

CUNY Research Scholars Program (CRSP) Mentor Guidelines for the 2025–26 Academic Year

The CUNY Research Scholars Program (CRSP) provides undergraduate students the opportunity to engage in meaningful, faculty-mentored research in science, technology, engineering, and mathematics (STEM) and non-STEM disciplines. As a CRSP mentor, your role is central to the professional growth and academic success of our student scholars. The following guidelines outline the expectations and responsibilities for mentors during the Fall 2025 – Summer 2026 program cycle. For questions or concerns please reach out to Ms. Frances Samuel (frances.samuel@kbcc.cuny.edu) or Farshad Tamari (farshad.tamari@kbcc.cuny.edu).

1. Commitment to Research Hours

- Each student scholar is expected to complete a minimum of 400 hours of mentored research during the Fall semester, Winter module, Spring semester, and the beginning of the Summer.
- Mentors should work with students to establish a structured schedule that ensures steady progress toward this requirement.
- Hours should be spread across the academic year to allow for consistent engagement and skill development.
- The commitment to research hours will be over at the conclusion of the CUNY's Summer CRSP symposium which typically occurs at the end of June or beginning of July

2. Research Deliverables

Mentors will guide students in producing high-quality scholarly deliverables, including:

A. Abstracts – Multiple abstracts throughout the year to reflect progress and evolving results. Abstracts should follow the format provided by CRSP and be prepared for both campus and CUNY-wide events.

B. PowerPoint Presentations – Students will develop and refine professional research presentations. Mentors should review and provide feedback to ensure clarity, accuracy, and professional standards.

C. Poster Presentations – Students will design research posters summarizing their work. Mentors will assist with layout, content accuracy, and visual quality.

3. Required Student Participation in Events

Mentors are expected to help students prepare for, and ensure their participation in, the following program-wide events:

A. Winter Presentation Event – Mid-program check-in to share research progress.

B. Spring Presentation Event – End-of-academic-year showcase of results.

C. Two Summer Symposia – Participation in CUNY-wide symposia attended by students, faculty, and administrators from across the university system.

4. Mentor Responsibilities

- Regular Meetings: Hold consistent meetings with your student(s) to review progress, address challenges, and guide next steps.
- Professional Development: Encourage student participation in relevant workshops, training sessions, and seminars offered through CRSP.
- Ethical Research Practices: Ensure students understand and follow all applicable research ethics, safety protocols, and institutional review requirements, particularly **Institutional Review Board (IRB)** when conducting Human Subject Research (HSR).
- Documentation: Track student research hours, deliverables, and participation in program events.

5. Program Timeline (2025–26)

Your role as a CRSP mentor is vital to the program’s success. By providing guidance, structure, and professional mentorship, you will help foster the next generation of researchers while advancing high-quality scholarship within the CUNY community. The overall expectation is that all supported projects meet all deliverables and are completed to fruition. Please see blow.

Period	Focus	Expected Deliverable
Fall Semester 2025	Project initiation, data collection, skill building	Initial abstract, early PowerPoint draft
Winter Module 2025	Intensive research block, mid-year presentations	Updated abstract and PowerPoint files, Winter Presentation
Spring Semester 2026	Continued data collection, analysis, and results	Refined abstract, Spring Presentation (Both PowerPoint and Poster)
Late Spring- Early Summer 2026	Final results, preparation for CUNY symposia	Poster, final PowerPoint and/or Poster preparations, participation in two summer symposia

6. Mentor Research Funds and Teaching Credit

A. Research funding: Each mentor will receive \$1000 of research funding, which can be used for research supplies and/or travel. All funds are administered by KCC’s CRSP staff, and justification for expenditures is required to use the funds. Typically, funds are used in the Fall semester, particularly in instances where the funds are used for software purchase- which requires additional steps and permissions through the IT department. The deadline to purchase software is typically the end of November. Other research and office supplies, which do not require special permissions, can be purchased until mid-May.

B. Teaching Credit: Each mentor will receive one hour of teaching credit for the Fall and one additional hour of teaching credit in the Spring semester, regardless of the number of students mentored. To get reaching credit in the fall, it is required that “workload forms” are updated in mid-October by each mentor, and that the activity is communicated to the department head.

7. Assigning Student Grades

Each student is added to a CRSP course (9201/9202) every semester that they participate in the CRSP. Please use the grading rubric below as a guide for assigning grades to students at the end of each semester. Total: 100 points

Criteria	Weight	Excellent (Full Points)	Proficient	Needs Improvement	Unsatisfactory
Commitment to Research Hours	20	Consistently meets or exceeds required hours ($\geq 95\%$ of 400 hours), with accurate logs and documentation.	Meets most required hours (90–94%), logs generally accurate.	Meets 75–89% of hours; inconsistent or incomplete logs.	Less than 75% of required hours; logs missing or inaccurate.
Punctuality & Attendance	15	Always punctual to meetings, lab work, and deadlines; no unexcused absences.	Occasionally late or misses deadlines (≤ 2 instances).	Frequently late or misses deadlines (3–5 instances).	Regularly late or absent; deadlines often missed.
Regular Meetings with Mentor	10	Holds all scheduled meetings; well-prepared each time with agenda or updates.	Misses 1–2 scheduled meetings; mostly prepared.	Misses 3–4 meetings; preparation inconsistent.	Misses >4 meetings or unprepared most of the time.
Progress Towards Abstract(s)	15	Actively contributes to drafting, revising, and finalizing abstract(s) on schedule.	Contributes to abstract(s) but requires multiple reminders.	Limited contribution; work often late or incomplete.	No meaningful contribution to abstract(s).
Progress Towards PowerPoint Presentation(s)	15	Substantial role in research content, visuals, and organization; meets all deadlines.	Participates in presentation creation with minor delays or quality issues.	Minimal contribution; late submission or poor quality.	Does not contribute to presentation development.
Progress Towards Poster Presentation(s)	15	Leads or significantly contributes to poster design, content, and visuals; on time.	Participates in poster creation with some delays or quality concerns.	Minimal input; late or low-quality contribution.	Does not contribute to poster creation.
Work Ethic & Initiative	10	Proactively seeks tasks, solves problems, and takes ownership of work.	Completes assigned work; occasionally takes initiative.	Reluctant to take initiative; requires frequent prompting.	Rarely engaged; work incomplete or not attempted.

Grading Scale

A = 90–100 (Outstanding performance)

B = 80–89 (Strong performance with minor issues)

C = 70–79 (Meets minimum expectations)

D = 60–69 (Below expectations)

F = <60 (Unsatisfactory)

8. Selecting your student scholar(s)

Preference is given to students that can participate in the CRSP in both the fall and spring semester, however, in some cases students that can only participate in the fall can participate if assurances are provided by the mentor and the student scholar that all spring-related work (abstracts, presentations, symposia participation) will be completed. In addition, preference is given to students that have not participated in the program in previous years.

It is best to have a student in mind by August or September from courses that you have taught. Mentors that do not have students in mind will be assigned a student; however, this is not guaranteed! We will do our best to match the students' research interests with those of the mentors, but we are not always able to do so. Mentors that do not bring students are not guaranteed research scholars, and students that do not have mentors are not guaranteed a research mentor.

9. Participation in CURC and CRSP Symposia

There are two required symposia (CUNY Undergraduate Research Celebrations, CURC, and CRSP) that showcase the amazing research done at KCC. All students are required to attend the CRSP Symposium in June/July. All students will be considered for CURC, but only a few are selected by CUNY's Office of Research for this symposium, which is held typically earlier than CRSP. Students must attend this meeting as well, regardless of their presentation whether they are selected or not. Faculty are strongly encouraged to attend both symposia. Faculty are also encouraged to sign up to be a member of the review crew for both events, with work towards judging posters at both events.

10. Monthly Meetings

In addition to participating in the winter and spring presentations and the CURC and CRSP symposia, students are required to attend monthly meetings based on the tentative schedule presented in the application (which is signed by the mentor and student scholar). All mentors are also encouraged to attend the monthly meetings, particularly mentors that have never participated in CRSP or those that do not participate regularly.

11. Guide for Reviewing Presentations

In the following page please find a rubric that was developed for judging the CRSP Presentations and is similar to the one used for the CRSP and CURC symposia. The rubrics are provided as a guide only and may change in the future.

Category	9-10 points	7-8 points	5-6 points	Below 5 points	Score
Abstract (if applicable)	Abstract is a clear and strong representation of the research	Abstract is adequate, but could use more precision and/or information	Abstract is somewhat unclear and could use more information	Abstract could use improvement	
Presentation of research question, hypothesis, and method (the research method may be a literature review)	Presentation offers a clearly stated research question and/or hypothesis and explains the method used to address the question	Presentation adequately presents the project; the research question and/or hypothesis or reasonably clear, although somewhat general.	Presentation content is difficult to follow in some areas. The question, hypothesis, or method could use improvement for sharpness or clarity.	Presentation needs improvement (please specify below).	
Presentation appearance/ effectiveness of visual communication, including data	Presentation is visually appealing and highly effective	Presentation has strengths but is not always well-organized; could use more effective visual communication	Presentation is visually adequate but could be more effective	Presentation needs revision to increase readability and effectiveness	
Oral communication (ability to describe the project to specialists and non-specialists alike)	Presenter spoke with clarity and effectively communicated the contents and importance of the project	Oral communication was effective but at times seemed to be read directly from notes	Oral communication was at times difficult for non-specialists to understand	Oral communication requires improvement to increase effective communication to non-specialists	