

SURE Mentor Responsibilities:

- communicate their expectations to the student
- help define the student's project goals
- meet with the student at least every other week to provide feedback and guidance on the progress of the student's project
- offer guidance and constructive criticism while the student prepares his/her poster or talk for the end-of-program symposium
- attend the poster session

SURE 2007 Dates to Remember:

Welcome Luncheon

Wednesday, May 30, 2007
12:30 p.m.
Cox Hall, 3rd Floor

Poster Session

Thursday, August 2, 2007
9:30 a.m. – 11:30 a.m.
12:30 p.m. – 2:30 p.m.
Coca Cola Commons, DUC

Closing Banquet & Awards

Thursday, August 2, 2007
6:30 p.m. – 8:30 p.m.
Cox Hall, 3rd Floor

SURE

The Summer Undergraduate Research Experience at Emory University

Program Web Site:

<http://www.sciencenet.emory.edu/SURE>

Program Contacts:

Dr. Cathy Quiñones
SURE Program Director
Associate Director,
Center for Science Education,
Emory University
phone: (404) 727-3439
e-mail: cquinon@emory.edu
fax: (404) 727-9702

Dr. Pat Marsteller
Director, Center for Science Education
Emory University
phone: (404) 727-9696
e-mail: pmars@learnlink.emory.edu
fax: (404) 727-9702

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Emory Center for Science Education

a brochure for



SURE

2007

undergraduate research mentors

Tips for Mentoring SURE Fellows

In our experience coordinating hundreds of SURE fellowships, we have noticed a number of scenarios that are unfortunately common and distressing. These situations typically arise from unclear expectations and a breakdown in communication. Please consider the recommendations below in your interactions with your undergraduate research fellow.

- **Keep the student's background and experience in mind.** Make sure the student feels comfortable enough to ask questions as needed, no matter how basic the issue. Some of our SURE fellows have limited exposure to the research environment and may feel overwhelmed by the new environment they encounter at Emory. SURE fellows are neither graduate students nor professional researchers; they are here to experience research and hopefully to complete the program with a positive impression of the process. This is not to say you should coddle or fail to intellectually challenge your SURE fellow.
- **Keep in mind that for many, SURE will be a formative experience in terms of future career paths.** What fellows see and learn here will color their perception of the research process and of our institution. This can have a notable impact in recruitment and future collaboration efforts.

- **Convey expectations clearly and early.** In planning the fellow's SURE project, please consider the program duration (10 weeks). Contact your SURE fellow by e-mail or phone before the program starts and forward relevant reading material or references. Upon arrival, meet with the student and agree on a project timeline, while offering regular opportunities to discuss how recent progress (or the lack thereof) affects the project plan.
- **Consult the program schedule** and be aware that the fellow's presence is required at program activities at specified times each week. SURE fellowships are advertised as a full-time responsibility. We expect the fellows to dedicate approximately 40 hours/week to their research.
- **"She said, he said, I never..."** Make an effort to obtain information from the source. Miscommunications and second-hand reports can lead to a very uncomfortable situation for the SURE fellow, mentor, and other laboratory members. *Please keep communication channels open.*
- **Encourage lab members to take an active part in mentoring the undergraduate's research experience.** Participation in lab meetings, departmental seminars and social activities will only enhance the fellow's experience.
- **We must honor the goal of providing a positive, productive research experience for all.** If the SURE fellow is dissatisfied with the assigned project, please encourage him/her to contact our office. We have successfully transferred students from one lab to another, to everyone's satisfaction, in spite of program time constraints. While reassignments can be a bit awkward, they are sometimes necessary to salvage the student's research experience.
- **If you are not satisfied with your SURE fellow's progress, please discuss the situation immediately with the student.** Explain exactly what the perceived shortcomings are, and don't forget to discuss positive aspects of the student's performance as well. Give the student clear guidelines on how he/she can elevate performance to appropriate and excellent levels. During this adjustment period, provide ample feedback, encouragement, and follow-up. Don't be afraid to "micro-manage" the student until you are convinced he/she is on the right track. Do not complete assignments or reports for the student; instead, offer examples and revise student drafts until the document is acceptable to you. If your efforts do not yield the desired results, please contact SURE program organizers immediately. Contact information appears on the reverse.

Thank you for being a mentor.