



Cleveland State University

TRIO McNair Scholars Program

NON-DISCIPLINE FACULTY MENTOR – ROLES AND RESPONSIBILITIES

The most important aspect of the TRIO McNair Scholars Program is the Faculty Mentor/McNair Scholar relationship. Faculty Mentors provide exposure and insight essential for the McNair Scholar to understand the skills needed to become successful in the academic world. Their time, energy, expertise and commitment to mentoring scholars are invaluable resources that increase the quality of the McNair experience. For the scholar, the benefit of participating in the program depends to a large extent on the supportive relationship between the Faculty Mentor and Scholar. The relationship is designed to encourage, motivate and prepare the McNair Scholars for doctoral studies.

Qualifications for the Non-Discipline Faculty Mentors

- An earned Ph.D. or hold faculty rank with terminal degree in field
- Desire to equalize opportunities for underrepresented individuals
- Attentiveness to the need of disadvantaged groups
- Commitment to the goals of the McNair Program.

Responsibilities of the Non-Discipline Faculty Mentor

- Builds confidence in interacting with faculty
- Provides the scholar with an interdisciplinary perspective of STEM
- Fully indoctrinates the students about the life of academics
- Helps develop and define a wide-reaching research project
- Is available via email to provide support through the program
- Meets the scholar on a monthly basis
- Provides a monthly feedback to the McNair Program regarding the scholar
- Notifies McNair Director immediately if the mentee is experiencing personal or academic difficulties
- Attends the Non-Discipline Faculty Mentor Orientation if you are a new mentor

Benefits of being a Non-Discipline Faculty Mentor

Most importantly, it is hoped, that the greatest benefit is a deep sense of satisfaction from the relationship. Other benefits include:

- The faculty mentor will receive a stipend of \$150/semester
- Service to the Cleveland State University
- Impact the future course of academia by increasing the number of first-generation, low-income, and/or underrepresented students who complete post baccalaureate degrees