



Ruth J. Palmer

Message from the Past Division Chair

Mihaly Csikzentmihalyi (1990), one of the founders of the scientific study of optimal experiences or flow, submitted that “the pursuit of a goal brings order into

awareness because a person must concentrate attention on the task at hand and momentarily forget everything else” (Csikszentmihalyi 1990, p. 6). For the past three years, the work commitment of the Education Division and its members has been evident; concentrated on the division goals set at its launching and the action plan generated to support the achievement of those goals. At the 2019 CUR Annual Business Meeting (ABM), the Education Division celebrated its benchmark event, reflected on its actions, and continued to set in place a plan of sustainability and advancement. We invite you, our membership (now some 430⁺) to take your place as co-designers and participants in this endeavor.

In a sidebar for another newsletter, Linda Mayger, assistant professor of education administration at The College of New Jersey, pointed out that many initiatives and innovations can remain isolated, adopted superficially, or die out altogether and that innovations are sustained when they become evident at the *cultural, structural, and behavioral* levels of a group, organization or institution (Hargreaves and Goodson 2006; Curry 1992). At the cultural level, it is critical that all participants value the initiative, agree on its core purpose, and agree on their roles and responsibilities related to making the initiative successful. At the structural level, what matters is the ethical management of visible elements and resources; and at the behavioral level, the initiative must set in place its routines and

continued on next page

About CUR’s Education Division

The Education Division of the Council on Undergraduate Research provides networking opportunities, activities, and resources to assist education administrators, faculty members, students, practitioners, and others in advancing undergraduate research.

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Inside this issue...

Editor’s Corner.....	2
Spotlight On.....	3–4
Research Award Recipients	5
Something to Ponder.....	5
NCUR	5
An Urgent Call for Councilors.....	5

The division thanks retiring CUR Executive Officer Beth Ambos for her invaluable and unwavering support of the division and wishes her all the best in her future endeavors.

Message

continued from page 1

membership engagement such that participation become cherished habits. These understandings help us to reach for the future boldly and cautiously.

Here are some insights that are getting clearer for me. First, I see more clearly the diversity of talent and disciplinary expertise that reside in Schools of Education and its related fields, not as a stumbling block but as an asset. Capitalizing on this multidisciplinary wealth, we can adopt the actions that can facilitate (a) building bridges through teams, collaborations, partnerships, collaboration, and networks; (b) focus attention on excellence in teaching and learning, and (c) pursuing the equity challenge of *undergraduate research for all* via authentic and high-quality course-based research experiences and the mentoring approaches to facilitate that work. Neither one of these is easy; together, they require an openness to learn from and with each other to build the community of practice (Wenger 1998) and a recognition of the parameters of our life experiences.

So, I again invite you to actively participate in the division's planning and programming. Please communicate your suggestions and ideas to the division chair and Councilors. •

References

Csikszentmihalyi, Mihaly. 1990. *Flow: The Psychology of Optimal Experience*. New York: Harper & Row.

Curry, Barbara K. 1992. *Instituting Enduring Innovations: Achieving Continuity of Change in Education*. Washington, DC: Association for the Study of Higher Education, George Washington University.

Hargreaves, Andy, and Ivor Goodson. 2006. "Educational Change over Time? The Sustainability and Nonsustainability of Three Decades of Secondary School Change and Continuity." *Educational Administration Quarterly* 42(3): 3–41. doi: 10.1177/0013161X05277975

Wenger, Etienne. 1998. "Communities of Practice. Learning as a Social System." *Systems Thinker*. <https://thesystemsthinker.com/communities-of-practice-learning-as-a-social-system/>

Editor's Corner: Growing Pains??

Deborah L. Thompson

In winter 2010, I was a member of a team from The College of New Jersey—led by Ruth J. Palmer—that attended a CUR institute in Mesa, Arizona. Team members were somewhat bemused to discover that they were minor celebrities because, according to the facilitators of the institute, no college or university had ever sent an all-education team to a CUR institute. The institute provided the foundation for a thriving undergraduate research program in TCNJ's School of Education, but, more important, it provided the framework for the creation of the CUR Education Division (acorn to oak tree, so to speak) when Palmer, along with Dennis Munk, designed and established the Education Division.

In 2016, the initial group of Education Division Councilors began three-year terms. Many of those individuals are ending their terms this year. Alas, there are few candidates to take their place. Perhaps the division is suffering growing pains—the growth as a division has been phenomenal (430+ members) but lags in the area of Councilor leadership for the division. Although there are slots for 24 division Councilors, only nine individuals are in place this year. Please consider nominating a colleague or submit a self-nomination when the next call for Councilors is issued in the fall. CUR is a worthy organization, and being active in its hierarchy provides a wealth of professional benefits. CUR service, particularly on one of CUR's many committees, looks wonderful on a CV and allows members to continue to light the fire of research and inquiry in a local setting. •



Did you know?

Scholarship and Practice of Undergraduate Research is now indexed in ERIC.

Spotlight on...



Jenn Manak

Current Position

Associate Professor of Education & Reading/ESOL Coordinator, Rollins College, Winter Park, FL

Educational Background

Doctor of philosophy in education, curriculum and instruction: language, literacy, and culture, University of Florida, Gainesville, FL, Aug 2009

Master of education, specialization in reading and literacy, University of Florida, Gainesville, FL, May 2001

Bachelor of arts in education, minor in anthropology, University of Florida, Gainesville, FL, May 2000

Research Focus

Research interests include the interconnected nature of reading and writing instruction, the impact of culturally responsive and inclusive pedagogies on diverse students' literacy learning, and education in Latin America.

Involvement in Undergraduate Research (UR)

I have mentored many undergraduate researchers in the field of education. I have mentored student researchers within one of my courses, during the summer, and abroad. In addition, my students regularly present their research on campus, and several present their research at NCUR or at literacy conferences alongside of me. One of my students was selected to present her research at Posters on the Hill. In 2016, I led an undergraduate research abroad experience that gave me the opportunity to take three undergraduate researchers to Nicaragua to conduct research on the curriculum and instruction in Nicaraguan primary schools. As a UR coordinator, I promoted underrepresented groups and disciplines to become more active in UR at my institutions.

Work with CUR

For more than three years, I have been an active Councilor in the Education Division. I have presented on UR in education at recent URPD, CUR Biennial, and NCUR conferences; facilitated four CUR institutes on integrating undergraduate research across the curriculum; and facilitated CUR's inaugural Undergraduate Research in Education Institute. Within the field of education, I am examining how preservice teachers' data literacy skills may be influenced by UR.

Undergraduate Research in Education

Publications

Liu, Xiangrong, Jennifer Manak, Suzanne M. Miller, Jenny Olin Shanahan, Jing Tan, and Chien Wen Yu. 2015. "Research-Informed Practice, Practice Informed Research: The Integral Role of Undergraduate Research in Professional Disciplines." *CUR Quarterly* 35(4): 6–16.

Manak, Jennifer, and Gregory Young. 2014. "Incorporating Undergraduate Research into Teacher Education: Preparing Thoughtful Teachers through Inquiry-Based Learning." *CUR Quarterly* 35(2): 35–38.

Manak, Jennifer, and Jenny Olin Shanahan. 2015. "Learning to SOAR: Partnering with Underrepresented Students in Research." *Teaching and Learning Together in Higher Education* 16. <https://repository.brynmawr.edu/tlthe/vol1/iss16/4>

Latest Publication

Manak, Jennifer, and Janet Wong. 2018. "Poetry in a Chocolate Bar: Finding Beautiful Language in Everyday Life." *DragonLode* 36(2): 11–13. •

Looking for a past SPUR or CUR Quarterly article?

Visit CUR's online article search:
<https://bit.ly/SPUR-CURQSearch>

Spotlight on...



Rebecca McMullen

Current Position

Dean, College of Education & Professional Studies, Fort Valley State University, Fort Valley, GA

Educational Background

PhD, Georgia State University, Atlanta
Major: Special education/concentration: teacher preparation and learning disabilities

M Ed, Augusta State University, Augusta, GA
Major: Special education

BA, Mercer University, Macon, GA
Major: Special education/minor: psychology

Research Focus

Mentoring undergraduate research
Culturally responsive teaching

Involvement in Undergraduate Research

I began my journey in undergraduate research while serving as an undergraduate research counselor at Georgia College & State University. Teacher candidates engaged in embedded research through class projects that were presented at the end of their capstones and during the Georgia Undergraduate Research Council. Many of those projects investigated the impact of evidence-based interventions on P–12 student performance. I have continued to advocate for undergraduate research after accepting a dean’s position at Fort Valley State University, a historically black institution. Faculty often engage students in research across the three major colleges: the College of Agriculture, the College of Arts & Sciences, and the College of Education and Professional Studies. The College of Education & Professional Studies offers majors in elementary and special education, middle grades education, health & physical education, school counseling, clinical mental health, rehabilitation counseling, and military science. Over the last three years, I have played an integral role in advocating

for undergraduate research as an administrator of education by encouraging faculty to mentor their young researchers. During the 2017–2018 academic year, faculty member Latasha Pope mentored 11 education majors, many of whom investigated topics such as math anxiety and other evidence-based instructional strategies. During 2018–2019, 12 education majors submitted proposals to the National Conference on Undergraduate Research (NCUR), and all 12 were accepted. The College of Education moved from one education major participating in the university’s Annual Research Day to 12 submitted proposals that were accepted and will be presented at the national level.

Work with CUR

Past CUR Councilor

Latest Publications

Peters, Joe, Becky McMullen, and P. Darlene Peters. 2018. “Professional Development School Experiences and Culturally Sustaining Teaching.” *Journal of Higher Education Theory & Practice* 18(1): 32–48.

Hammack, Jennifer, Robin Lewis, Rebecca McMullen, Caitlin Powell, Rosalie Richards, Doreen E. Sams, and Jeanetta Sims. 2017. *Mentoring Undergraduate Research Handbook* (URACE). GC Knowledge Box (URACE) Digital Commons. <http://kb.gcsu.edu/urace> •

Institute of Education Sciences Seeks Peer Reviewers

The Institute of Education Sciences (IES) has a new online peer-reviewer recruitment form:

<https://bit.ly/IES-ReviewerFm>

Education Division Announces Faculty and Student Research Awardees

The CUR Education Division is pleased to announce the following recipients of the UR Course (Re)Design Award:

- Meca Williams-Johnson (Georgia Southern University)
- Angela Cartwright and Emily Reeves (Midwestern University, TX)

The recipients of the Student-Faculty Collaborative Research in Education Award:



Student: Allison Lundy (Eastern Connecticut State University)
An investigation into the attention and self-regulation benefits of outdoor motor play for young children

Mentor: Jeffrey Trawick-Smith (Center for Early Childhood Education, Eastern Connecticut State University)

Congratulations to all research award recipients. •

An Urgent Call for Councilors

The CUR Education Division needs you. The division is in danger of being placed on probation due to a lack of Councilors. Please nominate a colleague or self-nominate when the call for new councilors is announced in the fall.

Something to Ponder

We need a new model of learning that enables learners to understand the highly technological world around them and that simultaneously allows them to transcend it by nurturing the mental and intellectual qualities that are unique to humans—namely their capacity for creativity and mental flexibility” (Aoun 2019, 53).

Aoun calls this model “humanics,” which he takes as “a collection of new literacies—technology, data and human thought and interaction.” Creativity, critical thinking, systems thinking, entrepreneurship, cultural agility—these are all the unique human capacities that higher education ought to be cultivating (Bass 2018, 37).

Bass, Randy. 2018. “The Impact of Technology on the Future of Human Learning.” *Change: The Magazine of Higher Learning* 50(3-4), 34–39.

National Conference on Undergraduate Research (NCUR)

March 26–28, 2020
Montana State University Bozeman

Encourage your undergraduates to submit proposals once submissions open in the fall.

Student participants in NCUR may present in one of the following formats:

- Oral
- Poster
- Visual Arts
- Performing Arts

Applications Open for AERA Research Grants

The American Educational Research Association (AERA) Grants Program seeks proposals for research grants. The program provides research grants to faculty at institutions of higher education, postdoctoral researchers, and other doctoral-level scholars. The program supports highly competitive studies using rigorous quantitative methods to examine large-scale, education-related data. Proposal submission deadline: September 25, 2019.

<https://bit.ly/AERAResearchGrants>