URAP JOB SEARCH

Project title: Leading instructional improvement in mathematics

Faculty name: Cynthia Coburn

School and Department: School of Education and Social Policy (SESP)

Faculty Bio: Cynthia E. Coburn is the Charles Deering McCormick Professor at the School of Education and Social Policy, Northwestern University. Coburn studies the relationship between instructional policy and teachers’ classroom practices in urban schools, the dynamics of school district policy making, and the relationship between research and practice for school improvement. She has won numerous awards for her scholarship, including the American Educational Research Association Early Career Award (2011), election as a Fellow of the American Educational Research Association (2015), an honorary doctorate (Doctor Honoris Causa) from CU Louvain in Belgium (2019), election to the National Academy of Education (2020), and Northwestern University’s Ver Steeg Distinguished Research Fellowship (2020) and the Charles Deering McCormick Professorship of Teaching Excellence (2021). She is a member of the California Collaborative for District Reform, the DREME network investigating coherence of early mathematics instruction, the National Academy of Sciences, Medicine and Engineering Standing Committee on Scientific Communication, and the National Academy of Sciences Committee on the Future of Educational Research. Coburn has a BA in philosophy from Oberlin College, and a MA in Sociology and a PhD in Education from Stanford University.

Project synopsis: We are studying efforts by four small to midsized school districts in California to improve mathematics instruction for their youngest learners in PreK through grade 2. This task is made more challenging by the fact that preschool is typically run separately and in parallel with elementary education, even in the same district. This project will focus on the role of school leaders in this process. School leaders are often the missing piece in district-wide instructional initiatives, yet they are crucial for project success. This is especially true for initiatives that seek to support the district’s youngest learners, as many school leaders do not themselves have expertise in early childhood education and many of them have only recently become responsible for the preschools on their campuses. We are interested in what school leaders know and believe about mathematics instruction, how that influences how they support teachers in this endeavor, and the degree to which the professional development that they are participating in supports school leaders.

Description of research-related skills the student will develop: The student will learn how to take field notes on zoom convenings. They will also learn how to process and analyze qualitative data (field notes and interviews). The student will also learn about early childhood mathematics instruction and, more generally, the complexity of change initiatives in US public schools. If the student has policy interests, we can also provide background reading about the ever-evolving policy context for early childhood learning.
in California, which is where this project is located. California is on the forefront of thinking about different ways of serving their youngest learners.

Description of the student role: The student will begin by doing background reading: on the project, on early mathematics instruction, on the policy context in California. The first few weeks will involve this background reading alongside CITI IRB training, where they will learn about the role of ethics in human research. The student will then transition to work alongside a graduate student on the project and the PI to get trained to do field notes for virtual recorded zoom trainings. Once training is complete, the student will spend approximately 30% of their time crafting field notes, 40% of their time analyzing qualitative data, 15% of their time on related data management (cleaning field notes, uploading them into our software program, assigning labels), and 15% of their time (mostly concentrated at the end of the experience) writing summary memos of their learnings.

The expectation is that most of this work will be done in our offices, since we have computers that are fast enough to navigate the interface with the software program.

Time Requirements: We anticipate that students will begin in the winter quarter and work 8-10 hours per week through winter quarter and into spring quarter (with time off for finals each quarter). We will work with students to set regular hours that work with their schedule and allows for sufficient overlap with project staff, and we expect students to attend our weekly project meeting, which is scheduled based on availability.

Location Requirements: We expect that most (but not all) hours will be completed in our workspace in Annenberg Hall. This is because our computers are fast enough to manage the interface with our server-based software program and it makes it easier for students to get project support. In person work also allows more regular support and interface with project staff. However, some of the work may happen remotely depending on the current task and the needs of both the student and the project. If the situation with COVID warrants a pivot to remote work, we are prepared to make that shift.

Description of Ideal Candidate: The ideal applicant will be interested in issues related to US public schools and be majoring in a social science discipline (for example, Social Policy, Sociology, Anthropology, Political Science). They must be interested in learning qualitative research methods, since most of our data comes from interviews and observations. They must be super organized and excel at attending to details. They must enjoy working with a team, but also be able to work independently. We look for students who can learn unfamiliar software packages quickly and are patient and inquisitive in solving software glitches. We are looking for students who are self-motivated and reliable, eager to learn, and grow while taking on projects that will stretch them.

How applicants will be evaluated: We prioritize interest and engagement with issues in US public schools and a strong desire to learn qualitative research methods. We will ask for concrete examples that illustrate their organizational skills and attention to detail. We will want to know what prior
coursework they have related to research and research methods, although we realize that this program is targeted to students who are new to research.
Project title: Curating and Communicating Identity through Expertise on TikTok

Faculty name: Ignacio F. Cruz

School and Department: Communication Studies (School of Comm)

Faculty Bio: Ignacio Fernandez Cruz, Ph.D. is the inaugural Mancosh Postdoctoral Scholar of Communication Studies in the School of Communication at Northwestern University. He will join the faculty in the Dept. of Communication Studies as Assistant Professor in Fall 2023.

Dr. Cruz’s expertise focuses on the areas of emerging technology at work, the sociotechnical practices between AI tools and their users with a focus on bridging bias and equality within technology design and adoption. He is currently working on a variety of projects examining hiring and selection practices of personnel who use AI for talent acquisition. Additionally, he is interested in the reshaping of work and personnel practices that are impacted by accelerating digital technologies and platforms.

His scholarship has been featured in various outlets within the areas of communication studies, management, and information studies research. He has won several research awards from the National Communication Association and International Communication Association. Prior to joining Northwestern, Dr. Cruz was a former National Science Foundation Graduate Research Fellow and Ronald E. McNair Scholar. His research has been supported by the National Science Foundation and fellowships from the University of Southern California and University of Texas at Austin. He received his Ph.D. from the Annenberg School of Communication and Journalism at the University of Southern California.

Project synopsis: There is ample evidence that expertise is rapidly transforming due to the sheer amount of visibility that experts have on digital platforms like TikTok. Expertise is defined as the recognition and practice of a specific skill or knowledge in a particular domain. Inspired by my fieldwork with experts within organizations, I note how employees often point to how their personal identities are present and intersect with how they relate to, act, or respond to work decisions. In relation to expertise, I have begun exploring the impact of social and cultural markers in the ways that individuals come to understand, rationalize, and communicate their expertise. For instance, how do experts curate and translate institution standards of practice of their occupation through curated genres like TikTok? What communicative and performative (e.g., self-presentation) strategies are at play when communicating expertise to diverse populations? What challenges do experts experience when communicating their knowledge domains across dynamic platforms?

Organizations are sites where workers routinely use their expertise to address pressing issues about the nature of work. However, domain experts like physicians, attorneys, and recruiters often use algorithmically curated social media platforms like TikTok to create content that translates their expertise to external social, cultural, and industry domains and audiences worthy of examination. For instance, videos like “5 Things I would never do as a lawyer” or the emergence of “Work-Tok aka Work
TikTok, #CorporateTok” offer employees a platform to create content and share their expertise about their jobs to larger audiences. They rely on specific self-presentation styles through their language, aesthetics, communication style, and interaction to share, perform, and translate their expertise.

In relation to URAP, this phase of the project will be an exploratory phase of constructing and analyzing a set of codes of expertise cues that experts in three industries (medicine, aviation, and law) employ when creating TikTok genre videos. Using publicly available videos on TikTok, research assistants will be trained in qualitative data collection and analyses that use textual and visual analysis. Research assistants will be trained and certified with IRB during the quarter. I will also prepare an IRB submission for primary data collection for future interviews with content creators; research assistants will be offered the opportunity to contribute to the research development if they choose to pursue a project after the quarter.

**Description of research-related skills the student will develop:** IRB training; qualitative data collection and analyses; digital ethnographic skills; textual analyses; literature review skills; interview training

**Description of the student role:** I anticipate research assistants will aid in the following ways:

1. Conduct background research about TikTok content creators focused on professional expertise; this may look like curating a list of creators that specialize in produce content about work or professions, identifying and labeling video genres, and co-constructing a theoretical model about types of self-presentation and performative strategies on TikTok.

2. Developing a code book for attributes in videos— this may look like analyzing content for specific theoretical and practical attributes AND learning to code digital artifacts.

3. Using Atlas.TI and learning qualitative data analyses including textual analyses and content analyses.


5. Training led by PI on creating an interview guide and practicing interview skills, including online focus groups.

**Time Requirements:** I anticipate holding weekly meetings with research assistants throughout the quarter for a variety of reasons, including checking on the status of project goals, teaching and training students on specific methodologies, and goal setting for future work. I anticipate that students will work 5-7 hours a week on this project, including the weekly meetings. I anticipate that the amount of time spent on tasks will vary based on the project’s needs throughout the quarter. For instance, during the first 2-3 weeks, I will spend a large amount of time training research assistants on the project scope, tasks, and skills they will employ. The next phase of the quarter, weeks 3-7 will be data collection and analyses with weekly meetings for check-ins, brainstorms, and group data analyses. Finally, the remainder of the quarter will be used to write up findings and develop the next phase of the project or help research assistants plan their own projects.
**Location Requirements:** This project will be completed through a hybrid format, including in-person meetings for training and analyses, but also remotely where research assistants will conduct research remotely. I anticipate most weekly meetings to be held in person in the School of Communication in Evanston. Based on the nature of this research, meeting arrangements are flexible, and both the faculty mentor and student researcher can work together to create alternative plans for meeting virtually or in person if need be.

**Description of Ideal Candidate:** This project will greatly benefit from a candidate with an interest in digital media, specifically social media like TikTok. Furthermore, the student researcher should be interested in qualitative research methods like digital ethnography and textual analyses. A candidate that is interested in learning more about research at the intersection of communication, organizations, and the use of social media to create and share content.

**How applicants will be evaluated:** I would prioritize applicants that have a strong interest in learning about digital research methods and are open to qualitative forms of analyses. Furthermore, a candidate who has familiarity or a strong interest in learning about the types of interactions between content creators and their followers on TikTok is encouraged to apply to this position.

Faculty name: Leslie DeChurch

School and Department: Communication Studies; Psychology (School of Comm; WCAS)

Faculty Bio: Leslie DeChurch’s research investigates teamwork and leadership in organizations. She is Professor of Communication Studies, and holds a courtesy appointment in the Department of Psychology, Weinberg College of Arts & Sciences. She is Past-President and Chairperson of the Board of INGroup, the Interdisciplinary Network for Group Research. Professor DeChurch leads the ATLAS lab: Advancing Teams, Leaders, and Systems. ATLAS explores the dynamics through which teams form, and how these dynamics affect their performance as teams, and their ability to work as larger organizational systems (multiteam systems). ATLAS conducts laboratory and online experiments, meta-analytic integrations, historiometric archival studies, and field investigations of teams and leaders to understand their core organizing processes. Of particular interest are processes that include: leadership networks, team cognition, team conflict and motivation, and team information sharing. DeChurch’s research seeks to build high-functioning teams that work in scientific innovation, space exploration, healthcare, and the military. The ATLAS research portfolio is currently supported by the National Science Foundation (NSF), National Institutes for Health (NIH), National Aeronautical and Space Agency (NASA), and Army Research Office (ARO). Her work has appeared in outlets including the Proceedings of the National Academy of Sciences (PNAS), Journal of Applied Psychology (JAP), Journal of Management (JoM), Organizational Behavior and Human Decision Processes (OBHDP), and Leadership Quarterly (LQ). She is co-editor of Multiteam Systems: An Organization Form for Dynamic and Complex Environments and recently served on the National Research Council Committee on The Context of Military Environments. She has contributed to several National Research Council Committees on teamwork issues ranging from measurement to innovation. She was awarded an NSF CAREER to explore Leadership for Virtual Organizational Effectiveness. DeChurch holds a PhD in Industrial & Organizational Psychology and is Fellow of the American Psychological Association (APA), Association for Psychological Science (APS), and the Society of Industrial & Organizational Psychology (SIOP).

Project synopsis: The Italian Renaissance was a transformative period marked by extraordinary advances in art, architecture, literature, and science. For centuries scholars have steadfastly archived, transcribed, and translated artifacts of this extraordinary place in time, particularly those present in Florence, the cradle of the Renaissance. This project examines the rich historical context of the Renaissance through an organizational leadership lens. The central research question is: which aspects of leadership may have contributed to the Italian Renaissance? In what ways do the unique theoretical lenses through which leadership scholars have peered enable an appreciation of the personal and societal outcomes of leadership during the Italian Renaissance?
This project focuses on five individuals and their relation to governmental structures, guilds, elites, and neighboring city states: Giovanni di Bicci de’ Medici (1360-1429), Cosimo de’ Medici (1389-1464), Piero di Cosimo de’ Medici (1418-1469), and Lorenzo de’ Medici (1449-1492), Piero di Lorenzo (1471-1503). None was a prince born with formal power. These five individuals were all informal heads of state in Florence, all members of one family, the Medici. Together they are known as the early Medici.

This project uses historiometric methods in order to examine the leadership in Florence under the early Medici. Rich cases with extensive archival material such as these lend themselves ideally to historiometric methods which “stand in stark contrast to the atemporal, decontextualized, open-ended naive appraisals of leaders (Parry et al., 2014).” From biographical material detailing the lives of the focal five Medici, we will extract critical incidents germane to leadership, which are then categorized into modern leadership theories.

The project will discover new insights about the Italian renaissance by applying the frame of current theories of leadership to the archival material available about these influential individuals. There are two intended contributions of this work. To the leadership literature, it offers a conceptual integration of theories, specifying higher-order aspects of leadership that collectively account for the 16 major conceptual domains exemplified in recent reviews (Dinh et al., 2014). This integration is ripe for enabling synthesis and insights that come about by combining areas of theorizing. The second contribution is to offer a leadership-centric explanation for the Italian Renaissance. This period continues to have a profound impact on present day life, and understanding the leadership systems that ultimately supported such a creative and transformative period may yet offer insights useful to modern-day leaders and social movements.

**Description of research-related skills the student will develop:** Students will work closely with the faculty mentor and a small group of students to discuss leadership theories and how they apply to the early Medici. A corpus of over 500 leadership incidents has been developed for the project, describing leadership during the Renaissance. Students will categorize these incidents based on leadership theories, and prepare summary information that enables inferences to be drawn about leadership. Students will learn how to work with archival material using it as data, and then ultimately drawing inferences about social behavior from it. Students will learn how to evaluate inter-coder reliability, to write synopses of research methods, and to prepare summary tables and excerpts that convey patterns from the information analyzed. Students will also learn how to work on a research team with a faculty member and another student to organize and plan their activities so that a complex project can be systematically undertaken.

**Description of the student role:** The students will be involved in all stages of the research, but will spend the majority of their time in three sets of activities: 1) reading archival material and generating critical incidents, 2) classifying incidents according to leadership theories, and 3) creating summary information about subsets of the coded incidents.

**Time Requirements:** Ideally, students can work 10 hours per week on this project. The project is flexible in that more and less work can be done on particular weeks to meet other commitments, but the hope is to have a consistent work plan. The project could easily take 20 hours per week and other tasks can be added for work study students to enable them to meet their targets.
**Location Requirements:** The project will be completed in Frances Searle on the Evanston Campus using the ATLAS lab facility for work sessions, material storage, and meetings.

**Description of Ideal Candidate:** The ideal applicant has an interest in one or more core aspects of the work, the renaissance, leadership, and/or historiometric research methods. A background in a social science discipline such as Psychology, History, Communication, Sociology, or Political Science would be helpful. Students need to be available about 10 hours per week for this project. Other qualities that are useful to the project include attention to detail and written communication in English.

**How applicants will be evaluated:** When evaluating applicants, I will assess their interest in the project, and the fit of their professional background (as indicated by major and other experiences) with the research.
Project title: The effect of household definition on demographics and poverty measurement

Faculty name: Andrew Dillon

School and Department: Finance; Global Poverty Research Lab (WCAS; Kellogg)

Faculty Bio: Andrew Dillon is a development economist whose research focuses on how improving productivity increases welfare in developing countries and the methods and measures that establish these causal relationships. His current research focuses on market organization in developing countries and productivity-enhancing investments that households may make in health and nutrition, new agricultural technologies, and education. Ongoing projects are currently being implemented with government, private sector firms, and NGOs in Burkina Faso, Mali and Nigeria.

Project synopsis: Household definitions are integrated into every international household dataset, but widespread variations in definitions potentially create differences in demographics and per capita statistics, such as poverty rates. This project is using web scraping and big data aggregation methods to examine demographic and poverty effects of different household definitions found in over 200 international household data sets. The URAP fellows will work on preparing demographic and consumption data for analysis and become familiar with questionnaires and data of numerous international household surveys.

Description of research-related skills the student will develop: Through their work, students will become deeply familiar with consumption and living standards household surveys that are widely used in international development research. Aside from gaining this domain knowledge, they will also be introduced to the statistical software Stata and the process of moving from data to insights. Further, they will be trained on project management processes of documentation, version control and file management that are generally followed on research projects such as this one. Finally, they will learn to gauge workload, manage timelines, and learn how to communicate their progress and questions to others when working on a research team through team check-ins. This will contribute towards their preparation to assist on and independently conduct evidence-based research.

Description of the student role:

The student will work on a project that examines varying definitions of a ‘household’ in international household surveys and implications for measures such as household size, number of earning members and per capita consumption. They will work with international household surveys to:
• Become familiar with various international household survey questionnaire designs, especially for collecting demographic and consumption data
• Examine the questionnaire to assess whether the survey meets eligibility criteria to include it in a meta-study
• Learn how to work with the data collection software SurveyCTO to enter their findings
• Run descriptive analysis in Stata to assess how sample composition changes by including the studies they find to be eligible
• Assist with creating consumption aggregates to measure households’ poverty and welfare levels
• Participate in team project meetings and gain exposure to interpreting results of econometric analysis

As the project progresses and new tasks come up, the student may be allocated new tasks to maximize learning. Throughout the process, the student will receive guidance on best coding practices and outputs expected.

Time Requirements: We expect the student to be able to work approximately 10 hours per week. However, this is flexible and can be adapted to the student’s availability and course load, especially around mid-terms, finals, and breaks. We anticipate having at least 100 hours of work for each student, and those that are eligible to work additional hours will be given the opportunity to commit those hours as well, as this is an ongoing project with evolving research-related tasks.

Location Requirements:
The role is part of a project within the Global Poverty Research Lab, which has a staff of about 20 research analysts and research managers, with expertise in various research techniques and themes. The role is expected to be carried out in a hybrid set up as other members of the team also follow a similar hybrid work routine. The student will work independently for some part and will be guided regularly by supervisors through Zoom or in-person check-in meetings. In case of questions, real-time troubleshooting can also be done through Slack or by dropping by the office.

After completing onboarding and related training, the student will be equipped to work on the project independently, wherever they prefer, during times that are suitable to them. They will be more than welcome to join us at GPRL’s office in Scott Hall and work from there. We will also set up regular check-ins that will preferably be in person, but can conducted remotely when required.

Description of Ideal Candidate:
• Interest in international development and/or econometric research
• Detail-oriented and organized: Careful about following instructions and maintaining documentation
• Familiar with Stata and willing to learn more as required
• Coursework in microeconomics is preferred

**How applicants will be evaluated:** Students’ CV and cover letters will be evaluated for an interest in economics and international development. Shortlisted candidates will be invited to a 15 minute Zoom interview conducted by the project team. Students with coursework in economics, international development, or survey research will be preferred, and some exposure to Stata will be a plus, but is not required.
Project title: Medill "Best of Video Journalism" Newsletter

Faculty name: Craig Duff

School and Department: Journalism (Medill)

Faculty Bio: Craig Duff is an Emmy award-winning video journalist and documentary television director, producer and writer. In January 2012, Craig was named a professor of journalism at the Medill School at Northwestern University, where he continues to teach. His video journalism and documentary work has appeared on several major news outlets, including CNN, NYTimes.com, TIME, NBCNews.com, AJ+, MSNBC, WSJ.com, and The Discovery Channel.

Prior to joining the faculty at Medill, he was the director of multimedia and chief video journalist for TIME, where he oversaw video and other multimedia projects for the magazine’s digital platforms and TIME.com. He was also a documentary director and on the first team of video journalists at the New York Times. He began his career at CNN, where he rose to a role of executive producer of long-form programming.

At Northwestern, Craig leads the video and broadcast specialization for the Medill Master's program, teaches classes in video storytelling and documentary filmmaking, and has created a popular undergraduate course that focuses on reporting and producing video for media outlets (from Instagram to Twitter to TikTok).

He also continues to produce documentaries and video stories for major outlets.

Project synopsis: As video has become a more common medium for storytelling across the various news media — with newspapers, magazines and digital native sites creating video content along with traditional local and national TV outlets — it can be a little daunting to keep up on all the great work that is being produced. But there is no central source that seeks out the best work and presents it in digestible and convenient space.

This project will develop a weekly list of some of the best work being produced by video content creators, a list curated and crafted with a critical eye by one of the top journalism programs in the world. The list will be shared in a weekly newsletter for interested subscribers.

To do this, we the URAP student would help Professor Craig Duff in three critical ways:

1. Develop a database of outlets and creators, and develop relationships with commissioning editors, news directors and executive producers.

2. Determine the best practices for creating an effective newsletter, and craft a plan for developing an audience for the weekly list.
3. Help create a submission portal that will allow individuals to suggest work for the list, while faculty continue to contribute thoughts from their own viewing habits and personal networks.

**Description of research-related skills the student will develop:** There are two key areas that would be helpful, especially for a journalism student: First will be gaining a deeper knowledge of the key players in the digital news video industry. They will be reaching out and chatting with a host of individuals to develop a network of content creators and commissioners. Second, they'll contribute to an ongoing newsletter that will, hopefully, create a new community of people most interested in the content it explores.

**Description of the student role:** The student will be a partner with the faculty member as they develop this project together. In the initial weeks, we’ll get an idea of the landscape in video journalism and also look at successful newsletters in journalism and how they function. This will build on Professor Duff’s already extensive rolodex of contacts. We’ll also look at how they created their audience and which platforms would be most successful to launch this project on. Then, we'll begin to expand the network of people who are doing the video journalism this weekly list will cull from. These are EPs and supervising producers at digital news sites, top content creators, news directors at top TV stations, and leaders of digital news outlets with the major TV networks.

And, by spring quarter, we will launch the newsletter with our first top five list and descriptions.

The student will gain experience in networking, research, evaluating quality content, the creation of a top-notch newsletter and the launch of a project into the journalism world (complete with a campaign to market the newsletter and develop an audience).

**Time Requirements:** I imagine we will start with about 5 hours a week in Winter quarter, with some weeks being a little longer. Then a couple of heavier weeks when we launch in the spring. Student will work with the faculty member for an hour each week, with the remainder on their own time.

**Location Requirements:** Work will be done wherever student is most comfortable. We would like to meet in person in Evanston for the first few weeks as we get to know each other, then meetings can be done via zoom and the work can be completed wherever the student likes.

**Description of Ideal Candidate:** Someone who is curious about and interested in video journalism, and is a regular viewer of it, either on TV or online (or both). Someone who is not afraid to reach out to executives and supervisors and engage them in conversation. Knowledge of database creation would be very helpful.
How applicants will be evaluated: Thoughtful and considerate. Relevant areas of interest and academic coursework. (It would be helpful if they were engaged in video reporting or production in some way.)
URAP JOB SEARCH

Project title: Introduction to Theatre and Theatre History Textbook Preparation

Faculty name: Megan Geigner

School and Department: Writing Program (WCAS)

Faculty Bio: Megan E. Geigner is a Chicago theatre historian, performance scholar, and writing specialist who teaches Weinberg first-year seminars, Writing and Speaking in Business, Design Thinking and Communication (DTC), and advanced composition courses. She holds a PhD in Theatre and Drama, and her scholarship and teaching focus on the way people perform their identity and citizenship in writing, in speech, in everyday life, and in more codified performance situations. She is especially interested in ideas of nationalism, immigration, and ethnicity, and how communication practices create a sense of belonging.

Her research explores the contributions of immigrants and migrants to the cultural landscape in Chicago. She is the co-editor of Makeshift Chicago Stages (Northwestern UP), and her chapter tells the history of ethnic theatre’s influence on the early years of the Goodman theatre. She is also the co-editor of Theatre after Empire (Routledge); her chapter analyzes Irish playwright Brendan Behan. In 2022, she became the new co-author of Edwin Wilson and Alvin Goldfarb theatre textbooks, Theatre: The Lively Art (McGraw Hill) and Living Theatre (Norton).

She has chapters in other edited collections about the history of Italians and Columbus Day in Chicago, the history of Mary Aldis and the Little Theatre movement in Chicago, the history of Irish dance in Chicago (forthcoming), and the history of August Wilson plays at the Goodman Theatre (forthcoming). Her monograph (forthcoming) explores Irish, Polish, Black, Italian, and Mexican performances of cultural identity at and between the city’s two world’s fairs—the World’s Columbian Exposition in 1893 and the Century of Progress in 1933. Her work has been published in Modern Drama, Theatre Journal, and Theatre History Studies, among others. She is also the author of “The 1919 Race Riots” Digital Classroom Collection for the Newberry Library.

When she is not writing, she coaches students on their interview performance and job market materials, teaches for the Northwestern Prison Education Program (NPEP), oversees the Cook Family Writing Program Postdoc program, advises the Freshman Musical, and serves in leadership for the Association for Theatre in Higher Education.

She is an active theatremaker. Prior to coming to Northwestern, Geigner directed the United States Naval Academy Masqueraders, and she has worked as a professional dramaturg for TimeLine Theatre (where she is an artistic associate), Court Theatre, University of Chicago’s TAPS program, and Remy Bumppo.
**Project synopsis:** I am the new co-author of two bestselling theatre textbooks for college students: *Theatre: The Lively Art* (TLA), an introduction to theatre textbook, and *Living Theatre* (LT). TLA is in production right now for its eleventh edition with McGraw Hill, and its first with me as co-author (with Alvin Goldfarb); the manuscript is due to the press at the end of March 2023. I am rewriting four chapters of the book, including the chapters on scene design, lighting and sound design, contemporary theatre, and the introduction. I am also making small changes throughout the rest of the manuscript—making all pronouns gender inclusive, editing the language to reflect that People of Color are the global majority, etc. We are also choosing all new photos for the book.

Simultaneously, I am co-authoring the eighth edition of LT for Norton. The changes to this manuscript are more substantial. Alvin Goldfarb and I are reordering the entire book to make Asian, African, and Latin American theatre integral to the history of theatre. Currently, the book, especially Part 2 and Part 3, focuses mostly on European theatre history with short sections about the history of theatre in other global locations. For example, Part 2 is currently titled “Theatre of the Renaissance” and talks only about theatre in Italy, England, France, and Spain. All other theatre that happened between 1500 and 1750 is excluded from this section. Moving forward, we are restructuring the book so that each part (there are 4 total) is titled by years and therefore can include sections on theatre from each part of the globe. We are also authoring set-off boxes in each chapter about theatre and social justice. Finally, we are choosing many new photographs and images for the book for the contemporary chapters. This manuscript is due to the press in October of 2023.

**Description of research-related skills the student will develop:** The student or students working with me would help me gather research for these two projects and find photographs of theatre productions. I will teach them the intricacies of using NU library resources as well as other collections to find theatre research. They will learn how to identify image copyrights and get in touch with image copyright holders, as well, as we ask for permission to include images in the book.

Student development: I am framing this assistantship with the following student learning outcomes:

- Identify and articulate best practices for theatre history research including learning how to use search terms, how to work in databases, and how to locate actual texts (such as books in the stacks), how to find image copyright holders, and how to best take notes on sources
- Generate research questions and develop an information-gathering program for both my research questions and their own research questions
- Integrate primary and secondary artifacts and research
- Synthesize the research assistantship experience into academic, creative, or expressive future projects of their own

**Description of the student role:** The student or students working with me would help me find research (particularly material on Asian, African, and Latin American theatre as those are shorter sections in TL currently that need to be made longer) and write synopses of the research they find. They will also engage in conversation with me as I work through what to include in each chapter and how to best
present the work. I tend to be an out-loud thinker, so in weekly meetings, I can tell and show the students the writing I have done and get their feedback. They will also help with proofreading and editing chapters I write prior to submitting them into the larger manuscripts.

**Time Requirements:** I am hoping for an average of about 3 hours per week per student, and I imagine the student working with me for about 15 weeks total. That said, I am very flexible with how much they are able to do as they need to prioritize their courses.

**Location Requirements:** I am in residence in Evanston, so the student and I will meet in my office or over Zoom for our weekly meetings. The research the student will find will either be at NU libraries or digitally accessed. All meetings with the presses happen over Zoom.

**Description of Ideal Candidate:** Ideally, the student would be interested in theatre or history or culture, and/or they may have an interest in learning about how college textbooks are created. That said, while I am happy to work with a theatre student, that is not a requirement of this project. Any student interested in humanities research could get a lot from participating in this project.

I would like a student who works well independently, takes tasks seriously, and asks for help when they need it.

**How applicants will be evaluated:** I would like for students to include in their cover letters why they are interested in working on this project, their experiences with using the NU library resources, and how they see this project connected with work they would like to do in the future. Students do not need experience in historical research or theatre, but I would like to hear how they express their interest in this project and what it will do for them. Those will be the things I will prioritize when selecting them.
Project title: Can in-class peer reviews of written lab assignments improve critical thinking and scientific writing?

Faculty name: Casey Ankeny, Ken Gentry, and David O’Neill

School and Department: McCormick Office of Undergraduate Engineering and Department of Biomedical Engineering

Faculty Bios: Casey J. Ankeny, PhD is an Associate Professor of Instruction and the Director of the MS Program in Biomedical Engineering at Northwestern University. She is investigating cyber-based student engagement strategies in flipped and traditional biomedical engineering courses as well as the implementation of standards-based grading with reflection. She aspires to understand and improve student attitude, achievement, and persistence in student-centered courses.

Ken Gentry is a Professor of Instruction and McCormick Advisor working mainly with first-year students. He teaches Design Thinking and Communication and courses in the biomedical engineering department.

David O’Neill is Associate Professor of Instruction and Michael Jaharis Director of Experiential Learning in Biomedical Engineering. Alongside his teaching and administrative duties at Northwestern he focuses on curriculum development. Current projects and interests include implementing mastery-based grading schemes, developing vertical curricula, and increasing the level of synopticism throughout the biomedical engineering degree path.

Project synopsis: For several years we have been developing a lab-based course for Biomedical Engineering undergraduates. We have been assessing how successful various course changes are through a succession of short (~1 year) educational research projects. The course in question, BMD_ENG 207-0, is an introduction to scientific experimentation and covers statistical design of experiments and how to quantify the quality of experimental measurement data. The course also covers scientific writing and hypothesis generation amongst other research-related topics.

The project that will run this year investigates how class-based peer review activities of written lab assignments improve critical thinking and scientific writing. We are interested in the effect for both those giving and those receiving peer reviews. The goal of the project is to determine if this course modification is a worthwhile endeavor by helping students achieve learning objectives of the course. Possible outcomes from this part of the project include: that the peer-review activity is shown to useful and will be kept in the course, that it was shown not to aid learning and other alternate activities will be considered, or that qualitative feedback will give insights into how the peer-review activity could be improved and be tested the following year.

Methodologies used in the study will include quantitative and qualitative survey data analysis, and analysis of written lab assignments. Note: the student researcher will NOT be grading lab assignments (there are course TAs for this), nor will the student researcher have access to identifiable student data. All data will be de-identified by the faculty and/or TA ahead of student researcher access.
Description of research-related skills the student will develop:

- Survey design and deployment
- Institutional Review Board (Social and Behavioral) processes
- Mixed-methods analysis
- Manuscript and presentation preparation

Description of the student role:

- Data analysis (40% effort). The student will be processing and analyzing the study’s data. The student will be asked to implement the planned analyses with guidance from the mentors. For surveys, we will use mixed method analysis using both quantitative and qualitative approaches. For the quantitative approaches, we will use statistics. For the qualitative analysis, we will perform thematic analysis using coding.

- Survey design and deployment (10%). As part of analysis of the survey data, the student will assist with critiquing the survey and its deployment including quantitative descriptions such as "response missingness."

- Ethical review (10%). The student will be joining the project around the timepoint when the IRB application will be finalized ahead of submission. One early task will be to proofread the application bringing fresh, non-expert eyes to the application before the IRB reviewers see it. The student will further contribute to the revision process in response to requests for clarification or modification from the IRB.

- Manuscript/dissemination preparation (30%). We expect to present this material at the American Society for Engineering Education and as such will have submitted an abstract (a Work-in-progress submission), likely before the student starts. A final short conference paper will be due during the student’s time on the project. We also anticipate presenting some of this work at TeachX 2023, the educational conference hosted by Northwestern. The student will contribute to writing the ASEE manuscript and TeachX submission. The exact scope and responsibility will be determined as the student and mentors build a working relationship and see if the student wishes to take a lead on any specific sections (e.g., literature review, figure preparation, etc.).

- Study team/mentoring meetings (10%). All three mentors meet ~weekly to discuss the project for 30–60mins. The student would be expected to join (most of) these meetings (in-person or hybrid).

Time Requirements: Hours are extremely flexible (both within a week and week-to-week). Weekly study team/mentoring meetings would be held at a time convenient with everyone’s (mentors and mentee) schedule. Our meetings are already a combination of in-person or remote depending on availability and location of attendees.

The student would have enough work to use all hours that the URAP could support. We envision approximately 5 hours per week and 100 total. We cannot commit to funding additional hours. However, two of the mentors (Ankeny and O'Neil) are in 12-month positions and have mentored several students undertaking work through the summer. The student would be supported if he/she wished to apply for a SURG to continue or extend this project or start work on a new research question.
Each mentor has additional availability to meet (remote or in-person) on an ad hoc basis to provide support guidance if required in between study-team meetings.

**Location Requirements:** Project work would primarily be remote, but in-person team meetings are desirable from a mentoring and a mentee perspective.

**Description of Ideal Candidate:** Students interested in engineering education are preferred, particularly those who are considering a career in STEM education. We encourage applicants from a wide variety of majors to apply as the project may also interest students in other STEM, social science, or education programs. Applicants should indicate their experience with statistics in their cover letter.

**How applicants will be evaluated:** We will prioritize students who express interest in STEM education research, especially those whose future goals include a career in the field. Secondarily, we will prioritize engineering students and those with some knowledge of statistics (AP Stats, STAT 210, IEMS 201, BMD_ENG 220, etc.)
Project title: Environmental (In)Justice in Chicago
Faculty name: Shelby Hatch
School and Department: Chemistry (WCAS)

Faculty Bio: Shelby Hatch (she/her/hers) is a scientist focused on the intersections of chemistry, sustainability, and social justice. Shelby is a Weinberg College Adviser and an Associate Professor of Instruction in the Department of Chemistry. She has taught a variety of undergraduate chemistry courses - introductory lab classes, first year seminars, courses for non-scientists, and a capstone laboratory course for chemistry majors - plus firesides on the chemistry of beer & the chemistry of chocolate. Her research involves environmental justice and Youth Participatory Science, which centers and involves students in the entire research process, from creation of a hypothesis through disseminating results once data has been collected and analyzed. Since 2017, she has been a lead collaborator on a National Science Foundation grant Teachers and Students Synergistic Learning Through Youth. Shelby studies the distribution of heavy metal contamination in Chicago in relation to where low socio-economic status and communities of color are located. She enjoys teaching undergraduate chemistry courses that incorporate sustainability and environmental justice into the curriculum. Shelby is also very passionate about teaching in the Northwestern Prison Education Program (NPEP). She developed a course and compiled an open educational resource textbook for her NPEP chemistry courses, has taught at Stateville Correctional Center, and is currently teaching at Logan Correctional Center (Fall Quarter 2022). She received her BA from The College of Wooster and her PhD from The University of Rochester.

Project synopsis: Our research evaluates environmental (in)justice in the City of Chicago. Specifically, we study the extent of heavy metal contamination in Chicago’s soils through methods of analytical chemistry. Using geospatial analysis, our heavy metal contamination data is mapped and analyzed along with demographic data from the U.S. Census Bureau such as the American Community Survey and the decennial U.S. Census data. Racial and socioeconomic data provide insight to comparing heavy metal enrichment between Chicago’s many neighborhoods. Previous research focused on four neighborhoods: Rogers Park, Little Village, Jefferson Park, and Hermosa. Further sample collection in more neighborhoods and statistical analyses of the data will aid in answering the question: to what extent is heavy metal contamination in Chicago correlated with socio-economic, racial, and ethnic demographics?

Description of research-related skills the student will develop: The students will develop the following research-related skills: sample collection (field work), sample preparation (wet chemistry), sample analysis (analytical chemistry involving instrumental analysis - particularly learning to use inductively coupled plasma (ICP) spectrometers for trace metal analysis), geospatial analysis (including using ArcGIS and/or QGIS software), and performing statistical analyses (e.g., by using Excel and/or R.)
Description of the student role: The student will spend about 40% of their time collecting samples; about 20% of their time will be spent preparing the samples; 10% on sample analysis, and the final 30% on mapping and/or statistical analysis.

Time Requirements: The hours are flexible; the student should expect to work between 5-10 hours each week.

Location Requirements: To do the sample collection portion of the research, the students would need to travel to different Chicago neighborhoods. (Travel would involve public transportation, private car, and/or motorpool. I have funding for transportation.) Sample analysis must be performed in the laboratory as does sample analysis. Mapping and statistical analysis can be performed remotely/anywhere.

Description of Ideal Candidate: My ideal candidates would be taking/have taken general chemistry and have an interest in environmental justice; it would be great to have candidates with familiarity of Chicago's neighborhoods. They should demonstrate interest/competency by listing relevant coursework, club involvement, etc. in their cover letters.

How applicants will be evaluated: Students who have previous experience with any of the research skills mentioned above through high school or college coursework will be more strongly considered. I will also prioritize students who are passionate about environmental justice. After reviewing all the applications, I plan to interview 5-6 before making my final selection.
URAP JOB SEARCH

**Project title:** Time Passages: Film Distribution Research Assistant

**Faculty name:** Kyle Henry

**School and Department:** Radio, Television, and Film (School of Comm)

**Faculty Bio:** Kyle Henry's feature narrative directing debut Room premiered at both the Sundance and Cannes film festivals and was nominated for two Film Independent Spirit Awards. His feature documentary University Inc., about the corporatization of higher education, and American Cowboy, about a gay rodeo champ, received wide festival play after SXSW festival premieres, with the former touring colleges and universities throughout North America as part of The McCollege Tour, supported in part by filmmakers Michael Moore and Richard Linklater. His short film Fourplay: Tampa premiered at Cannes Directors' Fortnight and played at Sundance. His Fourplay feature anthology premiered at Frameline, then toured internationally to over thirty engagements, receiving US distribution via TLA Releasing. His most recent film, the partially devised fiction feature Rogers Park, premiered at the 2017 Chicago International Film Festival, then toured theatrically throughout North America, garnering a New York Times Critics' Pick as well as a 100% Fresh rating on the review aggregation site Rotten Tomatoes.

**Project synopsis:** I'm looking for distribution research assistant for the final leg of my personal essay documentary Time Passages. The film uses archival footage, animation, documentary diaries and dramatic enactments to construct the life of an ordinary American woman, my mother Elaine Jeannette Henry, throughout the twentieth and into the twenty-first century. Navigating my family's “nice white people” archive, Time Passages doggedly questions the shadowy stew underpinning racial, gender and economic privilege in the United States. Centering on my mother’s thwarted desires, a trove of financial, cinematic, and photographic evidence is unveiled on a journey to the end of personal existence. As we face down existential change, which stories aid us from the past, which need to be rewritten, or abandoned altogether, and how can we chart our systemic interconnection together as a nation? It’s also about love, attachment, relationships and intimacy, those things that carry us through the fire of change. It’s a personal story about my intense and shifting relationship to my mother Elaine Kovalchick, and how that shifting relationship also traces the contours of 20th-21st century United States history. The project was partially developed as part of an 2019-20NU Kaplan Institute of the Humanities Faculty Fellowship, and funded by a 2020-21 and 2022-23 NU Provost Grants for Research in Humanities, Social Sciences, and the Arts; a 2021 DCASE City of Chicago Individual Artists grant; and a 2021 School of Communications pandemic grant. The research assistant will aide in the final leg of the film's journey by researching the contemporary field of independent film distribution post-pandemic, including collating case studies, articles and exhibition data, as well as updating my personal film exhibition venue database and making first contact with film programmers as I plan a 2024 tour of the film to North America and Europe.
Description of research-related skills the student will develop: The student will work with producer/director Kyle Henry to research changes in the field of independent feature film distribution post-COVID pandemic. Henry is known for his self-distribution of his NYTimes Critics Pick feature Rogers Park, and Sundance/Cannes screened film Fourplay. The field has changed drastically post-pandemic. Student will develop indexing and database building skills research skills via updated Henry's database of North American exhibition sites. Finally, they will develop networking and interpersonal skills by making first contact with venues for potential exhibition. The student will see how films are packaged and distributed for the contemporary market place.

Description of the student role: Student will collect recent articles, case studies and data and note changes in touring, exhibition and distribution via a variety of theatrical and online streaming methods (e.g. VOD, AVOD, TVOD, etc al). This research will be used by Henry to help formulate a plan for theatrical exhibition and eventual digital distribution of Time Passages. The student will work with Henry to update his database of independent owner operated film exhibition sites in North America and Europe, via additional article and internet research. Many venues have gone out of business since Henry distributed his last feature film in 2018... many more have started. Additionally, student will work with Henry to draft first contact emails, then conduct initial followup with venue inquiries. Student will be given creative agency to help fashion and model an active social media "soft launch" for the film in 2023 as the film begins to be entered for festival distribution.

Time Requirements: 5-7 hours/week for both Winter and Spring quarter.

Location Requirements: In person and remote. Bulk of work can be completed remote, but we will have weekly in-person meetings goal setting and progress report meetings. These will be via Zoom if required by pandemic conditions).

Description of Ideal Candidate: Student should be an NU RTVF major, who has minimally completed RTVF 190 Intro to Media Construction, but ideally also RTVF 370 Producing. Student should submit two reference contacts. Only finalist references will be contacted.

How applicants will be evaluated: Please include in your cover letter: How does this opportunity aide your future career plans? Why are you interested in film distribution and exhibition? Priority will be given to those students with clear understanding of how this opportunity fits with their current and future trajectories.
Project title: Understanding and improving memory outcomes in children with epilepsy

Faculty name: Lisa Johnson

School and Department: Medical Social Sciences (Feinberg)

Faculty Bio: Dr. Johnson is an Assistant Professor of Medical Social Sciences and Pediatrics, and Director of the Northwestern University Dynamic Brain Laboratory (dynamic-brain.org). She studies the brain dynamics underlying memory and cognitive control across the human lifespan. Research combines methods from cognitive psychology and human neuroscience, including invasive and noninvasive electrophysiology, electrical stimulation, eyetracking, and structural imaging. Outcomes of this research advance basic science and translate to better quality of life by revealing how, and in whom, cognitive decline may be prevented or remediated. Outside the lab, she participates in ongoing educational outreach as an Associate Editor for the journal Frontiers for Young Minds (“science for kids, edited by kids”). Dr. Johnson holds a PhD in Cognitive Neuroscience from the University of California, Berkeley, and a BA in Psychology from the University of Chicago.

Dr. Johnson has trained undergraduate/post-baccalaureate students, predocs, and postdocs, and always promotes an inclusive and open training environment. Training emphasizes sound experimental design, quantitative methods, and facilitating the career development of trainees. She has completed the Northwestern Faculty Mentor Training Program, which is based on the Provost Office’s Mentoring Council recommendations and the Center for Leadership’s expertise in faculty training.

Project synopsis: Memory of past events is a universal human experience and involves mentally traveling back in time to re-experience one’s past. Episodic memory refers to the ability to encode, consolidate, and retrieve events, and is fundamental for human development. Episodic memory performance improves over development together with the maturation of brain areas supporting memory, such as medial temporal lobe (MTL) and prefrontal cortex (PFC). Specifically, MTL is critical for episodic memory and is posited to support basic memory function in children, whereas the protracted development of PFC and MTL-PFC connections into young adulthood supports age-related memory improvements. However, few studies have examined the neurophysiology of memory development. To address this gap in knowledge, Johnson and colleagues utilize pediatric intracranial EEG (iEEG), an innovative application of a clinical technique to manage neurological disease (here, epilepsy), to address fundamental questions in the brain basis of memory development.

The research project expands on this burgeoning work by translating knowledge gained from basic science to improve memory outcomes in children with epilepsy. MTL structures are a common seizure focus in epilepsy and anterior temporal lobectomy (ATL), which involves surgical resection of MTL structures, controls seizures in 80% of patients with temporal lobe epilepsy. Yet, the benefits associated
with epilepsy surgery involving MTL must be balanced with the risks of memory decline. Current presurgical clinical memory lateralization relies on an invasive procedure called the Wada test, which can be inaccurate, particularly in younger children or those with developmental delays. Resolving this dilemma in pediatric temporal lobe epilepsy requires a clinically employable presurgical paradigm to predict risks of memory decline and an understanding of the MTL mechanisms governing memory in children. The goal is to replace the Wada test with fMRI, a noninvasive alternative that can identify cerebral areas associated with memory function during in-scanner tasks, to determine memory lateralization in pediatric temporal lobe epilepsy patients being considered for ATL.

Students will lead behavioral pilot testing of the memory paradigm and data collection in children and adolescents. Once finalized, the paradigm will be employed as part of presurgical evaluation of pediatric temporal lobe epilepsy patients at the Ann & Robert H. Lurie Children’s Hospital of Chicago, where it will be paired with fMRI to determine memory lateralization and with iEEG to examine the underlying MTL mechanisms.

Description of research-related skills the student will develop: Students will develop skills in research with human participants including children, hypothesis testing, experimental task programming, behavioral data analysis, and science communication. The PI will provide supervised training in all aspects of students’ work. Further training in day-to-day activities will be provided by the lab manager, an experienced post-baccalaureate trainee. Further training in undergraduate research at NU will be provided by an undergraduate honors student who was supported by a SURG during summer 2022.

Description of the student role: Students will finish programming the paradigm, which has been designed and drafted, to prepare it for pilot testing. This will involve putting the final touches on the paradigm (e.g., add task instructions and practice trials using a graphical user interface with minimal backend programming) and pilot testing it in healthy adults. They will complete CITI training in the responsible conduct of research and schedule participants to come to the lab to perform the paradigm, where they will be lead experimenter. They will do basic analysis of behavioral pilot data (e.g., proportion correct responses, response times), present results for discussion, and revise the paradigm based on pilot results. They will then repeat these steps to collect behavioral data in healthy children and adolescents. Finally, they will present the goals and results of the project at our weekly lab meeting.

Most of the time will be spent as experimenter leading data collection. If the project needs to be adapted for a remote environment, we will adapt the program for participants to be able to perform it online. Students would schedule participants for remote sessions and lead these online sessions via zoom. The PI would also provide supervised training in all aspects of students’ work via zoom.

Time Requirements: Hours are flexible within the normal work week (i.e., M-F, 9-6pm) and should be completed by two students who each commit one 5-hour day per week for two quarters. Additional
hours will be available beyond the URAP requirement if there is mutual interest in having students continue in the lab.

**Location Requirements:** This project will be completed in-person on campus at the Dynamic Brain Lab in downtown Chicago. We will adapt the project for remote work if necessary (e.g., COVID restrictions).

**Description of Ideal Candidate:** Ideal applicants will be interested in being involved in cutting-edge research at the intersection of basic science and clinical application, and training in hypothesis testing and human subjects research. They will be mature, genuinely curious, and not shy away from challenges. They will be comfortable learning a new computer program. In addition, they will exhibit interest in continuing research in the lab beyond the URAP project, to transition to an independent project (potentially for a SURG and honors thesis) and/or work as a research assistant on future lab projects.

**How applicants will be evaluated:** The PI will comb applications for interest, commitment, maturity, curiosity, and resilience. Applications that clearly communicate these points will be prioritized based on match as well as clarity of written communication.

Faculty name: Jennifer Keys

School and Department: Sociology; Searle Center for Teaching and Learning (WCAS)

Faculty Bio: Jennifer Keys earned her PhD in Sociology at the University at Albany-SUNY. Her disciplinary specializations include gender, social movements, the abortion issue, power-based personal violence, and qualitative methods. As the Senior Director of Northwestern’s Searle Center for the Advancement of Learning and Teaching, she has deepened her interests in students’ transition to college, faculty engagement in high-impact educational practices, and educational development as a career pathway. Her collaborative scholarship of teaching and learning publications include: “‘Many Students Really Do Not Know How to Behave!’ The Syllabus as a Tool for Socialization” in Teaching Sociology with Gayle Sulik and a piece in Peer Review with Jennifer Jackson that explores how creative course design functions as a catalyst for senior faculty connection and renewal. Keys has forthcoming chapters in the International Handbook of Case Studies of Faculty Development Centers with A. Gökè-Pariolá, which examines the role that a teaching center can play in expanding community, infrastructure, and faculty capacity and study of “Educational Development Postdocs: Exploring the Road Less Taken to SoTL” with Katie Pierson.

Project synopsis: The Directors at the Searle Center for Advancing Learning and Teaching are interested in taking a systematic and empirically informed approach towards the development of our programming and resources targeting Northwestern University instructors. For example, one of our directors is primarily focused on developing programming where instructors will learn and support each other as they work towards sustaining their inclusive teaching practices. We aim to have our content be timely, inclusive, and equitable to ensure the success of all the undergraduate students. This research project will consist of a review and synthesis of empirical literature, published in a peer-review journal within the last five years, about the experiences and perceptions of minoritized undergraduate students who attend predominately white institutions. Opportunities for educational development programming and resources will be explored.

Description of research-related skills the student will develop: The student will 1) conduct reviews of literature in several different bodies of scholarship, 2) reflect on their positionality in a given context prior to reviewing and synthesizing literature, 3) critically read journal articles, 4) synthesize substantial content, 5) craft recommendations towards a particular audience and 6) create infographics and data visualizations based their review of the literature.
Description of the student role: The student will 1) meet with Searle staff to learn and discuss research skills from an educational development perspective (12.5%), 2) systematically collect articles (using keywords and indexes from PSYCinfo) and conduct a review of the literature (25%), 3) critically read the journal articles (25%), 4) synthesize the literature and display findings (25%), and 5) discuss what they are learning from the literature review process and content with another undergraduate researcher (12.5%)

Time Requirements: I expect the students to work 5-8 hours per week, about 100 hours over the course of two quarters. This project does not require specific availability. If they are work-study eligible, they have the potential to earn additional hours.

Location Requirements: I would like 50% of their time on this project to be completed on campus while the remainder of the time can be completed from a remote location.

Description of Ideal Candidate: An ideal student would be willing to 1) explore their lived experiences, identities, and positionalities in relation to the literature that they are reviewing as well a classroom context, 2) collaborate with other undergraduate researchers and discuss how they came to various conclusions and the factors that informed this meaning-making process, and 3) have an interest in learning, improving, and disseminating information about approaches to teaching and learning in a higher education environment (i.e. educational development).

How applicants will be evaluated: I will develop a rubric, based on the vision of an ideal applicant, to evaluate the applications. I will prioritize their willingness to reflect upon their identities and positionality when reviewing the applications.
Project title: Archaeology of Food Security in Peru

Faculty name: Amanda Logan

School and Department: Anthropology (WCAS)

Faculty Bio: Professor Logan is an archaeologist with interests in the archaeology of food and food security. She is co-director of the NU Laboratory of Environment, Archaeobotany, and Food (NU LEAF) which focuses on the analysis of archaeological plant remains from sites around the world. Her goal is to build long-term, local histories of foodways using archaeological remains in order to challenge narratives of modern development.

Project synopsis: This project employs archaeological methods to investigate the deep histories of food (in)security and specifically seeks to understand how the imposition of colonial systems impacts Indigenous foodways and food security. Research focuses at Purun Llaqta del Maino (PLM), an archaeological site in the Chachapoyas region of northern Peru. Like many areas in the Andes, Chachapoyas was colonized in the 16th and 17th centuries by the Inka and Spanish in quick succession. Each of these empires extended control over communities by displacing people, reorganizing social boundaries, imposing religion, and extracting labor and goods. This project investigates how these imperial impositions affected local food systems, as well as the food strategies that community members at PLM developed to continue growing, acquiring, and consuming food despite colonial pressures. Specifically, research is framed in terms of food security to trace stability or change in levels of food availability and access at PLM throughout this “transconquest” period (CE 1400-1700). To investigate these issues, researchers employ archaeobotanical methods, including macrobotanical analysis (study of charred seeds and plant tissue) and microbotanical analysis (study of phytoliths and starch grains) to identify a wide range of plant taxa present at PLM. By applying a food security framework and employing multi-pronged botanical analysis to reconstruct foodways at PLM, this study will advance understandings of Andean Indigenous experiences of colonialism and offer a case study about the interplay between local food strategies, colonial impositions, and food security.

Description of research-related skills the student will develop: Students will learn a range of laboratory techniques for analyzing archaeological materials, with a focus on plant remains. Our objective is to expose students to all stages of the analysis process, from initial inspection and sorting of archaeobotanical samples to the identification and interpretation of the results. Students will learn to: sieve delicate archaeological botanical samples; document sample provenience and contents; use low power microscopy to sort samples into different plant components; consult reference materials and engage in taxa identification; document plant remains through microscopy photography; and connect results to research questions and interpretations. Although not required for this position, there will also
be an opportunity to gain experience in chemical soil processing for interested students. No previous experience is required, although training and/or interest in archaeology, botany, or earth and planetary sciences is an asset.

**Description of the student role:** The students' primary tasks will be initial processing of samples in the form of sorting under low power microscopy. Students will also take part in identification of ancient seeds and other plant materials. There are opportunities to adapt the RAship depending on student interest to include other tasks, including collections management and chemical processing.

**Time Requirements:** Hours are flexible after initial training period. The initial training period will involve one-on-one training with project PI and graduate students, and will need to be worked out at mutually agreeable times; afterwards the student may work whatever hours are preferable. We recommend 5-8 hours a week evenly spread over the Winter and Spring quarters, inclusive of the meeting times with project PI and graduate students. Unfortunately, we are unable to make this a remote position given the need for access to lab equipment.

**Location Requirements:** The majority of the work will be completed in NU LEAF, located accessibly on the first floor of 555 Clark. Some meetings with project PI and graduate students may take place remotely if lab facilities are not required.

**Description of Ideal Candidate:** The ideal applicant will have a strong interest in archaeology, environmental studies, botany, or earth and planetary sciences. The applicant does not need to have prior experience working in a lab. The applicant should be willing to do work at a microscope. They should be willing to engage in semi-independent work, and to ask questions and critically engage research materials.

**How applicants will be evaluated:** Applications received will be read and ranked by Logan and Reilly, who will then meet and select a short list of candidates. The short listed candidates will be interviewed to gauge their interests and motivations. We will prioritize students with an interest in archaeology, environmental studies, botany, and/or food, particularly those who have completed related coursework. We prefer a 2nd or 3rd year student in the hopes the individual will be able to continue working with us in subsequent years. We will also prioritize students who value diversity, equity, and inclusion in science and interpretations of the past.
Project title: Re-assessing the relationship between ethnic exclusion and conflict

Faculty name: Kevin Mazur

School and Department: Political Science (WCAS)

Faculty Bio: I am a political scientist who uses both qualitative and quantitative methods. My area of specialization is the Arab world; I have spent over five years living in various Arab capitals and draw extensively on Arabic-language sources. My substantive interest, within and beyond the Middle East, is in the role of identities and networks in the creation and contestation of political order. In other words, I care about how the state links to different aspects of the population, and how those ties sometimes inhibit and sometimes encourage revolutionary challenge to states.

Project synopsis: The project will build a new dataset to test an important political science theory about the onset of coups and civil wars in the late developing world. The conventional wisdom is that ‘ethnic exclusion’—rule by members of ethnic groups that form a small part of a country’s population—makes conflict likely, while rule by members of a single ethnic group makes coups more likely. These findings are based upon twentieth-century data from sub-Saharan Africa. The project extends this data to the Middle East and updates the Africa data to the present, with the working hypothesis that political exclusion makes conflict more likely, but personal networks rather than ethnic groups are the primary basis on which exclusion and inclusion operate. The project consists in (1) the construction of a new quantitative dataset, (2) statistical analysis of that dataset, and (3) qualitative analysis of several critical cases. The student will assist with (1) and, depending on skills and interest, potentially (2) and (3). The project builds on my previous work on the onset of the Syrian civil war in 2011 using all three methods. In my recent book, Revolution in Syria: Identity, Networks, and Repression, I demonstrate that network lines of exclusion were more important than purely ethnic considerations; this project tests that thesis on a broader set of cases. In my other ongoing work, I actively use all of the methods that the student will be asked to use in constructing, visualizing, and statistically analyzing data.

Description of research-related skills the student will develop:

The student will gain skills in (1) linking a social science research question to research design, (2) generating original data from historical secondary sources and evaluating the quality of observations within a dataset, (3) the technical aspects of social science writing, namely linking hypotheses to observable implications and variables used in quantitative testing, and (4) statistically describing a dataset, selecting the appropriate statistical tests to evaluate hypotheses, and executing those tests [4 is optional—depending on the quantitative skills and inclination of the student].
Description of the student role: The student will build a dataset of ethnic group involvement in coups and civil wars and—if interested and possessing relevant skills—perform some of the data analysis for a paper to be written on these data.

Datasets

For dataset construction, I will provide the student a list of cases on which they must find specific information to determine whether the cases should be considered civil wars/coups and which ethnic groups were involved (e.g., members of which ethnic group formed the bulk of insurgents, whether they made ethnic claims, whether deaths exceeded a given threshold). This will require primarily review of secondary literature, such as books written by area studies experts and historians, but also encyclopedias, journal articles, and other online materials. Specific pieces of information will be input into spreadsheets I have already developed (to do data collection of the same sort on other world regions and time periods), using a detailed codebook that gives precise instructions on how to do this coding.

These materials will be used to extend two datasets—on (1) coups and (2) civil war onsets and ethnic group participation—developed by Philip Roessler (published in “The Enemy Within: Personal Rule, Coups, and Civil War in Africa.” World Politics 63, no. 02 (April 2011): 300–346). The original datasets cover sub-Saharan Africa from 1946 to 2005, the student will extend each through 2022 and extend a version of the coup dataset I previously developed for the Middle East (I have already completed the Middle East civil war dataset). Roughly half of the dataset construction time will be spent on civil wars, and half on coups.

Data Analysis

If the student is interested and possesses the relevant skills—proficiency in the R programming language and basic knowledge of statistical methods—the student will create descriptive statistics for the new data, suggest and execute visualizations that demonstrate key features of the data, converse with me about ideal statistical procedures to evaluate the project’s hypotheses, and implement those tests.

Alternately, if additional hours are available (e.g., work study) and the student is interested, the student may also conduct more detailed qualitative research on the mechanics of coup/civil war onset in a critical case, through a more detailed reading of the secondary literature than in the dataset construction phase.

If the student wants to undertake the Data Analysis component of the project (in addition to the Dataset component) I estimate that the Dataset component will take two thirds of the student’s time and the Data Analysis will take the other third.

Time Requirements: I would like the student to work approximately 100 total hours on the project and am flexible about when the student carries out this work, though I would like it to be completed as early in the Spring term as possible. If work-study eligible, I would be able to offer additional hours on the project, whether gathering further data or doing further analyses of the new dataset.
**Location Requirements:** Location is hybrid. The student will need to use the library to get many of the secondary sources for the databases, but can read them, construct the database, and meet with me remotely (though ideally we would meet in person).

**Description of Ideal Candidate:** The ideal applicant will be detail oriented, resourceful in locating secondary references in the library, and have familiarity with a social science literature on state building or conflict (specific knowledge of the political science civil wars literature is not a requisite). Additional desired—but not required—skills/interests include: coursework on or personal experience in sub-Saharan Africa or the Middle East, ability to read French and/or Arabic, basic statistical training and ability to work in the R programming language.

**How applicants will be evaluated:** I will read cover letters for evidence of demonstrated proficiency in the above skills, especially regarding the use of secondary sources. Citing specific examples, from coursework or other experiences, will be helpful in this regard. I also want to know why the student is interested in the project. I will interview a sub-set of candidates to get more detail on their experiences and interest in the project before making a final selection.
**Project title:** Religion Moves People: A Digital Humanities Project

**Faculty name:** J Michelle Molina

**School and Department:** Religious Studies; History; Spanish and Portuguese (WCAS)

**Faculty Bio:** I have always appreciated history, but as an undergrad at Berkeley, I became enamored with research, first studying Mexican immigration to the United States, and then moving on to earn my PhD from the Department of History at the University of Chicago (December 2004) where I trained as a Latin Americanist specializing in colonialism. In graduate school, I became intrigued with the transit of Christianity across the early modern globe and I was drawn into this field by a hagiography written by a Jesuit about an ex-slave from South Asia. Catarina de San Juan had traveled from India to the Philippines before being sold as a slave in Puebla de Los Angeles in New Spain where she fashioned herself as a holy woman. I was intrigued by the way a racialized female figure of holiness was represented simultaneously in global and local terms, that is, as an emblem for the Jesuit mission to establish a universal Christian empire, but also as a means to proclaim the uniqueness of Puebla as Mexico’s “city of God.” Her hagiography taught me to see global and local as intimately connected and I proceeded to study the Society of Jesus to answer a series of questions: how did people and ideas travel in this time period? What motivated Christians to attempt to transform people they had never met? How did global Catholicism connect parts of the Global South in ways that did not always necessitate movement through European geographies? In approaching variations of these questions over the years, I have drawn upon intellectual history, the anthropology of Christianity and colonialism, and philosophical approaches to human embodiment and intersubjectivity. I have always insisted upon “intimate” answers, that is, people, texts, and things moved across distances that may have been vast, but the motivations were rarely impersonal.

**Project synopsis:** J. Michelle Molina – Religion Moves People: A Digital Humanities Project

Your job will be to conduct research that will help me produce short, high-quality video interviews with scholars of religion. These videos are underway – first drafts using Zoom footage are complete, but now, with the help of an Alumnae Grant and Northwestern's library’s Open Education Resource project, I have recorded new interviews and I’m eager to upgrade the visuals as well.

The videos bring “the research university” into the classroom, highlighting the latest scholarly research, but designed to make complex ideas comprehensible and accessible to undergraduates at the introductory level. In the videos, students learn not only how religion has mobilized human actors across the globe for centuries; students are also introduced to the problem-solving that animates humanities and social science research at Northwestern and beyond.

I arrived at this project in fall of 2020, in planning to teach “Introduction to Religion” in Winter 2021. This course is a massive undertaking that causes many a professorial anxiety: How does one approach such a vast topic in a 9-week quarter without over-simplifying or essentializing “religion”? Rather than say what
religion “is” – an impossible task -- I designed the course as an introduction to how to study religion. I set up the problem as follows: we think we recognize religion when we see it, and yet it is always changing. How does one study a moving target?

My primary emphasis in the course and in the videos is on “mobility,” that is, on how religion both moves and roots people. People seek and create a sense of rootedness in space and place in their religious practices, while simultaneously being \textit{moved or transported} by religion. Religion is a moving target because people themselves do not stay the same. Throughout the course, we track the tension between rootedness and mobility by examining three themes: “conversion,” “borderlands,” and “death/afterlives.”

Enter the scholars! I was “assisted” by Covid-19. A silver-lining to the pandemic is that Zoom has made it possible to reach out to colleagues near and far to engage in meaningful (if visually fuzzy and occasionally interrupted by kids, lawnmowers, and bad internet connections) conversations that can be recorded and edited. I recorded, edited, and produced nine “Scholar’s Corner” interviews in which I asked my interviewees to engage with our class questions about mobility, conversion, borderlands, and the big questions about death and afterlives, in light of their own scholarly expertise, bringing the latest findings in the field to these age-old questions about the place of humans in the world. I have avoided the dominance of the “talking head,” using title slides and images to bring the scholar’s work to life. But with the support of Northwestern Alumnae and Library grants, I re-recorded the video, hiring a professional videographer. (The Zoom footage was terrible!)

While the still images and maps that a teaching assistant and I have collected bring the topic to life, I need more of them. I am hiring two student research assistants to collect richer visuals from Northwestern collections, local libraries, and existing digital resources. This work begins in January.

\textbf{Description of research-related skills the student will develop:} I would be training you to go beyond the typical google search for images. We would work with librarians at Northwestern to locate and document online sources. The students would also make use of the very rich sources we have here at Northwestern, especially at Special Collections and in the Herskovitz collection of Africana materials. Students might be asked to work with librarians at the Newberry Library or other local libraries and archives.

\textbf{Description of the student role:}

You will be assigned research for one video, possibly a second, which can be selected from the following topics (which are the first four that I plan to edit):

1) Missionary colonialism in Latin America in the 16th and 17th centuries, with a focus on the merging of cultures in the face of epidemic disease.

2) Missionary colonialism in China in the 16th through 18th centuries, with a focus on Jesuits use of cartography, clocks and astronomical instruments to convert elites, and the transformations of Confucian rituals to meet the needs of Christian converts who mourned their dead in was that could meet both Christian and Confucian demands.

3) The transit of Buddhism to China from South Asia in the first millennia, the Silk Route and the libraries at the Mogao Caves as key sources for understanding the transit of Buddhism. We look
at the emergence of monastic Buddhism in China, with an emphasis on transformations in proper ritual life, and the Buddhist impact on Confucian filial piety.

4) The transit of Islam to West Africa and the transformations in Muslim and Christian rituals related to marriage and death rites in contemporary Ghana.

In your application, you should state which video interests you the most, and then rank the other three in order of interest.

Working with me and with librarians, you will learn how to identify material appropriate for the existing drafts of the films. You will photograph or download sources that are open source or publishable with library permission. The latter is important, because the ethics guiding what materials are publishable are not always crystal clear: some images are proprietary and others not. The most basic or functional aspect of the job is to create a digital archive of photos by using Adobe Photoshop format and also use a bibliographic software (such as Endnote) to collect and maintain proper citational information.

By participating in this research project, I hope you come to appreciate how the digital humanities depend upon deeply contextual understandings of the texts and objects that serve as evidence of how people have been global mobile actors, but also how these same texts and objects have served to "root" people in space and time. These are the key "anchors" in my own digital story telling about how religion moves people.

Time Requirements: The hours are flexible. I anticipate you working approximately 8-10 hours per week on this project. The month of January will require more group meetings and reporting about findings and problem solving, which will be in person, so it will be important for the you to be able to commit 10 hours per week to this training period, after which the hours can be more flexible 6-10 hours depending upon study schedules, etc.

Location Requirements: You should want to be in libraries and archives and getting their hands on original documents that may not have been given a digital life. Some digital research is also necessary, but the goal is to make use of Northwestern and Chicago-based resources primarily, and digitally published sources as important supplemental sources.

Description of Ideal Candidate: My ideal candidate is interested in conducting primary research in the library and has some skill with Adobe Photoshop, or at least be willing to learn how to use it. You need to be interested in discovering how religion has shaped our world and is willing to be surprised by what they find in libraries and archives.

How applicants will be evaluated: Do they have any historical research skills? Do they have any photo editing skills? Are they interested in history? Are they interested in religion? Again, you should state which one video interests you the most and indicate why, and then rank the other three in order of interest.
URAP JOB SEARCH

Project title: The Politics of Genome Editing

Faculty name: Santiago Molina

School and Department: Science in Human Culture (WCAS)

Faculty Bio: Santiago J. Molina (he/they) grew up moving between the United States and central Mexico. He received his PhD in Sociology from the University of California, Berkeley and his BA from the University of Chicago. Their work sits at the intersections of science and technology studies, political sociology, sociology of racial and ethnic relations, and bioethics. On a theoretical level, Santiago’s work concerns the deeply entangled relationship between the production of knowledge and the production of social order. Santiago’s teaching has aimed to cultivate practical tools for thinking critically about the relationship between science and society. They have taught courses on sociological methods, intro to sociology, science and technology studies, and the sociology of illness.

Project synopsis: This project analyzes the institutionalization of CRISPR-Cas technology. Through participant observation, interviews, and archival methods this project seeks to detail how scientists adopt CRISPR into their work and to explain how, when and under what conditions scientists articulate standards of practice that shape what counts as ethical genome editing. The project analysis the micropolitics of scientific work and examines the social and ethical ramifications of modifying human DNA.

Description of research-related skills the student will develop: Through the project, the student will learn how to conduct qualitative data analysis and online archival research. This involves acquiring proficiency with NVivo, a qualitative data and text analysis tool, and Zotero, a citation management software. The student will learn how to code semi-structured interviews, transcripts of recorded observations, and ethnographic field notes.

Description of the student role: This project is in the final stages of analysis. As such, the student will help manage the data repository, helping to identify key pieces of data to be transcribed and will code these data for analysis. There is an additional opportunity for the student to take on their own line of inquiry and conduct original research through this dataset. Co-authorship on peer-reviewed academic papers coming out of the project is also possible depending on the student’s interest.

Time Requirements: Hours are flexible (5-15 hours a week). There is an opportunity for the student to work beyond 100 URAP hours if funding becomes available via work-study or another funding source.
**Location Requirements:** The work will be primarily conducted remotely (80%) with bi-weekly meetings (20%) either in-person or via Zoom depending on availability.

**Description of Ideal Candidate:** The ideal applicant for this position must be able to work independently, possess strong written/verbal communication and organizational skills, and be detail-oriented. An interest in sociology of technology and science and prior experience with qualitative data is helpful, but not required.

**How applicants will be evaluated:** My evaluation process closely aligns with my values and experience as a mentor and instructor. I will prioritize students from marginalized backgrounds and evaluate an applicant’s demonstrated experience and skills as a collaborator -- their past work experience does not necessarily have to be in research or academia.

After an initial review of applications, I will select three top candidates, and contact each of them for 30-minute interviews. Subsequently, I will send each finalist a short project management exercise to better understand their tactical work and communication styles. After assessing each finalist’s work, I will provide feedback to each candidate, and select a student research assistant for my project.
Project title: Student experiences of alternative grading systems in writing courses

Faculty name: Meaghan Morrissa Fritz

School and Department: Writing Program (WCAS)

Faculty Bio: Meaghan Fritz and Lisa Del Torto are faculty in the Cook Family Writing Program. As teachers of writing and scholars of writing pedagogy, we are actively pursuing ways to support diverse student writers at Northwestern.

Project synopsis: In order to improve equity in current undergraduate writing courses, we are interrogating the effectiveness and justness of traditional grading practices in higher education by adopting alternative assessment practices in our writing courses. In this study, we analyze students’ experiences with our alternative grading methodologies by systematically reviewing students’ written work and by conducting follow-up interviews with students who have completed courses taught by the researchers that implemented alternative assessment methodologies. This proposal requests funds to hire undergraduate students in the 2022-2023 academic year to assist with these tasks.

Our larger project will allow us to simultaneously assess these new grading practices and to share those practices, outcomes, and findings with others at Northwestern and with colleagues in writing pedagogy and related academic fields. Furthermore, scholars of writing pedagogy urge instructors and administrators to draw “attention to the structural nature of injustice in writing assessment and identifying structural opportunities for responding to them” (Ruggles Gere, et al. 2021). Thus, this is simultaneously a research project, a curricular project, and a social justice project.

Research has shown that grades are not an accurate measure of learning (Blum, 2016; Kohn, 2011; Schinske & Tanner, 2014), do not communicate information about learning (Blum, 2016), do not motivate learning (Brookhart, et al. 2016, Elbow, 1997) and can, in fact, inflict psychological harm (Kohn, 1999). Beyond proving harmful to students’ overall learning, many scholars of writing, language, and literacy argue that grades in writing courses reinforce systems of oppression (Inoue, 2015; Poe, et al. 2018; Stommel 2018). Grades-based assessment practices in higher education have been shown to uphold and even perpetuate systemic racism and white language supremacy (Baker-Bell 2020; Baker-Bell et al., 2020; Inoue, 2019; Young et al., 2018) as well as monolingual ideologies (Canagarajah, 2011; Dryer & Mitchell, 2017; Horner et al., 2011).

Thus, in many ways, grades are simply bad for students, and we believe it is important to actively work against the oppression created and recreated by grades. By eliminating grades-based assessment in favor of equitable assessment practices in our courses, we seek to offer students the opportunity to critically appraise assessment systems in the context of their own individualized experiences. In order to
better understand the outcomes of these interventions and to be able to make informed recommendations to administrators and instructors at Northwestern and more broadly, this research project asks two categories of research questions: 1) Are our new grading systems meeting our curricular goals? 2) How are students perceiving and experiencing our new grading interventions?

URAP support would allow us to invite two undergraduate students to work with us on these questions. Specific student tasks are described further in several sections below. We are expecting research activities to take place both in-person and remotely, as long as public health guidance allows. We will work together with any hired students to determine work modalities for various tasks. Students can conduct this work remotely or in person as they choose. Our project has been approved by IRB, and we have also received the necessary FERPA exemption to analyze and study students’ course materials.

**Description of research-related skills the student will develop:** During the 2022-2023 academic year, students will develop skills for qualitative primary research with a focus on ethnographic methods. They will also develop secondary research skills by engaging in literature review and benchmarking research. Because documenting research results will be part of our project as well, students will develop skills for writing and presenting to various audiences. We expect to meet with students once per week throughout the funding period to discuss progress, encourage reflection, and provide feedback.

**Description of the student role:** Student researchers will engage in a variety of tasks with careful and engaged guidance from us, including:

1. coding and analyzing participants’ written responses to several assignments from our courses under study;
2. writing preliminary results of their analysis of participants’ written course materials;
3. conducting participant recruitment and interviews;
4. transcribing and coding interviews;
5. analyzing interview data and writing preliminary results;
6. updating the literature review and benchmarking research;

Students will conduct participant recruitment and interviews and transcribe and code interviews as a central part of their work. We will also involve students in several tasks that we will be engaged in ourselves, particularly analyzing data from participants’ written course materials and writing up results. We hope that discussions of our progress and findings at our weekly team meetings will teach students how this kind of data can be analyzed and presented for the purposes of curriculum design and for research in an academic field.

Because these data will continue to inform our course design for first-year seminars, intensive writing seminars, and upper-level writing seminars, we plan to engage student researchers in conversations about how findings from the literature review, benchmarking research, course materials analysis, and interviews can be implemented in our future courses.

We will be planning outreach events (e.g. faculty grading workshops) and will ask the student researchers to weigh in on plans for those events. One goal of this project is to amass data to interrogate the effectiveness and justness of traditional grading practices in higher education and to
justify our adoption of more equitable methods of writing assessment, particularly while we are in a pivotal moment to influence the implementation of the new WCAS writing requirement. Thus, the work these student researchers will be doing has the potential to impact pedagogy and policy at Northwestern.

All proposed training and research activities can be done remotely, in person, or in a hybrid modality, following public health guidance. It is worth noting that our IRB protocols allow for remote, hybrid, and in-person data collection modalities.

**Time Requirements:** We are expecting two students to work a total of 100 hours each in the academic year, averaging to about 5 hours per week over the course of 20 weeks (the 10-week Winter Quarter and the 10-week Spring Quarter). Hours will be flexible aside from one or two weekly meetings that we will schedule at a particular time each quarter. We do not have additional hours beyond the URAP allotment for students to earn.

**Location Requirements:** All proposed training and research activities can be done remotely, in person, or in a hybrid modality, following public health guidance. It is worth noting that our IRB protocols allow for remote, hybrid, and in-person data collection modalities. Any in-person work will happen locally, on Northwestern’s campus or in Evanston.

**Description of Ideal Candidate:** We have several priorities for student selection. We would like to involve first- or second-year students who are new to research--or at least to this kind of qualitative work-- and who express curiosity about and interest in the research topic and our research methods. Additionally, we seek to hire students from the Residential College System. There will be no minimum required coursework or other prerequisites for this position. Moreover, students can conduct this work remotely or in person as they choose and as public health guidance allows.

**How applicants will be evaluated:**

We will prioritize the following when evaluating and selecting an applicant:

1. Personal and/or academic interest in alternative assessment and equity in secondary and higher education
2. Interest in learning how to conduct qualitative research, particularly in terms of interviewing students and coding and analyzing data.
3. Demonstrated commitment to and sufficient time for this project. While we understand students are busy during the school year, ideal candidates will not be so overextended in coursework or extracurricular activities that they cannot reach the 100 hours of work designated for this project over the academic year.
Project title: Keeping it LITE Collaboration

Faculty name: Gregory Phillips ii

School and Department: Medical Social Sciences (Feinberg)

Faculty Bio: Dr. Phillips is a social epidemiologist and an Assistant Professor of Medical Social Sciences and Preventive Medicine within the Northwestern University Feinberg School of Medicine. His research focuses on bridging local, community-engaged projects with national research to advance the health of diverse LGBTQ+ populations, end the HIV epidemic, and ensure health equity for all.

Project synopsis: This project will center a collaboration with researchers at the CORE Center named Keeping it LITE. Keeping it LITE is a cohort study focused on sexual and gender minority (SGM) youth and young adults, particularly Black and Latinx, gay, bisexual and other men who have sex with men (GBMSM) and transgender and gender diverse populations that have been impacted by the HIV epidemic in the United States. Keeping it LITE has enrolled over 3,000 participants and analyses are ongoing with baseline and longitudinal data. We also conducted a one-time cross-sectional study of monkeypox awareness, prevention, and stigma using a subset of the cohort based in Illinois. The URAP student will be primarily responsible for supporting dissemination activities, including literature reviews, table construction, data analysis, and report drafting.

As a social epidemiologist who leads several population health studies of sexual and gender minority (SGM) health, accurate measurement of intersectional social stigma constructs is necessary to my work yet is an understudied area of the field. Our work with Keeping it LITE will ameliorate a number of these concerns, and allow for more culturally responsive, valid, and flexible measures of intersectional social stigma to be used, supporting overall field standardization and more widespread study into the health of Black and Latinx sexual minority cisgender and transgender men.

Description of research-related skills the student will develop: The student will gain extensive experience in data management, analysis, and dissemination. Depending on their interests, students will focus on either qualitative or quantitative methodologies, and will work with our team on developing skills in their platform of choice over the term. They will also receive training in data cleaning and management, literature reviews, and development of academic publications and presentations.

Description of the student role:
My lab takes a non-hierarchical approach to research. All team members are involved in the planning and development of research projects and questions. Therefore, any student selected via URAP will have the opportunity to participate in decision-making meetings and to contribute to all aspects of the research process as an equal member of the team. For this project, the student will primarily be responsible for supporting myself, and my postdocs (i.e., Drs. Michael Curtis and Shahin Davoudpour) for Keeping it LITE across three specific research activities: 1) Conducting a comprehensive scoping review of existing measures of intersectional social stigma and critiquing and compiling these measures into a comprehensive resource guide for public health researchers; 2) Developing a content analysis of qualitative open answers in the recently administered survey to address the recent Monkeypox outbreak; and 3) help to develop qualitative and quantitative manuscripts out of the newly obtained data.

In addition, each student who joins my lab via the URAP program completes an independent project during their time with my team, on a topic of their choice which relates to the work they are completing. Examples of prior student topics are provided later in this application. Students are encouraged to select projects which allow them to grow in one or more core research skills, such as quantitative, qualitative, or mixed-methods analysis, research study and research question design, research tool (e.g., survey, interview guide) development, or research communication in both print and oral media. As part of their work on “Keeping it LITE,” the URAP student will select an independent project to complete over the course of their term with the team.

**Time Requirements:** I am looking for a student that can commit to at least 10 hours per week (for at least 10 weeks) dedicated to this project. Students with more availability are welcome to increase their hours. We are also flexible about when the hours are worked, as long as the student works at consistent times during their term with us.

**Location Requirements:** My team has the capacity to offer a variety of work schedule accommodations. Depending on what is feasible for the student, they can work fully in-person, fully remote, or hybrid. Regardless of the preferred work format, my team communicates regularly on Slack and uses Zoom for all meetings to accommodate team members who are fully remote.

**Description of Ideal Candidate:** We are hoping to hire a person with a passion for public health research and a particular interest in health disparities, especially among racial/ethnic and sexual/gender minority populations. This position would be a good fit for a student who is planning a career in medicine, public health, program evaluation, or community engaged practice.

**How applicants will be evaluated:** I will review all initial applications. After compiling a short list of top candidates, my postdocs will review the candidates and will identify at least three individuals who should be interviewed. My postdocs will conduct an initial interview over Zoom with these candidates,
and then will share their top candidate with me for my final interview. During this process, I will be looking for past research experience and alignment of future aspirations (both personal and professional) with the goals of the project and overall goals of my lab. Applicants from underrepresented backgrounds will also be prioritized.
URAP JOB SEARCH

Project title: Ethnic differences in stereotypes of adolescence: Implications for adolescent development

Faculty name: Yang Qu

School and Department: Human Development and Social Policy, School of Education and Social Policy

Faculty Bio: I am an assistant professor of Human Development and Social Policy in the School of Education and Social Policy. My research examines how sociocultural contexts shape adolescent development. In this vein, I have two lines of research. First, I investigate the psychological mechanisms underlying cultural differences in adolescents’ academic, social, and emotional development. Second, I examine how parents influence adolescent development, with attention to the implications for adolescents’ learning and psychological adjustment. In both these lines of inquiry, I study children from diverse cultural and socioeconomic backgrounds using a variety of methodological approaches.

Project synopsis: In this project, we will examine the differences in stereotypes of adolescence on adolescent brain development. We want to explore both how teen stereotypes can affect certain neural regions, especially those associated with cognitive control and reward-seeking (prefrontal cortex, ventral striatum), as well as how stereotypes affect how these regions communicate with each other. In addition, we will investigate the role of parents in shaping youth’s stereotypes of adolescence and brain development. It is hypothesized that parent’s stereotypes of adolescence may influence their youth’s stereotypes over time, such that youth are likely to adopt their parents’ stereotypes. In addition, when parents’ practices contradict with youth’s expectation of teen years (e.g., high parental control vs. youth’s desire to individuate from parents), youth may experience parent-child conflicts and maladaptive adjustment over adolescence. This is a longitudinal study utilizing online survey and neuroimaging (fMRI) methods.

Description of research-related skills the student will develop: During their time in my lab, students will learn about the full range of research study responsibilities and develop several technical and soft skills in all parts of the research process. They will learn about study procedures and protocols, as well as how to work in a research team, recruit and screen participants, use software for survey preparations, analyze and maintain data, use databases for literature searches, and assist with running MRI scans.

Description of the student role: In this project, we aim to recruit a large sample of parent-child dyads for the longitudinal survey sessions. Since this project is in its early stages of recruitment, our student mentees will be involved with both recruitment and data collection parts of the study. The students will help distribute research flyers, organize data, get MRI trained, and assist with MRI scans with our
participants. The main role the students will play in our study is assisting with in-person participant visits, and guiding our participants through consent processes, MRI scans and surveys.

**Time Requirements:** We expect the student will work at least 10 hours per week, which is 3-4 MRI visits for participants. Each MRI visit will take about 3 hours. Generally, MRI sessions will be conducted during the hours of 9-8pm M-F, and weekends as well.

**Location Requirements:** This project will be completed in two main locations. The first is at the Evanston campus, the School of Education and Social Policy, in Annenberg Hall. Our lab office is located here, and we have weekly lab meetings and trainings at this location. The second is at the Center for Translation Imaging at Northwestern’s campus in Downtown Chicago. This is where we complete all participant visits and MRI training.

**Description of Ideal Candidate:** We are looking for applicants who are interested in human development research, and have a special interest in learning about adolescent brain development, parental influence, and neuroimaging techniques. RAs need to have strong communication skills, as an important part of the role involves assisting with in-person data collection visits and interacting with participants (both parents and teens). We are also prioritizing candidates that can stay in the lab for a longer time and continue in our lab as an RA in future quarters.

**How applicants will be evaluated:** The applications will be first evaluated based on students’ research interests and if this research experience is in line with their career goals. We will then conduct 2 round of interviews for applicants whose research interests are well-aligned with this project. In these interviews, we want to know more about the applicants about their motivation, communication skills, career goals, and interests in working on this projects. We will prioritize students who have strong motivation and interests, impressive communication skills (because our project involves communication with parent-child dyads during MRI visits), time commitment and availability.
URAP JOB SEARCH


Faculty name: Aaron Shaw

School and Department: Communication Studies; Sociology (School of Comm; WCAS)

Faculty Bio: Aaron Shaw studies organization, collaboration, and online participation. His current research investigates organizational factors that determine whether collaborative efforts to create public goods are effective or not as well as digital participation inequalities. He is Associate Professor of Communication Studies at Northwestern University, a Faculty Associate of the Berkman Klein Center for Internet & Society at Harvard University, and Scholar in Residence for King County, Washington during 2022-2023. He holds degrees from Stanford University and UC Berkeley. He co-founded the Community Data Science Collective (https://communitydata.science).

Project synopsis: There are two projects, each of which is in a similar stage of development and data collection:

The first project investigates inequality in online freelancing markets that are part of the gig economy. Specifically, the project looks at how workers’ background and skills may shape their work experiences in these settings. The student RA would support the project by collaborating on (1) an interview study that explores freelancers’ experience navigating online work environments and the strategies they have developed to minimize the risks inherent in the work, and (2) developing a survey study examining the prevalence of workers’ navigation and resistance strategies uncovered in the interviews. This project is being co-led and supervised by Floor Fiers, a doctoral candidate in the Media, Technology & Society Ph.D. program.

The second project investigates cross-sector partnerships, coalitions, and collaborations in the COVID-19 pandemic response in the region of King County, Washington. In particular, the study analyzes how information sharing and communication networks explain variations in collaborative work in this domain. For this project, the student RA would support Professor Shaw in (1) conducting, transcribing, and managing data from interviews with key informants; (2) searching, reviewing, summarizing and managing reference materials related to the project.

Description of research-related skills the student will develop: For both projects, the research skills that the students will develop are (1) conducting semi-structured interviews, (2) correcting, labeling, classifying, and summarizing interview data using appropriate social science research methods, (3) conducting searches of online research databases, (4) managing references in collaborative reference management software (Zotero), and (5) reviewing and synthesizing research literature.

Description of the student role: The students will assist with multiple steps of the research projects, including data collection, analysis, and preliminary summarization/interpretation as well as reference searches and management.
The student’s participation in the gig economy project will focus on three tasks. First, they will spend ~20-30% of their time conducting interviews. This includes building the necessary skills to do so and obtaining familiarity with the interview protocol. Second, they will help manage and review transcripts from the interviews (30-40% of their time) and, subsequently, assist “coding” (labeling, classifying, and summarizing) the interview transcripts (10-20% of their time). Any remaining time will be spent supporting the design and execution of a follow-up survey study (mainly the design and deployment of the survey questionnaire). If necessary and/or preferred, all of this work, including training and attending meetings, can be done remotely. Both the PI and doctoral candidate mentor involved have experience performing this research and training and supervising student RAs on similar projects in fully remote, hybrid, and in-person modalities.

For the cross-sector collaboration COVID-19 response project, the student RA will also focus on supporting multiple facets of an interview-based study. First, the student will manage and review transcripts from a set of approximately 20 pilot interviews already conducted by Professor Shaw (20% of the student’s time). Second, the student will support the initial labeling and classification of these transcripts (20% time). Third, the student will assist in the collection, management, and summarization of relevant reference materials using online research databases and reference management software (20% time). Finally, the student will also support additional interview data collection, management, and analysis (40%) in a secondary stage of the project currently scheduled to begin in the Winter quarter. If necessary and/or preferred, all of this work, including training and attending meetings can be conducted remotely. Professor Shaw has prior experience training and supervising student RAs in similar roles in the past in fully remote, hybrid, and in-person modalities.

**Time Requirements:** We expect students to commit to working a minimum of 5 hours per week (excluding weeks in which you have mid-terms, reading period, exams, or vacations), for a total of about 100 hours during the academic year. Hours are flexible and can vary depending on the student’s availability/preferences. We are open and eager to hire work-study eligible students and can provide work to fill additional hours beyond the URAP allotment.

**Location Requirements:** The work can be completed remotely. However, depending on student preferences and capabilities, we can provide working space in the Community Data Science Collective (CDSC) lab space on the Evanston campus and would encourage new student RAs to perform some of their work in this environment if possible. We can also arrange for in-person meetings and co-working sessions in the lab space as appropriate. In-person work is not necessary or required to complete the research.

**Description of Ideal Candidate:** This opportunity is available to Northwestern University undergraduate students with strong reading, writing, and communication skills in the English language, ability to attend remote (online) team meetings, a commitment to produce high-quality results, and availability to dedicate to this project through the end of Spring quarter. No specific technical or non-technical skills are required and training for all tasks and tools involved in the project will be provided. Applicants should be willing to get involved in research tasks including (but not limited to): (1) conducting semi-structured interviews; (2) managing and correcting interview records and transcripts; (3) conducting initial analysis of interview data; (4) managing and summarizing bibliographic references related to the project; (5) designing and deploying surveys related to the project.
The CDSC is a diverse and inclusive research community. We particularly encourage applications from first-generation college students, work-study eligible students, and members of groups underrepresented in the academy.

**How applicants will be evaluated:**

Applicants should include a brief statement (no more than 250 words) explaining which of the two projects (precarity in the gig economy or cross-sector collaboration in COVID-19 response) you wish to work on and why.

Applications will be evaluated in a holistic manner for (1) evidence of basic skills and qualities necessary to perform research assistance tasks; and (2) compelling expressions of interest in the project.
Project title: Research Intern for A Short Film, Orpa, a Contemporary Adaptation of Orpheus and Eurydice

Faculty name: David E Tolchinsky

School and Department: Radio, Television, and Film (School of Comm)

Faculty Bio: David E. Tolchinsky is the founding director of Northwestern University’s MFA in Writing for Screen and Stage program and current director of the Pritzker Pucker Studio Lab. He is a longtime screenwriter (for various Hollywood studios) and sound designer/composer, and an emerging playwright, director, and producer. His work, which spans comedy and darker fare, often involves teenagers, dystopias, trauma, memory, and mental illness. Lately, his work has been centering on health and illness in the modern world, especially illnesses that are not easily explainable. His film credits include the experimental narrative Creature Companion (producer); the psychological thriller Cassandra (writer/director/composer/sound designer); the documentary Fast Talk (co-producer); the dramatic thriller The Coming of Age (co-producer/screenwriter); the dark comedy Girl (associate producer/screenwriter, from Sony, starring Selma Blair and Tara Reid); the documentary St. Catherine’s Wedding Ring (co-producer/co-director, premiered at Sundance); and Debra Tolchinsky’s The New York Times’ Op-Docs documentary Contaminated Memories (co-producer/composer). In theatrical work he was voted Best Director in 2015 for the New York production of his play Where’s the Rest of Me? (which was nominated for Best Play); he co-curated Sick by Seven (seven plays/films about mental health in the modern world) at A Red Orchid Theatre in Chicago as part of its Incubator Series; he recently directed his dark comedy An Attempt to Heal in the Contemporary World, about the rogue psychologist Wilhelm Reich, in New York City; and his play Where’s the Rest of Me? was produced as part of the Road Theatre’s Summer Playwrights Festival.

Beyond the screen and stage, Dave co-curated The Horror Show at Dorsky Gallery Curatorial Programs in New York City; Shimon Attie: The Neighbor Next Door at the Block Museum, Evanston, Ill.; and The Presence of Absence at the Hairpin Arts Center in Chicago. Dave is developing a TV series about Wilhelm Reich called Heal, the feature version of the thriller Cassandra, a one-person show called Why Ask for the Moon, and is co-producing and scoring Debra Tolchinsky’s feature documentary True Memories and Other Falsehoods (currently in production). Most recently, he produced (along with Brett Neveu and Neil Edelstein) the feature film Night’s End, written by Neveu, directed by Jennifer Reeder, and starring Geno Walker with Michael Shannon and Kate Arrington, to be released on Shudder/AMC on March 31, 2022. He is habitually included on New City's Film 50: Chicago Screen Gems list. Tolchinsky served as the chair of the Department of Radio/Television/Film from 2007 to 2018. More at davidetolchinsky.com.

Project synopsis: I’m looking for a Research assistant to support the pre-production and post-production phases of the ORPA Short Film Project, a contemporary film adaptation of the Orpheus and Eurydice myth, foregrounding race and gender, written and directed by myself, to be produced by
Institutional Quality Productions (my company with Brett Neveu, which just produced Shudder/AMC’s Night’s End) and Madcity Productions, the same entities responsible for my successful short, Cassandra (winner of 10 awards internationally and now distributed by Alter, Apple, and Amazon). As an essential addition to the Production team, the research assistant will help support pre-production phase across multiple functions including operations, food and beverage, travel & transportation, SAG/AFTRA union considerations, and logistics, research Film Festivals to inform the development of the festival strategy & tactics, assess various media platforms to define best practices and industry standard, and curate a point of view for distribution platforms within the short film genre. This intern would be supervised by myself and the producer of the project, Madison Jones (who produced Cassandra).

LOGLINE

Told via an experimental landscape that borrows from horror and supernatural thrillers, ORPA is a story of redemption, illustrating the power of hope to inspire resilience in the face of seemingly unending adversity and sheds light on the consequences of unchecked bias.

The best candidate will have:

1. an ability to self-manage, work with ambiguity to distill broad amounts of information into actionable recommendations
2. a willingness to be flexible and adapt with changes
3. an ability to problem-solve complex and unstructured problems
4. an enthusiasm for the film and media landscape
5. a balance of creative and analytical skills to proactively define questions, identify appropriate methods, execute studies, and synthesize findings

The best candidate will be a strong communicator who proactively collaborates with the Director/Writer and Producer.

Other qualities:

1. Entrepreneurial spirit
2. Strong written and verbal communicator
3. Problem solver
4. Idea generator
5. Information synthesizer
6. Familiarity with social media
7. Squarespace web skills

Description of research-related skills the student will develop: Learn all aspects of the filmmaking process, pre-production, and post-production, and learn about distribution/PR tactics, including social media and film festivals.
Specifically,

**Description of the student role:** Per the above, as an essential addition to the Production team, the Research Assistant will help support pre-production phase across multiple functions including operations, food and beverage, travel & transportation, SAG/AFTRA union considerations, and logistics, research Film Festivals to inform the development of the festival strategy & tactics, assess various media platforms to define best practices and industry standard, and curate a point of view for distribution platforms within the short film genre. This intern would be supervised by myself and the producer of the project, Madison Jones (who produced Cassandra).above, who will help teach all of the skills required.

**Time Requirements:** Flexible hours, but around 10 hours a week would be great.

**Location Requirements:** A mixture of online and in-person work but as we get closer to production - in person meetings, location scouting, etc.

**Description of Ideal Candidate:**
The best candidate will have:

1. an ability to self-manage, work with ambiguity to distill broad amounts of information into actionable recommendations
2. a willingness to be flexible and adapt with changes
3. an ability to problem-solve complex and unstructured problems
4. an enthusiasm for the film and media landscape
5. a balance of creative and analytical skills to proactively define questions, identify appropriate methods, execute studies, and synthesize findings

The best candidate will be a strong communicator who proactively collaborates with the Director/Writer and Producer.

**Other qualities:**

1. Entrepreneurial spirit
2. Strong written and verbal communicator
3. Problem solver
4. Idea generator
5. Information synthesizer
6. Familiarity with social media
7. Squarespace web skills
How applicants will be evaluated: I will interview the top candidates and chat about their interest in the project, experience working independently, and what questions they might have. I will make a final decision (most likely with input from Madison).
Project title: Visual Recuperations: Solidarity in Film and Media Archives

Faculty name: Michael Turcios

School and Department: Radio, Television, and Film (School of Comm)

Faculty Bio: Michael Anthony Turcios, Ph.D. is a Mancosh Postdoctoral Fellow in the Department of Radio/Television/Film at Northwestern University. Turcios specializes in nontheatrical cinemas, nontraditional material film cultures, and archival visual histories with attention to relational studies of race, anticolonial and decolonial projects, and liberation movements.

Project synopsis: “Visual Recuperations: Solidarity Outside Film and Media Archives” will unfold in three phases. The project locates histories of racialized solidarity against structural and systemic oppression. The project asks: Which archival methods are vital in identifying “minor” histories of solidarity, mutual support, and relational struggles as represented in non-mainstream film and media? How does one identify these experiences outside cinema archives? How is executing archival research on these visual histories acts of recuperation?

“Visual Recuperations” relies on non-traditional archival research methods and aims to identify films, photographs, and other visual culture artifacts that reveal histories about how discrete racialized communities used film and media to establish solidarity with other groups at a moment when meeting with them was impossible. The relational framework for this project forges modes of connection that expand interdisciplinary inquiry about histories of solidarity across local, national, and global scales. The goal of “Visual Recuperations” is to first and foremost identify visual material, broadly defined, and to identify the archives that hold these histories and to create collaborative space at Northwestern University and beyond.

Unfolding in three phases, the project invites the undergraduate research assistant to search and identify non-film related archives that contain visual histories of Latinx, Black, and Indigenous solidarity. Second, the project will consist of assessing the major themes that cut across these archived histories of social justice and it will result in a working group with the expectation that it leads to a symposium (or invited speakers). Third, the project will culminate with a prototype of a digital mapping project of archival material related to histories of solidarity and resistance. The broader goal is to expand this to the field of cinema and media studies by proposing a dossier for publication.

Description of research-related skills the student will develop: The mentee will develop three vital research skills throughout their involvement in “Visual Recuperations” that are adaptable to their intellectual and career goals:
1) learn the methods and processes for executing archival research in physical and digital repositories, and to generate metadata descriptions of material relevant to the project;

2) acquire skills for developing a mapping project, via programs such as ArcGIS, which will spatialize the archival material and data in order to make these histories accessible to general audiences by way of creating public-facing scholarship;

3) organize and categorize archival findings and label data related to the histories of solidarity and to help “Visual Recuperations” advance to the stage of working group;

4) synthesize interdisciplinary frameworks that will also benefit the student in their own career and personal trajectories.

Though broad, these skills are flexible, and they will allow the undergraduate student researcher to interpret them and apply them in their own pursuits.

Description of the student role: The mentee will perform three principal tasks to be performed from a remote environment.

First, the researcher will identify in digital archives visual culture and histories of racial solidarity. Where appropriate, the student will be required to schedule an appointment at the archival institutions for an in-person, on-site consultation of material. Total time: 40%

Second, the student will analyze and categorize data in order to assess the recurring themes and help organize the “Visual Recuperations” working group. Total time: 30%

Third, the mentee will assist with creating a preliminary mapping database of these archival documents and histories. Total time: 30%

I will provide the mentee with a detailed document that outlines timelines, project goals, tasks, expectations, training to be completed, and other resources for the successful completion.

Time Requirements: The hours for this project are flexible and the research output is designed to accommodate the mentee’s own scholarly progress, extracurricular engagement, and personal matters.

In Fall Quarter 2022, the mentee will work for an estimated 20-25 hours, which includes me training them on conducting archival research. In Winter Quarter 2023, the student will work for approximately 35-40 hours on indexing and categorizing archival research findings. In Spring Quarter 2023, the student will work approximately 35-40 hours to assist in creating a digital map of the archival material.

Location Requirements: Though a significant portion of the research is to be completed in a remote location at the mentee’s discretion, select research training is scheduled to take place at the Northwestern University campus in Evanston, at archive repositories in the city of Chicago (when and if appropriate), and remotely. In Fall Quarter 2022, I will require the student to spend at least fifteen percent of their time learning digital archival research methods in my campus office.
**Description of Ideal Candidate:** I seek students who are committed social justice scholarship and who are keen on expanding their own intellectual pursuits in this project. It is not necessary for a student to have research skills, however, I seek a student who is self-motivated and who might also seek mentorship as they help develop this project.

**How applicants will be evaluated:** I will assess the students along the following criteria: 1) commitment to social justice; 2) clear objectives of what they hope to achieve while engaged in URAP in relation to research skills and mentorship; and 3) I am prioritizing students who come from underrepresented backgrounds and who would use additional research and mentorship.
**Project title:** Understanding Representation in Children’s Media

**Faculty name:** Ellen Wartella

**School and Department:** Communication Studies; Medical Social Sciences; Psychology; School of Education and Social Policy (SoC)

**Faculty Bio:** Ellen Wartella researches the effects of media and technology on children and adolescents, and the impact of food marketing in the childhood obesity crisis. She is the Sheikh Hamad bin Khalifa Al-Thani Professor of Communication Studies at Northwestern University. She holds courtesy appointments in the Department of Psychology and the Department of Human Development and Social Policy. She is the author or editor of 12 books and approximately 200 book chapters, research articles, technical reports, and research papers. She has sat on a variety of national and international advisory boards on children and media, such as the PBS Next Generation advisory board, the board of directors of the World Summit on Children and Media and was a trustee of Sesame Workshop. She is currently on the Education Advisory Board for Lingokids. She is also a fellow of the American Academy of Arts and Sciences, the American Psychological Society, and the International Communication Association. She is a past President of the International Communication Association. She received the Steven H. Chaffee Career Productivity Award and the B. Aubrey Fisher Mentorship Award from the ICA, the Distinguished Scholar Award from the National Communication Association, and the Kriegbaum Under 40 Award from the Association for Education in Journalism and Mass Communication. In 2017, she received an Honorary Doctor of Humane Letters from St. Vincent College.

**Project synopsis:** This a project that explores how race and gender representation affect young Black children’s watching of and learning from science television shows. We hope to learn whether children respond better to shows where they see a character that looks like them compared to those without such characters. We will be noting whether children learn more, are more engaged, and have more expressive feelings about a show where the character on screen looks them. The data consists of video observations (videos of children watching two science tv shows), interviews (videos of children describing their thoughts about the show), and an experimental task (assessing children’s learning from the shows) to research this question. The videos and interview data will be analyzed using qualitative strategies. The experimental task will be analyzed using the statistics software, SPSS.

This project fits into the larger research aims of the lab by addressing media effects for a specific population of children. Increasingly our lab is focusing on how media shapes the lives of children of color and children from disadvantaged backgrounds. This project is one of several that we are doing to contribute to this area of literature. We also have projects exploring media’s effect on children living in war-torn countries and how media teaching computational thinking concepts can be made more inclusive.
**Description of research-related skills the student will develop:** The student will develop qualitative coding skills. They will learn about two different types of qualitative coding and learn what the process for qualitative coding looks like from start to finish. They will learn how to develop a coding scheme, how to implement that coding scheme, and how to assess interrater reliability. Additionally, as a mixed methods project, the student will gain knowledge on both qualitative and quantitative analysis techniques and when/how to best use these methods.

Another important skill the student will develop is the ability to manage multiple tasks. The student will have multiple roles. With the help of me and other members in the lab, the student will practice time management skills to ensure appropriate time is being dedicated to each of these roles while working in a fast-paced environment like the lab.

The student also has the opportunity to learn writing and/or presentation skills. If interested in being part of the dissemination process, the student can help draft findings from the study for presentation, publications, or even a paper for class. This option will be presented to the student early on, so they have time to consider if that is something they would like to work towards. Additionally, because there are multiple members in the lab, the student will be able to share their paper/project drafts with multiple people and get a wide variety of feedback.

Another research skill the student has the option to develop is project design and implementation. Because there is so much data within this project, the student will be offered the opportunity to consider a research question they could answer independently with this data. If interested, the student may then be able to lead a project of their own using this data.

**Description of the student role:** The student will learn about the qualitative coding process by assisting with the coding of the observation video data and the interview video data. Coding of the observation data will require deductive coding and coding of the interview data will require inductive coding. Thus, the student will be able to learn about both types of coding processes, when to use each coding process, and the pros and cons of each. The student will spend 75% of their time working on these tasks.

The student will have also be asked to do some administrative tasks associated with research, such as helping to maintain our participant database, transcribing interviews, and creating flyers to recruit for studies. The student will spend 25% of their time working on these tasks. We think that this mixture of tasks will allow the student to not become bored from repetitive work and will give them experience with performing a wide array of research activities.

All of the student’s roles can be completed remotely if we need to adapt to a remote environment. All of our data and files are uploaded to our server. Once given access the student would be able to access the files from any laptop.
Time Requirements: The hours are flexible. The student will work about 100 hours total.

Location Requirements: The student will need to be in-person on campus in our lab. This way the student will be able to learn from me as well as the other graduate students in the lab. If for some reason, we need to adapt to a remote environment, we will make that transition.

Description of Ideal Candidate: The ideal applicant will have a willingness to learn. The undergraduate student will be learning new skills and working with new software so someone who is excited to learn new skills would thrive in this position. The ideal applicant is also a good communicator. We are looking for someone who isn’t afraid to ask questions because they know that asking questions is an important part of the learning process. Communication will also be important during the data analysis portion because the mentee and graduate student will be having conversations about the data they review. The ideal applicant will also be patient. Learning new skills takes time. A student who is patient with themselves throughout the learning process will be successful in our lab.

How applicants will be evaluated: Students who can demonstrate in their applications that they open to this new experience and have a genuine interest in research will be prioritized. Applicants with an interest in children in any capacity (does not have to be media focused) will also be prioritized. Some experience with Excel would be useful but is not required.
Project title: Validation of the International Cognitive Ability Resource (ICAR) for the NIH Mobile Toolbox

Faculty name: Stephanie Young

School and Department: Medical Social Sciences (Feinberg)

Faculty Bio: Stephanie is a Research Assistant Professor in the Medical Social Science (MSS) Department at Northwestern University Feinberg School of Medicine as well as a licensed psychologist with extensive clinical training in pediatric neuropsychology. She earned her bachelor's degree in Mathematics and Spanish from the University of Wisconsin-Madison and masters and doctoral degrees in Educational Psychology at the University of Texas at Austin. She completed my predoctoral internship at Dell Children's Medical Center and postdoctoral training at Children's Hospital Colorado. She primarily studies cognitive assessment, and particularly technical advances within that field. A lot of her work has focused on the International Cognitive Ability Resource, a freely available, nonproprietary cognitive assessment battery for researchers. At MSS she is also involved in developing and validating mobile tools to study aging and age-related disorders.

Project synopsis: The International Cognitive Ability Resource (ICAR) is the first well-validated nonproprietary cognitive assessment battery that freely distributes items to researchers and has been used in over 100 research studies since its publication. The ICAR has been adapted for smartphone administration as part of the NIH-funded Mobile Toolbox project. In order for this version of the ICAR to be useful to researchers, we need to understand if it measures cognitive abilities as well as well-established cognitive assessments (“gold standards”). We primarily address this research question by examining the correlations between scores on the ICAR and scores on gold standard cognitive tests. We are also validating a number of tests from testmybrain.com.

Description of research-related skills the student will develop:

- How to conduct a literature review
- The basic principles of cognitive testing and test theory
- Basic analysis and data management skills
- How to write up and present findings and submit to journals
- Motivated students will also have the opportunity to develop their own research questions and conduct their own study

Description of the student role:

- Conduct preliminary literature reviews (~10%)
- Conduct basic data cleaning and analyses and format findings (~60%)
- Assist with preparation of manuscripts and presentations (~20%)
- Additional research administrative tasks as necessary (~10%)
**Time Requirements:** 5-10 hours per week, hours are flexible

**Location Requirements:** I am a primarily remote faculty member, so the majority of our work will be conducted over Zoom. I intend to be on campus at least 1-2 times before the end of the academic year and we can schedule in-person meetings as necessary.

**Description of Ideal Candidate:**
- Likes to take initiative and solve problems
- Is not afraid of a challenge
- Is extremely detail oriented
- Is interested in psychology, and particularly cognitive abilities and their measurement
- Has a basic understanding of statistics and data management skills (e.g., excel)
- Is interested in graduate school for psychology or a related field

**How applicants will be evaluated:** I will prioritize applicants who demonstrate the qualities indicated above (e.g., an interest in cognitive assessment, statistics, writing, etc.). Strong written skills are required and should be demonstrated in your application.