Library Award for Undergraduate Research: Increasing the Library Profile

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Abstract

Offering a library award program is an effective way of strengthening the ties between subject librarians and teaching faculty while providing a mechanism to preserve undergraduate student research. This program not only increases the perceived value of library services but also promotes librarians' expertise as educators and instructors. This case study of implementing such a program at the University of Maryland College Park reviews library award models across the United States and Canada, identifying best practices so that others may draw success from the authors' experience and effective promotional efforts. The authors also hope to provide ideas for improvement and further award development for those with an award program in place.

Keywords: academic libraries, information literacy, library award, undergraduate research, institutional repository, instruction

Introduction

"Research is formalized curiosity. It is poking and prying with a purpose. It is a seeking that he who wishes may know the cosmic secrets of the world and they that dwell therein."

~ Zora Neale Hurston (1891-1960)

Research enriches scholarly life via the journey of discovery. Academic libraries are active participants in providing pathways to discovery. Like instructional faculty, research librarians perpetually seek new ways to encourage curiosity in student-centered learning and to stimulate the creation of new knowledge. Librarians, however, have the added mission to preserve scholarly work for future generations. Through collaborations with instructors and students, libraries strive to prepare undergraduates to succeed in a knowledge-driven society. Information savvy—that is, the ability to find, select, and critically evaluate information—is the essential skill for lifelong learning.

Review of the Literature

The library award for undergraduate research was first introduced by Hofstra University Library in 1997 (http://www.hofstra.edu/library/library_ulra.html). The requirements were simple: either self or faculty nomination and that candidate papers be submitted to the review committee by a professor. University of California (UC)–Berkeley Library expanded the application prerequisites in 2002 to include an obligatory reflective essay on the attendant research experience with the library. Jones (2009) popularizes the UC model in her article "The rewards of research: Library prizes for undergraduate research." In the decade since, more than 50 academic libraries from the United States and Canada have adapted the UC–Berkeley Library model (see Appendix A for a list and links). A survey of these libraries demonstrates that the eligibility criteria are similar across current library award models. Most prominent are criteria to demonstrate applying exceptional search strategies in using library resources. Another is the articulation of learning lifelong skills obtained via the research process.

Articles describe the impact providing an award service can have. Jones (2009) values the award as "a reminder to the campus that the library is an essential component of inquiry-based learning, a 'laboratory of scholarship.'" Berger, Meltzer, and Jones (2012) highlight the key role dedicated reference librarians play. For instance, librarians help undergraduates overcome the

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initial stress of the research process by walking them through the maze of information. Bonnet et al. (2013) demonstrate how the library award informs library instruction and services. They suggest that navigating and understanding the connection between library subscription resources and those available freely on the Web is an essential learning outcome of library instruction. Bonnet et al. (2013) state that librarians can find an opportunity through instruction "to demonstrate the ways in which research and scholarship [can be] an entry into a conversation" and by inference that the librarian is an important member of the students' research network of faculty, graduate students, and outside experts.

Despite many universities implementing undergraduate research library awards in the past decade, few articles have been published describing the implementation process. This article will address that omission by presenting a case study of the implementation of the University of Maryland Libraries' Library Award for Undergraduate Research (http://www.lib.umd.edu/libraryaward).

The Library Award for Undergraduate Research at the University of Maryland

The University of Maryland Libraries (UML) is strategically placed to be a campus center for research, education, and learning. The main library, McKeldin Library, is situated in a prominent central location, opposite the Main Administration Building at the western end of the campus mall. The UM Libraries plan to strategically raise their profiles by bringing added value to student services. In 2010, the authors of this article proposed a UM Libraries Undergraduate Research Award to the administration as part of that strategic goal. The ultimate aim of the Library Award is to increase the visibility of UML and particularly our subject librarians. It spotlights the vital connection between library instruction and students gaining outstanding information literacy and lifelong research skills.

Following upon Jones's (2009) finding that "[t]he prize papers form an important archive of student research and writing that can inform library instruction, and support a university's reaccreditation process," we argued that the award had the added value of celebrating undergraduate research excellence by publishing the winning papers on our digital repository, the Digital Repository at the University of Maryland (DRUM) (http://drum.lib.umd.edu/handle/1903/11324). To wit, the award enhances the reputation of the library on campus, locally and globally, and highlights the librarian's role in the research process by publishing

reflective essays in DRUM. Through Google indexing and free open access, the work of librarians is visible to a worldwide audience.

Recognizing the importance of collaboration, librarians partnered with one administrative unit within the libraries, User Education Services (http://www.lib.umd.edu/ues), and two outside partners: the Maryland Center for Undergraduate Research (MCUR) (http://www.ugresearch.umd.edu/) and Maryland's iSchool–College of Information Studies (http://ischool.umd.edu/).

The Initial Stages

The Library Award for Undergraduate Research was implemented in 2011. Prior to this the authors' proposal had to be approved by the Libraries Management Group (LMG). The authors (two subject librarians) performed an environmental scan of existing library prize programs across the country to inform possible elements to be included. Surprisingly, there were not as many academic libraries with such a service in place as expected. This confirmed our sense that implementing a new service would distinguish UML. Early on we identified the possible stakeholders, further defining who was essential and who was helpful. The libraries' director of communications was at the top of the list since marketing of the award was essential to meeting our goal of raising awareness for the libraries. With the director's support, a meeting with the LMG was conducted.

Funding Sources

Funding a new project is always a daunting task, but the initial proposal identified several possible funding sources, including having the committee approach the Friends of the Libraries for a grant or the Office of Undergraduate Studies for a possible match. Knowing possible options existed, the administration could approve the proposal without funding rather than rejecting it outright. This was a good strategy because the LMG articulated why each of our options for outside funding would be a burden and convinced themselves that the funding should come directly from the Dean's funds. The other options would only obscure the message. The LMG approved funding for three awards of $1,000 each.

Partnerships

The proposal was met with enthusiasm. The LMG provided a number of strategies for expanding campus collaboration. The authors were charged with forming a nine-member committee with representation from each library division as well as faculty members from the iSchool and the Office for Undergraduate Studies. The committee was responsible for designing and overseeing the entire process including publicity, reviewing students' papers, setting up a space in and a depositing process to the digital repository, and presenting the awards at a public event.

Since by its nature the award required a jury, a sub-committee of judges was identified to develop a process and criteria to inform their work as actual evaluators. A faculty member from the iSchool was asked to join three practicing librarians on the Award Review Sub-committee. This partnership reflects both a practical and a theoretical perspective. The sub-committee meets before each award cycle to finalize criteria and discuss how the process will run. For instance, in the first year we adopted a rubric from the University of Washington Libraries (http://www.lib. washington.edu/researchaward/students/LRAEvaluationRubric.pdf/view) and the Westminster College's Giovale Library (http://www.westminstercollege.edu/library/documents/award_rubric. pdf). The judges met to define each criterion and decide how each would be applied. This has proved valuable for both the iSchool professor and the practicing librarians because these meetings invariably turn into a philosophical discussions about the actual educational role played by the practice of librarianship.

At the end of each cycle, the committee meets again to identify what obstacles the current application requirements and judging criteria presented and then to develop a strategy for the next round to counteract these obstacles. We do this while our memory is fresh even though the next round may not be for another year. For example, at the conclusion of the first year, we reviewed the various questions applicants had during the submission period. We came to a consensus on rules to address these previously unexpected concerns and decided that a Frequently Asked Questions (FAQ) page (http://www.lib.umd.edu/libraryaward/faq) would be included on the award's web site and that this was a best practice to follow each year. In the second year of the program, we implemented electronic submission into DRUM, replacing the paper submission that was cumbersome for both the applicants and judges. Working with our information technology unit, we streamlined the process, allowing for a central place for judges to access papers as well as prepopulating students' papers and essays to be publicly available on DRUM. In three years we have already collected 71 papers and essays. We decided to make the

essays open so that anyone can use them for research. We include in the application process a permission statement that allows for future research. In the past year, we adjusted the marketing timeline, moving it earlier in order to coordinate with the time when students are submitting their final papers and faculty are grading them. We hope that this will enrich and enlarge our submission pool.

User Education Services, a unit in Public Services, leads the programmatic integration of information literacy standards into the UML instructional efforts. Designing effective teaching sessions tailored to the research needs of students is a particular strength. Since one of the goals for the award program is to spotlight connections between library instruction and students learning lifelong research skills, we naturally identified this unit as a partner. Moreover, User Education Services has had a long and positive history of collaborating with the Maryland Center for Undergraduate Research, having provided an annual venue for their poster day and award ceremony for a number of years. This Undergraduate Research Day provides a stage for the libraries to share student academic achievement—and the critical role librarians play in that achievement—with the broader campus community.

Building on success and desiring to draw a large audience and share promotional expenses, the committee coupled the Library Award for Undergraduate Research ceremony with the Undergraduate Research Day. Undergraduate Research Day was moved from the libraries to the campus Stamp Student Union building, "a safe and inviting campus center where all UM students, alumni, faculty, staff, and community members cultivate lifelong relationships founded on engagement, learning, multiculturalism, and citizenship" (http://thestamp.umd.edu/).

The library award's implementation coincided with the inaugural campaign feting the arrival of a new university president. The committee was successful in having Undergraduate Research Day listed as one of the inaugural events. This was a fortuitous start to our marketing plan. Award winners were announced in various campus news outlets and listed on the library's web site with links to their essays and research projects. At the award ceremony itself, the winners shared their experience with using the libraries and, in a very informal way, expanded the visibility of our services to other faculty members, students, and their families. Other important marketing tools included recognizing supervising faculty members of the winning students with personal letters from the dean of the libraries and copying department chairs and school/college deans. The subject librarians were acknowledged in all staff library meetings and other library events.

Marketing

As a member of the committee, the director of communications was essential to the development of the marketing plan. Advertisements were published in *The Diamondback* (the campus newspaper) as well as in the online newsletter to undergraduates published by University Relations. Short messages beginning with "Dazzle us with your research project and win $1,000" were posted on various social media such as Facebook and Twitter. Undergraduate Honors Programs (http://www.honors.umd.edu/compare.php) were targeted due to the intensive research projects required. In the second award cycle, the libraries' Communications Office recorded that cycle's award ceremony and created a promotional video (http://youtu.be/ozmef0fHaIk) for use in future promotional electronic announcements.

The libraries' graphic designer created a flyer to be printed in various sizes as a handout and as posters (see Appendix B for flyer design). Linking it to the library award web page made it convenient for subject librarians and faculty members to promote the award both electronically and in print. Based upon application responses from the 2011-2013 award cycles, a low number of students (7%) learned about the award from print flyers posted in all libraries on campus, departmental bulletin boards, and shuttle buses.

Greater success was found with the electronic dissemination of the library awards. Nearly half (47%) of the applicants learned about the library award through various listservs. Another 39% were either informed or recommended by their professors. Pushing the announcements via email or through teaching faculty has a greater impact on students as they pay attention to known sources rather than passively discovering on their own, for example through the library web site. These percentages indicate the important role of the subject librarians in promoting the award through their liaison work with their departments. Working collaboratively with professors, subject librarians demonstrate the value of library collections and services for academic research, and professors translate this knowledge to their students. This teamwork encourages professors to identify their best students and recommend them to apply for the award.

Promoting the award through other channels is recommended. Two percent learned about the awards through their teaching assistants, while another 2% were made aware in a library instruction class. Promotion through the library web site reached only 5% of the participants. Plans to improve marketing include targeting undergraduate student organizations and promoting through LibGuides and instructional sessions.

Assessment

The Value of Library Collections, Services, Instruction and … Librarians

The Library Award for Undergraduate Research is now a well-established program at the University of Maryland. It has provided a wealth of evidence highlighting the work of librarians in producing outstanding research. From the very beginning the application process was designed to allow the authors to pull data for assessment. For instance, the application form collects demographics of class level, course, college, and department. It also collects information on citation style, instructor's or librarian's names, and the applicant's source of information for the award as seen above. This allows tracking of any of these categories. Moreover, the reflective essays also provide information about what resources are being used, what strategies are being taken, who makes up a researcher's network, and how research presents opportunities for the future. Finally, by critically reviewing bibliographies, we are able to verify faculty perceptions of the depth of undergraduate scholarship.

From reflective essays we are able to derive an estimation of the value of particular services:

- *"The ask us 24/7" link came in very handy during the late hours of the night when I worked on my research paper. … The accessibility of the library is tremendous, and after completing this research paper, I feel as though I do not necessarily have to be physically in the library to reap its benefits."* (Erin Omahen, essay available at http://hdl.handle.net/1903/12415, February 22, 2012).

Finding: AskUs service is known and used for remote reference assistance.

- *"From this research experience, I learned useful research management skills such as staged writing and "cite as I write."* (Jason Chun Yu Wong, essay available at http://hdl.handle.net/1903/12433, March 1, 2012).

Finding: Bibliographic management systems are being used. Their interoperability with Word is especially valued.

- *"The research process for this assignment taught me to respect the difficulty of proper*

documentary history, gave me the opportunity to become adepts [sic] in searching Catalogue, WorldCat, America's Historical Newspapers, Newspaper Archives, and other databases, and allowed me to become accustomed to the University's library system and its employees." (Samuel Sober, essay available at http://hdl.handle.net/1903/13696, March 1, 2013).

Finding: Library catalog and databases portal are being used as well as the library infrastructure and human resources.

• *"My positive interactions with librarians at ArchivesUM boosted my confidence as a student and made me feel as if I was capable of contributing new, exciting research to a receptive scholarly community."* (Sarah Singer, essay available at http://hdl.handle.net/1903/12435, March 1, 2012).

Finding: Undergraduates value the human assistance and guidance received from librarians.

Evidence of Students Learning Lifelong Skills

One of the goals of this award program is to encourage lifelong learning skills:

• *"I developed an aptitude for learning to maintain integrity to the documents and interview subjects. Working with human participants taught me how to delve into sensitive subject material and how to inquire effectively to seek desired responses. Upon submitting my thesis to the interviewees as I had promised, the tribal chief connected me to a producer creating a documentary on the tribe and who wanted to interview me. He also connected me to the tribe's lawyer who offered me an internship opportunity for the summer."* (Kristen Tadrous, essay available at http://hdl.handle.net/1903/12425, March 1, 2012).

Example: One winning applicant's research project turned into a professional opportunity.

• *"The skills I learned while working on this paper, such as locating sources, talking to experts in the subject field, and navigating online databases will be crucial for completing my degree. … My hopes are that these skills will come full circle one day when my students go off to*

college and complete research on their own." (Richard Ireland, essay available at http://hdl.handle.net/1903/12429, March 1, 2012).

Example: The skills learned in the research process will be utilized in a future career.

Professors Enriching Their Own Knowledge

The required letter of support provides us the opportunity to understand how faculty benefit from their students' research experiences:

> *"[Student] rather updated my own knowledge of the theory by finding recent scholarship through online databases rather than sticking only with the hoary chestnuts I recommended. … One purpose of a library is to support correct habits of scholarly practice."* (Professor, Letter of Recommendation, February 25, 2012).

> *"[Student] did a superb job with research, turning up sources I didn't know existed… It is one of the best jobs of qualitative analysis–research, analysis of information, and cogent writing of the sometimes ambiguous and fuzzy concepts that litter social science–I have seen from an undergraduate."* (Professor, Letter of Recommendation, February 28, 2011).

Final Recommendations and Best Practices

Building on our experience shared earlier in this article, we surveyed academic institutions around the world to identify best practices in delivering this program. By doing a Google search using "undergraduate research" AND ("prize" OR "award") as keywords, we compiled a list of institutions with award programs in place (see Appendix A for a list and links). The awards are well accepted in the United States and only partially in Canada.

The authors reviewed the web sites listed in Appendix A in order to identify best practices from those universities offering an award program. Below we provide our findings. These best practices may be taken into consideration when establishing a program, improving existing awards, or assessing current programs.

Review Committee and Collaboration

The *review* committee was named differently across institutions, for example, *evaluation* or *selection* committee. The membership included any combination of a representation from the following academic units:

1.   Public services librarians.
2.   Libraries' Teaching and Learning Committee.
3.   Library administration.
4.   Library Advisory Council.
5.   Faculty Senate Library Committee.
6.   Friends of the Libraries Board of Directors.
7.   Office of Undergraduate Education.
8.   College writing program.
9.   Faculty members from departments in all disciplines.
10.   Library school faculty members.
11.   Graduate students.
12.   Undergraduate students.

Subject Liaison Librarians

Scenarios to increase the visibility of librarians by incorporating them into the process include:

1. Students work closely with librarians. Librarians, rather than professors, nominate students.
2. Students meet with a librarian in order to be eligible to apply for the award.

Naming the Program

If using an endowment to fund the award, consider using the donor's name in the award title. The majority of the academic institutions used the word *award* while others used *prize* or *fellowship*. Define for yourself the best name according to the elements of the award.

Application Submission

1. Make the application process via an electronic database instead of accepting applications by mail, in person, or email.
2. Use a Learning Management System such as Blackboard or Canvas for submissions (e.g., Emory University, Atlanta, Georgia).
3. Student does not write an essay. Only faculty members submit nominations. Faculty can submit as many nominations they like (e.g., University of North Carolina at Chapel Hill).
4. If essays are to be open, make a statement to the applicants/winners that their essays will be publicly available. This has the benefit of allowing for open research data.
5. If restricted access is preferred, make essays password protected to campus community only.
6. Not receiving enough applications? Follow the model at Georgia State University Library by selecting a research paper or project accepted for the Georgia State Undergraduate Research Conference.

Types of Awards

1. Consider awarding a project at different stages of research: beginning, middle, or end. The University of California Irvine Libraries offer an award that can be given to a student to complete his or her research paper. The University of Wisconsin Libraries offer a "Research in Progress Award" for projects that will not be completed prior to the Library Research Award deadline.
2. Develop awards based on students' status (be careful not to add this to other restrictions or you may not have a good pool to judge from):
   - One for a freshman or sophomore student.
   - One for a junior or senior student.
3. Distinguish between projects by individuals and groups. Consider whether to accept multi-authored papers/projects:
   - If a single author applies solo, permission from the co-authors must be obtained in writing.
   - If groups or teams participate in the award competition, consider whether some or all of a group's members may apply. Each student who has

chosen to participate in the research award should individually or as a group submit an application form and essay and should explicitly identify his/her role and contribution. Each submission could be judged individually.

4. Establish an award based on the length of the research paper:
    - For a short or long paper based on the number of pages (e.g., University of California at Los Angeles).
    - For a paper/project from any class vs. senior thesis (e.g., Central Connecticut State University, New Britain, Connecticut).

5. Think of acceptable formats of research projects (in order for the award to have scholarly value, be sure to include judges who teach in these disciplines):
    - Research paper or thesis.
    - Design portfolio.
    - Theater designs.
    - Fine arts performance (dance, music, etc. captured on CD or DVD) accompanied by program notes.
    - Creative work (writing, art in any format).
    - Film/video.
    - Digital media.
    - Poster presentation.
    - Lab or clinical research investigation.
    - Photography.
    - Product or prototype development.
    - Mapping or GIS project.
    - Architecture project, model or design.
    - Database development.
    - Field work/site exploration.
    - Web site.

6. Depending on the funds available, consider either equal amounts of money for each award you offer or break them down to different amounts for first, second, and third place and honorable mentions.

7. Categorize by discipline (further research needs to be conducted to identify why there are not many submissions from the sciences). One solution to attract students from various disciplines is to make presenting at an undergraduate research event a submission requirement (e.g., University of North Carolina at Charlotte). Create

two separate awards for humanities and social sciences/sciences/engineering (e.g., Oregon State University). Discipline categories could be:
- Arts/Architecture/Humanities.
- Social Sciences/Education.
- Physical Sciences/Engineering.
- Biological Sciences/Health Sciences.
- Math/Computer Sciences.

8. Explore opportunities to acknowledge faculty members and librarians who have mentored the awardees:
   - A separate award for teaching faculty for the support of information literacy (University of Alberta).
   - A single award shared by the student ($750) and the instructor ($250) (Ohio State University).

Number of Awards

Be flexible! Some universities have programmatic flexibility depending on the applicant pool and availability of funds.

Award Amount

Of the academic institutions surveyed, the award amount ranged between $50 and $1,000 although most offer between $500 and $1,000.

Web Site Content Checklist

Make sure to include the following information on the award web site:
1. Background for the award. Include any starting date or history to inform the audience of the origin of the award. Was it named after a particular person? Was it funded by a particular donor?
2. Eligibility and selection criteria. The evaluation rubric could be posted online.
3. Essay and bibliography tips.
4. A list of awardees with their pictures and links to their essays and research papers.
5. Any other promotional documents such as video recordings and podcasts.

Archiving Students' Papers

Some universities still collect paper copies in their archives. Take advantage of the electronic tools and deposit students' essays in your institutional repository to provide a permanent home to undergraduate student research and to open research data to the profession. Consider whether to make all applicants' essays publicly available or just to include the winners' essays.

Financial Medium of the Awards

The award can be given as a check or a scholarship applied directly to the student's billing account. Note that depending on the recipient's enrollment status and income, the award might constitute taxable income and must be reported to the Internal Revenue Service (IRS). Also, it is likely that individual universities have different regulations. Make sure to be a partner with your institution's business office.

Funding

Donations could be solicited from the following sources:
1. Library administration.
2. Friends of Libraries.
3. Library Advisory Council.
4. Provost's Office or president of the university/college.
5. Faculty members.
6. Individual donors.
7. Endowments.
8. Professor emeriti.
9. Publishers (e.g., Temple University).

Marketing

1. *Before the application process starts:* Send announcements to various campus listservs. Create flyers and posters that are digitally accessible for subject liaison librarians to

print out and disseminate.

2. *After the award ceremony:* Raise campus awareness by publicizing awardees and their outstanding achievements. Several universities archive their award ceremonies using various tools:

   - Video recording (e.g., University of Alberta, Canada).
   - Podcasts with transcripts (e.g., University of North Carolina).
   - Library newsletter (e.g., University of North Carolina).
   - Campus electronic newsletter or print newspaper.

Award Ceremony

The greatest challenge may be boosting award ceremony attendance, especially if you are planning to hold it at the library. Some universities do not announce the finalists before the award reception. In this case applicants do not need to be present to win but finding out who won often gets them to the event. Invite candidates, friends, family, faculty sponsors, department chairs, deans, and even the university president or provost for opening remarks. Having winners give short presentations of their research experience stimulates attendance, especially from family. Have students design posters to display in library exhibition spaces. Consider holding the award ceremony outside the library and in conjunction with other events. Examples include:

1. Undergraduate Research Event, Day, Conference, Symposium, Fair, Festival, Honors Convocation, etc.
2. Speaking of Books… Conversations with Campus Authors (e.g., University of Maryland, College Park) or a similar event such as Authors Reception (e.g., Valparaiso University, Indiana).
3. Library's Annual Dinner with Friends (e.g., University of Massachusetts).
4. Parents' and Family Weekend (e.g., Duke University).
5. Annual Weekend of Excellence (Loyola University, Chicago, Illinois).

Final Steps

Winning projects may be exhibited in the library throughout the year, allowing winners to influence a potentially large audience of their peers. Awardees are encouraged to present their

research at conferences, to write a paper that presents their research findings, and to submit their manuscripts for possible publication in undergraduate research journals or other publication venues.

Conclusion

Offering a library award program is an effective way of strengthening the ties between subject librarians and teaching faculty while providing a mechanism to preserve undergraduate student research. This program not only increases the perceived value of library services but also promotes librarians' expertise as educators and instructors. Despite many universities implementing undergraduate research library awards in the past decade, few articles have been published describing the implementation process. This article reviews and presents best practices culled from these 50 libraries as well as a case study of implementing such an award at the University of Maryland Libraries. The study describes the initial stages, partnerships, funding sources, marketing, and assessment at the University of Maryland.

The library award for undergraduate research was first introduced by Hofstra University Library in 1997. In the 16 years since, more than 50 academic libraries from the United States and Canada have adapted the UC–Berkeley Library model. A survey of these libraries demonstrates that the eligibility criteria are similar across current library award models. Most common are criteria to demonstrate applying exceptional search strategies in using library resources. Another is the articulation of learning lifelong skills obtained via the research process. From the academic institutions surveyed, the award amount ranged between $50 and $1,000. Most offer between $500 and $1,000.

This exploratory study of existing library awards for undergraduate research has identified best practices for implementation of awards. It takes a great passion and effort to build a program that supports undergraduate students' achievements and at the same time increases the library profile across campus.

"It took a village–and a very talented one to make this happen."
~Pat Steele, UM Libraries' Dean (personal communication, April 26, 2012)

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Appendix A:
University libraries surveyed
(in alphabetical order by country and state)

	University	City	State	Country	Name of Award	URL
1	University of Alberta	Edmonton	AB	Canada	Student Award for Library Research	http://www.library.ualberta.ca/augustana/infolit/awards/
2	Brock University	St. Catharines	ON	Canada	Undergraduate Library Research Award	http://www.brocku.ca/library/research-lib/library-research-award
3	University of Regina	Regina	SK	Canada	Dr. John Archer Library Award for Best Undergraduate Research Project	http://www.uregina.ca/library/about_contact/library_information/announcements_content/2011/219.html
4	University of Alaska	Anchorage	AK	US	Consortium Library Prize	http://www.uaa.alaska.edu/ours/opportunities/research/consortium-library.cfm
5	University of Alabama	Tuscaloosa	AL	US	2012 UA Libraries Undergraduate Research Prize in Humanities & Social Sciences	http://www.lib.ua.edu/undergrad-research-prize-2012-info

	University	City	State	Country	Name of Award	URL
6	University of Arizona	Tucson	AZ	US	Katheryne B. Willock Library Research Award	http://www.library.arizona.edu/about-the-libraries/our-organization/award
7	University of California, Berkeley	Berkeley	CA	US	Charlene Conrad Liebau Library Prize for Undergraduate Research	http://www.lib.berkeley.edu/researchprize/
8	California State University	Fullerton	CA	US	Annual Pollak Library Prize for Undergraduate Research Papers and Projects	http://libraryblogs.fullerton.edu/2009/01/30/undergraduate-research-prize-of-1000/
9	University of California, Irvine	Irvine	CA	US	Libraries-UROP Research Fellowship (LURF) Award	http://www.lib.uci.edu/about/projects/urop/undergraduate-research-opportunities-program.html
10	Loyola Marymount University	Los Angeles	CA	US	Undergraduate Library Research Award	http://digitalcommons.lmu.edu/ulra/
11	University of California	Los Angeles	CA	US	Library Prize for Undergraduate Research	http://www.library.ucla.edu/support/support-students/showcasing-student-achievement/library-prize-undergraduate-research

	University	City	State	Country	Name of Award	URL
12	University of Redlands	Redlands	CA	US	Armacost Library Undergraduate Research Award	http://libguides.redlands.edu/ALURA
13	La Sierra University	Riverside	CA	US	Library Undergraduate Research Prize	http://lasierra.edu/library/lurp/index.html
14	Central Connecticut State University	New Britain	CT	US	Elihu Burritt Library Undergraduate Research Awards	http://library.ccsu.edu/services/award/application.php
15	Eastern Connecticut State University	Willimantic	CT	US	Undergraduate Student Library Research Award	http://easternct.libguides.com/content.php?pid=62741
16	American University	Washington	DC	US	Undergraduate Research Awards	http://www.american.edu/library/news/2011_undergrad_research_awards.cfm
17	Santa Fe College	Gainesville	FL	US	Library Research Award	http://www.sfcollege.edu/rue/index.php?section=library_research_award
18	University of Georgia	Athens	GA	US	UGA Libraries' Undergraduate Research Awards	http://www.libs.uga.edu/researchaward/
19	Georgia State University	Atlanta	GA	US	Undergraduate Research Awards	http://scholarworks.gsu.edu/univ_lib_ura/

	University	City	State	Country	Name of Award	URL
20	Emory University	Atlanta	GA	US	Woodruff Library Undergraduate Research Awards	http://web.library.emory.edu/news-events/news/archives/2012/undergrad-award.html
21	Loyola University	Chicago	IL	US	Loyola University Libraries Undergraduate Research Paper Award	http://libraries.luc.edu/ura
22	University of Notre Dame	Notre Dame	IN	US	Undergraduate Library Research Award	http://guides.library.nd.edu/subject-guide/77-2011-Undergraduate-Library-Research-Award
23	Indiana University	South Bend	IN	US	Library Prize for Undergraduate Research	http://library.iusb.edu/about/libraryprize.shtml
24	Valparaiso University	Valparaiso	IN	US	Library Award for Undergraduate Research	http://library.valpo.edu/award/index.html
25	University of Massachusetts	Amherst	MA	US	Special Collections & University Archives Undergraduate Research Award	http://www.library.umass.edu/spcoll/umarmot/?page_id=748

	University	City	State	Country	Name of Award	URL
26	University of Massachusetts	Amherst	MA	US	Friends of the Library Undergraduate Research Award	http://www.library.umass.edu/about-the-libraries/news/press-releases-2013/libraries-announce-student-award-winners/
27	Tufts University	Medford	MA	US	Tisch Library Undergraduate Research Award	http://www.library.tufts.edu/tisch/award/
28	University of Maryland	College Park	MD	US	Library Award for Undergraduate Research	http://libraries.umd.edu/libraryaward/
29	University of Michigan	Ann Arbor	MI	US	U-M Library Annual Undergraduate Research Award	http://www.lib.umich.edu/undergraduate-research-award
30	University of North Carolina, Chapel Hill	Chapel Hill	NC	US	Parker-Dooley Awards for Undergraduate Research in Southern Studies	http://www.lib.unc.edu/mss/shc/parker_dooley.html
31	University of North Carolina, Charlotte	Charlotte	NC	US	Atkins Library Research Awards	http://library.uncc.edu/undergraduate research/generalawards/#atkinsawards

	University	City	State	Country	Name of Award	URL
32	Duke University	Durham	NC	US	~ Lowell Aptman Prize ~ Chester P. Middlesworth Award	http://library.duke.edu/research/awards/index.html
33	University of North Carolina	Greensboro	NC	US	University Libraries Undergraduate Research Award	http://library.uncg.edu/info/undergraduate_research_award.aspx
34	University of Nevada	Las Vegas	NV	US	University Libraries Lance and Elena Calvert Undergraduate Research Awards	https://www.library.unlv.edu/music-library-unlv/2010/03/university-libraries-lance-and-elena-calvert-undergraduate-research-award
35	University at Buffalo	Buffalo	NY	US	Undergraduate Research Prize	http://library.buffalo.edu/research-prize/
36	Hofstra University	Hempstead	NY	US	Undergraduate Library Research Award	http://www.hofstra.edu/library/library_ulra.html
37	Ohio State University	Columbus	OH	US	Undergraduate Research Prize	http://library.osu.edu/news/grants-awards/undergraduate-research-prize/

	University	City	State	Country	Name of Award	URL
38	Wright State University	Dayton	OH	US	Wright State University Friends of the Libraries' Undergraduate Library Research Award	http://www.libraries.wright.edu/calendar/news.php?id=44
39	Oregon State University	Corvallis	OR	US	Library Undergraduate Research Awards	http://osulibrary.oregonstate.edu/awards/ugresearchawards.html
40	University of Oregon	Eugene	OR	US	Library Undergraduate Research Awards	http://libweb.uoregon.edu/general/libaward.html
41	Temple University	Ambler	PA	US	~ Library Prize for Undergraduate Research ~ Library Prize for Undergraduate Research on Sustainability & the Environment	http://guides.temple.edu/libraryprize http://guides.temple.edu/sustainabilityprize
42	Shippensburg University	Shippensburg	PA	US	Library Research Award	http://library.ship.edu/lra
43	Brown University	Providence	RI	US	Library Undergraduate Research Award	http://library.brown.edu/ugresearchaward/
44	University of South Carolina	Columbia	SC	US	Award for Undergraduate Research	http://library.sc.edu/undergradaward.html

	University	City	State	Country	Name of Award	URL
45	Rice University	Houston	TX	US	Undergraduate Research Awards	http://library.rice.edu/about/friends-of-fondren/research-awards/undergraduate-research-awards
46	St. Mary's University	San Antonio	TX	US	Louis J. Blume Library Undergraduate Research Award	http://stmarytx.libguides.com/content.php?pid=119844&sid=1032021
47	Westminster College	Salt Lake City	UT	US	Giovale Library Undergraduate Research Awards	http://www.westminstercollege.edu/library/about/award.cfm
48	Radford University	Radford	VA	US	Winesett Awards for Library Research	http://library.radford.edu/index.php/generated/research/winesett-awards-for-library-research-details
49	University of Washington	Seattle	WA	US	Library Research Award for Undergraduates	http://guides.lib.washington.edu/researchaward
50	University of Wisconsin	Madison	WI	US	Undergraduate Research Awards	http://www.library.wisc.edu/college/research-help/undergraduate-research-award/

Appendix B:
Promotional flyer for the award

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