McNair Scholar Program
University of Nebraska–Lincoln

Spring/Summer 2018

McNair Graduates & Mentors Honored

McNair Graduates
Back Row
Simon Deng
Amanda Miller
Brandi Russell
Elliot Sandfort

Front Row
Catelyn Evans
Myrianna Bakou
Kyly Baxter

Carmen Zafft, Ph.D.
2018 McNair Faculty Appreciation Award
Agricultural Leadership, Education & Communication

Jessica De Silva (with mentee Simon Deng)
2018 Graduate Student Appreciation Award
Department of Mathematics
Congratulations to the 2018 McNair Graduates!

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Special Thanks to all faculty, postdoctoral, and graduate student mentors who contributed their time and expertise to work with our Scholars during the McNair Summer Research Experience and who continue to provide guidance to our Scholars on their graduate applications. Your support is invaluable to the success of our UNL McNair Program.

Myrianna Bakou, a psychology major from Bennington, Nebraska, earned her bachelor’s degree in May. She is pursuing a master’s degree in counseling psychology at the University of Nebraska – Lincoln.

Kyly Baxter, a psychology major from Lincoln, Nebraska, earned her bachelor’s degree in May. Kyly plans to continue her work with the Upward Bound Program and apply to clinical psychology programs in Fall 2018.

Simon Deng, a mathematics major from Scottsbluff, Nebraska, earned his bachelor’s degree in May. He is pursuing a Ph.D. in mathematics at the University of Colorado-Denver.

Catelyn Evans, a biological systems engineering major from Omaha, Nebraska, earned her bachelor’s degree in May. She is enrolled in the M.S./Ph.D. program in biological engineering at Texas A&M University.

Amanda Miller, a chemistry major from Palos Park, Illinois, earned her bachelor’s degree in May. She is pursuing a Ph.D. in Chemistry at the University of Nebraska–Lincoln.

Elliot Sandfort, a computer engineering major from Lincoln, Nebraska, earned his bachelor’s degree in May. He is an aviation software engineer at Garmin in Kansas City, Missouri and plans to pursue a master’s degree in computer science and engineering.
I’ve always been interested in the chemistry of making new materials. I remember being in my high school chemistry class and the excitement that came from learning about the building blocks of our world. My interest in chemistry and desire to apply this interest to impactful problems led me down the path to a chemical engineering degree. My experiences with the McNair Scholars Program played a key role in preparing me to pursue graduate research in engineering by helping me build professional and laboratory skills. At UNL, I worked on biosensors with Dr. Ravi Saraf and a graduate student in his lab, Seung-Woo Lee. During my time in the lab, I learned how to use various processing and fabrication techniques to fabricate devices and operate the characterization equipment needed to understand how they worked. Because I was in the lab for two and a half years, I gained a lot of comfort and experience with these lab procedures. That practice made picking up the new skills I needed at the beginning of graduate school easier because I had a solid foundation.

My undergraduate experience also helped me build my skills as a mentor by helping me understand the positive impact mentors can have on mentees. I have always thought it was important to maintain balance and participate in activities outside of my core engineering/scientific focus. As a sophomore, I participated in the Nebraska Human Resources Institute (NHRI) program which paired me with an outstanding Lincoln Public School student for whom I acted as a mentor and helped to grow as a leader. The mission of NHRI, which is to help develop leaders to make a positive impact, appealed to me as an excellent learning opportunity. Over the next three years, I learned first-hand how to identify an individual’s strengths and to create situations to help develop those strengths, which translates very well to most mentoring situations. At the end of the day, mentoring always boils down to being able to take an individualized approach with each person you are advising and finding ways that you can help them reach their goals. This requires being a good listener, practicing empathy, and having a growth-minded outlook for your mentee. I would recommend current scholars search out opportunities that fit their interests and help them to grow as individuals. This can be hard work, but ultimately improves the quality of your research by helping you to become a better collaborator, leader, and communicator.

An important aspect of graduate school that I did not appreciate fully during my application process is funding. For me, having the National Science Foundation (NSF) Fellowship was very impactful. Applying and getting the NSF fellowship was a learning experience in itself. The first time I applied, I did not put much effort into the application; I was burnt out from other applications my senior year and I also didn’t realize the impact the fellowship may have on my opportunities once I was began my first year of graduate school. It was not until I started in the fall that the value of being self-funded became clear. Students with their own funding have greater flexibility when joining a research group because their salary and tuition do not depend on the advisors research grants. Additionally, I found having my own funding gave me a lot of flexibility when choosing projects because I was not tied to a specific government or industry funding source. Throughout my graduate work, I was able to maintain unfunded “side-projects” that I was interested in personally. An important skill in pursuing a specific research area is being able to recognize and demonstrate the broader impact of the proposed research. By tying my research interests in batteries to the broader area of developing sustainable energy technologies, I was able to demonstrate the value of my research and further pursue fellowships and research opportunities. After all, the best research questions, when answered, either solve an important problem or help us to learn something interesting.

Though I felt prepared in terms of research, laboratory, and mentoring skills, transitioning to life in graduate school still had its challenges. The courses moved at a much faster pace than I was used to as an undergraduate and I felt that many of my classmates coming from top undergraduate institutions were better prepared for the coursework. These same classmates also served as great sources of support as I adjusted to these new challenges. I worked hard to learn the material and asked for help when I needed it, and I was eventually able to find areas where I excelled. I learned that it is not realistic to expect to always excel from the onset and that I must see challenges as opportunities to grow and seek out support. Furthermore, finding a department with a supportive culture was critical to my success.

Throughout graduate school, I was fortunate to have a lot of resources available to help me prepare for my goal of obtaining a faculty position at a research institution. I was able to take a Preparing for Faculty Careers course, and my professional organizations like the American Chemical Society (ACS) and Materials Research Society (MRS) provided additional resources. Importantly, I was also able to learn from postdocs and older graduate students who went through the application process ahead of me. Additionally, the normal course of my graduate education lead me to engage in various research projects, teaching assistantships, mentoring of younger students, grant-writing, and collaborations with other students and faculty. These experiences helped me build the skills necessary to begin my independent career. Making the decision to pursue an academic career can be difficult and complicated, but thinking through your choices and making this decision early in your academic career is highly beneficial because it allows you to specifically focus on opportunities that will help achieve this goal.
From early on, I knew what it was like to experience water quality issues. Growing up in the city of San Cristobal, Venezuela, I routinely watched as my grandmother boiled pots of water for safe drinking water. Moments like this taught me about the need for environmental engineers and spurred me on a journey toward higher education degrees that would allow me to assist with these problems.

Throughout my undergrad, I participated in three distinct undergraduate research programs in various disciplines, allowing me to explore my interests and find my passion for environmental engineering. I initially joined the Civil Engineering program with the intention of becoming a structural engineer like my grandfather. But exploring my options lead me to a passion for water and environmental engineering.

The McNair Scholars Program gave me the greatest insight to graduate programs through their methodical process of emulating graduate student requirements and expectations. McNair provided me with professional development and networking opportunities, helped me identify mentors, prepared me for the GRE, taught me to stay active in the research process, and encouraged me to apply for summer research opportunities. The summer before my senior year, I participated in the University of Illinois Urbana-Champaign summer research program, and it was there I found my graduate advisor and was able to refine my research interests.

The McNair Program had a significant impact on my career path and my journey into graduate school. Along with navigating the graduate application process, my experiences as a McNair Scholar helped ease my transition into life at the University of Illinois—but I still found myself dealing with a steep learning curve when I first started. For me, grad school moves in cycles. There are times when it is extremely demanding but others when I have room to breathe.

Although it has been somewhat more stressful than I expected, the reward of overcoming the challenges is worth it. Despite these cycles, I still try to maintain a balanced life. As a graduate student, it is easy to push most work onto nights and weekends, however, I try to preserve the weekends for myself, making time for my hobbies, working out, and participating in social gatherings.

Throughout my graduate career, I’ve been fortunate enough to receive several graduate research fellowships and a National Science Foundation (NSF) Fellowship, both of which helped me cover the monetary costs of graduate school. Receiving these fellowships would not have been possible without beginning the process early and doing the multiple rounds of revisions required to fine-tune my application packages. Revisions are key. I could always find a way to make my application a little better each time and the hard work definitely paid off. The NSF Fellowship specifically focuses on the broader impact of research. I really took this to heart and have given a great deal of time and energy to the broader impact of my work (e.g., collaborative research and educational outreach).

In addition to my responsibilities as a student and research assistant, I have also worked with other graduate students to create collaborative research and educational outreach programs. For instance, working with programs like Clubes de Ciencia allowed me to mentor young Latino students interested in science and utilize my bilingual skills. Additionally, colleagues and I also received an Environmental Protection Agency People, Prosperity and the Planet (EPA P3) Grant in 2016, which allowed me to work with community members and lead workshops with students to address and raise awareness about water quality issues. A group of us at UT Austin also worked collaboratively to develop Clean Water Science Network (CWSN). CWSN is a 501-(c)(3) non-profit organization with a mission to improve the health and quality of life of developing communities through educational outreach, fundamental scientific studies, and applied research projects focused on water and sanitation issues. It’s a very exciting project and we are growing fast! Currently, I am a Co-Director and the Treasurer of CWSN.

Childhood experiences along with my education inspired me to meet water quality issues head-on. Continuing my journey towards my Ph.D. and starting programs like the Clean Water Science Network are my way of addressing these problems that afflict communities all across the world. I hope that all current McNair Scholars follow their passion into graduate school and work hard to make changes in the world. Remember, grad school is not easy; grad school can be stressful. But grad school IS for you as long as you’re inspired and motivated.

### Alcalde’s Tips for Graduate Applications

In addition to the help provided by McNair, there are a few things current scholars should know before they start applying to graduate schools.

First, it’s important you craft a well-written and convincing statement of purpose. You should comment on aspects of the department that appeal to you, identify professors you are interested in working with, and describe the fit between your research interests and the department you are applying.

Second, it helps to build personal and professional relationships with faculty members in the programs you are applying. At every institution I applied to, I emailed prospective professors I might work with. Emailing professors allowed me to screen programs I was interested in. If you express your interests, they will answer (e.g., email, Skype, phone). If they don’t answer, then maybe that’s a hint this is not a place you want to be.

Finally, make sure you’re prepared for your campus visits. Increase your knowledge of the professor(s) you’re meeting with and their research interests; read their CVs, published papers, and, if applicable, their websites to learn more about their ongoing research projects.

If you’re able to write a compelling statement of purpose and build meaningful relationships with faculty members before and during your visit, then you’ll be in a great position to let your strengths stand out. Remember, don’t feel like you need to compare yourself to others who are applying. Be unique.
We applaud these UNL McNair alumni who earned advanced degrees during 2017-18:

Doctoral degrees
Brittany (Sznajder-Murray) Brakenhoff, Ph.D. (McNair Scholar 2008-2011) earned a master’s degree in human development and family science from Ohio State University (OSU) in December 2012 and earned a Ph.D. in couple and family therapy at OSU in May 2018.

Lawrence Chatters, Ph.D. (McNair Scholar 2001–02) earned a master’s degree in educational psychology in May 2004 from the University of Nebraska–Lincoln and earned a Ph.D. in educational psychology with a specialization in counseling psychology from UNL in August 2018.

Jeff Lopez, Ph.D. (McNair Scholar 2009-2012) earned a master’s degree in chemical engineering from Stanford University in June 2014 and earned a Ph.D. in chemical engineering at Stanford in Spring 2018. Dr. Lopez is a postdoctoral research fellow at Massachusetts Institute of Technology (MIT) working in the Department of Materials Science and Engineering.

Master’s degrees
Janeigh Castillo-Barraza (McNair Scholar 2012–2014) earned a master's of education in May 2018 from the University of Georgia (UGA) and is now pursuing an Ed.S. degree at UGA.

Kassie Guenther Flewelling (McNair Scholar 2013-2015) earned a master’s degree in clinical psychology from the University of Colorado–Denver in December 2017 and is now pursuing a Ph.D. in clinical health psychology at CU-Denver.

Marco Gullickson (McNair Scholar 2013-2015) earned a master’s degree in counseling psychology from the University of Nebraska–Lincoln in May 2018 and is now pursuing a Ph.D. in counseling psychology at UNL.

David Pacheco (McNair Scholar 2012-2015) earned a master’s degree in systems engineering in May 2018 from the Florida Institute of Technology. He is currently a Systems Engineer/Architect at Northrop Grumman in Melbourne, Florida.

Olivia (Reinert-Gehman) Wieda (McNair Scholar 2012-2015) earned a master’s degree in psychology from Southern New Hampshire University in March 2018.

Alumni Fellowships & Career Updates
Jenn (Milliman) Andersen (McNair Scholar 2013-2015) was awarded the Dan Hoyt Graduate Student Publication award for her paper: Andersen, J. A., & Gibbs, L. (2017). Does insulin therapy matter? Determinants of diabetes care outcomes. Primary care diabetes. Jenn was also recently elected President of the Nebraska Association of Sociology Graduate Students (NASGS) and the External Graduate Student Representative for Sociology (for the GSA), and is also the graduate student representative on the Commencement and Honors Convocation Committee and Convocation Committee.

Zachary Garfield (McNair Scholar 2009-2012) received a National Science Foundation Behavioral and Cognitive Sciences–Cultural Anthropology Doctoral Dissertation Improvement Grant in May 2018 for his proposal, Testing evolutionary theories of leadership in a population of transitional foragers. The PI on the project is Dr. Edward Hagen, Department of Anthropology, Washington State University.

Kassie Guenther Flewelling (McNair Scholar 2013-2015) just completed her clinical competency evaluation in May 2018 and is officially a doctoral candidate. She is doing pediatric allergy and sleep research at National Jewish Health and just started her psychology externship at Children’s Hospital. Kassie is pursuing a Ph.D. in clinical health psychology at the University of Colorado–Denver.

Since the UNL McNair Scholars Program began in 1995, we’ve served 288 students. Excluding the continuing Scholars, 97.7 percent have earned their bachelor’s degree. Forty-one UNL McNair Program alumni have achieved Ph.D.s, 133 have earned master’s degrees, and 19 have earned professional degrees. Currently, 26 UNL McNair alumni are enrolled in Ph.D. programs, 8 are pursuing master’s, and 2 are pursuing professional degrees.
Scholars Pursue Local, National, and Global Research

**Daisy Guiza Beltran** conducted research this summer with Dr. Limei Zhang, Department of Biochemistry, with a focus on the structural and mechanistic studies of WhiB7 in antibiotic resistance of Mycobacterium tuberculosis.

**Cole Dempsey** collaborated during Summer 2018 with the RoBioSS lab at the University of Poitier, in Poitiers, France, to develop a novel safety mechanism for laparoscopic surgical robots. His travel was funded by a French Embassy grant awarded to Dr. Carl Nelson and Dr. Mehrdad Negahban, Mechanical & Materials Engineering.

**Colton Harper** conducted research this summer on the LuxR-LuxI cell to cell communication system with his mentor Dr. Massimiliano Pierobon, Computer Science & Engineering, funded through UCARE. Colton is also working directly with a master’s student at Politecnico di Milano in Milan, Italy and spent 8 days there in June. While there, he helped teach a grad course on UNL’s Molecular & Biochemical Telecommunications (MBiTe) lab’s research, helped set up an iGEM team, and presented his research to students and professors.

**Lizeth Fraire** conducted research this summer with Dr. Kathryn Holland, Department of Psychology, funded by a UCARE grant. Their project is a support-seeking study on students who have had any unwanted sexual experience while attending UNL. They are focusing on what resources the students used after their experience (Tittle IX office, CAPS, UNL Police, Residents Life just to name a few). Lizeth also worked this summer as a research and evaluation intern for the Nebraska Court Improvement project, where she assisted with data cleaning and analyses to be used in reports and presentations, data dashboard developments, among other things.

**Sonoor Majid** participated in the 2018 Department of Internal Medicine’s Summer Undergraduate Research Program (SURP) in the division of Oncology and Hematology at the University of Nebraska Medical Center (UNMC).

**Grecia Macias** participated in the 2018 Summer Public Health Scholars Program (SPHSP) at Columbia University Medical Center.
Colton Harper—a UNL McNair Scholar since 2016—believes these are the four cornerstones of the undergraduate experience. As a computer science major with three minors, Harper’s 3.75 cumulative GPA illustrates the emphasis he has placed on making the most of his educational opportunities. However, Harper is also driven by his belief in the importance of being actively involved, serving others, and seeking out professional development opportunities. In fact, passion for these three areas led Harper and his friend, Austin Schmidt, down the incredible path of creating the Computer Science and Engineering Ambassadors (CSEA).

The inspiration for this civic-minded organization came while Harper went on humanitarian service experiences to Guatemala and while installing solar panels with Grid Alternatives in California with the UNL Center for Civic Engagement. Through these experiences, Harper noticed few, if any, of his fellow computer science peers taking part. Harper felt that the lack of enthusiasm among his peers was because “they either don’t know about the opportunities to get involved or want to be involved in something that is more closely related to their interests.” After identifying this problem, he teamed up with Schmidt to create CSEA to provide computer science and engineering students with service opportunities that are directly related to their field.

CSEA is a student organization that provides professional development opportunities to undergraduate and graduate computer science and engineering students. These opportunities center on community service. CSEA has three main initiative branches: K-12 Computer Science Education, Community Computer Science Educational Events, and Software Solutions for Community Groups.

Harper said, “We made service to the community one of the cornerstones of the CSEA. Meaningful work is important to us.” For example, CSEA started the Lincoln Robotics League, an after-school program that provides students from Title 1 Lincoln middle schools with hands-on opportunities to learn about the fundamentals of computer science and engineering. CSEA recently secured a $50,000 grant from the Bosch Community Fund to expand the Robotics League into all five Title 1 Lincoln middle schools. Additionally, the CSEA has partnered with local Boy Scout, Girl Scout, and 4-H groups to provide camps to engage and excite future generations of scientists. These efforts were recognized when CSEA received the 2017 Spirit of Service Student Organization Award from UNL’s Center for Civic Engagement for their “dedication, leadership, and service to the UNL community.”

In July, the CSEA hosted a three-day summer Tech Camp for Nebraska College Preparatory Academy (NCPA) Scholars. Over 170 high school students and 40 mentors/organizers participated in the tech camp activities aptly named the CSE Olympics. Participating high schools included: Grand Island Senior High, Omaha North, Omaha South, and Winnebago High School.

Recently, Harper wrote a proposal and has received a $12,500 ITI Data - Vision in Tech Scholarship, which will allow CSEA to focus on carrying out an actionable vision for the 2018-19 academic year. They have started the Broader Considerations of Technology (BCT) Initiative, which includes a biweekly newsletter, a lecture series, and a conference held the Fall of 2019. The aim of this initiative is to spark discussion, feed curiosity, and take actions to engage society in the responsible development of technology in the 21st century. With this initiative, CSEA will also be starting a BCT High School Ambassadors program where a few students from each high school will be selected to meet with each other, interact with the lecture series speakers, and spread the BCT Vision among their high schools.

Ultimately, Harper hopes his CSEA experiences will help him achieve his professional goal: becoming a college professor. While describing his dream to be a professor, Harper noted, “I always hoped that I would be capable, but I didn’t truly believe that I was capable.” However, those feelings have begun to change. Aside from his successes with the CSEA, Harper also credits the McNair Scholars Program for providing him with the relevant experiences needed to boost his confidence and professional development. Harper proclaimed, “Through my increased exposure to research, graduate students, and other academics because of the McNair Program, it has become much more natural to say that one day I WILL be a professor.”

Harper’s journey epitomizes the spirit of Ronald McNair and the McNair Scholars Program. Although his career aspirations may have felt lofty and out of reach, he has taken proactive steps to move himself closer to his goal. Just like Dr. McNair, Colton Harper has not been afraid to reach for the stars in order to fulfill his dream.
McNair Scholars continue to make an impact on the University of Nebraska–Lincoln campus and in the community through their leadership roles and volunteerism. This is a partial listing of their honors, awards, scholarships, and leadership activities:

Myrianna Bakou – 2017-18 UCARE award; Arts & Sciences Ambassador; Pound Resident Assistant and Residence Association Liaison; Nebraska College Preparatory Academy (NCPA) mentor; Rosa Peterson Scholarship; Alva H. Minton Scholarship; and New Student Enrollment Leader.

Kyly Baxter – 2017-18 UCARE award; William H. Thompson Learning Community; National Society of Collegiate Scholars; Nebraska Achievement Scholarship; Susan T. Buffett Scholarship; Grace Bridge Scholarship; Oliver & Eva Reedy Scholarship; Psi Chi Member; Upward Bound Math Science EnvironMentor; and Upward Bound student worker.

Taylor Billington – 2018-19 UCARE award; University Honors Program; Regent's Scholarship; Society of Physics Students; Horticulture Club; Behlen Observatory Open House volunteer; SAC Museum Physics demo volunteer.

Cole Dempsey – 2017-18 UCARE award; 2018-19 UCARE award; Fall 2017 and Spring 2018 Dean's list; University Honors Program; Regents Scholarship; Morris H. Schneider Fund for Excellence in Mechanical Engineering Scholarship; Honors Textbook Scholarship; Husker Bass Anglers; and Phi Eta Sigma honor society; Pi Tau Sigma – Nebraska honor society; UNL Robotics Club (UNLRC) member.

Shimin Deng – William H. Thompson Scholar; Math Scholar; Eastman Scholar; PI Mu Epsilon mathematics honor society; and Nebraska Math Scholar volunteer.

Catelyn Evans – 2017-18 UCARE award; OASIS Academic Success Award; Urban League Scholarship; National Society of Black Engineers (NSBE) President; National Society of Black Engineers; Core Team Member of Young and Unashamed; BOSR and Multicultural Center Employee of the Month; and Malone Center tutoring volunteer.

Trevor Fellbaum – Regent’s Scholarship; University Honors Program; 2017-18 UCARE award; 2018-19 UCARE award; 2018 UNL Center for Entrepreneurship 48-hour Startup Challenge; Grow with Google Challenge Scholarship; Pitch, Please! Acapella group; Beta Sigma Psi recruitment chair.

Darius Fox – 2018-19 UCARE award; OASIS Academic Excellence Award; Spark Scholarship; Nutrition and Health Promotion Association treasurer; Civic Engagement Scholar; UNL NAACP member; Rotract member; W.E.B. DuBois Honor Society; and OASIS peer mentor.

Lizeth Fraire – 2017-18 UCARE award; 2018 Summer UCARE; and 2018-19 UCARE award; and Nebraska Court Improvement project research and evaluation intern.

Kiley Gilbert – 2017-18 UCARE award; 2018-19 UCARE award; WH Thompson Scholars tutor; OASIS Study Studio tutor; and Phi Beta Chi president.

Daisy Guiza Beltran – 2017-18 UCARE award; Undergraduate research with Zhang group; Mexican American Student Association (MASA) member; Center for Civic Engagement Winter 2016 service break to California; Doris Sautter scholarship; Paul Carlberg scholarship, and Hazel V. Emley Scholarship.

Colton Harper – 2017-18 UCARE award; 2018-19 UCARE award; NSF travel grant; UCARE travel grant; STEMentors, Computer Science and Engineering Ambassadors, 4H, and Beyond School Bells, After-school STEM education program among rural Nebraska; Computer Science and Engineering Ambassador Co-founder; Lincoln Robotics League - Lincoln Title 1 Robotics Club After School Program Cofounder and Mentor; UNL Local Hack Day co-organizer; and Center for Civic Engagement – Service Experiences volunteer.

Ashleigh Herrera – 2017-18 UCARE award; Society of Hispanic Professional Engineers President; American Institute of Chemical Engineers; Society of Women Engineers; National Hispanic Scholar; W.E.B. DuBois Honor Society treasurer; Her Campus Contributor; and Writing Lincoln Initiative volunteer; Cristo Rey Church volunteer tutor.

Carolyn Herrera – 2018-19 UCARE award; Psi Chi; and Psychology 181 TA.

Maham Javaid – 2018-19 UCARE award; Psych 181 TA; UNL Women's Center volunteer; and W.H. Thompson Scholar.

Mahnoor Javaid – 2018-19 UCARE award; Psychology TA; UNL Women's Center volunteer; SHPEP; Biology Club; Microbiology Club; Pre-Pharmacy Club; and W.H. Thompson Scholar.

Grecia Macias – 2017-18 UCARE award; 2018-19 UCARE award.

Sonoor Majid – 2017-18 UCARE award; 2018-19 UCARE award; Arnold H. White Memorial Scholarship; Susan T. Buffett Scholarship; Lincoln Rotary Club 14 Foundation Scholarship; Health Sciences Scholar; R.H. “Rick” Davis Scholarship; William H. Thompson Learning Community Tutor for Math and General Chemistry; and Chemistry TA.

Amanda Miller – 2017-18 UCARE award; Chemistry Day volunteer; and Services for Students with Disabilities (SSD) notetaker for Math and Physics.

Mark Nail – 2018-19 UCARE award; Golwater Scholarship nomination; Chancellor’s Scholarship; Raikes School Scholarship; Hispanic Scholarship Fund Scholar; University Honors Program; Dean’s List 2017-18; Raikes School Summer Residential Programming Workshop TA.


Daniel Rico – Summer 2017 UCARE award; Institute of Electrical and Electronics Engineers; American Meteorological Society; Buffett Scholarship Award for Academic Excellence; Donald F. Mildred Topp Othmer Engineering Scholarship; and Reach the World Correspondent Member.

Brandi Russell – Honors Program; Dean's Scholars in Experiential Learning (DSEL); Phi Eta Sigma Honor Society; Alpha Lambda Delta Honor Society; Ivan and Darlene Auer Scholarship.

Elliot Sandfort – 2017-18 UCARE award; Fall 2017 and Spring 2018 College of Engineering Dean’s list; Alpha Lambda Delta and Phi Eta Sigma honor societies; UNL Aerospace Club; and Children's Museum volunteer to spread awareness of UNL engineering.
McNair Scholars disseminated their research findings at numerous local, regional, and national conferences:


Scholars Complete Theses and Co-author Publications

McNair Scholars who co-authored recent publications or completed a senior thesis/project include:


UNL McNair Scholars Research Journal

T he UNL McNair Scholars Program publishes an online research journal to showcase researchers who might not otherwise have another outlet for publication. Comprised of nine original articles written by Scholars under the guidance of their faculty mentors, our McNair Scholars Research Journal (MSRJ) is hosted at: http://digitalcommons.unl.edu/mcnair. Since Fall 2010 when our program began publishing the MSRJ, there have been over 8,550 full-text downloads. Between July 1, 2017 and June 30, 2018, there were over 1,060 full-text downloads. The most downloaded papers of the past 12 months were:


Ridling, B. (2010). Insight and Locus of Control as Related to Aggression in Individuals with Severe Mental Illness (SMI). (125 downloads) http://digitalcommons.unl.edu/mcnairjournal/2/

UNL McNair Scholars Research Journal