REALIZING STUDENT, FACULTY, AND INSTITUTIONAL OUTCOMES AT SCALE

Institutionalizing Undergraduate Research, Scholarship, & Creative Activity within Multi-Institution Systems and Consortia

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CCAS Annual Conference • Jacksonville, FL • November 8, 2013

Why Undergraduate Research, Scholarship, and Creative Activity?

- Why has the involvement of undergraduates in research, scholarship, and creative activity (URSCA) with faculty gained national significance?

- Engagement in high-impact practices yields greater educational outcomes for students who participate in them in comparison with those who do not.
  - **Research, Scholarship, Creative Work (Unique role)**
  - Internships
  - Service and Community-based Learning
  - Global Study and International Exchange
  - Student Leadership
  - Others

Why URSCA? (Cont)

- **Student Benefits from URSCA**
  - Cognitive and Intellectual Growth
  - Professional Growth and Advancement
  - Personal Growth and Development

- **Faculty Benefits from URSCA**
  - Research, Scholarly, and Creative Outcomes
  - Mentoring and Teaching
  - Job Satisfaction and Personal Development

- **Institutional Benefits from URSCA**
  - Learning Outcomes
  - Faculty Quality and Morale
  - Recruitment and Recognition

Osborn & Karukstis, 2009

Scope of the Workshop Program – Institutionalizing URSCA

- **1996 – present:**
  - Offering 1-2 national-level workshops annually, as well as workshops to groups of institutions and/or to individual campuses upon request.
  - Participating institutions fund all of their own expenses.
  - Several repeat attendees.

- **2007 – present:**
  - Offering several series of workshops in targeted programs funded by the National Science Foundation.

- All institution types are invited to apply to send an institutional team.

- Served ~450 institutions to date.

Scope of the Workshop Program – NSF-funded Efforts

- **2007-2009:**
  - Offered regional workshops designed for 64 **emerging institutions**, those that did not have a tradition or culture of campus-wide engagement in undergraduate research. (NSF-CCLI, Type 2 Award)

- **2010 – present:**
  - Offering workshops to assist **community colleges** to develop effective and sustainable undergraduate research programs. (NSF-CCLI/TUES)
  - Offering workshops for 6 **state systems and public and private consortia** to improve the quality of undergraduate education at each of the constituent campuses and within the larger systems/consortia. (NSF-CCLI/TUES, Type 3 Award)

Our Current System/ Consortium Program

- Workshop program for **state systems and public and private consortia** to improve the quality of undergraduate education at each of the constituent campuses and within the larger systems/consortia.

- There were two rounds of applications (National-level "Calls for Proposals" in 2010 and 2011, each with pre-proposal and full-proposal phases).

- Systems/Consortia were selected on the basis:
  - their need and readiness for participation in the project, and
  - their commitment to system/consortium-level change.

- The program was highly competitive:
  - 24 applicant systems/consortia,
  - 6 selected.

Participant Systems and Consortium

- 6 systems/consortia
- 75 institutions
- > 300 faculty and administrators
  - Council of Public Liberal Arts Colleges (COPLAC, 23 institutions) – June 2011
  - University of Wisconsin System (UW, 8 institutions) – Sept. 2011
  - California State University System (CSU, 9 institutions) – Oct. 2011
  - City University of New York System (CUNY, 11 institutions) – April 2012
  - Great Lakes Colleges Association (GLCA, 10 institutions) – July 2012
  - Pennsylvania State System of Higher Education (PASHE, 14 institutions) – Sept. 2012

Workshop Goals

- Provide teams with information on the **status and landscape of** URSCA at the national level
- Help the each System/Consortium in **building and enhancing a culture** that supports URSCA, both at the individual institution level and the System/Consortium level
- Assist the System/Consortium and the constituent campuses in **articulating goals** for institutionalizing URSCA, as well as **developing strategies** to achieve these goals on each campus
- Help identify **common challenges and opportunities** among the campuses and help develop an integrated approach, supported by the central office, that will aid in expanding the URSCA capacity throughout the System/Consortium

Workshop Design

The workshop design was deliberately planned to increase the likelihood for sustained change both at the individual institutions and among the System/Consortium.

- Extensive conversation and coordination with each system/consortium to develop a tailored workshop curriculum.
- Focused attention on enabling connections among the system/consortium and the member institutions.
- Self-study completed by each institution and the system/consortium.
- Multi-day format involving team participation from each campus (faculty & a senior-level administrator) and system/consortium leaders.
- Expert facilitators.
- Balance of presentations and breakout discussions.
- Personal interactions and networking.
- Subsequent follow-up and monitoring.

Workshop Outcomes

- Each of campus team leaves the workshop with:
  - A customized and action-oriented plan to institutionalize URSCA on their own campus.
  - Support for faculty development through additional programs, services, and meetings.
- The System/Consortium office also develops a coordinated plan to embed and sustain URSCA as a central pedagogical and scholarly endeavor within the System/Consortium.

Workshop Sessions

- Plenary Sessions
- Concurrent Sessions
- Breakout Sessions
- Meal-time Discussions
  - Topic-based discussions
  - Discipline-based discussions

Breakout Sessions

- Working with their facilitator, each institutional team develops a strategically focused, customized action plan. The system/consortium leaders do the same, working with workshop coordinators. All will share a summary version of their plan with all workshop attendees.
- **Institutional Action plans:**
  - Develop a mission statement
  - Develop goals/outcomes:
    - Short-term (1-2 years)
    - Medium-term (2-5 years)
    - Long-term (5-10 years)
  - Develop specific strategies for achieving their goals
  - Identify who will be responsible for implementing strategies
  - Identify benchmarks for assessing progress and outcomes
  - Plan to communicate with key stakeholders on each campus

Follow-up Activities

- Continuing Facilitator-Team Interactions

- Networking and Interactions with the Broader Undergraduate Research Community

- Follow-up Workshops for each System/ Consortium and their Constituent Institutions

Follow-up Workshop Goals

- Foster continuing interactions among the system/ consortium campuses, focused on enhancing a culture that supports URSCA.

- Provide support during a critical point in the implementation of campus plans.

- Ensure the long-term and sustainable institutionalization of URSCA within and among the system/consortium campuses.

Follow-up Workshop Outcomes

- Each institutional team and the System/Consortium Office:

  - Reviews and shares the current status of their plans from the initial workshop – progress, successes, challenges – including where they're looking for help.

  - Updates and revises their action plans. Institutional plans should be aspirational, but realistic, and also fully leverage their membership in the System/Consortium.

Follow-up Workshop Design

- No formal presentations.

- This workshop is designed to be interactive and discussion-based, with the system/consortium institutional teams helping each other wrestle with their own challenges and sharing lessons-learned from their own experiences (with guided assistance from the facilitators).

- System/Consortium leaders and faculty/administrator leaders from other systems/consortia attend, share, and further develop facilitation/leadership skills.

Follow-up Workshops

- Council of Public Liberal Arts Colleges (COPLAC) – June 2012

- California State University System (CSU) – Nov. 2012

- University of Wisconsin System (UW) – Feb. 2013

- Great Lakes Colleges Association (GLCA) – July 2013

- Pennsylvania State System of Higher Education (PASHE) – Sept. 2013

- City University of New York System (CUNY) – Nov. 2013

Lessons Learned to Date
Campuses

- **Leadership** at all levels is critically important.

- Workshops were **effective at energizing participants** - almost every workshop participant indicated an intention to take action to achieve their URSCA goals.

- Respondents also indicated, without exception, that:

  - they intended to **share the information** they had acquired at the workshops with other faculty and/or administrators on their campuses,

  - their team had developed **a workable institutional action plan**, and

  - they were **clear about the steps they would need to take in order to implement the plan** on their campuses.

The key implementation strategies cited as most effective

- Curriculum changes to incorporate/integrate URSCA
- Identifying new sources of funding
- Establishing a campus-wide URSCA office and/or URSCA Committees
- Providing incentives for faculty involvement
- Marketing and communication with the campus community (advocacy)
- Engaging campus administrators and motivating them to include URSCA in campus planning and budgeting
- Integrating URSCA into faculty workload
- Faculty development (e.g., workshops on implementing URSCA)

Strategies Considered Most Challenging to Implement

- Integrating URSCA into the curriculum
- Changing faculty workload to accommodate URSCA
- Establishing a campus-wide URSCA office
- Looking for external funding
- Incorporating work with URSCA into faculty incentives for promotion or tenure
- Top-down planning

> **With the exception of top-down planning, all of these strategies were cited as essential for effective institutionalization of research!**

Lessons Learned to Date
Systems/Consortia

- Workshops were seen as a valuable opportunity for the attending teams to hear from others about ways to tackle various URSCA implementation issues, particularly how to be innovative with scarce resources.
- Information sharing (as advanced by the workshops) is seen as critical in uncovering local challenges that are unique to each campus.
- URSCA implementation progress varies a great deal among the campuses in each of these systems. Some campuses are reasonably far along and have URSCA embedded in their culture; other campuses are just starting.

Lessons Learned to Date
Systems/Consortia

- Challenges for system/consortium level administrators include:
  - ❖ Getting accurate information about the status of URSCA on different campuses.
  - ❖ Configuring assistance to match widely varying campus needs.
  - ❖ Determining how to get widely different campuses to share a reasonably consistent vision for URSCA.
  - ❖ Maintaining a shared vision when personnel change at both the campus and system levels.

Summative Phase
Scope and Goals

- Using the lens of institutionalizing URSCA within the participating systems/consortia, this phase of the project is helping to develop a better understanding of the processes and the most effective drivers of organizational and culture change, so these drivers can be implemented for other systems/consortia.
- To explore these issues, we expanded our evaluation efforts by engaging additional experts to assist in the evaluation of organizational and culture change at the six systems/consortia.
  - ❖ Jane Wellman and Rebecca Martin, National Association of System Heads and Delta Cost Project
  - ❖ Charles Blaich and Kathleen Wise, Center for Inquiry in the Liberal Arts at Wabash College.

Summative Phase
Scope and Goals

- Performing culture audits of each of the six systems/consortia participating, and representative member-campuses.
- Collecting and reviewing key assessment tools and data from each system/consortium and representative member-campuses.
- Holding a Summit meeting in March 2014 that will bring together the system/consortium leaders, as well as two-person teams from member-campuses from each of the six systems/consortia.
  - ❖ provide extensive networking and exchanges of information between and among all six systems/consortia and the member-campuses.
  - ❖ help contextualize and validate what we have learned about organizational and culture change within the systems/consortia.
  - ❖ help identify ways that we can continue to assist systems/consortia in sustaining the institutionalization of URSCA.
- Results and recommendations will be published.

Acknowledgements

CUR thanks:

- The many talented and dedicated faculty members and administrators who have served as **workshop facilitators**

- The many institutions and their faculty and staff members who have served has **workshop participants and hosts**

- The national leaders who serve on our **advisory board**

- The **National Science Foundation** for its generous support and advocacy of undergraduate research

Case Studies

- **California State University System & CSU-San Marcos**
  - **Gerardo M. González** , Dean of Graduate Studies and Associate Vice President for Research, California State University–San Marcos

- **Council of Public Liberal Arts Colleges & Eastern CT**
  - **Rhona Free**, Vice President for Academic Affairs, Eastern Connecticut State University

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CSU The California State University
WORKING FOR CALIFORNIA

Advancing Undergraduate Research across the California State University (CSU) System

CSU San Marcos: A Case Study

Gerardo M. Gonzalez
Dean of Graduate Studies
Associate Vice President for Research
California State University San Marcos

Council of Colleges of Arts & Sciences
(CCAS)
Jacksonville, FL
November 8, 2013

Ken O'Donnell
Senior Director, Student Engagement
and Academic Initiatives & Partnerships

CSU The California State University
WORKING FOR CALIFORNIA
Participating Campuses

CSU The California State University
WORKING FOR CALIFORNIA

CSU Team: Ken O'Donnell and Judy Botelho

Stanislaus			
East Bay			
Monterey Bay			
San Luis Obispo			
Bakersfield			
Channel Islands			
Pomona			
Los Angeles			
San Marcos			

CSU The California State University
WORKING FOR CALIFORNIA

	central office		
Stanislaus			
East Bay	. . . establish "a centralized undergraduate research program to coordinate activities across the campus."		
Monterey Bay			
San Luis Obispo			
Bakersfield	. . . "investigate the possibility of creating a director position and undergraduate research office" . . .		
Channel Islands			
Pomona	. . . "develop a focused and dedicated Office of Undergraduate Research office/ center" . . .		
Los Angeles			
San Marcos			

Slide 1

	central office	support/research	
Stanislaus			
East Bay			
Monterey Bay			
San Luis Obispo			
Bakersfield			
Channel Islands			
Pomona			
Los Angeles			
San Marcos			

"Develop an analytic capability to assess the degree to which students are engaged in RSCA and its effect on student success."

benefits to document:
improved learning while in the course, and after
improved persistence and graduation
narrower achievement gaps
better odds of pursuing graduate education
accelerated development of STEM workforce

"Develop assessment tools to demonstrate links of student research to student success and retention."

Slide 2

		support/research	cultural change

"Collaborate with efforts of University Faculty Affairs Committee to incorporate Teacher-Scholar Model in university RTP procedures."

"feature prominently in campus tours"

"create a running column in campus newspaper"

"collaborate with university advancement"

"invite student affairs, advising, recruitment, foundation, others to have a seat on the Student Research Steering Council"

"empower student groups and honorary societies to pursue undergraduate research"

"create student-research-focused student recruitment materials"

Slide 3

	central office	support/research	cultural change
Stanislaus			x
East Bay	x	x	
Monterey Bay		x	
San Luis Obispo			x
Bakersfield	x		
Channel Islands		x	x
Pomona		x	x
Los Angeles	x	x	
San Marcos	x		

Slide 4

system team commitments

- amend Common Management System, promote S4
- develop externally funded research projects

1. document st...

Slide 5

system team

- explore "micro-research" experiences
- don't exclude larger sections

Slide 6

- establish a CSU on-line journal of undergraduate research
- use social networking to connect campus communities around shared summer opportunities, equipment, and facilities
- maintain a senior administrative position in the Office of the Chancellor

1. document student success effects
3. connect campus communities

CSI **The California State University**
WORKING FOR CALIFORNIA

As the CSU system moves forward with institutionalizing undergraduate research,

What are individual CSU campuses doing?

Case in point…

Case Study: Institutionalizing Undergraduate Research/ Creative Activities at CSU San Marcos

Council of Colleges of Arts & Sciences (CCAS)

California State University SAN MARCOS

CSUSM: Campus Background

- First offered upper-division courses in 1990-91
- In 1993 moved campus from a commercial/industrial park to 304 acre location that was originally a chicken ranch
- Accepted first year students in fall 1995
- Enroll 11,300 students (9389 FTES) and offer 28 undergraduate degree programs, 13 master's degree programs, and 1 joint doctoral degree program
- Minority-Serving Institution
  - HSI (31% Latino) and AANAPISI (12%)
- Active in CUR Institutional Development Activities
  - 2008 NSF CUR Institute, 2008 CUR CSU Workshop, 2011-12 CUR CSU STEM Program, 2013 Creative Inquiry Arts & Humanities Workshop

ACTION PLAN – SHORT-TERM GOALS

1. Strengthen our campus administrative and organizational infrastructure for faculty-mentored undergraduate research (UGR), such as establishing a centralized undergraduate research office with a director to coordinate activities across the campus
2. Develop benchmarks (e.g., baselines and metrics) for assessing student learning outcomes and gather data to track and report outcomes associated with UGR
3. Pursue external resources to support undergraduate research and obtain faculty resources, and to secure equipment/ facilities to enhance our physical infrastructure

Institutional Accomplishments

✓ Instituted the CSUSM Committee for Undergraduate Research (CUGR)
  ✓ Broad buy-in from diverse disciplines
✓ Established an Undergraduate Research Faculty Fellow
✓ Provided leadership for CSU task force charged with developing a CSU undergraduate journal
✓ Increased UGR activity and success
  ✓ CSU Statewide Competition
  ✓ CSUSM Student Research Poster Showcase

Funding/ Resource Progress

✓ Increased support for CSUSM undergraduates to present research at professional or scientific meetings
✓ Secured philanthropic support for UGR Faculty Fellow
✓ Increased external grant funding to support undergraduate research
  ✓ NIH MARC, RISE, and Bridges (OTRES)
  ✓ NSF LSAMP (CSU Collaborative project)
  ✓ NSF REU proposals
✓ Collaborated on an NSF research project to study the impacts of UGR on student outcomes across the CSU
  ✓ Endorsed by 22 CSU campuses

Institutional Challenges

- Intensive faculty workload
- Equivocal UGR expectations for faculty
- Limited infrastructure to support student research
- Lack of a dedicated office for student research
- Lack of long-term sustainable funding
- Limited student outcome data

CSUSM CUGR Aspirations

- Clear written expectations for faculty efforts on undergraduate research activities in retention, tenure, and promotion (RTP) standards and policies
- Assessment of undergraduate research activities and outcomes
- Consistent communication or contact with faculty and campus leaders across the CSU
- Coordinated and dedicated campus and system-wide support for undergraduate research

CSUSM Student Research Website

Conclusion – UGR is Inspirational But Sustainability is Essential

Institutionalizing Undergraduate Research Across COPLAC and at

Eastern Connecticut State University
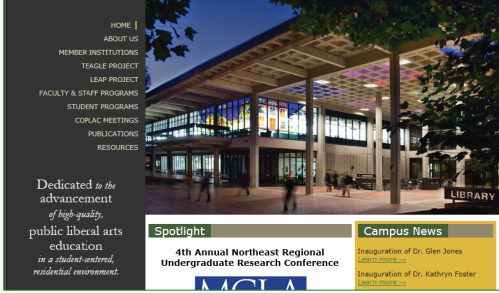
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Realizing Student, Faculty, and Institutional Outcomes at Scale
CCAS 48th Annual Meeting , Jacksonville, Florida (Friday, November 8, 2013: 2:00 pm –3:15 pm)

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Slide 1: COPLAC Schools

COPLAC Schools

Eastern Connecticut State University*
The Evergreen State College (WA)
Fort Lewis College* (CO)
Georgia College & State University
Henderson State University (AR)
Keene State College* (NH)
Massachusetts College of Liberal Arts*
Midwestern State University (TX)
New College of Florida*
Ramapo College of New Jersey*
Shepherd University (WV)
Sonoma State University* (CA)
Southern Oregon University*
Southern Utah University

St. Mary's College of Maryland*
SUNY College at Geneseo (NY)
Truman State University (MO)
University of Alberta, Augustana Campus
University of Illinois at Springfield
University of Maine at Farmington*
University of Mary Washington (VA)
University of Minnesota, Morris*
University of Montevallo (AL)
University of North Carolina Asheville*
University of Science and Arts of Oklahoma
University of Virginia's College at Wise
University of Wisconsin-Superior

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Slide 2: CUR website

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Slide 3: COPLAC website

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Slide 4: The CUR/COPLAC Project

The CUR/COPLAC Project: Institutionalize undergraduate research, scholarship, and creative activity

Consortium-level sharing of best practices in UR and plan for institutionalization

1. Meeting of teams (4 administrators and/or faculty members) at UNC-Asheville in 2011
   – Workshops, professional development
   – Develop action plans
2. Reconvene teams at UVA-Wise in 2012
   – Review progress on action plans
   – Plans for next steps
   – Sharing best practices

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Slide 5: Beyond CUR

Beyond CUR: COPLAC's Initiatives to Institutionalize UGR Across Campuses

- AAC&U Leap State Designation
- Teagle Grant
- Regional Undergraduate Research Conferences
- Journal of Undergraduate Research and Creative Activity

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Slide 6: AAC&U LEAP State

AAC&U LEAP State

In May 2012, the Council of Public Liberal Arts Colleges (COPLAC) entered into formal partnership with AAC&U's signature national program: *Liberal Education and America's Promise* or LEAP.

The COPLAC LEAP Partnership
- Collecting and sharing institutional practices, resources, and expertise through face-to-face meetings and through a web-based portal on the COPLAC web site;
- Exploring the potential to share faculty expertise in mentoring undergraduate research students across the consortium using distance technology; and
- Sharing best practices in the assessment of undergraduate research, both in terms of student learning and the application of new knowledge.

The project will be led by campus leaders in collaboration with the COPLAC office. This LEAP Partnership website includes an overview of undergraduate research practice at member institutions, a report on 2012–2013 campus projects related to undergraduate research, and a resources page where institutions can share expertise and request consultancy services.

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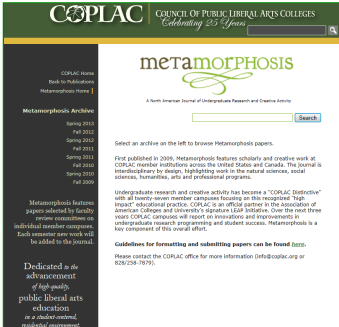
Slide 1

TEAGLE FOUNDATION PROJECT

Eleven COPLAC campuses will design, implement and evaluate a two-year pilot project for "high impact" faculty-mentored undergraduate research at the consortium level. Specifically, the consortium seeks to enhance student learning by sharing disciplinary expertise across campuses in a 'distance' mode and re-envision faculty work and encourage institutional efficiencies at predominantly undergraduate, teaching institutions in the public sector.

The two-year project will explore:
- the extent to which there is student and faculty interest in this mode of education;
- the quality of the distance mentored experience compared to traditional face-to-face mentoring;
- the technical challenges and costs involved; and,
- the implications for faculty work.

Slide 2

Regional Undergraduate Research Conferences

Slide 3

Journal of Undergraduate Research and Creative Activity

Slide 4

COPLAC's "Century America" Project

- Digital Humanities "Century America" Project
- The "Century America" Project is funded by the Teagle Foundation of New York and will focus on COPLAC member campuses founded before 1914, the year when World War I began in Europe.
- Students complete guided research on their home institutions and contribute to the building of the multi-campus digital "Century America" site.

Slide 5

UGR at Eastern

EASTERN
CONNECTICUT
STATE UNIVERSITY

- History of Experiential Education
- 2008 Strategic Plan
- CUR/COPLAC project

Slide 6

Outcomes of CUR/COPLAC project at Eastern: Sharing of Best Practices

EASTERN
CONNECTICUT
STATE UNIVERSITY

- Workshops: what works on other campuses
- Sharing, updating and reporting on action plans
- Raising expectations for quality of work

Slide 1

Outcomes of CUR/COPLAC project
at Eastern: Institutionalization

EASTERN
CONNECTICUT
STATE UNIVERSITY

- Institutionalization of UGR
  - UGR coordinator
  - UGR Council
  - UGR budget
  - UGR summer program
  - Exemplary program funding
  - UGR Mentor Award
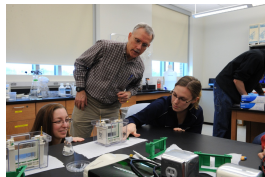- Liberal Arts Work
  - Transcript designation

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Slide 2

Outcomes of CUR/COPLAC project
at Eastern: A Broader Definition of UGR

EASTERN
CONNECTICUT
STATE UNIVERSITY

- Liberal Arts Works
  - Creative Activity
  - Internships
  - Co-ops
  - Service Learning
  - Campus Leadership
  - Field Work (Social Work, Education)
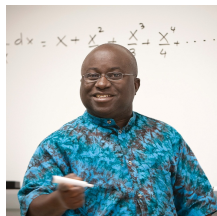 - Undergraduate Research

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Slide 3

Outcomes of CUR/COPLAC project
at Eastern: New participants

EASTERN
CONNECTICUT
STATE UNIVERSITY

- Digital humanities project
- Links to faculty researchers across campuses
- Additional departments participating
- Greater credibility among faculty

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Slide 4

Outcomes of CUR/COPLAC project
at Eastern: Efficiencies

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- Journal submissions

- Regional Undergraduate Research Conferences

- Distance mentoring

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Slide 5

Challenges

COPLAC: consortium level
- Geographically diverse campuses
- Campuses with different levels of funding challenge
- Funding to bring campuses together: interest of funders changes

Eastern: campus level
- Fitting UGR and LAW activities into faculty workload
- Fitting UGR and LAW activities into students' full-time credit load

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Slide 6

UGR: Where we are going

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STATE UNIVERSITY

Institutionalization
- LAW
- Exemplary Program
- Funding
- Work with COPLAC institutions
  - Digital
  - Exchanges
  - Summer program
  - Global field courses

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