

Guidelines for VIGRE Trainee Travel Support

The VIGRE Project has funds to support graduate student travel. The faculty VIGRE committee has agreed on overall guidelines to help prioritize requests.

Depending on the budget and priority of a particular request, students might receive partial support or full support.

Our goals are to use all the budgeted funds, to provide as much support as possible to as many student activities as possible, and provide the greatest support to activities that will have maximum impact on students' professional development.

Each proposal will be considered individually, taking into account the following general considerations.

A. Eligible students

Current and past VIGRE Trainees

B. Criteria for prioritizing

1. Highest impact

- a. giving a talk or other presentation at a research conference or at another institution.
- b. travel to another institution to collaborate in research

2. Moderate impact

- a. participate in a focused student workshop/mini-course

3. Lower impact

- a. attend a research conference to help learn more about current work and to network with other students and faculty in the student's area.

C. Priority enhancements:

1. selectivity: Is there some kind of competitive selection process for the student to participate?
2. other financial support: Is the student applying for other available financial support for the activity? Has the student received assurance of some other financial support?
3. is a host institution providing an invitation to give a seminar?
providing office space, library/computer access, or other forms of academic support.

D. Procedure for applying

1. For travel in categories B1 or B2: Submit the VIGRE travel support request form.
2. For travel in category B3: Usually, support for this kind of travel will not be offered to first or second year students. The assumption here is that the student is well into her/his thesis research. Applications for support in this category should be accompanied by a statement from the student's research Advisor explaining why this activity is especially important to the student's research/career development.
3. Special additional procedure for B3: We also ask students receiving support in this category to provide a short statement after the trip describing the impact of the activity. Here are some focus questions to help organizing the statement: [Note: A given activity might yield benefits in only some of these areas; we do not expect every trip to have every benefit.]
 - a) Did you meet a senior/established researcher in your field? For our purposes, "meet" means: had any significant contact with (eg: a conversation or coffee/meal). How did that go?
 - b) Did you get any interesting ideas? (EG: possible research topics, open questions, etc.)
 - c) Did you distribute information about your research, either verbally or in print form?
 - d) Did you meet anyone with whom you think you'll stay in contact? (This includes social contact as well as mathematical contact.) Where is that person relative to you professionally (e.g.: older/younger grad student, postdoc, junior faculty, senior faculty,...)?
 - e) What significant learning occurred for you at this conference?
 - f) Did you receive any mentoring? From whom? (Names not required if you don't feel comfortable, but relative position would be useful: older/younger grad student, postdoc, junior faculty, senior faculty...)