2017 McNair Program Guide
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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, or, just happened across this page, this program guide provides an overview of the U of M program model, tips for faculty mentors, and highlights program outcomes.

The U of M’s TRIO McNair program is in its 27th 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
Background and History of McNair

U.S. Department of Education: TRIO

Ronald E. McNair PostBaccalaureate Achievement Program

University of Minnesota:

TRIO Programs Website
McNair Website
Research Profiles

Facebook
LinkedIn
Instagram

Key links

TRIO History Module
Story of Dr. McNair
National McNair Directory
Why McNair Scholars?
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...
What is McNair?

Background, U of M Program goals and Structure
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.
# U of M McNair Program Design

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

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

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

## Outcomes/Results: Short, Medium & Long Term
- Quality Research Projects
- Good Institution Match
-Goal of Grad Expectations
- PhD Attainment
- Grad Admission
- Strong PhD Advisor Match
- Use academic/Peer network
- Career Requiring PhD
- Grad Matriculation
- Adequate Grad Funding
- Grad Persistence
- Future Faculty

## Data Sources/Documentation for Tracking and Accountability
- U of M Institutional Research
- McNair Student Files
- Propensity Match
- National Clearing House
- College Transcripts
- Social Media
- CEHD Research Evaluation
- Alumni Outreach
- Progress Records

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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. Creating graduate level research papers and posters
7. Leadership training
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.
Program Objectives and Results
U of M TRIO McNair 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 bachelor’s degree.

- **80%** 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 bachelor’s degree, which is 10 times the national average.
Snapshot of Scholar Enrollment

32 Students are currently undergraduates

293 Students have entered graduate school

43 Are currently enrolled in graduate school

10 Students are ABD (all but dissertation)

Dr. Tammy A. Butterick, Nicole A. Lynn
Post baccalaureate Degree Completion

- **Professional (e.g.: M.D.-PharmD-MBA-JD-DPT)**: 69
- **Doctorates**: 35
- **Masters**: 176
Overall Post-bac enrollment

Graduate School Matriculation

- U of M, 132 (48%)
- Other Universities, 143 (52%)

Graduate Degree Breakdown

- Professional: UMN 34, Other Universities 36
- STEM: UMN 25, Other Universities 42
- Social Sciences: UMN 25, Other Universities 47
- Education: UMN 21, Other Universities 20
- Health: UMN 7, Other Universities 5
- Arts & Humanities: UMN 2, Other Universities 9

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**By the numbers... UMN Postbac enrollment**

**McNair Scholars degree completion at the UMN**

<table>
<thead>
<tr>
<th>Type of degree</th>
<th># of students</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>19</td>
<td>14%</td>
</tr>
<tr>
<td>Masters</td>
<td>79</td>
<td>60%</td>
</tr>
<tr>
<td>Professional</td>
<td>34</td>
<td>26%</td>
</tr>
</tbody>
</table>

**UMN Graduate School Matriculation**

![Bar chart showing the number of students in different fields of study at UMN.](chart.png)

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### Direct Benefit of McNair on University of Minnesota 2014 to 2016*

<table>
<thead>
<tr>
<th># of APPS</th>
<th>Program</th>
<th># of Apps</th>
<th>Undergraduate institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Psychology Ph D</td>
<td>36</td>
<td>University of Minnesota- Twin Cities</td>
</tr>
<tr>
<td>17</td>
<td>Social Work PH D</td>
<td>17</td>
<td>University of Wisconsin-Stout</td>
</tr>
<tr>
<td>16</td>
<td>Chemistry</td>
<td>15</td>
<td>Augsburg College</td>
</tr>
<tr>
<td>16</td>
<td>Org leadership policy dev human resource dev PH D</td>
<td>12</td>
<td>University of Wisconsin Superior</td>
</tr>
<tr>
<td>15</td>
<td>Sociology Ph D</td>
<td>11</td>
<td>St Olaf College</td>
</tr>
<tr>
<td>14</td>
<td>Public policy MPP</td>
<td>11</td>
<td>University of Wisconsin Eau Claire</td>
</tr>
<tr>
<td>11</td>
<td>History Ph D</td>
<td>11</td>
<td>University of Wisconsin- Madison</td>
</tr>
<tr>
<td>9</td>
<td>Neuroscience Ph D</td>
<td>9</td>
<td>University of Wisconsin- La Crosse</td>
</tr>
<tr>
<td>9</td>
<td>American Studies Ph D</td>
<td>8</td>
<td>College of St. Scholastica</td>
</tr>
<tr>
<td>8</td>
<td>Speech language-hearing sciences</td>
<td>7</td>
<td>University of Wisconsin- Oshkosh</td>
</tr>
<tr>
<td>8</td>
<td>Ed psych school psych</td>
<td>7</td>
<td>University of Wisconsin- River Falls</td>
</tr>
<tr>
<td>8</td>
<td>English</td>
<td>7</td>
<td>Washington State</td>
</tr>
<tr>
<td>7</td>
<td>Family social science</td>
<td>6</td>
<td>Northern Michigan University</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
<td>6</td>
<td>University of Minnesota- Duluth</td>
</tr>
<tr>
<td>7</td>
<td>Political science</td>
<td>5</td>
<td>Beloit College WI</td>
</tr>
<tr>
<td>7</td>
<td>Molecular cellular- dev boil and genetics</td>
<td>5</td>
<td>Cal Poly Tech---Pomona</td>
</tr>
<tr>
<td>7</td>
<td>Biomedical Engineering Ph D</td>
<td>5</td>
<td>University North Dakota Grand forks</td>
</tr>
<tr>
<td>6</td>
<td>Ed Psych- counseling and personnel-MA</td>
<td>5</td>
<td>University of St Thomas- MN</td>
</tr>
<tr>
<td>6</td>
<td>Music MM</td>
<td>4</td>
<td>Florida International University</td>
</tr>
<tr>
<td>6</td>
<td>Anthropology Ph D</td>
<td>4</td>
<td>Grand Valley State university, MI</td>
</tr>
<tr>
<td>5</td>
<td>Biochem/molecBiology/biophysics Ph D</td>
<td>4</td>
<td>Pennsylvania State-- University Park</td>
</tr>
<tr>
<td>5</td>
<td>Chemical engineering</td>
<td>4</td>
<td>Portland State University</td>
</tr>
<tr>
<td>5</td>
<td>Child psychology PH D</td>
<td>4</td>
<td>Rippon College</td>
</tr>
<tr>
<td>5</td>
<td>Electrical engineering Ph D</td>
<td>4</td>
<td>San Jose State University</td>
</tr>
<tr>
<td>5</td>
<td>Human Resources and industrial relations MA</td>
<td>4</td>
<td>St Norbert college, WI</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>4</td>
<td>Texas Christian University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>University Missouri Columbia</td>
</tr>
</tbody>
</table>

*Data courtesy of U of M Graduate School and Brad Bostram* 2017 data available soon.

#### Ethnicity of Applicants
- Hispanic or Latino: 85
- American Indian or Alaskan Na: 33
- Asian: 47
- Black or African American: 104
- White: 181
- Mixed race: 83

#### Admitted
163

#### Matriculated
94

1/3 underrepresented by ethnicity as set forth in [HEA 2008](#).

2/3 first generation AND low income.
From McNair Scholars to UMN faculty

Dr. Joyce M Bell
Sociology

Dr. Evelyn E Davies-Venn
Speech language & hearing sciences

Dr. Sean Garrick
Mechanical Engineering

Dr. Jill Doerfler
American Indian Studies

Dr. Tabitha Grier-Reed
Family Social Science

Kinesiology

Dr. Beth Lewis
Speech language & hearing sciences
Sample 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
External Program Evaluation

Background, Methodology and Results
Background

The U of MN McNair Program is committed to authentic, realistic and practical evaluation beyond what is annually required by the US Department of Education.

In 2015 McNair conducted a 20-year follow-up analysis of 356 McNair participants from 1991 through 2012.

The study used a statistical procedure called propensity score matching, beginning with 112,187 U of MN students to derive a comparison group of 1,058 non-participants. The McNair Program participants were compared to comparison group students to measure graduate school admission and graduate degree attainment.
The Study Results are striking!

55% vs. 27%
More than twice as many McNair Scholars have pursued post-graduate education contrasted to the comparison group

39% vs. 13%
Three times as many McNair Scholars have completed a graduate degree juxtaposed to the comparison group
McNair Faculty Mentors
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.

Dr. Christopher Uggen

Dr. Gloria Leon

Dr. Samuel L. Meyers

List of faculty mentors 1992-2017
"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.
Some undergraduate research programs allow students to conduct their own research. This is not the purpose of the McNair Scholars Program.

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

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

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

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.

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Faculty Mentor Responsibilities

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

2. 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.

3. 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.

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

5. 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.

6. 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

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

**Ideally,**

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

**June 5, 2017– August 12, 2017**

**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

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.

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.

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.

June 5, 2017– August 12, 2017
McNair Team
Meet the McNair Team

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

Sharyn Schelske, Director Emeritus

Anthony Albecker, Director

Bai Vue, Advisor

Eskender Yousuf, Advisor

Amani Stumme-Berry, Advisor

Fran Stark, Program Manager

Kayla Cory, Student Colleague

Katie Richards, Student Colleague
Thank You for your valuable collaboration with McNair Scholars!

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

cehd.umn.edu/trio/mcnair

facebook.com/mcnairscholarsumntc

612-625-0772
Important Odds & Ends
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.
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/eqoa/reportingresources
- Through the bias incident website----https://diversity.umn.edu/eqoa/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, liumc@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
Challenges

- Developing next generation of researchers, faculty, scientists in wide range of critical disciplines and industries (including STEM fields)
- Diminishing research and graduate preparation programs at federal, state and institutions over past decade—particularly for students from underrepresented communities (first gen, low income, students of color)
- Stagnant funding (i.e. $2,800 student stipend unchanged since 1988) along w/ limited R&B support that is critical to students w/ highest socioeconomic need---may dissuade additional students to consider McNair
- More quality applicants than available spots
- Education programs such as McNair continually targeted for cuts and elimination
Opportunities

26 year continuously funded U of M McNair program has:
--increased ten-fold number of PhDs from traditionally underrepresented populations
--81% go beyond bachelors compared to 27% (M.A./M.S./M.P.P./DPT/PA/M.D./etc. a factor of three)

McNair academic model honed over this time leading to highly efficient program.

McNair cost per student breakdown
stipends: $3,500
research supply stipend: $500
Travel/avg.R&B.: $800
Teaching/Advising/Administrative/F&O $5,098
Avg. Cost per student: $9,998

Direct Service Hours
300 direct research hours with PhD faculty mentor
120 hours of research and graduate school preparation seminars
100 hours: GREPrep/Grad School Application Support
60 hours individual Advising
40 hours of leadership/development/resiliency activities

Each student receives roughly 624 hours of direct service support (research/graduate school preparation/leadership & resiliency).
Ask

- Seek funds to grow program: either annual, multi-year (ideally, mirror grant cycle)
- Sponsor a scholar
- Funds to augment scholar stipends and support
Methodology

- Propensity Analysis: A rigorous statistical process used to create comparison groups.
- From a population of 112,187 U of M students enrolled since 2000 ORCS derived a 1,412 student comparison group (3x size of McNair group).
- Next a logistic regression was conducted comparing McNair students to the comparison group on the following attributes: low income, first generation, race, sex, age when first enrolled, cum. GPA, STEM degree, ACT score.
- There were no significant differences on each attribute between McNair and the comparison group.
- Both McNair and the comparison groups academic achievement was documented through National Student Clearinghouse graduate enrollment and degree completion data bases.