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  University of Wisconsin-Stout___________________

Part 1 – Institutional Information

1. Your institution name?  UW-Stout

2. Name and professional title of the individual submitting this self-study?  Richard Tafalla, Ph.D. Professor Psychology, Assistant Vice Chancellor

3. Which individuals on your campus contributed to the submission of this self-study (i.e., team leader only, the entire team, etc.)?  Steve Deckelman, Ph.D. Math, Statistics and Computer Sciences  Richard Tafalla, Ph.D. Professor Psychology, Assistant Vice Chancellor  Sylvia Tiala, Ph.D. Education, Chair of C.O.R.E. (Creative Original Research Experiences)  Amanda Little, Ph.D. Biology  Susan McClelland, Student Research Coordinator

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)
   Summary of CUR Central Regional Workshop at Truman State University  November 18, 2008
On October 24-26, 2008, Steven Deckelman, Amanda Little, Richard Tafalla and Robert Ziedel attended the Council on Undergraduate Research (CUR), CUR Central Regional Workshop held at Truman State University. Mitch Malachowski and Jeff Osborn hosted the workshop and Beth Cunningham from Illinois Wesleyan University acted as our facilitator. This NSF funded workshop was designed to help campuses institutionalize undergraduate research (UR). This was an intensive training workshop that covered topics of creating UR culture, sustaining UR, promoting UR and assessing UR impact. Team members developed a vision statement and strategized about goals and short, mid and long-term objectives. These are outlined below. Participation in this workshop includes support from CUR and a network of campuses as well as visits from CUR facilitators on campus. We intend to seek formal recognition of a committee on campus that will continue the work of institutionalizing UR. That application is attached.

**Mission:** Promote undergraduate student research, scholarship, and creative activity as a significant active learning pedagogy.

This broadly-defined undergraduate student research, scholarship, and creative activity will have an applied focus that enhances society. The campus will provide support and resources for faculty to integrate collaborative research, scholarship, and creative activity into the curriculum, in order to facilitate student development as innovative, resourceful, independent thinkers throughout their polytechnic college experience.

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?

**ACTION PLAN**

**Short-term:** Getting undergraduate research recognized as important to Stout and integrated into the curriculum:

- Establish a committee of Faculty Senate
- Meet with CORE to get vision approved – decide on presentations.
- Meet with SSA – articulate benefits to students
- Meet with faculty senate / academic staff
- Professional development week presentation: (scheduled for Jan 13, 2009)
- Redefine professional development grants for curricular transformation (for 1-2 years)
- Define assessment tools
- Discuss with Provost
- Incorporate UR in strategic plan.
**Benchmarks:** # of posters, # of student research grants, approval of mission/vision statements

**Mid-term:**
- Increased resources (dollars) for implementation
- Dollars for re-inventing general education / introductory courses to include research component
- Dollars for professional development workshops
- Dollars for student stipends (competitive)

**Benchmarks:** $ amounts, # of professional development teacher-scholar workshops, # of courses surveyed that self-identify as including an authentic research component, implementation of student stipend program

**Long-term: Structural revisions**
- Every graduating senior have a true research experience in their curriculum.
- Every freshman has a research experience (via RI designation).
- Establish an Office of Undergraduate Research
- Generate a more scholarly atmosphere on campus: paradigm shift.

**CORE’s Action Plan:**

The Creative Original Research Experiences Committee has developed both short-term and long-term action plan goals to facilitate undergraduate research experiences at UW-Stout. The action plan serves as a roadmap to identify items needing immediate attention as well as to help plan long-range goals. The action plan serves as a roadmap to help achieve the institutionalization of undergraduate research at UW-Stout.

**Short-term Action Plan:**

Getting undergraduate research recognized as important to Stout and integrated into the curriculum. Short term actions include identifying research activities already in place at UW-Stout, supporting providing recognition for existing undergraduate research, and incorporating professional development opportunities when possible. Efforts to be addressed on the short term include:

1. Obtain endorsement of CORE from Faculty Senate
2. Obtain endorsement of CORE from Senate of Academic Staff
3. Obtain endorsement from the Stout Student Association
4. Organize spring and summer professional development activities
5. Promote CORE and CUR to campus-wide audiences during opening sessions and professional development sessions aimed at entire faculty and academic staff.
6. Encourage the Stout administrators (chancellor, provost, chairs and program directors) to promote and endorse the vision of research as pedagogy and CUR’s teacher-scholar to the faculty and staff.
7. Hire Deans that will support research integration into the curriculum.
8. Redefine professional development grants for curricular transformation (for 1-2 years)
9. Provide research grants and research presentation, and research recognition opportunities for students and the staff who support them.
10. Develop a web presence for CORE
11. Develop marketing materials to promote CORE, its goals and missions to students, faculty and staff.

Benchmarks of success would include, but not limited to, evaluating the number of posters, the number of student research grants produced at the University of Wisconsin-Stout. Additional measures of success would include endorsement of CORE by Student, Faculty and Academic Staff Senates. The development and presence of CORE web sites and marketing materials at key research-related events.

**Mid-term Action Plan**

While the short-term action plan focuses heavily on building and maintaining infrastructure, the mid-term action plan focuses on creating the resources necessary to facilitate paradigm shifts and implement research as pedagogy within the university. Mid-term action planning requires the support of the administration and long-term plans to support undergraduate research at the university. Mid-range action plans facilitating the implementation of undergraduate research includes, but is not limited to:

1. Provide funding for re-inventing general education/introductory courses to include a research component.
2. Provide dollars for professional development workshops
3. Deliver a message of support for undergraduate research from university administrators that coincide and are consistent with CORE’s grassroots efforts.
4. Include the implementation of undergraduate research activities in UW-Stout’s visioning and long range planning processes.
5. Provide competitive dollars for student stipends relative to students’ research, original works and creative activities.
6. Host a national CUR conference at the University of Wisconsin-Stout.

Continue with the goals to
1. Hire Deans that will support research integration into the curriculum.
2. Refine assessment tools for measuring undergraduate research
3. Provide research grants and research presentation, and research recognition opportunities for students and the staff who support them
4. Maintain a web presence for CORE
5. Update marketing materials to promote CORE, its goals and missions to students, faculty and staff as needed.

Benchmarks of success would include, but not limited to, identifying the number of courses surveyed that self-identify as including an authentic research component or evaluating the dollar amounts and the number of professional development workshops dedicated to developing teacher-scholar initiatives on campus. Implement a student stipend program that supports students’ creative endeavors, original work, or research. Tracking the number of research related activities posted on CORE’s website.

**Long-term Action Plan**

While the short-term and mid-term action items listed above should be continued, the long-term action plan envisions the structural revisions on campus necessary to institutionalize undergraduate research as follows:

1. Provide every graduating senior with a true research experience in their curriculum.
2. Provide every freshman with a research experience (via RI designation),
3. Establish an Office of Undergraduate Research
4. Work toward a paradigm shift that generates a more scholarly atmosphere on campus.
5. Creating a seat for a CORE representative on the Faculty Senate.

**Summary**

The CORE committee is a grassroots organization that has gained a foothold at the University of Wisconsin-Stout and continues to expand. It currently includes faculty members and students who are interested in institutionalizing undergraduate research at UW-Stout.

CORE activities include inventorying current research activities, connecting with the Stout’s Student Senate, creating web sites and marketing materials, and attending professional development activities relative to undergraduate research.

An action plan that serves as a road map has been laid out for the CORE committee to follow. It is realized that this plan will be fluid as goals are achieved and new challenges arise. We are a group of individuals who are committed to providing undergraduate research experiences for students at UW-Stout.

**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?)

- Have established a committee on research CORE
  - CORE Advisory Council has met to establish goals
  - Full Committee has over 30 faculty and has met twice
- Reported outcomes to Provost
- CORE brochure will be completed and used for dissemination at the fall Opening Week Activity Panel discussion. It will also be used at things like research day. If possible we can disseminate it to new faculty and at the Dean’s council meeting.
- Developed Student Research Website called “Mélange”
  [http://www3.uwstout.edu/undergrad_research/](http://www3.uwstout.edu/undergrad_research/)
- CORE web page is under development. Preliminary site posted in the spring of 2009. Development work will continue over the summer of 2009.
- CORE presentation scheduled for new and existing faculty for the fall 2009 Opening Week activities.
- August presentation to the Dean’s Council tentatively planned.
- Spring workshop series scheduled relative to how to implement undergraduate research with the help of the Teaching Learning Center (TLC) and CORE volunteers
- Delivered professional development seminar presentation.
- Discussed with faculty senate and SSA.

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)?

- Have invited two guest speakers to address undergraduate research to whole campus:
  - Wendy C. Newstetter is the Director of Learning Sciences Research in the Wallace H. Coulter Department of Biomedical Engineering at Georgia Tech and Emory University
  - Dr. Kerry Cheesman, Ph.D. Biological Sciences Capitol State University, Columbus, Ohio
  - Allyson Tart, Scientist in Research and Development, General Mills

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?

- Meet with administrators
- Develop strategies for addressing faculty resistance
- Discuss models of workload balance
- Brainstorm funding opportunities
- Meet with Deans and program directors
9. What are major challenges that your team/institution is encountering with regard to advancing your action plan to institutionalize undergraduate research?
   - Faculty Resistance
   - Workload
   - Research funding
   - Encouraging wider faculty participation

10. What specific groups or individuals would you like the consultant to meet and talk with while visiting your campus?
    - Administrators
    - CORE members
    - Faculty Senate
    - Deans and program directors

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.
    October – November 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)
    - 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.

Advancing the Plan

13. What topic(s), issue(s), area(s) would you like the consultant to cover in a plenary-type presentation during their site visit?
    - Evaluating program effectiveness – what to look for/how to do this.
    - Evaluation methods for the arts and humanities. Examples/ideas (across the board) for undergraduate research.
    - Institutional barriers (focusing on those that we mentioned above: resistance, workload, and funding)
    - Successful models/strategies from other places.

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.