

Provost's Initiative on Undergraduate Research
Undergraduate Research Collaboration Award Application
Spring 2017 Awards

The goal of the Provost's Initiative for Undergraduate Research is to facilitate the expansion and development of faculty mentored, undergraduate research experiences across schools and departments. By providing mutually beneficial intensive faculty-student collaborations, the program intends to foster the development of critical thinking and intellectual maturity through their work on collaborative research and/or creative projects.

Faculty members are invited to apply for support to collaborate with an undergraduate on a co-designed research project during the spring semester 2017. Students are expected to meet and work with the faculty member weekly. Students will enroll in a 493 course and will earn a minimum of 1-credit for their work on the project and produce an artifact (research paper, lit review, or presentation etc.) appropriate to the discipline. (Note 1 credit hour typically requires 45 hours of work on the project, which includes faculty meeting time). Faculty members who are new to undergraduate research at [REDACTED] will receive \$1500 for mentoring the student in research, while experienced faculty members will be compensated \$1000.

Faculty members who receive the grant are required to:

- Complete the Responsible Conduct tutorial
- Utilize learning contract provided by the Undergraduate Research Advisory Board
- Conduct a pre- and post-experience evaluations of the student researcher provided by the Undergraduate Research Advisory Board
- Meet weekly in person with the student researcher
- Attend workshops/brown bag events for undergraduate research mentors

Evaluation Criteria:

- Does the proposal clearly explain the collaborative project, its outcomes and how the student will benefit?
- Is the work plan adequately detailed and sufficient to advance the learning experience for the student?
- Does the proposal convincingly give confidence to an effective faculty-student collaboration?

Priorities: In light of the priorities of the program (i.e. expand the pool of faculty mentors and students exposed to undergraduate research), the following priorities will be used to determine funding.

1. Faculty members that new to undergraduate research at [REDACTED]
2. Projects that involve a student new to undergraduate research (i.e., no prior experience at [REDACTED])
3. Projects that have not or will not receive stipend support (i.e., Projects where faculty are supported at the department level are not eligible).

Project that do not meet any of the priorities will not be funded.

Applications will be due to [REDACTED] December 1, 2016 at noon. Questions about this program may be forwarded to [REDACTED], Assistant Provost and chair of the Undergraduate Research Advisory Board. All proposals will be evaluated by a subcommittee of the Undergraduate Research Advisory Board.

Name of Faculty Applicant: [REDACTED]

Do you have experience researching collaboratively with an undergraduate in the past? If so please list your past experiences.

In the summer of 2013, I worked with [REDACTED] on a project that researched several sets of medieval religious plays and adapted them to contemporary settings. [REDACTED]

Name of Proposed Student Applicant(s): [REDACTED]

Have you worked with this student before?

Not on formal research. However [REDACTED] has served as a dramaturg several times on [REDACTED] productions, sometimes working directly for me and other times serving others but under my mentorship. As a function of [REDACTED] dramaturgical work, [REDACTED] has often undertaken research in relation to amassing and interpreting contextual information, and I've always been impressed with the rigor of [REDACTED] work.

Title of Proposal: Playing God: Prehistoric Evidence of Divine Impersonation

I. Please provide a brief summary of the proposed research project; include any potential deliverables for the project.

[REDACTED] The proposed project referenced above is the book's first chapter, and it frames the study's trajectory by positing that performance has always had a spiritual basis. Of all the chapters in the book, this is the most delicate, because it infers a debatable premise that will, nevertheless, form the predicate of the entire study.

My wish for this particular chapter is to publish it in an academic journal as a way of stimulating interest in the full study. I would like this chapter to be published as a co-authorship so that my student can gain a publishing credit.

II. Describe why this project is appropriate for collaborating with a student researcher.

I'm excited about this collaboration because it allows the student: (a) to explore a range of subject matter through a personal, self-defined approach; (b) to engage in original and independent thought; (c) to think outside the box in terms of sources; and (d) to engage with me in conversation and perhaps even debate as a way of developing our ideas.

This approach isn't tenable with every form of research. If, for example, I were asking my student researcher to work on this book's final chapter about God on stage in the 21st century, [REDACTED] output would probably be relegated to the simple compiling of factual material, which it would then be up to me to interpret. While [REDACTED] interest in contemporary theater might be more immediate for [REDACTED] would also be likelier to follow my lead in terms of what conclusions we might draw. But with this first chapter, we are conjecturing together; there is every possibility that the research will lead to unexpected results. To me this illustrates the joy of pure research, which sometimes entails dead ends and frustrations, but can also lead to surprises and epiphanies.

III. Please explain why you believe this student is the right student to conduct intensive research.

[REDACTED]
[REDACTED] s also been a stalwart contributor to several theater productions that benefited significantly [REDACTED]
[REDACTED]
In addition, [REDACTED]
[REDACTED] and I was impressed by [REDACTED] cheerful dedication to helping produce this international event. Therefore I know firsthand that [REDACTED] is a diligent worker, whose verve and independence of thought will be invaluable to me.

IV. What are the specific roles and duties of the student with regard to this project? Stating the student will read and write or conduct research is insufficient. Please be specific with regard to the specific skills and tasks the student will be engaged in.

[REDACTED] will be using the research I've done to date and the bibliography I've compiled in relation to it as points of departure for [REDACTED] independent work. I need a fresh perspective in my work, and I believe someone new to the project, bringing [REDACTED] own ideas to the table, can provide that. [REDACTED] investigations will cover a broad spectrum of interests, since we're not hunting down extant historical sources as such; [REDACTED] need to cover related areas including anthropology, sociology, and ancient literatures. [REDACTED] will unearth specific leads, and together we will extrapolate hypotheses based on her findings.

Around midway through the semester, I'll want to take the fruits of [REDACTED] research and coalesce it into communicable thoughts. We'll work hand in hand on the crafting of a publishable paper, taking into account the philosophy of a speculative research paper and its intended effects on its

readership. Therefore [REDACTED] will undertake quite a bit of writing in addition to organizing [REDACTED] research. [REDACTED] will earn [REDACTED] co-authorship of this initial chapter.

As if that were not enough, early on in our time together we will agree on how [REDACTED] might share this work in other venues apart from the paper we craft together. Toward this end, we will consider how [REDACTED] could extrapolate a paper that is purely [REDACTED] own. [REDACTED] can submit to several student debut occasions I'm aware of, and Founder's Day would also be a good venue for this work. This presentation and/or paper would need to take a different approach than the one we will create together, so I will serve as a mentor for [REDACTED] goes through the process of an entirely self-authored paper. Hence [REDACTED] will finish the semester with two different papers to her credit.

V. What knowledge and skills do you hope the student will get out of the project?

Naturally I hope my student will come away from our project with an appreciation for original research and for the satisfaction of making a contribution to one's own field. That's what I'd like to see [REDACTED] glean in general. More specifically, I want this opportunity to introduce [REDACTED] to certain matters of form: working with specific style sheets, suiting [REDACTED] writing style to the publication [REDACTED] is targeting, using the strictures of form to hone [REDACTED] ideas and make them more viable, and becoming habituated to working with a developmental editor.

As a student who is interested in graduate work. I also want this student to acquire credits for [REDACTED] curriculum vitae that will help [REDACTED] stand out as she applies to the more competitive institutions.

VI. Please outline a tentative work plan (week by week) for the semester that includes both the faculty member and student responsibilities.

For each week outlined below, please assume that an hour of time is pre-scheduled for a faculty/student check-in meeting in which, among other things, we evaluate new research and make any adjustments to strategy.

Week	Faculty Responsibilities	Student Responsibilities
January 16	Introduction to research topic and pertinent methodologies.	Read articles: "15 Steps to Good Research"; "Basic Research Strategy."
January 23	Discussion of articles, review of formal considerations.	Start ongoing investigation and amassing of possible sources.
January 30	Examination of possible publishers	Develop chart of potential publishers for article as well as book.
February 6	Check in with list of sources, redirect.	Continue following up leads, gathering sources, reviewing content.
February 13	Begin to craft working outline of article.	In collaboration with faculty mentor, begin building article structure.
February 20	Oversee growing collection of references and their content.	Ongoing presentation of useful content and tentative interpretations thereof.

February 27	Oversee growing collection of references and their content.	Ongoing presentation of useful content and tentative interpretations thereof.
March 6	Oversee growing collection of references and their content.	Ongoing presentation of useful content and tentative interpretations thereof.
March 13	Spring Break	
March 20	Development of rough first draft of co-authored piece as well as student article/presentation.	Organize content in a coherent whole as rough first draft.
March 27	Continue drafting/editing of both papers.	Research and paper drafting continues.
April 3	Continue drafting/editing of both papers.	Research and paper drafting continues.
April 10	Continue drafting/editing of both papers.	Research and paper drafting continues.
April 17	Continue drafting/editing of both papers.	Research and paper drafting continues.
April 24	Finals edits of paper	Final edits of paper

Thank you for your consideration of this proposal.

Sincerely,

