



#CenteringDEI

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**Zoom:** <https://zoom.us/j/96190546527?pwd=Q1BrVW9scGNscFJHZXg3RVNBVDZGUT09>

Meeting ID: 961 9054 6527

Passcode: 900401

All additional days, please email [CUR@CUR.org](mailto:CUR@CUR.org) or post within the community.

## Program Agenda

Wednesday, June 23, 2021

11:00 am-12:30 PM ET

### Plenary I

#### Welcome Remarks

*Silvia Ronco, PhD, Senior Program Director, RCSA and President, CUR; Lindsay Currie, Executive Officer, CUR; David Salomon, MA, PhD, Academic Staff; Director, Undergraduate Research and Creative Activity, Christopher Newport University (Organizing Committee Co-Chair); and Kimberly Reiter, PhD, Associate Professor of History, Stetson University (Organizing Committee Co-Chair)*

#### Keynote

#### Engaging Equity and Reducing Harm: A Critically Inclusive Vision for Undergraduate Research

*Speaker: Buffie Longmire-Avital, PhD, Associate Professor of Psychology and Scholar at the Center for Engaged Learning at Elon University*

12:30-1:00 PM ET

#### Break

1:00-2:00 PM ET

### Concurrent Session Block I

#### Creating Greater Equity by Scaffolding Research into Undergraduate Curricula

##### Track: Equity in Undergraduate Research

Undergraduate research is a powerful way to expose students to research in its many forms. As we move away from one-to-one mentored relationships being the only model for undergraduate research, course-embedded research serve as a rich reservoir of opportunities to expose all students to a research-intensive world. In this workshop, we will use the insights gathered from the CUR Transformations Project to assist participants in creating a vision for their individual or departmental curricula. The goal is for each participant to leave the workshop with goals and strategies to help build a more equitable curriculum with scaffolded course-embedded undergraduate research experiences. This approach will allow for a more equitable access for all undergraduates to participate in research.

**Speakers:** *Mitchell Malachowski, Professor of Chemistry, University of San Diego; Elizabeth Ambos, Educational Consultant, Independent; Kerry Karukstis, Professor of Chemistry, Harvey Mudd College; Jeffrey Osborn, Provost, The College of New Jersey; Alyssa Deline, Ed Brush, Department of Chemical Sciences, Bridgewater State University; Aileen Bailey, Gina M. Fernandez, Department of Psychology, St. Mary's College of Maryland.*

**Authors:** *Jillian Kinzie, NSSE Institute & NILOA Senior Scholar, Indiana University; Lindsay Currie, Executive Officer, CUR; Kacey O'Donnell and Saritha Nellutla, Department of Chemical Sciences, Bridgewater State University; Gili Freedman, Ayse Ikizler, and James Mantell, Department of Psychology, St. Mary's College of Maryland.*

1:00-2:00 PM ET

#### Transformative Learning Through Empathy and Allyship

##### Track: Allyship in Undergraduate Research



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This 60-minute interactive session invites attendees to consider connections between empathy, allyship, and transformative learning in undergraduate research. Six panelists from Queensborough Community College, City University of New York will share their experiences initiating and sustaining arts-based and awareness-based research in partnership with the Harriet and Kenneth Kupferberg Holocaust Center (KHC). The presentation will highlight projects that incorporated the exhibition, "Survivance and Sovereignty on Turtle Island: Engaging with Contemporary Native American Art;" this exhibit centered the ramifications of genocide and resistance to erasure in Indigenous communities. Panelists will discuss how allyship and mentorship transform learning across roles, disciplines, and departments. Attendees will be invited to join in practices for mindfulness of space and body in relationship to the earth, and participate in a Q&A.

*Speakers: Heather Huggins, Assistant Professor of Theatre / MFA, Queensborough Community College, City University of New York (CUNY-QCC); Laura Cohen, Executive Director, the Harriet & Kenneth Kupferberg Holocaust Center / PhD, Queensborough Community College, City University of New York (CUNY-QCC); Lampeto Efthymiou, Director of the Center for International Affairs, Immigration, and Study Abroad, Queensborough Community College, City University of New York (CUNY-QCC); Kat Griefen, Program Coordinator and Faculty, Gallery and Museum Studies and Lead Curator 'Survivance and Sovereignty on Turtle Island: Engaging with Contemporary Native American Art' at CUNY-QCC, Queensborough Community College, City University of New York (CUNY-QCC); Joan Petersen, Faculty Coordinator of Undergraduate Research as a High-Impact Practice and Professor of Biology / PhD, Queensborough Community College, City University of New York (CUNY-QCC) Author/Contributor: Danyelle Means (Oglala Lakota), Institute of American Indian Arts, and Lead Curator 'Survivance and Sovereignty on Turtle Island: Engaging with Contemporary Native American Art' at CUNY-QCC*

## Diversity in Undergraduate Research Series 1

**Moderator:** *Shauna Reilly, PhD, Professor of Political Science and Director of the Institute for Student Research and Creative Activity, Northern Kentucky University*

1:00-1:15 PM ET

### Diversity and Culture of Inclusion Initiatives as a Component of a New Engineering Research Centre

#### Track: Diversity in Undergraduate Research

The mission of the National Science Foundation Engineering Research Centres (NSF-ERC) is to support convergent research on near-term technological objectives. The current Generation IV (GEN-IV) ERC's have a special focus on creating a diverse and inclusive environment (DCI). The Centre for Quantum Networks (CQN) was officially launched in 2020 and is based at the University of Arizona (Tucson, AZ) but encompasses a range of institutions across the United States. The mission of the CQN DCI team is to develop initiatives that draw in participants from across research disciplines and to promote access and outreach in undergraduate research. In this session we will describe our initial approaches undertaken including the unique challenges working in a geographically and technically diverse program during the COVID-19 pandemic.

**Speakers:** *Stephanie Hurst, Professor, Northern Arizona University and Laura Vasquez, Northern Arizona University*

1:15-1:30 PM ET

### Q&A and Discussion

1:30-1:45 PM ET

### Structures and Practices that Support Equity in Undergraduate Research: Enrollment Equity in Vertically Integrated Projects (VIP) Programs at 11 Institutions

#### Track: Diversity in Undergraduate Research



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To benchmark enrollment equity in a team-based model for undergraduate research, 11 institutions shared enrollment/demographic data with the VIP consortium. While the Vertically Integrated Projects (VIP) model was not developed around equity, it is designed to allow all students to do research with faculty, which would be equitable. Enrollments were compared with demographics for each VIP site's primary feeder program, such as the College of Science at one institution, and the whole campus for another. Results showed varying degrees of equity across sites with encouraging results. On average, institutions showed equitable enrollment for two of the four populations (two racial/ethnic minorities, transfer students, first-generation students). Study results will be shared, along with practices from institutions with equitable (or higher) enrollments among traditionally under-represented groups.

**Speakers:** *Edward Coyle, Professor, Georgia Institute of Technology and Julie Sonnenberg-Klein, Assistant Director, Vertically Integrated Projects Programs, Georgia Institute of Technology*

1:45-2:00 PM ET

### **Q&A and Discussion**

2:00-2:30 PM ET

### **Break**

2:30-3:30 PM ET

## **Concurrent Session Block II**

### **Narrating Change: A Discussion of Narratives from Students of Color**

#### **Track: Diversity in Undergraduate Research**

Much has been written about the transition students undergo when navigating through academic cultures. However, the double/multiple transitions of navigating through academic cultures when exploring the additional engagement of research activity needs more exploration – specifically with the addition of self-identifying as part of underserved populations. How is research perceived within diverse disciplines? How are students' identities transformed through undergraduate research engagement, if at all? How can professionals advocate for underserved students wanting to be engaged and those participating in research at the undergraduate level?

**Speaker:** *Kenyatta Y. Dawson, Ph.D., Director, Office of Undergraduate Research and Adjunct Assistant Professor, Department of Management, The University of Texas at Arlington*

**Session cancelled**

2:30-3:30 PM ET

### **Harnessing Broad Talent through Required Scientific Research in the Second Year of College**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Requiring independent projects in the natural sciences in the second year of college brings large proportions of underrepresented students fully into scientific research. When students design, conduct, and present their own research, it benefits them and the institution as a whole. Students gain a greater understanding of scientific practice, reasoning, and communication, as well as an appreciation of their own value as members of a learning community. Their academic and professional success in turn strengthens the program. Requiring independent mentored research is more feasible than current models suggest, and it may be achieved at a range of institution types.

**Speakers:** *Anne Allison, Professor, Piedmont Virginia Community College; Joanna Vondrasek, Professor, Piedmont Virginia Community College; and Virginia York, Associate Professor, Piedmont Virginia Community College*

2:30-3:30 PM ET

### **Creating Student-Centered Spaces for Diverse, Equitable, and Inclusive Conversations**

#### **Track: Allyship in Undergraduate Research**

Diversity, Equity, & Inclusion (DEI) are more than just buzzwords mentioned on social media or listed in the latest trending hashtags. DEI represents issues that deserve serious, open, and honest



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conversations that result in action towards social change. Students With A Purpose (SWAP), a student-led club at Central Washington University (CWU), recognized at the beginning of the 2020-2021 academic year, that it was essential that they utilize their role on campus to provide an inclusive space for these important conversations. In this session, there will be an interactive discussion between the panelists, which consists of both graduate/undergraduate students along with their faculty mentors, that will provide tools that they developed for other groups to create spaces for these crucial conversations on their own campuses.

**Speakers:** *Meghan Gilbert, Graduate Student, Central Washington University; Jamie Gilbert, CUR Arts & Humanities Councilor, Grand Canyon University; Deanna Marshall, CWU SWAP Staff Advisor, Central Washington University; Jackson Sorensen, Undergraduate Student, SWAP Leader, Central Washington University; and Dylan Gilbert, Undergraduate Student, SWAP Leader, Central Washington University*

## Diversity in Undergraduate Research Series 2

**Moderator:** *Charles (billy) Gunnels, PhD, Director, FGCU Scholars (Research, Creative, & Scholarly Works), Florida Gulf Coast University*

2:30-2:45 PM ET

### **CREATE 2021: Lessons on Increasing Access and Sense of Belonging at a Student Mobilization Event**

#### **Track: Diversity in Undergraduate Research**

CREATE is Vancouver Island University's largest student knowledge mobilization event. CREATE 2021 was held online and comprised of 12 events. Part of the institution's 2020-21 retention plan included supporting well-established initiatives that could increase our students' sense of belonging (SOB), self-efficacy, and perception of curriculum. CREATE was identified as one such initiative. The Retention Leadership Team's tactical plan included several tactics to increase, recognize, and celebrate student diversity at CREATE. There was a lack of baseline data to fully gauge meaningful change; however, the registration form was realigned to capture a variety of demographics. Further, a post-event survey was sent to all participants to better understand students' SOB at the event. Both provide valuable data on access and SOB for different groups at CREATE.

**Speakers:** *Kendra Stiwich, Student Research Engagement Coordinator, Vancouver Island University and Victoria Ross, Undergraduate Research Assistant, Vancouver Island University*

2:45-3:00 PM ET

### **Never Too Early: CURES in Introductory STEM Courses**

#### **Track: Diversity in Undergraduate Research**

Course-based Undergraduate Research Experiences (CURES) in introductory STEM courses afford the opportunity for students to experience authentic research early in their collegiate path. This experience can support identity development in STEM, particularly for minoritized students. Students at two-year colleges (2YC) are much more likely to over-represent these populations as compared to 4YC/U. As such, implementing more CURES for students at 2YC has been identified as a possible way to increase diversity in STEM. At Whatcom Community College, faculty in anthropology, biology, chemistry, engineering and geology have implemented CURES for several years. This cross-section of domains has yielded a range of examples of how to effectively scaffold a CURE in a 12-week course. We will share lessons learned including those pivoting to online classes during COVID.

**Speakers:** *Kaatje van der Hoeven Kraft, Geology Professor, Whatcom Community College*  
**Authors/Contributors:** *Eric Davishah; Lauren Maniatis; Tommaso Vannelli; Melanie Zabel; and Jennifer Zovar*



3:00-3:15 PM ET

**Using a Paid Student Research Program to Address Issues of Equity, Self-Efficacy, and Professionalization**

**Track: Diversity in Undergraduate Research**

There are historic barriers that limit student access to research opportunities. Programs like CUREs were developed to address issues of access by integrating research in the classroom. Programs compensating students engaging in research – though work-study programs or stipends – support students with financial barriers. By integrating weekly social and career-development activities into our paid student-research program, WiSER Eagles, we address issues of financial barriers, self-efficacy, and career development. In addition to compensating the undergraduate research participation, students in this program engage weekly in activities with peers from across the university. In these WiSER Weeklies they translate their research experiences into language and artifacts that help them meet their career while creating a community where they can discuss their goals and challenges.

**Speakers:** *Jaelyn Chastain, Program Coordinator, Florida Gulf Coast University; Santiago Luaces, Program Assistant, Florida Gulf Coast University; and Charles Gunnels, Director, Florida Gulf Coast University*

3:15-3:30 PM ET

**Q&A and Discussion**

**Inclusive Curriculum/Program Design and Assessment Series 1**

**Moderator:** *Bethany Usher, PhD, Associate Provost for Undergraduate Education, George Mason University*

2:30-2:45 PM ET

**Writing Ourselves Into Existence: Implementing a Novel Writing Intervention to Understand and Foster Students™ Science- and Research-Identity Coherence in an Undergraduate Research Training Program**

**Track: Inclusive Curriculum/Program Design and Assessment**

The Building Infrastructure Leading to Diversity (BUILD) program at California State University Long Beach (CSULB) is committed to fostering students' science/research identity development, given that it is an important asset associated with successful undergraduate scientific research engagement and pursuit of research careers. Considering that students' intersecting identities and realities shape their experiences as rising researchers and scientists, this presentation will focus on our program's process for designing and implementing a novel curriculum—a brief writing intervention—that aims to foster the exploration and growth of students' science/research identity in a way that recognizes the value of their multiple identities, backgrounds, and experiences. This writing intervention has implications for other research training programs aiming to implement best practices for fostering science/research identity coherence in their students.

**Speakers:** *Rocio Mendoza, Research Fellow, BUILD Program, California State University, Long Beach; Gino Galvez, Associate Professor, Department of Psychology, California State University, Long Beach; and Chi-Ah Chun, Professor, Department of Psychology and Principal Investigator, BUILD Program, California State University, Long Beach*

**Author/Contributor:** *Bradley Pan-Weisz, Assistant Professor, Department of Psychology, California State University, Long Beach*

2:45-3:00 PM ET

**Using Institutional Data Trends to Scaffold Accessible Programming**

**Track: Inclusive Curriculum/Program Design and Assessment**

Increasing access and equity within undergraduate research requires both addressing institutional barriers and promoting a culture of belonging. This session will examine how institutional data was



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used to understand the nuances of access and success within undergraduate research experiences. Staff from Rice University will share how data on participation rates have been leveraged to design program changes and developments within a central undergraduate research office with the aim of increasing diversity and equity in undergraduate research across campus. Factors such as class standing, race/ethnicity, cumulative GPA, and existing faculty relationships have highlighted an inequity in participation rates and influenced changes across the research pipeline and ongoing efforts to shape the future of undergraduate research at Rice.

**Speakers:** *Corin Bauman, Assistant Director, Rice University and Abigail Schuh, Data Analyst, Rice University*

3:00-3:15 PM ET

**Creating a Physical Environment for Undergraduate Students to Succeed in Research**

**Track:** *Inclusive Curriculum/Program Design and Assessment*

Fundamental to the planning, design and construction of learning spaces is the premise that physical environments affect teaching, learning, scholarship and collaboration among faculty and students. The character of space can contribute to, or conversely, be a barrier to, student perception of being included and accepted in a research environment. This dynamic session will explore methods of thinking about and adapting to changing needs within teaching and research environments, including what makes us want to use a space, how well learning occurs in certain environments, the types of spaces that benefit from proximity to one another, and how to create comfortable environments that attract and welcome a diverse body of students. Examples from public and private institutions will be shared.

**Speaker:** *Melissa Burns, Architect, Academic Planner, EYP*

3:15-3:30 PM ET

**Q&A and Discussion**

3:30-4:00 PM ET

**Break**

4:00-5:00 PM ET

**Concurrent Session Block III**

**Building on a Foundation of Inclusivity**

**Track:** *Inclusive Curriculum/Program Design and Assessment*

How do you create undergraduate research programming that is aligned with DEI tenets? Our solution: build on a foundation of existing programs that have DEI at their core and continue to collaborate with others who share the same goals.

Created in August 2020, the Office of Undergraduate Research (OUR) grew out of the NSF LSAMP program, supporting students from traditionally minoritized backgrounds in scholarship and research. This, in turn, has led to all our programs being designed with this lens. In this session, we will share how we centered our programming design and implementation around DEI tenets, and are working to assess the impact of this work. We will facilitate a discussion using student personas around how the participants can adapt our approaches.

**Speakers:** *Donna Llewellyn, Executive Director and Professor, Boise State University; Catherine Bates, Assistant Director, Boise State University; and Megan Gambs, STEM Project Manager, Boise State University*

**Author/Contributor:** *Michal Temkin Martinez, Professor, Boise State University*

4:00-5:00 PM ET

**Diversity, Equity, and Inclusion (DEI): Barriers to Underrepresented Faculty and Student Engagement in Undergraduate Research**

**Track:** *Diversity in Undergraduate Research*



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Participation in undergraduate research (UR) opportunities has shown to increase engagement and retention in diverse, underrepresented student populations. Yet, there are lower rates of participation in UR from underrepresented demographics such as first-generation students, students from lower socio-economic households, students from racial/ethnic minorities, students with disabilities, community college students, and students in underrepresented majors such as the Arts and Humanities. An equitable gap also exists in opportunities for faculty participation in UR mentorship due to varying faculty titles: graduate teaching assistant, adjunct, lecturer, assistant professor, associate professor, and professor. Through an interactive dialogue, the panelists will be discussing methods to increase diversity, equity, and inclusivity (DEI) for underrepresented UR participation, while sharing methods for providing all faculty equitable opportunities in empowering and mentoring UR students.

**Speakers:** *Jamie Gilbert, CUR Arts and Humanities Councilor, Grand Canyon University; Gretchen Braun, CUR Arts and Humanities Councilor, Furman University; and Allison Upshaw, CUR Arts and Humanities Councilor, Stillman College*

**Author/Contributor:** *Sara Orel, CUR Arts and Humanities Councilor, Truman State University*

## **Inclusive Curriculum/Program Design and Assessment Series 2**

**Moderator:** *Kara Loy, MEd, Educational Development Consultant (Experiential Learning & Undergraduate Research), University of Calgary*

4:00-4:15 PM ET

### **Evaluating the Effectiveness of Implicit Bias Training on University Senior Administrators, Faculty, and Students in Terms of Prior Experience**

**Track:** *Inclusive Curriculum/Program Design and Assessment*

We examined the effectiveness of Devine's (2012) prejudice attenuation intervention for participants across all levels of expertise, including those with and without prior training in DEI issues. Given that prior training has attenuated knowledge retention in earlier studies, we hypothesized that those who attended more implicit bias trainings previously would report having learned less and would rate the training lower. As hypothesized, prior trainings predicted lower workshop ratings,  $r(291) = -.136$ ,  $p < .05$ , and less material learned,  $r(291) = -.192$ ,  $p = .001$ . Professional role (i.e., student, faculty, or senior administrator) did not moderate this relationship for either overall training quality,  $R^2 = .07$ ,  $F(3, 287) = .678$ ,  $p = .30$ , or material learned,  $R^2 = .07$ ,  $F(3, 287) = 7.90$ ,  $p = .35$ .

**Speaker:** *Valerie Swisher, Student, Westmont College*

**Author/Contributor:** *Dr. Carmel Saad, Faculty Supervisor*

4:15-4:30 PM ET

### **Design Student Training to Apply Research (STAR) Program**

**Track:** *Inclusive Curriculum/Program Design and Assessment*

Participating in undergraduate research (UR) is a high-impact practice that, when combined with learning community participation, increases GPA and retention. Although designers face challenges requiring rigorous research skills, post-secondary design programs rarely engage students in significant research skill training [1]. Training design students in UR is a critical need. Benefits of UR participation are particularly strong for underrepresented groups and essential for Design which struggles with lack of diversity and retention of diverse students [2]. The Design STAR Program is a UR learning community located in a design program at a Hispanic Serving Institution (HSI). Our presentation shares themes from the design and implementation of the program.

1) M.W. Meyer, D. Norman, She Ji 2020, 6(1), 13-49.

2) A. Finley, T. McNair, AACU 2013, 2.



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**Speakers:** Zina Alaswad, Dr., Texas State University; Sarah Urquhart, Mrs., Texas State University; and Kathleen Fritz, Ms., Texas State University

4:30-5:00 PM ET

### **Q&A and Discussion**

## **Equity in Undergraduate Research Series 1**

**Moderator:** Meredith Allison, PhD, Professor of Psychology and Director of Undergraduate Research, Elon University

4:00-4:15 PM ET

### **Creating More Equitable Experiences in Undergraduate Research and Education**

#### **Track: Equity in Undergraduate Research**

All students benefit from high-impact teaching; but distance students may benefit from it even more so than traditional students. If we depend upon only more traditional models of undergraduate research, this may result in many distance students not having the same access to this high impact teaching practice as on-campus students. This presentation will examine this issue of equity in undergraduate research and present a model that provides opportunities for mentorship and engagement in high impact teaching in undergraduate research for distance students.

**Speakers:** Jennifer Grewe, Assistant Professor, Utah State University and Crissa Levin, Assistant Professor, Utah State University

4:15-4:30 PM ET

### **Leveraging Undergraduate Research as a Tool to Promote Retention of Early-career Students: Examples of Two Large-scale Programs That Promote Equity and Access**

#### **Track: Equity in Undergraduate Research**

Early-career students may struggle to feel connected to campus, particularly non-traditional, low-income, and BIPOC students. Lack of connectedness is one factor that contributes to low retention rates for these populations. However, studies have demonstrated that undergraduate research can serve as a powerful retention tool for those who participate, including students from underrepresented backgrounds. In this presentation, we highlight the importance of using undergraduate research as a tool to promote retention for students in their first and second years at a higher education institution and offer two examples of successful programs that promote equity and early access within undergraduate research - the URSA Engage Program and the STEM Leaders Program.

**Speakers:** Christina Kuiken, Graduate Assistant, Office of Undergraduate Research, Scholarship, and the Arts (URSA), Oregon State University; Sophie Pierszalowski, Undergraduate Research Program Director, University of Washington; Stephanie Ramos, Interim Associate Director, Office of URSA & STEM Leaders Program Coordinator, Oregon State University; and Daniel López-Cevallos, Assistant Vice Provost for Undergraduate Education, Oregon State University

4:30-4:45 PM ET

### **Connecting Diversity, Equity and Inclusion with High Impact Practices for Shared Learning and Inquiry: Changes at the Departmental and Institutional Levels Through the CUR-TP Project at Bridgewater State University**

#### **Track: Equity in Undergraduate Research**

The integration and scaffolding of research, scholarship and creative works through the curriculum represents a paradigm change in undergraduate education, where diversity, equity and inclusion must be an integral component. This curriculum must include collaboration with others from different disciplines and with diverse perspectives to identify, understand and address the complex challenges facing the world in the 21st century. High Impact Practices (HIPs) can effectively engage students through shared learning and inquiry. However, are HIPs such as undergraduate research



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accessible to all students, in particular working class and minoritized groups? We will outline our approach to making curricular change at the departmental and institutional levels at Bridgewater State University, through initiatives supported by the CUR Transformations Project and a BSU Academic Innovations Grant.

**Speakers:** Edward Brush, Professor, Bridgewater State University; Alyssa Deline, Assistant Professor, Bridgewater State University; Saritha Nellutla, Associate Professor, Bridgewater State University; and Kacey O'Donnell, Office of Undergraduate Research, Bridgewater State University

4:45-5:00 PM ET

**Q&A and Discussion**

5:00-6:00 PM ET

**Open Discussion Time**

Thursday, June 24, 2021

## Plenary II

10:30-11:00 AM ET

**Keynote Daily Reflection**

**Speaker:** Buffie Longmire-Avital, PhD, Associate Professor of Psychology and Scholar at the Center for Engaged Learning at Elon University

11:00-11:15 AM ET

**Break**

## Concurrent Session Block IV

11:15 AM-12:15 PM ET

**Facilitating Undergraduate Research by Leading Through Equity**

**Track: Equity in Undergraduate Research**

A discussion of potential ways to redefine UR initiatives that embrace a learning community with foundations on equity and diversity will be led. To be more intentional in this endeavor, planning should consider well-informed data on historically underrepresented student development and degree completion, recruitment and retention (Kelly et al., 2019). This presentation will involve a combination of lecture and small group discussion covering current practices to redefine access to UR opportunities. In small groups, we will facilitate participant dialogue to further explore venues to remove barriers while proposing solutions. Participants will also evaluate their own UR practices. At present, considering current ongoing social dynamics, a reevaluation of UR conception and reception and manifestation in remote learning environments is also warranted.

**Speakers:** Antonio Estudillo, PhD, Associate Professor/School of Education, Monmouth University and Yuleinys A. Castillo, PhD, Assistant Professor/Counselor Education and Rehabilitation, California State University, Fresno

11:15 AM-12:15 PM ET

**Inclusion of Online Students in a Campus-Wide Research Symposium**

**Track: Diversity in Undergraduate Research**

The purpose of this presentation is to communicate a methodology for and benefits of including online student presentations in on-campus academic events. The authors provide a detailed account of how an undergraduate research symposium, was structured to allow participation of online students, and how, during the Spring of 2020, the entire event was moved online. Student feedback was collected in both quantitative and qualitative formats. The data suggest students were satisfied with the event and felt it accomplished the primary goal, "to highlight the scholarly work of LSUA students." The paper concludes that, while there are challenges to accommodating online student presentations, the benefits of their inclusion is far greater.



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**Speakers:** *Sandra Gilliland, Coordinator of Undergraduate Research, Louisiana State University at Alexandria and Nathan Sammons, Department Head of Biological Sciences, LSU*

## Equity in Undergraduate Research Series II

**Moderator:** *Tim O'Neil, Assistant Director, Undergraduate Enrichment Programs, University of Colorado Boulder*

11:15-11:30 AM ET

### **Improving Governance and Review Structures for Undergraduate Research Programs**

#### **Track: Equity in Undergraduate Research**

The purpose and focus of this presentation would be to highlight recent improvements made to NYU Abu Dhabi's Office of Undergraduate Research's governance and administrative structures. The presentation will focus on how and why we restructured old systems – with the hope that other undergraduate research offices can benefit from this experience. In particular, changes made to ensure a more robust application program and a fair and transparent review process for undergraduate research grants and fellowships. This includes enhancing the review process for applications and changes to administrative processes to facilitate a more streamlined service. The presentation will also outline how we assessed where changes can be made to enhance the diversity and equity of opportunities.

**Speakers:** *Farhana Goha, Assistant Director, Office of Undergraduate Research, NYU Abu Dhabi*

11:30-11:45 AM ET

### **Training for Professors on a Research-based-learning Platform (RBL) and Research Concentration: Elaboration of the Intellectual Work of Undergraduate Students**

#### **Track: Equity in Undergraduate Research**

Our professor training and accreditation model, supported by an innovative Research-Based-Learning (RBL) platform for undergraduate students from various disciplines, is created for the production of intellectual work done by undergraduate students. The professor designs, implements, and evaluates the RBL in a structured way during one semester in which the innovative RBL strategy is applied for their students in their disciplines and programs. The students learn and develop skills through research. We have found moderate positive correlations upon implementing RBL with the responsible elaboration by the students of intellectual work, the co-production of knowledge, the active role of participation, the development of creative and innovative thinking, and the construction of original intellectual work that the student performs.

**Speakers:** *Gabriela Torres-Delgado, Dr., Tecnológico de Monterrey and Neil Hernández-Gress, Dr., Tecnológico de Monterrey*

11:45 AM -12:00 PM ET

### **Increasing Student Diversity and Shifting Priorities: Lessons from an Undergraduate Research Ambassador Program**

#### **Track: Equity in Undergraduate Research**

Through concerted efforts to increase the diverse representation of the Undergraduate Research (UR) Ambassador program, Michigan State University's Undergraduate Research Office experienced a shift in their programming. The UR Ambassador program is a peer-education program where undergraduate researchers use their experiences to promote participation in undergraduate research and to highlight different pathways to research. As a result of the diverse representation among the ambassadors, our workshops experienced a structural shift from general content to a collaborative effort to promote diversity, equity and inclusion through our services. New topics included experiences of students of color, women in STEM, and mental health awareness among undergraduate researchers. This presentation will guide participants through equitable changes one department experienced because of targeted recruitment practices.



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**Speaker:** Amanda Flores, Graduate Assistant, Michigan State University

**Authors/Contributors:** Heather Dover, Coordinator, Michigan State University; and Dr. Korine Wawrzynski, Associate Provost for Undergraduate Education, Michigan State University

12:00-12:15 PM ET

### **Pipelines or Potlucks? Framing Inclusion in Undergraduate STEM Fields**

#### **Track: Equity in Undergraduate Research**

National conversations surrounding STEM education, at least since A Nation at Risk and its reincarnations in Obama-era PCAST reports, have focused on analogies of pipelines bringing valuable human capital to lubricate the wheels of the military-industrial complex and bolster the neoliberal market society in the United States. Despite decrying the lack of "under-represented" students pursuing STEM field degrees, national policies promoting education in these academic disciplines continue to use language that might be seen as outdated at best and "dog whistle" at worst. This presentation suggests alternative analogies and language that foster an intersectional sense of belonging based on a transdisciplinary undergraduate research project at a small liberal arts college.

**Speakers:** Jennifer Foreman, Assistant Professor, Allegheny College; Trishann Rice, undergraduate student, Allegheny College; Alexis Pleskovitch, undergraduate student, Allegheny College; and Tomoka Mano, undergraduate student, Allegheny College

### **Inclusive Mentoring Series 1**

**Moderator:** Anna Lee, PhD, Associate Professor in the Department of Psychology in the College of Health and Human Sciences, North Carolina A&T State University

11:15-11:30 AM ET

### **Diversifying Undergraduate Research Through Inclusive Faculty Allies: Development of a Culturally-responsive Faculty Mentoring Model**

#### **Track: Inclusive Mentoring**

Diversifying our future research workforce depends on the successful mentoring of our underrepresented undergraduate students. This cannot be accomplished without inclusive faculty allies. To support the cultural shift required to increase the successful hiring and retention of faculty invested in diversity, equity, and inclusion, Salisbury University's Promise Faculty Learning Community at created a culturally-responsive "Mosaic" Mentoring Program. Mosaic mentoring is a non-hierarchical community of colleagues with diverse backgrounds invested in providing the incoming faculty cohorts with the support that they need, want, and feel most comfortable with. Training, workshops, panel discussions and other professional development opportunities allow faculty to feel confident as mentors to diverse undergraduate researchers.

**Speakers:** Jessica Clark, Associate Professor of Biological Sciences, Salisbury University and Chrys Egan, Associate Dean of Liberal Arts, Professor of Communication, Salisbury University

**Authors/Contributors:** Tina Reid, EdD, RN Professor of Nursing; and Wallace Southerland III, Ph.D., Associate Vice President of Student Affairs

11:30-11:45 AM ET

### **When OUR Realities Intersect™: Critical Reflections of Being a Black Female Working Class, Disabled Director of Academic Office of Undergraduate Research and Promoting Diversity and Equality**

#### **Track: Inclusive Mentoring**

As noted by Davis et al (2020) research on staff-student research collaborations focuses primarily on the importance of mentoring students, but fails to acknowledge experiences of 'underrepresented minority' staff, although our work is beneficial, particularly for students from minority/marginalised social groups. Understanding and acting on the experiences of both staff and students from these backgrounds is essential for promoting diversity and equality in this aspect of



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our work, and beyond. Thus this paper responds to Davis et al's observation, as I use Sociological autobiography to critically reflect on working with students from marginalised groups, in my capacity of Faculty Undergraduate Research Director, as a Black working class female academic, with a disability, and in so doing upholding diversity and equality practices.

**Speaker:** Louise Owusu-Kwarteng, Dr, University of Greenwich

11:45 AM-12:00 PM ET

**Implementing the CURE-M: A Novel Course-based Undergraduate Research Experience (CURE) Institute with Culturally Responsive Mentor Training at Two HBCUs**

**Track:** Inclusive Mentoring

One factor that heavily influences underrepresented students' pursuit of a Ph.D. is obtaining undergraduate research experience. Course-based Undergraduate Research Experiences (CUREs) have been shown to substantially increase students' learning and understanding of complex material while making scientific research more inclusive. Mentoring also plays a major role in the success, persistence and recruitment of students, especially from underrepresented groups, into research-related career pathways. Unfortunately, most faculty lack formal training in mentoring and building successful mentoring relationships. Therefore, we designed and implemented the CURE-M training workshop that included a CUREs Institute, Culturally Responsive Mentor training, and a "Removing Barriers to Undergraduate Research" video series. The training was conducted in partnership with two Historically Black Colleges and Universities (North Carolina A&T State University and Elizabeth City State University).

**Speakers:** Anna Lee, Associate Professor of Psychology, North Carolina Agricultural and Technical State University; Sherrice Allen, Director NCA&TSU ADVANCE IT Program, North Carolina Agricultural and Technical State University; Geleana Alston, Associate Professor of Adult Education, North Carolina Agricultural and Technical State University; Dr. Kacey DiGiacinto, Interim Director for the Center for Teaching and Learning, Associate Professor of Kinesiology, ECSU; Dr. Andre Stevenson, Director of University Honors Program/Office of International Programs, Professor of Social Work, ECSU; Mulumebet (Millie) Worku, Director Office of Undergraduate Research, Professor of Animal Sciences/Biotechnologist, North Carolina Agricultural and Technical State University; and Dr. Margaret Young, Director of Undergraduate Research, Associate Professor of Biology, ECSU

12:00-12:15 PM ET

**Q&A and Discussion**

12:15-12:45 PM ET

**Break**

12:45-1:45 PM ET

**Concurrent Session Block V**

**Creating an Accessible and Inclusive Humanities Undergraduate Research Program at a Community College during the Pandemic**

**Track:** Inclusive Curriculum/Program Design and Assessment

The presenters will share how they created an accessible and inclusive humanities undergraduate research program that was open to any undergraduate student, even freshmen, with minimal entry requirements. They will discuss how different departments collaborated to provide faculty professional development as well as student support services to help with every part of the undergraduate research process, including library research, essay formatting, MLA citations, essay revision and editing, and presentation skills. Session attendees will identify undergraduate research barriers at their institutions and the strategies to remove those barriers and create undergraduate research programs that are more accessible, inclusive, and equitable for their students.

**Speakers:** Dr. Ildikó Bársony, Assistant Professor of English, Miami Dade College; Kirk Paskal, Director, The Humanities Edge, Miami Dade College; Erick Dominicis, College Director of Learning



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*Resources, Miami Dade College; and Jacqueline Peña, Consultant (session moderator), Miami Dade College*

**Authors/Contributors:** *Christina Machado Dillon; Angel Hernandez; and Caitlin Richardson*

12:45-1:45 PM ET

### **Who's in the Room?: A Collaborative Approach to Ensure Diversity, Equity, and Inclusion in Undergraduate Research**

#### **Track: Diversity in Undergraduate Research**

Borrowing the “whole systems approach” advanced by Writing Across the Curriculum scholars (Cox, Galin, Melzer 2018), this interactive session will guide attendees through a conversation about incorporating and enhancing diversity, equity, and inclusion (DEI) efforts in your department. Understanding the in-progress nature of DEI work, we will discuss programs and initiatives at various stages of actualization in our office. Additionally, we will collaborate with attendees on an exercise that will allow exploration and reflection on DEI efforts and identify steps towards implementation or transformation. The idea here is that no matter how big or small your budget and staff, there are concrete steps you can take right now to assess your current DEI work as well as establish new efforts.

**Speakers:** *Jacob English, Ph.D, Director, Office of Undergraduate Research and Fellowships, Georgia State University; Emily Buis, Undergraduate Research Program Coordinator, Georgia State University; and Jessica McCrary, Coordinator, Office of Undergraduate Research and Fellowships, Georgia State University*

### **Inclusive Curriculum/Program Design and Assessment Series 3**

**Moderator:** *Heike Hartmann, Professor of Geography, Slippery Rock University of Pennsylvania*

12:45-1:00 PM ET

### **Beyond Feminist Oeuvre: Beyoncé’s 2016 “Lemonade” Album as an Instrument of Sisterhood and Empowerment for HBCU Undergraduates**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Students in Medieval to Modern Women in Music, a General Education course at Winston-Salem State University, thrive as contributors to historical and cultural discussions about women in music, explored through lenses of gender studies, social justice, and media bias. After building a knowledge base through assigned readings and reflective student essays, the course guides students toward constructing their own filters and tools for analyzing Beyoncé’s 2016 Lemonade album and film in terms of its symbolism, overall message, intent as a feminist work of art, personal meaning and value, and model of representation. Even students with limited expertise can offer their perceptions and experiences, leading to feelings of validation and empowerment and ultimately a unique contribution to this area of scholarship.

**Speaker:** *Karen Rice, Associate Professor of Music, Winston-Salem State University*

1:00-1:15 PM ET

### **Developing a Peer Mentoring Program to Broaden Participation in Undergraduate Research**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Slippery Rock University (SRU) has incorporated different pathways for students to participate in Undergraduate Research (UR). Internal grant programs have been available to facilitate mentored UR for many years. More recently, the emphasis has been placed on developing and offering designated UR-based courses to increase students’ access to UR. To further improve diversity and inclusion in UR, we have now launched a peer-mentoring program to introduce first-year students to research based on a framework from Northern Arizona University (Zecher, 2019). In our 2021 virtual program first-year students from underrepresented groups are paired with students who are participating in this year’s virtual SRU Student Symposium. This will help first-year students learn more about doing and presenting UR and plan their own UR.



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**Speakers:** Heike Hartmann, Professor of Geography, Slippery Rock University of Pennsylvania; Kessa Stydinger, graduating senior, Slippery Rock University of Pennsylvania; and Bradley Wilson, Associate Provost for Academic Affairs & Integrated Learning, Slippery Rock University of Pennsylvania

**Authors/Contributors:** Kirk McDermott, Slippery Rock University of Pennsylvania, Assistant Professor of Mathematics; Anne Rose, Slippery Rock University of Pennsylvania, Assistant Professor of Special Education; and Dil Singhabahu

1:15-1:45 PM ET

**Q&A and Discussion**

1:45-2:15 PM ET

**Break**

## Concurrent Session Block VI

### Inclusive Teaching Institute

#### Track: Inclusive Curriculum/Program Design and Assessment

The Inclusive Teaching Institute (ITI) is a week-long, intensive workshop aimed at facilitating inclusive teaching practices among instructional faculty. It has both online and face-to-face components and was developed to advance the university's diversity and inclusion objectives. It fulfills the need for systematic, immersive, and regularly-offered trainings for instructors to redesign courses to contain content that is more diverse, inclusive, and social-justice-oriented. This presentation has two key objectives: (1) presenting the ITI's design, implementation, and two cohort experiences to date as a model of professional development that provides focused time in which to develop instructional content and implement equity-minded teaching practices, and (2) seeking feedback from conference participants towards improving the ITI prior to preparations for the third annual cohort in the 2021-2022 academic year.

**Speakers:** Kate Parker, Associate Professor, University of Wisconsin - La Crosse; Bryan Kopp, Associate Professor, University of Wisconsin - La Crosse; Edward Kim, Associate Professor, University of Wisconsin - La Crosse; Nese Nasif, Assistant Professor, University of Wisconsin - La Crosse

2:15-3:15 PM ET

### Bridging Faculty & Student Cultures Through Culturally Responsive Mentoring for STEM Students Transferring Between Two-Year & Four-Year HSIs

#### Track: Inclusive Mentoring

Our mentor training guides STEM faculty through the work of becoming culturally responsive mentors to community college transfer students in STEM who are underrepresented, first-generation, and from low-income households. This session provides an interactive way for audience members to engage with training content and learn about the structure of the program. In addition to training, groups of faculty members from both 2-year and 4-year HSIs engaged in a monthly culturally responsive community of practice to strengthen the bridge between institutions and better serve STEM students. This curriculum and community of practice model is a resource for others engaged in similar work.

**Speakers:** Kimberly Sierra-Cajas, Director, Undergraduate Research and Inquiry and Director, STEM Learning Center, University of Arizona; Kasi Kiehlbaugh, Director, Health Sciences Design and Assistant Teaching Professor, Biomedical Engineering, University of Arizona; and Regina Deil-Amen, Professor; Director, Center for the Study of Higher Education; Department Head, Educational Policy Studies & Practice, University of Arizona

**Authors/Contributors:** Lupita Mendez; Michele Walsh; Rachel Leih; Emily Halvorson-Otts; and Jeff Thies

**Session Cancelled**



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2:15-3:15 PM ET

### **How to Create a Welcoming and Sustainable Community of Practice to Support Undergraduate Research Experiences for Diverse Students: A Case Study and Lessons Learned from a Research-intensive, Land Grant Institution**

#### **Track: Equity in Undergraduate Research**

Inspired by the need to connect virtually during COVID-19 operations, a community of practice for facilitators of undergraduate research experiences (the Research for Undergraduates Network) was initiated at Oregon State University. Weekly virtual meetings quickly expanded to fill an unmet need for cross-campus support of research experiences more generally, including clarification of liability concerns, best practices for crafting inclusive application materials, culturally competent mentorship, and the abrupt transition to online research experiences. The resulting synergy of ideas also yielded significant new initiatives including an anti-racist research curriculum, federal grant proposals, and campus-wide outreach activities. Regular participants report improved outcomes for their students as a result of the community of practice discussions, as well as a space for personal and professional support and networking.

**Speakers:** *Jenny Engels, Undergraduate Programs Coordinator, Oregon Sea Grant; Sophie Pierszalowski, Director, Undergraduate Research Program, University of Washington; Gabs James, Associate Director of Student Engagement, College of Science, Oregon State University; Stephanie Ramos, Program Coordinator, Oregon State University; and Christina Walsh, Student Engagement Coordinator, College of Agricultural Sciences, Oregon State University*

**Authors/Contributors:** *Dwaine Plaza, Professor Sociology Program, School of Public Policy, Oregon State University; Grace Fetherstonhaugh; Itchung Cheung; Patrick Chappell; and Daniel López-Cevallos*

### **Diversity in Undergraduate Research Series 3**

**Moderator:** *Jessica Salvador, PhD, Assistant Director, Undergraduate Research Program, University of Washington*

2:15-2:30 PM ET

### **Increase Awareness and Participation of Undergraduate Research Through Online Communication**

#### **Track: Diversity in Undergraduate Research**

Marginalized students tend to participate in undergraduate research at lower rates than their more privileged peers. However, 82% of undergraduate researchers who are involved with the Undergraduate Research Opportunities Center (UROC) at CSU Monterey Bay are students of color, first in their family to go to college, or transfer students. Aside from outreach to campus partners like TRIO, UROC has also been strategic about what it shares on social media and monthly newsletters. It is important that students and other stakeholders see students like themselves across various disciplines highlighted and celebrated for their research and/or accomplishments. This has led to greater awareness about undergraduate research across the campus community and to higher rates of participation from students who are first-generation, caregivers, commuters, and transfer students.

**Speaker:** *Eric Barajas, Outreach Specialist, CSU Monterey Bay*

2:30-2:45 PM ET

### **The Undergraduate Research Leaders Program: Promoting Awareness and Access to Undergraduate Research for Students from Diverse Backgrounds**

#### **Track: Diversity in Undergraduate Research**

At a highly decentralized research university, engaging in effective outreach to students can make a critical difference for those who may not envision themselves as researchers but who would potentially gain from these transformative learning experiences. Since 2010, the University of Washington's Undergraduate Research Program has developed the Undergraduate Research Leader (URL) Program, an outreach and student development model that we use to train



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undergraduates to share their passion for research and research-related resources. In this presentation, we share how we use the URL Program to expand awareness of, and access to, undergraduate research opportunities for students from diverse backgrounds. We believe the URL program provides a viable model for promoting diversity in undergraduate research that others may find useful on their campuses.

**Speakers:** *Qanani Kalil, Coordinator & Adviser, Undergraduate Research Program, University of Washington; Jessica Salvador, Assistant Director, Undergraduate Research Program, University of Washington; and Sophie Pierszalowski, Director, Undergraduate Research Program, University of Washington*

2:45-3:00 PM ET

### **Introducing Research-Oriented Thinking in First Year Seminar Courses**

#### **Track: Diversity in Undergraduate Research**

To first year students, Undergraduate Research sounds intimidating, uninviting, and exclusionary. Hearing “research,” students often visualize a lab with bubbling test tubes, subsequently concluding that they are not smart enough to engage in it. This presentation expounds on field-tested approaches from first-year seminars in which scaffolded undergraduate research activities were embedded into the course. The assignments progressed from abstract writing, to identifying an original research topic, to presenting results of research pursuits to the class in a professional conference format. Analyzing final products from these highly diverse learners, this presentation demonstrates that the guided development of original research topics not only validates students’ ideas as research-worthy, but also offers significant insight into the social and cultural issues that move our youngest generation of researchers.

**Speaker:** *Lynn Kutch, Professor of German; Coordinator of Undergraduate Research and Creativity, Kutztown University*

3:00-3:15 PM ET

### **Q&A and Discussion**

### **Allyship in Undergraduate Research Series 1**

**Moderator:** *Charles (billy) Gunnels, PhD, Director, FGCU Scholars (Research, Creative, & Scholarly Works), Florida Gulf Coast University*

2:15-2:30 PM ET

### **Transformative Allyship of Interdisciplinary Course-Embedded Undergraduate Research Social Justice Learning Opportunities: Diversity, Inclusion, and Equity for Rural Areas**

#### **Track: Allyship in Undergraduate Research**

As a vital part of a rural Georgia university’s GC Journeys program, a high impact pathway for college success, innovative course-embedded interdisciplinary undergraduate research (UR) was designed based on the transformative learning framework. In recent crises involving emergent diseases, environmental degradation, and social injustice, three faculty members in the disciplines of Environmental Science, Marketing, and Theatre engaged in allyship to champion social change through UR. Each course provides opportunities for multifaceted deep understanding of the issues caused by the lack of diversity, inclusion, and equity in rural areas. Student outcomes include using the scientific methods of analyses and syntheses of data in order to propose empathetic solutions for real world social injustice problems. With findings from projects, students demonstrated learning outside of their comfort zone.

**Speakers:** *Doreen (Dee) Sams, Faculty Coordinator for Mentored Undergraduate Research and Creative Endeavors; Marketing Professor; Course Lead for the Georgia WebMBA Global Business Course, Georgia College & State University; Kalina Manoylov, Professor, Environmental Sciences,*



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*Georgia College & State University; and Karen Berman, Chair and Artistic Directors, Department of Theatre and Dance, Georgia College & State University*

2:30-2:45 PM ET

### **Building Campus Connections in Order to Foster Equity and Inclusion in Undergraduate Research**

#### **Track: Allyship in Undergraduate Research**

This study focuses on significant barriers in creating an equitable and inclusive undergraduate research environment: the chasm that sometimes exists on a university campus between faculty and staff, and between academic units and student service centers. These infrastructural and labor fissures, we argue, serve as a barrier to undergraduate research experiences. Co-authored by colleagues in the University of New Mexico Honors College—one staff and the other faculty—the study highlights the role of intracampus relationships, the significance of defusing the word “research,” and the utility of emphasizing creative product alongside research in order to create a more equitable and inclusive undergraduate research environment.

**Speakers:** *Ryan Swanson, Associate Professor, University of New Mexico and Jeannie Baca, Director of Operations, Student Support and Diversity, University of New Mexico*

2:45-3:00 PM ET

### **The Minoritized Student STEM-college Identity: Is Imposter Syndrome the Sign or the Symptom?**

#### **Track: Allyship in Undergraduate Research**

Minoritized students are oftentimes seen as not having the cognitive abilities to be successful at the core sciences. Evidence of this is visible at colleges and institutions where few minoritized students matriculate and graduate with degrees in STEM. Some of the factors facing these minoritized students are fear of fitting in, a question of belonging, and a feeling of imposter syndrome. A lack of representation in the sciences leads to feelings of existentialism and self-doubt. Minoritized students miss out on comradery with peers or professors who look like them or those who don't but are united around common ideologies. I hope to present best practices and strategies for allyship. To develop inclusive STEM classrooms to recruit, retain and reshape the minoritized students' STEM-college identity.

**Speaker:** *Amalene Cooper-Morgan, Assistant Professor of Chemistry, Seton Hill University*

3:00-3:15 PM ET

### **Understanding Societal Issues Through a Scholarly-Focused Campus Newsletter**

#### **Track: Allyship in Undergraduate Research**

For years, our office produced a weekly newsletter that shared scholarly events and opportunities to undergraduate research students. The newsletter was reframed in May 2020 as a response to the deaths of George Floyd and Breonna Taylor as well as the rise of the Black Lives Matter movement. The FGCU Scholarly Newsletter now informs readers about societal topics (e.g., systemic racism & climate change) and annual celebrations (e.g., Pride & Indigenous Heritage month) through a scholarly lens by highlighting relevant work done by FGCU faculty, students, and alumni. The result is a publication that seeks to educate and engage students in topics they care about through the scholarly work being conducted on campus. This reimagining of the newsletter resulted in an 80% increase in readership.

**Speakers:** *Santiago Luaces, Program Assistant, Florida Gulf Coast University; Jaclyn Chastain, Program Coordinator, Florida Gulf Coast University; Charles Gunnels, Director, Florida Gulf Coast University; and Katherine Ryan, FGCU Scholars Ambassador President, Florida Gulf Coast University*

3:15-3:45 pm, ET

### **Break**



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## Concurrent Session Block VII

3:45-4:45 PM ET

### **Getting H.I.P. With First-Generation College Students: Decolonizing the High Impact Practice Movement**

#### **Track: Equity in Undergraduate Research**

Undergraduate research is often regarded as the most powerful high impact practice as it encompasses several high impact practice strategies (e.g. faculty-student mentorship, collaborative learning, common intellectual experiences) within one experience. Inherently exclusionary practices regarding ability and interest have long left first-generation college Students of Color on the periphery of undergraduate research experiences. This study explored the experience of first-generation college Students of Color participating in undergraduate research and the ways in which their experience might be racially and culturally validating for them. Culturally Responsive Education was the conceptual framework utilized, asserting the racialized and cultural experiences of this study's participants. Providing a culturally validating undergraduate research experience for first-generation college Students of Color can be a transformative experience with both short- and long-term benefits.

***Speaker:** E. Nuñez, Associate Director, Undergraduate Research Center, University of California Davis*

3:45-4:45 PM ET

### **Broader Impacts in National Science Foundation Proposals: A Discussion of Approaches to Broadening Participation in Undergraduate Chemistry Research**

#### **Track: Diversity in Undergraduate Research**

National Science Foundation (NSF) proposals are reviewed on Intellectual Merit and Broader Impacts. The NSF Chemistry Division will discuss the Broader Impacts criterion as a way to encourage broader participation in undergraduate research activities. Distinctions between broader impacts, broadening participation, and underrepresented minorities will be delineated. After a brief presentation outlining the unique ways that several funding opportunities available for undergraduate chemistry activities (CAREER, RUI, ROA, REU, MRI...) allow proposers to address broadening participation, there will be an extensive discussion of the Broader Impacts review criterion in NSF Chemistry. Researchers with questions or examples are encouraged to participate in this session on how NSF proposals can address broadening participation in general, and specifically broadening participation of underrepresented minorities in Chemistry, via the Broader Impacts criterion.

***Speakers:** Rebecca Peebles, Program Director, National Science Foundation and Michelle Bushey, Program Director, National Science Foundation*

3:45-4:45 PM ET

### **Improving Access and Inclusion in Undergraduate Research for First-Year Students: A Comprehensive Examination of CSB/SJU's Emerging Scholars Program**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

The Emerging Scholars (ES) Program increases access to undergraduate research (UR) for first-year, underrepresented students who traditionally participate in UR at lower rates than other students. Scholars participate in three high-impact practices during their first year of college: UR, learning communities, and on-campus student employment. Scholars hold Research Assistant positions through student employment which pair each scholar with a faculty research mentor. In addition to skill and knowledge acquisition, scholars create mentoring relationships that form the foundation for professional networks and future opportunities. Scholars and mentors have special access to personal and professional development opportunities through UR, and are a part of a unique learning community that fosters a sense of belonging on campus. Program details, challenges, successes, and preliminary outcome data will be shared.



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**Speakers:** *Mary Stenson, Associate Professor of Exercise Science and Sport Studies, Co-Director of Undergraduate Research, College of Saint Benedict/ Saint John's University; Lindsey Gunnerson Gutsch, Assistant Director for the Academic Center for Excellence & Success, College of Saint Benedict/ Saint John's University; and Catherine Bohn-Gettler, Professor of Educational Psychology, Co-Director of Undergraduate Research, College of Saint Benedict/ Saint John's University*

### **Inclusive Curriculum/Program Design and Assessment Series 4**

**Moderator:** *Bethany Usher, PhD, Associate Provost for Undergraduate Education, George Mason University*

3:45-4:00 PM ET

#### **Inclusive Teaching and Mentoring in and out of the Virtual Classroom**

##### **Track: Inclusive Curriculum/Program Design and Assessment**

Informed by theories on culturally responsive teaching, this presentation examines strategies and practices in building an inclusive virtual classroom and mentoring undergraduate research online. Using examples from several interdisciplinary courses taught at a small, public liberal arts university in the Midwest and using a Learning Management System (LMS), it first discusses multimodal course content selection that promotes diversity, equity, and inclusion and supports different learning styles and preferences. Second, it addresses learner-centered course design that facilitates student-driven learning and collaboration as well as alternative assessment of student learning outcomes that highlights multi-literacies and learner agency. Then, it examines a proactive multi-step approach to mentoring that guides students through the process from formulating intellectual inquiries to producing presentations and papers.

**Speaker:** *Lan Dong, professor, University of Illinois Springfield*

4:00-4:15 PM ET

#### **Supporting Underrepresented Students in a Multidisciplinary Undergraduate Research Program**

##### **Track: Inclusive Curriculum/Program Design and Assessment**

Since its implementation in 2017, the multidisciplinary Research Apprenticeship Program (RAP) at West Virginia University has served as a pathway to include low-income and underrepresented students in undergraduate research. Eligible RAP participants are paid to do research through either federal work-study or NSF INCLUDES initiatives, such as the First2 Network for first-generation STEM students and the Louis Stokes Alliance for Minority Participation (LSAMP) for STEM students of underrepresented races. In addition to research, RAP participants enroll in an Introduction to Research course, which allows students from different fields and backgrounds to interact and exchange experiences in an environment that fosters inclusion and diversity. The goal of this presentation is to provide an overview of RAP's structure and its impact on our diverse participants.

**Speakers:** *Carinna Ferguson, Ms., West Virginia University; Cinthia Pacheco, Dr., West Virginia University; and Paige Zalman, Ms., West Virginia University*

4:15-4:30 PM ET

#### **Library Initiatives and Partnerships with the Undergraduate Research Program: A Collaborative, Student-Centered Approach to Designing an Online Undergraduate Researcher Tutorial**

##### **Track: Inclusive Curriculum/Program Design and Assessment**

The University of Washington, a large, public research university, welcomes thousands of new undergraduates each year. With no common curriculum, an optional first year experience course, and a large number of transfer students, there was no pathway for all students to have access to information literacy instruction that supports their undergraduate research and academic endeavors. The UW Libraries Undergraduate Student Success (USS) team and the Undergraduate



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Research Program (URP) staff identified a need for online instructional support in this area. This presentation focuses on the USS and URP staff's collaboration to create the UW Libraries Undergraduate Researcher Tutorial. The UW Libraries Undergraduate Researcher Tutorial is asynchronous and self-paced and introduces students to UW Libraries resources and services that support students in their undergraduate research experience.

**Speakers:** *Amanda Hornby, Head of Student Success, University Libraries, University of Washington; Jessica Salvador, Assistant Director, Undergraduate Research Program, University of Washington; and Emilie Vrbancic, Undergraduate Experience Librarian, University Libraries, University of Washington*

**Author/Contributor:** *Linda Whang, First Year Experience Librarian, University Libraries, University of Washington*

4:30-4:45 PM ET

#### **Q&A and Discussion**

4:45-5:00 PM ET

#### **Break**

5:00-6:00 PM ET

#### **Book Discussions and Open Discussion Time**

Books to be discussed include:

*So You Want To Talk About Race* by Ijeoma Oluo

*The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students* by Anthony Abraham Jack

Discussion Question Options:

- What are you most eager to discuss after reading?
- What are you hoping to get out of this discussion?
- How do the issues covered in the book tie to things that are happening in the undergraduate research community?
- What do you think the author's purpose was in writing this book? What ideas was he/she/they trying to get across?
- What did you already know about this book's subject before you read this book?
- What new things did you learn?
- What questions do you still have?
- What do you plan to do differently as a result of reading this book?
- What are some actions you can take in your community, your schools, your workplace, and your local government? What are some local anti-racism efforts in your community that you can join or support?
- Do you have other similar book recommendations to share with the group that may be of interest?

Friday, June 25, 2021

11:00 AM-12:00 PM, ET

### **Concurrent Session Block VIII**

#### **Increasing Research Opportunity and Engagement in Community College URE Programs**

##### **Track: Inclusive Curriculum/Program Design and Assessment**

Community colleges face unique challenges in engaging students and faculty in undergraduate research. Red Rocks Community College is in the process of creating a larger framework to support and offer UREs. This effort is starting with our L-SAMP and Honors Scholars, programs that support underrepresented populations in STEM. This will be a strategy session, identifying barriers for students and faculty and sharing best practices for overcoming barriers. We will also explore innovative approaches to structuring UREs to maximize engagement. The goal for our community



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college URE program is to support the whole student, sparking creativity, and building science identity and leadership capacity.

**Speakers:** *Barbra Sobhani, Director, Trefny Honors Program, Red Rocks Community College and Janet Stomberg, LSAMP Navigator, Red Rocks Community College*

11:00 AM-12:00 PM ET

### **Prioritizing Success of Underrepresented and First Generation Students: Transfer Student Research Communities**

#### **Track: Diversity in Undergraduate Research**

There remains a national need to support students as they transition from community college into a four year institution, many of whom are from underrepresented populations. This interactive presentation describes three universities' collaborative efforts to create a sustainable STEM retention program through the implementation of a formal research learning community. The pillars of this transfer student learning community include: Academics and Research, Mentoring, and Community, which have been adapted from a first-time-in-college first-year living-learning community to meet the needs of a transfer student population. Anecdotal data from focus groups and alumni surveys, along with persistence, graduation, and critical thinking skill development data, highlight factors that have led to the success of the program and illustrate the importance of transfer student engagement in research.

**Speakers:** *Kimberly Schneider, Interim Assistant Vice Provost, University of Central Florida; Donna Chamely-Wiik, Assistant Dean, Florida Atlantic University; Bill Kwochka, Professor, Western Carolina University; and Dan Meeroff, Professor, Florida Atlantic University*

**Authors/Contributors:** *Michael Aldarondo-Jeffries; Alison Morrison-Shetlar; and Evelyn Frazier*

11:00 AM-12:00 PM ET

### **Holding Ourselves Accountable to Racial Justice: The Evolution of the Diversity, Equity and Inclusion Work Within an Undergraduate Research Training Program**

#### **Track: Allyship in Undergraduate Research**

What happens when a research training program writes a statement condemning anti-Black racism? Writing a statement is easy, now implementing and staying accountable to our statement – herein lies the work. The NIH Building Infrastructure Leading to Diversity Initiative provides opportunities and resources for institutions to train undergraduate students from underrepresented groups in health-related research and make them competitive for doctoral programs and entry into the research workforce. In this session, we describe the reflexive process of developing a DEI group in our training program, and the challenges and lessons we learned while working towards racial equity and disrupting anti-Blackness at a programmatic and structural level in an institutional grant for undergraduate research training. This will be followed by an interactive discussion with the audience.

**Speakers:** *Chi-Ah Chun, Professor of Psychology, Principal Investigator of CSULB BUILD Program, California State University Long Beach; Keisha Chin Goosby, Associate Director of CSULB BUILD Program, California State University Long Beach; Nicole Streicker, Program Coordinator of CSULB BUILD Program, California State University Long Beach; Nancy Carrada Zuniga, Program Data Manager of CSULB BUILD Program, California State University Long Beach; Jesse Dillon, Professor of Biology, Principal Investigator of CSULB BUILD Program, California State University Long Beach; Rocío Mendoza, Dissemination Research Fellow of CSULB BUILD Program; and Selena Nguyen-Rodriguez, CSULB BUILD Leadership Team*

**Session cancelled**



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## Inclusive Curriculum/Program Design and Assessment Series 5

**Moderator:** *Tim O'Neil, Assistant Director, Undergraduate Enrichment Programs, University of Colorado Boulder*

11:00-11:15 AM ET

### **VCUREs: Lessons Learned in the Transition to Virtual Course-based Research Experiences during COVID-19**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Times of crisis like the COVID-19 pandemic have a dramatic impact both on student experiences and faculty teaching practices (Hosek & Austin, 2016; Linsenmeyer & Lucas, 2017). Despite extensive research on distance learning (e.g., King-Sears, 2009), and on Course-based Research Experiences (CUREs), we have yet to see research that addresses how to effectively support students in transitioning to distance learning in CUREs during a time of crisis. Our study will explore how California State University, Monterey Bay (CSUMB) faculty were able to support students in the crisis transition to virtual CUREs during COVID-19. This session will present findings on challenges and barriers for students in virtual CUREs during the pandemic along with strategies to reduce these barriers.

**Speaker:** *Heather Haeger, Associate Director of Educational Research, California State University, Monterey Bay*

**Authors/Contributors:** *Quentin Sedlacek, Assistant Professor, Southern Methodist University; Krysta Malech, STEM Education Undergraduate Researcher, California State University, Monterey Bay; Lily Amador, McNair Scholar, California State University, Monterey Bay; Viviana Vigil, STEM Education Undergraduate Researcher, California State University, Monterey Bay*

11:15-11:30 AM ET

### **An Extreme Approach to Culturally-responsive Authentic Undergraduate Research Experience**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

To affect diversity in STEM, undergraduate research should be done at an early stage, and engage all students with no selection or self-selection. The experience should also allow students to express their culture and identity through their research. The presentation will show how these requirements can be met in a single freshman level course, and yet lead to research outcomes of broad scientific interest, including student-authored peer-reviewed papers. First-year students can practice research as part of a required first-year introductory course, choose their own research topic, and express their identity through their research. In many cases their research leads to student-authored papers, and discoveries made by students are often reported on the premier national and international mainstream news outlets, mentioning the student by name.

**Speaker:** *Lior Shamir, Assoc. Prof., Kansas State University*

11:30-11:45 AM ET

### **Using Research and Statistics Courses to Model, Educate, Highlight, and Empower Diversity and Inclusion in the Social Sciences**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Learn techniques for modifying your research and statistics courses to a) provide a new approach to these often-dreaded classes, b) model, educate, and highlight diversity and inclusion, and c) empower students to tackle these issues. A current psychology instructor and a current undergraduate student who is pursuing gender non-conformity research and who also identifies as part of the LGBTQ+ community will present

- a) specific techniques for introducing research or statistics courses to students as an opportunity for developing tools to tackle issues important to them,
- b) ideas for teaching statistics and research methods using examples and activities that utilize issues important to diversity and inclusion, and



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c) insight for how one's own courses can be shaped using the input of current students from diverse backgrounds.

**Speakers:** Cheryl Bowers, Senior Lecturer in Psychology, University of Memphis and Rebecca Choate, Student, University of Memphis

11:45 AM - 12:00 PM ET

#### Q&A and Discussion

### Inclusive Mentoring Series 2

**Moderator:** Meredith Allison, PhD, Professor of Psychology and Director of Undergraduate Research, Elon University

11:00-11:15 AM ET

#### Facilitating Connection and Motivation in Research Mentorships: Practices of Culturally Responsive Faculty Research Mentors in a Program Supporting U.S. College Students Underrepresented in Academia

**Track:** [Inclusive Mentoring](#)

Faculty mentorship is impactful for undergraduate academic success and preparation for graduate school; it can be even more crucial for students historically underrepresented in academia (e.g. first-generation college students, students of color). Mentors who take a culturally-responsive (CR) approach may be more sensitive to aspects of students' social identities that impact their experiences and outcomes (e.g. structural barriers to higher education). As such, they may make more meaningful connections with their students, fostering engagement in the work being done in the mentorship, and thus better motivating and preparing them for graduate degrees. This presentation discusses research on students who belong to groups historically underrepresented in academia, and ways in which their CR faculty-mentors facilitate deeper connections with them and foster motivation for their research projects.

**Speakers:** Stacy Morris, Assistant Professor, California State University, San Bernardino and Anusha Natarajan, Undergraduate Student, Arizona State University

11:15-11:30 AM ET

#### Community Collaboration in Entrepreneurial Mentorships

**Track:** [Inclusive Mentoring](#)

The Common Ground Entrepreneurial Project is an ongoing collaboration that provides an "entrepreneurial incubator" for undergraduate BIPOC students. Entrepreneurship is a unique category of research whereby the entrepreneur researcher engages in conceptual and empirical research to produce a sustainable business entity. Like exclusively academic research, mentoring can facilitate the success of undergraduate entrepreneurial research. The CGEP provides four key resources for developing and implementing students' innovative ideas: (1) physical space, (2) professional mentoring, (3) academic mentoring, and (4) financial resources. These resources, however, also produce significant value for the participants providing them, including community partners, fellowship sponsors, mentors, and the university. This presentation is organized around the holistic design and implementation of the CGEP as a model to guide other institutions to emulate similar initiatives.

**Speakers:** Kab Vue, Graduate Student, University of Wisconsin - La Crosse; Nese Nasif, Assistant Professor, University of Wisconsin - La Crosse; AJ Clauss, Campus Climate Program Coordinator, University of Wisconsin - La Crosse; and Benjamin Morris, Pastor, Common Ground Campus Ministry

11:30 AM-12:00 PM ET

#### Q&A and Discussion

12:00-12:30 PM ET

#### Break



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12:30-1:30 pm, ET

## Concurrent Session Block XI

### Engaging Contingent Faculty in Undergraduate Research

#### Track: Equity in Undergraduate Research

While contingent faculty are responsible for delivering undergraduate education across diverse higher education institutions, they remain marginalized from key decisions and cut off from resources afforded to their tenured/tenure-track colleagues. This session examines the value of developing institutional structures that support contingent faculty's role in creating a vibrant undergraduate research culture in and out of the classroom. Panelists from Rice University will share how professional development resources and provision of summer salary have enabled contingent faculty to offer CUREs, support department efforts to scaffold undergraduate research into the curriculum, and create undergraduate research programs. In addition to expanding access to undergraduate research, addressing labor inequity integrates contingent faculty more fully into the university's mission, enhancing their professional identity within and beyond their departments.

**Speakers:** *Caroline Quenemoen, Associate Dean of Undergraduates and Director of Undergraduate Research and Inquiry, Rice University; Elizabeth Eich, Associate Director of Undergraduate Research and Inquiry, Rice University; Dereth Phillips, Lecture, BioSciences, and Inter-institutional Liaison for Undergraduate Research, Rice University; Lam Yu, Assistant Teaching Professor, Physics and Astronomy, Rice University; and Jamie Catanese, Assistant Teaching Professor, BioSciences, Rice University*

12:30-1:30 PM ET

### Undergraduate Research Practitioner Training: a Virtual ABCD Approach

#### Track: Inclusive Curriculum/Program Design and Assessment

Join this interactive session to discuss approaches to organize digital undergraduate researcher training resources around student assets. To improve access and engage marginalized communities, learning management systems can be used as distribution tools to support communal learning that emphasizes assets instead of deficits. Through strategic utilization of undergraduate research training materials, students can safely navigate and expand their zone of proximal development. Students bring assets to the research process well before being formally trained, such as the ability to: create, question, answer, argue, empathize, relate, uplift, and more. This interactive session will be centered around sharing resources and best practices and organizing the community assets brought forward in the conversation using the asset-based community development approach.

**Speaker:** *Frederick Paige, Assistant Professor, Virginia Tech*

### Diversity in Undergraduate Research Series 4

**Moderator:** *Heather Haeger, Associate Director of Educational Research, California State University Monterey Bay*

12:30-12:45 PM ET

### Developing Collaborations, Partnerships, and Showcasing to Increase Diversity of Students Engaging in Research

#### Track: Diversity in Undergraduate Research

At Florida Atlantic University, several undergraduate research and inquiry (URI) programs focus on expanding access, outreach, and recruitment to improve student diversity. During this presentation, we discuss FAU's collaborative efforts to support a diverse student population, including first generation, under-represented minorities, as well as homeless and foster youth students. We share how we re-structured our programs and developed flight plans and workshops, forged collaborative relationships through federal, institutional and donor provided opportunities, and targeted outreach to diversity, equity, and inclusion (DEI) focused University programs. Additionally,



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we discuss faculty development opportunities offered for mentors, and share our own DEI undergraduate student success stories as powerful recruiting tools. We will share best practices to help participants identify potential institutional collaborators and ideas.

**Speakers:** *Jennie Soberon, Associate Director of OURI, Florida Atlantic University and Donna Chamely-Wiik, Assistant Dean for Undergraduate Research and Inquiry, Florida Atlantic University*

12:45-1:00 PM ET

### **Multidisciplinary Undergraduate Research: Best Practices from a Community College**

#### **Track: Diversity in Undergraduate Research**

Little research has focused on the benefits of a multidisciplinary undergraduate research experience. However there is a great need to introduce our undergraduate research students to such experiences as early as possible. Resolution of current biomedical problems and future innovation demands expertise from many fields. As practitioners we must focus our attention on preparing a diverse STEM workforce with overarching skill sets. Multidisciplinary research experiences provide a unique opportunity to accomplish this goal. We will present best practices from our multidisciplinary research project at a Community College. A unique perspective will be provided by a former research student, Ms Olorunnipa, M.S. She will discuss how a multidisciplinary experience was a springboard, which propelled her to achieve educational and career goals.

**Speakers:** *Regina Sullivan, Multidisciplinary Undergraduate Research- Best Practices from a Community College, Queensborough Community College and Tobore Olorunnipa, Multidisciplinary Undergraduate Research: A Student Perspective, New York Institute of Technology*

**Author/Contributor:** *Tirandai Hemraj-Benny, QCC and Dr. Sunil Dehipawala*

1:00-1:15 PM ET

### **Partnering With Student Leaders to Create Processes That Result in More Equitable Access to Undergraduate Research**

#### **Track: Diversity in Undergraduate Research**

In this presentation we will describe the Keck Science Department's inclusion of paid DEI student interns who partner with our anti-racism task force to design student-centered programs and create new pathways for underrepresented students. In addition to discussing the success of our pilot program, we will provide space for participants to work in small groups to develop their own strategies for restructuring outdated systems and effectively including student voices in process development.

**Speakers:** *Gretchen Edwalds-Gilbert, Associate Professor of Biology, Faculty Director, Claremont Faculty Leadership Program, Scripps College and Mary Hatcher-Skeers, Sidney J Weinberg, Jr. Chair of Natural Sciences and Professor of Chemistry, Associate Dean of Faculty for Racial Equity, Scripps College*

1:15-1:30 PM ET

### **Q&A and Discussion**

## **Inclusive Curriculum/Program Design and Assessment Series 6**

**Moderator:** *Wathsala Medawala, PhD, Assistant Professor of Chemistry, Georgia College*

12:30-12:45 PM ET

### **Using Undergraduate Research to Improve or Start Student-owned Businesses**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

For the past year I have been teaching an Information Technology Management class with focus on Undergraduate Research. Each student in the class is required to develop a business idea and then research and apply one or two modern technologies to the idea. Students work on their ideas throughout the semester and are required to use both primary and secondary sources to support



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their business proposals. There has not been a significant increase in grades but the project has increased student engagement.

**Speaker:** Roumen Vragov, Dr., Queensborough Community college CUNY

12:45-1:00 PM ET

**Undergraduate Research as a High Impact Practice (HIP) in Instrumental Analysis Course and Lab to Increase Inclusiveness**

**Track:** Inclusive Curriculum/Program Design and Assessment

The liberal arts experience is a huge part of the student experience at Georgia College and high impact practices (HIPs) are an important aspect of that. For chemistry students, one of the most important HIPs is undergraduate research. Due to being a very hands-on subject we encourage all our chemistry majors to involve in mentored undergraduate research. However, there are no courses in our curriculum that incorporate undergraduate research with the teaching material for the course. Instrumental analysis course aligns very well with the theme of undergraduate research and by combining course and lab, all learning outcomes of undergraduate research and those for the course can be achieved. This presentation discusses how undergraduate research component was successfully incorporated into the instrumental analysis course and lab.

**Speaker:** Wathsala Medawala, Assistant Professor, Georgia College and State University

1:00-1:15 PM ET

**Supporting Underrepresented STEM Majors through Exposure to Research: Successes and Challenges in Year 3 of a S-STEM Grant**

**Track:** Inclusive Curriculum/Program Design and Assessment

There is a need to increase the capacity and diversity of the STEM workforce, however low enrollment and high attrition rates in STEM majors persists in higher education, particularly for underrepresented students. The Catalyst Scholars Program (CSP) at the University of Saint Joseph was established with funding from a NSF S-STEM grant with the goal of increasing low-income and underrepresented students in STEM careers. Program initiatives include early advising, increased academic support services, cohort classes, and exposure to research. Here we focus on strategies for introducing students to the research culture and getting them engaged in research experiences. Data on student outcomes and perceptions of research skills will also be discussed for the CSP students vs. a control group.

**Speaker:** Irene Reed, Associate Professor of Biology, University of Saint Joseph

**Authors/Contributors:** Jesse Crandall (Assistant Professor of Chemistry, University of Saint Joseph) and Derek Dube (Associate Professor of Biology, University of Saint Joseph)

1:15-1:30 PM ET

**Q&A and Discussion**

1:30-2:00 PM ET

**Break**

2:00-3:00 PM ET

**Concurrent Session Block X**

**Seven Principles for Reconceptualizing UR Programs as Fulcrums for Antiracist, Decolonial, and Equity-minded Change**

**Track:** Equity in Undergraduate Research

This session engages seven principles for leading UR programs during mutually reinforcing crises of the pandemic, racism, partisan division, and economic austerity. Bridgewater State University in Massachusetts, recipient of CUR's Award for Undergraduate Research Accomplishments (AURA), moved UR programs online in response to COVID-19 just weeks after accepting the AURA in early 2020. Later, BLM demonstrations, the university's racial-justice commitments, and compelling results of mixed-methods research with faculty mentors and student-researchers, led us to



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restructure UR opportunities. Seven lessons are informing our reconceptualization of UR as a fulcrum for antiracist, decolonial, and equity-minded change. We will lead a pragmatic, interactive discussion on how UR may be reimagined to respond to the intersecting crises we face on our campuses, in our communities, and throughout our world.

**Speakers:** *Jenny Olin Shanahan, Assistant Provost, Bridgewater State University and Kenneth Adams, Director of Undergraduate Research & Associate Professor of Biological Sciences, Bridgewater State University*

**Authors/Contributors:** *Jeanne Carey Ingle; Jing Tan; and Thayaparan Paramanathan (all from Bridgewater State University)*

2:00-3:00 PM ET

### **Examining the Academic Success of Under-represented Student Groups: A Collaboration Between Faculty and Students**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

The Bridges Scholars program at Miami University devoted to creating a successful transition for historically underrepresented student groups as well as students who have a commitment to promoting a deeper understanding of and appreciation for diversity. In 2019-20, a living learning community was part of the programming and participating students enrolled in a 2 semester First Year Research Experience. They participated in a research project, which was a mixed methods pilot study aimed at exploring the factors that affect academic success of Bridges Scholars in their first and second year of college. Currently, three students from the cohort are enrolled in an independent study to consolidate the data, identify gaps and gather additional data. We will present the process, findings, and implications for student agency.

**Speakers:** *Joyce Fernandes, Professor of Biology and Director of Undergraduate Research, Miami University; Monica Adkins, Advisor, Bridges Scholars Program, Miami University; Nathaniel Floyd, First Year Librarian, Miami University; Raychel Avila, Student, Psychology major, Miami University; Meirily Castaneda Ceballos, Student, Psychology Major, Miami University*

**Author/Contributor:** *Lauren Haus, Psychology major*

### **Inclusive Curriculum/Program Design and Assessment Series 7**

**Moderator:** *Padhu Seshaiyer, PhD, Professor, Mathematical Sciences, Associate Dean for Academic Affairs, College of Science, George Mason University*

2:00-2:15 PM ET

### **Anti-Racist Teaching in Business Studies**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Business courses frequently combine anti-racism and other social justice issues into one ethics themed class, implying to learners that ethical considerations are subordinate to technical or profit-based decisions. Rather, I have incorporated, increasingly across semesters, social justice objectives to be constructed concurrently with other learning objectives. This increases exposure to ethics in business for students and sends the more realistic message that business decisions, even some of the most technical, cannot be made in isolation from ethics. This presentation is a case study activity I have run multiple iterations of in an undergraduate marketing class on promotional strategy. It involves the business decisions of NFL team owners, who were actively seeking a quarterback for the upcoming football season, in considering whether to hire Colin Kaepernick.

**Speaker:** *Nese Nasif, Assistant Professor, University of Wisconsin - La Crosse*

2:15-2:30 PM ET

### **Social Support for English-as-a-Second Language (ESL) Baccalaureate Prelicensure Nursing Students in Simulation Environments**

#### **Track: Inclusive Curriculum/Program Design and Assessment**



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Providing care for racial minority population becomes challenging due to underrepresentation of racial minority nurses in the workforce. Examining factors that shape the learning experiences of ESL students in simulation environments is critical. To examine perception of social support in the learning experiences of ESL nursing students in simulation environments. Phenomenological design with content analysis was used. Using purposive sampling, BSN students who self-identified as ESL and had participated in simulation activities were recruited. Data collection and analysis were conducted using semi-structured interviews and Atlas.ti version 8.0, respectively. Nine students from three Universities in Southeastern Pennsylvania participated. The study identified two themes: Peer Support and Faculty Support. Collaboration and positive interaction among peers and faculty created a welcoming/supportive environment that enhanced learning during simulation activities.

**Speakers:** *Charity Adedokun, Assistant Professor, Immaculata University*

**Authors/Contributors:** *Dr. Jane Tang, Professor, Division of Nursing, Immaculata University; Dr. Christine Cavanaugh, President/Executive Coach Pathseekers II, Inc.; and Dr. Leland Rockstraw, Professor-in-Residence, Director of the Clinical Simulation Center of Las Vegas*

2:30-2:45 PM ET

### **The Elephant in the Room: Online Students and Programs are Our Greatest Opportunity for Diversity, Equity and Inclusion**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Perhaps the last remaining frontier for undergraduate research (UR), online students offer opportunities for diversity, equity and inclusion (DEI). Unfortunately, there has been little dialogue about how to realize UR online. Online programs have different demographics than on-ground programs; non-traditional, minority, and underserved students enroll at higher rates online. Given research shows high-impact practices have the greatest benefit to under-served students, it is that much more important that we facilitate UR in the online environment. The timing is right for us to move UR into this new frontier not just as a temporary fix during a pandemic but as a DEI necessity. We will describe how online students add to DEI efforts and offer models of successful implementation of UR in online classes.

**Speakers:** *Jennifer Coleman, Dr. / Professor of Psychology, Western New Mexico University and Lee Daffin, Dr. / Clinical Associate Professor, Washington State University*

2:45-3:00 PM ET

### **Q&A and Discussion**

### **Equity in Undergraduate Research Series 3**

**Moderator:** *Julie Trotter, English and Humanities Professor, Alamance Community College*

2:00-2:15 PM ET

### **Fostering Equity and Independent Learning in Community College Engaged Student Research Projects**

#### **Track: Equity in Undergraduate Research**

Author Zora Neale Hurston once said, "Research is formalized curiosity. It is poking and prying with a purpose." Often, though, this wonderful activity of "poking and prying with a purpose" is an opportunity for university students that is not afforded to community college students because of lack of resources, time availability, stipends, and faculty mentors. This presentation examines the university engaged research model and changes it to fit the parameters of a community college as well as the time constraints of community college students and faculty. Three successful community college research projects following the proposed community college model for engaged research that provided equity in student involvement will be highlighted.

**Speaker:** *Julie Trotter, English and Humanities Professor, Alamance Community College*



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2:15-2:30 PM ET

### **Contribution over Composition: Incentivizing Diverse Perspectives in Scholarship**

#### **Track: Equity in Undergraduate Research**

Diversity is a necessary ingredient for a complete knowledge base. We should therefore treat diversity as an imperative component for innovation rather than an open invitation to accept established knowledge and techniques as a static resource in no need of revision. The purpose of the "Diversity Perspectives in Scholarship Award" at Eastern Kentucky University is to foster students' contributions to their field through their unique cultural perspectives. The Undergraduate Research Office offers up to \$1000 to be used toward the project materials and dissemination. This session will be presented as a 15-minute presentation. The presenter will outline the changes in philosophies needed in academia, and the structure of the award.

**Speaker:** *Jonathan Gore, Director of Undergraduate Research, Professor of Psychology, Eastern Kentucky University*

2:30-2:45 PM ET

### **Accessibility and Equity in Audience Considerations for Undergraduate Researchers and Writers**

#### **Track: Equity in Undergraduate Research**

In Fall 2020, the Writing Center's Accessibility Committee (WCAC) collaborated with a section of First Year Writing (FYW) to pilot an accessible revision assignment. In this pilot, students were asked to revise a multimodal assignment using accessible composing features (alt text, captions, etc.) and to broaden their idea of "audience" to include disabled readers. The WCAC developed a workshop on accessible composing to support the students, including video modules, online resources, and one-to-one writing and revision mentoring. By situating disability justice as a core component of FYW's goal of fostering critical inquiry and as a core component of the Writing Center's community engagement and restorative justice work, we hoped to posit accessibility as a meaningful Spartan value for writers beginning at Michigan State University.

**Speakers:** *Stacia Moroski-Rigney, Director, College of Arts and Letters Citizen Scholars Program, Michigan State University and Karen Moroski-Rigney, Associate Director, The Writing Center @ MSU, Michigan State University*

**Session cancelled**

2:45-3:00 PM ET

### **Working Women's and Gender Studies into Historical Methods**

#### **Track: Equity in Undergraduate Research**

This talk discusses a redesign of a traditional required course for history majors, to be taken in the second year, Historical Methods. The course hangs learning outcomes related to doing historical research on content related to women's and gender studies. Students read texts that develop key concepts in women's and gender studies from across the Americas, such as intersectionality, "the personal is the political," the distinction among gender, sex, and sexuality, among others. Students develop an original research project over the course of the semester focusing on any topic relating to women's history, or the history of gender or sexuality. The talk discusses strategies and proposed revisions for future iterations of the class.

**Speaker:** *Stephanie Mitchell, Professor of History, Carthage College*

3:00-3:30 PM ET

**Break**

3:30-4:30 PM ET

### **Concurrent Session Block XI**

#### **Authentic Research Opportunities for All through CUREs: The CUR Mentorship for Integrating Research Into the Classroom (MIRIC) program**

#### **Track: Equity in Undergraduate Research**



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Course-based undergraduate research experiences (CUREs) are a demonstrated high-impact educational practice that help to eliminate barriers that prevent students from a variety of underrepresented groups to gain access to scientific experience. However, the development of a CURE comes with its own barriers for the instructor. The Mentoring the Integration of Research into the Classroom (MIRIC) Network is an initiative of the CUR Biology Division that uses a working group format to provide long-term mentorship and intellectual support to current and future instructors who wish to develop a CURE. Working groups bring individuals new to CURE development together with seasoned veterans of the process and organize along interests including starting from scratch, improving equity and inclusion in CUREs, and effective assessment strategies.

**Speakers:** *Michael Wolyniak, McGavacks Associate Professor of Biology, Hampden-Sydney College; Lance Barton, Professor of Biology, Austin college; Aaron Putzke, Professor of Biology, Whitworth University; and Elizabeth Sandquist, Assistant Professor of Biology, Weber State University*

3:30-4:30 PM ET

### **How Do Place-based Environmental Science Undergraduate Research Experiences (UREs) Impact STEM Identity in URM STEM Undergraduates?**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

In this Habitat Suitability Analysis URE Project, URM students perform habitat suitability analyses for various species native to Colorado's Front Range, compelling application of conservation principles. Using natural history for various species native to Colorado, students gather and synthesize data, review habitat requirements for species, and present evidence-based proposals identifying geographical regions for protection. Students are given scaffolded opportunities to build research skills including data collection, analysis, and presenting research. Using a mixed-method approach, pre and post tests and interviews will be utilized consisting of validated instruments (surveys) to assess STEM identity and understandings of key scientific concepts surrounding conservation. Interviews will be conducted to measure students' feelings about their skills, identities, and feelings towards research, and their conceptual development in the natural sciences.

**Speakers:** *Janet Stomberg, LSAMP Metro Denver STEM Alliance Assistant Project Director and Navigator, Red Rocks Community College and Marie Lim, LSAMP Program Assistant, Red Rocks Community College*

### **Diversity in Undergraduate Research Series 5**

**Moderator:** *Sarah M. Misemer, Professor and Associate Director of LAUNCH Undergraduate Research, Texas A&M University*

3:30-3:45 PM ET

### **OSCAR at 10: Diversity, Equity, and Inclusion**

#### **Track: Diversity in Undergraduate Research**

George Mason University is the top ranked public university in Virginia, for student diversity. Ten years ago, as part of our QEP, the Office of Student Scholarship, Creative Activities, and Research (OSCAR) was founded as the centralized office for undergraduate research. Analysis of data from the early years of OSCAR showed that the program had been successful at supporting underrepresented, first generation, and low-income students. During this presentation we will share the results of our continued data analysis and examine the state of diversity in OSCAR programming. We will discuss successes and plans for improvement in areas where OSCAR has not reached as many underrepresented students.

**Speakers:** *Karen Lee, Assistant Director, Office of Student Scholarship, Creative Activities, and Research (OSCAR), George Mason University; Julia Burns, Mason Impact Student Support and Communication Specialist, George Mason University; and Jesse Guessford, Director of Curriculum and*



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*Initiatives, Office of Undergraduate Education and Associate Professor of Music, Dewberry Family School of Music, George Mason University*

3:45-4:00 PM ET

**Streamlining Campus Partnerships and Reducing Barriers for Student Participation: REU/Summer Undergraduate Research Activities Coordinated by the Texas A&M LAUNCH: Undergraduate Research Office**

**Track: Diversity in Undergraduate Research**

During the past 5 years the LAUNCH: UGR office identified key stakeholders across campus and collaborated with these offices and individuals to streamline summer undergraduate research experience for faculty, staff, and students through a coordination meeting, resource packet, and supplemental activities. These innovations in policies and procedures reduce barriers to access for students, especially those students from underrepresented groups. Our efforts to eliminate fees and tuition, allow access to services on campus through specialized enrollment, combat food insecurity in residence halls, recruit diverse students through inclusive applications, and provide students with specialized skills and training are part of the ongoing effort to reduce barriers to access, provide a more equitable experience, and better serve all students participating in summer undergraduate research at Texas A&M University.

**Speakers:** Sarah M. Misemer, Professor and Associate Director of LAUNCH Undergraduate Research, Texas A&M University

**Author/Contributor:** Annabelle Aymond, Program Coordinator II, LAUNCH: Undergraduate Research, Texas A&M University

4:00-4:15 PM ET

**Practical Strategies for Inclusive Research Environments**

**Track: Diversity in Undergraduate Research**

As research professionals, we must recognize and challenge our personal privilege and the biases that perpetuate inequalities in research and in higher education. Our team developed Practical Strategies for Inclusive Research Environments, a guide that pulls from our own experiences, and from many experts. Some strategies are quick fixes while others will require trainings and personal exploration of biases.

This PowerPoint presentation will provide an overview of practical strategies to foster more inclusive research environments that covers aspects of recruitment, selection, and retention with intentional, evidence-based practices. This practical guide that includes more detailed descriptions and references, will be shared with participants. While many of the strategies and citations are science-oriented, the general principles apply to all disciplines of academic research and creative works.

**Speaker:** Lisa Romero de Mendoza, BSI Program Coordinator for Undergraduate Research, University of Colorado Boulder

**Author/Contributor:** Julie Graf, BSI Program Director

4:15-4:30 PM ET

**Q&A and Discussion**

4:30-4:45 PM ET

**Break**

4:45-5:30 PM ET

**Plenary III**

**Keynote Daily Reflection and Wrap-up**

**Speaker:** Buffie Longmire-Avital, PhD, Associate Professor of Psychology and Scholar at the Center for Engaged Learning at Elon University



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## Three Minute Pre-recorded 'Flash Talks'

*Found in the community*

### **Using a Course-Based Research Project to Foster Inclusion and Increase Exposure of Underrepresented Groups to Research Experiences in Non-Research Courses**

#### **Track: Diversity in Undergraduate Research**

The proposed presentation will focus on sharing an instructor's experience with integrating undergraduate research into course curriculum for a non-research Psychology course. The activity is designed to foster inclusion, encourage exposure to diverse perspectives and increase diversity in undergraduate research. The goal is to highlight the ease with which the classroom-based research projects can be incorporated course curriculum to increase the engagement of underrepresented groups in undergraduate research projects. The benefits of providing students with research-based classroom experiences will be discussed. It is hoped that this presentation will also increase faculty and administrators' interest in engaging students in meaningful classroom-based research experiences with an overarching goal of promoting the participation of students from underrepresented groups authentic research.

**Speakers:** *Rommel Robertson, Assistant Professor, Queensborough Community College- City University of New York and Yana Durmysheva- Borough of Manhattan Community College*

### **Student Representation in Undergraduate Research Funding Proposals at the University of Hawai'i at Mānoa**

#### **Track: Diversity in Undergraduate Research**

Studies indicate that undergraduate students from underrepresented populations are less likely to engage in faculty-mentored research/creative work. The University of Hawai'i at Mānoa (UHM) has one of the most diverse student populations in the nation. Here, we explore the demographics of students submitting grant proposals to conduct faculty-mentored research/creative work via the Undergraduate Research Opportunities Program (UROP) at UHM over the 10-year history of the program. Data showed that Native Hawaiian students were less likely to submit a proposal, and two-year survey data revealed that Native Hawaiian students and faculty interacted less on finding a project topic, which may have limited the number of proposals submitted to UROP. UROP intends to utilize this information to improve access for Native Hawaiian students at UHM.

**Speakers:** *Seung Yang, Program Coordinator, University of Hawai'i at Mānoa and Creighton M. Litton, Director, Professor*

### **A Conceptual Framework for Understanding the Role of People and Place in Student Engagement of Undergraduate Research**

#### **Track: Diversity in Undergraduate Research**

This conceptual framework of access and engagement in research acknowledges the role that people and place have in how first-generation college students of color, and Chicanx and Latinx students in particular, may experience higher education services and access to research opportunities. This framework is a result of two multiple case studies conducted with Chicanx and Latinx students engaged in research at a predominantly white institution. The framework incorporates theories of information behavior and institutional agents to examine how the context in which students interact with others plays a role in their own identification as undergraduate researchers. By proposing a framework of access and engagement to research for undergraduate students, this presentation highlights the importance of institutional effort in outreach and engagement practices for undergraduate research.

**Speaker:** *Jessica Salvador, PhD, Assistant Director, Undergraduate Research Program, University of Washington*

*Track: Diversity in Undergraduate Research*

**Session cancelled**

### **Equity, Diversity, and Inclusion in Undergraduate Publishing**

#### **Track: Equity in Undergraduate Research**

Undergraduate publishing initiatives provide students with the opportunity to engage authentically and deeply with the world of scholarly publishing. They may gain skills in promotion, editing, proofreading, research, journal management, all while working collaboratively, and communicating with staff and faculty. As part of their journal management experience, student editors can also



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benefit greatly from learning about diversity, equity, and inclusion issues specific to scholarly publishing. Inspired by the events of 2020, the University of Saskatchewan Undergraduate Research Journal's editors began a process of education, with the goal of taking concrete actions, including improving accessibility; interrogating publishing practices; reducing bias; rethinking editor and author recruitment; and creating a comprehensive training program for editors. Our video will share the USURJ EDI projects objectives and progress to date.

**Speakers:** *Liv Marken, Learning Specialist, University of Saskatchewan; Jordan Wellsch, Editor-in-Chief, USURJ, University of Saskatchewan; and Brooke Collier, Graduate Student, University of Saskatchewan*

### **Creating a Diverse Research Team: St. Catherine University Economics Research Lab**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Active recruitment to collaborative undergraduate research -- approaching individual students with opportunities and helping students that express interest in research to make that connection and land a research position -- is critical to recruiting a diverse research team. This session describes how the Economics Research Lab at St. Catherine University actively recruits a diverse team by lowering barriers and expanding entry points to research projects. Led by Ruby Cheung, herself a first-generation, low-income student from an immigrant family, the lab focuses on peer-to-peer role modeling and confidence building so that students build the skills necessary to take on more independent roles within the research team. The lab currently supports 15 students, 10/15 of whom identify as part of a minority population

**Speaker:** *Ruby Cheung, Economic Research Specialist, St. Catherine University*

### **Inclusive Textbooks: Economics for the Greater Good**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Women and under-represented minority students have a lower sense of relevance and belonging in introductory economics courses. Economics textbooks may contribute to this alienation, since they predominantly portray white men as economists and decision makers. Standard economics textbooks neglect social issues almost entirely as well as any gender, socio-economic, racial, or ethnic dimensions of economic analysis. This session discusses the creation of "Economics for the Greater Good: An Introduction to Economic Thinking for Public Policy," a free introductory economics textbook, which centers women and scholars of color. The book teaches economics through applications to social issues such as hunger, poverty, discrimination, and pollution. This framing better prepares students to see economics as a tool for social justice and undertake research projects that tackle policy questions.

**Speaker:** *Caroline Krafft, Associate Professor of Economics, St. Catherine University*

### **Summer Research Immersion Program for Community College and Transfer Students**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

The Summer Research Immersion (SRI) program is a spin-off of Binghamton University's (BU) First-year Research Immersion program. The SRI program is a fully immersive, 10 week course-based research experience intended to help students obtain their first research opportunity, build STEM workforce and professional skills, and learn effective practices in science communication. SRI has partnered with community colleges, to better reach and serve students who are beyond their first year, with an emphasis on supporting community college, transfer and other non-traditional students. These students often struggle to obtain quality research experiences due to a lack of networking opportunities, resources, prior research experience, confidence, and professional skills. BU and community college partners have provided funding to remove financial barriers for these students.

**Speakers:** *Caitlin Light, Research Assistant Professor, Binghamton University and Megan Fegley, Director of First-year and Summer Research Immersion Programs, Binghamton University*

### **Teaching Research Methods to Underrepresented Students at A Community College**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

In our presentation we will discuss strategies that we found helpful in designing a course aimed at introducing the students majoring in psychology, at an urban community college, to research methods in the field. The course was taught over a period of several years in face-to-face, hybrid and fully online formats. Two major approaches to organizing the applied (practical) component where the students



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get hand-on experience in conducting research will be discussed. The first approach would be most suited for faculty wishing to involve undergraduate students in their ongoing research. The second approach will be useful to the faculty members who wish to teach the course but are not active researchers. We will also discuss converting the course from face-to-face to e-Learning formats.

**Speaker:** Yana Durmysheva, Associate Professor of Psychology, BMCC-CUNY

**Author/Contributor:** Rommel Robertson, Assistant Professor of Psychology, QCC-CUNY

### **The Center of Excellence in Biomedical Research at Boise State University Partners with the Idaho INBRE Program to Enhance Undergraduate Research**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

The Center of Excellence in Biomedical Research administers an undergraduate research experience along with the Idaho INBRE program, which provides inclusive and transformative support for students in research at Boise State University, a primarily undergraduate university and an institute of emerging excellence. The application process for the undergraduate research program addresses factors that correlate to limited opportunities by considering the applicants parents' education level, location of high school attended, grade point average, research aptitude, and resilience in facing obstacles and challenges. We agree that an undergraduate research experience should be provided by universities, and the experience is invaluable to the student as they take steps to become a health professional or biomedical research scientist.

**Speakers:** Tracy Yarnell, Program Manager / Research Administrator, Boise State University

**Authors/Contributors:** Julia Thom Oxford; Sara L. Rostron; Rhiannon Wood; Diane B. Smith; and Carolyn J. Hovde

### **Course-based Community-engaged Collaborative Research -- Data for Social Justice**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

At the Minnesota Center for Diversity in Economics, we engage students in community-centered projects in classes such as Quantitative Impact Evaluation – a unique approach that leads, rather than culminates, with students' ideas and agency. Inverting traditional curriculum, our women-led educational model amplifies diverse women's ideas and provides skills to transform communities. Courses using big data to solve economic and social problems attract more women and students of color than traditional econometrics courses (Bayer, Bruich & Chetty 2020). Course-based research projects can reach more students and make research more inclusive than one-on-one opportunities (Bangera and Brownell 2014). Students engage in applied work building confidence and skills needed to take on additional collaborative undergraduate research as they complete their degrees.

**Speakers:** Kristine West, Associate Professor, St Catherine University and D'Ann Urbaniak Lesch, Director, Center for Community Work and Learning, Strategic Director, Office of Scholarly Engagement, St. Catherine University

### **Undergraduate Research Teams in Undergraduate Research Clubs: A Student-Driven Approach**

#### **Track: Inclusive Curriculum/Program Design and Assessment**

Nine years ago, students at Kennesaw State University created a student organization called "Undergraduate Research Club," designed to help advance undergraduate research at our institution. Five years ago, the club started creating research teams, with the club's advisor serving as the faculty mentor for each team. Since then, the number of teams has expanded greatly, with dozens of options for club members this year. Club officers help teams find faculty mentors and provide guidance on the steps in the research process. There are no prerequisites or other requirements for being on a team, which has reduced many traditional barriers to research participation. In this presentation, I argue that to be truly student centered, we should help students design undergraduate research programs themselves.

**Speaker:** Amy Buddie, Director of the Office of Undergraduate Research, Kennesaw State University

### **Research Community Connections: A Student-Centered Model for Community Building and Professional Development**

#### **Track: Inclusive Curriculum/Program Design and Assessment**



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The University of Washington is a large, public research university, with over 8,400 undergraduates working with faculty mentors in research each year. Despite the large number of students engaged in research, there were few opportunities for students to connect with each other and continue to grow in their professional development alongside other researchers. To address this gap, the Undergraduate Research Program piloted Research Community Connections (RCC), a series of sessions that brings together undergraduate researchers for interactive discussions relating to topics relevant to their experiences in research. The goal is to create a space to build community and connect undergraduates with graduate students, alumni, and retirees of the UW community. This session will provide an overview of the program design, implementation, and assessment.

**Speakers:** *Jessica Salvador, PhD, Assistant Director, Undergraduate Research Program, University of Washington; Daisy Parra-Padilla, Graduate Student in Public Health, University of Washington; Qanani Kalil, Adviser and Coordinator, Undergraduate Research Program, University of Washington; and Jeamel Balbas Alday, Undergraduate Staff Assistant, Undergraduate Research Program, University of Washington*

### **Training the Next Generation of Inclusive Mentors**

#### **Track: Inclusive Mentoring**

Many colleges and universities share the goal of increasing access to undergraduate research opportunities for students from underrepresented backgrounds in higher education. However, an undergraduate research experience is only a high impact practice if the student receives the culturally responsive mentoring that will help them excel. A research experience can just as easily be a site for microaggressions and outright exclusion as it can be a site for transformative learning. This flash talk will present one model for a diversity training program for graduate students who are involved with mentoring students in a first-year research program for low-income students. It will present the curriculum used for this five-workshop series and feedback from the participants about how the training program influenced their approach as a mentor.

**Speaker:** *Nicole Perry, Assistant Director, Center for Undergraduate Research, University of Kansas*

### **Multi-tiered Mentoring to Build Community in Sequential CURE Program**

#### **Track: Inclusive Mentoring**

Binghamton University's First-year Research Immersion (FRI) is a three semester sequence of course-based undergraduate research experiences (CUREs) for STEM students. Our CURE sequences focus on: a) authentic discovery, b) professional-level collaborative skill development, and c) multi-tiered mentoring. FRI enrolls students at the outset into a research stream where they have immediate access to a team of faculty stream collaborators and a dedicated Research Educator (research assistant professor) who guides their daily work including research and professional skill development. Additional mentorship tiers include peer learning within collaborative research teams, undergraduate peer mentors (former FRI students) who provide academic encouragement and social support, and the FRI office which offers targeted academic and career advising. This robust multi-tiered system provides students with an inclusive and student-centered mentoring environment.

**Speakers:** *Megan Fegley, Director, First-year Research Immersion, Binghamton University and Caitlin Light, Research Assistant Professor, Binghamton University*

### **Inclusive Mentoring Through Inclusive Research**

#### **Track: Inclusive Mentoring**

I offer an approach that is based partially on the Learning by Design framework (Kalantzis & Cope, 2004). My strategy is to engage students in research where they can bring their unique perspectives and experiences in the process and under instructor's mentorship, and become producers of knowledge at the end. To facilitate scaffolding in a large online class, the project is broken down into three related assignments, and receive instructor's feedback. The topics are based on published papers and geared towards exploring diversity. For example, students conduct a content analysis where they investigate depiction of romantic expressions by characters from films of different cultures or by characters of different sexual orientation.

**Speaker:** *Marina Klimenko, Senior Lecturer, University of Florida*



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## **Increasing Representation in Economics through a Mentorship Pipeline**

### **Track: Inclusive Mentoring**

The Minnesota Center for Diversity in Economics hosts a “Cross-Generational Female Economist Mentorship” (C-FEM) program, which connects female, non-gender-conforming, and non-binary economists at various economics education and career stages. Mentorship teams consist of high school students, introductory economics college students, economics majors, and alumnae. This session provides an overview of the program, initial qualitative data from student surveys, and preliminary evidence that it has increased diversity in the pipeline for collaborative undergraduate research in the economics, political science, and public policy programs. Our initial cohort includes 63% women of color. The mentorship program engages young women earlier in the pipeline, such as high school girls, to increase representation and use peer role-modeling to showcase undergraduate collaborative research opportunities.

**Speakers:** *Fardowsa Abdinoor, Program Coordinator, St. Catherine University; Kristine West, Associate Professor, St. Catherine University; and Karri Drain, program assistant, St. Catherine University*