University of South Alabama
Office of Undergraduate Research
Summer Research Fellowship (SURF)
Mentors Handbook 2016

University of South Alabama
Office of Undergraduate Research
Mobile, Alabama
(251) 460-6883

Welcome, Mentor!

Dear Mentor,

Welcome, and thank you for participating in the Office of Undergraduate Research (OUR) Program at the University of South Alabama. The OUR Program is designed to promote scholarly and creative activity in all disciplines, enhance critical thinking, develop problem-solving skills, and encourage creativity and written communication. We are excited about the program and your participation in it. Together, we will help prepare scholars for their future success!

Director: Dr. Jack Shelley-Tremblay
E-mail: ucur@southalabama.edu
Telephone: (251) 460-6883

JOB DESCRIPTION

Title: University of South Alabama OUR Mentor

Job Summary: Provide experience, guidance, and assistance to an OUR scholar for the purpose of preparing them for future endeavors.

Responsibilities:

1. Provide direct supervision and weekly support for the OUR scholar.

2. Assist the scholar to establish realistic goals for their project, and meet the benchmarks and deadlines imposed by the OUR program.

3. Assist the scholar to understand topic formation and methodologies involved in investigating and reporting on a topic in their chosen field.

4. Assist with OUR summer workshops and discussion sessions. These will take place Wednesdays from May 18 through July 20, 2015. Students must attend so please do not require or permit them to work directly on their OUR project at that time.

5. Directly supervise the research/scholarly activity, the development and submission of a research paper or portfolio, and the poster creation and presentation of your mentee.

6. Instructions regarding submission of benchmark documents and their due dates are listed on the SURF Program Benchmarks Sheet (page 6). Your SURF scholar has also been provided with this information.

7. If appropriate, assist the scholar in writing for publication and in submitting a proposal or abstract for presentation at a discipline-specific conference, an exhibition, or performance, and/or for journal publication in his/her chosen field.

8. Attend the Fall OUR Symposium.

9. If appropriate, supervise and accompany the OUR scholar to professional conferences and association meetings.

DISCUSSION/WORKSHOP DATES

1. Discussion Sessions: Required for all Funded SURF Students and recommended for all Volunteer OUR Interns. Discussion group listings will be sent to you by e-mail. PIZZA AND SODA will follow the discussion meetings at ~5:15 PM in HAHN (Allied Health Building) Lobby. The Discussion groups are to help prepare you to discuss your work with a lay group, so you should be able to discuss your project (including defining terms, processes, and why they are used) to an individual not in your field.

   a.   Discussion 1: Wednesday June 1st, 4:00 PM.   Meet in HAHN 1012 for general announcements prior to breaking into individual discussion groups. During the first meeting, your discussion leader will have each member introduce themselves, describe their career goals and their summer research goals (in lay terms). The discussion leader will then provide a short description of their career path and research.

   b.   Discussion 2: Wednesday June 15th, 4:00 PM.   Meet in HAHN 1012 for general announcements prior to breaking into individual discussion groups. During the second meeting, you should be prepared to discuss your progress to date and any problems you have had with conducting your research. Feel free to bring handouts to aid in your description. You are also expected to ask other students in the group questions about their research.

   c.   Discussion 3: Wednesday July 13th, 4:00 PM.   Meet in HAHN 1012 for general announcements prior to breaking into individual discussion groups. During the final meeting, update the group on your progress and discuss how you will be putting together your work, how the program has impacted your future goals and future directions of your project. Again, you are also expected to ask other students in the group questions about their research.

2. Workshops: To assist with your research and career goals, we will have **five** workshops during the summer. Three workshops are **required** of all Funded SURF Students and recommended for all

Volunteer OUR Interns (Ethics, Writing, and Presentations). Funded SURF students must attend one of

the other two (Graduate School/Career Preparation and Exploring Your Findings) but may attend both, as

may the Volunteer OUR Interns.

    a.   Ethics Workshop (Wednesday May 25th, 4:00 PM);

    b.   Writing Process Workshop (Wednesday June 8th, 4:00 PM);

    c.   Graduate School Application process/Career Preparedness Workshop (Wednesday, June 22nd, 4:00 PM);

    d.   SURF Presentation Practice Workshop (Wednesday July 6th, 4:00 PM); and

    e.   Exploring Your Findings (Wednesday, July 20th, 4:00 PM). Please send an e-mail to ucur@southalabama.edu by June 1 to indicate whether you will be attending the Graduate School/Career, the Exploring Your Data or both workshops.

SEE Surf Summer Research Program Calendar at the end of this handbook.
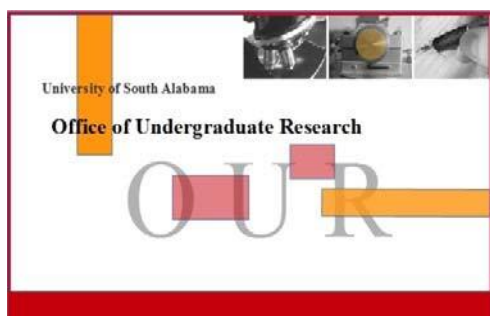
University of South Alabama
SURF Program Benchmarks

If you are awarded a SURF Fellowship ($2000 stipend), at each stage of your project you must provide a copy of specific documents to your Mentor (via e-mail) 48 hours before the due date as listed below in order for your stipend to be allocated.

Mentor approval is indicated by her/his uploading the document to Sakai. The Sakai group is named "SURF Program 2016." Anticipate that your Mentor will have substantial feedback for you prior to approving your document. This means you need to work in advance of the deadlines. Once your Mentor has uploaded the approved document, a direct pay will be issued to your student account, which may take up to a week to clear. Direct pays will be issued on the June 10, July 8, and September 2, 2016 Benchmarks.

BENCHMARK	DUE DATE
Working Annotated Bibliography	May 20, 2016
1-Page (500-1000) Lit Overview	**PAY** June 10, 2016
Draft 1 – Paper/Portfolio/Poster	June 24, 2016
Draft 2 – Paper/Portfolio/Poster with Documented Turnitin.com Review; Photo of Student	**PAY** July 8, 2016
Final Draft Paper/Portfolio/Poster	July 22, 2016
Participation in Discussion and Workshop Session Approval by OUR Director	July 22, 2016
Final Abstract	**PAY** September 2, 2016
Present at Symposium	October TBA

NOTE TO MENTOR: Your scholar will e-mail you their draft of each document 48 hours before the due date. It is your responsibility to log into Sakai and upload the approved version of the document to indicate that you have been actively involved in the scholar's project and that you approve of the work being submitted to SURF.

PURCHASING YOUR SUPPLIES

Policy for Placing Orders Through OUR

1. Call Megan McCrory (460-7493) UCOM 1008 from 8:00 a.m. to 12:00 Noon, Monday through Friday, **or** send her an e-mail mtmccrory@southalabama.edu, indicating that you are a Mentor for the OUR Program and need to place an order.

2. Megan will supply you with a Purchase Order Number.

3. Use this Purchase Order to place your order for supplies (this way if substitutions need to be made you can do so). The following must be used for the order:

      a. Contact person: Your Name

      b. Billing address: Accounts Payable, 307 University Blvd, Administration Building, Rm 260, University of South Alabama, Mobile, AL 36688

4. **Immediately upon placing your order, scan a copy of your order information to Megan at mtmccrory@southalabama.edu.** If we do not have this paperwork, OUR will not cover the cost of the items. The following must be included:

      a. OUR order (invoice);

      b. Your name and contact information (address, phone, and e-mail);

      c. Purchase Order number;

      d. Company name, contact information (address, phone number), and their J #;

      e. Item number, item description, quantity, unit cost, total cost, shipping if available;

      f. If food items are included complete Food Use Documentation Form (www.southalabama.edu/financialaffairs/businessoffice/forms.html)

5. When the item is received, please bring (or scan and e-mail) the packing slip to Megan for processing right away.

NOTE: All orders must be placed and all reimbursements must be requested no later than **Friday, July 22, 2016**. Requests after this date will **not** be considered.

The University has gotten very strict on accounting and these processes will assure the OUR Program is following University Policy (and the University will continue to help support the program).

Helpful Seasonal Checklists for Mentors!

Mentoring undergraduate researchers is **the most important** aspect of research for the University of South Alabama OUR scholars. To create a successful and intellectually stimulating experience for scholars and research mentors, we created four seasonal checklists.

Spring Term Checklist

Once paired with a scholar, discuss ideas about his/her research/scholarly interests and your own ongoing projects.

Be directive. Work closely with the scholar, initially meeting early in the spring term to formulate the material for the OUR Application, guide the literature review, determine methodology, and discuss the scholar's responsibilities.

Schedule time for the orientation meeting with your scholar. Schedule time with your scholar to review your plans, research schedule, etc. Create a calendar that you can adapt over time as needed.

Demonstrate sincere interest in the intellectual development of the scholar.

Sign up to help with OUR workshops and discussion sessions.

Summer Term Checklist

1.   The Office of Undergraduate Research Program (OUR) starts **May 18, 2016.**

2.   SURF Participants are to e-mail each "Benchmark Document" to their Mentor 48 hours prior to the due date listed on the SURF Program Benchmarks sheet (see page 6).

3.   Did you approve the Working Annotated Bibliography? Upload the document to Sakai ("SURF Program 2016") by 3:00 PM **May 20, 2016.**

4.   Did you approve a 1-Page Literature Review and Cittions? This document should be 500-1000 words. Upload the document to Sakai by 3:00 PM **June 10, 2016**.

5.   Did you approve **Draft One**: Detailed outline of the paper, introduction, literature review, and bibliography OR outline of portfolio, draft of artist's statement, and bibliography? Is it in the format stated on page 9? Upload the document to Sakai by 3:00 PM **June 24, 2016.**

6.   Did you approve **Draft Two**: Introduction, literature review, methodology, discussion, conclusion, analysis and bibliography OR Preliminary portfolio, completed artists statement, and bibliography? Is the

document in the correct format? Did you approve of the Photo of the student "conducting their project"? The photo will be used for the OUR Symposium Abstract Book and for PR. Upload these documents to Sakai by 3:00 PM **July 8, 2016**. Did you approve the **Final Draft?** Did you review and edit/critique the scholar's paper/portfolio ensuring that it is in publishable form? Please upload the **Final Draft** to Sakai by 3:00 PM **July 22, 2016**. This version will be reviewed by the UCUR Committee for selection of Symposium Oral presenters and the Best Paper Award. NOTE: The project may be a work in progress, but the paper needs to be completed by July 22, 2016 and may reflect the intermediate state of the project.

7.   Review and provide feedback on scholar's personal essay for graduate program and job applications.

Fall Term Checklist

1.   Did you approve the scholar's final abstract and poster draft for the OUR Symposium Abstract Booklet? Please upload the document to Sakai by 3:00 PM **September 2, 2016**.

2.   Did you approve the final version of the scholar's poster for the OUR Symposium? If printing on the OUR poster printer, student must schedule a time for printing. The final benchmark date is TBA and will be announced when the date for the Symposium is announced.

3.   Attend the OUR Symposium, tentatively set for October 2016.

4.   Encourage the student to present at regional or national meetings.

5.   **Please do not hesitate to contact the OUR Director at 460-6883 if questions or concerns arise as you work with your scholar(s).**

For SURF Student - Writing and Formatting Your Research Paper

Follow this general outline. Write stylistically like a journal article in your field. Format the paper in APA, MLA, or whatever style is used in your specific discipline. We encourage you to format your paper in a double column; science and math papers MUST be in double columns. The final version for publication in the McNair Scholarly Review needs to follow the McNair format found on pages 6-7 and the respective discipline style guide (APA, MLA, etc.).

- Abstract: All papers, regardless of format, will have an abstract at the beginning.
- Introduction: This section provides background material and sets up your thesis or controlling idea.
- Review of Literature: This section:
  - Organizes, summarizes and critically analyzes the major research relevant to your topic.
  - Demonstrates how the various authorities on your subject intersect.
  - Leads to your model/hypotheses.
  - Sets the theoretical context for your own research.
  - In some disciplines, this section is combined with the Introduction.

The main goal of the review of literature is to provide the substance for your hypothesis/model/research problem. In other words, where did your hypothesis come from? For some qualitative research, the hypothesis may come from initial observations: a working hypothesis. What scholarly literature led you to develop these hypotheses or this model? Guesses, hunches, intuition, etc. are not scholarly or graduate-level, and should not be a part of the literature review. In addition, keep editorial comments to yourself. Stick to the facts gathered from prior research. In many ways, the literature review is an analytic, persuasive paper in which you use facts, concepts, and theories from the literature to support and justify your ideas.

- Methodology: How did you conduct your research? Who did you talk to? How did you gather your data? What survey instruments did you use?
- Data/Findings/Analysis: What data did you collect? How (statistically or otherwise) did you analyze it? What did you find out?
- Conclusions: Were your hypotheses supported by the data? Why or why not? What is significant about your findings?
- Appendices: Material that does not fit in the text (e.g., survey instruments).
- References: List only references cited in the paper. Follow APA, MLA or other format approved by your mentor for use in your discipline.

Desired Skills and Attributes of a Successful Student

When mentoring an OUR scholar, refer to the quick examples listed below of several success skills that may be essential and desirable.

1. An ability to recognize and solve linear relationships.

2. An ability to creatively address obstacles.

3. An ability to apply sequential logic when solving quantitative problems.

4. An ability to engage in verbal/written analysis of information when presented in a problem-solving paradigm.

5. An ability to engage in and benefit from consensus thinking.

6. An ability to recognize issues/trends relative to scholar's field of study.

7. An adherence to a set of professional ethics.

8. A willingness to accept/incorporate written and verbal critiques of his/her work.

9. An ability to adhere to benchmarks and deadlines.

Why Mentoring?

The University of South Alabama OUR Program considers Mentoring to be an essential benefit to the scholars.

Mentoring is effective. Career achievement is often linked to the establishment of a strong mentoring relationship. Most successful people can point to a mentoring relationship with an accomplished individual early in their career as an inspirational force, motivating them to pursue and accomplish professional goals.

For example, studies of non-traditional students in graduate programs have found that the presence of a strong mentoring relationship, or the lack of one, is the primary factor in predicting the student's success in completing a Ph.D. program.

Roles of the Mentor

A Mentor serves as a **role model** for the scholar in the process of defining and setting professional and personal goals.

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A Mentor is a **resource**, providing information about opportunities, procedures, methodologies, customs, and expectations of the professional and academic world.

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A Mentor is a **counselor** offering advice, encouragement, and feedback.

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A Mentor is an **advocate** with an interest in furthering the scholar's academic and professional career.

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The Mentoring relationship provides a **teacher**, a **sponsor**, a **guide**, an **advisor**, a **confidant**, and a **respected friend** to the scholar throughout the scholar's academic and professional career.

Building a Mentoring Relationship

Some Practical Suggestions for Research Mentors

1.   **Lay out expectations clearly and early.** Do so in a written work plan and in it set regular meeting times with your scholar. Do not expect the scholar to adhere to *unspoken* or *unwritten* rules even though they may seem like "common sense" to more experienced scholars. Common sense can only develop through familiarity. Note: As the project progresses, the work plan may need to be revised.

2.   **Clarify expectations** about how much time and effort is necessary to complete the work. What do you expect the scholar to learn from the activity(s)? Lay these out in the work plan.

3.   **Define and discuss ethical and professional aspects** associated with your discipline. Consider using examples of policies and practices from your field.

4.   Meeting in person is so much more beneficial; e-mailing is messaging, not mentoring!

5.   Please, be an active advisor. Talk about your graduate school, career and scholarly experiences because this can open lines of communication between you and your mentee.

6.   Be aware of resources for referrals, and know how and when to make them.

7.   Suggest and discuss readings you think will be of interest to the scholar. Review writing styles and formats as examples for how your mentee should format their writing.

8.   In your conversations with your colleagues and through contacts with potential graduate schools and former colleagues tell them about your mentee.

9.   Make a formal or informal recommendation for the scholar to faculty at other institutions (see pages 5-9 for suggestions).

10.   Assist your mentee in defining and articulating goals in preparation for writing the Personal Statement for graduate school or job applications. Refer the mentee to the USA Career Services Office for a range of workshops and advising.

11.   Without sacrificing research/scholarly standards, show some flexibility in dealing with special problems that your student may have in carrying out the research.

Some Practical Suggestions for Research Scholars

1.   **Keep your appointments** with your Mentor. If you cannot make it, call or e-mail and reschedule. Do so in advance if possible, or at least leave a message BEFORE the appointment.

2.   **Keep a journal/portfolio** that has copies of all your papers, and add to it by making notes, drafting working copies of your paper, and going over your writing style with your Mentor.

3.   **Ask your Mentor about career opportunities** in his/her field such as internships, assistantships, grants and fellowships. Make an appointment with USA Career Services for additional assistance.

4.   **Ask your Mentor about graduate school** (i.e., **w**here to apply, what will be expected of you, and what should you be doing *now* to ensure admission in to graduate-level education).

5.   **Seek advice** on how to approach potential graduate schools and job opportunities, how to find out about research being done, and what questions to ask. Make an appointment with USA Career Services for additional assistance.

6.   **Encourage your Mentor** to relate personal experiences from his/her educational history.

7.   Talk to your Mentor about your professional goals.

8.   **Exhibit interest, creativity, and curiosity!** These qualities are absolutely essential to achieving a genuine mentoring relationship.

9. **Be a hard worker**. Accept routine and arduous tasks. Your attitude should confirm the fact that you are there to learn. Be willing to go the extra mile.

10. **Be knowledgeable about the university and professional codes of ethical practice** and any related standards to the field you are interested in. Ask your Mentor for help with this.

11. **Communicate!** Avoid misunderstandings by letting your research Mentor know what you are doing and by asking for information when you are uncertain about procedures. Make regular appointments with your Mentor. Do not communicate solely by e-mail or messages; these are not good ways to talk through questions or challenges.

12. **Look, listen and learn!** Observe those around you. Seek out people with skills and experience you want to obtain and ask them questions. Learn and observe protocols. Follow procedures for the use and maintenance of equipment and data with precision.

13. **Build relationships** with your fellow OUR scholars. The research milieu offers a chance for you to expand your knowledge base. Discuss career and advanced study opportunities with them.

14. **Be constructive about your work and accept constructive criticism** and resolve to act on it.

15. Training a researcher is a difficult job that becomes almost impossible when the trainee takes criticism personally.

16. **Organize your schedule so that excuses are not necessary.** Absence, tardiness, failure to complete assigned tasks, and excuses, no matter how valid, are not professional behavior.

Writing Good Letters of Recommendation: What to Do and How to Do It

From: A Workshop for PERA Faculty, Wini Wood, Writing Program 24 January 2008,
www.wellesley.edu

Some tips for letter form, content, and style

1)   Length: Most letters should be about one page long, 12 pt. font, single-spaced, block paragraphs.

Serious letters (for graduate school or for heavy-duty fellowships—when you know the student well) can be longer—1 ½ to 2 pp. Three pages is too long for any letter.

Very short letters—just one paragraph—can seem insulting to the student and are not helpful to the employer/graduate school.

2)   Form: Follow this rule of thumb:

First paragraph: name the student and the position she is applying for, explain your relationship to the student, and conclude with a clear statement of recommendation (how strongly you are recommending her and the basis for your recommendation).

Second paragraph: discuss the student's performance in the context in which you worked with her (on a team, in a class). Use details, one or two examples, comparative statements (with other students you have taught or with the class average) to do so.

Third paragraph: discuss student's personal qualities, emphasizing those that equip her for this particular position.

Conclude with another statement of recommendation, this one drawing on qualities you have mentioned in the letter for support. If you want, you can invite readers to contact you if they have further questions.

3)   Content: *Letters should be as substantive as possible*.

Substance should *focus on the student* and on the position she is applying for—NOT on you!

Acquaint yourself with the position the student has applied for. Read materials she provides you, including links to the site advertising the position, any instruction to the referee, and the student's own résumé and personal statement. If possible, talk to the student and ask her to explain her interest in this position to you.

Project what you know about the student into the position she is applying for; emphasize those traits that best suit her for the position. *Imagine and describe what she will bring to that position*.

Discuss performance and qualities equally. Try to remember one or two instances that characterize the student's performance; specific examples are always useful and interesting to readers of these letters. As for qualities: name those qualities that the student has demonstrated to you, and try to

show how she has demonstrated them.

I think it's OK to use hyperbole to describe students you feel strongly about. In certain letters, informal words like "terrific" are just fine. Some occasions require strict formality, though. (Fulbright applications, e.g.). But use hyperbole only when you genuinely mean it.

Offering criticism: some people believe that a balanced letter—one in which you discuss the student's strengths and weaknesses—is most honest and effective. But be careful in discussing weaknesses; discuss them honestly and helpfully; save them for later in the letter; don't let weaknesses outweigh strengths. Be clear and direct (not indirect and ambiguous) in describing weaknesses. When you can, use them as a springboard for discussing the student's growth, or show how apparent weaknesses are also strengths (e.g., apparent stubbornness turned out to be a sign of leadership and original thinking).

4)   Style: A simple, clear, straightforward, honest style is best. Trim out excess words.

Be honest. Don't be afraid to use "I" to indicate your personal knowledge and assessment of the student.

Write truthfully and credibly.

Write with respect, both for the student and for the audience. Be sure grammar and punctuation are correct.

Proofread!

Openings, closings, boilerplate text, and code words:

• The **salutation** can be one of the following:

•   Dear Ms. Pilates: (if you know the name of the recipient)
•   To Whom It May Concern (most formal and impersonal, but always OK)
•   To the Rhodes Fellowship Selection Committee: or simply an underlined or italicized heading:

Letter of Support for Hillary Clinton's Rhodes Fellowship Application
Letter of Recommendation for Diane Sawyer

- The **closing** should almost always be "Sincerely" or "Sincerely yours".

Leave three spaces for your signature, then type your name, and type your title and department on a separate line:

Sincerely,

Winifred J. Wood
Senior Lecture and Director of the Writing Program

- **Boilerplate text**—phrases that you pull out and use routinely, and write almost exactly the same way in every letter—can be quite timesaving and useful if used properly.

The place for boilerplate text is at the beginnings and ends of letters. There's no reason to waste time searching for an original way to open or conclude a letter of recommendation. The place for originality is in the *body* of the letter, where you try to describe this student uniquely. Beginning a letter conventionally is also a timesaver for the reader. No surprises, just read on….

However, although boilerplate templates, letters, etc. are useful, be careful when using them and especially when sending letters to the same employer/graduate school over time. Make sure you have appropriately edited the Mr., Ms., he, she and most importantly all the names for all involved. Do not refer to the student as he when she is appropriate, do not talk about Mary when you have a Sally, and most importantly make the information relevant to the actual employer/graduate school/etc..

Here are some good standard ways to begin a letter:

I am happy to recommend Mary Fleetfoot for a 2008 Marshall Fellowship.

I write with enthusiasm on behalf of Mary Fleetfoot, who is applying for a position as Director of Investments at Fidelity.

Mary Fleetfoot has asked me to write in support of her application to medical school. I have known Mary as both student and athlete since 2003, her first year at Wellesley College.

It is a pleasure to recommend Mary Fleetfoot for an American Cities Internship.

Here are some standard ways to conclude a letter of recommendation. Consider these closing phrases. Which is most enthusiastic? Which is most reserved? The choice of words you use here, while standard, does tend to signal particular and special shades of meaning to readers, who are looking for codes and clues to the actual level of support you are offering:

I recommend her with confidence.
I recommend her with pleasure.
I recommend her strongly.
I recommend her with utmost pleasure.

I recommend her to you without reservation.
I recommend her with greatest enthusiasm.
I recommend her with great enthusiasm and absolutely without reservation.

You can't go wrong hiring Maggie; I can think of no student I've had in the last ten years whom I believe is better suited to become a physician.

Whichever degree of strength you choose, your letter should end with some such statement of recommendation, and there's no real need to try to stretch for unusual language here, though when you are really enthusiastic, you can use your own honest voice to express your enthusiasm.

TIMESAVERS

•   Don't agonize over openings and closings. Use boilerplate text to help you get started, and conclude the letter.

•   Decide what your personal rules are for writing letters of recommendation for students, and let students know what they are. You might, for example, require requests to come in no later than two weeks before the deadline. One person I know sits down on the 30th of each month and writes all of her letters at once; any request that comes in before that date gets honored. Requests that come in on the first of the month have to wait 30 days before the letter gets written.

•   Require students to give you the following information in clear form, so you have it at your fingertips when you sit down to write: their resume and, if possible, personal statement; a list of schools/fellowships/jobs etc. for which they need recommendations; descriptive materials from each site to help you as you write, including especially information for recommenders; clear deadline dates; information about where and how each letter should be submitted (e.g., do you return it to the student, email it to the CWS, or mail it to the school?).

•   These days, I prefer to send letters in departmental envelopes, so I now tell students that I don't need stamped self-addressed envelopes from them—but I do prefer to have the address handy in an email message, so I can cut and paste it into a letter, so I ask students to send me an email with address information and a deadline reminder.

•   Learn to use the "envelope" function in Word and to insert envelopes into your printer. It's a quick and easy way to get envelopes addressed (on a Mac, select "Envelopes…" from the Tools menu).

•   Try to sit down with students and talk about what they are applying for, why they think they are suited for that internship/job/etc., and above all, try to get them to talk about their reasons and interests in applying for this job. This will help you when you write the letter and give you an opportunity to tell the student what kinds of things you think you are (or are not) able to say on her behalf.

•   Be organized. Keep a computer file for requests you receive electronically, and keep a manila folder for requests that come in on paper. Check it periodically to be sure you are up to date on your letter writing (it's easy to forget!). Keep letterhead stationery and envelopes near or in that folder. Make an

appointment with yourself to spend a morning every few weeks writing your letters. If you want, email afterwards to let students know you have sent their letters.

SOURCE

Schall, Joe. *Writing Recommendation Letters: A Faculty Handbook.* 2d ed. Eden Prairie, PN: Outernet Publishing, 2005. Available by calling Phoenix Direct, 1-877-398-7485. www.outernetpublishing.com.

May 2016 SURF SUMMER RESEARCH PROGRAM

Undergraduate Research Program
UCUR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 **SURF Progam Start Date**	19	20 **Surf Deadline: Working Annotated Bibliography; BENCHMARK 1**	21
22	23	24	25 **SURF Ethics Workshop 4:00-5:30 p.m. ; HAHN 1012; REQUIRED**	26	27	28
29	30 **Memorial Day Holiday**	31				
		NOTES:				

Jack Shelley-Tremblay
ucur@southalabama.edu
(251)460-7493

June 2016 SURF SUMMER RESEARCH PROGRAM

Undergraduate Research Program
UCUR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 **SURF Discussion 1 Meeting; 4:00-5:00 p.m.; HAHN 1012; REQUIRED**	2	3	4
5	6	7	8 **SURF Writing Process Workshop; HAHN 1012; 4:00-5:00 p.m.; REQUIRED**	9	10 **PAY** **SURF Deadline: 1 Page (500-1000 word) Literature Review and Citations; BENCHMARK 2**	11
12	13	14	15 **SURF Discussion 2 Meeting; 4:00-5:00 p.m.; HAHN 1012; REQUIRED**	16	17	18
19	20	21	22 **SURF Grad School Applic. Process/Career Prep. Workshop; 4:00 p.m.-5:00 p.m.; HAHN 1012; CHOOSE ONE**	23	24 **SURF Deadline: Draft 1 Poster/Paper/Portfolio; BENCHMARK 3**	25
26	27	28	29	30		

NOTES:
June 23-29, Dr. Shelley-Tremblay will be attending the CUR Annual Business Meeting and Biennial Conference in Tampa. Please call Megan McCrory (OUR Secretary) at 460-7493 with any questions you may have during this time.

Jack Shelley-Tremblay
ucur@southalabama.edu
(251)460-7493

July 2016 SURF SUMMER RESEARCH PROGRAM

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4 **Indendence Day Holiday**	5	6 **SURF Presentation Practice Workshop; 4:00-5:00 p.m.; HAHN 1012 REQUIRED**	7	8 **PAY** **SURF Deadline: Draft 2 Poster/Paper/Portfolio with documaneted Turnitin.com review & Student Photo* - BENCHMARK 4**	9
10	11	12	13 **SURF Discussion 3 Meeting; 4:00-5:00 PM; HAHN 1012; REQUIRED**	14	15	16
17	18	19	20 **SURF Exploring Your Findings Workshop (Optional); 4:00-5:00 p.m.; HAHN 1012**	21	22 **SURF Deadline: Final Draft Paper/Portfolio/PosterB ENCHMARK 5**	23
24	25	26	27	28	29.	30
31		NOTES:				

Undergraduate Research Program
UCUR

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