



Faculty Mentor Notebook

Ronald E. McNair Program

Truman State University

February 2017

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Dear McNair Faculty Mentor,

Thank you for agreeing to serve as a McNair Faculty Mentor! We value your commitment to this program and our Scholars. Your enthusiasm about the academy, including your valuable knowledge about graduate school and research opportunities, is among the things we hope you will pass on to your mentees.

The *McNair Mentor Notebook* provides you with general information about the McNair Program and valuable resources to help you succeed in your role as a mentor. You can find the notebook on our internal McNair website, which you access via TruView, or through the “Faculty Mentors” link on our external website: <http://mcnair.truman.edu>.

The mentoring relationship will profoundly affect your Scholar’s life. We thank you for devoting your time and energy to the McNair Program and our Scholars. We look forward to working with you and seeing our Scholars succeed in extraordinary ways.

Sincerely,

A handwritten signature in black ink that reads "Heather Cianciola". The signature is written in a cursive style with a large, stylized "H" and "C".

Heather Cianciola, Ph.D.

Project Director



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MCNAIR STAFF ROLES

Below are just a few of the responsibilities of the McNair staff:

Project Director – Heather Cianciola, Ph.D.

- Oversees program budget and staff
- Coordinates faculty mentoring program
- Contact person for the U.S. Department of Education
- Prepares grant application for U.S. Department of Education

Advising Coordinator – Janet Blohm-Pultz, M.A.

- Provides individualized personal, career, and academic counseling to program participants
- Coordinates tutoring support for participants
- Creates and leads programming related to graduate school preparation
- Guides students through the graduate school application process

Research Coordinator – John Quinn, Ph.D.

- Coordinates INDV 360 and INDV 460 summer internships
- Edits the *McNair Scholarly Review*
- Prepares students for research presentations

Program & Evaluation Coordinator – Ryan Miller, B.A.

- Leads the annual recruitment campaign
- Plans and implements all academic year programming
- Implements the Program evaluation plan
- Tracks alumni progress through completion of the Ph.D.



WHAT IS TRiO?

A McNair Scholar is a TRiO Program participant.

The Federal TRIO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes eight outreach and support programs targeted to serve and assist low-income, first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs.

The history of TRIO is progressive. It began with Upward Bound, which emerged out of the Economic Opportunity Act of 1964 in response to the administration's War on Poverty. In 1965, Talent Search, the second outreach program, was created as part of the Higher Education Act. In 1968, Student Support Services, which was originally known as Special Services for Disadvantaged Students, was authorized by the Higher Education Amendments and became the third in a series of educational opportunity programs. By the late 1960's, the term "TRIO" was coined to describe these federal programs.

Over the years, the TRIO Programs have been expanded and improved to provide a wider range of services and to reach more students who need assistance. The Higher Education Amendments of 1972 added the fourth program to the TRIO group by authorizing the Educational Opportunity Centers. The 1976 Education Amendments in 1986 added the sixth program, the Ronald E. McNair Postbaccalaureate Achievement Program. Additionally, in 1990, the Department created the Upward Bound Math/Science program to address the need for specific instruction in the fields of math and science.

Excerpted from <http://www2.ed.gov/about/offices/list/oep/trio/triohistory.html>

McNair Program Description

Through a grant competition, funds are awarded to institutions of higher education to prepare eligible participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with participants as they complete their undergraduate requirements. Institutions encourage participants to enroll in graduate programs and then track their progress through to the successful completion of advanced degrees. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.

All McNair projects must provide the following activities: opportunities for research or other scholarly activities; summer internships; seminars and other educational activities designed to prepare students for doctoral study; tutoring; academic counseling; and activities designed to assist students participating in the project in securing admission to and financial assistance for enrollment in graduate programs. McNair projects may also provide the following additional activities: education or counseling services designed to improve financial and economic literacy of students; mentoring programs involving faculty members at institutions of higher education or students, or any combination of such persons; and exposure to cultural events and academic programs not usually available to disadvantaged students.

Excerpted from <http://www2.ed.gov/programs/triomcnair/index.html>



Who is Dr. Ronald E. McNair?

Born on October 21, 1950 in Lake City, South Carolina, Ronald E. McNair was the son of Carl C. McNair, Sr., and Pearl M. McNair. He achieved early success in the segregated public schools he attended as both a student and an athlete. Valedictorian of his high school class, he attended North Carolina A&T State University where, in 1971, he received a B.S. degree in physics. He went on to study physics at MIT, where he specialized in quantum electronics and laser technology, completing his Ph.D. in 1977. As a student he performed some of the earliest work on chemical HF/DF and high pressure CO lasers, publishing pathbreaking scientific papers on the subject. McNair was presented an honorary doctorate of Laws from North Carolina A&T State University in 1978, an honorary doctorate of Science from Morris College in 1980, and an honorary doctorate of science from the University of South Carolina in 1984.

McNair was also a physical fitness advocate and pursued athletic training from an early age. He was a leader in track and football at his high school. He also became a black belt in karate, and while in graduate school began offering classes in karate at St. Paul's AME Church in Cambridge, Massachusetts. He also participated in several karate tournaments, taking more than 30 trophies in these competitions. While involved in these activities McNair met and married Cheryl B. Moore of Brooklyn, New York, and they later had two children. After completing his Ph.D. he began working as a physicist at the Optical Physics Department of Hughes Research Laboratories in Malibu, California, and conducted research on electro-optic laser modulation for satellite-to-satellite space communications. This research led McNair into close contact with the NASA space program for the first time, and when the opportunity presented itself he applied for astronaut training.



In January 1978 NASA selected him to enter the astronaut cadre, one of the first three Black Americans selected. McNair became the second Black American in space between February 3 and 11, 1984, by flying on the Challenger Shuttle mission STS-41-B. During this mission McNair operated the maneuverable arm, built by Canada, used to move payloads in space. The 1986 Challenger STS-51-L mission on which he was killed was his second Shuttle flight.

In January of 1986, members of the U.S. Congress provided funding for the McNair Program to encourage students with similar backgrounds to Dr. McNair's to enroll in graduate studies.

Excerpted from <http://www.jsc.nasa.gov/Bios/htmlbios/mcnair.html>



2012-2017 Performance Objectives

Objective 1: Participants served during the project year will complete appropriate research or scholarly activities during the McNair Program academic year.

Objective 2: Bachelor's degree recipients will be accepted and enrolled in a postbaccalaureate program of study by the fall term of the academic year immediately following the completion of the bachelor's degree.

Objective 3: First year graduate students will continue to be enrolled in graduate school at the beginning of the fall term of the next academic year.

Objective 4: Participants will attain a doctoral degree within 10 years of the attainment of the bachelor's degree.



MENTORING THE MCNAIR SCHOLAR

The mentor-mentee relationship is the centerpiece of the McNair Program. A strong relationship between the mentor and mentee is the primary factor in predicting a student's success in graduate school. The ultimate goal of mentoring is to ensure that McNair Scholars obtain the encouragement, academic advisement, and research skills needed to gain entry into and complete doctoral programs. Your mentoring sessions will help Scholars benefit academically, receive valuable graduate school information, and sharpen their research skills.



The Ideal Faculty Mentor

The ideal faculty mentor:

- Collaborates with the student in the production of a high quality research proposal. Encourages the student to begin preliminary research PRIOR to the paid summer research internship and continues to work with the student after the internship period.
- Provides opportunities for the student to develop valuable research skills, complete with the responsibilities and privileges.
- Is a partner who gets to know the student researcher inside and outside the research site.
- Is supportive of the student's pursuit of graduate education.
- Inspires the student to reach new academic heights and goals.
- Encourages the student to become an active learner rather than a passive receiver.
- Provides guidance and support as the student becomes a scholar and colleague.
- Facilitates and encourages critical self-reflection.
- Keeps the student on-track academically. The student should be held accountable for his or her time and quality of effort.
- Attends the Mentor/Scholar Reception with the student and participates in program activities when possible.
- Meets guidelines, deadlines and completes paperwork, such as evaluations, as required by the McNair Program.
- Reports any problems, concerns, and/or needs regarding either the student or the research process to the Program Coordinator.
- Assists the student in gaining admission into a doctoral program.



Do's and Don'ts for Mentors of McNair Scholars¹

DO	DON'T
<ul style="list-style-type: none"> • <i>Set measurable goals and articulate expectations clearly</i> 	<ul style="list-style-type: none"> • Micromanage
<ul style="list-style-type: none"> • <i>Give them challenging work with opportunity for growth</i> 	<ul style="list-style-type: none"> • Create dependent relationships
<ul style="list-style-type: none"> • <i>Ask questions that support and challenge as well as stimulate reflection</i> 	<ul style="list-style-type: none"> • Assume anything.
<ul style="list-style-type: none"> • <i>Recognize individual achievement and academic accomplishments</i> 	<ul style="list-style-type: none"> • Just provide negative, critical feedback
<ul style="list-style-type: none"> • <i>Acknowledge what experiences they bring to the table</i> 	<ul style="list-style-type: none"> • Be dismissive of their ideas
<ul style="list-style-type: none"> • <i>Talk optimistically about opportunities for change or improvement</i> 	<ul style="list-style-type: none"> • Just give orders and assignments without the rationale
<ul style="list-style-type: none"> • <i>Tell them the truth</i> 	<ul style="list-style-type: none"> • Be cynical
<ul style="list-style-type: none"> • <i>Listen actively and let them have a voice and a veto in the relationship</i> 	<ul style="list-style-type: none"> • Ignore their opinion
<ul style="list-style-type: none"> • <i>Be collegial and make them feel special</i> 	<ul style="list-style-type: none"> • Be disrespectful
<ul style="list-style-type: none"> • <i>Provide opportunities for teamwork, where possible</i> 	<ul style="list-style-type: none"> • Protect them from making their own mistakes
<ul style="list-style-type: none"> • <i>Encourage and support accountability</i> 	<ul style="list-style-type: none"> • Baby-sit or allow tardiness
<ul style="list-style-type: none"> • <i>Serve as a strong advocate</i> 	<ul style="list-style-type: none"> • Be a passive bystander
<ul style="list-style-type: none"> • <i>Make the relationship fun and interesting</i> 	<ul style="list-style-type: none"> • Just go through the motions

¹ Adapted from Lois J. Zachary, "Creating the Future Now". Presented at The Compact for Faculty Diversity's 17th Annual Institute on Teaching and Mentoring, Tampa, FL, October 30, 2010.

Best Mentoring Practices For Your McNair Student

Amber R. Clifford-Napoleone, Ph.D.
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McNair Students Are Different

- Unlike many of our undergraduate students, those in the McNair Program have become proactively involved in a long-term plan for graduate education.
- McNair students are frequently energized by the idea of doing research, even if they have no experience.
- They are frequently above average students, and occasionally very high achieving students.

. . . And The Same. . .

- They lack confidence in their writing, their public speaking abilities, and their skill in communicating with their mentors.
- They are more likely to identify their weaknesses, and less likely to recognize their strengths.
- They need continuous feedback and positive reinforcement to attain their goals.

Underserved Students

- McNair students are students who:
 - come from minority populations: not just racial and ethnic populations, but also sex, gender, socioeconomic class, gifted and disabled populations.
 - may have multiple minority identities
 - may come from traumatic experience and/or family backgrounds that present challenges
 - may have families of their own, as well as jobs and other familial responsibilities
 - are under pressure to succeed

Mentoring creates
“identity, meaning, and self-worth
as it relates to society”
(Cornel West).

“To mentor a minority student
is to be an encourager”
(Joplin, Orman, & Evans).

How Do I Mentor My McNair Scholar Effectively?

Emphasize Control

Locus of Responsibility

Emphasizes chance and luck

Example: “It is no use.”

Reinforced by maintaining a strict teacher-student relationship

Focused on weaknesses

Locus of Control

Emphasizes personal control

Example: “I can do this.”

Gained by encouraging free flowing speech and trust

Focused on attaining goals set with the mentor

Create A Mentoring Action Plan

- **Periodic monitoring:**
give students the responsibility for their deadlines and their work
- **Make adjustments:** ask students frequently about their ability to maintain their standards
- **Provide continuous feedback**
on all points



Recognize Problems



- **Acknowledge** the problems and barriers that your student faces
- **Seek a workable remedy**
- In dialogue with the student, **discuss the remedy and analyze it carefully**
 - Is the student confident it will work?
 - Did it work?

Three Key Mentoring Areas

- **Personal Needs**

- Smooth transition to graduate education
- Supportive programs and mentor advising

- **Academic Needs**

- Building networks and developing peer mentoring
- Application of academic skills and training

- **Professional Needs**

- Service opportunities: to peers and from protégés
- Development of professional skills
- Strong letters of recommendation

5 Tips For Mentor Meetings

1. Effective listening
2. Think Win-Win
3. Let Students Create Their Own Solutions
4. Make it voluntary
5. Remember Socrates: effective questioning brings insight, which fuels curiosity, which cultivates wisdom.



Contemplative Mentoring

Who am I and why do I work?

How does work affect who I am?

How does who I am affect the work?

Effective Mentoring Creates:

Role Models

***Peer and Mentor
Reference Groups***

Skill Building Opportunities

Support

Optimism

Better Students

Better Teachers



Questions?



FREQUENTLY ASKED QUESTIONS

Scholars will often come to you with questions about their current academic progress, research, graduate school, and career choices. The following are some frequently asked questions.

Academic Needs:

- Am I taking the appropriate courses to prepare for graduate school?
- Do I have the necessary academic skills to successfully pursue a graduate school curriculum?
- What can I do to remedy any academic weakness that might hinder my graduate school plans?
- What can I do now to begin preparing for graduate level course work?
- What interpersonal skills are most needed for academic success?

Informational Needs and Graduate School:

- Why should I consider graduate school?
- How do I find appropriate graduate school options? How do I choose a graduate school?
- How do I apply to graduate school? What is the process for being admitted?
- What graduate school entrance exams are required? How do I prepare for these exams? How important are the scores?
- What GPA is required to attend graduate school? How do I find other minimum requirements?
- What steps can I take to improve a low undergraduate GPA?
- How can I finance graduate school?
- Did you ever have moments in school when you wanted to give up? What kept you going?
- Identify the skills necessary to meet the demands of graduate school.
- Which schools did you attend? Were you satisfied with the programs that were offered there?

Work and Research Obligations of a Faculty Member:

- What are the benefits and challenges that arise while pursuing a doctoral degree?
- What do faculty members do other than the tasks that students readily observe?

- How do I learn to be a professor? What are the components that characterize a faculty member's professional life?
- Why would a person choose a career in the academy instead of another career option?
- What does becoming a researcher entail?
- What are your research interests? What are some of your current projects?
- What motivates you in your research?
- In your research, do you tend to work alone, in small groups or large teams?
- Which organizations have supported you in your research?
- Which criticism of or suggestions for your research made the biggest impact on you?
- What are your long-term and short-term research goals?
- How did you learn about the process of getting published? Do you have any advice?
- How creative are you in your work? How much contact do you have with other people? How self-directed is it?

Mentorship:

- How did you benefit from your own mentor? What needs were met through this relationship?
- What are some of the challenges you've encountered in your career? How did you deal with it?
- Which academic journals and literature do you read?
- Are you a member of any organizations? If so, please explain. Which ones helped you develop in your field?
- Are there any professional organizations students can join now?
- What motivates you in your career?
- What outside interests and values influence you in your career?



THE MENTORING PROCESS²

Importance of Mentoring College Students:

- Follow up surveys by National GEM Consortium doctoral alumni indicate that **ONLY FINANCIAL AID** is rated as more important than effective mentoring!
- Quality mentoring should link students with faculty, administrators, and graduate students to provide nurturing support to affirm these students' place in the academy.

Types of Mentoring Relationships:

- **Career:** one that provides needed support for a person's career
- **Temporary-instrumental:** two people come together for a specific gain, short term/no emotional investment
- **Sponsor-Protégé:** more investment, person you can ask questions of but not really get into personal items
- **Mentor-Protégé:** very intense personal relationship; serious emotional investment

GEM/NIM – What Does a Mentor Do:

- **Teaches** - educational principles to provide positive understanding about the role of education in today's world
- **Coaches** - through feedback, support, encouragement and criticism about the attitudes, abilities, work habits, talents, and behaviors of mentee
- **Counsels** - helps the mentee evaluate career options, develop skill building strategies, improve educational outlook, identify interests and values
- **Champions** - by becoming an advocate, showcasing the mentee's talents and securing and providing resources to advance the mentee

Two Dimensions of Mentoring:

- **Career Support** - tells an individual how to progress within an organization, school, job, etc.
- **Psychosocial** - enhances a sense of competence, identity, role modeling, acceptance, confirmation, counseling, friendship

Phases of Mentoring Relationships:

- **Initiation** - decide if you are going to pursue this relationship

² Michael W. Radis, "Mentoring Process". Presented at the Penn State TRIO Training Institute, April 13, 2000.

- **Cultivation** - getting maximum range of benefits from each other
- **Separation** - some type of change occurs (finish degree, move, etc.)
- **Redefinition** - may mean no more further relationship; more often becomes more peerlike

A Faculty Mentor Must Be Willing To:

- Invest time and resources in the academic and professional development of the student.
- Accept the student as a legitimate student who has the potential for academic success.
- Communicate with the student in an open and honest manner.
- Give sound, constructive, and critical review of the student's work, free of judgmental bias.
- Hold the student to high standards of academic output.

National Institute of Mentoring - How to Get Started:

- Decide on your approach
- Prepare follow-up activity based on student's needs and abilities
- Stimulate dialogue by asking questions
- Share experiences from your own academic/career life
- Help students make their world real

Characteristics of a Good Mentor:

- High standards of scholarship and integrity
- Knowledgeable of institutional/departmental policies and practices
- Offers support and encouragement
- Comfortable in the many roles of a professor and enjoys mentoring and nurturing students
- Is in time with changing times and is willing to adapt and change
- Has time to devote to the protégé (mentee) and is willing to be available
- Is HONEST about the protégé's progress and shortcomings

Requirements for Building a Supportive Environment:

- Three R's - Recruitment, Retention, Reaffirmation
- Involve all students in departmental activities
- Have grad students meet grad faculty early in their career (same for undergrads)
- Make departmental faculty research interests available to new students



MENTORING AS AN EFFECTIVE INSTRUMENT FOR ACTIVE ENGAGEMENT IN THE GRADUATE EDUCATION PROCESS³

“If you can show me how I can cling to that which is real to me, while teaching me a way into the large society, then and only then will I drop my defenses and my hostility, and I will sing your praises and help you to make the desert bear fruit.”

-Ralph Ellison, Sr.

Understanding the McNair or TRIO Student:

- The student often has:
 - Parents without knowledge of higher education
 - Limited resources to pay for higher education
 - Limited knowledge of career options
- The McNair student sometimes lacks:
 - Library/analytical/quantitative research skills
 - Exposure to the culture of higher education
 - Knowledge of computer technology
 - Knowledge of faculty and majors
 - Knowledge of the application process
 - Knowledge of the culture of higher education
 - Knowledge of personal and money management
 - Knowledge of financial aid resources
 - Academic advice for courses/projects

Responsibilities of the Mentor:

- Meet with the fellow on a weekly basis
- Assist the fellow in conducting research or involve in mentor's research
- Introduce the fellow to teaching and classroom activities
- Share information about the role of faculty within the department, institution or profession
- Help create opportunities for the fellow to present research or research activities in order to get experience in public speaking and being in front of a class
- Facilitate the fellow's attendance at professional or disciplinary conferences/meetings
- Review graduate programs with the fellow, encourage long-range planning as it relates to graduate work
- Attend meetings as scheduled
- Complete the student evaluations and/or assessments of the McNair student

³ Muriel A. S. Grimmer, “Mentoring as an Effective Instrument for Active Engagement in the Graduate Education Process”. Presented at the Penn State TRIO Training Institute, April 13, 2000.

What is the role of the Mentor?

- Advisor
- Counselor
- Teacher
- Advocate
- Coach
- Guide

Why is the Mentor Important to a Participant?

- The mentor assists the participant in terms of developmental issues related to the three basic areas of concern
 - Academic/Cognitive
 - Affective/Personal
 - Physical/Fiscal

What are some of the strategies and activities designed to support Active Engagement?

- Encouragement
- The assessment of strengths and weaknesses
- The establishment of strategies and activities to be pursued by the mentee/protégé
- The provision of information regarding financial assistance to attend college/graduate school/professional school
- Teaching the protégé the role of graduate study
- Teaching the language and environment of the major/profession
- Thinking in terms of how the participant will study a topic and conduct research in that area through active involvement with the student
- Assisting the protégé with an understanding of the academic and social culture of the discipline or profession
- Providing academic opportunities for the fellow, such as professional conferences, faculty meetings, serving as a teaching assistant, serving as a tutor for classes, symposium attendance, and honors research participation
- Academic Advisement: the choice of courses and college/graduate school selection
- Sharing Knowledge of Self: personal/affective knowledge of college/graduate/ professional school experiences; helping the participant understand the level of commitment
- Providing opportunities for qualitative and quantitative skills development by introducing:
 - Computer technology as a tool in learning
 - Library skills as a source of knowledge acquisition
 - The development of verbal and mathematical skills
 - Self study and encouraging the student to be autodidactic
 - Interpersonal skills as tools of academic success (study skills, professional courtesy)



FACULTY MENTOR ACCEPTANCE OF SCHOLAR

I, **[Name]**, accept the opportunity to participate in the McNair Program at Truman State University as a faculty mentor to **[Name]**.

I understand that the objective of the program is to encourage and prepare the McNair scholar to pursue doctoral studies and research. Therefore, I commit to participate in the following activities:

1. Meet with the McNair scholar at least once per month to provide motivation, support, and direction.
2. Assist with developing the McNair scholar's research interests, particularly
 - a. their topic, research question(s), and literature review for McNair research internships
 - b. their ability to read, analyze, and understand scholarly sources in their field
 - c. their awareness of discipline-specific trends and influential researchers/scholarly sources
 - d. their knowledge of important conferences and professional organizations in their discipline
 - e. their applications to external Research Experiences for Undergraduates (REUs)

Note: I understand that the McNair Program encourages participants to apply simultaneously to the 10-week McNair Summer Research Internship and to external REUs. The McNair Program appreciates that work toward the McNair internship takes considerable time and effort on my part. As a result, the Program counsels students to communicate well and work closely with mentors on the internship process, so that the most beneficial decisions are made for all involved. In addition, I understand that I may interview a different student for the proposed McNair project if my own work was the genesis of the project and my mentee decides to accept an offer at an external REU.

3. Assist with the student's transition into academic culture by
 - a. articulating clear expectations and providing regular guidance about professional work and interpersonal habits, e.g. communication skills, confidence, and timeliness
 - b. encouraging attendance at a professional conference in one of the following ways (with McNair funding as available):
 - i. inviting the student to attend a conference with me
 - ii. working with the student to identify a discipline-specific conference they could submit a poster or oral presentation proposal for

- iii. working with the student to identify a discipline-specific conference they could attend
 - c. communicating with the McNair Program Coordinator and the scholar's Academic Advisor as needed.
4. Assist with the scholar's search for graduate programs and funding sources by
 - a. helping students create a basic prospective institutions list in the fall of their junior year
 - b. holding regular conversations about that list in the spring of their junior year, the summer that follows, and the fall of their senior year,
 - c. communicating with the McNair scholar, the McNair Program Coordinator, and the scholar's Academic Advisor as needed to help this process be successful
 5. Help the scholar understand the rigors of graduate school and the importance of persistence
 6. Help the scholar identify and make contacts with faculty at Truman and in appropriate graduate schools and programs
 7. Complete and return the "Mentoring Checklist for Mentors" each month in a timely fashion
 8. Attend McNair functions (e.g., annual banquets, research presentations, etc.), as my schedule permits
 9. Keep in close communication with McNair Director regarding the scholar's progress as well as the McNair Program's effectiveness

Faculty Mentor Signature

Date



SCHOLAR ACCEPTANCE OF FACULTY MENTOR

I, _____ accept the opportunity to work in a mentor-scholar relationship in the McNair Program with my chosen _____.
(Faculty name)

I understand that scholars are responsible for acting in a professional manner with regard to faculty mentors. Therefore, I commit to the following guidelines and expectations:

1. Show up for all appointments on time.
2. Contact my faculty mentor at least 24 hours in advance if a scheduled meeting time cannot be met.
3. Know and utilize the mode of communication my mentor prefers (e-mail, phone, in person).
4. Defer to my mentor's expertise in regard to research, writing style, and or paper development.
5. Be a hard worker. Look, listen and learn.
6. Communicate! Avoid misunderstandings by keeping my faculty mentor informed of problems, concerns and activities and ask for information when uncertain about procedures or what to do next.
7. Accept constructive criticism and resolve to act on it. Be open to feedback and incorporate the suggestions.
8. Absence, tardiness, failure to complete assigned tasks and excuses, no matter how valid, do not signify professional behavior. Develop a personal schedule so that excuses will not be necessary.
9. Complete and return the "Mentoring Checklist for Scholars" each month in a timely fashion.
10. Appreciate the time and help my mentor provides.
11. Help to develop the mentor-scholar relationship by investing personal time, energy and talent.

Scholar Signature _____ Date _____



MENTOR/MENTEE MEETING LOG

DISCUSSION TOPIC	COMMENTS/RESULTS
1. Get Acquainted (Initial meeting) <ul style="list-style-type: none"> • Get to know & understand each other (e.g. background history, culture, interests, learning and communication styles, expectations of each other, etc.) 	
2. Set /Update Goals & Develop Plan <ul style="list-style-type: none"> • Goals have to be specific, measurable and actionable • Develop/update Goal Action Plan 	
3. Discussion of agenda items & Feedback <ul style="list-style-type: none"> • Report on progress made on project/assignment • Challenges encountered (if any) • Solutions 	
4. Closing <ul style="list-style-type: none"> • Recap meeting outcome(s) • Set agenda for next meeting • Set next meeting date & time 	

Mentor Signature & date: _____

Mentee signature and date: _____



MENTORING GOAL ACTION PLAN⁴

Instructions: Complete an action plan for each goal you have identified with your mentee. State the goal clearly and identify how mentor and mentee will determine whether the goal has been achieved. Then complete the rest of the plan.

GOAL:

Measure of Success:

Activities	Resources Needed	Time Frame	Next Step

⁴ Adapted from Lois J. Zachary, *The Mentor's Guide*. (John Wiley & Sons, Inc. 2000), p. 80.



SELF-EVALUATION OF THE MENTORING RELATIONSHIP

Instructions: *The Mentor and Mentee should answer these questions separately and then meet periodically (e.g. once a semester) to compare notes.*

1. Am I satisfied with the quality of our mentoring interaction?
2. Am I giving/getting regular feedback?
3. Is the feedback I am giving/getting candid and constructive?
4. Is the relationship productive (e.g. are goals/objectives being met)?
5. Is the relationship one-way or is it mutually beneficial?
6. What aspects of the relationship are working well?
7. What aspects of the relationship need improvement?
8. What are some ways of improving the relationship?



MENTORING EVALUATIONS

The McNair Staff takes great pride in making sure the program is running smoothly and all Scholars are gaining the full benefit of our services. Therefore, we have established an evaluation system to continually assess our success in achieving the program goals set forth by the U.S. Department of Education. To this end, you will be asked to evaluate your relationship with your mentee on a monthly basis. This online, password protected evaluation gives you an opportunity to share with us any questions, concerns, and comments about the progress of your mentoring relationship. A sample evaluation is included in this notebook. A similar form is sent to the Scholar each month as well.

The link to complete the evaluation will be sent monthly via email. Your cooperation is sincerely appreciated as we find these evaluations quite helpful in scholarly advising and in evaluating our program.

SAMPLE MONTHLY MENTORING CHECKLIST

McNair Mentors receive the following electronic form each month during the academic year.

[Year] – [Month] – McNair Mentoring Checklist for Mentors

McNair Faculty Mentors:

Please complete this mentoring checklist based on **any meetings and/or correspondence you had with your McNair Scholar during [specific month here]**. Keep in mind that your mentoring checklist is meant to document all communication you have had with your mentee, including email and phone conversations.

Your Scholar also receives a monthly checklist to evaluate mentoring progress. The Department of Education requires the McNair Program to provide mentoring to our students and this is the *only* documentation we have that these services are being provided. I appreciate your timely return of the evaluation.

Thank you,

Heather Cianciola
Project Director

Faculty mentor Name: *

McNair Scholar Name: *

How many times did you *meet and/or correspond* with your mentee during [month]? *

- ☐ 0
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5+

What was the average length of your meeting(s) in [month]? *

- ☐ 0 - 15 minutes
 ☐ 15 – 30 minutes
 ☐ 30 – 45 minutes
 ☐ 45 minutes +

Please check the topics you discussed with your mentee in [month]. Select all that apply.

- ☐ current research interests, proposals and/or projects
- ☐ participation in INDV 360, INDV 460, or other research-related experiences
- ☐ current academic schedule
- ☐ preparing for graduate level coursework
- ☐ specific areas of student that interest him/her
- ☐ graduate programs at institutions best suited to his/her needs
- ☐ graduate school application process

- ☐ financing graduate school education
- ☐ reading material/interesting literature on subjects related to graduate education
- ☐ expectations of a doctoral student
- ☐ careers available to individuals with doctorates
- ☐ joys, frustrations, responsibilities and rewards of a career as a professor
- ☐ other (please explain):

Please indicate the number that best describes your feelings.

I am able to discuss various topics, issues and interests freely with my mentee. *

- ☐ 5 – Strongly Agree
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1 – Strongly Disagree

My relationship with my mentee is developing to my satisfaction. *

- ☐ 5 – Strongly Agree
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1 – Strongly Disagree

Please use this field for any comments, questions and/or concerns you have concerning your relationship with your mentee.

If you would like to receive a confirmation email with this information, please enter your email address.

SAMPLE MONTHLY MENTORING CHECKLIST

McNair Scholars receive the following electronic form each month during the academic year.

[Year] – [Month] – McNair Mentoring Checklist for Scholars

McNair Scholars:

Please complete this mentoring checklist based on **any meetings and/or correspondence you had with your McNair Mentor during [specific month here]**. Keep in mind that your mentoring checklist is meant to document all communication you have had with your mentee, including email and phone conversations.

Your McNair Faculty Mentor also receives a monthly checklist to evaluate mentoring progress. The Department of Education requires the McNair Program to provide mentoring to our students and this is the *only* documentation we have that these services are being provided. I appreciate your timely return of the evaluation.

Remember, you must be meeting with your mentor AT LEAST once per month and it is YOUR responsibility to schedule and keep these appointments.

Thank you,

Heather Cianciola
McNair Program Interim Director

McNair Scholar Name: *

Faculty Mentor Name: *

How many times did you *meet and/or correspond* with your mentor during [month]? *

- ☐ 0
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5+

What was the average length of your meeting(s) in [month]? *

- ☐ 0 - 15 minutes
 ☐ 15 – 30 minutes
 ☐ 30 – 45 minutes
 ☐ 45 minutes +

Please check the topics you discussed with your mentee in [month]. Select all that apply.

- ☐ current research interests, proposals and/or projects
☐ participation in INDV 360, INDV 460, or other research-related experiences
☐ current academic schedule
☐ preparing for graduate level coursework

- ☐ specific areas of student that interest him/her
- ☐ graduate programs at institutions best suited to his/her needs
- ☐ graduate school application process
- ☐ financing graduate school education
- ☐ reading material/interesting literature on subjects related to graduate education
- ☐ expectations of a doctoral student
- ☐ careers available to individuals with doctorates
- ☐ joys, frustrations, responsibilities and rewards of a career as a professor
- ☐ other (please explain):

Please indicate the number that best describes your feelings.

I am able to discuss various topics, issues and interests freely with my mentor. *

- ☐ 5 – Strongly Agree
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1 – Strongly Disagree

My relationship with my mentor is developing to my satisfaction. *

- ☐ 5 – Strongly Agree
 ☐ 4
 ☐ 3
 ☐ 2
 ☐ 1 – Strongly Disagree

Please use this field for any comments, questions and/or concerns you have concerning your relationship with your mentor.

If you would like to receive a confirmation email with this information, please enter your email address.



SCHOLAR RESPONSIBILITIES

So far, this handbook has outlined your responsibilities as a mentor. Of course, no relationship is one-sided, and the same goes for the strong mentoring relationship you and your Scholar will develop. Therefore, a copy of the contract all McNair Scholars have signed is included in this notebook. This contract outlines exactly what is expected of each student as a McNair Scholar. Each Scholar has a copy of this contract as well, so it would be beneficial for both of you to refer to this from time to time to make sure everything is on track. If at any time you feel as though your mentee is not fulfilling his/her responsibilities as a McNair Scholar, please let the McNair Staff know as soon as possible so we may promptly address the problem.



The Ronald E. McNair Postbaccalaureate Program at Truman State University
AGREEMENT FOR NEW McNAIR SCHOLARS

This is a contract between the Ronald E. McNair Program at Truman State University, and _____, who has been accepted into the program as a
 ___ first-generation and income-eligible student
 ___ underrepresented minority student

I, _____, a McNair Scholar, understand and agree to the following terms and conditions governing my participation in the McNair Program.

As a McNAIR SCHOLAR,

A) I will attend all required events and activities. This includes

- all seminars listed in the McNair Important Dates Calendar;
- Welcome Back meetings, orientations, etc., listed in the McNair Important Dates Calendar; and
- McNair Research Presentations.

B) I will participate fully in research and scholarly activities by accomplishing the following tasks:

Please note that more specific contracts will be required at the beginning of INDV 360 and INDV 460.

- have the first meeting with my McNair-selected Faculty Mentor by the end of January;
- complete INDV 360 and/or STEM 105 (sophomore year);
- submit a research proposal for INDV 460 (junior year);
- complete INDV 460, which includes conducting an independent research project and attending all seminar/workshop sessions (summer after junior year)—or complete an external research internship in lieu of INDV 460;
- present research findings at a professional or research conference (senior year); and
- submit a complete research manuscript to the *McNair Scholarly Review* for publication consideration, and participate in the review process if my manuscript is accepted for publication (senior year).

C) I will meet with the McNair Staff and my Faculty Mentor regularly:

- Research Coordinator (regularly during INDV 400 and summer internships)
- Program Coordinator (at least once per month)
- Faculty Mentor (during the semester, at least once per month)
- Research Supervisor (during INDV 460, at least once per week)

D) I will complete the following tasks related to graduate school admission:

- take the Graduate Record Examination (GRE);
- prepare and submit a strong graduate admissions essay/personal statement;

- apply to at least 8 graduate programs and submit completed applications before graduation from Truman State University;
- visit at least 1 graduate school;
- enroll in and complete INDV 400 with the grade of B or better (junior year, spring semester); and
- maintain full-time academic status and a satisfactory GPA (2.8 or above).

E) I commit to maintaining constant communication with the Program. This includes

- responding within 24 hours to all communication from any McNair staff member;
- checking my McNair mailbox in the Adair Building at least once per week;
- returning forms (e.g. Mentor Checklist) to the McNair Program within one week of receipt; and
- notifying the McNair Program Staff of any changes in enrollment status, GPA, permanent or local mailing address, phone number or email address.

F) I promise to abide by the University's Student Conduct Code (available at <http://conduct.truman.edu>)

G) After graduation from Truman State University, I promise to

- notify McNair Program Staff of any new graduate programs applied to, accepted and/or enrolled in;
- update McNair Program Staff annually on status of enrollment in graduate programs until completion of a doctoral degree program; and
- notify McNair Program Staff of any changes to mailing address, phone number, or email address.

Reasonable exceptions to participation in, or completion of, the above program activities may be granted by the McNair Scholars Program through an appeal to the Director. In cases of unexpected emergencies, McNair Program staff must be notified as soon as possible.

I understand that failure to meet the terms and conditions listed above will result in deductions from my stipend and/or my dismissal from the program.

I also understand that stipends for McNair Scholars shall be disbursed for the following events:

- INDV 360: \$600.00 – upon satisfactory completion of agreed-upon internship activities.
- INDV 460: \$2,800.00 – upon satisfactory completion of agreed-upon internship activities.

Signature _____ Date _____

Name _____

Local Address _____

Local Phone _____

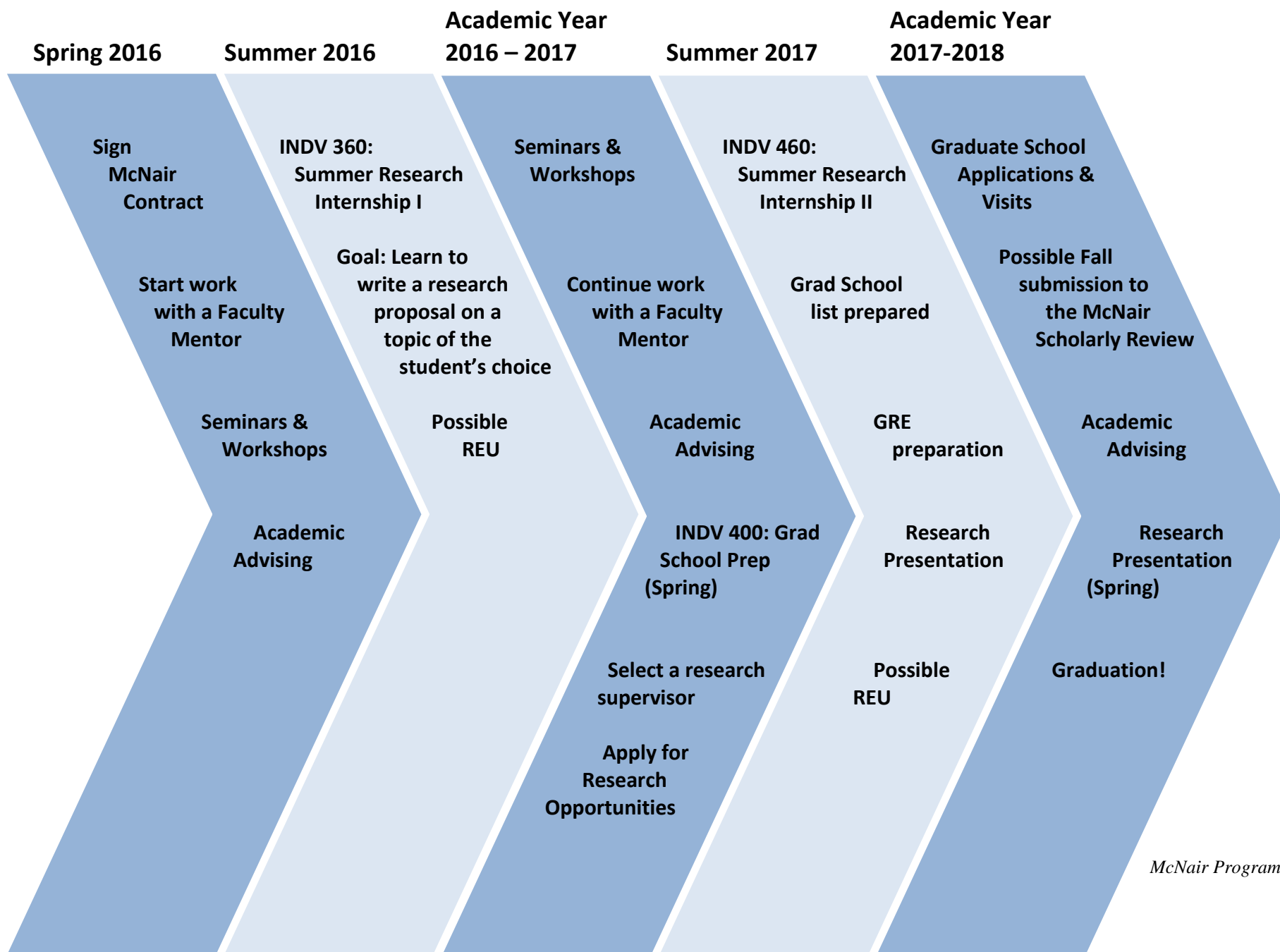
Permanent Address _____

Permanent Phone _____

E-Mail Address _____

Social Security # _____ Date of Birth _____

McNair Program Cycle



McNair Program M

Graduate School

McNair Program Important Dates Calendar

Spring 2016

January 11 (Mon)	Classes Begin
	Take MBTI online at convenience between January 11 – 22 NEW Scholars Only – instructions will be provided by email
	Take LASSI online at convenience between January 11 - 22 NEW Scholars Only – instructions will be provided at New Scholar Orientation
January 13 (Wed)	New Scholar Orientation Meeting , 5:30 – 7:30 p.m. NEW Scholars Only
January 15 (Fri)	Last day to drop a course without being charged \$50 fee Last day to sign up for credit/no credit without being charged \$25 fee
January 18 (Mon)	Martin Luther King, Jr. Holiday – No Classes, Offices Closed
January 20 (Wed)	All Scholar Kick-Off , 5:30 – 7:30 p.m. ALL Scholars
January 22 (Fri)	Online MBTI Testing Ends NEW Scholars Only
	Online LASSI Testing Ends NEW Scholars Only
January 27 (Wed)	LASSI Interp & Strategies for Academic Success , 5:30 – 7:30 p.m. NEW Scholars Only
February 1	Schedule a monthly meeting with Janet and your mentor
February 5 (Fri)	Submit Mentoring Checklist for January meetings with Mentor to Dr. Cianciola
	Last day to drop a course without a “W” appearing on transcript *A \$50 fee will be charged
February 10 (Wed)	MBTI Testing Interpretation , 5:30 – 8:00 p.m. NEW Scholars Only
	Deadline to submit application for March Travel Funds
February 17 (Wed)	Senior Meeting , 4:00 – 5:00 p.m. May graduates
February 19 (Fri)	Deadline to Submit Abstracts for Student Research Conference
March 1	Schedule a monthly meeting with Janet and your mentor
March 2 (Wed)	Mentor and Scholar Reception , 5:00 – 6:30 p.m. ALL Scholars
March 4 (Fri)	INDV 460 Applications Due For Scholars applying to participate in INDV 460 in Summer 2016
	Submit Mentoring Checklist for February meetings with Mentor to Dr. Cianciola

McNair Program Important Dates Calendar

Spring 2016

March 7 – 11	Midterm Break – No Classes
March 10	Deadline to submit application for April travel funds
March 16 (Wed)	Financial Literacy for New Scholars , 5:30 – 7:30 p.m. NEW Scholars Only
March 23 (Wed)	Graduate School Experience: Alumni Panel , 5:30 – 6:30 p.m. Non-STEM Scholars STEM Scholars
March 25	Last day to drop a course or change it to credit / no credit * “W” will appear on transcript for any courses dropped, + \$50 fee * Changing a course to the credit / no credit grading option will incur \$25 fee
March 28	Spring Break – No Classes, Offices Closed
April 1 (Fri)	Deadline to submit revised INDV 460 proposal INDV 460 applicants who need to submit a revised proposal will be notified Schedule a monthly meeting with Janet and your mentor
April 8 (Fri)	Submit Mentoring Checklist for March meetings with Mentor to Dr. Cianciola
April 10	Deadline to submit application for May travel funds
April 13 (Wed)	Summer Research Informational Meetings INDV 360 Meeting , 5:30 p.m. INDV 460 Meeting , 6:15 p.m.
April 19 (Tues)	Truman Student Research Conference – No Daytime Classes
April 20 (Wed)	End of the Year Banquet , 5:30 – 7:30 p.m. ALL Scholars
April 29 (Fri)	Last Day of Classes
May 2 – 6	Final Exams
May 4 (Reading Day)	Breakfast and Guided Meditation ALL Scholars Senior Lunch and Exit Paperwork , 11:30 a.m. May and August Graduating Seniors only
May 6	Submit Mentoring Checklist for April meetings with Mentor to Dr. Cianciola
May 7	Commencement



GENERAL RESEARCH INFORMATION FOR FACULTY MENTORS

Many new McNair Scholars do not know what it means to have a Ph.D. or what it means to become an academic. The faculty mentoring experience is designed to broaden the horizons of the student by demonstrating the challenges and advantages that a Ph.D. offers. As the mentor, you play a key role in your Scholar's growth, especially in regard to research. To assist you in this, the McNair Program provides courses and seminars to help the students prepare for research opportunities and graduate school. STEM 105: Integrative Inquiry Seminar (for STEM majors) [formerly IDSM 131]/INDV 360: McNair Research Internship I (for non-STEM majors) and INDV 460: McNair Research Internship II (for all majors) are opportunities offered through the McNair Program. A small fund is available to Scholars for research. Please contact the McNair Office for further information. The following are some general guidelines regarding your role in research as a mentor.

General Guidelines for Mentors of New McNair Scholars:

1. It is very important for you to assess the strengths and weaknesses of the Scholar. We strongly recommend that students begin thinking of a viable research project in their sophomore year. Therefore, it is essential for you to ascertain what the Scholar's interests are, get a general idea of what the Scholar would like to do, and determine whether he or she is capable of completing it.
2. Remember, the project must take the form of **independent** research, meaning the work must be the student's own. This does not mean, though, that the student cannot participate in a project that you are currently conducting. However, it does mean the student should not be employed merely as a lackey. In order for this experience to be successful, the student must conduct the project so that there are conclusions to be drawn, and that these conclusions are his/her own.
3. One of the best ways you can assist in the preparation of the research project is to show the student what is involved, step-by-step. This can be accomplished in a variety of ways, but one effective technique (as we have seen from past student assessments) is to show the student what you are doing in terms of research. Another way is to ask the student to draft a preliminary outline of a project beginning with the questions of interest and ways to go about answering those questions. Then you can help by pointing out the related questions that need to be addressed in order to answer the main question. This will assist the student in thinking in a systematic and logical way about the project.

4. In their junior year, Scholars will select Research Supervisors to guide them through the actual completion of the research project in INDV 460: McNair Research Internship II. Research Supervisors are the primary source of information specific to the Scholars' area of academic research. As such, the Research Supervisor's academic expertise should match the research interests of the Scholar. It is possible that Mentors may not be the Research Supervisors, though often times they are.
5. Although there are a variety of ways in which a successful Research Supervisor/Mentor-Scholar relationship can be developed, there are several general conclusions we have drawn from the past assessments:
 - Establish very early on that you both know exactly what is going on with the research project. Make sure the student is quite clear as to what he/she plans to do, and make sure that you know what your student wants to do. Ask the Scholar to continually repeat the question he/she wants to address, and make sure that you have frequent meetings with the Scholar.
 - Begin with a very simple question, and then guide the student to the appropriate readings.
 - If the student is having trouble with choosing a research topic and/or formulating a question, you might try suggesting questions you are interested in. This is a good way to promote open communication and the flow of ideas.
 - It is useful to remember this is a joint effort. In other words, keep in mind that a joint publication is often the product of a successful relationship, and publishing is of benefit to everyone.
 - Continually remind the student of the level of commitment required to participate in the program. However, temper the emphasis on the level of commitment required with the joys of graduate school. A sophomore's initial career aspirations are often based on very limited information. Show the student how graduate school will benefit him/her intellectually, materially, and in terms of their future quality of life.
 - Find ways to keep the Scholar interested in and excited about the research. You should never underestimate what the student can do if he/she enjoys the work.
 - Provide constant encouragement to the Scholar and highlight his/her strengths. There will be weaknesses, but keep the focus on what the Scholar can do.
 - Be sure you are very clear what the research entails BEFORE you approve it.



INDV 360: MCNAIR RESEARCH INTERNSHIP I (for non-STEM majors)

INDV 360: McNair Research Internship I (formerly Pre-Research Internship), a two-credit May Interim course, is for McNair Scholars who have completed their sophomore year and who are majoring in fields other than science, technology, engineering, or math. Scholars who complete INDV 360 will not complete STEM 105.

INDV 360 will prepare students to conduct their own research during INDV 460: McNair Research Internship II (formerly Summer Research Internship) by increasing their knowledge of the following topics:

- the primary literature in his or her field of interest which will assist in honing a research question;
- the research methods and tools available to answer such a question; and
- the problems associated with instrumentation and implementation of the project (i.e. what it will take in terms of data resources, time invested, and effort to finish the project).

Students are not expected to have a completed project, but rather a research design or plan which will constitute the basis for the research proposal that will be submitted when applying for INDV 460 the following year. INDV 360 is composed of several sessions that address the following topics, which are adapted as needed to address individual majors/projects:

Research Design

- Statement of problem
- Literature review
- Conducting research in a Research I institution's library
- Design issues
- Presentation skills and PowerPoint techniques

Writing

- Drafting an introduction
- Summation and synthesis of literature review
- Completion of proposal, including abstract, introduction, literature review, research question, design and methodology, timeline for completion, and bibliography

If you have any questions regarding your role as a mentor in preparing for this, please do not hesitate to call the McNair Office at (660) 785-5393.



STEM 105: INTEGRATIVE INQUIRY SEMINAR (formerly IDSM 131) (for STEM majors)

STEM 105: Integrative Inquiry Seminar, a two-credit spring semester course, is for McNair Scholars who have completed their sophomore year and who are majoring in science, technology, engineering, or math. Scholars who complete STEM 105 may or may not complete INDV 360.

The Inquiry Seminar, taught by STEP Office faculty, presents science as a way of knowing and serves as an early introduction to the scientific literature and professional development skills. Students who take this seminar are prepared with the skills to engage in an independent research experience with faculty.

STEM 105 will prepare students to conduct their own research during INDV 460: McNair Research Internship II (formerly Summer Research Internship) by increasing their knowledge of the following topics:

- the primary literature in his or her field of interest which will assist in honing a research question;
- the research methods and tools available to answer such a question; and
- the problems associated with instrumentation and implementation of the project (i.e. what it will take in terms of data resources, time invested, and effort to finish the project).

Students are not expected to have a completed project, but rather a research design or plan which will constitute the basis for the research proposal that will be submitted when applying for INDV 460 the following year.

STEM 105 topics include ethics and scientific misconduct, the importance of writing papers and grant proposals, searching the primary literature, interpreting data, writing a survey of literature, preparing scientific posters, and giving scientific presentations. It is a writing-enhanced course.



INDV 400: GRADUATE SCHOOL PREPARATION COURSE

In the spring of their junior year, the Scholars will register for a three-credit spring semester course entitled “INDV 400: Graduate School Preparation.” This course has three parts. The first part introduces them to the concept of scholarly inquiry, and the Scholars examine the basic elements of graduate level research, such as style guidelines, Institutional Review Board (IRB) procedures, research design, and the ethics of research. The second part of the course allows them to put theory into practice by constructing a research proposal; from identifying a research topic and problem, preparing the literature review and citations, developing a methodological approach, to presenting their complete proposal to the class. Third, the course addresses the graduate school application and admissions processes, such as explaining the process of applying to graduate school, how to assemble a curriculum vita, how to seek financing for graduate school, and how to network and make contacts with graduate school faculty.

The Advising Specialist is the primary faculty instructor for this course, though the course is co-taught by the Advising Specialist and the Research Coordinator. However, given that our Scholars come from a wide variety of disciplines, the course relies on guest lecturers for certain sessions to provide the widest possible perspective on these issues. The guest instructors are selected from either our faculty mentors or key administrative staff. Upon completion of the course, the Scholars get a regular letter grade which will appear on their transcripts.



INDV 460: MCNAIR RESEARCH INTERNSHIP II

INDV 460: McNair Research Internship II (formerly Summer Research Internship) is a four-credit, in-residence, summer experience for McNair Scholars who have completed their junior year. Scholars who have not been admitted to external summer research opportunities will compete for one of the INDV 460 intern positions during the preceding spring semester.

To participate in INDV 460, students must have a grade point average of 2.8 or above and submit a proposal approved by the Proposal Review Committee. The grade point average requirement is designed to act as an incentive for students to improve and maintain high grade point averages. During the spring semester, Scholars will be enrolled in INDV 400: Graduate School Preparation to help them get started with their summer research plans. Scholars work closely with Faculty Mentors/Research Supervisors in preparing either their applications for external opportunities or their research proposals for INDV 460: McNair Research Internship II. A Proposal Review Committee will meet in March to review submitted proposals and Scholars, along with their Research Supervisors, will be notified soon thereafter.

Scholars selected for participation will be involved in a ten-week experience, coordinated by the McNair Research Coordinator and the student's Research Supervisor. The McNair Research Coordinator coordinates the various segments of the experience to ensure successful completion of the internship while the Research Supervisors supervise all aspects of the Scholars' research project. Consequently, depending on the Scholar's research interest, it is possible that the Faculty Mentor may not be the Scholar's Research Supervisor.

At the end of the internship, each intern is expected to produce a 15-page formal academic document or report of research findings. During the 10-week internship, Research Supervisors are required to meet weekly (at least 5 hours per week) with their Scholars, either in person or electronically, to provide feedback and general guidance, and ensure that the research project is on schedule for completion at the end of the ten weeks. **Scholars must submit their completed research papers in publishable form to the McNair Office by the last day of the internship.** For the purpose of Federal accountability, Research Supervisors are required to

confirm their supervisory role and indicate approval of the research by signing off on the final research paper. This will be the McNair Program's official documentation that the Scholar completed the federally-mandated summer internship. Research Supervisors are paid \$1,500 for their services.

Upon successful completion of the internship, Scholars will present their research findings in the fall or spring semester at a Research Conference. Each Scholar will also have the opportunity to submit his or her manuscript for review and possible publication in Truman State University's *The McNair Scholarly Review*, a refereed journal published the following spring semester.

During the internship, Scholars will also participate in the following weekly seminars.

Professional Writing:

- Examines both personal and professional ways of writing
- Emphasis on research paper, GRE (analytical), and personal statement writing

Research Process:

- Examines general topics that are important to the construction of any research project
- Emphasis on evaluating and writing abstracts, quantitative versus qualitative research design, appropriate citation within Scholar's discipline, and constructing manuscript components (statement of purpose, introduction, literature review, design and methodology, discussion, conclusions and bibliography)
- What makes a good PowerPoint presentation (e.g. fonts, transitions, backgrounds, dropping in images/objects, delivery)
- Peer feedback on research questions, methods, and PowerPoint presentation.

Graduate Record Examination (GRE):

- Identifies students' areas of weaknesses and develops plans to address weaknesses
- Emphasis on reading comprehension, vocabulary, quantitative comprehension, test mechanics, and coping strategies



THE MCNAIR SCHOLARLY REVIEW

The *McNair Scholarly Review* is a refereed journal published annually in the spring by Truman State University's McNair Program. The McNair Scholarly Review has two purposes: (1) to showcase the result of the original research conducted by Truman McNair Scholars during INDV 460: McNair Research Internship II or an external summer research program that culminates in a research paper; and (2) to introduce McNair participants to the scholarly publication process.

Faculty members serve as discipline-specific editorial reviewers of the submitted manuscripts. This ensures that the high quality of the journal is maintained. The Research Supervisor serves as Chair of their scholar's Review Committee and is also responsible for appointing another faculty member to serve as Second Reader for the Review Committee. The Research Coordinator of the McNair Program, who is also editor of the journal, serves as the Third Reader. Below is a summary of the timeline for production of the journal.

Timeline for Production

September:	Review Committee formed. Approved INDV 460 paper distributed to Committee for review.
October:	Committee members submit publication recommendation form to the Committee Chair and Editor. If Chair recommends paper for publication, Committee Chair communicates reviewers' editorial comments to scholar and guides the scholar's revisions.
November:	Editor's final check of Committee-approved manuscripts before sending to Publications
January-February:	Scholar review of page proofs
March:	Printing of journal



LETTERS OF RECOMMENDATION

As a faculty mentor, your mentee will often ask you to provide letters of recommendation for scholarships, internships, graduate school, and other various applications. Each *Scholar Notebook* has information for the Scholars about how to go about requesting a letter of recommendation. Your mentor notebook contains useful guidelines for writing recommendation letters, including important issues to consider, formatting and length of the letter, and general writing tips and techniques.

One of the Federal objectives of the McNair program is to ensure that scholars enroll in graduate school immediately after graduating from Truman. Since letters of recommendation are vitally important to Graduate Admissions Committees, we strongly encourage you to consult these guidelines prior to writing a letter of recommendation for your mentee.



Do's and Don'ts for Writing Letters of Recommendation to Graduate Schools

DO	DON'T
<p><i>Make sure you understand how your recommendation will contribute to the overall picture of the applicant before accepting, e.g. as:</i></p> <ul style="list-style-type: none"> • Research Supervisor • Class professor 	<p><i>Accept if you do not have the correct expertise or if there are more impactful people who could be or are already writing</i></p>
<p><i>Establish your credentials and relationship with the student early, e.g.</i></p> <ul style="list-style-type: none"> • Use letterhead • Explain in first paragraph • Re-iterate in signature 	<p><i>Leave the audience wondering who you are and why they should listen to what you have to say about the student</i></p>
<p><i>Address primary issues the audience wants to know about the student, e.g.:</i></p> <ul style="list-style-type: none"> • Research ability/Analytical thinking • Ability to perform independently/Leadership • Oral and Written communication skills • How they compare to other students you've taught since you started teaching • Potential for future success 	<p><i>Ignore weaknesses, but don't dwell on them. E.g.</i></p> <ul style="list-style-type: none"> • <u>Bad</u>: Kevin's financial aid was reduced, so he had to get a job and his grades suffered • <u>Good</u>: Kevin's Spring 09 GPA fell as his financial aid was reduced. However, his grades rebounded to their usual high level as he adjusted to his new job, an example of his work ethic and persistence
<p><i>Address secondary issues that might further enhance the student's chances, e.g.</i></p> <ul style="list-style-type: none"> • Personality (in class, during lab, group projects, etc) • Perseverance (e.g. overcoming personal/professional challenges; undeterred by disadvantaged background) • Extra-curricular or co-curricular activities 	<p><i>Bring in secondary issues without relating them to your primary points.</i></p>
<p><i>Use strong and confident statements of support, e.g.</i></p> <ul style="list-style-type: none"> • "It is a genuine pleasure and honor for me to recommend.." 	<p><i>Be lukewarm, e.g.</i></p> <ul style="list-style-type: none"> • "This letter is in reference to.."

DO ⁵	DON'T
<p><i>Endeavor to write letters that sound more like this:</i></p> <p>“It is a genuine pleasure and honor for me to write a letter of recommendation on behalf of Jane Doe. I have known her since 2007 when she started to work as a research assistant under my guidance and later as a student in two of my classes. For the last three years I have closely experienced Jane’s work and can therefore state unequivocally that her academic and professional skills place her in the top 5% of the students I have worked with during my 25-year teaching career.</p> <p>Some of the main credits of Jane are her persistence and diligence, sometimes even bordering on obsession with her work. I will give you an example. . .</p> <p>As a member of our laboratory [or as my McNair mentee], Jane investigated . . . [give title of project and explain significance of the research]. I should mention her accuracy and thoroughness in carrying out experiments and an ability to pay attention to nuances which often play a crucial role. Her findings were very important for confirmation of our theory of . . . As a result of this work, in September 2010, Jane successfully presented her findings to the annual meeting of the National Academy of Sciences and has since had her paper published in the <i>McNair Scholarly Review</i>, a refereed journal.</p> <p>In summary, Jane has distinguished herself as an individual who exhibits an organized, scientific approach to research and with a high her high degree of motivation, innovation and initiative can accomplish her goals. Therefore, I evaluate Jane as a person with high potential to carry out an advanced study in the field of [Biology] and strongly recommend her for further education at [give institution’s name].”</p> <p>[Signature, title, contact information]</p>	<p><i>Send a letter that sounds like this:</i></p> <p>“It is my pleasure to write on behalf of Jane Doe who has applied for admission at [give institution’s name]. I was Jane’s professor last year and have known her for nearly four years, since she was a freshman. In Fall, Jane will be a senior. She has had a variety of courses in Psychology that will aid her progress as a graduate student in Psychology. She has performed very well in her course work as evidenced by her 3.0 GPA. I have been very impressed with Jane because she is a very hard worker, intelligent and compassionate.</p> <p>In closing, I recommend Jane Doe for admission to [give institution’s name]. She is bright, motivated and has strength of character. If you would like to learn more about Jane, please feel free to contact me at (xxx) xxx-xxxx or email xxx@xxx.edu.”</p> <p>[Signature]</p>

⁵ Adapted from Stanford Diversity Outreach for Doctoral Education (STANDOUT), Centers of Influence Recruitment Retreat presentation. Stanford University, Palo Alto, CA, October 7, 2010.

WRITING RECOMMENDATION LETTERS

Joe Schall

Produced by

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& The Undergraduate Fellowships Office



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ISSUES TO CONSIDER BEFORE YOU WRITE A LETTER

When students, who can be nervous and green or – more rarely – inappropriately pushy, ask you to write a recommendation letter, they may not have thought through the process nor begun any of the necessary paperwork. Some students seem overly worried that they are putting you out by asking such a favor, while others seem to have no sense that you do have plenty of other work to do. Rather than make an instant decision when asked to write a letter of recommendation, many faculty find that the best thing to do is set up a time to talk through the process with the student. In any case, there are a number of issues to consider early on, as noted below.

When to Say No

At times, you may have to say no for your own or a student's benefit. If you feel that you cannot be emphatically positive in support of a student, if you know nothing about a student beyond the recorded grades, if you think the circumstances dictate that you are not the best person to write a letter, if a student approaches you in a highly unprofessional manner, or if you simply do not have the time or material to write a student a good letter, consider saying no. You can do this kindly by quizzing the student about other potential letter writers and recommending an appropriate one, or you can simply be direct and honest about why you're saying no, especially if it is for the student's benefit.

Finding out Who Else is Writing Recommendation Letters

Students are not always conscious that they can and should choose letter writers who, when considered collectively, provide a balanced, comprehensive picture. It is helpful to know who else is writing recommendation letters for the student, perhaps even suggesting individuals if you can, and consider how your letter can provide a slant that the other letters will not.

Honoring Student Confidentiality

This is an important and easily overlooked issue. It is common practice and perfectly logical, perhaps even essential, to cite a student's class grade as evidence of accomplishment, yet it is a common policy that you cannot do this without the student's expressed or written permission. For reasons of- privacy protection, many schools articulate a policy that you do not share information from student educational records, including grades or grade point averages, with parents or others outside the institution, without the

student's permission. Since your recommendation letter usually goes outside of the college or university, this is a request that you should honor, of course, but all you need do is ask the student for permission.

Helping a Student Approach the Process Professionally

Frequently, students are not aware of the conventions they should adhere to when asking for a letter of recommendation, and they do things such as clumsily ask you for an all-purpose, nonconfidential letter that they can carry away with them. In cases such as this, students need your guidance. You can inform any student who approaches you in this manner that employers and graduate schools expect recommendation letters to be confidential. Also, you can ask the student for a firm completion deadline for your letter, remind the student to provide you with an addressed and stamped envelope, and perhaps coach the student about preparing key application materials. The last page of this handbook, directed to students, details such advice, and you can Xerox it for students when they ask you for a recommendation letter. A few gentle nudges and a bit of instruction from you about standard conventions remind students that they begin to enter the professional world when they ask you for a letter of reference, and they should act accordingly.

FORMATTING AND LENGTH

Letterhead and Date

Thanks to computers, professional looking letterheads are easily generated. The best letterhead is that of your department, college, or other organization with which you are most closely affiliated. If you use some other letterhead, such as that of an inter-office memo or general stationery, you have not clearly announced your connection to the student, and you have considerably weakened the suitability of the letter. If you attach a separate letter to a form rather than type it directly on the form, a letterhead is still appropriate. Date the letter two or so spaces beneath the letterhead at the left or right margin.

Address and Greeting

Include the employer's or review committee's address at the top left margin beneath the letterhead and date. Next, address the greeting line directly to the name of the individual who heads or chairs the group that will review your letter. Get the student to give you an actual name if possible. These days, such greetings as "To whom it may concern" or "Dear Sir or Madam" are outmoded. If you do not have a person's name to address the letter to, it is generally best to let the greeting reflect the circumstances to which the letter is tailored-e.g.; "Dear Graduate School Selection Committee."

Text Formatting and Paragraph Length

The convention is to single-space your type, skip lines between each paragraph, and either consistently choose no indentation for paragraphs or indent each paragraph five spaces. Preferably, keep your paragraphs reasonably short to enhance readability, but not so short that our eyes and our thinking must constantly shuttle from one paragraph or topic to the next. For most circumstances, three to five paragraphs per page seems to be standard, but bulkier paragraphs are possible if introduced with solid topic sentences.

Closing the Letter

Sign off with "Sincerely" or something equally appropriate, then put your handwritten signature beneath, then include your typed name and title on separate lines beneath that. Your title is important because it connects you to the student directly and affirms your credibility and role in connection with the college or university. Identify your full title ("Assistant Professor of Anthropology" rather than just "Assistant Professor") and include more than one title where logical-if you chaired an organization that the student was involved in, for example, you could include that title as well. Some faculty include their phone number and e-mail address as well.

Length of the Letter

Short letters will suffice in some cases, but generally you want a letter to fill a page neatly and perhaps go on to a second page. Letters of three pages or more are simply too lengthy for a selection committee to discuss efficiently; pare them back. The letterhead should not be included on any pages except the first one, but be sure to number and perhaps date any subsequent pages in case they become separated. Many writers also provide an appropriate subject line at the top of any pages after the first one (e.g., "Letter of Reference for Jane Doe-Page 2"). Balance your knowledge of the student with the weight of what the student is applying for to determine the appropriate length. For instance, if the student is applying for a military position that you have little knowledge of and the application form that you had to fill out included a detailed checklist, your accompanying letter might be just one paragraph long.

GENERATING AND PRESENTING DETAIL

Gathering Material for Your Letter

Students are often too inexperienced to know how to help you generate material for a letter, so many faculty

ask students for copies of relevant application materials. Students often prepare personal essays, written proposals, or lists of achievements as part of the application process. Reviewing these is wise or necessary, especially when you are expected to discuss the student's specific program or goals. You might also ask students questions such as why they want a particular job or entrance into a program, what their long-term goals are, where their strengths lie, how they view their chosen profession, and what circumstances brought them to their current career path. If nothing else, you might at least review the student's resume as a way to make your detail more concrete. These practices also help students view themselves as professionals.

Establishing the Beginning of Your Relationship with the Student

Employers and committees are always interested in how you came to know and how long you have known a student, and many writers open their letters by stating this. Especially if you teach an upper-level course, it can even be effective to describe succinctly the curriculum or the exact nature of the class, including the types of students involved, papers written, or texts studied, as a way to underscore the student's accomplishments. A curriculum description can also provide a handy segue for you to compare the student to others. Beware of overstating your relationship, presenting it as too emotional or too personal, or worse, puzzling through it right on the page.

Enhancing Your own Credibility

This can be a tricky matter and it is sometimes best left alone (especially if your status, say, as a graduate assistant, will not aid the student directly), but subtly or directly enhancing your credibility can greatly aid a student if the circumstances are correct. For instance, if you are an engineer and the student also aims to be one eventually, citing your background briefly in connection with the student's potential will certainly work to the student's favor. Likewise, if you have been teaching for say, twenty years, and this student is among the top five you have had in your classes, when you mention both of these facts you catapult the student in the audience's estimation. Clearly, you do not wish to risk discussing your credentials in too much detail or for no apparent reason. Be selective and prudent.

Tailoring Your Letter for Outside Use

It is easy to forget that your recommendation letter is almost always read outside of your college or university. Accordingly, there may be cases where you should define briefly any terms unique to your school, the name of a specialized group, or even terms such as "resident assistant." This gives you a chance

to interpret the student's accomplishment in landing a particular role or honor. Also, you should be sure to write out the names and titles for any relevant course you teach that might otherwise sound like an alphabet soup. "OPMGT 418" means little to an outside reader.

Using Narrative Technique

Narrative can serve both as an organizational tool and a means to bring forth the student's distinctiveness. Effective paragraphs often open with some transition that sets a scene—for instance, "In the fall of 1992" or "I recall the time that William first came to my office to discuss...." Likewise, you might use narrative to underscore a student's growth: "Our next contact was when Megan enrolled in my senior-level Logistics class. I was delighted to discover her more matured perceptions on..." Beware of overuse or digressive use of narrative. Use it selectively to enhance the letter's flow and crystallize the student's character.

Using Language that Reflects the Appropriate Criteria

There is, of course, the danger here of just lifting the criteria from a form and plugging in the student's name alongside them: "In essence, I feel sure that [insert student name here] has strong analytical skills, emotional stability, maturity, and motivation, and [insert further criteria here] for the position being applied for." Instead, use the language of the criteria, perhaps even by grounding your topic sentences in the diction, and apply the criteria to your experiences with the student. You do a student a great service by providing specific examples after a sentence such as the following: "Mita's analytical skills have surfaced clearly in both her speech and writing."

Kinds of Examples

It can be difficult to come up with concrete detail in cases where you have not had prolonged or recent contact with the student, but it is vital to a student's chances that your letter be frank, concrete, and genuine. Among the most effective ways to present concrete detail are:

- compare the student to others, especially graduate students or professionals;
- comment on the student's role in your classroom dynamic;
- quote from a paper the student wrote for you or otherwise interpret the student's work;
- establish collective agreement by detailing what your colleagues think of the student;
- offer the student's grade or other types of measures used for evaluation, and interpret the student's qualitative performance.

Beware of providing too much quantitative data about a student or appearing to have simply retreated to your grade book or attendance records to define a student's academic character. Grades are good evidence, but only briefly-especially since an employer or selection committee typically possesses the student's transcript anyway. Emphasize virtues not apparent from a transcript.

Tone

An ideal tone is one that suggests warm familiarity with and confidence in a student. Some ideas for fostering this are:

- after the initial formal introduction, refer to the student by first name;
- narrate a personal interaction that took place in your office or elsewhere;
- recall your fast impressions of the student, then contrast these with later ones;
- present intriguing asides such as spontaneous discussions or shared interests;
- describe the student's specific contribution to your relationship;
- supply information that shows you and the student have discussed career plans.

Avoid such things as referring to the student by last name only, undermining the student by dwelling on his or her lack of experience, or excessively glorifying the student.

Style

A touchy subject, this. We all develop particular habits as writers and often cling to them tenaciously, but the bottom line is that your style should suit the situation first and you second. In an *effort* to sound unlike an automaton and add flair, it may be tempting to make clever parenthetical comments, digress, write in an artificially cordial manner, or even provide so much nifty narration that the student's accomplishments get buried in a perfectly compelling plot. However, consider how clinical an employer or selection committee can become about a candidate when put off by the letter writer's style. Write in a way that will humanize both you and the student, but keep the focus positively on the student, not on yourself or the letter itself.



ALLOWABLE EXPENDITURES

Senior Scholars and their mentors may apply for monetary support from the Scholar Travel Budget through the McNair Program. The following is a list of allowable expenditures for the Scholar from this budget.

TRAVEL:

- Travel to investigate graduate school programs; includes meals, lodging, and transportation.
- Travel to discipline related conferences, presentations, or symposia; includes meals, lodging, and transportation.

McNair Scholars must submit an “Application for Travel Stipend” form in order to secure funds. The applicant must briefly outline the purpose of the travel and the goals to be accomplished during each visit or travel. A sample form has been included for your reference.

RESEARCH:

- Limited research funding for INDV 460: McNair Research Internship II is also available. Please contact the McNair office for further information (785-5393).



TRAVEL STIPEND INFORMATION

- Each senior* scholar will be able to apply for a travel stipend to visit graduate schools of their choice. Applications will be considered by the McNair Program Advising Specialist in coordination with the Director.
- Scholars may also apply for a travel stipend to present at a professional conference in their field. Professional conferences allow scholars to make connections that may facilitate their placement into graduate school. Applications will be considered by the McNair Director.

Acceptance of a travel stipend from the McNair Office brings with it responsibilities for the scholar which includes, but is not limited to:

- Full participation during the graduate school visit/conference
- Completion of an evaluation following the trip
- Prompt submission of required paperwork following the trip

Approval of funding is at the discretion of the McNair Director. Along with the application, a number of factors will be considered including academic standing, reasonable amount of time to properly plan the trip in a cost efficient manner, past financial support for travel and anticipated future travel support. The student will be notified of the outcome within two weeks of receipt of the application. If the travel stipend is approved, the scholar will meet with the Administrative Assistant to finalize travel arrangements.

Submit travel stipend applications, fully completed and signed to the McNair Office one month prior to the first graduate school/conference deadline (i.e. registration fee deadline) or the date of the event, whichever comes first. This allows adequate time for the office to review the application and, if approved, process necessary payment(s). Check the McNair website under “Current Scholars” for travel stipend application. Contact the Director for additional information about the application process and scholar responsibilities.

**A senior scholar is defined as a McNair scholar who has completed INDV 400 with a grade of “B” or better.*



Application for a McNair Travel Stipend

Name _____

Reason for travel: ☐ Graduate School Visit ☐ Conference

☐ Other (please specify) _____

Date(s) of Travel _____

Location (City & State) _____

If graduate school visitation, what is the graduate program that you intend to investigate?:

If conference, what conference do you plan to attend? _____

Will you be presenting? _____

1a. On a separate sheet, write one or two paragraphs outlining the reasons that you picked this particular conference or graduate school for a visit. Mention how this travel supports your overall graduate school strategy. (Attach the typed sheet to this application).

1b. *For graduate school visits:* On the same sheet, summarize the preliminary steps that you have taken to investigate the school and appointments you have scheduled.

1c. *For conferences:* On the same sheet, summarize the preliminary steps that you have taken to submit your abstract or paper for conference presentation. If you have already been accepted to present at this conference, please attach a copy of your acceptance letter to this application.

Conference web address: _____

2. Please attach an outline of your proposed itinerary. Include tentative dates, school, program contacts. etc.

Please note that if your travel is approved, in exchange for the funds provided, *you agree to submit a conference or graduate school visit evaluation form to the McNair Office within 5 days of your return.* The McNair Program reserves the right to delay reimbursement of travel related expenses until the evaluation is received.

3. What aspects of the travel are you requesting funding for?

Not all expenses will be applicable to each trip.

☐ **Roundtrip Airfare** \$ _____
Name as it appears on your license/government
issued photo ID _____

☐ **Airline baggage fees** \$ _____

☐ **Airport parking fees** \$ _____

☐ **Shuttles to and from airport** \$ _____

☐ **Accommodations**
\$ _____ per night x _____ nights = \$ _____
Attach information on the hotel that is associated
with the conference/graduate school visit and room
rates (which can be found on the conference/
graduate school website).

☐ **Mileage** \$0.50 x _____ miles
(roundtrip) = \$ _____
Attach driving directions that show the number
of miles for your trip.

☐ **Meals** \$10 x _____ meals = \$ _____
You are allowed to request up to \$10 for every
meal (breakfast, lunch, dinner) that is not
provided by the conference organizers/
graduate school officials

☐ **Registration fee** \$ _____
Attach the registration form.

☐ **Other** (specify: _____)
\$ _____

☐ **Other** (specify: _____)
\$ _____

TOTAL REQUESTED: \$ _____

Important: It is your responsibility to notify the McNair Program Office, at least one month before the conference or visit start date, if you decide to forego participation in this travel activity.

****If you fail to notify the McNair Program in a timely manner, you will be responsible for reimbursing the Program for any and all expenses incurred on your behalf.**

Scholar's Signature _____

Date _____

Director Approval

Director's signature _____

Date _____

Office use:

Funds Spent: _____

Funds Available: _____

Funds Approved: _____



FEDERAL and UNIVERSITY REPORTING REQUIREMENTS

Effort Certification Overview

Up to three times per year, mentors and research supervisors will be required to complete an Effort Certification Form per federal government policy. Truman's Business Office will notify the McNair Program when forms are due. The McNair Administrative Assistant will prepare a draft of the form for each mentor/research supervisor and will forward it via email to the respective faculty member. The faculty member should review the form, make corrections if necessary, then print and sign it. Completed forms should be returned to the McNair Program Office for the Project Director's signature; the Program will submit it to the Business Office.

The purpose of this policy is for mentors to certify in-kind contributions to the Program (i.e. effort that was not paid with federal grant funds), while research supervisors will certify paid contributions. A record of both in-kind and paid contributions are needed for budgetary and grant application purposes.

Per Truman's policy:

The report will account for 100% of an employee's actual effort for the given time period.

100% effort is defined as the effort expended to accomplish the full set of activities encompassed by Truman State University appointments regardless of the actual number of hours expended on those activities. 100% effort is not defined as a number of hours or days per week on an activity because it will likely be different for each faculty/staff member and may vary during the year.

The employee should indicate the percent effort (time worked on an individual activity divided by the total time worked for Truman State University) for all federally-sponsored research and university activities.

Given the above, faculty members should consider not necessarily the actual time spent (as in hours) for mentoring and/or supervising, but the amount of effort put into it (e.g. the intensity). To determine an accurate percentage, assess how much of your total effort for Truman was invested in mentoring or supervising a McNair Scholar.

Truman State University
Interim Effort Certification Policy
September 2009

The federal government, through the Office of Management and Budget (OMB) Circular A-21, paragraph J.10, requires effort certification on federally-sponsored activity. In order to receive and maintain eligibility for funding, sponsoring agencies require accurate and reasonable documentation to support that labor charged to sponsored activities are consistent with the effort expended. This certification is reviewed for two purposes:

1. Verify that the percentage of effort placed on a federal award is not less than the percentage of salary charged to the grant, and
2. Capture any voluntary cost sharing by indicating an excess percentage of effort as compared to the percentage of salary.

This Effort Certification Policy is intended to meet this federal requirement.

A. After-the-Fact Reporting

Truman State University uses an "After-the-Fact Activity" system to comply with the federal effort certification requirement. Under an after-the-fact system, distribution of salaries and wages for faculty/staff working on externally-funded projects will be supported by Faculty/Staff Effort Certification Reports. Charges are made initially on the basis of estimates made before the services are performed. Faculty/Staff Effort Certification Reports will reflect an after-the-fact reporting of the actual percentage distribution of activity of employees. If significant (>10%) differences exist between the charges and actual distribution, the charges to the grant will be adjusted to reflect actual activity.

The Grants Accounting Office will be responsible for sending out the activity reports to those paid compensation from federally funded grants. Employees paid by the grant will be responsible for timely completion and submission of the certification reports. The Principal Investigator will be responsible for timely approval and submission of certification reports from employees funded through his or her grant. The appropriate Dean will be responsible for reviewing and approving effort reports for grants under their areas. The Provost will be responsible for determining the up-front estimates of effort prior to the payment of salaries, and for the funds needed to reimburse the grant should the actual effort reported for the federal funds be greater than 10% under the amount indicated by grant terms. The Provost will also review and approve effort reports where a second approval is needed. The Grants Accountant will be responsible for comparing completed effort reports with the terms of the grant and forwarding any concerns to the Comptroller.

B. Faculty/Staff Effort Certification Reports

Faculty/Staff Effort Certification Reports will reasonably reflect the percentage distribution of efforts expended by Truman State University faculty and exempt (salaried) professional staff involved in federally-funded grants, contracts, and cooperative agreements. The report will account for 100% of an employee's actual effort for the given time period. 100% effort is defined as the effort expended to accomplish the full set of activities encompassed by Truman State University appointments regardless of the actual number of hours expended on those activities. 100% effort is not defined as a number of hours or days per week on an activity because it will likely be different for each faculty/staff member and may vary during the year. The number of hours implicit in an individual member's 100% must be reasonable and supportable to external reviewers if requested.

The employee should indicate the percent effort (time worked on an individual activity divided by the total time worked for Truman State University) for all federally-sponsored research and university activities.

The employee should provide an accounting of all effort expended on a sponsored activity, even if the sponsor did not compensate the employee for that activity, which constitutes "cost sharing." This can occur on a mandatory or voluntary basis. Mandatory cost sharing occurs when it is required by the sponsor at the time of application. Voluntary cost sharing represents additional effort expended on a project that is not required by the sponsor. The Principal Investigator should record all effort expended on sponsored projects regardless the source of compensation.

Effort Certification Reports are intended for employees who do not complete time sheets for payroll purposes. Therefore, clerical staff and student workers do not need to complete the Faculty/Staff Effort Certification Reports as long as they complete time sheets and submit those to the Payroll Department prior to payment.

Principal Investigators should verify the accuracy of information provided by employees working on their grants.

Faculty/Staff Effort Certification Reports are required for three reporting periods annually. Effort certification report requests will be distributed to all applicable employees approximately 15 days from the close of a reporting period. Completed reports must be submitted to the Grants Accountant, McClain Hall 106, no later than the 30 days after the distribution of the effort certification report request. The reporting periods and approximate submittal deadlines are provided as follows:

- a. Summer (June 1–August 31); submittal deadline – October 15**
- b. Fall (September 1 – December 31); submittal deadline – February 15**
- c. Spring (January 1 – May 31); submittal deadline – July 15**

Completed Faculty/Staff Effort Certification Reports will be filed in the Grant Accountant's Office.

C. Other Items of Note

1. When a Principal Investigator is absent in excess of 90 days from his/her project, approval must be obtained from the sponsoring agency.
2. Time spent in the preparation of proposals cannot be charged to a sponsored grant. Therefore, it is inappropriate for an employee to be paid from sponsored funds to prepare and submit proposals.

D. Review of Policy

This policy will be reviewed at the end of the 2009 fall semester with input from those using the form.

For further information, contact the Grants Accountant at 785-4664.

EMPLOYEE EFFORT CERTIFICATION REPORT

In order to comply with federal guidelines, this form must be completed by every faculty member or professional staff working on an externally funded project. The report must be returned to McClain 106, Grants Accountant, within 30 days of distribution of the effort certification report requests.

Name:	Employee A	Banner ID:	123456789	Department:	Biology
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">Reporting Period:</div> <div style="width: 15%;">Fall 2012</div> <div style="width: 15%;">Spring 20</div> <div style="width: 15%;">Summer 20</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 30%;">[Sep 1-Dec 31]</div> <div style="width: 15%;">[Jan 1-May 31]</div> <div style="width: 15%;">[Jun 1-Aug 31]</div> </div>					

Provide a breakdown of your activities for the reporting period. **The total must equal 100%.**

Name of Research Project or Other Activity	Funding Agency	Truman's Grant Fund	Principal	Percentage Distribution of
Sponsored Activities (externally funded activities; percentages should reflect all effort expended on an activity even if not paid for by the grant)				
McNair Mentor (In-Kind Contribution)	U.S. Dept of Education	2xxx	N	5%
McNair Research Supervisor	U.S. Dept of Education	2xxxxx	N	70%
Truman Funded Activities				
Instruction				25%
TOTAL				100%

I certify that the percentages stated above are an accurate reflection of the work performed for the period indicated. ***(Three signatures are required-Employee, PI, and Dean must be obtained prior to sending the form to MC106 for the Business Office Review. Provost's signature is required if the employee is a PI).***

Signature of Employee: _____ Date: _____

Business Office Review by:

Principal Investigator or Responsible Party: _____ Date: _____

Initial _____

Signature of Appropriate Dean: _____ Date: _____

Date _____

Signature of Provost (if PI is employee): _____ Date: _____