

Undergraduate Research - Faculty Survey 2006

Questions 1	Question 2	Question 3	Question 4	Question 5
What is your department's vision of UR?	What works in our current URP?	What does not work in our current URP?	What changes in the URP would allow it to better serve your department, our students, and the University as a whole?	What do you think are the barriers to making those changes?
Each faculty member will work with several students each year. Otherwise, no vision that I know of.	Fall & Spring grants are TERRIFIC opportunity! Thanks! NCUR is also a super opportunity.	Not enough faculty have the opportunity to serve on the UR Committee, so not many understand the process. Unless you have selected winners for grants, etc., you may not know that the committee is looking for. The committee appears to have little turnover and may be fine for some turnover.	Have more faculty serve on the committee- notate more people through. That will inspire them to involve more students.	Non-participation by some faculty makes it unfair to others who participate a lot, & unfair to students who can't find a research advisor.
Within the next ten years have an endorsement that would support 20 students to go to NCUR.	start up grants, NCUR, Symposium, be a national leader in UR	Would like to see a return of research fellows	more & more emphasis from University leadership	perceptions
	From what I've seen thus far, It works great, overall.			
All student not complete these -few are involved in your program-not sure why-except that your calendar of deadlines does not mesh with ours.	A lot!	<u>seems</u> too science and ed heavy	reach out to Humanistic disciplines? Maybe come to a dept meeting? Different calendar?	student perceptions (?) that this is only for the super talented/graduate school bound kids
We provide students with an option of requiring an Internship or Undergrad Research (this is suggested for students, internship grad school)	Symposia prepares our students for a great experience prior to NCUR	Need to get students involved at earlier point in college career	Maybe offer a "colloquium" for those interested. Possibly second semester sophomore year	Availability of "fun electives" in some departments. Maybe tying them to a cluster might help
Every student has to do a senior research thesis, so we regard it as internal to the undergraduate experience. We as a department could do a better job of integrating what we do with UNCA's UR program.	NCUR, spring symposium	Not anyone's fault, but the time frame of NCUR and getting funding for it is really incompatible with how our senior thesis typically is conducted-it's usually way too early in their research for them to submit something to NCUR	I'd like more opportunities for students to present this work, beyond NCUR or the spring symposium. Maybe some small university event at which they could present on work in progress, once or twice a semester.	Time- both student and faculty
We would like all student to conduct a research project if they wished to, especially those bound for graduate school	Frequent reminders about important dates are much appreciated. Spring symposium is a terrific venue for many students	The biggest problem is not enough faculty to work with students who want to do research. Our department will need more lab space as soon as we hire our water pollution person.	It would be wonderful to have more money available for students to travel/register at regional and national scientific meetings. How well does URP communicate directly to students?	Hah!
Important part of undergrad education	funding for UR, the UR office, UR symposium, UNCA's emphasis on UR all work well	nothing?		

I don't think my department really has such a vision, though we have a senior seminar involving research and writing.	grants. NCUR		The NCUR deadline is very awkwardly placed for our students. Though I don't know if anything can be done about it.	The processing time for travel applications and the early deadline necessary for this institution to do their work.
Not altogether sure. Very individualized views, I think current chair certainly supports a faculty member who does it or wants to do it.	The HELP and support you give students and faculty (reminders, encouragement, flexibility). The various opportunities to present and publicity surrounding that.	1. Too little TIME 2. Students who need to begin way sooner then the semester or year when they do a project.	?	
I don't know. In Dance, I see this as an opportunity to pursue original research in an academically supported environment.	The opportunity to publish, to present, to be given audience	I don't know about the program as a whole, but I don't feel that I do as effect a job as I might as a mentor.	If I could work more closely with successful mentors learning from them, discussing how they facilitate effectively I think I could do a better job. Panel discussions are <u>not</u> helpful but personal discussions or templates, hard copy resources might be.	Time, sense of isolation, ignorance (my own)
Pretty much the way it is currently happening.	It is clearly working well. The quality of UNCA presentations at the last NCUR was well above those at other institutions. A lot of credit goes to institutional support and our organization for administering it.	I think that receiving a travel grant to NCUR should be almost totally based on quality of work. I don't think using criteria such as value to student or balance among disciplines is fair to students who have high-quality projects.	Because many students and their advisors submit versions of their papers, if NCUR editorial requirements were more typical of research journals. For example, they should list all authors in the references rather than using et. Al	It's more an NCUR issue than a UNCA issue
It's critical to our work and the mission of UNCA.	Funding is good. Support for folks to go to NCUR. Recognition of its value in our faculty record.	Could have clear minimum standards.	Could have a mentoring program for new faculty.	
We see undergraduate research as a crucial aspect of what we do at UNCA and of a full liberal-arts education.	The office of Undergraduate Research is very responsive: the conference planning is excellent.	The deadlines and general structure of the program are biased toward the experimental (hard) sciences.	Rolling deadlines for grants, etc; more flexibility in expenditures across semesters, etc.	I imagine those departments which receive most of the grant money are happy with things the way they are and will dismiss any suggestion out of hand.
UR should be supported throughout the campus and should be involved in as many projects (i.e. grant proposals) as possible.		lack of coordination with other UNCA offices	Coordination with Career center, oss & p, ...	lack of communication, but this is improving
A strong, stable presence of UR on campus-but not necessarily all of one student	Everything! It's a finely oiled machine.	Nothing I'm aware of		
It's a fundamental component to our curriculum. All students take part in the program. This requirement has been a primary factor in the success our graduates have experienced as alumni.	Opportunities for students to present their research at a variety of venues. Emphasis on multi-disciplinary/liberal arts approach strong participation from humanities as well as the sciences	no support for faculty mentoring UR students. Support could come in the form of course release/UR coarse designation, or travel supplementary funding on stipends.	a focused theme/interdisciplinary UR summer institute for faculty and students- perhaps attracting participation from other universities. Could be a way to combine UR and ILS missions?	adequate funding and lack of institutional priority for UR

Undergraduate research supplements our curriculum; it is not an integral part of the MMAS curriculum.	Great Program-Good for both students and faculty	The time required is not compensated. It should count as part of teaching load.	UNCA has done a very good job of promoting undergrad research. I wish there were more hours in the day to include more students.	Shortage of faculty.
To increase the number of students for all disciplines participating in scholarly activity.	Funding of NCUR travel and support for students	No stipend for students with fall/spring grants	More money and greater coordination between Undergrad Research and other sources of funding for scholarship on campus.	Better communication with other sources/being there under the same committee
A resource to help some of our best students further refine and present their senior thesis	Mila	The fact that many of our students do research over the summer sometimes makes it difficult for them to get grants.		
Students must produce substantial research paper or creative work at end of senior semester. Also students participate in regional conferences (PAC) or the GLBTQ conf.	Great to have visibility of conference (UR Conference). Nice to have support for other venues	I have the impression that it's more designated around science than humanities. Students see it as an additional burden on existing departmental requirements.	Rolling deadlines for abstract submission, link with GLBTQ conference	Seems to me to be a barrier of timing-we tend not to carry over research beyond one semester-paper comes at end of term and there's little mechanism for carry over.
Very positive. UR is an essential part of our program for licensure students.	Research symposium	deadlines do not allow candidates to apply for grants	"rolling" deadlines	mechanics of reviewer process
A stronger infrastructure is required so our students can undertake challenging problems right at the frontier land.	It is really nice that students are required to apply competitively for research funds. It helps them to think and express their thoughts clearly.	Poor infrastructure does not allow students to tackle really challenging problems.	If infrastructure is strengthened then we can tackle problems which would interest Oak Ridge National Lab also. Then students can work on collaborative projects which would give them an opportunity to spend some time at Oak Ridge and use their fabulous facility.	If UNCA can provide some seed money, then it would be possible to build realistically bridges with Oak Ridge National Lab. Senior scientists at Oak Ridge have shown interest in collaborative research.

Speaking for myself, I wish to guide my research students in designing and performing research projects that give them strong preparation for post-baccalaureate studies in the biomedical field. I believe my responsibilities in undergraduate research are i) to provide my students with a competitive edge as they enter graduate-level work in science, medicine, and/or related disciplines, and ii) to keep my research program productive and viable within the international community that investigates the relationship between trimeric G proteins and cancerous progression. I performed my graduate and post-doctoral work at large research-centered universities, and often was dismayed by the apathy displayed toward undergraduate students in many laboratories at these schools. Therefore, I believe the best way UNCA can offer a superior undergraduate research experience is to expect mentoring faculty to devote considerable one-on-one time to students as they plan and execute their research projects.

The URP grants have made it possible for several excellent and highly motivated students to perform valuable work within my research program the past 3 years. I believe the system of competitive applications for grants works very well. I appreciate that students are expected to write these grant proposals (excellent preparation for the real world of science), and I appreciate the speed with which funding decisions are made. I have always been impressed with the dedication, fairness, and adaptability of the URP leadership and advisory council. Also, from my vantage point Mila Lemaster is a real asset to the program.

I do not wish to encourage prodigality, or suggest that cellular or molecular biology research deserves greater funding than other pursuits. However, I must point out that the supplies and reagents a student needs for even a simple project in my laboratory can exceed 1000 dollars in cost. Items such as antibodies (~300.00), reagents for delivering DNA molecules into cultured cells (~270.00), and DNA-synthesizing enzymes (150.00) are typical culprits. For every student in my lab who has received funding from the URP grant, I have needed to supplement hi/her project with items from my laboratory stocks (I am co-investigator on a grant with Duke University Medical Center, and when I tap this money in the summer for reagents and supplies for my personal research, I obtain a few extra items for anticipated student projects). I am not suggesting larger awards if it would mean a smaller number of awards for the campus community, but if the URP needs reasons to lobby the university for a larger undergraduate research budget, I hope the information I have provided would help that cause.

Referring to item #3 above, I would suggest a standard policy that students who receive funding for spring research grants (especially those due to graduate in May) are given extra time to generate and submit abstracts, submit applications to the spring symposium (if not NCUR) and submit manuscripts to the UNCA Journal. Carrie Berkley gave an excellent seminar to the biology faculty (and several students) two weeks after NCUR 2006, and could have showcased this work before the NCUR audience if a special provision had allowed her to submit a late abstract.

In physics, the traditional majors can get engaged with research with faculty. In these cases, students must work on an area closely related to the faculty member's expertise- which often involves grant equipment. I am experimenting with publishing with general students not in physics, e.g. in teaching journals.

I was totally impressed with the number of UNCA students presenting at NCUR- which I learned a lot about in detail when I prepared the post conference web site and catalogues all the students. So a lot must be going super in our program to get such a turnout. I have also been impressed with UNCA helping students attend conferences when the NCUR conferences are out of town as they usually are.

Not sure. Things look impressive.

Maybe someway to encourage departments and faculty to participate even more but I am not sure how to do this because it could back fire if departments and faculty feel pressured.

It is hard to find the balance since faculty culture is a free one. Maybe one could weight student papers more or faculty/student co-authored papers. In one sense, if a faculty member dedicated time to a student, this could slow down the faculty members in terms of scholarship. But if we value student participation very much than perhaps more might participate. Of course the goal to strive for is one where working with the student actually helps the faculty publish more too but this is not always the case- it depends on the subject matter and projects. If I were to work on quark physics, students would definitely slow me down- but if I can come up with creative projects that students can handle and contribute, then they help me.

We have not addressed a departmental vision as we are a new department. It is on our agenda for the next departmental meeting.

FYI-Is this question referring to Undergraduate research, in general or is it referring to our department working with the Undergraduate Research Program?

I have been here a year and do not understand it fully. I did volunteer and attended the Undergrad. Research Conf. last year.

I can't really comment other than not knowing enough about it.

Faculty Department opportunities to update/refresh knowledge and/or move into an area of research that may be more unfamiliar (quantitative to qualitative?).

Need greater support for research-terms cultivated, faculty development, etc.

There is really no "departmental vision" as such.

The personal touch

Important to hone individual research skills, especially for those who will continue in graduate school, or those who will teach. The kind of research that we do is almost always independent and does not usually involve faculty/student cooperative research. Much of our students' success ought to come from us-the professors. Each discipline approaches research so differently, we need to give our students the tools to be able to conduct research effectively through lower and upper division courses.

The symposium provides valuable public speaking experience. Those students who take advantage of research funding also get experience with abstract/grant writing, and feel more accountable for the quality of their project.

I've heard no complaints from students, and I haven't had enough direct dealings with the program to know of any shortcomings.

Perhaps workshops on presenting research.

N/A

Our department (Chemistry) considers undergraduate research to be an integral part of learning chemistry to the extent that it is a requirement for graduation with a chemistry major.

Students have opportunities to do research and URP enables this to happen with funding for summer projects. This is important since summer is when students have the time to devote to research projects.

I am not sure what the review process is and what the criteria are for a student to receive a summer grant or academic year grant. Making the process more transparent to new faculty would be good so they can properly advise their students. Also, more funds for individual summer research projects would be great. The summer stipend of \$1500 barely covers cost of living for students to pay rent in the summer.

<p>I don't know that we have a collective vision. We have individual faculty who work with students on UR projects. Some do a lot of this, some none at all. Some projects are also used as part of our senior research thesis, but these are two separate papers.</p>	<p>At its best the program offers students an opportunity to develop a line of inquiry that produces original findings. Because students can sign up for UR hours without necessarily completing a thesis. I have also worked on several exploratory projects with students over the course of more than one semester. This component should be recognized for its value-whether or not an end product emerges.</p>	<p>The funding system/application procedures it too bureaucratic; deadlines are too early for the kind of research (grounded theory, building an argument slowly rather than at the outset) that our students do. Somehow our best student projects seem to not be accepted by UR- they tend to be more innovative and to fit less well into what the reviewers seem to be willing to conceive of as "original" "real research." It is easier sometimes to be an average student and follow all the rules than to be an exceptional student whose work less readily conforms.</p>	<p>Think of the program not just about finished products but about cultivating a spirit of inquiry. For most disciplines the 7 page submission made to the UR journal is no the full paper, yet it is often represented to students by UR staff as "only a 7 page document"- when my students submit to the UR journal, they are synthesizing the argument of a much larger, 30-40 page document. I don't object to the length in the UR journal, but to the representation of the articles as "only 7 pages". Has UR considered making the journal as electronic journal-length could be relaxed and all the work would be more accessible. Faculty who review student submissions are not always sensitive to disciplinary differences and seem to impose standards from their own fields rather than the student's field of inquiry.</p>	<p>There is a perception on campus that some of the leaders of UR are inflexible, more worried about getting finished products than creating an atmosphere of scholarly exploration. Bureaucracy.</p>
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<p>Undergraduate research in mathematics does not necessarily involve tackling of a major open problem. For the students to approach a cutting-edge research question and learn to apply appropriate methods in an attempt to answer that questions is sufficient. In doing so, the student gains insight into the critical and reflective processes involved in actual mathematical research.</p>	<p>I am satisfied with the thoroughgoing institutional support for UG research that the University puts forth.</p>	<p>I am not aware of any nonfunctioning components.</p>	<p>I can think of no changes at this time.</p>	
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<p>An outlet for students how want to do more in-depth, research projects regarding interface design and scientific visualization.</p>	<p>The current program seems to work as I've encountered it.</p>			
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<p>It is a valued option 1) for students who have extensive work experience and do not benefit from an internship, 2) for motivated students who have an inclination for research, 3) for students whose internships or projects lend themselves to further research.</p>	<p>Presentations. Grants. The integration that departments like Education and Chemistry have done. Relevance to mission.</p>	<p>Invisible to many students...this may be helped by LSIC. Isolation. Late introduction to the possibility. Limited understanding of the time commitment.</p>	<p>Greater connectedness to the physical community and to the intellectual community. More group projects. Ties to former UR Scholars. Cultivation in under-represented areas.</p>	<p>Limited human resources available to effect change. It is remarkable that it can keep going with the support it is given.</p>
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<p>It is very important we are actively involved</p>	<p>The program works well as far as I can tell.</p>	<p>I am not involved enough to really know.</p>		
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<p>That all, or at least most, students ought to get a taste of it, formally or informally-that they ought to generate their own knowledge.</p>	<p>Access. Support- it seems that students are able to get financial support for their projects.</p>	<p>Is the distribution of knowledge about URP even? Is the URP designed so that it affords students from some divisions over others?</p>	<p>See 3</p>	
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Undergraduate research is encouraged and supported by all department faculty. It is one way to demonstrate competency in the major.	Providing grants to support student research and for student travel to represent their work. Financial support is essential for a successful program.	More accountability is needed from faculty/student research teams. More funds to support activities are needed.	See previous.	Need for more fund raising and grant writing activities.
It supports UG research; hands-on experience is important.	Publication support, venues for presentations	Securing external funding for support of UG research and related activities.	Enhanced emphasis and effort seeking external support via grants and endowments.	Lack of emphasis regarding the significance of seeking and securing external support; lack of support for seeking external funding.
It is an excellent opportunity for students and faculty to work together.	I am not personally familiar enough with the URP to know.	I am not personally familiar enough with the URP to know.	I am not personally familiar enough with the URP to know.	
We see undergraduate research as an essential opportunity for student development and a means of keeping faculty productive in their field.	Have created an excellent university culture that fosters and celebrates undergrad research. Numerous opportunities for funding and support of student research and presentation, seem to do a pretty good job of spreading the "wealth".	Naturally funding is too limited to provide support for all deserving students and faculty. Also some students have relayed that they feel many of the deadlines for undergraduate research events are too early (ex. NCUR, UG research scholar). It seems many UG research events are designed for a person who completes their research their junior year. Disciplinary conferences seem to be downplayed relative to undergrad experiences, even though students may be better served by attending a professional meeting than NCUR. The numerous layers between students getting financial support and receiving the equipment they need often compromises what students can accomplish within their limited time frame.	1. URP deserves a bigger budget on the whole. 2. Should be more responsive and supportive to reimbursement in situations where faculty make personal expenditures to expedite research progress. 3. The difficulty in evaluating the merit of proposals across disciplines- perhaps could alter budget to explicitly have set amounts for nat. sciences and social sciences/humanities?	1. Unsure 2. power stance 3. new idea-difficulty deciding how much to allot for each, and there probably will be resistance to the reality that different disciplines have much different research costs.
Until recently, we have been under the impression that UGR didn't apply to Drama students, since it required written "research" rather than "creative activity." While to some extent this remains true (the art work is not seen as the primary document, but rather something that needs to be written about), we have begun to see that our students might participate by documenting their creative process.	Students are well supported and valued in their activities.	I am finding your webpage a bit uninformative about the basics of the program. This acts to dissuade people who aren't "in the know" from participating.	I think this program is seen as more "natural" for the natural sciences and social sciences. I think more modeling for the humanities might help.	The problem is probably at the level of the department. I suspect that faculty in the Humanities themselves don't feel as if UGR is for their students, and so they don't follow up actively. I would say an information piece directed specifically at the Humanities departments might be helpful.

We do not require undergraduate research from all our students. This way we can focus our efforts on the students who are truly interested. However, students who want to do UR can always find a faculty member to work with. We typically work with students individually (they sign up for a 3 hour independent study course). Many projects last 2 or 3 semesters. Every student is required to give a talk and write a paper each semester. We encourage them to talk off campus if possible.

I think the current program is very good.

It would be nice to have more money for students to participate in NCUR and other off campus conferences.

I am not sure what to say here. I think we are doing a good job now.

Undergraduate research is used for senior projects in design, directing and advanced topics. It usually results in a public performance so that feedback is immediate. Faculty always advise and evaluate if credit is given. I personally am working for undergraduates to be able to present their research at professional conferences.

Certainly the affiliation with NCUR works.

I do not think that funding is evaluated on the same merits between the arts and sciences.

The opportunity for faculty and students to research together would be nice. The idea that undergraduate research does not have to necessarily serve the undergraduate research program in order for it to be valid.

Time for more faculty involvement.

We value undergraduate research and consider it an important element of students' programs of study.

The one-on-one student faculty interaction; the on campus UR symposium; the "feel" that UR is very important...for example, our Journal of Undergraduate Research, the focus we give on reviewing abstracts, the proceedings, etc...

Most of things work very well.

Perhaps clearer procedures in terms of what needs to be followed to get started in the UR process. I'm a faculty member who has been involved in UR over the past 2 years, and I still find it difficult sometimes to follow all the due dates, criteria for acceptance, etc...

Not many: Easy, widespread accessibility to a simple document that covers the important basics. A "how-to" list, if you will.

Senior competency for research oriented students.

funding opportunities/ spring symposium

inadequate funding, lack of faculty support/recognition for effort

more support if it is important as administration says, then faculty should receive recognition, support, and time to supervise undergraduates

state and administrative lack of flexibility in accounting for faculty hours

<p>I don't think our department has a single vision of undergraduate research. Some faculty members consider student reading and understanding a paper they have written to be undergraduate research. I think it is scholarly activity, but I think undergraduate research requires to student to be exploring and creating new mathematics. It doesn't have to be cutting edge stuff, but the territory should be unchartered. A good place to look is in math history books. Looking at an old problem through modern lenses provides a fantastic and virtually endless source of problems. I currently believe that any research project should include a lit. review, exploration, new results, and a final paper.</p>	<p>I really like dealing with Mark Harvey. He responds to questions immediately and professionally while being friendly and supportive. In short, he rocks. I also really like the summer research partnership program. It is a fantastic opportunity for our students who work. All of my students have worked full-time or half-time. I also like the travel stipends. I think there should be larger one-time travel stipends to attend a really good and perhaps more expensive conferences where the student will be presenting a talk. Perhaps a criterion could be that a student has submitted to peer-review journal.</p>	<p>I think there should be more summer research opportunities. Summer is the best time for research for many students and faculty. Most students I work with have jobs and really don't have the time to do deeper research. I've worked with exceptional students over the summer who were fully funded and it was an amazing experience for everyone.</p>	<p>More funded summer research opportunities for the students. So they can devote themselves to a large project without worrying about summer jobs. I have done formal summer research projects with students (3 funded, 1 not funded) and it is an amazing experience. I have had some successful regular semester projects-not as much fun. These have to, in some sense, take a backseat to regular classwork.</p>	<p>UNCA values research, but may not have the funds to support more summer research. I think some faculty members feel like they would rather spend time on their own research because research with students is not as valued. I would like to know UNCA's stance on this myself. I love working with students on research projects. I love to see them present their findings at conferences. But I would like to know how my efforts in this area are viewed by my superiors and colleagues, especially with respect to tenure and promotion. In any case, I can't imagine life here without undergraduate research. I will always support it.</p>
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<p>I'm not sure our department has a vision. The safest thing to say is that UGR is appropriate for a small percentage of our students.</p>	<p>Ample and timely information is provided about UGR opportunities.</p>	<p>My sense is that most awards and recognition are based on expectation, not outcomes.</p>	<p>Personally, I would prefer to see a greater emphasis on the creative art, rather than simulated "professional" research.</p>	<p>Intention.</p>
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<p>Given that we have two new faculty members and our first major, we are in the process of defining a vision of how we can most effectively involve students in undergraduate research. Many of our students will seek support for research proposals from the Wellness Scholars Program.</p>	<p>I appreciate the guidance offered by faculty who coordinate the program...extraordinary people with effective leadership and communication skills.</p>	<p>I suppose the Tenure and Promotion Committee should respond to this...but untenured faculty in this department are under the impression that they should (for tenure purposes) be spending most of their time and energy conducting their own research (perhaps with student assistants). Thus, untenured faculty are viewing supervision of undergraduate research as a much lower priority. We need clarification.</p>	<p>Same as previous question</p>	<p>Lack of clear consensus about the strength of undergraduate research activity in tenure and promotion decisions.</p>
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I am a new faculty member this year, so I'm not sure I'm much help for the survey, but from what I understand, it is that all students would be involved in some aspect of research while they are here, whether it be a senior year research project, or just the applied research methods class project. Many students actually do a supervised internship instead of a senior project, and that may also include designing a survey and analyzing data for a company, which is certainly a form of research, so I think we are trying to make sure that all students are exposed and have an opportunity to develop applied research skills before they leave.

I'm not sure. I am new this year so I am not sure how to answer this yet.

Again, I am new this year, so I am not aware of what might be working or not.

I think I speak for my colleagues, when I say we feel that as many BFA students are possible should try and pursue an undergraduate research project, as they are all essentially doing undergraduate research in our capstone Art 490,-1,-2 course sequence wherein they are required to write a paper documenting their creative activity and research.

Encouraging undergraduate research students to work closely with faculty advisors, and the fact that they are recognized at graduation for their successful efforts.

I am unsure of the degree to which this recognition is spelled out on undergraduate research scholars' transcripts, but that should also be well documented and clear, to enhance students competitive chances in getting accepted into graduate programs.

Release time for faculty, especially in the art department where we essentially meet with BFA Sr. Ex students for little or no release time.

Finances? I don't know.

In the department of literature, there is not much known about the Undergraduate Research Program, except by the few professors who tell some students about it. Perhaps someone from the URP could come to one or of our faculty meetings and explain what it is, when the deadlines are, and show examples of successful literature proposals. Then we can all encourage our students and know exactly what we're talking about...Before getting appointed to the URP, I had no idea what exactly it was and how it worked.

As long as students and faculty know about it, it works fine.

Lack of knowledge of it.

See answer to number 1.

Same as previous. Perhaps you can offer workshops in proposal writing to students.

I believe that the literature and language's vision of UR is a very positive one though we do not participate as much as we should.

Funding of students' research, venue for them to present research.

For lit and lang students, the timing is difficult since they do their senior thesis or creative writing project often in their last semester rather than beginning work in junior year.

A broader view or definition of UR to include such work as the production of a senior thesis or creative project.

UR is an opportunity for students and faculty to work together outside of the classroom.

Monies are available to fund various projects, and are disbursed.

The natural sciences especially seem to have the upper hand in making successful applications--only through insider information are most humanities faculty able to make successful applications.

Make more information available about what constitutes a good proposal, a good faculty letter, and what kinds of projects are never funded, potential problem areas, e.g. needing a human research study permission (this info. Is found on the web under "Examples" but no examples are actually given, as far as I can tell), can one request books, what happens to items purchased with UR funds, and so on. I would also like to see more openness to the committee accepting proposals that do not involve the purchase of things, but rather allow students time to read, think, and write without having to get a job. I also think it would be useful to have workshops for faculty in the humanities, especially, on how to guide students wishing to make UR proposals, and tips on what their own ref. letters need to say or not say. Also, the master calender needs to be supplemented with smaller calendars that focus on one semester at a time, in a more easily readable (and perhaps more informative) format.

I think these changes could be made easily enough.

I believe that the psych dept sees Undergraduate Research skills as part of the capstone experience that we want our exceptional students to have.

Once a student is placed with a faculty mentor, the quality of the experience is exceptional. This does require, however, massive amounts of faculty time invested in that one student.

We need to do a better job of identifying and placing interested students in contact with associated faculty. Currently, the procedure is summarized as, "Go see Dr. X, I think they might be interested in that subject as well..."

The Summer Student-Faculty Research Partnership that I was involved in this summer was great, because it was enough financial support to entice students to (NOT) work full time AND take a full load of classes, and enough to help justify to faculty to take on such a large commitment.

Well, I'm sure it's a practical matter of cost and benefit. We are all trying to do our best with the resources at hand. Having students do undergrad research in a BIG commitment, and sometimes we just can't afford the extra time or effort.

The Art department participates heavily in UR.

As far as I know, everything works pretty smoothly.

UR is a great service to the students to help them into grad school and appears to be working smoothly.

Involving interested students in a way that promises to educate them about scientific, esp. psychological, research.

Some publicity, making a big deal of the annual conference, the possibility of special credit or awards at commencement

Students don't seem to know how to start. They have to find ideas, projects and then, hardest of all, faculty mentors who are both interested and available. Availability is daunting. How can we, faculty, promote UR without falsely promising to be individual mentors? I think UR is a great idea but I cannot imagine adding mentorship to the other demands in my life. So how do I find faculty who could and would? A directory of "possible faculty mentors and probable topics would be handy.

As just thought of above: a directory of UR mentor possibilities: faculty in each department who might have the time and interest in being mentors. Cross-reference/list them with the topics they might supervise, e.g. Dr. Joe Schmoe-personality assessment; Personality psychology, assessment, testing - Dr. Joe Schmoe. If every faculty member had this we could direct students properly. It would also be handy to have a sort of blurb or promotional announcement for UR to read in classes and present to advisees: "did you know you could become a scholar in the UR program? here's why..." etc.

Finding faculty. Adding to everyone's workload. Teaching students individually to think in terms of their own possible projects, topics, etc. Most are taught to wait for others to teach/feed them; they need to learn to be independent and propose their own ideas. They need to know how to do that, whom to go to, and how to structure such proposals. They also need to know when to do so. I have had students ask me about UR who are already seniors, and they/we feel it's a little late for them to start from scratch. Yet, I can't help wondering if there's something they can do in only one semester that would give them research experience and could "count" as UR somehow...

I don't think we have one.	Gants and help. The symposia are great.	I'm not sure it's well know amongst students-the opportunities and benefits.	More visibility. More money more flexibility-there are many good opportunities for presentations besides NCUR.	Allocation of funds
Research provides the student with the necessary foundation and inspiration for advancement with the university.	As new faculty, I need time to evaluate the program.	In regard to student research in general: certain databases are only available to a limited number of students. UNCA students should have the tools necessary to compete with students in other universities (especially if they intend to continue in graduate school).	It is essential that students have easy access to the best databases and on-line journals available. Students should be encouraged to send for Interlibrary Loan materials (i.e. the university should cover charges for all interlibrary loans).	Allocation of funds
The Center for Creative Retirement's relationship to undergraduate research has been quite limited. Thanks to one of our volunteers, Howard Jaslow, we have recruited quite a number of NCCCR members to serve as moderators of UR campus conferences. These volunteers have enjoyed playing this role. These are fantastic opportunities for students interested in research in aging and retirement-related topics in cooperation with NCCCR. We have been looking at creating a "Center for the Future of Retirement" to ensure us to do follow up research on people who attend canter's pre-retirement planning and life transition programs, the annual retirement relocation program, as well as our program for local residents.	From the feedback I've gotten from our volunteers, the conference presentations are impressive, both in their substance and in the students' presentation abilities.	I'm not in a position to make that assessment.	I'd like to see UNCA students considering doing research in cooperation with NCCCR and various UNCA faculty members.	Faculty members with an interest in trends in aging and retirement, lifelong learning, cognitive change with age, learning styles, civic engagement, and so on, who would take an interest and direct students to NCCCR.
I am not sure about the department's vision. I know a lot of the faculty are actively involved in undergraduate research. I view undergraduate research as a valuable learning experience for students, especially those that plan to pursue graduate school or research positions.	I like the fact that the program supports undergraduate research. I think the whole grant writing and review process is a good experience for the students.	I find that the amount of support in the fall and spring semester is often limiting, especially in the sciences. It is difficult to fund a respectable project for \$350.	If there was a way to increase the funding amount during the semester, that might increase the publication potential of student projects.	I would imagine a budget that is given to the University and how that budget is allocated to different programs. Maybe with the new push for more research in the UNC system, more money will come in for undergraduate research.
All Education Licensure Candidates participate in an undergraduate research project that supports their student teaching. We teach it as "Action Research".	Our candidates are being prepared for graduate school.	The amount of hours is problematic in that our candidates must get a degree (many I which they are doing undergraduate research as part of their major) and thus, it makes it more difficult for students to finish the degree in a timely fashion.	I actually think the notion of Action Research could be infused in multiple classes. I use to in my EDUC 320 (Middle Grade Principles and Practices) course.	The leaders of my department have no intention of changing.

Education Department--To enable future teachers to reflect on and improve their practices of teaching; to enable them to become lifelong learners; to prepare them for graduate education programs.	NCUR Conference was great. Mila is very helpful. UNCA has a commitment to undergrad research	The scheduling doesn't work for our education students. The application for grants comes too soon in the semester as well as the due dates for the journal.	Plan with us about how we can work within the schedule for UR.	Other departments are not as restricted in their scheduling requirements.
It is an exciting opportunity for highly motivated students, especially those with graduate school ambitions	1. NCUR: a fabulous opportunity for students! 2. Other funding opportunities for students, and the mechanisms in place for making these work (organized application and review process, which provides excellent training for students in writing grants, pursuing \$) 3. Research Scholar distinction at graduation (I think it means a lot to students) 4. On-campus symposia-great experience for students in relatively non-threatening environment 5. Opportunity for faculty to work with highly motivated students.	As someone who works with at least 2 students per semester on their independent research projects, I find the time commitment involved in the process to be substantial (e.g. weekly individual meetings, regular editing of research writing, statistical analysis, assistance with presentation development and practice, etc.). I'm not complaining about the activity, as I recognize that I got a lot out of it (I truly enjoy the mentoring process); I just wish we had the ability to compensate faculty for this effort through release time. NCUR projects require enormous work from faculty, often under deadlines that are challenging to meet. I know that technically I am credited with some FTE units (.75 credit hours per student?) - but all this means in practice is that on paper I teach an overload every semester. I would love to see a system in which faculty were offered a course release for every certain # of students who do independent projects (and present them - requiring a presentation would ensure that students' projects are truly independent and not just extensions of faculty re	I really think the program is great. I can't tell you how often my former students have emailed to say how well-prepared they were for grad. School, or how much they appreciated the opportunity to do independent research (because in grad school they find they don't have as much access to faculty support and mentoring), or how far ahead of classmates they are on research endeavors. When I do open houses or talk to people outside of UNCA, it's a program I can genuinely rave about. BUT...I think its success depends on a relatively small number of faculty who are very committed to it- and if newer, younger faculty are going to be brought on board, I think some means of compensating the hard work involved will have to be addressed (see #3). Tenure. Full profs have the luxury of working with students on their own individualized projects, but untenured faculty really cannot afford that time, as they have to be working on their own program of research. Release time would help the situation.	
Undergraduate research is one of the central values of the department	We have developed a formalized program for all Chemistry majors to be involved with Undergraduate Research	Our formalized program, in some ways is too formalized, and does not allow for other valued options. It is very difficult to involve students outside chemistry and to involve students earlier than their being a junior or senior.	Large infusion of funding to support students. We have been slowly improving in this area, but we have a long ways to go. It will take a concerted effort and will involve the developing of many different ways to inject financial support to support the students. We should have a major summer program, which we do not compared to other prominent undergraduate research programs.	Our inability to think strategically to see and carry out the larger picture.

<p>To give students real life experiences that prepare them for either graduate school or the work force.</p>	<p>There have been so many excellent research projects, which have both prepared students for the future and inspired them to learn more about their area of interest. The required NCUR presentations are fantastic.</p>	<p>Unfortunately, it is very difficult for all research students to have the same experience. There will always be examples where various circumstances result in an unproductive summer. However, it would be nice to have some type of system to monitor performance within the undergraduate research program. I am not sure if a simple timesheet turned in by advisors would be a good idea or not? There was a student this past summer who literally only spent 2 weeks working on their project. This is thankfully not the norm, but it is a shame that some other deserving and productive student was not able to benefit from the experience. How can this be prevented in the future?</p>	<p>Some type of follow-up in an effort to monitor time spent on research. Did the student Full-fill their end of the contract? Whether it be a timesheet for the students to complete each week or an end of the summer/back to school symposium at UNCA for all student to present their work.</p>	<p>Time. Staff and faculty have to take time to oversee the timesheets, and/or attend a symposium.</p>
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<p>The Center for Diversity Education intentionally uses the work of students that would normally go into a drawer or a trashcan after a grade is given and put it back out into the community. A great example of this is how Laura Simmelink's Undergraduate Research project on the Latino community is in the planning stages of being made into an on line course that will teach teachers across the state about their ESL students. Or Alana Rades and Andrea Fernandez project on global trade will be a traveling exhibit in November.</p>	<p>Great support from Mark and Virginia who get the idea that research goes far beyond the core sciences.</p>	<p>I don't have a synthesized way of dealing with the deadlines. I often have students working on things that would make great undergraduate projects but miss the opportunities to get them into it because of calendaring.</p>	<p>Could there be some open calendars without deadlines? Mostly it is the thing I need to do to take better advantage of these opportunities-like a pamphlet to hand students when they are interested in research or a book marked URL from y'all to send it to them. I also could use with some forms or procedures. I'd like to be a better supervisor for the students. I do a lot of encouraging-are there better things I could do to mentor them? A lot of what I make happen is getting them networked in the community.</p>	<p>Time, stepping in the same mud hole every time (forget the same thing happened last time). I'd like to meet with a few other folks who do this and see how they problem solve some of the obstacles.</p>
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<p>Students working on practical projects that require research-like researching a time in history and them designing sets, costumes, or directing a script from that era. Also-researching new methods being introduced and then applying them in practical ways to dramatic works-like new acting methods or designing methods and technology.</p>	<p>That is difficult to say-for the program seems to be very open-ended, allowing anyone to create their own idea of undergraduate research, and thereby determining their own success or failure within those parameters. I like it that the program has flexibility as far as students getting credit for doing undergraduate research and faculty determining on their own what is sufficient. However-I have not found the funding of research via grants, etc. to be as open. They seem to greatly differ, and have some hidden agendas as to what constitutes research for grants-but not for credit. Which does not seem appropriate.</p>	<p>see note # 2. The funding for such research seems to be quite a mystery- and often appears as most of it goes to the sciences-or for things more obviously tangible.</p>	<p>A time and place for all students doing undergraduate research to share their research- equally and as part of their final grade for the work- so all are treated equally. Equal opportunity amongst programs, departments, and disciplines for support.</p>	<p>A lack of equality and an open mind about what constitutes research. Unfortunately, the sciences tend to get preferential treatment-and the art often are left misunderstood in their value, research, and worthiness for funding.</p>
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Working one on one on science projects that are potentially publishable in national or regional science journals. These often involve multi-year projects and require focused and comprehensive studies with a small number of our best students.	Funding for summer positions is very helpful; NCUR; student scholarships	Lack of support for faculty with respect to reduced teaching loads or funding; lack of money for travel to meetings; a general lack of appreciation by the administration for undergraduate research.	the primary issue is reassigned time for faculty. Those that are truly forth exceptional efforts should be supported more fully.	money, lack of support from the administration
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Africana Studies should have students and faculty cooperating across a variety of disciplines on Undergraduate Research Projects. These projects could cover subjects ranging from study abroad in Africa to inquiries in local communities in WNC.	The Spring presentation of projects. It gives students valuable experience.	My experiences has been that to accept the role as advisor for a student project is tantamount to accepting another course. It time and attention one project requires makes me hesitate.	More students and faculty would participate if it translated into expanded funded/stipend.	UNCA is poor.
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The "capstone" projects that many students complete in our classes.	I am still becoming familiarized with it.	I am still becoming familiarized with it.	We are planning to hold a mini-conference in our department to listen to students projects and research.	I believe that it is extremely important to work on consistency at the different levels. We are working on this.
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Every student in history must complete a year-long research seminar. I would hope that at least three of these students qualify for NCUR.	The on-campus UR day. It would be great to have a regional UR conference hosted by UNCA.		The regional conference, if feasible, would be a great addition.	
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My department requires majors to do two semesters of research to graduate. We believe research is another form of teaching. Research prepares the students for life after UNCA, such as in graduate school and in the chemical industry, or other fields of employment. We require the students to give talks and critique them on their talks. This has demonstrated to be a very good technique for job interview preparation, based on commentary from alumni who have been through the process.	The research symposia. The funds that are available for students to do research (fall/spring grants; some summer funds) and to travel.	Don't know how many applications you get for fall/spring grants, but based on the amount offered, it may not be attractive enough to apply for the funds.	Financial availability for summer research for students and faculty.	Funds not being made available to us by the state.
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Afford the students an opportunity to engage in a first or second time real research project, subject to faculty supervision, audiences, etc. Students will be asked to link theory and data, in a major way above and beyond regular class requirements. I think they benefit a lot from the experience.		It is getting huge, and I feel the conference turns a bit into another ASA or LASA kind of event, too many folks on panel, not enough time to present, ask questions. You are becoming a victim of your own success.	Maybe restructure the organization of the conference, so that it is not all that dispersed across campus.	I think folks are doing a great job. Sorry to be late here. Any questions, please contact me-Volker.
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