

OUR Fall 2011

Inside this Issue:

URA Student Interview	2
Save the Dates	2
Resources for UR Mentors	3
List of URA Participants	4



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Undergraduate Research and Retention

(by OUR Director, Mary Crowe)

Did you know that, on average, 88% of students involved in UR funded by OUR graduate from UNCG?

I believe that undergraduate research is the highest form of student learning and, therefore, the best way in which faculty can teach. UR is a great example of how faculty members can fully integrate two primary components of their jobs— teaching and research.

In today’s challenging economic times it is especially important for OUR to document the important role that UR plays in positively affecting students’ undergraduate experience.

UNCGs data showing increased retention rates for those students involved in UR mirror that found by other institutions— it is a high impact practice and it has the potential to transform

students’ lives. I would like to **THANK** the faculty member who work with undergraduate researchers for being such great role models and mentors. Without you where would we be?



Two undergraduate researchers, Dana Crouch and Shunda Rushing, at UNCG's greenhouse setting up experiments

External Funding for Undergraduate Research

We are interested in working with faculty to increase the number of students involved in UR. One way to do so is via external grants. Over the past five years we have worked with faculty

members in a variety of disciplines — anthropology, biology, chemistry and biochemistry, human development and family studies and nutrition (just to name a few). If you know of

a funding source for UR and would like to collaborate with OUR to obtain funding, please send Dr. Crowe an email (mlcrowe@uncg.edu). We can also provide “drop in narrative” related to UR.

URA Interview: Shemeka Thorpe

What is the title of your research project?

The title is "Maternal Sensitivity and Close Relationships". We study how maternal sensitivity affects the close relationships mothers have [respectively] with their mothers and fathers. I was involved in the project during URA Summer Session I & II of 2011 and previously I was a research assistant for the Triad Child Study Project in the fall of 2010.

How did you become interested in working with your faculty member?



I had classes with Dr. Leerkes and I love her so much. I took Child Development and also Independent Study with her in the fall of 2010 and I worked on her Triad Child Study Project so that is how I got in contact with her for my research project.

What is the most positive aspect of being involved in this project?

The most positive aspect was gaining more knowledge about research than what I had in the first semester; to actually sit down and seeing how to run analysis on stuff, regressions, and plots and different things like that. It is kind of like those behind the scene works that people do not usually see, like our poster projects. Just stuff like that really interested me.

How has your involvement in the research project helped you with respect to your college experience?

With the research project, that aspect

of it, we had to take a class called HDF 455 (Current Developmental Theory Research) and being able to apply what I learned in the HDF 455 class to the research project really helped as well. Throughout the project Dr. Leerkes was there to refresh my memory on some material and also understanding that I also had to apply theories to my hypothesis and different things like that so remembering the theories and analyzing them to see what theory fits best really helped.

Lastly, what do you plan to do after graduation?

I will graduate a semester early in December. After I graduate early I plan hopefully to work with Dr. Leerkes and we will see how that goes and I plan to go to graduate school in August.



SAVE THE DATES

Deadlines for URA Proposal:

January 27th, 2012

March 16th, 2012

Deadline for Application for Faculty Development Workshop: Building Research Skills into the Curriculum

February 24th, 2012

Deadline for abstracts for the 6th Annual Undergraduate Research Expo:

March 10th, 2012

Resources for UR Mentors

Faculty Development Opportunity

In May I will be conducting a two and a half day faculty development workshop on Building Research Skills into the Curriculum. I will be looking for 10 faculty members who are interested in introducing new activities and assignments in existing courses. The workshop will: 1) include some "lectures" and resources that show you how others have done new activities and assignments successfully; 2) provide time for you to brainstorm and develop activities of your own and 3) help you develop ways in which to assess and evaluate the impact of your new innovations. The workshop will run from 9 am to 4 pm on Monday, May 14th, and Tuesday, May 15th then conclude at 11:30 am on Wednesday, May 16th. OUR will provide lunches, snacks and a \$500 stipend for your participation. You must participate the entire two and a half days. Please register at the link found below.

<https://www.surveymonkey.com/s/2012OURfacdev>

Deadline for applications is 2/24/12. You will be notified by March 14th whether you have been selected or not.

Over the past few years quite a few books and journals have been published summarizing best practices in UR and in providing some great examples of how individuals in diverse academic fields have successfully involved undergraduate students in their scholarship.



OUR has copies of the books in the office and we have ordered copies for Jackson Library.

Undergraduate Research in English Studies (edited by Laura Grobman and Joyce Kinhead) was published in 2010. The book is divided into four parts: mentoring students, responsible conduct of research, dissemination of research and scholarship, and "case" studies in Literature and in Composition and Rhetoric.

Teaching Undergraduate Research in Religious Studies (edited by Bernadette McNary-Zak and Rebecca

Todd Peters) was published this year (2011). The book provides practical models, discusses pedagogical models and the connections that often form between students and their faculty mentors. I found the chapter on exploring archival material to be quite interesting and was pleased to see a chapter written by a colleague of mine from when I was at Xavier University of Louisiana.

For those faculty in STEM disciplines, **Entering Research: a facilitator's**



manual (written by Janet Bradshaw, Christine Pfund and Raelyn Rediske) was published in 2010. This is a really great resource if you are interested in building research skills into your curriculum. It is filled with worksheets, schedules of activities and advice on how to best work with students in a more inquiry or active way.

2011-2012 URA Participant List

Grace Anderson, Student

Stan Faeth, Faculty Mentor
Department: Biology

Verrico Boyd, Student

Parke Rublee, Faculty Mentor
Department: Biology

Glynnis Brown, Student

Esther Leerkes, Faculty Mentor
Department: Human Development &
Family Studies

Beatrice Campbell, Student

Peter Delaney, Faculty Mentor
Department: Psychology

Leiah Carey, Student

Bruce Banks, Faculty Mentor
Department: Chemistry and
Biochemistry

Alexandra Creola, Student

Maura Heyn, Faculty Mentor
Department: Classical Studies

Miranda Freeman, Student

Aaron Allen, Faculty Mentor
Department: Music

Hunter Glenn, Student

Charles Prysby, Faculty Mentor
Department: Political Science

Jolandria Graves, Student

Richard Faldowski, Faculty Mentor
Department: Human Development &
Family Studies

Mary Harmon, Student

Paul Silvia, Faculty Mentor
Department: Psychology

Sarah Harner, Student

Susan Keane, Faculty Mentor
Department: Psychology

Shaquinta Hedgepeth, Student

Julia Mendez, Faculty Mentor
Department: Psychology

Nathan Howell, Student

Vincent Henrich, Faculty Mentor
Department: Biology

Scott Jarmusch, Student

Nadja Cech, Faculty Mentor
Department: Chemistry and
Biochemistry

Matthew Johnson, Student

Vasyl Taras, Faculty Mentor
Department: Business Administration

Nicholas Justus, Student

Paul Davis, Faculty Mentor
Department: Kinesiology

Victoria Kim, Student

Melanie Carrico, Faculty Mentor
Department: Consumer, Apparel, and
Retail Studies

Elizabeth Leavitt, Student

Susan Keane, Faculty Mentor
Department: Psychology

Jessica MacNair, Student

David Teachout, Faculty Mentor
Department: Music

Shawn Mendez, Student

Jacquelyn White, Faculty Mentor
Department: Psychology

Sara O'Brien, Student

Stephen Sills, Faculty Mentor
Department: Sociology

Mudita Patel, Student

Mitchell Croatt, Faculty Mentor
Department: Chemistry and
Biochemistry

Saed Qunbar, Student

Thomas Kwapil, Faculty Mentor
Department: Psychology

Meaghan Reardon, Student

Michael McIntosh, Faculty Mentor
Department: Nutrition

Jason Rouse, Student

Janet Boseovski, Faculty Mentor
Department: Psychology

Maiken Schoenleber, Student

Travis Hicks, Faculty Mentor
Department: Interior Architecture

Alison Stevens, Student

Adam Ricci, Faculty Mentor
Department: Music

Farhad Sultanov, Student

Vasyl Taras, Faculty Mentor
Department: Business Administration

Henry Tai, Student

Alice Haddy, Faculty Mentor
Department: Chemistry and Biochemistry

Emma Thomas, Student

Donna Nash, Faculty Mentor
Department: Anthropology

Shemeka Thorpe, Student

Esther Leerkes, Faculty Mentor
Department: Human Development &
Family Studies

Natasha Todd, Student

Brett Nolker, Faculty Mentor
Department: Music

Katherine Walston, Student

Catherine Matthews, Faculty Mentor
Department: Teacher Education & Higher
Education

Kristen Welch, Student

Charles Egeland, Faculty Mentor
Department: Anthropology