McNair Program Guide
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
- 25 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

Presentation guide
- Program model
- Looking to donate
- Faculty mentor tips
- Program outcomes
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 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
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
  - McNair Website
  - Research Profiles
  - Facebook
  - LinkedIn
  - Instagram

- Key links
  - TRIO History Module
  - Story of Dr. Ronald E. McNair
  - 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 whose 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
Campus Climate Support System
Academic & Cultural Role Models

Lack of high level academic experience
Research experience
Financial information
Faculty mentors
McNair advisors

*Identified by Ph.D. Graduate Employers & PhD Completers Study
Projected Worker Shortages Create an Increased Need for Advanced Degrees*

- Advanced post-bac includes M.A., Ph.D., M.D., 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
Projected Worker Shortages Create an Increased Need for Advanced Degrees*

*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

- **15%**
  - Physicists
  - 2,600 jobs

- **28%**
  - Genetic counselors
  - 900 jobs

- **19%**
  - Computer research scientists
  - 5,400 jobs

- **22%**
  - Orthotists, prosthetists
  - 1,700 jobs

- **33%**
  - Statisticians
  - 12,400 jobs

- **20%**
  - Audiolists
  - 3,000 jobs

- **25%**
  - Physical therapists
  - 60,000 jobs

- **37%**
  - Physician assistants
  - 39,700 jobs

- **15%**
  - Health specialties teachers
  - 60,500 jobs

- **36%**
  - Nurse practitioners
  - 56,000 jobs

- **24%**
  - Physician teachers
  - 16,300 jobs

- **24%**
  - Philosophy, law teachers
  - 3,000 jobs

- **20%**
  - Mental health counselor
  - 31,200 jobs

- **18%**
  - Substance abuse social workers
  - 22,200 jobs

- **15%**
  - Biology teachers
  - 9,400 jobs

- **24%**
  - Psychology teachers
  - 7,100 jobs

- **14%**
  - Curators, archivists
  - 4,200 jobs

- **20%**
  - Marriage & family therapists
  - 8,400 jobs

- **20%**
  - Philosophy, law teachers
  - 3,000 jobs

- **25%**
  - Physical therapists
  - 60,000 jobs

- **15%**
  - Health specialties teachers
  - 60,500 jobs

- **24%**
  - Psychology teachers
  - 7,100 jobs

- **20%**
  - Mental health counselor
  - 31,200 jobs

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Data collected from the US Bureau of Labor Statistics

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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.
Nationally Recognized Program Design
# 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
- Group 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

- **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.

- **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 bachelors 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)

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Advanced Degree Completion

69
Professional
e.g.: M.D.-PharmD-MBA-JD-DPT

35
Doctorates

176
Masters
Overall Advanced Degree Enrollment

Graduate School Matriculation

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

Graduate Degree Breakdown

<table>
<thead>
<tr>
<th>Field</th>
<th>UMN</th>
<th>Other Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>34</td>
<td>36</td>
</tr>
<tr>
<td>STEM</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>42</td>
<td>25</td>
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<tr>
<td>Education</td>
<td>47</td>
<td>21</td>
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<tr>
<td>Health</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>9</td>
<td>5</td>
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</table>

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## 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

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEHD</td>
<td>43</td>
</tr>
<tr>
<td>OTHER</td>
<td>27</td>
</tr>
<tr>
<td>HUMPHREY</td>
<td>14</td>
</tr>
<tr>
<td>CLA</td>
<td>14</td>
</tr>
<tr>
<td>MEDICINE</td>
<td>8</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>7</td>
</tr>
<tr>
<td>LAW</td>
<td>6</td>
</tr>
</tbody>
</table>
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>5</td>
<td></td>
<td>4</td>
<td>University Missouri Columbia</td>
</tr>
</tbody>
</table>

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

*Data courtesy of U of M Graduate School and Brad Bostram 2017 data available soon.
From McNair Scholars to U of M faculty

- Dr. Joyce M Bell (Sociology)
- Dr. Jill Doerfler (Speech language & hearing sciences)
- Dr. Evelyn E Davies-Venn (Family Social Science)
- Dr. Tabitha Grier-Reed (Kinesiology)
- Dr. Sean Garrick (Mechanical Engineering)
- Dr. Beth Lewis (American Indian Studies & Mechanical Engineering)
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
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
World Class Faculty Mentors & Advisers
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.

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.
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.

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.

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.

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

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.

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 5, 2018– August 11, 2018

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.
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.

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

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

Total McNair Annual Budget (10/1/17 to 9/30/22)

- $378,371

Federal TRIO McNair Grant

- $309,371

Key

- Scholar Stipends
  - $1,750.00
  - $70,000
  - 19%
- Scholar Room & Board
  - $807.50
  - $32,300
  - 9%
- 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%
- Administrative
  - $1,116.43
  - $44,657
  - 12%

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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.
Challenges…

- 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

- Significant political uncertainty
  - Threats to defund significant swaths of Department of Education
  - PROSPER ACT

- 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

- Program regulations do not account for graduate advising services being provided

and Opportunities

- Raise stipend by $1,000 per student
- Leverage program model and expertise to serve more students to proportionately lower cost per participant
- Provide funding consistency to counter political uncertainty
- Diversify funding sources to counter outdated regulations that hinder McNair from increasing effectiveness
- Broaden mandate to include program services and outcomes
  - recognize Southeast Asian as underrepresented
  - account for “gap” years
  - acknowledge professional degree attainment
  - Approve McNair experience as U of M credit bearing

- 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
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
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

Eskender Yousuf, Advisor

Amani Stumme-Berry, Advisor

Fran Stark, Program Manager

Kayla Cory, Student Colleague

Katie Richards, Student Colleague

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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!
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.
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/eqaa/reportingresources
- Through the bias incident website----https://diversity.umn.edu/eqaa/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, mattsosi@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, phaiah@crk.umn.edu, 218-281-8505. 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).

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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.