Welcome to the 2014 McNair Cohort

Brittney Bridger-Burton, a mechanical engineering major from Lincoln, Nebraska, is working with Dr. George Gogos, Mechanical & Materials Engineering.

Welcome to the 2014 McNair Cohort

José Lemus, an economics major from Lincoln, Nebraska, is conducting research with Dr. Hendrik van den Berg, Department of Economics.

Amanda Dale, a psychology and women’s and gender studies dual major from Central City, Nebraska, is working with Dr. Sarah Gervais, Department of Psychology.

Jaquelin Garcia-Castorena, a biochemistry major from Lincoln, Nebraska, is working with Dr. Wayne Riekhof, School of Biological Sciences.

Andreas Miles-Novelo, a psychology and English dual major from Des Moines, Iowa, is working with Dr. Sarah Gervais, Department of Psychology.

Zully Perez Sierra, a chemical engineering major from Norfolk, Nebraska, is working with Dr. Hendrik Viljoen, Chemical & Biomolecular Engineering.

Alicia Michelle Rogers, a biological sciences major from Boelus, Nebraska, is conducting research with Dr. Charles Wood, School of Biological Sciences.

Megan Smith, a biochemistry and microbiology dual major from Frisco, Texas, is working with Dr. Nicole Baun, Department of Biochemistry.

McNair Scholars

“True courage comes in enduring, persevering, and believing in oneself.”

Ronald E. McNair, Ph.D.

Funded by the U.S. Department of Education and housed in the University of Nebraska–Lincoln Office of Graduate Studies, the UNL McNair Program prepares undergraduate students for doctoral studies through involvement in research and other scholarly activities. The McNair Program provides much more than advice on how to prepare for entrance to a graduate program. Participating Scholars become an integral part of a learning community, receiving support from each other, McNair Program staff, UNL faculty, and other resources as they develop the research skills they need to prepare for the next stage in their educational careers.
Scholars Shape Their Future through MSRE 2014

One of the main goals of the McNair Scholars Program is to provide opportunities for selected Scholars to engage in research and develop skills critical for success in graduate school. The McNair Summer Research Experience (MSRE) is often a transformative period for Scholars, and one which may shape their future academic path. After successfully completing their MSRE 2014 projects, Scholars traveled to present their results at the annual California McNair Symposium. The impact of conducting summer research and sharing their research findings at an academic conference is best described by the individual Scholars.

“I want to go to graduate school for counseling psychology and conduct research focusing on African-Americans. I want to fill this gap in the literature and along the way find out why African-Americans are underrepresented in psychology. I would not have come to this conclusion if it weren’t for the McNair Summer Research Experience that gave me a chance and the skills to find my own path.” – Kaylor Caldwell

“I spent the summer climbing up a mountain of doubt. I overcame many challenges along the way, but didn’t take the time to stop and appreciate overcoming them. Once I presented my research at the conference, I was able to pause and be thankful for my struggles as they made the journey to the top worthwhile. I was also able to finally see what the future had to hold. The picture at the top was clear and the only words I heard were ‘you are good enough.’ Without this challenging program, the rewarding conference, and my supportive cohort, I may have never reached this feeling.” – Kassie Guenther

“I’ve found that as I progress, being a scholar changes. Moving forward as a scholar means things will get more difficult, and responsibilities are greater. Being a scholar is being the best I can be and pursuing my dreams with the greatest of enthusiasm.” – Marco Gullickson

“Over the past several months, my perception of what a scholar is has changed. Previously, my perception of a scholar was limited to the classroom and the lab. Now, the values I’ve learned extend beyond this into everyday life. I’ve learned to perceive the world around me differently. These values I’ve learned as a scholar apply to much more than academic thought, to how we perceive those around us.” – Bryan Hermosillo
“Previously, I believed a scholar was an individual who is just academically engaged and nothing more. Over the years and multiple research experiences, I’ve come to believe that a scholar is an academically driven individual, who not only takes from the tree of knowledge but adds to it. A scholar finds the gaps in knowledge and does everything he or she can do to expand upon current understanding, which has been bequeathed by previous generations of scholars. It’s a system I’m proud to be a part of.” – Daniel Rico

“Through my persistence, I learned how to truly apply myself to a task. I gained skills that will help me within my field such as proper data collecting methods, paleontological photography, scientific writing, and presenting. In addition, I gained a better idea for what I want to work on in the future.” – Adrienne Ricker

“Presenting my research at Berkeley taught me how important giving an effective presentation was, and the McNair experience will help me with future research and graduate school.” – Jarold McWilliams

“Previously, I believed a scholar was an individual who is just academically engaged and nothing more. Over the years and multiple research experiences, I’ve come to believe that a scholar is an academically driven individual, who not only takes from the tree of knowledge but adds to it. A scholar finds the gaps in knowledge and does everything he or she can do to expand upon current understanding, which has been bequeathed by previous generations of scholars. It’s a system I’m proud to be a part of.” – Daniel Rico

Special Thanks to the faculty, postdoctoral, and graduate student mentors who contributed their time and expertise to work with McNair Scholars during the 2014 McNair Summer Research Experience and who continue to be involved in the Scholars’ research and graduate application efforts. Your support is invaluable to the success of our program!
The McNair Graduate Student/Postdoc Mentoring Program provides Scholars an opportunity to work with graduate student and/or postdoctoral mentors to learn about those aspects of graduate study that make it distinct from the undergraduate experience. The Program offers the Scholars a supportive community, as well as practical guidance, insight, and encouragement as they conduct research and prepare to enter graduate school.

We’d like to welcome the 2014-15 McNair postdoctoral and graduate student mentors! They include: Maria Becker, physics; Bobbi Brace, earth & atmospheric sciences; Morgan Conley, counseling psychology; Josh Haby, law psychology; John Jacisin, earth & atmospheric sciences; Andrew Olson, chemistry; Katherine Smith, biological systems engineering; Tori Van Dyk, psychology; and Lindsey Wylie, law psychology. They join continuing graduate mentors: Christa Christ, psychology; Hazel Delgado, psychology; Dr. Miriam Martinez, psychology; Bryce Kennedy, psychology; Baoliang Zhao, mechanical engineering; and Brenna Zimmer, biochemistry.

### Scholars Receive Undergraduate Research Funding

Through the Undergraduate Creative Activities and Research Experiences Program (UCARE), McNair Scholars receive support which allows them to remain engaged in a research project with their faculty mentors. UCARE is funded by the Pepsi Endowment and Program of Excellence funds. The following McNair Scholars received UCARE awards for Academic Year 2014-15:

<table>
<thead>
<tr>
<th>Scholar</th>
<th>Research Project and Faculty Research Advisor</th>
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| Kaylor Caldwell          | **Project**: The Right Not to Consent: Knowledge of the Fourth Amendment  
                                    **Faculty Advisor**: Dr. Eve Brank, Department of Psychology                               |
| Jaquelin Garcia-Castorena| **Project**: Discovery of Yeast Genes Involved in Lyso-phospholipid Transport and Metabolism in Cells  
                                    **Faculty Advisor**: Dr. Wayne Riekhof, School of Biological Sciences                        |
| Kassie Guenther          | **Project**: The Effects of Outward Anger Expression and Parent-Child Relationships on Physical Health Outcomes in Low Income Youth Ages 8-11  
                                    **Faculty Advisor**: Dr. Timothy Nelson, Department of Psychology                                  |
| Marco Gullickson         | **Project**: Understanding the Link Between Men’s Alcohol Use and Sexual Violence Perpetration: The Mediating Role of Sexual Objectification  
                                    **Faculty Advisor**: Dr. Sarah Gervais, Department of Psychology                                    |
| Bryan Hermosillo         | **Project**: Paleontological Origin of Calcareous Nanoplankton During Late Triassic Time  
                                    **Faculty Advisor**: Dr. David Watkins, Department of Earth & Atmospheric Sciences               |
| Erandi Herndon           | **Project**: The Effects of Demographic Information on Patriotism and Well-Being  
                                    **Faculty Advisor**: Dr. Cynthia Willis-Esqueda, Department of Psychology                         |
| William Lambert          | **Project**: Applications of the Bioorthogonal Reaction of Functionalized Cyclobutenes and Tetrazines  
                                    **Faculty Advisor**: Dr. Patrick Dussault, Department of Chemistry                                   |
| Jennifer Milliman        | **Project**: Blame and the Fight Against Obesity: Structuring Effective Legal Strategies for Policy-making  
                                    **Faculty Advisor**: Dr. Eve Brank, Department of Psychology                                       |
| Nhat Nguyen              | **Project**: Synthesis and Characterization of Graphene for Sensor Applications  
                                    **Faculty Advisor**: Dr. Alexander Sinitskii, Department of Chemistry                              |
| Olivia Reinert-Gehman    | **Project**: Task-Switching and Visual Behavior  
                                    **Faculty Advisor**: Dr. Mike Dodd, Department of Psychology                                        |
| Adrienne Ricker          | **Project**: Body Size and Species Richness Change of Great Plains Terrestrial and Aquatic Turtles During the Miocene  
                                    **Faculty Advisor**: Dr. Jason Head, Department of Earth & Atmospheric Sciences                   |
| Daniel Rico              | **Project**: Role of Automatic Calibration on Streamflow Generation in the Platte River Basin  
                                    **Faculty Advisor**: Dr. Francisco Munoz-Arriola, Department of Biological Systems Engineering    |
| A. Michelle Rogers       | **Project**: Understanding the Role of Antibodies on Kaposi’s Sarcoma-Associated Herpesvirus Replication in Recently Infected Zambian Children  
                                    **Faculty Advisor**: Dr. Charles Wood, School of Biological Sciences                               |
| Elia Soto                | **Project**: Using ERP to Assess Basic Cognitive Skills in Typically Developing Preschool Children and Those at Risk for ADHD  
                                    **Faculty Advisor**: Dr. Jennifer Nelson, Department of Psychology                                  |
| Alyssa Yeates            | **Project**: Role of UGDH in Prostate Cancer Cell Response to Treatment  
                                    **Faculty Advisor**: Dr. Melanie Simpson, Department of Biochemistry                                |
Daniel Rico had always wanted to travel the world. Even though it was a long shot to be accepted as a freshman, he decided to apply for The Organization for Tropical Studies (OTS)’ Research Experience for Undergraduates (REU) in Costa Rica, organized by Duke University.

To his surprise, he was accepted to the four-week 2013 OTS REU program, which consisted of field study at several biological stations in Costa Rica and culminated in a symposium presentation, and in 2014, a publication1.

Under the guidance of Luis Sandoval, Ph.D. candidate, University of Windsor, Ontario, Canada, Rico conducted biological and ecological research on tropical woodpecker nesting selection. They analyzed woodpecker nests in regard to several factors, including height on the tree with respect to the ground, size, orientation to vegetation, and cardinal direction. A non-random pattern for cavity entrance orientation emerged.

The publication took about a year to reach fruition. Rico noted, “We had at least five revisions based on input from experts in the field of ornithology.”

Rico felt the best part of his experience was being able to work with a select group of researchers from all over the United States and the world.

Rico reaffirmed, “It was an absolutely worthwhile and challenging experience. I would highly recommend this to anyone who wants to be challenged mentally and physically.”

1 The Organization for Tropical Studies (OTS) is a nonprofit consortium of over 60 institutions, and has been a leader in education, research, and responsible use of natural resources in the tropics since 1963. OTS is committed to increasing the participation of minorities and economically disadvantaged students underrepresented in science. For more information, visit: http://biosci.unl.edu/organization-tropical-studies


Recent McNair Alumni Publications


*Indicates equal contribution by authors.
Balancing Graduate School and Family

Potential graduate students may wonder how to balance the rigors of graduate study with their personal lives. Having a family and conducting research may seem daunting. Not only is it possible to balance both, but the additional support and encouragement of family may in fact help graduate students as they excel in their coursework and beyond.

Two of our UNL McNair Alumni, both fourth year graduate students at different universities, have achieved a good life-work balance. Brittany Brakenhoff (McNair Scholar 2008-11) is pursuing her Ph.D. in couple and family therapy at The Ohio State University (OSU). Tyler Scherr (McNair Scholar 2009-11) is a pathology and microbiology Ph.D. student at the University of Nebraska Medical Center (UNMC). Both graduate students are married and each has one child.

It is noteworthy that Brakenhoff and Scherr not only have been able to maintain a balance between graduate school and their personal lives, but also found time in the past year to apply for prestigious external fellowships. Both projects were recently funded.

Brakenhoff and Scherr shared their experiences with McNair News:

Q: How do you balance your personal life with the demands of graduate school?

Brakenhoff: I intentionally selected a graduate program which would be supportive of having a family life. I conducted research with Dr. Natasha Slesnick, Professor of Human Development and Family Science, during the 2010 Ohio State Summer Research Opportunities Program (SROP). During this experience, I became acquainted with Dr. Slesnick’s graduate students who were married and had families, so I knew it would be acceptable and possible to have a family in graduate school. Also my husband is very supportive of me; it wouldn’t be possible without his help and support.

Scherr: For the most part, graduate school doesn’t really infringe on my family time. UNMC has an on-site daycare, so I bring my son to daycare each day. Although I could have fairly flexible hours, I choose to work from 8-5 because that’s when my wife is working. I may go back to the lab a few days a week or work from home after my son is in bed. If I have to go in on weekends, I try to go in before my wife and son wake up or have it overlap with my son’s naptime.

Q: Is graduate school as demanding as you expected?

Brakenhoff: Overall, it’s what I expected. Some semesters are more demanding than others depending on the classes. What is nice about graduate school (at least my program) is you have a lot more control over your schedule than you’d have with a full time job. If you feel overwhelmed you can make adjustments and hopefully make the next semester more manageable.

Scherr: Graduate school is probably more demanding than I expected. While I expected to be very busy with coursework and research, I was unprepared for how many weekly meetings I’d need to attend. To stay organized and avoid scheduling conflicts, I plan my experiments at least one to two weeks in advance. Likewise, I try to check with my wife before planning experiments that will overflow into evenings or weekends.

Q: Do you fund your graduate program with assistantships, fellowships, or both?

Brakenhoff: I received the SROP fellowship, which covers the first and last year of my program, and in between I’ve been funded by a departmental graduate assistantship. Previously, I’ve always been on research assistantships. This year, I’m doing a teaching assistantship and I’ll be teaching Adolescent Development in the Spring 2015 semester. Since my baby was due at the start of the Fall 2014 semester, my department was flexible and deferred my teaching assignment to the following semester. They didn’t want me teaching a class for the first time while adjusting to parenthood.

Scherr: All graduate students at UNMC are funded by research assistantships. However, students are strongly encouraged to apply for both intramural and extramural fellowships after their first year. While I was funded solely through a research assistantship my first three years, this past semester I received an extramural fellowship from the American Heart Association that will hopefully fund me for the duration of my graduate studies.

Q: Do you have any final advice for future graduate students?

Brakenhoff: It’s possible to have both a graduate career and a family; don’t feel like it has to be one or the other. You just need to make sure that you have a supportive partner and a supportive program.

Scherr: Graduate school is a balancing act. Some days/weeks may demand more of your time, but ultimately you have to prioritize. Family is a high priority for me, so I try not to infringe on spending time with my family if at all possible.

McNair Recommendations

Do you know an undergraduate who might be a good candidate for the McNair Scholars Program? We welcome and appreciate recommendations from faculty and advisors. To recommend a student, contact Carol Boehler, cboehler2@unl.edu, 402-472-5062.
Alumni Awarded Prestigious Graduate Fellowships

Applying for competitive graduate fellowships requires time, energy, and organization, yet they are definitely worth the effort. Congratulations to these UNL McNair Alumni who've been awarded fellowships for the past year:

Karise (Carrillo) Curtis (McNair Scholar 2009-11) received the Michael J. Hindelang Fellowship (2011-2014) for Doctoral Studies in Criminal Justice from the University at Albany, State University of New York.

Morgan Conley (McNair Scholar 2008-10) was awarded an American Psychological Association (APA) Minority Fellowship in April 2014. The APA MFP is a training, mentoring, and career development program committed to increasing the number of ethnic minority professionals in the field and advancing our understanding of the life experiences of ethnic minority communities. Morgan is enrolled in the counseling psychology doctoral program at the University of Nebraska–Lincoln.

Jeff Lopez (McNair Scholar 2009-12) was awarded a 2014 National Science Foundation (NSF) Graduate Research Fellowship Program (GRFP). Jeff is a Ph.D. student in chemical engineering at Stanford University.

Ivan Moreno (McNair Scholar 2012-14) was awarded a 2014 National Science Foundation (NSF) Graduate Research Fellowship Program (GRFP). Ivan is pursuing a Ph.D. in chemistry at the California Institute of Technology (Caltech).

Nina Quiñones (McNair Scholar 2011-14) received the Graduate Enrichment Fellowship from The Ohio State University, where she is pursuing a master's degree in social work.

Tyler Scherr (McNair Scholar 2009-11) received the two-year American Heart Association (AHA) Predoctoral Fellowship. Tyler is a pathology and microbiology Ph.D. student at the University of Nebraska Medical Center (UNMC).

Brittany (Sznajder-Murray) Brakenhoff (McNair Scholar 2008-11) was selected as a 2014-15 fellow for the American Association of Marriage and Family Therapy (AAMFT) Minority Fellowship Program. The objectives of AAMFT MFP are to increase the number of culturally competent doctoral-level researchers and to expand health and substance abuse services to underserved minority populations. Brittany is pursuing her Ph.D. in couple and family therapy at The Ohio State University.

Jason Thomas (McNair Scholar 2012-14) was awarded the Diversity of Views and Experience (DOVE) Fellowship from the University of Minnesota-Twin Cities, where he is pursuing a Ph.D. in plant biological sciences.

Scherr awarded AHA Predoctoral Fellowship

Tyler Scherr has been awarded a two-year (2014-2016) American Heart Association (AHA) Predoctoral Fellowship for his project, entitled “Staphylococcus aureus (S. aureus) carbamoyl phosphate synthetase (CPS) enhances immune evasion through ammonia generation.” According to the AHA, the Predoctoral Fellowship program provides “research assistance and training to help students initiate careers in areas broadly related to cardiovascular function, disease and stroke, or to related basic science, bioengineering or biotechnology, and public health problems.”

Scherr, a UNL McNair Alumnus and a 4th year Ph.D. student at the University of Nebraska Medical Center (UNMC), is working under the supervision of Tammy L. Kielian, Ph.D., Professor of Pathology & Microbiology. Scherr first became interested in CPS activity during a project he began while rotating through Dr. Kielian’s lab. After joining the lab, Scherr picked up where he left off.

While Scherr’s first AHA fellowship submission wasn’t funded, he used reviewers’ feedback on his original submission to revise and improve his proposal. His persistence and hard work has been rewarded—his revised application lead to him receiving the prestigious fellowship. Scherr credits the ultimate success of his proposal to the feedback he received from his mentor and other collaborators. He notes that the advice and continuous editing that his mentor provided was “absolutely instrumental” in the formation of his research proposal.

Scherr stressed the importance of developing academic writing skills in order to successfully apply for grants and fellowships. He noted that his research-related writing experiences as an undergrad were very beneficial. While at UNL, Scherr enrolled in a tissue engineering course taught by Dr. Angela Pannier, a class that he described as one of the most helpful experiences he had as an undergrad because it required him to write a full-length faux grant proposal. The writing skills he gained and subsequent practice has definitely paid off; in graduate school, two of Scherr’s four proposals have been funded.

When asked about his post-doctoral plans, Scherr mentioned combining his undergrad engineering degree with his graduate degree in immunology/pathogenic microbiology. This could lead to performing research related to the design of novel therapeutics for drug-resistant bacteria, the human microbiome project, gerontology, or artificial intelligence. Down the road, Scherr hopes to continue his research and teach. In the near future, he’d like to pursue a postdoc position in academia or industry.

For advice to McNair Scholars and future graduate students, Scherr emphasized, “I would encourage the current Scholars to take full advantage of everything the McNair program has to offer, like CV and SOP help, graduate school application advice, and GRE practice.”

Finally, he noted, “Don’t be afraid to say ‘I don’t know’ in response to a question, even if it’s something you think you should know; nobody knows everything.”
Writing a Senior Thesis

By Karise Carrillo (McNair Scholar 2009-11) and Alyssa Lundahl (McNair Scholar 2010-12)

What is a Senior Thesis?
A senior thesis is an undergraduate project, which may take the form of a paper, presentation, or creative performance (depending on your discipline). A senior thesis is modeled after the master's thesis and doctoral dissertation. The goal is to demonstrate an undergraduate's ability to independently and creatively think about a topic usually through research.

Why Write a Thesis?
- Fulfills requirements for the Honor's Program
- Looks terrific on a Curriculum Vitae
- May allow you to graduate with distinction
- Helps you gain additional experience with research writing
- Helps you decide if you would like to continue with an academic career – graduate school consists of writing many papers!

How to Write on Time
Theses require a lot of work and have multiple steps. Be mindful of the following when crafting your thesis:
- Enroll in your department's senior thesis class or an independent study course.
- Determine deadlines for submission – various colleges, departments, and the Honors Program may have separate due dates.
- Choose faculty advisors who will help you and have time for you.
- Plan your defense early – consider your own and your advisors' schedules in advance. You'll need to schedule plenty of time for revisions.
- Submit early to allow time to resubmit documents that may get lost or corrupted in transit.
- Fill out appropriate graduation forms (regardless of whether or not you are in the Honors Program).
- If working on a faculty member's project, ask EARLY in the writing process about whether you can submit part of their project as a senior thesis.

Tips for Writing the Thesis
- Consider using or expanding upon your McNair or UCARE research or choose a topic that is manageable for an undergraduate project.
- Peruse manuscripts of past senior honors theses in Neihardt Hall.
- Use the appropriate manuscript style for your discipline (e.g., APA, ASA, MLA, Chicago). Unless this is a creative writing project, use the structure from your discipline. This isn't a free write!
- Know the appropriate paper length for your discipline and stay within that range.
- Clear writing = clear thinking. In the words of Dr. Richard Lombardo, keep your readers in mind when writing. Don't simply try to sound smart. Your goal is to educate others on a topic with which you are most familiar.
- Have many people read your thesis for revisions and content. (e.g., faculty mentors, graduate student mentors, McNair staff, friends and family – this helps to ensure lay people can read it).
- Don't be downcast if you need revisions after your defense; this only improves your paper!

And finally, be sure to check with the requirements of your department to ensure that these guidelines apply to your specific program of study.

Research Journal Hosted on Digital Commons

Did you know the UNL McNair Scholars Program publishes an online Research Journal? Comprised of nine original articles written by Scholars under the guidance of their faculty mentors, our Journal is hosted at: http://digitalcommons.unl.edu/mcnair.

Since Fall 2010, when our program began publishing the MSRJ, there have been over 4,500 full-text downloads. Between January 1 and October 31, 2014, we had 985 full-text downloads. The most frequently downloaded papers of the past 10 months were:


Alumni News: Advanced Degrees

Congratulations to these alumni who earned advanced degrees during 2013 and 2014:

Doctoral and Professional degrees

Tara (Boren) Blesh (McNair Scholar 2003-07) earned her Pharm.D. degree from Creighton University in May 2014. She is currently a post-graduate resident at Sinai Hospital in Baltimore, Maryland.

Colette (Mast) Polite (McNair Scholar 1996-2000) earned her Ph.D. in educational studies, with a specialization in teaching, curriculum and learning, from the University of Nebraska–Lincoln in December 2014.

Hung Nguyen (McNair Scholar 2003-04) earned his Ph.D. in mechanical engineering from the University of Texas at Austin in December 2013. Dr. Nguyen is a postdoctoral research assistant at the University Institute of Geriatrics in Montreal, Canada.

Master’s degrees earned

Reinaldo Alcalde (McNair Scholar 2010-13) earned his master’s degree in civil and environmental engineering at the University of Illinois at Urbana-Champaign in December 2014. In Spring 2015, he will begin his Ph.D. in civil and environmental engineering at the University of Texas at Austin.

Jeffrey Belmont (McNair Scholar 2007-11) earned his Master of Public Health (M.P.H.) degree from Tulane University in May 2014.

Acacia Caraballo (McNair Scholar 2006-09) earned her Master’s of Arts in teaching (M.A.T.) from Willamette University in June 2014. She is currently the Mathematics Program Chair at Sheridan Japanese School in Sheridan, Oregon.

Michelle Haikal (McNair Scholar 2009-12) earned her master’s degree in clinical psychology in May 2014 from the University of Nebraska–Lincoln and is pursuing her Ph.D. in clinical psychology at UNL.

Jeff Lopez (McNair Scholar 2009-12) earned his master’s degree in chemical engineering in June 2014 from Stanford University and is pursuing his Ph.D. in chemical engineering at Stanford.

Alyssa Lundahl (McNair Scholar 2010-12) earned her master’s degree in clinical psychology in May 2014 from the University of Nebraska–Lincoln and is pursuing a Ph.D. in clinical psychology at UNL.

McNair by the Numbers

Since the UNL McNair Scholars Program began in 1995, we have served 259 students. Excluding the current Scholars, 226 of 233 – or 96.9 percent – have earned their bachelor’s degrees.

Twenty-five UNL McNair Program alumni have achieved Ph.D.s, 18 have earned professional degrees, and 113 have earned master’s degrees. Currently, 27 UNL McNair alumni are enrolled in Ph.D. programs, 9 are pursuing master’s degrees, and 3 are pursuing professional degrees.

McNair Alumni: Thanks to all the UNL McNair Alumni who have completed the annual McNair Survey! You may update your information at anytime: http://www.unl.edu/mcnair/scholarupdate.shtml