

School of Pharmacy and Health Professions
Student Research Programs
Student and Faculty Mentor Guidelines

Student Expectations

Each student's specific research program will differ according to the faculty mentor and subject matter. Only in some cases will research undertaken by the student be "original". In all cases, however, participants should be shown where and how their work fits the overall goal or direction of the mentor's research.

Participants should expect to put in an earnest effort on their projects, which may include work on evenings and weekends, as the project and mentor/advisor may require and arrange with the student. Research mentors will expect continued and sustained work throughout the program from the student researchers.

Participants should expect to meet with their research mentor/advisor frequently, specific times depending on the project and the mentor's arrangement. Less frequent contact is not advised unless the research mentor/advisor will be away from campus or unless prior arrangements are made.

At the end of the program, participants will be required to prepare a ten minute oral presentation about their research experience. A final paper must also be submitted to the Associate Dean for Research and to the faculty mentor. The length of this paper is a 1-2 page summary of the knowledge, skills, and abilities learned by the student as well as a description of the work and progress made.

Participants can expect advice and guidance about career opportunities in research and teaching, and the nature of academic life from the research group mentor and from the Office of Research staff.

Participants will be asked to evaluate the program and their research experience at various periods during the program and beyond.

Faculty Mentor Expectations

Research mentors are asked to interact with the student researcher to integrate him/her fully into the research team, and to supervise the student's research activities.

Research mentors should work with the student(s) to develop a work schedule for the student's project, outline research goals and methodologies, and establish guidelines for the student researchers to follow. A written outline of the student's work plan (proposal) should be well understood by the end of the third week of the program.

Research mentors will acquaint participants with the “culture” of research and will discuss career opportunities in the discipline, especially teaching and academic research. One of the program benefits to the student is developing a professional relationship with the faculty mentor. Frequent interaction with the student provides the mentor with knowledge about the student’s ability, work, performance, and potential for further study in research. Participants will therefore be encouraged to ask their mentors for letters of recommendation.

Research mentors should help the student prepare the final report of the project and develop the oral presentation. The mentor will also be responsible for editing the student’s final paper.

Research mentors are expected to outline the nature of the project and, if possible, provide a preliminary reading list.

Research mentors may expect ongoing written or oral reports (or both) from the participants as deemed necessary. Research mentors will be asked at the end of the program to submit an evaluation form on the student’s work.

Research mentors are encouraged to attend their student’s research presentation to be given at the summation meeting at the end of the program. **Participants must complete all requirements for the program, and all work must be judged by the faculty mentor to be satisfactory.**

Adapted from: UCLA Graduate Division-website accessed 5/3/06 at <http://www.gdnet.ucla.edu/asis/srp/srpguide.htm>.