



## APPLICATIONS ARE OPEN!

### OBJECTIVE:

The primary objective of the Undergraduate Research Training Initiative for Student Enhancement (U-RISE) program is to promote broad participation in the biomedical research workforce by strengthening research training environments and expanding the pool of well-trained students who complete their baccalaureate degree, and transition into and complete biomedical, research-focused higher degree programs (such as Ph.D. or M.D./Ph.D.).

### WHAT U-RISE SCHOLARS DO AND RECEIVE:

- Partner with a faculty
- Attend workshops to prepare you for competitive graduate and/or MD-PhD programs.
- Obtain Honors credits by enrolling in an Honors U-RISE course each semester.
- Meet outstanding researchers from leading institutions across the country.
- Participate in Summer Research at leading research-intensive institutions.
- Receive academic and financial support.



### WHO CAN APPLY:

- Juniors and Senior undergraduate students with two years prior to graduation.
- Must be currently enrolled in at least 15 credits and must have completed 60 credit hours.
- Minimum overall GPA of 3.2.
- Students interested in entering Biomedical or Bio-Behavioral Research Disciplines
  - Majors in Biology, Chemistry/Biochemistry, Engineering, Plant/Environmental Sciences, Kinesiology, Anthropology, Public Health, Biostatistics, Computer Sciences, Psychology, Animal Sciences, and any major that can contribute to biomedical sciences!! **Call us and ask! or visit our website: [u-rise.nmsu.edu](http://u-rise.nmsu.edu)**



### For more information and an application:

**CALL:** the U-RISE Program @ (575) 646-7963.

**STOP** by the office in Foster Hall Room 465

**EMAIL** Graciela A. Unguez: [gunguez@nmsu.edu](mailto:gunguez@nmsu.edu)

Merranda Marin: [mmarin@nmsu.edu](mailto:mmarin@nmsu.edu)

Laura Rodriguez: [laurodri@nmsu.edu](mailto:laurodri@nmsu.edu)

Program Website: [u-rise.nmsu.edu](http://u-rise.nmsu.edu)



## Applicant Information

Full Name (Last, First):

Mailing Address:

NMSU Email:

Cell Phone Number:

Current Major:

Year in School:

Anticipated Graduation Date:

## Demographics

The information you provide about yourself on this page is confidential and used to help us follow federal granting agency requirements for this training program.

Are you a U.S. Citizen?  Yes  No

Are you a Permanent Resident of the U.S.?  Yes  No

Are you a First-Generation College Student?  Yes  No

Sex:  Female  Male

Gender:  Woman  Man  Transgender  Non-binary  Other

Ethnicity:  Hispanic/Latino  Non-Hispanic  Do not wish to provide

Race (Check all that apply):

American Indian/Alaska Native  Asian  Black/African American  
 Native Hawaiian/Other Pacific Islander  White  Other (please list) \_\_\_\_\_  
 Do not wish to provide

Disability (Do you have a disability?):  No  Yes (Check all that apply)

Mobility/Orthopedic Impairment  Visual  Hearing

Other  Do not wish to provide

## Tell Us About Yourself

1. How did you hear about the Undergraduate Research Training Initiative for Student Enhancement (U-RISE) Program?
2. What do you hope to gain by becoming a U-RISE Scholar and doing research in the lab of an NMSU faculty member?

**3. Are you currently a student in one of these research training programs at NMSU?**

- McNair Scholars Program       New Mexico Alliance for Minority Participation (AMP)  
 Discovery Scholars       Capstone Project: Honors Program  
 Enhancing Hispanic Access to Natural Resource and Agricultural Careers through Education, Mentorship, and Training (ENHANCEMENT) Project  
 ACES Undergraduate Research Program       Other; Please list:

**4. What is your desired advanced degree? (Preference will be given to students planning on a research career)**

- M.S.       PhD       MD/PhD       Other (Please list):

**5. In your opinion, what makes you a good candidate for the U-RISE Program at NMSU?**

**6. Do you have any previous research experience?       Yes       No**

If "yes" to the above question, describe your research project and what you learned. Please also describe what you liked and disliked about your experiences.

**7. Indicate your general biomedical or biobehavioral research interests.**

**8. Describe your interests and hobbies outside of research.**

## Your Future Plans and Goals

**9. What do you see yourself doing five years from now?**

**10. What else would you like us to know about you that was not asked?**

## Faculty Research Mentor Interviews

Following the initial interview, you must talk to a minimum of three (3) Faculty Research Mentors on the list provided about their laboratory research activities and how these may best match your research interests.

**11. List the 3 NMSU faculty you met with and interviewed about your research interests and their lab/group. You must obtain their signature after your interview. You may add more than 5 if you prefer.**

Faculty name: \_\_\_\_\_ Signature and date: \_\_\_\_\_

Faculty name \_\_\_\_\_ Signature and date: \_\_\_\_\_

Faculty name: \_\_\_\_\_ Signature and date: \_\_\_\_\_

**11. AFTER your interviews are completed, please rank the faculty order of preference to join their research group.**

Choice #1. Faculty name: \_\_\_\_\_

Choice #2. Faculty name: \_\_\_\_\_

Choice #3. Faculty name: \_\_\_\_\_

**12. For your application to be complete, you must ALSO interview with both Program Directors, Drs. Merranda Marin ([mmarin@nmsu.edu](mailto:mmarin@nmsu.edu)) and Graciela A. Unguez ([gunguez@nmsu.edu](mailto:gunguez@nmsu.edu)). Please set up an appointment with them by sending a joint email to both of with dates/times that you are available to meet in person or via zoom.**

Merranda Marin: \_\_\_\_\_ Signature and date: \_\_\_\_\_

Graciela A. Unguez: \_\_\_\_\_ Signature and date: \_\_\_\_\_

## Additional Required Information

Include a copy of your current unofficial transcripts with your completed application.

## Submission Deadline

**Deadline for submission of your COMPLETED application is FEB 28, 2025 by 11:59pm.**

Send all required forms (this form with answers to all questions; signatures and dates from the 3 faculty and Program Directors you interviewed; and unofficial copy of your transcripts) via email to Dr. Laura Rodriguez at [laurodri@nmsu.edu](mailto:laurodri@nmsu.edu)



Graciela A. Unguez  
Co-Director



Merranda Marin  
Co-Director



Laura Rodriguez-Urbe  
Program Assistant

NIH recently changed their definition of underrepresented populations in Science (<https://grants.nih.gov/grants/guide/notice-files/NOT-OD-20-031.html>).

Please indicate whether you self-identify as belonging any of these 3 categories.

- A. Individuals from racial and ethnic groups that have been shown by the National Science Foundation to be underrepresented in health-related sciences on a national basis (see data at <http://www.nsf.gov/statistics/showpub.cfm?TopID=2&SubID=27>) and the report [Women, Minorities, and Persons with Disabilities in Science and Engineering](#)). The following racial and ethnic groups have been shown to be underrepresented in biomedical research: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders. In addition, it is recognized that underrepresentation can vary from setting to setting; individuals from racial or ethnic groups that can be demonstrated convincingly to be underrepresented by the grantee institution should be encouraged to participate in NIH programs to enhance diversity. For more information on racial and ethnic categories and definitions, see the OMB Revisions to the Standards for Classification of Federal Data on Race and Ethnicity (<https://www.govinfo.gov/content/pkg/FR-1997-10-30/html/97-28653.htm>).
- B. Individuals with disabilities, who are defined as those with a physical or mental impairment that substantially limits one or more major life activities, as described in the [Americans with Disabilities Act of 1990, as amended](#). See NSF data at, <https://www.nsf.gov/statistics/2017/nsf17310/static/data/tab7-5.pdf>.
- C. Individuals from disadvantaged backgrounds, defined as those who meet *two or more* of the following criteria:
1. Were or currently are homeless, as defined by the McKinney-Vento Homeless Assistance Act (Definition: <https://nche.ed.gov/mckinney-vento/>);
  2. Were or currently are in the foster care system, as defined by the Administration for Children and Families (Definition: <https://www.acf.hhs.gov/cb/focus-areas/foster-care/>);
  3. Were eligible for the Federal Free and Reduced Lunch Program for two or more years (Definition: <https://www.fns.usda.gov/school-meals/income-eligibility-guidelines/>);
  4. Have/had no parents or legal guardians who completed a bachelor's degree (see <https://nces.ed.gov/pubs2018/2018009.pdf>);
  5. Were or currently are eligible for Federal Pell grants (Definition: <https://www2.ed.gov/programs/fpg/eligibility.html>);
  6. Received support from the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) as a parent or child (Definition: <https://www.fns.usda.gov/wic/wic-eligibility-requirements>).
  7. Grew up in one of the following areas: a) a U.S. rural area, as designated by the Health Resources and Services Administration (HRSA) Rural Health Grants Eligibility Analyzer (<https://data.hrsa.gov/tools/rural-health>), *or* b) a [Centers for Medicare and Medicaid Services-designated Low-Income and Health Professional Shortage Areas](#) (qualifying zipcodes are included in the file). Only one of the two possibilities in #7 can be used as a criterion for the disadvantaged background definition.

Students from low socioeconomic (SES) status backgrounds have been shown to obtain bachelor's and advanced degrees at significantly lower rates than students from middle and high SES groups

(see [https://nces.ed.gov/programs/coe/indicator\\_tva.asp](https://nces.ed.gov/programs/coe/indicator_tva.asp)), and are subsequently less likely to be represented in biomedical research. For background see Department of Education data at, <https://nces.ed.gov/>; [https://nces.ed.gov/programs/coe/indicator\\_tva.asp](https://nces.ed.gov/programs/coe/indicator_tva.asp); <https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>.