



Using *COEUR* to Advance the Institutional Culture of Undergraduate Research

On the following pages are summarized the 12 characteristics of excellence in undergraduate research described in the *COEUR* document.

You are encouraged to consider as many of the COEUR categories as you like and answer the following questions for your academic unit (choose one) institution school program

1. How would you rate your academic unit in each of the COEUR characteristic areas? A = meeting many of the COEUR criteria; B = meeting some of the COEUR criteria; C = meeting few of the COEUR criteria
2. For areas rated A or B, what is (are) your marker(s) of excellence for this component/subcomponent? For areas rated C, what do you propose would be acceptable markers for improvement?
3. How do you measure this?
4. For areas rated A or B, what evidence do you have that this component is a priority of your institution? For areas rated C, what actions would be necessary to achieve the desired outcome?

Self Rating (A, B, or C)	Characteristic of Excellence	What is your marker of excellence?	How do you measure this?	What evidence do you have that this component is a priority at your institution?
EXAMPLE A	EXAMPLE Administrative support <ul style="list-style-type: none"> Student travel student funding 	EXAMPLE X# of students traveling to professional meetings	EXAMPLE Student receiving travel funds fill out pre-post survey; reported annually; count %age of students doing UR who travel to meetings	EXAMPLE Increased travel funds from X\$ per year to X\$\$ per year, student travel award recipients published in alumni magazine
C	Recognition <ul style="list-style-type: none"> Promotion and tenure guidelines Campus awards 	Institutional recognition of the value of faculty contributions to undergraduate research	Specific language in promotion & tenure guidelines that values faculty contributions to undergraduate research; formal institutional recognition programs for undergraduate research mentors	<ul style="list-style-type: none"> Insertion of appropriate language into faculty handbook and promotion & tenure guidelines Establishment of an annual Undergraduate Research Mentor Award
(A, B, or C)	Characteristic	Marker of excellence	How do you measure?	Evidence of priority
	Campus mission and culture <ul style="list-style-type: none"> Institutional commitment Scholarly faculty Faculty commitment Broad disciplinary participation Accessible opportunities for undergraduates Integration with other engaging and high-impact opportunities 			
	Administrative support <ul style="list-style-type: none"> Internal budgetary support Startup funding Faculty load credit for supervising undergraduate research Reassigned time for research-related tasks UR administrative support including UR program office, space, support Travel and other student funding Research grants office 			

(A, B, or C)	Characteristic	Marker of excellence	How do you measure?	Evidence of priority
	Research infrastructure <ul style="list-style-type: none"> • Space • Instrumentation and equipment • Library resources • Computational resources • Other research resources • Research oversight structures • Support, administrative, and technical staff 			
	Professional development opportunities <ul style="list-style-type: none"> • Research leaves • Research training opportunities • Non-research-related professional development • Mentorship training for faculty, grad students, and post docs 			
	Recognition <ul style="list-style-type: none"> • Promotion and tenure guidelines • Salary review • Campus awards • Prominent publicity for research accomplishments 			

(A, B, or C)	Characteristic	Marker of excellence	How do you measure?	Evidence of priority
	External funding <ul style="list-style-type: none"> • Faculty research funding • Institutional funding for research 			
	Dissemination <ul style="list-style-type: none"> • Peer-reviewed publication, exhibition, or performance • Presentation at professional meetings • Student research conferences • On-campus symposia 			
	Student-centered issues <ul style="list-style-type: none"> • Opportunities for early, sustained involvement • Establishing and communicating expectations • Developmentally appropriate expectations and intellectual ownership • Community of scholars • Peer mentoring, teamwork opportunities • Expanding and integrating student research opportunities with other engaging experiences • Mentor availability 			

(A, B, or C)	Characteristic	Marker of excellence	How do you measure?	Evidence of priority
	Curriculum <ul style="list-style-type: none"> • Research-supportive curricula: content, scheduling, integrating teaching and research • Additional training opportunities and workshops, e.g., RCR, professional skills workshops • Student course credit for research • Requiring undergraduate research 			
	Summer research program <ul style="list-style-type: none"> • Research-supportive teaching calendar • Faculty compensation • Student compensation • Student housing and access to facilities and student services • Student programming • Summer research symposia • Coordination among multiple programs • Hosting visiting students 			
	Assessment activities <ul style="list-style-type: none"> • Assessment of student learning • Program assessment and evaluation 			
(A, B, or C)	Characteristic	Marker of excellence	How do you measure?	Evidence of priority
	Strategic Planning			

