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

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
  McNair Website
  Research Profiles
  Facebook
  LinkedIn
  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 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., 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

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

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

American businesses can’t find workers

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

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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 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
Project 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

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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

19% computer research scientists
5,400 jobs

28% genetic counselors
900 jobs

25% physical therapists
60,000 jobs

24% philosophy, law teachers
3,000 jobs

14% curators, archivists
4,200 jobs

20% statisticians
12,400 jobs

25% physical therapists
60,000 jobs

37% physician assistants
39,700 jobs

24% nursing teachers
16,900 jobs

18% substance abuse social workers
22,200 jobs

33% computer research scientists
5,400 jobs

36% nurse practitioners
56,000 jobs

20% mental health counselor
31,200 jobs

14% physician assistants
39,700 jobs

15% biology teachers
9,400 jobs

24% nurse practitioners
56,000 jobs

20% marriage & family therapists
8,400 jobs

37% statistics
12,400 jobs

15% health specialties teachers
60,500 jobs

15% biology teachers
9,400 jobs

24% nursing teachers
16,900 jobs

20% mental health counselor
31,200 jobs

14% curators, archivists
4,200 jobs

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*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

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*Projected Worker Shortages Create an Increased Need for Advanced Degrees*

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Copyright ©, 2019 University of MN TRIO McNair Scholars Program
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
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.
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

DEBT XXXX
Demystifying and Engaging the Research Process
3 credits

Course Instructor: Anthony Albercer
Office: 40 Education Sciences (East Bank), 56 East River Road
Office Hours: T 1000 to 400, Th 1200 to 300
E-mail: albercer@umn.edun
Phone Number: 612-625-0712

Course Prerequisites: Admittance 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 Text/Materials: No single book is absolutely required for this course. The best texts, or combination of texts, depends on the type of research you will be conducting. Courses in the official McNair online course management system. Material 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 Resources: All course resources can be found on the TRIO McNair Website

Course Website(s): https://canvas.umn.edu/courses/119366

Course Description:
Have you ever considered participating in academic research but felt intimidated or uncertain about 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 course 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 overview of the research process. High quality and direct work with a professor on the professor’s research (NOT the student’s research) will contribute significantly to the student’s research experience. This work will later provide discipline specific engagement to course topics. Scholars will

Dynamic Course Portal
Robust Online Resources
Summer Research Syllabus
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
- **293** Students have entered graduate school
- **43** Are currently enrolled in graduate school
- **10** Students are ABD (all but dissertation)

2014 McNair Scholars

2016 McNair Scholars

Lekie Dwanyen

Dr. Tammy A. Butterick, Nicole A. Lynn

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Advanced Degree Completion

- 69 Professional (e.g. MD, PharmD, MBA, JD, DPT)
  - +8 scholars enrolled
  - + scholars applying

- 36 Doctorates
  - +33 scholars enrolled
  - + scholars applying

- 175 Masters
  - +21 scholars enrolled
  - + scholars applying
Overall Advanced Degree Enrollment

Graduate School Matriculation

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

Graduate Degree Breakdown

- Number of Students
- UMN
- Other Universities

- 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 9

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By The Numbers: Advanced Degree 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

<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>
McNair Applications to UMn Graduate School (2014-Fall 2018)
(773 applications from 643 McNair Scholars) (2014-2019 Data Coming This November)

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

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*

<table>
<thead>
<tr>
<th>Count</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>Am. Indian or Alaskan Native</td>
</tr>
<tr>
<td>72</td>
<td>Asian American</td>
</tr>
<tr>
<td>169</td>
<td>African American</td>
</tr>
<tr>
<td>200</td>
<td>White</td>
</tr>
<tr>
<td>7</td>
<td>Unspecified</td>
</tr>
<tr>
<td>157</td>
<td>Indicate mixed race*</td>
</tr>
</tbody>
</table>

321 Admitted
177 Matriculated

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

McNair Scholar 2017
Taylor Westfall-McCoy

Taylor Westfall-McCoy is a rising junior at the University of Minnesota, Twin Cities. She is majoring in Animal Science through the College of Food, Agricultural and Natural Resource Sciences, and is on the pre-veterinary medicine track. She also is working on an intern in the Dickey-Lewis Laboratory of Science and Technology. Taylor’s interests are mainly surrounding the study of performance animal care, specifically with equines and dogs. She plans to obtain her Doctorate of Veterinary Medicine in addition to her PhD in Animal Science.

“...My dream is to revolutionize the way that people think about the care of their animals. There is much work to be done as far as educating the average pet owner and I believe that many things can be learned from the performance animal industry...”
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.
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.

![Graph showing advanced degree attainment](chart.png)

- Students who participated in the McNair Scholars Program (n=354): 89.22%
- Eligible students who did not participate in McNair Scholars Program (n=1,058): 35.31%
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.

List of faculty mentors 1992-2017

Dr. Christopher Uggen (Sociology)
Dr. Gloria Leon (Psychology)
Dr. Samuel L. Meyers (Public Affairs)
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.

University of Minnesota McNair Mentors: 1991 - 2018

Dr. Douglas Hartmann
Sociology

Dr. Teresa Swartz
Sociology

Dr. Rebecca Shailer
Pediatrics

Dr. Laura Gammill
Oncology, Cell Biology, & Development

Dr. Evelyn Davies-Horn
Speech Language Hearing Sciences

Dr. Ann Masten
Institute of Child Development

Dr. Richard Lee
Psychology

Dr. Suhasa Kodandaramaiah
Mechanical Engineering

Dr. Dan Brodaker
Psychology

Dr. Craig Sheaffer
Agronomy & Plant Genetics

Dr. Chris Uygun
Sociology

Dr. Megan Gunnar
Institute of Child Development

Dr. Dahila Barr-Anderson
Kinesiology

Dr. Renee Sizer
Nursing

Dr. Yulchi Park
Asian American & African Studies

Dr. Florence Sesana
Horticultural Science

Dr. Chad Macek
Psychology

Dr. Vuk Mandic
Physics

Dr. Catherine Solheim
Family Social Science

Dr. Patricia Schaber
Occupational Therapy

McNair Program Partners

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

Trio 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 John 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.
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.

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

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.

June 3, 2019– August 10, 2019
Exponential Return on Investment
U of M McNair Program Funding Breakdown

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

Key

<table>
<thead>
<tr>
<th>Funding</th>
<th>Per Participant Cost</th>
<th>Total Program Cost</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholar Support: Teaching &amp; Advising</td>
<td>$4,296.19</td>
<td>$171,848</td>
<td>46%</td>
</tr>
<tr>
<td>Scholar Travel</td>
<td>$256.25</td>
<td>$10,250</td>
<td>3%</td>
</tr>
<tr>
<td>Scholar Research Supplies</td>
<td>$677.03</td>
<td>$27,081</td>
<td>7%</td>
</tr>
<tr>
<td>Facilities</td>
<td>$367.21</td>
<td>$14,689</td>
<td>4%</td>
</tr>
<tr>
<td>Admininistrative</td>
<td>$1,116.43</td>
<td>$44,657</td>
<td>12%</td>
</tr>
</tbody>
</table>

Stipend Breakdown ($3,000 summer $500 fall semester*)
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
### 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 & 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
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.

### Challenges

#### Changing Graduate Education

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

#### Collegiate Dynamics

- **Significant change in leadership throughout University**
- **Sustainability of volunteer mentor model**
- **Eliminate solicitation of institutional support, monetary and other resources**

### Opportunities

#### Changing Graduate Education

- **Support initiatives**
  - For student centered Graduate education approach
  - Engages a multiple mentor model that engages mentors in multi and inner disciplinary ways of learning, teaching, research and community engagement

#### Collegiate Dynamics

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

### Solutions

#### McNair: Surfing the Chaos

**How McNair Drives Change**

**Build Robust Processes**

- **Incorporate career services component in discussion of graduate degree tracks**
- **Departmental politics frequently create problematic environments**
- **Provide student opportunities to develop and demonstrate emotional intelligence**
- **Increase students' social capital through developing more robust higher education networks**

**Develop a Community of Practice**

- **Build bridges with program partners, sharing ideas and advancing pedagogy, a coalition can be formed that reinforces the McNair programs and systemic community**

**Outdated Legislation**

- **Legislative changes remain unchanged since 1990’s.**
  - **Research Stipend:** $2,800 since 1998
  - **Limited Tenure track jobs**
  - **Limited support systems to help students work**
  - **Departmental politics frequently create problematic environments**
  - **Annual Tenure track jobs**
  - **Significant debt in commensurate future wage earnings**

**Political Threats**

- **Federal funding: not responsive to 21st Century societal and industry needs and particularly diminished to TRIO eligible students.**
- **Discipline approaches** that don't foster interdisciplinary work.
- **Annual support systems** to help students develop/identify transferability of their advanced degree.
- **Departmental politics** frequently create problematic and siloed environments.
- **Annual Tenure track jobs**
- **Significant debt in commensurate future wage earnings**

### Challenge: Outdated Legislation

- **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**
- **Promote of effective practice. Approach w/ innovative and open-minded—continually evolving and adapting/adapting effective practices**
- **Advocate to expand McNair mandate to serve Professional degrees and explicitly and language around programming and resources related to student mental health issues**
- **Broaden financial security mandates. 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 degree**
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
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!

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612-625-0772
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](https://diversity.umn.edu/eoaa/reportingresources)

- Through the [bias incident website](https://diversity.umn.edu/eoaa/reportingform)

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

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, **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](https://www2.ed.gov/about/offices/list/ocr/index.html), (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**