UMN TRIO McNair Exemplifying MPact 2025 Commitments & Goals

(Student Success–Discovery-Innovation & Impact–INTERSECTIONS-Community Belonging-Fiscal Stewardship)

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OBJECTIVE: This document highlights the significant contributions of the federally funded TRIO McNair Program to the MPact 2025 System Wide Strategic Plan. UMN McNair is a vital and pioneering partner in keeping the undergraduate-to-graduate academic pipeline open for traditionally disadvantaged student populations. Many high-impact initiatives and the ability to be responsive to COVID realities that have disproportionate impacts on disadvantaged students will be blunted without necessary institutional support for the McNair Program.

NOTE: All text in maroon is language pulled directly from the official MPACT 2025 document.

Exemplifying MPACT 2025's Commitments & Goals

MPACT 2025 Goal #1: Attract, educate, and graduate students who represent the diversity, talent, workforce, and citizenship needs of the future.

1. *Improve retention and graduation rates while closing gaps*

- The year-round (academic year and summer) McNair Program is a vehicle for student retention, timely graduation, and advancement to post-baccalaureate degrees.
- UMN TRIO McNair Goals:
  - Increase the rate of doctoral program, application, matriculation, and degree attainment by first-generation college students with financial need
  - Generate in our students the higher level academic and research skills necessary to gain admission to and successfully complete graduate study.
- Based on external Propensity Score Analysis (2015), participating in the UMN McNair Scholars Program doubled the probability of disadvantaged students of similar attributes continuing their academic studies past a bachelor's degree and tripled the likelihood of this disadvantaged student population attaining an advanced degree. According to the study's results, the McNair Scholars Program **EXPONENTIALLY INCREASES** the chances of students from disadvantaged backgrounds pursuing and attaining advanced degrees.

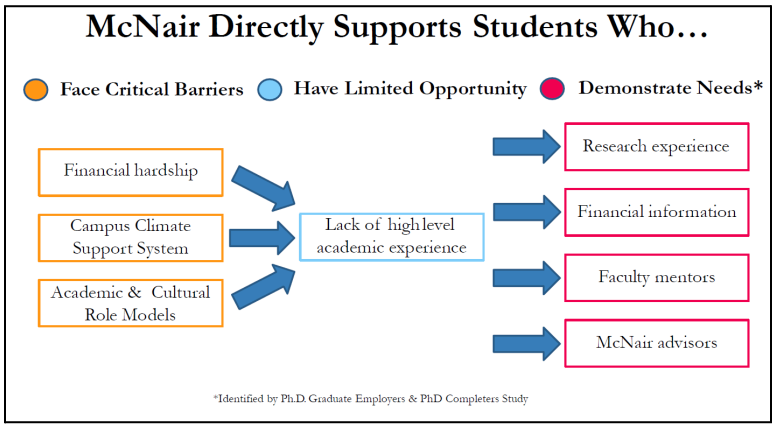
- Since **2013**, the Graduate School has received more than **1,147** McNair applications from scholars representing 175+ institutions with CEHD admitting the most McNair Scholars.
- UMn McNair is an exceptionally strong partner in strengthening the faculty pipeline.

2. *Expand scholarship opportunities*

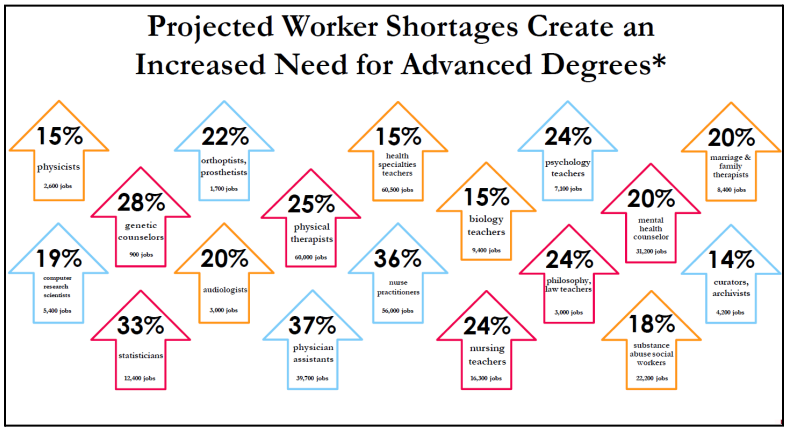
- McNair provides a fellowship stipend of $3,500 to students for their participation in 10 weeks of intense summer programming on research, graduate school preparation, and leadership development. McNair scholars are eligible for reduced GRE tests, application fee waivers, and specific scholarships, such as the McNair DOVE scholarship.
- The UMN McNair Program Guide contains a wealth of additional quantitative metrics highlighting McNair's role in strengthening the graduate school pipeline.

MPACT 2025 Goal #2: Enhance student experience, wellness, and success

1. *Strengthen career readiness and outcomes for all students*



- UMN McNair is aware of the projected worker shortages creating an increased need for advanced degrees across sectors—which also **requires faculty** to teach the next generation of leaders and professionals. TRIO McNair is committed to being part of the solution with **30 years of proven success.**



2. *Establish a holistic approach to student wellness*

- The McNair Program applies a holistic and cultural capital framework in serving students:

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.

MPACT 2025 Goal #3: Increase innovative and high-quality educational offers across modes of delivery to reach students where they are.

1. *Establish innovative, coordinated, and scaled systemwide distributed learning models that increase access and meet workforce needs*

- UMN McNair works at the **intersections** of **undergraduate and graduate education (and in between), student and academic affairs, across the University and System Schools and nationally**. We are connected throughout the academic pipeline, and, proudly, with our amazing TRIO UB and TRIO SSS programs who are vital and collaborative partners.

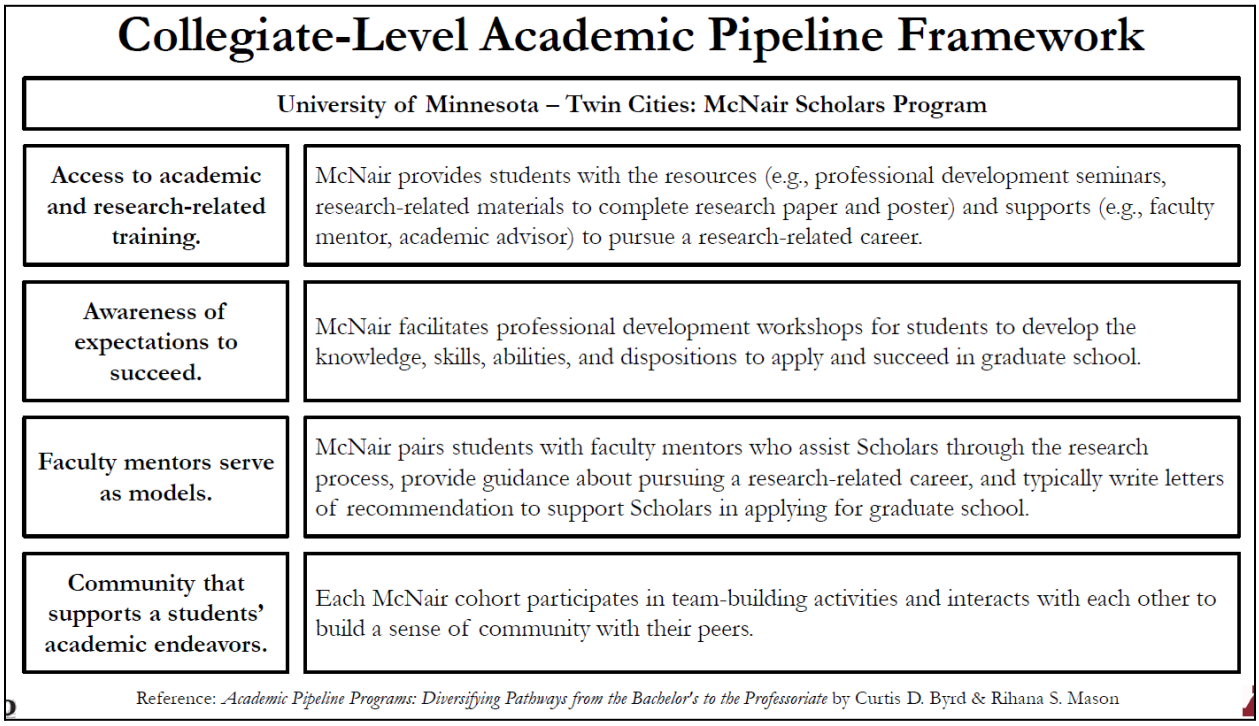
Academic Pipeline Programs



Academic pipeline programs provide resources and supports as an equitable solution to address domestic underrepresented minority faculty at two-year and four-year institutions (~10.9% of faculty in 2016 according to American Council on Higher Education whereas this demographic represents ~30.9% of US population according to the 2016 US Census).

- **Precollegiate programs** prepare students for academic success and provide guidance in navigating their pathways to college.
- **Collegiate programs** prepare students with the knowledge, skills, and abilities to thrive in graduate school. (e.g., McNair)
- **Doctoral, graduate and professional programs** equip students with skills and experiences to be future faculty.
- **Postdoctoral and faculty programs** provide opportunities for professional development and ongoing support to retain prospective and current faculty at two-year and four-year institutions.

Precollegiate Programs → **Collegiate Programs** → **Doctoral, Graduate, & Professional Programs** → **Postdoctoral & Faculty Programs**



Collegiate-Level Academic Pipeline Framework

University of Minnesota – Twin Cities: McNair Scholars Program	
Access to academic and research-related training.	McNair provides students with the resources (e.g., professional development seminars, research-related materials to complete research paper and poster) and supports (e.g., faculty mentor, academic advisor) to pursue a research-related career.
Awareness of expectations to succeed.	McNair facilitates professional development workshops for students to develop the knowledge, skills, abilities, and dispositions to apply and succeed in graduate school.
Faculty mentors serve as models.	McNair pairs students with faculty mentors who assist Scholars through the research process, provide guidance about pursuing a research-related career, and typically write letters of recommendation to support Scholars in applying for graduate school.
Community that supports a students' academic endeavors.	Each McNair cohort participates in team-building activities and interacts with each other to build a sense of community with their peers.

Reference: *Academic Pipeline Programs: Diversifying Pathways from the Bachelor's to the Professoriate* by Curtis D. Byrd & Rihana S. Mason

MPACT 2025 Goal #4: Increase high-impact discovery and scholarship.

1. *Prioritize research opportunities for all students.*
2. *Advance career outcomes for graduate students and postdocs.*
3. *Increase multidisciplinary opportunities in research and curriculum.*
4. *Cultivate creativity, collaboration, and entrepreneurial spirit.*

- This is what UMn McNair is about and what we've successfully done for over 30 years
- The strength of the McNair Program is the dynamic relationships developed across the University, UM-System, Minnesota State Schools, and national partners.
- For example, in response to SERU and CGS data, UMN McNair ***created*** the Gopher Grad Initiative in the Spring of 2020 and initiated collaboration with the Louis Stokes NorthStar STEM Alliance. These 90-minute workshop sessions are geared towards disadvantaged students who are seeking a pathway to transform systems and are considering a doctorate degree or going into graduate school. Example workshops include:
    a. *Why Pursue Graduate School?*
    b. *Undergraduate Research Opportunities: What, Why, How?*
    c. *The Basics of Writing a Personal Statement*
    d. *Developing and Sustaining Strong Academic Communities of Support*

  Students at any stage of their academic journey are encouraged and welcomed to attend. Gopher Grad workshops are **open to and widely advertised across the University System, Minnesota State, Regional Universities along w/ TRIO and Louis Stokes Affiliate Grants**.

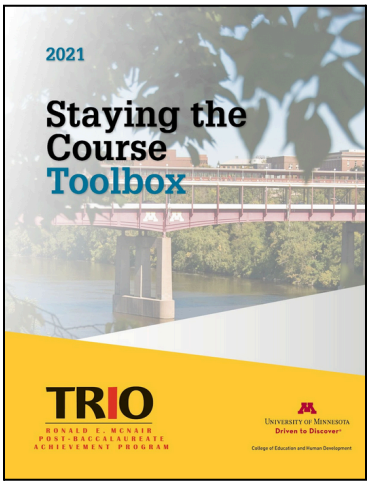
We've created an **open-source** Canvas page where session content and resources are accessible to all–including advisers, career counselors, and faculty. We use participant data to **connect students** to specific research and or departmental resources to support their research and graduate school prep journeys.

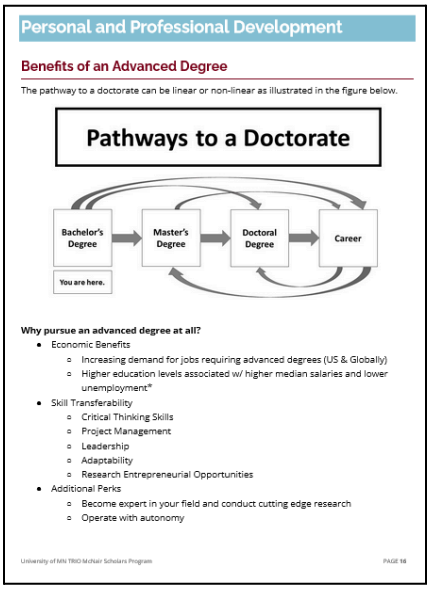
Finally, these **multidisciplinary** workshops **bring together faculty, staff, U leader,s and alumni to present and engage with students** in action breakout rooms. Our inaugural year was so successful that we are going into 2022 with an expanded steering committee that brings in PES, the Health Pathways Initiative, and TRIO SSS. We are also exploring opportunities to meld as part of the CEHD-led First Gen Institute.

- Another example of collaboration and entrepreneurial spirit intended to meet University and state needs. UMN McNair has been a key partner with Dr. Rashne Jehanghir from the inception of her CEHD Dean's Office Big Idea Grant for a First-Gen Institute (FGI), to what is now a University Systems initiative. FGI's work sits at the nexus of scholarship and practice with a focus on developing, disseminating, and building evidence-based communities and practices for students who are the first in their families to go to college. UMN McNair has been a pioneering voice around strengthening support for first-generation graduate students and providing resources, presentations, and forums for faculty with expressed interest in supporting first-generation college students.
- UMN McNair, in partnership with the Graduate School, is **actively advocating for a more comprehensive approach to supporting graduate students.** In Dec. 2019, Anthony Albecker, TRIO McNair Director, presented to the University System's Graduate School Deans Council in support of the University seeking specific funding to create more intentional graduate school pipeline support for disadvantaged students. In March 2020, just before the Pandemic disruptions, Yoji Shimizu, Associate Dean of the Graduate School, and Anthony submitted the following for university consideration:

> The University of Minnesota is uniquely positioned to create a nationally recognized comprehensive pipeline program to support and prepare undergraduate students from disadvantaged backgrounds who are committed to obtaining a PhD degree.
>
> This pipeline program will align current resources while creating a more robust continuity of care model for students from traditionally disadvantaged backgrounds as they progress from undergraduate to doctorate and post-baccalaureate degrees. The program will integrate and expand current graduate school preparation initiatives developed at the University, such as the McNair/TRIO program and the North Star STEM Alliance. We will add additional elements that have been shown nationally to enhance program effectiveness, such as a summer bridge experience, development of community and program values, support groups, advising and counseling, tutoring, leveraging of local and national summer research internships, financial aid literacy and faculty involvement as mentors.

- UMN McNair is also pioneering two additional initiatives that have strong promise to be scaled up to be of high value to CEHD and the University community:
  1. In November 2021 the University's Curriculum Council approved a new McNair-created course: EPSY 3002 *Demystifying and Engaging the Research Process*. While specifically built for the TRIO McNair Program, this course has high potential to be adapted to serve all University *students*. The primary goal of the class is to simultaneously *introduce* and *engage* students in demystifying the research process. This can be an important gateway to introducing and engaging more students in undergraduate research and preparation for graduate school.
  2. Soon the UMN TRIO McNair Program will be unveiling what is tentatively titled: *Staying the Course Toolbox.* This comprehensive and dynamic resource will serve as a program guide to support new scholars and current program participants. It is an essential reference resource to encourage and support ***scholars re-engaging their post-baccalaureate endeavors after taking a gap year***. The guide includes tips/resources/strategies for grad school matriculation and persistence (across disciplines)—to include resources for navigating post-grad. This document is in a well-designed Google Doc that can be easily updated and accessed with timely information. We are excited to include our cutting-edge curriculum which also includes a wealth of resources on financial literacy, navigating admissions offers, self-care, repositories to open source funding, grant opportunities, and academic writing samples across fields. This guide aggregates information that is currently bifurcated and students don't have to worry about losing access during gap years.




Personal and Professional Development

Benefits of an Advanced Degree

The pathway to a doctorate can be linear or non-linear as illustrated in the figure below.

Pathways to a Doctorate

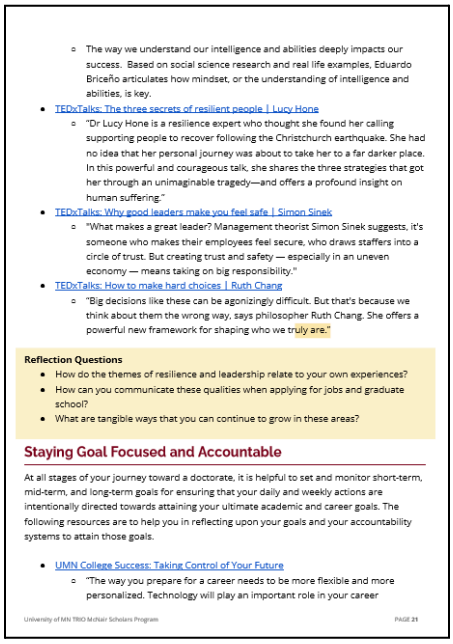
Bachelor's Degree → Master's Degree → Doctoral Degree → Career

You are here.

Why pursue an advanced degree at all?

- Economic Benefits
  - Increasing demand for jobs requiring advanced degrees (US & Globally)
  - Higher education levels associated w/ higher median salaries and lower unemployment*
- Skill Transferability
  - Critical Thinking Skills
  - Project Management
  - Leadership
  - Adaptability
  - Research Entrepreneurial Opportunities
- Additional Perks
  - Become expert in your field and conduct cutting edge research
  - Operate with autonomy

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- The way we understand our intelligence and abilities deeply impacts our success. Based on social science research and real life examples, Eduardo Briceño articulates how mindset, or the understanding of intelligence and abilities, is key.
- TEDxTalks: The three secrets of resilient people | Lucy Hone
  - "Dr Lucy Hone is a resilience expert who thought she found her calling supporting people to recover following the Christchurch earthquake. She had no idea that her personal journey was about to take her to a far darker place. In this powerful and courageous talk, she shares the three strategies that got her through an unimaginable tragedy—and offers a profound insight on human suffering."
- TEDxTalks: Why good leaders make you feel safe | Simon Sinek
  - "What makes a great leader? Management theorist Simon Sinek suggests, it's someone who makes their employees feel secure, who draws staffers into a circle of trust. But creating trust and safety — especially in an uneven economy — means taking on big responsibility."
- TEDxTalks: How to make hard choices | Ruth Chang
  - "Big decisions like these can be agonizingly difficult. But that's because we think about them the wrong way, says philosopher Ruth Chang. She offers a powerful new framework for shaping who we truly are."

Reflection Questions

- How do the themes of resilience and leadership relate to your own experiences?
- How can you communicate these qualities when applying for jobs and graduate school?
- What are tangible ways that you can continue to grow in these areas?

Staying Goal Focused and Accountable

At all stages of your journey toward a doctorate, it is helpful to set and monitor short-term, mid-term, and long-term goals for ensuring that your daily and weekly actions are intentionally directed towards attaining your ultimate academic and career goals. The following resources are to help you in reflecting upon your goals and your accountability systems to attain those goals.

- UMN College Success: Taking Control of Your Future
  - "The way you prepare for a career needs to be more flexible and more personalized. Technology will play an important role in your career

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MPACT 2025 Goal #5: Engage and impact Minnesota at world-class levels.

1. *Elevate national and international profile and standing while addressing societal needs*

- The University of Minnesota TRIO McNair Program is a standout amongst its over 180 peers–including our R1 Peers. We seek to contribute whenever possible in the sharing of promising practices to both the National TRIO and McNair communities. UMN McNair presentations are also

attended by ED Program Administrators and state system provosts. Recent UMN McNair national presentations include:

Building Evidence of Effectiveness for TRIO McNair Programs (2016) (Albecker/Center/S. Schelske)

Developing Strong Program Evaluation Support Networks (2017) (Albecker)

The Resilient McNair Practitioner: Overcoming Burnout (2019) (Albecker)

Strengthening the Graduate School Pipeline: One story of an unlikely alliance to address institution and economic realities (2020) (Albecker/Vue)

Addressing McNair Program Management & Objectives During the Pandemic (2021) (Albecker)



Image courtesy *2021 McNair Promising Practices Institute & University of Central Florida*

- UMNMcNair has been getting into **'good trouble'** and at the **frontlines of policy advocacy** on behalf of students from traditionally disadvantaged backgrounds for decades. From addressing academic pipeline issues and fighting against policies that would reduce educational opportunities—we have been **strong UMN ambassadors while addressing societal needs.**
- UMN McNair at the table with our TRIO peers advocating for education policy changes at the University, State, and national levels. **Working across bi-partisan lines** with the likes of former Senators Franken and Durbin (D-IL), Rep. Michele Bachman (R-MN), and Rep. Jason Lewis (R-MN): we sought to simplify aid processes and **increase direct support for disconnected youth (youth in foster care, kinship care or homeless) in their quest for higher education.**
- UMN McNair is a particularly vociferous advocate related to the Higher Education Act. Notably, in 2018, when the PROSPER Act was being rushed through Congress it would have been detrimental to the University of Minnesota and higher education. We convened a series of meetings and outreach with key University stakeholders, putting this firmly on the radar.





HEA Reauthorization & the House HEA Bill (The PROSPER Act): What the University of Minnesota Needs Know

Monday, March 19, 2018

by Anthony Albecker, Director, UMTC TRIO McNair Program

Dear University Community,

Spring 2018 is a pivotal time for US institutions of higher education as Congress has started the process of reauthorizing the Higher Education Act (HEA). Additionally, the House has introduced a competing HEA Bill: Promoting Real Opportunity, Success, and Prosperity Through Education Reform (PROSPER) Act (H.R. 4508).

Why this matters to the University of Minnesota:

- The PROSPER Act is a complex 590 page Republican piece of legislation being rushed through that, if unchanged, will have many adverse impacts on students to include: college affordability, fewer loan repayment options, roll back of rules stopping for profit education, elimination of TRIO and TRIO-like programs, imposition of weekly

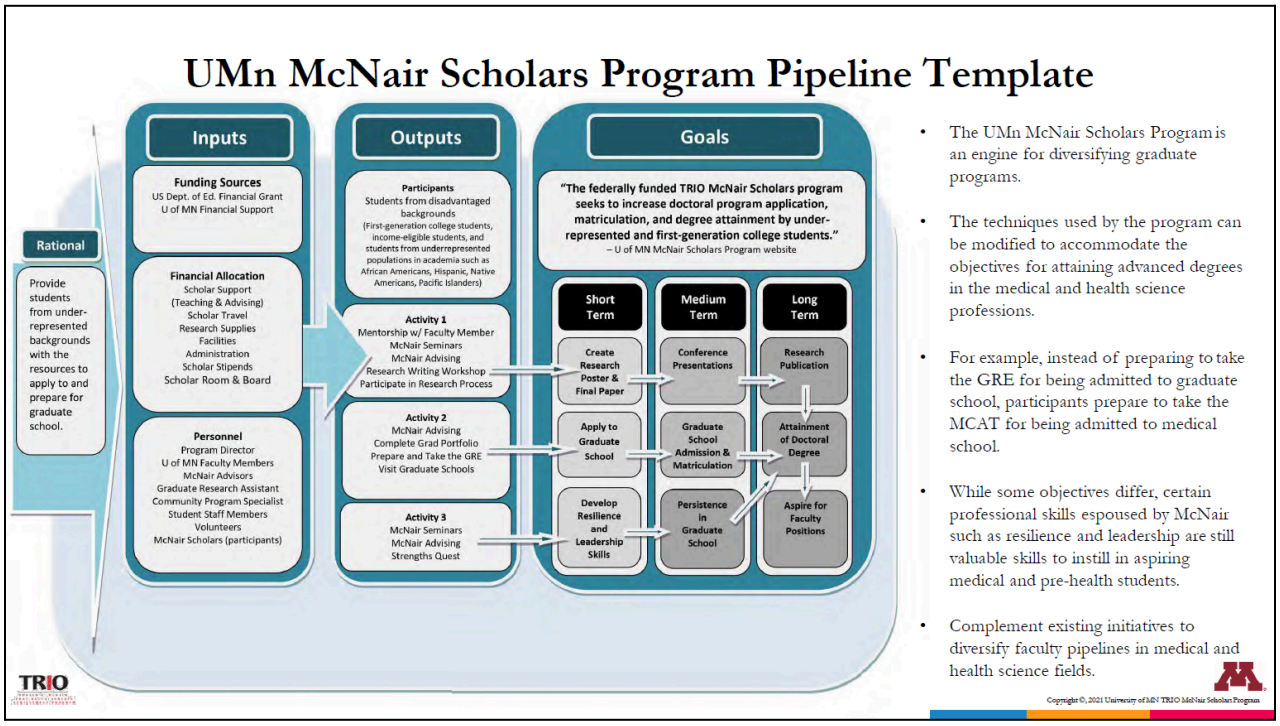
2. *Increase MNDrive partnership funding.*

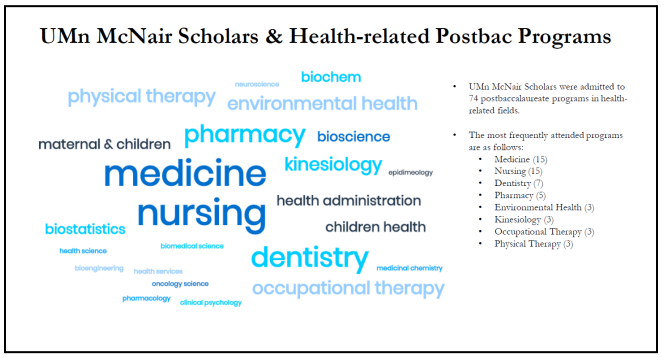
   - UMn TRIO McNair embraces the opportunity to learn more and identify areas of collaboration on this front.

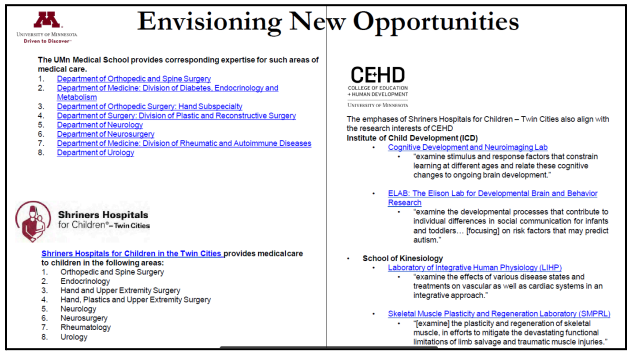
MPACT 2025 Goal #6: Drive innovation for next-generation health.

1. *Increase collaborations to serve as a model in health education, clinical training, and new models of care.*

   - Beginning Fall of 2020, UMN McNair **initiated and pioneered a new** health sciences initiative with the Pre-Health Student Resource Center to aid in the progression and advancement of disadvantaged students seeking advanced health science degrees. This resulted in a split position between TRIO McNair and the Pre-Health Student Resource Center.
   - From 1991-2021, the McNair Program supported 118 research presentations in health-related fields, an equivalent of approximately 4 presentations per year.
   - McNair helps a broad range of health sciences organizations through consultation, sharing of expertise, and recruiting students. Examples include Dante Rogers (2019 McNair), an inaugural member of the prestigious Minnesota Inclusive Neuroscience Development Scholars (MINDS) Program; a strong connection with MN Leadership Education in Neurodevelopmental Disabilities (MNLEND Program), etc. We envision new opportunities and collaborations with CEHD.
   - Conduct student listening and consultation sessions on behalf of health science programs and draft summaries that lead to meaningful action to best recruit and retain students from disadvantaged backgrounds. Most recently worked with the director of the Doctorate to Physical Therapy Program on such an initiative.
   - The UMN McNair Program is an engine for strengthening graduate school education and the strategies honed over thirty years can be applied to health science and professional degree settings.







MPACT 2025 Goal #7: Build a fully sustainable future.

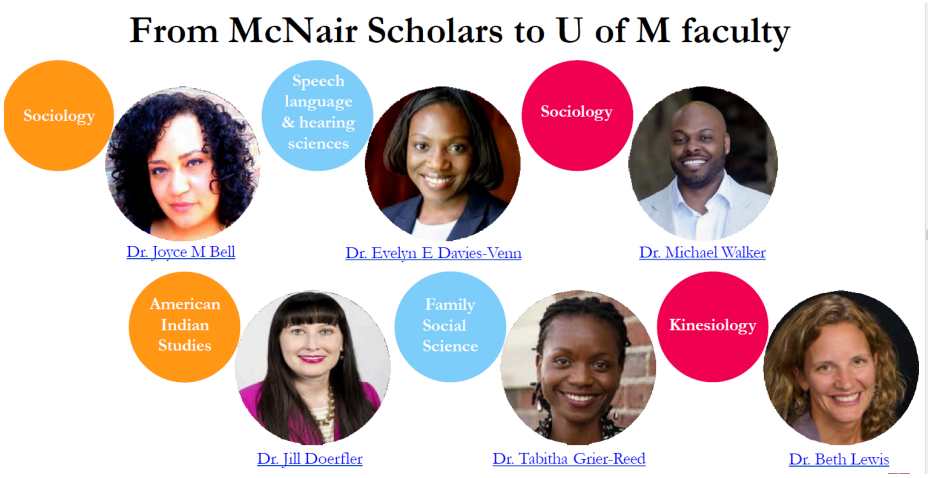
- UMN McNair supports participants and collaborates with faculty across disciplines in the quest to build a fully sustainable future. From research on sustainable building techniques to creating urban policy that creates more green space, to pioneering lab work on bio-organisms to remove carbon from the atmosphere to addressing global soil nutrients to ensure a secure and stable food supply—McNair Scholars are able to conduct individualized research while engaging in inter/multidisciplinary ways. A full list of projects can be found here. We also model this as a program to reduce our use of paper and support vendors who demonstrate sustainable practices.

1. *Recruit and retain diverse talent (reduce disparities among first-generation groups)*

- UMN McNair staff are all former TRIO participants, and we are all representative of the students we serve. UMN McNair is proud of our team representation and staff retention is exceptionally high allowing for a continuity of care model for participants. UMN McNair also recruits, retains, and supports undergraduate and graduate assistants.



- UMn McNair is a key partner seeking to strengthen the faculty pipeline.

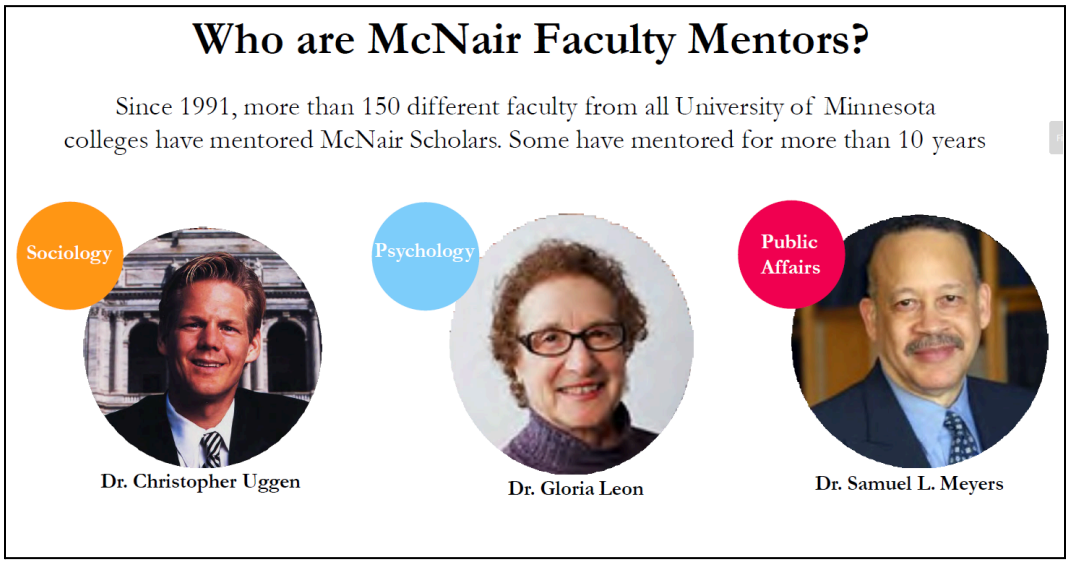


MPACT 2025 Goal #8: Cultivate a welcoming and inclusive campus climate.

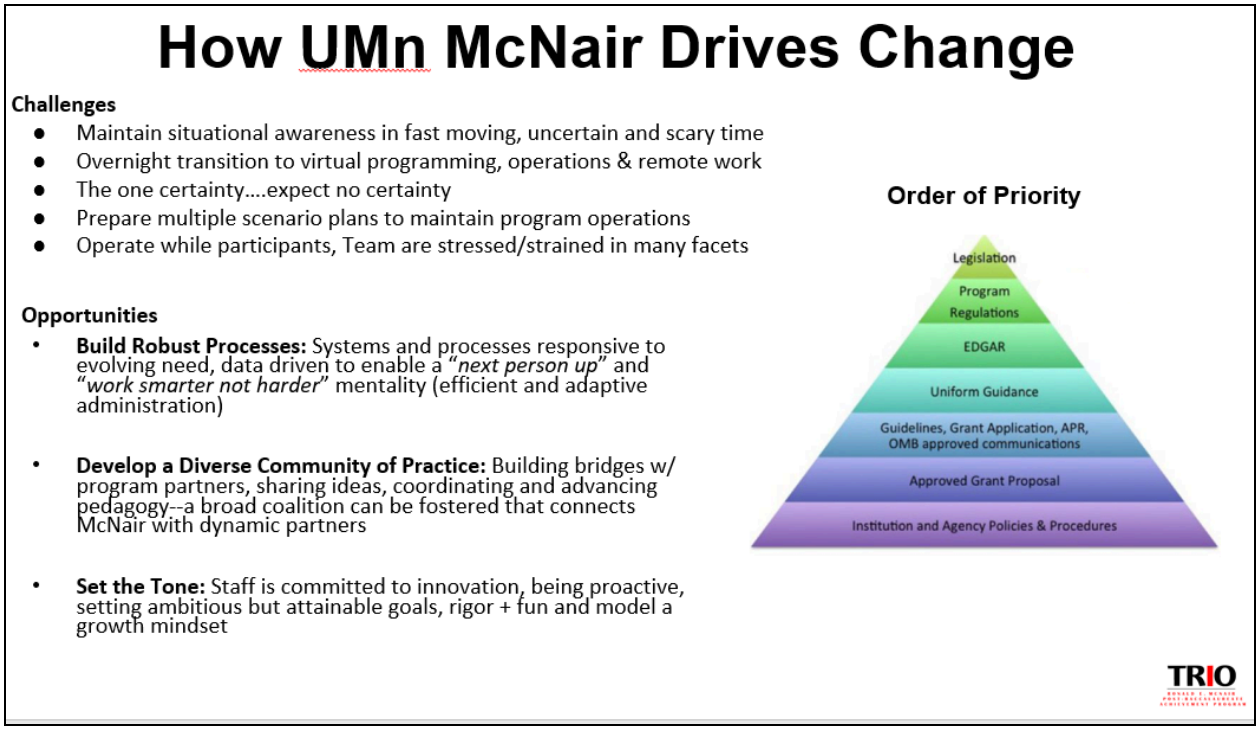
1. *Develop education and training to increase intercultural competency and interactional diversity.*

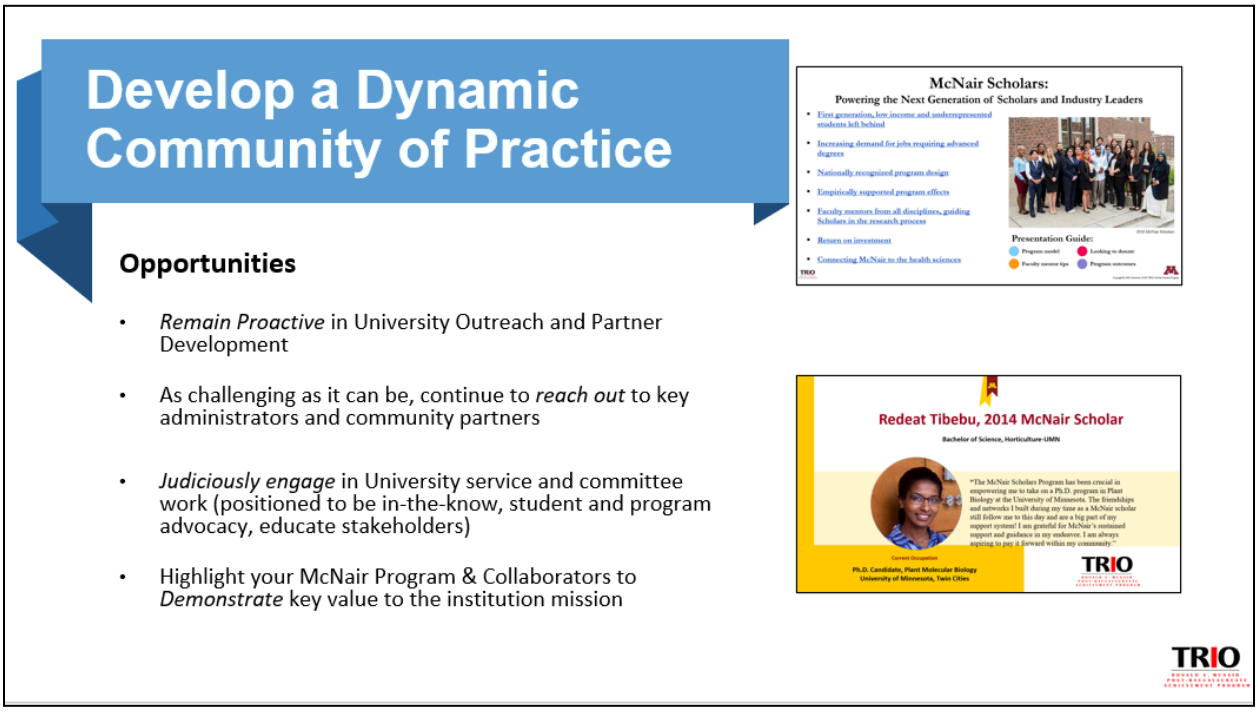
- UMN McNair has a robust multidisciplinary curriculum and programming to develop students' intercultural competency and interactional diversity. UMN McNair cultivates an academic environment that embraces neurodiversity and focuses on developing emotional intelligence skills that are transferable and go above and beyond the University's student development outcomes. McNair participants annually rank the multi and interdisciplinary cohort experience they receive as a highlight of the program and also identify their McNair experience as being one of the most enriching learning environments they've been part of at the university.

- Since 1991, more than 160 different faculty from all University of Minnesota colleges have mentored McNair Scholars and serve as program collaborators. Some have mentored for more than 20 years. This is another example of UMn nurturing enduring partnerships.



2. *Advance understanding and nurture enduring partnerships.*



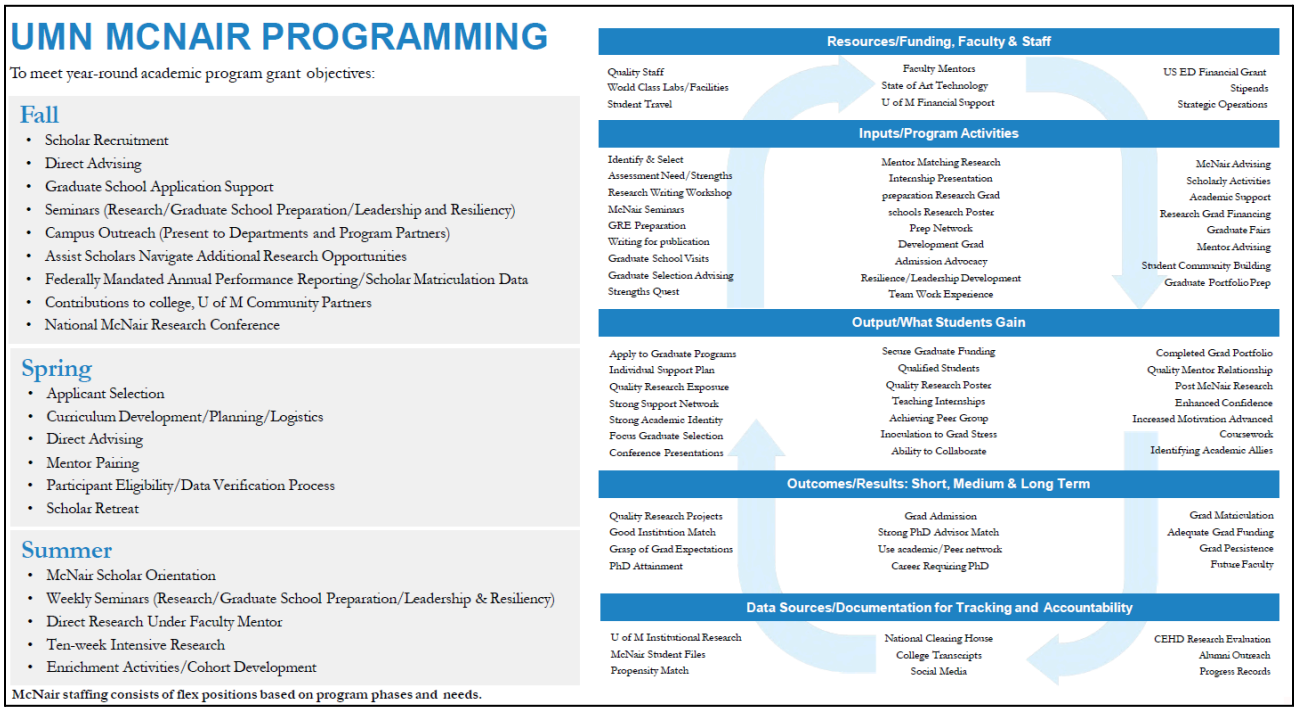


MPACT 2025 Goal #9: Reduce financial barriers to student achievement.

- As extensively detailed above, UMN McNair has a phenomenal track record of success supporting students through fellowships and direct support in identifying and applying for funding opportunities to ***reduce student debt.***
- ***Aid is strategically allocated to students with demonstrated need***.
- UMN McNair Program leads the University on financial education programming for current and prospective graduate students. Starting in 2019, in consultation with the Office of Student Finance, and, incorporating the Council for Graduate School guidance, implemented a more robust financial education program to help scholars make more informed decisions about their educational and career plans, including how it relates to choosing programs, to deciding how much money to borrow, to taking a return-on-investment approach to their decision making.
- UMN McNair provides employment opportunities for undergraduate and graduate students.

MPACT 2025 Goal #10: Align revenue with forward-thinking mission fulfillment.

- McNair contributes by being a strong fiscal steward of federal and institutional funds; seeks opportunities to engage other funding sources and seeks innovative funding opportunities. We also have strong systems in place to ensure data-driven and forward-thinking mission fulfillment is always at the forefront when planning. **Our robust systems and program model can be easily scaled up with additional financial resources.** We are uniquely equipped to be pioneering, innovative, and responsive to the University's *deepened commitment to research, teaching, and service, open access to opportunity, and forward-thinking innovation to advance the University's land-grant mission and impact the world.*



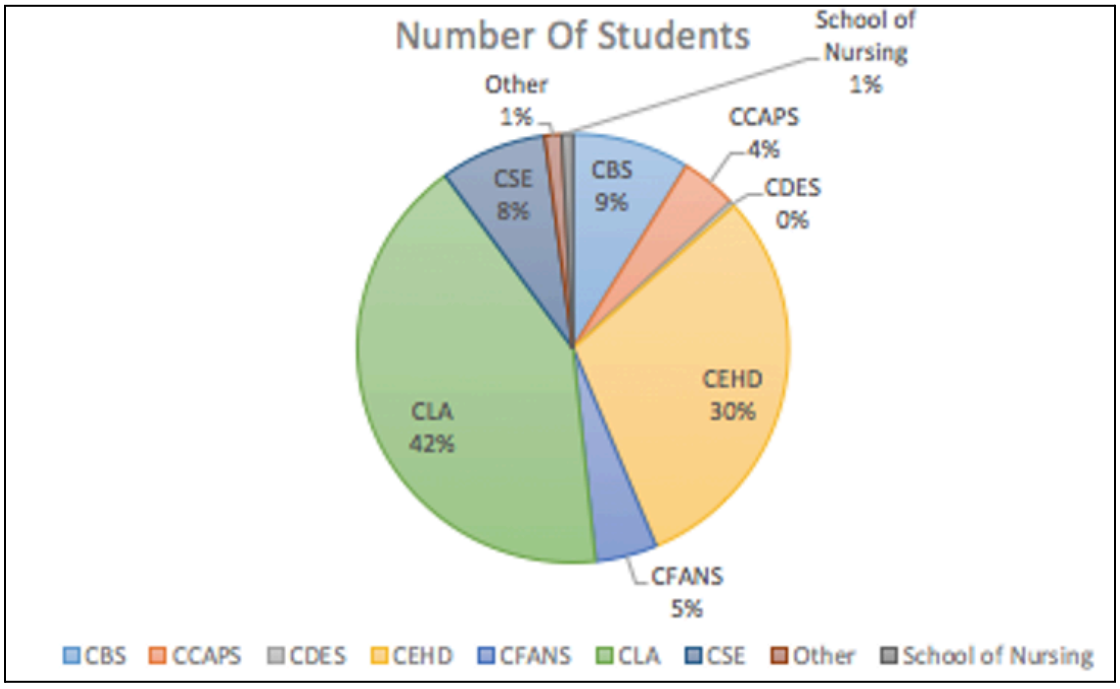
MPACT 2025 Goal #11: Re-envision risk management and safety.

- UMN works with the Office of General Counsel, HR, SPA, FSO, IT, EOAA, and many other University entities to ensure ethical program operations and with a liability reduction mindset.

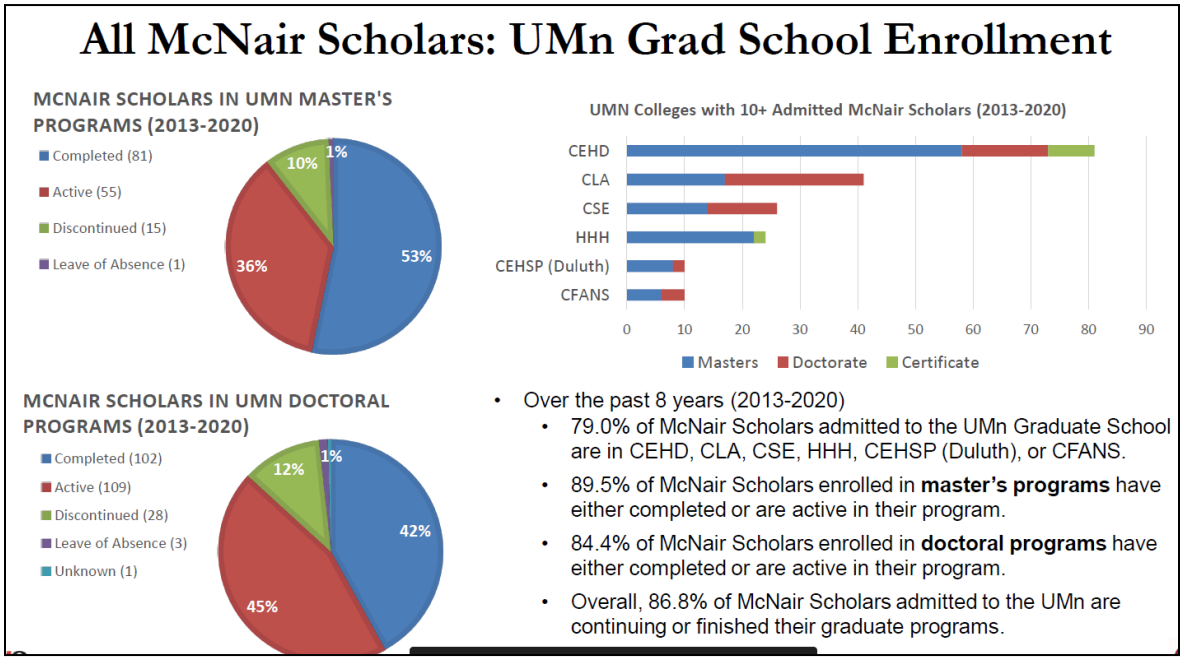
Impact of TRIO McNair on UMN Graduate School

TRIO McNair serves as a vehicle to support timely graduation and matriculation to graduate schools for students from disadvantaged communities.

- UMN McNair serves disadvantaged students from across the University and from regional institutions not host to a McNair grant. The following is a percentage breakdown of the college of origin of UMN McNair participants over the past thirty years.

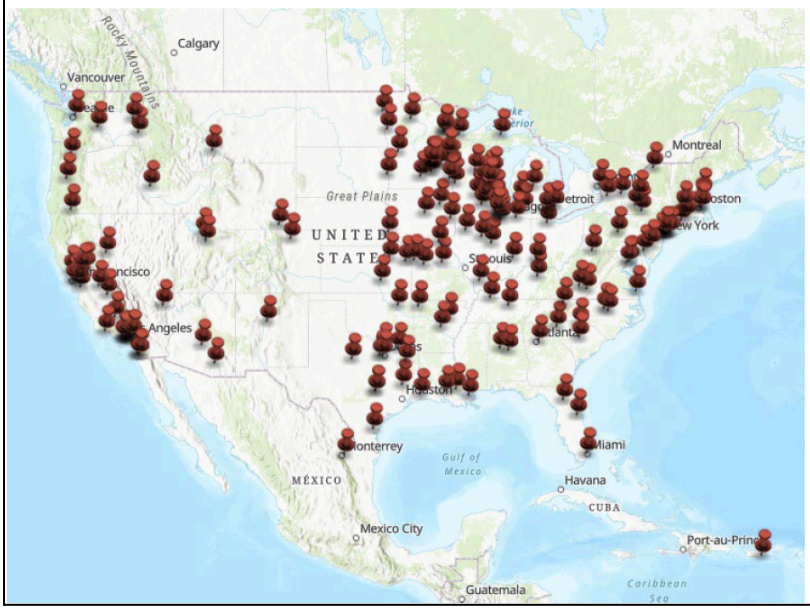


- Approximately 44% of UMN McNair Scholars attend University of Minnesota post-bac programs.
- From 2013-2021 the University received more ~1,150 McNair applications from 985 McNair Scholars applying from 192 different institutions (while currently 187 McNair Programs, this no. reflects students who attended programs that are no longer funded).
- The following graphs show a breakdown of degree types, colleges McNair Scholars are enrolling, persistence rates, and race/ethnicity of applicants:



McNair Applications to UMn Graduate School (2013 - 2020)

(1,038 applications from 876 McNair Scholars)

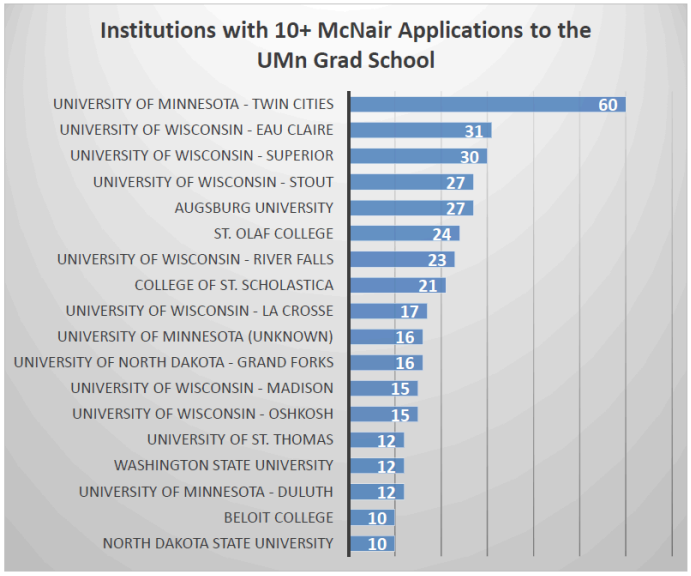


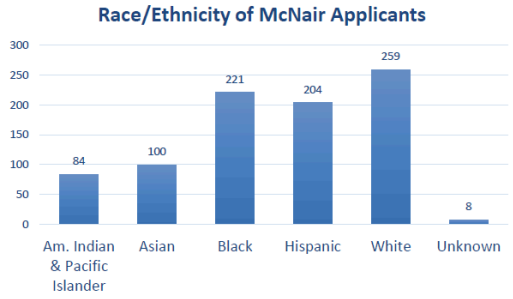
- The Federal TRIO McNair Scholars Program is funded at 187 institutions across the United States and Puerto Rico by the U.S. Department of Education.
  - In all projects, at least two-thirds of participants must be low-income AND first-generation college students.
  - Remaining one-third may be from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

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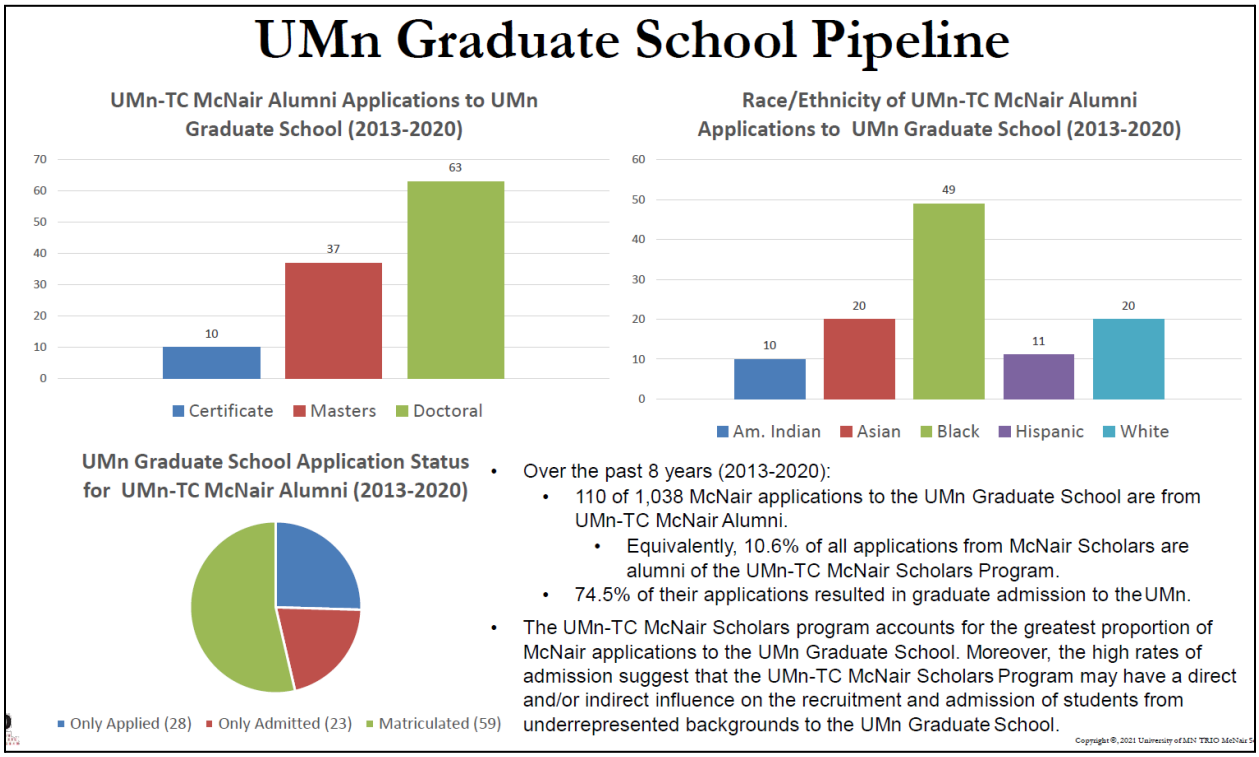




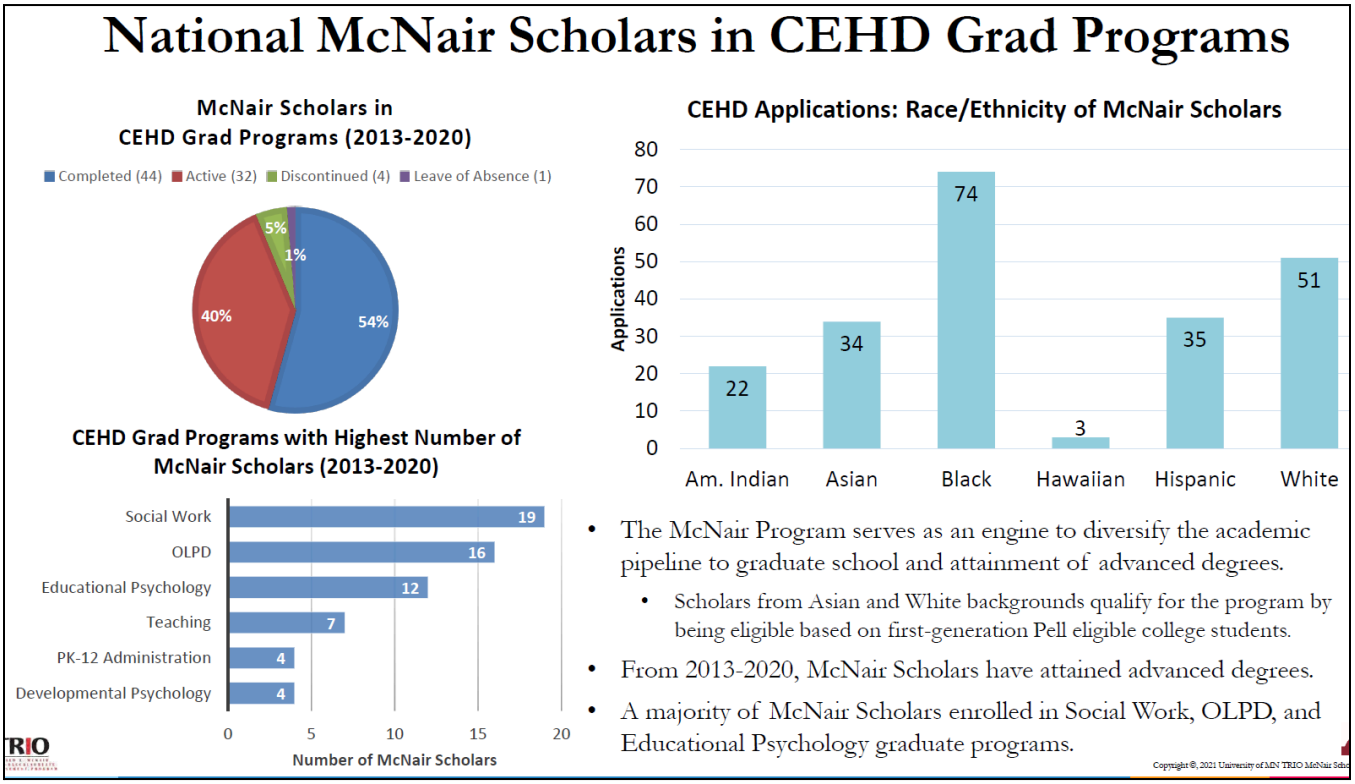
- The McNair Scholars Program prepares under-represented populations for graduate school through their supports and services.
- According to the program legislation, all Asian and White students admitted to the program are expected to be low-income, first-generation college students.
- Therefore, McNair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

RIO

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



- From 2013-2020 CEHD Grad Programs had the largest enrollment of McNair Scholars at the University.



- The following is a snapshot of National McNair Scholars applying to CEHD Grad Programs:

National McNair Scholars Applying to CEHD Grad Programs



View the interactive map via ArcGIS.

College/University	Apps
University of Minnesota - Twin Cities	51
University of Wisconsin - Stout - Menomonie	15
St. Olaf College	9
University of Wisconsin - Superior	7
University of Wisconsin - River Falls	6

Institution	Admitted	Applied	Rate
School of Kinesiology	2	2	100.0%
Department of OLPD	45	55	81.8%
School of Social Work	42	53	79.2%
Department of Educational Psychology	24	32	75.0%
Department of Curriculum and Instruction	21	29	72.4%
Department of Family Social Science	12	21	57.1%
Institute of Child Development	10	27	37.0%

Shown above are McNair Scholars admission info from 2013-2020.

- Due to low admission rates, the Department of Family Social Science and Institute of Child Development may consider how they can improve admission rates of McNair Scholars.
  - As illustrated on the previous slide, McNair Scholars tend to be resilient in CEHD graduate school programs because a majority are active or have completed their graduate degrees.

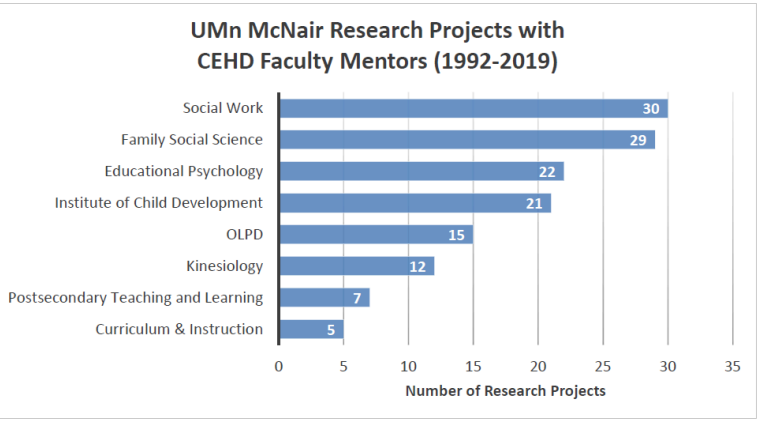
Shown to the left are frequently attended undergraduate institutions of McNair Scholars who apply to CEHD graduate programs.

- The UMn McNair Scholars Program accounts for the greatest number of applications to CEHD from national McNair Scholars.

- We would be professionally negligent in not acknowledging, highlighting, and celebrating the **AMAZING CEHD and University faculty who have mentored McNair Scholars**. These mentors volunteer their time and expertise to both students and the program.

UMn McNair Scholars Program: CEHD Faculty Mentors

Faculty Mentor	Institution	Count
Ann Masten	ICD	10
Catherine Solheim	FSoS	8
Zha Blong Xiong	FSoS	8
Megan Gunnar	ICD	7
Corliss Outley	SSW	6
Michael Rodriguez	EdPsych	5
Oliver Williams	SSW	5
Helen Kivnick	SSW	4
Karen Seashore Louis	OLPD	4
Lesley Craig-Unkefer	EdPsych	4
Nicole LaVoi	KIN	4
Priscilla Gibson	SSW	4
Abigail Gewirtz	ICD	3
Daheia Barr-Anderson	KIN	3
Katie Johnston-Goodstar	SSW	3
Rashné Jehangir	OLPD/PSTL	3
Tabitha Grier-Reed	FSoS/PSTL	3



From 1992-2019, 149 UMn McNair Scholars have collaborated with CEHD-affiliated faculty mentors on research projects.

- Average of 5 research projects per cohort year.

- UMN McNair is in the process of compiling the Fall 2021 UMN Graduate School application and matriculation data. Here is what can be gleaned so far.
  - 109 McNair Scholar Applications Submitted (28 CEHD (26%) (+2 Kin majors admitted to DPT) (28%)

    - 61 McNair Scholars admitted to UMn Graduate Programs (56%) with 39 matriculating (64%)
- CEHD Data Fall 2021 application/matriculation:
    - 19/28 (67%) admitted with 11 matriculating (58%) to CEHD Postbac programs
    - Matriculated: C&I MEd; Dvlp Psy PhD; EdPsy Spc: School Psy; C&I PhD; OLPD M.A.; Phys HltM Ed; 3 MSW; 2 TchngMEd; YthDvlp MEd
    - 6/109 (5%) applicants were UMN McNair—all were admitted

Summary

- From 2013 to 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 has a direct influence on the recruitment and admission of first-generation and low-income students from backgrounds to the UMN Graduate School.

University of Minnesota's TRIO McNair Scholars Program Background

The Ronald E. McNair Post-Baccalaureate Achievement program is one of the eight federally funded TRIO Programs designed to serve and assist disadvantaged students and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. While part of the TRIO family, each program and institutional award is a separate multi-year grant award. Authorized by HEA and Administered by the US Department of Education, each grant is tailored to the needs of the host institution. More explicitly, TRIO programs are not cookie-cutter grants.

The McNair Program seeks to increase doctoral program application, matriculation, and degree attainment by disadvantaged college students. TRIO McNair is dedicated to the memory of Dr. Ronald E. McNair who was a laser physicist and molecular spectroscopist. He earned his Ph.D. in physics at MIT. He is also a Congressional Space Medal of Honor recipient, having been the second African American in space.

As of August 2022, 189 McNair Programs are currently funded across the country. Minnesota is home to 6 McNair Programs: Augsburg University; Bemidji State; St. Olaf; St. Scholastica; UMN-Morris; UMN-Twin Cities. The Big 10 currently is home to 7 McNair Programs: University of Illinois; Purdue University; University of Maryland; UMn; University of Nebraska; Penn State and University of Wisconsin.

The year 2023 marks UMN McNair's 32nd year of continuous operation, putting us amongst the longest continuously funded McNair programs in the country. Since its inception in 1991, a few points for context:

1. UMN McNair was housed in the former General College until 2007 and since then has been housed in CEHD.

2. The program has had only two directors: Sharyn Shelske (1991-2012) and Anthony Albecker (2012-Present). The value of this consistency cannot be overstated.

3. UMN Program model significantly influenced the federal request for proposals (RFPs) used for the McNair grant competition that has been used since the late 1990s. These RFPs incorporate key strands of the UMN Program that bear out through annual performance outcomes as effective, promising practices. UMN continues to have an outsized presence and impact in the UMN System and the national McNair community. Notably, since 2013, Anthony Albecker has presented at multiple national forums including the National Council for Opportunity in Education Annual Conferences; US Department of Education Postsecondary Program events, and the National McNair Promising Practices Institute.

4. The current five-year grant cycle ends on September 30, 2027.

Annually, UMN McNair is federally funded to serve 36 participants per year with an additional 4 participants funded through UMN institutional commitment (CEHD, OUE, OED). Per participant is $9,459. Of this cost, 38% direct scholar support: R&B; research supplies, scholar travel, stipends; 46% direct scholar teaching and advising support; 16% facilities and administrative support. The direct participant cost is significantly lower than peer REU programs. Even with low administrative costs, the $3,500 stipend, room and board, and travel support are significantly lower than all other UMN REUs. Students with the highest needs receive significantly less support than comparable programs. Each scholar engages in ~770 effort hours of research and programming. The stipend equates to ~$5 per hour. This adversely impacts sustained engagement for low-income students who are disproportionately impacted by the COVID-19 Pandemic.

To date, ~620 UMN scholars have graduated with 62% enrolling in graduate school and ~8% engaged in postbac enrichment programs before applying to graduate school. STEM majors have represented 25% of participants since the program's inception. Beginning in 2012, UMn McNair began very strategic efforts to increase the rate of STEM participation, quickly elevating to 35%, and, since 2017, to ~50%. Detailed information on scholarly advanced degree outcomes is available in the UMn McNair Program Guide.

For the "what have you done recently" crowd, UMn McNair made significant upgrades to recruitment, programming, and staffing beginning in 2017. Also, leveraging **temporary** COVID variances provided by ED, we allocated more direct resources via increased stipend amounts and living allowance support that were previously prohibited. These approaches are resulting in significant program outcomes, most notably our PhD enrollment jumped from ~10% to `20%. This does not include the many other amazing metrics of scholars pursuing masters or other professional degrees and or engaged in meaningful post-bac enrichment programs before applying to graduate school. The addition of a 50% position that is split with the University's Health Pathways Initiatives is also a key component to these successes. The position allows UMN McNair to enhance recruitment which has always been markedly challenging and time intensive–and even more so due to COVID. This position has allowed us to provide more academic year programming and to increase partnerships within the Health Sciences.

UMN McNair is committed to authentic, realistic, and practical evaluation on top of ambitious legislatively mandated annual reporting requirements. In 2015, McNair conducted a 20-year follow-up analysis of 356 McNair participants from 1991 to 2012. The study used a statistical procedure called propensity score matching, beginning with 112,187 UMN students to derive a comparison group of 1,058 non-participants. The McNair participants were compared to comparison group students to measure graduate school admission and graduate degree attainment. The study results are striking! More than twice as many McNair Scholars have pursued post-graduate education contrasted to the comparison group [McNair 52% v. Comparison 22%] and three times as many McNair Scholars have completed a graduate degree juxtaposed to the comparison group [McNair 39% v. Comparison 13%]. The data is powerful evidence that shows how the McNair Scholars Program works.

Nationally, McNair students typically begin as lower classmen, and only about 1% of underclassmen in the class of 2005 overall received doctorate degrees by 2015. The national McNair programs, then, increased these students' odds of earning doctorate degrees six-fold. UMN McNair increased these odds tenfold. This does **not** include professional terminal degrees (MD/AUD/PharmD, etc.)

Supporting students who are the most disadvantaged and least likely to get a college degree to not only graduate college, break generational cycles of poverty---but also advance to graduate and doctorate programs is high stakes. McNair scholars contribute to research that leads to medical advancements, generating innovation in a wide range of industries including biotechnology, healthcare, agriculture, etc. Importantly, McNair scholars are taking on faculty positions to help 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 in the McNair program is exponential.

Sample UMn Faculty who are McNair Alumni (denotes institution affiliated w/ McNair participation)

Joyce Bell (University of Minnesota)

Evelyn Davies-Venn (University of Minnesota)

Jill Doerfler (University of Minnesota)

Tabitha Grier-Reed (University of Tennessee)

Beth Lewis (North Dakota State)

Michael Walker (University of California-Riverside)



10/1/22-9/30/27 PLAN TO ENSURE UMN MCNAIR PARTICIPANTS WHO ARE DISPROPORTIONATELY IMPACTED BY COVID HAVE THE NECESSARY FINANCIAL SUPPORT TO ENGAGE IN ROBUST PROGRAMMING TO PREPARE FOR DOCTORAL STUDY

McNair-eligible populations are disproportionately impacted by COVID-19. Additionally, UMN is an urban campus located in Minneapolis where the cost of living is above the national average. UMN McNair is responding to these immediate challenges by using institutional support to increase the federally capped stipend amount from $2,800 to $6,000; offering an institutionally funded McNair course EPSY 3002: Demystifying & Engaging the Research Process; and, allocating additional resources for room and board support as authorized by the federal McNair legislation and regulations. The "McNair Participant & Benefits" table (below) shows how resources are allocated responsive to the aforementioned factors:

- Enables students to fully engage in two years of holistic programming, not having to choose between working a low-wage job v. unhindered engagement in McNair.
- Provides sustained financial incentives and support for students who often experience unanticipated incidental expenses as they head into graduation and are ready for grad school matriculation.
- Creates more opportunities for inquiry-based learning/programming to complement traditional undergraduate research experiences.
- Encompasses built-in strategies to remain connected with students, particularly those who opt to take a gap year(s).
- Builds in more robust opportunities for participants to develop and nurture dynamic networks of support and sustained programming ensuring scholars are following through on their personal wellness plans.

McNair Participant Stipend & Benefits Schedule		
Timing	Programming Phase	Stipend/Benefit/Valuation
Sep.– Dec. Yr 1	• New scholars were recruited and admitted. New admits register for EDHD 3002 for the	N/A

	Spring term. The institution ensures the grant/participants incur no cost.	
Jan.–May Yr 1	• Scholars enroll in EPSY 3002: McNair: Demystifying & Engaging the Research Process (3cr) *course will set the stage for summer research*	• Valuation: $1,616 (~538/cr *3)
May-Aug Yr 1	• 10-week summer intensive research under the direction of a faculty mentor (~400 direct engagement hrs) • Attend weekly McNair Programming and Advising • Present at McNair and UMn REU Symposiums • Complete: research writing sample; personal statement, CV, diversity statement, research poster, and graduate school portfolio	• Currently: $3,500 paid out in 7 installments, based on meeting set benchmarks (400hrs/$3,500=$8.75/hr) • Living Allowance and R&B TBD varies based on year/need. ~$720. • Goal: $6,000 summer stipend (equates to $15/hr * 40 hours * 10 weeks.
Sep.--Dec. Yr 2	• Participants engage in Fall programming and cohort activities • Participants complete a fully vetted graduate school application and/or apply to REU, postbac enrichment opportunity, or grad fellowship to aid funding.	• Stipend 8 ($500) paid upon verified completion, submission of application, and engagement in fall activities.
Jan..--May Yr 2	• Participants engage in Spring Programming to include verification of "financial literacy for scholars in transition" and activities related to transitioning to grad school and/or self/community care.	• Stipend 9 ($500) paid upon verified completion of spring activities.
Total	Stipends $2,800 Federal $1,700 CEHD OUE OED TBA $4,500 TOTAL	Direct Stipend: $4,500 (Academic Year/Summer combined) Living Allowance: ~$700 Credit Valuation: $1,616 Total Stipend: ~$5,200 Student research conference travel; TBA

Click on the images below for access to the full PPT presented at 10/5/22 CUE.

Check Engine Light Alarm:
Supporting Underrepresented Student Pathways to Research, Timely Graduation & Matriculation to Graduate School



Anthony Albecker
McNair Director



Vicky Munro
MSROP Director

MS ROP

MCNAIR SCHOLARS PROGRAM

OUR

CEHD
COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

TRIO
RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

Goals

- **Reminder** of two important undergraduate engines supporting first generation, Pell eligible and underrepresented students: research engagement, graduate school preparation, vehicles for timely graduation and advancement into Masters and PhD Programs. Both critically aligned with MPACT 2025 Goals and Priorities.
- **Identify how u**nderserved/underrepresented students are disproportionately impacted by COVID impacting grad rates and matriculation to graduate school. (care burden, work, etc.).
- **Our call to action** to address aforementioned factors

This presentation in of itself is about building collaborations within and throughout UMSystem to meet the needs of diverse student populations in fiscally responsible ways

Pact 2025

MS ROP

MCNAIR SCHOLAR PROGRAM