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Taking Student Success to Scale (TS³): Approach to Equity in Undergraduate Research at a Participating Institution

Karen Havholm, University of Wisconsin–Eau Claire

Are you able to determine that your UR program provides equity in participation, quality of experience and achievement of learning outcomes? Thanks to the TS³ project, led by the National Association of System Heads (NASH) and funded by the Lumina Foundation, UW–Eau Claire is in the midst of designing a way to tackle this question.

The goal of the TS³ project is for university systems to develop a coordinated, scaled, and tracked approach to implementation of high-impact practices (HIPs) with high quality and broad accessibility through equity-minded pathways. The systems involved are Georgia, Montana, Tennessee, and Wisconsin.

At UW–Eau Claire, we have a promise that each student will participate in at least one HIP (selected from research, internship and study abroad/immersion) in addition to service learning, which is already a universal requirement. As we are at 87-percent participation, we are using the NASH project to focus on equity for students of color in HIPs. Each of the participating institutions have tackled different HIPs.

We have identified gaps in participation by racial/ethnic group; focus groups conducted by racial/ethnic group will reveal barriers to HIP participation for students of color. Focus-group discussions will also elicit any inequities of quality of experience in HIPs for students of color. To assess equity in achievement of learning outcomes of HIP experiences, we have developed an AAC&U-type rubric with four common outcomes expected from HIP participation: autonomy, resilience, self-awareness, and communication appropriate to the context. We will pilot these in spring/summer.

Once they are vetted and polished, we will share two tools that may be of interest to institutions intending to examine equity in undergraduate research on their campuses: a succinct AAC&U-type outcomes rubric and a set of equity-minded, focus-group questions.

Announcements:

David A. Salomon, URPD Councilor from Christopher Newport University, has published his newest book, *The Seven Deadly Sins: How Sin Influenced the West from the Middle Ages to the Modern Era* (Praeger, 2019). His website is www.davidasalomon.com

Donna Chamely-Wiik from Florida Atlantic University recently published the article “The Effects of a University/Secondary School Partnership on the Communication Skills of Participating STEM Graduate Students” (*International Journal of Science Education: Part B*, pp 1–10, doi: 10.1080/21548455.2018.1543978).

Message from the Chair

billy Gunnels, Florida Gulf Coast University

Howdy all,

This is our time of year; the time of year when undergraduate research comes to the forefront across campuses everywhere. It was thrilling to see so many of us get together in Kennesaw recently. This year’s National Conference on Undergraduate Research (NCUR) was a resounding success not only because of the number of people who attended but also for the exceptional quality of presentations and performances. Personally, I swooned over a poster by Nataliia Romanenko, Cole Johnson, Sawyer Marchand, Garrett Dancik, and Megan Heenehan (Eastern Connecticut State University) that showed a social network analysis of the *Matrix* trilogy, and yes—the movies were all about Neo. It was an awesome presentation. Heck, I love me a community of geeks, and NCUR brought geeks from across the continent to—well—geek out. This is also the time of year when we celebrate scholarly and creative students on our home campuses. Sure—we suffer the beautiful fog of insomnia as we organize the research day, student celebration, or similar event where students present results of their research on campus; but admit it—it is awesome and so rewarding to interact with these young scholars. How can you not feel a warm fuzzy? So, good on ya. You deserve a moment of praise for jobs well done.

I, honestly, am not familiar enough with CUR history to know whether there was intentional forethought or fortunate serendipity, but it seems like the late spring/early summer is our perfect time for reflection. We, the people that support undergraduate research programs, are coming off a whirlwind of activity. Just look at the opening paragraph if you find yourself suffering from sleep-deprived amnesia. In our annual cycle, March and April are associated with intense activities. It is only appropriate that May and June are times when we can take stock, assess our efforts, and plan for future improvements. Perhaps it was the wisdom of people who led the early undergraduate research programs when they chose to convene their meetings during the summer. During this reflective period, they could share best practices, discuss challenges, and prepare new opportunities. Regardless of the intentionality, we benefit then and today. In late June, many of you will join me on the campus of The Ohio State University for the Undergraduate Research Programs Conference, which is appropriately titled “Building and Enhancing Undergraduate Research and Creative Inquiry Programs.”

Many of us will deliver presentations that highlight a small piece of the work that we undertake. I look forward to discussing a new outreach event developed at my campus for example. This is all good, but the opportunity to present is not why I choose to attend this conference—nope and nada. Instead, I relish the opportunity to learn. The Undergraduate Research Programs Conference brings together some truly gifted people. I have learned a tremendous amount at previous conferences that led to new or enhanced programming, which would go on to benefit my students and faculty. At its best, the conference has been an incubator of ideas; ideas that I am always eager to learn from and then utilize. This summer will be no different. There will be exceptional long-format, short-format, and poster presentations. The following are just some of the presentations that I intend to track down.



billy Gunnels, URPD Chair

Upcoming Events

Undergraduate Research Programs Conference

June 27–29, 2019

Ohio State University,
Columbus, OH

<https://bit.ly/2019URPD>

Proposal Writing Institute

July 11–15, 2019

Kentucky Wesleyan College,
Owensboro, KY

<https://www.cur.org/what/events/institutes/pwi/>

Transforming Undergraduate Research Culture and Curricula (TURCC)

October 18–20, 2019

California State University,
Chico

<https://www.cur.org/what/events/institutes/turcc/>

Research Experiences for Undergraduates (REU) Symposium

Oct. 27–28, 2019

Westin Alexandria,
Alexandria, VA

<https://www.cur.org/what/events/students/reu/>

Creative Inquiry in the Arts and Humanities Institute

November 8–9, 2019

Trinity University,
San Antonio, TX

<https://www.cur.org/what/events/institutes/artshum/>

Initiating and Sustaining Undergraduate Research Programs Institute

November 15–17, 2019

Miami University, OH

<https://www.cur.org/what/events/institutes/isurp/>

Message from the Chair *continued*

- The poster “How Did You Hear about Us: Using Student Feedback to Evaluate Communication Strategies” will help me figure out some of the most effective ways to connect with aspiring and established undergraduate research students.
- The short-format presentation “Identifying Potential Research Mentors through the Scholarly Conversation” will give me new ideas for getting interested students connected to research faculty.
- Finally, “Who Is Research? Multi-Modal Storytelling as an Inclusive Pathway to Participation” is a long-format session that will highlight strategies that I will then use to empower students and their scholarly narratives.

I hope that your summer plans include the Undergraduate Research Programs Conference. After some well-earned rest and recuperation, let’s get together at OUS to make a difference.

–Charles (billy) Gunnels

NEW from CUR!

CUR White Paper No. 1

“Undergraduate Research: A Road Map for Meeting Future National Needs and Competing in a World of Change”

Download at:

<https://bit.ly/CUR-WhitePaper1>



**Undergraduate Research:
A Road Map for Meeting
Future National Needs and
Competing in a World of Change**

Joanne D. Altman, Tsu-Ming Chiang, Christian S. Hamann,
Huda Makhluaf, Virginia Peterson, and Sara E. Orel



CUR White Paper No. 1
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