

Mentor Guidelines for a Successful REU Experience

Below are some guidelines and resources to help ensure a successful REU mentoring experience.

- Make yourself available and stay involved
 - The REU student's interaction with a research faculty member is one of the most rewarding parts of their experience.
 - Your regular attention to their progress is critical to success.
- Foster community within your group
 - REU students are likely away from family, friends and their home institution; so connection to others (e.g., other students in your group) is critical to their well-being.
 - Be sure they understand how their work fits into your larger research agenda.
- Provide training on the skills needed for your project
 - REU students are not graduate students, so they lack experience.
 - But they can quickly acquire the necessary skills given sufficient guidance.
- Provide clear expectations for the student's involvement, progress and deliverables
 - Be sure to inform the student early on of your expectations.
 - Specifically communicate your expectations in terms of their participation in your group, their time in the lab, weekly progress reports, and final deliverables.
- Goals
 - One of the main goals of the REU program is to persuade undergraduate students to pursue graduate research. To this end, you should try to:
 - Teach students how to do research
 - Increase student's desire to pursue graduate research
 - Help them communicate their research via presentation and publication

Note: At the end of the program, REU students will be asked to evaluate their mentor-mentee relationship (both anonymously) according to the following criteria.

My mentor:	
1.	was accessible
2.	demonstrated professional integrity
3.	demonstrated content expertise in my area of need
4.	was approachable
5.	was supportive and encouraging
6.	provided constructive and useful critiques of my work
7.	was helpful in providing direction and guidance on research project issues
8.	answered my questions satisfactorily (e.g. timely, clear, comprehensive)
9.	acknowledged my contributions appropriately
10.	suggested appropriate resources
11.	challenged me to extend my abilities

Online Resources

- Preparing Mentors: scied.ucar.edu/soars/reu/running-an-reu/preparing-mentors
- REU Mentor Resources: www.herl.pitt.edu/education/undergrad/aspire/mentor-resources
- WSU Office of Undergraduate Research: undergraduateresearch.wsu.edu