**APPLICATION – *Recommendation Form***

**Research Experience for Undergraduates (REU)**

**Before and After a Supereruption: Magmatic Insights from the Southern Black Mountains, AZ**

For details about this project, please visit: <https://my.vanderbilt.edu/supereruptionreu/>. Please complete the form below and email to Lily Claiborne ([lily.claiborne@vanderbilt.edu](mailto:lily.claiborne@vanderbilt.edu?subject=REU%20recommendation)) no later than **November 9, 2016**.

**Applicant Name:**

**Recommender Name:**

**Recommender Position & Institution:**

**Relationship to Applicant:**

**HOME-INSTITUTION MENTOR**

*If you will not be the applicant’s home-institution mentor, skip to the next page.*

Home institution mentor responsibilities include:

* keep student motivated and progressing in a timely fashion
* encourage student to maintain regular communication with REU faculty mentors
* guide student to appropriate resources
* provide a sounding board for ideas and questions
* be available to review the student’s written work
* provide topical expertise if possible (though not required)
* communicate with REU faculty mentors about concerns, as needed

**Do you plan to be this applicant’s home-institution mentor?**

**Do you have any specific questions or concerns about the role?**

**RECOMMENDATION**

*Please read over this recommendation form. If you would prefer to write a letter of recommendation for this applicant (or edit an existing one) to address the characteristics we ask about below, feel free to attach/send that rather than completing the form below.*

**Please list two strengths and two weaknesses you perceive this student having as a scholar, geoscientist, and team member. There is space for additional comments below, if needed.**

|  |  |  |
| --- | --- | --- |
|  | **strengths\*** | **weaknesses\*** |
| **as a scholar** |  |  |
| **as a geoscientist** |  |  |
| **as a team member** |  |  |

***\*please provide two of each for each role***

**Additional comments (if needed):**

**This program will involve physically demanding fieldwork in sometimes unpleasant weather conditions, extensive and challenging lab work, and working and living in close quarters with a diverse group over an extended period. We are particularly concerned that students be (1) intellectually capable, (2) enthusiastic and engaged, and (3) of an appropriate temperament and work ethic for this kind of program. The scenarios below attempt to reveal these characteristics in the students.**

**Scenario 1:** It is May in the desert, and temperatures are at nearly 100⁰F. After a long day of field work with extensive hiking, including uneventful but frightening encounters with two rattlesnakes, we return to camp to make dinner and have our nightly meeting discussing the day’s activities and goals for the next day. Do you expect this student would happily contribute to the evening’s camp tasks and engage in the scientific discussion? Explain.

**Scenario 2:** It is summer in Nashville, and the students are living together in a dorm while continuing their research, guided by their faculty mentors. They have lots of research tasks to accomplish, in terms of lab work, analysis and writing. Would this student come in to the lab/office for full days and be productive, or would he/she be likely to take advantage of the relative freedom and fail to keep regular hours, be absent from meetings with peers and/or faculty, or fail to complete required tasks?

**Scenario 3:** Lab work can sometimes be tedious and requires patience, timeliness, unfailing adherence to safety and procedural protocols, and good communication. Would this student tend to rush through lab work in isolation to get it done, or would he/she be able to commit appropriate focus and time to the activities and work in communication with his/her teammates?

**Please comment briefly on your understanding of how this kind of program would enhance this student’s future academic/career opportunities.**