

Focusing on Community in Undergraduate Research

doi: 10.18833/spur/5/3/10

Community is at the heart of our work in undergraduate research. In this issue, community is a *leitmotif*, as authors explore the impacts of undergraduate research on educational success and the innovative programs and assessment approaches that get us there. The collection of vignettes takes this a step further, exploring undergraduate research projects with local and international community partners. Community-connected undergraduate research is especially exciting for students as they grapple with community needs and see the results of their contributions.

Our assessment section highlights effective approaches in examining the tangible impacts of undergraduate research on student educational attainment. Laura Diaz-Martinez (University of Texas, El Paso), Samantha Battaglia (Gonzaga University), Lourdes Echegoyen (University of Texas, El Paso) break new ground in their comparative study of impacts on students participating in formal STEM research programs and informal research opportunities at a Hispanic-serving institution. The introduction of a zero-credit course for undergraduate research allowed the authors to examine the impacts of different modes of participation in different demographic groups, including transfer students and students with high financial need.

Next, Kaitlyn Stormes (State University of California, Los Angeles), Nicole Streicker (State University of California, Long Beach), Graham Bowers (State University of California, Los Angeles), Perla Ayala, and Guido Urizar (State University of California, Long Beach) use propensity methods to evaluate the impact of undergraduate research training programs on educational outcomes at a minority-serving institution. The authors focus on underrepresented students participating in undergraduate research programs aligned with the National Institutes of Health-funded Building Infrastructure Leading to Diversity (BUILD) Initiative. The authors argue that employing this statistical method allows researchers to control for self-selection bias and better evaluate the impact of programs on student outcomes.

In our practice section, Linda Walters, Kimberly Schneider, and Mary Tripp (Central Florida University) describe a successful initiative using peer coaches to increase sup-

port for research-intensive courses across disciplines. Peer coaches focus on specific research activities identified by the faculty instructor. Their contributions vary widely, from offering additional technical expertise to helping students create research posters. Survey data report positive impacts in student learning for students and gains for peer coaches, making this a viable model supporting the demands of research-intensive courses.

Our feature article explores the impacts of an inclusive approach to undergraduate research at a comprehensive public university. Claudia Knezek, Patricia Morreale, Susan Gannon, George Chang, Jeffrey H. Toney (Kean University) describe their successful curricular model that increased student participation in an annual research showcase. In their study, the authors used a predictive model to assess educational gains among showcase participants, including GPA and degree completion rates, in different demographic groups.

The vignettes in the next section shift our focus to communities beyond the university. By bringing together undergraduate research and community organizations, students contribute to solving problems and producing knowledge relevant to communities, both proximate and distant, and new ways to continue this work during COVID-19. Michael Springer (University of Central Oklahoma) describes his ongoing collaboration with the Dutch Church Provenance Book Project, engaging teams of undergraduate researchers in contributing to an online collection catalog. Students learn about conservation, preservation, and the history of the church's 500-year-old library. Kristine Lamm West and Caroline Krafft (St. Catherine University) discuss the benefits of bringing together big data and community issues in their econometrics course-based undergraduate research experience (CURE) at a women's college.

Christopher Foley (University of Southern Mississippi) and Elizabeth Englesbretson (Mississippi State University Coastal Research and Extension Center) describe their approach to community-connected research in a general education course about literature and the environment during COVID-19. Working with a community partner focused on reducing plastic in the waste stream, the authors developed community-focused activities to help students explore the impacts in communities and coastal settings.

Ambria Crusan and Megan Baumler (St. Catherine University, Henrietta Schmoll School of Health) discuss a

new online approach to conducting nutritional assessments for Latinx residents in their community. Pivoting to an online platform allowed their dietetics students to work via telehealth and study how this shift reduced barriers to healthcare access.

Finally, Juan Gil (Penn State Altoona) reviews *A Mathematician's Practical Guide to Mentoring Undergraduate Research* by Allison Henrich, Lara Pudwell, and Michael Dorff. The authors, all experienced mathematicians,

provide a useful guide for faculty mentors about how to approach the process, including developing research questions, mentoring underrepresented students, and applying for program funding.

We hope these insights into programs, courses, and assessment approaches will provide readers with ideas and initiatives of their own as we collectively work towards expanding the communities that benefit from undergraduate research.

GENERAL CALL FOR PAPERS

Scholarship & Practice of Undergraduate Research is the official publication of the Council on Undergraduate Research. The Journal publishes high-quality, rigorously peer-reviewed scholarship that advances our knowledge and understanding of the novel and effective approaches to mentored undergraduate research, scholarship, and creative inquiry. Submissions are welcome at any time throughout the year from all those involved in the global undergraduate research enterprise, including postsecondary administrators, faculty, staff, researchers, and student mentors both on- and off-campus and industry professionals.

The journal publishes empirical studies using qualitative, quantitative, and mixed methods. We encourage submissions that develop and advance our knowledge and ability to mentor diverse communities and advance underrepresented groups' full participation at all levels of the global undergraduate research, scholarship, and creative inquiry enterprise.

Additional information about the journal, including author submission and reviewer guidelines, is available online at the Journal's homepage [SPUR | Publications | Council on Undergraduate Research \(cur.org\)](https://www.cour.org). If you have ideas for potential submissions, please email the Editor-in-Chief, Dr. Patricia Ann Mabrouk (p.mabrouk@northeastern.edu).

CALL FOR EDITORIAL ADVISORY BOARD MEMBERS

Call for Editorial Advisory Board Members

Scholarship & Practice of Undergraduate Research

Application Deadline: April 30, 2022

We seek applications to fill two positions on the Editorial Advisory Board of *Scholarship & Practice of Undergraduate Research (SPUR)*.

SPUR is the flagship journal of the Council on Undergraduate Research. SPUR is the leading international, cross-disciplinary, peer-reviewed scholarly journal for those committed to advancing knowledge and understanding of practical, inclusive, and diverse experiences in mentored undergraduate research, scholarship, and creative inquiry. For more information on SPUR, see [SPUR | Publications | Council on Undergraduate Research \(cur.org\)](#)

We seek applicants with strong methodological skills and experience with quantitative, mixed methods, and qualitative research with extensive experience publishing and reviewing high-quality scholarly works. We are especially interested in applicants researching the mathematical sciences and faculty and administrators who direct UR programs locally, nationally, or on an international scale. We are committed to diversity, equity, inclusion, and respect. We want to ensure diverse perspectives are represented on the board and to include colleagues from all parts of the world. Therefore, we would particularly welcome applicants from countries and regions not yet represented on the editorial board including Asia, Africa, and South America. Applicants need not be members of CUR though we hope that new colleagues will elect to become members. The appointment is initially for a one-year term (2022-2023) contingent upon satisfactory performance and mutual agreement.

Members of the Editorial Advisory Board serve as an advisory body to the Editor-in-Chief and the Associate Editors on the scope, policies, and activities of SPUR and as SPUR ambassadors and attract new authors, reviewers, and high-quality submissions to the journal. They are selected by the Editor-in-Chief for their expertise in the practice and assessment of undergraduate research and creative practice and may have roles such as faculty members, administrators, or staff in any academic discipline at any accredited institution of higher learning in the United States or abroad; professional positions in industry, research entities, foundations, or nonprofit organizations; or similar roles. The breadth of their roles, experience, and expertise are intended to match the breadth of those involved in the practice of undergraduate research and creative activities. They may be members or individuals with leadership positions in CUR, but there is no requirement or expectation that Editorial Advisory Board members be members or leaders in the organization.

Members of the Editorial Advisory Board are expected to attend quarterly board meetings each year (held using Zoom) to review progress and identify themes for future issues. Editorial Advisory Board Members are expected to provide thoughtful reviews for a minimum of two manuscripts each year - themed issue submissions and non-themed manuscripts - using the eJournal Press system. They may serve as guest editors for these themed issues.

To apply, submit a single pdf document containing:

- a one-page cover letter describing your undergraduate research and scholarly research and publication expertise;
- A 3-page curriculum vita that included your current and past professional positions, institutional affiliation, publications in prominent peer-reviewed journals, and prior editorial experiences related to work in mentored undergraduate research, scholarship, and creative inquiry.

Submit your application as an email attachment with the file name (Your First Name_Your Last Name.pdf) sent to p.mabrouk@northeastern.edu. The subject line should read "Application for SPUR Editorial Advisory Board (2022)".

The deadline for submitting applications is **April 30, 2022, @ 5 PM EST**. If you have any questions, please email me at p.mabrouk@northeastern.edu.

I look forward to receiving your application.

Very best,

Patricia Ann Mabrouk, Editor-in-Chief

Scholarship & Practice of Undergraduate Research

The Council on Undergraduate Research is committed to inclusivity and diversity in all of its activities; therefore, CUR will increase and nurture the participation of individuals and groups that have been traditionally underrepresented in undergraduate research.

CALL FOR PAPERS

Call for Proposals: Undergraduate Research, Scholarship, and Creative Activity Anywhere and Everywhere

Scholarship and Practice of Undergraduate Research (SPUR)

Proposal Deadline: May 2, 2022

Guest Editors: Jennifer Coleman and Shauna Reilly

For this theme issue of *Scholarship and Practice of Undergraduate Research (SPUR)*, 6-8 articles of 2,000–3,500 words each are sought that examine Undergraduate Research, Scholarship, and Creative Activity Anywhere and Everywhere. We are looking for articles that can be inclusive of all students, institutions, disciplines, spaces, and across modalities. 3-5 vignettes of 300 words also are invited that offer succinct, creative approaches to the theme. All successful submissions must include some form of assessment and should be written so that are of interest and value to the diverse readership of SPUR. Topics of interest include the following:

- How can undergraduate research be flexible to meet students wherever they are?
- Is it our responsibility to offer undergraduate research opportunities everywhere and anywhere as a matter of diversity, inclusion, equity, and accessibility?
- What does undergraduate research look like as ‘the new normal’ in a remote environment?
- How can undergraduate research be conducted abroad or away?

Submission Details. Submit a 300- to 500-word prospectus to <https://spur.msubmit.net> by **May 2, 2022**, describing the focus of the proposed article or vignette. Please indicate in the prospectus whether the proposed piece is an article or a vignette. Invited authors will be notified by **May 16, 2022**. All invited manuscripts undergo peer review, and vignettes undergo editorial desk review. Final articles and vignettes will be due **August 1, 2022 (for consideration in the 2023 Spring Issue)**.

Questions?

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Call for Proposals: Undergraduate Research, Scholarship, and Creative Activity – Engaging Students for the Common Good

Scholarship and Practice of Undergraduate Research (SPUR)

Proposal Deadline: August 1, 2022

Guest Editors: Michelle Hayford and Rebecca Jones

For this theme issue of *Scholarship and Practice of Undergraduate Research (SPUR)*, 6-8 articles of 2,000–3,500 words each are sought that examine Undergraduate Research, Scholarship, and Creative Activity – Engaging Students for the Common Good. Institutions of higher learning are increasingly aligning mission-driven undergraduate research with collective action on economic, social, environmental, and public health issues. In a time of global uncertainty, undergraduate research that serves the common good is critical to engage citizens and problem solvers. 3-5 vignettes of 300 words also are invited that offer succinct, creative approaches to the theme. All successful submissions must include some form of assessment and should be written to be of interest and value to the diverse readership of SPUR. Topics of interest include the following:

- Examples of undergraduate research experiences in any field that have successfully served the common good, and can serve as models.
- Diverse interpretations and disciplinary or cultural contexts for the “common good” as well as investigations using discipline specific frameworks of the common good.
- Submissions that link the common good to community-engaged learning and demonstrate meaningful undergraduate research experiences that serve collaborators or community members off-campus.
- Projects that explore how tackling difficult, complicated societal issues enable students to develop invaluable life efficacy skills such as resiliency and self-confidence for vocational success in, through, and as a member of a community.

Submission Details. Submit a 300- to 500-word prospectus to <https://spur.msubmit.net> by **August 1, 2022**, describing the focus of the proposed article or vignette. Please indicate in the prospectus whether the proposed piece is an article or a vignette. Invited authors will be notified by **August 15, 2022**. All invited manuscripts undergo peer review, and vignettes undergo editorial desk review. Final articles and vignettes will be due **November 1, 2022 (for consideration in the 2023 Summer Issue)**.

Questions?

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