

Dear Readers:

It is with great excitement that I introduce you to the Tulane Journal of Undergraduate Research. The mission of our journal is to showcase the research of the best and brightest among Tulane undergraduate students. Tulane University is a highly productive research institution, but one where undergraduate students can gain access to research opportunities in a variety of fields. The Center for Engaged Learning and Teaching (CELT) offers a number of grants in support of student research and research presentations at conferences. Many Tulane students have created and presented research posters over the years and several over the years have co-authored journal articles with their faculty research mentors. While faculty-initiated publication with students is to be encouraged, I saw an opportunity to encourage students to be the driving force of research publication. With increasing student participation in research at Tulane, the time was right for a new publication supporting undergraduate student research exclusively.

This journal has literally been several years in the making. I started this effort with the help of two Fellows in the Center for Engaged Learning and Teaching, Michael Celone and Bryan Quigley, who researched existing undergraduate research journals. We surveyed the policies and practices of journals, both those on-line, as well as print journals. I wanted to create a journal that reflected the diversity of Tulane departments and programs. Our journal accepts papers from all disciplines in three broad categories: Arts & Humanities; Social Sciences, Business and Policy; and STEM (science, technology, engineering and mathematics). The only restriction is that the student author has worked with a faculty member, who acts as a research mentor. This can be in the classic one-to-one mentoring situation, in a more complex mentoring relationship with graduate students and post-doctoral fellows overseeing the work of the undergraduate student, in honors thesis research with several “readers”, or other arrangements. While many undergraduate research journals allow for only one student author, our journal allows the situation to dictate authorship. Some articles are single-authored and others recognize the important contribution of the faculty mentor, or other contributors. This is the decision of the student and faculty mentor. Similarly, we decided to allow the authors to select an authoring/ bibliographic style according to the dominant system in their field of research, rather than dictating a uniform style for the journal.

This journal would not have been possible without the support of Jeffrey Rubin, who is in charge of Digital Initiatives at Howard-Tilton Memorial Library, and the inestimable support and expertise of Dylan Sargent, my Editorial Assistant. An Editorial Board of students and faculty and a hard-working group of volunteer copy editors, all of whom are identified in the journal website (here), as well as a number of volunteer reviewers (you know who you are) have made this issue of the journal possible.

Best regards,

A handwritten signature in cursive script that reads "Gary Talarchek". The signature is written in black ink and is positioned below the text "Best regards,".

Gary Talarchek, Ph.D.