The Science for Life Ambassadors, a selected group of Science for Life awardees, formed the Gators for Undergraduate Research Club. This club holds monthly meetings and socials to guide other students that are interested in research. The club introduces new students to current students already involved in a research project. The new students are given tips on how to join research labs and information on stipends/awards for research projects.

The seminar course provides new students with presentations from research-active faculty, illustrating opportunities available for student research. The seminar is offered in the fall and spring and includes presentations from faculty at the University of Florida as well as partner institutions throughout the United States. These faculty now seek out the opportunity to present to very high quality students enrolled in the class. In future years, the spring semester will be offered as an online course.
More than 50 Science for Life Undergraduate Research Awards given annually make this the largest early undergraduate research program at UF. Each year, Science for Life awards financial support for students to engage in multi-year research projects starting the summer following their freshman year and can culminate in a second award for co-authorship of publications or travel to national conferences. The program also funds summer research for a select number of high ability juniors and seniors for off-campus experience at collaboration institutions in the US and abroad.

Faculty and graduate students continue to be involved with Science for Life as undergraduate mentors. Each year, Science for Life rewards faculty with the Distinguished Mentor Award competition that recognizes excellence in undergraduate mentoring. The Science for Life Graduate Student Award recognizes graduate students who co-author peer-reviewed publications with undergraduate co-authors.

The Science for Life program engages teachers from high-poverty, low-performing urban schools in inquiry-based, content-rich professional development in laboratory science through a series of UF Summer Science Institutes. High School teachers receive state-of-the-art training in biotechnology and bioscience experimentation. Teachers also will nominate outstanding students to attend the Summer Science Training Program (SSTP) where the students will work in faculty laboratories for a seven week period.

The assessment team has worked diligently to develop new survey instruments to use for evaluating the successes and failures of our program. The team performs both quantitative studies with surveys as well as qualitative studies based on interviews with participants. These studies evaluate differences in perception of our program based on students’ gender, as well as differences based on ethnicity. The results of these efforts have helped to sharpen the focus on mentoring as a key element in the process of student laboratory experiences.