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Dear Faculty Mentor,

We are preparing for our 23rd summer of the TRIO - McNair Scholars Program on the campus of the University of Minnesota. Each summer a select group of undergraduate students from universities and colleges throughout the U.S. comes to the University to participate in this program that prepares them for graduate education. A principle component of the program is their work with faculty mentors. Each student is assigned a faculty mentor to serve as a research assistant in a project that the professor is working on. This involves no monetary cost to the department of the professor; the students’ stipends come from the budget of the McNair Program. The Provost for Academic Affairs will provide up to $500.00 for the supplies needed for the research involving our students.

Please understand, TRIO programs are designed to provide realistic access and opportunity to higher education. The McNair Scholars Program targets bypassed populations, including students who are low-income, first generation college students and students of color to prepare for graduate school success.

Anthony Albecker
Director, McNair Scholars
The Ronald E. McNair Post-Baccalaureate Achievement Program (McNair Scholars) is a federal TRiO program funded by the U.S. Department of Education. Of more than 130 McNair Scholars programs across the nation, the University of Minnesota has one of the longest-running programs, continuously holding a grant since 1991.

**Program Goals**
- To increase the rate of doctoral program application, matriculation, and degree attainment by first-generation college students who are underrepresented in graduate programs.
- To generate in our students the higher-level academic and research skills necessary to gain admission to and successfully complete graduate study.

**Program Features**
- Twenty 10-week summer research apprenticeships available with a University faculty mentor whose research interests match those of the McNair student.
- Stipend of $3,500.
- A weekly seminar on study strategies for graduate school and graduate entrance exam preparation.
- **Academic year** and **summer** advising services focus on: careers requiring graduate education, successful selection and application to graduate school, financing graduate studies, introduction to discipline-specific research and research writing skills, and creating graduate level research papers and posters.
Why McNair Scholars?

**First Generation & Low Income**
- Students whose parents have graduate degrees enroll in doctoral study at 5 times the rate (3.0% vs. 0.6%) of students whose parents have a high school diploma.
- National Research Council found 83% of U.S. Ph.D.’s in 2010 had parents with some college education: 61% had B.A.’s or beyond.
- Only 10.5% of US adult population has a post BA degree, yet 35% of US doctoral degree recipients had parents with advanced degrees.
- High income students complete undergraduate degrees at rates seven times that of low income students (79% vs. 11%).

**Underrepresented**
- Fall 2011 U of M graduate school enrollment was 12,862 of which 970 (6%) were underrepresented.
- There are three times more international students than U.S. underrepresented (2,782 vs. 970).
- African American, American Indian, Native Alaskan and Hawaiian, Pacific Islanders and Hispanic students account for 10% of US Ph.D.’s. International students earn 3 times more doctorates (28% to 10%).
- Underrepresented students are 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 (149,484 to 11,418).

Women are 31% of the faculty.

In 2011 there were 489,274 tenure and tenure track faculty in US Colleges and 44,186 (9%) were underrepresented.

In short, the McNair Program address above needs by providing:
- Research Experience
- Faculty Mentoring
- Financial Information
- Campus Climate Support
- Advising
- Academic Culture and Role Models
- Peer Support
- Graduate School Application Support
UMN McNair Program Objectives

Number of Participants funded to serve: **34** (15 U of M/3 New Private College Students/18 new students/16 continuing)

A. **Research or Scholarly Activities**: 75% of program participants served will have completed appropriate research or scholarly activities during the McNair Program academic year.

B. **Graduate School Enrollment**: 40% of bachelor’s degree recipients will be enrolled in a post-baccalaureate program of study by the fall term of the academic year **IMMEDIATELY** following completion of the bachelors degree or equivalent.

C. **80%** of first year graduate students will continue to be enrolled in graduate school at beginning of fall term of the next academic year.

D. **10%** of McNair participants served who will attain a doctorate degree within (10) years of the attainment of the bachelors degree

*FY 2012 served 36, however, due to 5.2% FY 13 budget sequestration, reduction of 2 students.*
UMN McNair Scholars Graduate Profile Since 1992** (442 scholars)

**Scholars may be counted more than once, i.e. some earned masters and went on to earn doctorate.

- 40 students are still undergraduates.
- 209 students entered graduate school.
- 121 students received MA.
- 28 students received professional degrees.
- 10 students are ABD (all but dissertation).
- 19 students earned doctorates
- 53 students are still enrolled in graduate school
- 11 scholars participating in post baccalaureate fellowships and/or other fellowship activities and are expected to matriculate to graduate school
2012-2013 Cohorts at a Glance

Key: first generation (FG); low income (LI); underrepresented (UR)
Eligibility Requirements (2/3rds (66%) FG & LI—1/3 can be UR only

2013
• 18 of 20 LI/FG
• 1 UR
• 1 UR/FG
• 6 of 20 LI/FG/UR

Home College:
6 CEHD
7 CLA (3 child psychology)
2 Carleton; 1 Crookston; 1 St. Thomas
2 CSE
1 CBS
GPA---Low:2.9 Avg. 3.352 High: 3.9

2012
• 16 of 20 LI/FG
• 4 of 20 UR/FG
• 12 of 20 LI/FG/UR

Home College:
7 CEHD
6 CLA
1 Carleton; 1 Duluth; 1 Rochester; 1 Stevens Point
1 CCE
1 CBS 1 CDES
GPA---Low:2.6 Avg. 3.17 High: 3.6
Competitive Priorities

1. Promoting Science, Technology, Engineering, and Mathematics (STEM) Education
   - Increasing the number and proportion of STEM students to 30%; academic support for STEM students

2. Improving Productivity
   - Reducing personnel expenditures, cost of tutoring services; cost of professional development costs, use of open educational resources; leverage technology

3. Building Evidence of Effectiveness
   - Ongoing McNair data collection; developing comparison baseline groups
Since 1991, more than 150 different faculty from all University of Minnesota colleges have mentored McNair Scholars. Several faculty have mentored more than once including Dr. Christopher Uggen, Sociology, Dr. Gloria Leon, Psychology, Dr. Victor Koscheyev, Biology and Integrative Physiology, and Dr. Samuel L. Myers, Jr., Hubert H. Humphrey Institute of Public Affairs all of whom have mentored McNair Scholars for more than 10 years.

Faculty Mentors...

... 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.

... 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.

... are recognized leaders in their field and serve as members of professional associations and editors of professional journals.
One difference between the McNair Scholars Program and some undergraduate research programs is that many 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 from projects where students are engaged 30-40 hours in the research or in other academic pursuits that you as the mentor determine will enhance the student’s ability to attend graduate school - for instance, extra reading, writing, attending seminars and department meetings. If you are teaching a course related to the research project the student should sit in on the course, if you wish. Close faculty monitoring is essential for student success.

Talk with your Scholar about your own undergraduate and graduate school experiences, career decisions and research projects. This can open lines of communication between you and your Scholar and help build motivation for doctoral study. 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.

Supervise and accompany the McNair Scholar to professional conferences and association meetings if possible. Guide the Scholar on how to make presentations in his/her field.

Keep in touch with the McNair Staff on your student’s progress via formal/informal contact. Communicate any issues, concerns, needs, or suggestions to McNair Staff as soon as they arise.

Assist scholar in choosing graduate schools/programs

http://www.ctsi.umn.edu/education/Mentoring/index.htm
http://www.research.umn.edu/undergraduate/
McNair Faculty Mentors
Tips for the Research Experience

• Assist the Scholar with establishing realistic goals for the project, completing a research proposal and meeting the research benchmarks and deadlines. Integrate scholar on research team.

• Provide outline of current research and ideas for scholar project contribution to project

• Help the Scholar feel comfortable in the research milieu. Acquaint the Scholar with the research tools of the discipline and integrate the Scholar on the research team. Invite the 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 feedback about the Scholar’s performance.

• 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 in case the Scholar needs direction or assistance.

• Teach the Scholar about research writing in your discipline so the student can write a summer research paper that approximates publishable work. Work with them to submit a proposal or abstract for presentation at a conference, or for journal publication in his/her chosen field, if appropriate.
Faculty Mentor Time Commitment

- Available on campus during June & July.

- 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. 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 for the week, and one hour at the end of the week to evaluate progress that has been made during the week.

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

- Faculty Mentors who will be gone from campus for a week or two will make sure that their Scholars are able to work and make progress in their absence.
Past Research Projects

- Gender and Social Structure: Women’s Prisons in the 1990s
- Combining Cooperative Learning with Computer Assisted Learning in the Biological Sciences
- Blood Pressure Dynamics in Altered Temperatures of Liquid Cooling/Warming Garment in Simulation Microgravity Conditions
- African American Women and Men Underrepresented in Public Office
- Fermentation of Resistant Starch by Colonic Bacteria
- The Judeo-Christian Concept in Contemporary American Culture: Politics, Values, and Social Inclusion
- American Indian Perspectives on the Recent Arrival of East African Immigrants
- Examining a Relationship: Universal Themes, Contemporary Art, and Personal Identity
- Fiscal Disparity in the Twin Cities Metropolitan Region
- Beyond the Hype and Rhetoric: Assessing Parent Satisfaction at an Inner City Charter School
- Parents’ and Adolescents’ Perceptions of Delinquency in Hmong Families
- Black Migration in Suburban Hennepin County: A Historical Look at Black Settlement
- Citation Analysis of Racial Discrimination and Racial Disparities in the Criminal Justice System
- Preserving and Translating Dakota Elder Voices: Analyzing Powwow
- Antiviral properties of Natural Extracts Against Feline calici Virus, a Surrogate Norovirus
- Time Dependence of the Magnetic After Effect in Co/Pd Multilayer Thin Films
McNair Scholars Time Commitment

- Scholars work 30-40 hours per week on their research projects for 10 weeks during the summer. The mentor will set the appropriate expectations for the student.

- Scholars will be asked to 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. Additional required meetings and seminars may be scheduled.

- Scholars are required to meet with their McNair Scholars Advisor one time per week.

- The Scholars’ stipends are paid in biweekly installments of $500 based on successful progress towards timely completion of the project.
McNair staff will host an open house for scholars and faculty mentors in late April/early May 2014.

More information to come...
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McNair Scholars is a TRIO program funded by the United States Department of Education with support from the University of Minnesota College of Education and Human Development, the Office of the Vice Provost for Undergraduate Education and the Office of the Vice President for Diversity and Equity. Visit the University’s McNair Scholars online: www.cehd.umn.edu/trio/mcnair
Thank You for your valuable collaboration with McNair Scholars!

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