

**University of Colorado at Boulder  
McNair Scholars Program/  
Student Academic Services Center**

**FACULTY MENTOR INFORMATION PACKET**

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## **GREETINGS MCNAIR MENTORS,**

Welcome and thank you for sharing your time, expertise, and resources with a McNair scholar. The McNair Scholars' Program serves promising junior and senior college students from low socio-economic backgrounds and groups traditionally underrepresented in graduate education. The program is designed to provide students a significant research experience and prepare them to enter graduate school. Program scholars, in general, enjoy a significantly higher degree of success in graduate school than the average entering student.

As a university faculty researcher, your academic relationship with our scholars should be directed toward mentoring, including sharing experience and expertise with academic culture as well as the research process. To further the benefit for our scholars, working in collaboration with your research team or other graduate students is optimal. It allows our students to learn more about what graduate school is like as well as provides your graduate students an opportunity to gain experience advising undergraduates aspiring to join graduate school.

Until we get an opportunity to meet with you and other mentors individually or as a group, please feel free to call us or e-mail us with any initial questions you may have. Our contact information is included on the previous page. Once again, thank you for your involvement with the McNair scholars' research program. You are the key to providing quality research experiences to McNair scholars.

## GENERAL INTRODUCTION

The McNair Program at CU-Boulder is funded through the Department of Education, Federal TRIO Programs, as well as the University of Colorado at Boulder.

TRIO is a set of federally funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. Over 850,000 low-income, first-generation students and students with disabilities—from sixth grade through college graduation—are served by more than 2,800 programs nationally.

## FEDERAL TRIO PROGRAMS

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

- Upward Bound  
Provides support to high school participants in their preparation for college entrance.
- Talent Search  
Identifies and assists individuals from disadvantaged backgrounds that have the potential to succeed in higher education.
- The Educational Opportunity Centers (EOC)  
Provides counseling and information on college admissions to qualified adults who want to enter or continue a program of postsecondary education.
- Student Support Services (known as Academic Excellence Program (AEC) at CU-Boulder)  
Provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education.
- Upward Bound Math/Science  
Is designed to strengthen the math and science skills of participating students. CU-Boulder does not have an Upward Bound Math/Science program.
- Ronald E. McNair Post Baccalaureate Achievement Program  
In 1986, the United States Congress named a newly established Post-Baccalaureate Achievement Program after Ronald E. McNair, one of the crew on the ill-fated *Challenger* shuttle who had risen from a poor, segregated background in South Carolina to obtain his Ph.D. in Physics from M.I.T. Members of Congress considered Dr. McNair an exemplary role model for college students of similar backgrounds.

The U.S. Department of Education, which administers the program, authorized the first grants in 1989. There are McNair programs active at 217 higher education institutions in the U.S. The Ronald E. McNair Post baccalaureate Achievement Program awards grants to institutions of higher education for projects designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees. The goal of the McNair Program is to increase the attainment of PhDs by students from underrepresented segments of society.

### **SERVICES PROVIDED BY THE CU-BOULDER MCNAIR PROGRAM**

1. Workshops provided for Graduate School Application Process, Writing a Statement of Purpose, Developing a Curriculum Vitae, GRE skills, Securing Financial Support
2. GRE preparation which includes practice tests, lectures on strategies for the three components (i.e., quantitative, verbal, analytical writing), and GRE test supplements
3. Classes providing instruction in basics of research (ARSC 3600), Research Design (ARSC 3700), Research Practices and Procedures (ARSC 4700), and a Teaching Practicum (ARSC 4910)
4. Provision of travel to McNair conferences, professional conferences, and graduate schools of interest as funds are available
5. Assistance in pairing Scholars with faculty and graduate student mentors to formulate their research interests and develop research skills
6. Individualized advising and counseling to assist students with their undergraduate academic needs and their applications to several graduate schools
7. A nine-week summer research experience, which includes classroom instruction (ARSC 4700: Research Practices and Procedures). Scholars receive monetary support from the McNair Program and are able to apply for UROP funding.



## **EXPECTATIONS OF RESEARCH MENTORS**

1. Meet personally with the scholar to provide guidance, direction, and support optimally once a week during the active research period and a sufficient number of times during the planning and concluding phases of the project. Other members of the research team (post-doctoral professionals and graduate students) may also work with and advise the scholar along with the faculty mentor.
2. Assist the scholar in his or her formulation of a researchable problem/question/hypothesis, synthesis of related literature, and development of a research proposal, an abstract, and a final research paper. If the scholar is working as part of a mentor's research project, the research proposal is not to propose a new project, but to designate the scholar's role and contribution to the mentor's project. If the scholar is developing his or her own research project, the proposal is meant to show how he or she is capable of carrying out the project under mentor's supervision.
3. Review and sign the scholar's synthesis of related literature in the fall, research proposal in the spring and their final papers at the end of the summer. Signing the documents is to notify our program that you have reviewed the documents and suggest that the scholar is competent enough to conduct the research, make a presentation and turn in a research paper at the end of the summer program under the supervision of a faculty mentor.
4. Assist the student in developing and practicing an oral presentation for the summer research symposium at the conclusion of the summer program. McNair Program staff will also assist in this.
5. Provide opportunities for the scholar to learn valuable research skills. If there is a research team, treat the scholar as a full member of the team, complete with responsibilities and privileges.
6. Keep the scholar accountable for his or her time and quality of effort. Students are required to commit to a full-time research effort during the summer. During the academic year, the research time commitment is contingent on the individual student's schedule.
7. Offer suggestions for program improvement as well as report to the program staff if any concern/need arises regarding either the scholar or the research program.
8. Submit mid-program progress report and a final evaluation of the scholar. Program staff will email forms to you.
9. Attend the summer research symposium dates TBA
10. Make arrangements for a responsible proxy, such as a post doc or a doctoral level graduate student, to be available for the scholar if you are unavailable for an extended period of time.
11. Encourage a mentoring relationship on and off the research site, so that the scholar gains insight into the academy and a faculty researcher's world.
12. Include the scholar in professional activities in your field, such as local conferences, research meetings, and department colloquia.

## EXPECTATIONS OF RESEARCH SCHOLARS

1. Most scholars are enrolled into the McNair Program in the fall. The scholars will take four upper division courses. Three of them are geared toward supporting their research.
  - The first course is offered in the fall and it is titled *Diversity Issues in Higher Education* (ARSC 3600). The major accomplishment in this course is producing a synthesis of related literature.
  - In the spring they take *Research Design* (ARSC 3700) which focuses on designing the methods which they will employ to conduct their research.
  - In the summer they take *Research Principles and Practices* (ARSC 4700). This course helps them to do analysis and interpretation of their data, and discussion of their results. Scholars will use what is learned in these courses to reflect upon what they are learning from the research process.
2. The scholar will devote a full-time effort to the nine-week summer research program. Hours can be arranged according to lab hours and requirements. Students outside a lab environment will arrange their schedules to commit 40 hours a week to their projects.
3. The scholar will not be employed or take additional courses during the summer research session, except by special permission from the program director.
4. The scholar will work positively and responsibly with the faculty mentor and his or her research staff to complete the research project.
5. The scholar will take a one-credit pedagogy-oriented course titled *Principles and Practices of University Teaching* (ARSC 4910). This class prepares students to reflect on their learning and teaching styles, create a teaching philosophy, and practice preparing and teaching a fundamental concept that is important to their research.
6. The scholar will attend all other required program activities, as detailed on the summary calendar.
7. The scholar will prepare and submit
  - A written synthesis of related literature (for ARSC 3600),
  - A McNair research proposal and a UROP funding application (for ARSC 3700),
  - A research abstract and a final research paper (for ARSC 4700),
  - A teaching portfolio (for ARSC 4910) by the established due dates under the direction of the faculty mentor and course instructors.
8. The scholar will design and present a poster presentation of his/her research proposal in the spring and an oral presentation of his/her research in the summer under the guidance of a faculty mentor.

**2011 Summer Research Program  
Midterm Evaluation of Scholar's Progress**

Scholar's Name \_\_\_\_\_ Mentor's Name \_\_\_\_\_

1 = Unacceptable    2 = Poor    3 = Average    4 = Good    5 = Excellent

**Please evaluate your Scholar relative to other undergraduates who are applying to graduate school:**

Ability to analyze/integrate/synthesize ideas \_\_\_\_\_

Originality and creativity of thinking \_\_\_\_\_

Ability to express self (clarity of writing) \_\_\_\_\_

Ability to work independently/self-motivation \_\_\_\_\_

Openness to constructive criticism \_\_\_\_\_

Following through on tasks \_\_\_\_\_

Mastery of research skills in field \_\_\_\_\_

Mastery of fundamental knowledge in field \_\_\_\_\_

Overall potential for graduate work \_\_\_\_\_

**Please evaluate your Scholar's progress in the following areas related to graduate school:**

Research techniques/skills \_\_\_\_\_

Attention to detail \_\_\_\_\_

Ability to organize/record research tasks (lab notes) \_\_\_\_\_

Critical thinking \_\_\_\_\_

Time management \_\_\_\_\_

Assertiveness \_\_\_\_\_

Punctuality \_\_\_\_\_

Understanding expectations of graduate school \_\_\_\_\_

**Please feel free to include any additional comments in your e-mail when you return this attachment.**

**2011 Summer Research Program  
Final Evaluation of Scholar's Performance**

Scholar's Name \_\_\_\_\_ Mentor's Name \_\_\_\_\_

1 = Unacceptable    2 = Poor    3 = Average    4 = Good    5 = Excellent

**Please evaluate your Scholar relative to other undergraduates who are applying to graduate school:**

Ability to analyze/integrate/synthesize ideas \_\_\_\_\_

Originality and creativity of thinking \_\_\_\_\_

Ability to express self and clarity of writing \_\_\_\_\_

Ability to work independently/self-motivation \_\_\_\_\_

Openness to constructive criticism \_\_\_\_\_

Following through on tasks \_\_\_\_\_

Mastery of research skills in field \_\_\_\_\_

Mastery of fundamental knowledge in field \_\_\_\_\_

Overall potential for graduate work \_\_\_\_\_

**Please evaluate your Scholar's progress in the following areas related to graduate school:**

Research techniques/skills \_\_\_\_\_

Attention to detail \_\_\_\_\_

Ability to organize/record research tasks (lab notes) \_\_\_\_\_

Critical thinking \_\_\_\_\_

Time management \_\_\_\_\_

Assertiveness \_\_\_\_\_

Punctuality \_\_\_\_\_

Understanding expectations of graduate school \_\_\_\_\_

**Please feel free to include any additional comments in your e-mail when you return this attachment.**

## **2011 Summer Research Program**

### Faculty Mentors' Evaluation of Summer Research Program

1. What did you like the best about the program?
2. What do you think could be added to the program to make it more beneficial to the students?
3. Were you provided sufficient information during the summer about things pertinent to you as a faculty mentor? If not, what information was lacking?
4. Would you assist us in recommending this program to other students?
5. Would you recommend this program to other faculty members?
6. Are there ways we can modify the program to be more attractive to faculty members?
7. Do you have any other comments/suggestions?

**Thank you for your completion of this form!**