Research Supervisor Notebook

Ronald E. McNair Program

Truman State University

January 2016

Table of Contents ....**Page**

Adair Building
100 East Normal
Kirksville, MO 63501-4221
660.785.5393 • fax: 660.785.7524
http://mcnair.truman.edu

Dear McNair Research Supervisor,

Thank you for agreeing to serve as a McNair Research Supervisor! 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 Research Supervisor Notebook* provides you with general information about the McNair Program and valuable resources to help you succeed in your role as a research supervisor of a McNair Scholar. You can find the notebook on our internal McNair website, which you access via TruView, or through the "Truman Faculty" link on our external website: http://mcnair.truman.edu.

The research supervisor 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,

Heather Cianciola, Ph.D.
Interim Program Director

CONTACT INFORMATION

OFFICE

Truman State University
McNair Program   (660) 785-5393 (Phone)
Adair Building   (660) 785-7524 (Fax)
100 E. Normal Avenue   mcnair@truman.edu
Kirksville, MO 63501   http://mcnair.truman.edu

STAFF

Heather Cianciola, Ph.D.
Interim Project Director
Adair Building – Room 300
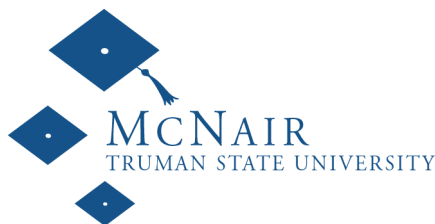heatherc@truman.edu
(660) 785-4022

Janet Blohm -Pultz, MA
Program Coordinator
Adair Building – Room 301
(660) 785-5393

John Quinn, Ph.D.
Interim Research Coordinator
Adair Building – Southeast Basement
jquinn@truman.edu
(660) 785-4779

Ryan Miller
Administrative Assistant
Adair Building – Room 302
ryanm@truman.edu
(660) 785-5393

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 financial literacy instruction
- Oversees program staff
- Coordinates faculty mentoring program
- Instructor of record for McNair graduate school preparation course
- Contact person for the U.S. Department of Education
- Prepares grant application for U.S. Department of Education

Program Coordinator – Janet Blohm-Pultz, M.A.
- Advises program participants on undergraduate academics and graduate school admission/funding
- Organizes academic year seminars and workshops
- Compiles the McNair Annual Performance Report for submission to the U.S. Department of Education
- Tracks alumni progress through completion of the Ph.D.

Research Coordinator – John Quinn, Ph.D.
- Coordinates INDV 360 and INDV 460 summer internships
- Edits the *McNair Scholarly Review*
- Prepares students for research presentations

Administrative Assistant – Ryan Miller, B.A.
- Assists Project Director with the budget
- Assists Research Coordinator and Program Coordinator with internship and seminar/workshop organization
- Manages the McNair office, including event, website/publicity, and travel organization

MCNAIR
TRUMAN STATE UNIVERSITY

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/ope/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

MᶜNAIR
TRUMAN STATE UNIVERSITY

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
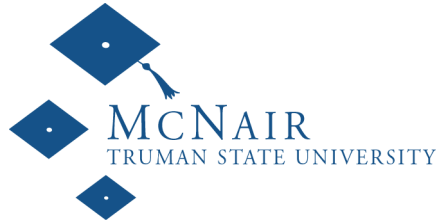
2012-2017 Performance Objectives

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.

McNair Program Cycle

Spring 2016	Summer 2016	Academic Year 2016 – 2017	Summer 2017	Academic Year 2017-2018
Sign McNair Contract	INDV 360: Summer Research Internship I	Seminars & Workshops	INDV 460: Summer Research Internship II	Graduate School Applications & Visits
Start work with a Faculty Mentor	Goal: Learn to write a research proposal on a topic of the student's choice	Continue work with a Faculty Mentor	Grad School list prepared	Possible Fall submission to the McNair Scholarly Review
Seminars & Workshops	Possible REU	Academic Advising	GRE preparation	Academic Advising
Academic Advising		INDV 400: Grad School Prep (Spring)	Research Presentation	Research Presentation (Spring)
		Select a research supervisor	Possible REU	Graduation!
		Apply for Research Opportunities		

Graduate School

Program Research Supe

GENERAL INFORMATION ON SCHOLAR RESEARCH

Many new McNair Scholars do not know what it means to have a Ph.D. or what it means to become an academic. The McNair Program provides courses and seminars to help the students prepare for research opportunities and graduate school. While taking INDV 400: Graduate School Preparation, Scholars will select Research Supervisors to guide them through the application for and completion of their 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.

GENERAL GUIDELINES FOR INDV 460 RESEARCH PROJECTS

1. It is very important for you to assess the strengths and weaknesses of the Scholar. Additionally, it is essential 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. 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. Although there are a variety of ways in which a successful Research Supervisor-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 conduct research. However, temper the emphasis on the level of commitment required with the joys of graduate school. 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 460: MCNAIR RESEARCH INTERNSHIP II OVERVIEW

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 applied for 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 their applications for external opportunities and their research proposals for INDV 460: McNair Research Internship II, in case an external opportunity is not obtained. Guidelines for writing the proposal are in this notebook. 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 for their services. A sample Research Supervisor Agreement is included in this notebook.

Upon successful completion of the internship, Scholars will present their research findings in the fall semester at the Truman State University McNair Research Conference. Each Scholar will then 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 Design and Methodology:
- 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)

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

Statistics and Computing Tutorial:
Since many of the research projects will require knowledge and use of statistics, Scholars will meet individually with an instructor for tailored one-on-one assistance in using various statistical software programs and tests specific to their project. In addition, these tutorial sessions will provide an opportunity

for individualized assistance in creating online surveys, analyzing and interpreting data, and various other computing and multimedia issues. Among the topics addressed will be:

➢ Relevance of and when to use statistics (by discipline)

➢ Analyzing and interpreting statistical data

➢ Creating statistical graphs and charts

➢ Assessing the scholarliness of internet sites for purposes of data collection

➢ Identifying useful online databases (by discipline)

➢ What makes a good PowerPoint presentation (e.g. fonts, transitions, backgrounds, dropping in images/objects, delivery)

➢ Creating and presenting statistical data using PowerPoint. Peer critique of presentations.

➢ Advanced features of Microsoft Word (e.g. footnotes/endnotes, bibliography, document tracking, etc.)

➢ How to use Microsoft Excel for research

INDV 460: MCNAIR RESEARCH INTERNSHIP II
Summer 2013

Credit Hours: 4
Class Days/Time & Location: Varied (see schedule on pages 7-10)
Faculty Instructors: Research Methodology instructor, Professional Writing Instructor, Statistics & Data Interpretation Tutorial instructor, GRE Preparation instructor
Contact information and Office Hours: TBD

Restrictions: Students must have successfully completed INDV 400: Graduate School Preparation with a grade of "C" or higher, have junior level status or higher, and be a McNair Scholar in good standing at Truman State University

Course Description:
The McNair Research Internship II is designed to advance students' understanding and experiential knowledge and practice of research from the base knowledge acquired in McNair Research Internship I. In this 10-week internship, students will update their review of the scholarly literature in their approved proposal, revise their research questions and design, collect and analyze data under the guidance of a faculty research supervisor in their discipline. Students will gain practical experience in the step-by-step process of implementing a primary research proposal. After conducting their research they will develop a 15-20 page manuscript detailing their methodology, results, and conclusions. Students will also effectively communicate their research findings in a public forum using a PowerPoint presentation. To ensure successful completion of the Internship, students will attend weekly seminars on research methodology, professional writing, and one-on-one tutorial sessions on statistics and data interpretation, conducted by various Truman professors. They will also participate in three mandatory time-on-task meetings with McNair staff based on monthly progress reports from faculty research supervisors. The completed research project will subsequently afford them greater confidence for pursuing future research activities at the graduate level. As part of the Internship, students will also attend seminars to help them prepare for the Graduate Record Examination (GRE) through content and strategy review of the Verbal, Quantitative, and Analytic Writing sections of the test. As part of the Writing Seminar, students will also develop a Personal Statement for use in applying for graduate school during their senior year.

Learning Objectives:
By the end of the Internship, students will have:
1. Completed a Research Assistance Program (R.A.P.) session with a Pickler Library reference librarian for advanced assistance in finalizing their review of literature using scholarly sources.
2. Completed a Writing Center Consultation visit.
3. Implemented their approved primary research proposal.
4. Developed a 15-20 page, double-spaced research manuscript that includes a statement of purpose, introduction, literature review, design and methodology, discussion, conclusion and bibliography.
5. Developed a 15 minute PowerPoint presentation on their research findings.
6. Presented and defended their research in a public forum.
7. Prepared for the Graduate Record Examination (GRE).
8. Improved on their post-test scores (based on the pre-test) for the Verbal, Quantitative, and Analytic Writing Sections of the GRE.
9. Developed a strong Personal Statement for use when applying to graduate schools.

Attendance:
Regular attendance and the timely completion of homework assignments, as well as class participation and constructive contribution to discussion, are all critical elements to the success of each and every student enrolled in the McNair Research Internship II. It is important to arrive **on time** and prepare for class as well as to *consult the Blackboard website regularly for important updates and announcements.*

Data File Management:
It is the responsibility of each student to maintain back-up files for all work completed at the seminar meetings as well as homework completed outside of class. Therefore it is strongly advised that each student maintain a portable file storage device ("flash drive" or writable CD) and also upload back-up files to online storage realms such as the "s" drive or file space affiliated with their email personal accounts, which are free with G-Mail, MSN, Yahoo, as well as many ISPs. In short, scholars should cultivate wise habits of file redundancy.

Assessment:
Student performance will be evaluated according to the quality and sincerity of their efforts to engage with the tasks and material covered in the seminar meetings as well as required consultation appointments with instructors. Due dates for assignments and scheduled appointments should be respected, so that instructors can provide you with helpful feedback in a timely fashion. If unforeseen, extenuating circumstances of a legitimate nature prevent timely submission of an assignment or keeping of an appointment, it is the responsibility of the student to contact their instructor immediately to request guidance and make alternative arrangements whenever reasonably possible.

Although everyone deserves a second chance after a mistake, as well as constructive support for developing strategies for improvement, the instructors nonetheless reserve the right to set limits and penalties for irresponsible behavior on the part of any student who repeatedly demonstrates poor planning or time mismanagement.

Types of Assignments:
Written work: All written seminar assignments should be submitted in *typewritten form, double-spaced,* with an unobtrusive *header* containing the student's name. All quoted and/or paraphrased sources should be cited appropriately as well as included in the references (or bibliography) section of a paper. The standard method of citation for your respective discipline should be used consistently in accordance with their style requirements: e.g. AP A, MLA, ASA, Turabian, etc. Students should submit electronic copies of their papers to the course *Blackboard* website by the deadlines specified.

Power Point Presentations: Each student will give a formal presentation of his or her primary research at the end of the internship. Guidance from your Research Supervisor with additional assistance, as necessary, from the Research Coordinator should be sought in preparing the presentation. The final presentation should run approximately 10-12 minutes in length in order to allow for audience questions and discussion. ***Students should submit final electronic copies of their PowerPoint files to the* Blackboard *course website by the specified deadline.***

Planning Assignments and Extra Support in Writing:
The Internship is an in depth primary research experience that demands dedication and commitment to carrying out the aims of one's research. Therefore, planning and time management for assignments is critical. Please allow time to proofread and edit your drafts of written assignments, or even consider enlisting a friend or fellow McNair scholars to help proofread your work. Students are also encouraged to regularly use *The Writing Center*

located in McClain Hall 303. Please take advantage of their helpful resources. Contact Writing Center Director, Mr. Dave Leaton, by phone (785-4691) or stop by their office for further details. Walk-in appointments are available for papers of six (6) pages or less. The development of good writing skills is a lifelong process. We can always benefit from additional support with the process.

Class Participation, Discussion and Truman Values:
Truman is a public institution and we must respect the rich diversity of viewpoints and beliefs among our campus community members. This Internship will provide an excellent opportunity for students to develop listening and communication skills within a moderated, group discussion setting. This means that students should take turns fairly, listen actively and politely to others when it is their turn to speak, and acknowledge the rights of other students to their opinions as you expect them to respect your rights to hold your own personal viewpoints. In short, we must learn to respectfully agree to disagree.

Academic Honesty and Integrity:
At the core of every community of scholars is the shared belief and knowledge that the intellectual work, accomplishments and products of *every* person should be respected, valued, and *acknowledged.* For this reason, we must all—students and faculty alike—practice habits of academic integrity. Our community standards for academic honesty therefore require us to always recognize and acknowledge the original work of others. In terms of institutional policies, this means that students should "complete all of their coursework and assignments using their [own] original words and ideas and will properly cite the words and ideas of others" for written assignments and tests **, in accordance with the university's *Student Conduct Code* (8.020.01). When in doubt about how to properly cite quotations and references, please seek clarification, advice and/or guidance from your instructor or Research Supervisor. Definitions of academic dishonesty are formally stated at the official TSU webpage at: http://conducttruman.edu/docs/AcademicIntegrity.pdf. These behaviors include: cheating, fabrication, facilitation of academic dishonesty, plagiarism and sabotage, which are *all* serious offenses that will result in serious consequences for one's academic career. Such acts are fundamentally contrary to Truman's institutional values.

**Truman State University (2009), *Resources for Academic Integrity,* The Center for Teaching and Learning, official webpage located at: http://tctl.truman.edu/resources/AcademicIntegrity/index.asp

Students with Special Needs:
Students with disabilities for which they may need special accommodations are urged to contact the seminar instructors and the campus Disability Services office (ext. 4478) as soon as possible. For additional information please visit the Disabilities Services website: http://disabilityservices.truman.edu/students.php

Miscellaneous:
Some minor revision(s) to the syllabus may occur during the course of the Internship; topics and material covered may be amended. The instructor reserves the right to modify some reading assignments, if necessary, and will make appropriate adjustments in order to ensure fair, comparable and sufficient time for the completion of assignments.

<u>TEXTBOOKS</u>
Booth, W. *C.,* Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (3rd edition). Chicago: University of Chicago Press.

Urdan, Timothy (2010). *Statistics in Plain English* (3rd edition). Routledge Publishers.

Cambridge Educational Services (2011). *Victory for the GRE Test* (9th edition).

Kaplan (2011). *GRE Exam Vocabulary in a Box.* Kaplan Publishing.

SCHEDULE OF WEEKLY SEMINAR TOPICS
Interns will address the following topics in their weekly seminars:

Week One:
Research Methodology: Reflectively review accomplishments from INDV 400: Graduate School Preparation. Identify new skills and begin to place them into context within the broader question of "What's next?" Begin to meaningfully consider how to apply those new skills for success during the "hands on" research process of the internship experience.

GRE Preparation: Complete a full length GRE pre-test.

Week Two:
Research Methodology: Examine and share experiences on their journey of research and engage in critical thinking and reflection about the task of refining and carrying out their unique research projects and their challenges and concerns.

Professional Writing: Practice developing the GRE Issue Essay with supporting evidence and begin drafting the Personal Statements.

GRE Preparation: Discuss Pre-Test and learn to interpret scores & percentiles. This will be followed by discussions of Verbal Reasoning test mechanics, game plan, and pacing.

Week Three:
Research Methodology: Develop a better appreciation for fellow scholars' research goals. Practice thinking critically across disciplinary boundaries to discover what their own research shares in common with OR differs from those of other researchers.
Professional Writing: Review the GRE Issue Essay organization and language control and begin writing Personal Statement introductions.

GRE Preparation: Review Verbal Reasoning: Completions and Reading

Week Four:
Research Methodology: Integrate methodological concepts and apply critical thinking to the refinement of methodology to enhance the precision of both the descriptive writing and attendant practices of research investigation.

Professional Writing: Review and practice developing the GRE Argument Essay as well as Personal Statement narrative strategies.

GRE Preparation: Review Quantitative Reasoning: discrete questions.

Week Five:
Research Methodology: Develop and practice giving succinct oral explanations ("elevator speech") of their research for use during graduate school visits and interviews.

Professional Writing: Review the GRE Argument Essay organization and language control. Draft professional accomplishments and future goals for Personal Statement narrative.

GRE Preparation: Review Quantitative Reasoning: numeric entry.

Week Six:

Research Methodology: Explore the best practices for the introductory section of a research manuscript.

Professional Writing: Complete a timed GRE Argument essay. Produce the first complete draft Personal Statement narrative.

GRE Preparation: Review Quantitative Reasoning: quantitative comparisons

Week Seven:

Research Methodology: Explore the best practices for the concluding section of a research manuscript.

Professional Writing: Complete a timed GRE Issue essay. Revise the Personal Statement.

GRE Preparation: Review Quantitative Reasoning: data interpretation

Week Eight:

Research Methodology: Review the specifics of the manuscript citation style according to discipline.

Professional Writing: Complete a second timed GRE Argument essay. Participate in a workshop-style peer review of each other's Personal Statement.

GRE Preparation: Review GRE test-taking strategies.

Week Nine:

Research Methodology: Prepare draft Power Point presentations for public dissemination of research findings.

Professional Writing: Complete a second timed GRE Issue essay. Conduct final reviews of Personal Statement.

GRE Preparation: Complete a full-length GRE post-test. Review progress and determine whether additional practice and strategies are required before taking official exam.

Week Ten:

Practice research presentations at least three times with McNair faculty and then present research in a public forum. Complete and submit the final draft of the research paper and personal statement.

GRADING

Grading will be based on completed seminar assignments, participation and attendance; completed manuscript; and completed oral presentation. Each seminar instructor will have their own syllabus with the same weekly topics and class schedule described here but with detailed descriptions of and deadlines for specific assignments for that seminar. The McNair Director will be the instructor of record for this internship.

Research Methodology Seminar	20%
Professional Writing Seminar	20%
Statistics & Computing Individual Sessions	10%
GRE Preparation Seminar	20%
Complete Manuscript	20%
Oral Presentation	10%

RESEARCH SUPERVISOR PROGRESS REPORTS

Research Supervisors will submit three progress reports to the McNair Research Coordinator throughout the course of INDV 460: McNair Research Internship II. These reports will be submitted electronically; the Research Coordinator will email the link to the Research Supervisors with the submission deadline. The report is intended to monitor the progress of the intern and to highlight any potential concerns. However, Research Supervisors do no need to wait until submitting a report to notify the McNair Program of issues. In fact, the Program welcomes feedback at any time and encourages you to contact the Research Coordinator as needed.

SAMPLE RESEARCH SUPERVISOR CHECKLIST for INDV 460

McNair Research Supervisors receive the following electronic form three times during the INDV 460 session.

Research Supervisor Checklist #1

McNair Research Supervisors:

Please complete this checklist based on **any meetings and/or correspondence you had with your McNair Scholar from [time period] to [time period].**

I appreciate your timely return of the evaluation.

Thank you,

John Quinn
McNair Program Interim Research Coordinator

Research Supervisor Name: *

```

```

McNair Scholar Name: *

```

```

Check all the areas you had the opportunity to work on during your contacts with your intern during this reporting period. *
- ○ Refining the timeline for the research project
- ○ Expanding and updating the literature review
- ○ Preparing for data collection
- ○ Reviewing and refining the methodology section
- ○ Discussing appropriate research techniques
- ○ Choosing and implementing an appropriate statistical method for the project
- ○ Discussing and analyzing research findings
- ○ Preparing charts and graphs from the data collected
- ○ Discussing the benefits and challenges of research collected
- ○ Other (please explain):

```

```

How many times did you meet and/or correspond with your intern? *
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5+

What was the average length of contact? *
- ○ 0-15 minutes
- ○ 15-30 minutes

○ 30-45 minutes
○ 45-60 minutes
○ 60+ minutes

My intern is making satisfactory progress with his/her project? *
○ Yes
○ No

At this point, my intern is still on track to complete the project by the end of INDV 460? *
○ Yes
○ No

Because this internship is a 4-credit hour course, what letter grade would you assign for the progress that has been made thus far on the project? *
○ A = Excellent progress; consistent and professional interaction with the scholar; manuscript is developing to my satisfaction
○ B = Good progress; interaction with scholar and progress of manuscript are solid but have limitations
○ C = Fair progress; interaction with scholar and progress of manuscript are adequate but have major limitations
○ D = Poor progress; interaction with scholar and progress of manuscript are inadequate
○ F = No progress

SAMPLE RESEARCH SUPERVISOR FINAL APPROVAL FORM – INDV 460

McNair Research Supervisors receive the following electronic form during the INDV 460 session as final approval of the intern's progress.

McNair Research Supervisors:

Please provide input on this form **as the final approval of the intern's work in research as a component of their participation in INDV 460.**

I appreciate your timely return of the evaluation.

Thank you,

John Quinn
McNair Program Interim Research Coordinator

**Research Supervisor Name: ***

McNair Scholar Name: *

The final manuscript constitutes 10% of the final grade for this 4-credit hour research internship. What letter grade would you assign for the final version of this manuscript? Please select one. *

- ○ A+
- ○ A
- ○ A-
- ○ B+
- ○ B
- ○ B-
- ○ C+
- ○ C
- ○ C-
- ○ D+
- ○ D
- ○ D-
- ○ F

I hereby certify that my intern conducted his/her summer research under my direct supervision. I have read the research paper in full and acknowledge it meets the standards of the letter grade indicated above.
- ○ Yes
- ○ No
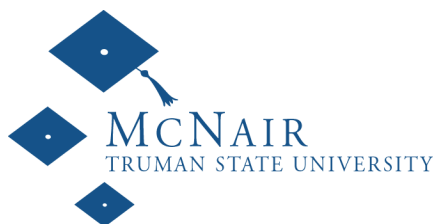
THE MCNAIR SCHOLARLY REVIEW

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
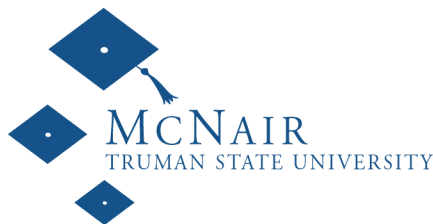
LETTERS OF RECOMMENDATION

As a research supervisor, your scholar 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. Useful guidelines for writing recommendation letters, including important issues to consider, formatting and length of the letter, and general writing tips and techniques, are below.

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 scholar.

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

DO	DON'T
Make sure you understand how your recommendation will contribute to the overall picture of the applicant before accepting, e.g. as: • Research Supervisor • Class professor	*Accept if you do not have the correct expertise or if there are more impactful people who could be or are already writing*
Establish your credentials and relationship with the student early, e.g. • Use letterhead • Explain in first paragraph • Re-iterate in signature	*Leave the audience wondering who you are and why they should listen to what you have to say about the student*
Address primary issues the audience wants to know about the student, e.g.: • 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	*Ignore weaknesses, but don't dwell on them*. E.g. • <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
Address secondary issues that might further enhance the student's chances, e.g. • 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	*Bring in secondary issues without relating them to your primary points*.
Use strong and confident statements of support, e.g. • "It is a genuine pleasure and honor for me to recommend.."	*Be lukewarm*, e.g. • "This letter is in reference to.."

DO[1]	DON'T
Endeavor to write letters that sound more like this: "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. 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. . . 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 *McNair Scholarly Review*, a refereed journal. 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]." [Signature, title, contact information]	*Send a letter that sounds like this*: "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. 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." [Signature]

WRITING

RECOMMENDATION

LETTERS

Joe Schall

Produced by

The College of Earth and Mineral Sciences
& The Undergraduate Fellowships Office

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 fur 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.
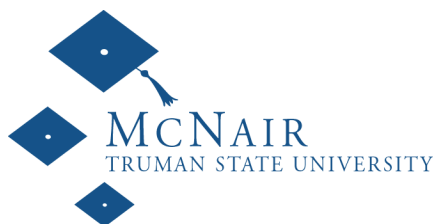
ALLOWABLE EXPENDITURES

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.
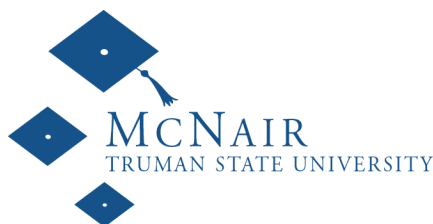
TRAVEL:

➢ 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).

TRUMAN STATE UNIVERSITY
McNAIR

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 Coordinator in consultation 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 <u>one month prior to the first graduate school/conference deadline (i.e. registration fee deadline) or the date of the event, whichever comes first</u>. This allows adequate time for the office to review the application and, if approved, process necessary payment(s).

Contact the Administrative Assistant for a travel stipend application and 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: _____
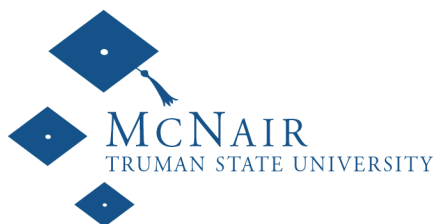
FEDERAL and UNIVERSITY REPORTING REQUIREMENTS

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

Reporting Period: Fall 20 __12__   Spring 20 ____   Summer 20 ____

[Sep 1-Dec 31]   **[Jan 1-May 31]**   **[Jun 1-Aug 31]**

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:** _____