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|  | **Fall 2025**  **UNDERGRADUATE RESEARCH APPRENTICE PROGRAM (URAP)**  **CALL FOR APPLICATIONS** |

**CALL FOR APPLICATIONS**

The Office of Student Research (OSR) is pleased to invite student-faculty teams to apply for the Fall 2025 Undergraduate Research Apprentice Program (URAP). This program is open to all first-, second- and third-year full-time undergraduate students in all majors. URAP is a semester-long research experience where faculty introduce students to the research process and research topics in their discipline and supervise an independent student research and creative inquiry project. This program provides students with an opportunity to engage in preliminary research and creative inquiry projects, which may then form the basis for a continuing research or inquiry-based activity. Students will also be introduced to the process of designing and conducting independent research and inquiry projects through concurrent enrollment in a one-credit RSCH 200-Introduction to Research and Inquiry course. At the end of the program, students will summarize and share their research and inquiry projects through presentation at the 2025 Fall Student Showcase for Research and Creative Inquiry, submission to *Incite*, or submission of a proposal for the Longwood Senior Thesis program. OSR has designated several spots for student projects focused on Diversity, Equity, Inclusion, and Belonging (DEIB) research topics.

This introductory experience is particularly valuable for students who may want to pursue more advanced research and inquiry projects during a summer or in-semester research experience in the future. Faculty will have the opportunity to mentor an undergraduate student one-on-one.

Students will register for **1-credit of research** in their discipline AND **RSCH 200- Introduction to Research and Inquiry (a 1-credit class).** Students will be responsible for signing up for the 1-credit of research in their discipline, the 1-credit RSCH 200 class, and for meeting Longwood University requirements for academic credit. URAP students may not participate in another funded research and inquiry program simultaneously, such as Perspectives on Research in Science and Mathematics (PRISM) or Longwood Senior Thesis. Faculty mentors will receive a **$500** **stipend**. Applications will be evaluated based on the criteria in the Fall 2025 URAP Application Rubric. Applications are due **Monday, March 3rd by 5:00 p.m**.

**Program Requirements**

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| **Student Participants** | **Faculty Mentors** |
| *Time commitment*: Students are expected to spend 3 hours per week on their research and creative inquiry project including having weekly in-person meetings with the faculty mentor. | *Time commitment*: Faculty are expected to mentor the student throughout the program and to meet with the student in person at least 1 hour per week. |
| *Professional development*: Students are expected to spend 3 hours per week attending the RSCH 200 class and completing required assignments and activities. |  |
| *Work product*: Students are expected to:   1. Present their research and inquiry project at the Fall 2025 Student Showcase for Research and Creative Inquiry, submit a paper to *Incite*, or submit a proposal for the Longwood Senior Thesis Program*.* 2. Complete the Research Skills Surveys. 3. Complete the Final Project Summary Report. | *Work product*: Faculty are expected to:   1. Ensure students submit to the Fall 2025 Student Showcase, submit a paper to *Incite*, or submit a proposal for the Longwood Senior Thesis Program. 2. Complete the Research Skills Surveys. 3. Submit required paperwork, including Research Syllabus and Final Report. |

**Eligibility**

**Faculty**. URAP is open to tenured and tenure-track faculty members, clinical educators, and lecturers from all disciplines, programs, and colleges. Faculty-student teams are limited to one faculty member and one student. Faculty may mentor more than one student in a semester if the students are working on different projects.

**Students**. URAP is open to all first-, second-, and third-year full-time undergraduate students in good academic standing who will return to the University for the next academic year. Students graduating in the current academic year are ineligible.

This program is intended to be an introductory experience for students who may want to pursue more advanced research and inquiry projects in the future. The purpose of this program is to encourage new faculty/student pairs. While each faculty/student pair can only participate in the program once, we hope that faculty/student pairs will continue to work on research endeavors even after the conclusion of the program.

**How to Apply**

Students should electronically complete and submit a **PDF (no larger than 2 MB)** of the completed application to Dr. Shayla Walker, Director of the Undergraduate Research Apprentice Program ([walkerse4@longwood.edu](mailto:walkerse4@longwood.edu)), **by 5:00 p.m. on Monday, March 3rd**.Please direct questions to Dr. Shayla Walker, Director of the Undergraduate Research Apprentice Program.

**By participating in the Undergraduate Research Apprentice Program, students will benefit by:**

* Exploring academic and career interests through faculty mentorship, all while learning to think in creative and innovative ways
* Learning how to conduct a research or creative inquiry project and how to summarize and communicate their findings effectively
* Gain hands-on knowledge and application of information literacy and research principles, a competitive and tangible asset for graduate and professional school applications, and an attractive skillset for future employers.

**Specific Student Learning Outcomes for the Undergraduate Research Apprentice Program**

* **Critical Thinking**- Students will be able to exercise critical thinking in setting problems and conducting an inquiry.
* **Information Literacy**- Students will be able to demonstrate information literacy in finding, evaluating, and using sources and considering evidence.
* **Oral and Written Communication**- Students will be able to communicate effectively in expressing results (oral and written).
* **Career Goals**- Students will be able to explain how research skills relate to academic and/or professional plans

**OSR has designated several spots for student projects focused on Diversity, Equity, Inclusion, and Belonging (DEIB) research topics.** Often people think of different ideas when the terms “diversity”, “equity”, “inclusion”, and “belonging” are used. The following are brief definitions of these terms:

**• Diversity**— Diversity is defined broadly as all of the characteristics that make individuals unique. It is used to describe the various combinations of group/social differences (e.g., race, ethnicity, class, gender, gender identity, sexual orientation, country of origin, and ability, as well as cultural, political, religious, and other affiliations) and human differences (e.g., personality, learning style, and life experiences).

• **Equity**— Equity refers to the creation of opportunities for historically underrepresented populations to have equal, fair, and just access and opportunity. It is also the process of maximizing the potential of all students, faculty, staff, and administrators in higher education by identifying and eliminating barriers such as historical discrimination and existing imbalances that prevent opportunities and success. Therefore, equity requires an institutional commitment that all students, faculty, staff, and administrators will be provided access to opportunities, resources, and the ability to fully contribute to the institution’s mission and goals.

• **Inclusion**—The term inclusion is used to describe the active, intentional, and ongoing engagement with diverse people, practices, and communities (e.g., intellectual, social, cultural, geographical) in ways that increase one’s cultural affirmation and respect, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact with and within systems, organizations, and institutions. More importantly, genuine and full inclusion fosters a sense of belonging and respect for the differences and uniqueness that all individuals bring to the learning environment, without the impact of inequities.

* **Belonging**- Belonging is made up of the mental and emotional states that result from feeling seen, valued, included, and supported for your uniqueness. This can include peer-to-peer recognition for unique contributions. A sense of belonging often results in actively wanting to bring a person’s true self to a situation because they know it will be celebrated and valued.

The [One Virginia Strategic Plan for Inclusive Excellence](https://www.dhr.virginia.gov/wp-content/uploads/2021/07/ONE-DHR-Plan.pdf) contains more extensive glossaries of terms and resources that may be used to provide further context.

Definitions provided by Longwood University’s Diversity Council: https://blogs.longwood.edu/longwoodudc/