

#1 MARKETING, BRAGGING, UPDATES	
STRENGTHS	Weakness
<ul style="list-style-type: none"> <li>- Existing website</li> <li>- Marketing campaign (Texas Tech) awareness!</li> <li>- Campus-wide listserv (Tech Announce)</li> <li>- Announcement @ campus event (chapel)</li> <li>- Existing info. Video (communication conf. research, grad)</li> <li>- Communication Dept. resources</li> <li>- Press releases - major accomplishments (scholars/mentors recruiting)</li> </ul>	<ul style="list-style-type: none"> <li>- lack of visibility</li> <li>- room for misinterpretation (soc. med.)</li> <li>- misrepresenting the program (scholarship, prof. degrees, honors)</li> <li>- security</li> <li>- confidentiality (FERPA)</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>- engaging campus depts/collaborations (utilizing cross campus advertising)</li> <li>- McNair alumni network as resource</li> <li>- Social media</li> <li>- Speaking/engaging w/ Congressional reps</li> <li>- National McNair website</li> <li>- sharing w/ academic stakeholders (utility of program)</li> </ul>	<ul style="list-style-type: none"> <li>- Overexposure</li> <li>- underexposure</li> <li>- underserving</li> <li>- indecent exposure - open model social media leaves room for</li> </ul>

# 1. MARKETING

Strengths	Weaknesses #3
<ul style="list-style-type: none"> <li>It's possible! The population <sup>eligibility</sup> exists.</li> <li>McNair alumni passionate about program/benefits</li> <li>Faculty are invested in supporting student researchers (maybe) → faculty senate/advocacy</li> <li>McNair students &amp; mentors can speak to program benefits</li> <li>Investment of senior administrators</li> </ul>	<ul style="list-style-type: none"> <li>Hard to early identify when students are unclear of long-term goals → could be premature</li> <li>Timing = limited</li> <li>Engagement w/ male scholars</li> <li>Unfamiliarity or assumptions about what a PhD is for/means.</li> </ul>
Threats	Opportunities
<ul style="list-style-type: none"> <li>Grant mandate for specific outcomes</li> <li>Timing: Program bandwidth</li> <li>Partnerships seen as threats/competition instead of additions</li> <li>Schedule</li> <li>Family obligations &amp; expectations</li> <li>Economic Practicality → How to justify?</li> </ul>	<ul style="list-style-type: none"> <li>Other programs to partner with, i.e. pre-fresh, orientation, bridge programs</li> <li>LSAMP, Undergrad Research partnership</li> <li>Pre-college organizations &amp; partnership</li> <li>Community College partnerships, TRIO-SSS</li> <li>Research symposiums on campus</li> <li>Senior administrators</li> </ul>

# 3. MCNAIR PIPELINE 1 OF 3 SLIDES

### Potential Actions:

#3  
Cont

- Starting a first-gen club on campus
- Building connections w/ groups that already exist → help sponsor events w/ them
- Research seminars
- Class visits/workshops feat. McNair Scholars → both on-campus & at transfer institutions
- McNair Ambassadors who have to do X # of presentations for X # of groups/communities
- McNair Scholars have to make at least one referral → incentivize, make like employment referral programs?
- Revisit grant & recruitment ideas here.
- Partnerships w/ TRIO programs  
↳ Upward Bound, SSS
- Relationships w/ advisors to 4 referrals  
↳ Faculty & advisor nomination forms
- Improving marketing materials, esp. online & social media.

## 3. Continued Page 2

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- Improving marketing materials, esp. online & social media.  
↳ include info to demystify PhD
- Alumni & faculty panels
- Partnerships w/ career center

## 3. Continued page 3

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<h3>4 Strengths</h3> <p>Data collection @ the end of senior year to track students (Exit Interview)</p> <p>Social media</p> <p>Word of mouth</p> <p>APR Data</p> <p>Texting Students</p>	<h3>Weaknesses</h3> <p>Non responsive / Poor Responses from alumni</p> <p>No updated contact info for alumni</p> <p>#4 Alumni Network</p>
<h3>Opportunities</h3> <p>McNair Newsletter</p> <p>Reaching out to alumni twice a year to collect updated info</p> <p>Reaching out to McNair Faculty</p> <p>Fundraising w/ Alumni</p> <p>Highlighting alumni stories to the institution &amp; fellow McNair programs</p> <p>Creating an online Forum/newsletter</p> <p>Using the alumni network to support McNair grad students</p> <p>Alumni Associations (internal)</p> <p>Recognize Alumni</p>	<h3>Threats</h3> <p>Privacy</p> <p>Some scholars not wanting to be tracked</p> <p>Staff Turnover</p> <p>Under staffed</p>

## 4. ALUMNI NETWORK

## 5. COMPETITIVE SCHOLARSHIP AND FELLOWSHIP PIPELINE

<h3>Strengthening the pipeline to start/ increase success in competitive funding opportunities</h3>
<h4>Strength (Program)</h4> <ul style="list-style-type: none"> <li>• faculty mentors • motivated students • McNair potential (competitive)</li> <li>• research experiences • McNair staff expertise and support and networks</li> <li>• funding to attend conferences • scaffolded McNair student success plans</li> <li>• pre-McNair/early entry</li> </ul>
<h4>Weakness (Program)</h4> <ul style="list-style-type: none"> <li>• may not have access to/availability of institutional supports • non-cognitive factors</li> <li>• lack of academic preparedness • student overwhelms "full plate"</li> <li>• lack of student/staff knowledge about opportunities • fear</li> <li>• deficit mindset prominent/lack of confidence • 3 strong LORs difficult</li> <li>• starting McNair program "too late in the game" (eg. 3rd/4th)</li> </ul>
<h4>Opportunity (Institution and beyond)</h4> <ul style="list-style-type: none"> <li>• MPPFI resources and network • NCUR and SecNAS, etc • discipline-specific conf</li> <li>• NSF REUs focus on students from under backgrounds • scholarship office at institution</li> <li>• "how to" trainings provided by NSF, Goldwater, etc • McNair "brand" recognition</li> <li>• institution writing center</li> </ul>
<h4>Threat (Institution and beyond)</h4> <ul style="list-style-type: none"> <li>• may not have fellowship/scholarship office at institution • academic elitism</li> <li>• structural privilege/not level playing field • very competitive/funding limited</li> <li>• McNair LOR not as valued as faculty LOR (though we know important things related to potential for success) • Professors not respecting LOR deadlines/overworked</li> </ul>

## 7. WELLNESS

<h3>Strengths</h3> <ul style="list-style-type: none"> <li>• mindfulness</li> <li>• time management</li> <li>• students become more knowledgeable about methods + resources</li> <li>• awareness of prevalence of mental health issues</li> </ul>	<h3>Weakness</h3> <ul style="list-style-type: none"> <li>• Skepticism</li> <li>• time constraints</li> <li>• undergrads graduate + leave</li> </ul>
<h3>Opportunities</h3> <ul style="list-style-type: none"> <li>• hearing from faculty</li> <li>• positivity</li> <li>• Can take learned wellness techniques into grad programs</li> </ul>	<h3>Threats</h3> <ul style="list-style-type: none"> <li>• spotlighting difficulties students will encounter</li> </ul>

#7 Wellness

## 8a. FACULTY MENTORS ACCOUNTABILITY

<h3>8 faculty mentor accountability</h3>	
<h3>Strengths</h3> <ul style="list-style-type: none"> <li>• empower our students to find mentors</li> <li>• regular mentor contact               <ul style="list-style-type: none"> <li>- face to face meetings</li> <li>- evaluations</li> <li>- research logs</li> </ul> </li> </ul>	<h3>Weaknesses</h3> <ul style="list-style-type: none"> <li>• to pay or not to pay?</li> <li>• lack of faculty engagement</li> <li>• no cross McNair standard protocol</li> </ul>
<h3>Opportunities</h3> <ul style="list-style-type: none"> <li>• meetings held Friday afternoons (strategic time schedule)</li> <li>• faculty looking for students when have gap in funding</li> </ul>	<h3>Threats</h3> <ul style="list-style-type: none"> <li>• fear &amp; apprehension of students to approach faculty</li> <li>• faculty leaving on sabbatical (or other reasons)</li> <li>• lack of faculty engagement</li> </ul>



<h2>Faculty Mentors</h2> <p>Mentors desire to Pay I + Forward</p> <p>Mentors Must do service as part of promotion/tenure</p> <p>Given letter for tenure File</p> <p>Recommendations for scholars</p>	<h2>8b. FACULTY MENTORS</h2>
<p>Consent of Faculty who fit our served population</p> <p>Recognition of Mentors</p> <p>Develop support from Provost &amp; Deans</p>	<p>Moving ownership from Students</p> <p>↓</p> <ul style="list-style-type: none"> <li>Not all know how to be mentors (Provide Training for Mentors)</li> <li>Faculty Autonomy (manage delicately)</li> </ul> <p>Adjunct Faculty: commitment from Department</p> <p>Unions, by system pay policies</p> <p>Pay or Not Pay</p>

## 9. ADDRESSING DIVERSITY

<h3>Strengths</h3> <ul style="list-style-type: none"> <li>Mentor Works</li> <li>Hub for diversity</li> <li>Admin of color</li> <li>Students mobilize and protest</li> <li>Students are powerhouses</li> <li>Have "safe spaces"</li> <li>Ability to recognize their bias</li> </ul>	<h3>Weaknesses</h3> <ul style="list-style-type: none"> <li>Visibility of staff and faculty of color</li> <li>Silence</li> <li>Respectability Politics</li> <li>Overburdening our students to represent their race/ethnicity</li> <li>PWIs in predominantly white towns</li> </ul>
<h3>Opportunities</h3> <ul style="list-style-type: none"> <li>Training for Mentor staff, faculty mentors</li> <li>Connecting research to social justice</li> <li>Hire staff and faculty who know their stuff</li> <li>Being intentional about speakers who come and talk to your students</li> <li>Show many sides of people of color</li> <li>Teaching scholars self advocacy and self care</li> </ul>	<h3>Threats</h3> <ul style="list-style-type: none"> <li>Indifference</li> <li>toxic climate globally</li> <li>Emboldened racists</li> <li>Hate toward black women</li> <li>Lack of clarity around goals</li> <li>Small cultural lens</li> <li>Lack of training</li> </ul>

## 10. MALE MENTORS

#10 Male Mentor Initiatives	
<u>Strengths</u> <ul style="list-style-type: none"> <li>• Large Male Population</li> <li>• Black Male Initiative on Campus</li> <li>• Hispanic/Native American Indian Initiative</li> <li>• Mandatory Mentor Orientation</li> </ul>	<u>Weaknesses</u> <ul style="list-style-type: none"> <li>• No Male Initiatives on Campus</li> <li>• Males are Seen Through the Lens of Athletics</li> <li>• Follow Through to Complete the Program</li> <li>• Lack of Central Location on Campus (Visibility)</li> <li>• Lack of Student Motivation</li> <li>• Few Mentors Who Look Like the student</li> <li>• Potential Mentors Lack an understanding of the McNair program</li> </ul>
<u>Opportunities</u> <ul style="list-style-type: none"> <li>• Increase Marketing of the Program</li> <li>• Form More Campus/Community Partnerships</li> <li>• Create More Peer Mentors</li> <li>• Create a More Strategic Mentor Match</li> </ul>	<u>Threats (Outside Factors)</u> <ul style="list-style-type: none"> <li>• Time Management (Personal Perception)</li> <li>• Family Dynamics/Obligations</li> <li>• Required Commitments</li> <li>• Lack of Understanding of McNair Requirement</li> <li>• Potential Mentors, especially those who look like the student, are pulled in a multitude of directions</li> </ul>

## 11. ALUMNI

11. Alumni Graduate School Connections	
<u>1. STRENGTHS</u> <ul style="list-style-type: none"> <li>- Ease critical transition</li> <li>- Navigational tools</li> <li>- Sense of Belonging</li> <li>- Funding \$\$\$ Opp.</li> </ul>	<u>2. WEAKNESSES</u> <ul style="list-style-type: none"> <li>- Leave it to individual student</li> <li>- No strategic plan</li> <li>- Resources vary</li> <li>- No national McNair &amp; Directory - Shared</li> </ul>
<u>3. OPPORTUNITIES</u> <ul style="list-style-type: none"> <li>- McNair Fellowships</li> <li>- Employment</li> <li>- Support Network</li> <li>- Give back, pay it forward</li> <li>- volunteer opportunities</li> </ul>	<u>4. THREATS</u> <ul style="list-style-type: none"> <li>- FERPA, Privacy, Info. S</li> </ul>

## 12. NATIONAL MCNAIR ALLIANCE

#12 NATIONAL MCNAIR ALLIANCE

ACTION STEPS	RESPONSIBLE	RESOURCES	Potential Barriers
Working Committee	Diversify Communication Network	Regional McNair National McNair	- Time - Volunteers - Distance - Turnover
Determine Platform	- website - videos - articles/journals	COE Best Practice McNair Scholars.com	- # - technology
Plan for Productivity	- # of meetings - SKYPE	MMPE Extra day List serve	
Advocacy	- Policy attendees - HEA	COE	- Fed. govt - Local govt

## 13. FIRST GEN ID

### 13. Identification of 1<sup>st</sup> Gen Faculty, Staff, Admin on campus (1<sup>st</sup> gen / McNair Alumni)

<b>STRENGTHS</b> <ul style="list-style-type: none"> <li>National Initiative 1<sup>st</sup> GEN CELEBRATION - 11/8</li> <li>Pride of identity across university</li> <li>Close ties (→) with higher administration</li> <li>CLOSE TIES TO SUPPORTIVE FACULTY (MAINTAIN)</li> </ul>	<b>WEAKNESSES</b> <ul style="list-style-type: none"> <li>IDENTIFYING FG FACULTY, STAFF, ADMIN ON CAMPUS.</li> <li>Individuals not understanding what the definition is</li> <li>Size of the campus 20000</li> <li>Turnover</li> <li>→ (or not)</li> <li>Loss of exposure of program</li> <li>BUY INS (NOT WANTING IT KNOWN, IF FG)</li> </ul>
<b>OPPORTUNITIES</b> <ul style="list-style-type: none"> <li><del>Close ties to supportive faculty</del></li> <li>Acknowledgement of 1<sup>st</sup> gen at institutional ceremonies (e.g. Graduation)</li> <li>CLOSE TIES TO SUPPORTIVE FACULTY (BUILDING)</li> <li>SMALL INSTITUTION</li> </ul>	<b>THREATS</b> <ul style="list-style-type: none"> <li>Inability to send mass communications</li> <li>INSTITUTIONAL PRIORITY CONFLICTS</li> <li>SIZE OF INSTITUTION (LARGE)</li> </ul>

## 13. continued

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