



UNDERGRADUATE RESEARCH PROGRAM DIRECTORS

News Briefs

Upcoming Events

**2015 General
Education and
Assessment
February 19-21, 2015
(Kansas City, MO)**
www.aacu.org

**T-SUMMIT 2015
March 16-17, 2015
(East Lansing, MI)**
www.tsummit.org

**2015 Diversity,
Learning, and
Student Success
March 26-28, 2015
(San Diego, CA)**
www.aacu.org

**National Conference
on Undergraduate
Research (NCUR)
April 16-18, 2015
(Spokane, WA)**
www.CUR.org

**Undergraduate
Research Programs
Conference:
Building, Enhancing,
Sustaining
June 23-25, 2015
(Norman, OK)**
www.CUR.org

Message from Our Chair

By: Anne Boettcher, Embry-Riddle Aeronautical University

Happy 2015! Members of the URPD Division have a busy year ahead, highlighted by the URPD 2015 Conference. I hope all of you are making plans to attend. The University of Oklahoma will host URPD 2015 - Undergraduate Research Programs: Building, Enhancing and Sustaining. The conference will run from June 23-25, 2015, immediately preceding the CUR Annual Business Meeting. Julie Morris and Karen Havholm, the co-chairs for this year's conference, have lined up an exciting program with four session themes:

- High-Impact Learning: Expanding, Collaborating, Scaling up and Scaffolding
- Ensuring Access for All
- Undergraduate Research Administration Nuts and Bolts
- Assessment

The conference format is intended to facilitate discussion, provide resources, and create networking opportunities. Sessions will include 90-min panel presentations/discussions, 75-min interactive sessions, and 10-min short presentations, as well as a poster session and networking lunch. Included will be a wonderful evening open-house and dinner at the Sam Noble Oklahoma Museum of Natural History (<http://www.snomnh.ou.edu/>). As with CUR 2014, there will be a limited number of conference grants, hopefully increasing the diversity of our network and allowing us to welcome new members. Although the deadline for workshops is past, there is still time to submit an abstract for a poster (Due Feb. 27). For more information about the conference, conference grants, poster submission, and registration, please see the website. (http://www.cur.org/conferences_and_events/urpd_conference_2015/)

Spotlight: AP Research course launches in Fall 2015

By: Jenny Shanahan, Bridgewater State University

The first part of College Board's new inquiry-based, multidisciplinary "AP Capstone" sequence, comprised of AP Seminar and AP Research, is being taught in 139 high schools this year. The prerequisite to AP Research, AP Seminar, engages students in critical thinking and conversations about complex issues, guiding them to investigate ideas from multiple perspectives. In Research, set to launch this fall, each student designs and carries out a year-long investigation on a topic of individual interest, culminating in a 4,000-word scholarly essay, 15-minute presentation, and defense. AP Research requires scholarly projects like those expected in lower-division, research-intensive college courses. Because students' topics may be selected from virtually any academic discipline, their teachers will participate in professional development this summer on methodologies and standards in the arts, humanities, physical sciences, and social sciences. Students are strongly encouraged, though not required, to identify an expert in the chosen field to serve as an unpaid consultant on the project, by offering initial direction and suggested readings and perhaps reviewing a late draft of the essay. The expert-consultant may be someone who works in that field, a retiree or volunteer with relevant experience, another teacher in the high school, a local college professor, or other authority. Early drafts of the AP Research curriculum indicated that each student would need a "mentor" in the discipline, prompting concerns that college faculty who mentor undergraduate research would be tapped by numerous high-school students (and their parents) looking for AP Research mentors. CUR members' discussions with College Board staff have led to a more feasible recommendation that students identify, with the help of their teachers, a diversity of people in their communities with whom they might consult, likely by email, a couple of times during the year-long project.



Q&A

By: Iain Crawford, University of Delaware

Summer Research: How Much do Students Work? What do We Pay?

Two recent surveys (2012; 2014) provide data on the length of and compensation for summer research experiences. While not scientifically precise, the 55 institutional responses reveal large-scale patterns.

The most common length for a summer experience is 10 weeks (n=22), with 6-9 weeks next (8), and then a few outliers (1-5 weeks at 3; 11 or more weeks at 1). A number of programs (12) did not fit into the simple model, being either calculated in terms of numbers of hours or defined as experiences that include the academic year as well as the summer.

To determine compensation, a notional 40-hour work week was used and stipends calculated pro rata -- it should be noted that not all programs allow for full-time work. The preponderance of stipend levels was between \$300 and \$500 per week: 16 programs paying \$300-400, and 16 \$400-500. Only 2 programs paid less than \$300, 3 paid \$400-500, and only 3 more than \$500. The great majority (35) paid a fixed stipend. Six programs used an hourly rate, and 10 included housing and/or board in the student compensation.

URPD NewsBriefs Committee: Julia Spears (Editor, jspears1@niu.edu), Anne Boettcher, Pascale Lafrance, Kimberly Schneider, Korine Steinke Wawrzynski

The “research mentor” requirement is now a broader recommendation to seek out an “expert consultant.” Students who complete AP Research will not take an AP exam; instead, their score of 1-5 will be determined by their teachers’ evaluations of their essays, validated by College Board reviewers, and three panel members’ evaluations of their presentations and defenses.

Lessons Learned: The Power of Global Conversations

By: Janice DeCosmo, University of Washington

This past September, the University of Washington (UW) joined seven other universities around the world to participate in the 2014 International Conference of Undergraduate Research, ICUR (<http://www.icurportal.com/>). This conference was started by an alliance between students and faculty at Monash University in Australia, and the UK’s University of Warwick in 2013, and last year the leaders sought to expand conference participation to include additional countries. Six presenters and three student session directors from the UW Undergraduate Research Program participated in four multi-institutional presentation sessions over the 24-hour period of the conference. Our participation required the use of a staffed and up-to-date videoconference center, several technical trials to get the technology and connections established, and a handful of student presenter practice sessions so that the student session directors (moderators) and presenters from across the globe could meet each other, become comfortable with the technical setup, and learn more about each other’s work. At our first full practice session it was absolutely thrilling when we had five campuses, including students in Singapore, Malaysia, Australia, and the US discussing their research. Although they were “present” on five different screens, the technology supported an authentic exchange of ideas and humor. A session on Modern History included a Monash student presenting on “The American Dream and the Depression,” where the ensuing Q&A with our students generated rich discussion and a demonstration of the unique power of the international venue. We hope to see ICUR continue to expand in the future so that many more CUR member institutions are able to participate, especially as the technology requirements become more manageable.

URPD Updates & Accomplishments

- Welcome to Marisa Moazen as the new Director of the Office of Undergraduate Research at the University of Tennessee, Knoxville.
- Bethany Usher, Donna Chamely-Wiik, and colleagues presented at the Southern Association of Colleges and Scholars Commission on Colleges (SACS-COC) meeting in Nashville, TN on undergraduate research and Quality Enhancement Plans.
- The Ohio State University announced it will fund up to 300 new Research Scholar Awards annually.
- Congratulations to Anne Boettcher’s new role as Embry-Riddles’ Director for the Undergraduate Research Institute and Honors Program and Pascale Lafrance’s promotion to Director of the Office of Undergraduate Research at the University of Ottawa.
- The University of Maryland launched a major new undergraduate research initiative serving more than 200 first-year freshmen & transfer students: *The First-Year Innovation & Research Experience*.
- The University of Wisconsin System is providing block grants to all campuses to advance their Undergraduate Research, Scholarly and Creative Activity (URSCA) plan.
- Winston-Salem State University awarded NSF grant for *Targeted Infusion Project: Enhancing Undergraduate Research Experience in the Chemistry Curriculum at WSSU*.
- Miami University launched the Office of Research for Undergraduates.
- The University of Texas at El Paso was one of ten institutions nationwide to receive a five-year Building Infrastructure Leading to Diversity (BUILD) award from the National Institutes of Health.
- Brianne Gilbert and Fernando Guerra published a chapter in *Local Politics and Mayoral Elections in 21st Century America: The Keys to City Hall (Routledge Research in Urban Politics and Policy)*.
- Kimberly Schneider and her colleagues published “Planning and Implementing a Comprehensive Student-Centered Research Program for First-Year STEM Undergraduates” in *Journal of College Science Teaching*.

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