CUR WORKSHOP PROGRAM
ON INSTITUTIONALIZING UNDERGRADUATE RESEARCH
WITHIN SYSTEMS AND CONSORTIA

Self-Study
To be Completed by Participating Institutions

Instructions:
It is essential that your institutional team meet as a group to formulate responses to each question in Parts 1 and 2 of the self-study. Complete and submit your responses to the self-study online no later than two weeks prior to the start date of your workshop.

Along with your application, the information in the self-study will be used to match facilitators with institutions. Inclusion of a range of responses is appropriate if your team cannot reach consensus on questions, or if practices and policies among departments differ.

Institution Name ____ University of Wisconsin – Stout ___________________________

Part 1 – Key Issues

Instructions: Answer each of the following questions. The more information you provide, the better. This should help your team focus on key issues during the breakout sessions and take advantage of your facilitator’s expertise as you develop your campus plan.

Part 1-A – System/Consortium-level questions
1. What does your institution hope to accomplish as a result of participation in this system-wide/consortium-wide effort to advance undergraduate research? For example, this could be learning about best-practices at your sister institutions, developing new, collaborative programs, realizing synergies in existing programs, etc.

On January 19, 2011 undergraduate research leaders met to discuss the next steps for institutionalizing undergraduate research at UW-Stout. Results from this meeting inform the response to this question. One of UW-Stout’s goals is to examine best-practices at sister institutions and develop strategies to implement these best practices on UW-Stout’s campus. A second goal, a result of completing the CUR Inventory Questionnaire, is to find ways to use/develop resources to clearly and consistently articulate the value of research, scholarship and creative activities on campus. A third goal is to strategize
ways to recognize and reward the inclusion of undergraduate research and creative activities in faculty promotion, tenure and teaching activities. The final goal is to strategize ways to increase funding for undergraduate research/creative endeavors and its dissemination.

2. What are the key elements that your institution currently has in place to contribute to advancing undergraduate research across the system/consortium?

Undergraduate research is being supported by the administration as evidenced by the university mission, vision, and enduring goals statements. Each college has mission and/or strategic planning documents which supports undergraduate research. Links documenting this support can be found in the CUR Inventory Questionnaire for Systems and Consortia document.

Research Services has robust programs in place that support and celebrates undergraduate research. This is not limited to a printed Journal of Undergraduate Research published annually, Research Day, Research Gala, the support of the grassroots CORE (Creative Original Research Experiences) committee that promotes undergraduate research. In addition to coordinating the previously mentioned activities, a Student Research Manager also helps student and faculty coordinate presentations at regional and national events such as NCUR, Posters in the Rotunda, and subject specific conferences.

The Nakatani Teaching and Learning Center works with CORE to provide professional development opportunities for faculty interested in undergraduate research. UW-Stout’s Discovery Center has facilitated cross-disciplinary, collaborative projects that include over 300 students and faculty since 2009.

3. Does your system/consortium culture value undergraduate research?

UW-System’s application for, and participation in, CUR’s Institutionalizing Undergraduate Research is one indication that it values undergraduate research. UW-System’s campuses have links to their undergraduate research efforts that can be found at http://www.wisconsin.edu/accessforyou/research.htm.

4. What system/consortium practices or policies exist that encourage or support undergraduate research? Please describe. This could be submitted as a narrative or a list; an annotated inventory would be particularly useful.

Students from UW-System are able to share their research findings in the State Capital through Posters in the Rotunda (http://www.wisconsin.edu/posters/). This annual event allows students to share research with legislators. Posters from previous years are archived.

The Annual UW System Symposium for Undergraduate Research and Creative Activity is held annually at one of the system campuses. The symposium allows students from all majors to share their scholarly work and creative endeavors (http://www.uwp.edu/events/symposium/).
5. Are there system/consortium practices or policies that serve as obstacles or challenges to advancing undergraduate research at your institution?

Currently this is in flux. In the summer, 2011, the UW System is reinventing the relationship with the campuses. Whereas previously, UW System had numerous grant programs supporting the campuses, these may now either be consolidated or redirected to the campuses budget. This is currently being worked out and as the 2011-12 year progresses we will have more information on the implications of this and other procedural/policy changes.

6. If you could dream, what would you want the undergraduate research environment to look like in your system/consortium?

The system/consortium would support a web page that had resources for all UW-system campuses. A method of subscribing to a list serve which highlighted grant opportunities from state and federal agencies would be sent to subscribers. Increased funding would be allocated for undergraduate research outside of Madison. Efforts to link smaller campuses with economic development, businesses and alumni would increase. The consortium would post articles relevant to undergraduate research at a central, electronically accessible, location. The consortium would provide electronic access to CUR Quarterly articles.

**Part 1-B – Institution-level questions**

1. **What does your team hope to accomplish at the CUR Workshop and through the associated follow-up activities?**

Through the workshop the team hopes to develop a support network that can be readily accessed via a listserv. Tips on where to find resources to take back to campuses for other faculty would be helpful. It will be helpful if a sense of “community” were developed at a UW-System level so the participating institutions build a rapport with one another. Most importantly the team would like specific strategies to help them implement their goals.

2. **What issues are of highest importance to your institutional team?**

The most important issues for the institutional team are looking at best-practices that can be implemented at UW-Stout. The investigation into best-practices can inform the CORE group as it moves forward with efforts to institutionalize undergraduate research. Engaging alumni with undergraduate research is also important. These connections will help provide resources for research and creative endeavors. Recognizing the value of undergraduate research by increased funding and through the revision of work load, promotion, and tenure policies is mentioned frequently by CORE members.

3. **Does your institutional culture value undergraduate research? How would you describe your institutional culture?**

Undergraduate research is valued by UW-Stout as evidenced by the Provost’s sponsorship of the CORE Committee and the commitment of resources to undergraduate research. Funds have been provided to revise programs and courses to include undergraduate
research. Funds have been provided for students to present undergraduate research at local/regional/national conferences. Undergraduate research is part of the university's mission and strategic plan. Undergraduate research is included in the mission and strategic plan of each of the colleges. UW-Stout's Discovery Center promotes collaborative projects between business/industry, students and faculty. Research Services coordinates undergraduate research activities on campus. These are some of the indicators that undergraduate research is valued at UW-Stout.

The institutional culture can be described as evolving. Undergraduate research is not institutionalized – yet. Much of the infrastructure is in place to support undergraduate research. This includes hiring new faculty who support undergraduate research, changing programs and courses to include undergraduate research and increasing funding to support undergraduate research efforts. Works is still needed to institutionalize undergraduate research.

4. **What institutional practices or policies exist that encourage or support faculty participation in undergraduate research?** Please describe. This could be submitted as a narrative or a list; an annotated inventory would be particularly useful. (Examples might include awards for faculty research, recognition of faculty receiving grants, a day featuring student and faculty research efforts with oral and poster presentations, financial support for travel, reassigned time for faculty, etc.).

There are numerous practices and policies at UW-Stout that support undergraduate research. This is not limited to:

- Undergraduate research and creative experiences are listed in the campus's mission and vision statement found at: [http://www.uwstout.edu/geninfo/stratplan.cfm](http://www.uwstout.edu/geninfo/stratplan.cfm)
- Undergraduate research/creative experiences are included in college strategic plans found at:
  - College of Arts, Humanities and Social Sciences [http://www.uwstout.edu/rs/definitions-of-research.cfm](http://www.uwstout.edu/rs/definitions-of-research.cfm)
  - College of Education, Health and Human Sciences [http://www.uwstout.edu/ehh/about.cfm](http://www.uwstout.edu/ehh/about.cfm)
  - College of Management [http://www.uwstout.edu/com/mission.cfm](http://www.uwstout.edu/com/mission.cfm)
- The campus is an institutional member of CUR [http://www2.uwstout.edu/content/bpa/planning/spgretreat/2009/coreprogres.pdf](http://www2.uwstout.edu/content/bpa/planning/spgretreat/2009/coreprogres.pdf)
- The Nakatani Teaching and Learning Center provides professional development for faculty which includes topics related to undergraduate research. This is not limited to:
  - New Instructor Workshop [http://www.uwstout.edu/ntlc/OnCampusOpportunities/newinstructorworkshop.cfm](http://www.uwstout.edu/ntlc/OnCampusOpportunities/newinstructorworkshop.cfm)
  - Communities of Practice [http://www.uwstout.edu/ntlc/OnCampusOpportunities/communitypractice.cfm](http://www.uwstout.edu/ntlc/OnCampusOpportunities/communitypractice.cfm)
• Sharing Communities
  http://www.uwstout.edu/ntlc/OnCampusOpportunities/communitypractice.cfm
• Other Resources
  http://www.uwstout.edu/ntlc/OnCampusOpportunities/resources tutors.cfm
• CORE (Creative Original Research Experiences) Committee is a recognized committee promoting undergraduate research on campus www.uwstout.edu/core/
• UW-Stout’s Discovery Center facilitates collaborative projects between business/industry, faculty and students
• Research Day, recognition awards, and StoutQuest (publication highlighting research efforts) provide recognition for faculty and students.
• Refer to CUR Inventory Questionnaire for Systems and Consortia for additional items.

5. Are there any obstacles/challenges to faculty participation in undergraduate research? Please describe.

Recurring themes have developed regarding faculty participation in undergraduate research. Faculty express concerns that they do not know how to go about incorporating undergraduate research into their classrooms. This sentiment has been expressed by faculty members who are willing to try to incorporate undergraduate research into their courses as well as by individuals whose philosophy is that they “were hired to teach”.

Some faculty view undergraduate research as an “add on” to what they are already doing in a classroom. More training and time is needed to help faculty see undergraduate research as a pedagogical tool to be incorporated into existing courses.

Undergraduate research is not recognized when determining workload, performance reviews, and tenure/promotion for many faculty members. Time spent advising, structuring research/creative experiences and the like is done in addition to a full teaching load. Summer stipends for faculty to engage in undergraduate research with students is uncommon.

6. What institutional practices or policies exist that encourage or support student participation in undergraduate research? Please describe.

Research services supports undergraduate research by facilitating travel to local, regional and national conferences including Posters in the Rotunda, NCUR, and the like. Research services organized a research week which includes Research Day, Research Gala, and the Journal of Undergraduate Research. The Discovery Center coordinates interdisciplinary projects that link business/industry to faculty and students. CORE includes student representatives in their meetings and steering committee.

7. Are there any obstacles/challenges to student participation in undergraduate research? Please describe.
Consistent funding to support student research and faculty compensation are repeatedly mentioned as obstacles. In addition it can be difficult to engage a large number of students in a meaningful way in research that continues for more than one semester. Developmentally appropriate activities, recruiting/retaining interested students, and training costs factor into the funding discussion.

Clearly communicated messages that are consistent across campus need to be developed and delivered. An infrastructure for undergraduate research is implemented. However, web sites, marketing materials, recruitment strategies, and the like have not kept pace. Students need to know that research is valued/expected and they need to be able to access information with ease.

8. Are faculty required to conduct research for reappointment, tenure and/or promotion? Please describe the extent to which research is required. If undergraduate involvement is a defined component in any way in your institution’s research requirement, please describe.

Faculty research is required for tenure and promotion. The degree to which this is considered is determined by each department. Definitions or research by department can be found at [http://www.uwstout.edu/rs/definitions-of-research.cfm](http://www.uwstout.edu/rs/definitions-of-research.cfm). Undergraduate research and related activities may not be counted as “research” by all departments. Specific criteria regarding the amount and type of research that is considered relative to promotion is ill-defined.

9. If you could dream, what would you want the undergraduate research environment to look like on your campus?

Students visiting campus on pre-view day would be led around campus with smartphones in hand. As the tour guide led them around campus scan codes on lab doorways would link students/parents to a website explaining research activities with student testimonials. Recruiting materials that included links to research projects, advisors, and learning communities would be included in the admissions packet. During the freshman year all students would get an introductory experience in research with a requirement that an additional research/creative endeavor be completed prior to graduation. Funding sources would allow many students to participate in long-term research projects throughout the year and during the summer. Robust collaborations between students, faculty and business/industry and social institutions would provide career pathways as well as research/creative endeavor funds. Undergraduate research would be a norm supported by faculty, staff, administrators and the community. Faculty and staff would get release time or compensation for their efforts relative to undergraduate research. Promotion and tenure committees would specify a reasonable amount of consideration for the incorporation/implementation of undergraduate research into the classroom. Easily navigable websites and associated public relations materials would be frequently updated by a person in the Undergraduate Research Office. Upon graduation students would be recognized in the graduation bulletin for their research efforts which would also be indicated on transcripts.
Part 2 – Pre-workshop Goals

Instructions: Prior to the workshop, identify the goals you may wish to explore during the CUR workshop. We recommend that you identify one to three goals that you wish to accomplish within the next semester or next academic year. In addition, identify other medium-term and longer-term goals you want to accomplish over the next 2-10 years.

You will be assigned a facilitator to work with your team during the workshop, and it is expected that your team will develop a detailed action plan for implementing your goals. Your team may also choose to revise your initial, pre-workshop goals based on your workshop experience and your interactions with your facilitator.

Please describe and/or list your initial, pre-workshop goals. (Note: feel free to add additional goals as appropriate.)

Short-term Goals (within 1-2 years):
1. Develop a clear and consistent message regarding the role/value of undergraduate research and creative endeavors that is implemented for recruiting, retaining and marketing undergraduate opportunities and resources (websites, brochures, advisor kits) on campus (From planning session, “Advertise undergraduate research to the same level and degree as athletic team coverage”)
2. Define and adopt “undergraduate research” as it applies to students.
3. Identify best-practices from other institutions that can be incorporated into UW-Stout’s efforts to institutionalize undergraduate research.
4. Connect alumni to research week and other research-related endeavors.

Medium-term Goals (within 2-5 years):
1. Establish and Office of Undergraduate Research
2. Develop an assessment system to quantitatively and qualitatively measure the impact of undergraduate research on the UW-Stout campus.
3. Develop faculty rewards and incentives for incorporating undergraduate research and creative activities.
4. Examine ways to reward/recognize students for participating in undergraduate research.

Longer-term goals (within 5-10 years):
1. Develop alternative ways for students to share research not limited to video portfolios, posters (already in place), websites, scan codes and the like (with the appropriate technology for display)
2. Align teaching load, promotion and tenure policies to include undergrad research which bridges the gap between administrative/college stated policy and the current promotion/tenure policies and practices.

3. Create increased funding mechanisms to facilitate undergraduate research and faculty stipends for summer and ongoing research projects.

**Part 3 – One-page Institutional Profile**

**Instructions:** On your institutional letterhead, please submit a one-page page profile of your institution that will be included in the formal meeting book and shared with all participants. Your one-page sheet should include: 1) a brief profile of your campus (e.g., total student enrollment, mission, signature programs, etc.) and 2) highlights of institution's undergraduate research programs and efforts.

**See following page.**

UW-Stout is a comprehensive, career-focused polytechnic university where students, faculty and staff use applied learning, scientific theory and research to solve real-world problems, grow the state’s economy and serve society. UW-Stout has a long and rich history of providing a distinctive array of programs that produce graduates who are prized in the marketplace. Year in and year out, well over 90 percent of our students are employed a year after graduation, and most of them work in their field of study.

Enrollment at the UW-Stout campus continues to increase. In the fall of 2010 there were 8,303 undergraduate students and 1,036 graduate students who chose to attend UW-Stout. Forty undergraduate majors and 54 undergraduate minors provide students with a variety of programs to choose from. With less than 10% of students coming from underrepresented populations, a university priority includes developing a recruitment and retention plan focusing on students of color (particularly Hmong and Hispanic), veterans, and non-traditional populations.

Another university priority integrates experiential learning into the curriculum. Examples of these efforts can be found in the efforts of individual instructors who incorporate research into their courses (http://www.uwstout.edu/media/article.cfm?customel_datapageid_1273=575149) through art and design exhibitions (http://www.uwstout.edu/artdes/exh_shows.cfm) or through NSF-funded programs such as Portals of Discovery (http://news.uwstout.edu/index.asp?event=news.get&ID=706), C-Nerve (http://news.uwstout.edu/index.asp?event=news.get&ID=706) and NSF S-STEM grant awards 12 scholarships (http://news.uwstout.edu/index.asp?event=news.get&ID=2412). In addition the Discovery Center (http://www.uwstout.edu/discoverycenter/) promotes collaborations between students, faculty and business/industry.

Recognition of undergraduate research is provided by Research Services. The Journal of Undergraduate Research is published annually by this office. Research week includes a day of posters presentations and a research gala celebrating student and faculty accomplishments. Research Services (http://www.uwstout.edu/rs/student_opp.cfm) makes it possible for students to present their research at local, regional and national conferences such as Posters in the Rotunda and NCUR.