



NewsBriefs

Upcoming Events

**2016 General Educa-
tion and Assessment
February 18-20, 2016
(New Orleans, LA)**

www.aacu.org

**CUR Dialogues
February 18-20, 2016
(Washington, DC)**

www.cur.org

**CUR Social Sciences
Institute
March 4-6, 2016
(Mesa, AZ)**

www.cur.org

**Diversity, Learning and
Student Success
March 17-19, 2016
(Philadelphia, PA)**

www.aacu.org

**T-Summit
March 21-22, 2016
(Washington D.C.)**

www.tsummit.org

**National Conference
on Undergraduate
Research (NCUR)
April 7-9, 2016
(Asheville, NC)**

www.cur.org

**CUR Biennial Confer-
ence 2016
June 26-28, 2016
(Tampa, FL)**

www.cur.org

Message from Our Chair

By: Anne Boettcher, Embry-Riddle Aeronautical University

The success of an undergraduate research experience is largely dependent on the quality of the mentor-mentee relationship. As such, I thought it appropriate to reflect on the processes we use to mentor our mentees. A starting place for many is Handelsman et al.'s (2005) *Entering Mentoring: A Seminar to Train a New Generation of Scientists* and the more recent Branchaw et al.'s (2010) *Entering Research: A Facilitator's Manual Workshops for Students Beginning Research in Science*. Both focus on STEM, but cover components that cross all disciplines including: establishing goals and expectations, resolving challenges, and assessing progress. Lois Zachary's paired texts, *The Mentor's Guide Facilitating Effective Learning Relationships* (2012, 2nd ed) and *The Mentee's Guide Making Mentoring Work for You* (2009) address mentoring from a broader context and the mentor's guide includes chapters on "The Context of Difference" and "The Context of Connection". These are topics that are receiving attention from the recently established National Research Mentoring Network (NRMN, <https://nrmnet.net>). NRMN recently hosted a webinar: *The Importance of Culturally Responsive Mentoring* during which the panelists discussed the following questions: "Who might be excluded based on the way the program is set up? How can I detect engagement? and How do I create a "safe space"?" A lead panelist for the webinar, Angela Byars-Winston is Co-PI with Christine Pfund (co-author on *Entering Mentoring*) on a NIH funded grant focused on "...how mentors and mentees define cultural diversity awareness and how relevant it is to the mentoring relationship." Results will be used to establish research-mentor training.

Members of CUR-URPD have been focusing on how to best implement mentor training and support on their own campuses. Sessions at CUR 2014 (University of Washington - Janice DeCosmo and Jennifer Harris's ...*Learning Community for Mentors...* session) and URPD 2015 (University of Wisconsin - Eau Claire - Robert Eierman and Karen Havholm's *Mindful Mentoring...* session) discussed the strengths of Faculty Learning Communities (FLC)/Communities of Practice (COP) focused on mentorship. The take home message from the Washington FLC group is "mentoring is a learned skill just like teaching" and lists "guidance and meeting mentee where he/she is" and "help towards independence" as key expectations that undergraduates have of a super mentor. The group at Eau Claire worked to develop a definition of effective mentoring to be used to guide the implementation of mentor professional development and a mentor excellence award. Mentors tested interventions for their mentoring practices and assessed their impacts. At the Fall 2015 CUR Institute on Institutionalizing and Sustaining Undergraduate Research Programs Linda Blockus from the University of Missouri discussed their "Entering Mentoring" workshop targeting graduate students and postdocs in STEM (modeled on the *Entering Mentoring* program, but adding in letters of recommendation, diversity, and dealing with students in crisis). She also described Mizzou's "Best Practices in Undergraduate Mentoring" open-faculty discussions held once or twice a semester that has included topics such as: the abstract writing process, establishing expectations, and planning productive programs. The common thread is "gathering of like-minded faculty from a variety of departments that want to share ideas". In my view, sharing our practices is the greatest value of our URPD network!



Q&A

By: Suzanne Rocheleau, Drexel University

Do your institutions formally recognize undergraduate students who have participated in undergraduate research activities, and if so, how?

Most universities continue to have no formal recognition program for students who participate in undergraduate research. Recently, however, several universities have implemented programs that provide recognition at graduation and on transcripts. Some examples include:

Although there is no 'certificate' program for undergraduate research, there is a Provost Award for Excellence in Undergraduate Inquiry & Creativity that is awarded to both faculty and students through a competitive nomination process. *MaryLynn Quarteroli (Northern Arizona State)*

Over the next two years, 100% of all undergraduates at Florida State University will participate in undergraduate research. The Garnet & Gold Society affords membership to students who participate in 3 of 5 engagement areas: research international, leadership, service and internship. Students receive a medallion at graduation. This is similar to the Burnt Orange Society of the University of Texas (Austin). *Joseph O'Shea (Florida State University)*

Student transcripts reference an RS designation for research-intensive courses; OSCAR Fellows receive special graduation cords. *Bethany Usher (George Mason University)*

Continued on page 3.

Spotlight: Partnering Wisely

By: Korine Steinke Wawrzynski, Michigan State University & Julie Morris, University of South Carolina

Not everyone on our campuses may be familiar with undergraduate research and its benefits. Often, some of our best advocates are existing offices that already work with students in other capacities. These units are interested in helping students make the most of their undergraduate experiences and guide students on ways to become involved in curricular and co-curricular opportunities that enhance their learning. A great example of collaborating wisely is the University of South Carolina (USC).

The Undergraduate Research Office at USC partnered with TRiO Programs and Residence Life/Living-Learning Communities to create awareness about undergraduate research, communicate benefits, and increase participation among special populations such as minority, first-generation, low socio-economic status, and first- and second-year students. The partnerships involved targeted marketing materials, educating staff, and presenting tailored presentations for each population regarding getting started in research. These activities helped their partners meet some of their goals of getting their students involved in high-impact practices, such as research.

Their partnerships strengthened, as both the Undergraduate Research Office and their partners saw clear benefits for their students. Each program set aside a small pool of money for grants specifically for their students to engage in research. The amounts vary from \$4000-\$14,000 per year with the grants for each student ranging from \$500-\$1000. The Office of Undergraduate Research manages the review process and makes award recommendations. Both units share marketing responsibilities, while the partner determines final award decisions and manages monetary disbursements. Other programs have followed and now six grant programs provide up to \$56,000 per year, a significant investment for students that would not be possible without these partnerships.

Take another look at your campus to find offices that regularly engage with students such as advising offices, housing and residence life, multicultural affairs, and first-year/orientation programs. Collaborating with these units can broaden your outreach and increase student awareness about undergraduate research as a viable learning experience.

Lessons Learned: Creative Inquiry and Undergraduate Research

By: Tim Fehler, Furman University

With over 1,000 projects since the initiative's inception ten years ago, Clemson University's Creative Inquiry (CI) has blossomed into a model program for facilitating undergraduate research projects across the entire campus. During the fall 2015 semester over 2,600 undergraduates were enrolled in 381 problem-based projects. CI teams average approximately eight undergraduates per project, but the size of the teams vary considerably based on the individual project goals and objectives. Most projects are designed to be long term, spanning across two, four, or more semesters. Students can enroll in new projects or are able to join ongoing projects that are recruiting additional members. Project proposals arise from student-based initiatives or as faculty proposals; however each project has at least one faculty (or graduate student) mentor if not a cross-disciplinary team of mentors. Creative Inquiry projects have produced more than 450 presentations at professional conferences, 218 publications, 20 books and have earned 38 awards. In 2012, the student-led Creative Inquiry magazine Decipher began. The seven original students had previously been members of a CI project themselves, and the students began documenting the experiences of many undergraduate research teams. This 64-page magazine continues to showcase the stories of over 30 CI projects annually and has evolved into an app as well as a segment on the university internet-based Clem-



Q & A, cont.

Drexel University has recently introduced a research fellowship program, SuperNova, that recognizes and rewards students who integrate undergraduate research into their academic curricula. Students who earn 32 points are recognized as Undergraduate Research Fellows on their transcript, and will be recognized at graduation. *Suzanne Rocheleau (Drexel University)*

UGR is recognized in a variety of ways: 1) through direct funding of student research and through travel grants, 2) through fall-spring symposia and 3) individual students are featured through public relations and outreach. *Anne Boettcher (Embry-Riddle Aeronautical University)*

We recognize students who have participated in a one year undergraduate research capstone with a medallion which is approved for wearing at the graduation ceremony. Students' names are listed in the graduation ceremony program and the accomplishment is listed on their transcript. This is an officially recognized Honors Distinction (accomplishable even if the student is not a member of any other honors society. *Sumana Datta (Texas A&M University)*

URPD NewsBriefs Committee: Julia Spears (Editor, jmspears@umich.edu), Anne Boettcher, Pascale Lafrance, Kimberly Schneider, Korine Steinke Wawrzynski. Section contributors: Donna Chamely-Wiik, Tim Fehler, Vanessa McRae, Mary Lynn Quartaroli, and Suzanne Rocheleau.

Lessons Learned, cont.

son TV called DecipherTV. Descriptions of current projects and the Creative Inquiry program data (along with an archive of Decipher and the app) can be found at the website: <http://www.clemson.edu/ci>. CI projects span all majors, and many of the projects involve cross-disciplinary research teams. Students receive academic credit, as each CI project is associated with a course that carries CI designation. As the program grew in popularity and scope, the administrative needs expanded dramatically. The Creative Inquiry office has grown to include four people with the Provost's office support contributing over \$1.5M per year. CI projects are eligible to receive up to \$300 per team member in awards, with a maximum of \$2,000 per semester. Dr. Barbara Speziale, Director of CI, and the program's Information Resource Consultant, Jon Harp, presented at the 2015 URPD meeting in Norman, OK. In order to facilitate the administrative nuts and bolts of managing the projects, Jon Harp created a designated IT platform and website that allows for tracking and management of projects from the proposal through completion. Strong institutional support has been key to the program's success.

URPD Updates & Accomplishments

Congratulation to Carol Bender who was named an AAAS Fellow for her contributions to undergraduate research and the assessment of such (<https://uanews.arizona.edu/story/three-ua-faculty-members-named-aaas-fellows>).

Congratulation to Sumana Datta, who was promoted to Assistant Provost for Undergraduate Studies and Executive Director for their LAUNCH program and was also promoted to full professor of biochemistry and biophysics at Texas A&M University, and Donna Chamely-Wiik's promotion to Assistant Dean for Undergraduate Research within Undergraduate Studies and Associate Scientist within the Department of Chemistry and Biochemistry at Florida Atlantic University.

Welcome to Sean Burns as the new Director of the Office of Undergraduate Research and Scholarships at UC Berkeley, and to Lorraine Silver Wallace as Director of the Undergraduate Research Office at The Ohio State University. Wallace is an associate professor in the Department of Family Medicine, College of Medicine, and holds adjunct appointments in the Colleges of Public Health and Education and Human Ecology.

Anne Egger, assistant professor of Geological Sciences and Science Education, was recently appointed the Director of the Office of Undergraduate Research at Central Washington University. Egger served as a GeoCUR Councilor from 2010-2013.

Kimberly Schneider, Alison Morrison-Shetlar and Donna Chamely-Wiik were awarded a \$1.8 million collaborative grant from the National Science Foundation entitled COLLABORATIVE RESEARCH: L.E.A.R.N.ing To Build SpromoTEM Research Communities- A Proposal to Strengthen, Expand, and Disseminate a Successful Retention Model. The three collaborating institutions involved in this NSF grant include University of Central Florida, Western Carolina University, and Florida Atlantic University respectively.

Jenny Olin Shanahan and Jennifer Manak published Learning to SOAR: Partnering with Underrepresented Students in Research in Teaching and Learning Together in Higher Education. Jennifer S. Stanford, Suzanne E. Rocheleau, Kevin P.W. Smith and Jaya Mohan published, "Early undergraduates, in Studies in Higher Education, 2015

George Mason University was recently awarded one of the inaugural the CUR AURA Awards. The initiative was led by Bethany Usher, Director of Student as Scholars and Stephanie Hazel from the Office of Institutional Assessment. Allegheny College and The College of New Jersey were also awarded an inaugural CUR AURA Award.

Sean Burns was awarded the UC Berkeley Chancellor's Faculty Civic Engagement Award (2014) and the American Cultures Teaching Innovation Award (2015).