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# Celebrating Student Scholarship with an Undergraduate Research Prize

Kevin Ross

Carolyn Radcliff

Talia Cain

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## CHAPTER 10

# Celebrating Student Scholarship with an Undergraduate Research Prize

*Kevin M. Ross, Carolyn Radcliff, and Talia Cain*

It is easy to underestimate the power of research. As a student, I face huge pressures to achieve high scores, get good grades, and be involved in campus organizations. In trying to balance all of my academic assignments and extra-curricular interests, I start to see my tasks and responsibilities belonging to separate columns on a to-do list. I focus on getting things done so I can move on to whatever is next. Until recently I seldom envisioned the university as a place capable of nurturing my passion and mind simultaneously.

I recently completed a research project entitled “Critical Media Literacy: Liberating the ‘Criminal’ and Empowering African American Males.”<sup>1</sup> As an aspiring educator, I am troubled by the harmful deficit model that has been used in academic literature to explain the achievement gap between students belonging to the dominant group and students belonging to marginalized groups. The deficit model blames students of color or students with low socioeconomic statuses for their academic disparities and ignores

the structural inequalities and systemic oppressions that contribute to the achievement gap.<sup>2</sup>

I began my project with the intention of using academic research to expose how specific forces in society might work against minority groups in school settings. I narrowed my focus to examine the educational experiences of African American males and developed a research question that asked how the media perpetuates stereotypes of African American males as criminals. I wondered what the psychological effects of such stereotyping was and how it could impact academic performance among African American males. Moreover, I explored the possibility of pedagogical tools that might combat these negative outcomes.

In doing this research, I engaged with many sources that challenged my previous assumptions about the media. I was inspired by the concept of critical media literacy, which involves developing students' abilities to critically examine media sources. This pedagogy empowers students by allowing them to interrogate the dynamics of power, privilege, and oppression involved in media representations. Critical media literacy marks a shift from the curriculum traditionally taught in school settings and serves to validate differing cultures, ways of life, diverse ethnic and racial identities, and a broad spectrum of experiences for students with different backgrounds.<sup>3</sup> This acknowledgment of diversity has the effect of leveling the educational playing field and making schools more equitable.

Research offered me the chance to construct a cohesive, credible, and well-supported argument in an incredibly important subject area. I absorbed the existing body of research related to my topic and synthesized my findings to advocate for social justice. However, I did not recognize the potential of research to influence how people view the world until after I had the opportunity to reflect on the process. Research is not merely a reflection of reality, but a construction. It shapes how we frame and understand issues, and thus has the power to play an active role in challenging the status quo. The Kevin and Tam Ross Leatherby Libraries Undergraduate Research Prize gave me this opportunity.

*Talia Cain, Chapman University Student*

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The Leatherby Libraries at Chapman University started its research prize contest for undergraduate students in 2007. Having reached the tenth anniversary of the contest, we are well positioned to reflect on how the contest has changed in concert with new ways of inquiry and information creation and on its role in supporting and honoring student research. A decade of

experience has taught us how to diversify the contest and reflect collectively on its merits. In this chapter, we present a case study of how the Kevin and Tam Ross Undergraduate Research Prize (URP) recognizes and honors student scholarship. We explain the goals and processes of the contest and discuss the partnership elements that make the URP contest successful. A student contestant and a contest benefactor coauthor this chapter, enabling a forum with rich and diverse perspectives on the benefits of the competition. The reflection by student Talia Cain, presented in part above, underscores how the process of conducting research has contributed to the development of her scholarly identity. Talia entered the contest because it offered a unique outlet to examine her responsibilities as a student researcher, deconstruct her research methods, and redefine her identity as an undergraduate scholar. As she explains cogently, “Throughout my years in the school system, I have learned what it takes to ‘do school’ well. I know how to complete my assignments and get good grades, but rarely do I consider the bigger picture and the implications of my work. The Undergraduate Research Prize contest allowed me to step out of my everyday role of being a student and assess my research abilities as both a consumer of information and producer of knowledge.”<sup>4</sup>

## Background and Goals

The URP is modeled on similar contests at other universities. While the library at University of California, Berkeley, was the first to establish such a contest, an Internet search reveals that today there are two dozen or more academic libraries that conduct research contests. This list includes Brown University, Indiana University South Bend, La Sierra University, Labette Community College, Loyola Marymount University, Ohio State University, Oregon State University, Radford University, Temple University, University of California Berkeley, University of Georgia, University of Nevada Las Vegas, University of Redlands, University of Toronto, University of Washington, Westminster College, and Wesleyan University.<sup>5</sup> One common purpose among the contests is the desire to recognize and reward excellence in the use of information sources. For some institutions, the research award process is a way for the library to demonstrate direct involvement in the research activities of students and to celebrate students as producers of information and contributors of knowledge. Talia Cain’s contributions to this chapter demonstrate the achievement of this goal.

Chapman University is a private university with 6,300 undergraduate students and 2,000 graduate students. The university has ten colleges and schools that offer programs in arts, humanities, and social sciences; business and economics; communication studies; educational studies; film and me-

dia arts; health and behavioral sciences; law; performing arts; pharmacy; and science and technology. The Leatherby Libraries support all programs except for the law school, which has its own library. Liaison librarians assist faculty and students through collection development and management, information literacy instruction, reference services, and personalized research appointments.

The Leatherby Libraries, working with a generous donor, established the URP with three core goals in mind. First, we wanted to encourage and recognize excellent research and effective use of library resources by undergraduate students at Chapman University. This goal evolved partially in response to the proliferation of easy access to online information that varies substantially in quality and authority. We wanted to underscore the value the library brings to the academic enterprise through careful selection and acquisition of materials and by providing access to a wide range of scholarly, primary, and other authoritative materials. That said, applicants are not limited to using so-called library materials, that is, items identified or obtained only from the library. We recognize and appreciate that many scholarly and research materials exist outside the library system and that students' bibliographies often include additional sources that are at times integrated into library instructional materials. For example, the liaison librarian for history has added links to primary documents and archival repositories on history LibGuides, promoting awareness and visibility of these potentially useful resources during information literacy instruction.

The second goal of the URP was to cultivate information literacy. At the time the contest started, we had adopted the ACRL *Information Literacy Competency Standards for Higher Education* as the guiding document for our instructional program.<sup>6</sup> We created a multilevel curriculum map and developed specific learning objectives based on the *Standards*. The university's regional accrediting agency, Western Association of Schools and Colleges (WASC) Senior College and University Commission, had also identified information literacy as one of five core competencies.<sup>7</sup> With all of this as backdrop, the contest became a way to promote information literacy in a holistic manner. Consequently, the contest guidelines emphasized evaluation of information, thoughtful use of library services, and reflection on the process in addition to use of resources. When ACRL moved from the *Standards* to the *Framework for Information Literacy for Higher Education*,<sup>8</sup> we reviewed and revised the guidelines, essay requirements, and rubric to accommodate the shift to threshold concepts and a more active student-as-creator approach.

The third goal was strengthening the library's campus reputation and relationships, particularly with faculty. The library is well regarded on campus and scores well on annual internal faculty surveys of expectations and performance. The liaison librarian program fosters communication with all

academic departments, and the number of requests for information literacy instruction grows most years. In this context, the URP contest is an opportunity to increase the recognition of the library as an important resource for students and of librarians as active participants in supporting and recognizing student scholarship. In our view, too often librarian contribution to student scholarship is short-lived and task-based. Librarians rarely have a role in evaluating student work. The contest is one way that librarians can stake a legitimate interest in the long view of student scholarship and information creation and partner with faculty to celebrate student research.

## Why We Fund the Undergraduate Research Prize

*by Kevin M. Ross*

The decision to fund the Leatherby Libraries Undergraduate Research Prize (URP) was an easy one that my wife, Tam, and I based on three reasons. First, as a librarian and associate dean for the Leatherby Libraries, I realize that the library is the central repository of knowledge on a university campus and that it plays a crucial role in supporting student and faculty research. Therefore, sponsoring a research prize contest was a natural fit for my family. There is a university-wide initiative to support undergraduate student participation in research activities on campus, which culminates every year in a major research day event. Unfortunately, the library is not able to directly participate in this initiative because it does not confer degrees. The URP offers an opportunity for the Leatherby Libraries to participate in a meaningful manner and to promote the value of the library and the research process to undergraduate students.

The second reason is to provide continuity for this valuable initiative. A former public services librarian and colleague brought the idea of sponsoring a research prize for undergraduate students to my attention in 2006. I fully supported the idea and worked closely with this librarian to ensure that our URP both was concentrated on the research process and had a moderately rigorous submission process. From 2010 to 2013, a donor who had an affiliation with the library graciously supported the prize. Once that donor decided to direct her funds elsewhere, my wife and I

stepped in to support our students and continue the sponsorship of this wonderful prize. Supporting student-led research; interacting with students, their friends, and family members; and watching our students grow in knowledge is very gratifying.

Third, librarianship is more than a career; it is a profession, one with a basic premise of service as its foundation. We decided that sponsoring the contest would be a rewarding way to give back to the library and institution that has treated us so well the past sixteen years. The cash is beneficial for students, but the contest also provides an environment for students to join in the academic conversation. By providing students with a public forum to share their research, the URP allows them to participate in public speaking, to thoughtfully summarize the major elements of their research, and to present their research to a variety of stakeholders including faculty, librarians, fellow students, and parents. This participation is vital for an informed citizenry and a healthy democracy. In the end, the main reason that we have agreed to name and continue to support this contest of undergraduate students across the many areas of study we offer here at Chapman University is that we respect and value our students.

## The Contest

The contest is open to currently enrolled undergraduate students at Chapman University. Applicants submit an essay about their use of library resources, a summary of their research paper or project, a bibliography, and a faculty support form. The 600-to-800-word essay is the key document, and it describes students' selection, evaluation, and use of information resources for their research paper or project. The summary of research gives context for the essay and enlightens the judges about the subject matter. We ask for a summary instead of the full paper or project so that the faculty and librarian judges are not overwhelmed with reading material and so it is clear we are not evaluating the research itself. The bibliography serves as documentation of sources used and provides context. Finally, the faculty support letter is an opportunity for the judges to understand the perspective of the student's professor. These letters provide context in a different way, as the faculty member describes the student's scholarly work and accomplishments.

## Kevin and Tam Ross Undergraduate Research Prize— Essay Requirements<sup>9</sup>

Judges will examine your use of library resources and what you have learned through the research process. All materials submitted with your application will be reviewed with this in mind but the 600–800–word essay you write will be the key document for providing judges information in these areas.

1. What types of information resources did you use at the Leath-erby Libraries, online, or through other libraries and archives? Include a discussion of books, journal articles, databases (e.g., ERIC, PsycINFO, Academic Search Premier, etc.), archival material, websites, audiovisual materials, or other materials. If this doesn't apply to your research process, explain why.
2. What research processes and search techniques did you use to find the materials for your project? How did the keywords and limiters you used affect the results you retrieved? If this doesn't apply to your research process, explain why.
3. How did you critically evaluate the information sources you located? Specifically, how did you apply the criteria of timeli-ness, relevance, authority, accuracy and purpose (TRAAP)? If this doesn't apply to your research process, explain why.
4. How did assistance from a librarian, library staff member, or a library service (for example, library instruction session, one-on-one meeting with a librarian, visit to Special Collec-tions and Archives, or interlibrary loan) affect your research process? If this doesn't apply to your research process, explain why.
5. What have you learned about the research process from con-ducting research for this paper/project? How will you use what you have learned in the future? How would your research be valuable to other scholars? If this doesn't apply to your research process, explain why.



Judges look for originality, depth, or sophistication in the use of library resources and information literacy as demonstrated in the essay and other application materials. The librarian members of the contest committee developed a detailed rubric for the judges to use when evaluating each applicant's responses to these questions. The rubric also provides guidance in evaluating the overall quality of writing in the essay and the overall quality of the application. We deliberately focused on evaluative qualities that would not intrinsically privilege some disciplines or types of projects. For example, if we evaluated the length and quality of the students' bibliographies, then students completing senior history capstone projects would likely receive high scores as their use of sources is quite extensive. The inclusive approach to evaluating entries opens the door to wide range of project types, from research posters to term papers to lab reports.

We award first, second, and third place prizes, adding an honorable mention in years when the number of outstanding entries is exceptionally high. Judges on the panel evaluate each application and submit their scores to one person for compiling. Judges are then presented with a compilation that shows the average score for each applicant, how many times an applicant was scored highest by a judge, and how many times an applicant was in a judge's top three. Sometimes these different ways of presenting the scoring data show the same three applicants in first, second, and third places. Sometimes the applicant's ranking moves around. This information serves as the central point of discussion during a face-to-face meeting of the judging panel. At the meeting, all judges are given an opportunity to talk about the applications and to make a case for which students should receive which awards. By the end of the meeting, consensus is reached. All students and their faculty members are notified of the outcome.

The winners of the URP are recognized at a spring student awards ceremony. Students are encouraged to invite family and friends to share the experience. Students, faculty members, the panel of judges, and other members of the university community come together to celebrate the students' achievements. We also use this as an opportunity to remind the audience of the importance of supporting student research, the meaning and value of information literacy, and the role that librarians play in undergraduate education. The students are invited to the podium to talk about their research, to discuss why they chose to enter the contest, and to acknowledge their faculty mentors. Students receive a certificate recognizing their ranking and contribution to the contest and a cash award. The ceremony concludes with photographs of the students with the contest cosponsor, faculty members, fellow students, family, and friends. Information about the students and their contest entries is preserved online in the university's digital commons, with the students' permission. This includes student major and faculty sponsor, description of

the research project, and a summary of the essay. Students may submit their final research paper or project to the digital commons as well.<sup>10</sup>

## Partnerships and Marketing as Keys to Success

One foundational approach we took to outreach while developing the URP contest was to establish relationships with others across campus to make it a successful program. In particular, we knew that we would have to connect to faculty, and we decided to do so in two distinct ways. The first was to build on the strong bonds between liaison librarians and classroom faculty. Librarians' liaison responsibilities involve every program, department, school, and college at Chapman University. Librarians can fortify their relationships with faculty by personally promoting the contest to them and asking them to encourage their students to participate. Librarians can also promote the URP both before and during information literacy sessions as a positive approach for students to promote their own university-level undergraduate research.

Secondly, we decided it would be wise to incorporate faculty into the judging process. We debated how best to involve faculty, knowing that their schedules are often challenging to work around, but after consideration we decided to aim for securing three faculty members from a variety of disciplines. Our initial outreach to faculty was successful, and we invited faculty members from the sciences, education, and the humanities to join three librarians on the panel of judges during our initial launch of the URP. Since then, disciplines represented on the panel include biological sciences, dance, English, and kinesiology, and two faculty members have been part of the program for more than ten years.

In order to maintain this relationship with faculty moving forward, we demonstrate our appreciation to the faculty judges in two ways. One, we invite them to attend the annual URP ceremony, where we recognize them for their participation in front of the students, family members, faculty, and community members in attendance. Two, we bring them up front immediately after the ceremony and present them with a token of our appreciation from the university gift shop. Though these are modest ways to recognize their contributions, the faculty members really seem to appreciate our efforts. We have been fortunate to work with several faculty members during the life of the contest, and all of them have been collaborative and collegial with the librarians throughout the process.

The success of the URP contest also relies on effective marketing. We take a comprehensive approach utilizing online and print promotional avenues to

maximize our outreach efforts. The contest is promoted through library blog posts, on Facebook, and on the library's website, which features a rotating spotlight technique to highlight the URP and other events sponsored by the library. The spotlight is located on the homepage, the same place where students begin their library research. We create posters to display in the library and flyers to hand out at relevant library and university events, such as the annual book sale and undergraduate research and poster session days. Sometimes we advertise the contest on the jumbotron, a large screen located in the center of campus that is readily seen by students crossing campus.

We partner with other campus offices, including the office of strategic marketing and communications, whose staff provides artwork, designs, and valuable suggestions for reaching our target audience. The dean of students sends out one or two email blasts to all undergraduate students as well. All of these communications point to the contest details available at the URP page of the university's institutional repository, the Chapman Digital Commons. Using the digital commons as the launch point for the contest is a natural fit. Not only can students submit applications for the URP on the site, they can also view previous winners' entries and, if a winning student chose to submit it, past research papers or projects.

Every year we review the effectiveness of the marketing efforts and implement changes as appropriate. Timing is one of the most challenging aspects of marketing because we need to get the word out several weeks before the deadline. Publicizing the contest cannot begin until we determine the composition of the judging panel. This includes recruiting new faculty members if needed; reviewing and possibly revising the essay requirements and rubric; updating the application packet; creating a reasonable time line for judges to receive and evaluate the applications; setting application deadlines; and establishing the date for the awards ceremony shortly before the end of the spring semester. In a significant improvement, future marketing efforts will include accepting applications throughout most of the academic year. In this way, we will be able to reach students working on major projects during the fall semester instead of hoping those students will be willing to wait until spring to submit an application. We know that most students focus on the current term and the work they need to do in the moment. Asking or expecting students to go back to work from a previous semester is not realistic, particularly because the URP requires an essay and faculty support letter.

During the first couple of years of the contest, history students dominated. This was a challenge to us because it created a persistent perception that "history students always win," even years after other majors were well represented in the winners' circle. Through our comprehensive partnership and marketing efforts, we were able to dispel that notion, and we now have even more students entering from the arts, sciences, humanities, social sciences,

and the professional schools. This breadth of participation is energizing and demonstrates the diversity of thought and the high caliber of our students throughout the various disciplines offered on campus.

## Benefits to Students

The Kevin and Tam Ross URP contest adds value to the undergraduate student experience. Not surprisingly, winners of the contest accrue the most benefits, including the tangibles such as the cash prize and certificate, and intangible achievements such as pride and a sense of belonging within the scholarly community. Winning students are prepared to join the scholarly discussion, sharing their research in an academic venue with supportive friends, family, colleagues, and faculty. They earn the opportunity to coalesce their thoughts in a public forum through speaking about their scholarship and their process while the audience celebrates their work. Students who submit their work to the Chapman Digital Commons add to the scholarly conversation and establish themselves as members of the worldwide scholarly community. Since 2014, nine student research papers have been downloaded over 1,600 times from locations around the globe.

All students who enter the contest benefit from working through the application process, which emphasizes a metacognitive understanding of themselves as scholars. These students also work with faculty mentors who provide not just letters of support but also public acknowledgement of their belief in the quality of the student's work and in the student's realized potential as a researcher.

Participation in the URP contest is open to all undergraduate students. The Chapman University student population is generally well prepared academically, with a freshman-to-sophomore retention rate of 90 percent and a six-year graduation rate of 79 percent. The undergraduate body is about 60 percent women and 60 percent White, while 86 percent of undergraduates receive financial aid.

In an effort to solicit entries from a diverse student population, we have relied predominately on personal connections with faculty. We have also expanded the conceptualization of diversity to include not only standard demographic characteristics such as sex and ethnicity but also subject discipline and research topics, which can be considered as a manifestation of one's perspective. Faculty have the closest connections with students and are often seen by students as trustworthy sources. Through the development of personal relationships with those faculty, librarians initiate a trusted message of opportunity to participate in the contest. We have seen that the combination of widespread advertising and marketing strategies described earlier with in-

dividualized connections to faculty and students results in an array of diverse applicants, topics, and disciplines.

The majority of applicants and prize winners are women. In fact, women are somewhat overrepresented compared to their proportion in the undergraduate student body, comprising 67 percent of applicants and 86 percent of winners. We do not collect demographic data from applicants, so we do not know how the applicant pool compares to the student body as a whole. However, we continue to promote this contest with a goal of inclusiveness, providing a forum for the students to share their research and perspectives.

In terms of topic areas, the most recent four years of the contest have seen a diverse array of topics, including Japanese American identity and internment camps; PTSD in veterans; empowering African American males in the educational system; American Sign Language and Deaf identity; explorations of gender through theater; indigenous people of Peru; patient activation in diverse populations; and saving Czechoslovakian Jews during WWII. This breadth of topics exemplifies not only diversity in perspective but also deep understanding of the critical issues that impact populations based on identity, gender, disability, and ethnicity.

Looking at the majors or disciplines of study of our contestants, we see additional ranges of thought and perspective. Majors represented by the applicants have included anthropology, Asian studies, athletic training, biology, communication studies, dance, education, environmental studies, film studies, history, kinesiology, music, psychology, sociology, and theater. This spanning across disciplines demonstrates to us that the contest encourages students with varied interests to feel represented in a research process that crosses boundaries.

## A Student Reflects

Like many research contests, the Kevin and Tam Ross Undergraduate Research Prize contest centers around the reflective essays written by students. The essays offer windows into the thought processes of undergraduate students as they develop and refine their research skills. As noted in a study examining submissions to the University of Michigan's undergraduate research award contest, students are enthusiastic in their pursuit of research and they use complex research methods.<sup>11</sup> This study describes students as having “the ability to use obstacles productively—students would hit a wall in their research, and, after a period of frustration and often despair, would find a new resource that sent them down a totally different path, opened their minds to a new way of thinking, and led them to a very different topic or research question than they initially thought they would pursue.”<sup>12</sup> This description of

perseverance evokes dispositions described in the *Framework for Information Literacy for Higher Education*.<sup>13</sup> In particular, it is a good representation of “productive persistence,” as described by Hannon in his rhetorical analysis of the *Framework* dispositions.<sup>14</sup>

Like the researchers at the University of Michigan, we have been fortunate to learn directly from students themselves how they conduct research and how they see themselves as scholars. Talia Cain, the 2017 winner of the Kevin and Tam Ross URP, is a coauthor of this chapter. Talia is a sophomore double majoring in integrated educational studies and English literature. Here she explains how reflecting on her research affected her evolving identity as a researcher and contributor to the scholarly conversation.

## Connecting Academics and Activism through Critical Research

by Talia Cain

Reflecting on the ways I found and evaluated sources, I recognize the value of information literacy in today’s digital age. While it is easy to find information quickly on the Internet, it is imperative that students critically identify if a source is credible, question the purpose and intent of sources, and demonstrate expansive knowledge of library and Internet resources. Without these skills, research has little value and application. People nowadays have quick access to all sorts of information, but undergraduate scholars are in an especially privileged position. We have the opportunity to engage with primary texts, empirical studies, and peer-reviewed articles. We have access to information written by authorities on topics and published in credible scholarly journals. If we apply creativity and critical thinking within the research process, we too, as undergraduate scholars, may contribute something meaningful and impactful to the conversation.

In addition, by reflecting on my process, I began to understand how research inherently merges academics and activism. Some people view activism as distracting, and because of the large price tag attached to higher education, feel that students should invest themselves solely in their education and focus on doing well in school. This attitude creates a stigma around student activism,

but in reality, student research is a form of social protest. Activism and academics are not mutually exclusive; the university can foster scholarship and activism simultaneously.

Asking nuanced questions and listening carefully to the preexisting scholarly conversations gives one the platform to construct new knowledge. In this construction of knowledge, one has the potential to influence people's attitudes and understandings and, ultimately, change society. We have the power to use research to promote social change if we can see how research is the bridge between our hearts and our minds. When we question the nature of reality and inquire toward new understandings, we can propose ways for people to change how they view or interact with the world.

In completing and reflecting on my research process, I have redefined my identity as a researcher. I now consider myself more than just a student or passive consumer of knowledge, but a social justice-oriented scholar who produces information. I am aware of the privilege I have in receiving a university education and aware of the responsibility I have for using this education to shape a better world. When we have the power to create new knowledge, we must commit ourselves to critical research—work that challenges the norms and biases of society and takes an active role in shaping a more equitable and just future. To do this, we must take intellectual risks and place ourselves outside of our comfort zones. We must be conscientious about the sources we choose and mindful of how our scholarship affects others. Finally, we must integrate empathy into the work we do and understand research as the platform for fostering understanding for experiences and positionalities different from our own.

## Conclusion

The URP contest is a cost-effective way of achieving the goals of recognizing student scholarship, fostering information literacy, and strengthening library relationships and reputation. With the support of the faculty, the contest sponsors, the library administration, and librarians, we have been able to create treasured connections with undergraduate students. We are privileged to learn about their research processes, about their studies, and about them as emerging scholars. It is our honor to recognize and celebrate their work.



## Notes

1. Talia Cain, "1st Place Content Entry: Critical Media Literacy: Liberating the 'Criminal' and Empowering African American Males," Kevin and Tam Ross Undergraduate Research Prize 17, Chapman University, April 17, 2017, <http://digitalcommons.chapman.edu/cgi/viewcontent.cgi?article=1038&context=undergraduateresearch-prize>.
2. See Pedro A. Noguera, *The Trouble with Black Boys* (San Francisco: Jossey-Bass, 2008); Naliah Suad Nasir, Milbrey W. McLaughlin, and Amina Jones, "What Does It Mean to Be African American? Constructions of Race and Academic Identity in an Urban Public High School," *American Educational Research Journal* 46, no. 1 (March 2009): 73–114; Ernest Morrell, Rudy Duenas, and Veronica Garcia, *Critical Media Pedagogy* (New York: Teachers College Press, 2005); and Miles Anthony Irving and Cynthia Hudley, "Cultural Mistrust, Academic Outcome Expectations, and Outcome Values among African American Adolescent Men," *Urban Education* 40, no. 5 (2016): 476–96.
3. See Douglas Kellner and Jeff Share, "Critical Media Literacy: Crucial Policy Choices for a Twenty-first-Century Democracy," *Policy Futures in Education* 5, no. 1 (2016): 59–69; Elliot Gaines, *Media Literacy and Semiotics* (New York: Palgrave Macmillan, 2010).
4. Cain, "1st Place Contest Entry."
5. See Lynn Jones, "The Rewards of Research: Library Prizes for Undergraduate Research," *College and Research Libraries News* 70, no. 6 (2009): 339–42, as well as the following websites for respective library research awards, all accessed December 28, 2017: "Undergraduate Prize for Excellence in Library Research," Brown University Library, <https://library.brown.edu/ugresearchprize/index.php>; "Library Prize for Undergraduate Research," Indiana University South Bend Libraries, <https://library.iusb.edu/about-us/awards/libraryprize/index.html>; "Library Undergraduate Research Prize (LURP)," La Sierra University Libraries, <http://libguides.lasierra.edu/lurp>; "Paper of the Year," Labette Community College, <http://www.labette.edu/library/paper.html>; "Undergraduate Library Research Award," Loyola Marymount University, <http://digitalcommons.lmu.edu/ulra/>; "Undergraduate Research," Ohio State University—Lima, <https://lima.osu.edu/research/undergraduate-research/>; "Library Undergraduate Research Awards," Oregon State University, <https://library.oregonstate.edu/awards/undergrad-research/>; "Winesett Awards for Library Research," Radford University, <http://www.radford.edu/content/library/services/student-awards-and-contests/winesett-awards-for-library-research.html>; "Livingstone Undergraduate Research Awards," Temple University, <http://guides.temple.edu/libraryprize/>; "Charlene Conrad Liebau Library Prize for Undergraduate Research," University of California, Berkeley, Library, <http://www.lib.berkeley.edu/research-prize/>; "UGA Libraries' Undergraduate Research Awards," University of Georgia, Athens, <http://www.libs.uga.edu/researchaward/>; "The 2006 Winners of the Libraries' Award for Undergraduate Research Have Been Selected!" University of Nevada, Las Vegas, Libraries, <https://www.library.unlv.edu/award/winners.html>; "Armstrong Library Undergraduate Research Award (ALURA)," University of Redlands, <https://inspire.redlands.edu/alura/>; "University of Toronto Libraries Undergraduate Research Prize," <https://oneresearch.library.utoronto.ca/undergrad-research-prize/criteria/>; "Library Research Award for Undergraduates," University of Washington,



- <http://www.lib.washington.edu/researchaward>; “Undergraduate Research Awards,” Westminster College, <https://www.westminstercollege.edu/about/resources/giovale-library/undergraduate-research-awards>; “Friends of the Wesleyan Library Undergraduate Research Prize,” Wesleyan University, [https://www.wesleyan.edu/libr/friends/library\\_research\\_prize.html](https://www.wesleyan.edu/libr/friends/library_research_prize.html).
6. Association of College and Research Libraries, *Information Literacy Competency Standards for Higher Education* (Chicago: Association of College and Research Libraries, 2000), accessed June 5, 2017, <http://www.ala.org/acrl/sites/ala.org/acrl/files/content/standards/standards.pdf> (page discontinued).
  7. WASC Senior College and University Commission, “Standard 2: Achieving Educational Objectives through Core Functions—Teaching and Learning,” in *2013 Handbook of Accreditation, Revised* (Alameda, CA: Western Association of Schools and Colleges—Senior College and University Commission, 2013), <http://www.wascenior.org/content/2013-handbook-accreditation>.
  8. Association of College and Research Libraries, *Framework for Information Literacy for Higher Education* (Chicago: Association of College and Research Libraries, 2016), <http://www.ala.org/acrl/standards/ilframework>.
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