October 8, 2019

GLCA-Library of Congress Faculty-Student Research Program:

A Consortial Seminar Program of the Great Lakes Colleges Association
In Conjunction with
The Library of Congress in Washington, DC

Request for Proposals

Summary

For the ninth year in a partnership with the Library of Congress, the Great Lakes Colleges Association (GLCA) invites proposals from faculty of its member colleges – and from the extended international network of institutions comprising the Global Liberal Arts Alliance (GLAA) – to participate in a faculty-student collaborative research program drawing on the resources of the world's most comprehensive research library. The program offers a unique opportunity for undergraduate students and faculty mentors in the humanities and non-quantitative fields to receive support on site for scholarly research from designated Library of Congress research librarians – a level of professional research support generally accorded to advanced scholars. The GLCA supports virtually all of the faculty leader's cost, and it makes a substantial contribution to the costs that student researchers incur.

The proposal submission and selection processes are as follows:

- Interested faculty members will submit written proposals to GLCA on a topic that is suitable for collaborative research with a team of undergraduate students;
- Faculty members who are selected will have identified a research team comprising two to three promising undergraduate students to conduct research on site at the Library of Congress in Washington, DC from **July 6 through July 15, 2020**;
- Proposals for the current year are due **Monday, February 3, 2020**. Decisions will be announced on **Monday, March 2, 2020.**

A total of three faculty-student teams will be selected to participate. Proposals will be reviewed by staff of the GLCA and the Library of Congress. The criteria of evaluation will include the strength of the project design involving faculty and students in humanities-based research; evidence that faculty and student members of a team have identified initial resources for research from consulting with the Library of Congress online catalog and other Library resources; and the suitability of the research to the collections within the Library of Congress.

The Seminar will begin at 8:30 a.m. on Monday, July 6, 2020 at the Library of Congress in Washington, DC; the on-site research segment at the Library concludes at 5:00 p.m. at the Library on Wednesday, July 15, 2020. Research teams selected for participation should plan to arrive in Washington, D.C. on Sunday, July 5, in order to begin the program on Monday morning. Typically, the research teams remain at the hotel through Wednesday night and check out on Thursday morning (i.e., July 16) to catch early flights.

Housing and Transportation

Housing will be secured for participants in Washington DC at a hotel that allows for interaction between members of the three research teams. The program pays a substantial portion of the travel, lodging, and food costs of the faculty leader during the ten days at the Library of Congress.

The GLCA also contributes in two ways to the costs of participation by students who accompany their faculty mentor. First, students receive modest financial support of $560, which is roughly analogous to minimum wage for the hours they spend on site at the Library with their research professor. In addition, the GLCA pays the cost of students' lodging at the research site in Washington, D.C. Together these two forms of financial support help to make the cost of student participation more affordable.

Working Together at the Library

Faculty and students of the research teams will have full access to the Library's collections, including its primary resources, and each faculty-student research team will have direct support from a member of the Library's research staff. Following the return to their home campuses, a Library of Congress research librarian will continue to provide support to the teams through digital means as needed.

While the structure of research projects will vary by topic and college, we expect that in some cases students will participate as members of an advanced course and in other cases as some form of independent study.

Program Description

The Great Lakes Colleges Association (GLCA), in partnership with the Library of Congress, requests proposals from faculty members of GLCA colleges to participate in the Faculty-Student Research Program. This unique program will support the participation of up to three faculty-student teams from GLCA member colleges as well as teams from international institutions of the Global Liberal Arts Alliance (GLAA). Faculty/student collaborative research teams will have access to the Library's resources and support from research librarians at a level more generally accorded to advanced scholars in the humanities or non-quantitative fields of the social sciences. Teams chosen to participate in the seminar will be together at the Library of Congress from Monday, July 6, through Wednesday, July 15, 2020.

Working with Library of Congress staff, participants in the program will conduct research on a topic which draws from the resources of the world's premier research library. The program offers opportunities for faculty members to engage in faculty-student research, develop continuing support relationships with Library of Congress research professionals, gain access to scholarly resources through digital means, and build collegial relationships with teams of faculty and undergraduates of other GLCA and GLAA member colleges.

Our expectation is that the research topics proposed would be in the domain of the humanities or non-quantitative social sciences, examining topics from historical, cultural, literary, or artistic perspectives. Within this framework the choice of topics that a faculty-student team proposes to study is at the discretion of a faculty team leader. The proposed topic should be one that lends itself to different strands of analysis, so that the research conducted by each member of the faculty-student team contributes to a broader understanding of a topic.

A central criterion for evaluating proposals is that a faculty-student team must show evidence of having conducted some preliminary research into the topic it proposes to study at the Library of Congress. Each member of a team should have consulted the Library's online catalog (https://catalog.loc.gov/) and other areas of the Library's website directed towards researchers (for example, the subscription databases described at http://eresources.loc.gov/ and the resources that link from the page at http://www.loc.gov/rr/) in order to gain initial familiarity with the catalogs, databases, and topic headings of the Library of Congress. In addition, faculty and student proposers can receive assistance through the "Ask a Librarian" service: www.loc.gov./rr/askalib/. The Library of Congress home page also provides helpful information: https://www.loc.gov/.

A proposal that can identify key collections or individual sources pertaining to a subject will be stronger than one that does not exhibit a confident knowledge of where to begin searching after arriving at the Library.

Library of Congress research staff will work actively with each team as needed during the time on site at the Library. The Library's extensive collections offer rich resources for examining numerous inquiries within a topic. For example, a faculty member might express a desire to work with students in researching one or more aspects of the War of 1812. As American wars go, it is a minor one: and yet the list of research topics it could generate is inexhaustible. Participants could research the causes of the war; the war's military developments; the war as a multi-sided conflict between the U.S., Great Britain, the Canadian colonies, and multiple Indian nations; the war's economic impact on the domestic front; literary depictions of the war; how the war was reported in American newspapers; how recent immigrants to the U.S. viewed and participated in the war; how perceptions of the war varied across ethnic groups; whether or not the war led to significant social changes; whether or not participation in the war served as a coming-of-age ritual for the generation of young men who grew up in the shadow of their fathers' Revolutionary War service; the political impact of the war; the war as a crucible of subsequent political and military leadership; the experience of the war in women's lives; the war

in song and popular culture; European views of the war; the effect of the war on transatlantic commerce; how some enslaved individuals made the war an opportunity to escape from slavery; how the war has been remembered and portrayed in later American culture; how the war affected, or failed to affect, the sense of national identity among American elites; the war's impact on Indian populations; how the war is viewed in Canadian historiography.

Working with a research team's faculty leader and students, Library of Congress staff can accommodate research in a range of topics within a general theme.

Application Process

Faculty members interested in participating in the GLCA-Library of Congress Faculty-Student Research Program should write a proposal of three to five pages outlining the research topic in general terms. Proposals are due **Monday, February 3, 2020**. Announcements of selected teams will be made by **Monday, March 2, 2020**. The proposal should be submitted in PDF format and should include:

- A general statement of the research project the faculty member proposes to pursue in conjunction with two or three students, using the resources of the Library of Congress.
- Identification of potential strands of the general research topic, accompanied by a brief statement of research materials or databases that could inform the research topic as a project of student-faculty research.
- Identification of two or three promising undergraduate students who would comprise a faculty-student team in this consortial seminar program, indicating the academic major and class year as well as a brief statement of each student's intended focus as part of the research team, and the relevance of the individual research strands to the broader team subject.
- A statement of two to three paragraphs from each student member of the research team, describing a research focus within the broader topic that s/he intends to study at the Library. The student's statement should express the interest s/he has in the project, as well as the potential contribution his/her research topic could make to the project as a whole. The student's statement should also indicate two or three Library resources that could prove especially helpful to his/her research on site.
- A statement from the campus chief academic officer indicating his/her awareness and support of the faculty member's proposal to participate in the summer/fall 2020 cohort of the GLCA-Library of Congress Faculty-Student Research Program.
- A current vita of the faculty proposer.

Proposals will be reviewed by staff members of the GLCA and the Library of Congress. Proposals should be sent by e-mail to:

   Gregory Wegner, Ph.D.

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Great Lakes Colleges Association
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Frequently Asked Questions

What is the Library of Congress-GLCA Faculty-Student Research Initiative?

The GLCA-Library of Congress Student-Faculty Research Initiative is a consortial program which invites up to three faculty-student teams from GLCA and GLAA member colleges to convene for an intensive session of shared learning and research at the Library of Congress in Washington, DC. The program combines initial research and community-building among seminar participants at the Library of Congress in Washington, DC with a subsequent period of continuing dialogue among all seminar participants – including Library of Congress research librarians – using digital technology. The program provides encouragement and support for faculty members in a range of disciplines to explore the possibilities for student-faculty research in the humanities and non-quantitative fields of study, while also helping students understand the expanding range of digital venues in which the processes of researching, creating, disseminating, indexing, and evaluating knowledge take place. The program provides extraordinary opportunities for mentorship and team-building involving a faculty member and two or three students from each participating college. For all participants, the program offers rich opportunities for building bonds of collegiality and shared inquiry that extend across several colleges. The 2020 cohort of researchers will be the ninth since the program's inception in 2012.

How does it work?

Stage One: *Topic Selection and Refinement.* Each faculty member who intends to submit a proposal should identify two or three students who would likely constitute the team. The time spent on site at the Library of Congress will be July 6 through July 15, 2020. Proposals are due **Monday February 3, 2020**. The selection of faculty-student teams for this program will be based partly on the coherence of the general research plan, including the overview of the faculty mentor and the individual student inquiries, and in part on preliminary grasp of the topic that team members have demonstrated in their identification of relevant resources available at the Library.

A faculty leader whose proposal has been accepted for participation in the program will be notified by **Monday, March 2, 2020**. In some cases, a video conference call may be scheduled between the faculty leader, one or more members of the Library of Congress research staff, and possibly a staff librarian from the faculty leader's home institution. This conference call is for the purpose of preparing the faculty member's

team for participation in the summer session at the Library of Congress. Using the accepted proposal as a basis for discussion, a video conference of this kind would center on the research projects of the faculty member and his/her student team members. The focus would be on two questions:

a) What additional scholarly resources from the home-campus library can help prepare the team for its summer work at the LoC? and
b) What resources from the Library of Congress could prove to be of particular value during the team's time on site in Washington?

Following this video conference session, each faculty leader will meet with his/her student team during the spring semester of 2020 to define the topic of study in further degree and discuss key materials to be consulted both in the home-college library and at the Library of Congress.

Stage Two: Initial Convening at the Library of Congress. Each of the selected teams – consisting of a faculty member and two or three promising undergraduate students – will convene in early July for ten days at the Library of Congress.

Following an initial day of orientation and guidance consultations with Library specialists, faculty leaders and students will have an opportunity to meet over dinner during the first three days of the program to introduce the topics of their research. This venue allows both faculty members and students to offer a first verbal account of the projects they are researching to members of the other teams. This working dinner helps establish lasting bonds among all participants as members of a multi-campus learning community, while also identifying pathways for exploring their individual projects with the guidance of Library of Congress research librarians, who bring an extensive knowledge of the resources available as well as the ability to help participants benefit from additional staff members with expertise at the Library. Program participants will have access to the Library reading rooms and dedicated shelving for their study materials during their time on site. By the end of this intensive period, all participants in the program will have gained a clear sense of their respective research projects as well as the library materials they will continue to consult in the weeks ahead. A second plenary meeting of teams occurs on the final day of the on-site portion of the program, in which faculty and students alike recount what they have learned from their research and key points they expect to emphasize in their final research products.

Stage Three: Continued Research and Communication from Home Campuses. The program continues through the fall semester with faculty members and students pursuing their research projects on their home college campuses, with guidance of the lead faculty mentor.

At the same time, all participants in the program will maintain active communication through digital means, allowing each to see the progress of his or her research in the context of other inquiries being pursued by faculty and students of other colleges. The GLCA will create a digital forum to foster the ready exchange of information and thinking; this forum will include not just faculty and students but also research staff of the Library of Congress as active participants in the digital discussions. Frequent communication among program participants by these means will contribute to a sense of continuing momentum and exchange, lending inspiration and support for each student and faculty member in the particular branch of research he or she is developing.

Stage Four: Final Presentations of Research Projects. Each faculty member and student in the program will produce a final paper representing the research undertaken, the preliminary findings reached, and provisional conclusions drawn. Each paper would be presented in a style that would ultimately be suitable for publication; they will be placed on the GLCA web site as examples of research projects conducted through this program. In some cases, the final research product could take a form other than a paper. For instance, a research team member may choose to give a presentation of approximately twenty minutes' length in the form of a webinar or other digital means that outlines the subject of his or her own research and presents key findings. These recorded research presentations in their final form would be made publicly available on the GLCA web site along with the projects submitted as written essays.

Logistics and Timeline. From the standpoint of campus teams, the GLCA-Library of Congress Student-Faculty Research Program might be conceived as part of an independent study for undergraduate students. The on-site segment of the program will be convened at the Library of Congress from July 6-15, 2020. By the time the fall semester begins, all students and faculty will be back on their home college campuses, pursuing research through that semester. Web-based technology will be employed to allow program participants to discuss their progress and pose questions to one another as they develop their knowledge and thinking about particular topics.

Final papers from the program and final oral presentations will be made available through URL links.

GLCA will make logistical arrangements for participants' lodging in the Washington, DC area during the team's research at the Library of Congress. **Research teams should plan to arrive in Washington on Sunday, July 5**, in order to be on site for the beginning of the program Library of Congress on Monday morning, July 6, 2020. The final on-site segment of the program concludes at 5:00 p.m. on Wednesday, July 15, 2020. Typically, the teams remain at the hotel that night **and check out for departure on Thursday, July 16**.

What is the cost?

We conceive this program as a partnership between the GLCA, the Library of Congress, and the member colleges from the GLCA and Global Liberal Arts Alliance that participate in a given research session. The program also represents a partnership between a faculty team leader and the students who participate in this program as part of an independent study or other course arrangement with their home institution. GLCA will pay the travel, food, and lodging costs of the faculty member from each college team chosen to participate in this Student-Faculty Collaborative Research Program (some restrictions could apply for reimbursing airline fares of international travel).

The GLCA also contributes to the cost of student participation in two ways. First, students earn a modest financial support roughly analogous to minimum wage for eight hours per day spent on site at the Library with their research professor. In addition, the GLCA pays the cost of students' lodging at a hotel in Washington D.C. Together these two forms of financial support should offset the cost of student participation in significant degree.

The GLCA makes housing arrangements with a hotel near the Dupont Circle section of the city. The GLCA pays the cost of student lodging in this hotel. Three students will be assigned to share larger-sized rooms that include kitchen facilities.

Each campus would collect tuition and assign academic credit to its own enrolled students as an independent study or special course in the department of the student's major, according to the institution's policy.

As in other study-away programs, the lead faculty member of the home college has responsibility for the comportment, safety, and well-being of his/her students during their time on-site in Washington, DC.