## CUR Regional Workshop Program

## on Institutionalizing Undergraduate Research

## Self-Study for Follow-up Consultant Site Visit

**Instructions:**

The follow-up site visit is designed to help your team gain broader campus support for institutionalizing undergraduate research on your campus and building capacity for sustainability. The visit will provide the opportunity for an external expert to visit and meet with key administrators and faculty groups, deliver topical presentations, serve as a moderator for a retreat, etc.

It is ideal for your institutional team to meet as a group to formulate responses to each question of the self-study. Complete and submit your responses to the self-study online approximately 9 to 10 months after your initial participation in the regional workshop.

The information in the self-study will be used to help us identify an appropriate consultant to conduct the site visit.

***CUR will cover the honorarium and travel costs for the consultant. Your institution be responsible for providing funds for the consultant’s local travel, housing, and meals.***

### Institution Name \_\_Monmouth College\_\_

**Part 1 – Institutional Information**

1. Your institution name? Monmouth College

2. Name and professional title of the individual submitting this self-study? Ken Cramer, Professor of Biology, Coordinator of Integrated Studies

3. Which individuals on your campus contributed to the submission of this self-study (i.e., team leader only, the entire team, etc.)? Team leader, Ken Cramer with feedback from team

**Part 2 – Immediate Outcomes from the Regional Workshop**

4. What was the mission statement that your team institutional team developed at the regional workshop? (Please paste your team’s plan) Mission: – To create a culture of active and engaged students through student-faculty collaborative scholarship. To encourage original, creative and scholarly student work that models disciplinary ways of knowing.

5. What was your institutional team’s action plan? (Please paste your team’s plan here or upload a file)

• Desired outcomes/goals (short-term, medium-term, long-term)

• Strategies to achieve those outcomes

• Who is responsible?

• How will achievement of your outcomes be assessed?

CUR Workshop – Institutionalizing Undergraduate Research

**Monmouth College**

Ken Cramer, Marsha Dopheide, Logan Mayfield, Brad Sturgeon

Mission Statement – Create a culture of active and engaged students through student-faculty collaborative scholarship. Encourage original, creative and scholarly student work that models disciplinary ways of knowing.

# Goals

*Short-term (1-2 years)*

1. Increase the visibility and professionalism of the annual science poster conference. **Cramer.**

2. Increase student exposure to discipline-specific scholarship in first-year courses. Possibilities include incorporating more open-inquiry laboratories, journal clubs, etc. **All – Fasano**

3. Increase awareness and recognition of scholarship currently conducted on campus: dean’s newsletter, Pipeline, web stories, central web page with list of scholarship and links to department sites. **Dopheide**

4. As a bridge to a broader summer research program, extend the semester by two weeks (early) for students working on research (fall and spring semesters). **Sturgeon**

5. Join CUR using Chemistry journal/library fund. **Sturgeon**

6. Take skeptical faculty from variety of disciplines to NCUR conference to see models of UG research.

7. Have each discipline define “scholarship” in their own terms and how MC students could engage.

8. Fill the grant writer position. Talk to Jane/Lance – **Cramer**

9. Proselytize – administrators to lunch; presentation to President’s Council. **Debriefing of Jane --- All four of us**

10. Required Tri-Beta students to attend regional conference **(Baldwin)**

11. Dean support to send faculty who have proposal ideas to the institute. (Belschner, Cordery, Sturgeon)

*Medium-term (2-5 years)*

1. Apply for funds from the Dean’s quasi-endowment ($250K) to support 6-8 students and 2-3 faculty for summer research. **All get back to Cramer**. Who can write proposal? For future grant funding, recruit students, increase institutional profile.

2. Increase monies for student travel to conferences, regional and national. Depts. should have travel money, and Admissions could advertise that.

3. Develop an annual undergraduate scholarship conference, all-day with presentations on campus. **Mayfield (Hale)**

4. Develop a journal of UGR. **Mayfield**

5. Merge Honors, Integrated Studies, Off-campus programs into undergrad scholarship. **Cramer**

*Long-term (5-10 years)*

1. Increase reassignment of faculty workload for research courses or experiences.

2. Increase reassignment of faculty workload for grant-writing.

3. Use seed money to compensate faculty for grant-writing; recoup investment through successful grants.

4. Develop cross-disciplinary teams of students/faculty solving interdisciplinary problems, especially in science and business.

# Strategies

1. Contact supportive faculty and form working e-mail group. **Cramer**

Corderys, Haq, Gibson, Kuppinger, Kessler, Buban?, Mato, Brady, Lotz, Baugh, Moschenross, Schell, Mamary, Thompson-Dawson, Connell, Fasano, all HT folk, Belschner, Hale, Willhardt, Watson, Sienkewicz, Dobson 35 faculty so far

2. Have conversations (via e-mail) with this group to list benefits to STUDENTS, College and faculty.

3. Have conversations about the feasibility (how do I make time?) to do the research.

4. Spread the gospel in person.

5. Spread the benefits by open forum at faculty meeting? Have students speak? Special colloquium to highlight scholarship at MC?

6. When could we present to Trustees idea of faculty scholarship and benefits to students/college? Meal presentation; students that have projects can talk to them.

7. Contact Connell with info on Springboard at Bradley; bring in business to the fold, interdisciplinary with sciences. **(done – Cramer)**

8. CCLI for instructional stuff for Science and Business. **Mayfield**

9. Present to student organization, get feedback.

# Assessment – focus on qualitative

1. Getting a web site up and running

2. Hits on web site of undergrad scholarship

3. Visits to poster session; number of posters, and # departments outside of sciences

4. Attendance at meetings

5. Interest in research at earlier years

6. Number of students involved; how many now, how many in five years.

7. Number of students headed to graduate school

8. Ask students about their scholarship experiences; focus group, exit survey

9. Use NSSE survey questions, request special comparison report

**Part 3 – Post-workshop Outcomes and Activities**

6. Please provide a progress report on how you’re moving forward with your action plan in the 9 to 10 months since you attended the regional workshop (e.g., What specific actions have been taken? What meetings have occurred with campus administrators and various constituencies? Did your institution send representatives to the CUR 2008 National Conference?) **We have met short-term goals 1, 4, 5, 8, 9 and 10, and medium-term goals 1 and 3.**

1. We are sending two representatives to the CUR conference in Washington DC this April.
2. We met with the President and the Dean of the Faculty to review our goals with their input. They are supportive of the majority of our initiatives.
3. We contacted interested faculty about our initiative to see who else would be interested in working with us in the future. Thirty-five faculty responded with interest (about 50% of tenure-track faculty).
4. We piloted an “early return” pre-semester research program. Several students worked full-time on research projects on campus before the beginning of spring term, coordinating housing and food with Student Affairs. Our grants officer has incorporated a proposal for such research into a grant she is writing. Dr. Fasano has requested money from the quasi-endowment to support such a program.
5. We are investigating purchase of materials to upgrade the appearance of the annual spring science poster session.
6. A grants writer has been hired to help identify opportunities for undergraduate scholarship.
7. A chemistry professor (Dr. Sturgeon, on the team) has acquired a 2-year grant to support student/faculty collaborative research over the summer.
8. We have acquired a CUR institutional membership.

7. What other post-workshop activities have occurred on your campus that have impacted your action plan and embedding undergraduate research into the campus culture (e.g., campus-wide curriculum discussions, changes in institutional leadership)?

1. Hiring of a grant writer. Bren Tooley was hired in the fall semester of 2008 to begin serving as a campus-wide resource for identifying useful grant sources for various faculty and programs across campus, and to assist in writing grants.
2. Initiatives for academic program improvement have been requested by the Dean, to be funded from a one-time expenditure of $250,000 authorized by the Trustees from the quasi-endowment. We have applied for funds from this pool to support more early returning students in pre-semester intensive research sessions as well as a pilot undergraduate research conference centered around Darwin (DarwinPalooza).

#### Part 4 – Goals and Logistics for your Follow-up Site Visit

8. What are the primary goals that you would like your follow-up site visit to achieve?

a) Guidance on hosting an undergraduate research conference. One is planned in conjunction with our 1.5 year celebration of Darwin. A proposal to make this a yearly event has gained support from our Faculty and Institutional Development Committee that has recommended the proposal to the Dean.

b) Help with logistics, infrastructure of institutionalizing summer or extended-semester (early spring, early fall) undergraduate research.

9. What are major challenges that your team/institution is encountering with regard to advancing your action plan to institutionalize undergraduate research?

Time. Lack of faculty energy/time to pursue additional initiatives, write grants.

Unfamiliar territory for most campus constituents, both faculty and staff.

Feeling that “our students can’t do this” from some sectors.

10. What specific groups or individuals would you like the consultant to meet and talk with while visiting your campus?

President’s Council (Deans of Students, Admissions, Faculty, Development)

11. Your site visit is scheduled to occur approximately one year after your attendance at the regional workshop. What month(s)/year would you like to schedule your follow-up site visit? Please provide a date range as appropriate.

August-September, 2009

12. We have three generalized schedules from which you can choose for your site visit. Please select which schedule you would prefer:

• Informational/Conversational (1-day)

• **Advancing the ‘Plan’ (1-day) – we’d like to pursue this one**

• Campus Retreat (1.5-days; requires a second consultant at your campus’ expense)

• Other – If the above don’t meet your needs, please describe what features of a site visit you would like to see.

13. What topic(s), issue(s), area(s) would you like the consultant to cover in a plenary-type presentation during their site visit?

Organizing an undergraduate conference in collaboration with DarwinPalooza events.

Getting summer research off the ground.

Broadening faculty buy-in across campus.

14. Because our funding comes from the National Science Foundation (NSF), the consultant selected for your visit will come from an NSF-supported discipline. If you would like an additional consultant from a different discipline (e.g., arts, humanities) and your campus will be invoiced for all of the expenses for that second consultant, CUR would be able to coordinate this. Please let us know if you desire this.

Not at this time.