

## **Guidelines for Faculty Mentor Recommendations for the Diamond Research Scholars Program and CARAS Project Grants**

### **Do:**

- Explain how you know the student and in what capacity
- Write a letter that specifically addresses why this student is qualified to take on this specific project and the tasks needed to complete it.
  - For example, if the student is proposing to conduct interviews, what training in research methods do they have to undertake this?
- Make clear why you have the expertise to mentor such a project and that the student's project is feasible within the proposed time frame
- Be explicit about how you will support the student and mentor them throughout the project.
- The more detail you can provide about a project timeline, the better.
- Ensure that your description of the project closely matches the student description in the proposal.
- Articulate how the project is clearly aligned with (some aspect of) the student's career goals.

### **Don't:**

- Expect to use the Diamond Research Scholar or CARAS Project Grant recipient as a Research Assistant. This is meant to be a student project. At the least, you've got to make clear what the student will own and lead.
- Use words that people outside your field won't understand without clearly defining them.
- Write about yourself very much. You only need to justify that you're a good mentor. This isn't about you. Make this about the student.
- Use generalities. Offer specifics with examples. "X is a good student and already does graduate-level work and asks insightful questions" is a lovely sentence. Support it with specific details.
- Assume that even the most competent student is ready for independent work. You still need to demonstrate how you intend to provide robust support for the student.
- Copy or basically copy a letter of support for another student

Many thanks to Tim Fukawa-Connelly, College of Education and Human Development, for compiling these guidelines.