

29 June 2006 Scholarships session with past/present/future presidents

Beth Powers—UIC

How do institutions select students? We should be looking for those wanting to go to UK  
High academic achievement, good research skills, involvement, leadership skills

All of these are important along with excellent communication skills.

We get students from faculty, mass e-mails, honors programs, gpa searches, admissions.

We meet with students to encourage them to find the right scholarship, right fit of school.

To select or not: some schools are gatekeepers, others move all candidates forward.

Encourage students working on research proposals to collaborate with faculty.

Paula Warick—American

How do we evaluate transcripts? How do scholarship foundations do this?

Always use a committee, should never evaluate the transcript alone.

Student should be substantially higher than the minimum.

Have they taken graduate courses as an undergrad or done independent research?

Have they immersed themselves in the topics and countries that matter?

Have they taken advantage of all the resources available to them on campus?

Are there weaknesses on the transcript that need explanation or context?

Issues in the field: students graduating early for financial reasons—how do they fit?

Also, how do we interpret study abroad experiences and grades?

Interdisciplinary coursework can make the transcripts look scattered so beware.

Early identification programs—teach sophomores how to think about their transcripts.

Suzanne McCray—University of Arkansas

Letters of recommendation

How do you write effective letters that are believable?

Do not write letters of adjectival excess that are not precise.

How do you deal with faculty that only use “good” or “strong?”

Set up a system so if you’re drafting letters for provosts, they are involved in process.

Think about retreats in the summer to teach students/ administrators about fellowships

Have form for students with correct addresses for faculty/ ask them 5 weeks in advance

Students should provide transcript for faculty member as well as memo of explanation.

Students need to tell faculty why these schools and scholarships are important to them.

Science faculty need to avoid “he was 12 out 405 students in Organic Chem...”

Give tips to faculty rather than specific instructions

Student should be meeting with faculty members while faculty is thinking about letter.

Endorsement letters: students should meet with provost who you are drafting the letter for

Remember to have students write a thank you note to everyone who writes a letter.