

TRiO

**RONALD E. McNAIR
POST-BACCALAUREATE
ACHIEVEMENT PROGRAM**

University of Idaho

FACULTY MENTOR
HANDBOOK
2008-2009

Welcome McNair Faculty Mentor!

Hello and welcome to the McNair family! We want to thank you for your commitment to undergraduate research and high scholastic achievement. Specifically, we want to congratulate you on being chosen by one of our McNair Scholars to serve as their Faculty Mentor.

You are joining a select group of over 6000 scholars and faculty in 181 programs across the nation. For eighteen years, this network has provided opportunities for thousands of undergraduates to take the steps necessary to earn a Ph.D. in a wide variety of disciplines. Now it is our turn to contribute to this movement by producing our own McNair Scholars, and this way help increase the number of underrepresented students in graduate study. The Ronald E. McNair Postbaccalaureate Achievement Program was started in 1989 as one of several TRiO grant programs funded by the United States Department of Education. The University of Idaho McNair Program has been in existence since 2003. Other TRiO programs include Upward Bound, Talent Search, Student Support Services, and Educational Opportunity Centers, Veterans Upward Bound, Upward Bound Math/Science.

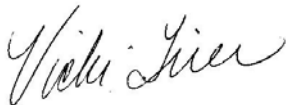
This year marks the sixth year for the UI McNair Program and we have been funded for another four year cycle. Here are some statistics we're particularly proud of which mentors like you have helped make possible:

- 42 Scholars have graduated with Bachelors degrees
- 2 have completed Masters degrees;
- 10 are currently enrolled in Masters programs;
- 1 is enrolled in a DVM program;
- 2 are enrolled in Medical School;
- 4 are enrolled in Doctoral programs.

This Handbook is designed to give you the basic operating procedures for Spring semester and the Summer Research Internship. It is, however, your Scholar's responsibility to keep you well informed of changes and updates. I will send periodic emails throughout spring and summer to clarify procedures. I encourage you to contact me with any questions or comments you may have, vtrier@uidaho.edu, or 885-6748.

Thank you again for helping our students as they strive for academic excellence. We look forward to working with you now and in the future.

Sincerely,



Vicki Trier, Ph.D.
McNair Program Director

Ronald E. McNair



Ronald Erwin McNair was born October 21, 1950, in Lake City, South Carolina. He attended North Carolina A&T State University where he graduated *magna cum laude* with a BS degree in physics in 1971. McNair then enrolled in the prestigious Massachusetts Institute of Technology. In 1976, at the age of 26, he earned his Ph.D. in laser physics. His dissertation title was *Energy Absorption and Vibrational Heating in Molecules Following Intense Laser Excitation*.

McNair soon became a recognized expert in laser physics while working as a staff physicist with Hughes Research Laboratory. NASA selected him for the space shuttle program in 1978, and he was a mission specialist aboard the tragic 1986 flight of the Space Shuttle Challenger.

Besides his academic achievements, McNair received three honorary doctoral degrees and many fellowships and commendations. These distinctions include: Presidential Scholar, 1967-71; Ford Foundation Fellow, 1971-74; National Fellowship Fund Fellow, 1974-75; Omega Psi Phi Scholar of the Year, 1975; Distinguished National Scientist, National Society of Black Professional Engineers, 1979; and the Friend of Freedom Award, 1981, as well as many others. A science building at MIT was named for him. McNair also held a fifth-degree black belt in karate and was an accomplished jazz saxophonist. He was married and had a son and a daughter.

After his death in the USS Challenger Space Shuttle accident in January 1986, members of Congress provided funding for the Ronald E. McNair Postbaccalaureate Achievement Program to encourage minority and low-income/first generation college students to expand their educational opportunities and pursue graduate studies. This program is dedicated to the high standards of achievement inspired by Dr. McNair's life.

UI McNair Program Mission

The McNair Achievement Program provides enriching scholastic experiences to prepare eligible scholars for doctoral education. This program is designed to increase the number of low-income, first-generation college students and underrepresented minority students in doctoral programs. The long-range mission is to help increase the diversity of college and university faculties.

Program Objectives

To help us achieve this mission, we need to meet the following objectives:

1. To identify, recruit, and select qualified students.
2. To retain and graduate program participants and prepare them for doctoral study at a rate through directed study, intensive mentoring and advising, and the provision of resources necessary to complete the baccalaureate degree.
3. To assist scholars in producing a publishable paper from a research project and present a paper or poster based on their research at a symposium or a professional meeting under the guidance and assessment of their faculty mentor.
4. To assist McNair Scholars who complete the program to enroll in a graduate program after completing their baccalaureate degree with appropriate financial assistance.
5. To engage all McNair Scholar activities; which will prepare them for an appointment as a graduate teaching assistant and future faculty member.

Services Provided

The Program provides scholars with the following support:

1. Workshops, classes, and/or seminars on topics such as:
 - Selecting a graduate school
 - The graduate school application and funding process
 - Research fundamentals – research methods, technical writing, using library and on-line resources, etc.
 - Graduate Record Examination preparation

Some of these activities are accomplished through enrollment in INTR 400: McNair Graduate School Preparation during the first year in our program and orientation, seminars and workshops for graduate students during the second year. Scholars also participate in a ten-week summer research experience. The current fall syllabus for INTR 400 is included for your review behind the Fall 2008/Spring 2009 tab in this binder.

2. Assist scholars in working with faculty and graduate student mentors to help formulate their research interests and develop research skills.
3. Offer individualized advising and counseling to assist students with their undergraduate academic needs.
4. Provide a ten-week summer research experience. Monetary benefits include a stipend of up to \$2,800 and research expenses for their faculty mentor up to \$300.
5. Provide other benefits such as money to travel to conferences and graduate schools, McNair graduate school application fee, McNair Fellowship opportunities, etc.

University of Idaho McNair Scholars

Scholar Qualifications

Following a legislative mandate, McNair Scholars may be selected from one of two similar groups:

1. **First generation, low-income students:** No less than two-thirds of the scholars must come from this group. First generation is defined as students whose parents or guardians did not obtain a four-year undergraduate degree before the student turned 18. Low income is defined by annual family income levels set by the U.S. Department of Education
2. **Students underrepresented in doctoral programs:** This includes the following minority groups: African American, Native American, Chicano/Latino, Pacific Islanders, and Native Hawaiian.

All candidates must meet the following criteria as defined by the U.S. Dept. of Education:

1. Have the desire to eventually obtain a Ph.D. (not including degrees such as MD, JD, DVM, MBA, etc.).
2. Have completed sophomore standing before the first semester of participation in the program.
3. Have a minimum cumulative GPA of 2.80 or higher with the expectation that this will go up above 3.00.
4. Be a U.S. citizen or have established permanent residency.

Expectations of McNair Scholars

Our program has high expectations for our Scholars. We offer support throughout the year for our students so they can maximize their potential and obtain their educational goals of graduate education. In return, we have our Scholars sign a contract and ask that they:

1. Take part in all scheduled classes, workshops, and seminars.
2. Attend all scheduled academic counseling sessions.
3. Complete all assigned work.
4. Attend all scheduled faculty mentor meetings.
5. Utilize support services when appropriate.
6. Maintain a 3.0 GPA or better.
7. Maintain full-time course load during the academic year.
8. Take the appropriate graduate examination when needed.

9. Complete the necessary graduate school applications when needed.
10. Complete summer research project under guidance of a faculty mentor in a timely manner.
11. Present their research or scholarly work at a conference and/or professional meeting.

Please note: G.P.A. is one of the most important factors that determine whether scholars can receive monetary support for their participation in the summer research experience.

McNair Faculty Mentors

Mentors are an essential part of the McNair Program at the University of Idaho. The program encourages the scholars to seek out a variety of mentors but in this section we will focus on Research Mentors.

Faculty Mentors engage scholars in the process of conducting undergraduate research from the research proposal stage to production of a research paper. The student is then groomed for presentation of his/her results at the McNair Scholar Summer Research Symposium at the end of the summer research experience. The Scholar also has the opportunity to present at national or regional conferences and/or professional meetings and to publish their work in the UI McNair Research Journal. The skills they learn will aid admission to graduate programs and ultimately to be successful in graduate school.

Mentors can be instrumental in guiding the scholar through the process of selecting a graduate program. They may also provide support in the form of letters of recommendation, advice on personal statements, and perhaps preparing papers to be submitted as part of the application process. We hope the mentoring relationships established between scholars and mentors will flourish throughout the scholars' undergraduate career and beyond.

Time Commitment and Expectations of McNair Mentors

1. Meet with Vicki Trier, Program Director, or Patrick Olsen, Program Coordinator, for an individual Mentor Orientation during Spring semester.
2. Assist your Scholar during the Spring semester to develop a proposal for the summer research project. This includes meeting with them **at least six times** during the spring semester. A meeting sheet will need to be signed by you (copies of all meeting sheets are included in this handbook). Please note, mentor meeting sheets must be completed by the Scholar and signed by the Faculty Mentor.
3. Be present during your Scholar's Research Proposal Presentation, which will be held at the end of the Spring semester on **April 27** during the regularly scheduled class time. This presentation will be 5 minutes.
4. Be on campus and available during the 10 week summer session (**May 25 – August 21**) to assist your Scholar with the research project. You should be available to meet with your Scholar at least twice a week to guide them in development. This research project should be doable within a 10 week time frame, be of high quality, and be ready for oral and poster presentation on **Thursday, July 30** at the UI McNair Scholars Research Symposium 2009. Scholars will be asked to submit a draft of their papers signed and approved by you and a committee of faculty and graduate students.
5. Provide the necessary support and guidance leading to the completion of the Scholar's project.
6. Meet with Scholar on a regular basis during the school year to be an ongoing influence throughout their undergraduate career.
7. Inform the McNair staff of the resources necessary to complete the project.
8. Inform the McNair staff of any academic or project related problems.
9. Be available to assist your Scholar in getting research ready for presentation at a professional conference and publication in the UI McNair Journal or other academic journal.

Please note: Because McNair Scholars are often participating in research for the first time, it is essential that you are available to them throughout the spring and summer. If you are planning to be out of town for more than a few days at a time (especially during the summer) please consider your decision to mentor a McNair Scholar carefully.

Mentor Benefits

1. Mentors may receive up to **\$300** towards research expenses from the McNair program. Refer to the **Research Expense Proposal Process** form which is included in this packet.
2. Participate in scholastic events that help encourage undergraduates to obtain their Ph.D.
3. Have your name associated with the McNair community.
4. Be an influential role model for a motivated, aspiring scholar.
5. Have the opportunity to attend one cultural art event per semester with the McNair Program (for free).
6. Receive letters and awards in recognition of your work with the McNair Program.

Tentative Summer Calendar: May 25 – August 21

Scholars are encouraged to begin their research activities before the formal summer session. However, there are workshops that the scholars will be participating in during the summer session May 25 – August 1. Scholars are encouraged not to work or to take classes during this time period.

Other workshops and meetings include but are not limited to:

1. Weekly meetings with Mentors (we encourage meetings at least twice a week and maybe more if deemed necessary by mentor).
2. Weekly meetings for informal lectures.
3. Practice Sessions two weeks before the Symposium.

The Sixth Annual McNair Research Symposium: July 30, 2009

On Thursday, July 30, Scholars will participate in the McNair Scholars Research Symposium. They will be conducting both oral and poster presentations. Both presentations should be created using PowerPoint software. Breakfast will be served and awards, acknowledgements, and a keynote speaker will be featured. Faculty Mentors, scholars, friends, supporters, family members, other faculty and staff, and other students will be invited to attend.

Troubleshooting and Communication

Maintaining open lines of communication the McNair Office is essential. Mentor/Mentee relationships vary, just as people do and the entire McNair Staff is available to assist all Faculty Mentors with any issues or concerns that may arise.

Please contact Patrick Olsen (885-0131) with all questions or concerns as soon as possible. If you experience any one of the following, please call the McNair Office at 885-6753:

1. If after repeated efforts to contact the McNair Scholar, you are unsuccessful and the McNair Scholar remains unresponsive.
2. If conflicts between you and your McNair Scholar cannot be successfully resolved.
3. If unexpected circumstances impede your ability to continue as a mentor.
4. If you have concerns about the McNair Scholar's ability to complete the research on time or at all.

Summer 2009

May 26 - August 7, 2009

May

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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

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July

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August

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23	24	25	26	27	28	29
30	31					

May

7 First stipend disbursement (\$400)
 9 Graduation
 11-15 Finals Week
 11-26 McNair office closed
 25 UI Closed, Memorial Day
 26 McNair Summer Research Officially Begins

June

9 Scholar Meeting, Research Progress Report Due
 11 Second Stipend disbursement (\$800)
 16 Scholar Meeting
 23 Scholar Meeting, Methods section draft due
 30 Scholar Meeting

July

3 No classes, UI closed, Independence Day observed
 7 Scholar Meeting, Results section draft due
 14 Presentation and Poster drafts due
 16 Third Stipend disbursement (\$800)
 21 & 28 Poster & Presentation finalized, Practice presentation, finalize paper, DRAFTS OF EACH DUE BOTH DAYS
 28 All research receipts must be turned in to the McNair Office
 30 Sixth McNair Research Symposium, Fourth stipend disbursement (\$400)

August

7 Final paper due to McNair Office with Committee Signatures
 13 Final stipend disbursement (\$400)
 11-21 McNair Office closed
 24 Fall classes begin

FACULTY MENTOR AGREEMENT

As a McNair Faculty Mentor I will:

- Assist mentee during the Spring 2009 semester to develop a proposal for summer research.
- Try to be present during mentee's proposal presentation, which will be held at the end of the semester (**April 27**).
- Be available during the ten week summer 2009 session (**May 25 – August 1**) to assist mentee with his/her research project and be available to meet with mentee at least twice a week to guide them in development. This research project should be doable within a ten week time frame, be of high quality, and be ready for presentation at the UI McNair Scholars Symposium held on **July 30, 2009**.
- Provide the necessary support and guidance leading to the completion of the scholar's project.
- Meet with mentee on a regular basis during the school year to be an ongoing influence throughout their undergraduate career.
- Inform the McNair staff of the resources necessary to complete the project.
- Inform the McNair staff of any academic or project related problems.
- Be available to assist mentee in getting research ready for possible publication in an academic journal.

As a McNair Scholar Faculty Mentor I have the opportunity to:

- Receive reimbursement from the McNair program for research expenses and supplies up to \$300 incurred by the Scholar.
- Participate in scholastic events that help encourage undergraduates to obtain their Ph.D.
- Have my name associated with the McNair community.
- Be an influential role model for a motivated, aspiring scholar.
- Receive letters and awards associated with my work with the McNair Program.

Please sign below and have the Scholar return the signed copy to the McNair office. Please keep the extra copy included in your handbook for your records.

I, _____ am committed to mentoring _____
(print name of faculty mentor) (print name of scholar)

in partnership with the UI McNair Achievement Program to achieve all that is listed above.

Signature of Faculty Mentor: _____

Date: _____

Thank you for agreeing to serve as a faculty mentor to a University of Idaho McNair Scholar. Faculty mentors play a key role in the success of McNair Scholars. This informational packet is intended to highlight trends among the Scholars for the purpose of giving you valuable information that may help in your mentoring. We hope this will provide a rich background for your work with your scholar.

McNair Scholars are successful in many arenas including, but not limited to, student activities and organizations, parenthood, political activism, and athletics. They are often rewarded for their efforts via campus awards, scholarships, and the admiration of their peers and professionals. However, being closely critiqued (positively or negatively) on their academic work may be foreign to them. As they are mentored at this stage in their academic careers, sensitivity, responsiveness and genuine concern are crucial in the positive development of their academic self-efficacy.

Some of their areas for growth may include timeliness of completing assignments, academic “production,” increasing their comfort level with writing many drafts, and describing difficulties they may be having with academic work. McNair Scholars often under-report difficulties associated with their academic work. Sustained and supportive inquiry will be beneficial for both the mentor and the scholar. Scholars have been successful in large part because to the personal characteristics they possess including, perseverance, managing multiple roles, a desire to better themselves and their communities, resiliency, and appreciation and utilization of their faculty mentors. Here are some additional considerations to keep in mind.

Relationship Dynamics

In all relationships, communication is essential. The mentor/scholar dynamic can be intimidating at times and may not lend itself to open lines of communication. It is the responsibility of both parties involved to ensure that these lines remain open and mutually useful. However, the mentor, given her/his position of authority, should make genuine initial and on-going efforts to create a comfortable space for the relationship to begin and grow.

Scholar Self-Assessment

Help the scholar identify her/his areas for growth. Suggest ways for them to gain valuable knowledge and experiences, which will facilitate strengthening these areas. You have a vast amount of both of these in your particular discipline, and with academe in general. You are a great resource for the Scholars to gain valuable insight about the nuances and protocols of graduate studies. We will also be working with you in assessing your mentee’s areas for growth. You will be kept informed of their progress with the program, as well as, their academic work.

Researchers on the Rise

The summer research project will be the most intense effort the Scholars partake in as members of the McNair program. As researchers on the rise, they have the passion and commitment to complete the project, with some valuable assistance from you. While we’re certain you will supportively challenge them about the grander parts of their project, please keep in mind the

smaller details may be just as frustrating to them. Clarify, clarify, and clarify. Timelines are also helpful. Working with your mentee to develop timelines will often decrease anxiety on both parts about the project, providing some structure to the undertaking, as well as turning on the light at the end of the tunnel.

The Scholars will receive information and guidance from the program about the research process and project, but for many of the Scholars this will be the first time they work on a project of this caliber and may need some assistance in processing information. Your commitment to their growth is invaluable and sincerely appreciated. We thank and commend you for mentoring the next generation of faculty and professionals.

Common Hurdles to Graduate Education for McNair Scholars

- First generation college student
- Low family income
- Underrepresented population in graduate school and faculty
- Self-confidence and academic self-efficacy
- Limited prior access to academic resources preparing for higher education

Summary for Mentoring McNair Scholars

Most of the students you will be mentoring as part of the McNair Program come from a low-income family where no one in the family attended college. They may be minority students where experiences are different from the majority of students at UI. They may have lower self-confidence and may have a shaky academic foundation. **They will most definitely need assistance with learning how to write in an actual research style rather than term paper style.**

The good news is that these students are excelling academically and have the drive and motivation to look at graduate school as a goal. We need to be able to identify their needs and give them the tools to succeed. We will be working with you to help you in assessing your mentee's areas for growth. We will also keep you informed of their progress with our program as well as with their academics.

Basic Tips on Mentoring

1. Discuss your communication style with your mentee and have them tell you about their communication style. This will help you establish an understanding of your styles to assist you in communicating better throughout your relationship.
2. Help them identify their areas for growth and the other areas they might need to explore.
3. After discussing options for research topics, be sure to clearly define project goals
4. Work with your mentee to help them create a timeline and hold them accountable for that timeline. Many of the students have never worked in this type of environment and may need guidance.
5. Always ask your mentee if they fully understand what you are talking about and if they need further explanation. Know they will often say they understand even when they don't. Ask questions to test their understanding. Many of them are intimidated and forget to ask the most basic questions or feel embarrassed about asking for clarification.

Even though the Scholars will receive information and guidance from our end on the research process, this is the first time that most of them will encounter this type of information. It is very different than the “research” they are used to doing in classes. Please be patient – they may need some things explained a couple times before they fully understand it.

Skills Necessary for Mentoring

Openness, Genuineness, Sincerity
Knowledge of College Resources
Good Interpersonal Skills
Communication Skills
Positive Attitude
Sense of Humor
Perceptiveness
Caring Attitude

Dependability
Accessibility
Commitment
Persistence
Flexibility
Sensitivity
Discipline
Empathy

SELECTED MENTORING REFERENCES

Boyer, E.L. (1992). *College: The undergraduate experience in America*. New York: Harper & Row.

Jacobi, M. (1991). Mentoring and Undergraduate Academic success: A literature review. *Review of Educational Research*, 61, 505-532.

Lees, K. A. & Carruthers, S. S. (1997). *Unlocking the door to effective mentoring: An activity-based handbook for mentors and mentees*. Greeley, CO: University of Northern Colorado, Center for Human Enrichment, McNair Scholars Program.

References available in the McNair reference library

Nigro, N. (2003). *The everything coaching and mentoring book: How to increase productivity, foster talent, and encourage success*. Avon, MA: F + W Publications Company.

Peddy, S. (2001). *The art of mentoring: Lead, follow, and get out of the way*. Houston: Bullion Books.

Stoddard, D.A. (2003). *The heart of mentoring*. Colorado Springs: Navpress.

Links to online mentoring resources are posted on the UI McNair website <http://www.uidaho.edu/mcnair/>, click on **Mentors**.

Research Expense Proposal Process

The research expense limit currently set for each Scholar is **\$300**. This money can be used towards the purchase of supplies needed for completion of the scholar's research project. The process for accessing the funds is below. **Please note procedures for expensing these funds have changed. Please read the information below carefully. All questions should be directed to Vicki Trier, Program Director, 885-6748.**

1. A Research Expense Proposal Form (included in your binder, also available on the McNair website, www.uidaho.edu/mcnair, and click on Mentors) should be completed by the Scholar and Mentor, and submitted to the McNair Director for approval **along with the mentor approved copy of the Scholar's research proposal on the final day of class spring semester (Monday, May 4)**.
2. The Director will review proposed expenses and notify faculty and Scholar of approval amount within 10 business days of receipt. This may take longer if information is missing or unacceptable.
3. Once the Proposal has been approved and signed, notification will be sent to the mentor via letter. This letter will provide directions on how to expense funds and how long those funds will be available for use by mentors. Please read the letter carefully, sign, and return it to the McNair office.
4. The supplies should then be ordered using the budget number and activity code included in the letter mentioned in #3 sent directly to the department under the faculty mentor and scholar's name.
5. Upon completion of the research project, both the Mentor and Scholar should submit all receipts for items purchased with McNair funds. If receipts are not turned in for all purchases, the costs of those purchases will be transferred back to the mentor's budget. Documentation of purchases is necessary for reporting purposes to the U.S. Department of Education.

Questions and Comments Welcome

The McNair Staff endeavors to make the distribution of research funds as quick and easy as possible in order to allow Scholars and Faculty to focus on conducting research. Therefore, if the process is unclear or mentors need further explanation or assistance, we encourage you to contact us as early as possible to ensure a speedy resolution.

Questions and comments should be directed to either Vicki Trier, Program Director (vtrier@uidaho.edu; 885-6748), or Patrick Olsen, Program Coordinator (polson@uidaho.edu; 885-0131).



Faculty Mentor
Research Expense Proposal Form
2008-2009

Mentor Name _____

Scholar Name _____

Mentor Signature _____ Date _____

Purpose of Requested Purchases

Please attach a brief statement explaining the reason for the requested purchases. Include how you and the McNair Scholar will be using items for the Scholar's research and what you both hope to accomplish with the items.

NOTE: If the Scholar plans to use any of the research funds to pay for their poster, they must submit a proposal.

DUE DATE: This expense proposal should accompany the Scholar's summer research proposal due **Monday, April 27, 2009. Proposals submitted after the April due date will not be accepted.**

To be considered, you must attach the following:

1. A copy of the Scholar's completed research proposal.
2. A detailed list of proposed expenses which includes:
 - Detailed description the items needed
 - Quantity, price, and any other pertinent information (ex: shipping)
 - Name and address of department/company purchasing from
 - Total amount requested (not to exceed \$300 for total requests made)
 - Your signature above

Do not write below this line.

Approved by: _____ Date: _____
To be approved by the McNair Office



Final Research Paper Formatting Guidelines 2008-2009

Below are the formatting guidelines you will need to follow for all papers, including the rough draft and final draft of your research paper. Read them carefully. Papers not in this format will be returned to you and will be marked late.

Sections to include in the research proposal and final paper only: Title Page, Abstract, Introduction, Literature Review, Methodology, Results, Discussion, References

Font: Times New Roman, 12 pt font

Spacing: The body of the paper is **double-spaced**, like this paragraph, not single, not triple and start on a separate page after the abstract. Your abstract should follow the guidelines below and should be on a separate page. All pages should have 1 inch margins on **all** sides. The first sentence of **every paragraph** should be indented **five (5)** spaces (the abstract is the only exception). Paragraphs or sections should **not** be separated with extra spacing. The same double spacing used within paragraphs and sections should be used between them.

Title Page: The title is in **Times New Roman, bold, 14 pt font**. Your name is in Times New Roman 12 pt font, centered, with a space between your name and the title. Your mentor's name is also Times New Roman 12 point font, centered, with a space between their name and yours. Finally, your program of study is in Times New Roman 12 point font, centered, with a space between your program of study and your mentor's name. For example:

Does My University Discriminate Against Pregnant Faculty And Staff?

Gina Senarighi: McNair Scholar

Dr. Lauren Smith: Mentor

Department of Women's Studies

Abstract is centered at top of the second page of your paper, in Times New Roman 12 pt bolded font. The body begins two lines below the section title and is single spaced and not indented. The font is Times New Roman italicized 12 pt and should be no less than 150 words and no more than 200 words. For example:

Abstract

Much recent research has observed a shortage of women in higher education. When asked, many women in higher education have cited the difficulty balancing family and work as a deterrent to a career in the field. Few studies have attempted to explain possible causes of the problem. This study intends to examine family leave policy as a likely explanation for this phenomenon. First, the University of Wisconsin-Whitewater family leave policy was compared to Wisconsin State statutes on employee family leave to find disparities. Interviews were then conducted with ten university employees who have used family leave plans in the last year. Responses to interview questions on the actualized family leave plans were reviewed to identify inconsistencies. Analysis uncovered many areas open to interpretation and therefore bias and possible discrimination toward female university employees. Results include specific examples of participant family leave plans. Preliminary results demonstrate that while the policy is well written and often followed with good intent, there is room for interpretation and bias, especially in academic faculty. Directions for future research are addressed in light of the limitations in research noted.

Headings: Primary headings are centered, capitalized, and bolded. The body of the paper is in Times New Roman 12 pt font, double-spaced, and aligned left, **not** justified, centered, or aligned right. Secondary headings are flushed left, in Times New Roman italicized 12 pt font with only the first word capitalized. Tertiary headings are in Times New Roman italicized 12 pt font, with only the first word capitalized. First paragraph of text should begin immediately following the heading in 12 pt font on the same line for tertiary headings. Examples:

Primary Heading

Text begins here on a new line, indented five spaces.

Secondary heading

Text begins here on a new line, indented five spaces.

Tertiary heading. Text begins here on the same line.

Equations, Figures, Images, and Tables: Equations should be referred to in the text as equation (1), be indented five spaces, and numbered in parentheses. Equation number is on the right-hand margin. There are 2 spaces between text and equations. Number and captions should appear above each table in capital letters. Caption and table should be centered and incorporated into the paper where appropriate. Figures and their captions should be centered. Captions should be below the figure and also appear with all but the first word in the caption in lower case. Photographs should be no larger than 5 x 8. Landscape orientation is preferred. However for some photographs landscape is not appropriate. Examples:

Equations:

$$F = ma \qquad (1)$$

Table:

Table 1. Example of Table

Times New Roman	Auto heights
12 point	One line spacing from the caption (no blank cells)

Figure:

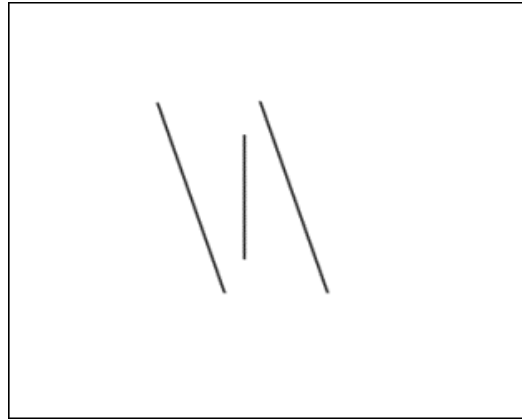


Figure 1. Example of Gibson's (1937) tilt-induction effect where the vertical line appears to tilt in the direction opposite the induction lines.

Suggested headings and Reference Citations: Introduction/Literature Review, Methodology, Results, Discussion, and References. References are required. The **preferred style** for citing references is APA style. You are welcome to use any citation style that is best suited for your discipline (e.g. American Chemical Society, American Institute of Physics, etc.) however, APA is recommended (APA Style Guide can be found in the McNair Office).

Revising and Editing: Make sure you leave plenty of time for editing and make sure your mentor has read your revisions.

Poster Requirements

You will need to construct a poster to present your research during the symposium in August. Below are the requirements for the poster. The easiest way to construct this poster is to use PowerPoint and then to have the UI Copy Center print and laminate the poster. The more time you give the Copy Center to print, the cheaper your poster should be. You may use color.

NOTE: You will need to calculate the cost of your poster into your expense proposal as part of the \$300 your mentor is allotted for research expenses.

Dimensions: 32" x 40"

Font: You should have no more than two different fonts on your poster. Keep in mind this is a professional poster presentation and you should use fonts that don't detract from your content.

Font Size: Titles should be no smaller than 36 point, other text should be no smaller than 24 point. Those viewing your poster should be able to read it from 3 to 4 feet away.

Draft: A rough draft of the poster will be **due on July 21 and 28. Expect to do revisions after each class.**

Suggestions

You can decide how many panels you want to include on your poster just make sure you spend time planning and editing the layout. Below are suggestions for headings. Make sure you include the first two (title and abstract). The section titles may vary depending on your discipline.

- Title with your name and department and McNair Achievement Program
- Abstract
- Introduction
- Research Question/Hypothesis
- Methods
- Analysis
- Limitations and Recommendations

Poster Presentation

You should also prepare a 1-3 minute presentation for people who ask you to explain the poster. Don't read the poster to them, give them the big picture and talk about why the research is important and what you learned. Graphics you've included on the poster will help you.

Other Resources

I have posted a number of links to sites that provide tips on putting your poster together along with layouts on the McNair Website under Research Resources.

<http://www.uidaho.edu/mcnair/research.htm>

Presentation Requirements and Tips

Make sure you read these requirements carefully and plan your presentation accordingly. You will be expected to present your research using PowerPoint and you will have 10 minutes for your presentation and 5 minutes for questions.

You will be cut off at 10 minutes so make sure you have rehearsed your presentation very carefully. Your presentation must be saved on the Flash drive provided to you at the beginning of the year and you will not be able to use your own laptop.

Below are tips for preparing your slide presentation and what should be included on each of your slides. You should keep your presentation to about 5-10 slides (1-2 minutes per slide = 10 minutes) and make sure to go back to the presentation suggestions we discussed in the spring. **Again, you will be cut off at 10 minutes.** Be considerate of your fellow Scholars and audience and make sure you don't go over your time.

Content Tips for Presentation Slides

SLIDE 1

One slide with Title of research project, University of Idaho McNair Program, Your Name and Your Faculty mentor's name - this will be up while you are introducing yourself and talking about your agenda (you do not have to have a separate slide for the agenda and you don't have to talk about the agenda if you are short of time)

SLIDE 2

One slide with Literature Review bullet points - each point is another study or piece of literature that has looked at studies in your general interest area - talk briefly about each and how each has contributed to your particular area of interest. This slide will probably take you the longest to explain but be careful with your time. The results are the most significant thing not the lit. review. You just want to provide a context for the audience.

SLIDE 3

One slide that shows your research question and why it is important - this can be concluded using the literature review as the foundation - For example: "When looking at the current research in the area of X I noticed there were significant gaps in the theory Y. This study examines one of the gaps to ensure the validity of theory Y. This is important to the field because..." You may combine this slide with 4 or leave this out and just focus on hypothesis.

SLIDE 4

One slide that shows your hypothesis - For Example: "Based on the study conducted by researcher A that concluded blah, blah and the findings from researcher B that concluded blah, blah, I hypothesize that 1. 2. 3. and 4."

SLIDE 5

1-2 slides discussing the research methodology used including details about your sample, methods of collecting data, methods of analyzing data, etc. - For Example: "To test my hypothesis I used the XYZ questionnaire developed and tested by researcher B. This questionnaire uses a 7 point Likert scale and.... My sample consisted of 100 college students at the University of Idaho (and explain why this sample was used instead of another). I had an objective party pass out the questionnaire to students while in class. Students filled out the questionnaire and turned it in. The objective party then turned them all

into me and because of this my return rate was 100%. Only 75% of the questionnaires were usable and included in my analysis. To analyze the data I used (explain stats method and tools used to analyze)."

SLIDE 6

1-2 slides discussing the results of your analysis - talk about results, significance, hypothesis, etc. - For example: "Based on my analysis I found there was a significant correlation between X and Y, there was no significance between Y and Z, and etc... So, based on my hypothesis, I can conclude..."

SLIDE 7

One slide discussing recommendations for future research - you can talk about limitations here but do it by talking about what should be looked at further - For example "To improve validity of this research I recommend that the same questions be examined using a random sample of 500 adults ages 18-35. This would provide for" etc. Never talk about your research in a negative way even if the results you received were not what you hypothesized. Everything you find out has significance.

ADDITIONAL SLIDES

You can use additional slides to highlight sections of your research such as additional interesting results, etc. but don't add bibliographies, hard-to-read graphs, or thank you lists. Concentrate on your research, especially your results.

LIMIT YOUR PRESENTATION TO NO MORE THAN 10 SLIDES!!

NO EXCEPTIONS, DON'T ASK!



Mentor Meeting Summary Form

2008-2009

This form should be **completed** by the Scholar and **signed** by the Faculty Mentor.

Date of Meeting _____

Scholar Name _____

Mentor Signature _____ Date _____

Total Time with Mentor _____

1. Activities with Faculty Mentor during this meeting (check all that apply):

- _____ Conferences about the research project
- _____ Teaching research concepts or skills
- _____ Career Counseling
- _____ Graduate School Counseling/advising
- _____ Social Activity
- _____ Other (please describe)

2. General description of what was discussed in the meeting.

3. List any concerns you have about the progress of your project.

4. Other questions or comments for the McNair Program staff?



McNair Summer Research 2009 Scholar Internship Weekly Timesheet

Please complete a timesheet for each week of the Summer Research Experience. Timesheets should be turned in each Tuesday at the Scholar Meetings.

Scholar Name _____

Week of _____

Mentor Name _____

Day of Week	Activities, Location	Total Hours
Monday ____/____/____		
Tuesday ____/____/____		
Wednesday ____/____/____		
Thursday ____/____/____		
Friday ____/____/____		
Saturday ____/____/____		
Sunday ____/____/____		
	Total Hours this Week	

Scholar Signature _____

Date _____