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

- Empirically supported program effects

- Faculty mentors from all disciplines, guiding Scholars in the research process

- Return on investment

- Connecting McNair to the health sciences

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 (UMn). 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. Additionally, this FAQ provides real-time information on how UMn McNair is navigating COVID-19.

The U of M's TRIO McNair program is in its 30th 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
First Generation, Low Income and Underrepresented Students Left Behind
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  Lack of high-level academic experience  Research experience

Campus Climate Support System  Financial information  Faculty mentors

Academic & Cultural Role Models  McNair advisors

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

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

<table>
<thead>
<tr>
<th>Field</th>
<th>Percentage</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physicists</td>
<td>15%</td>
<td>2,600</td>
</tr>
<tr>
<td>Statisticians</td>
<td>22%</td>
<td>1,700</td>
</tr>
<tr>
<td>Genetic Counselors</td>
<td>28%</td>
<td>900</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>20%</td>
<td>3,000</td>
</tr>
<tr>
<td>Computer Research Scientists</td>
<td>19%</td>
<td>5,400</td>
</tr>
<tr>
<td>Audiology</td>
<td>33%</td>
<td>3,000</td>
</tr>
<tr>
<td>Physician Assistants</td>
<td>25%</td>
<td>39,700</td>
</tr>
<tr>
<td>Health Specialties Teachers</td>
<td>25%</td>
<td>60,500</td>
</tr>
<tr>
<td>Mental Health Counselor</td>
<td>15%</td>
<td>31,200</td>
</tr>
<tr>
<td>Marriage &amp; Family Therapists</td>
<td>24%</td>
<td>8,400</td>
</tr>
<tr>
<td>Psychology Teachers</td>
<td>24%</td>
<td>7,100</td>
</tr>
<tr>
<td>Philosophy, Law Teachers</td>
<td>15%</td>
<td>3,000</td>
</tr>
<tr>
<td>Nurse Practitioners</td>
<td>36%</td>
<td>56,000</td>
</tr>
<tr>
<td>Mental Health Counselor</td>
<td>20%</td>
<td>31,200</td>
</tr>
<tr>
<td>Curators, Archivists</td>
<td>14%</td>
<td>4,200</td>
</tr>
<tr>
<td>Substance Abuse Social Workers</td>
<td>18%</td>
<td>22,200</td>
</tr>
</tbody>
</table>

*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](https://www.bls.gov)

Copyright © 2021 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.
Applying a Cultural Capital Framework to McNair

**Aspirational capital** refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers. Linguistic capital includes the intellectual and social skills attained through communication experiences in more than one language and/or style (see Faulstich Orellana, 2003).

- McNair Advisors meet with Scholars to discuss their academic and career goals among other subjects.

**Familial capital** refers to those cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition (see Delgado Bernal, 1998, 2002).

- McNair strives to create an inclusive environment that values cultural knowledge.

**Social capital** can be understood as networks of people and community resources. These peer and other social contacts can provide both instrumental and emotional support to navigate through society’s institutions (see Gilbert, 1982; Stanton-Salazar, 2001).

- McNair facilitates an environment for Scholars to form community amongst themselves.

**Navigational capital** refers to skills of maneuvering through social institutions.

- McNair assists Scholars in navigating the steps to apply for graduate school.

**Resistant capital** refers to those knowledges and skills fostered through oppositional behavior that challenges inequality (Freire, 1970, 1973; Giroux, 1983; McLaren, 1994; Delgado Bernal, 1997; Solórzano & Delgado Bernal, 2001).

- McNair is an engine for diversifying graduate programs.

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.
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

- 28 Students are currently undergraduates
- 354 Students have entered graduate school
- 66 Are currently enrolled in graduate school
- 31 Students are enrolled in doctorates

2014 McNair Scholars

2016 McNair Scholars

Lekie Dwanyen

Dr. Tammy A. Butterick, Nicole A. Lynn

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UMn McNair Scholars: Advanced Degree Completion

- UMn McNair Scholar Alumni have completed a total of 310 post-baccalaureate degrees.
  - 25% professional degrees
  - 14% doctorates
  - 61% master’s degrees
- UMn McNair Scholar Alumni are enrolled in an additional 66 advanced degrees.
- UMn academic programs account for 43% of advanced degrees enrolled in by UMn McNair Scholars.

INSTITUTION ASSOCIATED WITH ADVANCED DEGREE ENROLLMENT

UMn (166)
Other Universities (217)
UMn McNair Scholars: UMn Grad School Enrollment

- From 1991-2018, 566 undergraduate students participated in the UMn McNair Scholars Program.¹
  - Low-Income Eligible: 472 Scholars
  - First-Generation: 503 Scholars
  - Underrepresented by Ethnicity: 368 Scholars

- In total, 354 UMn McNair Scholars enrolled in post-baccalaureate programs over this duration.¹
  - Low-Income Eligible: 289 Scholars
  - First-Generation: 318 Scholars
  - Underrepresented by Ethnicity: 223 Scholars

- On average, 62.5% of UMn McNair Scholars per cohort enrolled in post-baccalaureate programs.²
  - 61.2% of Low-Income Eligible Scholars
  - 63.2% of First-Generation Scholars
  - 60.6% of Scholars Underrepresented by Ethnicity

¹ Some scholars are eligible by more than one criteria.
² The lower 2017-2018 enrollment rates may be due to scholars taking a gap year before attending graduate school. This percentage and, consequently the overall average, may increase in subsequent years.
Graduate Schools attended by UMn McNair Scholars

104 unique institutions attended by 354 UMn McNair Scholars

- A high density of UMn McNair Scholars stay in the Midwestern United States for graduate school as illustrated in the following list of most frequently attended institutions for post-baccalaureate degrees.
  - 166 Scholars
    - University of Minnesota*
  - 10 Scholars
    - University of St. Thomas
  - 9 Scholars
    - St. Mary’s University in MN
    - University of Wisconsin*
  - 7 Scholars
    - Mitchell Hamline School of Law
  - 6 Scholars
    - Hamline University
  - 5 Scholars
    - Columbia University
    - Duke University
    - University of Michigan

* Denotes systemwide numbers.
All McNair Scholars: UMN Grad School Enrollment

- 81.2% of McNair Scholars admitted to the UMN Graduate School are in CEHD, CLA, CSE, HHH, CFANS, or CBS.
- 92.4% of McNair Scholars enrolled in master’s programs have either completed or are active in their program.
- 92.1% of McNair Scholars enrolled in doctoral programs have either completed or are active in their program.
- On average, 9 out of 10 McNair Scholars admitted to the UMN are continuing or finished their graduate programs.

Over the past 7 years (2013-2019):
- 81.2% of McNair Scholars admitted to the UMN Graduate School are in CEHD, CLA, CSE, HHH, CFANS, or CBS.
- 92.4% of McNair Scholars enrolled in master’s programs have either completed or are active in their program.
- 92.1% of McNair Scholars enrolled in doctoral programs have either completed or are active in their program.
- On average, 9 out of 10 McNair Scholars admitted to the UMN are continuing or finished their graduate programs.
The Federal TRIO McNair Scholars Program is funded at 187 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.

The UMN Graduate School received McNair applications from 175+ institutions.

- Total of 1,038 applications
- From 876 unique applicants
- Applying to 199 post-bac programs (master’s and PhD are listed separate).

The UMN admitted 432 of the applicants
- Among whom 228 matriculated in their respective programs.

View the interactive map via ArcGIS.

Data Courtesy of Dr. Rhiannon Williams, Brad Bostrom and Derek Maness, UMN Graduate School.
McNair Applications to UMn Graduate School (2013 - 2020)

- The McNair Scholars Program prepares under-represented populations for graduate school through their supports and services.
- According to the program legislation, all Asian and White students admitted to the program are expected to be low-income, first-generation college students.
- Therefore, McNair assists in diversifying the pool of UMn graduate school applicants with respect to race/ethnicity, household income, and first-generation college students.

Note: College-level information is only available for 786 applications. Actual totals are likely greater than those listed in the above chart.

### Institutions with 10+ McNair Applications to the UMn Grad School

<table>
<thead>
<tr>
<th>Institution</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY OF MINNESOTA - TWIN CITIES</td>
<td>60</td>
</tr>
<tr>
<td>UNIVERSITY OF WISCONSIN - EAU CLAIRE</td>
<td>31</td>
</tr>
<tr>
<td>UNIVERSITY OF WISCONSIN - SUPERIOR</td>
<td>30</td>
</tr>
<tr>
<td>UNIVERSITY OF WISCONSIN - STOUT</td>
<td>27</td>
</tr>
<tr>
<td>AUGSBURG UNIVERSITY</td>
<td>27</td>
</tr>
<tr>
<td>ST. OLAF COLLEGE</td>
<td>24</td>
</tr>
<tr>
<td>UNIVERSITY OF WISCONSIN - RIVER FALLS</td>
<td>23</td>
</tr>
<tr>
<td>COLLEGE OF ST. SCHOLASTICA</td>
<td>21</td>
</tr>
<tr>
<td>UNIVERSITY OF WISCONSIN - LA CROSSE</td>
<td>17</td>
</tr>
<tr>
<td>UNIVERSITY OF MINNESOTA (UNKNOWN)</td>
<td>16</td>
</tr>
<tr>
<td>UNIVERSITY OF NORTH DAKOTA - GRAND FORKS</td>
<td>16</td>
</tr>
<tr>
<td>UNIVERSITY OF WISCONSIN - MADISON</td>
<td>15</td>
</tr>
<tr>
<td>UNIVERSITY OF WISCONSIN - OSHKOSH</td>
<td>15</td>
</tr>
<tr>
<td>UNIVERSITY OF ST. THOMAS</td>
<td>12</td>
</tr>
<tr>
<td>WASHINGTON STATE UNIVERSITY</td>
<td>12</td>
</tr>
<tr>
<td>UNIVERSITY OF MINNESOTA - DULUTH</td>
<td>12</td>
</tr>
<tr>
<td>BELOIT COLLEGE</td>
<td>10</td>
</tr>
<tr>
<td>NORTH DAKOTA STATE UNIVERSITY</td>
<td>10</td>
</tr>
</tbody>
</table>

### Race/Ethnicity of McNair Applicants

- **Am. Indian & Pacific Islander**: 84
- **Asian**: 100
- **Black**: 221
- **Hispanic**: 204
- **White**: 259
- **Unknown**: 8

Note: College-level information is only available for 786 applications. Actual totals are likely greater than those listed in the above chart.
UMn Graduate School Pipeline

Over the past 8 years (2013-2020):
- 110 of 1,038 McNair applications to the UMn Graduate School are from UMn-TC McNair Alumni.
  - Equivalently, 10.6% of all applications from McNair Scholars are alumni of the UMn-TC McNair Scholars Program.
- 74.5% of their applications resulted in graduate admission to the UMn.
- The UMn-TC McNair Scholars program accounts for the greatest proportion of McNair applications to the UMn Graduate School. Moreover, the high rates of admission suggest that the UMn-TC McNair Scholars Program may have a direct and/or indirect influence on the recruitment and admission of students from underrepresented backgrounds to the UMn Graduate School.
Empirically Supported Program Effects
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.
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.
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
  - Application Fee Waiver
  - Additional Resources
  - Admission Process
  - McNair Scholar/DOVE Fellowship

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

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**Note:** Derek retired on January 13, 2021, after 30 Amazing Years of Service to the Graduate School. Continue to reach out to the Graduate School Diversity Office w/ questions.

**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**
From McNair Scholars to U of M faculty

Dr. Joyce M Bell
Dr. Evelyn E Davies-Venn
Dr. Michael Walker
Dr. Jill Doerfler
Dr. Tabitha Grier-Reed
Dr. Beth Lewis

Sociology
Speech language & hearing sciences
Sociology
Family Social Science
Kinesiology
American Indian Studies
Speech language & hearing sciences
Sociology
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](#)
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 works as an intern in the History of Science and Technology. Taylor’s internships 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."
World Class Faculty Mentors & Advisers
“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.

Dr. Christopher Uggen
Sociology

Dr. Gloria Leon
Psychology

Dr. Samuel L. Meyers
Public Affairs

[Link to List of faculty mentors 1992-2017]
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.
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.

Some undergraduate research programs allow students to conduct their own research. This is not the purpose of the McNair Scholars Program.
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 1, 2021– August 6, 2021

Ideally,

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

At a minimum,

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

Preferably,

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

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

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

June 1, 2021– August 6, 2021

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.

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 encouraged to create a communication plan with mentors to lay out expectations and set stage for productive working relationship.

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Return on Investment
Return on Investment

- The UMn McNair Scholars Program increases the likelihood of undergraduate students from underrepresented backgrounds continuing their education beyond the bachelor’s degree as demonstrated in the results from a propensity score analysis which monitors key program objectives.

- As such, McNair is involved in addressing the shortage of workers with advanced degrees in certain fields and the demand for proportional representation of underrepresented populations in higher education.

- The return on investment into the McNair Scholars Program occurs at the societal level by equipping students from underrepresented backgrounds with the skills and research experience to diversify graduate programs and job market demographics in academia (e.g., UMn faculty) and industry.
U of M McNair Program Funding Breakdown

**Funding**
- **Total Program Cost**
- **Percentage**

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

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

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

**Per Scholar Cost**
- $9,459

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

**Scholarship Room & Board**
- $1,750.00
- $807.50
- $32,300
- 19%

**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 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
McNair: Surfing the Chaos

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

### Changing Graduate Education

**Challenges**
- Graduate Education model is not responsive to 21st Century societal and industry needs and particularly detrimental to TRIO eligible students.
- Discipline approaches that don't foster interdisciplinary work.
- Annual support ensures to help students develop/maintain transferability of their advanced degrees.
- Departmental politics frequently create problematic and isolated environments.
- Annual Tenure mark jobs.
- Significant ratio is not commensurate to future wage earnings.

**Opportunities**
- Support initiatives
  - For student centered Graduate education/research
  - Integrate multi-disciplinary team that engages students in real and interdisciplinary ways of learning, teaching, research and community engagement.
- Personal, social and non-cognitive Development opportunities—transferable skills, interdisciplinary
- Exposure to opportunities such as work in Veterans Administration—“from research bench to patient bedside.”
- Provide student opportunity to develop and demonstrate emotional intelligence.
- Increase students social capital through developing more robust higher education networks.

### Collegiate Dynamics

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

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

### Outdated Legislation

**Challenges**
- Legislation remains unchanged since 1990s.
- Research Average cost at $2,800 since 1994 and significantly lower than all other research programs.
- Highest need students low serving.
- Disadvantaged TRIO students who aren’t “afforded” to take advantage of McNair.
- Students are required to matriculate to graduate program immediately following undergraduate degree (Gap year not recognized).
- Scholar programs participating in postgraduate enrichment opportunities choose grant as “not meeting objectives”.
- Southeast (SE) Asian Students are not considered Underrepresented in graduate school and do not qualify for McNair unless they are both low income and first generation.
- Ten-year PhD completion window not representative of means in most fields.

**Opportunities**
- Advocates for change at department, college, institution, state, regional and national levels.
- Active participants/kadet leaders building/evolving National McNair Network, TRIO professional associations and partnerships.
- Presence of effective practices. Approach work as innovators and open mind—continually evolving and adapting/adopting effective practices.
- Advocates to expand McNair mandate to serve Professional degrees and explicitly add language around programming and initiatives related to student mental health issues.
- Broaden financial literacy mandate. Can increased funding provide dedicated funds to offset first-year graduate costs for students who directly matriculate?
- Incorporate cancer service component discussing “transferability of skills” crucial of advanced degrees.

### Develop a Community of Practice

**Challenges**
- Operational efficiency and support.
- Service to community.
- Continues to be in limbo.
- More stability for staff to reduce volatility caused by continued calls for program elimination.

**Opportunities**
- Build Robust Processes
  - Increase and provide more opportunities to existing, valued data driven and valuable tools to work streamlined and transferable.
- Build a Community of Practice
  - By building bridges with program partners, sharing ideas and advancing pedagogy, a coalition can be fostered for enhancing McNair programs and networks.
- Set the tone
  - Build it to commensurate with community needs.

### Political Threats

**Challenges**
- Funding focus on reputation and brand.
- TRIO McNair Funding strategy to eliminate, then over mandate and under fund TRIO SSS Program.
- Base can directly impact institutional support.
- Political parties and Congress/White House.
- Higher Education Reauthorization continues to be in limbo.
- Impacts release of funds.
- Year-to-year volatility on McNair funding.

**Opportunities**
- Diversity funding focus on reputation and brand.
- Eliminate findings/visibility.
- More program to broaden services to diverse professional degree tracks.
- Opportunity to scale-up for limited cost.
- Create greater program efficiency not having to work through arcane Department of Education policies.
- Latitudes to create more responsive and sustainable programming.
- Increase sustainability.
- Design flexible staffing models that allows administrative costs to while maintaining continuity of rare model.
- Engage staff in creative and multifaceted ways that current grant regulations don’t allow.
- Pioneer unique partnerships and collaborations throughout University System to expand programming.
- More stability for staff to reduce volatility caused by continued calls for program elimination.

### How McNair Drives Change

- Build Robust Processes
  - Increase and provide more opportunities to existing, valued data driven and valuable tools to work streamlined and transferable.
- Develop a Community of Practice
  - By building bridges with program partners, sharing ideas and advancing pedagogy, a coalition can be fostered for enhancing McNair programs and networks.
- Set the tone
  - Build it to commensurate with community needs.
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

Kayla Cory, Advisor
Thank You for your valuable collaboration with McNair Scholars!

Thank you and acknowledgements to the following contributors to this program guide: McNair Team for their respective contributions, key program partners Amy Kampsen, Christina Clarkson, Kyle Blume, and Amaniel Mrutu for data support. Special thanks for Dr. Rhiannon Williams, Brad Bostrom and Derek Maness for UMn Graduate School data.

Thank you all!

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Odds & Ends
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/eoaa/reportingresources
- Through the bias incident website ----https://diversity.umn.edu/eoaa/reportingform
- Using the EthicsPoint anonymous online reporting system----- https://secure.ethicspoint.com/domain/media/en/gui/9167/index.html  If you are located on a campus other than the Twin Cities campus, you may contact either EOAA or the point people on your campus:
  - Morris Campus: Sarah Mattson, Human Resources Director, mattsosj@morris.umn.edu, 320-589-6024. For student sexual assault or harassment reports contact Henry Fulda, fuldah@morris.umn.edu, 320-589-6470.
  - Duluth Campus: Mary Cameron Interim Director of Human Resources and Equal Opportunity, mcameron@d.umn.edu, 218-726-7912. For student sexual assault or harassment reports, contact Lisa Erwin, Vice Chancellor for Student Life, laerwin@d.umn.edu, 218-726-8501.
  - Rochester Campus: Andrea Wilson, Director of Human Resources, University of Minnesota Rochester, wils1236@r.umn.edu, 507-258-8010. For student sexual assault or harassment reports, contact Parry Telander, tela0009@r.umn.edu, 507-258-8023.
  - Crookston Campus: Les Johnson, Director, Office of Human Resources, University of Minnesota Crookston, ljumc@crk.umn.edu, 218-281-8345. For student sexual assault or harassment reports, contact Peter Phaiah, phaiah@crk.umn.edu, 218-281-8505.

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

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

- Engaging multidisciplinary and Interdisciplinary models
- Responding to changing Graduate Education systems
- Advocating for more comprehensive pipelines of support for underserved, underrepresented first generation students across academic and professional post baccalaureate degree tracks
- Seeking new collaborations and partnerships
UMn McNair Scholars Program

Health Sciences

The following slides under construction and in draft version.

Share in the spirit of collaboration. Anthony welcomes any questions in the meantime. Acknowledgement and thank you to Amaniel Mrutu, UMn QME doctoral students and McNair Alum, for these slides.
The UMn McNair Scholars Program is an engine for diversifying graduate programs.

The techniques used by the program can be modified to accommodate the objectives for attaining advanced degrees in the medical and health science professions.

For example, instead of preparing to take the GRE for being admitted to graduate school, participants prepare to take the MCAT for being admitted to medical school.

While some objectives differ, certain professional skills espoused by McNair such as resilience and leadership are still valuable skills to instill in aspiring medical and pre-health students.

Complement existing initiatives to diversify faculty pipelines in medical and health science fields.
The University of Minnesota Medical School provides corresponding expertise for such areas of medical care:

1. Department of Orthopedic and Spine Surgery
2. Department of Medicine: Division of Diabetes, Endocrinology and Metabolism
3. Department of Orthopedic Surgery: Hand Subspecialty
4. Department of Surgery: Division of Plastic and Reconstructive Surgery
5. Department of Neurology
6. Department of Neurosurgery
7. Department of Medicine: Division of Rheumatic and Autoimmune Diseases
8. Department of Urology

The emphases of Shriners Hospitals for Children – Twin Cities also align with the research interests of CEHD Institute of Child Development (ICD):

- **Cognitive Development and Neuroimaging Lab**
  - "examine stimulus and response factors that constrain learning at different ages and relate these cognitive changes to ongoing brain development."

- **ELAB: The Elison Lab for Developmental Brain and Behavior Research**
  - "examine the developmental processes that contribute to individual differences in social communication for infants and toddlers… [focusing] on risk factors that may predict autism."

- **School of Kinesiology**
  - **Laboratory of Integrative Human Physiology (LIHP)**
    - "examine the effects of various disease states and treatments on vascular as well as cardiac systems in an integrative approach."
  - **Skeletal Muscle Plasticity and Regeneration Laboratory (SMPRL)**
    - "examine the plasticity and regeneration of skeletal muscle, in efforts to mitigate the devastating functional limitations of limb salvage and traumatic muscle injuries."
UMn McNair Scholars & Health-related Postbac Programs

- UMn McNair Scholars were admitted to 74 postbaccalaureate programs in health-related fields.
- The most frequently attended programs are as follows:
  - Medicine (15)
  - Nursing (15)
  - Dentistry (7)
  - Pharmacy (5)
  - Environmental Health (3)
  - Kinesiology (3)
  - Occupational Therapy (3)
  - Physical Therapy (3)
From 1992-2019, the McNair Scholars Program supported 113 research presentations in health-related fields.

This is equivalent to an average rate of approximately 4 presentations per year.

Among the research projects, 33 presentations were associated with the disciplines of the UMN Medical School.

The Department of Pediatrics (7) contributed the greatest number towards this total.

Dr. Rebecca Shlafer was involved in 3 of the projects and may be an apt point of contact for learning about the McNair Scholars Program from the primary experiences of a faculty mentor in the Medical School.