-348-4049
Fax: 713-348-5318
rat@rice.edu

Dr. Cynthia Lanius
Department of Computational and
Applied Mathematics
MS-134
6100 Main St.
Houston, TX 77251-1892
Phone: 713-348-6122
Fax: 713-348-5318
lanius@cs.rice.edu

**UNIVERSITY OF TEXAS AT
AUSTIN
CHEMISTRY**

Dr. Jennifer Brodbelt
Professor and Graduate Advisor
Department of Chemistry and
Biochemistry
1 University Station A5300
Austin, TX, 78712-1167
Phone: 512-471-0028
Fax: 512-471-8696
jbrodbelt@mail.utexas.edu

TEXAS A&M UNIVERSITY

Aerospace, Biomedical, Civil,
Electrical, Industrial, Mechanical
Engineering, Computer Science,
Dr Karen Buter-Purry, Assistant
Dean for Graduate Programs,
College of Engineering,
204 Zachry Engineering Center,
College Station, TX 77843-3127
Phone: 979-862-8869
klbutler@eapo.tamu.edu

**UNIVERSITY OF TEXAS AT
SAN ANTONIO
NEUROSCIENCES**

Edwin J. Barea-Rodriguez
Neurobiology of Aging Lab
Department of Biology and Cajal
Neuroscience Research Center
6900 N. Loop 1604 West
San Antonio, TX 78249
Office: 210-458-5481
Fax: 210-458-7498
Lab: 210-458-4271
ebarea@utsa.edu

Dr. Joe L. Martinez, Jr.
Director, Cajal Neuroscience
Research Center
6900 N. Loop 1604 West
San Antonio, TX 78249
Phone: 210-458-5164
Fax: 210-458-7846
jmartinez@utsa.edu

**OKLAHOMA STATE
UNIVERSITY
BIOLOGICAL SCIENCES**

Dr. Gilbert John
Department of Microbiology and
Molecular Genetics
306 Life Science Building
Stillwater, OK 74078
Phone: 405-744-7914
ghjohn@okstate.edu

PHYSICS

Dr. David Peakheart
Department of Physics
145 Physical Sciences
Stillwater, OK 74078
Phone: 405-744-3862
Fax: 405-744-6811
pkheart@okway.okstate.edu

XVIII. Midwest

UNIVERSITY OF ILLINOIS MATERIALS SCIENCE

Dr. Jennifer Lewis
Associate Professor
Department of Materials Sciences
and Engineering
1304 West Green St.
Urbana, IL 61801
Phone: 217-244-4973
Fax: 217-244-6917
JALEWIS@STAFF.UIUC.EDU

UNIVERSITY OF IOWA MATHEMATICS

Dr. Philip Kutzko
Department of Mathematics
15 MLH
University of Iowa
Iowa City, IA 52242-1419
Phone: 319-335-0758
Fax: 319-335-0627
philip-kutzko@uiowa.edu

PURDUE UNIVERSITY BIOLOGICAL SCIENCES

Dr. Alan Konopka
Acting Head, Department of
Biological Sciences
1392 Lilly Hall of Life
West Lafayette, IN 47907-1392
Phone: 765-494-4407
Fax: 765-496-1495
akonopka@bilbo.bio.purdue.edu

CHEMISTRY

Mr. Dwight Lewis
Director of Minority Programs
The Graduate School
West Lafayette, IN 47906
Phone: 765-494-2598
Fax: 765-494-0136
delewis@purdue.edu

UNIVERSITY OF MICHIGAN CHEMISTRY

Dr. Adam Matzger
Chemistry Department
Room 2811 Chemistry
930 North University Ave.
Ann Arbor, MI 48109-1055
Phone: 734-615-6627
Fax: 734-615-8553
matzger@umich.edu

INDUSTRIAL AND OPERATIONS ENGINEERING

Dr. Mark Lewis
Department of Industrial and
Operations Engineering
University of Michigan
1205 Beal Ave.
Ann Arbor, MI 48109 - 2117
Phone: 734-763-0519
Fax: 734-763-3451
melewis@engin.edu

MICHIGAN STATE UNIVERSITY ENGINEERING

Dr. Percy Pierre
Department of Electrical and
Computer Engineering
College of Engineering
260 Engineering Building
East Lansing, MI 48824-1046
Phone: 517-432-5148
Fax: 517-432-1790
pierre@egr.msu.edu

Dr. Barbara O'Kelly
Specialist
Department of Electrical and
Computer Engineering
College of Engineering
2120 Engineering Building
East Lansing, MI 48824-1226
Phone: 517-353-5985
Fax: 517-353-1980
okelly@egr.msu.edu

UNIVERSITY OF KANSAS PHARMACOLOGY

Elizabeth M. Topp, Ph.D.
Director of Graduate Studies
Professor, Department of
Pharmaceutical Chemistry
University of Kansas
2095 Constant Ave
Lawrence, KS 66047-2504
Phone: 785-864-3644
Fax: 785-864-5736
topp@ku.edu

South

UNIVERSITY OF ALABAMA ENGINEERING

Dr. Jorge Aunon
Dean, College of Engineering

Huntsville, AL 35899
Phone: 256-824-6474
Fax: 256-824-6843
dean@eb.uah.edu

UNIVERSITY OF FLORIDA ENVIRONMENTAL ENGINEERING SCIENCES AND CIVIL AND COASTAL ENGINEERING

Dr. David Mazyck
Environmental Engineering
Sciences
AP Black Hall, Room 306
P.O. Box 116450
Gainesville, FL 32611-6450
Phone: 352-846-1039
Fax: 352-392-3076
dmazyck@ufl.edu

ENGINEERING - MATERIALS

University of Florida
Dr. Michael Kaufman
Department of Materials Science
and Engineering
135A Rhines Hall
University of Florida
Gainesville, FL 32611
Tel: 352-846-3320
Fax: 352-846-0403
mkauf@mse.ufl.edu

UNIVERSITY OF GEORGIA PHARMACOLOGY

Dr. Tony Capomacchia
Associate Professor and
Coordinator
Graduate Studies Program
Department of Pharmacology
and Toxicology
Athens, GA 30602
Phone: 706-542-5339
Fax: 706-542-5338
tcapomac@rx.uga.edu

DEPARTMENT OF ENVIRONMENTAL HEALTH SCIENCE

Dr Mary Alice Smith 206
Environmental Health Science
Building
Athens, GA 30602-2102
Phone: 706-542-1599
Fax: 706-542-7472
masmith@uga.edu

**NORTH CAROLINA A&T
STATE UNIVERSITY
INDUSTRIAL ENGINEERING**

Dr. Eui Park, Chair
Department of Industrial
Engineering
1601 East Market St.
Greensboro, NC 27411
Phone: 336-334-7780
Fax: 336-334-7729
park@ncat.edu

**GEORGIA INSTITUTE OF
TECHNOLOGY
AEROSPACE ENGINEERING**

Dr. Steve Ruffin
Associate Professor
School of Aerospace Engineering
Atlanta, GA 30332
Phone: 404-894-8200
Fax: 404-894-2760
stephen.ruffin@aerospace.gatech.edu

**LOUISIANA STATE
UNIVERSITY
PHYSICS AND ASTRONOMY**

Dr. Jorge Pullin
Department of Physics &
Astronomy
202 Nicholson Hall
Baton Rouge, LA 70803-4001
Phone: 225-578-0464
Fax: 814-863-9608
pullin@phys.lsu.edu

MEHARRY MEDICAL COLLEGE

Dr Maria Fatima Lima
Dean, School of Graduate Studies and
Research 1005 Dr D.B. Todd Jr. Blvd
Nashville, TN 37208-3599
Phone: 615-327-2933
Fax: 615-327-2933
Mflima@mail.mmc.edu

**UNIVERSITY OF MIAMI
MARINE AND ATMOSPHERIC
CHEMISTRY, MARINE BIOLOGY
AND FISHERIES, MARINE
GEOLOGY AND GEOPGYSICS,
AND METEOROLOGY AND
PHYSICAL OCEANOGRAPHY**

Dr. Frank Millero

Associate Dean
Rosenstiel School of Marine and
Atmospheric Science
University of Miami
4600 Rickenbacker Causeway
Miami, FL 33149-1098
Phone: 305-361-4155
Fax: 305-361-4771
fmillero@rsmas.miami.edu

**UNIVERSITY OF SOUTH
CAROLINA
BIOLOGICAL SCIENCES**

Dr. Bert Ely
Department of Biological Sciences
Columbia, SC 29208
Phone: 803-777-2768
ely@biol.sc.edu

BIOMEDICAL SCIENCES

Dr. Alvin Fox
Department of Microbiology and
Immunology
School of Medicine
University of South Carolina
Columbia, SC 29208
Phone: 803-733-3288
Fax: 803-733-3192
afox@gw.med.sc.edu

CHEMICAL ENGINEERING

Dr. Francis Gadala-Maria
Department of Chemical Engineering
Swearingen Engineering Center
Columbia, SC 29208
Phone: 803-777-3182
Fax: 803-777-8265
gadala-m@engr.sc.edu

CHEMISTRY AND BIOCHEMISTRY

Dr. Thomas Bryson
Department of Chemistry and
Biochemistry
Columbia, SC 29208
Phone: 803-777-2816
bryson@sc.edu

**CIVIL & ENVIRONMENTAL
ENGINEERING**

University of South Carolina
Dr. Kent Harries
Department of Civil and
Environmental Engineering
University of South Carolina
300 Main Street
Columbia, SC 29208
Tel: 803-777-0671

Fax: 803-777-0670
coopera@engr.sc.edu

GEOLOGICAL SCIENCES

Dr. Michael Howell
Department of Geological Sciences
Columbia, SC 29208
Phone: 803-777-6943
howell@geol.sc.edu

MARINE SCIENCE

Dr. Joseph Quattro
Marine Science Program
Columbia, SC 29208
Phone: 803-777-3240
quattro@mail.biol.sc.edu

MECHANICAL ENGINEERING

Dr. Jed Lyons
Department of Mechanical
Engineering
A132
Columbia, SC 29208
Phone: 803-777-9552
Fax: 803-777-0106
lyons@sc.edu

**UNIVERSITY OF NORTH
CAROLINA
CHEMISTRY**

Dr. Gary Glish
Director of Graduate Studies
Department of Chemistry
Chapel Hill, NC 27599-3290
Phone: 919-962-2303
Fax: 919-962-8037
glish@unc.edu

Northeast

**CITY COLLEGE OF THE CITY
UNIVERSITY OF NEW YORK
BIOENGINEERING**

Dr. Sheldon Weinbaum
CUNY Distinguished Professor
Department of Mechanical
Engineering
Convent Ave. at 138th St.
New York, NY 10031
Phone: 212-650-5202
Fax: 212-650-8013
weinbaum@me-mail.engr.cuny.cuny.edu

Mr. Laurent Mars
Administrative Director
Center for Biomedical Engineering
Room T-238
Convent Ave. and 140th Street
New York, NY 10031
Phone: 212-650-5283
Fax: 212-650-8013
mars@med3s0.engr.cuny.cuny.edu

CUNY Cont.
BIOLOGICAL SCIENCES

Dr. Carol Wood Moore
Medical Professor
Department of Microbiology and Immunology
The Sophie Davis School of Biomedical Education
City University of New York Medical School
Science Building, Room 919A
138th St. & Convent Avenue
New York, NY 10031
Phone: 212-650-6926
Fax: 212-650-7797
moore@med.cuny.edu

CHEMISTRY

Dr. Daniel Akins
Center for Analysis of Structures and Interfaces (CASI)
Convent Avenue and 138th Street
New York, NY 10031
Phone: 212-650-6953
Fax: 212-650-6848
akins@scisun.sci.cuny.cuny.edu

Dr. Ron Brown
Assistant Director
Center for Analysis of Structures and Interfaces (CASI)
Science Building, Room J1120
New York, NY 10031
Phone: 212-650-6953
Fax: 212-650-6848
rhbrown@scisun.sci.cuny.cuny.edu

CIVIL ENGINEERING

Dr. Reza Khanbilvardi
Center for Water Resources and Environmental Research
138th St. at Convent Avenue
New York, NY 10031
Phone: 212-650-8099
Fax: 212-650-8097
khanbilvardi@ccny.cuny.cuny.edu

CUNY MEDICAL SCHOOL

Dr Carol Wood Moore, Department of Microbiology and Immunology, The Sophia Davis School of Medical Education, City University Of New York Medical Education 138th St. Covent Ave. New York, NY 10031
Phone: 212-650-6926
Fax: 212-650-7797
moore@med.cuny.edu

MECHANICAL ENGINEERING
%CREST Center for Mesoscopic Modeling and Simulation
School of Engineering
Convent Avenue at 138th St.
Steinman Hall, Rm. 104
New York, NY 10031
Phone: 212-650-5439
watkins@ccny.cuny.edu

CORNELL UNIVERSITY
BIOMETRY,
APPLIED MATHEMATICS,
ECOLOGY AND EVOLUTIONARY
BIOLOGY, STATISTICS,
THEORETICAL AND APPLIED
MATHEMATICS

Professor of Mechanical & Aero Engineering
Dr. Zellman Warhaft
Associate Dean for Diversity
Biometrics Unit
244 Upson Hall
Ithaca, NY 14853-2201
Phone: 607-255-3898
Fax: 607-255-1222
zw16@cornell.edu

MASSACHUSETTS
INSTITUTE OF TECHNOLOGY
AERONAUTICS AND
ASTRONAUTICS

Dr. John Paul Clarke
Assistant Professor
School of Aeronautics and Astronautics
77 Massachusetts Ave.
Cambridge, MA 02139
Phone: 617-253-0904
Fax: 617-253-0361
johnpaul@mit.edu

UNIVERSITY OF DELAWARE
CHEMICAL ENGINEERING
Mark Barteau

Chairperson
Chemical Engineering
237 A Colburn Lab
Newark, DE 19716
Phone: 302-831-8905
Fax: 302-831-8201
barteau@che.udel.edu

UNIVERSITY OF MARYLAND
ENGINEERING

Dr. Darryl Pines
Department of Aerospace Engineering
3154 Engineering Classroom Building
College Park, MD 20742
Phone: 301-405-0263
Fax: 301-314-9001
djpterp@eng.umd.edu

MATERIALS SCIENCE

Dr. Otto Wilson
Department of Materials Science
Engineering Classroom Building
College Park, MD 20742
Phone: 301-405-0231
ottojr@eng.umd.edu

UNIVERSITY OF MEDICINE
AND DENTISTRY OF NEW
JERSEY

BIOMEDICAL SCIENCES

Dr. Nicholas A. Ingoglia
Professor of Pharmacology, Physiology & Neuroscience
Associate Dean, Graduate School of Biomedical Sciences-Newark
Director of the Masters in Biomedical Sciences Program
185 South Orange Avenue,
P.O. Box 1709
Newark, NJ 07101-1709
Phone: 973-972-4776
Fax: 973-972-7950
ingoglia@umdnj.edu

UNIVERSITY OF RHODE ISLAND

ANIMAL SCIENCE

Dr. Harold D. Bibb
Associate Dean, Graduate School
Graduate Studies Research &
Outreach
204 Quinn Hall
Kingston, RI 02881
Phone: 401-874-2262/2644
hbib@uri.edu

COMPUTER SCIENCE

Dr. Harold D Bibb
Department of Computer Sciences
and Statistics
Kingston, RI 02881
Phone: 401-874-4174
Fax: 401-874-4617
joan@cs.uri.edu

UNIVERSITY OF RHODE ISLAND Continued

NATURAL RESOURCES

Dr. Jose Amador
Department of Natural Resources
121 Greenhouses
Kingston, RI 02881
Phone: 401-874-2902
Fax: 401-874-4561
jam7740u@postoffice.uri.edu

GRADUATE SCHOOL OF OCEANOGRAPHY

Dr. Mark Wimbush
Narragansett Bay Campus
<http://www.nacme.org/sloan/schools.html>

Narragansett Bay, RI 02882-1197
Phone: 401-874-6515
Fax: 401-874-6728
markw@onogso.uri.edu

HOWARD UNIVERSITY MATHEMATICS

Dr. Louis Shapiro
Interim Chair
Department of Mathematics
2400 Sixth St. NW
P.O. Box 1071
Washington, D.C. 20059
Phone: 202-806-6830
Fax: 202-806-6831
lws@scs.howard.edu

PENNSYLVANIA STATE UNIVERSITY

ENGINEERING AND SCIENCE

Dr. Fred Cannon
Assistant Professor
Department of Civil and
Environmental Engineering
212 Sackett Building
University Park, PA 16802-1408
Phone: 814-863-8754
Fax: 814-863-7304
fcannon@psu.edu

UNIVERSITY OF PUERTO RICO - RIO PIEDRAS BIOLOGY

Dr. Alberto Sabat
Chair
Department of Biology
PO Box 23360
Rio Piedras, PR 00931-3360
Phone: 787-764-0000 x2113
Fax: 787-764-2610
asabat@upracd.upr.clu.edu

CHEMISTRY

Dr. Reginald Morales
Chair
Department of Chemistry
Rio Piedras, PR 00931
Phone: 787-764-0000 x3505
rmorale@upracd.upr.clu.edu

UNIVERSITY OF PUERTO RICO-MAYAGUEZ

CHEMICAL ENGINEERING

Dr Carlos Rinaldi, Assistant
Professor, Chemical Engineering
PO Box 9046 Mayaguez, PR.
00681-9046
Phone: 787-832-4040 x3585
crinaldi@upr.edu

Sloan Feeder Schools

Northeast

CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK BIOENGINEERING

Sheldon Weinbaum
CUNY Distinguished Professor
Department of Mechanical
Engineering
NY, NY 10031
Phone 212 650 5202
Fax 212 650 8103
weinbaum@me-mail.engr.ccny.cuny.edu

Laurent Mars
Center for Biomedical Engineering
Administrative Director
Room T-238
New York, NY 10031
Phone 212 650 5283
Fax 212 650 8013
mars@med3s0.engr.ccny.cuny.edu

CITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK CHEMISTRY

Dr. Daniel Akins
Center for Analysis of Structures
and Interfaces (CASI)
Convent Avenue and 138th Street
New York, NY 10031
Phone: 212-650-6953
Fax: 212-650-6848
akins@scisun.sci.ccny.cuny.edu

Dr. Ron Brown
Assistant Director
Center for Analysis of Structures
and Interfaces (CASI)
Science Building, Room J1120
New York, NY 10031
Phone: 212-650-6953
Fax: 212-650-6848
rbrown@scisun.sci.ccny.cuny.edu

CORNELL UNIVERSITY MATHEMATICS

Dr. Carlos Castillo-Chavez
Director, Mathematics and
Theoretical Biology Institute
435 Warren Hall
Ithaca, NY 14853-2201
Phone: 607-255-8103
FAX: 607-255-4698
cc32@cornell.edu

LINCOLN UNIVERSITY CHEMISTRY

Dr. S.C. SubbaRao
Chair, Department of Chemistry
Lincoln, PA 19352
Phone 610 932 1222
Fax 610 932 6884
ssubbarao@lu.lincoln.edu

South

NORTH CAROLINA A&T STATE UNIVERSITY PHYSICS

Dr. Caesar Jackson
Associate Dean, College of Arts
and Sciences
Greensboro, NC 27411
Phone 336 334 7646
Fax 336 334 7173
jackson@dayton.tunl.duke.edu

NORTH CAROLINA A&T STATE UNIVERSITY INDUSTRIAL ENGINEERING

Dr. Eui Park
**Chair, Department of Industrial
Engineering**
**Department of Industrial
Engineering**
1601 Market St.
Greensboro, NC 27411
Phone 336 334 7780

Fax 336 334 7729
park@ncat.edu

Islands

UNIVERSITY OF PUERTO RICO, MAYAGUEZ BIOLOGY

Dr. Mildred Chaparro
Department of Biology
Mayaguez, PR 00681-5000
Phone 782 832 4040 ext 2514
m_chaparro@rumac.upr.clu.edu

CHEMICAL ENGINEERING

Dr. Julio Briano
Department of Chemical
Engineering
Mayaguez, PR 00681-5000
Phone 787 832 4040
Fax 787 833 1961
j_briano@rumac.uprm.edu

CHEMISTRY

Dr. Doris Ramirez - Soto
Professor
Department of Chemistry
Mayaguez, PR 00681
Phone 787 832 4040 ext 3138
marc@darwin.upr.clu.edu

CIVIL ENGINEERING

Dr. Didier Valdes-Diaz
Assistant Professor
Department of Civil Engineering
PO Box 9041
Mayaguez, PR 00681
dvaldes@uprm.edu

<http://www.nacme.org/sloan/feed-become.html>

Initiative for Minority Student Development (IMSD) Schools

Northwest

Montana

Dr. James A. McMillan
Director, AIRO Program
**Montana State University,
Bozeman**
312 Roberts Hall,
P.O. Box 173925
Bozeman, MT 59717-3925
Tel: 406-994-5847
Fax: 406-994-5559
jamc@montana.edu

Washington

Dr. Patrick S. Stayton
Department of
Bioengineering
University of Washington
421 Bagley Hall, Box 351721
Seattle, WA 98195-1721
Tel: 206-685-8148
Fax: 206-685-8256
stayton@u.washington.edu

West

Arizona

Dr. Maria T. Velez
Graduate College
University of Arizona
1401 East University Boulevard
P.O. Box 210066
Tucson, AZ 85721-0066
Tel: 520-621-7814
Fax: 520-621-7112
mvelez@u.arizona.edu

Dr. Kiisa Nishikawa
Department of Biological
Sciences
Northern Arizona University
Box 5640
Flagstaff, AZ 86011-5640
Tel: 520-523-9497
Fax: 520-523-7500
kiisa.nishikawa@nau.edu

California

Dr. Bruce Weber
Department of Chemistry and
Biochemistry
**California State University,
Fullerton**
800 North State College
Boulevard
Fullerton, CA 92834-6866
Tel: 714-278-3621
Fax: 714-278-5316
bhweber@fullerton.edu

Dr. Marco Lopez
Department of Chemistry and
Biochemistry
**California State University,
Long Beach**
1250 Bellflower Boulevard
Long Beach, CA 90840-3903
Tel: 562-985-
4905/4942/1514
Fax: 562-985-8557
lopezm@csulb.edu

Dr. Marino A. De Leon
Department of Physiology
Loma Linda University
Center for Molecular Biology
and Gene Therapy
Loma Linda, CA 92354
Tel: 909-558-8777
Fax: 909-558-0177
mdeleon@som.llu.edu

Dr. Christina Wang
Department of Medicine
General Study Research
Center
Harbor-UCLA Medical Center
1000 West Carson Street,
Box 16
Torrance, CA 90509
Tel: 310-222-2503
Fax: 310-553-6972
wang@gcrc.humc.edu

Dr. Vernon Avila
Biology Department

San Diego State University
5500 Campanile Drive
San Diego, CA 92182-4614
Tel: 619-594-3744/7030
Fax: 619-594-5676
vavila@sunstroke.sdsu.edu

Dr. Merna R. Villarejo
Division of Biological
Sciences
**University of California,
Davis**
1 Shields Avenue
Davis, CA 95616
Tel: 530-752-6281
Fax: 530-752-8592
mrvillarejo@ucdavis.edu

Dr. Luis P. Villarreal
Department of Molecular
Biology and Biochemistry
**University of California,
Irvine**
3232 Biological Science 2
Irvine, CA 92697
Tel: 949-824-6074
Fax: 949-824-8551
lpvillar@uci.edu

Dr. Richard L. Weiss
Department of Chemistry and
Biochemistry
**University of California,
Los Angeles**
405 Hilgard Avenue
Los Angeles, CA 90095-1569
Tel: 310-825-3621
Fax: 310-206-5213
weiss@chem.ucla.edu

Dr. Richard Attiyeh
Graduate Studies and
Research
**University of California,
San Diego**
9500 Gilman Drive
La Jolla, CA 92093-0003
Tel: 619-534-3871
Fax: 619-534-3868
rattiyeh@ucsd.edu

Dr. Karen Nelson
**University of California,
San Francisco**
500 Parnassus Avenue
Millberry Union, 200 West
San Francisco, CA 94143-0244
Tel: 415-476-9716
Fax: 415-476-9690
Nelson@saa.ucsf.edu

Dr. Barry Bowman
Department of Biology
**University of California,
Santa Cruz**
1156 High Street
426 Sinsheimer Labs
Santa Cruz, CA 95064
Tel: 408-459-2245
Fax: 408-459-3139
bowman@biology.ucsc.edu

Hawaii

Dr. Healani Chang
Pacific Biomedical Research
Center
**University of Hawaii at
Manoa**
1993 East West Road,
Room A-251
Honolulu, HI 96822
Tel: 808-956-8268
Fax: 808-956-2892
healani@pbrc.hawaii.edu

Michigan

Dr. Joseph Dunbar
Department of Physiology
Wayne State University
5374 Scott Hall
540 East Canfield
Detroit, MI 48201
Tel: 313-577-1520
Fax: 313-577-5494
jdunbar@med.wayne.edu

Minnesota

Dr. Richard McGee
Mayo Graduate School
Mayo Foundation
200 First Street, SW
Rochester, MN 55905
Tel: 507-284-0339
Fax: 507-284-0999
rmcgee@mayo.edu

Missouri

Dr. Gerald M. Buening
Department of Veterinary
Pathobiology
**University of Missouri,
Columbia**
201 Connaway Hall
Columbia, MO 65211-5130
Tel: 314-882-6550
Fax: 314-884-5414
bueningg@missouri.edu

Midwest

Illinois

Dr. Carole Kenner
College of Nursing
**University of Illinois at
Chicago**
845 South Damen Avenue
Office 110
Chicago, IL 60612-7350
Tel: 312-996-5706
Fax: 312-996-8066
ckenner@uic.edu

Indiana

Dr. Cathi Eagan
Assistant Dean of Research
& the University Graduate
School
Indiana University
803 East 8th Street
Higgins Hall
Bloomington, IN 47405
Tel: 812-855-4003
Fax: 812-855-8741
Eagan@indiana.edu

Mr. Dwight Lewis
Graduate School
Purdue University
170 Young Graduate House
Suite 180
West Lafayette, IN 47906-
6208
Tel: 765-494-3232
Fax: 765-494-0136
delewis@grad.purdue.edu

Iowa

Dr. Peter Nathan
Division of Psychology
University of Iowa
East 119 Seashore Hall
Iowa City, IA 52242
Tel: 319-335-2427
Fax: 319-335-0191
peter-nathan@uiowa.edu

Kansas

Dr. James Orr
Division of Biological
Sciences
University of Kansas
1200 Sunyside/Haworth Hall
Lawrence, KS 66045
Tel: 785-864-5885
Fax: 785-864-5321
jorr@ukans.edu

South

Arkansas

Dr. William Willingham
**University of Arkansas at
Pine Bluff**
Research Center, Mail Slot
4978
1200 North University Drive
Pine Bluff, AR 71601
Tel: 870-575-8054
Fax: 870-543-8055
fitzpatric_p@uapb.edu

Mississippi

Dr. John S. Williamson
School of Pharmacy
Department of Medicinal
Chemistry
University of Mississippi
417 Faser Hall
University, MS 38677
Tel: 662-915-7142
Fax: 662-915-5638
mcjsw@olemiss.edu

North Carolina

Dr. Alex Williamson
Department of Chemistry
**North Carolina A & T State
University**
1601 East Market Street
Greensboro, NC 27411
Tel: 336-334-7601, ext. 2002
Fax: 336-334-7124
alex@ncat.edu

Dr. Henry T. Frierson
School of Education
**University of North
Carolina, Chapel Hill**
Peabody Hall
CB# 3500
Chapel Hill, NC 27599-4010
Tel: 919-962-7507
Fax: 919-962-1533
ht_frierson@unc.edu

Oklahoma

Dr. James B. Blair
Department of Biochemistry
and Molecular Biology
Oklahoma State University
246 Noble Research Center
Stillwater, OK 74078-3035
Tel: 405-744-6189
Fax: 405-744-7799
jblair@okway.okstate.edu

Texas

Dr. Gayle R. Slaughter
Office of the Graduate

School
Baylor College of Medicine
One Baylor Plaza, N 204L
Houston, TX 77030
Tel: 713-798-6644
Fax: 713-798-6325
gayles@bcm.tmc.edu

Dr. Lynda Uphouse
MBRS Program
Texas Woman's University
P.O. Box 425799
Denton, TX 76204-5799
Tel: 940-898-2356/3328
Fax: 940-898-2382
Luphouse@twu.edu

Dr. Damon C. Herbert
Cellular and Structural
Biology
**University of Texas Health
Science Center at San
Antonio**
7703 Floyd Curl Drive, Mail
Code 7762
San Antonio, TX 78229-3900
Tel: 210-567-3845
Fax: 210-567-3803
herbert@uthscsa.edu

Dr. Cary Cooper
Graduate School of
Biomedical Sciences
**University of Texas
Medical Branch**
4.429 Levin Hall
Galveston, TX 77555-0136
Tel: 409-772-2665
Fax: 409-747-0772
ccooper@utmb.edu

Northeast

Maryland

Dr. Michael F. Summers
Howard Hughes Medical
Institute
Department of Chemistry and
Biochemistry
**University of Maryland,
Baltimore County**

1000 Hilltop Circle
Baltimore, MD 21250
Tel: 410-455-2527
Fax: 410-455-1174
summers@hhmi.umbc.edu

Massachusetts

Dr. Louise Ryan
Department of Biostatistics
**Harvard School of Public
Health**
677 Huntington Avenue,
Room 409
Boston, MA 02115
Tel: 617-432-1056
Fax: 617-739-1781
lryan@biostat.harvard.edu

New Jersey

Dr. Ann Cali
Professor, Department of
Biological Sciences
Director, Minority Biomedical
Research Support Program
Graduate School-Newark
**Rutgers, The State
University of New Jersey**
360 Martin Luther King, Jr.,
Boulevard
Hill Hall, Room 404
Newark, NJ 07102
Tel: 973-353-5364/5772
Fax: 973-353-1007/1191
anncali@andromeda.rutgers.edu

Dr. Michael J. Leibowitz
Department of Molecular
Genetics and Microbiology
Robert Wood Johnson
Medical School
**University of Medicine and
Dentistry of New Jersey**
675 Hoes Lane
Piscataway, NJ 08854-5635
Tel: 732-235-4099
Fax: 732-235-5223
leibowit@umdnj.edu

New York

Dr. Timothy H. Carter
Department of Biological
Sciences

St. John's University

8000 Utopia Parkway
Jamaica, NY 11439
Tel: 718-990-6269/1656
Fax: 718-990-5958
cartert@stjohns.edu

Pennsylvania

Dr. Norman P. Willett
Department of Microbiology
and Immunology

**Temple University School of
Medicine**

3400 North Broad Street
Philadelphia, PA 19140
Tel: 215-707-4905
Fax: 215-707-7788
willettn@astro.ocis.temple.edu

<http://www.nigms.nih.gov/funding/imsd.html>

McNair Program Schools

Northwest

The McNair Scholars Program at **University of Montana**

Faith Price
faith@selway.umt.edu
McNair Scholars Program,
University of Montana,
Missoula, MT 59812
(406) 243-4907

OSU McNair Scholars Program at **Oregon State University***

Ataa Akyeampong
akyeampa@ucs.orst.edu
337 Waldo Hall,
Oregon State University,
Corvallis, OR 97331
(541) 737-3923

McNair Scholars Program

Gail Unruh
gqunruh@oregon.uoregon.edu
1213 **University of Oregon**,
Eugene, OR 97403-1213
(541) 346-2182

McNair Scholars Program at **Central Washington University**

Virginia B. Mack
mackv@cwu.edu
mcnair@cwu.edu
400 E. University Way
Elensburg, WA 98926-7439
(509) 963-2793

McNair Scholars at **Eastern Washington University**

Karen McKinney
kmckinney@ewu.edu
107 Monroe Hall,
Cheney, WA 99004-2431
(509) 359-2471

Ronald E. McNair Program at **University of Washington**

Vega Subramaniam
uwmcnair@u.washington.edu
Box 355845
Seattle, WA 98195
(206) 543-6460

WSU McNair Achievement Program at **Washington State University**

Steven R. Burkett
sburkett@wsu.edu
P.O. Box 641062
Pullman, WA 99164-1062
(509) 335-7702

McNair Scholars Program at **University of Wyoming**

Dick Naumann
dnaumann@uwyo.edu
Univ. of Wyoming, Box 3808,
Laramie, WY 82071-3808
(307) 766-6189

West

McNair Achievement Program (MAP) at **University Of Arizona/ Tucson**

Lee Fulmer
slf@u.arizona.edu
1031 N. Mountain
University of Arizona
Tucson, AZ 8572
(520) 626-7475

McNair Scholars Program at **Embry-Riddle Aeronautical University**

David Viger
viger992@erau.edu
3700 Willow Creek Rd.
Prescott, AZ 86301
(928) 777-3860

McNair Scholars Program at **California State Polytechnic University**

Frank J. Torres
fjtorres@csupomona.edu
3501 W. Temple Ave.
Pomona, CA 91786
(909) 869-3501

Ronald E. McNair Post-Baccalaureate Achievement Program at **California State University/ Fresno**

Millie Byers/Marie Fisk
marief@csufresno.edu
5048 N. Jackson Ave.,
M/S LS44,
Fresno, CA 93740-8022
(559) 278-2946

McNair Scholars Program at **California State University/ Fullerton**

Gerald L. Bryant
gbryant@fullerton.edu
800 N. State College Blvd.
UH-125
Fullerton, CA 92834
(714) 278-7364

McNair Scholars at **California State University/ Long Beach**

Cherryl F. Arnold
carnoldm@csulb.edu
1250 Bellflower Blvd.
LA1-119
Long Beach, CA. 90840
(562) 985-4886

McNair Scholars/SROP at **California State University/ Los Angeles**

David Godoy
davidg@cslanet.calstatela.edu
5151 State University Drive
Los Angeles, CA. 90032
(323) 343-3103

CSUS McNair Scholars Program at **California State University/ Sacramento**

Suzanne Gerbasi
gerbasis@skymail.csus.edu
6000 J Street,
Sacramento, CA, 95819-6054
(916) 278-5118

McNair Scholars Program at
**California State University/
San Bernardino**

Roy R. Ramon
rramon@csusb.edu
5500 University Parkway,
AD 143
San Bernardino, CA 92407
(909) 880-7344

McNair Scholars Programs at
Claremont Graduate University*

Charmaine Jackson
charmaine.jackson@cgu.edu
160 E. Tenth Street,
Claremont, CA 91711
(909) 621-8577

SDSU McNair Scholars Program
at **San Diego State University**

Veronica Bejar
vbejar@sciences.sdsu.edu
5500 Campanile Dr.,
San Diego, CA 92182-4635
(619) 594-1473

McNair Scholars Program at **San
Jose State University**

Connie Baker
cbaker@sjsu.edu
One Washington Square,
San Jose, CA 95192-0127
(408) 924-2540

McNair Scholars Program at UC
Berkeley

University of California/ Berkeley
Harold Campbell, Ph.D.
HCampbel@uclink.berkeley.edu
2515 Channing Way
Berkeley CA 94720-2410
(510) 643-9569

McNair Scholars Program at
University of California/ Davis*

Ellen Robert
erobert@ucdavis.edu
1 Shields Ave. TB 206
Davis, CA 95616
(530) 754-9777

**University of California at
Irvine**

Kika Friend
kfriend@uci.edu
107 Rockwell Engineering
Center Irvine CA 92697
(949) 824-2363

McNair Program at **University of
California/ San Diego**

Dr. Norienne Saign
nsaign@ucsd.edu
9500 Gilman Dr., Dept. 0074
La Jolla, CA 92093-0074
(858) 534-2937

The USC McNair Scholars Program
at **University of Southern Cal**

Hadassah Lynn Foster
hlfoster@usc.edu
3601 Watt Way, GFS315,
Los Angeles, CA 90089-1695
(213) 740-8702

McNair Scholars Program at
Colorado State University

Anne Wilcox
awilcox@lamar.colostate.edu
Graduate School,
Colorado State University,
Fort Collins, CO 80523
(970) 491-3702

Ronald E. McNair
Postbaccalaureate Achievement
Program at **University of
Colorado/Boulder**

Kent Wagner
William.Wagner@colorado.edu
Willard Administrative Center
CB 107
Boulder, CO 80309
(303) 492-3729

McNair Scholars Program at
University of Northern Colorado

Kim Black
kim.black@unco.edu
Campus Box 85
University of Northern Colorado
Greeley, CO 80639
(970) 351-2744

Chaminade University

McNair Scholars Program at
Honolulu

Ellen Shimakawa
eshimaka@chaminade.edu
3140 Waiialae Ave.,
Honolulu, HI 96816
(808) 735-4803

Ronald E. McNair Post-
Baccalaureate Achievement
Program at **New Mexico State
University, Las Cruces**

Margaret A. Mendoza
marmendo@nmsu.edu
Dept. 5278, Box 30001,
Las Cruces, NM, 88005-8001
(505) 646-7799

**University of New Mexico,
Albuquerque**, New Mexico

Tim E. Gutierrez
programs@unm.edu
Mesa Vista Hall, rm. 3045
Albuquerque, NM 87131
(505) 277-3096

McNair Scholars Institute at
**University of Nevada Las
Vegas***

William Sullivan, Ph.D.
wsullivan@ccmail.nevada.edu
4505 Maryland Pkwy.,
Box 452006,
Las Vegas, NV 89154
(702) 895-4777

Midwest

Ronald E. McNair Program at
Iowa State University

Maisha Rudison
mrudison@iastate.edu
222 Beardshear Hall,
Ames, IA 50011
(515) 294-1386

McNair Scholars Program at
University of Northern Iowa

Reygan Freeney
reygan.freeney@uni.edu
214 Student Service Center,
Cedar Falls, IA 50614-0388
(319) 273-2284

Project of Excellence at **Chicago State University**

Patricia A. George
PA-George1@csu.edu
9501 So. M. L. King Drive
Chicago, IL 60628
(773) 995-3864

McNair Scholars Program at **DePaul University**

Michael Aldarondo-Jeffries
maldaron@depaul.edu
2320 North Kenmore Ave,
SAC 166
Chicago, IL 60614
(773) 325-4715

McNair Early Entry Fellowship Program at **Knox College**

Mona E. Dugo
lbouchar@knox.edu
McNair Program K-208,
Knox College,
2 E. South St.,
Galesburg, IL 61401
(309) 341-7226

University of Chicago*

Yvette F. Adeosun
y-adeosun@uchicago.edu
5801 S. Ellis Ave.
(773) 702-7774

McNair Scholars Program at **University of Illinois/ Chicago**

Lunaire D. Ford (L)
1200 W. Harrison,
Suite 2790, (M/C 190)
Chicago, IL 60607
(312) 413-0430

McNair Scholars Research Institute at **University of Illinois/ Urbana/Champaign**

Michael L. Jeffries
mjeffrie@uiuc.edu
Minority Student Affairs
610 East John Street
Champaign, IL 61820
(217) 333-0054

Ronald E. McNair Post Baccalaureate Achievement Project at **Indiana State University**

Tony Brewer
sacbrew@ruby.indstate.edu
Indiana State University,
Gillum Hall 2nd Floor,
Terre Haute, IN
(812) 237-7915

McNair Scholars Program at **Indiana University**

Cathi Eagan
eagan@indiana.edu
Indiana University-Bloomington,
803 E. 8th Street,
Bloomington, Indiana 47408
(812) 855-4003

McNair Achievement Program at **Purdue University**

Roy Hamilton
hamilton@calumet.purdue.edu
2200 173rd Avenue,
Hammond, IN 46404
(219) 989.2779

CANDAX-ME at University of Notre Dame

Prof. Mario Borelli
borelli.1@nd.edu
236 Security Bldg.,
Notre Dame, IN 46556
(219) 631-7514

Kansas State University

Lora J. Boyer
mcnair@ksu.edu
201 Holton Hall,
Manhattan KS 66506
(785) 532-6137

McNair Scholars Program at **University of Kansas**

Tanya Kooi
kooi@ku.edu
1122 West Campus Road,
305 JRP,
Lawrence, KS 66045-3101
(785) 864-3412

McNair Scholars Program at **Wichita State University**

LaWanda Holt-Fields
LaWanda.Fields@Wichita.edu
Wichita State University 1845
Fairmount Wichita, KS 67260-0
(316) 978-3139

KSU McNair Scholars Program at **Kent State University***

Dr. Melody K. Baker, Director
mbaker@kent.edu
Research and Graduate Studies,
P.O. Box 5190,
Kent, OH 44122
(330) 672-3401

Oberlin College Ronald E. McNair Postbaccalaureate Program

Clovis L. White
clovis.white@oberlin.edu
10 N. Professor St.,
Oberlin College,
Oberlin, Ohio 44074
(440) 775-6971

McNair Scholars Program at **University of Akron**

Dr. C. Elizabeth Walker
cecile@uakron.edu
McNair Scholars Program,
The University of Akron,
Polsky Building 451,
Akron, OH 44325-2101
(330) 972-2135

Central Michigan University

Linda Holoman
holom1lm@cmich.edu
Foust Hall 205,
Mt. Pleasant, MI 48859
(517) 774-1138

Grand Valley State University

Arnie Smith Alexander
smithala@gvsu.edu
230 STU, 1 Campus Drive,
Allendale MI 49401-9403
(616) 895-3441

McNair/SROP Scholars Program at **Michigan State University***

Nettavia D. Curry
curry@msu.edu
209 Bessey Hall,
East Lansing, MI 48824
(517) 353-5210

Ronald E. McNair Post Baccalaureate Achievement Program at **Siena Heights University**

Dr. N. Branch-Kanno
Nkanno@sienahts.edu
1247 E. Siena Heights Drive
Adrian, MI 49221
(517) 264-7160

Ronald E. McNair Post-Baccalaureate Scholars Program at Western Michigan University

Maxine Gilling
maxine.gilling@wmich.edu
204A Ellworth Hall
Kalamazoo, MI 49008-5201
(269)387-3391

McNair Scholars Program at **Augsburg College**

Dixie Shafer
shafer@augsborg.edu
2211 Riverside Ave,
Minneapolis, MN 55454
(612) 330-1447

McNair Scholars Program at **College of St Scholastica***

Kathleen Cargill, Director
kcargill@css.edu
Box 2549,
1200 Kenwood Avenue,
Duluth, MN 55811
(218) 723-5910

Ronald E. McNair Post Baccalaureate Achievement Program at **University of Minnesota/ Minneapolis***

Sharyn Schelske
schel002@maroon
220 Appleby Hall,
Minneapolis, MN. 55455
(612) 625-0772

McNair Central Achievers Program at **Central Missouri State University**

Mary Alice Lyon, Director, TRIO Programs
lyon@cmsu1.cmsu.edu
Humphreys 127,
Warrensburg, MO 64093
(660) 543-4061

McNair Scholars Program at **Saint Louis University***

Mitchell Lee
mcnair@slu.edu
221 N Grand Blvd
St. Louis University
St. Louis, MO 63103
(314) 977-3321

Truman State University

Dr. Emmanuel Nnadozie
ennadozi@truman.edu
Adair Building,
Truman State University,
Kirksville, MO 63501
(660) 785-5393

McNair Scholars Program at **University of Missouri**

Dr. Vicki M. Curby
curbyv@missouri.edu
536 Clark Hall,
University of Missouri,
Columbia, MO 65211
(573) 882-1962

McNair Scholars Program at **North Dakota State University**

Kay Modin
kay.modin@ndsu.nodak.edu
332 Ceres Hall
North Dakota State University
Fargo, ND 58105-5625
(701) 231-8029

Ronald E. McNair Program at **University of North Dakota**

Patrice Giese
patrice_giese@mail.und.nodak.edu
P.O. Box 9027,
Grand Forks, ND 58202
(701) 777-4910

The McNair Project at **University of Nebraska/ Lincoln**
Vaughn N. Robertson
vrobertson1@unl.edu
220 Canfield Admn. B1
University of Nebraska
Lincoln, NB 68182
(402) 472-7737

South

UAB Ronald E. McNair Post Baccalaureate Achievement Program

Joan F. Lorden
lorden@uab.edu
University of Alabama at Birmingham,
AB 770G,
1530 3rd Ave.
Birmingham, AL
(205) 975-8852

The University of Alabama McNair Scholars Program at **University of Alabama/ Tuscaloosa**

Jacqueline V. Morgan
jmorgan@sa.ua.edu
The University of Alabama,
Box 870304,
Tuscaloosa, AL 35487-
(205) 348-0572

McNair Scholars Program at **University of Arkansas/ Little Rock**

Yvonne Croston
ymcroston@ualr.edu
2801 S. University Ave.
ADS 115
Little Rock, AR 72201
(501) 569-8747

Ronald McNair Scholars Program University of **Arkansas/ Pine Bluff**

Dr. V. Cortez Henderson
henderson_vc@vx4500.uapb
Mail Slot 4915,
Pine Bluff, AR 71611
(870) 575-8515

FAMU McNair Program at Florida A & M University

Lisa McClelland
lmccllland@istal.com
McNair Programs,
Florida A&M University,
Tallahassee, FL 32307
(850) 599-8401

The Ronald E. McNair Scholars Program at University of Florida/ Gainesville

Dovie J. Gamble, Ph.D.
dgamble@ufl.edu
P.O. Box 115500,
115 Grinter Hall
University of Florida
Gainesville, FL 32611
(352) 392-6444

USF McNair Scholars Program at University of South Florida

Dr. Jose Hernandez
jhernand@admin.usf.edu
4202 E. Fowler Ave. SVC 2049,
Tampa, FL 33620-5054
(813) 974-1605

McNair Achievement Program at Georgia Southern University

Mrs. Mary Woods
mwoods@gasou.edu
P.O. Box 8063,
Georgia Southern University,
Statesboro, GA 30460
(912) 871-1435

Georgia State University

C.T. Cummings
oeoctc@langate.gsu.edu
Georgia State University,
Atlanta, Ga 30303
(404) 651-2464

LSU McNair Program at Louisiana State University A & M

Connie C. Stelly, Director
cstelly@lsu.edu
Ronald E. McNair Program
334 Hatcher Hall
Baton Rouge, LA 70803
(225) 578-4321

Lafayette McNair Program at University of Southwestern Louisiana*

Joseph Cotton
jmc8984@louisiana.edu
P. O. Box 43452,
Lafayette, LA 70504
(337) 482-6088

McNair Program at Jackson State University

Dr. Debra Buchanan
debra.buchanan@ccaix.jsums.edu
Post Office Box 17118
Jackson, MS 39217
(601) 979-4275

Ronald E. McNair Post Baccalaureate Achievement Program at University of Mississippi*

Demetria Hereford
OR Donald Cole
dherefor@olemiss.edu
OR dcole@olemiss.edu
Somerville 100
University of Mississippi
University, MS 38677
(662) 915-1179

The McNair Post Baccalaureate Scholars Achievement Program at University of Southern Mississippi

Ms. Susan Bourland
susan.bourland@usm.edu
University of Southern
Mississippi
Box 10022,
Hattiesburg, MS 39406-0022
(601) 266-6910

McNair Scholars Program at Elizabeth City State University

Dr. Cheryl J. Lewis
cjlewis@mail.ecsu.edu
Elizabeth City State University,
1704 Weeksville Rd.,
Elizabeth City, NC 27909
(252) 335-3494

The Ronald E. McNair Program at North Carolina A&T State University

Rubye M. Reid
reidrm@ncat.edu
1601 East Market Street,
Greensboro, NC27411
(336) 334-7109

University of North Carolina/ Charlotte

Banita Brown
bwbrown@email.uncc.edu
Department of Chemistry
University of North Carolina at
Charlotte
Charlotte, NC 28223
(704) 687-4843

McNair Scholars Program at Cameron University

Suzanne H. Aplin
McNair_Scholars@cameron.edu
2800 W. Gore Blvd.,
Lawton, OK 73505
(580)581-2352

McNair Scholars Program at East Central University

Pat Sutton
psutton@mailclerk.ecok.edu
Box 76S ECU Adm. Bld,
East Central University
Ada, OK 64820
(580) 310-5295

McNair Scholars Post-baccalaureate Achievement Scholars Program at University of Central Oklahoma

Cheryl Murdock
cmurdock@ucok.edu
100 N. University Drive,
Edmond, OK 73034
(405) 973-3601

McNair Scholars Program at University of Oklahoma

Shannon Freeman, Director
sgfreeman@ou.edu
900 Asp Avenue, Suite 370,
Norman, Oklahoma 73019
(405) 325-1468

USC TRIO Ronald E. McNair
Program at **University of South
Carolina***

Paul L. Beasley
pbeasley@gwm.sc.edu
BTW Auditorium
Columbia, SC 29208
(803) 777-5125

Ronald McNair
Postbaccalaureate Achievement
Program at **East Tennessee
State University***

Michelle L. Hurley
hurleym@access.etsu.edu
East Tennessee State University
P.O. Box 70580
Johnson City, TN. 37614
(423) 439-4879

McNair Scholars Program at
**Middle Tennessee State
University**

Linda D. Brown
lbrown@mtsu.edu
P.O. Box 301
Murfreesboro, TN 37132
(615) 904-8462

UTK Ronald McNair Program at
**University of Tennessee/
Knoxville***

Dr. Ronald McFadden
mcfadden@utk.edu
Ronald McNair Program
201 Aconda Court
Knoxville, TN 37996
(865) 974-7900

Memphis McNair Program at
**University of Tennessee/
Memphis***

Leroy O. Moore
lomoore@utmem.edu
790 Madison Ave. #311
Memphis, TN 38163
(901) 448-4791

McNair Scholars Program at
Abilene Christian University
Gordon Dowell
gordon.dowell@mcnair.acu.edu
Box 29205,

Abilene Christian University
Abilene, TX 79699
(915) 674-2838

McNair Scholars Program at
Lamar University

Wendy McBryde
mcbrydews@hal.lamar.edu
P.O. Box 10887,
Beaumont, Texas 77710
(409) 880-7835

McNair Scholars Program at **Our
Lady of The Lake University***

Susan Ramos-Sossaman
ramos@lake.ollusa.edu
411 SW 24th Street,
San Antonio, TX 78207
(210) 434-6711 ext 590

Special Programs at **Texas A &
M University/ Kingsville**

Mary L. Gonzalez
kamlp00@tamuk.edu
Texas A & M University
700 University Blvd
MSC 181
Kingsville, TX 78363
(361) 593-2018

TCU Ronald E. McNair Scholars
Program at **Texas Christian
University**

Yolanda Hughes
y.hughes@tcu.edu
Box 297760,
Texas Christian University
Fort Worth, TX 76129
(817) 257-7946

Texas Tech University McNair
Scholars Program at **Texas
Tech University - Lubbock**

Kelly A. Powell
k.powell@ttu.edu
Box 41010
Lubbock, TX 79409-1010
(806) 742-1095

Texas Woman's University
McNair Scholars Program at
Texas Woman's University
Judy Elias

jelias@twu.edu
P.O. Box 425965,
Denton, TX 76204-5965
(940) 898-3365

University of North Texas

Ronald E. McNair Program
Judy Morris
jmorris@coefs.coe.unt.edu
TRIO Center for Student
Development
P.O. Box 310888
University of North Texas
Denton, TX 76203-0888
(940) 565 3681

UNTHSC-FW McNair Program at
**University of North Texas/ Fort
Worth**

Robert L. Kaman, J.D., Ph.D.
kamanr@hsc.unt.edu
Office of Outreach,
UNTHSC-FW,
3500 Camp Bowie Blvd,
Fort Worth, TX 76107
(817) 735-2670

McNair Scholars Program at
University of Texas/ Arlington

Dr. Joan Reinhardt
mcnair@uta.edu
McNair Scholars Program/SOAR
Learning Center
122 Hammond Hall
Box 19509
Texas University at Arlington
Arlington, TX 76019-0509
(817) 272-3715

UTEP McNair Scholars Program
at **University of Texas/ El Paso**

Dr. Charles H. Ambler
jpynes@utep.edu
LART 326
500 W. University
El Paso, TX 79968
(915) 747-8948

McNair Scholars Program at
University of The Incarnate Word
Dr. Frank Ayala Jr.
franka@universe.uiwtx.edu
Univ. of the Incarnate Word,
4301 Broadway
San Antonio, TX 78209
(210) 829-2791

WTAMU McNair Scholars at
**West Texas A & M University/
Canyon**
Mike Cook
mcook@mail.wtamu.edu
WTAMU Box 60875
Canyon, TX 79016
(806) 651-5296

Ronald E. McNair Post
Baccalaureate Achievement
Program at **Hampton University**
Edward J. Pyatt
edward.pyatt@hamptonu.edu
School of Business
Hampton University
Hampton, VA 23668
(757) 727-5860

Ronald E. McNair
Postbaccalaureate Achievement
Program at **Virginia
Polytechnic Institute and State**
Miya T. Simpson
misimpso@vt.edu
Center for Academic Enrichment
and Excellence
122 Hillcrest Hall (0260)
Blacksburg, VA 24061
(540) 231-4133

Concord McNair Program at
Concord College
Kristin P. Jenkins
kjenkins@concord.edu
POBox 1000-D145
Concord College
Athens, WV 24712
(304) 384-6020

WVU McNair Scholars Program
at **West Virginia University,
Morgantown**
Calvin Masilela

amayer2@wvu.edu
PO Box 6121
710 Allen Hall
Morgantown, WV 26506-6121
(304) 293-4316

Northeast

McNair Program at **American
University**
Adey Stembridge
adeyste@american.edu
mcnair@american.edu
School of Education
College of Arts and Sciences
American University
McKinley Hall 109,
4400 Massachusetts Ave., NW
Washington, D.C.20016
(202) 885-3797

Ronald E. McNair
Postbaccalaureate Achievement
Program at **Howard University**
Orlando L. Taylor
otaylor@howard.edu
Graduate School,
Howard University
Washington, DC 20059
(202) 806-6800

McNair Scholars Program at
Brandeis University*
Lesola Morgan
mcnair@brandeis.edu
Student Enrichment Services
PO Box 549110,
MS 073
415 South Street
Waltham, MA 02454
(781) 736-3462

The McNair Scholars Program
Salem State College*
Dr. Patricia Cedeno-Zamor
pzamor@salemstate.edu
Salem State College
352 Lafayette Street
Salem, MA 01970
(978) 542-6364
Edwin Gomes
Edwin.gomes@salemstate.edu

(978) 542-6772

McNair Fellowship Program at
**University of Massachusetts/
Boston**
Millicent Riggins
Millicent.Riggins@umb.edu
100 Morrissey Blvd.
Boston, MA 02125-3393
(617) 287-5780

Bowie State University, Ronald
E. McNair Postbaccalaureate
Achievement Program at **Bowie
State University**
Donald E. Knight
dknight@bowiestate.edu
14000 Jericho Park Road
Bowie, Maryland 20715
(301) 860.4094

Ronald E. McNair
postbaccalaureate Achievement
Program at **Coppin State College**
Ron L. Collins, Sr.
roncollins@wye.coppin.edu
mcnairprogram@coppin.edu
2500 W. North Avenue
Baltimore, MD 21216
(410) 951-3392

UMBC Ronald E. McNair Post-
Baccalaureate Achievement
Program at **University of
Maryland/ Baltimore County**
Cynthia M. Hill
chill@umbc.edu
UMBC, 211 M/P,
1000 Hilltop Circle,
Baltimore, MD 21250
(410) 455.3277

Ronald E. McNair Post
Baccalaureate Achievement
Program at **University of
Maryland/ College Park***
Nthakoana Peko
np5@umail.umd.edu
3216 J. M. Patterson,
College Park, MD 20742
(301) 405-4749

McNair Achievement Program at
New Jersey Institute of Technology
Ms. Zara Williams
williamsz@adm.njit.edu
University Heights
200 Kupfrian Hall,
Newark, NJ 07102-1982
(973) 596-5590

Ronald E. McNair
Postbaccalaureate Achievement
Program at **Rutgers, The State University of New Jersey**
Dr. Muriel A. S. Grimmett
grimmett@rci.rutgers.edu
Room 302
19 College Ave.
New Brunswick, NJ 08901
(732) 932-1292 or 1294

Clarkson University McNair
Scholars at **Clarkson University**
Catherine M. Clark
clarkcm@clarkson.edu
Box 5801
Clarkson University
Potsdam, NY 13699
(315) 268-3951

Hunter College Ronald E.
McNair Scholars Program
CUNY/ Hunter College
Louis Ray
louisray@aol.com
Hunter College
695 Park Ave., #1215 East
New York, NY 10021
(212) 772-4823

The Ronald E. McNair Post
Baccalaureate Achievement
Program at
CUNY/ John Jay College
Ernest Lee
jjmcnair@jjay.cuny.edu
John Jay College of Criminal
Justice,
445 West 59 Street,
New York, N.Y.
(212) 237-8760

Ronald E. McNair Program at
Lehman College
Gary Schwartz
schwartz@lehman.cuny.edu
128 Carman College
250 Bedford Pk.Blvd.W.
Bronx NY 10468-158
(718) 960-8667/8968

Project ASCEND/McNair at
CUNY/ The Graduate School,
Beth H. Stickney
BStickney@gc.cuny.edu
365 Fifth Avenue, Suite 3300
New York, NY 10016
(212) 817-1828

McNair Scholars Program at
CUNY/ York College
Charmaine Murray
scutari@york.cuny.edu
Jamaica, NY 11451
(718) 242-2052

McNair Scholar Program at
Mercy College
Dr. Elaine Paris
eparis@mercynet.edu
555 Broadway
Dobbs Ferry, NY 10522
(914) 674-7520

McNair Scholars Program at **St. John's University**
Beverly Fields
fieldsb@stjohns.edu
8000 Utopia Pkwy
Jamaica, NY 11439
(718) 990-5862

Ronald McNair Post-
Baccalaureate Achievement
Program at **Suny/ Albany***
Joan A. Foderingham
jfoderingham@uamail.albany.edu
1400 Washington Avenue LI 94D,
Albany, NY 12222
(518) 437-4437

McNair Scholars Program at
SUNY/ Binghamton
Cecil Walters
cwalters@binghamton.edu
McNair Scholars Program,

PO Box 6000
Binghamton University
Binghamton, NY 13902
(607) 777-6594

Ronald E McNair Program at
SUNY/ Brockport
Barbara Thompson
bthompo@brockport.edu
C-18 Cooper Hall,
SUNY Brockport,
Brockport, NY 14420
(716) 395-2367

Ronald E. McNair Post-
Baccalaureate Achievement
Program at **SUNY/ Buffalo**
Cecil O'Neil Walters
cwalters@buffalo.edu
Office for Student Development
University at Buffalo
220 Norton Hall
Buffalo, NY 14260
(716) 645-2732

Buffalo State McNair Scholars
Program at **SUNY/ Buffalo State College**
Sandra D. Washington
washinsd@buffalostate.edu
275 Science Building
Buffalo, New York 14222
(716) 878-3411

McNair Scholars Program at
SUNY College at Fredonia
Kimberly Gladden
gladden@fredonia.edu
E251 Thompson Hall
SUNY Fredonia
Fredonia, NY 14063
(716) 673-4741

McNair Program at **Syracuse University***
Horace H. Smith
hsmith@syr.edu
317 Bowne Hall
Syracuse University
Syracuse, NY 13244
(315) 443-5936

University of Rochester
McNair Program
Beth Olivares
mcnair@cc.rochester.edu
PO Box 270415,
Rochester, NY 14627
(716) 275-7531

McNair Scholars Program at
Pennsylvania State University
Teresa Tassotti
txt6@psu.edu
100 Spruce Cottage,
University Park, PA 16802
(814) 863-1095

McNair Scholars at **University**
of Pennsylvania
Dr. Malcolm Bonner
mbonner@pobox.upenn.edu
120 College Hall, Suite 122
Philadelphia, PA 19104
(215) 898-3115

Ronald McNair Faculty-in-
Training Program at **Temple**
University
Sonja Siler
siler@vm.temple.edu
204 Vivacqua Hall,
Temple University,
Philadelphia, PA 19102
(215) 204-8023

<http://www-mcnair.berkeley.edu/mcloc.xcgi?listedaddr>

Minority Access to Research Careers (MARC) Schools

West

Dr. Joaquin Bustoz
Department of Mathematics
Arizona State University
P.O. Box 871804
Tempe, AZ 85287-1804
Tel: (480) 965-1690
Fax: (480) 965-0330
bustoz@asu.edu

Dr. Marc E. Tischler
Minority Access to Research
Careers Department
Department of Biochemistry and
Molecular Biophysics
University of Arizona
Tucson, AZ 85724-5042
Tel: (520) 626-6130
Fax: (520) 626-2110
tischler@email.arizona.edu

Dr. Thomas D. Landefeld
College of Arts and Sciences
**California State University,
Dominguez Hills**
1000 E. Victoria Street
Carson, CA 90747-0001
Tel: (310) 243-3389
Fax: (310) 516-2468
tlandefeld@cas.csudh.edu

Dr. Robert Koch
Department of Biological
Sciences
**California State University,
Fullerton**
800 N Street Coll Boulevard
P.O. Box 6580
Fullerton, CA 92834-6580
Tel: (714) 278-3637
Fax: (714) 278-3426
rkoch@fullerton.edu

Dr. Roger Bauer
College of Natural Sciences
**California State University,
Long Beach**
1250 Bellflower Boulevard

Long Beach, CA 90840
Tel: (562) 985-8640
Fax: (562) 985-2315
rdbauer@csulb.edu

Dr. Carlos Gutierrez
Department of Chemistry and
Biochemistry
**California State University,
Los Angeles**
5151 State University Drive
Los Angeles, CA 90032
Tel: (323) 343-2356/2395
Fax: (323) 343-6411
cgutier@calstatela.edu

Dr. Maria Elena Zavala
Department of Biology
**California State University,
Northridge**
18111 Nordhoff Street
Northridge, CA 91330-8303
Tel: (818) 677-3342
Fax: (818) 677-5915
mariaelena.zavala@csun.edu

Dr. Annette Bower
Department of Biological
Sciences
Mount St. Mary's College
12001 Chalon Road
Los Angeles, CA 90049
Tel: (310) 954-4061/4062
Fax: (310) 954-4379
abower@msmc.la.edu

Dr. Catherine J. Atkins-Kaplan
College of Sciences
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-4616
Tel: (619) 594-5350
Fax: (619) 594-3590
catkins@sunstroke.sdsu.edu

Dr. Frank Bayliss
Department of Biology
**San Francisco State
University**

1600 Holloway Avenue
San Francisco, CA 94132
Tel: (415) 338-1071
Fax: (415) 338-0927
fbayl@sfsu.edu

Dr. Herbert Silber
Department of Chemistry
San Jose State University
1 Washington Square
San Jose, CA 95192-0101
Tel: (408) 924-4954
Fax: (408) 924-4950
hbsilber@sjsuvm1.sjsu.edu

Dr. Renato Aguilera
Department of Biology
**University of California, Los
Angeles**
2301 Life Science Building
Box 951606
Los Angeles, CA 90095-1606
Tel: (310) 825-3724
Fax: (310) 206-3987
renato@ucla.edu

Dr. Leo Ortiz
Department of Biology
**University of California, Santa
Cruz**
1156 High Street
Santa Cruz, CA 95064
Tel: (831) 459-2247
Fax: (831) 459-4882
ortiz@biology.ucsc.edu

Jolinda Traugh
Department of Biochemistry
**University of California,
Riverside**
Riverside, CA 92521
Tel: (909) 787-4239
Fax: (909) 787-3590
jolinda.traugh@ucr.edu

Dr. Nasir Ahmed
Office of Assoc. Provost for
Res.

University of New Mexico
Scholes Hall
Albuquerque, NM 87131
Tel: (505) 277-6128
Fax: (505) 277-5567
ahmed@unm.edu

Dr. Michael Johnson
Department of Chemistry and
Biochemistry
New Mexico State University
P.O. Box 30001
Las Cruces, NM 88003
Tel: (505) 646-4041
Fax: (505) 646-2394
johnson@nmsu.edu

Midwest

Dr. David L. Njus
Department of Biological
Sciences
Wayne State University
3111 Biological Sciences
Detroit, MI 48202
Tel: (313) 577-2294
Fax: (313) 577-2653
dnjus@wayne.edu

South

Dr. Karen Scissum-Gunn
Department of Biological
Sciences
Alabama State University
915 South Jackson Street
Montgomery, AL 36101-0271
Tel: (334) 229-4301/4186
Fax: (334) 229-4288
kgunn@asunet.als.edu

Dr. Charlotte Carter
Department of Mathematics &
Sciences
Stillman College
3600 Stillman Boulevard
Tuscaloosa, AL 35401
Tel: (205) 366-8942

Fax: (205) 366-8996
ccarter@stillman.edu

Dr. Charles Bigger
College of Arts and Sciences
**Florida International
University**
Department of Biological
Sciences
Miami, FL 33199
Tel: (305) 348-3100
Fax: (305) 348-1986
biggerc@fiu.edu

Dr. John Karen Frei
School of Natural and Health
Sciences
Department of Biology
Barry University
11300 NE 2nd Avenue
Miami Shores, FL 33161
Tel: (305) 899-3182
Fax: (305) 899-3225
jfrei@mail.barry.edu

Dr. Isabella Finkelstein
Department of Biology
Clark Atlanta University
223 James P. Brawley Drive, SW
Atlanta, GA 30314
Tel: (404) 880-8131
Fax: (404) 880-6181
ifinkels@cau.edu

Dr. M.A. Himaya
Department of Biological
Sciences
Grambling State University
Campus Box 4211
Grambling, LA 71245
Tel: (318) 274-3149 or
(318) 742-6695
Fax: (318) 274-2724 or (318)
742-6695
himaya@alpha0.gram.edu

Dr. Teresa Birdwhistell
Department of Chemistry
Xavier University of Louisiana
7325 Palmetto Street
New Orleans, LA 70125

Tel: (504) 483-7370
Fax: (504) 485-7942
tbirdwhi@xula.edu
Dr. Abram H. Dunbar
Department of Biology
Alcorn State University
1000 ASU Drive #870
Lorman, MS 39096
Tel: (601) 877-6239
Fax: (601) 877-3989
ahdunbar@lorman.alcorn.edu

Dr. Richard H. Sullivan
Department of Chemistry
Jackson State University
1400 J.R. Lynch Street
P.O. Box 17910
Jackson, MS 39217
Tel: (601) 968-2171
Fax: (601) 973-3730
sullivan@tiger.jsums.edu

Dr. Giovina D. Chinchar
Department of Biology
Tougaloo College
500 W. County Line Road
Tougaloo, MS 39174
Tel: (601) 977-7780
Fax: (601) 977-6174
giovina.chinchar@tougaloo.edu

Dr. James Williams
Department of Biology
**North Carolina A & T State
University**
Barnes Hall
1601 East Market Street
Greensboro, NC 27411
Tel: (336) 334-7908
Fax: (336) 334-7105
jameswil@ncat.edu

Dr. Elwood Robinson
Department of Psychology
**North Carolina Central
University**
1801 Fayetteville Street
Durham, NC 27707
Tel: (919) 560-5077
Fax: (919) 560-5380
robin@wpo.nccu.edu

Dr. Prem S. Kahlon
Department of Biological
Sciences
Tennessee State University
3500 John A. Merritt Boulevard
Nashville, TN 37209-1561
Tel: (615) 963-5784
Fax: (615) 963-5785
pkahlon@tnstate.edu

Dr. Jose M. Cimadevilla
Department of Biological
Sciences
St. Mary's University
One Camino Santa Maria
San Antonio, TX 78228-8557
Tel: (210) 436-3555
Fax: (210) 431-6746
miguel@stmarytx.edu

Dr. Keith Pannell
Department of Chemistry
The University of Texas at El Paso
Physical Sciences Building
El Paso, TX 79968-0513
Tel: (915) 747-5796
Fax: (915) 747-5748
kpannell@utep.edu

Dr. Andrew Martinez
Division of Life Sciences
The University of Texas at San Antonio
Science Building, Room 40246
6900 North Loop 1604 West
San Antonio, TX 78249
Tel: (210) 458-4184
Fax: (210) 458-5765
amartinez@utsa.edu

Northeast

Dr. Fatma Helmy
Department of Biology
Delaware State University
1200 N. Dupont Highway
Dover, DE 19901
Tel: (302) 857-6514/6513

Fax: (302) 857-7483
fhelmy@dsc.edu

Dr. Norman S. Kondo
Department of Chemistry and
Physics
University of the District of Columbia
Van Ness Campus
4200 Connecticut Avenue, NW
Washington, DC 20008
Tel: (202) 274-7426
Fax: (202) 274-7466
nkondo@udc.edu

Dr. Theodora J. Robinson
Professor of Biology
Dean, School of Computer,
Mathematical and Natural
Sciences
Morgan State University
1700 East Cold Spring Lane
Baltimore, MD 21251
Tel: (443) 885-4515
Fax: (443) 319-3628
jrobinso@morgan.edu

Dr. Lasse A. Lindahl
Department of Biological
Sciences
**University of Maryland,
Baltimore County**
1000 Hilltop Circle
Baltimore, MD 21250
Tel: (410) 455-2996
Fax: (410) 455-3875
lindahl@umbc.edu

Dr. Joseph Okoh
Department of Natural Sciences
**University of Maryland,
Eastern Shore**
Backbone Road
Princess Anne, MD 21853
Tel: (410) 651-6014
Fax: (410) 651-7739
jmokok@mail.umes.edu

Dr. Louise Hainline
Department of Psychology
City University of New York

Brooklyn College
2900 Bedford Avenue
Brooklyn, NY 11210
Tel: (718) 951-5610
Fax: (718) 951-4825
louiseh@brooklyn.cuny.edu

Dr. Michael Weiner
Department of Chemistry
The City College of the CUNY
Convent Avenue at 138th Street
New York, NY 10031
Tel: (212) 650-6601
Fax: (212) 650-7973
mikeweiner@aol.com

Dr. Joseph W. Rachlin
Department of Natural and
Social Sciences
**City University of New York
Herbert H. Lehman College**
250 Bedford Park Boulevard
Bronx, NY 10468
Tel: (718) 960-8765
Fax: (718) 960-8929
rachlin@alpha.lehman.cuny.edu

Dr. Peter Lipke
Department of Biological
Science
**City University of New York
Hunter College**
695 Park Avenue
New York, NY 10021
Tel: (212) 772-5235
Fax: (212) 650-3546
lipke@genectr.hunter.cuny.edu

Dr. William Divale
Department of Social Sciences
**City University of New York
York College**
94-20 Guy R. Brewer Boulevard
Jamaica, NY 11451
Tel: (718) 262-2982
Fax: (718) 262-3790
divale@york.cuny.edu

Dr. Robert M. Hoyte
Department of Chemistry and
Physics
**State University of New York
College at Old Westbury**
Science Building, Room S222
223 Store Hill Road
P.O. Box 210
Old Westbury, NY 11568-0210
Tel: (516) 876-3041
Fax: (516) 876-4874
rhoyte@compuserve.com

Dr. Robert Bynum
Department of Biochemistry and
Cell Biology
**State University of New York
at Stony Brook**
College of Arts and Sciences
Stony Brook, NY 11794-5215
Tel: (516) 632-9750
Fax: (516) 632-9730
dbynum@notes.cc.sunysb.edu

Dr. Robert Langley
Department of Chemistry
Lincoln University
Division of Natural Sciences and
Math
Lincoln University, PA 19352
Tel: (610) 932-3498
Fax: (610) 932-1883
langley@lu.lincoln.edu

Islands

Dr. Jermelina Garibay-Tupas
Pacific Biomedical Research
Center
University of Hawaii at Manoa
1993 East West Road
Honolulu, HI 96822
Tel: (808) 956-7401
Fax: (808) 956-4768
jerme@pbrc.hawaii.edu

Dr. Arnaldo Carrasquillo
Department of Chemistry
**Pontifica Catholic University
of Puerto Rico**
2250 Ave. Los Americas, Suite
643
Ponce, PR 00717-0777
Tel: (787) 841-2000, ext. 1570
Fax: (787) 843-5679
marc@pucpr.edu

Dr. Felix Castrodad
Department of Biology
**University of Puerto Rico
Humacao University College**
100 RD 908
Humacao, PR 00791-0043
Tel: (787) 850-0000 ext. 9189
Fax: (787) 850-9439
f_castrodad@hotmail.com

Dr. Mildred Chaparro
Department of Biology
**University of Puerto Rico,
Mayaguez Campus**
Celis Building, Room 104
P.O. Box 9012
Mayaguez, PR 00681-9012
Tel: (787) 832-4040, ext. 2451
Fax: (787) 834-2405
m_chaparro@rumac.upr.clu.edu

Dr. Reginald Morales
Department of Chemistry
**University of Puerto Rico, Rio
Piedras Campus**
P.O. Box 23341
Rio Piedras, PR 00931-3341
Tel: (787) 764-0000, ext. 4752
Fax: (787) 759-6885
rmorale@upracd.upr.clu.edu

Dr. Teresa Turner
Division of Science and
Mathematics
**University of the Virgin
Islands**
#2 John Brewers Bay
St. Thomas, VI 00802-9990
Tel: (340) 693-1382
Fax: (340) 693-1245
tturner@uvi.edu

<http://www.nigms.nih.gov/funding/marc.html>

Research Initiative for Scientific Enhancement (RISE) Schools

West

Dr. Pamela Sperry
Department of Biological
Sciences

**California State
Polytechnic University**
3801 West Temple Avenue
Pomona, CA 91768-2557
Tel: 909-869-4085
Fax: 909-869-4078
pjsperry@csupomona.edu

Dr. Laura J. Robles
Department of Biology
**California State University,
Dominguez Hills**
1000 East Victoria Street
Carson, CA 90747
Tel: 310-243-3413
Fax: 310-516-4268
lrobles@cas.csudh.edu

Dr. Carlos Gutierrez
Department of Chemistry and
Biochemistry
**California State University,
Los Angeles**
5151 State University Drive
Los Angeles, CA 90032
Tel: 323-343-2356/2395
Fax: 323-343-6411
cgutier@calstatela.edu

Dr. Steve Oppenheimer
Department of Biology
**California State University,
Northridge**
18111 Nordhoff Street
Northridge, CA 91330-8303
Tel: 818-677-3336
steven.oppenheimer@csun.edu

Dr. Frank Bayliss
Department of Biology
**San Francisco State
University**
1600 Holloway Avenue

San Francisco, CA 94132
Tel: 415-338-1071
Fax: 415-338-0927
fbayl@sfsu.edu

Dr. Mark Bauer
Department of Math and Science
Diné College
P.O. Box 580
1228 Yucca Street
Shiprock, NM 87420
Tel: 505-368-3589/3590
Fax: 505-368-3519/2023
mcbauer@shiprock.ncc.cc.nm.us

Dr. Marvin Bernstein
Department of Biology
**New Mexico State
University**
Box 30001, MSC 3AF
Las Cruces, NM 88003
Tel: 505-646-3823
Fax: 505-646-5665
mbernste@nmsu.edu

Midwest

Dr. Warren Sherman
Department of Chemistry and
Physics
Chicago State University
9501 South King Drive
Chicago, IL 60628-1598
Tel: 773-995-2322
Fax: 773-995-8066
w-sherman@csu.edu

South

Dr. Clifton Orr
Department of Biology
**University of Arkansas at
Pine Bluff**
1200 North University Drive
P.O. Box 4972
Pine Bluff, AR 71611
Tel: 870-575-8840

Fax: 870-543-8852
orr_c@vx4500.uapb.edu

Dr. Flona Redway
School of Natural and Health
Sciences
Barry University
11300 NE Second Avenue
Miami Shores, FL 33161
Tel: 305-899-3542
Fax: 305-899-4866
fredway@mail.barry.edu

Dr. Charles Bigger
Department of Biological
Science
**Florida International
University**
University Park Campus
Miami, FL 33199
Tel: 305-348-3100
Fax: 305-348-1986
biggerc@fiu.edu

Dr. John Browne
Department of Biological
Sciences
Clark Atlanta University
223 James P. Brawley Drive,
SW
Atlanta, GA 30314
Tel: 404-880-6785
Fax: 404-880-6756
jbrowne@cau.edu

Dr. Michael E. (Gene)
McGinnis
Biology Department
Spelman College
350 Spelman Lane, Box 213
Atlanta, GA 30314-4399
Tel: 404-223-7637
gmcginni@spelman.edu

Mississippi Valley State University

14000 Highway 82 West
P.O. Box 7254
Itta Bena, MS 38941
Tel: 662-254-3709
Fax: 662-254-3668
kazi@mvsu.edu

Dr. Timothy Champion
Department of Natural Sciences

Johnson C. Smith University

Charlotte, NC 28216
Tel: 704-378-1155
Fax: 704-378-1213
tchampion@jcsu.edu

Dr. John Wright
Department of Physical Sciences

Southeastern Oklahoma State University

P.O. Box 4181
4th and University
Durant, OK 74701-0609
Tel: 580-745-2282
Fax: 580-745-7494
jwright@sosu.edu

Dr. Cassandra Smith
Division of Natural Sciences,
Mathematics, and Computer Sciences

Voorhees College

P.O. Box 678
Denmark, SC 29042
Tel: 803-703-7155
casmith@vorhees.edu

Dr. Maria Lima
School of Graduate Studies
and Research

Meharry Medical College

1005 Dr. D. B. Todd Jr.
Boulevard
Nashville, TN 37208-3599
Tel: 615-327-6533
Fax: 615-321-2933
mflima@mail.mmc.edu

Dr. Maria Alvarez
Department of Biology
El Paso Community College

P.O. Box 20500
El Paso, TX 79998
Tel: 915-831-5074
Fax: 915-831-5084
mariaa@epcc.edu

Dr. Colleen Nolan
Department of Biological Sciences

St. Mary's University

One Camino Santa Maria
San Antonio, TX 78228-8511
Tel: 210-431-4303
Fax: 210-431-4357
bionolan@stmarytx.edu

Dr. Andrew Martinez
Division of Life Sciences
University of Texas at San Antonio

6900 North Loop 1604 West
San Antonio, TX 78249
Tel: 210-458-4184
Fax: 210-458-5765
amartinez@utsa.edu

Northeast

Dr. Ricardo Brown
Dr. Christine Hohmann
Department of Biology
Morgan State University

1700 East Cold Spring Lane
Baltimore, MD 21251
Tel: 443-885-3070/4002
Fax: 410-426-4732
rbrown2@morgan.edu

Dr. Gail M. Simmons
Division of Science
City University of New York City College

Convent Avenue and 138th Street
Marshak Hall 1320
New York, NY 10031
Tel: 212-650-6850

Fax: 212-650-7948
simmons@sci.ccny.cuny.edu

Dr. Victoria Luine
Department of Psychology
City University of New York Hunter College

695 Park Avenue
New York, NY 10021
Tel: 212-772-4223
Fax: 212-650-3546
vluine@shiva.hunter.cuny.edu

Dr. Annette Schaefer
Dean of the School of Arts
and Sciences
City University of New York New York City Technical College

300 Jay Street
Namm Hall, Room N805
Brooklyn, NY 11201-2983
Tel: 718-260-5008
Fax: 718-260-5012
aschaefer@nyctc.cuny.edu

Islands

Dr. Robert Ross
Department of Biology
University of Puerto Rico, Cayey Campus
Barcelo Avenue
Cayey, PR 00736
Tel: 787-738-7473
r_ross@cayey1.upr.clu.edu

Dr. Carmen Cadilla
MBRS RISE Program
University of Puerto Rico, Medical Sciences Campus
San Juan, PR 00936-5067
Tel: 787-764-8209 or 787-758-2525 ext. 2276
Fax: 787-764-8209
ccadilla@rcm.upr.edu

Dr. José E. Garcia-Arraras
Department of Biology
University of Puerto Rico,
Rio Piedras Campus
Box 23360, UPR Station
Rio Piedras, PR 00931-3360
Tel: 787-764-0000 ext. 2596

Fax: 787-764-3875
jegarcia@upraco.upr.clu.edu

Dr. Teresa Turner
Division of Science and Math
University of the Virgin
Islands
St. Thomas, VI 00802
Tel: 340-693-1382
Fax: 340-693-1245
tturner@uvi.edu

<http://www.nigms.nih.gov/funding/rise.html>

Support for Continuous Research Excellence (SCORE) Schools

West

Dr. Donald Hoyt
Biological Sciences Department
California State Polytechnic University
3801 West Temple Avenue
Pomona, CA 91768
Tel: 909-869-5461
Fax: 909-869-6788
dfhoyt@csupomona.edu

Dr. Laura Robles
Department of Biology
California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747
Tel: 310-243-3413
Fax: 310-516-4268
lroble@cas.csudh.edu

Dr. Shirley Kovacs
Department of Biology
California State University, Fresno
2555 East San Ramon
Fresno, CA 93740-8034
Tel: 559-278-2389
Fax: 559-278-3963
shirleyk@csufresno.edu

Dr. Maria Nieto
Department of Biological Sciences
California State University, Hayward
25800 Carlos Bee Boulevard
SC N113B
Hayward, CA 94542
Tel: 510-885-4758
Fax: 510-885-4758
mnieto@csuhayward.edu

Dr. Carlos Gutierrez
Department of Chemistry and Biochemistry
California State University,

Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Tel: 323-343-2356/2395
Fax: 323-343-6411
cgutier@calstatela.edu

Dr. Maria Elena Zavala
Department of Biology
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8303
Tel: 818-677-3342
Fax: 818-677-5915
mariaelena.zavala@csun.edu

Dr. Victor Rocha
Department of Biology
California State University, San Marcos
333 South Twin Oaks Valley Road
San Marcos, CA 92096-0001
Tel: 760-750-4084
Fax: 760-750-3005
vrocha@csusm.edu

Dr. Bruce Macher
ORSP, H55204
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Tel: 415-338-7091
Fax: 415-338-2493
macher@sfsu.edu

Dr. Robert Hicks
Department of Psychology
San Jose State University
One Washington Square
San Jose, CA 95192-0120
Tel: 408-924-5658/5659
Fax: 408-924-5657

Dr. Mark Bauer
Department of Math and Science
Diné College
P.O. Box 580
1228 Yucca Street
Shiprock, NM 87420
Tel: 505-368-3589/3590
Fax: 505-368-3519/2023
mcbauer@shiprock.ncc.cc.nm.us

Dr. C. Arlene Horne
Department of Behavioral Sciences
New Mexico Highlands University
Las Vegas, NM 87701
Tel: 505-454-3324/3373
Fax: 505-426-2036
horne_arlene@nmhu.edu

Dr. Glenn Kuehn
Department of Chemistry and Biochemistry
New Mexico State University
Chemistry and Biochemistry Building
North Horseshoe Drive and Wendell Street
MSC 3MLS, Box 30001
Las Cruces, NM 88003-8001
Tel: 505-646-1015
Fax: 505-646-6846
gkuehn@nmsu.edu

Midwest

Dr. Warren Sherman
Department of Chemistry and Physics
Chicago State University
9501 South King Drive
Chicago, IL 60628-1598
Tel: 773-995-2322
Fax: 773-995-8066
w-sherman@csu.edu

South

Dr. Karyn Scissum Gunn
Department of Biological
Sciences
Alabama State University
915 South Jackson Street
Montgomery, AL 36101-0271
Tel: 334-229-4301
Fax: 334-229-4288
kgunn@asunet.alasu.edu

Dr. Timothy Turner
Department of Biology
Tuskegee University
Carver Research Foundation,
Room 45
Tuskegee, AL 36088
Tel: 334-727-8787
Fax: 334-727-7626
turner@tusk.edu

Dr. William Willingham
**University of Arkansas at Pine
Bluff**
Research Center, Mail Slot
4978
1200 North University Drive
Pine Bluff, AR 71601
Tel: 870-575-8054
Fax: 870-543-8055
fitzpatric_p@uapb.edu

Sr. John Frei
School of Natural and Health
Sciences
Barry University
11300 NE Second Avenue
Miami Shores, FL 33161
Tel: 305-899-3182
Fax: 305-899-3225
jfrie@mail.barry.edu

Dr. Munir Rahmani
Biomedical Research Program
Bethune Cookman College
640 Mary M. Bethune Boulevard
Dayton Beach, FL 32114-3099
Tel: 386-255-1401
Fax: 386-239-9476
rahmani@cookman.edu

Dr. Kinfé Ken Redda
College of Pharmacy
Florida A&M University
308 F Science Research Center
Tallahassee, FL 32307
Tel: 850-599-3910
Fax: 850-599-3243
[kinfe.redda@famuedu](mailto:kinferedda@famuedu)

Dr. Charles Bigger
Department of Biological
Science
Florida International University
University Park Campus
Miami, FL 33199
Tel: 305-348-3100
Fax: 305-348-1986
biggerc@fiu.edu

Dr. John Browne
Department of Biological
Sciences
Clark Atlanta University
223 James P. Brawley Drive,
SW
Atlanta, GA 30314
Tel: 404-880-6785
Fax: 404-880-6756
jbrowne@cau.edu

Dr. Sandra Harris-Hooker
Office of Research Development
Morehouse School of Medicine
720 Westview Drive Southwest
Atlanta, GA 30310-1495
Tel: 404-752-1768
Fax: 404-752-1103
hooker@msm.edu

Dr. Lisa Hibbard
Department of Chemistry
Spelman College
350 Spelman Lane, SW
Box 218
Atlanta, GA 30314-4399
Tel: 404-223-7608
Fax: 404-223-7662

Dr. Fred Christian
Office of the Director, Health
Research Center
Southern University and A&M

**College at Baton Rouge
Southern Branch,**
P.O. Box 9921
Lee Hall Room 128
Baton Rouge, LA 70813
Tel: 225-771-4240
Fax: 225-771-2820
fachristian@juno.com

Dr. Felix Ifeanyi
Department of Biological
Sciences
Grambling State University
Campus Box 4211
Grambling, LA 71245
Tel: 318-274-3419
Fax: 318-274-4083
ifeanyif@alphao.gram.edu

Dr. Cheryl Klein-Stevens
Department of Chemistry
Xavier University of Louisiana
NCF Academic/Science
Complex, Room 343
One Drexel Drive
New Orleans, LA 70125
Tel: 504-485-7377
Fax: 504-485-7942
cklein@xula.edu

Dr. Alice Powell
Biology Department
Alcorn State University
1000 ASU Drive, #1259
Alcorn State, MS 39096-7500
Tel: 601-877-6237
Fax: 601-877-2328
apowell@lorman.alcorn.edu

Dr. Asoka Srinivasan
Professor, Biology; Director
JHS-UTC
Tougaloo College
500 West County Line Road
Tougaloo, MS 39174
Tel: 601-977-7781
Fax: 601-977-6188
asvasan@juno.com

Dr. Alex Williamson
Department of Chemistry
North Carolina A&T State University
1601 East Market Street
Greensboro, NC 27411
Tel: 336-334-7565
Fax: 336-334-7124
alex@ncat.edu

Dr. Goldie Byrd
Department of Biology
North Carolina Central University
Room 320 Lee Biology Building
1801 Fayetteville Street
Durham, NC 27707
Tel: 919-560-6403/5374
Fax: 919-560-5376
gbyrd@wpo.nccu.edu

Dr. Juliette B. Bell
Department of Natural Sciences
Fayetteville State University
1200 Murchison Road, LS 224
Fayetteville, NC 28301-4297
Tel: 910-672-1657
Fax: 910-672-1083
jbelle@uncfsu.edu

Dr. Richard Bennett
Department of Life Sciences
Winston-Salem State University
601 Martin Luther King, Jr.
Drive, CB #19625
Winston-Salem, NC 27110
Tel: 336-750-2207
Fax: 336-750-2208
bennetr@ols.net

Dr. John Wright
Department of Physical Sciences
Southeastern Oklahoma State University
P.O. Box 4181
4th and University
Durant, OK 74701-0609
Tel: 580-745-2282
Fax: 580-745-7494
jwright@sosu.edu

Dr. Mary Finlay
Department of Biological and
Physical Sciences
Benedict College
MSC 32, 1600 Harden Street
Columbia, SC 29204-1086
Tel: 803-253-5278
Fax: 803-253-5068
ffinlay@crcl.com

Dr. Robert Newkirk
Department of Biological
Sciences
Tennessee State University
3500 John A. Merritt Boulevard
Nashville, TN 37209-1561
Tel: 615-963-5768/5774/5767
Fax: 615-963-5773
rnewkirk@picard.tnstate.edu

Dr. Hubert Rucker
Department of Anatomy and
Physiology
Meharry Medical College
1005 Dr. D. B. Todd Jr.
Boulevard
Nashville, TN 37208
Tel: 615-327-6288
Fax: 615-327-6655
hrucker@mail.mmc.edu

Dr. Muhammad Shafi
Division of Natural Science,
Math, and Computer Science
Lemoyne-Owen College
807 Walker Avenue
Memphis, TN 38126
Tel: 901-942-7391
Fax: 901-942-6245
muhammad_shafi@nile.lemoyne-owen.edu

Dr. Vasant Doctor
Department of Chemistry
Prairie View A&M University
311 East Harrington Science
Building
P.O. Box 4107
Prairie View, TX 77446
Tel: 936-857-2617
Fax: 936-857-2546
vdoctor@diamond.pvsci.pvamu.edu

Dr. Gary B. Ogden
Department of Biological
Sciences
St. Mary's University
One Camino Santa Maria
San Antonio, TX 78228
Tel: 210-436-3241
Fax: 210-431-4357
gogden@alvin.stmarytx.edu

Dr. Enrique Massa
Department of Biology
Texas A&M University, Kingsville
MSC 158
700 University Boulevard
Kingsville, TX 78363-8202
Tel: 361-593-4118
Fax: 361-593-3798
kfemooo@tamuk.edu

Dr. Eppie Rael
Department of Biological
Sciences
University of Texas at El Paso
500 West University Avenue
El Paso, TX 79968-0519
Tel: 915-747-6886
Fax: 915-747-5808
erael@utep.edu

Dr. Mohammed Farooqui
Biology Department
University of Texas - Pan American
1201 West University Drive
Edinburg, TX 78539-2999
Tel: 956-381-3546/3543
Fax: 956-381-3456
farooqui@panam.edu

Dr. Andrew Tsin
Division of Life Sciences
University of Texas at San Antonio
6900 North Loop 1604 West
San Antonio, TX 78249-0662
Tel: 210-458-5480
Fax: 210-458-4472
atsin@utsa.edu

Islands

Dr. Valerie Paul
Marine Laboratory
University of Guam
Coordinator, Graduate Program
in Biology
UOG Station
Mangilao, GU 96923
Tel: 011-671-735-2175
Fax: 011-671-734-6767
vpaul@uog9.uog.edu

Dr. Daniel Brown
Department of Anthropology
University of Hawaii
200 West Kawili Street
Hilo, HA 96720-4091
Tel: 808-974-7468
Fax: 808-974-7737
dbrown@hawaii.edu

Dr. Antonio Colom
Department of Chemistry and
Physics
**Inter American University,
Metropolitan Campus**
P.O. Box 191293
San Juan, PR 00919-1293
Tel: 787-250-0169
Fax: 787-250-8736
ancoIn@inter.edu

Dr. Jose Torres-Ruiz
Associate Dean for Research
and Graduate Studies
Ponce School of Medicine
P.O. Box 7004
Ponce, PR 00732-7004
Tel: 787-8401-7008
Fax: 787-841-1040
jtorresruiz@hotmail.com

Dr. Antonio Alegria
Department of Chemistry
**University of Puerto Rico,
Humacao University College**
CUH Station, 100 Route 908
Humacao, PR 00971-4300
Tel: 787-852-3222
Fax: 787-850-9422
a_alegria@cuhac.upr.clu.edu

Dr. Gounid Nadathun
Department of Marine Science
**University of Puerto Rico,
Mayaguez Campus**
P.O. Box 908
Lajas, PR 00667
Tel: 787-899-5511
nadathun@cogui.net

Dr. Jean Turnquist
**University of Puerto Rico,
Medical Science Campus**
P.O. Box 365067
San Juan, PR 00936-5067
Tel: 787-751-2042, 787-758-
2525 ext. 1617 or 1618
Fax: 787-281-8372
mbrsscore@rcm.upr.edu

Dr. Gladys Escalona
**University of Puerto Rico, Rio
Piedras Campus**
P.O. Box 23341
San Juan, PR 00931-3341
Tel: 787-764-0000/4742
Fax: 787-759-6885
carvela@hotmail.com

<http://www.nigms.nih.gov/funding/score.html>

Bridges to the Future Program Schools (Baccalaureate Degree)

Northwest

Dr. David E. Bilderback
Division of Biological Sciences
University of Montana
Missoula, MT 59812-1002
Tel: (406) 243-4012
Fax: (406) 243-4076
bilderba@selway.umt.edu

Dr. Clarabeth Johnson
Department of Montana
Consortium
Fort Peck Community College
1511 Poly Drive
Billings, MT 59102
Tel: (406) 657-1099
Fax: (406) 657-1152
johnsonc@rocky.edu

Dr. Anne Rusoff
AIRO Programs
**Montana State University,
Bozeman**
P.O. Box 173925
Bozeman, MT 59717-3925
Tel: (406) 994-5567
Fax: (406) 994-5559
rusoff@montana.edu

West

Dr. Ann Christensen
Department of Biology
Pima Community College
2202 West Anklam Road
Tucson, AZ 85709-0270
Tel: (520) 206-6763
Fax: (520) 206-6902
christensen@pimacc.pima.edu

Dr. Brandon Cruickshank
Department of Chemistry
Northern Arizona University
Box 5698
Flagstaff, AZ 86011-5698
Tel: (520) 523-9602

Fax: (520) 523-8111
brandon.cruickshank@nau.edu

David S. Gonzales
Department of Life Sciences
Arizona State University West
4701 West Thunderbird
P.O. Box 37100
Phoenix, AZ 85069-7100
Tel: (602) 543-3750
Fax: (602) 543-6073
david.s.gonzales@asu.edu

Dr. Rosemarie Depoy-Walker
**Metropolitan State College of
Denver**
Campus Box 52
P.O. Box 173362
Denver, CO 80217-3362
Tel: (303)556-2836
Fax: (303) 556-5399
walkerbr@polnow.net

Dr. Lee Martinez
Department of Biology
**University of Southern
Colorado**
2200 Bonforte Boulevard
Pueblo, CO 81001
Tel: (719) 549-2744
Fax: (719) 549-2732
lamz@uscolo.edu

Dr. Glenn D. Kuehn
Department of Chemistry and
Biochemistry
New Mexico State University
North Horseshoe Drive and
Wendell Street
3 MLS Knox Hall, Box 30001
Las Cruces, NM 88003-0001
Tel: (505) 646-1015
Fax: (505) 646-6846
gkuehn@nmsu.edu

Midwest

Dr. Uthman O. Erogbogbo
Harold Washington Colleges
City Colleges of Chicago
30 East Lake Street
Chicago, IL 60601
Tel: (312) 553-5671
Fax: (312) 553-3096
euthman@ccc.edu

Dr. Michael Mimnaugh
Department of Chemistry and
Physics
Chicago State University
9501 South King Drive
Chicago, IL 60628
Tel: (773) 995-2180
Fax: (773) 995-3809
m-mimnaugh@csu.edu

Dr. James A. Orr
**University of Kansas,
Lawrence**
2045 Irving Road
Lawrence KS 66044-7552
Tel 785-864-5885
Fax 785-864-5321
jorr@ukans.edu

Dr. Denis Medeiros
Kansas State University
213 Justin Hall
Manhattan, KS 66506-1407
Tel 785-532-0150
Fax 785-532-3132
Medeiros@ksu.edu

Dr. Gyula Ficsor
Department of Biological
Sciences
Western Michigan University
1903 W. Michigan Avenue
Kalamazoo, MI 49008
Tel: (616) 387-5633
Fax: (616) 387-2899
ficsor@wmich.edu

Dr. Mark Staves
Department of Biology
Grand Valley State University
237 Padnos
Allendale, MI 49401
Tel: (616) 895-2473
stavesm@gvsu.edu

Dr. Daniel Walz
School of Medicine
Wayne State University
540 E Canfield
Detroit, MI 48202
Tel: (313) 577-9325
Fax: (313) 577-5494
d.a.walz@wayne.edu

Dr. Benjamin L. Clarke
Department of Biochemistry and
Molecular Biology
**University of Minnesota,
Duluth**
10 University Drive
Duluth, MN 55812-2496
Tel: (218) 726-6587
Fax: (218) 726-8014
bclarke@d.umn.edu

Dr. Harmon Abrahamson
Department of Chemistry
University of North Dakota
Abbott Hall, Box 9024
Grand Forks, ND 58202
Tel: (701) 777-4427
Fax: (701) 777-2331
habraham@plains.nodak.edu

Dr. Cindy Holland
**Cuyahoga Community
College**
11000 Pleasant Valley Road
Parma, OH 44130
Tel: (216) 987-5144
Fax: (216) 987-5050
cindy.holland@tri-c.cc.oh.us

Dr. John Ruffolo
Department of Research and
Sponsored Programs
South Dakota State University
Box 2201, Administrative
Building 130

Brookings, SD 57007-1998
Tel: (605) 688-4181
Fax: (605) 688-6167
john_ruffolo@sdsu.edu

Dr. John Ndon
**University of Wisconsin,
Milwaukee**
PO Box 413
Milwaukee, WI 53201
Tel: (414) 229-4605
Fax: (414) 906-3905
ndon@uwm.edu

South

Dr. Joan Lorden
University of Alabama
701 South 20th Street
AB 770G
Birmingham, AL 35294
Tel: (205) 975-8852
Fax: (205) 975-7677
lorden@uab.edu

Dr. Michael Gaines
Department of Biology
**University of Miami, Coral
Gables**
P.O. Box 249118
Coral Gables, FL 33124-0421
Tel: (305) 284-3973
Fax: (305) 284-3039
mgaines@miami.edu

Dr. Henry Lewis
College of Pharmacy and
Pharmaceutical Science
Florida A & M University
DPB 201
Tallahassee, FL 32307
Tel: (850) 599-3301
Fax: (850) 599-3347
henry.lewis@famu.edu

Dr. Ram Nayar
Science Department
**Daytona Beach Community
College**
1200 International Speedway
Boulevard
Daytona Beach, FL 32114

Tel: (386) 255-8131, ext. 3776
Fax: (386) 947-3123
nayarr@dbcc.cc.fl.us

Dr. G. Davon Kennedy
Department of Chemistry
Georgia State University
University Plaza
Atlanta, GA 30303
Tel: (404) 651-1989
Fax: (404) 651-1416
davon@gsu.edu

Dr. Cynthia Spence
Department of Academic Affairs
Spelman College
350 Spelman Lane SW
Campus Box 1349
Atlanta, GA 30314
Tel: (404) 223-1473
Fax: (404) 215-7717
cspence@spelman.edu

Dr. M.A. Himaya
Department of Biological
Sciences
Grambling State University
P.O. Box 4211
Grambling, LA 71245-4305
Tel: (318) 274-3149 ext. 2295
Fax: (318) 274-2724
himayaj@alpha.nsula.edu

Dr. Joseph Cameron
Department of Biology
Jackson State University
P.O. Box 18630
1400 J.R. Lynch Street
Jackson, MS 39217
Tel: (601) 973-3470
Fax: (601) 968-2590
jcameron@stallion.jsums.edu

Delores Parker
**North Carolina Community
College System**
200 West Jones Street
Raleigh, NC 27603-1379
Tel: (919) 733-7051
Fax: (919) 733-0689
parkerd@ncccs.cc.nc.us

Dr. Terry Cluck
Biology Department
East Central University
East 14th Street
Ada, OK 74820
Tel: (580) 332-8000
Fax: (580) 310-5606
tcluck@mailclerk.ecok.edu

Dr. Julia E. Krebs
Francis Marion University
PO Box 100547
Florence, SC 29501
Tel: (843)661-1402
Fax: (843)661-4660
jkrebs@fmarion.edu

Dr. Saeid Baki-Hashemi
Department of Natural Sciences
Southwest TN Community College
P.O. Box 780
Memphis, TN 38174
Tel: (901) 333-5229
Fax: (901) 333-5768
sbaki@stcc.cc.tn.us

Dr. Catherine Banks
Science and Mathematics
Center
Texas Woman's University
P.O. Box 425846
Denton, TX 76204-5846
Tel: (940) 898-2757
Fax: (940) 898-2458
cbanks@twu.edu

Dr. Rafael de Jesus Cabeza
Department of Biological
Sciences
University of Texas at El Paso
500 West University Avenue
El Paso, TX 79968-0519
Tel: (915) 747-6877
Fax: (915) 747-5808
rcabeza@utep.edu

Dr. Dana Garcia
Department of Biology
Southwest Texas State University
601 University Drive

San Marcos, TX 78666
Tel: (512) 245-3368
Fax: (512) 245-8713
dg08@swt.edu

Dr. Damon Herbert
Department of Cellular and
Structural Biological
**University of Texas
Health Science Center**
7703 Floyd Curl Drive
San Antonio, TX 78284-7762
Tel: (210) 567-3845
Fax: (210) 567-3803
herbert@uthscsa.edu

Dr. Clyde Phelix
Division of Life Sciences
University of Texas, San Antonio
6900 North Loop 1604 West
San Antonio, TX 78249
Tel: (210) 458-5498
Fax: (210) 458-5658
chpelix@utsa.edu

Dr. Gloria Regisford
Biology Department
Prairie View A&M University
PO Box 942
Prairie View, TX 77446
Tel: (936) 857-3911
Fax: (936) 857-4944
Gloria_Regisford@pvamu.edu

Dr. Elaine Eatman
Department of Biological
Sciences
Hampton University
Dupont Hall, Room 204
Hampton, VA 23668
Tel: (757) 727-5267
Fax: (757) 727-5961
elaine.eatman@hamptonu.edu

Dr. Valarie Evans
Student and Enrollment
Services
Tidewater Community College
300 Granby Street
Norfolk, VA 23510
Tel: (757) 822-1227

Fax: (757) 822-1247
tcevanv@tc.cc.va.us

Dr. Deborah Neely-Fisher
**J. Sergeant Reynolds
Community College**
P.O. Box 85622
Richmond, VA 23285-5622
Tel: (804) 786-1879
Fax: (804) 225-2437
dneely-fisher@jsr.cc.va.us

Dr. Shobha Sriharan
Department of Psychology
Virginia State University
Box 9416
Petersburg, VA 23806
Tel: (804) 524-6768
Fax: (804) 524-5666
sriharan@vs.edu

Dr. Daniel A. Wubah
James Madison University
112 Sheldon Hall, MSC 7502
Harrisonburg, VA 22807
Tel 540-568-3508
Fax 540-568-3581
wubahda@jmu.edu

Northeast

Dr. Gail Gasparich
Department of Biological
Sciences
Towson University
8000 York Road
Towson, MD 21252
Tel: (410) 830-4515
Fax: (410) 830-2405
ggasparich@towson.edu

Dr. Robert L. Infantino
College of Life Sciences
**University of Maryland,
College Park**
2300 E. Symons Hall
College Park, MD 20742-5568
Tel: (301) 405-2908
Fax: (301) 314-9949
infantino@umail.umd.edu

Dr. Nathaniel Knox
School of Computer, Math &
National Science
Morgan State University
Calloway Hall 222
1700 Cold Spring Lane
Baltimore, MD 21251
Tel: (443) 885-4516
Fax: (410) 319-3628
knox@jewel.morgan.edu

Dr. Kenneth Weiner
Department of Mathematics
Montgomery College
51 Mannakee Street
Rockville, MD 20850
Tel: (301) 279-5203
Fax: (301) 279-5182
kweiner@mc.cc.md.us

Dr. Raymond Turner
Department of Science
Roxbury Community College
1234 Columbus Avenue
Division of Math and Science
Technology
Roxbury, MA 02120-3400
Tel: (617) 541-5362
Fax: (617) 541-5385
commander@alum.poly.edu

Scott Kight
Department of Biology &
Molecular Biology
Montclair State University
01 Normal Avenue
Upper Montclair, NJ 07043
Tel: (973) 655-5426
Fax: (973) 655-5150
kight@pegasus.monclair.edu

Dr. Hsin-Yi Lee
Department of Biology
**Rutgers, The State University
of New Jersey, Camden**
315 Penn Street
Camden, NJ 08102-1499
Tel: (609) 225-6151
Fax: (609) 225-6312
hsin-yi@crab.rutgers.edu

Dr. Donald D. Blake
Harpur College of Arts and
Sciences
**State University of New York
Binghamton University**
P.O. Box 6000
Binghamton, NY 13902-6000
Tel: (607) 777-4934
Fax: (607) 777-4900
dblake@binghamton.edu

Dr. R. David Bynum
Department of Biochemistry and
Cell Biology
Stony Brook University
094 Life Sciences Building
Stony Brook, NY 11794-5215
Tel: (631) 632-9750
Fax: (631) 632-9791
dbynum@notes.cc.sunysb.edu

Dr. Edward Catapane
Department of Biology
Medgar Evers College
1150 Carroll Street
Brooklyn, NY 11225
Tel: (718) 270-6203
Fax: (718) 270-6196
catapane@mec.cuny.edu

Dr. Victor M. De Leon
Department of Natural Sciences
**City University of New York
Eugenio Maria de Hostos
Community College**
500 Grand Concourse, A507
Bronx, NY 10451
Tel: (718) 518-4128 or 4137
Fax: (718) 518-6659
vdlho@cunyvm.cuny.edu

Dr. Julius Mitchell
Clarkson University
101 CAMP, P.O. Box 5512
Potsdam, NY 13699-5512
Tel: (315) 268-3785
Fax: (315) 268-7615
mitch@clarkson.edu

Dr. Annette Schaefer
**City University of New York
New York City Technical
College**
300 Jay Street, N319
Brooklyn, NY 11201-2983
Tel: (718) 260-5400
Fax: (718) 260-5406

Dr. Patricia Schneider
**Queensborough Community
College**
RF City College of New York
222-05 56th Avenue
Bayside, NY 11364-1497
Tel: (718) 631-6335
Fax: (718) 631-6678
pschneider@qcc.cuny.edu

Dr. Joseph Skrivanek
Division of Natural Sciences
**State University of New York
Purchase College**
735 Anderson Hill Road
Purchase, NY 10577
Tel: (914) 251-6631
Fax: (914) 251-6635
joes@purvid.purchase.edu

Dr. Lynn M. Tepper
Mercy College
Office of Sponsored Programs
555 Broadway VH RM 28
Dobbs Ferry, NY 10522
Tel: (914) 674-7359
Fax: (914) 674-7221
LMTL@COLUMBIA.edu

Dr. Samuel Watson
Department of Chemistry
Long Island University
1 University Plaza, Room M702
Brooklyn, NY 11201
Tel: (718) 488-1027
Fax: (718) 488-1465
Samuel.watson@liu.edu

Dr. Clara Wu
Natural and Applied Science
**City University of New York
La Guardia Community
College**
31-10 Thomson Avenue
Long Island City, NY 11101
Tel: (718) 482-5763
Fax: (718) 482-5068
wuclg@cunyvm.cuny.edu

Dr. Arthur Zeitlin
**Kingsborough Community
College**
City College of New York
2001 Oriental Blvd
Brooklyn, NY 11235
Tel – 718-368-5502
Fax – 718-368-4873
azeitlin@kbcc.cuny.edu

Dr. Margaret Griffiths
College of Allied Health
Sciences
Thomas Jefferson University
130 South 9th Street
Edison Building, 12th Floor
Philadelphia, PA 19107
Tel: (215) 503-7557
Fax: (215) 503-0376
margaret.griffiths@jefferson.edu

Dr. Susan Jansen
Department of Chemistry
**Temple University of the
Commonwealth**
13th and Norris Street
Philadelphia, PA 19122
Tel: (215) 204-1470
Fax: (215) 204-1532
suebee@unix.temple.edu

Islands

Dr. Patricia Gonzalez
Department of Chemistry
**University of Puerto Rico, Rio
Piedras Campus**
Box 23346 University Station
San Juan, PR 00931-3346
Tel: (787) 746-0000, ext. 3505
Fax: (787) 759-1588
pagonzal@upracd.upr.clu.edu

Dr. Esther Vega
Department of Biology
University of Puerto Rico
100 908th Road
Humacao, PR 00791
Tel: (787) 850-9343
Fax: (787) 850-9439

Bridges to the Future Program Schools (Doctoral Degrees)

West

Dr. Robert L. Vellanoweth
Department of Chemistry and
Biochemistry
California State University
5151 State University Drive
Los Angeles, CA 90032
Tel: (323) 343-2148
Fax: (323) 343-6411
vllnwth@calstatela.edu

Dr. Christina A. Goode
Department of Chemistry and
Biochemistry
**California State University,
Fullerton**
Box 6866
800 North State College
Boulevard
Fullerton, CA 92834-6866
Tel: (714) 278-2505
Fax: (714) 278-5316
cgoode@fullerton.edu

Dr. Michael Summers
Department of Biology
**California State University,
Northridge**
18111 Nordhoff Street
Northridge, CA 91330-8303
Tel: (818) 677-7146
Fax: (818) 677-2034
michael.i.summers@csun.edu

Dr. Frank Bayliss
Department of Biology
**San Francisco State
University**
1600 Holloway Avenue
San Francisco, CA 94132
Tel: (415) 338-1071
Fax: (415) 338-0927
fbayl@sfsu.edu

Dr. Linda Wilkes
Department of Chemistry
**University of Southern
Colorado**
2200 Bonforte Boulevard

Pueblo, CO 81001-4901
Tel: (719) 549-2560
Fax: (719) 549-2580
wilkes@uscolo.edu

Dr. William R. Galey
School of Medicine
University of New Mexico
Box 520
Albuquerque, NM 87131-5196
Tel: (505) 272-1117
Fax: (505) 272-8738
bgaley@salud.unm.edu

Midwest

Mi Kim
College of Nursing
University of Illinois, Chicago
845 South Damen Avenue,
M/C 802
Chicago, IL 60612-7350
Tel: (312) 996-5275
Fax:
mjkuic@uic.edu

Dr. Robert MacDonald
Northwestern University
2205 Tech Drive
Evanston, IL 60612-7350
Tel: (847) 491-5062
Fax: (847) 467-1380
macd@northwestern.edu

Dr. Hal Broxmeyer
Indiana University
1044 W. Walnut Street
Indianapolis, IN 46202
Tel: (317) 274-7592
Fax:
hbroxmey@iupui.edu

Dr. Richard D. Hurting
Department of Speech
Pathology and Audiology
University of Iowa
119 Wendell Johnson Speech
and Hearing Center
Iowa City, IA 52242-1012
Tel: (319) 335-8730
Fax: (319) 335-8851
richard-hurtig@uiowa.edu

Colin Campbell
University of Minnesota
321 Church Street SE, 6-120
Jackson H
Minneapolis, MN 55455-0347
Tel: (612) 625-8986
Fax: (612) 625-8408
campb034@umn.edu

Harold Neighbors
Center for Res/Ethnicity/Culture
University of Michigan
1420 Washington Heights
Ann Arbor, MI 48109-2029
Tel: (734) 936-9868
Fax: (734) 763-7379
woodyn@umich.edu

Dr. Susan Henly
Nursing
University of Minnesota
308 Harvard Street, SE
6-101 Weaver-Densford Hall
Minneapolis, MN 55455
Tel: (612) 624-0431

Fax: (612) 626-2359
henly003@tc.umn.edu

Dr. Benjamin L. Clarke
Department of Biochemistry and
Molecular Biology
**University of Minnesota at
Duluth**
10 University Drive
Duluth, MN 55812-2496
Tel: (218) 726-6587
Fax: (218) 726-7937
bclarke@d.umn.edu

South

Dr. Deodutta Roy
Department of Environmental
Health Sciences
Environmental Toxicology
Program
**University of Alabama at
Birmingham**
1530 3rd Avenue S
Birmingham, AL 35294-0008
Tel: (205) 934-6081
Fax: (205) 975-6341
royd@uab.edu

Anthony Capomacchia
Pharmaceutical & Biomedical
Sciences
**University of Georgia College
of Pharmacy**
Athens, GA 30602-2352
Tel: (706) 542-5339
Fax: (706) 542-5358
tcapomac@mail.rx.uga.edu

Dr. Linda A. Dykstra
The Graduate School
**University of North Carolina
at Chapel Hill**
200 Bynum Hall CB# 4010
Chapel Hill, NC 27599-4010
Tel: (919) 962-6327
Fax: (919) 966-4010
lyd2481@email.unc.edu

Allyn Howlett
Biomed/Biotech Research Inst
**North Carolina Central
University**
700 George Street
Durham, NC 27707
Tel: (919)-530-7032
Fax: (919)-530-7760
ahowlett@wpo.nccu.edu

Dr. Duane Larick
Graduate School
**North Carolina State
University**
205 Peele Hall, Box 7102
Raleigh, NC 27695-7102
Tel: (919) 515-7461
Fax: (919) 515-2873
duane_larick@ncsu.edu

Dr. Louis DeFelice
Biomedical Research Education
and Training
Vanderbilt University
CCC-3322 Med Ctr North, SOM
Nashville, TN 37232-0301
Tel: (615) 343-4611
Fax: (615) 343-0749
lou.defelice@mcm.vanderbilt.edu

Dr. Maria Lima
School of Graduate Studies and
Research
Meharry Medical College
1005 D.B. Todd Jr. Boulevard
Nashville, TN 37208
Tel: (615) 327-6533
Fax: (615) 327-2933
jonesff13@ccvax.mmc.edu

Dr. Robert Kaman
Graduate School of Biomedical
Sciences
**University of North Texas
Health Science Center at Fort
Worth**
3500 Camp Bowie Boulevard
Fort Worth, TX 76107-2699
Tel: (817) 735-2670
Fax: (817) 735-0181
kamanr@hsc.unt.edu

Dr. A. Bhattacharya
Chemistry Department
**Texas A&M University -
Kingsville**
MSC 161
Kingsville, TX 78363
Tel: (361) 593-2664
Fax: (361) 593-3597
kfab002@tamuk.edu

Dr. Jan Chlebowski
Department of Biochemistry and
Molecular Biophysics
**Virginia Commonwealth
University**
P.O. Box 980614
1101 East Marshall Street
Richmond, VA 23298-0614
Tel: (804) 828-1023
Fax: (804) 828-1473
jfchlebo@vcu.edu

Dr. Elaine Eatman
Department of Biology Sciences
Hampton University
Dupont Hall Room 204
Hampton, VA 23668
Tel: (757) 727-5267
Fax: (757) 727-5961
eatman@hamptonu.edu

Northeast

Bonnie Lustigman
Department of Biology &
Microbiology
Monclair State University
One Normal Avenue
Upper Montclair, NJ 07043
Tel: (973) 655-5107
Fax: (973) 655-7047
lustigmanb@mail.montclair.edu

Dr. Michael Leibowitz
Graduate School of Biomedical
Sciences
**University of Medicine and
Dentistry of New Jersey at
Piscataway**
675 Hoes Lane, Room R114-1
Piscataway, NJ 08854-5635
Tel: (732) 235-5016
Fax: (732) 235-4720
leibowit@umdnj.edu

Dr. Charlotte Thomas-Hawkins
College of Nursing
Rutgers University
180 University Avenue
Newark, NJ 07102
Tel: (973) 353-5326
Fax: (973) 353-5810
Hawkins@nightingale.rutgers.edu

Dr. Linda Edwards
Department of Academic Affairs
City University of New York
33 West 42nd Street
New York, NY 10036
Tel: (212) 642-2101
Fax: (212) 642-1940
ledwards@pobox.gsuc.cuny.edu

Gail Smith
Diversity Programs
Cuny Graduate Center
365 Fifth Avenue Room 8306
New York, NY 10016
Tel: (212) 817-7542
Fax: (212) 817-1630
gsmith@gc.cuny.edu

Dr. Samuel Watson
Department of Chemistry
Long Island University
1 University Plaza, Room M702
Brooklyn, NY 11201
Tel: (718) 488-1027
Fax: (718) 488-1465
swatson@phoenix.liu.edu

<http://www.nigms.nih.gov/funding/bridges>

Historically Black College and University Undergraduate Program (HBCU-UP)

South

Albany State University

Albany, Georgia 31705-2717
Dr. Ellis S. Sykes (PD)
(229) 430-4811 (Phone)
(229) 430-4765 (Fax)
elsykes@asurams.edu
Ms. Connie M. Leggett (PM)
(229) 430-4885 (Phone)
(229) 430-4765 (Fax)
cleggett@asurams.edu

Alcorn State University

Alcorn State, Mississippi 39096-7500
Dr. Malvin Williams (PD)
(601) 877-6142 (Phone)
(601) 877-6256 (Fax)
maw@lorman.alcorn.edu
Dr. Thomas Bolden (PM)
(601) 877-6247 (Phone)
(601) 877-3989 (Fax)
tbolden@lorman.alcorn.edu

Benedict College

Columbia, SC 29204
Dr. Aliakbar Montazer Haghighi
(803) 253-5287 (Phone)
(803) 253-5069 (Fax)
haghighi@benedict.edu

Bennett College

Greenboro, NC 27401-3239
Donna Oliver (PD)
(336) 370-8698 (Phone)
(336) 272-2078 (Fax)
doliver@bennett.edu
Dr. Ray Treadway (PM)
(336) 517-2279 (Phone)
(336) 517-2291 (Fax)
rayt@bennettl.bennett.edu

Clark Atlanta University

Dr. Windfred Harris
Provost
223 James P. Brawley Drive, SW
Atlanta, GA 30314
(404) 880-8138 (Phone)
(404) 880-6615 (Fax)
Dr. Yaw Yeboah (PM)
yyeboh@cau.edu

Florida A&M University

Tallahassee, Florida 32307
(850) 412-7423 (Phone)
(850) 412-7463 (Fax)
Dr. Reginald Perry (PM)
perry@eng.fsu.edu
Mrs. Margaret Sykes (PM)
(850) 412-7430 (Phone)
(850) 412-7463 (Fax)
sykes@eng.fsu.edu

Fort Valley State College

Fort Valley, GA 31030-3242
Dr. Sarwin Dhir (PD/PM)
(912) 825-6926 (Phone)
(912) 825-6376 (Fax)
dhirs0@mail.fvsu.edu

Hampton University

Hampton, Virginia 23668
Dr. Willie L. Darby
(757) 727-5579 (Phone)
(757) 727-5832 (Fax)
willie.darby@hamptonu.edu
Ms. Rana Graham (PM)
(757) 727-5795 (Phone)
(757) 727-5832 (Fax)
rdgraham@hamptonu.edu

Jackson State University

Jackson, Mississippi 39217
Dr. Abdul Mohamed (PD)
(601) 968-2153 (Phone)
(601) 968-2058 (Fax)
mohamed@stallion.jsums.edu

Jarvis Christian College

Hawkins, TX 75652
Dr. Johnnye M. Jones
(903) 769-5724 (Phone)
(903) 769-5005 (fax)
johnnye_jones@jarvis.edu
Dr. Glendora Carter (PM)
(903) 769-5806 (Phone)
(903) 769-5005 (Fax)
glendora_carter@jarvis.edu

Kentucky State University

Frankfort, KY 40601
Dr. Kenoye K. Eke (PD)
(502) 597-6442 (Phone)
(502) 597-6409 (Fax)
keke@gwmail.kysu.edu
Dr. Robert Mania (PM)
(502) 597-6071 (Phone)
(502) 597-6826 (Fax)
rmania@gwmail.kysu.edu

Miles College

Birmingham, Alabama 35208
Dr. Hattie Lamar (PD)
(205) 929-1458 (Phone)
(205) 929-1453 (Fax)
academic@mail.miles.edu
Dr. Leotis Williams (PM)
(205) 929-1553 (Phone)
(205) 929-1550 (Fax)
leotiswill@aol.com

Morehouse College

Atlanta, Georgia 30314-3773
Dr. Melissa A. Harrington (PD)
Atlanta, Georgia 30314-3773
(404) 681-2800 ext. 2137 (Ph)
(404) 522-9564 (Fax)
mharring@morehouse.edu

Morris Brown College

Atlanta, GA 30314
Dr. Milford W. Greene (PD/PM)
(404) 739-1187 (Phone)
(404) 739-1185 (Fax)
milford.greene@morrisbrown.edu

North Carolina A&T State University

Greensboro, NC 27411
Dr. Caesar R. Jackson (PD)
(336) 334-2305 (Phone)
(336) 334-7173 (Fax)
cjackson@ncat.edu
Ms. Sunnie Howard (PM)
(336) 256-0805 (Phone)
(336) 256-0806 (Fax)
sunnie@ncat.edu

Oakwood College

Huntsville, Alabama 35896
Dr. Delbert Barker (PD)
(256) 726-7334 (Phone)
(256) 725-8335 (Fax)
baker@oakwood.edu
Dr. Alexander G. Volkov (PM)
(256) 726-7113 (Phone)
(256) 726-7113 (Fax)
gvolkov@oakwood.edu

Prarie View A&M University

Prarie View, Texas 77446
Dr. E. Joahanne Thomas-Smith
(PD)
(409) 857-2314 (Phone)
(409) 857-4956 (Fax)
ejtsmith@pvamu.edu
Dr. Kelvin Kirby (PM)
(936) 857-2434 (Phone)
(936) 857-4608 (Fax)
KKelvin@pvamu.edu

Savannah State University

Savannah, GA 31404
Dr. Joseph H. Silver, Sr. (PD)
(912) 356-2204 (Phone)
(912) 356-2529 (Fax)
silverj@savstate.edu
Dr. Chellu Chetty (PM)
(912) 353-3057 (Phone)
(912) 336-2299 (Fax)
chetty@savstate.edu

St. Augustine's College

Raleigh, NC 27610
Dr. Yvonne M. Coston (PD)
(919) 516-4500 (Phone)
(919) 516-5810 (Fax)
Dr. Gloria Payne (PM)
(919) 516-4151 (Phone)
(919) 516-4465 (Fax)
gpayne@st-aug.edu

Southern University A&M College

Baton Rouge, LA 70813
Dr. Mildred R. Smalley (PD)
(225) 771-3890 (Phone)
(225) 771-5231 (Fax)
Ms. Bronwyn T. Dickson (PM)
(225) 771-3890 (Phone)
(225) 771-5231 (Fax)
btickson@yahoo.com

Southern University at New Orleans

New Orleans, LA 70126
Dr. Henry Hardy (PD)
(504) 286-5326 (Phone)
(504) 284-5400 (Fax)
hhardy@suno.edu
Dr. Joe Omojola (PM)
(504) 286-5128 (Phone)
(504) 286-5094 (Fax)
jomojola@suno.edu

Tougaloo College

Tougaloo, MS 39174
Dr. Corinne Anderson (PD)
(601) 977-7735 (Phone)
(601) 977-7739 (Fax)
Corinne.Anderson@tougaloo.edu
Dr. Richard McGinnis (PM)
(601) 977-7782 (Phone)
(601) 977-7784 (Fax)
Richard.McGinnis@tougaloo.edu

Tuskegee University

Tuskegee, Alabama 36088
Dr. William L. Lester (PD)
(334) 727-8164 (Phone)
(334) 727-9903 (Fax)
Dr. Adrian Ludwick (PM)
aludwick@acd.tusk.edu

Virginia State University

Petersburg, VA 23806
Dr. Earl G. Yarbrough (PI)
(804) 524-5997 (Phone)
(804) 524-5738 (Fax)
eyarbrou@vsu.edu

Northeast

Morgan State University
Baltimore, MD 21251
Dr. Arthur Grainger (PD)
(410) 319-3964 (Phone)
(410) 319-4323 (Fax)
agrainge@morgan.edu

Howard University

Washington, DC 20059
Dr. A. Toy Caldwell-Colbert
(PD)
(202) 806-2550 (Phone)
(202) 806-4971 (Fax)
toycc@howard.edu
Dr. Lorraine N. Fleming (PM)
(202) 806-6669 (Phone)
(202) 332-7045 (Fax)
lfleming@howard.edu

**University of the District of
Columbia**

Washington, DC 20008
Dr. Rachel Petty (PD)
(202) 274-5072 (Phone)
(202) 274-5305 (Fax)
rpetty@udc.edu
Dr. Freddie Dixon (PM)
(202) 274-6474 (Phone)
(202) 274-5845 (Fax)
fdixon@udc.edu

Islands

University of the Virgin Islands
St. Thomas, Virgin Islands
00802-9990
Dr. Orville Kean (PD)
(340) 693-1329 (Phone)
(340) 693-1015 (Fax)
Dr. Camille McKayle (PM)
cmckayle@uni.edu

<http://www.ehr.nsf.gov/ehr/hrd/hrddirlist.asp>

Louis Stokes Alliances For Minority Participation (LSAMP)

Northwest

All Nations LSAMP
Dr. Joseph McDonald
Salish Kootenai College
Box 117
Pablo, MT 59855
(406) 675-4800 x 400 (Phone)
(406) 675-4801 (Fax)
joe_mcdonald@skc.edu
<http://www.skc.edu>

West

California LSAMP
Dr. Nicolaos G. Alexopoulos
School of Engineering, 305 REC
University of California, Irvine
Irvine, CA 92697-2700
(949) 824-6002/4838 (Phone)
(949) 824-7966 (Fax)
alfios@uci.edu
<http://www.camp.uci.edu/~camp>

California State LSAMP
Dr. Alfonso Ratcliffe
LSAMP Administrative
Headquarters
College of Engineering
& Computer Science
**California State University,
Northridge**
18111 Nordhoff Street
Northridge, CA 91330-8295
(818) 677-4694 (Phone)
(818) 677-5982 (Fax)
rick.ratcliffe@csun.edu

New Mexico LSAMP
Dr. Ricardo Jacquez
New Mexico State University
P.O. Box 30001 - MSC 3AMP
Las Cruces, NM 88003-8001
(505) 646-1847 (Phone)
(505) 646-2960 (Fax)
rjaquez@nmsu.edu
<http://www.nmsu.edu/~nmamp/>

Colorado LSAMP
Dr. Omnia El-Hakim
Chair
Colorado State/Fort Lewis College
College of Engineering
Fort Collins, CO 80523
(970) 491-2656 (Phone)
(970) 491-3421 (Fax)
omnia@engr.colostate.edu
<http://lamar.colostate.edu/~coamp>

Western Alliance to Expand
Student Opportunities LSAMP
Dr. Antonio A. Garcia
c/o Hispanic Research Center
Arizona State University
Tempe, AZ 85287-2702
(602) 965-5388
(602) 965-8309 (Fax)
tony.garcia@asu.edu

Midwest

Chicago LSAMP
Dr. Marian Wilson-Comer
Executive Director
Chicago State University
9501 South King Drive
Williams Science Center, 101 A
Chicago, IL 60628-1598
(773)995-3296 (Phone)
(773) 995-2966 (Fax)
www.scu.edu/ILSAMP
bacomere@csu.edu

Heartland's Alliance LSAMP
Dr. Charles Sampson
Dean of the Graduate School
210 Jesse Hall
University of Missouri-Columbia
Columbia, MO 65211
(573) 882-9576 (Phone)
(573) 884-5454 (Fax)
sampson@grad.missouri.edu

Metropolitan Detroit LSAMP
Dr. Hanley Abramson
Wayne State University
Room 125 Shapero Hall

Detroit, MI 48202
(313) 577-1711 (Phone)
(313) 577-5589 (Fax)
hna@wizard.pham.wayne.edu

South

Alabama LSAMP
Dr. Louis Dale
Office of the Associate
Provost for
Minority and Special
Programs
**The University of Alabama
at Birmingham**
401 Campbell Hall
1530 3rd Avenue South
Birmingham, AL 35294-1170
(205) 934-8762 (Phone)
(205) 934-1650 (Fax)
ldale@uab.edu
<http://www.uab.edu/aamp>

North Carolina LSAMP
Dr. Carolyn Meyers
Vice Chancellor for Academic
Affairs
**North Carolina A&T State
University**
Dowdy Administration
Building
Suite 315
1601 East Market Street
Greensboro, NC 27411
(336) 334-7965/7966 (Phone)
(336) 334-7136 (Fax)
cmeyers@ncat.edu

Oklahoma LSAMP
Dr. Earl Mitchell
408 Whitehurst
Oklahoma State University
Office of Multicultural Affairs
Stillwater, OK 74078
(405) 744-5372 (Phone)
(405) 744-5576 (Fax)
ldsilva@biochem.okstate.edu
<http://biochem2.okstate.edu>

The Georgia-College Fund
LSAMP
Dr. Thomas W. Cole, Jr.
President
Clark Atlanta University
223 James P. Brawley Drive,
SW
Atlanta, GA 30314
(404) 880-8500 (Phone)
(404) 880-8995 (Fax)
tcole@cau.edu
www.cau.edu

Florida-Georgia LSAMP
Dr. Ralph Turner
Florida A&M University
1540 South Adams Street
Suite G
Tallahassee, FL 32307
(850) 599-3638(Phone)
(850) 561-2388(Fax)
ralph.turner@famou.edu
www.fg-lsamp.org

Louisiana LSAMP
Dr. Robert L. Ford
**Southern University and
A&M College**
P.O. Box 9274
Baton Rouge, LA 70813-
9274
(225) 771-3706 (Phone)
(225) 771-2311 or 3361
(Fax)
RFordCEES@aol.com
www.ls-lamp.org

University of Texas System
LSAMP
Dr. Pablo Arenaz
Associate Dean, College of
Science
**The University of Texas at
El Paso**
El Paso, TX 79968-0509
(915) 747-6005 (Phone)
(915) 747-6807 (Fax)
parenaz@utep.edu

South Carolina LSAMP
Dr. Angela Williams
University of South Carolina
300 S. Main, Room B204
Columbia, SC 29208
(803) 777-2464 (Phone)
(803) 777-2847 (Fax)
awilliam@sc.edu

Florida-Georgia LSAMP
Dr. Ralph Turner
Florida A&M University
1540 South Adams Street
Suite G
Tallahassee, FL 32307
(850) 599-3638(Phone)
(850) 561-2388(Fax)
ralph.turner@famou.edu
www.fg-lsamp.org

Mid-South LSAMP
Dr. Jesse McClure
Vice President for Academic
Affairs
LeMoyne-Owen College
807 Walker Avenue
Memphis, TN 38126
(901) 942-7305 (Phone)
(901) 942-7373 (Fax)
jesse_mcclure@nile.lemoyne-owen.edu
<http://www.mecca.org>

Mississippi LSAMP
Dr. Richard Sullivan
P.O. Box 18119
Jackson State University
Jackson, MS 39217-0619
(601) 968-2845 (Phone)
(601) 968-2025 (Fax)
richard@jsu.mamp.com
[tiger.jsu.ms.edu:8080/MAMP/
MAMP/html](http://tiger.jsu.ms.edu:8080/MAMP/MAMP/html)

Xavier-UNCF LSAMP
Dr. Leonard Price
Professor of Chemistry
Xavier University of Louisiana
7325 Palmetto Street
New Orleans, LA 70125
(504) 483-7378 (Phone)

(504) 485-7942 (Fax)
lprice@mail.xula.edu

University of Houston
Dr. John Bear
Dean
College of Natural Science
and Mathematics
4800 Calhoun
Houston, TX 77204-2163

Northeast

New York City LSAMP
Dr. Neville A. Parker
City College
Convent Avenue & 138th
Street
Bldg. Y - Room 313A
New York, NY 10031
(212) 650-8854 or 8054
(Phone)
(212) 650-8855 (Fax)
ampcc@cunyvm.cuny.edu

Greater Philadelphia Region
LSAMP
Dr. Richard E. Woodring
Dean of Engineering Emeritus
Drexel University
32nd and Chestnut Street
Philadelphia, PA 19104
(215) 895-6941 (Phone)
(215) 895-1363(Fax)
woodrire@drexel.edu

SUNY LSAMP
Dr. David L. Ferguson
Program in Technology and
Society College of
Engineering and Applied
Sciences
**State University of New
York-Stony Brook**
Stony Brook, NY 11794-2250
(516) 632-9987 or 9988
(Phone)
(516) 632-7809 (Fax)
dferguson@notes.cc.sunysb.edu

University System of Maryland
LSAMP

Dr. Freeman A. Hrabowski, III
President

**University of Maryland
Baltimore County**

1000 Hilltop Circle
Baltimore, MD 21250
(410) 455-2274 (Phone)
(410) 455-1210 (Fax)
hrabowski@umbc.edu
<http://www.umbc.edu/amp>

Dr. William Gordon
College of Arts and Sciences

Howard University
Washington, DC 20059
(202) 806-6700 (Phone)
(202) 806-6945 (Fax)
wgordon@howard.edu

International

Puerto Rico LSAMP
Dr. Manuel Gomez
Resource Center for Science
and Engineering

University of Puerto Rico
P.O. Box 23334, University
Station

San Juan, PR 00931-3334
(787) 764-8369 (Phone)
(787) 756-7717 (Fax)
m_gomez@upr1.upr.clu.edu

<http://www.ehr.nsf.gov/ehr/hrd/hrddirlist.asp>

Centers for Research Excellence in Science and Technology

South

Alabama Agricultural and Mechanical University*

Dr. Alton Williams
Center of Excellence in
Nonlinear Optics and Nonlinear
Optical Materials
P.O. Box 1268
Normal, AL 35762
(205)851-5930 (Phone)
(205)851-5622 (Fax)
aamacw01@asnaam.aamu.edu

Clark Atlanta University

Dr. Alfred Msezane
Center for Theoretical Studies
of Physical Systems
Department of Physics
Atlanta, GA 30314
(404)880-8663/8633/6700
(Phone)
(404)880-8360 (Fax)
msezane@pioneer.cau.edu

Jackson State University

Dr. Jerry Leszczynski
Principle Investigator
Department of Chemistry
1400 J.R. Lynch Street
Jackson, MS 39217
(601) 973-3482 (Phone)
(601) 973-3674 (Fax)
jerzy@tiger.jsums.edu

Meharry Medical College*

Dr. George C. Hill
Center of Excellence
in Cell and Molecular Biology
Division of Biomedical
Sciences
1005 D.B. Todd, Jr.
Boulevard
Nashville, TN 37208
(615)327-6193 (Phone)
(615)327-5621 (Fax)
hillgeg75@ccvax.mmc.edu

Norfolk State University

Dr. Carl Bonner
700 Park Avenue
2401 Corprew Avenue
Norfolk, VA 23504
(757) 823-2381 (Phone)
(757) 823-9054 (Fax)
lmattix@nsu.edu

Tennessee State University

Dr. Michael Busby
Center for Systems Science
Research (CSSR)
TSU P.O. Box 139
330 Tenth Avenue North
Nashville, TN 37203
(615) 963-7013 (Phone)
(615) 963-7027 (Fax)
busby@coe.tnstate.edu

The University of Texas at El Paso

Dr. Arturo Bronson
Materials Center for
Synthesis and Processing
500 West University
El Paso, TX 79968
(915)747-5554 (Phone)
(915)747-6601 (Fax)
bronson@materials.utcp.edu

Tuskegee University

Dr. Shaik Jeelani
Tuskegee, AL 36088
(334)727-8802 (Phone)
(334)727-8801 (Fax)
jeelanis@acd.tusk.edu

North Carolina A&T State University

Dr. Jagannathan Sankar
College of Engineering
Room 651 /McNair Hall
1601 East Market Street
Greensboro, NC 27411
(910)334-7549 (Phone)
(910)334-7540 (Fax)
sankar@ncat.edu

Florida A&M University

Dr. Marion G. Harmon
Dept. of Computer
Information Systems
Benjamin Banneker, Tech A
Room 308
Tallahassee, FL 32307
(850)599-3022 (Phone)
(850)599-7540 (Fax)
harmon@cis.famu.edu

Hampton University

Dr. Cynthia Keppel
Nuclear High Energy Physics
Research Center of
Excellence
P.O. Box 6172
Hampton, VA 23668
(757)727-5956 (Phone)
(757)727-5955 (Fax)
buck@jlab.org

Tuskegee University

Dr. Shaik Jeelani
Tuskegee, AL 36088
(334)727-8802 (Phone)
(334)727-8801 (Fax)
jeelanis@acd.tusk.edu

West

California State L.A. University

Auxiliary
Dr. Carlos Robles
Cea-CREST
5151 State University Drive
Los Angeles, CA 90032
(213) 343-2067 (Phone)
(213) 343-6451 (Fax)
crobles@calstatela.edu

Northeast

City College of The City University of New York*

Dr. Daniel L. Akins
Center for Analysis of Structures
and Interfaces
Department of Chemistry
Convent Avenue at 138th Street
New York, NY 10031
(212)650-6953 (Phone)
(212)650-6848 (Fax)
akins@scisun.sci.cuny.cuny.edu

International

University of Puerto Rico

Dr. Allan Smith
The Puerto Rico Center of
Excellence in Tropical and
Caribbean Research
Mayaguez Campus
College Station
Mayaguez, Puerto Rico 00680
(787)831-2560 (Phone)
(787)768-0815 (Fax)
rwaide@lternet.edu

<http://www.ehr.nsf.gov/ehr/hrd/hrddirlist.asp>

Alliances For Graduate Education And the Professoriate

West

Arizona State University-East

Dr. Albert L. McHenry
Dean of College of
Technology and
Applied Sciences
700 E. Williams Field Road
Mesa, AZ 85212
(480) 727-1874 (Phone)
(480) 727-1089 (Fax)
albert.mcherry@asu.edu

University of California-Irvine

Dr. Frederick Wan
Vice Chancellor for Research
& Dean of Graduate Studies
155 Administration Building
Irvine, CA 92697-3715
(949) 824-5796 (Phone)
(949) 824-2095 (fax)
fwan@uci.edu

University of California-San Diego

Dr. Richard Attiyeh
Vice Chancellor for Research
& Dean of Graduate Studies
San Diego, CA 92093
(619) 534-6654 (Phone)
(619) 534-3868 (Fax)
rattiyeh@ucsd.edu

University of Colorado

Dr. James H. Curry
Applied Mathematics - CB
526
Boulder, CO 80309-0526
(303) 492-6901 (Phone)
(303) 492-4066(Fax)
curry@colorado.edu
<http://amath.colorado.edu/faculty/curry/>

New Mexico State University

Dr. John Owens
Executive Vice President
Campus Box 3445
Las Cruces, NM 88003-8001
(505) 646-2127 (Phone)
(505) 646-6334(Fax)
execvp@nmsu.edu

University of California-Berkeley

Dr. P. Buford Price
Dean of Physical Sciences
336 Sproul Hall
Berkeley, CA 94720-5940
(510) 642-4982 (Phone)
(510) 642-8497(Fax)
bprice@uclibky.berkeley.edu

Midwest

Regents of the **University of Michigan**

Dr. Earl Lewis
Dean, Horace H. Rackham
School of Graduate Studies
916 East Washington, Room
1004
Ann Arbor, MI 48109-1004
(734) 764-4401 (Phone)
earlewis@umich.edu

University Of Missouri-Columbia

Dr. Brady Deaton
Provost
114 Jesse Hall
Columbia, Missouri 65211
(573) 882-6596 (Phone)
(573) 882-9907 (Fax)
deaton@missouri.edu

South

Georgia Institute of Technology

Dr. G. Wayne Clough
Georgia Tech Research
Corporation
Office of the President
Atlanta, GA 30332-0325
(404)940-5051 (Phone)
(404) 894-1277 (Fax)
wayne.clough@carnegie.gatech.edu

University of Florida

Dr. David Colburn
Provost
235 Tigert Hall
Gainesville , FL 32611
(352) 392-2404 (Phone)
(352) 392-8735 (Fax)

North Carolina State University

Dr. Robert Sowell
Vice Chancellor and Dean of
The Graduate School
Campus Box 7102
Raleigh, NC 27695
(919) 515-2872 (Phone)
(919)515-2873 (Fax)
rober_sowell@ncsu.edu

University Of Mississippi

Dr. Maurice R. Eftink
Associate Vice Chancellor
For Academic Affairs &
Dean of the Graduate School
350 Martindale
P.O. Box 1848
University, MS 38677
(601) 232-5530 (Phone)
(610) 232-7300 (Fax)
eftink@olemiss.edu and
chmre@cotton.vislab.olemiss.edu

University Of Missouri-Columbia

Dr. Brady Deaton
Provost
114 Jesse Hall
Columbia, Missouri 65211
(573) 882-6596 (Phone)
(573) 882-9907 (Fax)
deaton@missouri.edu

University Of North Carolina Chapel Hill

Dr. Henry T. Frierson, Jr.
Professor & Director,
Research Education Program
School of Education
CB#3500, 121E Peabody Hall
Chapel Hill, NC 27599-3500
(919) 962-7507 (Phone)
(919) 962-1533 (Fax)
HT_Frierson@unc.edu

William Marsh Rice University

Dr. Jordan Konisky
Vice Provost for Research
and Graduate Studies
6100 South Main Street, MS-2
Houston, TX 77251-1892
(713) 527-4002 (Phone)
(713) 737-5759 (Fax)
Konisky@rice.edu

The University of Alabama at Birmingham

Dr. Louis Dale
Associate Provost for Minority
& Special Programs
401 Campbell Hall
1300 University Blvd.
Birmingham, Al 35294-1170
(205) 934-8762 (Phone)
(205) 934-1650 (Fax)
ldale@uab.edu

Northeast

City University of New York

Dr. Gail Smith
Office of the Associate Dean
for Educational
Opportunity and Diversity
Programs
33 West 42nd Street
New York, NY 10036-8099
(212) 642-2848 (Phone)
(212) 642-2687 (Fax)
gsmith@gc.cuny.edu

Howard University

Dr. Don M. Coleman
Office of the Provost
2400 Sixth Street, N.W.
Washington, DC 20059
(202) 806-2250 (Phone)
(202) 806-4971 (Fax)
dcoleman@howard.edu

State University of New York at Stony Brook

Dr. Robert McGrath
Provost
407 Administrative Bldg
Stony Brook, NY 11794-1401
(516) 632-7007 (Phone)
(516) 516-7112 (Fax)
mgrath@notes.cc.sunysb.edu

University Of Massachusetts

Dr. Cora B. Marrett
Provost/Vice Chancellor for
Academic Affairs
362 Whitmore Administration
Building
Box 38360
Amherst, MA 01300-8360
(413) 545-2554 (Phone)
(413) 577-3980 (Fax)
cmarrett@provost.umass.edu

International

University Of Puerto Rico

Dr. Manuel Gomez
Vice President of Research &
Academic Affairs
P.O. Box 23334
University Station
San Juan, PR 00931-3334
(787) 764-8369 (Phone)
(787) 756-7717 (Fax)
m_gomez@uprl.upr.clu.edu

<http://www.ehr.nsf.gov/ehr/hrd/hrddirlist.asp>

Biographical Sketch of Dwight Lewis

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

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

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

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

The following are other highlights of his accomplishments:

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

Short Descriptions of Programs

Sloan PhD Programs

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

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

Sloan Feeder Component

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

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

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

Initiative for Minority Student Development

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

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

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

McNair Program

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

McNair participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees.

The goal of the McNair Program is to increase graduate degree attainment of students from underrepresented segments of society.

Services Provided by McNair programs Include:

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

The Minority Access to Research Careers (MARC) Program

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

Research Initiative for Scientific Enhancement

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

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

Support of Continuous Research Excellence

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

grant programs (such as the MBRS SCORE Program, Academic Research Enhancement Awards, and R01 research project grants).

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

Initiative for Minority Students: Bridges to the Baccalaureate Degree

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

Initiative for Minority Students: Bridges to the Doctoral Degree

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

Historically Black Colleges and Universities- Undergraduate Program

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

Louis Stokes Alliances for Minority Participation

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

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

Centers for Research Excellence in Science and Technology

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

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

Alliances for Graduate Education and the Professoriate

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

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

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

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

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For hard copies contact:
Dwight Lewis
2029 Longspur Drive
West Lafayette, IN 47906
delewis@purdue.edu