Northern Illinois University

Research Rookies
Faculty Mentor Orientation

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Office of Student Engagement & Experiential Learning
Session Agenda

- Welcome
- Program information and goals
- Introductions
- Mentoring – Renique Kersh
- Index card task
- Expectations
- Research Rookies schedule and meetings
- Other program components & resources
Orientation Goals

• Identify a network of faculty and staff support
• Know program dates and deadlines
• Understand the faculty mentor role in the Research Rookies program
• Understand the support system in place provided by OSEEL
Introductions

• Name
• Department
• Your Research Rookie’s name
• Is this your first time mentoring a Research Rookie?
• One thing you are excited about
• One thing you are nervous about
What do these folks have in common?

- Carl Jung
- Abraham Maslow
- Ernest Hemingway
- Thomas Jefferson
- Beethoven
- Michael Jordan
- Mick Jagger
- Oprah Winfrey

- Sigmund Freud
- Harry Harlow
- Gertrude Stein
- George Wythe
- Haydn
- Phil Jackson
- Tina Turner
- Maya Angelou
Think about a teacher or faculty member who impacted you...

• Why did they impact you?
• What were the key characteristics of the person?
• What were their key behaviors?
• What were the lasting impacts?
• Was the relationship lasting and personal?
• How does this relate to your role as mentors for current undergraduate researchers?
# Mentor-Advisor-Role Model

<table>
<thead>
<tr>
<th></th>
<th>Context</th>
<th>Primary Scope of Influence</th>
<th>Degree of Mutuality</th>
<th>Relationship Closeness</th>
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<td>Academic, community, workplace</td>
<td>Academic, social, career, personal</td>
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<td>Academic</td>
<td>Academic, career, personal</td>
<td>Low-Moderate</td>
<td>Low-Moderate</td>
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Pair and Share

- One challenge you have experienced or anticipate as you mentor a Research Rookie
- One expectation you want to ensure your Research Rookie is aware of immediately
- One outcome you hope for over the course of this next year
Five Effective Strategies for Mentoring Undergraduates

• Make yourself available
• Foster Community
• Encourage Participation in the Broader Research Community
• Be Attentive
• Be Understanding

“Behind every successful person, there is one elementary truth: somewhere, somehow, someone cared about their growth and development.

This person was their mentor”

*Dr. Beverly Kaye, Up Is Not the Only Way, 1997*
Research Rookies Faculty Mentor Training Part II
Index Card Task

- Name
- Questions, comments, or concerns
- Topics you think we should cover at Research Rookies cohort meetings
Research Rookies Fast Facts

- 6\textsuperscript{th} year of the program
- About 200 students in the program to date
- 47 students this year representing all 6 colleges
- Have come from as close as DeKalb, IL and as far away as Tokyo, Japan
Research Rookies Fast Facts

• Past Research Rookies have gone on to become:
  – Lincoln Laureates
  – USOAR Award Winners
  – REU Participants
  – Forward Together Forward Scholarship Recipients
  – FermiLab summer interns
  – McKearn Fellows

• Past Research Rookies have gone on to present at regional, national, and international conferences in their field
Program Goals

• Engage students in faculty-mentored research
• Provide a positive learning environment through hands-on experience
• Help students pursue their goals
• Introduce students to research
• Allow students to meet other driven young people
• Give students the opportunity to present at Undergraduate Research and Artistry Day
Program Description

• Participate with faculty mentor to develop, understand and complete a research or artistry project
• Spend approximately 5-10 hours per week on the project
• Participate in formal programming (i.e. monthly meetings)
• Notify the faculty mentor AND the OSEEL of any change in research focus
• Immediately address personal difficulties that arise during the experience with OSEEL
Peer Mentor Qualifications

• Have a cumulative GPA of 2.5 or higher
• Have completed one year of the Research Rookies program
• Demonstrate an ability to communicate effectively with first-year students
• Be able to serve as a positive role model for first-year students
Peer Mentor Roles

• Assist with questions or concerns from small-group members
• Obtain progress reports from small-group members
• Coordinate one group activity per month with small-group members
• Notify OSEEL staff of any issues with small-group members
• Follow up with students
• Attend mandatory monthly Peer Mentor meetings
• Help first-year Research Rookies become familiar with university resources
Faculty Mentors

- Provide learning resources and necessary tools for the research/artistry project
- Meet with the student to plan and complete the project
- Attend the Research Rookies Reception
- Discuss aspects of academic and research life with student while working with the student on project
- Assist the student with preparation of project materials for presentation
- Attend major research presentations that the student makes on the NIU campus (i.e. URAD)
- Notify the OSEEL staff as needed of student progress, performance, change of research focus, or any problems in the mentoring relationship
Time Commitment

• Students should expect to spend **5-10 hours per week** conducting research
• These 5-10 hours may include:
  – Writing proposal
  – Conducting literature review
  – Working with a GA
  – Working in lab
  – Working with faculty member (one-on-one meetings, time in lab)
Dates & Deadlines

- Due Date for Proposals
  - Rough draft: Monday, November 2
  - Final: Friday, November 20
  - Send to ResearchRookies@niu.edu
- Simmon Scholar Application
  - Closes November 6
- Annual Research Rookies Reception
  - Monday, November 30 from 3:00-4:30
- Undergraduate Research & Artistry Day (URAD)
  - Tuesday, April 19, 2015
Reception

• To honor students and mentors in the Research Rookies program
• Students will be asked to give “elevator speech” about their project and introduce their mentor
• Announce Simmon Scholars
• 3:00pm to 4:30pm on Monday, November 30
• Altgeld Auditorium
UG Research & Artistry Day (URAD)

• University-wide event for all students who participated in research and artistry to present their work
• Judged event
• 9:00am to 3:00pm on Tuesday, April 19, 2016
• Holmes Student Center, Duke Ellington Ballroom from
Monthly Cohort Meetings

• Meetings are **mandatory**
• If a student cannot attend a meeting, they should notify OSEEL **before the** missed meeting otherwise it will be unexcused
  – Each unexcused absence will result in **10% stipend deduction**
  – More than 3 unexcused absences will result in dismissal
• Faculty mentors not required to attend
Monthly Cohort Meetings

• Students are asked to come prepared
  – Bring pen & paper to take notes
  – Be prepared to give updates on progress
• First Monday of each month
• Typical agenda:
  – Guest speaker (s)
  – Small group activity
  – Announcements
Monthly Cohort Meetings

- Topics reviewed so far
  - Handbook/expectations
    - OSEEL Staff/Research Rookies program
  - Proposal guidelines
    - Discussed in small groups with Peer Mentor
  - Office of Research Compliance & Integrity
    - IRB, IACUC, RCR
    - Jeanette Gommel, Shannon Wapole, & Corinna Kashuba
  - Defining research variable & operationalizing your research
    - Greg Barker from Testing Services
Upcoming Meeting Topics

• November 2
  – Proposal rough draft due
  – Overview of reception
  – Elevator pitch introduction
  – Small group work to design “pitch”

• November 23
  – Reception rehearsal in Altgeld Hall Auditorium
    • Introductions and elevator pitches
  – End of semester evaluation
  – Small group work
Tentative Spring Meeting Plans

• January 25
  – Student panel: other opportunities on campus
  – URAD registration open
• February 8
  – TED Talk
• March 7
  – Poster design presentation
  – Abstracts for URAD due March 6
• April 4
  – Guest speaker
  – Preparation for URAD
  – Posters to be sent to Media Services
• End-of-Year Celebration
  – Faculty mentors invited to join
  – Date and location TBD
Proposal Guidelines

• Cover Page
• Abstract
• Project Description (Limit 6 pages)
  – Background & context
  – Statement of significance & impact
  – Statement of project objectives
  – Methods
  – Outcomes
• Literature Cited
• Impact on academic experience
• Timeline
Continuum of Project Proposal Designs

Faculty-Initiated Project
- More developmental
- Stronger mentoring component

Faculty and Student Directed Project
- Mutual investment
- New inquiry

Student-Initiated Project
- Strong student development
- Demonstrated cognitive readiness
Blog

• All Research Rookies are **required** to blog about their experience
• Blog prompts will be given at meetings
• Upload pictures, if possible
• Make it personal, but keep it professional
• Extra blog prompts for Simmon Scholars
Stipend

• $500 after completion of the program
• Students will receive stipend, ONLY if:
  – Present at URAD
  – In good academic standing
  – Have less than 3 meeting absences during school year
• Additional $500 for Simmon Scholars
• Additional $250 for peer mentors
Simmon Scholars

• Gift from Jaymie and Harry Simmon
• Support for five students from a STEM or health field
• Awarded this honor for their academic performance and commitment to Research Rookies
• Simmon Scholars are:
  – Required to have a declared major in a STEM field
  – Assist OSEEL with class presentations and undergraduate research opportunities on campus
  – Awarded an additional $500 at the completion of the program
• Deadline to apply is November 6
Supply Money

• The Research Rookies program can offer up to $200 for project-related expenses

• Email ResearchRookies@niu.edu:
  – Name
  – Research Rookie name
  – Materials needed for project
  – Reason for materials
Resources

- Research Rookies Website
  - www.niu.edu/researchrookies

- NIU Faculty Development Portal
  - Responsible Conduct in Research Mentoring is an online training module for faculty engaged in research mentoring.
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