From the *CURQ* Issue Editor

Over the past decade, undergraduate research (UR) has been established as one of a handful of “high impact practices” in higher education, which also include freshman seminars, learning communities, study abroad, service learning, internships, and capstone experiences. These initiatives have often developed in parallel, although in some

cases they have gained momentum and impact by being used simultaneously. This issue of the *CUR Quarterly* explores on- and off-campus partnerships critical to enhancing and diversifying research options for students, presenting a wide variety of types of partnerships among faculty, staff, institutions, and organizations that create rich opportunities and resources for student research.

One issue that typically challenges our campuses is developing systematic ways to track undergraduate participation in research without placing huge reporting burdens on faculty and yet still providing robust data for assessment. In this issue, Kimberly Schneider and colleagues at the University of Central Florida share their approach of partnering with the campus Office of Institutional Knowledge Management to develop a “data mart” to track and map undergraduate researchers, ultimately allowing assessment of the research activities’ impact on student outcomes.

An approach to leveraging two high-impact practices—study abroad and undergraduate research—is explored by Gareth Barkin from the University of Puget Sound, who integrates research into a social science study abroad experience by leveraging partnerships with on site universities and NGOs. The collaboration with local organizations allows the traveling students to experience research and study alongside local peers and mentors who also serve as research partners. It’s a powerful model that continues to evolve.

Two articles provide examples of how multiple institutions working together on a shared research agenda—in this case, Parker Troischt and colleagues focus on astronomy research while Jeffrey Simmons and colleagues focus on ecological research—are able to increase opportunities for large numbers of students. These consortia leverage resources available at each institution and research project to benefit the work of all of the team members—an impressive accomplishment.

The vignettes provide snapshots of an undergraduate research office partnering with admissions to raise awareness about UR from the moment students step onto campus (Laura Moore and colleagues, Monmouth College); psychology faculty partnering with local Head Start programs (Tsu-Ming Chiang, Georgia College and State University); psychology faculty partnering with a juvenile detention center (Amanda Zelechowski and colleagues, Valparaiso University) to create community-based research experiences for their students; and a multi-institutional network of biology faculty and researchers that collaborated to develop research experiences embedded in biology courses (Rachelle Spell and Christopher Beck, Emory University). Another vignette describes an undergraduate research office that partners with the Broader Impacts Network, funded by NSF, to assist

researchers with outreach and educational aspects of their funded proposals (Linda Blockus and Susan Renoe, University of Missouri). Finally, one institution brought researchers from a variety of fields together to develop a common language to describe and assess UR across academic and professional disciplines (Anne Gerbensky-Kerber and colleagues, Minnesota State University, Mankato).

The *CUR Quarterly On the Web* describes the work of Jenna Steiner (University of Michigan) on community-based UR offered through partnerships with groups in Detroit, and a project at the University of South Florida on librarian-mentored student research (Lisa Piazza and colleagues). Gita Bangera and colleagues at Bellevue and Tacoma Community Colleges describe building participation in UR using a model program in genome sciences. Other vignettes present collaborations involving students from regional comprehensive institutions and community colleges (Michael Jackson and John Mateja), two very different institutions partnering through UR to accomplish a shared faculty research agenda (Ann Ellis and Lisa Oakes), and special education students and faculty partnering with people living with disabilities (Vaughn Bicehouse).

We hope this *CUR Quarterly* and the powerful collaborations it describes will inspire you to find new partners and approaches to accomplish your goals.

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CUR Calendar

AUGUST 4-8, Pomona, CA

Proposal Writing Institute

OCTOBER 12, Loyola Marymount University, Los Angeles, CA

Pre-Conference Workshop at ISSOTL

OCTOBER 27-29, Carleton University, Ottawa, ON

Initiating and Sustaining Undergraduate Research Programs (ISURP)

OCTOBER 23-24, Arlington, VA

Research Experiences for Undergraduates Symposium (REUS)

NOVEMBER 13-15, Qatar University, Doha, Qatar

World Congress on Undergraduate Research

NOVEMBER 18-20, Arlington, VA

Creative Inquiry in the Arts and Humanities Institute

NOVEMBER 18-20, Arlington, VA

Beginning a Research Program in the Natural Sciences at a Predominantly Undergraduate Institution Institute

Be sure to check www.cur.org for the most up-to-date news and the Event Calendar.