THE RESEARCHERS INITIATIVE

Established in 2007, the Researchers Initiative, a program within University Housing, introduces undergraduate students residing in the Urbana South Living-Learning Communities to research by pairing them with faculty mentors. Living-Learning Communities are organized around themes and provide curricular and co-curricular programming for a designated group of students living in proximity to each other. Such communities are designed to foster students’ shared sense of purpose related to the themes of their communities, which, in turn, sustains their sense of belonging and academic persistence. The Living-Learning Communities provide an excellent point of contact for first- and second-year students where an invitation to participate in research is integrated into their everyday experience. The Researchers Initiative extends the notion of community to include a community of researchers.

GOALS

When students are accepted into the Initiative, they work with faculty members on various projects broadly related to the theme of their specific Living-Learning Community or to their majors. Faculty members mentor students, act as role models, prepare them for graduate school, teach them technical skills, and help them develop theoretical frameworks to create research questions and designs and to interpret data. They also acquaint them with the process of research as a whole. The ideal is for students to continue working in the faculty members’ labs beyond the one semester afforded by the Initiative.

The Researchers Initiative is guided by the principle of providing information and access to research opportunities for a diverse student body. In addition to introducing undergraduate students to research, the Initiative facilitates their access to faculty members early in their college career. It is also designed as a retention tool, as sophomores are given priority. Finally, the Initiative can serve to deepen the students’ involvement in their own disciplines or expose them to research topics and practices outside of their disciplines.

CONTACT INFORMATION

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Application Links available fall 2016
Students apply at http://go.illinois.edu/ri_student_ap
Faculty members apply at http://go.illinois.edu/ri_faculty_ap

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A Note From The Program Director

This year’s Researchers Initiative saw a class of 24 students, the majority of whom had not participated in research before. They were excited and committed to staying on top of their work, which culminated in the RI Poster Symposium on April 17. The RI has a solid group of faculty members in the sciences. It was my intent this year to invite more from the social sciences, humanities, and the arts, which resulted in history and music being represented. A faculty member new to the RI also joined us whose work intersects psychology and ecology.

Students presented their work at the Researchers Initiative Poster Symposium, where we also had the pleasure of hearing from Dr. Alma Gottlieb (Anthropology), who retired from the university this year to live full-time in a community she is currently researching. She spoke to us of her journey to becoming an anthropologist. Many of the student researchers were heartened by her words to follow what interests them, to take courses outside of their majors, and by the idea that we are all researchers from the beginning of life. Erica Sheeran, a graduating senior and past participant in the RI shared her experiences of on-going research with Dr. Gottlieb. She spoke of how the work allowed her to bring together in one project her varied interests in global studies, languages, and literature.

As in past years, I focused on the interpersonal aspects that make the idea of doing research for first- and second-year students meaningful and imaginable. I held informal meetings to talk about research opportunities, in general, and the Researchers Initiative, specifically. I also met one-on-one with students who sought advice about how to narrow down their interests and contact faculty members. The workshop series What Is Research? brought in faculty members to talk about research in different disciplines. Those in the hard sciences emphasized how important it is to be able to write and tell the story of the research. The faculty member in industrial design talked about the steps and communication skills needed for engineers to be able to bring their ideas and inventions to market.

Because I take the time to get to know the faculty members whom I recruit, I am better able to match students with them based on not just interests but also style of work. I look forward to the next year and hope you will join us at the next Poster Symposium on Sunday, April 16th, 2017.

2015-2016 Researchers Initiative Students

(From left to right) Back Row: Gabrielle Maloney, Deiarah Wright, Diana Kowalski, Kristopher Kwak, Victoria Laserna, Timothy Ng, William Kazlowski
Middle Row: Kennedy Davis, Monika Janas, Laura Olander, April Wendling, Madeline Sponholz, Anton Bershanskiy, Alishba Rehman, Alex Fliflet
Front Row: Annalea Forrest, Emma Kosnik, Novejot Sandhu, Stephany Burz, Alia Muhammad Radzi, Audrey Lee, Mengqi Xu, Ishani Dutta
Not pictured: Stephanie Huerta
**The Living-Learning Communities**

*Women in Math, Science, and Engineering (1996)*

Women in Math, Science, and Engineering (WIMSE) is designed to foster community among women who major in traditionally male-dominated fields of study. Research shows that women benefit from a supportive network of fellow students who share similar academic interests. Academic courses and support, along with social programs, provide 135 women majoring in mathematics, science, and engineering with the resources to build a positive foundation for a future career. Nearly 50 percent of the women are enrolled in the College of Liberal Arts and Sciences, while about 40 percent are from Engineering. WIMSE occupies three floors of Trelease Hall, located in the Florida Avenue Residence Halls.

*Global Crossroads (2000)*

Global Crossroads, located in the Pennsylvania Avenue Residence Halls, is designed to challenge and motivate students whose interests, experiences, and aspirations have a strong international component. Both academic and co-curricular programs support the students’ sustained engagement across cultural differences. The community of 120 students has about equal numbers of international and domestic students. Just over 50 percent of the students have majors in the College of Liberal Arts and Sciences, followed by 22 percent from Engineering. Another five percent each come from the College of Business, Fine and Applied Arts, and Agricultural, Consumer, and Environmental Sciences.

*Intersections (2004)*

Intersections introduces undergraduate students to diversity issues in the United States through the experience of living in a multicultural community and opportunities for academic engagement. Its purpose is to foster interpersonal and intellectual skills, and knowledge to live and work in a multicultural society. Intersections houses approximately 110 students and is located in the Pennsylvania Avenue Residence Halls. Since its inception, over half of the students have come from the College of Liberal Arts and Sciences, while about 20 percent come from Engineering. Another seven percent come from the College of Business and five percent from Agricultural, Consumer, and Environmental Sciences.

*Health Professions (2007)*

Health Professions brings together undergraduate students who are preparing for careers in the health fields. It provides relevant academic courses and support, career development opportunities, and skill-building programs for students to consider working with underserved populations. Health Professions houses approximately 110 students and is located on two floors of Oglesby Hall in the Florida Avenue Residence Halls. Sixty-seven percent come from the College of Liberal Arts and Sciences, with biology and chemistry most heavily represented. Ten percent of the students come from Applied Health Sciences. There are also students with majors in the College of Agricultural, Consumer, and Environmental Sciences, as well as Engineering and other colleges.
Program Administration

who can apply
The Researchers Initiative is administered by the Program Director for the Urbana South Living-Learning Communities. Students residing in the Urbana South Living-Learning Communities are eligible to apply to the Initiative. Any faculty member of the University who can supervise undergraduate students in research endeavors may participate.

how to apply
Both the student application and faculty request forms are available online in the fall. Students rank and provide explanations as to why they wish to work with their chosen faculty members. Faculty members fill out a one-page form indicating their research projects, what types of work they would like the students to do, and any other relevant criteria.

how students & faculty are matched
In mid-fall, the Program Director reviews all applications and matches students with faculty members based on these factors:

- Clarity and cogency of students’ responses
- Students’ ability to meet faculty requirements regarding meeting times, etc.
- Giving as many students as possible their top choices
- Priority to sophomores
- Relative balance of number of students from each of the four Communities
- Faculty preferences for particular students

After students and faculty members are notified of their matches, students are required to meet in person with the faculty member. Faculty members have the final say in whether or not they will accept a particular student in their labs. If accepted, students then must fill out formal payroll paperwork before they can begin work. All paperwork is completed in the fall so students can start work at the beginning of the spring semester.

how many hours students can work
Students can work up to 75 hours for the semester but must work a minimum of 35. How the hours are broken down depends on the faculty member’s needs and the student’s schedule. The hourly pay is the standard University rate for undergraduates.

how the RI is funded
Funds come from the Urbana South Living-Learning Communities Programming Fee.
STUDENTS AND FACULTY INVOLVEMENT

student participation

Students must:

- Apply and be accepted to participate in the Initiative.
- Rank their preferences for the faculty members with whom they wish to work.
- Confirm with the USLLC Program Director that they have met with their preferred faculty member.
- Provide proper documentation for the I-9 form, which is required for employment.
- Attend an orientation on expectations for participation and how to use library resources.
- Attend mid-semester check-in meeting.
- Attend two to three check-in meetings with USLLC program staff.
- Participate in the RI Poster Symposium to present a poster of their work.
- Participate in an exit interview with the USLLC Program Director at the end of the semester.
- Meet faculty members’ expectations for attendance at meetings/events, work hours, and quality of work.
- Provide weekly updates to faculty mentor detailing completed work, work to be done, and questions.
- Work at least 35 but no more than 75 hours.

faculty participation

Faculty members are asked to commit to the following:

- Fill out one-page faculty interest form.
- Review student applications (not required).
- Confirm in fall semester that you and students have met face-to-face and agreed to work together.
- Engage in consistent face-to-face contact with the student, such as one-on-one or research team meetings.
- Respond to students’ weekly updates.
- Give clear expectations regarding type and quality of work.
- Provide verbal feedback to students on quality of students’ work.
- If comfortable, share more personal stories related to own academic and career path.
- Suggest events on campus that would augment the students’ learning.
- Where appropriate, introduce students to others to facilitate students’ academic career.
- Attend RI Poster Symposium, Sunday, April 16, 2017, 4-6pm.

Assessment

Students met one-on-one with the Program Director throughout the spring to discuss their progress and they participated in an “exit interview” at the end of the semester.
**student outcomes**

To date, 164 student have completed the Researchers Initiative. This year, all students indicated that they became familiar with the research process as a whole, noting that research takes a great deal of time, accuracy in work, and commitment. The all stated they had learned about topics that were new to them even if they were familiar in a general way with the subject. Several noted that what they learned in actual research was beneficial to their courses. Many found participating in the Poster Symposium beneficial. Several noted they learned to be concise in their writing and presenting research material, a few practiced public speaking, and many were inspired to take risks in studying subjects outside the “safety” of their majors.

Most students shared that they enjoyed getting to know their mentors, whether faculty members, post-docs, or graduate students.

Five of the twenty-four students will continue to work with the faculty member, either during the summer or the next academic year. Four said they will definitely be pursuing other research opportunities while seven said they would like pursue new opportunities. One said that she would not be pursuing research.

The skills listed below reflect outcomes from 2009 through 2016. (not all student learned all skills listed.)

- Literature review and organization
- Navigating University Library website
- Using academic search engines
- Using Refworks
- Writing annotated bibliographies
- Data collection, analysis, and organization
- Conducting ethnographic interviews
- Transcribing interviews
- Coding qualitative data
- Coding quantitative data
- Categorizing thematically
- Critical thinking
- Developing research questions
- Designing experiments
- Differentiating relevant from irrelevant data
- Making meaning of data
- Understanding research process as a whole
- Communicating respectfully with research subjects
- Empathizing with research subjects
- Becoming familiar with purpose of the Institutional Review Board
- Becoming familiar with safety protocols
- Organization
- Managing time better
- Improving typing skills
- Performing more precise work
- Honing technical skills
- Learning new file formats
- Learning software programs
- Learning how to set up experiments
- Administering research protocols

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Engaging with the human side and science side of pre-med: Kennedy Davis, Food Science and Human Nutrition

Kennedy Davis is majoring in FSHN with a concentration in Human Nutrition, pre-med track and is a member of Health Professions Living-Learning Community. She worked in the lab of Professor Robin Jarrett in the Department of Human Development and Family Studies.

Amanda Razo, assistant for the Urbana South Living-Learning Communities, interviewed her about her experience in the Researchers Initiative.

What was the focus of the research you were involved in?

We focused on school readiness in pre-school children transition to kindergarten from African-American and Latino American families.

Did you have any lab experience before participating in the Researcher’s Initiative? If so, what kind of experience?

I had quantitative experience with research within Dr. Michael J. Miller’s Lab in the Department of Food Science and Human Nutrition; we worked with lactobacilli.

What skills did you gain that you can apply to your major?

While I am seeking to engage in research within the Department of Food Science and Human Nutrition, I appreciated the opportunity to analyze social components of people’s nutritional behavior from my ethnographic research.

What was the relationship with your professor in the lab like?

Dr. Jarrett does run a tight ship, even when she was absent from her ethnographic research lab. When she presented me with tasks, I actively sought to execute them. I strove to please and utilize her as a wise resource.

What was the relationship with other students in the lab like?

I worked alongside juniors and seniors who were receiving course credit for their research. I enjoyed sharing experiences as to what lead us to pursue qualitative research in Dr. Jarrett’s lab. The atmosphere was positive.

Can you see ways in which your work in the lab will be helpful in your future career?

I can utilize interpersonal skills and skills of transcribing subjects’ information in my future career as a general practitioner. As a physician, I believe that it is imperative to be able to relate to my patients by understanding their daily habits and behaviors that influence their life.

What was your favorite part of participating in the research?

My favorite part was completing the research project with my team members; we really enjoyed creating an interesting poster for the Researchers Initiative Poster Symposium.
What was the most challenging part?

The most challenging part was keeping track of which researchers transcribed audio interviews and who all double-checked to make sure that transcriptions were accurate.

What advice do you have for other undergraduates who want to get involved in research?

Seek research experience that explores their majors in a different pathway so that they can see things in a different light. Generally, just keep going after research opportunities that seem interesting to you and don’t miss any opportunities. Engage with the Researchers Initiative.

The Benefits of Ongoing Work: Ryan Hoffman, Chemical Engineering

Ryan, a sophomore, was a member of Intersections Living-Learning Community and participated in the Researchers Initiative last year. Program Director, Lydia Khuri, sat down with him the end of this spring semester to ask him about his experiences in the chemistry lab of Professor Jefferson Chan.

Why did you apply to the Researchers Initiative last year?

I actually didn’t know what research entailed. My older brother went here, was involved in research, and I heard it was a good thing to do because it would help you understand your major. Also, I just wanted to get that knowledge, fortify it. The material I learn in class, I apply to the lab.

What is the benefit of doing research?

I would hear buzz words in the lab and have to go home and Google them. Then I would hear the same words in class and have a slightly better understanding. I would go back to the lab and my understanding would be fortified even further. Then, I started to draw on things I learned and could contribute ideas in the lab. The graduate students would respond and I would learn even more.

What was the focus of your research when you were in the Researchers Initiative?

I focused on reducing the cost and increasing the efficiency of the synthesis of xanthone molecule which has florescent properties and is used as base, that when added to other chemicals, glows different colors. Those different colors have different applications as dyes. This research has prospects for medical application, especially medical diagnoses.

How has your research evolved since the RI?

Back then I was making the base molecule. Now I’m making more complicated molecules, making the molecules that could be applied to medical research. This summer I’ll be creating a new dye with the purpose of it being used to help diagnosis cancer. It’s only one part of our steps and will have to be used with other molecules. You could say it’s alpha-mode testing.
Why did you stick with Dr. Chan’s lab?

It’s time-consuming but the people working there and Dr. Chan are very motivating. They help you see the purpose and the end goal when you are getting bad results, which happens a lot. When you get that good result, it’s worth it. And, Dr. Chan and the others help you think about new methods and pathways to reach the end goal.

How do you handle the frustration of not getting good results?

I don’t take it out on others! Sometimes if someone just happens to be there and ask you something, you might snap at them, which is understandable but I don’t. I try to stay calm. On those really rough days, I come home and will take a longer break than normal, make a more involved meal of comfort food. Sometimes I’ll talk to my roommate, just get it out, and then forget it.

You worked ten hours a week in Dr. Chan’s lab, five under the RI and five voluntary. How did you handle the time commitment?

Last fall I worked 12-13 hours and this spring 15. I tried different schedules. Last fall I dedicated two days to working in the lab and other days for homework but that didn’t work. I was too exhausted after those long days. On the days I had for homework, I didn’t use the time efficiently. This spring, I had the same schedule every day and used breaks more efficiently, for example, between classes I would have an hour and would eat and take care of easy homework.

How is the mentoring you receive?

Most mentoring is from the graduate student I have worked with since starting in the RI. He does a lot of the teaching of what is going on in the lab. Dr. Chan checks in every day about five or ten minutes. He’ll ask, how are your classes and other things? Every couple of months we meet for about 45 minutes and he’ll ask about your future, your plans.

What was it like to be an author on a published paper?

It was awesome! Originally I didn’t think I was going to get on it. You see all these great names on papers but you don’t hear of undergraduates. My goal was to do it be senior year but I got the chance to do it first semester of sophomore year.

What leadership opportunities did you have in the lab?

I’m starting to help train and mentor incoming undergraduates. You can learn things in the classroom but you have to learn how to work in a lab and I help the new students. Also, I take things more step-by-step for them. Because Dr. Chan and the graduate students have so much complex knowledge, they might leave out steps.

What advice do you have for incoming students?

I probably heard this a thousand times as a new student and this semester I took it further: schedule your days, plan every hour! You can schedule it in your head but then get distracted. Use the time well. If you are going to study, then study. If you are going to take a break, then take a break.

Also, get involved with whatever you find most to be you. Standing out is not doing everything like you did in high school. It’s doing a couple things really well.

Finally, by working in a lab, you get to know people from different cultures. You can learn a lot from them and they from you. Be accepting and inviting! I got a lot out living in PAR (Pennsylvania Avenue Residence Halls) in that way too.
2016 Students & Faculty Mentors

Paul Eubig, Veterinary Medicine

**Student Researcher:** Laura Olander, Biology  
**Project:** Transgenerational Effects of Di-(2-ethylhexyl) Phthalate on Anxiety-like Behavior in Mice

Jennifer Fraterrigo, Natural Resources and Environmental Sciences

**Student Researcher:** Victoria Laserna, Biology  
**Project:** Prescription Fire Effects on Mycorrhizal Productivity and Host Tree Fitness

Matthew Sakiestewa Gilbert, History

**Student Researchers:** Emma Kosnik, Undeclared; William Kozlowski, Economics  
**Project:** Hopi Long-Distance Runners

Alma Gottlieb, Anthropology

**Student Researcher:** Alia Muhammad Radzi, Economics  
**Project:** Across the Seder Table: Reclaiming Jewish Identity in the Cape Verdean Diaspora

Robin Jarrett, Human & Community Development

**Student Researchers:** Kennedy Davis, Psychology and Spanish; Gabrielle Maloney, Human Development and Family Studies; Deiarah Wright, Communication  
**Project:** School Readiness: How the Experiences of Latino and African-American Parents’ Influence Their Children

Aaron Johnson, Speech and Hearing Science

**Student Researcher:** Annalea Forrest, Psychology and Community Health  
**Project:** Laryngeal Flexibility: Neuromuscular Junction Differences in Rats with Varying Degrees of Vocal Training
Ming Kuo, Natural Resources and Environmental Sciences

Student Researcher: Audrey Lee, Materials Science and Engineering

Project: Aftereffects of Children and Teen’s Everyday Activities on Their ADHD Symptoms

Yi Lu, Chemistry

Student Researcher: Madeline Sponholtz, Specialized Chemistry

Project: Using Myoglobin-based Enzyme Models to Understand Heme-Copper Oxidases

Deana McDonagh, Art & Design

Student Researcher: Ishani Dutta, Industrial Design

Project: Biomimcry: How Nature Inspires Design

James Miller, Natural Resources and Environmental Sciences

Student Researcher: April Wendling, Earth, Society, and Environmental Sustainability

Project: The Effects of Land Use on Grassland Biodiversity: Birds, Invertebrates, and Amphibians

Raksha Mudar, Speech and Hearing Science

Student Researchers: Stephany Burz, Psychology; Novejot Sandhu, Molecular and Cellular Biology

Project: Using EEG to Study the Effects of Age-related Hearing Loss

Zoi Rapti, Mathematics

Student Researcher: Anton Bershanskiy, Computer Science and Mathematics

Project: Stability Analysis of Benefit-harm Relationships Using Automaton-like Model for Plant-pollinator Community Assembly

Student Researcher: Diana Kowalski, Mathematics and Linguistics

Project: Using Mathematical Models to Create Networks of European Languages
Laura Rice, Kinesiology and Community Health

**Student Researcher:** Alex Fliflet, Biology

**Project:** Associations between Functional Mobility, Quality of Life and Community Participation among Full Time Wheelchair Users Living with Spinal Cord Injury

Ashlynn Stillwell, Civil and Environmental Engineering

**Student Researcher:** Alishba Rehman, Biochemistry and Chemical Engineering

**Project:** Social Indicators and the Urban Water Cycle

Sever Tipei, Music

**Student Researchers:** Kristopher Kwak, Aerospace Engineering; Mengqi Xu, Industrial Design

**Project:** PANIC at the DISSCO! Computer Music Composition Using Additive Sound Synthesis

**Past Participating Faculty**

Nancy Abelmann, Anthropology

**Project:** Chinese and South Korean Students in Changing University of Illinois Demographics

Mark Aber, Psychology

**Project:** Students’ Understanding of Race As It Changes in Public School Settings

Aaron Barbey, Speech and Hearing Science and Rachael Rubin, Postdoctoral Research Associate, Beckman Institute

**Project:** Nutrient Biomarker Patterns, Cognitive Function, and MRI Measures of Brain Aging

Rashid Bashir, Bioengineering

**Project:** Microfluidics for Whole Blood Analysis
**Angela R. Black, Kinesiology and Community Health**

**Project:** Pregnancy, Asthma, and Daily Life Management for African American Women

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**Jefferson Chan, Chemistry**

**Project:** Development of an Efficient Route for Asymmetric Xanthones (Ryan Hoffman) and Development of Fluorescent Molecules for Sensing Parkinson's Disease (Iris Hou)

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**Tony Clark, American Indian Studies**

**Project:** Settler Micro-aggressions: Dismissing, Marginalizing, and Trivializing the Allegations of Federally-Recognized Indian Tribes that Fraud Accompanied Transfers of Land from Indians to Non-Native Americans

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**Bethany Cutts, Natural Resources and Environmental Sciences**

**Project:** Working with the Urbana Environmental Equity Research: Investigating the Social Impacts of Environmental Remediation

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**Antonia Darder, Education**

**Project:** The Role of Grass-Roots Initiatives in Reducing Disparities and Inequities in Education Related to Immigration, Identity, Language, Race, and Social Class

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**Chris Grindrod, Speech and Hearing Science**

**Project:** Language and Communication in Stroke Survivors

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**Julie Hengst, Speech and Hearing Science**

**Project:** Nature and Functioning of Repetition in Stuttering

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**Princess Imoukhuende, Bioengineering**

**Project:** Statistical Analysis of Endothelial Heterogeneity

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**Ellen Moody, Anthropology**

**Project:** Damascus Encounters? Transnational Affect and Global Transformation through Short-Term Christian Mission or Service Trips
Helen Neville, Educational Psychology

**Project:** Policing in a Multiracial Society Project (Heena Pithadia) and Youth and Emerging Adults Civic Engagement Activities in the US and in Tanzania (Quan Trimble)

Safiya Noble, Media and Cinema Studies

**Project:** Race and Digital Media

Lissette Piedra, School of Social Work

**Project:** The Effects of Cognitive Behavioral Therapy (CBT) on Depression and Parental Self-Efficacy in Latino Immigrant Mothers

Ramona Oswald, Human and Community Development

**Project:** LGBT Families and Communities in Non-Metropolitan Areas

Kathy A. Perkins, Theatre

**Project:** Africans and Diaspora Theatre Artists

Carin Vanderpool, Microbiology

**Project:** Genetic Regulation in Bacteria

Edna A. Viruell-Fuentes, Latina/Latino Studies

**Project:** Dr. Viruell-Fuentes examines the disparities found in health services for immigrants. Her recent research projects have included examining the impact that migration has upon health in immigrant-sending communities.

Robert Warrior, American Indian Studies

**Project:** Dr. Warrior is the Director of the American Indian Studies Program and the Native American House. His research and past publications have focused on Native American literature, poetry, intellectual history, and religion.
RESEARCHERS INITIATIVE POSTER SYMPOSIUM

The Researchers Initiative Poster Symposium is now part of University of Illinois’ Undergraduate Research Week. At the end of April, students present posters on their work, which address the nature and goals of the project, their specific tasks, and any results and conclusions that they can draw. They are also asked to reflect upon what they learned and what value such research has for wider society. The Symposium also includes brief presentations by students who previously completed the RI and have continued with research as a way to encourage current students to pursue on-going research.

Faculty members are invited to attend the Symposium; their presence is deeply encouraging and meaningful to the students as they introduce their work in a public forum, perhaps for the first time. It also helps students develop a sense of a “researchers’ community.” A catered dinner occurs during the Symposium to celebrate the students’ accomplishments and informally continue the conversation. Students also receive a certificate of completion for the Researchers Initiative.

School Readiness: How the Educational Experiences of African-American and Latino American Parents Influence Their Children

Kennedy Davis, Sophomore, Food Science and Human Nutrition, Health Professions; Stephanie Huerta, Sophomore, Psychology and Spanish, Intersections; Gabrielle Maloney, Freshman, Human Development and Family Studies, Intersections; Deiarah Wright, Freshman, Communication, Intersections

“I really liked being involved in my own culture and people. I wasn’t expecting that.”

~Stephanie Huerta

PANIC at the DISSCO! Computer Music Composition Using Additive Sound Synthesis

Monika Janas, Freshman, Computer Science, WIMSE; Kristopher Kwak, Freshman, Aerospace Engineering, Global Crossroads; Mengxi Xu, Freshman, Industrial Design, WIMSE

“I loved having the opportunity to explore an interesting field I didn’t even know existed on this campus!”

~Monika Janas
“[Research] takes a lot of devotion. You have to think not simply in a one-dimensional way. You have to think from different perspectives.”

–Alia Muhammad Radzi, Economics | Global Crossroads

“The Poster Symposium allowed me to feel connected to my peers and I was inspired by their passion.”

–Annalea Forrest, Psychology | Health Professions

“The most challenging part [of the research] was having to do things by trial and error, but that was also worthwhile because you had to learn to make decisions.”

–William Kozlowski, Economics | Health Professions

“I liked that Dr. Mudar let us discover things by ourselves; I felt like a researcher.”

–Stephany Burz, Psychology | Intersections

“In studying biomimicry I found something that combines both art and biology.”

–Ishani Dutta, Industrial Design and Molecular and Cell Biology | WIMSE

“The process [of research] can be less rewarding and more rewarding at the same time; the work could be tedious but to pull it all together and see how others [at the Symposium] were interested in it was cool.”

–Diana Kowalski, Mathematics and Linguistics | WIMSE

**apply to the Researchers Initiative**

The Researchers Initiative is open to students residing in Global Crossroads, Health Professions, Intersections, and Women in Math, Science, and Engineering Living-Learning Communities.

**Application Links available fall 2016**

*Students apply* at [http://go.illinois.edu/ri_student_ap](http://go.illinois.edu/ri_student_ap)

*Faculty members apply* at [http://go.illinois.edu/ri_faculty_ap](http://go.illinois.edu/ri_faculty_ap)