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The Council on Undergraduate Research has publications for sale on a range of topics related to Undergraduate Research. The authors and editors of these publications include faculty and administrators from both undergraduate institutions and research universities.

***A Practical Handbook for Supporting Community-Based Research with Undergraduate Students***, Deanna Cooke (Georgetown University) and Trisha Thorne (Princeton University) will help colleges and universities initiate and support community-based research (CBR). This volume addresses the special rewards and challenges in connecting undergraduate students with change oriented community-based projects and provides a roadmap for implementing CBR with undergraduates. It lays out a process for conducting CBR with students, dealing with issues such as developing and maintaining partnerships, developing research questions, collecting and analyzing data, and reporting findings. Guiding questions and practical tips are featured throughout. The final section describes how to develop and put in place the human and financial resources needed to implement CBR across the campus.

***Advancing Undergraduate Research: Marketing, Communications, and Fundraising***, Joyce Kinkead (Utah State University). Designed to share successful models and strategies for promoting and funding undergraduate research programs. This is the first book to address the growth and improvement of undergraduate research programs through advancement activities—marketing, communications and fundraising. As such, it is a critical addition to the library of the advancement professional, the undergraduate research director, and faculty mentors—in fact, anyone who wishes to advocate for the power of research in an undergraduate’s education.

***Broadening Participation in Undergraduate Research: Fostering Excellence and Enhancing the Impact***, edited by Mary K. Boyd (University of San Diego) and Jodi L. Wesemann (American Chemical Society). This book is a rich collection featuring institutions that are maximizing the impact of engaging undergraduate students in research, scholarship and creative activity to enhance educational outcomes and expand frontiers.

***Creative Inquiry in the Arts & Humanities: Models of Undergraduate Research***, edited by Naomi Yavneh Klos (Loyola University- New Orleans), Jenny Olin Shanahan (Bridgewater State University), and Greg Young (Montana State University). Aims to assist faculty and administrators who are creating undergraduate research opportunities that move beyond the natural and social sciences, as well as those working to sustain well-established, multidisciplinary programs. It offers examples of successful programs, assignments, curricula, journals, and conferences that support the research, scholarship, and creative activity of students in arts and humanities disciplines.

***Developing and Sustaining a Research-Supportive Curriculum: a Compendium of Successful Practices***, edited by Kerry Karukstis (Harvey Mudd College) and Timothy Elgren (Hamilton College). The volume focuses on three broad areas: curricular elements and teaching and learning strategies that develop critical research skills, curricular infrastructure that enhances a research-supportive curriculum, and administrative contributions that initiate and sustain a research-supportive curriculum.

***Reading, Writing, & Research: Undergraduate Students as Scholars in Literary Studies*** edited by Laura Behling (Butler University). This book documents multiple methods and procedures that could be adapted for all students to become engaged in the essential questions of our fields.

***Science in Solution: The Impact of Undergraduate Research on Student Learning***, David Lopatto (Grinnell College). This book provides research-based evidence demonstrating the impact of early engagement in undergraduate research on students’ personal and professional growth.

***How to Develop and Administer Institutional Undergraduate Research Programs***, by Toufic Hakim (Kean University). This publication provides a step-by-step approach to developing and managing a campus-wide undergraduate research initiative. It also includes commentaries on undergraduate research issues relating to faculty, students and curricula, common practices and surveys, and useful vignettes.

***How to Get a Tenure-Track Position at a Predominantly Undergraduate Institution***, Michelle Bushey (Trinity University), Deborah Lycan (Lewis & Clark College), and Patricia Videtich (Grand Valley State University). Aimed primarily at current graduate students, postdoctoral fellows, and faculty in temporary positions, this booklet gives practical advice that will make tenure applications stand out from the rest. Topics covered include a description of what a job at a PUI is like, how to prepare yourself for such a position during graduate school and beyond, preparing the application itself, details of the interview process, and negotiating the contract.

***How to Get Started in Research***, Thomas Goodwin (Hendrix College), Bert Holmes (Lyon College), and K. Elaine Hoagland. This publication provides information on beginning a research program and finding support for the program from administrators and funding agencies. Other topics include writing grant proposals and hosting poster sessions.

***How to Mentor Undergraduate Researchers (2010)***, Louise Temple (James Madison University), Thomas Q. Sibley (St. John’s University), and Amy J. Orr, (Linfield College). How to Mentor Undergraduate Researchers presents a concise description of the mentoring process, including the opportunities and rewards that a mentoring experience provides to both students and mentors. This updated handbook reflects many changes over the last decade in the scope and extent of research opportunities for undergraduates in the United States. Reflecting the current expansion of CUR into all undergraduate disciplines, in this edition experts in a variety of different fields were called upon to expand the handbook’s usefulness across all areas of undergraduate research endeavors.