

GTMFUR 2021 Transcript

Links to the resources mentioned in the video:

Sample Mentoring Agreement:

<https://undergraduate.oregonstate.edu/research/resources/mentors>

Additional Research Opportunities:

<https://undergraduate.oregonstate.edu/research/programs/research-program-list>

Career Development Center and URSA Office Hours: <https://career.oregonstate.edu/students>

URSA website: <https://undergraduate.oregonstate.edu/research>

Transcript Notation: <https://undergraduate.oregonstate.edu/research/transcript-notation-0>

National and Global Scholarship Advising: <https://topscholars.oregonstate.edu/>

National and Global Scholarship Advising Instagram:

https://www.instagram.com/scholarshipsadvising_osu/?hl=en

Tips For Becoming a Strong Scholarship Applicant:

<https://topscholars.oregonstate.edu/tips-becoming-strong-applicant>

Schedule an Appointment with National and Global Scholarship:

<https://outlook.office365.com/owa/calendar/NationalandGlobalScholarshipsAdvising@OregonStateUniversity.onmicrosoft.com/bookings/>

Dr. Gurung Website: <http://regangurung.com/about/>

SURE Program:

<https://science.oregonstate.edu/hands-on-experiences/undergraduate-research/sure-science-program>

Slide 1

(0:00 - 0:17)

Welcome to our workshops, Getting The Most From Undergraduate Research presented by the Office of URSA. My name is Daniel Lopez-Cevallos and I am Assistant Vice Provost of Undergraduate Education and Associate Professor of Ethnic Studies at OSU.

Slide 2

(0:18 - 1:13)

The purpose of these workshops is to assist undergraduate students who are currently participating in research or who are hoping to engage in research soon. Participating in undergraduate research is not so much about developing a deep understanding of a very specific topic. It's more about learning transferable skills that you can apply through all your schooling and career. As a student researcher, you can learn how to communicate with diverse groups of people, develop critical thinking and problem-solving skills, navigate collaborations within a team, and understand how to operate independently. As you watch this workshop, take note of the skills developed through research and how you can use those when you're applying for graduate school, jobs, internships, or other areas of your life. If we hope you find the

following information valuable then please don't hesitate to reach out to us at the Office of URSA or with any questions you may have. We are here to help ensure you can make the most of these experiences.

Slide 3

(1:14 - 1:56)

Thank you for joining us. I'm Christy Kuiken, the graduate assistant for the Office of URSA. And I'm going to talk about those transferable skills Daniel referenced, along with how to navigate relationships with your current or future mentors. And then I'll talk about a couple of research presentation opportunities that are coming up soon. And what you can expect from those presentations. Just a quick note about terminology used in this workshop. Most of the presenters, we use the word research, but we recognize that this can be a term with limited meanings. What we mean when we use this word is all forms of research, scholarship, and creative works that you might participate in throughout your time here at OSU.

Slide 4

(1:57 - 2:26)

So let's talk about the value of undergraduate research. A research experience is preparing you for much more than just the specific topic you're studying. So if your projects about the genetics of marine mammals for instance, and you end up wanting a job in education, or you decide you want to go on to get a master's degree in a different area. You might think that the time you spent on your study was a waste. But through these experiences, you can gain a lot of skills that are transferable in any professional context.

Slide 5

(2:27 - 3:02)

Undergraduate research experiences can teach you how to communicate with others, how to solve problems, think critically, collaborate within a group, and to work independently towards a group goal. And these are all things that you can use in the future. I want to encourage you to think about the skills you're developing in your own research experience and how those skills can transfer into other situations in your life. It might be helpful to make a list like this of the skills that you're gaining so they become easier for you to identify when you need to come up with an example for a job or a school interview.

Slide 6

(3:03 - 3:21)

So that top skill that we just mentioned was communication. Often one of the most daunting things about getting into research in an area that you might be unfamiliar with is building and maintaining research relationships with appropriate communication.

Slide 7

(3:22 - 4:41)

When interacting with your mentor, it's important that you advocate for your needs. Your mentor has their own stuff going on, and they may be focused on their own needs, their own project, and managing many students within the project. It can be difficult for them to see and to anticipate what each individual needs from them. So it's your job to speak up and to make your needs known. For example, do you feel like you're working too much or too little? Do you really need to start getting paid or do you need to reduce the times so you can get a different paying job? Is it a busy week needed to focus on your studies this week? Do you wish that you had more responsibility or that you got to be more involved in the writing process. So we hear from

students all the time who are struggling with issues like these. In most cases, your faculty mentor will be supportive of your needs if you make them known. If you don't bring issues like these up, your mentor may not know that something's bothering you. Now I'd like to recognize that these discussions can be hard to have. They can feel kind of awkward or you don't know how to word it, but it's an important skill to develop, and if you feel like you'd like some help creating an email to your mentor, come see us at our virtual advising office hours. These are held every Monday and Tuesday from one to three. And we often coach students on how to navigate these tricky conversations with their faculty mentors.

Slide 8

(4:42 - 5:33)

We've also heard from several students that they feel like they've been doing monotonous work and they're ready to move into more advanced parts of the project, but they don't know how to bring it up. One way that you could do this is to tell your mentor that you're really grateful for the experiences that you've had so far and that the duties that you've been assigned are great, but then bring up that you feel ready to diversify your skill set and that you'd be excited to take on more challenges in your work and to learn some new, more technical skills. I know that this can also be a scary conversation to have, but they will almost always be excited to hear your enthusiasm for the project and that you're willing to go a step further. It's possible that they just forgot to push you or they were trying not to overwhelm you, or they just generally weren't aware that you're interested in more. So just voice it.

Slide 9

(5:34 - 6:31)

Another important piece of the communication with your mentor is to clearly communicate expectations. That means understanding their expectations of you and communicating your own expectations of them and the experience. The best time to do this is right in the beginning, but it can be really addressed at any time. If you feel like there are some miscommunications happening because of differing expectations. A mentoring agreement can include stuff like how you're going to contact each other, how long responses to emails or texts should take, what meetings they expect you to be at, and what materials they expect you to have reviewed prior to the meeting or how to treat shared research space. So in our office, we've created a sample mentoring agreement that you can use as a tool to help drive these conversations or request that you and your mentor fill one out together.

Slide 10

(6:32 - 6:44)

So if you go to our website. You can find this under resources for mentors. And it's the first thing on the top of the page called the sample mentoring agreement.

Sample mentoring Agreement:

<https://undergraduate.oregonstate.edu/research/resources/mentors>

Slide 11

(6:45 - 8:20)

And lastly, always remember that it's okay to say no. Students have a lot of responsibilities and we know that. You're taking classes, figuring out how to navigate higher education, you may be away from home for the first time, you might be working a job or jobs, making social networks and just generally trying to manage time. If you're asked to do something that you don't think you can handle. One strategy is to ask how much time they expect you to spend on that thing

and only devote that much time. So if they said, Oh, that should take you maybe five hours, then you can say great, and then only work on it for five hours. At that point, you need to stop and move on. What you can tell your mentor is, you said that I should spend five hours on this. I did spend five hours on this. I didn't finish, but this is how far I got. And now I need to move on to my coursework. Just be honest about how long it's taking so you can get help on completing the task. And be honest about your current workload. Professor should understand that classes and life situations come first. The last thing people want is for you to say yes to something you're unsure about and then you're unable to do it. Also, it's important to remember that you can negotiate. If you have an hourly agreement with your mentor or if you're participating in URSA Engage and we say you should be working 5 hours a week. Just remember that you might be able to shift some of those hours around the different weeks. For example, if you need to do fewer hours because you're in the middle of minterms. See if you can do more hours the following week to help free up the time to focus on your studies.

Slide 12

(8:21 - 10:33)

Every once and awhile, a student comes to us for advice on how to inform their mentor that they need to transition out of the project. There can be various reasons for this, like financial constraints, other time commitments, heavy school demands, or just a change in academic interests. When a student comes to us in this situation, we encourage them to consider a couple of questions. Have you given yourself enough time to settle in and has your perspective changed? So when we start a new job the first couple of weeks can be really hard because everything is new and you haven't had time to get to know your colleagues. So just make sure that you've given yourself enough time. Ask yourself if I were getting paid for this, would I still be interested in the position. If you felt like you were more comfortable communicating time restraints to your mentor, would you want to stay? If you can take a break, say it's a week, a month, or a term, would you be interested in coming back to the position? Or are you really just no longer interested? So the answer to questions like this will help determine what you actually say to your mentor. But ultimately you know what's best for you. And if you feel that you no longer want to engage in this particular research project, we can help you navigate a change. If you're certain that you want to move away from your position. Here's some guidance on how to communicate it to your mentor. A compliment sandwich is a great way of breaking the news. You can start with a thank you and talk about everything that you enjoyed about the experience, and then throw in the news that unfortunately because of this and this, I don't feel like I can continue and then you end with your appreciation of them and the experience. We also suggest scheduling a date for when you plan to leave, so it's not extremely abrupt and your research mentor isn't left with a bunch of incomplete tasks that they have to shuffle off on to other people who weren't expecting it. Everyone in the university setting understands that college is a demanding time in our lives and over commitment is really rough. So it's important to keep in mind that your mentor won't hold this against you.

Slide 13

(10:34 - 10:41)

So next, let's talk about how and where to present your research.

Slide 14

(10:42 - 12:07)

Presentations are an important part of the research process. Gaining those communication skills are super transferable to other fields and jobs. You also get to share your work with many different audiences and presentation events offer great networking opportunities. You might

even find potential grad school mentors here. Sharing the work that you're doing is fun, even though it may seem scary at first. Undergraduate research presentations are spaces where almost everyone is presenting for the first time ever. It's important to remember that you are currently the expert on whatever you're presenting. The reason your research exists is because you're working to answer a question that hasn't been answered before. So relax and enjoy meeting other curious people that want to hear about your work. There are many different opportunities to present. We have a couple of large events that run through our office that I'll discuss next. But there are also college specific opportunities, general conferences that are centered around one school. And conferences that focus on certain topics like toxicology or public health. Funding mechanisms to support travel to conferences are around. Check with your college or your research mentor to see if they have any funds set aside. The Honors College may have an experiential scholarship available as well, so check with them if you're in the Honors College. Registration can be kind of expensive for these events, but often there are student scholarships, or volunteer opportunities to offset the costs.

Slide 15

(12:08 - 13:07)

So in years past, a poster presentation event might have looked something like this. You would make a poster. You would get it blown-up, tack it to a board, and then you would present your research to folks who walk around the exhibit hall. Typically these folks are other students and faculty and staff of the university. You have a quick speech that you've rehearsed about your project that you give them. And then they can ask you questions if they'd like to know a little bit more about your process or your findings. You also get to take breaks, walk around, and learn about everyone else's research and ask them questions. While this may sound a little nerve-racking, it's actually a pretty easy going and fun environment. Most of the people presenting are presenting for the very first time. I can't stress that enough. It's not expected that you have all of the answers. Of course, this year we're still not getting together in big events like this. What that means is presentation opportunities will be in a virtual format, and we have one of those coming up at the end of May.

Slide 16

(13:08 - 14:17)

So this event is called Celebrating Undergraduate Excellence, or CUE. It takes place this year on May 27th and 28th. And while it normally looks a lot like that previous slide, in a room, for the second year in a row, it will again be virtual. And I will talk about what that looks like in a moment. So anyone is eligible to present at CUE. You don't have to have participated in a research experience that's through our office, the Office of URSA, or any other structured college project. You just need to have a project on which you've worked under the guidance of a mentor. You also don't have to be done with your research to present a CUE. Some students present their entire project, including findings. Others present what they've learned so far, the processes that they've gone through, and where they expect the remainder of their research to lead them. It is absolutely okay to present partially completed work. So CUE is a great first presentation opportunity. As far as presentations go, it's very friendly and very low stakes, especially in the virtual format you're able to prepare everything in advance and you don't have to answer any questions live.

Slide 17

(14:18 - 14:51)

So since we moved CUE to a virtual format and now lives in Canvas, hopefully this type of page is familiar to you, student registration is open now through May 7th, and there's just a small form

to fill out indicating that you intend to present. You have to identify things like what your research is about and who your mentor is, and then your mentor needs to approve it. Once you're approved, you would receive an invitation to the Canvas page. I believe that's on May 9th. So you can go in and look at the format of the site. Learn how to make a lightning talk video and upload one to your personal discussion board.

Slide 18

(14:52 - 15:16)

People that are interested in attending the event as spectators will fill out a similar form and they'll receive an invitation to the Canvas page on May 27th. Again, the events of the date are the 27th and 28th. So they'll have access to all of the projects and they will be able to come in and look around by college, or to just skim down the list, or to search for a particular presentation.

Slide 19

(15:17 - 15:56)

So your personal discussion page will look something like this. It's got a video. It'll have a transcript of the contents of the video, which includes why you're performing this research. What you did. You might include your results if you've gone far enough in the impacts. And then folks who are on the page as spectators will visit your page, watch your video, and then they can ask questions below your submission. It will be your job to check back in on those questions and reply to them with your answers. So as far as presentations go, this is a very easy-going environment for you to take advantage of.

Slide 20

(15:57 - 16:23)

Please visit the CUE website for more information on deadlines and to gain access to our two events to help walk you through making a lightning talk video. On May 10th, we will actually go through the process of making the video and uploading it to the Canvas site. On the 13th, we'll have time to answer specific questions and to troubleshoot problems that you may be having. So if you hope to present a CUE, go ahead and put these two dates on your calendar as well.

Slide 21

(16:24 - 16:40)

We will have a similar presentation opportunity in the summer, probably sometime in mid September. The format will be the same as the CUE event, virtual. And the summer event is called Summer Undergraduate Research Symposium or SURS.

Slide 22

(16:41 - 17:10)

And lastly, I want to tell you about one more resource we have on our website. Even if you're currently involved in research, you may be looking for another opportunity in the future, especially one that provides funding. Take a look at the list of research programs. This list includes the undergraduate research funding opportunities that exist at OSU, broken down by our colleges. Other programs and a couple from other institutions. You will find this list under the programs tab on the Office of URSA website.

Additional Research Opportunities:

<https://undergraduate.oregonstate.edu/research/programs/research-program-list>

Slide 23

(17:11 - 17:25)

So next we are going to hear from two of our undergraduate research ambassadors, Haelyn and Grace. Haelyn will be discussing how to represent research activities on your resume and Grace will talk about showing your research experience on your official transcript.

Slide 24

(17:26 - 17:35)

Then we will hear from LeAnn Adam about scholarships advising before moving on to some tips from a former research student and two faculty mentors.

Slide 25

(17:36 - 17:56)

Hey everyone, so today we're going to talk a little bit about how to talk about research on your resume. Since undergraduate research can be so diverse across disciplines and depending on what you're doing, it can be somewhat difficult to explain in just like a few bullet points what you spent your time in research doing.

Slide 26

(17:57 - 18:55)

And so we've made this just as a general template that you can follow, you don't have to follow this one, but it does have all the necessary information that you want to include on your resume. This information is just the research group that you're working with, or specifically the professor that you're doing research with, where you conducted the research, so what university maybe, the time you've been doing undergraduate research for, and then just a few bullet points about either the skills that you gained or the work that you do specifically with your research group and things like that. And so you can tailor this to specific jobs that you're applying for or if you're applying for graduate school, then you can sort of tailor it to bullet points and skills that you convey. And in this example specifically, they went ahead and included some other details such as the name of the research project where they received funding from, and some of the outcomes of their time conducting research. Again, you don't have to follow this exactly. This is just an example of how some people do it.

Slide 27

(18:56 - 19:05)

I'd really recommend the Career Development Center. They're a really good resource for you when you're creating your resume, and they also have a lot of great information on how to improve your resume on their website.

Career Development Center and URSA Office Hours: <https://career.oregonstate.edu/students>

Slide 28

(19:06 - 19:19)

If you want to talk specifically about undergraduate research, you can also come to our drop-in advising hours, but I really encourage you to check out the Career Development Center to sort of walk through what it looks like to talk about doing undergraduate research on your resume.

Slide 29

(19:20 - 20:23)

So as you gain more experience, your resume will likely turn into something more like a CV. And a CV is basically just an extended resume that talks more specifically about like further outcomes of your funding mechanisms and things like that. In general, like the duties and skills are going to be pretty much the same as your resume, but you can be a little bit more specific and include more because you have more space on the CV. But overall, the same information you include on your resume should also be on your CV. You'll just want to include the mentor that you worked with, where you were doing the research, if you're working with different mentors at different universities, that's really important to clarify. And you can also talk specifically about funding mechanisms that support your research, whether those are grants or scholarships or fellowships and things like that. And then the outcome section will also include things like oral presentations, poster presentations, and maybe even publications if you get to that point. So overall, this is a sort of like a summary of all the things that you would want somebody who wants to understand the work that you did as an undergraduate researcher to know.

Slide 30

(20:24 - 21:11)

And so then when you end up doing presentations at CUE or SURS or even topic-specific conferences you're definitely going to want to list those presentations on your resume and CV, because those are really like notable outcomes that can be really helpful if people are trying to evaluate the experience that you've had as an undergraduate. And so this is just an example of a few presentations from an example CV that we've made. The way they cite these is really going to vary by discipline, so I'd recommend going to your mentor. They're going to be a really good resource for specific information like this, but this is just a general template you can follow. Most importantly, you want to include the title of the presentation that you gave, the conference that you presented at, the date you presented it, and then just the order of authorship.

Slide 31

(21:12 - 21:34)

Then it's pretty much the same thing for publications. Just instead of listing the conference you presented at you'll list the journal that your work was published in, and the rest of the information is mostly the same. Include the authorship order, the title, the date it was published. And again, your mentors can be a really good resource to have look over your resume once you actually put it together to make sure that everything looks good.

Slide 32

(21:35 - 24:18)

All right, So next we're just going to talk about asking for letters of recommendation. So as you continue in research, you're probably going to be building stronger and stronger relationships with your mentors. And then these are great people to ask to write you letters of recommendation as you're applying for your next job, or scholarship, or graduate school. And so when you're applying for something, it's really important for you to think about who you're going to ask to write your letters of recommendation. When deciding who to ask, we always recommend that students really consider what aspects of yourself are you trying to highlight in your application. So maybe you're a volunteer, you're a student athlete, and also an undergraduate researcher, those are three different aspects of your life that you want to highlight. And so you're going to want to find the letter writer that can speak to those three things. And if you don't have one that can speak to all three, then you should have three that can speak to each one, because you don't want to ask three people that have mentored you in like research to write the letters because those letters are just going to look really similar and

you look like you don't have as much depth in your application. And so when you're choosing letter writers, just be sure to pick people that are able to speak to different areas of your life. After you decide where you want to ask, make sure to ask early. You need to give your letter writers at least two weeks in advance, but two to three weeks is standard because your letter writers are probably really busy, and then they're going to need to find time in their schedule to write these letters because these letters do take a long time and they probably have multiple to write for different students. And so when you're asking, also remember to ask professionally. This just means being really courteous when you're asking. Let them know that you understand that it does take a lot of time and dedication to write these letters. Then also help them out by providing all the necessary materials that they need. They're going to need to know what you're applying for, is it a scholarship, an internship? You're going to want to let them know that information. When is the deadline? When do they need to submit this letter by? What do they need to do? Which includes how do they submit the letter? Is it their link? Email? Is it a physical letter? They're gonna need to know that. Then once they have all this information, you're going to want to send them a reminder. It's important that you don't just rely on them to submit it on time, because maybe they have multiple students they are writing letters for and those dates can just get jumbled up. And so you can just send them a friendly email that says, I wanted to thank you again for writing me a letter. Just wanted to remind you that it's due tomorrow at midnight or something along those lines. And you can send that the day of, maybe three days before, five days before. It's really up to you. And then finally, be sure to always thank them at the end. Write them an email or even a letter if you wanted to. Just say how much you appreciate them taking the time to write you that letter.

Slide 33

(24:19 - 24:25)

And if you want help with any part of this process, just feel free to come to our offices weekly advising hours or visit our website, it has all this information and more.

URSA Website: <https://undergraduate.oregonstate.edu/research>

Slide 34

(24:26 - 24:38)

Hello everyone, my name is Grace and I'm an ambassador for the Office of URSA. Today I'm going to talk about how you can make your research experience visible on your transcript.

Slide 35

(24:39 - 25:50)

Every student has a transcript where your courses and grades are visible. However, in a lot of cases, people don't have research on their transcript. It can be useful to have this on your transcript when it comes to applying for jobs, internships, or grad school. There are two main ways that you can add your research experience to your current transcript. One of them is to apply for something called transcript notation, which we run through our office. If you've done research and presented on it at one of the conferences like SURS or CUE, which Christy talked about, you can apply for transcript notation through our office. You can apply on our website by clicking on the transcript notation tab as shown on the screen. All the steps are included on our website. Once you've applied and been accepted, you will get a stamp on your transcript that says you are a research fellow or an arts fellow, depending on if your project is research-based or arts-based, you also get to wear a fancy blue honor cord at graduation. It is a completely free process to apply for transcript notation. If you have any other questions, please come to our

advising hours and we can walk you through the process. The second option is to enroll in research credits. However, this means you'll be paying for the credits.

Transcript Notation: <https://undergraduate.oregonstate.edu/research/transcript-notation-0>

Slide 36

(25:51 - 26:27)

Next, I'm going to touch on undergraduate research opportunities. We list every single undergraduate research funding opportunity that exists at OSU on our website. If you're wondering where you can join to do research or where you can get funding to do research. Just visit our website. We list everything by college and some programs are university-wide. Please check that out if you're looking for other funding opportunities, you can find the fullest of paragraphs with each of their individual requirements and timelines by clicking on the programs tab on our website. If you have any other questions, please feel free to drop by our advising hours. Thank you.

Additional Research Opportunities:

<https://undergraduate.oregonstate.edu/research/programs/research-program-list>

Slide 37

(26:28 - 26:55)

Hello everyone, and welcome to Getting The Most Out of Undergraduate Research. My name is LeAnn Adam and I'm OSU's coordinator for National and Global Scholarships Advising. My office is located in the Learning Innovation Center on the fourth floor of the LINC within this suite of offices of the Honors College, and here is our website at <http://topscholars.oregonstate.edu>.

National and Global Scholarship Advising: <https://topscholars.oregonstate.edu/>

Slide 38

(26:56 - 28:26)

I really like to talk to students who are attending this event because I really see a lot of parallels between students who are getting involved in undergraduate research and those who might consider applying for national and competitive scholarships. So what do we mean by national and competitive scholarships? What are they? My office coordinates advising for a select group of scholarships that are external to OSU. So they're nationally or internationally competitive and some of them require a nomination from OSU. I work with undergraduate students. I work with alumni of OSU who are still eligible to apply for scholarships within my purview and I also work with graduate students for things like the Fulbright. And I wanted to be really clear that I work with all undergraduate students at OSU and not just Honor students, it's really great that my office is hosted by Honors, but our services and advising were available to all OSU students. And also I just want to clarify that we're not a Financial Aid Office. OSU has a Financial Aid and Scholarships Office where they help you navigate financial aid and OSU scholarships, and that's your great first stop for things like figuring out your FAFSA aid or applying for things through ScholarDollars. But our office is a little bit different and the opportunities that you might consider applying for will often provide funding but also add experiences to your undergraduate or graduate career, like study abroad or research.

Slide 39

(28:27 - 28:54)

I'd like to invite you to follow us on Instagram. We're at [scholarshipsadvising_osu](https://www.instagram.com/scholarshipsadvising_osu). And we on a weekly basis post some really great biographies of OSU students who applied for or won nationally competitive scholarships, we post new opportunities, deadlines, scholarship tips and events, and so that is the best place to follow us on social media if you want to keep in touch with what we're working on and what we're advising on.

National and Global Advising Instagram:

https://www.instagram.com/scholarshipsadvising_osu/?hl=en

Slide 40

(28:55 - 29:59)

So what scholarships do we advise for? You may or may not recognize the names that are up here on the screen. Fulbright, Boren, Critical Language Scholarship, Udall. Those may just be names to you, but they're all scholarships that we feel are really great fit for OSU as a large public research institution. And our students have been very successful in applying for these scholarships. And so I wanted to make sure to send the message that if you want to learn more about these scholarships, I really welcome you to schedule an appointment with our office with me or a member of our staff. You don't have to know what scholarship you want to apply for. We really just appreciate the opportunity to talk with you and get to know you a little bit, hear about your interests and aspirations and then match you with opportunities. Or if you do know what scholarship you want to apply for, say you've already got Fulbright in mind, I might know of a couple of other things that you'd be a great candidate for. So we really just welcome the opportunity to have that initial conversation to get to know you.

Slide 41

(30:00 - 31:34)

I want to share a couple of mythbusters because I think that there are quite a few common misconceptions about competitive scholarships. So I wanted to talk a little bit about what they are not. They are not just for students with a 4.0 GPA. Academic success certainly is a factor in being competitive for a scholarship, but they do evaluate very holistically. And so there are many, many other qualities other than GPA that they'll be looking for. They are not only for students from big name Ivy League universities. OSU students have had great success in applying for things like the Gilman Scholarship, which is a study abroad scholarship for students who have a Pell Grant up to five thousand dollars. And we've had 129 students awarded Gilman Scholarships since 2012. And that doesn't even go back to when the scholarship began. We've had quite a number of Goldwater Scholars, and we've had 66 Fulbright scholars. That's an opportunity to get full funding to do a study abroad program of your own design after you graduate. And so absolutely our students have had great success applying for and winning new scholarships. And I think there's also a common misconception that students who speak a second language are the best candidates for these scholarships. A lot of them are international, but you absolutely don't have to have a language already to be competitive for many of the awards. For example, scholarships like the Gilman Scholarship or the state department Critical Language Scholarship, encourage language study abroad. And so you don't already have to have language proficiency in order to apply.

Slide 42

(31:35 - 32:26)

And another thing that these opportunities are not is a waste of your time. It's really, really important to me and to the members of my office staff that you have a positive and constructive experience applying for scholarships? Yes, it can be time-consuming, but our philosophy is that

if you focus on the process and the professional development that you are gaining by engaging in these scholarship applications, such as your writing skills and building recommendation letter writer relationships. And really thinking about what's important to you and why. All have multiplayer benefits and other things like applying for jobs and graduate schools. So while we absolutely celebrate your success when you win a scholarship, it's really important to us that you come away from the application process feeling like you've gained either way.

Slide 43

(32:27 - 32:57)

So what do we do? The services that we provide for students or that, like I said, we'd like to meet with you individually and learn about your interests and aspirations and match you with opportunities. Once you decide to apply for a scholarship, we provide a lot of hands-on support to students by reading and getting feedback on application essays and helping to prepare for interviews when interviews factor into the process. And then we also have our Instagram and website, which I've already mentioned, and you can see here on the screen.

Slide 44

(32:58 - 33:17)

And we've got here, I think a really helpful tip sheet for becoming a strong scholarship applicant. We emphasize all of these values when advising students, but it's kind of helpful to have them in this one handy sheet. I won't go into them now, but you can check out the sheet at the website address listed there on the screen.

Tips For Becoming a Strong Scholarship Applicant:

<https://topscholars.oregonstate.edu/tips-becoming-strong-applicant>

Slide 45

(33:18 - 33:49)

Then here is our contact information. Here is my email leann.adam@oregonstate.edu, follow us on Instagram, check out our website, and then here is the link to schedule an appointment. You'll have access to a calendar through this link and you can pick any time that works well for you and go ahead and schedule, and we look forward to meeting you. So please reach out, schedule a time to meet and tell us about your interests. And we'd love to tell you about some scholarships. Thanks very much.

Schedule an Appointment with National and Global Scholarship:

<https://outlook.office365.com/owa/calendar/NationalandGlobalScholarshipsAdvising@OregonStateUniversity.onmicrosoft.com/bookings/>

Slide 46

(33:50 - 34:02)

Hi everyone, today I'm going to be presenting on the student research experience for Office of Undergraduate Research Scholarship and the Arts, or also known as URSA.

Slide 47

(34:03 - 34:36)

My name is Denisse Alvarado. I am a second-year computer science student with a minor in business, and I'm also a research ambassador for the Office of URSA. I participated in research my freshman year with the CHARISMA Artificial Intelligence Lab on campus, where I studied human and robotic interactions. One of my main projects was doing a code for a robot, for an

opera performance held by the theater department. To the right you can see a picture of the robot I built. It's a little spooky and a little scary, but it was a lot of fun to work on.

Slide 48

(34:37 - 35:47)

So what is it like to be a research student? To begin, there's a lot of independent work, but also a lot of creative work. I would personally work on things on my own, and then would speak to my colleagues in the lab to make sure I understood what I was doing and that we were all on the same page. There's also a lot of time management that needs to be done. Not only are you doing research in a lab, but you're also a student. It is important to make sure you're managing your time well so that you could successfully juggle both. Initially, I struggled with this, but what helped me the most was utilizing Google Calendar. On Sunday, I would put everything I needed to do for the week on my Google Calendar, and this will help me visualize everything I needed to accomplish for that week. So this is something that helped me and maybe might help you. But most importantly, as a research student, you will be learning a lot. It is important to understand that it is okay to not know everything. Your research professors know this, and they do not expect you to be experts. As long as you approach every task that you are assigned with, with a good attitude, an open mind, and ask questions when you need clarification, you will be more than fine.

Slide 49

(35:48 - 36:42)

So mentor relationships, having a good relationship with your research professor is important. In order to achieve a good mentee mentor relationship, you need to communicate. Make sure that you are aware of what your research professor is asking of you. And if you're confused, ask questions. It is worse to simply say yes to a task and then have absolutely no clue what you're doing. Make sure to check in with your professor, communicate your progress, what you are struggling with, and what you've been most excited about. It is also important to tell your professor if you feel like you are doing too much. We are human and there are weeks that are going to be more difficult than others. If you are overwhelmed with schoolwork and can't complete a task, make sure you tell them. The same goes for if you feel like you aren't being given enough work, or if you feel like you are capable of handling a more challenging task. At the end of the day, make sure you are communicating.

Slide 50

(36:43 - 38:06)

Take advantage of the benefits. Participating in undergraduate research is truly something special that not a lot of students get to do. So make sure you're taking advantage of the benefits. Make connections. Make sure you take down your research professors e-mail and connect with them on LinkedIn. This applies to anyone you are working with in the lab. In the future these connections can be beneficial if you need a letter or a letter of recommendation or later down the line when you are looking for employment. Learn what you like and what you don't like. Maybe from this experience, you will learn that research isn't for you or that you're interested in a different field of study. Learning what you like and don't like is extremely crucial and can save you from a lot of hardships in the future. Also, take advantage and present your research. When presenting your research, you're improving your presentation skills, being confident in your knowledge and being able to speak about the project you have been working on are important skills that will help you in your career. Most importantly, make sure you are putting your research experience on your resume. This will demonstrate to recruiters that you are participating in extracurriculars and are a multitasker. To several companies this stands out.

In fact, my research experience helped me get my first internship with Warner Brothers last fall. So make sure you're documenting what you've been doing in your lab.

Slide 51

(38:07 - 38:17)

Thank you so much for listening to my presentation. I'm so excited that you're participating in research. Remember, have fun, learn a lot and build connections.

Slide 52

(38:18 - 38:29)

Alright, thank you for joining us. I just had a couple of questions about your research and first of all, we would love to know what types of research you're working on right now.

Dr. Gurung Website: <http://regangurung.com/about/>

Slide 52

(38:30 - 39:20)

Yes, Christy, thanks for having me love chatting about research, love talking about ways to help people do research more, and a huge fan of undergrad research in particular, because I think so many of us faculty don't realize how helpful it can be to our research programs and of course, to undergrads as well. I have to mean big research topics that I work on that sort of go parallel. And over the years they've dovetailed and they're getting closer and closer to each other. One major research focus is on sexism and prejudice. I'm a social psychologist by training and I take a look at the factors that influence sexism and racism and prejudice in general. And try and figure out what can we do to both understand why it happens. But more importantly, how can we short-circuit it and prevent it from happening?

Slide 53

(39:21 - 39:43)

So, for example, we're doing a really neat study right now where we are looking at an OSU alums clothing company called People of Colour. And we are wondering if you are wearing a People of Colour shirt, do people view you differently? If you are a person of color, wearing a people of color shirt, what does that do to perceptions of you?

Slide 53

(39:44 - 40:07)

So, you know, we look at these really, what I think are fascinating questions that are very applicable. And I think that's an underlying feature of the research I do is very applied everyday research. So one line is, looking at prejudiced sexism and racism. The other line is looking at teaching and learning.

Slide 54

(40:08 - 40:28)

So for many years, I look at what are the factors that help, that predict good learning. What are the things that instructors can do to help their students learn?

Slide 54

(40:29 - 40:52)

I primarily look at it at the large class level. What can I do in a large introductory class to make students be engaged and learn? But I also look at it in smaller classes. So what are the study

techniques? What do we know about how to study from cognitive science that we can put into the classroom and see if it works. So two main lines of research. Almost always, whenever I talk about it right there, I can get students interested in doing that because these are questions because of the applied nature that everybody seems to be pretty fascinated about.

Slide 55

(40:53 - 40:59)

What does it actually look like if you have students participating like are they in the field, are they doing surveys? What are they doing?

Slide 55

(41:00 - 41:44)

So, I do experimental research, I do correlational research, I do descriptive research. So, all types of research, and it really varies with the project. So, there are some projects. We actually recently did a study on early childhood experiences and how it influences satisfaction with college and learning. So, this was a study that was more correlational in nature. It was all online. We use Qualtrax to design it. And the students didn't have to interact with the participants directly. Even when I do experimental work, the experiments are delivered online. And so there's no going into a lab or not.

Slide 56

(41:45 - 42:01)

There is some work that takes lab staff and that'll be when people come in to read large and do something there. But for the most part, I tend to do work that can be done online, whether it's experimental or correlational. Gotcha, okay.

Slide 57

(42:02 - 42:07)

And with the students that you work with, what's the breakdown? Are they mostly graduate students, undergraduate?

Slide 57

(42:08 - 42:42)

Yeah, so you know this is interesting because the way I've structured my lab is I sort of structure my lab so that there are different levels of students with different backgrounds. So, you know, one group of students, so one strata are the URSA students. I've actually created this new category because over the last two years I've just had so many URSA Engage students who wanted to work in the lab that have almost evolved my lab to take account of it. So I have a group of students who are working on one type of project.

Slide 58

(42:43 - 43:13)

I then have another group of maybe juniors, sophomores and juniors who are working. So again, or URSA Engage, predominantly first-year students. I then have some psychology majors who are sophomores and juniors. And then I also have juniors and seniors who tend to be honors students. So predominantly undergrad. I also have two graduate students, but the lab is predominantly undergrad.

Slide 58

(43:14 - 44:12)

And to give you some numbers, for the last couple of years, I have about 15 students in the lab, and it's been the absolute majority of those are undergrads. There are terms where there are 13 or 14 or 15 undergrads in the lab, and then a couple of grad students. And I think I've been doing this so long and I've been teaching for close to 23 years. Before I came to OSU, I was at an institution with only undergrads. And I think that's why I've really worked hard at developing what's the best way to be able to give undergrads experiences and make it scalable so that I can work with a good number. Because I realize at most places there are so many students who want the experience, but only so many faculty members. So, I've really worked hard to put procedures in place to make me able to take on more students.

Slide 59

(44:13 - 44:39)

Okay, that's helpful. And as you know, this workshop is designed for students who are getting into research potentially for the first time. And you don't have a lot of experience either seeking out these positions, working with faculty mentors. And I'm wondering if you have any thoughts on how students should go about finding their mentors and what types of expectations they might want to clarify as they're getting into undergraduate research.

Slide 59

(44:40 - 44:55)

Yeah, I think, you know, research labs vary a lot. And one of your earlier questions was, what kind of experiences do students have? The way I like to look at it as is, and the way I structure it is that there are a couple of different things that are going on.

Slide 60

(44:56 - 47:26)

Number one, almost every student is paired up with another student, whether it's another student at the same starting off level. Or as is more often the case, I pair a first-time student with somebody who's been in the lab before. So, there's that support there, not just that student has not just me, but has another student who may have been doing research for even one term more, so that they've got a little bit more experience. That said, in terms of tips for finding mentors, I think the sooner a student reaches out to a faculty member, the better, and I think a lot of students wait, and I mean both wait. If you want to do something with me in the fall, don't wait for two weeks before the fall starts, you know, and sometimes that happens, somebody will go, hey, the terms starting next week, can I work in the lab? Well, by that point, the slots are gone, you know, so start early. I think always try and get a sense from the faculty member how they run their lab because I think it's really important to know for students listening that people's labs vary dramatically. There are some labs where you're only doing one kind of stuff. There are other labs where you're doing multiple things. You know, there are, and so on and so forth. So, I've tried to anticipate that by putting a lot of that information on my lab page, by providing the types of studies that you know, that I'm doing. So, students can read that and sort of get a sense of, oh, this is the type of work going on there. But I always, you know I even actually have a very short application for students that asks them some basic questions. And then I like having a conversation with the student where I could tell them what exactly they'd be doing. And I think that's important because research is not the same every term, so just because I was doing a certain set of studies last year, may not mean I'll be doing that next year. So always key piece of advice, reach out to the faculty member and see if there's somebody that you're comfortable working with. We all have different personalities. And you want to see if it's the right fit for you, both in terms of the topic of work, what you'd be doing in the lab, and just also how that person operates.

Slide 60

(47:27 - 47:39)

Yeah, that's good advice. So as students are reaching out and you've probably got a lot of requests, what really grabs your attention? Like, what qualities do you like to see or what do you like to see in an email?

Slide 61

(47:40 - 49:52)

Well, you know, this sounds old school, but you know email is not a text, it's not Instagram, it's not Facebook. And right off the bat, I'm a social psychologist. First impressions are important, you know. I like to look at how email is even written to see if they've got that basic knowledge of interactions and propriety, but I also like responsiveness. If somebody emails me with a question and I respond with an answer and a question, I think that person responding back relatively soon is nice. I know students want faculty to respond quickly to them, but we faculty also want to see the same thing from students, so I think responsiveness is key. I like openness to new ideas. I think, especially if you've never done research before, especially if you're a first or second-year person, be open to exploring new topics. And I will also say it's probably a good idea to be ready to work on something that may not be exactly what you want to do. I think sometimes it's tough when a student says, I want to work on exactly this topic and it's, you know, it's so narrow. And one of the ways I can have many students as if they are working, at least in the ballpark that I'm playing in. Because if they work in the ballpark that I'm playing in, I can easily find time what they're doing to also incorporate their interest. But if they're interested in something very different or something so narrow, that gets a lot tougher. So especially if you're starting, I would say be open to experiences. Something I tell my undergrad mentees and my grad student mentees is very often with research, what's more important is you learning the how and the skills of doing it. The exact topics not that important. Do anything as long as it's getting you the skills, because that's what's key. Once you get those skills, you can go ahead and use it on anything that you want.

Slide 61

(49:53 - 50:10)

Yeah, and one of the focuses in a lot of this undergraduate research is not to become an expert in that one thing but to have these lifelong skills. Exactly. So that's about all I have. Is there anything else that you would like students to know or any information you like to impart?

Slide 62

(50:11 - 51:55)

I think be persistent. I just talked about responsiveness. That's not necessarily something many faculty have. But I'd also like to say bare in mind that, you know, COVID or no COVID. There's just a lot going on. Even if you don't hear back from somebody, don't give up. Try again, try again. It's very, very easy to miss one email in the hundreds of emails that we get. So, if you don't hear back from somebody, make sure you try again, so don't give up. Just because something may not work out one time. Don't hesitate to, to try again. And, also on the flip side, especially depending on the area that you want to work in. Remember, be prepared for the fact that there may not be space for you. I like to tell students it's nothing about you. It's nothing about you. It's just the short sense of numbers. And just to give you an example, we have 13 faculty in the School of Psychological Science. We have 1100 majors. So, if even a small percent of those majors wanted to work with us, it's not going to be possible. So, I think remember that when you apply, put your best foot forward, be persistent. And even though

different things work for different faculty members, most faculty will respect, appreciate and reward persistence. So don't be a pain in the neck, but definitely don't hesitate to pester and ask again if you haven't heard back.

Slide 62

(51:56 - 52:02)

Okay. Yeah, that's really good perspective. I don't think I realized how many students there were even.

Slide 63

(52:03 - 52:22)

So, it's not enough to just say try and I will hear students who are frustrated, who will say, I emailed so-and-so and I didn't hear back. Email again, email again. You know, I know that's not great that you would have to do it again, but sometimes you just have to and if you really care about it, give it a good shot.

Slide 64

(52:23 - 52:49)

Hi, I'm Gabs. I use they/them pronouns, and I work in the College of Science as the Associate Director of Student Engagement. I'm also a research mentor in part of the URSA Engage program, and this year was my first year being a research mentor and it has been a wonderful experience.

Slide 65

(52:50 - 52:53)

What qualities do you like to see in students that are participating in your research?

Slide 65

(52:54 - 54:50)

Students that can be responsive, that can reply to email in a timely fashion, can show up to meetings, reliably, come interested, come having done the reading, maybe students that are interested in pursuing more than just the bare minimum of the reading, but they look for other interesting literature out there that's related to the research topic. It can make such a difference in a research group. A student's passion, being able to express their passion for the work that's being done. Even if maybe it's not the thing you're most passionate about, but they can at least be interested and engaged, it can make a tremendous difference in a research group. And that energy that can happen when discussing topics and coming up with research design, questions and things of that nature, new ways to think about the data and interpret the data, those kinds of things. And being able to ask those questions, those students make all the difference in a research group. And I think one thing that maybe students as they're getting involved in research, don't realize is that for people like me. And so many of the faculty at Oregon State, getting to work with undergraduates is why we do this work. It's why we're here, it's why we get paid money, and it is a tremendous joy. And so, to be able to do that with students that recognize the opportunity that they have is a wonderful rewarding experience for us.

Slide 66

(54:51 - 54:54)

What kind of research work are you involved in right now?

Slide 66

(54:55 - 57:36)

So, my work, when folks do research with me, I coordinate a research group called the Long Lab. And we're interested in looking at college student experiences and their sense of belonging. The way they navigate college, the things that they need, and we work with college students doing a variety of qualitative methods to really engage and connect with them to be able to explore their lived experiences. I also work in the College of Science to coordinate our Summer Undergraduate Research Experience program. Which is a mouthful, but basically that is our SURE program. And SURE is a wonderful paid opportunity for College of Science students to really have a research intensive program. So, it's designed to be 11 weeks of full-time research during the summer and College of Science students go through an application process and they work with a faculty mentor that's organized prior to the application. Together they create a project, design a project together, and apply when they receive that award. They work with a faculty mentor, and often graduate students and postdocs and such. Primarily doing kind of your typical science kind of lab or field work kind of experiences. Although, if you are in the College of Science and you're interested in doing research, you are not required to do it in the College of Science. So, you could end up working with if you found a mentor outside of the College of Science, that is entirely fine. So, there are research experiences in a variety of different places at Oregon State. And sometimes you do have to start out volunteering just for a few hours to just kind of get your foot in the door, but there are paid opportunities and those are the opportunities that we should have more of, but I strongly encourage folks to find those paid opportunities, if it's possible.

Slide 67

(57:37 - 57:41)

Do you have any additional thoughts for students who are interested in undergraduate research?

Slide 68

(57:42 - 1:00:34)

Undergraduate research is a great opportunity to do more than just research. It's an opportunity to grow your skill set. Whether that is learning how to communicate. How to work in a team. How to develop yourself professionally, to go on and do a variety of things, and it doesn't have to be in science. Undergraduate research is an awesome opportunity and I recommend it for many students regardless of the path that they intend to take after college. I think undergraduate research provides students with an opportunity to recognize their potential, to unlock skills that they didn't know they could possess, and to connect with people, work in a team, think critically, be consistent, and reliable. There's so many things that happen. In addition to the research that is actually conducted and analyzed that students may not realize, and that's why we actually call undergraduate research a high impact practice because it is one of those experiences that happen in college that provides more than just what one could describe on paper, right? There's these intangible experiences that happen when things go wrong, right? We learn so much, right? We don't call it research for nothing. These are things that we have to do over again and over again and things that are, you know, befuddling. And undergraduate research gives us often a safe space to be able to explore what is possible, to connect deeply with a faculty mentor or a mentor in a research group to learn how to push yourself and see what is possible. I believe that you are making a great choice getting involved in undergraduate research. And now it's really all about making the most of the opportunity in front of you. Thank you.

SURE Program:

<https://science.oregonstate.edu/hands-on-experiences/undergraduate-research/sure-science-program>

Slide 69

(1:00:35 - 1:01:07)

Thank you for attending the Getting the Most From Undergraduate Research workshop presented by the Office of URSA. Our office is here to serve the entire student population at OSU. Whether or not you're currently engaged in research, we have multiple resources to find research opportunities, get connected with faculty, mentors, answer common questions and present your work. Please visit our website or reach out to us directly if you have any questions about the presentation. Thank you.