



UNDERGRADUATE RESEARCH PROGRAM DIRECTORS

NewsBriefs

Message from Our Chair By: Anne Boettcher

While many of you already utilize the CUR Characteristics of Excellence (COEUR) document, you may not be familiar with the document's evolution. Because of its significance to our division, I thought it would be helpful to provide a short overview of its history and some of its applications. As the "voice of undergraduate research," CUR believed it would be useful to develop a set of standards for the development and growth of undergraduate research programs – a set of best practices.

As described by Linda Blockus, one of the three co-authors (along with Roger Rowlett and Susan Larson), "COEUR was developed as a map or guide for institutions to use in self-study and in prioritizing resources. It was designed to have broad applications, with the recognition that one-size does not fit all, but that it could serve as a template from which to draw on." CUR - COEUR is essentially a summary of practices and policies drawn from many years of collective experience within CUR institutes, workshops, and program reviews. From my own perspective, it has been incredibly useful in discussions with senior administration on the current standing of the program and in our development needs.

The Executive Summary (http://www.cur.org/assets/1/7/COEUR_Template.pdf) has proven particularly useful as, in a one-page document you can highlight your successes, current needs, and future aspirations. CUR continues to examine the applications of this document and, as described by Janice DeCosmo, a member of the CUR COEUR Task Force, "Our group is currently exploring the possibility of CUR setting up a means to recognize exemplary undergraduate research programs, and to learn from institutions the variety of ways in which the Characteristics of Excellence are realized." Roger, Susan, and Linda will be presenting a "flipped" session on the topic at CUR 2014: *Using COEUR to Advance the Institutional Culture of Undergraduate Research*. I hope you will consider joining them for this session and I look forward to seeing you in Washington, DC.

Spotlight: Monitoring and Assessing Campus-Wide Involvement By: Kimberly Schneider and Linda Sullivan

Undergraduate research programs struggle to capture research activity and impact. At many universities, especially ones with large student bodies, it is difficult to develop a long-term plan to determine the number of involved students and monitor that impact over time. In 2012, the Office of Undergraduate Research (OUR) at the University of Central Florida partnered with the Institutional Knowledge Management (IKM) office—the university's institutional research unit that works campus-wide to provide actionable information to facilitate and enhance decision-making, strategic planning, and assessment for UCF—to develop a data mart for this purpose. This project's definition of research includes students who work with faculty mentors on research or creative projects outside the classroom. Students involved with the following are included in the data mart: structured research programs (e.g., honors theses), enrolled in independent research credit (0-12/ semester), paid from most external grants, and/or have presented their work at the campus showcase. Volunteers are not included in this data mart, but the 0-credit option for independent research was created to help capture these students.

Students and their faculty mentors are linked and identified by unique campus identification numbers. This information, along with number of terms involved, is uploaded into a custom data entry page. Through the data mart, we are able to identify and report on unique students, even though many participate in multiple programs. We are also able to report how many faculty members are mentoring students. One of the many strengths of this work is that the characteristics of the student researchers can be compared to the undergraduate population as a whole. Yearly, we can review the number of students involved within a college and department, as well as the number of faculty.

We are working on numerous strong and unique assessment plans, such as personal reports for faculty tenure and promotion portfolios. We also plan to track students into the work force and/or graduate school, and we will be able to send formal assessments to specific populations. Additionally, to identify more independent research students, we plan to encourage more faculty to use the 0-credit hour option. Learn more about this topic at the CUR 2014 program, called *Two Models to Create an Undergraduate Research Profile* with Joe O'Shea at Florida State University.

Upcoming Events

Council for Opportunity in Education 33rd Annual Conference

September 7-10, 2014
(Washington DC)
www.coenet.us

GLOBAL LEARNING IN COLLEGE: Cross-Cutting Capacities for 21st-Century College Student

October 16-18, 2014
(Minneapolis, MN)
www.aacu.org/meetings/

Pre-ISSOTL CUR Symposium

October 22, 2014
(Universite Laval, Quebec City)
www.CUR.org

Transforming STEM Higher Education

November 6-8, 2014
(Atlanta, GA)
www.aacu.org/meetings

CUR Biannual Conference Mixers:

URPD Mix and Mingle
(June 28 8:30PM)

URPD Mentor / Mentee Mixer
(June 29 5:45PM - 7:15PM)
(June 30 4:30PM - 6:00PM)
linked to poster session



Q&A

How are Faculty Compensated for Work with Undergraduate Researchers?

Results from the faculty compensation survey sent to URPD and CUR (N=61):

Survey responses were evenly distributed to four-year Bachelor's, four-year Master's and four-year Doctoral institutions. Half the respondents are public institutions; half the respondents had student populations of 10,000 or more.

Most common recognition: 1) web page story, 2) event announcement or presentation and 3) UGR mentor award with cash or other financial incentive.

Most common reward: 1) small (\$1000 or less) research funds, 2) small (\$1000 or less) personal funds and 3) "swag" (mugs, plaques, posters, nameplates, etc).

UGR mentoring was most often counted as teaching productivity, although one third of respondents received research credit.

Virtually no one received teaching or service release.

URPD NewsBriefs Committee:
Kimberly Schneider and Julia Spears
(Co-Editors, KRS@ucf.edu), Anne Boettcher, Pascale Lafrance, Korine Steinke Wawrzynski

Lessons Learned: Maximizing Resources for UR through Campus Partnerships

By: Korine Steinke Wawrzynski

Increasing student awareness about undergraduate research (UR) as an educational opportunity can be difficult, especially if you have limited resources or a small staff. In an era of declining resources, it becomes critical to do more with less. All too often, however, we overlook potential partners on our own campuses. When looking to partner, choose departments and/or people who are interested in achieving similar outcomes, and consider how a particular unit might help you promote UR and then reflect on how working with the UR office might benefit the other unit. Tapping into these potential partners can help expand your outreach and increase student awareness of UR.

A great example of "collaborating wisely" is through a partnership with the Office of Admissions at Michigan State University (MSU). My goal was to increase student awareness about UR—what it is and how it benefits students. I was running a one-person office with one graduate assistant, yet I had to reach 37,000 undergraduate students. I collaborated with the Admissions Office in the following ways:

- Made a UR presentation to admission counselors that provided an overview of UR, benefits, and key talking points.
- Provided "real life" student research examples that used pictures of students and easy-to-understand language about the students' research and its significance. These PowerPoint slides eventually evolved into an UR view book that showcased research and creative activities across the university. Many offices (especially admissions and advising) use these books to increase student awareness of UR as an opportunity.
- Found current undergraduate researchers to give presentations at special admissions events.

Drawing back to the "collaborating wisely" theme—I helped the admissions office by providing very real examples of what students could do with a MSU education that resonated with prospective students and their parents. They helped me by sharing my materials and educating students about the dynamic potential of UR to thousands of students even before they enrolled at the university.

Carefully examine campus partners. Consider collaborating with housing and residence life offices, first-year programs, and orientation offices to help you reach out to undergraduate students. Working with multicultural affairs or TRIO programs could help you increase diversity in your UR programs, while working with your development office may help raise funds or identify sponsors for travel grants or research symposiums. Learn more about this topic at the CUR 2014 program, called *Maximizing Resources for Undergraduate Research through Academic and Student Affairs*.

URPD Updates & Accomplishments

- Welcome Mike Cohen as the new Assistant Director in the Office of Undergraduate Research at the University of Missouri.
- Linda Blockus was named to the Editorial Advisory Board for SACNAS News.
- UW-Eau Claire's International Fellows Program won the 2014 Andrew Heiskell Award for Innovation in International Education from the Institute of International Education.
- The University of Arizona, Michigan State University, and Texas A&M University were among the 12 institutions nationwide to receive a 3-year Beckman Scholars Award.
- The American Society for Pharmacology and Experimental Therapeutics (ASPET) awarded the University of Arizona a three year SURF grant to support 5 ASPET SURF students.
- Northern Illinois University became an affiliate institution with the Louis Stokes Midwest Center of Excellence (LSMCE.org) to broaden participation in STEM fields.
- Welcome to the new and returning URPD Councilors elected this spring: Linda Blockus, Sumana Datta, Tim Fehler, Joseph Flaherty, Ashley Hagler, Kimberly Reiter, and Julia Spears.

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