



COUNCIL ON UNDERGRADUATE RESEARCH

2023-2024 Elections

Undergraduate Research Programs Division: Division Representative Slate

Position Purpose: The work of Divisions is done by Division Representatives who advance undergraduate research by providing networking opportunities, activities, and educational content. Their aim is to create and foster community and value within the organization. Representatives support the members of their division in activities and programs that align with the CUR strategic plan, mission, vision, and values.

Needed Qualifications:

- Familiar with CUR and it's mission
- Passionate about or had mentor experience in undergraduate research
- Showcases thought leadership in undergraduate research
- CUR Membership (once elected)
- Previous volunteer experience, not required but

There are 10 individuals running.

You may vote for up to 7 of the candidates presented to be elected as representatives for this division.

Candidate information is presented on the following pages. Click on each candidate name below to be taken to their Information In the document.

- [David Salomon](#)
- [Sarah Humfeld](#)
- [Kevin Walden](#)
- [Sarah Ferstel](#)
- [Donna Chamely-Wiik](#)
- [Marie Sheneman](#)
- [Jeffrey Ratliff-Crain](#)
- [Jon Crider](#)
- [Jordan Cofer](#)
- [Adam Neal](#)

David Salomon, Christopher Newport University

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

I am the founding director of student research and creative activity. I opened our office 6+ years ago. Since that time we have surpassed the goal in our QEP of 30% involvement (we were at 37% last year), and I have developed myriad new programs that have all been very successful.

In what ways have you helped promote diversity and inclusion in URSCA?

My institution is a PWI, but I have worked hard with our Office of Diversity to expand and reach out to students of color and differently-abled students (including a large initiative for first-generation students). We offer grants to students in each of these areas.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

I have been a leader and a voice for UR for many years. This is clear in my conference presentations (many at ConnectUR/CUR Conference) and publications. My work closely aligns with the interdisciplinary goals that currently important, not only in academic but globally. As I wrote in one publication, "the future is interdisciplinary." I also firmly believe that all research involves creative activity, and all creative activity involves research. So I respect our work across all disciplines.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

I've been on URPD for some years now, as Secretary, then Vice-Chair, and currently as Chair. I led the charge to set up a CUR Community for URPD.

Sarah Humfeld, University of Missouri

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

I have served as the Assistant Director in the Office of Undergraduate Research at the University of Missouri for the past 3.5 years. The mission of our office is to “foster and support mentored undergraduate research, scholarship and creative activity in a premiere research environment.” When I moved into this position in May of 2020, our community was struggling in the midst of COVID shut-downs, forcing us to look at this mission statement with new eyes. To support our students during this time, we substantially increased the workshop programming provided by our office. Monthly in-person workshops were replaced with a slate of 30+ Zoom presentations per semester. As our students returned to campus, we discovered that the demand for these educational resources did not diminish. We have continued to provide programming to help students learn about academic research and how to get involved, develop their research communication skills, articulate their research experiences in terms of workplace competencies, maximize their experiences with fellowships, summer internships and graduate school, and grow into a responsible and ethical researchers. As a part of this programming, we have deepened collaborations with partners around campus, including fellowships advisors and academic research librarians. The status of research as a high-impact practice has increased on campus as a result of our programming. The University of Missouri is a large land-grant university, but our vision remains to ‘advance a culture where all undergraduates engage in high-quality research.’ I am proud to play an important role in hosting conversations about research and creative scholarship that cross disciplinary boundaries and welcome students at all levels. My work involves hosting research forums, advising individual students, and facilitating research programs... but the workshop programming is where I feel that I have most effectively moved the campus culture and conversation around undergraduate research.

In what ways have you helped promote diversity and inclusion in URSCA?

I am proud to be a member of the scholarly community at my state’s land-grant, flagship university and I take seriously our charge to provide higher education opportunities for all citizens of our state. I also acknowledge that opportunities to participate in high-impact practices are not yet equitably accessible to all our students. Research shows that students least likely to engage in undergraduate research (ex: first-generation students), benefit the most from the experience! I have worked in a variety of ways to proactively invite diverse students into URSCA:

- Course-based undergraduate research experiences (CURE). In collaboration with our university’s Teaching for Learning Center (T4LC), I have worked to initiate and sustain campus-wide conversations about the value and implementation of CUREs. When authentic research experiences are embedded within a curriculum, all students are exposed to the practice of research, short-circuiting the unconscious bias of faculty inviting only the ‘best’ students to participate in research. In May 2023, I organized a panel of experienced instructors to discuss their CURE’s with members of the Mizzou community (“What is the CURE? Designing and Implementing Authentic Course-Based Research Activities for your Class,” 2023 Celebration of Teaching Conference). In the next two years, I hope to work with the T4LC to initiate a ‘community of practice’ on this topic.

- Targeted Pathways. Beginning in Fall 2023, staff in the Office of Undergraduate Research meet twice monthly with staff from our TRiO program, First Generation Student Initiatives Office, and Center for Academic Success and Excellence (CASE). Our goal is to identify new processes to proactively inform and support students who might be less likely to engage in undergraduate research.
- Group outreach. I work with leaders of two of our social justice centers (Gaines Oldham Black Culture Center, Multicultural Center) and CASE scholarship cohorts to give presentations about undergraduate research.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

I am eager to apply my diverse skills to support and promote high-quality mentored undergraduate research. As the Assistant Director in Mizzou's Office of Undergraduate Research, I leverage my skills as a researcher (life sciences), research mentor, instructor, and academic advisor. These experiences allow me to smoothly navigate interactions with, and consider programming for, faculty, instructors, administrators, and students. Engagement with diverse stakeholders will help fulfill the vision we have at our university, as well as contribute to a national conversation about sustainable undergraduate research programs. My collaborative outlook prompts me to look for exciting partnerships with campus colleagues: study abroad, service learning, social justice centers, first-generation student initiatives. I would appreciate having the opportunity to consider exciting areas of overlap and collaboration with organizations such as NACE and NAFSA. I feel that my greatest strength lies in the area of 'teaching' and I would value the opportunity to support professional development opportunities for various populations served by CUR. I am especially passionate about working with post-docs and young faculty, whose outlook and practices relating to research mentorship will shape the research experiences of students in the coming decades. I train mentors using the Entering Mentoring curriculum, and I am excited to consider how to facilitate these sorts of learning opportunities at a national scale. Finally, Diversity, Equity and Inclusion is the goal in the Strategic Plan for which I have the greatest passion. Not only would I appreciate the opportunity to share what I know about this work, but to continue learning from others in this important area. After attending ConnectUR meetings over the past three years, I know that this is a passionate community with a wealth of experience. I hope that I could contribute my strengths as a Representative for the Undergraduate Research Programs Division.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

No response provided.

Kevin Walden, George Washington University

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

I have proudly served as an ambassador for undergraduate research for 14 years. During nearly six of those years, I have served in professional office roles at West Virginia University in Morgantown, WV and recently at George Washington University in Washington, DC. I have strived to create positive student impacts aligned with the WVU land-grant mission and sought local, national, and global transformation at both of my institutions. I am passionate about undergraduate research programming, its long-term sustainability, and its systematic development. Notably, I played a supervisory role in relaunching a lapsed undergraduate research journal and mentoring students seizing significant opportunities in scholarships, careers, and graduation education. Despite budget constraints, I secured the resources needed to continually lead annual university-wide excursions to the National Conference on Undergraduate Research and Posters on the Hill in Washington, DC. I have had one-on-one appointments with hundreds of students, and have leveraged institutional resources to offer them a learning experience unencumbered by circumstance. I entered the undergraduate research community in 2010 as an undergraduate researcher in sociolinguistics. At that time, I played a role in destigmatizing Appalachian identities and dialects, and the experience was life-changing for me. This experience, especially meaningful coming from a rural, low-income, single-parent household with the equivalent of a first-generation background was immensely transformative. UR provided me the scaffolding to thrive in higher education, and I am dedicated to sharing this high-impact experience, particularly with those who can benefit the most. I believe assets like unveiling the “hidden curriculum,” professional networking and mentoring, identity development, and technical skill-building are invaluable to students in the 21st century. This year, I affirmed my commitment to the integrity of undergraduate research programming by earning a certification as a Project Management Professional. I hope to further extend this commitment as a CUR divisional representative.

In what ways have you helped promote diversity and inclusion in URSCA?

In my various roles, I've prioritized creating an inclusive environment for students of all backgrounds, particularly through event planning, web design, and communications. For example, I have developed campus partnerships to strengthen and promote campus organizations such as the Louis Stokes Alliance for Minority Participation (LSAMP) and the First2 Network. LSAMP seeks to broaden the participation of students from populations underrepresented in the sciences, while First2 supports rural, first-generation populations in STEM disciplines. To increase visibility and impact of LSAMP, I collaborated with stakeholders to develop and launch a webpage for students seeking funding opportunities and community. Ensuring that student leaders in both LSAMP and First2 student chapters had a platform, I invited the president and vice-president each year to speak and recruit at the annual “Intro to Undergraduate Research” networking events. Before the Covid-19 pandemic, I worked alongside our university relations team to ensure our website met accessibility standards compatible with screen readers. At the height of the pandemic, our campus shifted research symposia online, and I further ensured accessibility compliance by coordinating with the office of accessibility services to implement required measures like closed-captioning and supplemental and alt text, to support individuals with visual and aural needs. Finally, as a supervisor for the undergraduate research journal, I encouraged editorial recruitment from affinity groups and the LSAMP and First2 student chapters. As a journal, we recognized the

powerful impact editors play in adjudicating who is visible and who can be silenced throughout the publication process, and we took accountability for this role. Moreover, I supported students in gaining approval for a land-acknowledgement statement. I advocated for this initiative by submitting the statement and engaging with the WVU Honors DEI committee. With the support of training and education, I seek to embrace awareness, serve as an advocate and create impact.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

I hope to continue leveraging my skills and experiences in program management to reach across institutions and strengthen networks of undergraduate research. Specifically in a CUR divisional representative role, I expect to practice emotional intelligence and interpersonal skills, process skills including working efficiently and effectively, and responding to the unique environments of different organizations and institutions. In the spirit of collaboration and community, I would be excited to strengthen existing initiatives within CUR and across institutions as well as develop consortiums across colleges and universities. Regarding existing initiatives, I would seek opportunities to gather stakeholder input through assessments and ensure members of the community are appropriately supported in carrying out undergraduate research. I am also eager to learn from leaders in the CUR community about the potential impact and needs of ongoing initiatives. Additionally, If I am afforded the opportunity to innovate a cross-institutional network, I would be eager to spearhead an initiative such as a new conference or networking opportunity for student-led undergraduate research journals across the country. In relaunching the undergraduate research journal at WVU, we regularly sought input from other undergraduate research journals, and longed for a more formally structured opportunity to exchange ideas and discourse about undergraduate research journal practices. I believe an initiative directed from within CUR could provide this opportunity to students. Ultimately, I believe stakeholders for the undergraduate research community include students, higher education, and the general public, and that a strong undergraduate research community will improve the quality of life of both those immersed in conducting research as well as those on the receiving end of research. Leading and implementing undergraduate research projects and programming demands attention to its sustainability, partnerships, and ensuring that projects and programming are diverse, equitable, and inclusive from the start.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

No response provided.

Sarah Ferstel, Louisiana State University

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

I have worked for LSU's undergraduate research program, LSU Discover, for the past 10 years in various staff positions and have served in my current role as Associate Director of Undergraduate Research for the past 4 years. As Associate Director, I am tasked with setting the strategic plan, running the day-to-day operations of our program, promoting research opportunities to students, working with faculty mentors, and developing new resources for students. LSU's status as an R1 institution puts research at the core of our mission and I have worked to make sure that the student researchers are considered an essential part of the research production of the university. Included in LSU's mission is the goal to prepare students for "lifelong success" and so I envision LSU Discover as a preparatory program for those students who wish to pursue careers in research. During my time with LSU – I have been with the program since its inception - I have run the student conference every year, established student research and travel stipends, developed a graduation distinction for outstanding research students, taught workshops, presented to faculty groups, led our faculty advisory board meetings, and sought funding for our program. Through my work in all of these areas, my aim has been to provide students with the information and resources they need to succeed and worked to align the program mission with the university.

In what ways have you helped promote diversity and inclusion in URSCA?

In the past few years, I have focused our efforts to better serve the growing number of 1st gen and low-income students at our institution. I have partnered with our campus' McNair Scholars program director to create a freshmen research program for Pell-eligible and 1st-gen students. We aim to expose these student populations to faculty research and engage them in undergraduate research as early as possible. By bringing these students into research early in their college careers they can fully participate in research and work towards experiences, such as conference presentations and publications, which will advance their abilities to pursue graduate education and employment. A key component of this program is that students are paid an adequate wage for their time spent on program activities and time spent on research with their mentors. At LSU, the number one reason students leave the university is because of financial constraints. Knowing this, I have made efforts to ensure that low-income students can participate in paid undergraduate research experiences. Additionally, I advocate for students to be paid a living wage, often individually emailing faculty mentors to explain to them why they should increase their student's pay and how to do so within our student payment system. I also work closely with our institution's Student Employment Office and the Financial Aid & Scholarship office to advocate for fair pay for research students and to increase their funding when possible.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

In my role as Associate Director of Undergraduate Research, I work closely with students and faculty from a broad range of disciplines and backgrounds. I have worked with students and faculty across colleges and departments to understand how best to meet the needs of research students in their specific disciplines. I am sensitive to the needs of others and often seek out input from the campus community.

I usually summarize my position as having two main goals: 1) connecting students to research opportunities, and 2) providing resources to research students. To achieve these two goals requires working and collaborating closely with faculty, administrators, and students and continually keeping up to date with the needs of our students and their mentors to ensure robust and worthwhile participation. Collaboration and community-building are essential parts of my position. In particular, I believe my successful work with our program's faculty advisory board and as the advisor to our Undergraduate Research student organization have given me years of experience from which to draw to foster community and work with others towards a common goal.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

N/A

Donna Chamely-Wiik, Florida Atlantic University

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

I am the founding director of the Office of Undergraduate Research and Inquiry (OURI) at FAU. I now serve as the Associate Dean for Undergraduate Research and Prestigious fellowships, overseeing both the Office of Undergraduate Research and Inquiry and the Office of Prestigious Fellowships. In support of our institution's mission for expanding undergraduate student engagement, we have expanded the OURI program offerings to include both curricular opportunities such as a university-wide undergraduate research certificate and Research-Intensive Course designation for CUREs, and co-curricular activities which include faculty-mentored academic and summer research opportunities, undergraduate research grants program, Summer fellowships, annual undergraduate research symposia, and a peer-reviewed research journal. Our office supports a peer mentor program and is guided by a faculty Liaison group that represents all colleges. We also offer recognition for both faculty and students who engage in research and inquiry in all forms.

In what ways have you helped promote diversity and inclusion in URSCA?

Since our institution is a Hispanic Serving institution, and FAU is the most diverse institution in the Florida State University System, OURI placed this at the heart of our efforts by establishing a "Undergraduate Research for All: OURI strives to inspire curiosity through inclusive, innovative, and collaborative scholarly activities." as the OURI vision. In support of this vision, we have eliminated GPA requirements for any of our programs. We also direct market to students and give classroom and program presentations across campus inviting students to learn more. We have established partnerships with others on campus who share this mission. E.g., an Educate Tomorrow partnership to support students who have experienced homelessness or have been in the foster care system and offer stipends to get these students engaged in research, and partnership with Kelly Strull program for first-generation students and LINK program for transfer students, to engage them in undergraduate research. I was also Principal Investigator of an NSF grant which focused on underrepresented students and first-generation STEM student early engagement in undergraduate research called LEARNR. LEARN offers a year-long research learning community for freshmen and AA transfer students to engage in research the first semester on the university campus. Now in its 8th year, the NSF LEARN program was so successful in demonstrating positive student success gains, that the program is now sustained beyond NSF funding by our Provost's office. In 23-23 we expanded to include a second cohort within LEARN - a non-STEM cohort. Finally, to ensure continuous data-driven decisions and directions, we have established tracking system for undergraduate research engagement within FAU where we can monitor student engagement by type, and always look at the data to do our best to ensure that there is a broad and diverse distribution of students who engage in research.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

Having established and expanded an office of undergraduate research, and changed the culture at my institution to prioritize undergrad research, I believe it is important to share the knowledge I have gathered and pay it forward as others have done for me in the past. My role as PI, consultant, evaluator, advisory board, and grant review committees related to federal grants and having served as AURA chair for several years, I am quite

familiar at the national level on the landscape of research with regards to the body of knowledge surrounding undergraduate research as well as successful programs and exemplar models. My role as councilor has offered me that opportunity within the URPD and CUR community, through giving presentations and workshops at conferences with colleagues including the CUR and AACU Conference. My engagements with URPD colleagues, those interested in building UR programs through SACSCOC and other accreditation bodies has allowed the opportunity to extend assistance to programs across the nation with developing and expanding their UR portfolio, as well as thinking of ways to utilize assessment to ensure diversity and inclusion. I also enjoy mentoring others and working with them to determine what their needs are but also to help them identify what potential barriers they may face as they try different things on their campuses and would like to continue to do that through CUR. I hope to continue working within URPD to share best practices of URR programs. Finally, mentorship is instrumental for new CUR division representatives as their perspective and expertise is so valuable within the URPD community. I recall how difficult it was to make connections within the existing organization and already-established collaborations. I hope to establish more intentional mentorship of new CUR division representatives and CUR members to include their voices into important conversations.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

- AURA Committee Chair: 2019-present
- SPUR and CUR Quarterly reviewer
- URPD Secretary 2017-2020
- 2023: Served on the opening plenary panelist for CUR annual conference entitled “Models of exceptional undergraduate research programs and initiatives”

Below I will present my efforts with CUR for the past 3 years.

AACU activities related to CUR

1. Chamely-Wiik, D. Boettcher, A., Phillips, L., and Straus-Sokup, J. (2024) “Recognition of Undergraduate Research/Creative Inquiry at the Institutional Level - Examples from Different University Types.” Association of American Colleges and Universities Annual Conference: Shaping the Future of Higher Education: An Invitation to Lead, Washington, DC.
2. DeCosmo, J., Chamely-Wiik, D., Resendes, K., Osborn, J., MacKinnes, I. (2020) “Undergraduate Research Experiences Embedded in Coursework and Scaffolded into Curricula: Addressing Equity and Culture. Association of American Colleges and Universities Annual Conference: Shaping the Future of Higher Education: An Invitation to Lead, Washington, DC.

ConnectUR

1. 2023: URPD pre-conference 3-hour workshop entitled “Building equity-centered undergraduate research, scholarship and creative inquiry”
2. 2022: Usher, B., Chamely-Wiik, D., and Boettcher, A. “Embedding Research into the Curriculum” 3-hour Workshop hosted at ConnectUR 2022 Annual conference, Washington, D.C. June 2022.
3. 2021: CUR workshop “Preparing-applying for Graduate School

Presented at ConnectUR every year: I will include just 3 years.

1. Hudson, A., Chamely-Wiik, D., Soberon, J. “Implementing, and Assessing Research Intensive Course Designations: Two Institution’s Approaches including evaluating the impact on student engagement.” ConnectUR 2023 Annual Conference, Pittsburgh, Pen. June 2023.
2. Chamely-Wiik, D., Phillips, L., Straus-Sokup, J., Boettcher, A. “Recognition of Undergraduate Research/Creative Inquiry at the Institutional Level Examples from Different University Types” ConnectUR 2023 Annual Conference, Pittsburgh, Pen. June 2023.
3. Schneider, K., Chamely-Wiik, D., Kwochka, B. “Undergraduate Research Transition Model Supports Student Success in STEM: FTIC Model adapted for Transfer Student.” ConnectUR 2023 Annual Conference, Pittsburgh, Pen. June 2023.

4. Chamely-Wiik, D. "Establishing and Implementing a University-wide Undergraduate Research Certificate" ConnectUR 2022 Annual conference, Washington, D.C. June 2022.
5. Schneider, K., Chamely-Wiik, D., Kwochka, B., Meeroff D. "Prioritizing Success of Underrepresented and First Generation Students: Transfer Student Research Communities". Council on Undergraduate Research Conference, June 2021.
6. Chamely-Wiik, D., Soberon, J. "Developing Collaborations, Partnerships, and Showcasing to Increase Diversity of Students Engaging in Research" Council on Undergraduate Research Conference, June 2021.
7. Merritt, J., and Chamely-Wiik, D. (2020) "Undergraduate Research Communities for Transfer Students: A Three Institution Collaboration" Council on Undergraduate Research Bi-annual Conference, Virtual.
8. Chamely-Wiik, D., Usher, B., Galli, D., and Straus-Sokup, J. (2020) "Recognizing Undergraduate Research Scholars via Transcript Notation" Council on Undergraduate Research Bi-annual Conference, Virtual.

Marie Sheneman, University of California San Diego

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

I work with two research programs at our institution: the McNair Program, a program that provides research opportunities for first-gen/low-income and/or underrepresented groups to support a path to earning a PhD and Regents Scholars Research Initiative, a program that provides students introductory research experiences as a first-year student. I work with students in all stages of the programs (recruitment, application, finding a mentor, social and professional development, events, course registration, etc.). Our institution's mission is to "transform California and a diverse global society by educating, generating and disseminating knowledge and creative works, and engaging in public service." By supporting students in both of these programs, I directly help students become more educated by generating knowledge from their research experiences. Additionally, I provide support for our undergraduate research conferences, which provide opportunities for students to disseminate the knowledge generated from their research experiences.

In what ways have you helped promote diversity and inclusion in URSCA?

I primarily work with promoting diversity and inclusion through my work with the McNair Program. We support low-income/first-gen and/or underrepresented minority groups in gaining research experience to support a path to earning a PhD in order to further diversify the doctorate. I recruit qualified students to the program and work on providing support to these students via research and graduate school workshops. Additionally, I have worked towards increasing field diversity and inclusion by promoting undergraduate research within the arts, humanities, and social sciences (A/H/SS). STEM students are overwhelmingly represented in our research programs and conferences. I strive to emphasize that all students can do research and make a concerted effort to recruit A/H/SS students. A couple of years ago, I held a workshop that included research talks from students in these majors, faculty who mentored A/H/SS students, and a representative from the Beinecke Scholarship to discuss A/H/SS graduate school and funding opportunities. This workshop's goal was to promote and encourage research in the A/H/SS by showing all angles, the students' experiences, the faculty experiences, and graduate school opportunities. Lastly, I have recently started coordinating our quarterly mini-conference (crassh.ucsd.edu) that highlights students doing research in these areas. This past quarter we had three students present research about identity representation in literature, music, fashion, theater, and voting.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

I have knowledge, experience, and skills creating and running activities and educational content for students. My strengths collaboration, organization, planning, content creation (determining programming needs that are missing, determining how to structure an activity). These skills will help me work with division members in activities and programs that align with the CUR strategic plan, mission, vision and values. For example, my experience observing a need and creating a workshop to promote arts, humanities, and social science research (discussed above) illustrates my ability to be responsive, innovative, and collaborative in supporting diverse, equitable, and inclusion culture and community. Additionally, I recently collaborated with the Study Abroad Office to offer a workshop on research abroad opportunities. This shows my dedication and ability for "Collaboration and Community" by working with other units to promote undergraduate research opportunities that expand across and beyond the campus.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

N/A

Jeffrey Ratliff-Crain, University of Minnesota Rochester

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

Beginning 1998, I have helped establish and supervise offices dedicated to supporting undergraduate research at 3 institutions, connecting with other high-impact, experiential opportunities (e.g., study away, internships, national scholarships). I have also directly mentored student research since 1989 in psychology. I am currently a co-PI on a multi-institution NSF LSAMP grant and campus coordinator to facilitate STEM research participation by BIPOC students and creating community around research. My current institution is an undergraduate health sciences campus where faculty engage in scholarship of teaching and learning (SOTL) as a primary research focus. That means research opportunities for STEM, health sciences students are primarily off-campus with Mayo Clinic and other institutions. As a small (< 1000), new campus that accepted its first students in 2009, there are challenges when building partnerships and supporting students at a campus level. I am now developing a center for student research, study away, internships, and national scholarships/fellowships in this different institutional environment.

In what ways have you helped promote diversity and inclusion in URSCA?

Stumbling into mentored research as an undergraduate was a game-changer for my professional trajectory and I remain grateful for that experience. I was, however, lucky to have that experience. As someone who benefitted as a student researcher, I continue to work to “pay it forward” with an eye toward increasing access and opportunity for students traditionally underrepresented in research. As noted, I am a campus coordinator and co-PI for a multi-campus, NSF-funded Louis Stokes Alliances for Minority Participation (LSAMP) alliance that specifically funds STEM research participation for BIPOC students. I had a similar role at my previous campus in a different LSAMP alliance, providing insight into different challenges and solutions for building community around research. My involvement at my current institution has facilitated connections with our partners offering research opportunities for students who otherwise may not seek out these experiences. Fully two-thirds of our students identify as a student of color, low-income, and/or first-generation college student. These are the primary students I am reaching out to with the new center.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

I bring experience from my background both as a faculty member and administrator (now back to full time faculty). Together, these experiences afford me with skills related to mentoring, organizing student presentations and conferences, securing funding, supporting other faculty, student recruitment, connecting research to career goals, assessing impacts, and more. Although I’m a long-term member of CUR, I have not had the opportunity to participate as deeply as I’d like. I have that opportunity now and wish to collaborate to learn and help build student participation in research.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

No response provided.

Jon Crider, Texas Tech University

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

Jon Crider, Ph.D., is the former director of the Texas Tech McNair Scholars Program, a graduate school preparatory program for undergraduate students from historically underrepresented groups and/or First Generation who demonstrate strong academic potential for graduate research. Jon has a lengthy background in serving first-generation, nontraditional and low-income students in undergraduate research. Before returning to Texas Tech to lead the McNair Scholars Program, he served as director of the McNair Scholars Program at Knox College. Jon is currently the Senior Director for TRIO Programs at Texas Tech, overseeing McNair, Student Support Services, Upward Bound, and Upward Bound Math & Science. He is also the past-president for the McNair Association of Professionals (MAP) an organization devoted to the training and support of McNair staff and alumni.

In what ways have you helped promote diversity and inclusion in URSCA?

The purpose of the McNair Scholars program is to prepare first-generation, low-income and underrepresented students for graduate studies. My staff, faculty mentors and I assist these students in completing an undergraduate research project and in compiling a competitive graduate school application. The program is challenged with diversifying those who obtain doctorates. We help provide information and opportunities for those students who sometimes get lost in the shuffle or lack the resources needed for going to graduate school. Our goal is to help a more diverse population of students enter and be successful as undergraduates and in graduate school. The number of students from historically underrepresented groups who earn a graduate degree is significantly lower than from other student groups. This ultimately means a less diverse pool of people with graduate degrees contributing to scholarly work and becoming faculty members. The ability to lead students toward a path they did not think was possible is a key way to not only forge a new path for these students but to also enhance the academic setting and work that is produced from these efforts. Every spring, I am honored to see my seniors graduate and witness the wonderful human beings they have become. I feel humbled to know that I played a small part in their educational journey.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

Over the last 8 years of my involvement with undergraduate research, I have helped 100s of students prepare for research, presenting their research, and applying to graduate school. As part of this initiative, I have organized conferences and provided opportunities for students to network with their fellow peers as well as with faculty and staff. Through my work with the McNair Association of Professionals, I have helped train 100s of staff and faculty on best practices for working with students in research. I know that my skills of bringing people together and discussing ideas and objectives for furthering the work will be valuable to the larger CUR community and stakeholders.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

No response provided.

Jordan Cofer, Georgia College

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

At GCSU, I oversee the Mentored Undergraduate Research and Creative Endeavors (MURACE) office. Since 2019, the office has reported to me, and I have actively participated by attending student club meetings, organizing panels and symposiums, attending conferences (such as NCUR), and offering logistical support for Georgia's Posters at the Capitol event. During this time, I advocated for increased resources for undergraduate research at GCSU. I wrote GCSU's application for the CUR AURA award (collaborating with several other mentors) and established the journal, Undergraduate Research, hosted at GCSU. I actively engaged with the Curriculum Committee to gain recognition for undergraduate research, collaborating with the registrar to implement a tracking mechanism for undergraduate research on campus. Additionally, I have helped change the funding structure for student travel, and provide more resources, including growing the number of summer research stipends awarded. We recently joined the Vertically Integrated Projects (VIP) consortium, and I've provided support to this initiative. I also worked to support our MURACE Director who converted the Undergraduate Research Conference into a Research Day, showcasing faculty, undergraduate, and graduate research. This change nearly quadrupled the participation and continued to raise the profile of undergraduate research on campus. Finally, I have worked closely with other units across campus to support undergraduate research. Through partnerships with offices such as University Communications, Enrollment Management, Student Life as well as the Academic Departments, we have strengthened undergraduate research across campus, while growing the awareness of the work faculty and students are doing together.

In what ways have you helped promote diversity and inclusion in URSCA?

While my role oversees undergraduate research, I worked with a group of faculty stakeholders (including the faculty director for undergraduate research) to start our Diverse Scholars initiative, which receives funding from the Provost's Office. This initiative was born from a comprehensive self-study focused on identifying and addressing the unique barriers faced by underrepresented students for participation in high-impact practices. For our undergraduate research initiative, one of the biggest obstacles to participation was a mindset issue. So the Diverse Scholars initiative is meant to encourage underrepresented students participation in research, scholarship, and creative activities largely through mentorship. Additionally, I serve as the chair of GCSU's Student Success Equity Intensive (SSEI). This initiative, which is funded by a Gates Foundation grant, plays a crucial role in advancing diversity and inclusion by actively working to improve recruitment, retention, and completion rates for underrepresented students at GCSU. The SSEI Initiative allows us to work with other institutions to learn more about the best practices for supporting our underrepresented students.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

At GCSU, I oversee the GC Journeys initiative, which includes our Mentored Undergraduate Research and Creative Endeavors office. Through this, I have worked with CUR on our AURA award, on supporting NCUR, and by encouraging GCSU faculty members to join CUR and volunteer for leadership roles. Based on my experience, I can facilitate discussions, forums, and events that encourage collaboration and knowledge-sharing among members. Additionally, I can help connect faculty with CUR Resources, which align with the CUR

strategic plan and values. I have supported faculty who are mentoring undergraduate research by creating professional development opportunities at my institution, such as the Fall Symposium, and trying to promote undergraduate research successes. Furthermore, I have worked with the state (Georgia Undergraduate Research Consortium) both to host statewide conferences as well as helping run the 'Posters at the Capitol' which showcases the top undergraduate student work for the state of Georgia. Finally, I help promote undergraduate research on a national scale through Undergraduate Research, which is a journal that I helped to start. During this time, I have worked with our faculty directors to make sure that our undergraduate research activities align closely with the CUR core principles. Based on my institutional experience and dedication to promoting undergraduate research, I will help contribute to the success of CUR by continuing to promote CUR principles and activities within my institution (GCSU), but also my state and even nationally. Overall, I am dedicated to supporting CUR, and the Undergraduate Research division's goals and objectives.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

No response provided.

Adam Neal, Southern Methodist University

Undergraduate Research Programs Division Nominee

NOMINEE STATEMENTS

Please comment on your involvement in undergraduate research activities in the context of your institution and its mission.

I have been working at Southern Methodist University for nearly 5 years as Assistant Director for Undergraduate Research in the Office of Engaged Learning. Our office hosts multiple programs, including Undergraduate Research Assistantships (paid hourly positions supporting faculty research) and Engaged Learning Fellowships (\$2500 grants for capstone projects). We also host a Summer Research Intensive (URAs also attend weekly workshops and symposium), and a summer REU in Data Science. Our office's entrepreneurship program will soon be folded into my purview as well. My role is multifaceted and includes such duties as: coordinating reviews of applications; issuing awards and processing reimbursements; coordinating payroll; producing semesterly showcase events; leading professional development workshops; coaching students; producing content for newsletters and social media; outreach; analysis and reporting; and collaborating with campus partners. The offices with whom I work the most include our University Honors Program, Office of National Fellowships, and Career Center, along with multiple departments that offer awards for undergraduate research. I have overseen drastic improvements in our processes, using technology to streamline and accelerate our work wherever possible. We have also refined our "brand," both in developing good visual design for our materials, but also creating better cadences for messaging. Maintaining visibility among the multitude of programs and events at a university remains a struggle, but the quality of our programs and media content makes us a go-to source for our marketing and development offices. SMU's reputation is currently driven by its professional schools (business and law), and our Provost pushing for R1 status. While URSCA does not directly affect rankings and classifications, it benefits retention and post-graduation plans, as well as creating a culture of celebrating the pursuit of knowledge. It is a privilege to play a small part in that initiative.

In what ways have you helped promote diversity and inclusion in URSCA?

SMU is a predominantly white institution, with students generally coming from affluent backgrounds. First-generation, low-income, and minority students often struggle here. My office has been successful in involving a higher percentage of these students compared to the university's demographics. We partner closely with the First Generation Initiative and with Rotunda Scholars, an honors program for underrepresented students. We heavily recruit from these groups. We also reward faculty with more research assistants if they choose students who are eligible for Federal Work Study. Most notably, I created and coordinate the "Engaged Learning Starter Award" (ELSA). This is a small, \$500 grant for rising second-year students to pursue a research or creative project over the summer. I co-mentor these students with faculty members and encourage the students to develop and expand their projects (after all, my office could award them with additional funding!). Originally, we awarded only first-generation and underrepresented students. We have opened this to all first-year and transfer students, but still recruit primarily from the organizations mentioned above. I also assist the National Fellowships office by advising students applying to the Gilman Scholarship (a State Department initiative for Pell-eligible students to study abroad). We have a decent acceptance rate (about 20%), and this activity introduces me to more students I can encourage to participate in URSCA. By meeting often and coaching students in the Gilman, ELSA, and our capstone Engaged Learning Fellowship programs, I have

developed strong relationships and made our office an additional “safe space” on campus—students regularly eat their lunch and do homework in my office. While hard to quantify, I think that might be the most impactful thing I have done here.

How do you anticipate your skills will help successfully uphold the Division Representative charge?

I am a true jack-of-all-trades, coming from a music background where I have taught classes and lessons, coordinated events, engineered recordings, spoken publicly, and published scholarship. I have worked as a teacher, nonprofit administrator, and higher-ed support staff, along with my current work in URSCA. In my role at SMU, I produce and edit most of my office’s marketing and educational content and lead our social media efforts. Under my leadership, my office has launched a video micro-workshop series and an orientation podcast in partnership with our Student Affairs division. We have also developed a robust content calendar with regular social media campaigns and blog posts. I lead the majority of our UR professional development workshops, where I am particularly keen on poster and slide deck design, speaking skills, and resumes/CVs. On the side, I maintain a blog—soundpudding.com—which contains interviews and professional advice geared toward graduate students in the arts. My posts on “the Composer’s CV” and performance royalties have proven useful (1000+ views of each). My varied skills can be put to use in multiple ways to support CUR’s mission. I look forward to helping CUR provide helpful and timely professional development opportunities, and I am eager to work with colleagues across the country to lift our students and programs.

If you have served a previous term as Division Representative (previously Division Councilor), are there any particular contributions during your previous term(s) that you would like to highlight?

N/A