

Tips for AYURE & SURE applications

The RSCA Board evaluates all applications. Below are desirable features we look for in each answer.

Question 1: What is your project's purpose? Provide a BRIEF and clear review (citations not required) of the prior work that led you to the proposed project. Explain how the project could contribute to that body of work. Include any expected outcomes or hypotheses, if applicable.

➤ Desirable Features:

- Recognizes that the review panel has no topic experts. Uses simple explanations. Uses simple words instead of jargon, where possible. Avoids diving into the weeds of a topic.
- Recognizes that we are evaluating the proposal itself, not the faculty. Emphasizes the prior relevant work more than the faculty member's track record.

Question 2: How will the project be conducted? Summarize any core procedures or activities. Outline your anticipated timeline for each major phase of the project.

➤ Desirable Features:

- Keeps description accessible to the review panel. Uses simple explanations.
- Gives thorough details about the project's core elements and timeline.
- Demonstrates that they have planned out the project's purpose and timeline carefully; proposal doesn't feel hashed out last-minute.

Question 3: What is the student's role in the project? What are the student's qualifications? If there are multiple students on this proposal, address them separately here and justify their separate roles.

➤ Desirable Features:

- Student is involved in many project phases, ideally more than just carrying out the day-to-day activities (ex, collecting data). For example, the student might play a noteworthy role in the development of the project's guiding question, data analysis and interpretation (if applicable), and conclusions.
- Student has relevant course experience to prepare them for the project's responsibilities.

Question 4: What are the project's main learning outcomes for the student? Explain how they extend beyond those achieved by normal course activities in your major.

➤ Desirable Features:

- Learning outcomes are carefully thought out and specific to the project, not generic.
- They are broad in scope instead of limited to minor skills (ex, lab techniques only)
- The set of learning outcomes is hard to attain from the major's required courses alone.

Question 5: What are your mentoring goals? What is your meeting schedule? Address safety (laboratory, studio, travel, etc.) or ethical issues too, as appropriate.

➤ Desirable Features:

- Provides actual goals, not just a meeting schedule.
- Conveys the faculty mentor's passion to support the student's development. Ideally extends beyond attaining the learning outcomes – for example, by considering how the project links to the student's professional development or future plans.
- Meeting schedule is specific and frequent (ex, at least once per week, preferably more often).
- Purpose of meetings show that the faculty member has given careful thought to likely issues to address. Show that faculty is genuinely engaged, not just a resource available to the student.

Question 6: How do the requested budget items support the project and the student's learning outcomes? Items are unlikely to be supported unless clearly meant for this specific project and your student's outcomes.

➤ Desirable Features:

- Shows that the grant's purpose is to support (a) this project and (b) the student's development, not to stock up on supplies for general future use.
- Gives specific instead of vague answers. Explains each requested item's purpose.
- If the budget requests several counts of the same thing (ex, multiple lab kits), explains why that number is important to this specific project.