

Focus on Teaching 2009

Undergraduate Students and Research Experience

Useful Contact Information

- Loyola Undergraduate Research Opportunities Program (LUROP): Visit <http://www.luc.edu/lurop/> or contact Patrick Green at 773-508-3945. Their website lists information for faculty and students and includes information on fellowships available to undergraduates.
 - Also check out your school and/or department site(s) for undergrad research opportunities, e.g., www.luc.edu/psychology/research_opportunities.shtml
- Compliance questions or concerns (for research involving human subjects or lab animals): Contact the Research Services compliance staff at 773-508-8831.
- External funding search for faculty or student research: Contact Kelly Fust in ORS at kfust@luc.edu or 773-508-8952.
- Time commitments and student compensation: Contact your dean or chair, as the standards and opportunities for these will vary by school and department.

Suggestions for Giving Undergraduates Research Experience

- Bring your scholarly interests into the classroom and help ensure that students will be learning about the most current issues in your field.
- Use technology to integrate research and teaching. A Duke University website provides some suggestions: http://cit.duke.edu/ideas/how/research_and_teaching.html
- Involve students actively in your own research projects, whether in the lab or conducting fieldwork.
- Build in-class projects that utilize inquiry- and problem-based research methods.
- Encourage students to initiate their own research projects. (Talk to LUROP office for details and fellowship information.)
- Consider joining the Council on Undergraduate Research: www.cur.org. “The mission of the Council on Undergraduate Research is to support and promote high-quality undergraduate student-faculty collaborative research and scholarship.”



Focus on Teaching
August 19, 2009
Involving Students in Your Research

1. Types of Research Projects in which to Engage Undergraduate Students
 - a. Involved in virtually every scientific inquiry that I undertake
 - i. Exceptions
 - ii. Projects that can proceed well after an initial, sufficient training periods have been successfully completed.

2. Expectations of, or for, the:
 - a. Student
 - i. Gain valuable research experience
 - ii. The experience should enhance the student's education
 - iii. The student's analytical capacities should be fostered and fortified.
 - b. Faculty member
 - i. Sufficient time (between 5-15 hours per week, depending on the project) devoted by the student to accomplish something meaningful.
 - ii. The collection of sufficient data to answer a question.
 - iii. An organized, legible, and accurate data notebook of the work undertaken, including an end of the term paper that summarizes the research performed, the data collected, and the meaning of the data.

3. Selection of the Student and Ground Rules for Participation
 - a. This can be variable.
 - i. Some faculty mentors require that a student have taken his/her course.
 - ii. Others are more willing to accommodate students who they have not had in class.
 - b. In all cases, a trial period (perhaps 4 weeks) is advisable.

4. Potential Benefits of Student Participation in One's Research
 - a. A rewarding experience for the student and mentor is achieved.
 - b. An opportunity for the faculty member to know a student, and for the student to know a faculty member.