THE ANDREW W. MELLON FOUNDATION SCHOLARS PROGRAM IN THE ARTS AND HUMANITIES

Hope
COLLEGE
MELLON SCHOLARS

Program Handbook

2018

HOPE COLLEGE

INSPIRING   UNIQUE   EMPOWERING

Director's Welcome

This handbook has been written for students who are currently in the Mellon Scholars Program, students who are interested in the program, faculty mentors, and parents. Each of you is essential to the program's vitality and success. What you will find in this handbook is the program's structure: the goals, curriculum, history, opportunities, guidelines, and policies that enable the Mellon Scholars to serve its students in the best possible way. The heart of the Mellon Scholars Program, though, is the community of students and their faculty mentors who pursue exciting and interesting projects in the arts and humanities, and mutually support and develop each scholar's interests and research agendas. For this reason, we have included the voices of several Mellon scholars and faculty to give you their advice and stories about the program.

The Mellon Scholars Program is named after the Andrew W. Mellon Foundation, one of the world's leading philanthropic organizations, which has generously supported our vision of superb undergraduate education in the arts and humanities. The Mellon Foundation's mission speaks of "strengthening and promoting the contributions of the humanities and the arts to human flourishing and to the well-being of diverse and democratic societies." Hope College is one of the "exemplary institutions of higher education" that the Mellon Foundation supports to "renew and provide access to an invaluable heritage of ambitious, path-breaking work." Living into this vision, the Mellon Scholars Program is an academic program for students who are highly motivated and who have a passion for exploring the arts and humanities from the ground up; that is, from the original, primary sources found in archives and libraries to publication on web-based platforms, in published papers, at conferences, and in documentaries and blogs. The program fosters a student's development in research, writing, and publication using all the tools available to us today. The Mellon Scholars Program also provides the training and resources for creative and artistic composition and production. Because of the generous resources provided by the Mellon Foundation, students can delve deeply into their research and creative production without having to pay for equipment, travel, and other needs associated with original scholarship.

The Mellon Scholars Program sends students to conferences, supports publication, encourages interdisciplinary study, and fosters close mentoring relationships, and as a result Mellon scholars develop extraordinary speaking and presentation skills, are highly creative in their thinking, are tech-savvy and self-motivated. These skills and traits place Mellon scholars in good stead for graduate and professional school, as well as for employment. Many of our alumni have gone on to graduate school at Harvard University, the University of Michigan, Western Michigan University, and the Sorbonne at the University of Paris. Others have received Fulbright Fellowships and internships at PBS and the Baseball Hall of Fame. The majority of our graduates have gone directly to employment and are enjoying careers in marketing, institutional leadership, international philanthropy, and professional writing.

The Mellon Scholars Program is currently undergoing revision and expansion as we transition out of our Mellon grant funding and into a fuller integration with the Hope College academic community. With this comes further encouragement of and support for digital enhanced curriculum across the college, integration of Mellon equipment and space into the Van Wylen Library, and a higher profile for the program. We're excited about the coming changes!

Here, we have tried to address all of the questions and policies that you may be wondering about, but the best way to know the Mellon Scholars Program is to talk to the director and its current and former Mellon scholars.

On behalf of the Mellon Scholars Program, welcome, and I look forward to meeting you in person and helping you make the most of this lively and intellectually stimulating community. ~Dr. Marsely Kehoe, Director

Table of Contents

Program Description

The Mellon Scholars Program is a 3-year academic program for highly motivated students who have a passion for the creative arts and humanities. The program is built upon a sequence of coursework focused on research, writing, and digital tools, as well as big-picture questions such as what it means to be a humanist and an artist in the twenty-first century. Students are also trained in public speaking, grant writing, and public scholarship. In the context of Mellon classes and experiences, each student develops individual or collaborative research projects based on his or her academic interests, and publishes them in a variety of venues, ranging from conference presentations and print publications, to podcasts and documentaries, to theater productions and musical performances. The centerpiece of the program is the close mentoring students receive as they develop and publish their research projects and creative works. Students graduating from the program have high acceptance rates in graduate school and employment, due to their experience in public speaking and writing, web-based and new media skills, as well as project management. No prior digital skills are required for entering the program, only a desire to be part of a community of highly motivated and creative student scholars. The Mellon Scholars Program gives students of the creative and performing arts the digital skills to think and publish their creative work in new and imaginative ways. The Mellon Scholars Program accepts creative and performance projects for Mellon credit.

Most students who join the Mellon Scholars Program at the beginning of their sophomore year have not yet declared their major. Often, being in the program helps students to clarify just what it is that they are passionate about and to feel confident knowing that the best way to a fulfilling and rewarding career is to study deeply and develop excellent research, writing, speaking, and new media skills. It is not a requirement to major or minor in an arts or humanities discipline to be in the Mellon program.

The Mellon Scholars is an academic program, but does not offer scholarships. However, the program does offer competitive summer research fellowships and provides funding for research and conference travel. The program also provides students with the resources of time, in the form of faculty mentors, and equipment for carrying out digital projects.

The Mellon Scholars Program is designed to give students in the arts and humanities an opportunity to further explore their interests/field of study. In this program, students are given the resources and support to develop individual research or creative projects as well as the tools to then transfer them to a digital platform. In addition, the Mellon Scholars Program provides students with a community of fellow students who are equally as passionate and excited about the arts and humanities as they are. Students benefit from brainstorming with classmates and working in teams to bring projects to fruition. While this is an academically rigorous program, it also leaves room for creative exploration and is focused on helping each individual student pursue his or her passion. For many students, this means that a research project may take a different form, such as a work of art or dance performance. Professors are ready and willing to work with students as they figure this all out. This program also benefits students upon graduation and equips them with the necessary skillset to enter the workplace or to continue their education at a higher level. ~Grace Hulderman

Program Goals

The mission of the Mellon Scholars Program is to create a culture of research and production in the arts and humanities using digital tools to transform the career paths of students, faculty, and staff. To support this mission, the program goals:

• promote an individualized inquiry-into-research undergraduate experience in the arts and humanities

• train students in developing projects, conducting research, and using digital tools

• prepare arts and humanities majors for a variety of career paths

• foster collaboration among fellow students and faculty members

• provide students with unique travel and presentation opportunities

Program History

The Andrew W. Mellon Foundation Scholars Program in the Arts and Humanities was conceived and developed in 2008 under the leadership of Dr. Bill Pannapacker and former Provost, Dr. Jim Boelkins. The Mellon Scholars Program was designed to build upon Hope College's already strong reputation of faculty-student collaborative research in the sciences. A significant new component was the goal to prepare arts and humanities students for the future by infusing the would-be program with instruction in the Digital Liberal Arts.

In 2009, the Mellon Foundation awarded Hope College $200,000 to launch the Andrew W. Mellon Foundation Scholars Program in the Arts and Humanities. A three-year curriculum was developed, and in 2010, the first cohort of twenty students was shaped from a strong applicant pool. In the same year, the program's second pillar, the close mentoring relationship between faculty and students, was developed by enlisting faculty from across the arts and humanities divisions to join the program as mentors. Additionally, in 2011 the Summer Research Fellowship program came to fruition. Mellon scholars have traveled to places such as Rwanda, France, Kosovo, Spain, Boston, Chicago, and Philadelphia to conduct their summer research.

In 2013, Hope College received a $500,000 grant from the Mellon Foundation to institute a second phase of the program. As a result, the Mellon Scholars Program has brought the Digital Liberal Arts, entrepreneurship, teamwork, and public scholarship to the fore of the program's curriculum. One of the signature projects to come out of the second phase of the Mellon Scholars Program in 2014 was the digital archive and website, Digital Holland, founded by Allyson Hoffman'15 and Erika Schlenker'16, who won the first regional Digital Humanities award at the Network Detroit Conference. Digital Holland (digitalholland.org) has become the central publication of the Mellon Scholars Program.

In early 2018, as the program came to the end of Mellon Foundation funding, then-Director Anne Heath and Dean Sandra Visser ushered in the third phase of the program, creating a position for a dedicated director and ensuring a sustainable future for the program and its greater integration into the Hope College academic community.

Currently, there are approximately forty to fifty students in the Mellon Scholars Program, with majors in history, Classics, art history, modern languages, theater, music, religion, and dance.

Mellon scholars are regular presenters at the Hope College Celebration of Undergraduate Research, the Bill and Maura Reynolds Arts and Humanities Colloquium, and the Hope College History Colloquium. On a national level, Mellon scholars have presented at the National Council for Undergraduate Research, The Kennedy Center American College Theater Festival, the Michigan Academy of Arts, Science, and Letters, Posters on the Hill, and Network Detroit Conference and the conference of the Undergraduate Network for Research in the Humanities. Mellon scholars have given more than two hundred scholarly presentations across the country.

The Digital Liberal Arts

The Digital Liberal Arts, or "DLA," encourages students to use digital tools to conduct innovative research, and to make their work available to a global audience through cutting-edge web-based platforms. DLA is part of a larger development in scholarship known as Digital Humanities, or "DH." In the Digital Liberal Arts, students conduct much of their research from books and journals, but they don't stop there. They also use non-traditional digital research methods to ask new and exciting questions of their sources— and to present that work in interactive, digital formats. Mellon scholars learn to be equally as comfortable working with pen and paper as with HTML and Python. They learn to analyze "big data" with the same critical eye as an Emily Dickinson poem. They can create beautiful dance performances and beautiful data visualizations. Through all of their studies, from the most traditional to the most innovative, Mellon scholars ask what it means to be a scholar and citizen in the digital world.

Mellon scholars participate in active scholarly conversations in ways that were impossible not that long ago: they might read the blogs of historians, or they might tweet with artists, or they might participate in crowd-sourced transcription of ancient documents alongside leading scholars. Just as leading digital scholars are developing their projects online and welcome the dialogue of the scholarly community with each new installment, so too do Mellon scholars present their works-in-progress to the public, welcoming open conversation in real time, accelerating and enhancing the quality of scholarly work at every level. The examples of the many project produced by Hope College's Mellon Scholars Program, such as Digital Holland, model not only innovative research but also engaged scholarly conversation.

The hardest thing about getting involved is facing the fear of something new. One way to begin is to explore the Internet, looking for examples of what others have done. You'll find multimedia editions, digital archives, and publications, such as *Southern Spaces,* the *Walt Whitman Archive* and *Who Speaks for the Negro?,* along with dozens more. You'll find detailed historical and literary mapping projects, like *Civil War Washington* or *Mapping Shakespeare's London.* Prepare to be dazzled by 3-D simulations such as the *Digital Roman Forum* and the *World's Columbian Exposition of 1893.* Browse the projects sponsored by the NEH's Office of Digital Humanities. While you're exploring all of those things, consider creating a Twitter account and begin following the members of the digital liberal arts and digital humanities communities. They're standing by to respond to your observations and questions—and then you will begin to have a support network that extends beyond Hope College and an emerging identity as a digital scholar.

The Application Process

The Mellon Scholars Program seeks students who are highly motivated in their studies and who want to immerse themselves in the scholarly process of discovery, practice, and publication. Students who have good writing skills and a creative spirit are particularly well suited for the Mellon Scholars Program. There is no minimum GPA, but most students who apply to the program have an average of at least a 3.5 GPA. Prior research or experience with digital research tools or web platforms is not required for the Mellon Scholars Program.

The application process begins at the end of the fall semester when FYS instructors, current Mellon scholars, and other arts and humanities professors are asked to nominate 1st- and 2nd-year students whom they believe demonstrate the potential to excel in the Mellon Scholars Program. In January, an email is sent to all 1st- and 2nd- year students inviting any interested student to apply. Students apply online through the Mellon website by February 15. A checklist is provided in Appendix 1. Information sessions in January and February are held to answer questions for prospective applicants.

The Mellon Scholars Executive Committee reviews the applications looking for students who have a demonstrated interest in an arts or humanities discipline, a curiosity about new media platforms and tools, self-initiative, and an interest in working collaboratively with faculty and students on research and/or creative scholarly projects. Applicants who show potential to be a good fit for the program will be asked to have a brief in-person interview to discuss further the student's interest in and understanding of the Mellon Scholars Program. Students are notified of their acceptance into the Mellon Scholars Program prior to fall registration. The program accepts between 17 and 20 students each year. The committee strives, depending on the nature of the applicant pool, to select a balance between arts and humanities, a variety of backgrounds and experiences, and a cohort that will form an engaged and compelling learning community.

As a freshman, I had heard many great things about the program and the students who were a part of it. I pictured these students as leaders on Hope's campus who must be hardworking and really smart! When I received my nomination letter, I was surprised, and while I didn't know much about the program at the time, I knew that I wanted the opportunity to become a leader in the same way that I viewed the current Mellon scholars.

For those of you who are thinking about applying for the program, truly think about why you are passionate about the arts and humanities. While you complete the application, allow for that passion guide you during the process. Don't be afraid to meet with the director of the program. I made time to meet with Dr. Heath during the application process and she really encouraged me and gave me great ideas about how I can explore digital scholarship as a dance performance student. While writing my application essays, I had several people read over them: twice by assistants at the writing center, and one of my professors from a previous semester. I really wanted to make sure that my application would be remembered amongst the rest of the applicants. There are quite a few Mellon scholars who work in the writing center who can guide you with what to say as well as answer any questions you have about the program. Take advantage of your resources! ~Nia Stringfellow

Acceptance Notification and Program Enrollment

Students who are accepted into the program will be notified by letter prior to fall registration. A student joins the Mellon Scholars Program simply by enrolling in IDS 180 during registration week for the following fall semester. If a student will be off-campus for the following fall or spring semester, he or she should contact the program director (mellonscholars@hope.edu) to give notification of intent to join the program and defer IDS 180-181 until the following year.

I joined the Mellon Scholars Program because, in the middle of my first year at Hope, I simply found myself stuck at a crossroads between various academic paths. First and foremost, I desired vocation in the field of sacred music and knew that I would not leave Hope without immersing myself in organ and choral study. But after my first semester, I realized that I was the type of person who remains unsatisfied with any taught information until I can place this information in a larger framework, whether historically and/or metaphysically. In short, I realized that music study, like any academic field, is not an end in itself, but rather one fruit on the great vine of Truth, a fruit whose individual value is only fully appreciated when collectively eaten with its neighboring fruits. I did not simply want to sing a motet, I wanted to know the historical, poetical, and liturgical context of these pieces as well. That's why I became a Mellon scholar, in order establish a framework in the truest of senses: through research. Research that will not only draw me closer to the Truth, but will possibly propel those around me towards that Truth as well. ~Jonathan Bading

The timeline for the application and acceptance process is as follows:
December: FYS, arts and humanities instructors nominate potential candidates
January: open call for applicants, information sessions, application site opens
February: deadline to apply is February 15
March: interview for finalists, notification of program acceptance before spring break
April: accepted students join Mellon Scholars by enrolling in IDS 180 for fall semester, or by contacting the program director

The Mellon Scholars Curriculum

The Mellon Scholars Program curriculum is designed for both skill development in research and new media, as well as maximum flexibility for fostering each students' interests and career aspirations.

The IDS 180 and 181 seminars are intensive seminars where students learn how to develop original research problems, fieldwork methods, collaborative teamwork and new media skills. Many tasks are time consuming, but ample advance notice is given.

Year 1:
IDS 180 (Fall) Mellon Scholars: Interdisciplinary Seminar I

This first course of a 2-semester seminar sequence introduces students to the Mellon Scholars program and fosters students' identity as digital scholars. In IDS 180, class discussions, readings, and projects develop skills in working with archival sources and digital tools in the tradition of humanistic inquiry. The seminar also provides training in research project development, scholarly collaboration, and the development of digital project in art and humanities disciplines. The seminars' goals are to equip students with the skills for undertaking innovative collaborative projects, independent research, and creative production for the purpose of bringing the wisdom of the arts and humanities to contemporary culture.

IDS 181 (Spring) Mellon Scholars: Interdisciplinary Seminar II

The second course in the 2-semester seminar sequence builds on and continues to develop students' intellectual engagement with substantive questions in the arts and humanities and students' emerging identities as digital scholars. Class discussions, readings, and projects pay specific attention to further developing research projects. The seminar also provides training in presentation skills, scholarly collaboration, and grant writing. The seminars' goals are to equip students with the skills for undertaking innovative collaborative projects, independent research, and creative production for the purpose of bringing the wisdom of the arts and humanities to contemporary culture.

In some cases, juniors new to the program plan to be off-campus for a semester when they would normally be enrolled in IDS 180 or 181. In this case, the student shall hold off on enrolling in IDS 180 and 181 until he or she will be on campus for the consecutive fall and spring semesters.

The Mellon seminar itself, while at sometimes very difficult, was a year long process that helped mold my understanding and capability as a scholar in the digital humanities. My group of four and I created a documentary examining Hispanic culture in Holland. By the end of the seminar, I could confidently say that I was able to shoot video, edit footage, and add effects to create an effective and persuasive documentary. On top of all this, I was exposed to digital tools that I had never dreamed I would use in my own major: coding, audio editing software, and website design, to name a few. Of course, the path to achieving even basic ability in all of these tools takes time and patience. In hindsight, I would encourage all students taking the seminar to pick a topic of common interest with multiple angles of analysis. The ability to apply all of the tools that you have learned so far is very important to a successful project. In addition, the bonds that you make with your group members is essential to creating an amazing project. Being able to work as a team and to be patient with one another was one of the most important aspects of our finished product. Finally, and probably most important to success, is the ability to be patient with yourself. There were times in the seminar when I doubted the importance of my project and my own abilities. There is no need for doubt, as you have a community of support around you to get through any roadblocks you might encounter. If you don't know, then ask. As a whole, the combination of all of these factors in my experience in the Mellon seminar helped me to have a powerful experience in both personal and professional growth.
~Cullen Smith

<u>Years 2 & 3:</u>
The Mellon Scholars Program is tailored to each student's needs and interests. After taking the IDS 180-181 sequence, the curriculum consists of 4, four-credit "Mellon experiences," selected by the student in any sequence from the menu below. Students are strongly advised and encouraged to consult the Mellon Scholars advising plans (see appendix 2) for developing pathways through the program that will best support academic and career goals. Any of the course types may be repeated any number of times. The choice of options is based on the student's choice to pursue an over-arching research or performance theme or agenda (e.g. medieval literature or costume design), or to do discrete projects each semester. All students are strongly encouraged to continue developing new media skills throughout their Mellon course work. Students should plan to develop at least one significant digital humanities research project beyond IDS 180 and IDS 181. Students are encouraged to work with a faculty mentor and the program director in developing his or her Mellon plan. A Mellon experience <u>must</u> be attached to a 4-credit class. (This applies also to study-abroad and internship projects.) A student may receive a ½ Mellon experience for a project completed in a 2-credit class.

Normally, the Mellon Scholars Program is a 3-year program that usually begins in a student's sophomore year. Most students apply in the second semester of their freshman year. A student who starts the program in his or her junior year would take IDS 180-181 as well as an additional Mellon experience each semester, such as a digital enhancement course in the fall semester, which would not require an additional project, and a Mellonized course in the spring (see below).

Each semester, the students choose any of the following options:

1. **A "Mellonized" Course.** A Mellonized course can be any upper-division course in the arts and humanities divisions. Students enroll in the course as usual and do all of the course requirements listed on the syllabus. In addition, the student meets with the professor regularly (weekly) for mentoring in order to engage more deeply with the course topic and develop a final project in addition the regular course requirements. Often the Mellonized project is a longer version of the regular course research or performance requirement (e.g., a 20-page research paper instead of a 10-page paper, or a digital or performance component that springs from the regular course project). The project may be in collaboration with other Mellon scholars enrolled in the same course, with permission of the professor. Students taking Mellonized courses also are expected to produce a quality project that can be presented online and at the Celebration of Undergraduate Research and Creative Production. Mellonizing an upper-level course requires extra work above and beyond the regular class assignments. The project is designed by the student, which plays to a student's academic and creative interests. The workload is best managed by regular and steady progress.

I chose to Mellonize Philosophy of Art partly because it is an upper-level course in my field of study, but mainly because the nature of the subject itself allows for creativity and ingenuity. I wanted to branch out beyond a traditional 20-page research paper and make a project that was different and perhaps even better in delivering the ideas and discoveries I made throughout the project. It was important for me to make sure that my project would use the course information to its fullest so that the workload was reasonable. Students considering Mellonizing should definitely plan well at the beginning so that the workload does not become overwhelming. Meeting with my professor, Dr. Bassett, was very helpful for this planning. Moreover, his expertise—not just in philosophy but also in music—as well as his encouragement was beneficial and reassuring throughout the process. In fact, we emailed over the summer about the course (he sent me the syllabus) and this allowed me to best fit my project with the assigned coursework. Also, IDS 180 and 181 helped me create my project in two particular ways: firstly I was able to create a Google site with no difficulty. Secondly, I think other Mellon scholars might feel similarly when I say that technology is rather daunting to me at times. IDS 180 and 181 actually gave me quite a bit of confidence to use and try new pieces of technology. My project was a vocal concert/lecture that I performed/gave live to professors and students, recorded, and finally published onto a Google site. The video on the site is accompanied by a more critical essay version of what was said in the video. My presentation was unconventional, but its incorporating of digital technology, writing, and presentation made it fit as a Mellon experience that I thoroughly enjoyed far more than if I had to write one large essay. If you want to Mellonize a course, I would recommend choosing a subject with flexibility to be creative in your project. Also, meet with your professor beforehand to see what additional knowledge or expertise he or she may have. In general, take this opportunity to explore an area that really interests you and be imaginative with your project medium!
~Taylor Mills

2. **An Individual Study.** Students register for an individual study in an arts or humanities disciple under the direction of a faculty mentor. Mellon scholars may also register for **IDS 390** or **IDS 590** if their project is more appropriately considered interdisciplinary (e.g. more than one mentor from different departments or a team project). The student and faculty mentor meet regularly to develop and produce a substantial final project or team project (e.g., a 20-page research paper or a creative writing or artist portfolio, or a digital or creative production). The student and the faculty mentor should meet prior to the start of the semester to discuss and define the project so that work on the project can begin immediately when the semester begins. Individual study courses also are expected to produce a quality project that can be published online and at the Celebration of Undergraduate Research and Creative Production.

Mellonized courses require you to complete the normal classwork while also completing your Mellon project. I chose to take an independent study because it allowed me to focus solely on my project without having to juggle the regular assignments of Mellonized courses. Because my independent study involved the analysis and history of Harlem Renaissance art, it was listed as Art 491: Independent Study in Art History. The workload was similar to that of any regularly offered course. I took my class with Dr. Heath and met her once a week to discuss my progress and to review relevant artwork and readings. I learned a great deal from these meetings, and they helped me focus on completing my project. If there is a particular research topic that interests you and that may not be covered in as much detail in a regularly offered course, then this option might be right for you. ~Colin Rensch

3. **A Digital Enhancement Course.** This is a course in any department that teaches media skills that can be applied to arts and humanities research. Popular courses for this type of Mellon experience include, but are not limited to, COMM 251 (Multi-Media Storytelling), COMM 255 (Writing for Media), COMM 357 (Documentary Theory), and CSCI 150 (Web Design). This can also be a course in any arts or humanities department in which either collaboration or digital tools, or both, are inherent in the class content (formerly known as 'Digital Embedded' courses). Courses for this type of Mellon experience include, but are not limited to, REL 195/CSCI (Text Analysis using Python), ENGL 356 (Digital Storytelling), ART 361 (Special Projects in Art History). Each semester, the program creates and sends out a list of possible courses that meet the digital enhancement criteria. If a student is interested in a course not listed by the program, he or she is encouraged to contact the director to see if the course would be appropriate for this type of Mellon experience. There is no extra work required in these courses. Mellon scholars take these courses like the other students in the class.

Being a Mellon scholar has been nothing short of worth it. Having the ability to take a course in any discipline at Hope that utilizes the integration of technology and liberal arts, while at the same time fulfilling a Mellon experience has been a breath of fresh air. I have taken advantage of this opportunity by taking several courses pertaining to digital storytelling. Classes such as Medial Productions I and Documentary Theory have taught me a great deal about how traditional scholarly methods can be applied through new and emerging digital media. By taking an applicable course like I have, you'll be taught the necessary skills and techniques to amplify a research topic through lens, sound, and even graphics giving projects the potential to stand out from the rest. To give you an example of what can be accomplished, my seminar group was able to tailor our Mellon project into a documentary film that has now been featured on the Digital Holland website! ~Austin Garcia

4. The ACM-GLCA Newberry Library Program, Chicago. Students participating in this program can receive credit for two, 4-credit Mellon experiences for the development of a substantial project created on the theme of the seminar, which changes each year. Projects from the Newberry Library Program also are expected to produce a final product that can be exhibited online and at the Celebration of Undergraduate Research and Creative Production.

The Newberry Seminar was a perfect way for me to expand upon what I was learning and doing as a Mellon scholar. My project was titled "Dreadful Old Maids: Jane Austen and Unmarried Women in Regency England." As I worked and studied at the Newberry Library, I learned so much and gained experience in research and writing. Being able to focus completely on a single research project really challenged me to stretch my skills and think more deeply about my topic. The professors encouraged me to think about my research in new ways and helped me develop my skills as a writer and researcher. The Newbery gave me access to primary sources and materials that enabled me to take my research in a direction that would have been impossible anywhere else. The Newberry Seminar also gave me the opportunity to be a part of a fantastic community of scholars as I worked and learned alongside my classmates, professors, and the Newberry staff. The intensity of working on just one topic all semester long can seem a bit daunting, but my experience as a Mellon scholar, the support of my professors and classmates, as well as the amazing resources at the Newberry Library made it more than achievable. ~Anna Yacullo

General Education and the Mellon Curriculum

The Mellon Scholars Program's curriculum fits completely within the General Education curriculum and a student's major or minor. There are no required courses that fit outside of either of these curricula. Many Mellon scholars double major, or have a major and minor.

The two Mellon courses, IDS 180 and IDS 181 may be counted towards FAI, CH2, REL2, or CHI respectively. IDS 180 automatically counts for FA I, and IDS 181 automatically counts for CH 2. If a student already has one or both these Gen. Ed. requirements, then the director will assist the student in substituting REL 2 or CH I. All other Mellon experiences can be linked to a major or minor requirement.

Some digital enhancement courses also count toward general education requirements. For example, CSCI 225, Software Design and Implementation, fulfills the Natural Science with Lab (NSL) requirement.

Study Abroad

Many Mellon scholars study abroad. Usually, students do their Mellon experiences before or after they return, and plan to spend their time abroad away from the program. Mellon scholars who want to study off campus may begin acquiring Mellon experiences in their first year of the program (while enrolled in IDS 180 or IDS 181), or they can wait until they return to take multiple Mellon experiences in a single semester.

It is also possible to do a Mellon experience while abroad, but only with the prior agreement with the director, who will work with the student to develop a project plan before the student departs from campus. The benefits of doing a Mellon project while abroad are the opportunity to be in the field of study and work in local archives and libraries. On the other hand, the Mellon scholar would be working without the benefit of a mentor, as the program cannot secure mentors who are not Hope College faculty. Thus, the student should consider carefully if doing a project while abroad will work with his or her study abroad program and academic goals and needs.

I picked a study abroad program in Wales because I had been studying medieval Welsh literature for Mellon projects for the last year and a half. I had fallen in love with the mythical stories known as the Four Branches of the Mabinogi, but I had been studying them in a vacuum without any mentors who could direct my research. Interlibrary loan was helpful, but slow, and I was never sure which scholars were the foremost in their field and the most respected. I was thrilled to find that another American college had a program in Bangor, a city on the lovely mountainous coast of north Wales. It was, after all, in this area that much of the action of the Mabinogi supposedly took place. While in Bangor, I was very honored to do an independent study with the head of the School of Welsh, Professor Peredur Lynch. Professor Lynch tailored a study of the Mabinogi using its original Middle Welsh, scholarship on these amazing tales, and other important medieval Welsh texts specific to my needs and interests. I also took a class in basic Welsh, a seminar on Welsh history and culture, and an archeology course on Celtic art. I spent much of my time traveling to real-life sites mentioned in Welsh myth, and scouring Bangor's excellent Welsh library. The Mellon Scholars Program provided me with a wonderful research mentor back at Hope, whose perspective I missed while away, but it was very helpful and instructive to work with professors who specialized in the subject of my project. My workload was certainly heavier than much of the other American students on the program, but I consider the experience extremely necessary for my formation as a scholar and central to the direction of my research. I was also able to submit the work that I did the projects I had completed in Bangor for Mellon credit back at Hope. If you have a specific subject you want to pursue for your Mellon projects, but you don't have access to everything you need at Hope, I would really encourage you to try studying abroad wherever the center of your topic is. It may be challenging, but it is absolutely worth it!
 ~Rebecca Fox

Registering for a Mellon Experience

Prior to registration each semester, students should consider carefully their Mellon experience by speaking with faculty with whom they have worked, their advisors, and the program director. If the Mellon scholar is considering Mellonizing an advanced course or taking an independent study, prior to enrolling, he or she should discuss with the professor a meeting schedule and the potential project, including digital tools and research methods. (This is not necessary if the student elects a digital enhancement course.) If the professor agrees to mentor the student, the Mellon scholar enrolls in the course during registration week. Once the semester begins, during the first week, the director will send a Google form asking students to list the course they have enrolled in to serve as their Mellon experience, along with the credit number, name of the mentor, and a brief description of the project (not required of digitally enhanced courses).

Finding a Faculty Mentor

Any faculty member at Hope College can serve as a program mentor. Normally, the faculty member is the instructor of the course the student is Mellonizing. Often students work with faculty in his or her major, but sometimes students seek out a faculty member who can help develop a particular skill or an interdisciplinary perspective. In Mellonizing a course, it is not always necessary for the mentor to be the professor teaching the course. (For example, a Mellon scholar might have a faculty member from studio art be the mentor for a portfolio of drawings the student is making based on the content in a history class). In such cases, the student shall notify the director of such intentions prior to the beginning of the semester.

Most faculty in the arts and humanities are familiar with the Mellon Scholars Program and are enthusiastic to serve as a mentor. A student should meet with a potential faculty mentor prior to the start of the semester to discuss the expectations for both student and faculty (see below) and to develop ideas for a Mellon project. If a student would like assistance in finding a faculty mentor, the director is happy to assist the student.

Finding a faculty member to advise a research project can seem pretty daunting. When I was first presented with the task, I wasn't exactly sure what to expect. Would a faculty member want to work with me? How would I choose one? I lucked out, and my Mellon advisor for my first research project ended up being my academic advisor. I had already taken a course with this professor and knew her fairly well. Since then, however, I've worked with two other professors on different projects. In one instance, my Mellon advisor was a professor whose class I was Mellonizing. When choosing to Mellonize the course, I looked into the course material to make sure it was something I was interested in and that my research interests were something that professor was also interested in. My final project was an independent study, so I could really choose whoever would take me as a student. My top two priorities in making that decision were that I found someone I enjoyed working with and also that the professor had an interest in the sort of project I wanted to do.

When choosing an advisor, you want someone who knows you, someone with whom you can imagine sitting down and going over all of the nitty-gritty details of your project. This is also important because you'll have to be honest with that professor. If you get stuck in the research process, you want someone who will help you. Likely, the professor will also have similar academic interests as you. Your advisor will point you in the right direction and guide you through the research process, so it's important that they are familiar with what you're researching. For example, you probably wouldn't expect a biology professor to be able to help you with a history project (unless you're researching the history of biology, of course!). Rest assured, Hope professors love working with students, and finding a Mellon advisor is not as daunting as it may seem. ~Hope Hancock

As professor of Classics at Hope College, I generally think I have hit the jackpot in terms of my career. I am paid to talk with bright students about ideas that stimulate my mind and excite my spirit. But one of the truly great perks and pleasures of my job is working with the Mellon Scholars Program, who are among the very best students at this college. I have seen my students develop in-demand skills with digital media and technology at the same time as they conduct ground-breaking research in my field. The students I advise instill, in me and in their classmates, passion for issues I never would have cared about before. The Mellon Scholars Program truly challenges our students to ask those research questions that developments in technology allow us to answer—and this is truly exciting. ~Dr. Stephen Maiullo

Submitting Mellon Projects

Mellon scholars submit their Mellon projects by the Friday of finals week for the fall and spring semesters. Students submit their projects via email to the program (mellonscholars@hope.edu). Projects should be submitted as a PDF file or a hyperlink to a website, Youtube, or Vimeo file. Once the project has been submitted, the director will notify the Registrar's Office to assign a Mellon experience to the student's transcript.

Many students wonder how the Mellon Scholars Program will effect their GPA. Like every course at Hope College, students are graded based on their performance in each class, as outlined in the class syllabus. In introductory classes such as IDS 180 and IDS 181, students are not expected to have prior knowledge of the material, and the syllabus reflects the introductory nature of the course. The professors of these courses grade performance as they would in any course at Hope College.

In digital enhancement classes, Mellonized courses, and independent studies, students are assessed by the professor of that course according to her or her syllabus and standards. In Mellonized courses, projects that are larger versions of required classwork may be graded in the context of the class, by the professor of that class. If the project is in addition to required course work, such as a new media facet of a required research paper, then the professor may choose not to grade the project as part of the course grade.

Mellon projects are not graded by the Mellon program, per se. However, all Mellon projects are accompanied by a brief written assessment from the faculty mentor. The final determination of whether a project meets the Mellon standard is the responsibility of the Mellon Executive Committee. If a project is determined to not meet these standards, then the mentor would be consulted and the student would be offered the opportunity to resubmit the project. Projects are assessed in terms of meeting the program standards (see below), but this determination is not indicated on the student's transcript. As noted above, students are afforded the opportunity to resubmit projects that fall below Mellon standards.

Standards of Quality for Traditional, Creative, and New Media Work

Projects submitted to the Mellon Scholars Program should represent the Mellon scholar's best work. The program places great emphasis on excellence and high quality workmanship. Research projects should be the result of original, primary source investigations and/or fieldwork, and should present an interesting and relevant research question, answered by a well-defined thesis supported by clear evidence. The writing should be polished with great attention to the details of argumentation, documentation, and language mechanics. Typically, projects submitted for a Mellon experience are about 20-25 pages in length, or represent at least 150 hours of work. All projects will be evaluated for impact, intended audience, originality, and excellence in content, form, and interpretation.

In the creative arts, performances such as recitals, 1-act productions, or a body of work should be of high skill commensurate with the standards of the discipline and demonstrate the formation, organization, and development of an idea, ideally based on primary source research and/or field work. Students should work with their faculty mentor in developing criteria for evaluation that is consistent with accepted standards in the field and/or medium in which it is produced. All writing should conform to the standards described above.

Digital and new media projects should demonstrate sound technical skills commensurate to the tools being employed and should appear "complete" (e.g. without non-functioning hyperlinks, etc.) in addition to the criteria listed above regarding research, writing, and argumentation. Students should work with their faculty mentor and Mellon Director in developing criteria for evaluation that is consistent with accepted standards in the field and/or medium in which it is produced. Each project should relate to other digital scholarship projects in the Mellon scholar's field, and should make a clear case for the digital method being used.

New Media Mellon Projects and Best Practices

The core aspect of the Mellon Scholars Program is the individual and group projects that Mellon scholars complete under the close tutelage of their faculty mentors. These projects are done in the context of the program courses and in the summer fellowship program. Projects engage original research based on archival or fieldwork, and ideally will be published in a digital format. There should be a thoughtful balance between design, content, and medium, and each web-based project should be intentionally organized for readability and usability. Mellon scholars are encouraged to use best practices in web management when publishing their research online. Students should comply with Hope College standards for Web Content Management (see Sections 5 and 6, http://www.hope.edu/offices/public-affairs-marketing/resources/WebContentGuidelines.pdf), and W3C Standards for Accessible web design (https://www.w3.org/standards/).

In order to streamline the platforms on which Mellon scholars learn and build their projects, the Mellon Scholars Program has web space through Reclaim Hosting. The Mellon Scholars program will support projects with subdomain names under the program's domain, http://www.hopemellonscholars.org/. Under this domain, students may develop projects using Omeka, Wordpress, and Scalar. Students may apply to the program director for a subdomain name. If Mellon scholars choose to host their own projects or use an open source platform, they are strongly encouraged use best practices (http://cms.ucr.edu/best_practices.html) in choosing a platform and make arrangements to keep their projects publicly available. Mellon scholars who host their own projects are strongly encouraged to use versions of Wordpress, Omeka, or Scalar.

Faculty Mentoring Guidelines

Starting as soon as the semester starts, faculty mentors are expected to meet with the student outside of class regularly to discuss the Mellonized project, and to offer guidance, support, and instruction in the research and creative process. Ideally in the meetings, faculty mentors and students develop a close working relationship in which the student receives individualized instruction and support in developing skills related to research, writing, new media (with the assistance of the DLA librarian when expertise is needed), and creative production. Mentors should give prompt feedback to student work and questions. Mentoring might also include introducing a student to working in an archive or specialized library, traveling to a concert, exhibition, or conference together, or helping to translate or make sense of a historical document. Importantly, the initiative to meet and to develop the mentoring relationship rests on the student. Mellon scholars and their mentors may also work in teams. Faculty members who supervise satisfactory projects receive a $100 honorarium. The program executive committee approves Mellon experiences and honoraria upon submission of the final project to the Mellon Scholars Program. Mentors should be aware that students are expected to produce a final product that can be exhibited online and at the Celebration of Undergraduate Research and Creative Production. Mentors should be supportive of the program in assuring that students follow through on these commitments. Mentors should be available to assist the Mellon scholar in producing an abstract for CUR and/or NCUR. Responsibility for completing program requirements falls ultimately on the student.

Good Standing in the Program

A Mellon scholar is considered to be in "good standing" by fulfilling the following requirements:

- notifying the director by the end of the second week of class the student's intended Mellon experiences and projects
- initiating and meeting weekly or nearly weekly with the faculty mentor during the course of a Mellonized course or an independent study
- submitting Mellon projects of acceptable quality by the Friday of finals week, and/or bringing the project up to acceptable quality if asked to do so by the Mellon Executive Committee
- participating in CUR every year, as well as NCUR and the Summer Research Showcase, if he or she received a Summer Research Fellowship

Dismissal from the Program

Students will be dismissed from the program under the following conditions:

- repeatedly submitting work of unacceptable quality
- failing to initiate and attend regular meetings with the faculty mentor
- failing to attend/apply for the CUR, NCUR, and the Summer Research Showcase, after he or she has accepted Summer Research funding for the latter two events.
- failing to participate in CUR, with the exception of participating in an off-campus program.

Summer Fellowship Program

The Mellon Scholars Program offers the opportunity for students to develop a high quality summer research or creative project with the support and guidance of a faculty mentor. **The summer research program does not count as a Mellon Experience.** The Summer Fellowship Program provides full-time (40 hours) pay for 4-8-week projects. The program strongly encourages and gives priority to team projects consisting of 2-4 students (and a mentor), as well as projects that engage digital tools in a significant way. An important distinction to note is that the student's research agenda, rather than the faculty member's, drives the Mellon Summer Fellowship Program. Students may work on campus or, if their project requires, they may travel elsewhere. Students who work on campus are eligible for reduced campus housing.

Some additional support may be provided to students needing to travel to special archives and libraries. Students must create a separate travel budget, and funds will be distributed depending on available funds. The travel budget may include means of transportation, mileage, parking, and modest dining costs. Students will submit receipts for reimbursement.

The chances of receiving a Summer Fellowship depend on the number of students who apply to the program in any given year. The Mellon Scholars Executive Committee might choose to not allocate all summer fellowship funding if some projects are not accepted by the Summer Fellowship Program. Remaining funds may be held in reserve for subsequent summer fellowships, research-related travel and conferences for students, or funding for needed technology. During the term of the project, Mellon Summer Fellows may not undertake other employment, including service funded by Nyenhuis faculty-student collaborative grants.

Mellon scholars and their faculty mentors are expected to participate in the lunches and presentation venues for summer scholars that are sponsored by the arts and humanities division. The summer project should produce results that can be presented by the end of the summer, such as for the Summer Research Showcase at the end of August and the Celebration of Undergraduate Research, held in April. Summer Mellon Research Fellows are also expected to apply for the NCUR conference, which takes place annually in the spring. Without prior authorization by the director, non-completion of a satisfactory presentation and submission of a project by the end of the fall add/drop period in the fall semester will terminate the student's eligibility for additional support from the program.

Students must attend at least one information session prior to submitting a proposal to the Summer Fellowship program. Students who receive fellowship funding must also attend the registration session in which their summer time cards will be created and fellowship weeks confirmed. **Students traveling off campus must meet with the Dean of Students and fill out the appropriate risk and responsibility forms prior to leaving campus. (See policy for off-campus travel below.)**

The Summer Research Fellowship Program's timeline is as follows:
January/February: project planning and proposal writing information sessions
March: applications due March 1/students notified of funding by spring break
April: mandatory fellowship registration session; mandatory meeting with Dean of Students for off-campus travel

Mellon scholars who have not previously worked for Hope College through work study will be required to present documentation verifying their identity and work eligibility per the USCIS form I-9, page 9 (https://www.uscis.gov/sites/default/files/files/form/i-9.pdf).   Please see the student employment representative in the Human Resources office for more information. **All students must register with the Mellon Scholars Program office administrator before April 30 to receive fellowship money.** During the fellowship period, students fill out online time cards indicating the number of hours they worked on their projects, to a maximum of 40 hours per week. The total number of hours may not exceed the amount awarded for the fellowship.

This past summer, I collaborated with three other students and with history department faculty member Dr. Jeanne Petit to create an online exhibit about the 1918 United War Work Campaign. We spent eight weeks researching, writing, and constructing our website, including ten days at the Library of Congress in Washington, D.C. through the Great Lakes College Association's Library of Congress Research Initiative. As a history major, this project allowed me eight weeks to really zero in on a single research project, a task which is much more difficult during the academic year. (Researching at the Library of Congress wasn't such a bad gig, either!) To any Mellon scholar considering a summer project, I say dream big, put yourself out there, and work hard! The Mellon program and Hope faculty are there to encourage and support your inquisitive and creative mind. ~Miriam Roth

Summer Mentoring Guidelines

The Mellon Scholars Summer Research Fellowship offers students in the program the opportunity to engage with meaningful research under the tutelage of a Hope faculty mentor. Mentoring a Mellon scholar in the summer presumes that the faculty mentor will meet with the student, either in person or through Skype (etc.), regularly on a weekly, or near weekly, basis. The faculty member will be available via email to answer questions that arise for the student during the course of research. Responses should be reasonably prompt. The faculty member will read and/or view the student's project periodically to ensure sound methodological practices, positive results, and attention to detail. The mentor will offer written feedback at a minimum at the end of the project.

The faculty member will offer advice and share experience and wisdom with respect to the tasks associated with the project. The mentor will offer bibliographic, artistic, or professional references to inform the student in his or her research, and will provide encouragement and guidance. At the end of the summer, the faculty member will receive a copy of, or a link to, the student's project.

The mentor will hold the student to the expectation of presenting once at the summer research luncheons and at the Summer Research Showcase in late August/early September. In recognition of mentoring support as described above, the mentor will receive an honorarium of $125 per week, per student. Mentor compensation is authorized after the student's presentation at the Summer Research Showcase and submission of the final project.

Digital Holland

Digital Holland is the Mellon Scholar's flagship public scholarship project. Founded in 2014 by Mellon scholars Allyson Hoffman and Erika Schlenker, Digital Holland is a website that hosts video and audio files of archival documentation, as well as essays and documentaries written and produced by students in the Mellon Scholars program and the general public. Digital Holland melds together the program's dual pillars of archival research and public dissemination. Digital Holland brings to the public a media-rich and interactive history of Holland that aims to show the city's tapestry of narratives born from its multifarious communities. Students who are involved withe maintaining and furthering Digital Holland's content learn skills such a project management, teamwork, coding html, copy-editing, and video and audio production.

The Digital Holland Student Committee

The Digital Holland Committee is an interdisciplinary team of students united by the goal of sustaining and improving the Digital Holland website, digitalholland.org. This committee provides digitalholland.org with the stewardship necessary to expand the site, serve as a platform for student learning in the Mellon seminar, and continue its success as a flagship project of the Mellon Scholars Program. Committee members gain leadership and teamwork skills as they develop technical expertise in developing and maintaining a website, audiovisual production, best practices in preservation and access, marketing, community outreach, and collaborative undergraduate research. The team also serves as ambassadors who can present digitalholland.org at conferences.

The committee meets on a weekly basis. The time and location of these meetings will be determined at the beginning of the semester. In addition to attending all meetings, members will be expected to produce a brief report of their work at the end of each semester. The proposed Digital Holland Committee will be composed of 4-6 Mellon scholars and the Digital Liberal Arts Fellow. The positions are as follows:

Director
The director works with the Digital Liberal Arts Librarian in matters of budget, improvements, project steering, programming and assisting the editors in searching for new content. The director manages the site's social media presence, press releases, assists with editing and with updating the website as necessary. This may include assigning these duties to other committee members depending on interests. The director is responsible for building and maintaining connections between Digital Holland the Hope College and Holland communities.

Associate Director
The director should work closely with the associate director on the duties listed   above ensure an effective leadership transition.

Editors (2)
The editors work with the directors to edit and approve site contributions, ensuring writing standards and offering suggestions for improvement or additional research. Editors are also expected to actively seek contributions from   the Hope College and Holland communities and assist with program planning as directed by the director.

Designers (2)
The designers are involved in all committee work in order to build their capacities as editors and potential directors in the future. They will work on site design, editing/processing/uploading content, managing social media, and contributing to the site. Depending on interest this can include maintaining social media presence, seeking presentation opportunities, creating flyers or other marketing campaigns, and/or planning events such as the Holland History Harvest.

Faculty Advisor
The digital Liberal Arts Librarian advises in overseeing project goals and providing final publication approval for site content. The program director will make final determinations, when necessary.

Student committee members will be compensated at $9.25 (beginning Jan. 1, 2017) per hour. The numbers per week available to each position will be determined each year in consultation with the program director. Students will fill out work study time cards online, set up by the program administrator. Students may not work more than **20 hours per week total** for any Hope College employment.

Students interested in serving on the Digital Holland Committee may apply by filling out a Google form that will be sent out by the committee. Students may contact the committee directly via email: digitalholland@hope.edu

The Mellon Studio
The Mellon studio is a workspace in the library for Mellon students to gather for group projects and for video and audio production. The studio is equipped with a Mac computer and editing software such as the Adobe Creative Suite (Illustrator, Photoshop, Lightroom, and In-Design) and Garage Band. In addition, equipment such as microphones, sound filters, and video cameras are available for check-out at the library media desk located on the second floor of the library.

Conference Presentations
In addition to research and the digital liberal arts, the Mellon Scholars Program also emphasizes the public dissemination of research and preparedness for public speaking through participation in conferences. Conferences are a great way to meet other student researchers, hear about on-going research, and practice sharing your work to a wider audience. Mellon scholars are required to participate in the Celebration of Undergraduate Research and Creative Performance at Hope College, and are strongly encouraged to participate in the National Conference of Undergraduate Research, as well as discipline specific conferences that feature undergraduate sessions. Faculty mentors can help students find appropriate conference opportunities.

The Celebration of Undergraduate Research and Creative Performance
This event is held annually in the spring semester at Hope College. Hundreds of students from all areas of the College present posters outlining and describing their research. When relevant, students also have their work on Ipads and other new media devices. The public and prospective students attend the CUR, along with faculty and administrators. Students learn to describe and state the significance of their projects to the public. All Mellon scholars are expected to attend the CUR every year unless they are participating in an off-campus program.

National Conference for Undergraduate Research
NCUR is an annual conference sponsored by the Council on Undergraduate Research. Held in a different city each year, students who are accepted travel together along with faculty and administrators from Hope College. The college makes all of the travel arrangements and pays for them on behalf of the students. Recently, students have been asked to contribute $100 to travel costs. The Mellon Scholars Program will pay for Mellon scholars' meals while at the conference.

Applications are submitted in the fall semester through an online form. The deadline is in early December. In addition to the NCUR application form, students must fill out an internal Hope College form originating from the Dean of Arts and Humanities office. Mellon Summer Research Fellows will automatically be forwarded information about registering for NCUR.

Summer Research Showcase
The Summer Showcase takes place at Maas Auditorium during the first week of the fall semester. Summer Research Fellows are required to present a poster demonstrating their summer research project.

Other Conferences and Opportunities
There are many other venues that a Mellon scholar should consider in bringing his or her work to a public audience. Posters on the Hill is a prestigious opportunity to present a research poster on Capitol Hill in Washington, DC, and is sponsored by the Council on Undergraduate Research. Mellon scholars are frequently selected to present papers at the Bill and Maura Reynolds Arts and Humanities Colloquium at Hope College, and have attended undergraduate conferences off campus such as the Undergraduate Network for Research in the Humanities, an organization founded by Mellon scholar Taylor Mills '17. Other places where Mellon scholars have presented work range from local institutions such as the Holland Museum to major professional conferences such as the International Congress on Medieval Studies.

Throughout my time as a Mellon scholar some of my most rewarding experiences have been at conferences or seminars where I have gotten to share my research. The opportunity to present either through oral or poster presentations gave me a chance to test out my ideas and facilitate conversations about topics I was interested in. In particular, I have participated in the CUR and Summer Research showcase for the past two years, and that has given me the chance to talk with professors and faculty from other disciplines that I wouldn't normally get to meet and have discussions with. It's great to get their feedback and practice my "elevator pitch," so to speak, for other conferences and graduate school interviews. One of my favorite presentations was on a play I was adapting for my summer project. I got to engage faculty and students in a medium they weren't familiar with and really show them the value of what I study. I had also been to NCUR earlier that year and done an oral presentation on my previous summer research. Preparing for that presentation involved cutting my paper and re-writing it as an oral presentation. It took me months to prepare and when I finally got the chance to present, it was everything I could have hoped for. All of the presentations I have done during my time in Mellon has prepared me to go to graduate school with confidence in my presentation skills. ~Claire Trivax

Conference Funding

The Mellon Scholars Program recognizes the costs of travel to conferences. Students who have been accepted to present a project that has been produced under the sponsorship of the program with a Hope College faculty mentor may apply for cost-sharing funding between the Mellon Scholars and the academic department of the faculty mentor. Projects that integrate research with digital tools will be given priority in funding considerations, along with quality and the Mellon scholar's positive participation in the program. The Mellon Scholars may fund up to $400 for a conference presentation.

At least one month in advance of the conference, students seeking funding should send a letter of request by email to the Mellon Scholars Program with copies sent to the faculty mentor and the chairperson of the department with whom cost sharing is requested. The letter should include the following information:

- the department and name of faculty mentor with whom the cost sharing is being   requested
- a description of the conference with appropriate links
- a copy of the invitation to present
- a title and abstract for the presentation
- an estimated budget and the division between the Mellon Scholars and academic department
- a statement of understanding of the off-campus travel requirements (see below)

Financial support covers ordinary travel expenses (coach airfare, mileage, parking, and modest dining costs) and conference registration for the student and, in some cases, the faculty mentor. Financial support covers ordinary travel expenses (coach airfare, mileage, parking, and modest dining costs) and conference registration for the student and, in some cases, the faculty mentor.

Receipts for all expenses and an explanatory cover letter should be submitted to the Mellon Scholars program administrator for reimbursement.

Policies for Traveling Off-Campus

When students travel off campus for archival study or conference participation, they are representing Hope College. Students who are traveling off campus as Mellon scholars are required to fill out the required paper work (http://www.hope.edu/admin/randr/materials.html) and meet with the Dean of Students (http://www.hope.edu/student/development/) to go over emergency and contact procedures prior to leaving campus. Ideally, the faculty mentor will travel with the student, but if this is not possible, then students should plan to find a contact at the destination of travel and provide periodic check-ins to the faculty mentor via text or email.

_____

Appendix 1: Program Application Checklist

Applications are due on February 15th of each year. There is an online application form linked to the Mellon Scholars Program website. The form asks for some basic information such as your GPA, your year in school, and your major. In addition, the form as for the following items:

_____ an unofficial copy of your transcript
_____ a brief statement (250 words) describing your interest in the arts and/or humanities, your initiative in learning, and how your participation in this program would contribute to a vibrant community of scholars.
_____ a brief statement (250 words) describing your experience with or interest in research and in using digital technologies. However, you do not need to have prior experience.
_____ a sample of your best academic writing. Choose a paper of any length that best represents your skills as a potential researcher in the Arts and Humanities, and that best represents who you are as a scholar. The sample does not need to be a research paper if you have not yet written one.
_____ an optional sample of any digital work you have done. This could include a blog, website, digital photography.
_____ a recommendation from a Hope faculty member who can accurately evaluate your qualifications.

The recommendation form can be accessed from the Mellon Scholars Program website.

Questions about the content of your application can be sent to mellonscholars@hope.edu.

Appendix 2: Mellon Scholars Curriculum Checklist

☐ IDS 180 Mellon Scholars Seminar I Term_____

☐ IDS 181 Mellon Scholars Seminar II Term_____

☐ Mellon Experience 1 Term_____

      ☐ Mellonized Course _____

      ☐ Independent Study _____

      ☐ Digital Enhancement Course _____

      ☐ Other (Newberry, Study Abroad, IDS 390/590)_____

      Mentor_____ Project_____

☐ Mellon Experience 2 Term_____

    ☐ Mellonized Course _____

    ☐ Independent Study _____

    ☐ Digital Enhancement Course _____

    ☐ Other (Newberry, Study Abroad, IDS 390/590)_____

    Mentor_____ Project_____

☐ Mellon Experience 3 Term_____

    ☐ Mellonized Course _____

    ☐ Independent Study _____

    ☐ Digital Enhancement Course _____

    ☐ Other (Newberry, Study Abroad, IDS 390/590)_____

    Mentor_____ Project_____

☐ Mellon Experience 4 Term_____

    ☐ Mellonized Course _____

    ☐ Independent Study _____

    ☐ Digital Enhancement Course _____

    ☐ Other (Newberry, Study Abroad, IDS 390/590)_____

    Mentor_____ Project_____

Appendix 3: Summer Fellowship Program Proposal Checklist

Students should start developing project ideas with their faculty mentor as early as December or January, and are required to attend at least one workshop in January or February. Students apply via the online form by March 1, and are considered by the Mellon Executive Committee, which makes the final decisions. Applicants will be notified of the status of their applications by the beginning of spring break. Students should be prepared to include the following elements:

_____ student name(s), student id number, mentor(s), title, 150-word abstract, amount of   research funds
       requested, travel funds requested, research start and end dates, need for campus housing and
       academic building access
_____ description of project goals, research question, and methodology
_____ description of how of how digital tools will be integrated into the project
_____ prior preparation for the project (coursework, experience with digital tool, etc.)
_____description of how project was developed, as well as how the mentor, DLA librarian, and reference
       librarian were consulted
_____ description of project's final form and plan for dissemination (Summer Showcase and CUR are
       required dissemination outlets)
_____ description of how project fits into the student's academic program and career plans
_____ plan of action, organized by weeks with dates

The application must also include letters of support from the proposed faculty mentor. The faculty mentor's letter should assess the quality of the student's application proposal (i.e., the value of the project, the feasibility of the work plan, and the student's preparation for the project). The faculty mentor's letter also should state how the project would relate to the mentor's other summer activities and funding, and he or she should confirm an understanding of the mentoring commitment as outlined in the Mellon Scholars Program mentoring guidelines.

Appendix 4: Conference Funding Request Checklist

Students must submit the following one month prior to traveling:

_____ the department and name of faculty mentor with whom the cost-sharing is being   requested
_____ a description of the conference with appropriate links
_____ a copy of the invitation to present
_____ a title and abstract for the presentation
_____ an estimated budget and the division between the Mellon Scholars and academic
       department
_____ a statement of understanding of the off-campus travel requirements (see below)

Appendix 5: Conference and Research Travel Checklist

Prior to travel, student must submit the following to the dean of students and the program director:

_____ name of faculty mentor
_____ name of local contact (if mentor not traveling)
_____ Eligibility of Participation form
_____ Assumption of Risk and Release form
_____ travel itinerary (flight info, hotel name and phone number, change of location   info)
_____Student Off-campus Responsibilities form
_____Off-campus Conduct and Behavior form
_____emergency medical information
_____attend meeting with dean of students

Appendix 6: Summer Funding Checklist, to be completed prior to April 30

_____sign and return copy of acceptance letter

At required registration meeting:
_____provide verification of identity and employment eligibility (for first-time time cards only)
_____provide student id number to program administrator
_____confirm dates for grant
_____if awarded a travel budget, submit receipts upon return to administrator

*During the fellowship period, students fill out online time card indicating the number of hours worked on their projects, to a maximum of 40 hours per week.
_____