# McNair Program Guide

# McNair Scholars:
## Powering the Next Generation of Scholars and Industry Leaders

- [First generation, low income and underrepresented students left behind](#)

- [Increasing demand for jobs requiring advanced degrees](#)

- [Nationally recognized program design](#)

- [Empirically supported program effects](#)

- [Faculty mentors from all disciplines, guiding Scholars in the research process](#)

- [Return on investment](#)

- [Connecting McNair to the health sciences](#)



2018 McNair Scholars

## 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](#)          [Facebook](#)

    [McNair Website](#)          [LinkedIn](#)

    [Research Profiles](#)          [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 who's parents have only a high school diploma
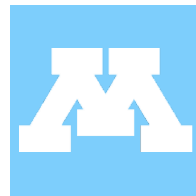
High income students complete undergraduate degrees at rates **7 times (79% vs. 11%)** that of low income students

**Only 10%** of our adult population has a post-BA degree **35%** of doctorates had parents within that 10%

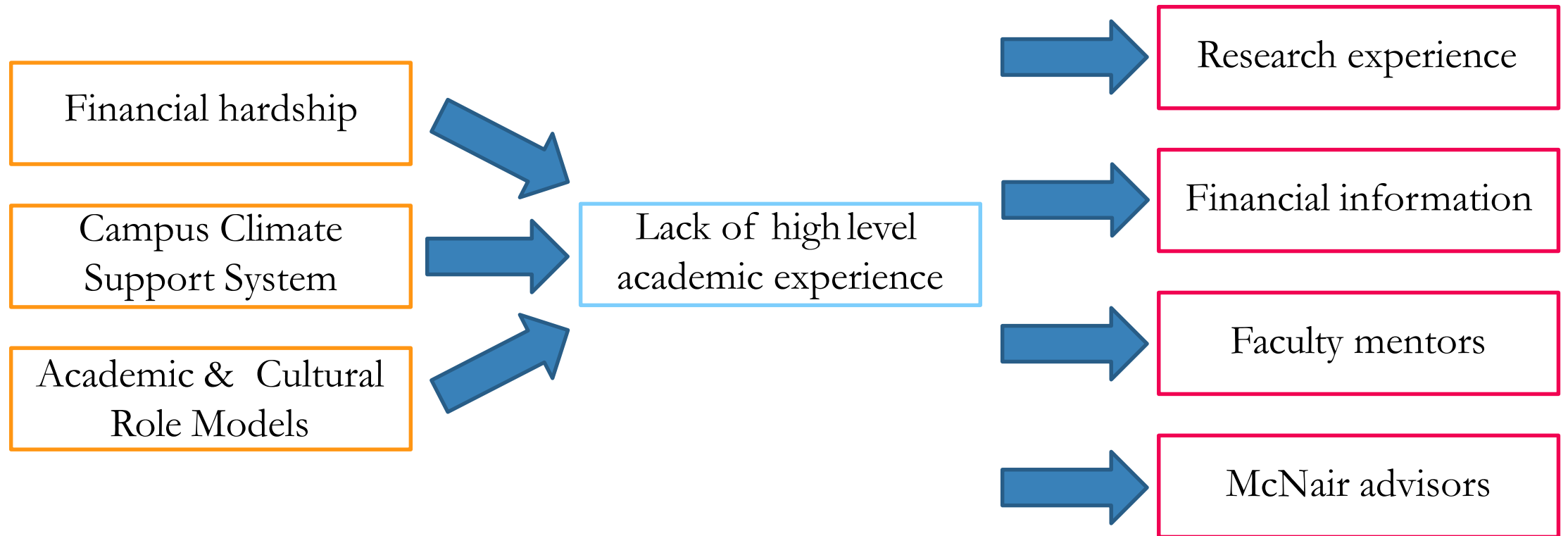Underrepresented students account for just **10% of US Ph.D.'s**

Underrepresented students were **less than 5%** of the doctorates awarded at UMN in 2010.

At rank of full professor, the most powerful group on US campuses, whites outnumber underrepresented faculty by **13 to 1**

# McNair Directly Supports Students Who…

⬤ **Face Critical Barriers**    ⬤ **Have Limited Opportunity**    ⬤ **Demonstrate Needs\***

| Financial hardship | → | | → | Research experience |
|---|---|---|---|---|
| Campus Climate Support System | → | Lack of high level academic experience | → | Financial information |
| Academic & Cultural Role Models | → | | → | Faculty mentors |
| | | | → | McNair advisors |

\*Identified by Ph.D. Graduate Employers & PhD Completers Study

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



**CBS NEWS**
By MARY BROPHY MARCUS / CBS NEWS / March 20, 2017, 4:24 PM
**New report predicts "troubling" shortage of doctors in the U.S.**

**CNBC**
**The US has a shortage of tech workers. Here's how kids and schools can solve the problem**
Ruth Umoh | @ruthumohnews | 12:09 PM ET Wed, 23 Aug 2017

**CNN**
American businesses can't find workers
by Patrick Gillespie @CNNMoney
January 17, 2018 4:08 PM ET

**U.S.News & WORLD REPORT**
The U.S. News/Raytheon STEM Index Shows America Will Have to Depend on Foreign Workers to Fill STEM Jobs
Despite gains in education and hiring, gender and racial gaps remain.
May 17, 2016, at 12:01 a.m.

**The New York Times**
*Lack of Workers, Not Work, Weighs on the Nation's Economy*
By BINYAMIN APPELBAUM   MAY 21, 2017

**FOX NEWS**
**America's worker shortage: One million and counting**
By Stephen Moore · Published August 15, 2014 · Fox News

**CBS NEWS**
By AIMEE PICCHI / MONEYWATCH / April 19, 2016, 3:06 PM
**Desperately seeking workers: The looming job crunch**

**Bloomberg Businessweek**   Markets   Tech   Pursuits   Politics   Opinion
July 7, 2017, 12:23 PM CDT
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 Atlantic**
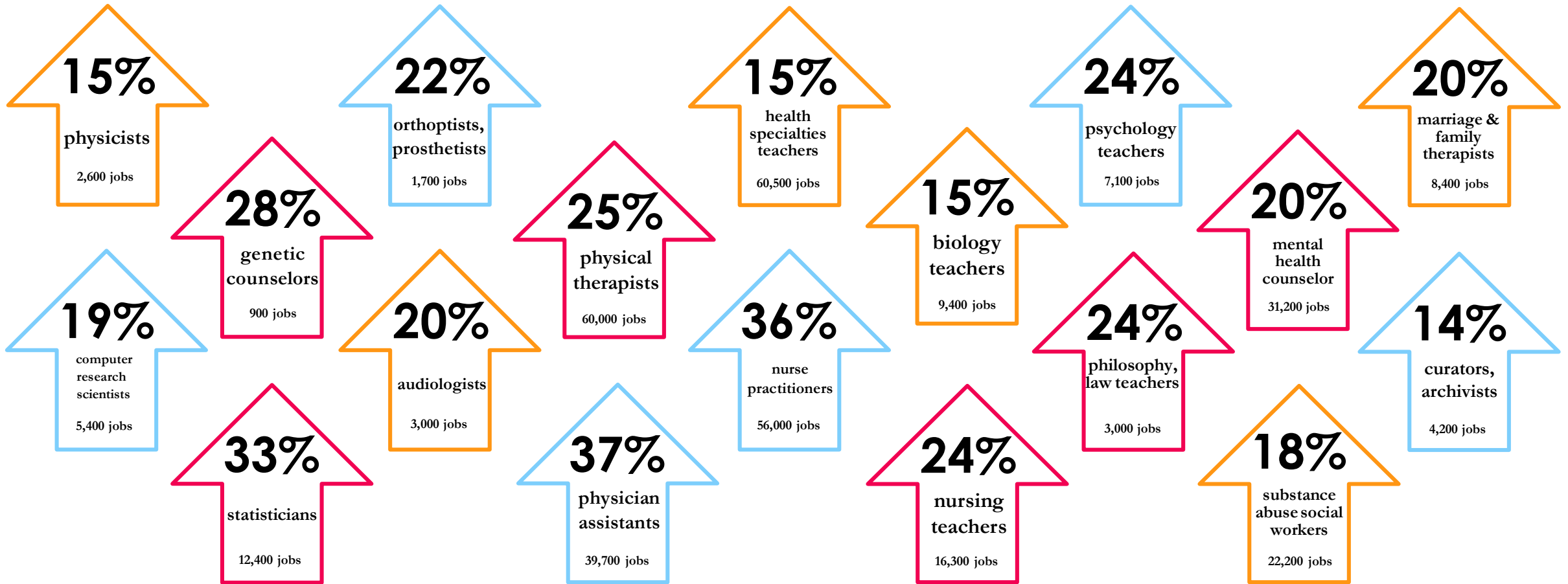The U.S. Is Running Out of Nurses
The country has experienced nursing shortages for decades, but an aging population means the problem is about to get much worse.
REBECCA GRANT | FEB 3, 2016 | HEALTH

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

**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

**28%** genetic counselors — 900 jobs

**25%** physical therapists — 60,000 jobs

**15%** biology teachers — 9,400 jobs

**20%** mental health counselor — 31,200 jobs

**19%** computer research scientists — 5,400 jobs

**20%** audiologists — 3,000 jobs

**36%** nurse practitioners — 56,000 jobs

**24%** philosophy, law teachers — 3,000 jobs

**14%** curators, archivists — 4,200 jobs

**33%** statisticians — 12,400 jobs

**37%** physician assistants — 39,700 jobs

**24%** nursing teachers — 16,300 jobs

**18%** substance abuse social workers — 22,200 jobs

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POST-BACCALAUREATE
ACHIEVEMENT 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



2016 McNair Scholars

# 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 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.**

Source: Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, *8*(1), 69-91.

# 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.**

### Resources/Funding, Faculty & Staff

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

### Inputs/Program Activities

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

### Output/What Students Gain

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

### Outcomes/Results: Short, Medium & Long Term

| | | |
|---|---|---|
| Quality Research Projects | Grad Admission | Grad Matriculation |
| Good Institution Match | Strong PhD Advisor Match | Adequate Grad Funding |
| Grasp of Grad Expectations | Use academic/Peer network | Grad Persistence |
| PhD Attainment | Career Requiring PhD | Future Faculty |

### Data Sources/Documentation for Tracking and Accountability

| | | |
|---|---|---|
| U of M Institutional Research | National Clearing House | CEHD Research Evaluation |
| McNair Student Files | College Transcripts | Alumni Outreach |
| Propensity Match | Social Media | Progress Records |

# 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



Summer Research Syllabus



Dynamic Course Portal



Robust Online Resources



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

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# Snapshot of Scholar Enrollment

**28** Students are currently undergraduates

**354** Students have entered graduate school

2014 McNair Scholars

Dr. Tammy A. Butterick, Nicole A. Lynn

Lekie Dwanyen

**66** Are currently enrolled in graduate school

2016 McNair Scholars

**31** Students are enrolled in doctorates

# UMn McNair Scholars: Advanced Degree Completion

**77**
**Professional**
e.g. MD, PharmD, MBA, JD, DPT

**43**
**Doctorates**

**190**
**Masters**

**+10** scholars enrolled
**+** scholars applying
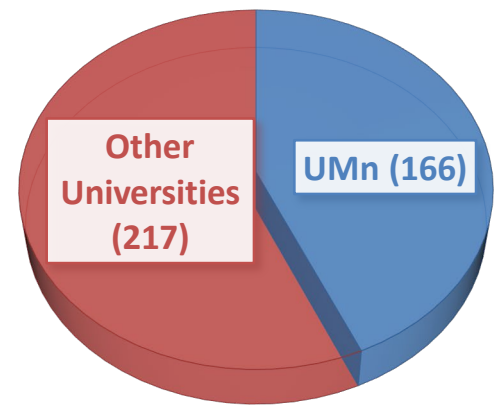
**+31** scholars enrolled
**+** scholars applying

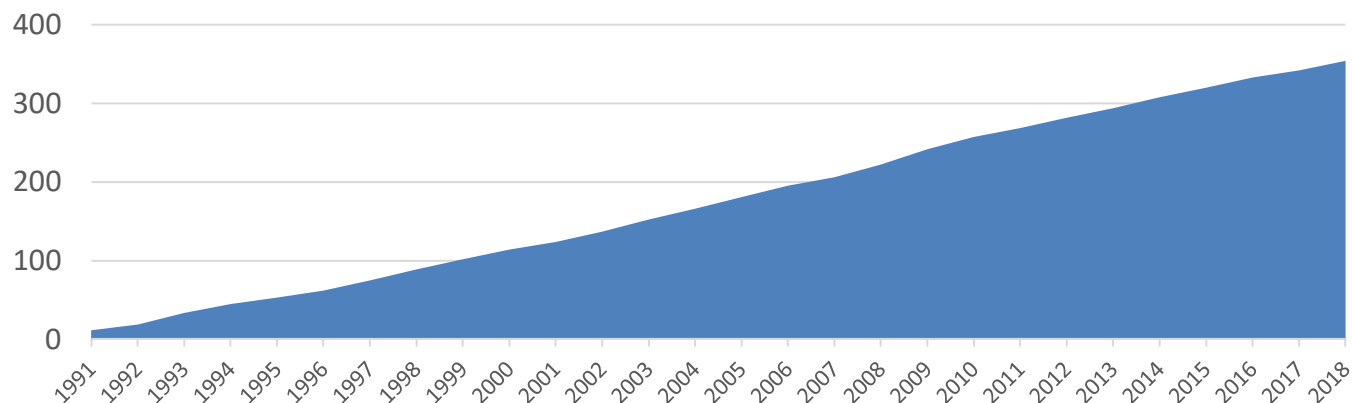**+25** scholars enrolled
**+** scholars applying
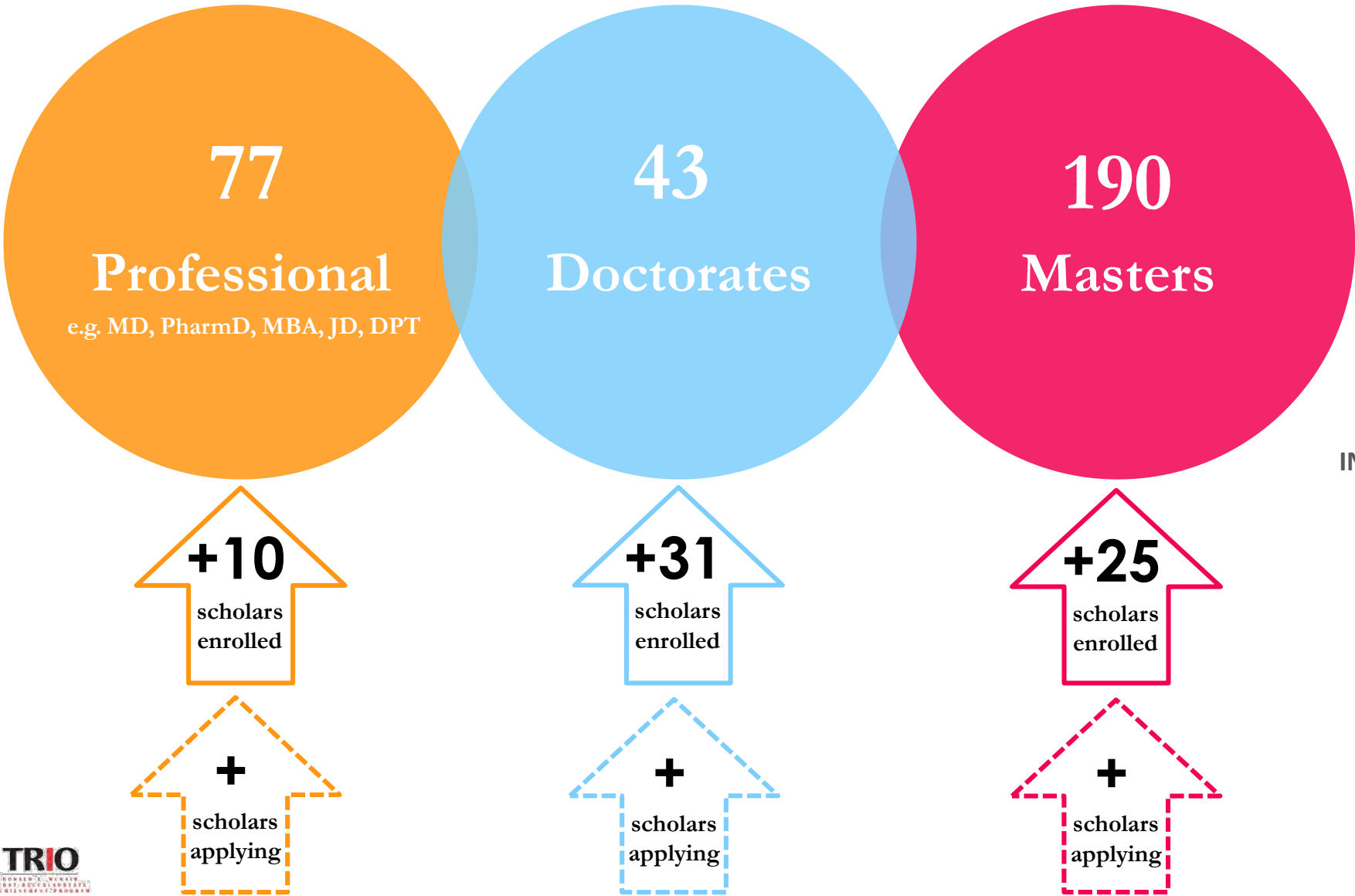
- UMn McNair Scholar Alumni have completed a total of 310 post-baccalaureate degrees.
  - 25% professional degrees
  - 14% doctorates
  - 61% master's degrees
- UMn McNair Scholar Alumni are enrolled in an additional 66 advanced degrees.
- UMn academic programs account for 43% of advanced degrees enrolled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

**INSTITUTION ASSOCIATED WITH ADVANCED DEGREE ENROLLMENT**

Other Universities (217)

UMn (166)

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# UMn McNair Scholars: UMn Grad School Enrollment

### Aggregated Number of UMn McNair Scholars Enrolled in Post-baccalaureate Programs



### Percentage of UMn McNair Scholars per Cohort Enrolled in Post-baccalaureate Programs
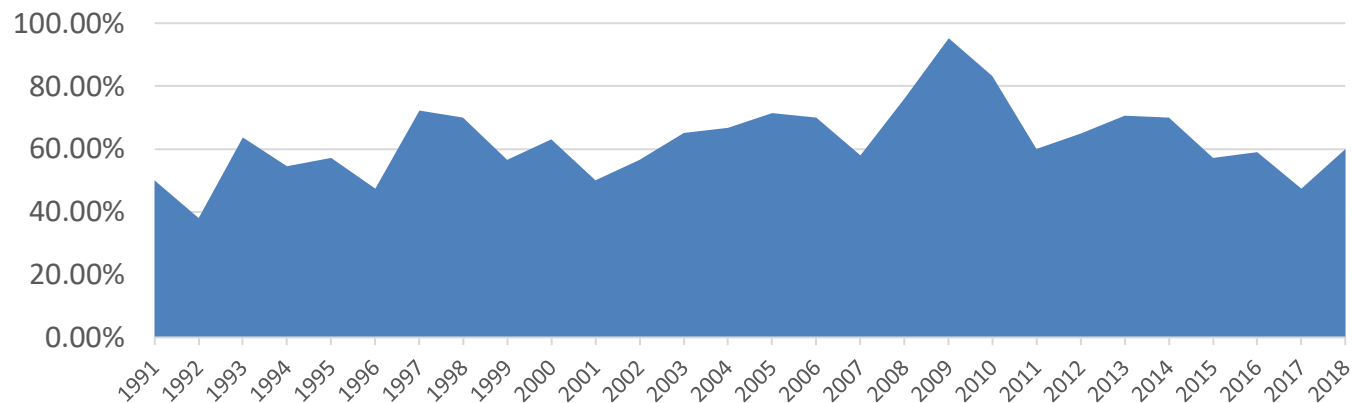


- **From 1991-2018, 566 undergraduate students participated in the UMn McNair Scholars Program.[1]**
  - Low-Income Eligible: 472 Scholars
  - First-Generation: 503 Scholars
  - Underrepresented by Ethnicity: 368 Scholars

- **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
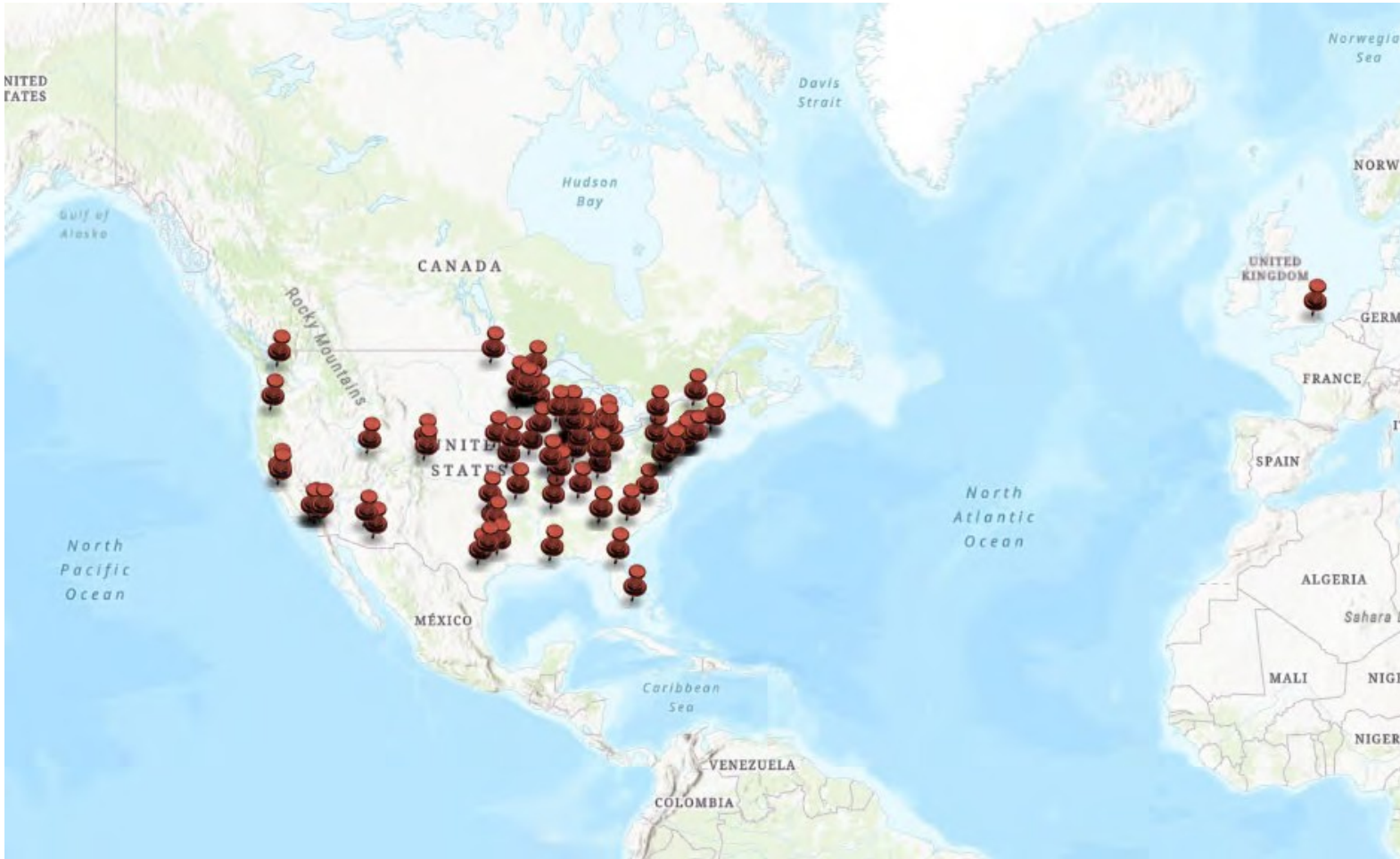


View the interactive map via ArcGIS.

- 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
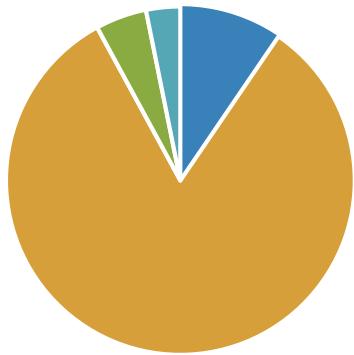
* Denotes systemwide numbers.

# All McNair Scholars: UMn Grad School Enrollment

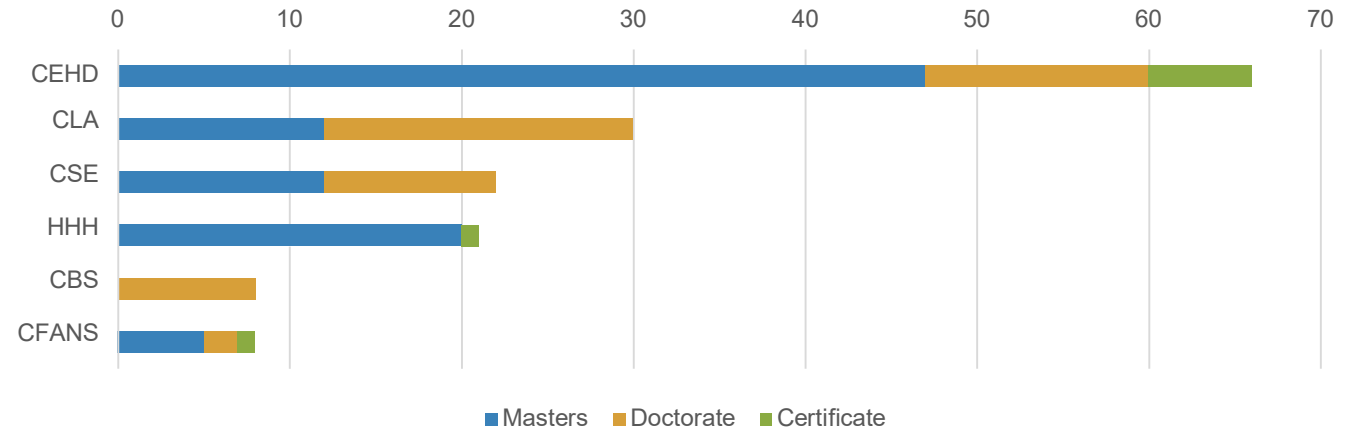### McNair Scholars in UMn Master's Programs (2013-2019)
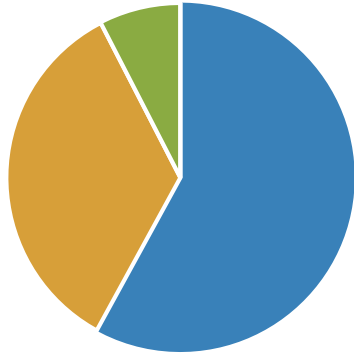


Completed (69)　Active (41)　Discontinued (9)　Leave of Absence (0)

### McNair Scholars in UMn Doctoral Programs (2013-2019)



Completed (6)　Active (52)　Discontinued (3)　Leave of Absence (2)

### UMN Colleges/Schools with 8+ Admitted McNair Scholars (2013-2019)



Masters　Doctorate　Certificate

- 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.

# McNair Applications to UMn Graduate School (2013 - 2020)

## (1,038 applications from 876 McNair Scholars)


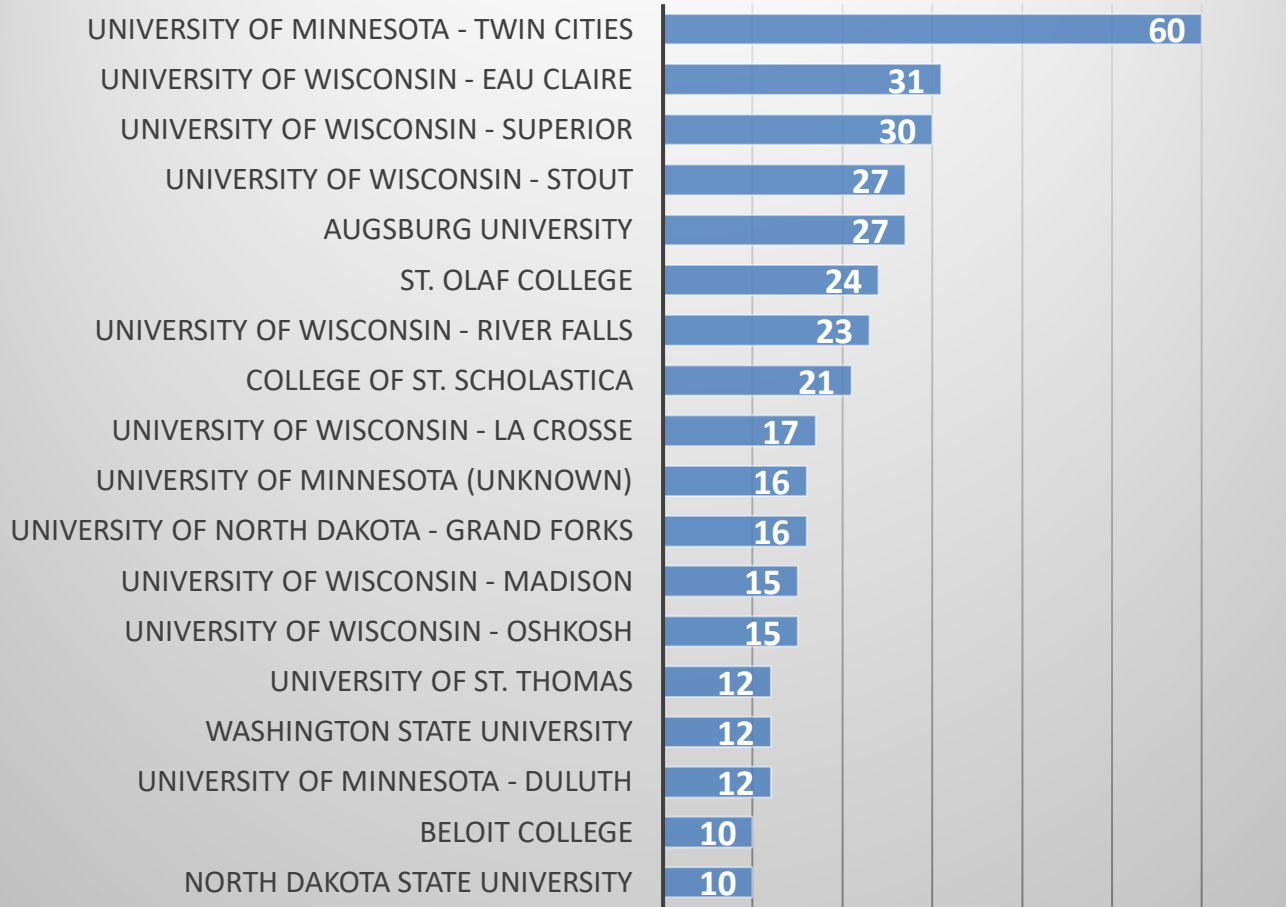
- The Federal TRIO McNair Scholars Program is funded at 187 institutions across the United States and Puerto Rico by the U.S. Department of Education.
  - In all projects, at least two-thirds of participants must be low-income AND first-generation college students.
  - Remaining one-third may be from 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.
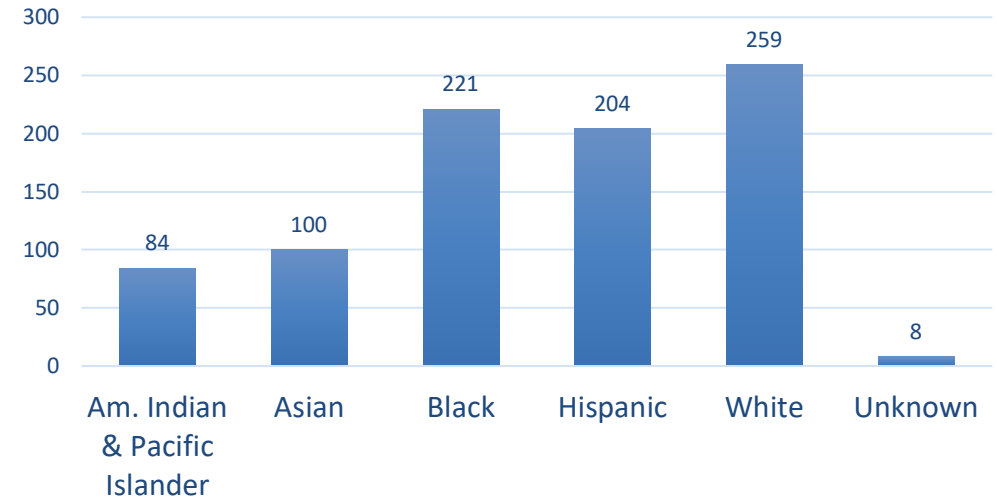
View the interactive map via ArcGIS.

**Data Courtesy of Dr. Rhiannon Williams, Brad Bostrom and Derek Maness, UMn Graduate School.**

# McNair Applications to UMn Graduate School (2013 - 2020)

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

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

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

## Race/Ethnicity of McNair Applicants

| Category | Count |
|---|---|
| Am. Indian & Pacific Islander | 84 |
| Asian | 100 |
| Black | 221 |
| Hispanic | 204 |
| White | 259 |
| Unknown | 8 |

- 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.
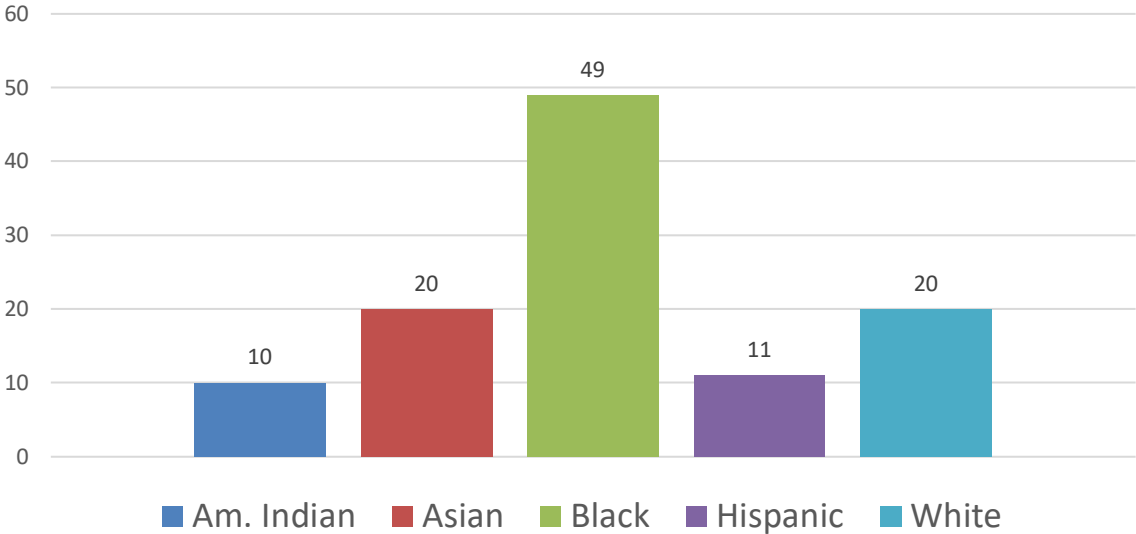
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# UMn Graduate School Pipeline



**UMn-TC McNair Alumni Applications to UMn Graduate School (2013-2020)**

- Certificate: 10
- Masters: 37
- Doctoral: 63
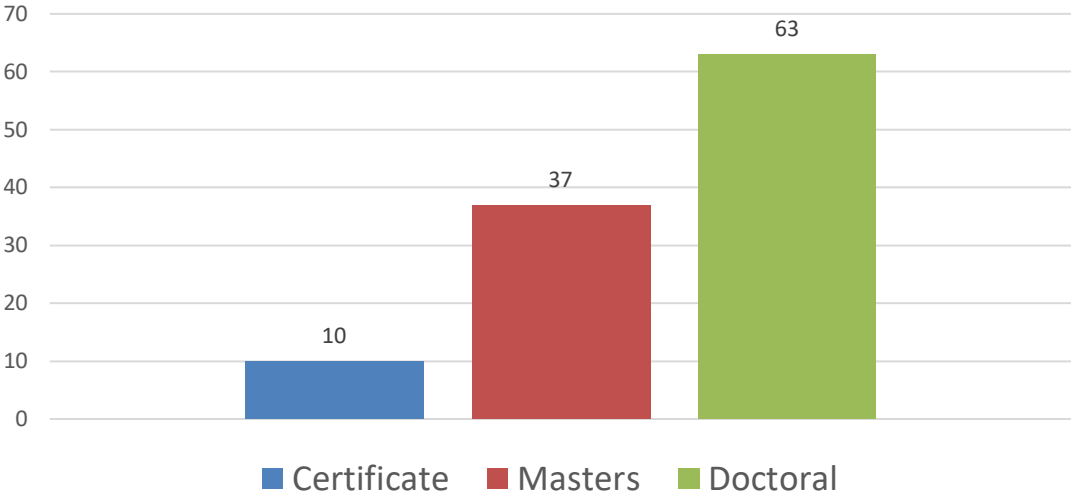


**Race/Ethnicity of UMn-TC McNair Alumni Applications to UMn Graduate School (2013-2020)**

- Am. Indian: 10
- Asian: 20
- Black: 49
- Hispanic: 11
- White: 20



**UMn Graduate School Application Status for UMn-TC McNair Alumni (2013-2020)**
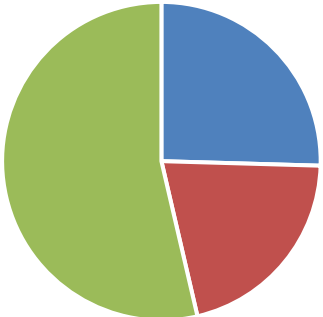
- Only Applied (28)
- Only Admitted (23)
- Matriculated (59)

- 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.



Students who went beyond bachelor's degree

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

Yes: 54.80% / 26.84%
No: 45.20% / 73.16%
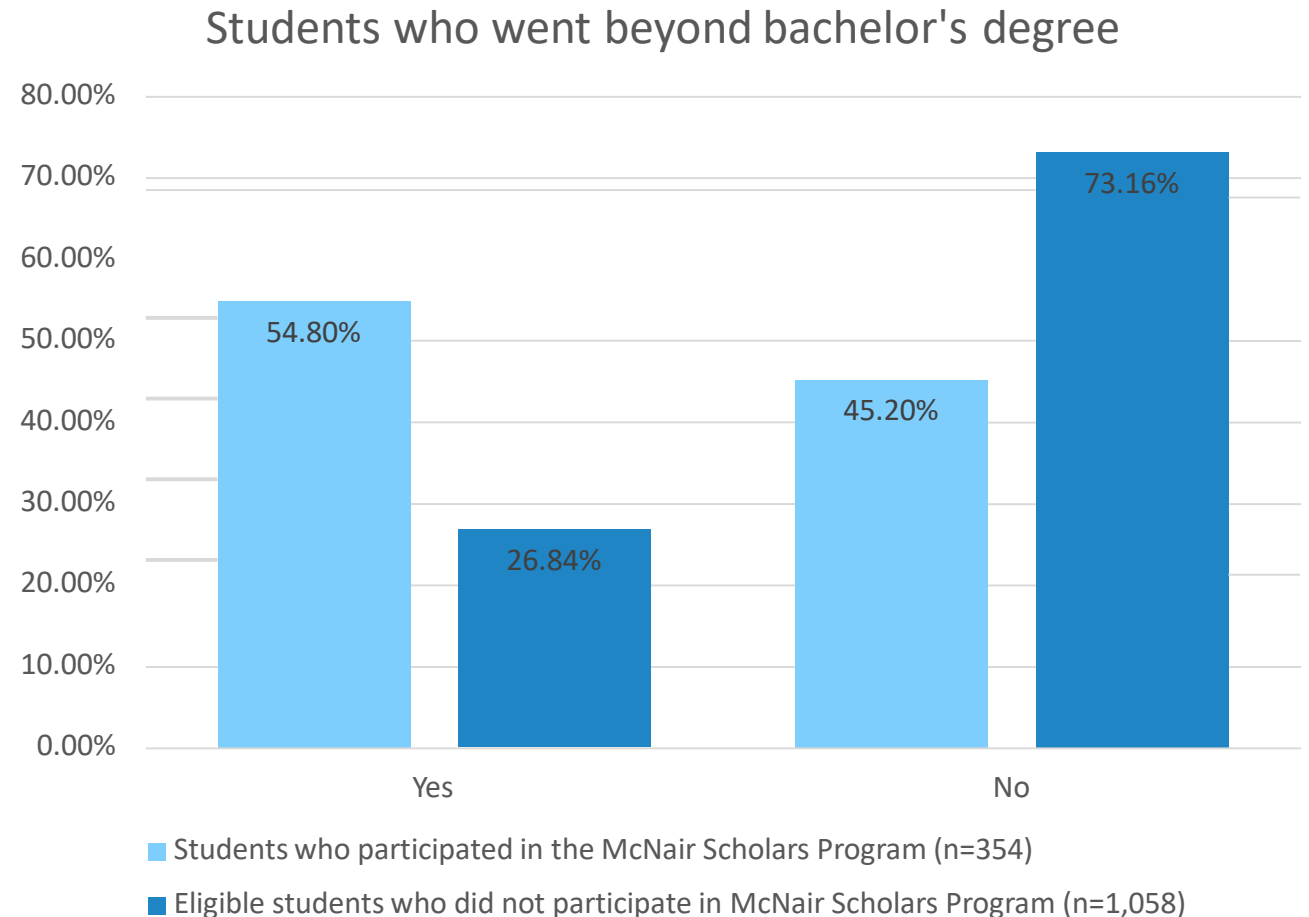
# Results: Advanced Degree Attainment

- 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.

### Students who attained an advanced degree

| | Yes | No |
|---|---|---|
| Students who participated in the McNair Scholars Program (n=354) | 35.31% | 64.69% |
| Eligible students who did not participate in McNair Scholars Program (n=1,058) | 10.78% | 89.22% |

■ Students who participated in the McNair Scholars Program (n=354)
■ Eligible students who did not participate in McNair Scholars Program (n=1,058)
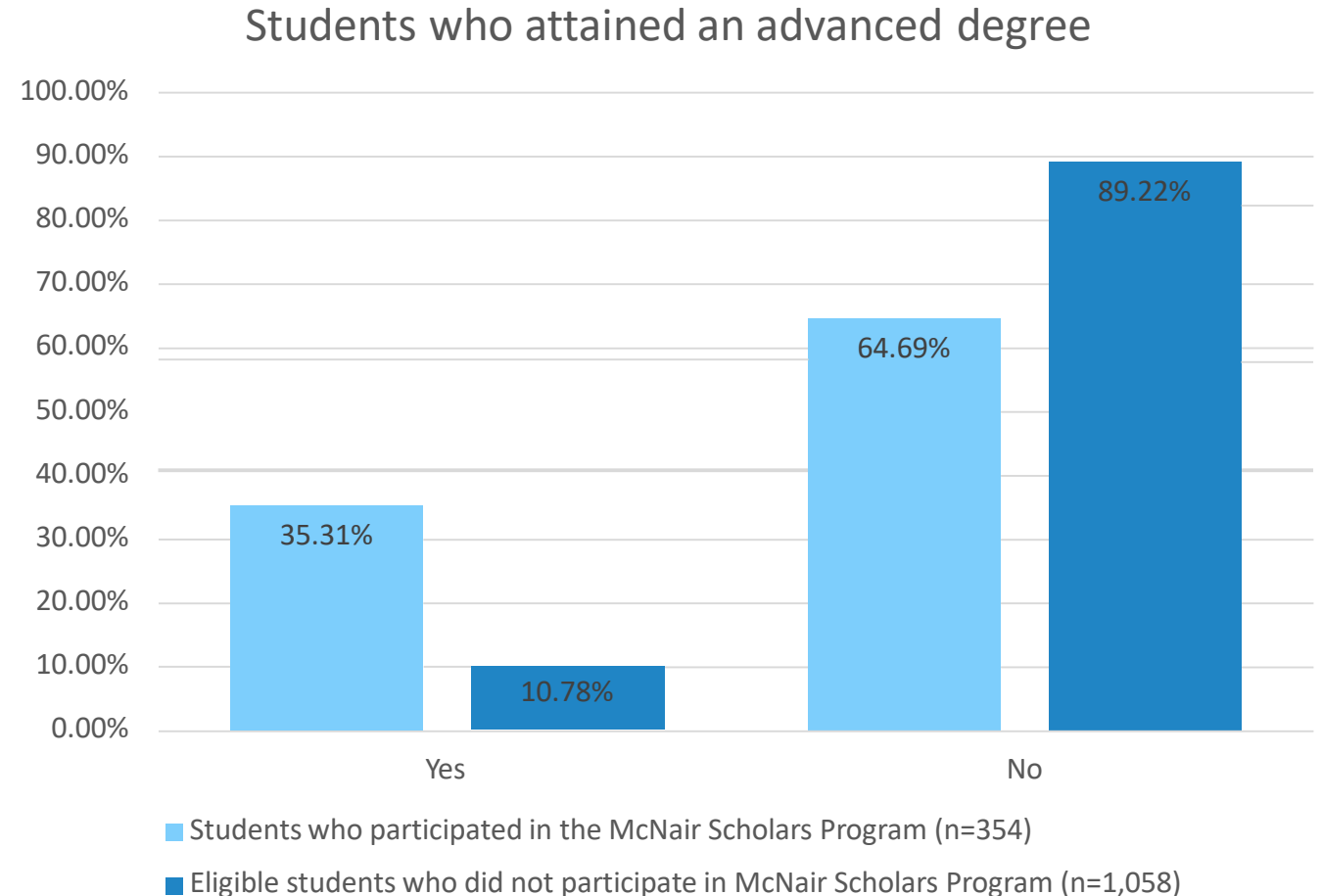
# Key Takeaway from Study

- 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.

# U of Mn Graduate School Diversity Office

**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]  [Additional   [McNair Scholar/DOVE Fellowship]

    Resources]

- **Get Connected**

    [333 Johnston Hall]
    101 Pleasant St. SE
    Minneapolis, MN 55455
    612.625.6858
    [gsdo@umn.edu]

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

# 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/

# 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

Sociology

Psychology

Public Affairs

**Dr. Christopher Uggen**

**Dr. Gloria Leon**

**Dr. Samuel L. Meyers**

[List of faculty mentors 1992-2017](#)

# UNIVERSITY OF MINNESOTA
# 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. Keith Mayes**
African American & African Studies

**Dr. Teresa Swartz**
Sociology

**Dr. Kathleen Thomas**
Institute of Child Development

**Dr. John Sartori**
Electrical & Computer Engineering

**Dr. Keisha Varma**
Educational Psychology

**Dr. Zha Blong Xiong**
Family Social Science

**Dr. Susan Walker**
Family Social Science

**Dr. Victor Reiner**
Mathematics

**Dr. Tai Mendenhall**
Family Social Science

**Dr. Matt Weber**
Journalism & Mass Communication

**Dr. Chris Uggen**
Sociology

**Dr. Mary Jo Maynes**
History

**Dr. Richard Douglass**
Psychology

**Dr. Marc Bellemare**
Applied Economics

**Dr. Kate Adamala**
Genetics, Cell Biology, & Development

**Dr. Jaime Slaughter-Acey**
Epidemiology & Community Health

**Dr. Gretchen Hansen**
Fisheries, Wildlife, & Conservation Biology

**Dr. Viann Nguyen-Feng**
Psychology

## TRIO

## McNair Program Partners

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

McNair 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 Jean 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.

Douglas Hartmann
Rebecca Shlafer
Laura Garcia
Evelyn Davidson-Venn
Ann Masten
Richard Lee
Suhasa Kodandaramaiah
Bill Breading
Craig Snyder
Megan Gunnar
Daniela Barr-Anderson
Kristine Sieving
Yuichiro Onishi
Ramon Escamilla
Mary Weglarz
Vuk Mandic
Caroline Bolhelm
Patricia Schmoll
Demoz Debru-Eggsaber
Valerie Faril
Katie Johnson-Goodstar
William Iacono
Beth Lewis
David Potter
LeAnn Snow
David Wood
Joanne Slavin
William Pomerantz
Michael L. Walter
Cheryl Olman
Marcia Hathaway
Shaul Hanany
Patricia Jones
Scott McConnell
Angela Pancskoskis-Morterl
Amy Myers
Dan Rodriguez
Michael Hardy
Maria Sera
Na'im Madyun
Mark Distefano
Liza Moran
Eileen Weber
Ken Valentas
Tabitha Grier-Reed
Elizabeth Boyle
Joseph Gaugler
Rose Vukovic
Lori Helman
Gabriel Ferrales
Sinisa Vukelic
Kishor Wasan
Ken Firoo
Virginia Zuiker
Michele Koomen
Veronica Doenanath
Jon Schommer
Benjamin Munson
Susan Mason
Tammy Butterick
Nathan Kunzel
Susan Rose
Michael C Rodriguez
Barbara McMorris
Jamell Shelton
Yaniv Brandvain
Ryan P Allen
Carl Rosen
Christopher Johnstone
R. Lee Penn
David Weiss
Joa Liang Le
John L. Forster
Steve Yussen
George Hoyy
Luis Martinez
Dan Voytas
Carolyn Garcia

Paul Mermelstein
Gary Connor
Karen Seashore
Terrance Adam
Robert Poch
Josh Feinberg
Shonda Craft
Kristina Martinson
Susan Haynes
Dan Dahlberg
Ryoko Kuriyama
Sonya Brady
Kim Mansky
Luis Ramos-Garcia
Peggy M. Martin
Jennifer Bhatia
Ana Paula Ferreira
Marco Pravetoni
Matt Smith
Billy Wright
Rose Renolt
Eugenio Borgida
John Campbell
Vinay Gidwani
Lou Quinn
Martin Oiler
Michael Bloomerman
Barbara Frey
W. Andrew Collins
Josh Page
Stacy Ingraham
Laurie Ouelette
Patricia Frazier
John Foley
Michael Goldman
Moin Syed
David Fellow
Lisa Park
Carolyn Lieber
Nicole Landi
Rachmy Zohn Larsadi
Emily Alden
Ann Gonick
Raymond Duvall
Patrick McNamara
Renee Sieving
Karen Cariboan
Catherine Squires
Jonathan Marchant
Abdi Samatar
Alexis Reed
Lisa Hollister
Susanne Jones
Eric Grodsky
Martha Rentler
Urlike Munderich
Kenneth Bartlett
Rose Brewer
Gilbert Rodman
Eric Tranby
Enid Logan
John Nichols
Carrie Wilmot
Penny Edgell
Robert P. Rebbel
Abigail Gewirtz
Ana Forcinito
Kathryn Mohanty
Claude Schmidt-Hebbel
Lesley Craig-Unkefer
Craig Hassel
Victor Koudneyev
Gloria Leon
Michael Parric
Vincent Barnett
Jennifer Oliphant
Michelle Mason
M. Bianet Castellanos
David Martinez
Leonard Banaszak

Bryan Shuman
Darwin Hendel
Thomas Loos
Brenda Child
Cortas W. Outley
Richa Nagar
Larry Nackett
April A. Knutson
Wendy Rahn
Robert Morrison
Karen-Sue Taussig
Moira A. Fell
Dawn York
R. Lawrence Edwards
Oliver J. Williams
John Robert Warren
Ann Meier
David E. Wilkins
Justin Revenaugh
Gary Johnson
Tracy L. Toomey
Brian Southwell
Tim Church
Doris Redhassani
Margaret K. DiBlasio
Joseph Nathan
Caroline Hayes
Heidi Lesley Borajas
Joanne B. Eicher
Jon J. Hubbard
Simon K. Shannon
Wayland E. Noland
John Sullivan
Gordon Legge
Jonathan C. Olewitz
George A. O'Donnell
Sherri Turner
Robert Schlauch
David Grant
Evan Roberts
Virotta Smith
Josh Wilson
Helen Kivnick
David Murray
Scott Sponheim
Catherine Day
Terry Wyberg
Wendy Leo Moore
Joan Howland
Patricia Bruch
Frank Kulacki
William Hannah
Dennis Jones
Priscilla Gibson
Kathleen Harder
Carol Freeman
Andrzej Piotrowski
Cherri Mulvanni
Peter Hermann
Angela Reyes
John E. Connel
George Hanson
Martha Zoller
John Wright
Richard Haung
Philip Cohen
Jim Manning
Daniel Wackman
Murray Jensen
Rodney L. Johnson
Wills Peterson
Edward Martin
August Nimtz
Robert Kaufman
Lorraine F. Francis
Francis A. Kulacki
M. David Mann
Gary Barnes
David Anderson

Wilmer G. Miller
Carolyn Tubbs
Kyla Wahlstrom
Chun Chen
Joseph E. Schwartzberg
Panos Michalopoulos
E. Calvin Alexander
James Cotins
Ramesh Harjani
John Shultz
Elaik Richardson
Eric Ganz
Rory Remmel
Sandra K. Beeman
Kay Thomas
Jeffrey Edleson
Douglas Wangsgaalam
Ann Walther
Jean Adams
Michael Houy
Lisa Disch
Carolyn Sokolov-Vernes Turner
Laura Lebian
Geraldine Marise Brooks
Wayne E. Potratz
John A. Powell
Earl Scot
Michael Wootten
Kevin Ferguson
Robert K. Herman
Richard King
Sheila Ards
Erik Arthur
Rina Tannenbaum
Robert McMaster
George Barany
Candace Kruttschnit
LaDora Thompson
Louis Coulino
Guzumber Ramachandran
June F. Ely
John Romano
Carla Phillips
Jevlan T. Mortimer
Dennis Valdes
Todd Rhodes
John Wallace
Patricia Avery
William M. Grove
Peter A. Hancock
Daniel Detzner
Virgil A. Swanson
Daniel Keyser
J. Stephen Weeks
Peter A. Hancock
Lilian S. Bridwell-Bowles
John M. Boyt
Marcia L. Shaw
John M. Taborn
Michael T. Charlesky
Garth C. Rockcastle
Judith Martin
Harry C. Boyt
Ron R. Allingdale
Allan H. Smith
Marti Hope Gonzales
Jennifer Bloom
Arthur G. Erdman
Brian A. Crooker
John H. Fleming
Raymond Newman
Esther F. Wattenberg
Margaret Kovera
Matha H. Thompson
Jodi F. Stemberger
Tom M. Seppanen
Andreas Rosenberg
Louis Alice A. Larson
James E. Holte

# 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.



Catherine Solheim and Julie Vang

# McNair Program Faculty Mentor Framework

**1**

Some undergraduate research programs allow students to conduct their own research. This is **not the purpose** of the McNair Scholars Program.

**2**

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

**3**

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

**4**

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

Kayne Lussier and Dr. Scott McConnell
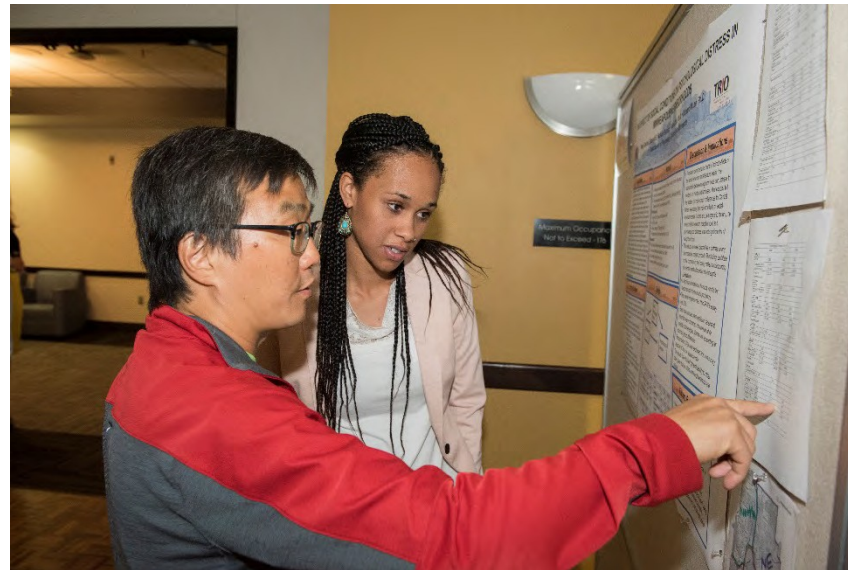

Mary K. Onchiri and Dr. Richard M. Lee
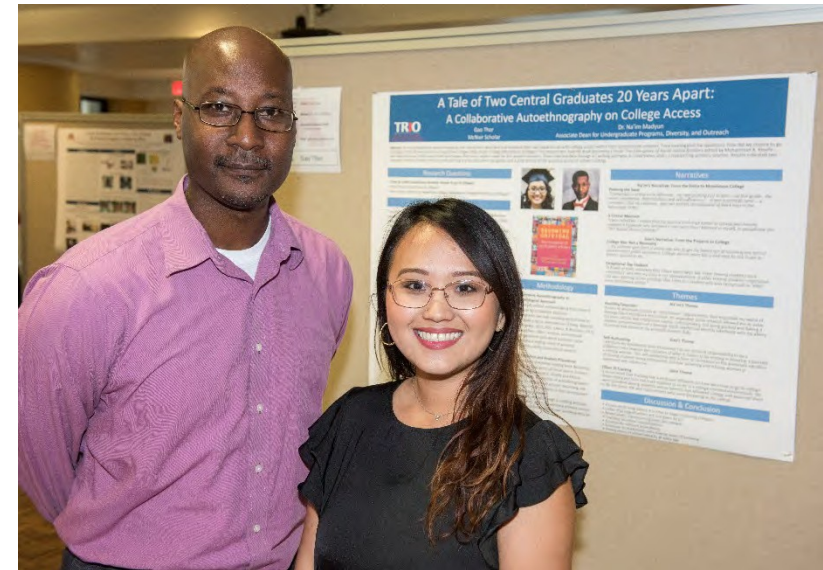

Gao Thor and Dr. Na'im Madyun

## 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.
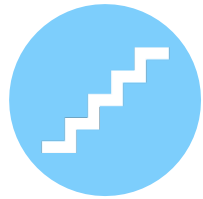
Guide scholar along the steps. Assist the Scholar with establishing realistic goals for the project, completing a research proposal and meeting the research benchmarks and deadlines.
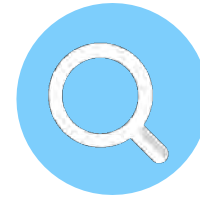
Provide close supervision of the research project during the summer, evaluate student research/contribution to team and mentor/advise the Scholar during and after the research experience.

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 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

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.

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.

# 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.


2019 McNair Scholars

# U of M McNair Program Funding Breakdown



Key

**Funding**
*Per Participant Cost*
*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

**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%

**Admininstrative**
*$1,116.43*
$44,657
12%

**Scholar Stipends**
*$1,750.00*
$70,000
19%

**Scholar Room & Board**
*$807.50*
$32,300
9%

TRIO
RONALD E. MCNAIR
POST-BACCALAUREATE
ACHIEVEMENT PROGRAM
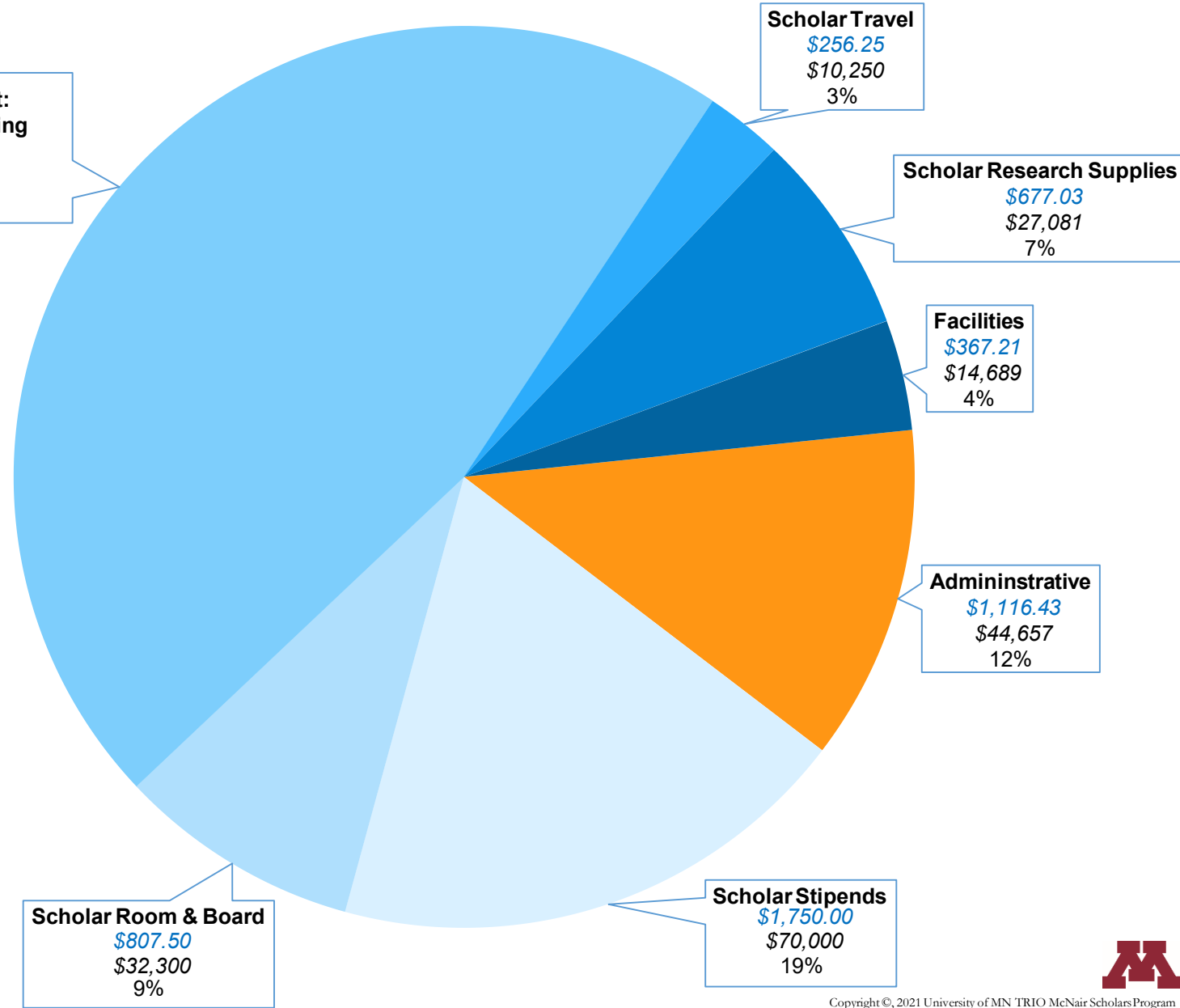
# U of M McNair Direct Service Hours to Scholars

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



Pie chart segments:
- Indivdidualized Advising, 100
- Summer Seminars (Direct Instruction), 50
- Academic Year Programming, 20
- GRE Preparation, 40
- Direct Writing Support, 40
- Cultural Activities, 20
- Scholarly Activities, 40
- Financial Literacy , 10
- Graduate School Fairs, 10
- Graduate Portfolio/Admission, 40
- Summer Research, 400
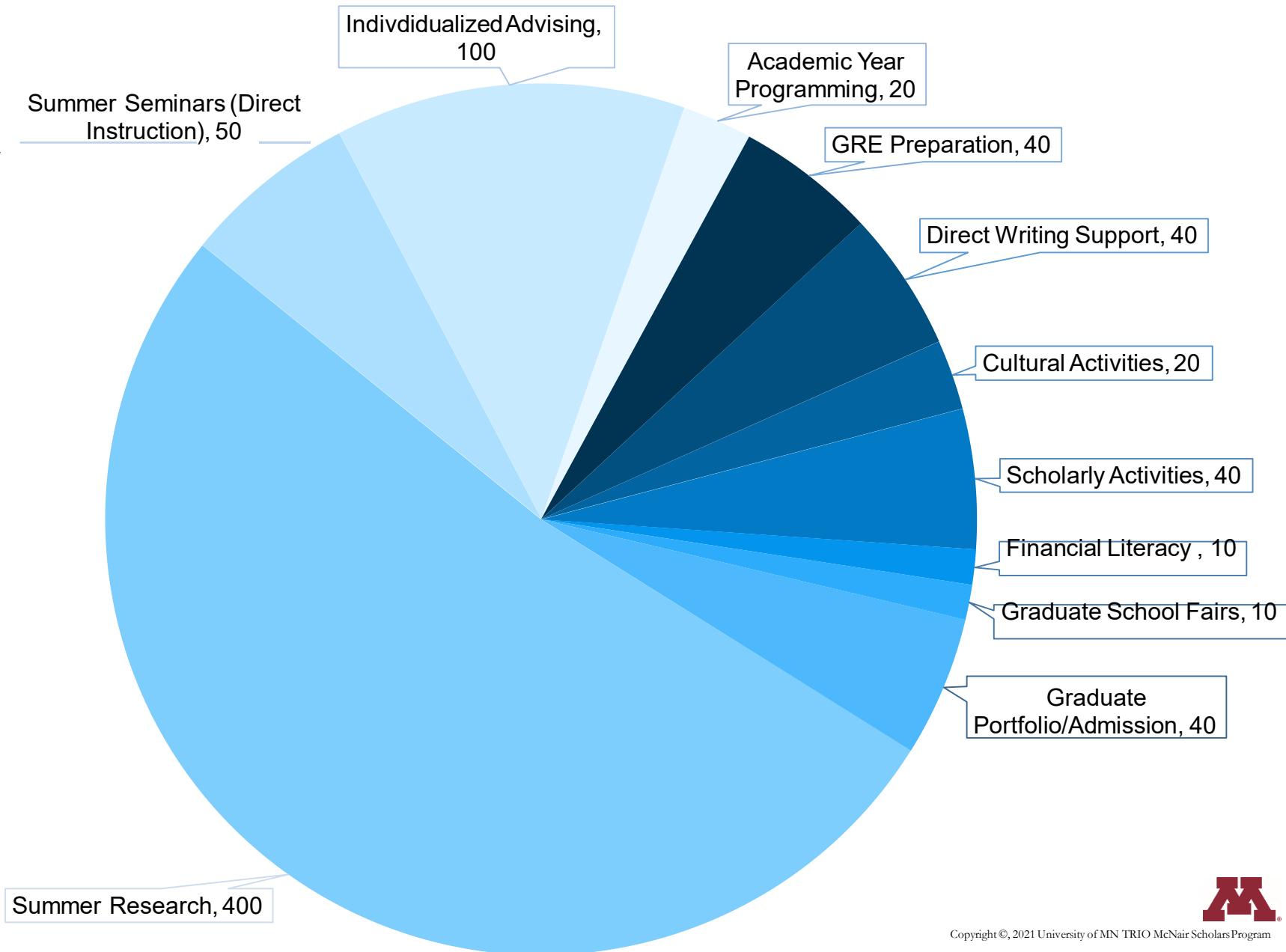
# McNair: Surfing the Chaos

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
  - Limited support systems to help students develop/hone/identify transferability of their advanced degrees
  - Departmental politics frequently create problematic and siloed environments
  - Limited Tenure track jobs
  - Significant debt is not commensurate to future wage earnings

**Opportunities**

- Support initiatives:
  - For student centered Graduate education approach
  - Integrate a multiple mentor model that engages students in multi and inter disciplinary ways of learning, teaching, research and community engagement
- Personal, social and non-cognitive Development opportunities—transferable skills, interdisciplinary lenses
  - Exposure to opportunities such as work in Veterans Administration: "from research bench to patient bedside"
  - Provide student opportunities 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
  - Service to community
    - Keep community informed on key policy and program successes
    - Intranet
    - Committee service across campus
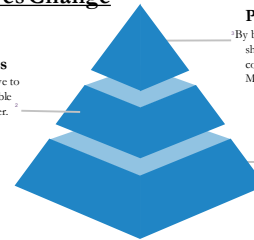    - Alignment across U-System
    - Sharing of resources and practices
    - Sharing of compelling stories, concise/accessible/visual data

## How McNair Drives Change



**Build Robust Processes**
systems and processes are responsive to evolving need, data driven and enable staff to work smarter and not harder.

**Develop a Community of Practice**
By building bridges with program partners, sharing ideas and advancing pedagogy, a coalition can be fostered that connects the McNair programs and outside community

**Set the tone**
Staff is committed to Innovation, being proactive, setting ambitions goals, rigor+ fun and modeling a growth mindset.

## Outdated Legislation

**Challenges**

**Legislation remains unchanged since 1990's.**

- Research Stipend stuck at $2,800 since 1998 and significantly lower than all other research programs
  - Highest need students lowest paid
  - Dissuades TRIO eligible who can't "afford" to take advantage of McNair
- Students are required to matriculate to graduate program immediately following undergraduate degree (Gap years are not recognized)
  - Scholars participating in postbac enrichment opportunities shows 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 trends in most fields

**Opportunities**

- 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
- Presenters of effective practices. Approach work w/ innovative and open-mind—continually evolving and adapting/adopting effective practices.
- Advocate to expand McNair mandate to serve Professional degrees and explicitly add language around programming and resources related to student mental health issues
- Broaden financial literacy mandate. 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 degrees

## Political Threats

**Challenges**

- Sustained efforts to eliminate and or reduce TRIO McNair Funding. strategy to eliminate, then over mandate and underfund TRIO SSS Program
- State cuts directly impacting institutional support
- Political paralysis and Congressional gridlock
  - Higher Education Reauthorization continues to be in limbo
  - Impacts release of funds
  - Year-to-year volatility on McNair funding
- Public distrust & skepticism of higher education
- Higher education affordability
  - Student debt crisis ($1.5 Trillion)
  - Deters students from pursuing post bac

**Opportunities**

- Diversify funding: focus on corporations and foundations
  - Eliminates funding volatility
  - Allow program to broaden services to diversify professional degree tracks
  - Opportunity to scale-up for limited cost
  - Create greater program efficiency not having to work through arcane Department of Education policies
  - Latitude to create more responsive and sustainable programming
  - Increase stipend amounts
- Design flexible staffing models that reduce administrative costs while maintaining continuity of care model.
  - Engage staff in unique and multifaceted ways that current grant regulations don't allow
  - Foster unique partnerships and collaborations throughout University System to expand program footprint
  - More stability for staff to reduce volatility caused by continued calls for program elimination

# 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!

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

z.umn.edu/mcnair

facebook.com/mcnairscholarsumntc

612-625-0772
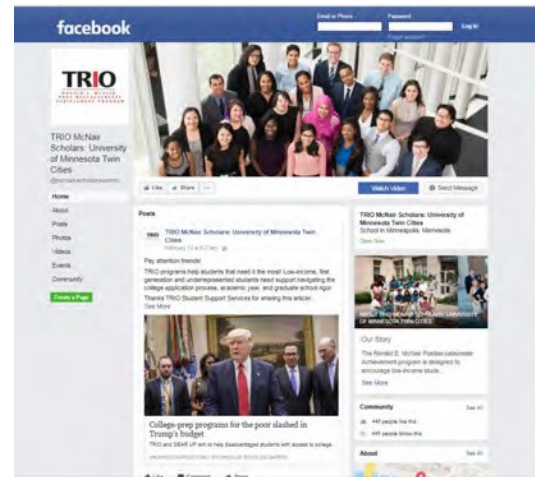
# Odds & Ends

# University of Minnesota
# EOAA & Title IX Statement & Resources

In accordance with the United States Higher Education Opportunity Act (2008) (HEA), The federally funded TRIO McNair Program is providing the following EOAA & Title IX Statement and Resources as provided by Kimberly D. Hewitt, Director, University of Minnesota Office of Equal Opportunity and Affirmative Action Title IX Coordinator.

The purpose of this message is to provide another reminder about our responsibilities to foster a positive campus climate that is responsive to and takes prompt and effective measures to address all forms of sexual misconduct including sexual harassment, sexual assault, relationship violence and stalking. University policy specifically prohibits sexual misconduct by employees towards students, and any other form of harassment on the basis of sex.

Students are encouraged to report all incidents of sexual misconduct. Employees have a duty to report all incidents or allegations of sexual harassment or assault. Specifically, employees who have supervisory responsibility or who advise students or who could be considered by a student to have the authority to take action must report sexual misconduct incidents to the Office of Equal Opportunity and Affirmative Action Office (EOAA). The University takes such reports seriously, and will promptly investigate them. The University prohibits retaliation against anyone for reporting or participating in an investigation of sexual harassment or sexual assault. Students or employees found to have engaged in sexual harassment or assault, employees who fail to appropriately report observed or suspected harassment or assault, and students or employees found to have engaged in retaliation will be subject to discipline, which may include suspension, expulsion, or termination if circumstances warrant.

The University's Office of Equal Opportunity and Affirmative Action (EOAA) is available to all members of the University community to receive reports, help resolve issues, and address concerns regarding sexual harassment, sexual assault, or retaliation. Any individual may make a report to EOAA in a variety of ways as outlined in the following slide.

# 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

- 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

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# Envisioning New Opportunities
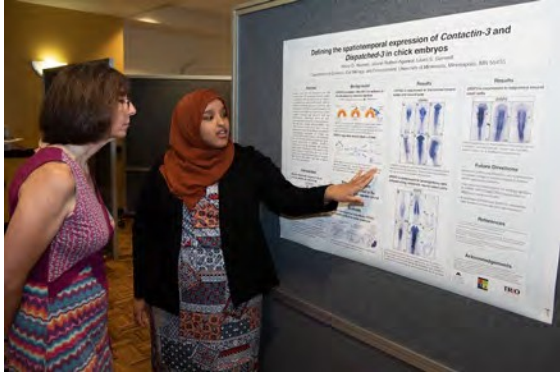






**Slide under construction. COMING SOON!**



- **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
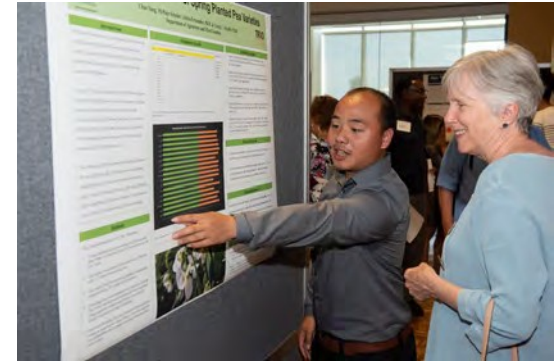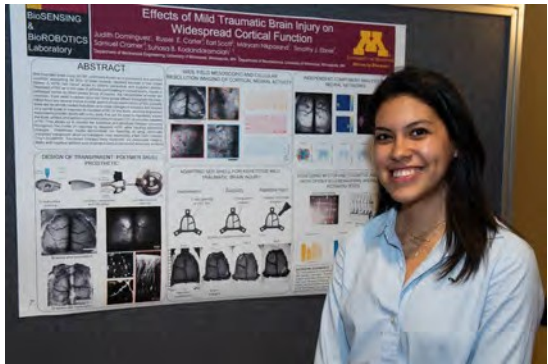
# UMn McNair Scholars Program
# &
# Health Sciences

## 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.

# UMn McNair Scholars Program Pipeline Template



**Rational**

Provide students from under-represented backgrounds with the resources to apply to and prepare for graduate school.

**Inputs**

**Funding Sources**
US Dept. of Ed. Financial Grant
U of MN Financial Support

**Financial Allocation**
Scholar Support
(Teaching & Advising)
Scholar Travel
Research Supplies
Facilities
Administration
Scholar Stipends
Scholar Room & Board

**Personnel**
Program Director
U of MN Faculty Members
McNair Advisors
Graduate Research Assistant
Community Program Specialist
Student Staff Members
Volunteers
McNair Scholars (participants)

**Outputs**

**Participants**
Students from disadvantaged backgrounds
(First-generation college students, income-eligible students, and students from underrepresented populations in academia such as African Americans, Hispanic, Native Americans, Pacific Islanders)

**Activity 1**
Mentorship w/ Faculty Member
McNair Seminars
McNair Advising
Research Writing Workshop
Participate in Research Process

**Activity 2**
McNair Advising
Complete Grad Portfolio
Prepare and Take the GRE
Visit Graduate Schools

**Activity 3**
McNair Seminars
McNair Advising
Strengths Quest

**Goals**

"The federally funded TRIO McNair Scholars program seeks to increase doctoral program application, matriculation, and degree attainment by under-represented and first-generation college students."
– U of MN McNair Scholars Program website

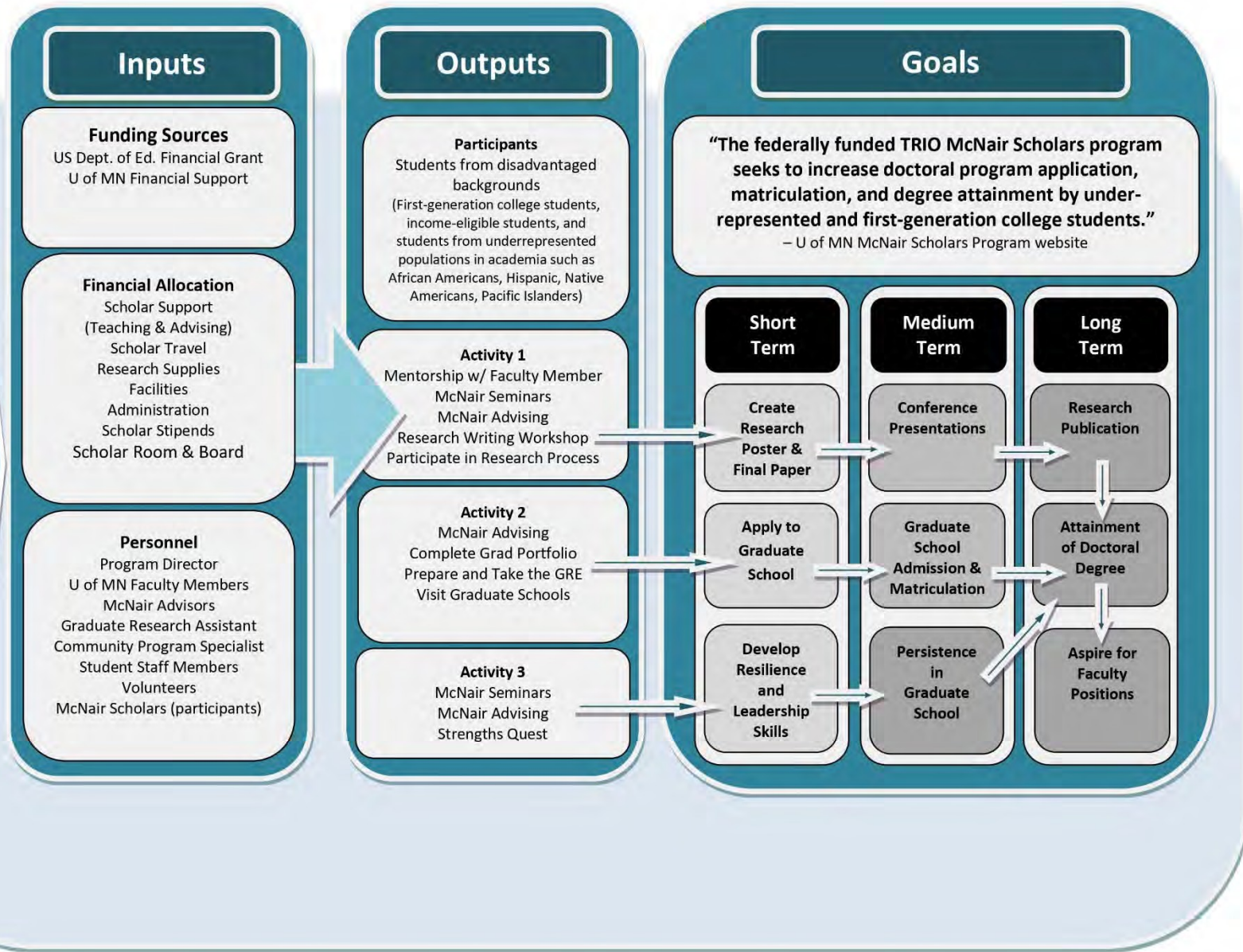| Short Term | Medium Term | Long Term |
|---|---|---|
| Create Research Poster & Final Paper | Conference Presentations | Research Publication |
| Apply to Graduate School | Graduate School Admission & Matriculation | Attainment of Doctoral Degree |
| Develop Resilience and Leadership Skills | Persistence in Graduate School | Aspire for Faculty Positions |

- 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.

# Envisioning New Opportunities

**The UMn 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

**Shriners Hospitals for Children in the Twin Cities** **provides medical care to children in the following areas:**

1. Orthopedic and Spine Surgery
2. Endocrinology
3. Hand and Upper Extremity Surgery
4. Hand, Plastics and Upper Extremity Surgery
5. Neurology
6. Neurosurgery
7. Rheumatology
8. Urology

## CEHD — College of Education + Human Development — University of Minnesota

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."
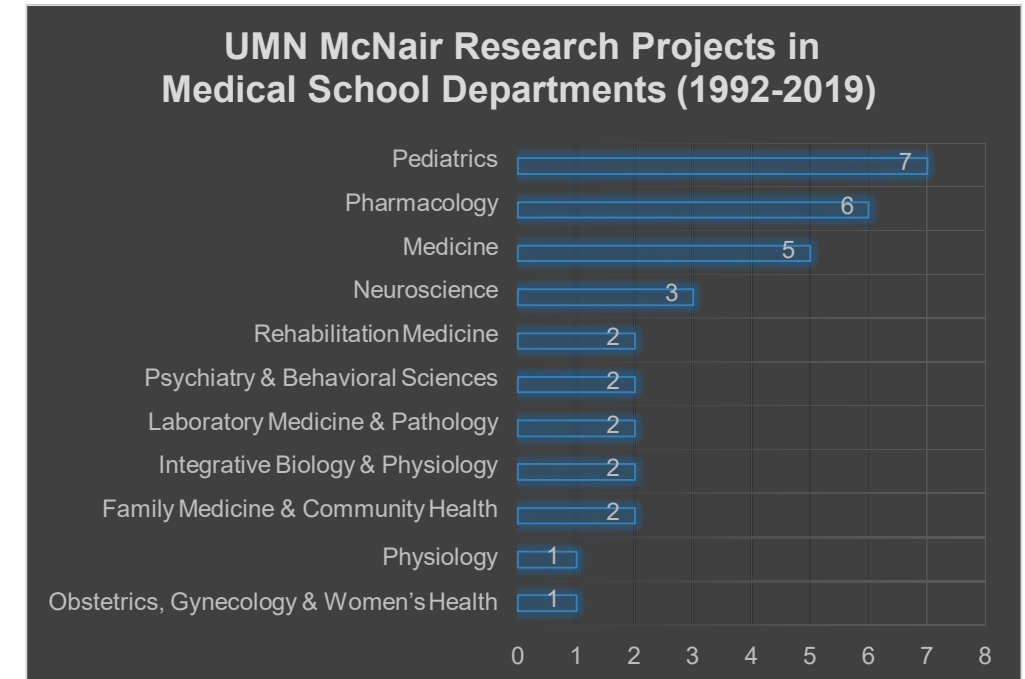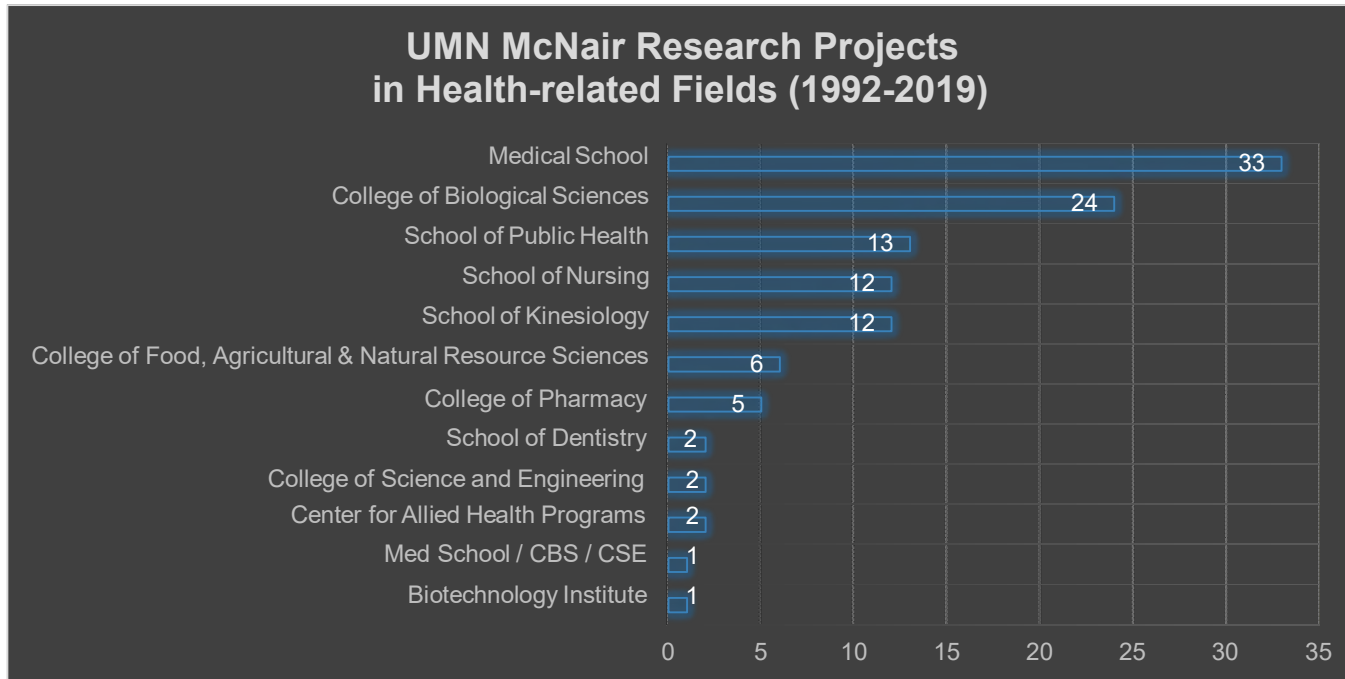
# UMn McNair Scholars & Health-related Postbac Programs



- 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)

# UMn McNair Scholars Program & the Medical School



**UMN McNair Research Projects in Health-related Fields (1992-2019)**

| Department/School | Count |
|---|---|
| Medical School | 33 |
| College of Biological Sciences | 24 |
| School of Public Health | 13 |
| School of Nursing | 12 |
| School of Kinesiology | 12 |
| College of Food, Agricultural & Natural Resource Sciences | 6 |
| College of Pharmacy | 5 |
| School of Dentistry | 2 |
| College of Science and Engineering | 2 |
| Center for Allied Health Programs | 2 |
| Med School / CBS / CSE | 1 |
| Biotechnology Institute | 1 |

**UMN McNair Research Projects in Medical School Departments (1992-2019)**

| Department | Count |
|---|---|
| Pediatrics | 7 |
| Pharmacology | 6 |
| Medicine | 5 |
| Neuroscience | 3 |
| Rehabilitation Medicine | 2 |
| Psychiatry & Behavioral Sciences | 2 |
| Laboratory Medicine & Pathology | 2 |
| Integrative Biology & Physiology | 2 |
| Family Medicine & Community Health | 2 |
| Physiology | 1 |
| Obstetrics, Gynecology & Women's Health | 1 |

- 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.