2018 - 2019 KNOWLEDGE . DISCOVERY . INNOVATION
2018-2019 CUGR Program Dates and Deadlines

2018-2019 Academic Year Fellowship Awards
— Online Application Deadline: Oct. 12, 2018 at 4:30PM
— Award Announcements: Oct. 29, 2018
— Performance Period: Nov. 1, 2018 - May 3, 2019

Undergraduate Student Travel Grant Program
— Deadline: Open application window from Sept 1 to May 1.
— Awards: First-come-first-serve contingent upon funding availability

2019 Summer Fellowship Awards
— Online Application Deadline: Mar. 29, 2019 at 4:30PM
— 2019 Summer Fellowship Award Announcements: Apr. 10, 2019
— Performance Period: May 13, 2019 - Aug. 30, 2019

2019 UMaine Student Symposium
— Abstract Submission Deadline: Mar. 15, 2019 at 4:30PM
— Acceptance Notifications: Mar. 25, 2019
— Event Date: Apr. 10, 2019 at the Cross Center in Bangor

Poster Printing Deadlines*
— Wed Apr. 3, 2019 by 4pm (FREE Posters)
— Fri Apr. 5, 2019 by 4pm (50% discount)
— Mon Apr. 8, 2019 by 3pm (at own expense)
*If ordered and printed at UMaine Printing Services and proof reviewed by the above deadlines.

“The Student Symposium is a great place to meet new people that you normally wouldn’t interact with. I was actually offered a summer internship after a company saw my presentation and encouraged me to apply for the position. It was an amazing opportunity.”
- 2018 Student Symposium Undergraduate Presenter
Mission Statement & Vision

The Center for Undergraduate Research’s (CUGR) primary mission is to increase, improve and enhance undergraduate students’ participation and experiences in research, scholarship and creative activity. Undergraduate research allows motivated and interested students to become critically engaged in a culture of independent learning and participate in the creation of new knowledge. Through student-faculty collaborations and mentoring partnerships, students develop the tools and resources needed to achieve an authentic understanding of the research endeavor, the pinnacle of an educational experience. Undergraduate research, broadly defined and understood, incorporates current students into the fabric of the University and attracts prospective students who want to be active participants in their education. Undergraduate research also provides an opportunity for faculty to expand their own research programs and enhance mentoring skills through training new members of their disciplines.

CUGR achieves its mission by providing leadership, coordination and support for research activities across campus. We build upon UMaine’s strengths and strategic goals as the state’s leading research university, taking advantage of the hundreds of faculty and graduate students involved in research and creative projects who can teach and mentor undergraduate researchers/scholars. Specifically, CUGR serves to facilitate and promote undergraduate research and creative activity at UMaine through:

- Contributing to a campus environment in which undergraduate research/creative activity experiences are increased and expanded
- Identifying, recognizing and publicizing current undergraduate research/creative activity opportunities and initiatives
- Providing links between research/creative activity opportunities and interested undergraduate students and faculty
- Collecting and analyzing data pertinent to the undergraduate research/creative activity experiences of University of Maine students
- Identifying and exploring extramural funding sources for undergraduate research/creative activity
- Developing and fostering relationships among entities (on and off campus) providing opportunities for undergraduate research/creative activity
- Working to establish a University-wide grant program for undergraduate research/creative activity
- Participating with both the Council on Undergraduate Research (CUR) and the National Conferences on Undergraduate Research (NCUR)
For more details on specific programs, deadlines, events, and application processes please go to our website. For update to date notices and announcements please visit our facebook.

CUGR.UMAINE.EDU  CUGR FACEBOOK
Fellowships

The Academic Year and Summer Fellowships were established to help provide financial support for undergraduate students in hopes of creating an environment where students can become involved in meaningful faculty-supervised research. Students proposals are reviewed and scored by CUGR Advisory Committee. Awarded projects are selected based on the scores from the reviews and panel discussions. Each proposal must include: abstract, project description, timeline, budget table, budget justification, and a faculty commitment letter.

- **Academic Year Fellowships**: Each fellowship provides a $1100 award for the student to help cover costs of the project, including stipend, supplies, qualifying travel, etc.
- **Summer Fellowships**: Each fellowship provides a $3300 award for the student to help cover costs of the project, including stipend, supplies, qualifying travel, etc.

Travel Grants

The UG Travel Grant is designed to help undergraduate students travel to academic seminars, professional meetings, and technical conferences to present their research projects and findings. This program accepts applications on a rolling basis, first come first serve, contingent upon funding availability.

Research Faculty Fellows

The CUGR Faculty Fellows Program supports faculty efforts toward improving undergraduate research and scholarship mentoring skills, expanding curricula to include research and scholarship experiences, and developing proposals for further funding specifically involving undergraduate students.

UMaine Student Symposium: Research & Creative Activities

The student symposium jointly organized by CUGR and Graduate Student Government (GSG) is a student-centered forum to present research results for undergraduate students in form of poster, exhibits, performances, and oral presentations. This event is hosted annually each Spring and is open to all students enrolled at the University.
The Center for Undergraduate Research is pleased to announce the Undergraduate Research and Creative Activities Academic Year Fellowship ‘Call for Proposals’. This program supports undergraduate student engagement in faculty-mentored research. Several fellowships will be awarded for the 2018–19 academic year on a competitive basis; the competition is open to all UMaine undergraduate students from all majors. Each fellowship provides up to $1100 support for one student to conduct faculty-mentored research. The CUGR Advisory Committee will review research and creative activities proposals for clarity of objectives, importance to the field, proposed approach, appropriateness of the budget, and indication of the project feasibility.

Eligibility Criteria:

Any undergraduate student currently enrolled in a degree program at the University of Maine may submit a proposal in consultation with a faculty mentor. Preference will be given to students graduating in or after May 2019.

Application Guidelines:

1. Applicants need to describe the research, placing it in the context of scholarly activities, while presenting in such a way that it is understandable to the reviewers from outside of the applicant’s research field.

2. All proposals must be accompanied by a faculty mentor commitment letter submitted through the provided electronic link found in the application form.

3. Award Recipients must submit a report including technical and financial data by May 15, 2019. All recipients are required to submit an abstract and present the product of their research at the 4th Annual UMaine Student Symposium: Research and Creative Activity (UMSS19) on April 10, 2019.

Check out samples of previously awarded CUGR fellowship proposals and budget worksheets on the CUGR website – SAMPLE PROPOSALS

Link to Apply:
https://tinyurl.com/AY1819CFP

CUGR.UMAINE.EDU

SUBMIT A PROPOSAL
Deadline: Oct. 12, 2018
2018 Summer Fellowship Recipients

The Center for Undergraduate Research (CUGR) has announced the 2018 CUGR Summer Fellowship recipients. The center’s advisory committee selected 17 proposals from 45 student submissions to be awarded $3,000 each during the summer semester. Funding is provided by the UMaine Office of the Vice President for Research and NASA’s Maine Space Grant Consortium.

Each proposal was reviewed by three judges and discussed at a panel for clarity of the proposed project, research objectives, importance to the field, timeline, budget and faculty commitment letter.

(Student Name, Academic Focus, Project Title, Adviser Name)

- **Makenzie Baber**, business management, “Recipes as a Historical Timepiece: New Perspectives in the Political and Personal Life of Margaret Chase Smith,” advised by Rachel Snell;
- **Ashleigh Beaulieu**, psychology, “Using Mouse Behavioral Assays to Detect Differences in Olfactory Bulb Neurogenesis,” advised by Kristy Townsend;
- **Timothy Bruce**, computer science, “Geometer’s Solar System,” advised by Justin Dimmel;
- **Cameron Fudge**, biology, “Regulation of Energy Balance by Hypothalamic Tanyocyte Populations,” advised by Kristy Townsend;
- **Joshua Hamilton**, biological engineering, “Engineering a Biodegradable CNF Pad for IDEXX SNAP Tests,” advised by Michael Mason;
- **Joseph Haney**, computer science, “Locomotion within Immersive Rendered Environment,” advised by Justin Dimmel;
- **Tal Kleinhause**, wildlife ecology, “Fire and Blood — The Effects of Temperature on Thermoregulation and Energetic Costs in Diurnal and Nocturnal Small Mammals,” advised by Danielle Levesque;
- **Peter Larson**, civil and environmental engineering, “The Emergent Risks of Food Waste Recovery: Characterizing the Contaminants in MSW Organics from Different Sources,” advised by Jean MacRae;
- **Jonathan Maurer**, marine sciences, “Gulf of Maine Sea-Surface Temperature During the Past 6,000 Years: Is Modern Warming Anomalous?” advised by Katherine Allen;
- **Emily Miller**, marine sciences, “Investigating the Relationship Between Southern Ocean Temperature Change and Iceberg Melting Around Antarctica,” advised by Ellyn Enderlin;
- **Joshua Passarelli**, biology, “The Role of Adult Neural Stem Cells in Metabolic Control,” advised by Kristy Townsend;
- **Brynn Yarbrough**, marine sciences, “Science Communication through Art and Neural Networks,” advised by Nishad Jayasundara; and
- **Caitlin Young**, biological engineering, “Quantifying the Effects of Raman Laser Exposure on Osteoblasts Containing Gold Nanoparticles,” advised by Michael Mason.
More than 1,300 undergraduate and graduate students presented their work during the third annual University of Maine Student Symposium held at the Cross Insurance Center in Bangor on April 17.

The free public event, which was organized by UMaine Graduate Student Government and the Center for Undergraduate Research (CUGR) as part of Maine Impact Week, provided an opportunity for community members to meet student researchers and scholars, see their posters and exhibits, hear their presentations, and view short performances and art.

Awards and cash prizes were given to the symposium’s top scholars and presentations in several categories:

(Category, Student Name(s), Project Title, Adviser)

- **Allied Health**: Marisa Jolicoeur, Nyia Chituck, Darcey Fraser, Lindsay Nutter and Rebecca Dalrymple, “Assessing Diet and Exercise in Pre-diabetics,” advised by Patricia Poirier
- **Arts**: Cara Doiron, “Constructing Identity Through the Lens of Fashion,” advised by Samantha Jones
- **Biomedical Sciences**: Sarai Smith, “Understanding the Role of Prophage in Mycobacterial Host Fitness and Gene Expression,” advised by Sally Molloy; and Ashley Soucy and Jeanne K. Dushane, “IP3R-Mediated ER Ca2+ Release Drives JCPyV Infection,” advised by Melissa Maginnis
- **Business**: Alexis Lindsay, “Maternity Leave in the U.S.,” advised by Stefano Tijerina
- **Education and Human Development**: Jordan Houdeshell, “Differences in Language Through the Comparison of Mathematical Word Choice in Chile and Maine,” advised by Julie DellaMattera
- **Social Sciences**: Brawley Benson, “How Discourse Shapes Dam Decision Making: News Stories as Sites of Meaning,” advised by Bridie McGreavy and Tyler Quiring; and Jessica Champagne, “Maine Understanding Sensory Integration and Cognition (MUSIC) Project: Can Music Learning Improve Cognition in Older Adults?” advised by Rebecca MacAulay
Responsible and Ethical Conduct of Research (RCR)

Overview:

The National Institutes of Health (NIH) defines ‘Responsible and Ethical Conduct of Research’ (RCR) as, “the practice of scientific investigation with integrity. [involving] the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research.”

Responsible & Ethical Research Shared Values

- Honesty — conveying information truthfully and honoring commitments,
- Accuracy — reporting findings precisely and taking care to avoid errors,
- Efficiency — using resources wisely and avoiding waste,
- Objectivity — letting the facts speak for themselves; avoiding improper bias.

For more information: Office of Research Compliance (ORC)

Important: Undergraduate students participating in CUGR Fellowship sponsored research are required to be trained in the Responsible Conduct of Research. It is not required to be trained prior to submitting an abstract for the award. RCR certification needs to be completed and submitted to CUGR prior to the end of the performance period of the research. This requirement is not meant to be onerous, and could be satisfied by comparable certifications. Please contact the CUGR office to confirm fulfillment of this requirement through previous certification completion.
2018-2019 CUGR Advisory Committee

- Ali Abedi, Assistant VPR & CUGR Director
- Francois Amar, Dean, Honors College (ex-officio)
- Judith Andre-Rosenbaum, Assistant Professor of Communication & Journalism
- Jim Artesani, Associate Dean of Graduate Education, Research, and Outreach, EDHD
- Laura Artesani, Associate Professor, Music Education Coordinator
- Julie Cheville, Academic Affairs Specialist, CLAS
- George Criner, Associate Dean, NSFA
- Sally Dixon, Honors Preceptor of Genomics, NSFA
- Lee Karp-Boss, Associate Professor, Marine Sciences
- Jean MacRae, Associated Professor of Civil and Environmental Engineering
- Mayellen Mahoney-Oneil, Associate Dean for Academic Services, EDHD
- Patricia Poirier, Associate Professor of Nursing
- Stefano Tijerina, Adjunct Assistant Professor, Political Science
- Student Representatives, Nominated by Student Government (1 JR, 1 SR)

Become an Engaged Black Bear (EBB) Research Scholar!

Level 1 - Participate
Level 2 - Engage
Level 3 - Demonstrate Leadership & Initiative

EBB is an innovative digital badging initiative, created to aid the University of Maine in meeting its vision to become the “most distinctively student-centered and community engaged of all the American Research Universities.”

For more information go to: https://umaine.edu/engagedblackbear/learning-pathways/undergraduate-research/
Why Participate in Undergraduate Research?

What do students gain through the research or creative achievement experience?

Through research and creative opportunities, undergraduates learn to problem-solve using a variety of methods to find answers. They can hone their abilities to communicate and put ideas together, to organize and write, and to investigate and ask questions. Research provides an opportunity for a mentor-mentee relationship different from a teacher-student relationship. In that context, the learning is invaluable.

Why is undergraduate research, scholarship, and creative achievement important?

More and more institutions of higher education and employers recognize that the skills developed through research and endeavors of scholarship and creative achievement make an individual more competitive in a global society. Students with early research and scholarship experience develop better critical thinking and problem-solving skills and stronger content knowledge. A less direct benefit is the balance between independence and collaboration. Research is often performed in teams, and one must learn to balance a collaborative effort in the laboratory with what one is capable of accomplishing independently.

How can undergraduate students get involved in research/creative activity?

Research is part of the learning process, no matter what the discipline. It’s not a scary, unreachable, ivory tower process. Students just have to be willing to ask. Students should talk to academic department chairs or contact the CUGR team to learn about different opportunities available to them.

How does CUGR help grow undergraduate research and creative achievement at UMaine?

CUGR works to build on UMaine’s strength as the state’s leading research university, taking advantage of the hundreds of faculty and graduate students involved in research and creative projects who can support and mentor undergraduate researchers. CUGR also works on curriculum reform, exploring how to include research-based activities in coursework, and promotes campus-wide events to highlight undergraduate research, scholarship and creative achievement.

What’s in it for faculty researchers?

Undergraduates often have a broader perspective, enthusiasm, and energy that are ripe for explorations and learning. One of the most rewarding processes for faculty mentors is witnessing the evolution of student learning when involved in research or the creative experience. For faculty, mentoring student explorations is an investment in tomorrow’s scholars.
Dr. Caitlin Howell
Chemical and Biomedical Engineering & Graduate School Biomedical Sciences and Engineering

Here are some highlights of Dr. Howell’s, background working with undergraduate student researchers here at UMaine!

- Nominated by the Dean of Engineering, she was selected to be a CUGR Research Faculty Fellow (2017-2020).
- In the past 2 years she helped secure funding for 5 CUGR Fellowship Awards, serving as the faculty-mentor on each of the awarded research projects.
- In preparation for the Annual 2018 UMaine Student Symposium, she played an integral role, serving as Chair of the Submission Management Subcommittee.
- Works with researchers of all experience

“I’m passionate about furthering science through research, mentoring, and teaching, and enjoy working with both students and collaborators to create new knowledge. My main interests lie at the intersection of biology, engineering, and materials science, although I’m happy to expand those boundaries when it comes to solving a critical problem or creating something new.”

- Dr. Caitlin Howell

Marissa Bovie
Major: Double major in Earth Sciences and Anthropology
Research Topic: Zadar-Area Excavation Site
Faculty Mentor: Dr. Gregory Zaro

Marissa Bovie is a junior from Vassalboro, Maine, double majoring in Earth Sciences and Anthropology. This past summer, with the help of this scholarship, she completed a trip to Croatia with Dr. Gregory Zaro to begin the planning and development of an archaeological excavation in the area around Zadar. This project will look at the interplay between humans and the landscape from a multidisciplinary perspective. The initial phases, completed over the summer, established a collaborative, international, and interdisciplinary frameworks required for the success of the project, creating a multidisciplinary team of scholars to facilitate problem development and research design. A preliminary walk through of the site to be excavated was also completed during this time.
Joshua Passarelli
Major: Biology, pre-med concentration
Class of 2021
Faculty Mentor: Dr. Sally Molloy

You received a 2018 Summer Fellowship Award - What is your research focus?

“My research project is to track the differentiation of adult neural stem cells in the brain in response to different metabolic treatments such as fasting, enriched environment, and exercise.”

How did you get started and interested in undergraduate research (UGR)?

“I became interested in undergraduate research after taking the laboratory courses Genome Discovery I: From Dirt to DNA and Genome Discovery II: From DNA to Genes. This course sequence, taught by Dr. Sally Molloy, engaged me in an authentic bacteriophage genomics research project. Through Dr. Molloy, I was introduced to Dr. Kristy Townsend and from that point on I have been fascinated with neurobiology and biomedical research.”

What advice do you have for those pursuing UGR?

“For those pursuing UGR, I would advise getting involved with it sooner rather than later. Also, you can expect your research to take you down a new path, so it is important to be flexible.”

Where are you going from here?

“This research project has launched me into the world of biomedical and neuroscience research. I returned from a medical mission trip in Senegal in June and have hit the ground running with my project. Going forward, I would be excited to continue my project in the coming academic year.”

How has CUGR effected your UG experience here at UMaine?

“CUGR has given me the opportunity to engage in my own research project and use my knowledge in a new way. Learning through investigation and inquiry is the best way to learn and without this opportunity, I feel I would not have developed the passion for research that I now have.”

For other student experiences as well as information on the benefits of engaging in research as an undergraduate, go to the following url:

Student Experiences
Kayla Marquis

Major: Bioengineering
Class of 2019
Faculty Mentor: Dr. Caitlin Howell

You received a 2018 Summer Fellowship Award - What is your research focus?

“The goal of my research is to create surfaces that resist the attachment of bacteria in space. This new technology will incorporate self-replenishing vascular systems into commonly bio-fouled surfaces. These self-replenishing systems possess unique surface properties which have been shown to reduce adhesion of fouling organisms to surfaces without the need for antibiotics or toxic chemicals, therefore creating an environmentally friendly solution for biofouling.”

How did you get started and interested in undergraduate research (UGR)?

“I was looking for a way to get hands on experience and be able to apply skills and techniques that I learned in my undergraduate classes so I applied for a research assistant position.”

What advice do you have for those pursuing UGR?

“Start getting involved in research as soon as possible. Participation in research will allow for the application of knowledge and techniques learned in the classroom, ultimately resulting in a greater understanding of the topic/subject area.”

Where are you going from here?

“Following graduation from my master’s program I plan on working in industry. I also currently work part-time in the Air National Guard as a bioenvironmental engineer and will continue after graduation.”

How has CUGR effected your UG experience here at UMaine?

“My faculty mentor served as a great inspiration and motivator throughout all of my research. The ability to work one-on-one with a mentor has allowed for a more personalized experience. When a mentor fully understands your full potential, they are able to push you to the best you can be.”
Joshua Hamilton  
Major: Biomedical Engineering  
Class of 2021  
Faculty Mentor: Dr. Michael Mason

You received a 2018 Summer Fellowship Award - What is your research focus?

“My research is on developing a biodegradable alternative for the absorbent pad in IDEXX SNAP tests out of Cellulose Nanofibers. This involves creating/optimizing a drying process for CNF into a pad and determining the best porosity for the pad. The addition of hydrophilic chemicals such as calcium carbonate is also being looked into.”

How did you get started and interested in undergraduate research (UGR)?

“I have always had an interest in science since I was kid started by figures such as Neil Degrasse Tyson and Richard Dawkins. Back in my Sophomore year of high school I applied for the EPSCoR highschool summer internship and got into the Umaine Chemical Engineering department as an intern. I worked with a graduate student who was looking into improving the theological properties of CNF, so that it would flow better in industrial applications. I enjoyed the internship greatly and applied for the same one the following year. I was then put in as an intern in the Chemistry Department and worked with a graduate student quantifying the amount of fucoxanthin (Has medically beneficial properties) found in Maine grown seaweed. I simply wanted to continue this research experience in college.”

What advice do you have for those pursuing UGR?

“Make sure to show them you are reliable by turning in assignments on time and keep applying/asking professors for opportunities to get into a lab or to work on research with them. Just showing actual pure interest in science goes a long way with professors.”

Where are you going from here?

“I hope to continue academic research for the next 3 years of college and move on to graduate school. My ultimate goal would be to study cancer as I have lost a close friend who battled cancer from when he was a kid to senior year of high school and my step father is currently battling pancreatic cancer.”

What benefit did working with a faculty-mentor on your research have on your overall experience?

“Experience and knowledge. All of the intricacies of research as well as being able to ask almost any question and receive all the information you could want. Just having someone who knows what to do makes the process that much easier.”