

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
- 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, interdisciplinary 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.cuny.cuny.edu/fellowshipsprogram

The main activities of the program are:

- A series of **workshops and roundtables** on topics such as mentoring; financing education and research; summer research opportunities; applying to graduate school; writing the personal statement; GRE preparation; balancing career and life; and race, class, and gender in the academy.
- A **Forum: "On Research"** each semester at which Fellows hear professors discuss broad issues about doing research in various disciplines.
- 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 (\$1,800 for MMUF, \$1,000 for City College Fellows) paid at the end of each semester upon fulfillment of the program requirements and submission of a "journal."

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. MMUF receive: a \$3,900 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. Faculty Mentors advise Fellows on what academic skills and preparation are required for entrance to and success in doctoral programs. In general, a Fellow should not register for courses without first consulting the Mentor.

At the appropriate point, the Mentor helps the Fellow select which graduate programs to apply to. The Mentor also advises the Fellow on completing applications to graduate school, especially writing the difficult statement of purpose and the writing sample (when required).

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 professors' work as scholars, members of the academic community, and teachers. 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 each stage of his or her college career. Mentors and Fellows are encouraged to improvise and to pursue whatever projects seem 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 and electronic research tools.
- Assist the Fellow in: designing and carrying out independent study; conceptualizing a thesis project; and/or writing up and presenting independent research.
- Inform the Fellow of departmental prizes and assist in polishing work to submit.
- Inform the Fellow of other awards and sources of funding and assist in writing applications.
- Assist the Fellow in writing applications for summer research funding from the City College Fellowships Program or other research fellowships (such as SR-EIP, MURAP, REU programs, etc). See the CCFELL website for a listing of summer research programs.
- 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. Mellon Mays Fellows also have the opportunity to present their work at a

MMUF New York City-wide conference each spring. In addition, MMUF publishes an annual journal in which Mellon Mays Fellows may publish short pieces.

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 paid peer tutor in his/her department or division or at the CCNY 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 forth.
- 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 research and teaching at the college level. To that end, Mentor and Fellow should meet regularly and plan for how the Fellow can take advantage of opportunities that will foster academic achievement and provide research experience. By the beginning of senior year, the Fellow should have produced work of sufficient quality to append to graduate school applications and to merit admission to doctoral programs. If a Fellow feels unprepared to apply to doctoral programs during the fall of the senior year, Fellow and Mentor should discuss the possibility of extending undergraduate studies for one semester to gain the necessary preparation.

Time on a Project:

How much time should a Fellow devote to fellowship project(s)? There are no hard rules governing this matter. However, the Fellow should work on the project on a regular basis, meet with the Mentor on a regular basis, and prioritize carefully in order to enhance academic progress and standing. The most successful projects tend to be either laboratory research or projects 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.

Further Resources:

See the University of Michigan's excellent guide, "How to Get the Mentoring you Want"

**City College Fellowships Program
Guide for Mentors and Fellows**

at www.rackham.umich.edu/downloads/publications/mentoring.pdf

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. The agreement serves as a tool to improve and extend communication between Mentors and Fellows, helping to ensure that they reach a clear, mutual understanding of their goals and commitments to each other. The agreement should not, however, prevent a Mentor and Fellow from improvising when appropriate. The agreement should specify how often and when meetings between the two will take place, and describe how the Fellow will 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 all 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 a Fellow enters the program)

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 strategies

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 statement of purpose

Also, at least two of the following:

Workshop: Advanced learning strategies

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)

Fellows who remain in the program beyond four semesters are required to attend:

Fall semester:

Fellowship dinner

Forum: “On Research”

Roundtable: Summer research experiences

Workshop: Writing the statement of purpose

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 forth.

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. Responsible and professional behavior from Fellows is expected; 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. To the extent possible in the time available, the Director also provides information about academic opportunities 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, sometimes 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(s) 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 statement of purpose (fall). Seniors applying to graduate school workshop drafts of their statements of purpose 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 strategies (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, with a guest workshop leader.

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 experiences 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). With the input of invited faculty mentors, explores aspects of the complex and essential mentoring relationship. 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 the next cohorts of 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. Stipend are paid to compensate Fellows for their participation in fellowship activities beyond normal course requirements, including attending the program’s meetings and working on a fellowship project(s) 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 to assess various elements 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/approve 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 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 forth.
- 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 each 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 further the goals of the program: to prepare Fellows to present strong applications to doctoral programs and to thrive once admitted. Funds are generally not available for credit-bearing courses or for courses of study 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 all the following):

- 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 preparation for pursuing doctoral studies.
- A statement regarding the goal(s) of the project: what you hope to produce or accomplish.
- An explanation of the preparation of the Fellow to undertake the project, including: demonstration of any necessary skills (such as language proficiency); and a plan (as detailed as possible) for how the time will be spent (doing what, where, researching what questions and sources, etc.).
- 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 of 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.

A CALENDAR FOR APPLYING TO GRADUATE SCHOOL

Careful planning will contribute to a successful outcome when applying to 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. (Note that applications to national summer research programs are due as early as February 1st.)

→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 programs might be appropriate to consider. The Mentor and Fellow should plan a course of action to meet specific objectives at specific times.

→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. Before doing this, however, Fellows should be familiar with the research done by professors they wish to contact. Also ask if your Mentor or other professors might give you an introduction; if possible, attend a lecture or conference at which these professors will be speaking, and introduce yourself.

→Plan ahead to be able to cover the costs of doctoral applications.

Since applying to graduate school is expensive, it is important to plan ahead in order to be able to cover the costs. Some students may qualify for fee waivers, and they should take the initiative to apply for these 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 statement of purpose 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 during 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 Kaplan <http://www.kaptest.com/> (at the discounted fee for CCNY students) or by Prof. Ron Pilette of Prime Prep: www.primeprep.com. Visit their websites 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 completing and submitting graduate school applications. Fellows should be prepared to attend the Fellowship Program's workshop on writing the statement of purpose (generally scheduled for late September) with drafts of their 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. Six weeks before the first recommendation letters are due, a Fellow should be prepared to present willing professors with: a copy of their transcript; a resume summarizing the Fellow's qualifications for graduate school; samples of excellent work (papers, exams, etc.); a draft of the statement of purpose and writing sample (if required); a complete list of programs the Fellow will be applying to and the deadlines for submission of each letter of recommendation; clear written instructions regarding which programs will request online submission of recommendations, which request hard copies, and where to send hard copies of recommendations. Do not forget to waive your right to read letters of recommendation. Do not forget to give 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. (Note that it is not required or expected that Fellows develop projects each semester in each of the areas specified below, but that research experience is fundamental for admission to and success in doctoral programs. Prioritize carefully and set reasonable and achievable goals.)

This agreement covers:

[] the _____ semester

1. Frequency and time of meetings:

2. Academic Planning: (Define a “fellowship project” and submit a “learning agreement;” choose courses with input of faculty mentor; plan an independent study; research opportunities and prepare applications for scholarships, research funding, summer research programs, internships, graduate fellowships, etc.; apply to graduate school.)

3. Research: (Develop necessary skills to conduct research; conceptualize a research agenda/project; learn how to conduct a literature review; write a research proposal to obtain funding or admission to a summer research program; obtain IRB approval; conduct research; prepare research paper or poster to submit for departmental prize, conference presentation, publication, and/or to attach to doctoral application. Note that such projects work best when they dovetail with course work, for example by undertaking a more ambitious research project than expected for a course, and then expanding on research done in a course through participation in a summer research program, independent study, or with the goal of winning a departmental prize or presenting work at a conference or in a class of a mentor’s course.)

4. Exposure to academia: (Attend academic presentations and conferences at CUNY campuses and other universities; when appropriate, assist faculty mentor with professional work such as editing a journal, organizing a conference, carrying out a job search for a new faculty member, reviewing grant applications or prize submissions, etc.)

5. Teaching: (Observe teaching styles and pedagogical approaches of faculty; contribute to revising a course syllabus or designing a new course or a particular set of assignments; grade sample (anonymous) student papers as a basis for discussion about what constitutes excellent work; prepare and conduct a class or part of a class in mentor’s course; work as a peer tutor.)

Fellow (please sign) date

Mentor (please sign) date

Mentor’s email and phone extension

**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 to indicate your approval, and either send it along to the fellowships office at NAC 6/316 or forward it to me at sbesse@ccny.cuny.edu or ccfell@ccny.cuny.edu. Please remember that the Fellow cannot receive his or her stipend without your approval of the journal. 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: