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S3/MS3 FACULTY MENTOR & STUDENT SCHOLAR RESPONSIBILITIES

Responsibilities of Faculty Mentor

The faculty mentor is required to participate in orientation, Summer Scholar Showcase, Student Scholars Day, writing retreat (at a bare minimum the lunches each day), any assessment completed by OURS, and all mentor workshops (approximately 3). These requirements hold even if the faculty member is only mentoring an MS3 that is part of term (i.e. first 6 weeks or second 6 weeks). Faculty mentors are also expected to discuss with the student scholar their IDP draft and provide feedback.

Each faculty mentor shares the responsibility, with their student scholar, for creating a quality learning experience and ensuring students have appropriate training for the work. The faculty mentor must make sure students complete and submit their final report to the institutional repository in a timely manner. They must make certain these reports meet disciplinary expectation as to the writing quality, presentation, and contribution to the field. Faculty mentors. They are also required to make sure student scholars complete and submit all final documentation, namely the student scholar's reflection, dissemination plan and budget, and student scholar's professional bio.

Responsibilities of Student Scholar

Each student scholar shares the responsibility, with their faculty mentor, for the quality of their learning experience. They need to be self-directed in their research, be an active participant in the program, and provide meaningful feedback to the faculty mentor, and the Office of Undergraduate Research and Scholarship (OURS) Program Director and the Undergraduate Research Council (URC) Chair when needed.

The scholars also need to work with their faculty mentor to ensure that they have received appropriate training, including CITI training and other project/discipline specific training. If required, this includes submitting the appropriate forms for work involving human subjects, live vertebrate animals, radioisotopes or other hazardous materials.

Each student scholar must fulfill the requirements of the program. These include:

- a. participating in the summer activities:
 - a. orientation
 - b. development and submission of Individualized Development Plan (IDP)
 - c. submitting bi-weekly journals
 - d. attending all scholar seminars (even if the student is only completing an MS3 in the first or second 6 weeks)
 - e. attending writing retreat



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- f. attending any other workshops / presentations and completing appropriate release forms
- b. designing and presenting a poster or oral presentation at the Summer Scholar Showcase and Student Scholars Day
- c. completing an abstract and final paper by the designated deadline, and submitting the paper to the GVSU institutional repository
- d. providing constructive feedback to the OURS Program Director and URC Chair

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APPENDIX III - HOW OURS DEFINES EXEMPLARY MS3 MENTORSHIP

An exemplary Modified Student Summer Scholars mentoring experience:

- Develops students' intellectual independence
- Recognizes that the scholarship/research/creative activity is very different from the typical classroom experience
- Understands that independent scholarship requires a level of intellectual independence that is new to most students
- Acknowledges that the independent scholarship and mentoring experience might be one of the biggest challenges students have undertaken thus far, and can be daunting
- Helps students progress from being receivers of information to being contributors:
 1. It is the faculty mentor's responsibility to provide an environment in which the students can make this transition
 2. The faculty mentors serve as leaders at the outset of the investigation – assigning reading, other tasks, and generally setting the tone for the entire program
 3. Students learn that their subject/project is not as complete and finished as they might have thought – there are new questions to ask and answer, and known results to extend
 4. In the latter stages of the program, students should be able to work with more independence on original work
 5. By the end, the student should have more control of the direction of the program, and faculty mentors and students can work together like colleagues
- Exposes students to the tools and/or methodologies of the discipline or interdisciplinary endeavor, for example: problem selection, literature searches, background reading, experiments, creative practice, etc.
- Provides effective and meaningful student-faculty interaction:
 1. Students should maintain a thorough understanding of their specific responsibilities, and the tools and resources available to successfully fulfill those responsibilities
 2. Faculty mentors participate fully in all aspects of the summer experience of the students
 3. Faculty mentors hold frequent and regularly scheduled meetings with the students and are available as often as needed
- Provides a cooperative and non-competitive environment in which the students can learn and engage in active scholarship
- Provides experiences and information that can help students make decisions about their futures in their field or interest area
- Provides direction to enhance and reinforce the students' discipline-specific or

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interdisciplinary methodology and skills

- Enhances students' communication skills:
 1. Provides opportunities for students to share their work in oral and written forms - building their confidence and independence
 2. Provides plenty of feedback - evaluation of progress, comments/suggestions on writing and oral presentations, discussion of the potential or future aspects of the project
 3. Teaches students that almost as important as the research itself is the ability to explain and present it clearly and effectively
- Helps students establish collaborations with others interested in or involved with their research/topic/creative project
- Learns and respects students' personalities and styles of work, understands their expectations, and is transparent with them about what the work is going to be like
- Remembers that one of the most valuable lessons the students can learn is uncertainty. While students may be very interested in discovering and knowing an answer, faculty understand that discovering answers often leads to more questions
- Requires patience