

Faculty and Undergraduate Student Research Collaboration Grants 2007-08

4 grants for up to \$2,000 each are available to support collaborative research projects in aging between a faculty mentor and an undergraduate student. These grants are designed to encourage undergraduate students to explore research in the field of aging and are open to all disciplines. Funds can be used to support student pay, supplies, and travel. Research can include:

- Guided internships culminating in a paper reviewing the experience
- Gathering of qualitative or quantitative data
- Literature reviews
- Creation of new work (arts, humanities)

New This Year: A Fall and Spring Call for Proposals

2 grants will be awarded in the Fall of 2007, and 2 in the Spring of 2008.

- Deadline for Fall submission: September 14, 2007 by 5:00 pm
- Notification of award for Fall submission: September 28, 2007
- Duration of Fall grant: October 1, 2007 through May 30, 2008
- Deadline for Spring submission is February 1, 2008 by 5:00 pm
- Notification of award for Spring submission: February 15, 2008
- Duration of Spring grant: February 18, 2008 through August 29, 2008

Eligibility

Student: Full-time, junior or senior undergraduate student in good standing. Exceptions made only with faculty justification.

Faculty mentor: Center Affiliate or Center Scholar status.

NOTE: for large research projects that involve a team of student researchers, please complete one proposal (cover page, abstract, narrative) for the project, and a single page for each student addressing their unique contribution to the project. Reports are written separately by each student.

Submission

- 1) Cover Page including abstract
- 2) Narrative: Up to 5 pages, double-spaced, describing the research to be undertaken, written in non-technical language, and including
 - a statement of the gerontological research problem to be addressed
 - the project objectives/goals and their significance
 - a description of the nature and extent of student involvement
 - a description of expected outcomes
 - a description of the educational experience that a specific student will gain through this project and how it will benefit them
 - a description of the community impact (either direct community involvement, or potential for impact on the community)
 - a timeline of research
- 3) Budget proposal.

Expectations

Faculty and student teams will be expected to:

- 1) Write a final report on the research collaboration.
- 2) Present their work through a Center venue or write a short article for our newsletter. Please contact Tom Fritsch for details (fritscht@uwm.edu).
- 3) Attend a Spring award ceremony.

Proposal Evaluation Criteria

- ◆ **Intellectual and/or creative merit.** Proposers should clearly explain the project's intellectual or creative merit, and how the project will contribute to significant student intellectual/creative growth. Also, proposers should clearly describe the significance/importance/contribution of the project to the field of gerontology.
- ◆ Clearly stated **project outcomes**, including a description of anticipated tangible outcomes (e.g., papers, artistic or creative works, models, proposals for extramural funding, demonstrations, exhibitions and manuals). Outcomes should be appropriate to the project and the discipline and be achievable in relation to the project's scope and the student's capabilities.
- ◆ **Feasibility.** Proposers should (1) show that they have, or can acquire, the necessary skills and knowledge to complete the project, (2) ensure a faculty mentor will provide appropriate supervision and training, (3) show that required items (e.g., equipment, materials, software and library resources) are available or accessible, (4) demonstrate that other special arrangements (if necessary) have been made, and (5) provide a consistent and realistic timeline.
- ◆ Describe activities of the **undergraduate student** and each collaborator. Explain: (1) how the undergraduate student will gain experience in all phases of research or creative process, (2) student's role in project and define outcomes, (3) how the student role is appropriate for the student's experience and abilities, and (4) describe anticipated educational/other benefits to the student.
- ◆ **Quality of project plan/design.** Proposed activity is clearly grounded in the theory and/or literature of the discipline. Project plan is described in sufficient detail for readers to determine whether desired outcomes are likely to result. Readers know who will do what, and when.
- ◆ **Clarity and presentation.** Avoid jargon. Define terms/concepts (where appropriate). Proofread the proposal to check for organization, grammar, readability and clarity.

Reporting Requirements

One final report is required. The report must be written by the student and be signed by both the student and faculty member. The report should not exceed one page. Please avoid technical language and address the following points:

- ◆ activities and accomplishments to date
- ◆ problems encountered (if any)
- ◆ significance of the project outcomes to date.