

THE CITY COLLEGE FELLOWSHIPS PROGRAM GUIDE FOR MENTORS AND FELLOWS

About This Brochure

This brochure describes the activities of the City College Fellowships Program and, especially, the relationship between Fellows and Mentors. Information is grouped under the following headings:

- Program Overview
- Mentoring & Mentoring "Dos" and "Don'ts" for Fellows
- The Learning Agreement
- Attendance: Workshops and Forums
- The Journal and Stipend
- Funding for Research, Training, Travel
- Fellowships Program Seminar
- A Calendar for Applying to Graduate School
- Program Administration
- The Learning Agreement Form
- Mentor's Evaluation Form

PROGRAM OVERVIEW

The City College Fellowships Program is an umbrella program administering two undergraduate fellowships. It brings together approximately 10 Mellon Mays Undergraduate Fellows (MMUF) and 25 City College Fellows into a single, highly diverse and vibrant community of outstanding students. All Fellows share an interest in independent research. The City College Fellowships and Mellon Mays Fellowships encourage and support students in choosing to enter Ph.D. programs in preparation for careers in research and teaching at the college or university level. For more information, see: www.ccnycuny.edu/fellowshipsprogram.

The main activities of the program are:

- A series of **workshops and roundtables** on topics such as mentoring, financing education and research, applying to graduate school, writing the personal statement, and GRE preparation.
- A **Forum: "On Research"** each semester at which Fellows hear professors discuss broad issues about doing research in various disciplines.
- The fellowships program **seminar**: a spring semester team-taught interdisciplinary (3 credit and "W") course that provides an intellectually stimulating context for new Fellows to come together as a group. Fellows should enroll in the seminar during their sophomore or junior year.
- A spring semester **research conference** at which Fellows may present their research.
- More important than any other component of the program, working with and receiving guidance from a **faculty Mentor**.

In return for their participation in program events and work with a faculty Mentor, all Fellows are awarded a stipend of \$1,000 per semester, paid at the end of each semester upon fulfillment of the program requirements. Other financial benefits vary between the two fellowships.

City College Fellows are eligible to apply for funding for summer research projects, academic training such as intensive language study, and travel to conferences and libraries. In years when funds permit and needy candidates exist, applications will be accepted by May 1 for a \$10,000 scholarship to support the first year of study in a Ph.D. program. MMUF receive: a guaranteed \$3,000 stipend for each of two summers to support research; funding for academic training and travel; repayment of up to \$10,000 of undergraduate or graduate student loans. In recognition of the work of Mentors, City College gives professors credit for one independent study for each City College Fellow mentored through the program each semester. Mentors of Mellon Mays Fellows receive a stipend of \$250 per semester.

MENTORING

The City College Fellowships Program aims to prepare City College Fellows and MMUF for careers in college and university teaching and research. To accomplish this aim, the faculty Mentor plays two important roles.

First: Help the Fellow Prepare for Graduate School

The Mentor's primary responsibility is to help the Fellow prepare for graduate school. Toward this end, the Mentor works with the student as faculty advisor, and meets with him or her on a regular basis to discuss course selection within and outside the major field as well as overall academic progress. In general, a Fellow should not register for courses without first consulting the Mentor. The Mentor monitors what the Fellow is taking to ensure that he or she graduates with the academic skills and subjects in the major field required for graduate school.

At the appropriate point, the Mentor helps the Fellow in the selection of graduate schools to which the Fellow will apply. The Mentor also advises the Fellow on the completing of applications to graduate school, especially on the writing of the personal statement.

Second: Introduce the Fellow to Academic Life

The second role the Mentor plays is to introduce the Fellow to academic life, that is, to the work a professor does. In this role, the Mentor acquaints the Fellow with the professor's work as a scholar, member of the academic community, and teacher. Below are examples of projects that have benefited Fellows. A Fellow need not focus equally on all three areas; rather, the project(s) should be carefully designed to meet each individual student's needs at the particular stage of his or her college career. Mentors and Fellows are encouraged to follow their own leads, to improvise, to do whatever seems appropriate and beneficial, keeping in mind that research experience is an important—normally essential—prerequisite for admission to and success in Ph.D. programs.

Scholarship:

- Invite the Fellow to serve as the Mentor's research or laboratory assistant.
- Assist the Fellow in becoming an expert at using library research tools, including electronic tools.
- Assist the Fellow in: designing and carrying out independent study; conceptualizing a thesis project; and/or carrying out, writing up, and presenting independent research.
- Inform the Fellow of departmental prizes and assist in polishing and submitting work.
- Inform the Fellow of awards and sources of funding and assist in writing applications.
- Assist the Fellow in writing an application for summer research funding from the City College Fellowships Program, or for other research fellowships (such as SR-EIP, MURAP, REU programs, etc).

- Assist the Fellow in revising and polishing a paper to append to graduate school applications.

- Assist the Fellow in revising a paper—or writing up research findings—for presentation at a conference or for publication. Advise the Fellow as to which conferences or publications would be appropriate places to present his or her work. Help the Fellow make the necessary contacts. Do not forget that the City College Fellowships Program hosts an annual research conference at the end of the spring semester at which all Fellows are encouraged to present their research. MMUF also have the opportunity to present their work at a MMUF New York City-wide conference in April. In addition, MMUF publishes an annual journal in which Mellon Mays Fellows may publish.

Teaching:

- Discuss the purpose and syllabus of a course with the Fellow, invite the Fellow to observe the Mentor teach one or more classes, and afterwards review what worked and what didn't.
- Invite the Fellow to contribute to the planning of a new course or the revision of an established course, including its conceptualization, the assignments, the selection of readings, and the preparation of materials for distribution to students.
- With the Fellow, grade selected (anonymous) student papers, discussing the criteria for what makes an excellent paper.
- Invite the Fellow to tutor a few students under the direction of the Mentor.
- Invite the Fellow to teach all or part of a class.
- When appropriate, assist the Fellow in securing a position as a peer tutor in your department or division or in the Writing Center.

Professional/Service:

- Inform the Fellow about—or better, involve him or her in—other professional service work of the Mentor, such as service as a reviewer, member of a prize committee, editor of a journal, organizer of a professional meeting or conference, and so on.
- Inform the Fellow about lectures, conferences, or other academic events of interest.
- Invite the Fellow to accompany the Mentor to a professional lecture or conference.
- Involve the Fellow in a job search for a new faculty member.
- When appropriate, encourage the Fellow to become involved in the majors' club of his or her department and to serve as a liaison between majors and the faculty, or as the student representative to the department executive committee.
- When possible and appropriate, invite the Fellow to accompany the Mentor to faculty meetings of the department or college.

Remember:

Whatever the project(s), it should help further the goal of the program to encourage students to choose and prepare for a career in teaching and research. To that end, Mentor and Fellow should meet regularly and plan for how the Fellow can take advantage of opportunities to expand on work begun in the classroom and to gain research experience. By the end of the junior year, the Fellow should have produced work of sufficient quality to append to graduate school applications.

Time on a Project:

How much time should a Fellow devote to a project? There are no hard rules governing this matter. All that can be said is that the Fellow should work on the project on a regular basis, meet with the Mentor on a regular basis, and do nothing that would compromise academic progress or standing. The most successful projects tend to be ones that dovetail with course work, complementing or taking off from work begun in a course, planning for future work such as a summer research project or thesis, or carrying out a thesis project.

MENTORING: “DOS”AND “DON’TS” FOR FELLOWS

The mentoring relationship is a complex one—like most human relationships, different each time, and successful to the extent that both Mentor and Fellow are committed to it and willing to work at it. It works best when there is open, honest communication and mutual trust and respect.

- **DO** seek the advice of your Mentor in choosing courses, selecting summer internships, applying for fellowships, and applying to graduate school.
- **DO** show receptivity to your Mentor’s advice and constructive criticism.
- **DO** show up on time, and prepare for meetings with your Mentor to maximize use of the time available.
- **DO** treat college as *work*—an undertaking that requires serious commitment of time and effort. Show your Mentor that you are a serious student.
- **DO** take initiative.
- **DO** seek help and advice from the Director of the Fellowships Program if the mentoring relationship is not working well for you.

- **DON’T** expect the Mentor to tell you what to do. A Mentor can help you better define and explore your interests and ideas, and can support you in your efforts to acquire the necessary skills. The interests and ideas need to come from you.
- **DON’T** expect your Mentor to have all the answers; rather use the Mentor’s experience as a “sounding board” to try out ideas and options. Seek advice from other professors and Fellows. You are responsible for your fate!
- **DON’T** interpret critical review of your performance/progress as a personal attack.
- **DON’T** avoid your Mentor when you are having difficulties. This is the most important time to keep your Mentor informed about what is going on.
- **DON’T** get involved in negative departmental politics.

THE LEARNING AGREEMENT

The Learning Agreement is a document drawn up and submitted at the beginning of every semester by each Fellow in consultation with his/her Mentor. (See copy attached. Copies are also available in NAC 6/316 and on the website.) In it, the Mentor and Fellow outline their planned activities for the semester, though in some cases they may lay out a blueprint for an entire year. The agreement serves as a way to improve and extend the interactions between Mentors and Fellows. Both parties to the agreement will have a clear sense of the activities they will be engaging in, although the agreement ought not keep a Mentor and Fellow from improvising as they go along. It should help them come to a mutual understanding of their goals and commitments to each other. The agreement should specify how often and when meetings between the two will take place, and describe how the Fellow and Mentor will jointly explore aspects of academic life: scholarship, teaching, and/or service to the academic community.

While Fellows may focus more on one area than another, all sophomores and juniors should be involved in—or be planning for—a research project. During the senior year, Fellows who are applying to Ph.D. programs should consider this task to be their fall semester fellowship project. During the spring semester, seniors (and others who wish to) should prepare to present their research at the annual City College research conference in late April or early May.

ATTENDANCE: WORKSHOPS AND FORUM

Fellowship events are designed to provide Fellows with important information and support, encourage achievement, and bring the community together on a regular basis. Requirements for attendance are as follows. (Please note that Fellows are always welcome to attend more events than are required. All Fellows—recently admitted and graduating—are also welcome and encouraged to present papers at the annual Research Conference.) All events are held during club hours except the Fellowship Dinners and the spring Research Conference.

During their first and second semesters in the Program, all Fellows are required to attend:

Orientation meeting (at the beginning of the semester when you enter)

Fall semester:

Fellowship Dinner

Forum: “On Research”

Roundtable: Summer research experiences

Workshop: Financing education & research

Also, at least two of the following:

Workshop: Advanced learning techniques

Workshop: Mental health

Roundtable: Mentoring

Roundtable: Race, class, and gender in the academy

Spring semester:

Fellowship Dinner

Forum: “On Research”

Fellowships Program Research Conference

Workshop: The mentoring relationship

Workshop: Applying to graduate school

Also, at least one of the following:

Workshop: Public Speaking

Workshop: Balancing work/career and life

Roundtable: Applying to grad school (Q&A follow-up on workshop)

During their third and fourth semesters in the Program, all Fellows are required to attend (with seniors serving as panelists and discussion leaders when appropriate):

Fall semester:

Fellowship Dinner

Forum: “On Research”

Roundtable: Summer research experiences

Workshop: Writing the personal statement

Also, at least two of the following:

Workshop: Advanced learning techniques

Workshop: Mental health

Roundtable: Mentoring

Roundtable: Race, class, and gender in the academy

Spring semester:

Fellowship Dinner

Forum: “On Research”

Fellowships Program Research Conference

Workshop: Applying to graduate school

Also, at least one of the following:

Workshop: Public Speaking

Workshop: Balancing work/career and life

Roundtable: Applying to grad school (Q&A follow-up on workshop)

During their fifth and sixth semesters in the Program, all Fellows are required to attend:

Fall semester:

Fellowship Dinner

Forum: “On Research”

Roundtable: Summer research experiences

Workshop: Writing the personal statement

Also: serve as panelist or discussion leader at one of the semester’s events

Spring semester:

Fellowship Dinner

Forum: “On Research”

Fellowships Program Research Conference

Also: serve as panelist or discussion leader at one of the semester’s events and/or present research at the research conference

Stipends are paid in part to compensate Fellows for their participation in these activities; failure to attend required workshops, roundtables, and the forum may result in the reduction of the stipend. In some cases, absence from a required event is excusable, for example in cases of emergency or serious illness or injury. Other legitimate excuses include travel out of town for an

emergency or for academic purposes, or presentation of your own work in a class or at a department event. Excuses that are not legitimate include preferring to attend a different lecture or event, “forgetting” to come, “not knowing” about an event, needing the time to prepare for a test, scheduling an appointment that could be scheduled for another time, and so on.

Whenever a Fellow will be absent from a required event, she or he should notify the office beforehand explaining the circumstances, or in the case of an emergency, as soon as possible. Dates of the workshops and the forum are set before the semester begins, sent in the mail to Fellows, and posted outside the NAC 6/316 office and on the website. It is your responsibility to know the schedule and which events you are required to attend each semester. If you have any questions or would like to propose different requirements considering your specific situation, please contact the Director in advance. We expect responsible and professional behavior from Fellows; learning to meet these expectations is an important part of preparing to succeed in graduate school and professional life.

Orientation Meeting (both semesters). The Director introduces incoming Fellows to the Program’s benefits, goals, requirements, and culture. Information is given about opportunities and financing for study and research, as well as a timeline to graduate school, advice on building good mentoring relationships, and suggestions for how to get the most from your undergraduate education.

Fellowship Dinner (both semesters). A celebratory dinner on a Friday evening near the beginning of the semester preceded by a roundtable discussion with graduated Fellows who are currently PhD students.

Forum: “On Research” (both semesters). An informal presentation by a faculty member on some aspect of his or her research. The forum are meant to expose Fellows to theoretical, methodological, political, logistical, and personal issues that professors encounter in the process of “doing research” across the disciplines. Followed by questions and answers.

Roundtable: Summer research experiences (fall). Fellows share their experiences participating in structured summer research programs and pursuing independent projects. The goal is to provide inspiration and information about a wide range of opportunities, while also helping Fellows to learn about one another’s interests.

Workshop: Writing the personal statement (fall). Seniors applying to graduate school workshop drafts of their personal statements with a guest workshop leader.

Workshop: Financing your education and research (fall). Provides information on how to finance your undergraduate education so that studying/research can be your first priority. Looks ahead to opportunities for graduate school fellowships and other ways to finance your education.

Workshop: Advanced learning techniques (fall). Topics vary year to year, including: strategies for advanced writing (and rewriting); time management; building cultural capital; etc.

Workshop: Mental health (fall). Strategies for how to stay healthy and happy when the demands of life seem overwhelming.

Roundtable: Mentoring (fall). Fellows share what they have learned about how to build productive mentoring relationships and what to do when things go badly.

Roundtable: Race, class, and gender in the academy (fall). Fellows—including those who have spent summers studying at elite private universities or in different regions of the country or in different countries—compare and share their observations about how race, class, and gender structure American universities.

Fellowships Program Research Conference (spring). Held on a Friday in early May, this conference showcases the research done by Fellows to peers, faculty mentors, invited guests, and the CCNY community. It provides a supportive environment for Fellows to give their first papers. All Fellows—recently admitted and graduating—are welcome and encouraged to present papers.

Workshop: The mentoring relationship (spring). Explores aspects of the complex and essential relationship between students and their faculty mentors. Tips for how to get the mentoring you want. What to do if things go badly.

Workshop: Applying to graduate school (spring). A panel of seniors who have gained acceptance to PhD programs pass on what they have learned. Many handouts are provided to help guide Fellows through this challenging process.

Workshop: Public Speaking (spring). A workshop geared to helping those who plan to present papers at the annual Research Conference.

Workshop: Balancing work/career and life (spring). A discussion with invited faculty guests on the challenges and rewards of seeking to build both a family and a career.

Roundtable: Applying to grad school (Q&A follow-up on workshop). (Spring) Since club hours is always too short a period to explore the many important issues in applying to graduate school, this more informal follow-up discussion with seniors headed to PhD programs provides a chance for Fellows to ask more questions.

THE JOURNAL AND STIPEND

All Fellows are required to write journals at the end of each semester in order to receive their stipends. The stipend is paid to compensate Fellows for their participation in special activities—that is, fellowship activities beyond normal classroom ones, such as attending the program’s workshops and other events and working on a project with their Mentor. Failure to participate in the required fellowship activities may result in a reduction of the stipend. Journals provide Fellows the opportunity to document these activities and reflect on their experiences. Beyond that, journals provide an important means for the Mentors to gain understanding of the Fellows’ thoughts and for the Director and the Steering Committee to assess the value of the program.

While it is not the Mentor’s responsibility to formally grade the journal, it is helpful for Mentors to offer comments on the journal to the Fellow. In addition, Mentors should:

- Complete the evaluation form the program office distributes toward the end of the semester (see copy attached).
- Sign and send the journal and evaluation form to the NAC 6/316 program office, or email it to ccfell@ccny.cuny.edu or to the Director at: sbesse@ccny.cuny.edu.

Journal Contents

The journal should include **all** of the following:

- Comments on the required Fellowship events attended: reflections on the information and ideas discussed by any guest speaker(s) as well as by the Fellows themselves.
- A report on the Fellow's contacts with his or her Mentor, telling: (1) when they took place and what was discussed; as well as (2) reflections on the project(s) engaged in under the supervision of the Mentor. Please provide a general picture of the nature of the project, how much time was spent, what was learned, and if relevant, what was written/produced.
- Any other activities engaged in as a Fellow, such as attending a conference, a special event or lecture, an exhibition, Fellowship events that were not required, and so on.
- Observations about teaching that arise from the Fellow's experience as a student and/or as a tutor or a guest lecturer in a professor's class. For example, these observations might include remarks on how best to present complex technical information to beginning students, or ways in which teaching and research can complement one another, or thoughts on a particularly successful or disastrous example of teaching. (Please note: a Fellow is under no obligation to identify a professor she or he may be describing, especially when the analysis is negative.)

Journal Form

The journal should **not** be a diary, although it might well be based on one. Rather, the journal should be an organized and thoughtful reflection on a Fellow's experiences from the perspective of the end of the semester. It should be typed and should read and look like a professional's work. There is no requirement as to length. Since submissions will be read, not weighed, emphasis ought to be on content, not word count.

Journal Deadline

Fellows should turn in their journals to their Mentors toward the end of each semester and to the Fellowships Program office by the date specified each semester (usually at the end of the exam period). Keep in mind that the fellowship stipend cannot be paid until after the journal has been read and signed by the Mentor. (The Mentor may communicate his/her approval of the journal by email to the Director, sbesse@ccny.cuny.edu, or to ccfell@ccny.cuny.edu).

FUNDING FOR RESEARCH, TRAINING, AND TRAVEL

The City College Fellowships Program is prepared to fund the work of City College Fellows and Mellon Mays Fellows on research projects, internships, or special courses of study to the extent that the budget permits. The Program will also fund travel and expenses to attend professional conferences, especially for a Fellow who has been invited to present his or her work.

Eligibility:

- The research project, internship, or course of study must be one that will contribute to the intellectual growth and academic progress of the Fellow.
- Funds are not generally available for credit-bearing courses or for courses of study that are available at City College.
- All independent research projects must be done under the supervision of a faculty Mentor.
- Only Fellows in good standing are eligible for research funding. No funds will be awarded to a Fellow who has not submitted a learning agreement and a journal during the semester preceding the proposed project.

Application (please include):

- A description of the proposed research, internship, course of study, or conference with an explanation of the importance of the work for the Fellow’s intellectual growth and academic progress.
- A statement regarding the amount of time the Fellow will devote to the project.
- A budget including all items for which funding is requested, including expenses such as tuition, travel, room and board, xeroxing or materials required, and hourly pay (when appropriate). Please include both an estimate of the total cost and the least amount the Fellow can receive in order to make the project possible.
- A letter of recommendation from the Fellow’s Mentor or an appropriate faculty member. Or, in the case that a Fellow is presenting research at a conference, a letter of invitation or copy of the conference program.

Conditions and Requirements:

Fellows who receive research monies are required to submit:

- Receipts for expenses covered by the research award, including boarding passes for any air travel. (NOTE: If funds are needed in advance, Fellows must submit invoices with original bills, allowing three weeks for the college to process a check.)
- A report—signed by the Mentor or faculty member supervising the research—specifying what was learned and accomplished, and reflecting on the experience. (NOTE: In general, the report should be several pages long and should be submitted promptly at the end of the time for which the grant was awarded. Fellows may not receive future stipends until and unless they have submitted this report.)
- If the project involved producing a paper or tangible product, the Fellow should provide the office with a copy upon completion. In the case that a Fellow has read a paper at a conference, he or she should provide the office with a copy of the conference program.

Deadlines:

- Requests for summer funding are due on April 15.
- Requests for funding for projects or travel during the academic year may be submitted at any time, although please remember that it may take three weeks for the funds to come through after the proposal has been approved.
-

FELLOWSHIPS PROGRAM SEMINAR

The interdisciplinary fellowship seminar (a “W” 3 credit course) is taught each spring semester by two professors from different departments on a topic of broad interest and relevance. The instructors and topics vary from year to year. Fellows are required to take the seminar during the spring semester during their sophomore or junior year (ideally in the semester after becoming a Fellow). Depending on the Fellow’s major and the topic of the seminar, a Fellow can sometimes receive credit for the seminar toward the major, or the seminar can also count as a required writing intensive course. If a Fellow wishes to take the course more than once, and if there is room, it may be possible to do so.

A CALENDAR FOR APPLYING TO GRADUATE SCHOOL

Careful planning will contribute to a successful conclusion to the search for a graduate school.

→ During junior year, acquire and develop academic skills.

Fellows should seek to study with the best professors in their departments and to develop productive mentoring relationships with several full-time faculty members. It is essential for Fellows to gain research experience, be it in a lab, or by conducting research to fulfill course requirements, or through an independent study course, and/or by participating in summer research programs. Excellent grades are important, especially in your major; graduate schools like to see an upward trend and a demonstrated ability to handle increasingly difficult courses. Fellows should polish work to submit for departmental prizes and aim to present their research at the Fellowships Program Conference and/or at other professional conferences. It is beneficial to prepare to spend the summer between junior and senior years conducting independent research, working as an intern or research assistant, or participating in a research or academic program.

→ The upper junior semester is the time to begin taking stock.

Before the end of the semester, the Fellow and Mentor should meet to assess plans for the future. Is the Fellow sure about going on to graduate school? Will the Fellow be ready to apply in the coming fall semester or should he/she wait a year? The Mentor should try to answer any questions or refer the Fellow to colleagues who might be able to help. Take time to review the Fellow's academic record and to assess: what courses still need to be taken; does research still need to be completed and written up; what piece would be suitable to append to applications as a writing sample (if required); and what graduate schools might be appropriate to consider. The Mentor and Fellow should plan a course of action to meet specific objectives at specific times. Minority students in the humanities and social sciences should consider applying to IRT (Institute for Recruitment of Teachers), an organization that assists minority students applying to graduate schools and provides application fee waivers.

→ Use April and May to collect information.

Fellows should begin to collect information about graduate schools and review application requirements and forms. In addition, investigate "portable" national fellowships that are available from the U.S. government, foundations, and other private sources. Each graduate school will also have its own fellowships to award to doctoral students admitted to its program. Contacting professors or visiting graduate schools you are interested in may be beneficial. However, before doing this, Fellows should be familiar with the research done by professors they contact. Also ask if your Mentor or other professors might give you an introduction.

→ Are there money problems?

Applying to graduate school can be an expensive business. Some students may qualify for fee waivers; minority students applying through IRT receive automatic fee waivers. If there are money problems, the Fellowships Program may be in a position to help. Needy Fellows should speak with the Director.

→ Use the summer to conduct research and to work on application essays.

Seek funding to conduct independent research, work as an intern or research assistant, or participate in a summer research program. If a writing sample is required or recommended, this is the time to further your research and to work on producing the best research paper you can. It is also a good idea to begin working on the difficult personal statement during the summer.

→The summer and early fall is also the time to prepare for the GRE.

To apply for admission to Ph.D. programs and to qualify for major national fellowships and other financial assistance, Fellows must take the Graduate Record Examination (GRE) by mid-fall. This means that applicants should complete a GRE prep course in the late summer or early fall and take the exam by October at the latest. The Fellowships Program pays for GRE Prep courses given by Prof. Ron Pilette of Prime Prep: www.primeprep.com. Visit his website for schedules of courses.

→In September, review the plan of action.

Fellows should review the major deadlines for the semester with their Mentors: GRE test dates, requests to faculty members for letters of recommendation, requests to the Registrar for official transcripts, targets for completing fellowship applications, and targets for submitting graduate school applications. Fellows should be prepared to attend the Fellowship Program's workshop on writing the personal statement (generally scheduled for late September) with a draft of their personal statements.

→Give faculty members the materials they need to write you excellent letters of recommendation.

Fellows should discuss with their Mentors which faculty members would be in the best position to write effective letters of recommendation. A Fellow should be prepared to present willing professors with: a transcript; a resume summarizing the Fellow's qualifications for graduate school; samples of excellent work (papers, exams, etc.); a draft of the personal statement and writing sample (if required); a list of programs the Fellow will be applying for and the deadline for submission of each application; a form to attach to each letter of recommendation signed by the Fellow and clear instructions for where to send each letter; a list of graduate schools that will request online letters of recommendation. Do not forget to give the professors contact information so they will know how to reach you by email and telephone!

PROGRAM ADMINISTRATION

The City College Fellowships Program is administered by a Director in consultation with an Advisory Committee. The Director chairs the Advisory Committee, which consists of several college administrators and Mentors. Policy for the City College Fellowships Program is set by the Advisory Committee. The Director, with members of the Advisory Committee and other faculty Mentors, interviews applicants and names fellowship recipients. The Director is appointed by the Provost of the College. Mentors are chosen by Fellows in consultation with the Program Director. Mentors are invited to communicate directly with the Director.

The current Director of the program is Professor Susan Besse; the Administrative Director is Renee Philippi. The program is housed at City College in room 6/316 of NAC (North Academic Center). We may be reached by telephone (212-650-8388), or email: ccfell@ccny.cuny.edu. Further information is available on our website, www.ccny.cuny.edu/fellowshipsprogram, including: the program's calendar of events; eligibility requirements and benefits of each fellowship; downloadable application forms; pictures, biographies, and email addresses of the Fellows; archived newsletters; this "Guide;" the Learning Agreement form; and links to useful websites for those seeking information about graduate school and fellowships.

LEARNING AGREEMENT

Name of Fellow (Please type or print)

Name of Mentor (Please type or print)

Please enter brief statements about your plans for the semester or the year below. (Please note that it is not required to develop a project in each of the three areas each semester, and that research experience is fundamental for admission to and success in doctoral programs.)

This agreement covers:

the _____ semester

the academic year _____

1. Frequency and time of meetings:

2. Description of scholarly or research project:

3. Plans to explore a professor's work as a teacher:

4. Plans to explore the service component of a professor's work:

Fellow (please sign)

date

Mentor (please sign)

date

City College Fellowships Program Guide for Mentors and Fellows

TO: Mentors

FROM: Professor Susan Besse
Director, City College Fellowships Program

RE: Fellow Evaluation

Thank you for the mentoring you have provided this semester for a City College Fellow or Mellon Mays Fellow. It is only because of your generosity and commitment that our program can succeed.

With the approaching end of the semester, you soon should be receiving the journal of the Fellow you have been mentoring. Please read it, sign it, and either send it along to the fellowships office at NAC 6/316 or email me at sbesse@ccny.cuny.edu or ccfell@ccny.cuny.edu. Please remember that the Fellow cannot receive his or her stipend without your signature. I would also appreciate receiving your evaluation of the Fellow’s academic performance and potential as well your perception of his or her interest in entering a Ph.D. program. Thank you!

Your Name _____
(print) (signature)

Your email and phone extension _____

Fellow’s Name _____

- 1 = Exceptional
- 2 = Strong
- 3 = Middling
- 4 = Weak / Small
- 5 = Do Not Know

Overall Academic Ability	1	2	3	4	5
Communication Skills	1	2	3	4	5
Discipline and Persistence	1	2	3	4	5
Likelihood of Applying to a Ph.D. program	1	2	3	4	5
Likelihood of Being Admitted	1	2	3	4	5
Likelihood of Completing Graduate School	1	2	3	4	5
Likelihood of Becoming a Professor	1	2	3	4	5

Other Comments: