Abstract Guidelines (by Discipline Area)

A. Abstract guidelines for **humanities, science, technology, engineering, and mathematics**:

1. Clearly state the central research question and/or purpose of the project.
2. Provide brief, relevant scholarly or research context (no actual citations required) that demonstrates its attempt to make a unique contribution to the area of inquiry.
3. Provide a brief description of the research methodology.
4. State conclusions or expected results and the context in which they will be discussed.
5. Include text only (no images or graphics)
6. Be well-written and well-organized.

B. Abstract guidelines for **visual arts:**

*Given that the Tower Day Abstract Guidelines ask for information that is not completely consistent with artistic practices, this is how the requirements should be translated.

1. **Clearly state the central research question and/or purpose of the project.** Provide an artist statement.
2. **Provide brief, relevant scholarly or research context (no actual citations required) that demonstrates its attempt to make a unique contribution to the area of inquiry.** In the statement, cite your influences and inspirations: other established artists; movements that are referenced or serve as inspiration; political/ cultural/ social issues that the work responds to; personal events, adventures, medical diagnosis; etc.
3. **Provide a brief description of the research methodology.** What techniques were used? It could be as basic as oil painting on primed canvas, or a more in-depth explanation of the experimental process.
4. **State conclusions or expected results and the context in which they will be discussed.** What did you learn? What was successful? What are things to be addressed in future pieces? How does this piece fit into your portfolio or future works?
5. **Include text only** (no images or graphics)
6. **Be well-written and well-organized.** If there are multiple areas covered with a unique influence that alters the interpretation of the work, speak more to one or two components of your "research" in depth: was the work a response to Art History? Or was the focus the experimental process? While it is assumed you will very briefly respond to all of these requirements, it is also expected that only a few will be the central focus of your statement.
7. Visual Arts presenters are required to upload three examples of work. For works in progress, you may substitute images of the work being submitted with images of past works that are

representative of the artwork to be exhibited at this year's Tower Day event. If a video or performance documentation, no sample should exceed 2 minutes.

C. Abstract guidelines for **performing arts**:

1. **Clearly state the central research question and/or purpose of the project. A statement discussing compositional or performance aspects of the work.** Why did you compose this work or choose this work to perform? What aspects of music are you exploring?
2. **Provide brief, relevant scholarly or research context (no actual citations required) that demonstrates its attempt to make a unique contribution to the area of inquiry.** How does the composition and/or performance advance the development of your creative output?
3. **Provide a brief description of the research methodology.** Provide a brief description of the musical work from a compositional or performative standpoint.
4. **State conclusions or expected results and the context in which they will be discussed.** How did the composition of the work or preparation for the performance affect your musical understanding and output?
5. **Include text only (no images or graphics).** Include a link (box, google drive, dropbox, etc) to a recording of the work and a score of the work if required for performance.
6. **Be well-written and well-organized.**

IV. Student Presentation Format Options

Film (scheduled in a series of other presentations with a 12-minute presentation with 3 minutes of Q&A) (15-minute presentation): This category allows students to present research or creative projects through short film. Note: Please plan to pre-record the short film so it can be shared in a digital format during the presentation. The length of the film to be shared should fit within your presentation timeslot.

Visual Arts Displays (max size of 30-inch width x 40-inch height unrolled or unfolded for displaying on a wall and 20 inches width x 20 inch height x 20-inch depth for displaying a 3D piece on a pedestal) Students can showcase their research or creative projects through visual arts displays, which may include paintings, sculptures, photography, digital art, and other visual media. NOTE: Students are responsible for all aspects of exhibiting their work during the conference.

Oral Presentations (scheduled in a series of other presentations with a 12-minute presentation (to include sharing of the film) with 3 minutes Q&A) (15-minute presentation): These are traditional presentations where students present their research findings or projects to an audience using slides

or other visual aids. Typically, each presenter is allotted a specific time slot for their talk, followed by a Q&A session.

Performances (scheduled in a series of other presentations with a 12-minute presentation (to include sharing of live version or recording of performance) with 3 minutes Q&A) (15-minute presentation): This category allows students to present research or creative projects through performances, such as musical performances, theatrical acts, dance routines, spoken word, or other artistic expressions. **Note:** If live performance is preferred, we encourage students to provide needed musicians, actors, dancers, readers, etc. as presenters and/or co-presenters as part of their submission. Alternatively, please plan to pre-record the performance piece so it can be shared in a digital format during the presentation.

Poster Presentations (max size of 48" x 48") (included in a 50-minute poster session): Poster sessions involve displaying a visual representation of the research project on a large poster board including a mixture of text with tables, graphs, and pictures to present your findings in a visually interesting and accessible way. This will serve as a tool to prompt discussion with colleagues during a 50-minute poster session. Students stand by their posters to discuss their work with conference attendees and answer questions. Items typically included: Title, Authors, Abstract, Introduction, Materials & Methods, Results, Discussion, Acknowledgments, and References.

VI. Discipline Areas

If your area is not named below, or if more than one area applies, select the one most closely related to your work. Please review the entire list before choosing your area.

Business and Entrepreneurship

Business
Economics

Education

Education

Engineering

Engineering
Robotics

Health and Human Services

Exercise Science and Nutrition
Nursing and Public Health
Rehabilitation
Social Work and Human Services

Humanities

Art History
English and Literature
Film/Photography Studies
Gender, Ethnicity, Diversity, or Cultural Studies
History
Linguistics and World Languages
Philosophy, Ethics, and Religious Studies

Interdisciplinary Studies

Interdisciplinary Studies

Mathematics and Computer Science

Computer Science
Mathematics

Natural and Physical Sciences

Biochemistry
Biology
Chemistry
Environmental Science and Sustainability
Geography/Geology
Physics and Astronomy

Social Sciences

Anthropology and Archaeology
Communications
Criminology/Criminal Justice
Law and Legal Studies
Political Science
Psychology
Sociology

Visual and Performing Arts

Dance
Music
Theatre/Drama
Visual Arts

Themes:

"Research Renaissance: Empowering Student Scholars Through Mentorship" - Explore the transformative impact of mentorship on student-led research projects. Learn how mentors guide, inspire, and elevate undergraduate scholars to achieve academic excellence and make meaningful contributions to their fields.

"Unleashing Curiosity: Mentor-Student Collaboration in Cutting-Edge Research" - Join us to witness the exciting synergy between mentor expertise and student curiosity. Discover how collaborative research ventures between mentors and students drive innovation and open new frontiers in diverse academic disciplines.

"From Classroom to Discovery: Mentor's Pathways to Undergraduate Research Success" - Dive into the journey of mentors as they share their experiences of turning classrooms/labs/the world into hubs of research exploration. Gain insights into their strategies for cultivating a vibrant research culture that empowers students to thrive academically.

"Cultivating Scholars: Mentorship and Student Research Excellence" - Witness the remarkable growth of undergraduate researchers under the guidance of dedicated mentors. Delve into the stories of students who have flourished as scholars and researchers due to the nurturing environment provided by mentors.

"Beyond Boundaries: Mentors-Student Partnerships in Solving Real-World Challenges" - Explore the profound impact of mentor-student partnerships in addressing global issues and local challenges. Learn how collaborative research initiatives create a powerful force for positive change in society, fostering a sense of purpose and social responsibility among students.

"Other" - Propose your own theme.