



Letter from the Editors

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As we launch our third issue of *Perspectives on Undergraduate Research and Mentoring*, we find ourselves thinking about the capacity for authentic collaboration available through undergraduate research.

- Rebecca spent the summer working with a mentee, Kelsey (also *PURM*'s student editorial assistant) who was recently awarded a prestigious Lumen Prize research fellowship here at Elon. Kelsey's topic of analysis – the upcoming fifth edition of the American Psychological Association's Diagnostic and Statistical Manual (DSM) of Mental Disorders – is pretty far away from Rebecca's research in collaboration and professional writing, but during their summer of research, they had deep conversations about theory, research methods, and data analysis that combined Rebecca's dissertation research on community and genre and Kelsey's interest in analyzing the community developing the new DSM. This collaboration has expanded their collective knowledge of their discipline of professional writing and rhetoric while forming the foundation for Kelsey's next two years of research.
- This summer, Mat attended the Council on Undergraduate Research (CUR) business meeting at the College of New Jersey. He also completed and submitted an NSF Research Experiences for Undergraduates (REU) application that, if funded, will provide a select number of undergraduates with unique funded summer research opportunities in human neuroscience on Elon's campus. Mat has also been busy mentoring six undergraduate researchers on three projects investigating the links between blood cholesterol levels and cognition, the neuropharmacology of oral 5-hydroxytryptophan supplementation, and the potential anxiolytic properties of magnesium.

While we often look to peers for collaborative research opportunities, helping students develop their own research, whether within the context of our own or independently, can greatly inform our work and refresh our passion for research.

Many of our authors this issue discuss their collaborations with students and the benefits of those efforts, even across institutions. In our two featured Dialogues, the authors discuss different ways to productively work with student researchers. Alice Kassens and her students share how they adapted

McElroy's Mentorship Demonstration Model to form a community of researchers while working on different projects. Rebecca Jones and Ashley McNeill use the metaphor of an atom to describe their work addressing a research question in computational chemistry.

In our Undergraduate Research Program Spotlight, we highlight the interesting and productive collaboration between the College of Charleston and Medical University of South Carolina. This reciprocal relationship allows undergraduates to gain hands-on experience in medical research labs while also giving graduate students the opportunity to teach and mentor students.

This issue's research article explores undergraduate research perceptions by pre-service teachers. Teacher research is common in the field of education, but Mark Enfield suggests pre-service teachers do not necessarily perceive research as valuable to their educations.

And finally we introduce three new bloggers for our Current Questions blog. T. Daniel Griffin, Monica Jacobe, and Juk Bhattacharyya will be blogging monthly about their interests and projects. Get to know the bloggers here, and read teasers of their upcoming posts. Be sure to check back for the full posts soon, and engage with the authors and other contributors. We are excited about this new collaboration with these talented bloggers and researchers and hope their monthly posts will help you think about UR in new and different ways

Thank you for contributing to, and participating in, vibrant conversations regarding the implementation and mentorship of undergraduate research.

Acknowledgements

The PURM staff would like to take this opportunity to thank the following people for their sincere and valuable support of the journal:

Dr. Leo Lambert, President, Elon University

Dr. Gerry Francis, Executive Vice President, Elon University

Dr. Steven House, Provost, Elon University

Dr. Tim Peeples, Associate Provost, Elon University

Dr. Paul Miller, Director of Undergraduate Research, Elon University

Kelsey O'Connell, Editorial Assistant, Elon University Class of 2014

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