

2010 Scholar Handbook

Ronald E. McNair Post-Baccalaureate Achievement Program



University of South Carolina

Trio Programs

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RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

2010 Scholar Handbook

University of South Carolina TRIO Programs

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Philosophy and Goal

The University of South Carolina's Ronald E. McNair Post-baccalaureate Achievement Program (TRIO McNair) accepts the following mission statement adopted by the Council for the Advancement of Standards for TRIO and other educational opportunity programs:.

The mission of TRIO and other educational opportunity programs is to encourage and assist people who are traditionally under-represented in postsecondary education because of income, family educational background, disability, or other relevant federal, state, provincial or institutional criteria, in the preparation for, entry to, and completion of a post-secondary education.

To accomplish this mission, TRIO programs must

- serve as advocates for access to higher education;
- provide services to assist individuals to achieve their educational goals;
- facilitate the educational development of individuals served;
- provide an environment that recognizes the diversity of backgrounds and learning styles of the individuals served;
- develop collaborative relationships with institutions, organizations, and communities to promote an environment conducive to the completion of a post-secondary education.

2010 New TRIO McNair Scholars

Joy Anderson	Claflin University
Andrew Bard	USC-Columbia
Angela Baskins	USC-Columbia
Shalissa Garrett	College of Charleston
Brittany Gilliam	USC-Columbia
Deon Jacobs	USC-Columbia
Chantal Johnson	SC State University
James McCoy	USC-Columbia
Rashad Morgan	USC-Upstate
Andrew Rambert	Claflin University
Ryan Starcher	USC-Columbia
Ebony Sumpter	USC-Columbia
Tris Thrower	Claflin University
Brittany Wearing	USC-Columbia
Jared White	USC-Upstate
Jaylene Williams	USC-Columbia
DeAndre Woods	Claflin University

Organization and Administration

The TRIO McNair Program is one of several programs under the University's Office of TRIO Programs, an administrative unit reporting to the Vice President for Student Affairs and Vice Provost for Academic Support. The goal of the program is to prepare its participants for graduate education

through their involvement in research and other scholarly activities. The TRIO McNair staff includes a coordinator, a graduate assistant, six part-time faculty research advisors, and an instructor for the Interdisciplinary Seminar on the Liberal Arts.

In addition to the McNair project, TRIO Programs include the Opportunity Scholars Program, Upward Bound, the Educational Opportunity Center, and Educational Talent Search. The TRIO Director coordinates all programs in operational, staffing, and fiscal functioning. Coordinators share responsibility for supervising, hiring, and training staff and ensuring that program activities are implemented in accordance with funded proposals. Programs also share secretarial and counseling resource personnel, as well as office space, equipment, and supplies.

Program Description

The Ronald E. McNair Post-baccalaureate Achievement program prepares promising undergraduates for graduate education by involving them in research and other scholarly activities. The goal of the Program is to increase the number of Ph.D. recipients among individuals who are first-generation/low-income students and who are from groups underrepresented in graduate education.

The Program is named in honor of Ronald E. McNair, who died on board the space shuttle *Challenger* in 1986. A native of Lake City, South Carolina, Dr. McNair received his Ph.D. in physics from the Massachusetts Institute of Technology. He entered NASA's space shuttle program in 1978 and was a mission specialist on his first flight in 1984, when he became the second African American in space.



Ronald E. McNair

Established by Congress in 1989 as one of five national TRIO Programs, the Ronald E. McNair Post-baccalaureate Achievement Program currently serves approximately 5,300 students on 196 campuses across the United States. Participants are commonly referred to as "TRIO McNair Scholars," not to be confused with the Robert C. McNair Scholars at the University of South Carolina.

The benefits of the TRIO McNair Program include

- Close relationships with faculty research advisors and mentors
- Opportunities to publish research papers in various journals
- Opportunities to present research findings at various symposia
- Advisement on graduate school enrollment
- Summer orientation to graduate school and academic careers
- \$2,700 stipend for summer research and academic year activities

Eligibility Criteria

All participants in the TRIO McNair Program must be undergraduates who are U.S. citizens or permanent residents attending an accredited four-year college in South Carolina and have completed at least 60 credit hours with a 3.0 overall GPA. At least two-thirds of each incoming class must also be first-generation college students (parents or custodian did not receive a baccalaureate degree) who qualify as low income according to federal income guidelines. The remaining one-third of participants can include members of groups underrepresented in graduate school.

Program Structure

The TRIO McNair Program consists of summer and academic year activities that direct students toward graduate school enrollment. Students enter the Program during the spring, participate in the Summer Research Component, and, during the following academic year, continue their research projects and complete the requirements for graduate school enrollment.



2009 TRIO McNair Scholars

During the spring, new students receive an orientation to the program from the TRIO McNair coordinator and faculty. Each student must then recruit a professor(s) at his or her home institution who will guide the development of a research proposal that will serve as the focus of summer research activity. Students must receive approval for their summer research project from the TRIO McNair faculty by submitting their proposals to the TRIO office by May 7, 2010.

The Summer Research Component

Scholars participate in the residential Summer Research Component (SRC), which includes completion of the students' research projects; enrollment in a three-hour research-oriented course and a summer orientation course; advice and guidance on applying to graduate programs; support activities such as GRE preparation and workshops and seminars that help students prepare to succeed in the graduate school environment.



1. Student Summer Research

During the six weeks on campus, individual research projects are the main focus of students' efforts. Each week the students meet with their summer research faculty advisers for guidance and feedback on their research projects.

All student projects must focus on research that addresses some aspect of sustainability. This is a current and important area of research that is broad, interdisciplinary and, as a basis for learning the fundamentals of research, useful to students in all disciplines. Using sustainability as the focal point of student research has the advantage of creating the kind of departmental atmosphere that students will encounter in graduate school. Faculty and students are tied to a common area of knowledge with individual focal points, and they will have a collegial and supportive basis for interacting with each other.

McNair Program Research Faculty Advisers

Erin Connolly Ph.D., University of California, Davis.
Associate Professor of Biological Sciences.

Kendra Cusaac Ph.D., University of South Carolina.
Instructor of Psychology.

Bobby Donaldson Ph.D., Emory University. Associate
Professor of History and African American Studies.

Jamil A. Khan Ph.D., Clemson University. Chair and
Professor of Mechanical Engineering.

Valinda Littlefield Ph.D., University of Illinois, Associate
Professor of History.

Wally Peters Ph.D., Virginia Technical University.
Professor of Mechanical Engineering.

2. Summer Mentoring

During the SRC, students will also meet with the Program coordinator and faculty mentors to work on the items required for graduate application packets as well as to adopt plans of action for the academic year.

By the end of the summer component, students will have prepared a personal statement and a curriculum vita (an academic resume). In addition, they will have identified persons to write letters of recommendation and five graduate programs to which they plan to apply. During the academic year, students will continue their mentoring process to complete application materials.



3. Interdisciplinary Seminar on the Liberal Arts (UNIV 201)

This course is an introductory course into the fundamentals of critical inquiry in the humanities. It is also intended to give students a picture of what research is like as it is being pursued by faculty and advanced graduate students in the various areas of the university. Although many students will not conduct research in the humanities nor pursue careers in the humanities, a liberal arts tradition helps form a solid foundation for graduate studies in other disciplines. The course, therefore, will begin by asking, “what are the liberal arts and why they have been recommended as a course of study necessary for a general education?” Students will then examine views about the best kind of university education as well as the relationship of the humanities to science and the role of Europe in the history of the humanities.



Course instructor Dr. Jerry Wallulis explains his concept of the course this way:

As I considered the prospect of teaching this general class in the humanities, I considered my present condition of knowledge to be particularly inadequate in regard to three questions: (1) what are the liberal arts? (2) what are the humanities? and (3) what

is the relationship, if any, between the humanities and humanism? In seeking answers to these questions, I have had to do research, primarily of a historical nature and in regard to crucial terms in English, Greek, Latin, and German. I have related this research to the work of a philosopher with whom I am quite conversant; namely, Hans-Georg Gadamer. However, I have not stopped there, but rather have extended my search to include recent advocates of multiculturalism and cultural studies. These inclusions have prompted me to ask further questions about the nature of historical writing and the role of critical methods of explanation in regard to decoding popular culture. They have also certainly served to take me beyond my own discipline and my own normal patterns of specialized research.

My hope is that in presenting the research which underlies my own learning in preparing for this class that you will not only learn answers to my initial questions but strategies and methods for doing research yourself. In other words, insofar as I have sought to minimize the distinction between teaching and research in my efforts, you will also have the opportunity to bridge the distinction between learning and research in yours. As you should strive to become self-learners (a goal which I consider to be the most important in your education), so will you also have the opportunity to become self-researchers as well.

- **Registering for UNIV 201**

The McNair coordinator registers students for the Interdisciplinary Seminar on the Liberal Arts (UN-IV 201). Non-USC-Columbia students, including USC regional campus students, need to fill out a transient student application to take the course, which includes an application, proof of immunization, and proof of residency.

4. Graduate School Workshops and GRE Preparation

In addition to the critical inquiry course, individual research project, and mentoring sessions, students will also attend a variety of seminars, lectures, group discussions, and workshops designed to help improve their chances of getting into the graduate programs of their choice and to increase their overall skill levels. Such events include a panel of current graduate students, a seminar on improving personal statements, a workshop on PowerPoint presentations, and a seminar on public speaking. The

SRC also includes a variety of social events, including lunches and dinners with faculty members. These activities are an important aspect of the TRIO McNair Program. They complement the mentoring sessions so that students become not only successful graduate school applicants but also successful graduate students.

The Program also will have an intensive GRE test-prep seminar.

The materials are to be used during the class, as well as taken home and studied after the program. By the end of the course, students will have a written plan of action and a scheduled test date. GRE preparation seminars continue during the academic year.



5. Room and Board

The dormitory for TRIO McNair Scholars has apartment-style rooms. Each student will have his or her own room and will share a bathroom, kitchen, and living room with others of the same sex. The program provides no linens, towels, or maid service. Each room will have a data port for Internet access. Students will also have access to the TRIO computer lab during business hours (8:00-5:00, weekdays) where they will be able to work and print, as well as the University library.

Students are responsible for damages to their dorm rooms. The university imposes a \$75 fee for a lost key. Students are also responsible for their personal items. The University of South Carolina and the TRIO program are not responsible for lost or stolen belongings.

The use of illegal drugs, underage drinking, or drinking on campus will result in immediate dismissal from the program. Any form of dishonesty--theft, cheating, etc.--will result in immediate dismissal. Students are also expected to participate in all events associated with the summer program and arrive on time to them.

The program will provide you with \$600 for food money, half of which will be awarded on the arrival date (5/24/10) and the other half at the mid-point of the summer program (6/11/10). There will also be some events in which the program provides food. In addition, you will be given per diem food money for the SAEOPP conference trip.

6. SAEOPP Conference

During the fifth week of the SRC, students and the McNair coordinator will travel to Atlanta, Georgia to participate in the annual Southeastern Association of Educational Opportunity Program Personnel (SAEOPP) McNair undergraduate research conference. Co-hosts this year are Georgia State University and Morehouse University. Students will travel in program-provided transportation to Atlanta where they will participate in the four-day event. All students are required to make a presentation of their research. The TRIO McNair program takes care of the cost of conference registration, hotel, and transportation, as well as provides money for food.

7. Stipends

The program provides students with stipends for their time, commitment, and hard work over the six-week summer component. This stipend of \$2100 will be dispersed on the last day of the Summer Research Component (6/30/10). To receive the stipend, students must fully participate in the entire summer program.



During the academic year, additional stipends of \$300/semester are given to students for their continuation in monthly McNair events. These payments will be received at the end of each semester, again, to those who fully participate.

Academic Year Activities

Academic-year activities will vary for students following the Summer Research Component. Juniors will participate in the seminars and meetings, while continuing to work on their research projects. For seniors, academic year activities will focus more on preparing their graduate school application materials. In both cases, regular meetings with the McNair coordinator and McNair faculty members are expected throughout the academic year.

Academic year activities also include the opportunity to travel to a number of McNair Scholar National conferences, traditionally one in the Midwest in the fall and one in the Mid-Atlantic region in the spring. The opportunity to travel to these conferences is competitive and is offered to those scholars whose research projects are the most impressive.

For both juniors and seniors, we encourage students to develop their summer research projects into an independent study for academic credit. Ideally, these projects would be completed under the direction of a student's home campus mentor. Students are also encouraged to apply for other undergraduate research awards, such as the Magellan Scholars Program.

Students will remain active McNair Scholars until they graduate. For some, this will be within the year of initial program participation. For others, who are juniors or taking five years to complete a degree, this will mean an additional year of McNair activity. While full participation in the SRC is limited to first-time participants, students who do not graduate are expected to persist on the path toward graduate school. This means a continuation of the regular meetings with the McNair coordinator and participation in graduate school application workshops throughout the academic year. Returning students are also expected to take the GRE and apply to a minimum of three post-baccalaureate programs. These students are also invited to participate in selected summer events and apply to travel to McNair research conferences.

Program Expectations of Students

There is a lot more to being a successful graduate student than good grades and studying. Students are also initiating the transition into a community of scholars and professionals. When accepted into graduate programs, they will most likely enter with a relatively small group. Classes in graduate school are intimate and involve a fair amount of discussion. As TRIO McNair scholars, students are expected to participate actively in the small, unique community of which they are members.



Students are expected to carry themselves in a professional manner at all times and behave appropriately in classes, workshops, and seminars, which includes not using cell phones at such times and being courteous to all presenters.

1. Effort

In the TRIO McNair program, students must work diligently to prepare for graduate school. They will receive a lot of help from mentors and advisors every step of the way, but they are ultimately responsible for getting the work done.

While there is certainly room for having some fun while in graduate school, being a graduate student is much more like being a professional than being an undergraduate. That is only expected, since many graduate programs actually pay participants to be a student. Likewise, students are being paid this summer for participation in the McNair program. Therefore, professionalism is the key—in terms of work, attitude, and daily deportment.



TRIO McNair Scholars are expected to:

- Meet all deadlines for written work
- Attend all classes, seminars, and scheduled events on time
- Meet regularly with the Program coordinator during the summer research component
- Meet with McNair faculty members and coordinator during the academic year
- Take the GRE or other tests as required for graduate school at the appointed time
- Maintain a 3.0 GPA until undergraduate degree completion
- Cooperate with follow-up surveys once graduated

2. Dress Code

Appropriate dress is required at all times. On a daily basis, students can dress casually, as long as they avoid clothing that reveals too much cleavage, back, chest, stomach, or underwear. On occasion, students are required to dress more professionally. For lunches, awards, photos, and the entire SAEOPP conference, students are expected to wear business or business casual attire, which, depending on the situation, can range from dress shirts and ties to golf-type shirts and from suits to cotton pants (similar to Dockers), dressy capris, dresses, and knee-length skirts. Please do not wear flip-flops on any dressy occasion.

Summer Research Component Brief Calendar, 2010

FIRST WEEK

Monday, May 24

2:00-4:00 p.m.

Move-in to dorm

5:00 p.m.

Pizza and welcome--Booker T. Washington, Room 200

Tuesday, May 25

9:00-10:15 a.m.

Workshop

10:30-12:45 p.m.

UNIV 201: Interdisciplinary Seminar on the Liberal Arts

2:00-4:30 p.m.

Research Advisement

4:30-5:30 p.m.

Project Research

Wednesday, May 26

9:00-10:15 a.m.

Workshop

10:30-12:45 p.m.

UNIV 201: Interdisciplinary Seminar on the Liberal Arts

2:00-3:30 p.m.

Mentoring

4:15-4:30 p.m.

Group photo shoot; individual portraits (on the Horseshoe)

4:30-5:30 p.m.

Project Research

Thursday, May 27

9:00-10:15 a.m.

Workshop

10:30-12:45 p.m.

UNIV 201: Interdisciplinary Seminar on the Liberal Arts

2:00-3:30 p.m.

Research Advisement

3:30-5:30 p.m.

Project Research

Friday, May 28

9:00--12:00 p.m.

UNIV 201: Interdisciplinary Seminar on the Liberal Arts

1:00-2:15 p.m.

Seminar

2:30-5:30 p.m.

Project Research

SECOND WEEK

Monday, May 31

9:00-10:15 a.m.

Workshop

10:30-12:45 p.m.

UNIV 201: Interdisciplinary Seminar on the Liberal Arts

2:00-4:00 p.m.

Mentoring

4:00-5:30 p.m.

Project Research

Tuesday, June 1

9:00-10:15 a.m.

Workshop

10:30-12:45 p.m.

UNIV 201: Interdisciplinary Seminar on the Liberal Arts

2:00-3:30 p.m.

Research Advisement

3:30-5:30 p.m.

Project Research

Wednesday, June 2

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Mentoring.
3:30-5:30 p.m. Project Research

Thursday, June 3

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Research Advisement
3:30-5:30 p.m. Project Research

Friday, June 4

9:00-12:00 p.m. Workshop
2:00-3:15 p.m. Seminar
3:30-5:30 p.m. Project Research

THIRD WEEK

Monday, June 7

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Mentoring
3:30-5:30 p.m. Project Research

Tuesday, June 8

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Research Advisement
3:30-5:30 p.m. Project Research

Wednesday, June 9

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Mentoring
3:30-5:30 p.m. Project Research

Thursday, June 10

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Research Advisement
3:30-5:30 p.m. Project Research

Friday, June 11

9:00-12:30 p.m. Workshop
1:30-2:30 p.m. Seminar

2:30-5:30 p.m. Project Research

FOURTH WEEK

Monday, June 14

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Mentoring
3:30-5:30 p.m. Project Research

Tuesday, June 15

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Research Advisement
3:30-5:30 p.m. Project Research

Wednesday, June 16

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Mentoring
3:30-5:30 p.m. Project Research

Thursday, June 17

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Research Advisement
3:30-5:30 p.m. Project Research

Friday, June 18

9:00-12:00 p.m. Workshop
1:00-2:15 p.m. Seminar
2:30-5:30 p.m. Project Research

FIFTH WEEK

Monday, June 21

9:00-10:15 a.m. Workshop
10:30-12:45 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
2:00-3:30 p.m. Mentoring
3:30-5:30 p.m. Project Research

Tuesday, June 22

9:00-10:15 a.m. Workshop
10:30-12:00 p.m. UNIV 201: Interdisciplinary Seminar on the Liberal Arts
12:00-2:00 p.m. Course luncheon
2:00-5:00 p.m. Research Advisement

Wednesday, June 23

9:00-4:00 p.m. Practice Presentations

Thursday, June 24

10:00 a.m. Depart for SAEOPP Conference

Friday, June 25

Conference

Saturday, June 26

Conference

Sunday, June 27

Return from Conference

SIXTH WEEK

Monday, June 28

1:00-4:00 p.m. GRE practice test

Tuesday, June 29

9:00-10:15 a.m. Workshop

12:00-2:00 p.m. McNair Scholars Awards Lunch for participants and families

Wednesday, June 30

Check out of dorm by 11:00 a.m.