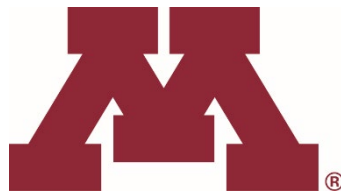# TRIO

RONALD E. MCNAIR
POST-BACCALAUREATE
ACHIEVEMENT PROGRAM

McNair Program Guide

COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

McNair Scholars:
Powering the Next Generation of Scholars and Industry Leaders

- **First generation, low income and underrepresented students left behind**

- **Increasing demand for jobs requiring advanced degrees**

- **Nationally recognized program design**

- **28 years of proven results at the U of M**

- **Faculty mentors from all disciplines, connecting research to solve global and industry challenges**

- **Exponential return on investment**

2018 McNair Scholars

Presentation Guide:

- 🔵 Program model
- 🔴 Looking to donate
- 🟠 Faculty mentor tips
- 🟣 Program outcomes

Welcome from the McNair Director

Thank you for your interest in the federally funded TRIO McNair Program at the University of Minnesota (U of M). Whether you're an interested student, a new faculty mentor, a community partner, looking to donate, or, just happened across this page, this guide provides an overview of the U of M program model, tips for faculty mentors, highlights program outcomes, and outlines external challenges that significantly impact McNair's work. Importantly, this guide shares how the McNair Team is addressing these challenges through multi-faceted, collaborative and innovative approaches.

The U of M's TRIO McNair program is in its 29th year, making us one of the oldest McNair programs in the country. We support students who are the most marginalized and least likely to get a college degree to not only graduate college, but also advance to graduate and doctorate programs. This work is high stakes. McNair scholars are contributing to research that is finding cures to diseases and generating innovation in a wide range of industries including biotechnology, healthcare, agriculture, etc.

McNair scholars are also in faculty positions, helping develop the next generation of experts and innovators who will allow the United States to continue to lead and quickly adapt to emerging challenges. The return on investment of the McNair program is exponential. Our program success is a testament to the many outstanding faculty mentors and University partners who volunteer their services and expertise. Thank you! For those looking to get involved, please complete this brief questionnaire.

Thank you for your interest and taking time to learn more about how the U of M McNair program benefits students, scholars, and communities across the state, the nation, and the world.

Anthony Albecker, Director
U of M TRIO McNair Scholars Program

Ronald E. McNair Program Background

Ronald E. McNair was an American astronaut and physicist. His recognitions include a Ph.D. from MIT, two honorary doctorates of science, being a Presidential Scholar, and the second African American in space. He served as a mission specialist on the Challenger in 1984 and again in 1986, where he passed away in the explosion. That year, congress created this program in his honor, the goal to encourage underrepresented students to obtain graduate degrees and academic careers.

- **U.S. Department of Education: TRIO**

  Ronald E. McNair PostBaccalaureate Achievement Program

  National McNair Website

- **University of Minnesota:**

  TRIO Programs Website   Facebook

  McNair Website   LinkedIn

  Research Profiles   Instagram

- **Key links**

  TRIO History Module

  Story of Dr. Ronald E. McNair and his Legacy
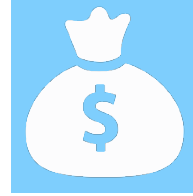
  National McNair Directory

  Scholar Stories

Dr. Ronald E. McNair

First Generation, Low Income and Underrepresented Students Left Behind

Need For McNair

Students whose parents have graduate degrees enroll in doctoral study at rates **5 times (3.0% vs. 0.6%)** that of students who's parents have only a high school diploma
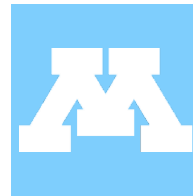
High income students complete undergraduate degrees at rates **7 times (79% vs. 11%)** that of low income students

Only 10% of our adult population has a post-BA degree **35%** of doctorates had parents within that 10%

Underrepresented students account for just **10% of US Ph.D.'s**
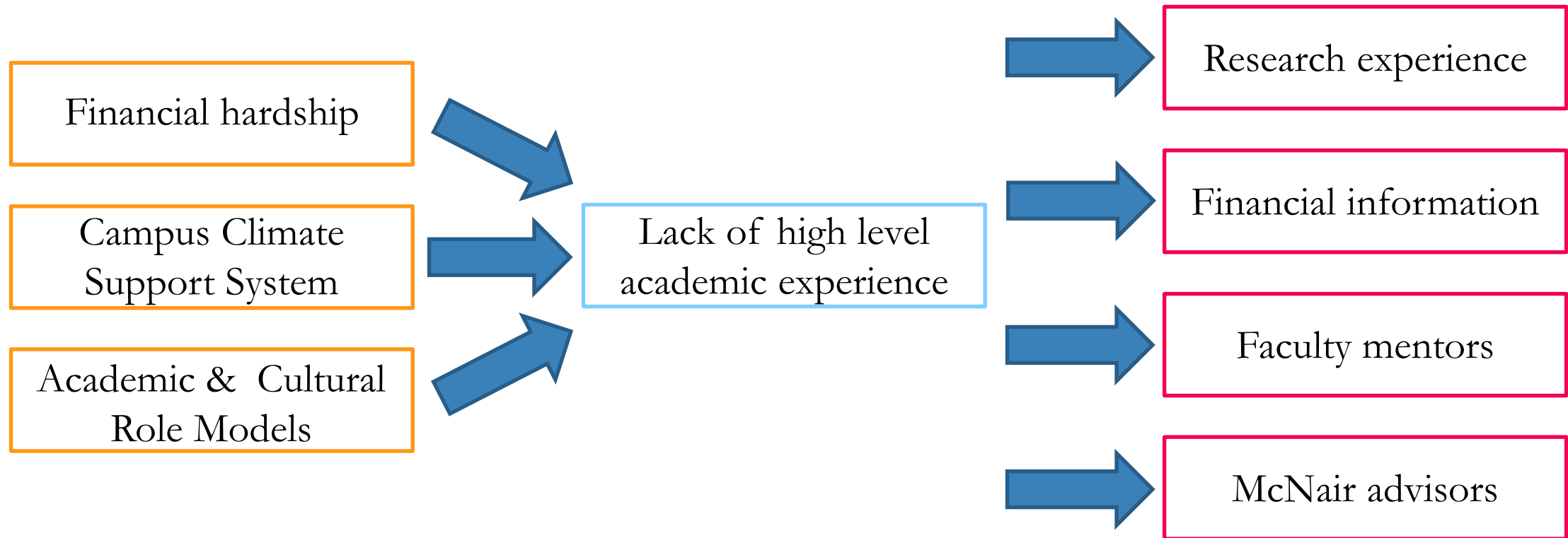
Underrepresented students were **less than 5%** of the doctorates awarded at UMN in 2010.

.

At rank of full professor, the most powerful group on US campuses, whites outnumber underrepresented faculty by **13 to 1**

McNair Directly Supports Students Who…

⬤ **Face Critical Barriers**　　⬤ **Have Limited Opportunity**　　⬤ **Demonstrate Needs***

Financial hardship		Research experience
Campus Climate Support System	→ Lack of high level academic experience →	Financial information
Academic & Cultural Role Models		Faculty mentors
		McNair advisors

*Identified by Ph.D. Graduate Employers & PhD Completers Study

Projected Worker Shortages Create an Increased Need for Advanced Degrees*

CBS NEWS
By MARY BROPHY MARCUS / CBS NEWS / March 20, 2017, 4:24 PM

New report predicts "troubling" shortage of doctors in the U.S.

CNBC

The US has a shortage of tech workers. Here's how kids and schools can solve the problem

Ruth Umoh | @ruthumohnews | 12:09 PM ET Wed, 23 Aug 2017

CNN

American businesses can't find workers

by Patrick Gillespie @CNNMoney
January 17, 2018: 4:28 PM ET

U.S.News & WORLD REPORT

The U.S. News/Raytheon STEM Index Shows America Will Have to Depend on Foreign Workers to Fill STEM Jobs

Despite gains in education and hiring, gender and racial gaps remain.

May 17, 2016, at 12:01 a.m.

The New York Times

Lack of Workers, Not Work, Weighs on the Nation's Economy

By BINYAMIN APPELBAUM   MAY 21, 2017

FOX NEWS

America's worker shortage: One million and counting

By Stephen Moore · Published August 15, 2014 · Fox News

CBS NEWS

By AIMEE PICCHI / MONEYWATCH / April 19, 2016, 3:06 PM

Desperately seeking workers: The looming job crunch

Bloomberg Businessweek
Markets   Tech   Pursuits   Politics   Opinion

July 7, 2017, 12:23 PM CDT

Five Signs Point to Skill Shortages in the United States

● A new report says deficits are most severe in health "and they'll only get worse."

By Peter Coy

The Atlantic

The U.S. Is Running Out of Nurses

The country has experienced nursing shortages for decades, but an aging population means the problem is about to get much worse.
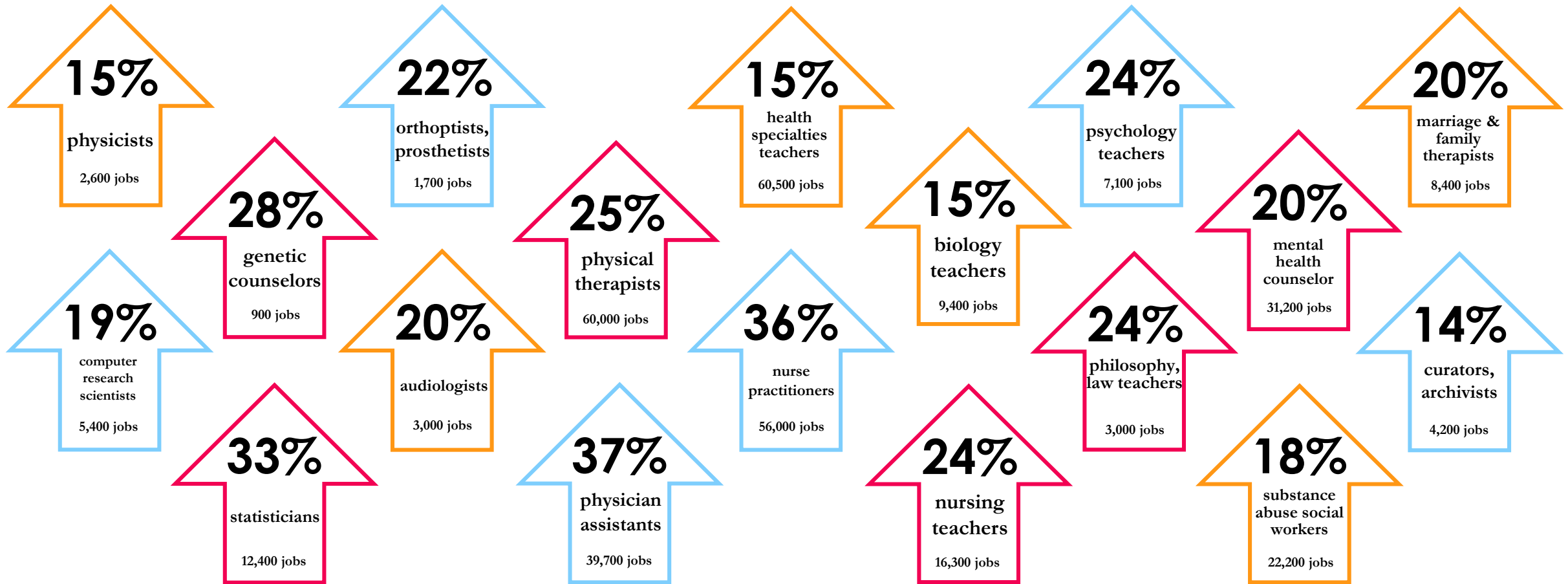
REBECCA GRANT | FEB 3, 2016 | HEALTH

*Advanced post-bac includes M.A., Ph.D., M.D., M.S.W, J.D., D.D.S., Pharm.D., D.P.T., M.S.N., and other doctorate and professional degrees
Data collected from the US Bureau of Labor Statistics

Copyright ©, 2019 University of MN TRIO McNair Scholars Program

TRIO
RONALD E. MCNAIR
POST-BACCALAUREATE
ACHIEVEMENT PROGRAM

Projected Worker Shortages Create an Increased Need for Advanced Degrees*

15% physicists — 2,600 jobs

22% orthoptists, prosthetists — 1,700 jobs

15% health specialties teachers — 60,500 jobs

24% psychology teachers — 7,100 jobs

20% marriage & family therapists — 8,400 jobs

28% genetic counselors — 900 jobs

25% physical therapists — 60,000 jobs

15% biology teachers — 9,400 jobs

20% mental health counselor — 31,200 jobs

19% computer research scientists — 5,400 jobs

20% audiologists — 3,000 jobs

36% nurse practitioners — 56,000 jobs

24% philosophy, law teachers — 3,000 jobs

14% curators, archivists — 4,200 jobs

33% statisticians — 12,400 jobs

37% physician assistants — 39,700 jobs

24% nursing teachers — 16,300 jobs

18% substance abuse social workers — 22,200 jobs

Powering the Next Generation

The McNair Program Strives to…

- **Increase** the rate of doctoral program application, matriculation, and degree attainment by first-generation college students who are underrepresented in graduate programs

- **Generate** in our students the higher-level academic and research skills necessary to gain admission to and successfully complete graduate study

2016 McNair Scholars

Nationally Recognized Program Design

UMN MCNAIR PROGRAMMING

To meet year-round academic program grant objectives:

Fall
- Scholar Recruitment
- Direct Advising
- Graduate School Application Support
- Seminars (Research/Graduate School Preparation/Leadership and Resiliency)
- Campus Outreach (Present to Departments and Program Partners)
- Assist Scholars Navigate Additional Research Opportunities
- Federally Mandated Annual Performance Reporting/Scholar Matriculation Data
- Contributions to college, U of M Community Partners
- National McNair Research Conference

Spring
- Applicant Selection
- Curriculum Development/Planning/Logistics
- Direct Advising
- Mentor Pairing
- Participant Eligibility/Data Verification Process
- Scholar Retreat

Summer
- McNair Scholar Orientation
- Weekly Seminars (Research/Graduate School Preparation/Leadership & Resiliency)
- Direct Research Under Faculty Mentor
- Ten-week Intensive Research
- Enrichment Activities/Cohort Development

McNair staffing consists of flex positions based on program phases and needs.

Resources/Funding, Faculty & Staff

Quality Staff	Faculty Mentors	US ED Financial Grant
World Class Labs/Facilities	State of Art Technology	Stipends
Student Travel	U of M Financial Support	Strategic Operations

Inputs/Program Activities

Identify & Select	Mentor Matching	McNair Advising
Assessment Need/Strengths	Research Internship	Scholarly Activities
Research Writing Workshop	Presentation preparation	Academic Support
McNair Seminars	Research Grad schools	Research Grad Financing
GRE Preparation	Research Poster Prep	Graduate Fairs
Writing for publication	Network Development	Mentor Advising
Graduate School Visits	Grad Admission Advocacy	Student Community Building
Graduate Selection Advising	Resilience/Leadership Development	Graduate Portfolio Prep
Strengths Quest	Team Work Experience	

Output/What Students Gain

Apply to Graduate Programs	Secure Graduate Funding	Completed Grad Portfolio
Individual Support Plan	Qualified Students	Quality Mentor Relationship
Quality Research Exposure	Quality Research Poster	Post McNair Research
Strong Support Network	Teaching Internships	Enhanced Confidence
Strong Academic Identity	Achieving Peer Group	Increased Motivation Advanced
Focus Graduate Selection	Inoculation to Grad Stress	Coursework
Conference Presentations	Ability to Collaborate	Identifying Academic Allies

Outcomes/Results: Short, Medium & Long Term

Quality Research Projects	Grad Admission	Grad Matriculation
Good Institution Match	Strong PhD Advisor Match	Adequate Grad Funding
Grasp of Grad Expectations	Use academic/Peer network	Grad Persistence
PhD Attainment	Career Requiring PhD	Future Faculty

Data Sources/Documentation for Tracking and Accountability

U of M Institutional Research	National Clearing House	CEHD Research Evaluation
McNair Student Files	College Transcripts	Alumni Outreach
Propensity Match	Social Media	Progress Records

TRIO
RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

Year-round Programming is Designed to Holistically Advance Student Development

Summer and academic year advising services focus on:

1. Careers requiring graduate education
2. Successful selection of schools
3. Applications to graduate school
4. Introduction to discipline-specific research
5. Research writing skills
6. Graduate level research papers and posters
7. Leadership Development
8. Active engagement and focus
9. Financing graduate studies

Twenty 10-week apprenticeships available with a University faculty mentor whose research interests match those of the McNair student and includes a **stipend** of $3,500.

Weekly seminars on enhancing research skills, graduate school preparation and leadership and resiliency.

Comprehensive Curriculum
RESEARCH | GRADUATE SCHOOL PREPARATION | LEADERSHIP

EDHD 3XXX
Demystifying and Engaging the Research Process
3 credits

Course Instructor: Anthony Albecker
Office: 40 Education Sciences (East Bank), 56 East River Road
Office Hours: T 1:00 to 4:00, Th 12:00 to 3:00
E-mail: albecker@umn.edu
Phone Number: 612-625-0772

Course Pre-requisites: Admission to the University of Minnesota's (U of M) TRIO McNair Scholars Program **AND** 60-semester credits and/or minimum of two courses in declared major and minimum one writing intensive course.

Course Texts/Materials: No single book is absolutely required for this course. The best texts, or combination of texts, is dependent on the type of research you will be conducting. Canvas is the official McNair online course management system. Mindful of monetary and environmental considerations, McNair program material is primarily digital and incorporates the most current open source materials. Required readings and multimedia resources will be posted on the course Canvas site. Scholars are responsible for readings as assigned by their faculty mentor.

Required Reading: Assigned weekly reading listed by lecture date and as assigned by faculty mentor.

Additional Readings: A wide range of resources can be found on the TRIO McNair Website

Course Website(s): https://canvas.umn.edu/courses/119606

Course Description:
Have you ever considered participating in academic research but felt intimidated or uncertain on what the process includes? If so, this course is for you. The University of Minnesota is one of the largest research universities in the world and provides ample opportunity to get involved with world class faculty and cutting edge research. The primary goal of the class is to simultaneously *introduce* and *engage* students in demystifying the research process. Course includes guest lecturers and draws upon the expertise of nationally recognized faculty and professional staff from across campus representing a broad range of disciplines. This course also strives to maximize the benefits of diversity within the cohort, which will help scholars maximize their work in diverse teams and in a multidisciplinary way.

This course is a credit bearing component of a broader McNair academic experience which includes three strands: Demystifying and Engaging the Research Process, Graduate School Preparation, and development of scholarly leadership skills. This credit bearing component focuses on the research component.

Class lectures will provide broad and multidisciplinary introduction of the research process. High quality and direct work with a professor on the professor's research (NOT the student's research. This will come later), will provide discipline specific engagement to course topics. Scholars will

Summer Research Syllabus

2019 McNair Scholars Program

Dynamic Course Portal

TRIO McNair Scholars

Mission

Information sessions

Events

Apply

Contact

McNair staff

TRIO McNair
40 Education Sciences Building
56 East River Road
Minneapolis, MN 55455
Phone: 612-625-0772
Fax: 612-625-0704

Robust Online Resources

2019 UNIVERSITY OF MINNESOTA
McNAIR SCHOLARS

RETREAT

Date/Time	Topic	Room
Friday, May 17 8:30am-4:00pm	Introductions/Overview of Summer Program/Background TRIO McNair/Review Syllabus & Expectations pre-program self-assessment/Community Building. *This will be interactive, informative and fun. Lunch and snacks provided. Bring your own water bottle.*	325 Education Sciences Building
Assignments	• Faculty Mentor Profile • Research Timeline • Facebook Spotlight • SCARF Assessment	Due 06/02/19 11:59pm

WEEK ONE

Date/Time	Topic	Room
Monday, June 3 All Day	Connect with your faculty mentor, research team, and begin research	Faculty's Research Lab
Tuesday, June 4 9:00am-12:30pm	Literature Review & Library Orientation; Introduction/Hypothesis/Statement of Problem *Presenters: Kim Clarke & Meghan Lafferty*	310 Walter Library
Wednesday, June 5 3:00pm-7:00pm	3:00pm-4:30pm | Summer Programs Orientation 5:00pm-7:00pm | Bowling/Pizza at Goldy's Gameroom	275 Nicholson Hall
Assignments	• Introduction/Hypothesis/Statement of Problem • Demonstrate progress on Literature Review	Due 06/09/19 11:59pm

WEEK TWO

Date/Time	Topic	Room
Tuesday, June 11 8:00am-3:00pm	Good Writing for Good Scholarship *Presenter: Dr. Wilbers* Curriculum Vita/ Personal Statement *Presenters: TBA*	TBA

© 2019 University of Minnesota TRIO McNair Scholars Program
z.umn.edu/mcnair

Summer & Academic Year Programming

Program Objectives

80% of program participants served will have completed appropriate research or scholarly activities during the McNair Program academic year

40% of bachelor's degree recipients will be enrolled in post-bac IMMEDIATELY following completion of the bachelors degree

90% of first year graduate students will continue to be enrolled in graduate school at beginning of fall term of the next academic year.

10% of McNair participants served will attain a doctorate degree within 10 years of the attainment of the bachelors degree, which is 10 times the national average

Snapshot of Scholar Enrollment

32 Students are currently undergraduates

2014 McNair Scholars

293 Students have entered graduate school

Dr. Tammy A. Butterick, Nicole A. Lynn

Lekie Dwanyen

43 Are currently enrolled in graduate school

2016 McNair Scholars

10 Students are ABD (all but dissertation)

Advanced Degree Completion

69
Professional
e.g. MD, PharmD, MBA, JD, DPT

36
Doctorates

175
Masters

+8
scholars enrolled

+
scholars applying

+33
scholars enrolled

+
scholars applying

+21
scholars enrolled

+
scholars applying
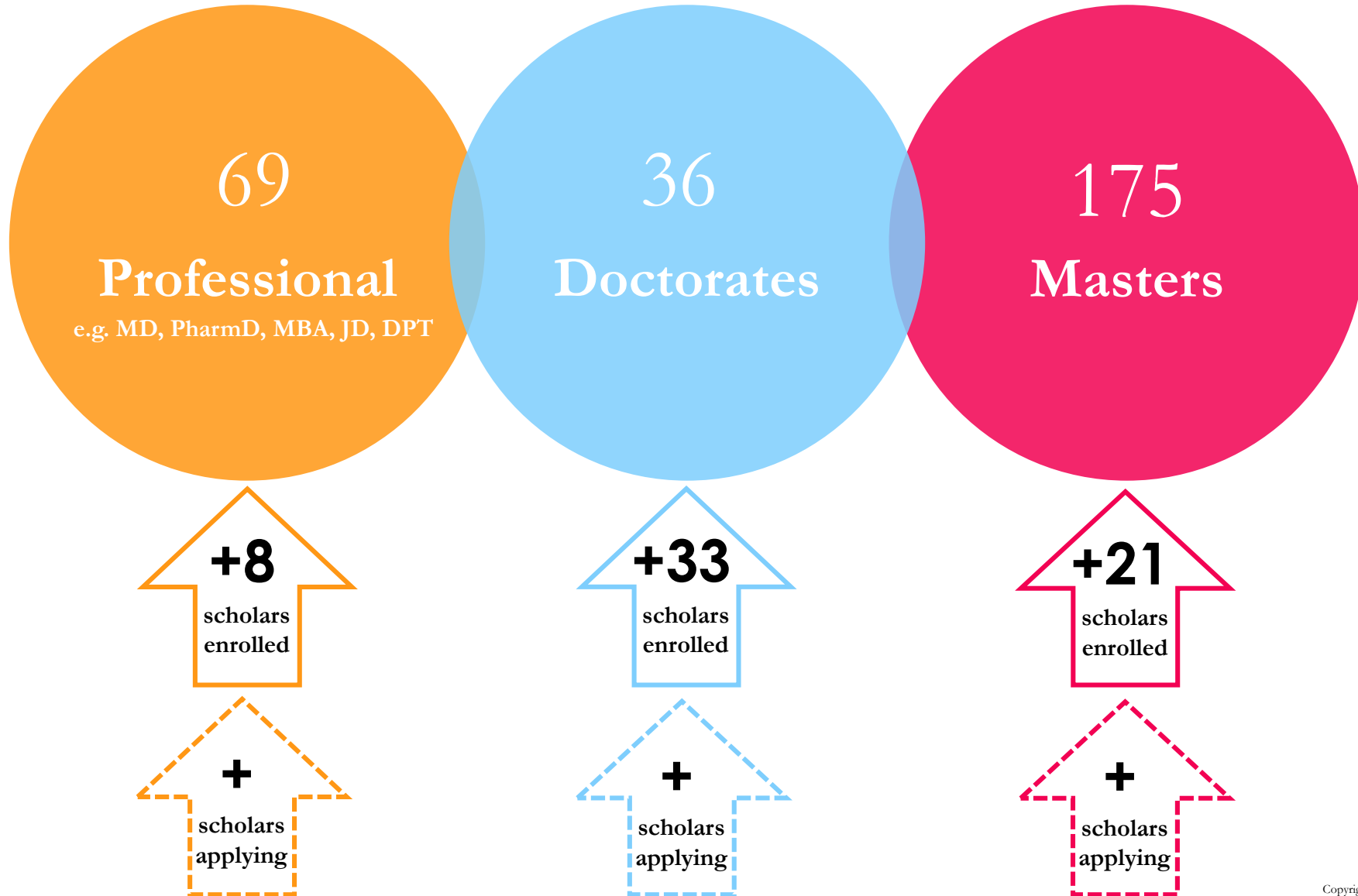
Overall Advanced Degree Enrollment

Graduate Degree Breakdown

Graduate School Matriculation

U of M
132
48%

Other Universities
143
52%

Number of Students

	PROFESSIONAL	STEM	SOCIAL SCIENCES	EDUCATION	HEALTH	ARTS & HUMANITIES
UMN	34	25	25	21	7	
Other Universities	36	42	47	20	5	9

■ UMN ■ Other Universities
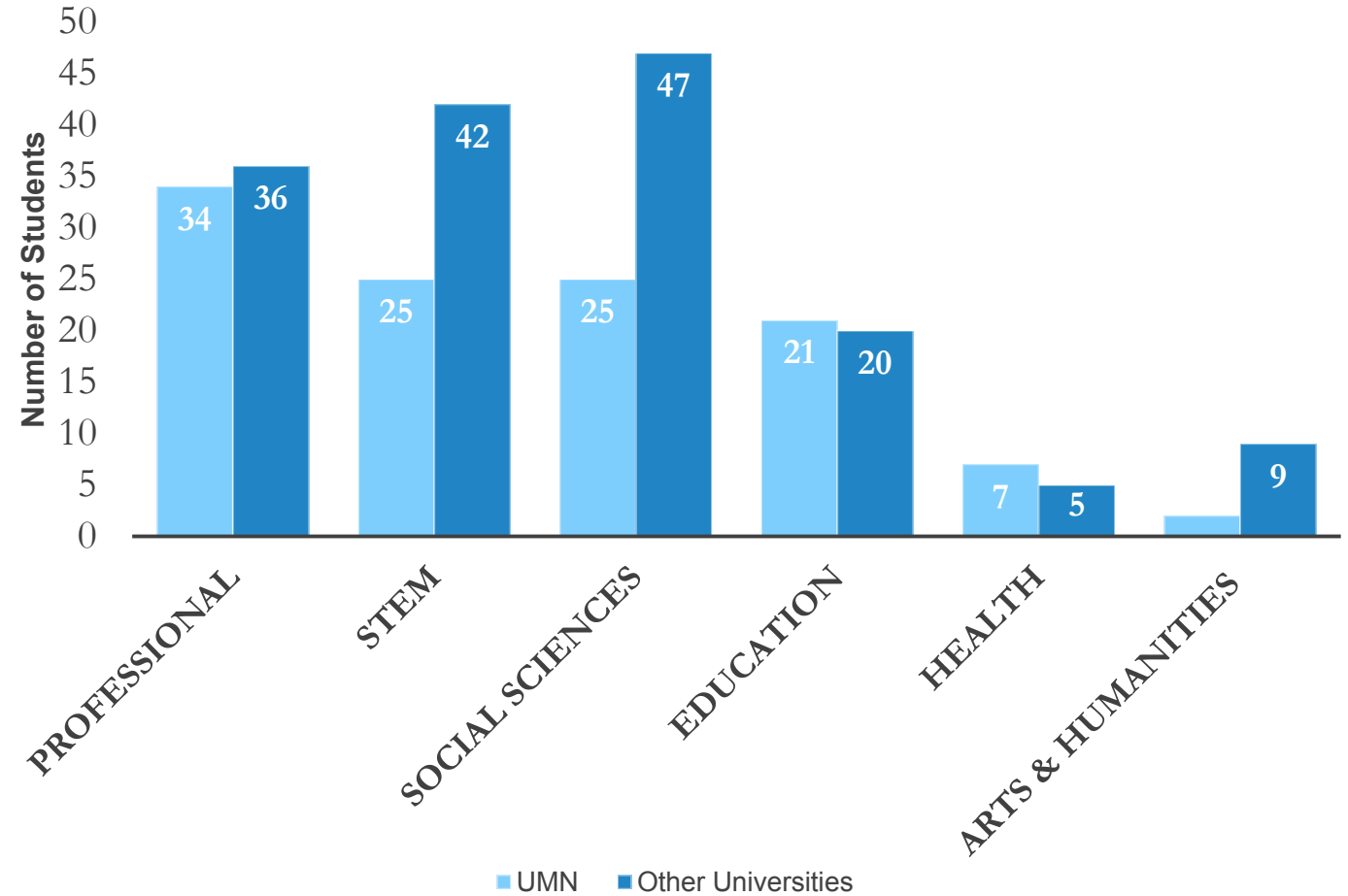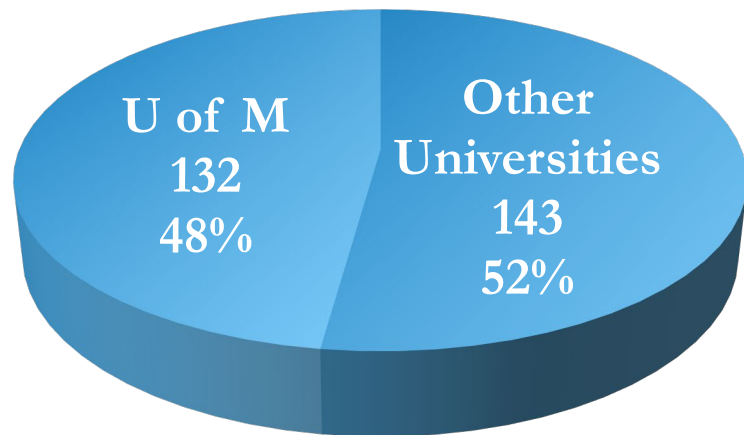
By The Numbers: Advanced Degree Enrollment

McNair Scholars Degree Completion at the UMN

Type of degree	# of students	% of students
Doctorate	19	14%
Masters	79	60%
Professional	34	26%

UMN Graduate School Matriculation

Bar chart — Number of Students:
- CEHD: 43
- OTHER: 27
- HUMPHREY: 14
- CLA: 14
- MEDICINE: 8
- PUBLIC HEALTH: 7
- LAW: 6
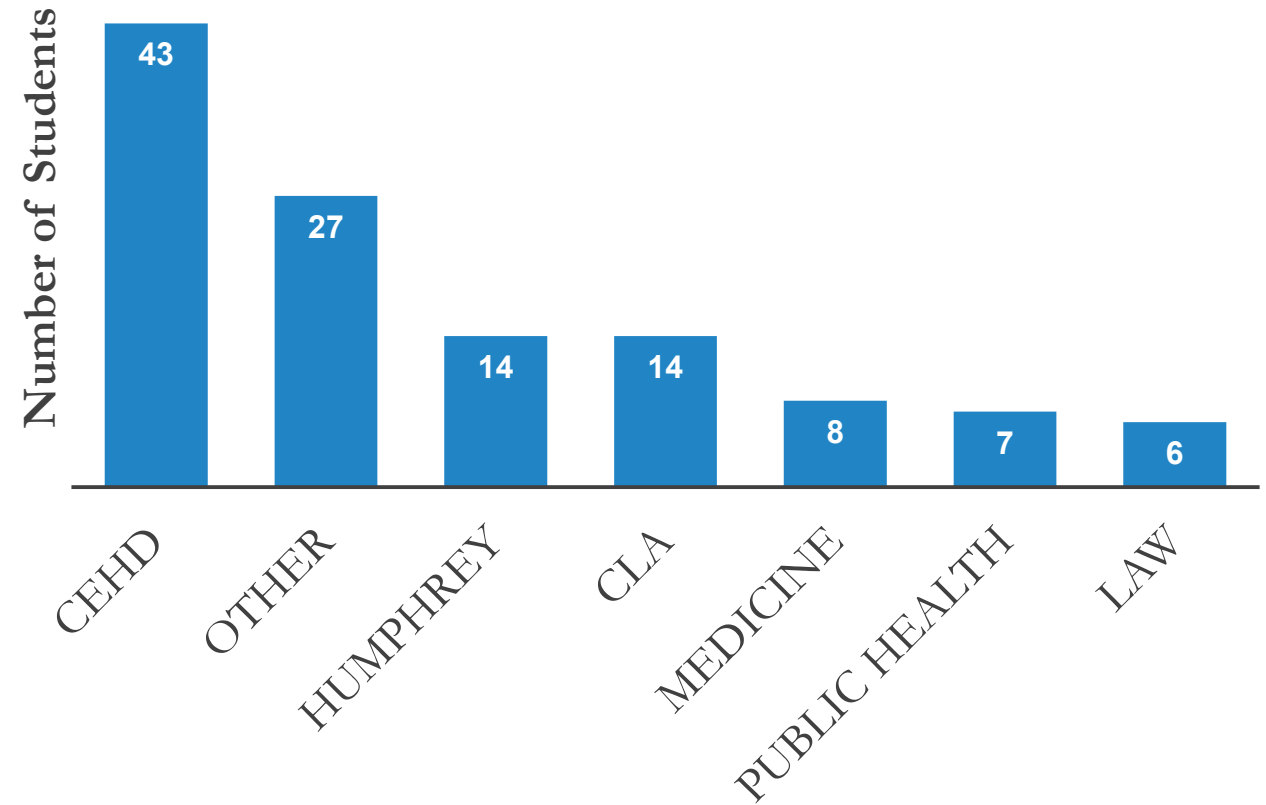
McNair Applications to UMn Graduate School (2014-Fall 2018)

(773 applications from 643 McNair Scholars) (2014-2019 Data Coming This November)

# of Apps	Majors, Degree Objectives (6 or more)
73	Psychology PhD
34	Sociology PhD
34	Social Work MSW
32	Chemistry PhD
23	Public Policy MPP
19	Neuroscience PhD
19	Microbiology/Immun/Cancer Biology PhD
19	Org Leadership Policy Dev MA
18	American Studies PhD
14	Feminist Studies PhD
13	History PhD
13	Political Science PhD
12	Biochem/MBiol/Biophysics PhD
12	Educational Psychology MA
12	Math PhD
11	English PhD
11	Mol/Cell/Dev Biol/Gen PhD
10	Biomed Engineering PhD
10	Child Psychology PhD
10	Development Practice MDP
9	Educ Psychology PhD
8	Family Social Science PhD
8	Org Leadership Policy Dev PhD
7	Anthropology PhD
7	Business Adm PhD
7	Creative Writing MSW
6	Chemical Engineering PhD
6	Compar Stdy Discrse/Soc PhD
6	Education, Curric & Instr PhD
6	Plant Biological Sciences PhD

106 Graduate School Programs received McNair applications

# of Apps	Undergraduate Institution with 7 or more McNair applications to the U of M
79	University of Minnesota – Twin Cities
31	University of Wisconsin – Eau Claire
27	University of Wisconsin - Superior
25	Augsburg College
25	University of Wisconsin - Stout
24	St. Olaf College
22	College of St. Scholastica
20	University of Wisconsin - LaCrosse
20	University of Wisconsin – River Falls
18	University of Wisconsin - Madison
14	University of North Dakota – Grand Forks
12	University of St. Thomas
11	University of Minnesota - Duluth
11	Washington State University
10	Beloit College, WI
10	Northern Michigan University
9	Boise State University
9	Northeastern Ill University
8	California St University Fresno
8	Florida International University
8	Indiana University Bloomington
8	Iowa State University
8	North Dakota State University
8	Pennsylvania State University
8	Portland State University
8	University Missouri Columbia
7	California State Poly Univ Pomona
7	Lawrence University, WI
7	University Nevada Reno
7	UW Milwaukee

The Graduate School received McNair applications from 184 different institutions
(*some McNair programs serve multiple institutions)

The Federal TRIO McNair Scholars Program is funded at 151 institutions across the United States and Puerto Rico by the U.S. Department of Education. In all projects, at least two-thirds of participants must be low-income AND first generation college students. Remaining one-third may be from groups underrepresented in higher education.

Ethnicity of 643 applicants*

51	Am. Indian or Alaskan Native
72	Asian American
169	African American
200	White
7	Unspecified
157	Indicate mixed race*

321 Admitted

177 Matriculated

Data Courtesy Brad Bostrom and Derek Maness, U of Mn Graduate School.

U of Mn Graduate School Diversity Office

The U of Mn Graduate School Diversity Office is a vital TRIO McNair partner committed to recruiting and supporting underrepresented graduate and professional students.

Comprehensive services include: prospective student advising; proactive approach to recruitment; host Annual Graduate School McNair Summer Visitation Program represent University at National McNair Conferences; pay application fee waivers; provide information on McNair DOVE fellowships, etc.

- **University of Minnesota**

    Graduate School

    Graduate School Diversity Office

- **Services Offered:**

    Recruitment & National Outreach   Admission Process

    Application Fee Waiver   McNair Scholar/DOVE Fellowship

    Additional Resources

- **Get Connected**

    333 Johnston Hall
    101 Pleasant St. SE
    Minneapolis, MN 55455
    612.625.6858
    gsdo@umn.edu

Derek Maness
Director of Outreach & Recruitment

Since 1996, Derek Maness has been the driving force recruiting McNair Scholars to the U of M.

Among his notable accomplishments:
- Created the U's Annual McNair Scholars Visitation Day
- Met with every UMn McNair Scholar since 1996 (600 plus meetings)
- Travels extensively to National McNair Conferences
- Exceptional McNair Advocate

TRIO
RONALD E. McNAIR
POST-BACCALAUREATE
ACHIEVEMENT PROGRAM

From McNair Scholars to U of M faculty

Sociology

Speech language & hearing sciences

Mechanical Engineering

Dr. Joyce M Bell

Dr. Evelyn E Davies-Venn

Dr. Sean Garrick

American Indian Studies

Family Social Science

Kinesiology

Dr. Jill Doerfler

Dr. Tabitha Grier-Reed

Dr. Beth Lewis

U of M McNair in the News

- **Taking Flight Through Research**

- **House Education Budget Bill Softens White House's Proposed Cuts**

- **From serving in Iraq to working on PhD, U scholar is 'like a kid in a candy store'**

- **Evelyn Davies-Venn: From McNair Scholar to U Professor**

More stories can be found via U of M TRIO McNair Facebook Page

Scholar Profiles

McNair profiles including dream statement, research posters and mentors available online:

www.cehd.umn.edu/trio/mcnair/alumni/

25 Years of Proven Results

Quantitative Study on McNair Participation

- How does participating in the McNair Scholars Program influence, if at all, the educational attainment of students from underrepresented backgrounds?

- A quantitative research method known as a "propensity score analysis" was conducted to compare the educational attainment of UMN McNair Scholars Program participants against non-participants of similar attributes who enrolled at the UMN between 1991-2012.
  - Attributes in this propensity score analysis: low income, first generation, race, sex, age when first enrolled, cumulative GPA, STEM degree, ACT score

- Data on students' academic trajectories was obtained from the National Student Clearinghouse for the purpose of this analysis.

Results: Beyond the Bachelor's Degree

- Students who participated in the McNair Scholars Program were **twice as likely** to pursue education beyond a bachelor's degree compared to UMN students who were equally qualified for McNair but did not participate in the program.

Students who went beyond bachelor's degree

	Yes	No
Students who participated in the McNair Scholars Program	54.80%	45.20%
Eligible students who did not participate in McNair Scholars Program	26.84%	73.16%

■ Students who participated in the McNair Scholars Program (n=354)
■ Eligible students who did not participate in McNair Scholars Program (n=1,058)
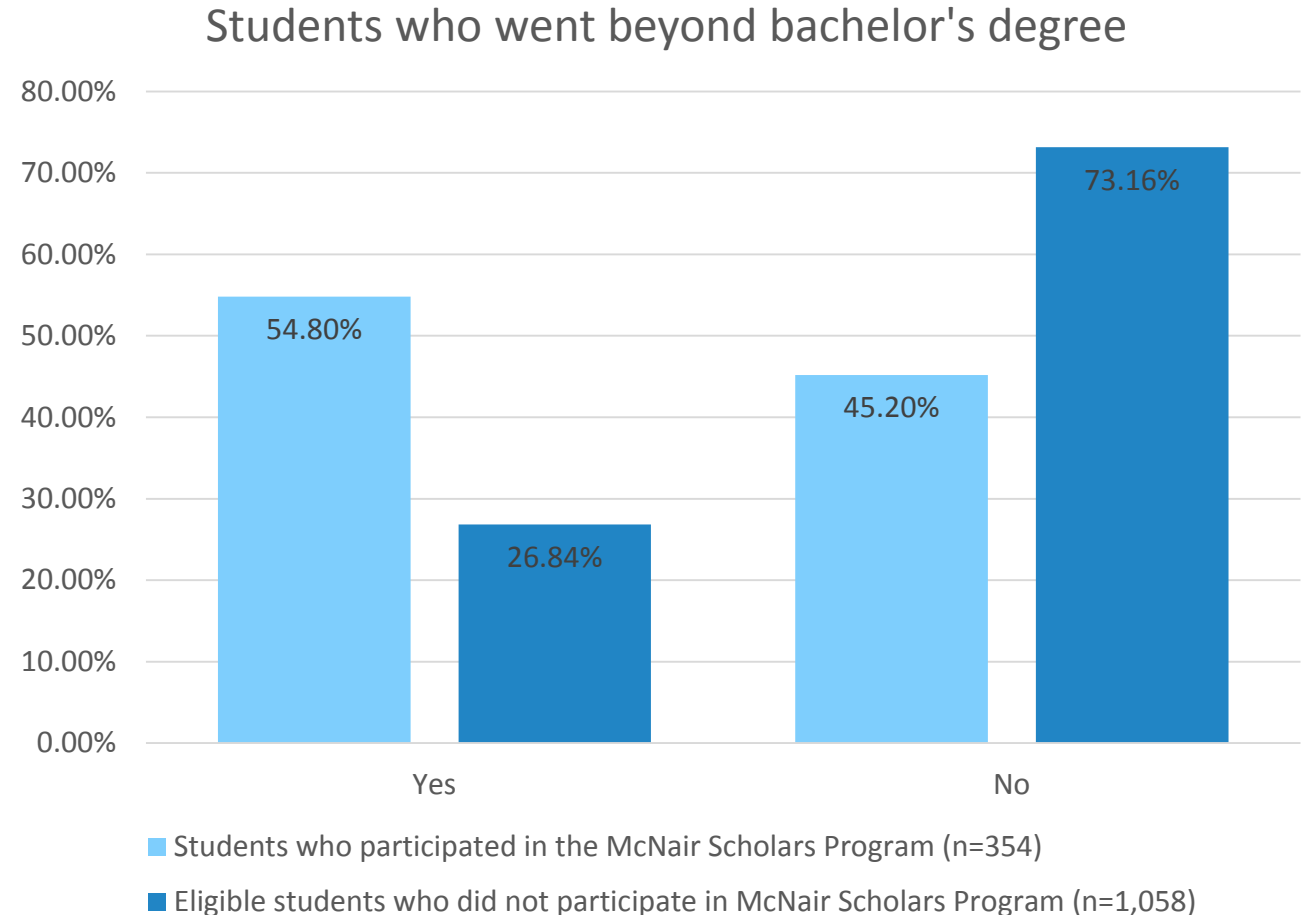
Results: Advanced Degree Attainment

- Students who participated in the McNair Scholars Program were more than **three times as likely** to attain an advanced degree relative to their peers who were of similar attributes but did not participate in the program.

Students who attained an advanced degree

Bar chart showing percentages for "Yes" and "No":

- Yes: Students who participated in the McNair Scholars Program — 35.31%; Eligible students who did not participate — 10.78%
- No: Students who participated in the McNair Scholars Program — 64.69%; Eligible students who did not participate — 89.22%

Legend:
- Students who participated in the McNair Scholars Program (n=354)
- Eligible students who did not participate in McNair Scholars Program (n=1,058)

Key Takeaway from Study

- Participating in the McNair Scholars Program **doubled** the probability of underrepresented students of similar attributes continuing their academic studies past a bachelor's degree and **tripled** the likelihood of this underrepresented student population attaining an advanced degree.

- Conclusion: According to this study's results, the McNair Scholars Program **exponentially increases** the chances of students from underrepresented backgrounds pursuing and attaining advanced degrees.

World Class Faculty Mentors & Advisers

Diverse Faculty Essential to Higher Education

"

"A diverse faculty is essential to the success of higher education in our country. Our universities simply cannot achieve the excellence to which we aspire without honoring and incorporating the diversity of expertise, experience and perspectives that exist among our larger population. Initiatives like the TRIO McNair Scholars Program provide a vital way for us to expand the pipeline of well-prepared scholars who will be the leaders of both higher education and many other sectors in our future communities."

Dr. Rebecca Roepers,
Vice Provost for Faculty and Academic Affairs
Office of the Executive Vice President and Provost
University of Minnesota

Who are McNair Faculty Mentors?

Since 1991, more than 150 different faculty from all University of Minnesota colleges have mentored McNair Scholars. Some have mentored for more than 10 years

Sociology

Psychology

Public Affairs

Dr. Christopher Uggen

Dr. Gloria Leon

Dr. Samuel L. Meyers

List of faculty mentors 1992-2017

UNIVERSITY OF MINNESOTA

McNair Scholar Faculty Mentors

McNair faculty come from all disciplines, at rank of assistant professor or higher, and are interested in guiding summer research experiences of high potential, first-generation, and minority undergraduates.

Dr. Douglas Hartmann
Sociology

Dr. Teresa Swartz
Sociology

Dr. Rebecca Shlafer
Pediatrics

Dr. Laura Gammill
Genetics, Cell Biology, & Development

Dr. Evelyn Davies-Venn
Speech Language Hearing Sciences

Dr. Ann Masten
Institute of Child Development

Dr. Richard Lee
Psychology

Dr. Suhasa Kodandaramaiah
Mechanical Engineering

Dr. Ben Brubaker
Psychology

Dr. Craig Sheaffer
Agronomy & Plant Genetics

Dr. Chris Uggen
Sociology

Dr. Megan Gunnar
Institute of Child Development

Dr. Daheia Barr-Anderson
Kinesiology

Dr. Renee Sieving
Nursing

Dr. Yuichiro Onishi
African American & African Studies

Dr. Florence Sessoms
Horticultural Science

Dr. Chad Marsolek
Psychology

Dr. Vuk Mandic
Physics

Dr. Catherine Solheim
Family Social Science

Dr. Patricia Schaber
Occupational Therapy

University of Minnesota McNair Mentors: 1991-2018

Demoz Debre-Egzlabher
Valerie Piere
Katie Johnston-Goodstar
William Iacono
Beth Lewis
David Potter
LeAnn Snow
David Wood
Joanne Slavin
William Pomerantz
Michael L. Walker
Cheryl Olman
Marcia Hathaway
Shaul Hanany
Patrick Alford
Scott McConnell
Angela Panoskaltsis-Mortari
Amy Myrbo
Dan Maxbauer
Michelle Phelps
Maria Sera
Na'im Madyun
Sagar Goyal
Liza Meredith
Eileen Weber
Ken Valentas
Tabitha Grier-Reed
Elizabeth Boyle
Joseph Gaugler
Rose Vukovic
Lori Helman
Gabrielle Ferrales
Sinisa Vidovic
Rashne Jehangir
Nimo Abdi
Meri Firpo
Virginia Zuiker
Michele Allen
Veronica Deenanath
Jon Schommer
Benjamin Munson
Susan Mason
Tammy Butterick
Nathan Kuncel
Susan Rose
Michael C Rodriguez
Barbara McMorris
Jarrett Gupton
Yaniv Brandvain
Sarah Axtell
Ryan P Allen
Carl Rosen
Christopher Johnstone
R. Lee Penn
David Weiss
Joa Liang Le
Jean L. Forster
Steve Yussen
Georgiana May
Luis Martinez
Dan Voytas
Carolyn Garcia
Paul Mermelstein
Tai Mendenhall
Gary Gardner
Karen Seashore
Terrance Adam
Robert Poch
Josh Feinberg
Shonda Craft
Krishona Martinson
Christy Haynes
Dan Dahlberg
Ryoko Kuriyama
Sonya Brady
Kim Mansky
Luis Ramos-Garcia

Peggy M. Martin
Jennifer Bhalla
Ana Paula Ferreira
Marco Pravetoni
Matt Simcik
Billy Weber
Ross Roholt
Eugene Borgida
Zha Biong Xiong
John Campbell
Vinay Gidwani
Lou Quast
Martha Ruter
Michael Balzerman
Barbara Frey
W. Andrew Collins
Josh Page
Stacy Ingraham
Richard M. Lee
Laurie Ouellette
Patricia Frazier
John Foley
Michael Goldman
Moin Syed
David Pellow
Keisha Varma
Lisa Park
Carolyn Liebler
Nicole LaVoi
Rachmi Diyah Larasati
Brian Abery
Ann Garwick
Raymond Duvall
Patrick McNamara
Renee Sieving
Karen Cadigan
Catherine Squires
Jonathan Marchant
Keith Mayes
Abdi Samatar
Alexs Pate
Dave Hollister
Susanne Jones
Eric Grodsky
Martha Reuter
Ulrike Munderloh
Kenneth Bartlett
Rose Brewer
Gilbert Rodman
Eric Tranby
Enid Logan
John Nichols
Carrie Wilmot
Penny Edgell
Robert P. Hebbel
Abigail Gewirtz
Ana Forcinito
Katherine Fennelly
Claudia Schmidt-Dannert
Lesley Craig-Unkefer
Craig Hassel
Victor Koscheyev
Gloria Leon
Michael Farrar
Vincent Barnett
Jennifer Oliphant
Michelle Mason
M. Bianet Castellanos
David Martinez
Leonard Banaszak
Bryan Shuman
Darwin Hendel
Thomas Luce
Brenda Child
Corliss W. Outley
Richa Nagar
Larry Wackett

April A. Knutson
Wendy Rahn
Robert Morrison
Karen-Sue Taussig
Moira A. Petit
Dawn York
R. Lawrence Edwards
Oliver J. Williams
John Robert Warren
Ann Meier
David E. Wilkins
Justin Revenaugh
Gary Johnson
Tracy L. Toomey
Brian Southwell
Tim Dunnigan
Dorthy Hatsukami
Colette Galter
Margaret K. DiBiaslo
Joseph Nathan
Caroline Hayes
Heidi Lasley Barajas
Joanne B. Eicher
Jon J. Hubbard
Simon K. Shannon
Wayland E. Noland
John Sullivan
Gordon Legge
Jonathan C. Gewirtz
George A. O'Doherty
Sherri Turner
Robert Schlauch
David Ghere
Evan Schofer
Virajita Singh
Julia Wilson
Helen Kivnick
David Hayden
Scott Sponheim
Catherine Daly
Terry Wyberg
Wendy Leo Moore
Joan Howland
Patrick Bruch
Frank Kulacki
William Morrish
Dennis Jones
Priscilla Gibson
Kathleen Harder
Carol Freeman
Andrzej Piotrowski
Cherri Muhanji
Peter Hennen
Angelita Reyes
John E. Connet
George Heimpel
Martha Zurita
John Wright
Richard Hsung
Philip Colgan
Jim Mitchell
Daniel Wackman
Murray Jensen
Rodney L. Johnson
Willis Peterson
Edward Martin
August Nimtz
Robert Kauffman
Lorraine F. Francis
Francis A. Kulacki
M. David Marks
Gary Barnes
David Anderson
Wilmer G. Miller
Carolyn Tubbs
Kyla Wahlstrom
Chun Chao

Joseph E. Schwartzberg
Panos Michalupoulos
E. Calvin Alexander
James Calkins
Ramesh Harjani
John Shutske
Elain Richardson
Eric Ganz
Rory Remmel
Sandra K. Beeman
Kay Thomas
Jeffrey Edleson
Douglas Wangensteen
Ann Waltner
Jean Allman
Michael Hoey
Lisa Disch
Caroline Sotelloviernes Turner
Laura Lederer
Geraldine Kearse Brookins
Wayne E. Potratz
John A. Powell
Earl Scot
Michael Wootten
Kevin Peterson
Robert K. Herman
Richard King
Sheila Ards
Erik Arthur
Rina Tannenbaum
Robert McMaster
George Barany
Candace Kruttschnitt
LaDora Thompson
Laura Coultrip
Gurumurthy Ramachandran
Jane P.F. Bai
John Romano
Carla Phillips
Jeylan T. Mortimer
Dennis Vaides
Todd Rhodes
John Wallace
Patricia Avery
William M. Grove
Peter A. Hancock
Peter A. Hancock
Daniel Detzner
Virgil A. Marple
Daniel Keliiher
J. Stephen Weeks
Peter A. Hancock
Lillian S. Bridwell-Bowles
John M. Eyler
Marcia L. Shew
John M. Taborn
Michael J. Sadowsky
Garth C. Rockcastle
Judith Martin
Harry C. Boyt
Ron R. Aminzade
Allan H. Spear
Marti Hope Gonzales
Jennifer Bloom
Arthur G. Erdman
Brian A. Crooker
John H. Fleming
Raymond Newman
Esther F. Wattenberg
Margaret Kovera
Matha H. Gonzales
Joel P. Sternberger
Tom M. Skovholt
Andreas Rosenberg
Louis Alice A. Larson
James E. Holte

TRIO

RONALD E. McNAIR
POST-BACCALAUREATE
ACHIEVEMENT PROGRAM

McNair Program Partners

Special thanks and appreciation to our institutional and community partners who have helped make University of Minnesota McNair Scholars program nationally recognized.

McNair Scholars is federally funded and administered through the United States Department of Education.

A very special thank you to the **College of Education and Human Development (CEHD)**, Dean Jean Quam and leadership team for their generous financial and institutional support. Additional financial support provided by the **U of M Provost for Undergraduate Education** and the **Office of Equity and Diversity**.

Faculty Testimonial

"

"As an academic I value the McNair Program for its commitment to academic excellence and as an important and effective vehicle for recruiting low-income, first-generation and underrepresented students. The McNair Program does an excellent job preparing students to pursue and successfully obtain advanced degrees."

-Dr. Samuel L. Myers

[More Testimonials](#)

Who are McNair Faculty Mentors?

1. Come from **all disciplines,** at rank of assistant professor or higher, and are interested in guiding summer research experiences of high-potential, first-generation, and minority undergraduates.

2. Are **recognized** by their peers and students as **valued mentors** and **exceptional teachers.** Several members of the faculty have leadership positions in their departments, such as associate dean, director, and department chair.

3. Are recognized **leaders** in their field and serve as members of professional associations and editors of professional journals.

Catherine Solheim and Julie Vang

McNair Program Faculty Mentor Framework

1

Some undergraduate research programs allow students to conduct their own research. This is **not the purpose** of the McNair Scholars Program.

2

The McNair Program assigns students to work with a professor on the **professor's research,** not the student's research.
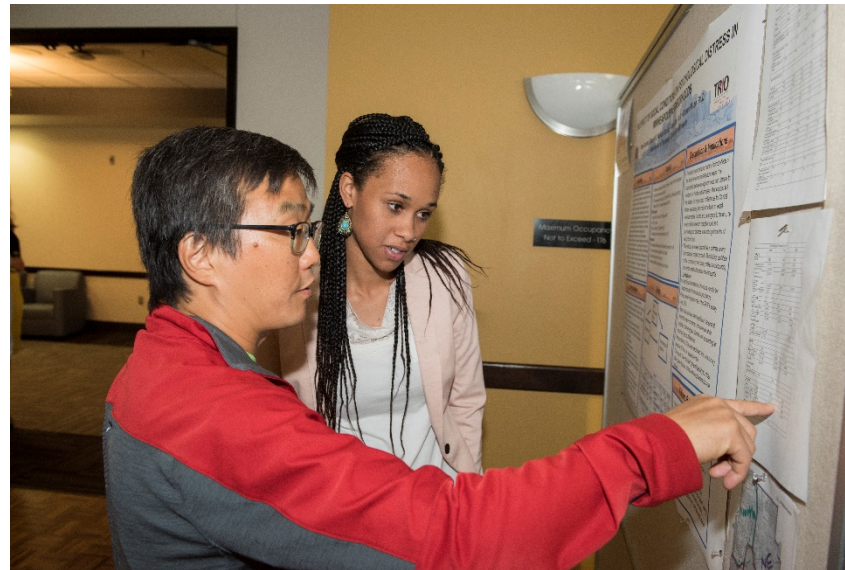
3

The **greatest academic and personal growth** has come when students are engaged in **30-40 hours** doing research or other academic pursuits.
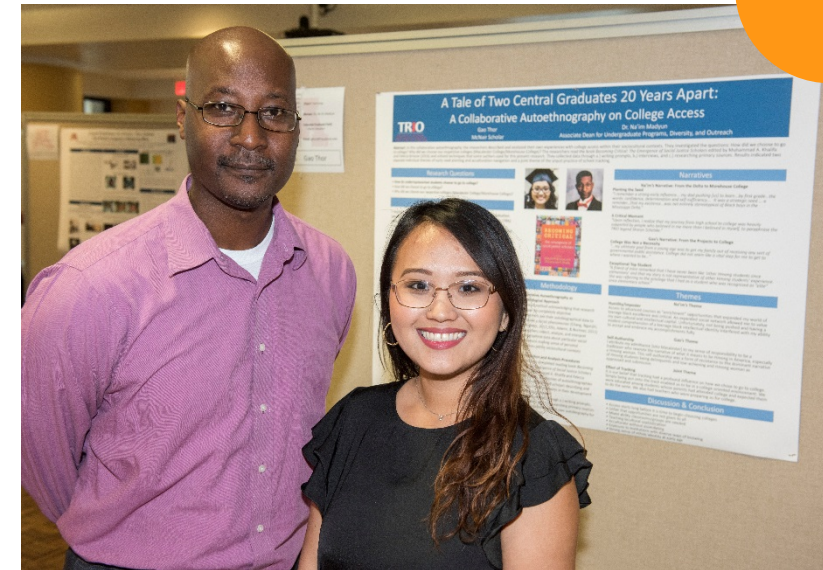
4

Mentors determine the research engagement and activities that will enhance the student's ability to attend graduate school.

Kayne Lussier and Dr. Scott McConnell

Mary K. Onchiri and Dr. Richard M. Lee

Gao Thor and Dr. Na'im Madyun

Remember,

the majority of the McNair Scholars do not have the advantage of family members with graduate degrees and are uncertain about the path from Baccalaureate Degree, to Master's Degree, to Ph.D. attainment.

So,

- Guide the scholar on how to make presentations in his/her field.

- Allow the student to sit in on your course, if it is related to their research project.

- Supervise and accompany the McNair Scholar to professional conferences and association meetings.

Talk with your Scholar

about your own
- undergrad experiences
- grad school experiences
- career decisions
- research projects

Build rapport, open lines of communication between you and your Scholar and help build motivation for doctoral study.
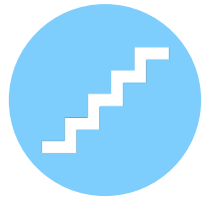
Faculty Mentor Responsibilities

Point scholars in the right direction. Provide an outline of current research and point out ideas for your scholar's contribution to the project.

Establish the framework for a successful mentoring relationship. Lay out clear expectations early in your working relationship.

Guide scholar along the steps. Assist the Scholar with establishing realistic goals for the project, completing a research proposal and meeting the research benchmarks and deadlines.

Provide close supervision of the research project during the summer, evaluate student research/contribution to team and mentor/advise the Scholar during and after the research experience.

Help your scholar feel comfortable in the research milieu. Acquaint them with the research tools of the discipline. Integrate them on the research team. Invite your scholar to attend seminars and meetings, if appropriate.

Set up regular, in person meetings with your Scholar. If you are away from campus for an extended period, make sure that the Scholar knows what to do in your absence and that you are accessible by phone and email.

Summer Time Commitment

June 3, 2019– August 10, 2019

Ideally,

Faculty Mentors will be on campus and available to meet with **students several times during the week.**

At a minimum,

Faculty Mentors and Scholars will meet in person **two hours per week.**

Preferably,

- One hour at the beginning of the week to set goals and activities
- One hour at the end of the week to evaluate progress

We understand that the number of contact hours between the Faculty Mentor and the Scholar may vary considerably depending upon the discipline and the nature of the research project.

If Faculty Mentors will not be on campus regularly during the week, they will be **easily accessible** by both phone and e-mail in the event that Scholars need assistance or direction.

Summer Time Commitment

June 3, 2019– August 10, 2019

Scholars work **30-40 hours per week** on their research projects for **10 weeks** during the summer.

Scholars will plan their time by **creating a research timeline** during the first week of the program and complete weekly **reflection** and **time log** that faculty approves.

Scholars are required to meet as a group **every Tuesday morning until noon** for a research methods or graduate school prep seminar led by McNair Staff and academic partners.

Scholars are required to meet with their McNair Advisor **one hour per week.**

The mentor will set the appropriate expectations for the student.

Additional required meetings and seminars may be scheduled.

The Scholars' stipends are paid in biweekly installments of $500 based on successful progress towards timely completion of the project.

Exponential Return on Investment

U of M McNair Program Funding Breakdown

Key

Funding
Per Participant Cost
Total Program Cost
Percentage

Total McNair Annual Budget (10/1/17 to 9/30/22)
$378,371

Federal TRIO McNair Grant
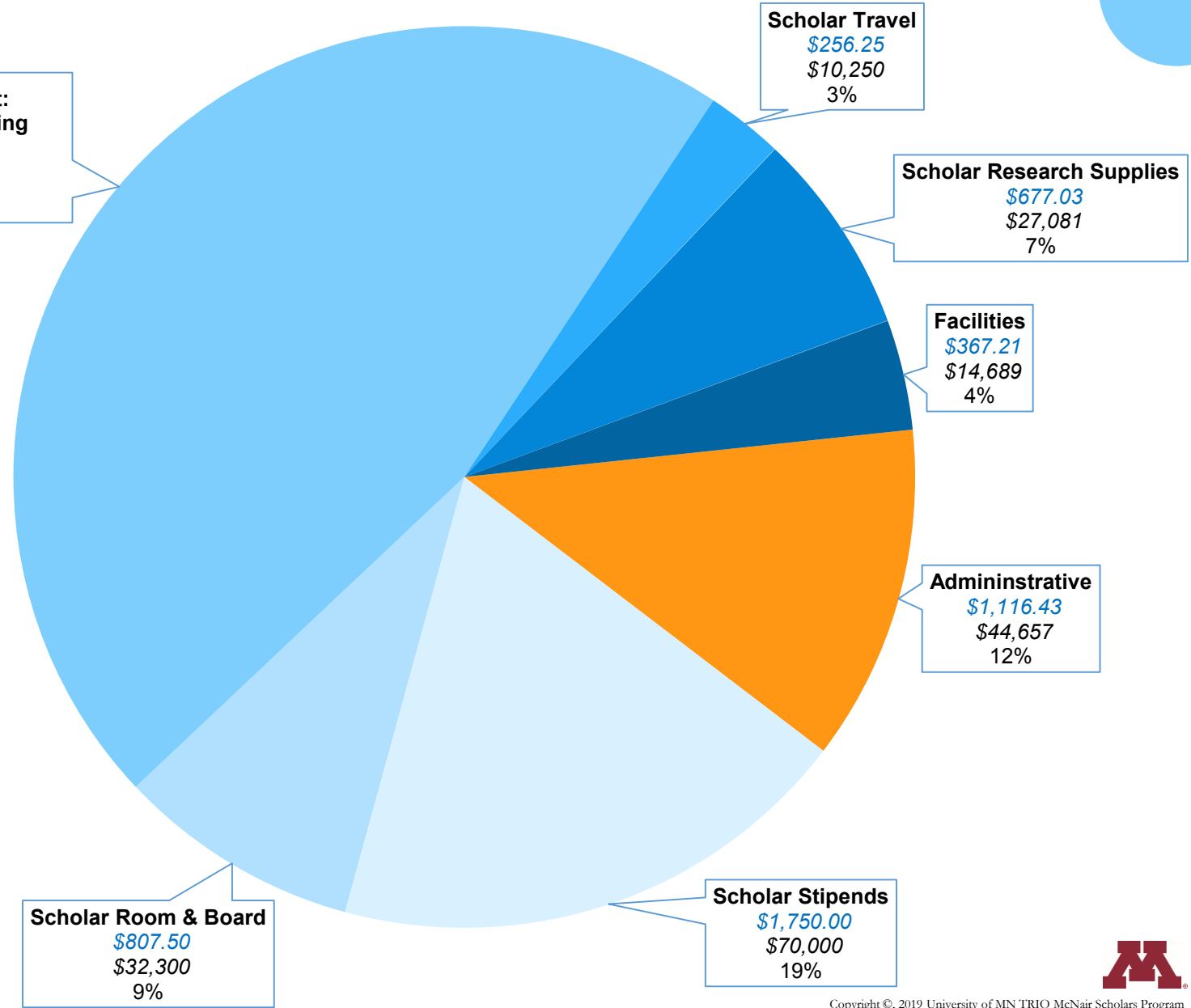**$309,371**

INSTITUTIONAL FINANCIAL COMMITMENT BREAKDOWN
$43,000   College of Education & Human Development (CEHD)
$21,000   Undergraduate Vice Provost (VP)
$5,000   Office of Equity & Diversity (OED)
$69,000

Per Scholar Cost
$9,459

Stipend Breakdown ($3,000 summer $500 fall semester*)
$2,800 @18 scholars (Federal)---$50,400
$3,500 @ 2 scholars (CEHD/VP)--$7,000
$700   @ 18 scholars (CEHD$250/VP$200/OED$250)---$12,600

Scholar Support:
Teaching & Advising
$4,296.19
$171,848
46%

Scholar Travel
$256.25
$10,250
3%

Scholar Research Supplies
$677.03
$27,081
7%

Facilities
$367.21
$14,689
4%

Admininstrative
$1,116.43
$44,657
12%

Scholar Stipends
$1,750.00
$70,000
19%

Scholar Room & Board
$807.50
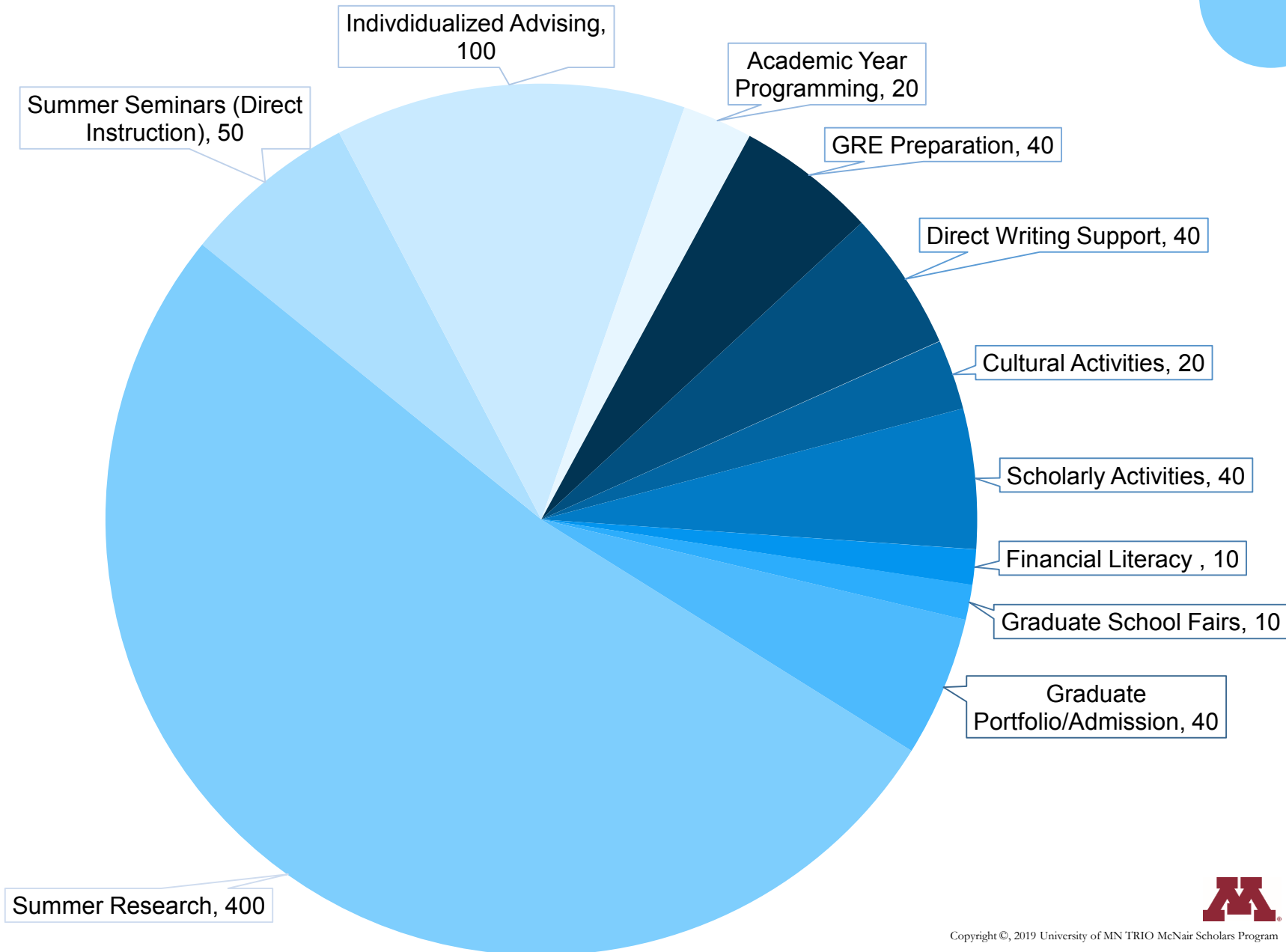$32,300
9%

U of M McNair Direct Service Hours to Scholars

U of M McNair is a **summer & academic year** program. Each scholar engages in approximately 770* effort hours of research and graduate school preparation.

$3,500 stipend equates to ~$5/hr.

*hours tracked through advising CRM, signed attendance and weekly timesheets.

Aarinola Esther Okelola

Pie chart labels:
- Indivdidualized Advising, 100
- Summer Seminars (Direct Instruction), 50
- Academic Year Programming, 20
- GRE Preparation, 40
- Direct Writing Support, 40
- Cultural Activities, 20
- Scholarly Activities, 40
- Financial Literacy , 10
- Graduate School Fairs, 10
- Graduate Portfolio/Admission, 40
- Summer Research, 400

Challenges…	and Opportunities
Stagnant grant funding compounded by inflation ○ $3,500 stipend significantly lower than comparable programs (equating to $5-$6/hr) ○ Direct impact on program recruitment as students w/highest financial and academic need least able to participate	▪ Raise stipend by $1,000 per student ▪ Leverage program model and expertise to serve more students to proportionately lower cost per participant
Significant political uncertainty ○ Threats to defund significant swaths of Department of Education ○ PROSPER ACT	▪ Provide funding consistency to counter political uncertainty ▪ Diversify funding sources to counter outdated regulations that hinder McNair from increasing effectiveness
Authorizing legislation is outdated (from 1998) ○ stipend amount ○ loss of subsidized grad school loans ○ gap years now encouraged ○ scholars recruited into key STEM industries* ○ University does not allow credit bearing status	**Broaden mandate to include program services & outcomes** ○ recognize Southeast Asian as underrepresented ○ account for "gap" years ○ acknowledge professional degree attainment ○ approve McNair experience as U of M credit bearing
Program regulations do not account for graduate advising services being provided	**Formalize graduate advising services to McNair alums** ○ recognize and support service to McNair alums ○ supporting and engaging new McNair graduate student ○ recognize role recruiting students and creating social support outside of grad school department

McNair: Surfing the Chaos

The federally funded TRIO McNair Programs face challenges: legislative, political, graduate education system and collegiate dynamics that significantly impact McNair's work on individual student and academic development. These existential threats left unaddressed will adversely impact the time to matriculation and graduate school completion for first generation, income eligible and underrepresented students. The McNair team is addressing these challenges through multi-faceted, collaborative and innovative approaches

Changing Graduate Education

Challenges

- Graduate Education model is not responsive to 21st Century societal and industry needs and particularly detrimental to TRIO eligible students:
  - Discipline approaches that don't foster interdisciplinary work
  - Limited support systems to help students develop/hone/identify transferability of their advanced degrees
  - Departmental politics frequently create problematic and siloed environments
  - Limited Tenure track jobs
  - Significant debt is not commensurate to future wage earnings

Opportunities

- Support initiatives:
  - For student centered Graduate education approach
  - Integrate a multiple mentor model that engages students in multi and inter disciplinary ways of learning, teaching, research and community engagement

- Personal, social and non-cognitive Development opportunities—transferable skills, interdisciplinary lenses
  - Exposure to opportunities such as work in Veterans Administration: "from research bench to patient bedside"
  - Provide student opportunities to develop and demonstrate emotional intelligence
  - Increase students social capital through developing more robust higher education networks

Collegiate Dynamics

Challenges

- Significant change in leadership throughout University
- Sustainability of volunteer mentor model
- Possible reduction of institutional support: monetary and other resources
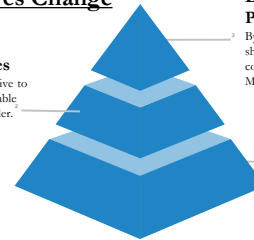
Opportunities

- Continue to inform community
  - Robust social media engagement and online presence
  - Service to community
    - Keep community informed on key policy and program successes
    - Intranet
    - Committee service across campus
    - Alignment across U-System
    - Sharing of resources and practices
    - Sharing of compelling stories, concise/accessible/visual data

How McNair Drives Change

Develop a Community of Practice
By building bridges with program partners, sharing ideas and advancing pedagogy, a coalition can be fostered that connects the McNair programs and outside community

Build Robust Processes
systems and processes are responsive to evolving need, data driven and enable staff to work smarter and not harder.

Set the tone
Staff is committed to Innovation, being proactive, setting ambitions goals, rigor+ fun and modeling a growth mindset.

Outdated Legislation

Challenges

Legislation remains unchanged since 1990's.

- Research Stipend stuck at $2,800 since 1998 and significantly lower than all other research programs
  - Highest need students lowest paid
  - Dissuades TRIO eligible who can't "afford" to take advantage of McNair
- Students are required to matriculate to graduate program immediately following undergraduate degree (Gap years are not recognized)
  - Scholars participating in postbac enrichment opportunities shows grant as "not meeting objectives"
- Southeast (SE) Asian Students are not considered Underrepresented in graduate school and do not qualify for McNair unless they are both low income and first generation
- Ten-year PhD completion window not representative of trends in most fields

Opportunities

- Advocates for change at department, college, institution, state, regional and national levels
- Active participants/leaders building and sustaining National McNair Network, TRIO professional associations and partnerships
- Presenters of effective practices. Approach work w/ innovative and open-mind—continually evolving and adapting/adopting effective practices.
- Advocate to expand McNair mandate to serve Professional degrees and explicitly add language around programming and resources related to student mental health issues
- Broaden financial literacy mandate. Can increased funding provide designated funds to offset first-year graduate costs for student who directly matriculate?
- Incorporate career services component discussing 'transferability of skills" versatility of advanced degrees

Political Threats

Challenges

- Sustained efforts to eliminate and or reduce TRIO McNair Funding. strategy to eliminate, then over mandate and underfund TRIO SSS Program
- State cuts directly impacting institutional support
- Political paralysis and Congressional gridlock
  - Higher Education Reauthorization continues to be in limbo
  - Impacts release of funds
  - Year-to-year volatility on McNair funding
- Public distrust & skepticism of higher education
- Higher education affordability
  - Student debt crisis ($1.5 Trillion)
  - Deters students from pursuing post bac

Opportunities

- Diversify funding: focus on corporations and foundations
  - Eliminates funding volatility
  - Allow program to broaden services to diversify professional degree tracks
  - Opportunity to scale-up for limited cost
  - Create greater program efficiency not having to work through arcane Department of Education policies
  - Latitude to create more responsive and sustainable programming
  - Increase stipend amounts
- Design flexible staffing models that reduce administrative costs while maintaining continuity of care model.
  - Engage staff in unique and multifaceted ways that current grant regulations don't allow
  - Foster unique partnerships and collaborations throughout University System to expand program footprint
  - More stability for staff to reduce volatility caused by continued calls for program elimination

Financial Support Needed

- Increase Stipends
- Sponsor qualified student
- Room and Board support during summer
- Fund scholar participating at research conference or graduate school visit
- Fund GRE Moodle Prep or ETS Book
- Sponsor cultural activity to broaden perspective and develop community
- Sponsor the annual McNair Poster Presentation (Celebrating 27 Years)
- Sponsor a McNair specific fellowship

- Foundations
- Corporations
- University System
- MN Private Colleges and State Colleges
- MN Office of Higher Education
- University Colleges
- Coordinate campuses

1996

2006

2016

Meet the McNair Team

McNair staffing consists of flex positions that fluctuate based on program phases

Sharyn Schelske,
Director Emeritus

Anthony Albecker,
Director

Bai Vue,
Advisor

Amani Stumme-Berry,
Advisor

Fran Stark,
Program Manager

Kayla Cory,
Graduate Assistant

# Thank You for your valuable collaboration with McNair Scholars!

Thank you and acknowledgements to the following contributors to this program guide: Sharyn Schelske, U of M McNair program founder, Rayla Allison for critical guidance, Amani Stumme for tireless design vision and evaluation support, the entire McNair Team for their respective contributions, and key program partners Amy Kampsen, Christina Clarkson and Kyle Blume. Thank you all!

College of Education & Human Development
40 Education Sciences Building
56 East River Road
Minneapolis, MN 55455

z.umn.edu/mcnair

facebook.com/mcnairscholarsumntc

612-625-0772
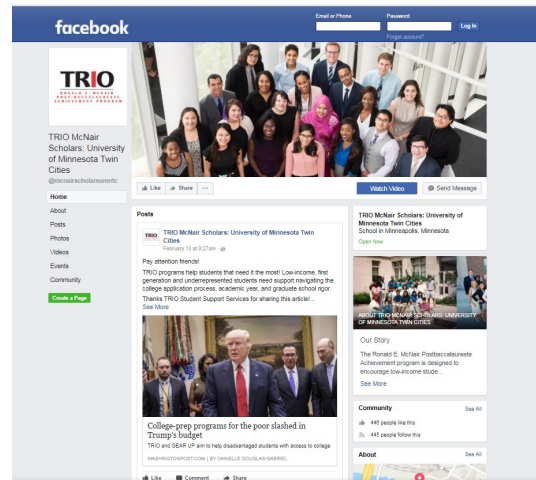
Odds & Ends

University of Minnesota
EOAA & Title IX Statement & Resources

In accordance with the United States Higher Education Opportunity Act (2008) (HEA), The federally funded TRIO McNair Program is providing the following EOAA & Title IX Statement and Resources as provided by Kimberly D. Hewitt, Director, University of Minnesota Office of Equal Opportunity and Affirmative Action Title IX Coordinator.

The purpose of this message is to provide another reminder about our responsibilities to foster a positive campus climate that is responsive to and takes prompt and effective measures to address all forms of sexual misconduct including sexual harassment, sexual assault, relationship violence and stalking. University policy specifically prohibits sexual misconduct by employees towards students, and any other form of harassment on the basis of sex.

Students are encouraged to report all incidents of sexual misconduct. Employees have a duty to report all incidents or allegations of sexual harassment or assault. Specifically, employees who have supervisory responsibility or who advise students or who could be considered by a student to have the authority to take action must report sexual misconduct incidents to the Office of Equal Opportunity and Affirmative Action Office (EOAA). The University takes such reports seriously, and will promptly investigate them. The University prohibits retaliation against anyone for reporting or participating in an investigation of sexual harassment or sexual assault. Students or employees found to have engaged in sexual harassment or assault, employees who fail to appropriately report observed or suspected harassment or assault, and students or employees found to have engaged in retaliation will be subject to discipline, which may include suspension, expulsion, or termination if circumstances warrant.

The University's Office of Equal Opportunity and Affirmative Action (EOAA) is available to all members of the University community to receive reports, help resolve issues, and address concerns regarding sexual harassment, sexual assault, or retaliation. Any individual may make a report to EOAA in a variety of ways as outlined in the following slide.

University of Minnesota
EOAA & Title IX Statement & Resources, Continued

The University's Office of Equal Opportunity and Affirmative Action (EOAA) is available to all members of the University community to receive reports, help resolve issues, and address concerns regarding sexual harassment, sexual assault, or retaliation. Any individual may make a report to EOAA in a variety of ways:

• Directly to the EOAA office, 612-624-9547, eoaa@umn.edu. See also https://diversity.umn.edu/eoaa/reportingresources

• Through the bias incident website----https://diversity.umn.edu/eoaa/reportingform

• Using the EthicsPoint anonymous online reporting system---- https://secure.ethicspoint.com/domain/media/en/gui/9167/index.html

If you are located on a campus other than the Twin Cities campus, you may contact either EOAA or the point people on your campus:

• Morris Campus: Sarah Mattson, Human Resources Director, mattsosj@morris.umn.edu, 320-589-6024. For student sexual assault or harassment reports contact Henry Fulda, fuldah@morris.umn.edu, 320-589-6470.

• Duluth Campus: Mary Cameron Interim Director of Human Resources and Equal Opportunity, mcameron@d.umn.edu , 218-726-7912. For student sexual assault or harassment reports, contact Lisa Erwin, Vice Chancellor for Student Life, laerwin@d.umn.edu, 218-726-8501.

• Rochester Campus: Andrea Wilson, Director of Human Resources, University of Minnesota Rochester, wils1236@r.umn.edu, 507-258-8010. For student sexual assault or harassment reports, contact Parry Telander, tela0009@r.umn.edu, 507-258-8023.

• Crookston Campus: Les Johnson, Director, Office of Human Resources, University of Minnesota Crookston, ljumc@crk.umn.edu, 218-281-8345. For student sexual assault or harassment reports, contact Peter Phaiah, phaiah@crk.umn.edu, 218-281-8505.

Inquiries regarding Title IX may be directed to the University's Title IX Coordinator (contact information below), or to the U.S. Department of Education's Office for Civil Rights (Chicago Office, 312-730-1560).

Kimberly D. Hewitt, Director, Office of Equal Opportunity and Affirmative Action Title IX Coordinator, 612-624-9547   khewitt@umn.edu

1993

1994

1995

1996

1997

1998

2000

2004

2005

2006

2007

2008

2009

2010

2011

2012

2013

2014

2015

2016

2017

2018