

Introduction

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doi: 10.18833/spur/4/4/9

Tempus fugit.

I learned this Latin phrase in high school more than 30 years ago. Now, in summer 2021, as my daughter prepares to begin high school, I reflect on how time flies and the inevitable changes coupled to its passage. My tenure as an issue editor has included some eventful years, including the official launch of this journal, a promotion, and a global pandemic. Reading these articles, I am heartened to learn the enthusiasm for undergraduate research has persisted. Creative individuals and programs continue to encourage and support this high-impact practice. This last issue of my term highlights fascinating and inventive efforts to support and assess undergraduate research.

Undergraduate research in the humanities and social sciences varies greatly by discipline. To support these high-impact practices, UCLA has a dedicated center (Undergraduate Research Center for the Humanities, Arts, and Social Sciences or URC-HASS) for these non-STEM subjects. In their article, Kistner and colleagues describe assessment of URC-HASS's internal programs and corresponding student outcomes. Quantitative survey results showed significant positive growth in the major competencies associated with undergraduate research and may serve as a model for other colleges and universities looking to justify similar centers.

DeLucia and colleagues report results from another REU program, which focuses on real-world applications of psychological research. Their mixed-method assessment included the Kardash Ratings of Interns' Research Skills, Undergraduate Research Questionnaire, interviews, and journals to explore the outcomes of the program, which were consistent with prior work from STEM REUs.

With funding from NSF INCLUDES, the First2 Network in West Virginia aims to reduce attrition of rural, first-generation STEM students in their majors through a wide range of student programming, including a summer research immersion. The contribution from Hanna and colleagues describes this multi-university initiative and assessment of student outcomes. Persistence remains a challenge for this population; however, this pioneering work offers a firm foundation for future efforts.

Using presurveys and postsurveys, Richard and Yoon assessed the effect of a summer Research Experience

for Undergraduates (REU) on engineering students' self-efficacy and career goals. Interestingly, they found a decrease in the desire to attend graduate school, but their overall results support prior work demonstrating the incredible value of research experiences in student development.

Gilbertson and colleagues contribute an article about their multidisciplinary asynchronous online training program for new undergraduate researchers. This program covers the essentials for scholarly work in an easily accessible format. Survey results from their first years of implementation show this to be an effective start for student scholars.

In the final article of the issue, Farkas and Pashkova-Balkenhol from Millersville University share their experience initiating and sustaining an interdisciplinary undergraduate research journal. Their article offers 10 key steps for success for others interested in this type of work.

In a short vignette, Tehrani describes implementation of an online protein folding game, Foldit, in a capstone experience course at Purdue University. The online and adaptable nature of this game challenged 99 student researchers to solve coronavirus puzzles related to COVID-19's spike protein. Foldit is a terrific vehicle of discovery and model of the research process.

The second vignette by Halpern and colleagues discusses the creation of a hybrid, cross-country experience during the academic year for an REU, particularly adaptations of professional development activities for the virtual environment during the COVID-19 pandemic.

I'll close this column with an expression of gratitude. During my time on the editorial board, *CUR Quarterly* entered and emerged from a metamorphosis transforming from an organizational newsletter into a full-fledged scholarly journal. Together, we formed something new, selected a journal name, and bore witness to the tremendous stories captured within a fresh new exterior. Truly, there is no journal quite like this one, and it has been a true privilege to guide manuscripts and issues to publication. I am grateful for the colleagues and friends I've met during this season of my career and am confident in the positive path ahead for this journal. For those continuing to champion the advancement of undergraduate research, scholarly and creative work, I urge you to remember *tempus fugit*—time flies. Holdfast to the wisdom of Ferris Bueller: "Life moves pretty fast. If you don't stop and look around once in a while you could miss it."