



SUMMER OPPORTUNITIES FOR ACTIVITIES IN RESEARCH AND SCHOLARSHIP (SOARS) REQUEST FOR PROPOSALS (For student training over the summer, faculty initiated)

OSPFR has designated funds to cover up to 10 awards for this new initiative in Summer 2018. The SOARS Program is a summer research opportunity for students to work closely with a faculty mentor and potentially more senior students (undergraduate or graduate) to reinforce classroom knowledge through experience and mentorship. The research or scholarly activities should be the student's own product but may be related to the faculty mentor's scholarship. This training opportunity is shaped by several principles:

1. The experience, even though it includes actual operation of the facilities of the College, is similar to training which would be given in an educational environment;
2. The experience is for the benefit of the student;
3. The student does not displace regular employees, and is operating under close supervision of existing faculty and staff;
4. The College that provides the training derives no immediate advantage from the activities of the student; and on occasion its operations may actually be impeded;
5. The student is not entitled to a job at the conclusion of the experience; and
6. The College and the student understand that the student is not entitled to wages for the time spent in the experience.

Students would be provided a \$3,750 summer stipend, paid over the research period. Faculty would be provided a \$2,500 stipend for mentoring one to three SOARS students between the end of spring semester and the start of the fall semester. The faculty mentor and student would agree on a project and time commitment, with the faculty member monitoring the student to be sure the obligations were met. Students would also be expected to participate in CARS the following spring. In addition to the \$3,750 stipend, each student would have up to \$2,000 for materials and supplies.

Expectations:

Student Expectations

- Students would complete a 10 week research experience. The student and mentor would develop a schedule appropriate for the activity. During this time the expectation is that students would not hold employment, either on or off campus, nor be registered for credit bearing classes. Students, with approval, may request a

waiver to enroll in a class, but must provide information for how the two experiences will not conflict.

- Students may mentor SPARK Grantees, or other students, as appropriate
- Students present at CARS in each year they receive funding
- Students present original research either regionally or nationally as appropriate
- Undergraduate Students become more aware and active in the Council for Undergraduate Research (CUR).
- Students are current and have not graduated from their program

Faculty Expectations

- Faculty work with students to develop their experience schedule, objectives, and scholarship
- Faculty sponsor presentation in CARS the following spring
- Faculty engage with the student or group of students in pursuit of established learning outcomes (see Appendix A)

Outcomes:

- Enhanced retention as we engage more students
- Increased student success as students are exposed to experiences that lead to greater understanding and immersion into scholarship
- Faculty mentorship
- Reinforcement of student learning outcomes essential to student success

Proposal Review Criteria:

The following criteria will be used in scoring the proposals.

Criteria Review Description	Points Possible
Are the proposed project types likely to lead to authentic research experiences for students?	10
Does the mentoring philosophy align with Nazareth's stated goals, mission, and vision for student success?	10
Has the applicant identified 5 student learning outcomes and adequately justified their approach and the SLO inclusion?	20
Does the mentoring plan address all 5 characteristic of guided mentorship? Is the inclusion or exclusion of the individuals adequately justified?	40
Are student roles clearly defined?	10
Has the applicant adequately identified risks and is the mitigation plan reasonable?	10
Total Points Possible	100

Appendix A:

SOARS Student Learning Outcomes

1. **Relating knowledge to daily life:** Seeks new information to solve problems; relates knowledge to major and career decisions; makes connections between classroom and out-of-classroom learning; articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios.
2. **Critical thinking:** Identifies important problems, questions, and issues; analyzes, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions
3. **Reflective thinking:** Applies previously understood information, concepts, and experiences to a new situation or setting; rethinks previous assumptions
4. **Effective reasoning:** Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; is open to new ideas and perspectives.
5. **Commitment to ethics and integrity:** Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, and trustworthiness; accepts personal accountability.
6. **Collaboration:** Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view.
7. **Understanding and appreciation of cultural and human differences:** Understands one's own identity and culture; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and preserves the dignity of others.
8. **Social responsibility:** Recognizes social systems and their influence on people; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities that are characterized by reciprocity; articulates the values and principles involved in personal decision-making; affirms and values the worth of individuals and communities.
9. **Pursuing goals:** Sets and pursues individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve long-term

goals and objectives; identifies and works to overcome obstacles that hamper goal achievement.

10. Communicating effectively: Conveys meaning in a way that others understand by writing and speaking coherently and effectively; writes and speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately.

11. Managing career development: Takes steps to initiate a job search or seek advanced education; constructs a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognizes the importance of transferrable skills.

12. Demonstrating professionalism: Accepts supervision and direction as needed; values the contributions of others; holds self-accountable for obligations; shows initiative; assesses, critiques, and then improves the quality of one's work and one's work environment.

Appendix B

Elements for Mentoring Student Research

Nazareth is committed to providing authentic research experiences rooted in best practice. A key to a successful research experience is guided mentorship. As part of this experience you are committing to mentoring the student. The information below serves as a guide for developing a mentor plan.

Establish Expectations. What are your expectations and how have you communicated this to the student? How will you review with the student whether your expectations are being met? Have you reviewed the student's expectations?

Provide Regular Meetings. Mentors should offer regularly scheduled meetings to answer questions, seek feedback, provide direction, and encourage independence. What is your proposed meeting frequency?

Utilize the Entire Research Process. Faculty mentors should involve research students in the entire research process, from literature review to public dissemination. Given the 10 week duration of the SOARS Program how do you propose involving the student? Are there other opportunities to expose the students to additional facets of the research project through regular meetings with other student researchers? How will this be incorporated into the experience?

Offer a Collegial Type Environment. Mentors should offer opportunities for the research students to have increasing responsibilities while promoting a collegial environment rather than having the student feel like a research assistant. How will you foster a relationship that encourages the student to build autonomy, ask questions, provide feedback, and allows the students the opportunity to ask formulate and test their own ideas?

Student Mentors. Students gain knowledge by working with more senior or experienced students. Will there be an opportunity for students to work with others? If so how will these relationships be supported, encouraged, and fostered?