White Forum Building Floorplan
## Table of Contents

- White Forum Building Floorplan ................................................................. inside front cover
- Welcome ................................................................................................................. 2
- Council on Undergraduate Research .............................................................. 3
- Division of Undergraduate Research Program Directors ................................. 3
- Acknowledgements .............................................................................................. 4
- Sponsors ............................................................................................................... 5
- Schedule at a Glance .......................................................................................... 6
- Welcome from The University of Oklahoma President ....................................... 8
- Session Abstracts ............................................................................................... 10
- Poster Abstracts ............................................................................................... 25
- OU Campus Map ............................................................................................. inside back cover
Welcome

Thank you for attending the Conference for Undergraduate Research Programs: Building, Enhancing, Sustaining. Our goal is to provide a central forum for those of us who are champions for undergraduate research programs, to discuss pertinent issues in the field and to provide an opportunity for seasoned and new colleagues to network and collaborate.

As undergraduate research continues to gain national recognition as a high-impact learning experience, it becomes even more important that we come together to share ideas, strategies, and best practices. Four themes were identified as being the most paramount to undergraduate research programs.

- **Assessment**—this track looks at the role of assessment and evaluation in undergraduate research program development and institutionalization, methods and models for assessing learning outcomes and program impacts, and designing specific tools for assessment and evaluation.

- **Ensuring Access for All**—this track explores models and best practices that broaden participation in undergraduate research including those that encourage underrepresented students to participate and those that increase opportunities across disciplines and across institutional types, such as community colleges.

- **High-impact Learning: Expanding, Collaborating, Scaling Up and Scaffolding**—this track provides practical models for fostering research opportunities within and beyond the classroom, including curricular innovations, collaborations across disciplinary and institutional boundaries, and exploring practices for combining high impact experiences such as research abroad and community based research.

- **Undergraduate Research Administration Nuts and Bolts**—this track will provide examples of innovative administrative practices for new and seasoned program directors that maximize effectiveness and efficiency in managing programs.

Programming for the conference is organized around these major themes and will be facilitated by program directors, staff, and faculty from a variety of academic disciplines who work with undergraduate research and creative activities. We hope you enjoy this meeting as we explore topics related to undergraduate research at the institutional level.

Karen Havholm  
Director, Center of Excellence in Faculty and Undergraduate Student Research Collaboration  
University of Wisconsin-Eau Claire

Julie Morris  
Director, Undergraduate Research  
University of South Carolina
The Council on Undergraduate Research (CUR), founded in 1978, is a national organization of individual and institutional members representing over 900 colleges and universities. Our primary advocacy is in support of faculty and undergraduate students engaged in research. CUR achieves its vision through efforts of its membership as organized in a divisional structure that includes arts and humanities, biology, chemistry, engineering, geosciences, health sciences, mathematics and computer science, physics and astronomy, psychology, social sciences, an at-large division that serves administrators and other disciplines, and a division for directors of undergraduate research programs.

CUR believes that faculty members enhance their teaching and contribution to society by remaining active in research and by involving undergraduates in research. CUR provides support for faculty and student development, and our publications and outreach activities are designed to share successful models and strategies for establishing and institutionalizing undergraduate research programs. We assist administrators and faculty members in improving and assessing the research environment at their institutions.

CUR’s leadership also works with agencies and foundations to enhance research opportunities for faculty and students. We also provide information on the importance of undergraduate research to state legislatures, private foundations, government agencies, and the U.S. Congress. CUR welcomes faculty, staff, students, and administrators from all academic institutions.

Division of Undergraduate Research Program Directors

The Undergraduate Research Program Director’s (URPD) Division serves and supports the needs of faculty and administrators who direct undergraduate research programs on their campuses. Our membership includes directors of new and established programs at diverse institutions, programs that encompass a wide variety of disciplines from the sciences to the performing arts, and programs across traditional academic boundaries. This Division promotes networking among Directors in order to share ideas and resources, disseminate best practices, and organize workshops and Institutes. The Division also sponsors a CUR Affinity Group to support the work of members who wish to remain within a disciplinary Division in CUR but would like to benefit from the work of the URPD Division.

CUR National Office Staff

Elizabeth Ambos  
Executive Officer

Robin Howard, Senior Director  
Membership Services, Operations, & Information Technology

Lindsay Currie, Advisor  
Communications and Membership

Mary Pat Twomey, Manager  
Student Programs

Jeffrey Johnson  
Administrative Assistant

Tavia Cummings, Interim Director  
Institutes and Meeting Services

Athenae Belton  
Accounting and Grant Specialist
Acknowledgements

Conference Planning Committee

Julie Morris, Conference Co-Chair
University of South Carolina

Karen Havholm, Conference Co-Chair
University of Wisconsin-Eau Claire

Anne Boettcher, Chair, URPD Division
Embry-Riddle Aeronautical University

Program Chairs

Administrative Nuts & Bolts: Highlights & Seminars
Tim Fehler, Furman University
Pascale Lafrance, University of Ottawa
Candace Rypisi, California Institute of Technology

Administrative Nuts & Bolts: Panels
Lydia Fox, University of the Pacific
Sheila Pedigo, Case Western Reserve University

Assessment: Highlights & Seminars
Joe O’Shea, Florida State University
MaryLynn Quartaroli, Northern Arizona University

Assessment: Panels
Iain Crawford, University of Delaware
Chris Thuringer, University of Kentucky

Ensuring Access for All: Highlights & Seminars
Ashley Hagler, Gaston College
Jenny Shanahan, Bridgewater State University
Bethany Usher, George Mason University

Ensuring Access for All: Panels
Sandra Gregerman, University of Michigan
Julia Spears, Northern Illinois University

High-impact Learning: Highlights & Seminars
Donna Bickford, University of North Carolina-Chapel Hill
Vanessa McRae, Albany State University
Lauren Clark, University of South Carolina

Posters
Kimberly Schneider, University of Central Florida
Korine Wawrzynski, Michigan State University

Local Organizing Committee

Susan Walden
Undergraduate Research Programs
University of Oklahoma

Additional support generously provided by University of Oklahoma, the Council on Undergraduate Research Endowment Fund and the Undergraduate Research Program Directors and At-Large Divisions of CUR

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## Schedule at a Glance

### Tuesday, June 23rd

**WELCOME and POSTER SESSION:** 6:00pm - 8:00pm; White Forum Building Hallways and Hub

### Wednesday, June 24th

**BREAKFAST:** 6:30am - 8:30am; White Forum Building Conference rooms A and B

<table>
<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>SESSION 1:</strong></td>
<td>Room B1, B3, B5</td>
<td>Assessment: This panel reoccurs during Session 8</td>
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<tr>
<td>Panels 8:30am–10:00am</td>
<td>Room B2, B4, B6</td>
<td>Undergraduate Research Nuts and Bolts: This panel reoccurs during Session 8</td>
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<tr>
<td></td>
<td>Room A2, A4</td>
<td>Engaging Community College Students in Undergraduate Research: Models and Rewards</td>
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**BREAK and NETWORKING:** 10:00am - 10:30am

### SESSION 2:

| Seminars 10:30am–11:45am | Room B1, B3, B5 | Reassessing our Assessment: Progress in Evaluating Undergraduate Research on a Liberal Arts Campus |
| | Room B2, B4, B6 | Managing research-infused courses for long-term quality |
| | Room A2, A4 | Strengthening Undergraduate Research Programs with Strategic Campus Partnerships |
| | Room A3 | One Goal - Multiple Approaches: Increasing Persistence in Life Sciences Through Research Experiences for Incoming Students |
| | Room A5 | Undergraduate Research in the United Kingdom |

**LUNCH:** 11:45am - 1:15pm; White Forum Building Conference rooms A and B

### SESSION 3:

| Program Highlights 1:15pm–1:30pm | Room B1, B3, B5 | Fine-tuning an Assessment of Graduation Rates for Students Enrolled in Elective Independent Research Courses |
| | Room B2, B4, B6 | FIRE: The University of Maryland First-Year Innovation & Research Experience |
| | Room A2, A4 | Fostering a Research Culture at a Predominantly Undergraduate Institution |
| | Room A3 | Mixer, Mash-Up, Mind Meld: Collaboration and Interdisciplinary as High-Impact Practices |
| | Room A5 | |

### SESSION 4:

| Program Highlights 1:35pm–1:50pm | Room B1, B3, B5 | Quantifying University-wide Participation at a Large Institution: The Undergraduate Research Database and Profile |
| | Room B2, B4, B6 | The OSU Undergraduate Library Research Award: A Model of Intra-Institutional Collaboration |
| | Room A2, A4 | Flying Solo: Scaling Your Offerings and Impact as a One-Person Office of Undergraduate Research |
| | Room A3 | Research Fairs Encourage Participation in Undergraduate Research, Scholarship and Creative Activity |
| | Room A5 | Modifying the Apprenticeship Approach to Increase Access to Independent Research Projects |
### Wednesday, June 24th - continued

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<tr>
<th>Time</th>
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<th>Event Details</th>
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<tr>
<td>1:55pm–2:10pm</td>
<td>Room B1, B3, B5</td>
<td>Catalyzing Curricular Change: Implementing and Assessing a Model for Integrating Research Into the Curriculum</td>
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<td>Room B2, B4, B6</td>
<td>Community Based Participatory Research - Bridging Research and Practice in an Undergraduate Community Health Honors Program</td>
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<td>Room A2, A4</td>
<td>Launching the A-State Student Research Council, A Practical Model for PUI Growth in Undergraduate Research</td>
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<td>Room A3</td>
<td>Interns to Scholars: Lessons Learned from an Initiative to Increase Early Engagement in Faculty-Mentored Research</td>
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<td>Room A5</td>
<td>Administering an Integrated Summer Research Program: Creating a Community of Undergraduate Researchers</td>
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<td>9:45am–10:15am</td>
<td>Room B1, B3, B5</td>
<td>Session 7:</td>
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<td>Room B2, B4, B6</td>
<td>Cutting-edge Approaches to Assessing Student Learning: Undergraduate Research and the Student Transformative Learning Record</td>
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<td>Room A2, A4</td>
<td>Campus-wide Undergraduate Research Initiatives: Managing Programs at Large Universities</td>
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<td>Room A3</td>
<td>Creative Inquiry: A Novel Integration of Research, Service-Learning and International Studies</td>
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<td>Expanding Opportunities for Undergraduate Research through Federal Work Study</td>
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<td>Ways to Provide Responsible Conduct of Research Training</td>
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<td>10:15am–11:45am</td>
<td>Room B1, B3, B5</td>
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<td>Assessment: This panel also occurs during Session 1</td>
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<td>Undergraduate Research Administrative Nuts and Bolts: This panel also occurs during Session 1</td>
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<td>Ensuring Access for All</td>
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<td>11:45am–1:15pm</td>
<td>Room B1, B3, B5</td>
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**BREAK and NETWORKING: 2:10pm - 2:30pm**

**SESSION 6:**

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<tr>
<td>2:30pm–3:45pm</td>
<td>Room B1, B3, B5</td>
<td>Tracking Undergraduate Researchers (And you Think Tracking Steps and Calories is Difficult!)</td>
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<td>Room B2, B4, B6</td>
<td>New Frontiers for Undergraduate Research: Intersections in Academic Engagement</td>
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<td>Room A2, A4</td>
<td>Mindful Mentoring: A Program of Professional Development for Undergraduate Research Mentors</td>
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<td>Room A3</td>
<td>Undergraduate research in the first two years: The CCURI model</td>
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<td>Room A5</td>
<td>Alumni Engagement: Essential Steps to Engage Your Alumni with your Office of Undergraduate Research</td>
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<td>9:45am–10:15am</td>
<td>Room B1, B3, B5</td>
<td>Seminar 8:</td>
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<td>Room B2, B4, B6</td>
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**POSTER SESSION: 4:00pm - 6:00pm; White Forum Building Hallways and Hub**

DINNERS: 6:30pm–9:30pm; Sam Noble Oklahoma Museum of Natural History

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**Thursday, June 25th**

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<td>11:45am–1:15pm</td>
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Dear Council on Undergraduate Research Community:

Welcome to the University of Oklahoma!

Please take some time while you are here to explore and enjoy our museums, innovative academic spaces, and beautiful campus. The University of Oklahoma is an extraordinary institution, known for its academic excellence and strong sense of community. This year we celebrate our 125th anniversary of providing a top quality education to the citizens of Oklahoma, the U.S., and the world.

Attracting top students from across the nation and more than 100 countries, OU provides a major university experience in a private college atmosphere. OU is number one in the nation in the number of National Merit Scholars enrolled among public universities and is in the top ten of public universities in the nation in the graduation of Rhodes Scholars. OU is one of the few public universities in the nation to cap the class size of first-year English composition courses at no more than 19. OU offers students the opportunity to study abroad in over 100 cities and 50 countries, including our signature program in Arezzo, Italy and new programs in Brazil and Mexico.

OU’s Fred Jones Museum of Art ranks in the top 5 university art museums in the United States. The Sam Noble Museum of Natural History is the largest university based museum of its kind in the world, and was honored at the White House with the 2014 National Medal for Museum and Library Service. OU’s Bizzell Memorial Library features one of the three largest history of science collections in the world, and is the only place in the United States where you can hold a book with Galileo’s handwriting in your own hands. As part of our 125th Anniversary celebration, faculty, staff, and students are collaborating on Galileo’s World, an exhibit without walls, across 7 locations and all 3 campuses, opening in September 2015.

The Lissa and Cy Wagner Student Academic Services Center brings to one location academic services to help our students succeed in their goals. The ExxonMobil Lawrence G. Rawl Engineering Practice Facility houses leadership development and experiential learning space for our engineering students, as well as outreach to the next generation. Two new academic spaces, the One University Store in the Oklahoma Memorial Union and the Helmerich Collaborative Learning Center in Bizzell Library, focus on technology and collaborative learning.

Not only has our campus been ranked among the top 25 most beautiful in the U.S., we enjoy a true sense of family here. Our faculty members compete to participate in the Faculty-In-Residence program, which places faculty members and their families in each of our residence halls to foster faculty and student interaction and encourage intergenerational friendships. We break ground this summer on two Residential Colleges for upper-division students; we are one of the first public universities to adopt this model.

Above all, OU has a strong sense of community. We are all part of a university family where we respect and care about each other.

Sincerely,

David L. Boren
President
AP Capstone™ is an innovative program from the College Board’s Advanced Placement Program® designed to give high school students the skills necessary to engage in independent and collaborative research.

AP Capstone equips students with the ability to think independently, write effectively, research, collaborate, and synthesize information across disciplines.

AP Capstone encourages a passion for learning and cultivates curious and independent thinkers who are well prepared to succeed in college and life.

Visit our Poster Session: June 23 & June 24.
Learn more at collegeboard.org/apcapstoneHEd.
Session 1—Panels
Wednesday, June 24th
8:30am–10:00am

Assessment
Location: White Forum Building B1, B3, B5

NOTE: This session reoccurs during Session 8 - Thursday, June 25th, 10:15am - 11:45am

Moderator: Iain Crawford, University of Delaware
            Chris Thuringer, University of Kentucky

Panelists: Aaron Clevenger, Embry-Riddle Aeronautical University-Daytona beach
          Anne-Barrie Hunter, University of Colorado Boulder
          Joe O’Shea, Florida State University
          Sandra Webster, Westminster College

During this session, panelists will share the role of assessment and evaluation in undergraduate research program development and institutionalization, methods and models for assessing learning outcomes and program impacts, and designing specific tools for assessment and evaluation.

THEME: Assessment

Undergraduate Research Administrative Nuts and Bolts
Location: White Forum Building B2, B4, B6

NOTE: This session reoccurs during Session 8 - Thursday, June 25th, 10:15am - 11:45am

Moderator: Sheila Pedigo, Case Western Reserve University
            Lydia Fox, University of the Pacific

Panelists: John Augusto, University of Kansas
          Lee Coates, Allegheny College
          Janice DeCosmo, University of Washington
          Lydia Fox, University of the Pacific

Panelists will share program basics and creative solutions that maximize effectiveness and efficiency in program management for new and seasoned program managers. Topics include programming set-up and innovation; professional development for mentors and students; financial resource models; interacting with and “selling” undergraduate research to administration; and marketing, websites, and social media.

THEME: Administrative Nuts and Bolts
Engaging Community College Students in Undergraduate Research: Models and Rewards
Location: White Forum Building A2, A4

Moderator: Sandra Gregerman, University of Michigan-Ann Arbor
Panelists: Niccole Cerveny, Mesa Community College
Sandra Gregerman, University of Michigan-Ann Arbor
Diana Spencer, Tulsa Community College

This session will share successful models and practices for engaging community college students in undergraduate research at the community college and in partnership with four year and research universities as well as national Research Experiences for Undergraduates (REU) programs. Panelists from Tulsa Community College and Mesa Community College will share curricular models as well as partnership models funded by a NSF Course, Curriculum and Laboratory Improvement grants for community colleges and a third panelist from the University of Michigan will share successful practices for engaging transfer students in undergraduate research prior to and upon transfer from the community college to the university. In addition to presentations on the various models from their own campuses, the presenters will share other models being used on campuses supported by the NSF Initiative. The three models are very different in design and scope and will provide attendees with examples of research-focused curricula at the community college, e.g. a new Biotechnology course at Tulsa Community College and field research opportunities linked to courses at Mesa Community College. The panelist from the University of Michigan will share the importance of engaging community college students in research as a recruitment and retention strategy. Panelists will talk about the nuts and bolts of how to set up such programs at the community college and university, expansion of these models to other institutions, data on why engaging community college students is so critically important to the STEM pipeline, the impact of engaging community college students in undergraduate research and lessons learned in how to create successful programs and partnerships as well as funding models and opportunities.

THEME: Ensuring Access for All
Reassessing our Assessment: Progress in Evaluating Undergraduate Research on a Liberal Arts Campus
Location: White Forum Building B1, B3, B5

Camille Shepherd, Midwestern State University

This presentation will begin with a background of the development and implementation of the first year (2013-2014) of MSU’s Southern Association of Colleges and Schools (SACS) Quality Enhancement Plan (QEP). We will discuss the make-up of our assessment committee and how we have addressed issues identified by our faculty during year one’s assessment plan as we entered our second year. This included redesigning rubrics and the development of a survey tool inspired by the SURE survey but designed to assess undergraduate research outside the lab sciences and in a liberal arts environment. We will present results from 2014-15 for comparison, discuss how we see our progress and results being reported to SACS in our fifth year interim report, and present changes in our NSSE scores from 2012 (pre-QEP) and 2014 (post-QEP) for “high impact practices” items.

THEMES: Assessment
Administrative Nuts and Bolts

Managing Research-Infused Courses for Long-Term Quality
Location: White Forum Building B2, B4, B6

Bethany Usher, George Mason University

At George Mason University, we have established a process for designating research-infused courses at three successive levels, and we currently have identified over 130 courses in more than 30 programs. As we have learned, getting faculty interested in establishing the courses is only the first challenge. This session will address how we track courses, assess student learning outcomes, and maintain a shared focus on research in these courses, even as faculty and chairs change. I will share course and curriculum development tools, and lead a discussion about ways to encourage professors to participate in faculty development.

THEME: High-impact Learning

Strengthening Undergraduate Research Programs with Strategic Campus Partnerships
Location: White Forum Building A2, A4

Korine Wawrzynski, Michigan State University
Julie Morris, University of South Carolina
Ashley Schryer, University of South Carolina

This session examines the creation of strategic partnerships between academic and student affairs as a means to leverage resources and create a variety of new experiences to enhance undergraduate research. Facilitators will discuss how they cultivated partnerships at their institutions and lessons learned in the process. In small groups, participants will identify potential units to partner with at their respective campuses and discuss strategies to initiate and sustain these collaborations. Larger group discussion will focus on how partnerships and experiences can translate to institutions of various size and cultures. The goal is to help participants better utilize existing campus resources in ways that enhance student research experiences, augment resources available for research, and increase campus awareness of undergraduate research.

THEMES: High-impact Learning
Administrative Nuts and Bolts
One Goal – Multiple Approaches: Increasing Persistence in Life Sciences through Research Experiences for Incoming Students
Location: White Forum Building A3

Donald French, Oklahoma State University
Kristen Baum, Oklahoma State University
John Stewart, Oklahoma State University
Lance Forshee, Oklahoma State University
John Gustafson, Oklahoma State University
Lucy Bailey, Oklahoma State University

In this session, faculty from the life-science and chemistry departments and college of education, who are active in encouraging participation in research as a mechanism to increase retention of a diverse undergraduate population, will present a variety of approaches. We focus on strategies relevant to freshman and transfer students, majors and non-majors, and introductory and upper-division science courses. Short presentations/demonstrations will alternate with audience participation and discussion. Among the approaches described will be a research-mentorship program for underrepresented minority (URM) transfer students, a research journal for publication of course-embedded research, a life-science freshman research program, approaches to include cutting-edge research projects in introductory laboratory courses, and professional development activities for students. We also describe our assessment techniques and instruments, including results where relevant.

THEMES: Ensuring Access for All
High-impact Learning

Undergraduate Research in the United Kingdom
Location: White Forum Building A5

Paul Roberts, University of Sussex
Julie Carr, University of Sussex

Undergraduate research in the United Kingdom has grown in recent years. Aided by the establishment of the British Conference of Undergraduate Research in 2011, an increasing number of UK universities are investing in developing the research skills of their undergraduates. This session will provide attendees with an insight into how undergraduate research is approached in the UK both at national and institutional level.

THEMES: Administrative Nuts and Bolts
High-impact Learning

CUR Calendar

July 2015
16-20 Proposal Writing Institute (PWI), Minneapolis Marriott Southwest, MN

October 2015
15-17 Initiating and Sustaining Undergraduate Research Programs Institute (ISURP), University of MO
25-26 Research Experiences for Undergraduates Symposium (REUS), Arlington, VA

November 2015
6-8 Creative Inquiry in the Arts and Humanities Institute, Greensboro, NC
20-22 Beginning a Research Program in the Natural Sciences at a Predominantly Undergraduate Institution Institute (BRP), Denver, CO

February 2016
18-20 CUR Dialogues, Hyatt Regency Washington on Capitol Hill, Washington, D.C.

June 2016
26-28 CUR Biennial 2016, University of South Florida
Fine-Tuning an Assessment of Graduation Rates for Students Enrolled in Elective Independent Research Courses

Location: White Forum Building B1, B3, B5

MaryLynn Quartaroli, Northern Arizona University

Assessing the impact of participation in student-designed, faculty-mentored research projects can be a challenge. Students engage in these types of activities in many ways: during courses required by their programs of study, in paid and volunteer positions in research labs and institutes, and taking independent research courses for credit as electives. This statistical analysis compared the graduation rates of Fall 2009 freshmen students who enrolled in independent research courses during their academic careers with similar students from the same cohort who did not elect to participate in this opportunity. By the end of the Spring 2014 semester, 88.2% of the students who took one or more elective research courses graduated, as compared to 55.4% of the matched non-participants (p < 0.0001) and 44.6% of the freshmen cohort.

THEME: Assessment

FIRE: The University of Maryland First-Year Innovation and Research Experience

Location: White Forum Building B2, B4, B6

Patrick Killion, University of Maryland College Park

Adapting the proven Freshman Research Initiative (FRI) developed at the University of Texas at Austin (UT), the University of Maryland is extending the UT FRI model to include a broad spectrum of academic disciplines to provide inquiry-based experiences and broad personal and academic mentorship for first-year students through participation in faculty-led innovation and research streams. The First-Year Innovation & Research Experience (FIRE) mission includes focused attention on undeclared, non-honors and transfer student populations in order to reduce academic achievement gaps, expose students to less traditionally considered academic units and accelerate student professional development. FIRE is a first-year innovation and research program that offers a broad demographic range of students involvement in research, a supportive peer community and an academically immersive first-year experience.

THEMES: High-impact Learning
        Administrative Nuts and Bolts
        Ensuring Access for All

Fostering a Research Culture at a Predominantly Undergraduate Institution

Location: White Forum Building A2, A4

Joseph Flaherty, Coker College

According to the Gallup-Purdue Index Report (2014), two notable factors that were found to contribute to a college graduate’s long-term success relate to positive engagement with an encouraging mentor and working on a project that took a semester or more to complete. Undergraduate Research (UR) provides a clear path for a student to have experienced these and other elements of experiential and deep learning. This presentation will focus on how a vision to transform the role undergraduates play in the process of discovery led to the establishment of a campus-wide UR initiative intended to broaden the participation of students in research projects across all disciplines, and to seek ways to guide faculty in the intentional and meaningful incorporation of research into their curriculum.

THEMES: Ensuring Access for All
        High-impact Learning
        Administrative Nuts and Bolts
Mixer, Mash-Up, Mind Meld: Collaboration and Interdisciplinary as High-Impact Practices
Location: White Forum Building A3

Anna Leahy, Chapman University

The Office of Undergraduate Research at Chapman University (OUR) prioritizes high-impact learning practices to promote student engagement and cumulative learning. The OUR is working with units across campus to encourage sharing of knowledge across disciplinary boundaries through expos/poster sessions, foster collaboration, and nurture inter- and cross-disciplinary discussions and projects that can be difficult for undergraduates in the silo structure of many institutions. In addition, the OUR has begun conversation with deans and faculty in different colleges to explore existing collaborative and interdisciplinary projects in order to develop policies and practices to encourage interdisciplinary research by undergraduate students. Such projects include CRASsH (Chapman Research in the Arts, Social Sciences, and Humanities), the Center for American War Letters, the new Digital Humanities curriculum, the Fear Project, and others.

THEME: High-impact Learning
Quantifying University-Wide Participation at a Large Institution: The Undergraduate Research Database and Profile
Location: White Forum Building B1, B3, B5

Kathy Rovito, University of Central Florida
Kimberly Schneider, University of Central Florida

Determining how many undergraduates are involved in research is a challenge for most institutions. Broad definitions of undergraduate research, diverse data sources, and stakeholder buy-in are some issues faced in quantifying participation. In 2012, the Office of Undergraduate Research at the University of Central Florida initiated a campus-wide, student-faculty mentor database to assess the number of undergraduate students participating in research. Through a partnership with our Institutional Knowledge Management, data since 2009 has been collected and comparisons have been made between programs and the campus as a whole. This presentation will review the reasons for its inception, how data is collected, the campus-wide partnerships, and future directions of the project.

THEME: Assessment

The OSU Undergraduate Library Research Award: A Model of Intra-Institutional Collaboration
Location: White Forum Building B2, B4, B6

Tim O’Neil, Oklahoma State University
Matt Upson, Oklahoma State University

With the OSU Undergraduate Library Research Award, the OSU Libraries and Office of Scholar Development and Undergraduate Research seek to inspire, support and highlight excellent research, critical thinking and self-reflection by inviting undergraduates to write reflectively on the process of developing a topic and research strategy in order to locate, evaluate and use the best information available. The award is a co-venture of these two offices, which collaborate to provide logistical support and award funding ($1,500 each to winners in both underclassmen and upperclassmen categories with $750 for honorable mentions in each). To support the development of skills for the award, the OSU Libraries and Scholar Development collaborate to host a workshop series focused on information literacy, research design and reflective writing.

THEMES: High-impact Learning
Administrative Nuts and Bolts

Flying Solo: Scaling Your Offerings and Impact as a One-Person Office of Undergraduate Research
Location: White Forum Building A2, A4

Julie Lyon, Google
Christopher Lassiter, Roanoke College

This session provides tips for undergraduate research (UR) directors who are “flying solo.” If you run a one-person office of UR, how can you ensure that you are appropriately balancing the needs of running programs, supporting student researchers, encouraging faculty mentors, promoting successes, and conducting appropriate assessment, while continuing to teach your classes and conduct your own research with students? We describe our own experiences in flying solo--running a UR office at a small liberal arts college. In less than five years, we saw a 40% increase in the number of students conducting research and a 400% increase in the number of students presenting research. We were successful at scaling our offerings and our impact without scaling the size of our office.

THEMES: Administrative Nuts and Bolts
High-impact Learning
Assessment
Research Fairs Encourage Participation in Undergraduate Research, Scholarship and Creative Activity
Location: White Forum Building A3

Charlotte Rasmussen, University of Washington Bothell

The University of Washington Bothell is a mid-sized publicly-funded PUI with a highly diverse student population and a growing interdisciplinary undergraduate research program. The campus strategy of informing students of research opportunities that can enhance their educational experience early in their academic career through different venues including an Undergraduate Research Fair has resulted in unexpected returns in campus community building, partnership formation and increased utilization of campus resources. In this short session, we will discuss: 1) how careful planning and execution of a major event can build faculty and student relationships and support cross-campus partnerships that increase participation in undergraduate research and 2) how resources and research materials created for the fair can be leveraged throughout the academic year by Undergraduate Research staff.

THEMES: Ensuring Access for All, High-impact Learning

Modifying the Apprenticeship Approach to Increase Access to Independent Research Projects
Location: White Forum Building A5

Kristen Baum, Oklahoma State University

As the value of undergraduate research experiences has been increasingly recognized, so has the demand for individual research projects. A common approach is for students to conduct independent research in an individual faculty member’s laboratory. However, this approach requires an extensive investment of faculty time and is difficult to scale up to increase the number of students impacted. Therefore, alternative approaches are needed to increase access to independent research projects. I describe an approach for incorporating groups of undergraduate students working on a common topic into a research laboratory. The approach is described using a case study perspective, and strategies for modifying the approach to different settings are discussed.

THEMES: High-impact Learning, Ensuring Access to All

Join the largest collection of undergraduate research online

The Undergraduate Research Commons brings together exemplary undergraduate work from hundreds of colleges and universities: student journals and conferences, faculty-mentored research, honors and capstones, and signature collections of unique undergraduate publications. Visitors can identify exciting undergraduate research programs and find peer-reviewed student journals and conferences where they can submit their own work.

Make sure your undergraduates’ best work appears alongside the research of their peers, and that prospective students can find your programs.

Digital Commons is the leading hosted institutional repository and publishing platform for universities, colleges, law schools, and research centers. A Digital Commons repository showcases the breadth of scholarship produced at an institution—everything from faculty papers, student scholarship, and annual reports to open-access journals, conference proceedings, and monographs.

To learn more, visit digitalcommons.bepress.com or contact us at bepressir@bepress.com
Catalyzing Curricular Change: Implementing and Assessing a Model for Integrating Research into the Curriculum
Location: White Forum Building B1, B3, B5

Donna Chamely-Wilk, Florida Atlantic University

The curriculum grant program at Florida Atlantic University fosters the integration of undergraduate research and inquiry skills (URI) into the curriculum by supporting assignment, course and programmatic level enhancements. Faculty promote URI skills, represented by specific learning outcomes, by scaffolding student experiences within courses and across programs. Our model has undergone revisions in response to identifying best practices and more effective delivery strategies. Participants will explore methods to promote faculty development, encourage diverse content-area participation, and structure faculty communication to ensure impact and sustainability of efforts. Participants will also be exposed to examples of assessment tools and resultant data.

THEMES: Assessment
Ensuring Access for All

Community Based Participatory Research - Bridging Research and Practice in an Undergraduate Community Health Honors Program
Location: White Forum Building B2, B4, B6

Kelly Bonnar, State University of New York-Potsdam

This high-impact experience offered to Community Health Honors students exemplifies the power of community-campus partnerships. Program requirements build upon principles of traditional honors programs while integrating non-traditional aspects of community based participatory research (CBPR), internship practice (IP), and undergraduate student research (UR). Students in the honors program complete an Honors thesis (UR). With guidance from a faculty advisor, research problems addressed by the theses are derived from scholarly literature and needs of a community health agency (CBPR). Students connect with an agency via the department’s internship coordinator. The agency facilitates data collection, serves on the thesis committee and provides honors students with practical experience in the field (IP). This experience culminates with the submission of a manuscript and defense presentation to the campus and community.

THEME: High-impact Learning

Launching the A-State Student Research Council: A Practical Model for PUI Growth in Undergraduate Research
Location: White Forum Building A2, A4

Emily Devereux, Arkansas State University

In today’s university setting, there is pressure to do more with less. Many primarily undergraduate institutions (PUIs) struggle to expand and institutionalize undergraduate research while lacking resources to staff a dedicated student research office. In state-wide feedback from students at PUIs, a common theme was students wanted more influence and leadership in research on their campuses, but did not have a pathway to engage in the process. We propose the creation of a student-led research council as a registered campus organization to actively engage students in expanding and institutionalizing undergraduate research in a resource-limited environment. Over sixty students participated in the launch of the A-State Student Research Council, a practical model for growth in both quantity and quality of student research at a PUI.

THEMES: Administrative Nuts and Bolts
High-impact Learning
Interns-to-Scholars: Lessons Learned from an Initiative to Increase Early Engagement in Faculty-Mentored Research
Location: White Forum Building A3

MaryLynn Quartaroli, Northern Arizona University
The Interns-to-Scholars (I2S) program, now in its third year, encourages undergraduate students, especially but not limited to sophomores, to participate in faculty research, scholarly, or creative projects by working as paid interns. Internships across diverse academic disciplines offered opportunities for students to learn why and how scholarship is done by assisting faculty, postdocs, and graduate students in some aspect of a faculty-mentored project. The program aims to encourage the development of techniques within a particular discipline, to promote the active acquisition and/or generation of knowledge, to stimulate student interest in inquiry, and to prepare students to write proposals to fund their own independent research projects. Lessons learned related to the solicitation of diverse opportunities, selection of student interns, funding, and assessment will be shared.

THEMES: Ensuring Access for All
Administrative Nuts and Bolts

Administering an Integrated Summer Research Program: Creating a Community of Undergraduate Researchers
Location: White Forum Building A5

Michael Cohen, University of Missouri-Columbia
Linda Blockus, University of Missouri-Columbia
Throughout the summer, colleges and universities may host multiple on-campus summer research programs. At the University of Missouri, the Office of Undergraduate Research collaborates with faculty and staff to create an integrated experience for undergraduate students engaged in on-campus summer research internships. Through the utilization of standardized documentation, coordination of programming dates, and the facilitation of interdisciplinary on-campus programming, the Office of Undergraduate Research supports the mission of on-campus research programs and provides a community-based experience for participating students. This session will discuss the logistics and finances of how the University of Missouri Office of Undergraduate Research facilitates an integrated summer research program and will provide the opportunity for attendees to consider action plans for their campuses.

THEME: Administrative Nuts and Bolts

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Thank you to The University of Oklahoma Community!
Session 6—Seminars  
Wednesday, June 24th  
2:30pm–3:45pm

Tracking Undergraduate Researchers (And You Think Tracking Steps and Calories is Difficult!)  
Location: White Forum Building B1, B3, B5

Sheila Pedigo, Case Western Reserve University  
Helen Cweren, The Ohio State University

This interactive session will describe two implemented models for tracking undergraduate research involvement at large universities: Case Western Reserve University database is attached to the Peoplesoft SIS, and PURE (Portfolio of Undergraduate Research Experiences) is the new means of tracking at the Ohio State University. We will discuss the steps involved with planning, designing, and implementing these databases, including the challenges to maintaining them. Time is provided for discussion about lessons learned and realistic expectations for tracking undergraduate research at large universities.

THEMES:  
Assessment  
Administrative Nuts and Bolts

New Frontiers for Undergraduate Research: Intersections in Academic Engagement  
Location: White Forum Building B2, B4, B6

Joe O’Shea, Florida State University  
Julia Spears, Northern Illinois University  
Latika Young, Florida State University

Over the last decade, undergraduate research has spread throughout higher education and the offices that support it have matured. Where do we head now? How does undergraduate research continue to attract attention when other high-impact practices receive increasing consideration? How do we enrich the undergraduate research landscape and support students who want to engage in research and in other educational practices? In this session we draw on our experiences at Florida State University and Northern Illinois University to explore new frontiers in undergraduate research; the intersections with other forms of academic engagement, such as entrepreneurship, international/community-based learning/gap years; online courses; advanced high school research experiences (e.g., AP Research); and the roles we play as advocates for undergraduates' scholarly and civic development.

THEMES:  
High-impact Learning  
Ensuring Access for All  
Administrative Nuts and Bolts

Save the Date: CUR Biennial 2016  
University of South Florida, June 26-28, 2016
Mindful Mentoring: A Program of Professional Development for Undergraduate Research Mentors
Location: White Forum Building A2, A4

Robert Eierman, University of Wisconsin - Eau Claire
Karen Havholm, University of Wisconsin - Eau Claire

This interactive presentation will describe a multi-faceted approach implemented at UW-Eau Claire to create professional development support for undergraduate research mentors. We convened a study group of faculty mentors from multiple disciplines and a faculty-student research team to create a literature-based description of effective mentoring. The description served as the basis for the following activities.

- Survey of mentors and students about priorities and practices of mentoring
- Development of an array of professional development opportunities for mentors
- Development and implementation of a research mentoring award

We will present the outcomes of these activities, which included a discussion group, a community of practice, and web resources to support mentors. Session participants will engage in exploring issues and dilemmas the study group addressed. This will provide a deeper understanding of the process and how it informed the development of mechanisms to provide professional development support for research mentors at UW-Eau Claire.

THEME: Administrative Nuts and Bolts

Undergraduate Research in the First Two Years: The CCURI Model
Location: White Forum Building A3

John Van Niel, Finger Lakes Community College
Diana Spencer, Tulsa Community College
Ashley Hagler, Gaston College
Maria Bautista, Kapi‘olani Community College

The Community College Undergraduate Research Initiative (CCURI) is an NSF TUES Type-III grant focused on the development and implementation of undergraduate research (UR) at community colleges. The CCURI network consists of 31 partner colleges in 20 states. The model uses a freshmen intervention (informally called the “freshmen hook”) such as a case study or other high impact practice to introduce students to research projects and/or scientific thinking. Students are then given opportunities to explore the projects further during subsequent semesters. By engaging students in UR from the moment they enter the classroom the CCURI model promotes deep learning and motivates students to continue their education and career in STEM fields. In the 2012-2013 academic year, CCURI partners provided UR experiences to 2,498 students.

THEMES: Ensuring Access for All
High-impact Learning

Alumni Engagement: Essential Steps to Engage Your Alumni with Your Office of Undergraduate Research
Location: White Forum Building A5

John Augusto, University of Kansas

Many program directors are asked to engage their university alumni. Yet many of those same program directors have no experience working with alumni development. During this session, participants will discuss best practices for alumni engagement and will use these strategies to identify current and future engagement opportunities within their existing programs. Using GAP analysis, this interactive session will help participants identify what their current efforts are and where they want them to be. Finally, to bridge that gap, participants will leave the session with a plan outlining their alumni engagement strategies ready for implementation when they return to their campus.

THEME: Administrative Nuts and Bolts
Cutting-Edge Approaches to Assessing Student Learning: Undergraduate Research and the Student Transformative Learning Record

Location: White Forum Building B1, B3, B5

**John Barthell, University of Central Oklahoma**  
Gregory Wilson, University of Central Oklahoma  
Michael Springer, University of Central Oklahoma  
Camile Kilbourne, University of Central Oklahoma

How can we assess and capture the transformative learning that happens in curricular and co-curricular activities at the university such as undergraduate research and creative activities? How can we help students identify and communicate these learning outcomes to future professional programs, graduate schools, or employers? Meaningful assessment and e-portfolios can help, but are they enough? Presenters will discuss some of the innovative approaches at the University of Central Oklahoma to strengthen assessment efforts and, through our Student Transformative Learning Record, to help students articulate their learning inside and outside the classroom to professional schools, future employers, and beyond.

**THEMES:**  
Assessment  
Administrative Nuts and Bolts

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Campus-Wide Undergraduate Research Initiatives: Managing Programs at Large Institutions

Location: White Forum Building B2, B4, B6

**Korine Wawrzynski, Michigan State University**  
Kimberly Schneider, University of Central Florida  
Joe O'Shea, Florida State University

Managing campus-wide undergraduate research programs at larger institutions can be challenging due to several factors, such as decentralized organizational structures, disciplinary differences, and campus culture. These factors influence office organization, services and programs provided, relationships with faculty and students, and general communication. Accordingly, multiple factors and key constituents should be considered when starting or sustaining campus-wide programs. In this panel, experienced undergraduate research program directors from large institutions will discuss best practices and lessons learned related to program organization, budget models, strategic marketing and communications, and fundraising. Through small and large group discussion, participants will discuss how proposed models and strategies could be adapted and utilized at their institutions. Participants will gain clear examples of strategies and outcomes related to administration, organization, communications, and funding.

**THEME:**  
Administrative Nuts and Bolts

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Creative Inquiry: A Novel Integration of Research, Service-Learning and International Studies

Location: White Forum Building A2, A4

**Barbara Speziale, Clemson University**

Clemson University’s Creative Inquiry (CI) program provides an exceptionally flexible model that encourages curriculum innovation, multidisciplinary collaborations and activities that generate impacts locally and internationally. CI annually supports more than 500 undergraduate research teams composed of approximately 3500 students in all academic disciplines. Survey results will be presented to describe student and faculty assessments of their CI experiences. This session will describe the CI model, how students and faculty are recruited and how CI projects are funded and publicized, including in an annual magazine that is entirely produced by a team of undergraduate students. Student/discipline distributions and examples of unique, interdisciplinary and international projects will be presented for discussion.

**THEMES:**  
High-impact Learning  
Ensuring Access for All  
Administrative Nuts and Bolts
Expanding Opportunities for Undergraduate Research through Federal Work Study
Location: White Forum Building A3

Denise Nazaire, George Mason University

The Students as Scholars initiative at George Mason University is designed to be inclusive, to encourage students from all disciplines and all academic levels to participate. We successfully collaborated with the Office of Financial Aid to develop a program that uses Federal Work-Study to fund undergraduate research assistantships. This program expanded opportunities for students to be introduced to the concept of scholarship and to learn the research or scholarly methods in their field. Faculty were given “free” research assistance, with the understanding that they would involve students in research discussions and regularly evaluate them. In our second year of implementation we continue to expand the number of participating students. This session will provide models on how to establish and expand a research assistantship program.

THEME: Ensuring Access for All

Ways to Provide Responsible Conduct of Research Training
Location: White Forum Building A5

Sumana Datta, Texas A & M University
Jennifer Harris, University of Washington
Rebecca Hatch, Mt. San Antonio College
Kirsten Madsen, Sheridan College

Responsible Conduct of Research, or RCR, training is required of all undergraduate researchers who participate in research funded by the National Science Foundation and National Institutes of Health among others. RCR training ensures that researchers design and conduct their projects in an ethical manner. This training can be accomplished through courses provided by online vendors or in-person courses taught by an institution. Unfortunately, the guidelines and requirements for RCR training differ significantly between NSF and NIH. Furthermore, the cost of non-profit subscriptions to online companies can be significant—CITI, a common provider of online RCR training, charges $3000/year for institutional access. This session will focus on the variety of ways that different institutions have used to address RCR training requirements.

THEMES: Administrative Nuts and Bolts
High-Impact Learning
Ensuring Access for All

Join the #URPD2015 conversation on:

Facebook
Twitter
Linkedin
Assessment
Location: White Forum Building B1, B3, B5

NOTE: This session also occurs during Session 1 - Wednesday, June 24th, 8:30am - 10:00am

Moderator: Iain Crawford, University of Delaware
Chris Thuringer, University of Kentucky

Panelists: Aaron Clevenger, Embry-Riddle Aeronautical University-Daytona beach
Sandra Gregerman, University of Michigan
Joe O’Shea, Florida State University
Sandra Webster, Westminster College

During this session, panelists will share the role of assessment and evaluation in undergraduate research program development and institutionalization, methods and models for assessing learning outcomes and program impacts, and designing specific tools for assessment and evaluation.

THEME: Assessment

Undergraduate Research Administrative Nuts and Bolts
Location: White Forum Building B2, B4, B6

NOTE: This session also occurs during Session 1 - Wednesday, June 24th, 8:30am - 10:00am

Moderator: Sheila Pedigo, Case Western Reserve University
Lydia Fox, University of the Pacific

Panelists: John Augusto, University of Kansas
Lee Coates, Allegheny College
Janice DeCosmo, University of Washington
Lydia Fox, University of the Pacific

Panelists will share program basics and creative solutions that maximize effectiveness and efficiency in program management for new and seasoned program managers. Topics include programming set-up and innovation; professional development for mentors and students; financial resource models; interacting with and “selling” undergraduate research to administration; and marketing, websites, and social media.

THEME: Administrative Nuts and Bolts

Ensuring Access for All
Location: White Forum Building A2, A4

Moderator: Julia Spears, Northern Illinois University

Panelists: LeRoy Jones II, Chicago State University
Vanessa McRae, Albany State University
Kim Sa Nguyen, Indiana University Purdue University Indianapolis

This panel shares models and best practices that broaden participation in undergraduate research including those that encourage underrepresented students to participate and those that increase opportunities across disciplines and across institutional types.

THEME: Ensuring Access for All
[1] Taking the Leap: Improving Community College Outreach through Early Engagement in Undergraduate Research

Megan Bassett, California State University, Monterey Bay
Bridgette Clarkston, California State University, Monterey Bay

Taking the leap from community college to four-year university can be a difficult transition and lead to students stopping out of college. However, exposing students to undergraduate research while in community college is a useful tool in outreach and retention of historically high-risk students. This poster will investigate the role of partnering with a community college with an established research and internship program as a potential venue for increasing the awareness of, transfer to, and retention in a four-year university. By partnering with existing programs, universities are granted an audience for outreach efforts and a structure for engaging students. These partnerships also allow for universities to offer supplemental information and interaction with the community of researchers at the transfer institution to help bridge the transfer gap.

Themes: Ensuring Access for All
High-Impact Learning


Heather Haeger, California State University, Monterey Bay
Bridgette Clarkston, California State University, Monterey Bay
Carla Fresquez, California State University, Monterey Bay

This poster will present a model for assessment that serves three distinct purposes using one instrument: 1) assessing student performance and development during their research experience, 2) providing validity testing for student, self-reported data, and 3) facilitating feedback from faculty to students during and after the research experience. This model of mentee evaluation serves as a useful assessment and feedback tool without taxing faculty time. We will present the mentee evaluation instrument and examples of implementation and use at California State University, Monterey Bay’s Undergraduate Research Opportunities Center, Ocean Science REU, and Biology department internship program. Results of pilot testing and 2014 administration of the evaluation will be used to demonstrate how this assessment can be implemented on other campuses.

Themes: Assessment
Administrative Nuts and Bolts
[3] Peer Writing groups in Undergraduate Research: A Model to Support High-stakes Writing Practices

Natasha Oehlman, California State University, Monterey Bay
Heather Haeger, California State University, Monterey Bay

Writing and the dissemination of research is a critical component of undergraduate research as a high-impact practice, student learning, and preparation for graduate education. Students need to produce professional high-quality, “high-stakes” documents for specialized academic audiences. The writing process can present a challenge, especially to students unfamiliar with the necessary multiple drafting stages needed to produce professional work. Structured peer response can mitigate this challenge while also teach the value of peer review. This poster presents a distributed model of writing fellows leading peer-writing groups to support students’ writing development. Participation in the writing group develops students’ writing and editing abilities along with building community between different cohorts of undergraduate researchers. Findings from pre and postexperience surveys and focus groups will also be presented.

Themes: High-Impact Learning
Ensuring Access for All


Karen Berman, Georgia College and State University

The Theatre Department with Dance utilizes high impact practices for which we created a comprehensive undergraduate research agenda implemented through conferences, community outreach, and service learning. Assessment was based on the Association of American Colleges and Universities (AAC&U) VALUE Rubrics. Sixty-six individual students in Theatre participated in 154 projects that were assessed in this report. Additionally, 28 individual Core Curriculum students were assessed on a group of projects with Early College. In addition, 33 individual Dance Minor students were assessed on their community engagement work, totaling 215. Aggregate results of assessment on rubrics can be found. Assessment through the 88 objectives in the AAC&U VALUE Rubrics resulted in a better understanding of the strengths and weaknesses in the Theatre curriculum.

Themes: Assessment
High-Impact Learning


J. Bradford Burkman, Louisiana School for Math, Science, and the Arts

The Louisiana School for Math, Science, and the Arts, part of the National Consortium of Secondary STEM Schools, has long had a few students spend their summers working in university labs, but we are finding ways to expand those opportunities for more students. The door has usually been closed to students who do not live near a research university or need a summer job to save for college, so we are finding housing and funding. We are also working to encourage student interest in research, with high-profile recognition, a week for student presentations of their work, student posters on the walls, research seminars, and faculty actively recruiting students to participate in the faculty member’s own research projects.

Themes: Ensuring Access for All
Administrative Nuts and Bolts

Jesse Carlucci, Midwestern State University

Undergraduate research at Midwestern State University is implemented with two separate programs designed to facilitate faculty and student interactions. EURECA is a semester long program that engages the student with classroom-based learning and hands-on research throughout the semester. UGROW operates as a 6-week experience over the Summer. Geoscience research poses several unique problems to undergraduate students, in particular integrating field and laboratory based learning. We have taken a three-pronged approach to research learning in the geosciences. First, the conceptual framework and philosophy of research methodology is implemented in the classroom as part of the EURECA or UGROW program. Secondly, hands-on big picture concepts are developed in the field with the project advisor, and finally, data analysis and hypothesis testing is accomplished in a laboratory setting.

Theme: High-Impact Learning

[7] Arts & Humanities Outreach and Inclusion

Linda Blockus, University of Missouri - Columbia
Michael Cohen, University of Missouri - Columbia

Like at many other research institutions, incorporating the arts and humanities into the undergraduate research activities at the University of Missouri has not occurred naturally. Several initiatives this past year have helped to increase awareness of the arts and humanities and inclusion in our activities. A team participated in the CUR Arts & Humanities Institute, we co-sponsored the Undergraduate Art Exhibition and purchased prizes, and we developed new workshops. Not all efforts were immediately successful as we learned with creating a new undergraduate Visual Art & Design Showcase. We also have reorganized our research categories for our Spring celebration event to more explicitly welcome participation from the arts and humanities students and faculty.

Themes: Ensuring Access for All
Administrative Nuts and Bolts


Michael Cohen, University of Missouri - Columbia
Linda Blockus, University of Missouri - Columbia

The Freshman Research in Plant Sciences (FRIPS) program at the University of Missouri selected its 5th cohort of students at the beginning of the 2014-15 academic year. To investigate the success of this effort, we conducted a program assessment that examined student retention; graduation; and continuation with undergraduate research, scholarship, and creative activities. In addition to disseminating our findings regarding early engagement in this undergraduate research opportunity, this poster provides evidence-based implications and future directions that directly result from program data and evaluation.

Theme: Assessment
[9] Assessing Undergraduate Student Learning Gains in an Authentic Research Science Curriculum

Daihong Chen, Seattle Pacific University

This study assessed the impact of an authentic science research curriculum on student learning. Two validated instruments, the Student Science Learning Gains survey (SSLG) created by our group, and the Test of Student Scientific Literacy Skills (TOSSLS), were used to collect data from five biology-related undergraduate courses which integrated authentic research. The paired t-tests showed that student overall science learning gains, including attitude, concept understanding, and scientific inquiry skills, were significantly improved (p < .001, effect size r = .53). Student scientific literacy skills were not significantly improved. Using a multiple regression model only the course variable contributed to the model’s explanatory power. The SSLG survey indicated that self reported student interest in STEM careers was high overall in this group.

Themes: Assessment
High-Impact Learning

[10] A New Undergraduate Research Initiative for Community College Transfer Students

Janice DeCosmo, University of Washington
Jennifer Harris, University of Washington
Tracy Nyerges, University of Washington
April Wilkinson, University of Washington

The University of Washington offers research experiences in all fields to undergraduates, and many students regard these experiences as among the most powerful they have, helping them to develop transferable skills and knowledge that complement coursework and that prepare them for competitive post-graduation employment and education. Traditionally, transfer students are at a disadvantage compared with peers as they begin their third year without prior contacts with faculty, staff, and graduate students to assist them in finding research opportunities. In autumn 2014, the Undergraduate Research Program piloted a new initiative to help ease community college transfer students into research experiences. The program included an intensive 2-day workshop the week before autumn quarter began and an autumn quarter seminar to build basic research skills and knowledge.

Themes: High-Impact Learning
Ensuring Access for All
Administrative Nuts and Bolts
Assessment


Paul Fogleman, Indiana University

The process of preparing an application for a nationally-competitive award as an undergraduate (e.g., Boren, Fulbright, Goldwater, Marshall, Schwarzmann etc.) intersects with many of Kuh’s (2008) High-Impact Education Practices. Intellectually, students must identify a topic of inquiry, construct an argument, and propose investigative methods. Relationally, applications require students to articulate academic and professional qualifications; consult with faculty, employers and mentors for recommendations; and participate in interviews. Students applying for competitive awards must also organize information from multiple sources (e.g. transcripts, evaluations, biographic data, statements and portfolios) into a central dossier. Furthermore, promoting participation in award competitions is easy to “sell” to administrators as award recipients are factored into national ratings and raise the institution’s profile.

Themes: High-Impact Learning
Administrative Nuts and Bolts
[12] Models of Incorporating Research and Scholarship Intensive Courses into the Curriculum

Bethany Usher, George Mason University

George Mason University has embarked on an initiative to offer all students the opportunity to participate in research and creative activities through our Students as Scholars program. One aspect of this initiative is providing support for faculty to imbed authentic research or creative projects in their courses. In these Research and Scholarship (RS) courses, we expect that students are doing authentic scholarly work, that the work is a significant portion of the class, and that the students have the opportunity to disseminate the results beyond the classroom. This poster analyzes the models departments have used to incorporate RS courses into their curricula: required courses for all majors, required courses for only some tracks within a major (for example, honors programs), or elective courses.

Theme: High-Impact Learning

[13] Extended Length Student Research Fellowships Provide Continuity and Facilitate Deep Learning

Karl Haushalter, Harvey Mudd College

Extended length undergraduate research experiences have the potential to provide students with greater gains in skill, confidence, and understanding of the lifecycle of a research project. Faculty mentors benefit from the extended length due to the higher productivity and leadership of experienced students. At Harvey Mudd College, we have implemented a research fellowships program that provides qualified applicants with a guarantee of extended support for undergraduate research in the same laboratory or research team. Pilot programs in the department of engineering have provided significant benefits to both faculty and students. We are in the process of expanding this program to other departments.

Themes: High-Impact Learning
Administrative Nuts and Bolts

[14] Coaxing Research into First-year Classes

Kara Loy, University of Saskatchewan
Laura Zink, University of Saskatchewan

The University of Saskatchewan serves an economically and ecologically vibrant prairie province and recently implemented a new approach to course-based undergraduate research. Pioneering faculty applied a research experience into first-year classes supported by resources from Offices of the Vice-President/Provost Research & Teaching and Learning. Provisions included curriculum redesign assistance, finances for experiential learning, and salaries for research coaches — experienced students to work with novices on developing discipline-relevant research questions, data analysis, and sharing findings. Ten percent of all first-year students on campus participated and gained enhanced scholarly experiences, social networks, professional skills, and clarity regarding career paths. Faculty have found rewards in aligning research and instruction, renewed enthusiasm for teaching, and an increased range of research and publication opportunities.

Themes: High-Impact Learning
Administrative Nuts and Bolts
Assessment

Caroline McGuire, University of Connecticut

The UConn IDEA Grant program was launched in 2013 to support student-designed projects including original research, creative endeavors, community service initiatives, and entrepreneurial ventures. This poster describes the evolution of the program’s application and review processes in response to the challenges encountered in administering a program that represents a “bigger tent” than our other funding initiatives. Specific challenges addressed include devising a flexible application that accommodates greater breadth in project type, differentiating individual and small group applications, eliciting detailed reviewer feedback to inform a staff-supported project development phase for grantees, and involving a broader base of expert reviewers to correspond to the range of student projects. This case illustrates an ongoing process of assessment and administrative adaptation applicable to both new and longstanding UR programs.

Themes: Administrative Nuts and Bolts
Ensuring Access for All

[16] Building a Strategic Plan for Undergraduate Research

Marisa Moazen, University of Tennessee at Knoxville

Building consensus in program direction for a department that intersects almost every academic department and administrative unit on campus can be difficult. This poster will demonstrate the effectiveness of using the development of a strategic plan as a communicative process to ensure success in the adoption and implementation of that plan. In addition, the strategic planning process for developing a highly-active undergraduate research office will be illustrated as well as a snapshot of the undergraduate research strategic plan for the University of Tennessee, Knoxville.

Themes: Administrative Nuts and Bolts
High-Impact Learning
Ensuring Access for All

[17] UR in Professional Disciplines: Research Informing Practice and Practice Informing Research

Jenny Olin Shanahan, Bridgewater State University

The primary reasons that students majoring in business, education, social work, and other professional disciplines are underrepresented in UR programs are the lack of appropriate models of UR that fit those disciplines and lingering understandings of “research” that inadvertently leave out what scholars in professional programs do. To overcome those barriers to participation in UR, certain strategies can build pre-professional research opportunities: inclusive language about scholarship, inclusive modes of presenting scholarship, faculty development on disciplinarily appropriate UR models, and professional development for students on research-informed practice in their chosen fields. This poster includes specific examples of each of those strategies in professional disciplines (business, education, social work, communication sciences & disorders, etc.).

Themes: High-Impact Learning
Ensuring Access for All

Joe O’Shea, Florida State University

As undergraduate research programs grow in size and number, administrators face the dizzying task of managing an ever increasing amount of applications, awards, review committees, letters of recommendation, events, projects, and emails. Collecting, organization, and processing all this information can consume undergraduate research directors. Fortunately, several easy-to-use, and often free, software platforms have emerged that can reduce paper, increase transparency and collaboration, and automate processes. This poster surveys the current software landscape, and drawing on existing practices in an undergraduate research office, illustrates potential applications for program directors. Specifically, the poster discusses tools for application and submission management (e.g., WizeHive; FluidReview), simple form building and workflow management (e.g., Formstack), task and project management (e.g., Asana; Basecamp), communication (e.g., Slack), and event management (e.g., Sched).

Themes: Administrative Nuts and Bolts
High-Impact Learning
Assessment

[19] Caravel: The University of South Carolina’s Journey to an Undergraduate Research Journal

Julie Morris, University of South Carolina
Ashley Schryer, University of South Carolina

This poster will explore one institution’s plan and implementation of an on-line undergraduate research journal. Topics addressed include institutional goals for the journal, submission and editorial process, marketing, website development and implementation, final product, and lessons learned.

Theme: Administrative Nuts and Bolts

[20] Creating Engaged-Learning Partnerships: Research, Student Affairs, and Academic Affairs

Julie Morris, University of South Carolina
Ashley Schryer, University of South Carolina

As funding resources shrink and the demand for the engagement of students in high-impact experiences increases, institutions are seeking creative ideas to expand activities for students. We examine the creation of strategic partnerships with student affairs and academic affairs as a means to leverage resources and create a variety of new experiences to enhance programming, in this case, undergraduate research. We will examine how institutional initiatives, such as the Quality Enhancement Plan, and partnerships with offices such as Housing, the First-Year Seminar, and TRIO programs have provided a broader variety of opportunities for students. Lessons learned can be applicable to other programming initiatives.

Themes: Administrative Nuts and Bolts
High-Impact Learning
[21] Process Pedagogy, Narrative Research and Teacher Preparation: Accessing Identity Development Pathways and Teacher Activist Communities

Ruth Palmer, The College of New Jersey

This poster reports on an ethnographic case study of teacher identity development. It investigated: (1) semiotic resources that prospective teachers identify as shaping their entry into the teaching profession; (2) implicit/explicit elements of process pedagogy that effected change in their self-perceptions; and (3) the impact of their narrative research of outstanding teachers and their communities of practice, on their self-understanding. The results indicate first that prospective teachers enter teacher preparation programs with professional identities already shaped by their earlier life experiences; and second, that process pedagogy provides opportunities for reflexivity, conceptual change and identity re-construction. The findings further suggest that narrative research designs afford participation in the life histories of outstanding teachers, against whom they can measure their role identities. Further research is recommended.

Themes: Ensuring Access for All
High-Impact Learning

[22] Discussions: The Undergraduate Research Journal of CWRU

Sheila Pedigo, Case Western Reserve University

Discussions: The Undergraduate Research Journal of CWRU is one of the few that is reviewed and published entirely by undergraduate students. The journal is advised by the Director of Undergraduate Research but is mostly funded by the University Media Board. Now in its ninth year, the journal has grown from one issue a year to three issues of year. The journal publishes articles from non-CWRU students and distributes the journal to several institutions in addition to it being online. The poster is presented from the advisor’s point of view, including the positives and challenges of advising and supporting a group of independent high-ability students

Theme: Administrative Nuts and Bolts

[23] Integrating Undergraduate Research into a Student Success Center

Charlotte Rasmussen, University of Washington Bothell

Research has shown that participation in high-impact learning practices can significantly increase student engagement and retention at institutions of higher learning. In 2014 the University of Washington Bothell, a fast growing, predominantly undergraduate institution with a diverse student population, combined the offices encompassing high-impact learning practices and other academic and career services under the umbrella of a Student Success Center. The objectives of the new center included creating a central location where students receive assistance in navigating the university system while increasing student awareness and participation in high-impact learning opportunities like undergraduate research. Initial findings indicate that co-location in the Student Success Center has resulted in an increase in student awareness and participation in undergraduate research, as well as an increase in productive inter-program collaborations.

Themes: High-Impact Learning
Ensuring Access for All
[24] Opportunities Outweigh the Obstacles: Librarians and URPDs Partner to Expose Student Research

Betty Rozum, Utah State University

Many academic libraries have Institutional Repositories (IRs) that capture the scholarly output of the campus community. These online archives of scholarship are usually administered through the library. Although they are often focused on faculty and graduate students, some libraries are making an effort to collect the research contributions of undergraduate students. Capturing, archiving, and promoting undergraduate student research can have many benefits but can also be challenging. Surveys were developed to assess the perceptions of Undergraduate Research Program Directors (URPDs) and IR Librarians about some of the benefits and challenges of this work. This poster will highlight some of the findings and describe ways URPDs can leverage their IR to promote undergraduate research at their institution.

Themes: Administrative Nuts and Bolts
Assessment

[25] Undergraduate Research Nuts and Bolts: GC Grassroots to Institutionalization

Doreen Sams, Georgia College & State University

Georgia College realized significant return on investment (ROI) from an investment of $7,250 (2010) by launching an initiative to institutionalize a culture of meaningful student-faculty engagement in Undergraduate Research (UR). That group of faculty and staff developed an UR Initiative. In 2011 they outlined actions for administrative support, resulting in teaching circles, faculty symposiums, and increased faculty/staff buy-in. These bottom-up actions resulted in an administration approved annual UR budget of $100,000. The first faculty coordinator of Undergraduate Research and Creative Endeavors (URACE) began in 2012. URACE has continued to offered opportunities for UR conversations through curriculum planning and implementation grants, student summer research grants, funded CUR meetings/institutes, educational outreach activities, election of three CUR councilors in two years, and currently aligning with the Engage Office and Sustainability Council.

Themes: Administrative Nuts and Bolts
High-Impact Learning
Ensuring Access for All

[26] The IMPAACT Study: Improving Physical Activity After Cancer Treatment

Heather Tarleton, Loyola Marymount University

The IMPAACT Study examines the effect of supervised aerobic and resistance training on lowering the risk of type-2 diabetes, cardiovascular disease, and osteoporosis among cancer survivors. The study is held on the campus of Loyola Marymount University with undergraduate students participating as exercise rehabilitation and research assistants. In addition to working with faculty mentors, students also take a course in Cancer Survivorship & Rehabilitation during their first semester with the program. Over 35 students with career interests in the health sciences participated in the 13-week pilot study (2013) and the 9-month study (2014). Students assisted with processing volunteered biospecimens, pre- and post-intervention functional assessments, data collection, and data analysis to "ensure all undergraduate students engage in experiential learning activities that are integrated into program curricula."

Themes: High-Impact Learning
Administrative Nuts and Bolts
[S-1] Council on Undergraduate Research Professional Development Programs

Elizabeth Ambos, Council on Undergraduate Research
Anne Boettcher, Embry-Riddle Aeronautical University

The Council on Undergraduate Research offers faculty and administrators a variety of professional development opportunities, including workshops, specialized consultancies and program reviews, and mentoring networks. Of particular interest to the URPD community are our Institutes. These offerings assist teams of faculty and administrators to engage in undergraduate research expansion and in creating an institutional culture, curricula, and infrastructure to support faculty-student engaged research, scholarship, and creative activities. Two signature CUR workshops are Initiating and Sustaining Undergraduate Research (next offering – October 2015, University of Missouri, Columbia), and Institutionalizing Undergraduate Research (next offering – spring 2016). The Integrating Undergraduate Research into the Curriculum Institute will be of particular interest to URPD members whose institutions are linking undergraduate research to their accreditation process (next offering – 2016).

Theme: Administrative Nuts and Bolts

[S-2] Developing Students to Enter the Academic Conversation: AP Research

*Conference Sponsor
Serena Magrogan, The College Board
Jenny Olin Shanahan, Bridgewater State University

The first part of College Board's new inquiry-based, multidisciplinary "AP Capstone" sequence, comprised of AP Seminar and Research, was taught in 139 high schools this year. In AP Research, launching this Fall, each student designs and carries out a year-long investigation on a topic of individual interest. It requires scholarly projects like those expected in lower-division, research-intensive college courses. In addition to a 4,000-word scholarly essay at the culmination of the course, students give a presentation and defense. Because a key aspect of successful undergraduate research that differentiates it from traditional assignments is its dissemination, AP Research teachers are seeking opportunities for students to present results of their work. This poster shares the status of AP Research and invites ideas about venues for student presentation.

Theme: High-impact Learning

[S-3] ScholarBridge: a Transformative Online Resource for Promoting, Overseeing and Assessing Undergraduate Research

*Conference Sponsor
Michael Rauch, ScholarBridge
Jake Gordon, ScholarBridge

ScholarBridge (www.ScholarBridge.com) is an online resource to facilitate student participation in undergraduate research. Founded by researchers seeking to simplify the process of finding a mentor, this simple tool has already become prominent on many campuses nationwide. ScholarBridge was developed from extensive research regarding professor participation; in minutes, faculty can sign up, outline their research, and post opportunity parameters. Students can build research bios, run extensive searches, and secure opportunities. Tracking key metrics generated by users, we offer administrators a cutting edge tool to assess the health of their research community. In the administrative portal, real-time analytics for assessment are available and databasing is made easy. Visit our site for more information and an extensive list of our partners. Contact us directly at any time!

Theme: Administrative Nuts and Bolts
[S-4] ResearchConnection
*Conference Sponsor
Ariel Katz, ResearchConnection
Kalman Victor, ResearchConnection

ResearchConnection is a networking platform for researchers and students to share knowledge, find jobs, and generate analytical data for university administrators. By consolidating information about research projects and labs from scattered web sources, we facilitate collaboration and communication across and within campuses, as well as access to student research opportunities in one centralized location, searchable by topic and professor. Once ResearchConnection amasses the data, researchers can easily update their profiles, students can make their own, and both populations gain a simple means to post and find jobs, and even create and complete custom applications. Administrators are given analytical reports based on user trends and metadata, and have the opportunity to use our matchmaking channels to connect their faculty with funding from businesses, NGO’s, and foundations.

Theme:  Ensuring Access for All

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[S-5] Showcasing Student Work with the Undergraduate Research Commons
*Conference Sponsor
Irene Kamotsky, bepress

The Undergraduate Research Commons (URC) is a portal showcasing outstanding published works authored by thousands of undergraduate students. The portal was built to provide greater visibility to the exemplary student works that universities and colleges are publishing. The URC is also an index of undergraduate publishing outlets. Aspiring undergraduate authors can use this tool to find peer-reviewed journals and conferences in their fields of research.

In the URC, you can browse more than 700 undergraduate research publications, including award-winning research; conferences, posters and presentations; fieldwork and class projects; honors theses and capstone projects; creative works; and research papers. We invite undergraduate researchers interested in publishing an article in a scholarly journal to explore the Commons.

Theme:  High Impact Learning

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Join the #URPD2015 conversation on:

Facebook  Twitter  Linkedin
[27] Self-Assessment of the Impact of Undergraduate Research on First- or Second-Year Students
Prajukti Bhattacharyya, University of Wisconsin - Whitewater

While the academic impacts of undergraduate research on upper level students have been well documented, the progressive gains in self-efficacy and research skills as perceived by first-and second-year students from conducting research have not been thoroughly investigated. The recently initiated Research Apprenticeship Program (RAP) at UW Whitewater pairs first- or second-year students or returning non-traditional students with faculty/staff with similar academic interests to conduct collaborative research projects for one academic year. We are currently surveying RAP students at different points during the year-long program to gather data on their impressions of the level of skills gained from their research-related activities. In this poster we present the preliminary data collected from RAP students, and discuss the implications of our findings.

Themes: Assessment
High-Impact Learning
Ensuring Access for All

[28] Undergraduate Research Schemes at the University of Sussex, UK
Julie Carr, University of Sussex

The University of Sussex offers a number of exciting undergraduate research schemes to our most talented and ambitious undergraduate students. As a research-led university, we give students the chance to participate in our research community and to work with some of our top research faculty on specific projects over the summer vacation period (8 weeks between June and September). The schemes all give students training in research and presentation skills, including producing a poster depicting their projects. We introduced a pilot international undergraduate research scheme last year when we welcomed two undergraduate students from the University of Mahidol, Thailand to work on research projects. We are now looking to expand the number of international universities we collaborate with and develop our scheme further at the University of Sussex.

Theme: High-Impact Learning

[29] The Student Self-Reported Science Learning Gains Instrument for Use in Authentic Science Research Curricula
Daihong Chen, Seattle Pacific University

The Student Self-Reported Science Learning Gains Instrument (SSLG) was developed to assess outcomes of incorporating authentic research in the undergraduate classroom. In this study, SSLG data from 403 students who enrolled in authentic research courses were used to conduct a confirmatory factor analysis to test the 6-factor model developed from the previous exploratory factor analysis. In this analysis there were high correlations between three factors so we decided to evaluate a 4-factor second order solution. The four-factor model, comprised of interest, confidence, concept understanding and scientific inquiry skills, was a better fit (RMSEA = 0.053, and CFI = 0.941). Convergent validity, discriminant validity and internal reliability of the SSLG were also good. The use of SSLG for assessing undergraduate involvement in authentic research programs is discussed in this poster.

Themes: Assessment
High-Impact Learning
[30] The University of Illinois Undergraduate Research Day: Creating an Event at the State Capitol

Keenan Dungey, University of Illinois at Springfield

The Council on Undergraduate Research sponsors the annual “Posters on the Hill” in the nation’s capital. Here we describe the creation of a university system-wide event in a state capitol. The University of Illinois Undergraduate Research Day features ten students from each of the three university main campuses (Chicago, Springfield, and Urbana-Champaign). The undergraduates present posters to legislators and the public describing the results of their research, scholarly and creative activities. The event takes place in a single day in the main hallway of the state capitol building in Springfield, IL. The “nuts and bolts” of initiating and planning the event will be presented in this poster.

Theme: Administrative Nuts and Bolts

[31] Scaffolding Support: Three Levels of Support, Resources, and Investment for Undergraduate Research Programs

Heather Haeger, California State University, Monterey Bay
Holly Unruh, California State University, Monterey Bay

This poster presents three scaffolds of support programs for students in research, ranging in level of programmatic interventions and commitments from students, faculty, and staff. First, the Resource Center provides lists of research opportunities and is a place for students to answer questions and find resources. Building off of this, the second level includes a resource center, but also includes Research Communities. These are peer-led groups where students support each other in research, dissemination of research and preparation for graduate school. Each group is connected to a faculty member for group mentoring. The most intensive and comprehensive program is the Research Scholar’s Model which includes multiple research experiences, individual faculty mentoring, and research seminar courses. Illustrations demonstrate how to develop these three levels of programing.

Themes: Administrative Nuts and Bolts
Ensuring Access for All

[32] Building a Community of Scholars: Supporting Undergraduate Research through a Research Seminar Series

Natasha Oehlman, California State University, Monterey Bay
Heather Haeger, California State University, Monterey Bay
Bridgette Clarkston, California State University, Monterey Bay

The Research Seminar Series, four courses spanning two years, is a cohort model of community development, utilizes active learning methods, and includes peer-to-peer instruction in and out of the classroom. The courses begin by preparing students for their first summer research experience, and then supporting them in producing and presenting their research at national-level conferences. The final two courses prepare students for graduate education and foster a scholarly identity as students apply for graduate school and fellowships. Over the two years, a deep sense of community is fostered through structured in-class and extracurricular cohort-building activities such as writing groups, peer-reviewing partnerships, journal clubs, peer-to-peer mentoring and more. Analysis of curriculum assessment, focus groups, and pre-/post-research surveys will be used to highlight transferable practices for other institutions.

Themes: High-Impact Learning
Administrative Nuts and Bolts
[33] Fostering Creativity Through Undergraduate Research in Music Technology

Jesse Guessford, George Mason University

Music technology coursework centers on a scaffolded series of courses that build student awareness, understanding, and competence in research and creative activity. Designed in harmony with a university-wide initiative on undergraduate scholarship, the program defines three levels of achievement: discovery (200-level courses), scholarly inquiry (300-level courses), and creation of scholarship (capstone). Sequenced learning objectives at each level provide the tools for growth and discovery. We anticipate that only 60% of our student cohort will have some traditional musical background. Creating a program that encompasses this diverse student population poses challenges, including an expanded notion of private music instruction and audition requirements. We will present this innovative degree plan with emphasis on course layout and design, learning objectives, course projects and assignments, and practical implications.

Themes:  High-Impact Learning
         Administrative Nuts and Bolts

[34] Structuring a Student Research Course to Increase Participation and Meet Experiential Learning Requirements

Cynthia Keler, Delaware Valley College

Traditionally, Delaware Valley College had a Senior Research course open only to seniors majoring in a science discipline and had no or limited enrollment each semester. About 5 years ago we restructured the course requirements and began to include students of sophomore status and above with a GPA of 2.7 or greater and majoring in any discipline offered by the college. Over the past 4 years the enrollment in the course has gone from 5 students to on average 20 students a semester. The success of the course has prompted it to become an option for satisfying part of a student’s required Experiential Learning component of their curriculum.

Themes:  Administrative Nuts and Bolts
         Ensuring Access for All

[35] FIRE: The University of Maryland First-Year Innovation and Research Experience

Patrick Killion, University of Maryland College Park

Adapting the proven Freshman Research Initiative (FRI) developed at the University of Texas at Austin (UT), the University of Maryland is extending the UT FRI model to include a broad spectrum of academic disciplines to provide inquiry-based experiences and broad personal and academic mentorship for first-year students through participation in faculty-led innovation and research streams. The First-Year Innovation & Research Experience (FIRE) mission includes focused attention on undeclared, non-honors and transfer student populations in order to reduce academic achievement gaps, expose students to less traditionally considered academic units and accelerate student professional development. FIRE is a first-year innovation and research program that offers a broad demographic range of students’ involvement in research, a supportive peer community and an academically immersive first-year experience.

Theme:  Administrative Nuts and Bolts
[36] Exploring the Differences: Shifting from Academic Year to Summer Research Support

Robert Kirby, University of Iowa  
Lindsay Marshall, University of Iowa  

The Iowa Center for Research by Undergraduates' Fellows Program provides funding and programmatic support for current University of Iowa undergraduates - in every discipline - to work with UI faculty and professional staff on a specific research or creative project during the academic year or summer. Because our funding is limited, the Fellows Program has shifted financial support from academic year opportunities to summer research support. We will address what different factors have influenced us to make this shift and the benefits to students and their mentors that make summer support a more effective use of limited resources such as faculty time and institutional funds.

Themes: Administrative Nuts and Bolts  
Assessment

[37] Access and Scaffolding Student Learning in a Growing Summer Undergraduate Research Program

Margaret Lamb, Smith College  

This poster explores the challenges of growing a summer research program at the same time as student participants become more heterogeneous. The experience and lessons learned at Smith College, a Northampton, MA liberal arts college with 2600 women undergraduates, will serve as the case study. Smith’s Clark Science Center has had a Summer Research Fellowship (SURF) Program for almost 50 years. In the past decade, SURF’s size doubled to 140 participants. During the same period, the percentage of science majors has increased from 30% to 40%. Improving access and increasing the diversity of students have been College priorities in this period: among domestic students, the percentage of non-white students increased from 22% to 32%, and, if international students are included, from 29% to 45%.

Themes: Ensuring Access for All  
High-Impact Learning

[38] Using a Faculty Driven Small Grant Fund to Foster Faculty-Student Research Opportunities

Karen Lee, University of Pittsburgh  

The Mentorship Fund is a small grant fund, maximum of $1000 per project, open to faculty working with students on projects which fit under our undergraduate research umbrella. Faculty may request a small stipend, and funds for supplies, equipment, and/or student travel. In the first seven years of the program, more than 90 grants were funded including more than 30 different faculty and more than 150 students. Several peer-reviewed publications with student co-authors, presentations at regional or national conferences and student best paper awards have resulted from projects supported by the fund. The Mentorship Fund is an example of how even a small fund can enhance opportunities for students and faculty at a small, teaching intensive, public undergraduate institution.

Themes: Ensuring Access for All  
High-Impact Learning  
Administrative Nuts and Bolts
[39] Literary Cartography and Undergraduate Research
Anastasia Lin, University of North Georgia

This poster will detail an ongoing and expanding undergraduate research collaboration between the fields of Geographic Information Sciences (GIS) and American literature. The poster will first detail the outcomes of a specific undergraduate research project that applies GIS technology to read a modern America novel. It will then describe a planned "virtual learning community" where two separate classes – one of English majors and one of GIS majors – engage in a hands-on collaborative literary cartography project. The project asks GIS majors to independently create maps of specific interest areas within a novel for English majors, who then in turn use that data in their own research essays. The resulting projects extend the field of literary analysis to focus on geography, borders, and spatial construction.

Theme: High-Impact Learning

[40] Together: Grass Roots, Institutional Support, and Accreditation to Foster (Not Mandate) Growth in Undergraduate Research
Mark Lord, Western Carolina University

Campus initiatives are seldom sustainable without broad support. At Western Carolina University, enclaves of undergraduate research (UR) activity existed in individuals or programs, but the breadth, visibility, and support for UR was weak. Convergent events led to increased UR participation. The catalyzing events included a Quality Enhancement Plan prompted by accreditation, which encouraged UR, and faculty-driven curricular changes and grants to broaden participation in UR. Now, models for UR experiences exist in most disciplines, for seniors through freshman, and as small groups in traditional courses. Western capitalized on existing strengths and events to increase UR, and has developed a promising model for course-based UR in the geosciences. This model is applicable at multiple scales and experience levels.

Themes: High-Impact Learning, Ensuring Access for All

[41] Designing Authentic Research Experiences in Undergraduate Microbiology Courses
Huda Makhluf, National University

Undergraduate research opportunities are considered high impact educational practices. As partners in Yale’s Small World Initiative (SWI), we adapted the SWI research-based course framework to a pre-allied health microbiology course. Students collected soil samples and performed antibiotic discovery research while learning microbial culture techniques. Research methodology, data collection and analysis were emphasized throughout the course. We tested the hypothesis that adapting an authentic research approach to our curriculum could be implemented and could lead to an increased student satisfaction and enhanced learning. To that end, we modified our existing microbiology curriculum, infusing it with inquiry-based activities. We performed pre- and post-course CURE surveys. There was a four-fold increase in students considering research careers. We will present our implementation strategy and best practices.

Theme: High-Impact Learning

[42] Teaching #infolit with Everyday Content
Derek Malone, University of North Alabama

Finding ways to convey the importance of information literacy for research, specifically evaluation, can be frustrating for both the student and faculty. By identifying innovative ways to make the foundations of information literacy relevant to the lives of our students, we better position them to learn evaluation skills and skepticism. This poster will cover how we apply information literacy ideas and concepts to tweets, Facebook posts, the local news, and many other real-life situations students experience, and the response of the students to their required library sessions in doing so.

Theme: High-Impact Learning
[43] Examining the Efficacy of High-impact Practices on Retention and Graduation Rates at Historically Black Institutions

Vanessa McRae, Albany State University

In order to meet the performance-based funding requirements, many public institutions are seeking innovative approaches to increase student success. There is strong evidence that undergraduate research has positive effects on minority students specifically in the terms of increased rates of persistence through graduation. Research also shows that students who engage in high-impact practices (HIPs) have higher retention rates and GPA scores and are more prepared for graduate-level studies. This presentation will provide evidence-based data that students who participate in HIPs, specifically undergraduate research, at Albany State University tend to have higher retention and graduation rates than those students who do not engage in HIPs. The findings will be presented to key administrators to encourage funding and support for programs that engage students in HIPs.

Themes: High-Impact Learning, Ensuring Access for All, Assessment

[44] Research Bytes: An Online Solution to Scaffold and Scale Up Research Instruction

John Augusto, University of Kansas

Do you find yourself repeating the same instructions to many students? Do you struggle to find time to teach basic research skills? To address these needs, we developed Research Bytes: an online solution to scaffold and scale up research instruction. In ten months or less of online availability, our five Research Bytes combined have been viewed over 5,000 times. This poster provides a step-by-step guide to creating a Research Byte as well as strategies for helping instructors, mentors, and students use them. We’ll share examples of how Research Bytes have been used on our campus, provide links to our resources, and give practical advice for those of you wanting to start making your own online modules.

Themes: High-Impact Learning, Administrative Nuts and Bolts

[45] The Abstract Writing Workshop

Maureen Morrow, State University of New York- New Paltz

Most students have not had much practice with preparing a conference abstract. When a student applies for conferences such as NCUR or a local research symposium, the faculty mentor typically devotes a significant amount of time to helping the student with the writing process. This represents a meaningful part of the mentoring process, but faculty have limited time. Thus, the SUNY New Paltz Research, Scholarship, and Creative Activities (RSCA) program offers a multidisciplinary abstract-writing workshop. The goals of the workshop are to empower students and provide faculty workload relief. The outcome of the workshop is a well-formed draft of an abstract ready for faculty mentor feedback. This workshop is also integrated into the AMP/C-STEP summer research program, which supports underrepresented students.

Themes: Administrative Nuts and Bolts, Ensuring Access for All
### [46] The OSU Undergraduate Library Research Award: A Model of Intra-institutional Collaboration

**Tim O’Neil, Oklahoma State University**  
**Matt Upson, Oklahoma State University**

With the OSU Undergraduate Library Research Award, the OSU Libraries and Office of Scholar Development and Undergraduate Research seek to inspire, support and highlight excellent research, critical thinking and self-reflection. They do this by inviting undergraduates to write reflectively on the process of developing a topic and research strategy in order to locate, evaluate and use the best information available. The award is a co-venture of these two offices, which collaborate to provide logistical support and award funding ($1,500 each to winners in both underclassmen and upperclassmen categories with $750 for honorable mentions in each). To support the development of skills for the award, the OSU Libraries and Scholar Development collaborate to host a workshop series focused on information literacy, research design and reflective writing.

**Themes:**  
- High-Impact Learning  
- Ensuring Access for All  
- Administrative Nuts and Bolts

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### [47] Starting Off in Social Media: Applications for Undergraduate Research Offices

**Joe O’Shea, Florida State University**  
**Bethany Usher, George Mason University**  
**Sumana Datta, Texas A & M University**  
**Julie Lyon, Google**

Social media platforms present undergraduate research administrators with ever-increasing opportunities for student and community engagement. However, new technology and changing use patterns can often make the world of social media seem too complex and fickle for meaningful return on investment. Drawing on examples and existing practices, this poster, along with a corresponding interactive element, aims to empower novice users to establish a social media presence that can creatively enhance programming. For instance, we outline how different social media platforms can be used to enrich events; build community; engage alumni; and promote students, programs, and office news. We also explore best practices and tips for boosting a social media presence (such as adding an office’s Facebook “Like” link to the end of student program applications).

**Themes:**  
- Administrative Nuts and Bolts  
- High-Impact Learning

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### [48] Equity Outreach by Intentional Design: Developing a Community-building Model between Faculty and Undergraduates

**May Penuela, University of Colorado at Boulder**

Too many students say they are intimidated to connect with faculty, or they don’t see themselves as researchers who can do Undergraduate Research. To address that barrier, the UROP office at the University of Colorado at Boulder created the UROP Symposium, an annual event featuring a faculty of color or first-generation faculty keynote with numerous other faculty and underrepresented students attending. The purpose is to demystify faculty and their research for students, to introduce them in a friendly, social setting, and to help students begin to envision their possibilities as scholars. UROP collaborates with learning community programs serving underrepresented students across campus to attend the Symposium, which has doubled since the program began. This poster provides an overview of the program.

**Themes:**  
- Ensuring Access for All  
- Administrative Nuts and Bolts
Assessment of Impacts of Undergraduate Research: Are Those Engaged More Inclined Toward Success?

Lee Phillips, University of North Carolina at Greensboro

Students engaged in undergraduate research have higher persistence and graduation rates, which leads many to suppose these students are more inclined toward success from the beginning. This exploratory study examines the premise that successful students differ prior to engaging in undergraduate research. Regression analyses are employed to understand the impacts of undergraduate research experiences at the University of North Carolina at Greensboro, focused on individuals supported by the Undergraduate Research, Scholarship and Creativity Office (URSCO) between 2006 and 2012. We present cohort comparisons of grade point average, persistence and graduation rates between students supported by the URSCO and students of similar age, race, gender, and educational preparedness. We also attempt to quantify overall and major GPA characteristics before, during and after the period of support.

Theme: Assessment
Administrative Nuts and Bolts

STEM First-Year Mentees and Graduate Student Mentors: Assessing Alignment in Research Apprenticeship Activity Logs

Kathy Rovito, University of Central Florida
Kimberly Schneider, University of Central Florida

The Learning Environment and Academic Research Network (L.E.A.R.N.) program is a STEM research-based living-learning community at a large research university. A highlight of the program is the 12-week research apprenticeship where first-year students are paired with a graduate research mentor in their major field of interest. To investigate participant learning and the mentoring process in more detail, the mentors and mentees submit weekly logs of recorded activities pertaining to assisting in, connecting to, and learning about research. Additionally, an experience evaluation is completed at the end of the apprenticeship period. The weekly logs and experience evaluation provide insight to varying levels of alignment between mentor and mentee reported activities. Alignment data for the 2014-2015 academic year and future directions of this research will be presented.

Theme: Assessment

You’re a Research Therapist: How Academic Librarians can Nurture Learning in Undergraduate Research

Susan Shepley, Sheridan College

This poster will explore how academic librarians can work with faculty and administrators to foster the creation of meaningful undergraduate research experiences. It will highlight a program at Sheridan College in which two business professors acting as principal investigators on a research grant approached their faculty librarian to design a transformative learning environment for student research assistants. With the support of the Office of Undergraduate Research and School of Business the librarian embarked on a full-time secondment managing the secondary research component of the grant. Learn about the unique expertise a librarian can offer, along with examples of content and experiential learning that were incorporated. The journeys of some of the student researchers will be highlighted including the challenges and successes of the research team.

Themes: High-Impact Learning
Ensuring Access for All
[52] Fostering Collaboration Between Academic Affairs and Student Affairs to Encourage Transformative Learning

Michael Springer, University of Central Oklahoma

Academic Affairs and Student Affairs offer a number of curricular and co-curricular activities through which students learn, but no method has existed for students to record their experiences. Since employers across the nation perceive that college graduates lack the trade-specific skills and soft-skills learned through on-the-job training, Career Services, a division of Student Affairs, set up a campus-based internship program called Intern UCO to complement Academic Affairs’ activities. Intern projects include research or creative activities overseen by faculty, but they also include activities under the supervision of a professional staff member. Interns commit to a year and connect with a cohort of 30 other student interns from across campus monthly. Students present a final project, assess their transformative learning, and record project artifacts in ePortfolios.

Themes: High-Impact Learning
Ensuring Access for All

[53] Linking Undergraduate Research and International Service Learning: Global Scholars

Latika Young, Florida State University

Integrating research into international service learning can provide a more engaging experience for the student while simultaneously serving community organizations’ needs. The Global Scholars program partners undergraduate students with internships at organizations in developing countries for a minimum of two months. Matches are made by interview and pair a student’s existing skills with the organization’s requests. In preparation, students complete a 1-credit course that examines issues of development and global inequality while also learning basic qualitative research methods. Following the internship, students create a capstone project that explores a social issue the non-profit is addressing. This poster outlines recent Global Scholars’ projects to summarize the benefits and challenges that arise within this work. Attention is paid to accessibility, with a focus on first generation/underrepresented students.

Themes: High-Impact Learning
Ensuring Access for All

[54] Engaging Students in Ethical Considerations of the Scientific Process Through a Simulated Funding Panel

Charles Gunnels, Florida Gulf Coast University

AT FGCU, Scientific Process (a required course for science majors) engages students in the history, philosophy, ethics, and methodologies of science and requires students to demonstrate their understanding of scientific methods through the creation of a research proposal. Faculty created a funding panel simulation recently where students conducted an anonymous peer review of proposals from other course sections to close the loop on the developmental phase in research. Assessments indicated that students appreciated the simulation and obtained valuable writing and critical thinking insights. Students also identified real-life ethical implications of the peer-review process, including issues of anonymity, bias, preparation, and civil discourse. Ethical issues explored in this exercise emerged directly from student experiences and provided a powerful bridge to the faculty-led unit on scientific ethics.

Themes: High-Impact Learning
Ensuring Access for All
The Faculty-Student Research Banking System: A Course Load Model to Incentivize Faculty Participation in Undergraduate and Graduate Research

Lisa Kendrick, Chapman University

Participation in student research and creative activity is shown to have demonstrable positive effects on student retention, success, and confidence (Lopatto, 2004). Chapman University’s demographics and mission are well-suited to enhancing pedagogical innovation and bridging the University’s liberal arts and research agendas.

A new credit banking model entitled the Faculty-Student Research Banking System has been developed by Chapman’s Office of Undergraduate Research with feedback and support from the Faculty Senate, Senate Executive Board, and Offices of the Chancellor and Chief Operating Officer. This system, effective since Fall 2013, is designed to attribute teaching credit to the faculty practice of mentoring undergraduate and graduate students in independent scholarly research and/or creative activity. Data and analysis from the first two years of this program, including demographics, participation rates and financial implications will be presented.

Theme: Administrative Nuts and Bolts

Council on Undergraduate Research Professional Development Programs

Elizabeth Ambos, Council on Undergraduate Research
Anne Boettcher, Embry-Riddle Aeronautical University

The Council on Undergraduate Research offers faculty and administrators a variety of professional development opportunities, including workshops, specialized consultancies and program reviews, and mentoring networks. Of particular interest to the URPD community are our Institutes. These offerings assist teams of faculty and administrators to engage in undergraduate research expansion and in creating an institutional culture, curricula, and infrastructure to support faculty-student engaged research, scholarship, and creative activities. Two signature CUR workshops are Initiating and Sustaining Undergraduate Research (next offering – October 2015, University of Missouri, Columbia), and Institutionalizing Undergraduate Research (next offering – spring 2016). The Integrating Undergraduate Research into the Curriculum Institute will be of particular interest to URPD members whose institutions are linking undergraduate research to their accreditation process (next offering – 2016).

Theme: Administrative Nuts and Bolts

Developing Students to Enter the Academic Conversation: AP Research

Serena Magrogan, The College Board
Jenny Olin Shanahan, Bridgewater State University

The first part of College Board’s new inquiry-based, multidisciplinary “AP Capstone” sequence, comprised of AP Seminar and Research, was taught in 139 high schools this year. In AP Research, launching this Fall, each student designs and carries out a year-long investigation on a topic of individual interest. It requires scholarly projects like those expected in lower-division, research-intensive college courses. In addition to a 4,000-word scholarly essay at the culmination of the course, students give a presentation and defense. Because a key aspect of successful undergraduate research that differentiates it from traditional assignments is its dissemination, AP Research teachers are seeking opportunities for students to present results of their work. This poster shares the status of AP Research and invites ideas about venues for student presentation.

Theme: High-impact Learning
[S-3] ScholarBridge: a Transformative Online Resource for Promoting, Overseeing and Assessing Undergraduate Research
*Conference Sponsor

Michael Rauch, ScholarBridge
Jake Gordon, ScholarBridge

ScholarBridge (www.ScholarBridge.com) is an online resource to facilitate student participation in undergraduate research. Founded by researchers seeking to simplify the process of finding a mentor, this simple tool has already become prominent on many campuses nationwide. ScholarBridge was developed from extensive research regarding professor participation; in minutes, faculty can sign up, outline their research, and post opportunity parameters. Students can build research bios, run extensive searches, and secure opportunities. Tracking key metrics generated by users, we offer administrators a cutting edge tool to assess the health of their research community. In the administrative portal, real-time analytics for assessment are available and databasing is made easy. Visit our site for more information and an extensive list of our partners. Contact us directly at any time!

Theme: Administrative Nuts and Bolts

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[S-4] ResearchConnection
*Conference Sponsor

Ariel Katz, ResearchConnection
Kalman Victor, ResearchConnection

ResearchConnection is a networking platform for researchers and students to share knowledge, find jobs, and generate analytical data for university administrators. By consolidating information about research projects and labs from scattered web sources, we facilitate collaboration and communication across and within campuses, as well as access to student research opportunities in one centralized location, searchable by topic and professor. Once ResearchConnection amasses the data, researchers can easily update their profiles, students can make their own, and both populations gain a simple means to post and find jobs, and even create and complete custom applications. Administrators are given analytical reports based on user trends and metadata, and have the opportunity to use our matchmaking channels to connect their faculty with funding from businesses, NGO’s, and foundations.

Theme: Ensuring Access for All

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[S-5] Showcasing Student Work with the Undergraduate Research Commons
*Conference Sponsor

Irene Kamotsky, bepress

The Undergraduate Research Commons (URC) is a portal showcasing outstanding published works authored by thousands of undergraduate students. The portal was built to provide greater visibility to the exemplary student works that universities and colleges are publishing. The URC is also an index of undergraduate publishing outlets. Aspiring undergraduate authors can use this tool to find peer-reviewed journals and conferences in their fields of research.

In the URC, you can browse more than 700 undergraduate research publications, including award-winning research; conferences, posters and presentations; fieldwork and class projects; honors theses and capstone projects; creative works; and research papers. We invite undergraduate researchers interested in publishing an article in a scholarly journal to explore the Commons.

Theme: High Impact Learning
Be a part of it!
CUR-URPD Undergraduate Research Program Directors Division

Who we are

- Professional group for faculty, staff and administrators who serve as campus directors/leaders/coordinators of undergraduate research (UR);
- Network of colleagues who share expertise, concerns, and information;
- 686 URPD members;
- We represent: Research Universities, Community Colleges, Liberal Arts Colleges, Regional Universities, etc.; Public and Private
- We’re not just for directors. All are welcome!

What we do

- Share expertise via annual CUR and URPD conferences.
- Create initiatives such as peer mentoring network for UR professionals.
- Support mutual learning about best practices and opportunities via listserv, newsletter, and meetings.
- Contribute to CUR institutes and initiatives.
- Work together to develop innovative approaches to UR.

Get Involved

- Join CUR and select URPD as your division.
- Present at NCUR 2016 (UNC-Ashville) or CUR 2016 (USF, Tampa).
- Support mutual learning about best practices and opportunities via listserv, newsletter, and meetings.
- Contribute to CUR institutes and initiatives.
- Work together to develop innovative approaches to UR.

Connect

- E-mail Anne Boettcher (boettcha@erau), Division Chair
- Sign up for the URPD listserv: (go to www.cur.org, select Discussion Forums under Membership tab, click Subscription page, enter your name and e-mail, click URPD)
- Join the URPD LinkedIn Page: https://www.linkedin.com/grp/home?gid=8274720
Walking directions to the Sam Noble Oklahoma Museum of Natural History

Via Asp Ave  11 min  0.6 mile  
Use caution—may involve errors or sections not suited for walking  
1704 Asp Ave, Norman, OK 73072  
Head south on Asp Ave toward Kellogg Dr  0.2 mi  
Turn right toward Chautauqua Ave  0.3 mi  
Turn left onto Chautauqua Ave  
Destination will be on the left  213 ft  
Sam Noble Oklahoma Museum of Natural History  
2401 Chautauqua Avenue, Norman, OK 73072

These directions are for planning purposes only. You may find that construction projects, traffic, weather, or other events may cause conditions to differ from the map results, and you should plan your route accordingly. You must obey all signs or notices regarding your route.
Save the Date: CUR Biennial 2016
University of South Florida, June 26-28, 2016