2015 OUR Faculty Mentoring Award

Information

The Office of Undergraduate Research is pleased to announce the 2015 Faculty Mentoring Award to honor an Undergraduate Research Mentor for his/her success in mentoring undergraduate students in research.

Applications Materials

1. Applicant Letter: The mentor will provide an explanation of their cumulative mentoring activities involving undergraduate researcher(s). The letter should explicitly respond in a narrative manner to the three Evaluation Criteria (below) and should include a brief discussion of the applicant’s mentoring goals and/or philosophy. (Three page limit).

2. Curriculum vitae: List only details relevant to applying for the award including brief bio info for applicant (e.g., contact and education info), names of undergraduate students mentored (include research course number(s) and other documentation of effort, if available), presentations by these students, publications by these students, awards received, etc. See Evaluation Criteria below. (Three page limit).

3. Colleague Letter: A recommendation letter from a colleague of the applicant who can address the applicant’s mentoring of students in undergraduate research. (Two page limit).

4. Student Letters: Two letters of support from students who were mentored as undergraduates by the applicant. One such letter must be from a student who was mentored by the applicant within the past five years. (One page limit for each letter).

The OUR Advisory Committee will review the completed applications and determine the award winner. The winning mentor will be recognized at the 2nd Undergraduate Research Expo scheduled on April 20. The winner will receive a certificate and an award of $500. We look forward to reading your applications and learning about the experiences and successes undergraduate students are having in undergraduate research.
Evaluation Criteria

Below is a list of criteria for evaluation of the applications for the 2015 OUR Faculty Mentoring Awards.

1. Evidence of undergraduate student mentoring.
   a. The number and names of students mentored in research.
   b. Research course number and other documentation of effort per student.

2. Evidence of professional development of students mentored.
   a. The number of students presenting their work at conferences and meetings. National and international conferences are generally considered more important than internal or regional conferences.
   b. The number of publications co-authored or single-authored by students. Publications in discipline-specific journals should be considered more important than those in general undergraduate research journals.
   c. Evidence of activities within the research program that develop students into effective researchers as they are going through the experience. These activities should provide support that enables student success. Examples: structured mentoring programs (like pairing with more advanced students), regular faculty student meetings, expectations for students to write research reports and to give presentations, etc.
   d. Examples of professional development as described in the letter of application and the letters of support by the colleague and students.
   e. Reflective discussion of mentoring goals.

3. Evidence of impact and success.
   a. Impact of research experience on post-graduate success including either graduate school, professional school or career. We are looking for a meaningful influence of the research experience on post-graduate success.
   b. Awards received by students for their presentations or publications.
   c. Awards or grants received by faculty for mentoring students.
   d. Publications or invited presentations given by the faculty member about mentoring students.
   e. Examples of the impact of the mentoring experience on student’s ongoing success as described in the letter of application and the letters of support by the colleague and students.