

**EASTERN MICHIGAN
UNIVERSITY
HONORS COLLEGE**



**UNDERGRADUATE RESEARCH
Handbook**

2014-2015

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The Eastern Michigan University Honors College provides the intimacy of a small, liberal arts education within the context of a large, comprehensive university. To this end, both educational and cultural experiences for EMU's intellectually talented and motivated students are provided through challenging Honors courses and extra-curricular activities that encourage scholarly curiosity, leadership, civic engagement, and diversity. The Honors College offers undergraduate students opportunities for a wide range of experiences that aid in the development of their appreciation for creativity, the arts, sciences, critical issues facing contemporary society, and diversity among people and their cultures.

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Introduction to Undergraduate Research

Undergraduate research projects are extraordinarily valuable for students who seek deeper involvement in their field of study, who wish to work with professors in close mentoring relationships, and who wish to build a solid academic portfolio for graduate school and the workplace. EMU offers many opportunities for support to fund undergraduate research as well as opportunities for showcasing research and disseminating findings through venues such as the Undergraduate Research Symposium, professional conferences, the Mid-east Honors Association (MEHA), and publications. While the current workshop will focus on specific resources and opportunities for Honors students, keep in mind that many other funding possibilities are available.

Undergraduate research can—and often does—begin as early as the first semester of the freshman year. All students are encouraged to engage in research projects as a part of University Honors. Research projects are typically negotiated between a student and professor and may be included in various course contracts for courses in the major or minor to fulfill requirements for Departmental Honors. Of note, the Senior Thesis, which is required for Departmental and Highest Honors, typically grows directly from earlier Undergraduate Research projects.

Benefits of Undergraduate Research

There are many reasons why an undergraduate would choose to pursue research projects. Such projects are personally and academically fulfilling and provide the opportunity to develop close relationships with professors in a chosen field of study. As you evaluate engaging in a research project, consider these benefits.

- *Professional value of academic research:* Research is an excellent way to experience what it takes to be a professional worker in your chosen field.
- *Significance of research work in graduate school applications and employment applications:* Completing Undergraduate Research demonstrates to potential employers and graduate school admissions committees that you know how to conduct original work in your field.
- *Significance of research for getting great letters of recommendation:* Working with a research mentor is the best way to provide your referees with concrete examples of how academically capable and curious you are. The readers of your letters of recommendation want to see specific, concrete examples of your knowledge, work ethic and professional demeanor. All of these predict your success as a graduate student or as a valuable employee.
- *Time management:* Completing a complex research project forces you to budget your time (within a semester and between semesters). A research project is a major time commitment that showcases your ability to engage in a sustained, intellectual project and manage your time well.
- *Obtaining additional fellowships and awards:* The more research you complete, the more competitive you will be when you apply for other internal and external funding.

Identifying and Narrowing Your Interest

We often find ourselves drawn to many different areas of interest. Typically, a research project requires that we narrow to a set of questions on the way to a particular question that we will pursue at a particular

time. Here are some steps to help you begin to think about areas that interest you and narrow the scope of possible projects to allow focus on one particular area.

Try This 1:

- What is your area of interest? Spend a half hour or so writing about your general area of interest. What do you know about the area? What would you need to know? What questions do you have that really hold your interest? Generate a list of questions.

- Write for 5-6 minutes about each of the questions you have generated. What do you *really* want to know regarding each one? What do you already know? Who might be able to help you think about your question and potential resources? What resources might be available that you know you can access?

- Take a break. Leave your questions and writings for a while. Once you can come back and look at them with fresh eyes, do so. Do you begin to see patterns emerging from your early questions? Do questions have something in common? Is it possible that you could synthesize several questions into one better one? If so, try that and then spend some time writing about the new question: what interests you? What resources do you know of already? What do you think or know that others have already done regarding the question.

- Take another break. Leave your questions and writings for a while. Once you can come back and look at them with fresh eyes, craft your question to share with your faculty mentor. She/he will help you consider important next steps for developing a qualify research proposal.

Discovering Your Questions

Successful research is predicated on a question, or questions, that intrigue you. As a novice researcher, you may find yourself drawn to the research of a favorite professor. Joining an existing research team, becoming immersed in an authentic, ongoing project is an excellent way to “learn the ropes” in your discipline and potentially get your first opportunity to co-present or co-author a presentation or paper with your professor. Remember, **you do not need to answer all of your questions in a single study**. Indeed, most researchers develop future projects based on findings and new questions emerging from earlier studies. Sometimes a first study leads to excellent follow up questions for research that may lead to the Senior Thesis.

Try This 2:

- Is the question interesting to you? If not, how can you modify the question to capture your interest and enthusiasm?
- Does your question deserve exploration? It is important if it relates directly to major theoretical issues or debates or addresses substantive topics of interest in your field?
- Is your question clear and reasonable? Can it be addressed within the time allotted for the project? Some questions are very broad and may need to be explored in subsequent research projects.
- Can you clearly relate the specific topic of your research to a larger question or problem?. You are likely to start with a very broad topic that must be narrowed down to a manageable size. The narrowing process is one that requires focusing on a subset of questions or problems while maintaining a view of the way your research fits into the larger discipline. Your project should offer insights to larger issues.
- Is your question manageable? Can you master (“saturate”) the relevant literature and still have a project of manageable scope? Can you collect and analyze the necessary information or data? Will you be able to answer the question you have posed? Can you complete the work in the time available, with the skills you have, and with the resources available to you?

Partners in Academic Research: Librarians and the Halle Library

The Bruce T. Halle Library at EMU offers the information sources, services, citation management tools, and one-on one help that will support your success as a researcher.

To complete the research required as an Honors student, you will need to thoroughly understand the research process and learn to effectively and efficiently access information resources through the Halle Library. There are a number of online sources that can help you to develop these skills.

- *Research 101 @ EMU* (<http://www.emich.edu/library/research101/>) is an interactive online tutorial for students seeking an introduction to research skills. The tutorial covers the basics,

including how to select a topic and develop research questions, as well as how to select, search for, find, and evaluate information sources. There is also a section that helps students to distinguish between scholarly and popular sources.

- *Using the Halle Library video series* (<http://goo.gl/f8fxS>) is a basic, 30-minute introduction to accessing information through the Halle Library. Topics include finding books and other materials in the library catalog, basic article search, using course reserves, and a tour of the Library.
- *Understanding and Using Sources* (<http://www.emich.edu/library/help/sources.php>) - provides a number of resources that can help you to better understand academic sources and how to appropriately use them in academic writing.
- *Citing Sources* (<http://www.emich.edu/library/help/citing.php>) provides access to citation guides and software that can be used to manage your citations, such as Zotero.

Individualized assistance from a librarian is also available to you. Librarians at EMU are professors with advanced degrees in information science, and often other disciplines as well. They are experts in the use, access, assessment and management of information, and are happy to assist you with your research. You can request help at the Information and Reference Desk on the first floor of the Halle Library, drop in at the Academic Projects Center in 116 Halle Library, contact them through email or instant messaging, or schedule an appointment to meet one-on-one with a subject specialist librarian. To identify the subject specialist for your project: <http://www.emich.edu/library/about/directory/specialist.php>.

- *Ask a Librarian* (<http://www.emich.edu/library/help/ask.php>) provides details on how to obtain assistance from the Library's professors/librarians.
- *Research Guides* (<http://guides.emich.edu/home>) are primary tools that librarians develop to help access the best resources on a topic of interest. Guides are available for a wide range of subjects, as well as for selected courses.

Creating a Successful Research Proposal

An Undergraduate Research Proposal provides an overview of the scope of a proposed project that will be completed with the help of a faculty mentor. The proposal should contain sufficient information to help someone who is not in your field understand the work you are about to complete. A successful proposal will include an explanation of the reason for undertaking the project and the significance of the work to the discipline. It will require an explanation of the types of resources and methods you will use as well as when and how the research will be completed. Typically, a research project will develop from background knowledge you have gained through classes you have taken, outside readings you have done, or other investigations you have completed. All of this information will help your mentor professor to better support your work.

Research approaches differ among disciplines. The sciences, for example, generally involve quantitative approaches (obtaining and analyzing data mathematically or statistically). The humanities often employ qualitative approaches, such as case studies of processes or situations or synthesizing new views of historical events from original accounts.

Faculty mentors are invaluable resources who will help you understand the research methods in your chosen discipline. In addition, you can receive support from the Honors College (Starkweather), the University Writing Center (Halle Library), and the Academic Project Center (Halle Library).

Steps in Planning an Academic Research Project

Successful research requires careful planning and time management. Remember, you can conduct research in any area of study in which you have an interest. Research methods vary, so working with an experienced faculty mentor is very important. Here are some essential steps as you initiate a new project.

Your research methods must be appropriate to the question you are addressing and must use skills you possess or that can be acquired during the time available.

- *Explore your interests and clarify your questions.* Building on background information you have learned in classes, work with professors, or through your general interest, identify questions that you are interested in exploring. It may help to write down several questions and ask yourself what it is that you *really* want to investigate. (See Try This 1 and 2 above). The more you know about your questions before you meet with your potential mentor professor, the better they will be able to help guide you with the creation of your proposal.
- *Identify and meet with faculty with whom you may wish to work.* If you have not had a class with the particular professor, make an appointment to visit with him/her during office hours. If you have begun writing to clarify your questions, be sure to take your early draft along. You will want to develop a relationship with your mentor professor, so come prepared to discuss your ideas for a project and be prepared to receive feedback and advice. When you meet with your faculty mentor for the first time, be sure to bring along a list of courses you have taken in your area of interest and be prepared to discuss significant assignments or projects that have contributed to your interest in research. If you have relevant skills that have been developed through other research, study abroad opportunities, outside interests, or related skills, make sure to refer to these as well.
- *Learn about the research methods in your field.* Immerse yourself in the professional literature of your discipline. Remember, you are looking for background information specific to helping you understand your own authentic questions—not to search for quotes! You will want to know what others have discovered regarding your topic and questions. Research takes lots of time and effort, and if discoveries have already been made, you will want to shape your own questions to build from existing information.
- *Create a plan.* Develop a timeline for your project that includes meetings with your mentor professor, research milestones, and a proposed completion date.
- *Create a proposal.* Develop a research proposal that includes a title, literature review, clear description of the type and research and methods you propose, and a clear timeline. Remember, some research projects will require Human Subjects Review, and that will add to the time needed.
- *Human Subjects approval.* If you are planning a research study that includes interaction with humans, you **must apply for approval from the Human Subjects Review Committee** in your college. Please see Attachment A for information about the appropriate UHSRC for your study. Remember, research cannot be started before approval is granted!

Conducting Your Research

Once you have a proposal and Human Subjects approval, you are ready to engage in one of the most enjoyable learning experience possible. Here are a few thoughts to help you plan ahead.

- *Conduct a Survey of the Literature:* Before starting your project, educate yourself on the research that has already been done in your field. The research of others can help you learn what questions have already been explored, the findings from those studies, and what new questions other researchers have identified. By reviewing the work of others, you can build upon but not repeat their work. In your first research study, you will likely be working within a research setting that your professor has initiated. In this case, the lead researcher will have completed much of this review before you start. Please keep in mind that your subject librarian at Halle Library can provide you with valuable assistance in finding current and helpful sources. In addition, the Honors College, in collaboration with Halle staff, will be offering periodic introductory sessions to help you become acquainted with the research capabilities you have at hand in Halle.
- *Check in with the Honors College:* If you are doing your research as a part of an Honors Contract (Departmental Honors), be sure the contract is completed, approved, and filed with the Honors College within the first few weeks of the semester.
- *Create a timeline for yourself:* Monitor your time well. Be sure you allot sufficient work time and writing time. Even if you are doing a creative project, you'll have a prefatory section that creates a context for your work and a reflective piece that helps the reader understand the value of the work you have completed.
- *Communicate frequently with all involved:* Your mentor professor will be your primary support for your research project. In addition, you are welcome to visit with Honors College staff for support or assistance.

Try This 3:

Good research requires extensive reading about your subject; otherwise you cannot place your specific work in the context of the larger issues, debates, and commonalities of the discipline.

Your research methods must be appropriate to the question you are addressing and must use skills you possess or that can be acquired during the time available.

- Pick a research topic you really care about.
- Take advanced courses in your field. You will learn about important issues and how they are studied. You will develop writing skills as you work on the research itself. Pay attention to topics in courses outside your primary area of interest or that are only peripherally related. Sometimes they can provide new perspectives on your primary research interest. Make connections. “Chance favors the prepared mind.” (Pasteur)
- Set up a file (electronic or paper) for entering brief notes about articles read, questions that seem interesting, possible thesis ideas. Try to find interconnections among topics you are exposed to in class, and in your readings.
- Identify a faculty mentor early. Review the specialties of faculty in your major department. Find a subset of faculty with interests related to yours, and ask students about their experiences with each one. You need a faculty mentor who is available, who is knowledgeable in your area of interest, and with whom you feel comfortable working.
- Divide your work into small tasks with achievable deadlines. This helps organize the project and keep you on track.
- Identify funding opportunities and, with your faculty mentor’s help, apply for scholarships and awards (e.g., the Honors Research Fellowship, Senior Thesis Award, departmental scholarships, Undergraduate Research Stimulus Program).

Disseminating Your Research

Dissemination of your research could include doing a presentation at the Undergraduate Symposium, a regional or national conference (often with a faculty member), or co-authoring a paper.

As you prepare to write about or present your research, it will be helpful to look for examples of written papers in your field. By observing the conventions used by others, you will be able to answer many of your own questions about format, use of professional jargon, and citations. Also, there are many Honors Senior Theses available for you to review at <http://commons.emich.edu/honors>. These may provide additional ideas for ways to present your research.

Resources to Support Undergraduate Research

Be sure to apply for funding to support your research as appropriate. Competitive Undergraduate Research Fellowships are available through the Honors College for students in their junior and senior years. Limited funding may be available for first and second year students upon individual request. To check out all Honors scholarships and awards, go to the Honors College website located at www.emich.edu/honors.

Other undergraduate research funds are available through the Undergraduate Research Stimulus Program (URSP). See http://www.emich.edu/aa/internal_research/ursp for additional information.

In addition to these sources, all academic departments have scholarships, and some specifically target undergraduate research.

For Additional Resources, see the following attachments.

Attachment A, Request for Human Subjects Approval

Attachment B, Honors Undergraduate Research Fellowship application

Attachment C, Undergraduate Research Stimulus Program (URSP)

Attachment D, Intent to Pursue Departmental Honors form

Attachment A

**Eastern Michigan University
University Human Subjects Review Committee (UHSRC)
REQUEST FOR HUMAN SUBJECTS APPROVAL**

Use this form for initial approvals and major protocol modifications.
For minor changes, please use the *Minor Modification* form.
To renew an approval after one year, please use the *Continuation Form*.

CHECK ONE

FACULTY/STAFF GRAD Student UG Student
 Non-EMU PI

PROJECT TYPE – STUDENTS

Dissertation Master's Thesis GR Project
 Honor's Thesis UG Project

Graduate and Undergraduate student researchers conducting minimal risk undergraduate or graduate theses/projects (doctoral non-dissertation research) should submit to the appropriate college-level committee. **Upload materials as follows and submit one paper copy to the identified office:**

College of Arts and Science (<http://commons.emich.edu/cashs/>), 200 Boone Hall

College of Business (<http://commons.emich.edu/cobhs/>), 473 Owen

College of Education (<http://commons.emich.edu/coehs/>), 310 Porter

College of Health and Human Services (<http://commons.emich.edu/chhs/>), 305 Marshall

College of Technology (<http://commons.emich.edu/coths/>), 150 Sill

If this is your first time using Digital Commons, directions on how to register and submit materials can be found as a link on the website's cover page.

Attachment B

EASTERN MICHIGAN UNIVERSITY Honors Undergraduate Fellowship Application

Description

The Honors Undergraduate Fellowship program provides upper-level Honors students the opportunity to acquire advanced skills in an area of study by working on special projects in collaboration with EMU faculty. Chosen on the basis of competitive applications, Honors Undergraduate Fellows receive a stipend of \$2,000 per semester (Fall or Winter); Fellowships may be available in spring or summer depending on budget. The stipend is renewable for one full semester, subject to approval by the award committee and the availability of resources. Previous winners may apply for additional awards in support of a new project.

Rationale

The Honors Undergraduate Fellowship program is designed to:

- a. Involve the student in the academic mission of the University and the Honors College;
- b. Support students by providing valuable nontraditional learning experiences that may include, but are not limited to the following: college classroom teaching, artistic creation or performance, research, writing for publication, or participation in professional conferences and activities;
- c. Support faculty in their teaching, research, and creative endeavors and encourage them to integrate their professional development in their roles as teachers;
- d. Foster a close working relationship between undergraduate students and EMU faculty;
- e. Prepare EMU's most able students for the rigors of a career or graduate/professional school.

Proposal Design

Applications will be considered for a wide range of activities. The following is not an exhaustive list, but rather examples of typical fellowship activities. The Honors College encourages the development of projects that will maximize the student's personal and professional growth, and will consider any application that fulfills one or more major goals of the award.

Students considering teaching careers at the university level could gain valuable experience by helping a faculty sponsor in the development of syllabi and examinations, evaluating student work, conducting discussions and review sessions, tutoring, and occasionally teaching.

By working on a research project or grant activity under the supervision of a faculty member, students could improve their research skills and techniques. They may help plan the design of an experiment, conduct literature reviews, or analyze data. In some cases the result may be a paper or conference presentation prepared jointly by student and sponsor.

Honors Undergraduate Fellowships may be used for creative projects, enabling students to work as apprentices under faculty artists, such as working on a public sculpture, assisting the director of a Main Stage play, or conducting a major musical performance.

Fellowships may be used in conjunction with Study Abroad, internships, clinicals, field placements, or other comparable activities, provided that the student is involved in an inquiry-based project in addition to the required coursework.

Expectations of Fellows and Faculty Sponsors

Throughout the grant period, the student must be enrolled full-time (minimum twelve hours for Fall or Winter, six hours for Spring or Summer) at EMU. The student will be expected to work approximately ten hours per week during the award period (the actual work may begin and/or end outside the normal

semester time frame, but a fair work expectation for the entire award period is around 150 hours in Fall or Winter and 75 hours in Spring or Summer). Additional outside employment and/or significant nonacademic commitments are discouraged.

The faculty sponsor is expected to provide ongoing supervision of the awardee. While the work of professors, researchers, and artists always entails a certain amount of routine activities (e.g., washing test tubes, coding questionnaires, typing, entering data, calculating grades, making phone calls, running errands, etc.), the Honors Undergraduate Fellowship should not be viewed as a glorified form of student employment. Faculty sponsors are expected to give student awardees tasks of gradually increasing responsibility and complexity, to introduce them to fellow professionals, and to foster a relationship of mutual respect and collegiality.

By the application deadline in the Fellowship semester (see below), the faculty sponsor will submit an interim report consisting of a confidential, written evaluation of the awardee's performance to date. The student will also submit an interim report consisting of a written summary and evaluation of the experience (forms are provided for this purpose). It is the student's responsibility to submit the interim reports to the Honors College office. Failure to submit both reports by the deadline or an "unacceptable" rating by the sponsor may result in the termination of the student's stipend.

Duration and Renewal of the Award

Awards are for one designated semester. If funds are available and subject to the approval of the award committee, an award may be renewed at the mutual request of the awardee and the faculty sponsor. Renewal decisions will be based on demonstrated results of the initial award. To seek a renewal, submit a standard application clearly labeled RENEWAL REQUEST on or before the appropriate deadline. Normally only one renewal will be permitted. However, previous winners may apply for additional awards in support of a new project.

Eligibility

To apply for the Fellowship, the student must be a member in good standing of the Honors College. The faculty sponsor should hold a full-time tenured or tenure-track appointment or be a full-time lecturer. (Exceptions to the latter requirement need the approval of the Head of the sponsoring department and the Honors Director). By the beginning of the fellowship period, the student must have completed a minimum of 56 credit hours.

An Honors Undergraduate Fellowship may be held concurrently with any other form or amount of financial aid, whether based on need or merit. (However, students with need-based aid are subject to federal guidelines). The award may be terminated at any time by the award committee if, in the faculty sponsor's judgment, the student's performance is unacceptable. Award income is considered taxable by the Internal Revenue Service.

Deadlines

Applications and renewal requests for Undergraduate Research Awards and Senior Thesis Awards are due in the Honors College office (Starkweather Hall) by 4:00 p.m. on the workday closest to the following dates: Fall Award: April 1; Winter Award: October 15; Spring Award: April 1; Summer Award, April 1. [Both the student application and the supervisor statement must be submitted to the Honors College office no later than 4:00 p.m. All applicants will be notified of the committee's decision, usually within three to four weeks following the deadline.]

Selection Criteria

Applications and renewal requests will be evaluated by a committee chaired by the Honors Director and consisting of University faculty and staff. Award decisions will be based on the following criteria:

1. Clear description of how the student will work with the EMU faculty sponsor in all phases of the project and how this relationship will help the student meet the learning objectives set forth in the proposal;

2. Student's academic record and specific preparation for the activity;
3. Quality of the proposal (clarity and thoroughness of stated objectives and methodology);
4. Clear evidence of support by a qualified faculty sponsor;
5. Student's record of progress toward graduation with honors;
6. Equity in the distribution of awards among departments.

Instructions to the Applicant:

- I. Complete the attached application form.**
- II. Have your faculty supervisor complete the Supervising Faculty Statement.**
- III. Respond clearly and completely to the following. Your responses must be typed double-spaced on separate sheets of paper.**

1. Describe the nature and scope of your project. Outline the methodology you will use, and indicate anticipated outcomes.
2. Define your learning objectives for the award period, and explain how collaboration with a faculty sponsor will help you to meet the objectives.
3. Show how your experience during the Undergraduate Fellowship will fulfill one or more of the major goals of the award:
 - a. Involve the student in the academic mission of the University and the Honors College;
 - b. Support students by providing valuable nontraditional learning experiences that may include, but are not limited to the following: college classroom teaching, artistic creation or performance, research, writing for publication, or participation in professional conferences and activities;
 - c. Support faculty in their teaching, research, and creative endeavors and encourage them to integrate their professional development in their roles as teachers;
 - d. Foster a close working relationship between undergraduate students and EMU faculty;
 - e. Prepare EMU's most able students for the rigors of a career or graduate/professional school.
4. Explain the relationship, if any, between the project and your Senior Honors Thesis/Project.
5. Describe any special qualifications you may have (courses taken, honors, awards, employment, special learning experiences) for the proposed activity.
6. Print your my.emich email and E# here.

Email:

E#:

Check here if this is
a Renewal Request.

Office use only

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**HONORS UNDERGRADUATE FELLOWSHIP
Student Application**

NAME _____ STUDENT NUMBER _____

MAILING ADDRESS _____

_____ PHONE _____

Email _____ E# _____

MAJOR(S) _____

MINOR(S) _____

CURRENT GPA _____ HOURS COMPLETED (end of current semester) _____

APPLYING FOR: FALL _____ WINTER _____ SPRING _____ SUMMER _____ 20 _____

How many credit hours will you be taking during the award period? _____

Do you intend to earn independent study credit for the assistantship? YES _____ NO _____

Are you currently a member of the HC? NO _____ YES _____

How long have you been a member? _____

Have you met with your departmental Honors Advisor?

NO _____ YES _____ (Department _____)

Earned Departmental credit hours? _____ Community Service Hours Completed _____

List previous Honors Undergraduate Fellowships by semester and year:

If I receive an award, I agree to abide by the award guidelines. If for any reason I am unable or unwilling to fulfill the expectations of awardees, I understand that my stipend may be reduced or terminated and that I may be billed for all or part of the award amount.

Signature _____ **Date** _____

HONORS UNDERGRADUATE FELLOWSHIP

Supervising Faculty Statement

Name of student _____ Department _____
Name of Faculty Sponsor _____ Campus Phone _____ E-mail _____

On a separate sheet of paper, please address the following:

1. How well and in what capacity do you know the applicant?
2. Discuss the applicant’s qualifications.
3. Describe in detail your expectations of the student during the proposed Fellowship and the types of activities in which the student would engage.
4. Detail your expected involvement with the student during the Fellowship period, including your anticipated level of supervision.
5. Discuss the desired outcome of this Fellowship (for example, publication, conference presentations, performance).

NOTE: Recognizing that Fellowships may entail expense for supplies, specimens, lab equipment, conference travel, copying, postage, and the like, the committee may set aside a portion of the award fund for such items. You are invited to append to the application a detailed, itemized budget with a brief statement justifying the expenditures. Such a request may be approved in whole, in part, or not at all based on its merits and available funding.

Two required signatures:

Supervising Faculty statement:

I will be on campus regularly during the academic term of the award, and I agree to supervise (name of student) _____ if s/he is awarded an Honors Undergraduate Fellowship to provide regular guidance and support throughout the award period. Also, I will submit all required evaluations in a timely manner.

1. Supervising Faculty signature _____

Department Head statement: I believe the attached proposal will result in a successful Fellowship and I support this application.

2. Department Head signature _____

Department Head comments (optional) _____

Attachment C

Undergraduate Research Stimulus Program (URSP)

Purpose of the Award

URSP is intended to facilitate research partnerships between undergraduate students and Eastern Michigan University faculty. The philosophy of the URSP program is guided by the *Council on Undergraduate Research* (CUR). CUR defines undergraduate research as:

“An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.”

This definition of research clearly includes all scholarly and creative activity appropriate to any discipline of a University. Thus, the goals of URSP are to enrich the undergraduate academic experience by:

- promoting scholarly/creative opportunities for undergraduates;
- facilitating scholarly/creative collaborations between students and faculty;
- enhancing the student’s knowledge of disciplinary skills;
- ensuring mutual benefit to both the student and the faculty member.

Student awardees will receive a \$2,000 fellowship in support of their research efforts. This award will be in the form of a credit to the student’s university account. Half of the award will be credited at the beginning of the award period; the remainder of the award will be credited at the midpoint of the award period. However, if progress on the project is deemed unsatisfactory by the faculty mentor, the second half of the award may be withheld. Awardees should work with EMU’s Office of Financial Aid to determine the potential impact of this award on any other forms of financial support. The collaborating faculty member may receive \$500 to be used for lab/studio supplies or equipment, professional travel, or other professional expenses. If awarded, this funding will be placed in the faculty mentor’s departmental or school IDC account. If the faculty mentor wishes to receive this additional funding, a **brief budget description must be provided**. Otherwise no additional funds will be awarded.

Submission Date: Proposals should be submitted to the Provost’s Office (attention to Associate Provost & Associate Vice President for Research), 106 Welch Hall by **October 31, 2011** for winter awards and **February 15, 2012** for summer (May-August) awards. Approximately 8 awards will be made for winter; 16 will be made for summer.

Faculty/Student Collaborative Requirements

The URSP awards are intended to encourage faculty-student collaboration; thus, it is expected that the URSP proposal will be co-written by the faculty and student applicant. A very important criterion in the evaluation process is the student’s fundamental understanding of the research and questions to be addressed. **Thus, the student must write the section of the proposal entitled “Proposed Research.”** The mentor should write the sections related to “Expectations” and “Learning Outcomes,” but should thoroughly discuss these topics with the student prior to preparation of the proposal.

Proposal Elements and Guidelines

Proposals that do not strictly adhere to the following guidelines will not be reviewed.

- Complete and submit the application form.
- Submit a proposal consisting of **no more than 3 pages** (excluding references, budget and faculty CV) with 1 inch margins and 12 pt font. The proposal should be organized into four sequential sections:
 1. **Proposed Research (to be written by the student)**: brief description of proposed research/creative activity and goals including the originality of the proposed work. The suggested length of this section is 1.5 pages. Proposal reviewers are NOT experts in the content area, so this section should be written for a general audience;
 2. **Expectations for student and faculty mentor (to be written by faculty mentor in consultation with the student)**: specific expectations of student (e.g., expected hours per week in lab, studio, library, expected skills to be mastered, expectations for participation in research meetings, preparation of materials for dissemination, etc.), expectations for faculty mentor;
 3. **Learning Outcomes (to be written by faculty mentor in consultation with the student)**: description of learning outcomes for the student, and the approach for monitoring progress toward achievement of those outcomes (e.g., structured research meetings with faculty, participation in a research group, collaboration between schools/departments/other faculty, plans for dissemination of results, etc.);
 4. **Project Timeline**: the major milestones of the project should be identified with estimated completion dates; the timeline should include completion of any additional university requirements needed to initiate the research, e.g., Human Subjects Approval.

The following criteria outlined by the *CUR* should be addressed among these sections of the proposal, and will be used in the evaluation of the application:

- **Mentorship**. The work should be collaborative, with significant interaction between faculty and students. The faculty member should set clear goals, with a focus on the student learning process and intellectual engagement by the student;
- **Originality**. The work should be entirely or partially novel, and should involve a significant contribution by the student;
- **Acceptability**. The work should employ techniques and methodologies that are both appropriate and recognized in the discipline;
- **Dissemination**. The work should result in the creation of a final, tangible product. Both the process and the product should be peer-reviewed and/or critiqued, juried, judged, etc.

Scoring guides and additional information are available at http://www.emich.edu/aa/internal_research/

Other Proposal Requirements

1. *No more than one proposal per student or faculty mentor will be accepted.*
2. *Student declared major* –students must have a declared major and faculty mentor identified for the URSP application, and must not have graduated before the end of the award period.
3. *Mentor CV* – faculty mentors must attach no more than a three-page CV to the URSP application; the CV should be limited to those activities that clearly demonstrate the faculty member’s expertise in the project being proposed. In addition, the CV should highlight those activities that show the faculty mentor’s dedication to collaborative projects with undergraduates.

4. *Non-expendable research materials* – materials and equipment acquired with funds provided under this program become the property of EMU.
5. *Student Participation Requirements* – in accepting funding for a proposal, the student agrees to: submit a final report (2 pages maximum) outlining their effort, achievements, and skill acquisition from the research collaboration to the Provost's Office (attention to Associate Provost & AVP for Research). The deadline for receipt of these reports is within one month after the end of the award, and should be reviewed and signed by the faculty mentor. Faculty and students with overdue reports are ineligible for further URSP awards.
6. *Adherence to proposal guidelines* – because of the intense competition for a limited number of awards (e.g., 65 applications were received for spring/summer and winter 2011), only those proposals that absolutely adhere to the guidelines regarding proposal sections, page length, student authorship and mentor CVs will be considered.
7. *Mentor Budget* – mentors can be awarded up to \$500 in support of the proposed project. To receive this additional funding, a brief budget must accompany the proposal (no more than half a page in length).

Additional Information

- Awards will be credited to student accounts in two installments: one at the beginning of the award period and one at the midpoint of the award period. Unsatisfactory progress on a project may result in withholding of the second award installment.
- Student awardees should work with EMU's Office of Financial Aid to determine the potential impact of this award on any other forms of financial support.
- The Undergraduate Research, Scholarship, and Creative Activity Advisory Committee and ORD will assist with evaluation and tracking of proposals and awards.
- Collaborative proposals involving teams of students are encouraged and should be submitted as a single proposal. In cases where these proposals are funded, a single award will be shared among the group.

Additional questions should be directed to the Associate Provost/AVP for Research (487-3201).

Attachment D

For Office Use Only

REG	COPY	FDB	CDB	H

HONORS COLLEGE

INTENT TO PURSUE DEPARTMENTAL HONORS

DIRECTIONS:

1. Fill in all required information.
2. Return original to the Honors College **prior** to the semester in which you plan to register for the Honors Senior Thesis.
3. Retain a copy of this completed form for your records.

NAME _____ STUDENT NUMBER _____

EMAIL: _____ LOCAL PHONE _____

MAJOR _____

DEPARTMENTAL HONORS WORK COMPLETED:

COURSES:

1) _____ 2) _____

3) _____ 4) _____

TOTAL HOURS _____

EXPECTED SEMESTER OF GRADUATION: _____

Student Signature

Date

This form serves to document your intention of pursuing Departmental Honors. It is your responsibility to obtain from the departmental honors adviser the specific requirements of graduating with honors from the indicated program.