
Context at Comprehensives

- Relatively recently teaching only, policies and practices still evolving
- New faculty excited about research and research as pedagogy, but may still encounter a culture with mixed messages
- Heavy teaching commitments challenge even the most enthusiastic researcher



Context at Comprehensives

- Moving towards research-rich environment
 - Research-active faculty are better teachers and happier because they love the discipline
 - Faculty see transformative impact on students
- Undergraduates help drive research engine
 - Extra hands and minds
 - Keep faculty on task



UW-Eau Claire case study

- 1988 UWSA Center of Excellence DIN
 - Student stipends
- 1992 Research director hired
 - Build research-supportive environment
 - Sponsored programs, internal funding, UR
 - AVC title, report to Provost
- Multiple funding sources
 - Grant overhead allotment
 - Foundation
 - Provost funding for office, research support, professional development, start-up funding



UW-Eau Claire case study

- 1998 differential tuition
 - Expand student stipends
 - Faculty summer stipends
 - Significant student travel funds for professional conference presentations



UW-Eau Claire case study

Results

- Seniors report via NSSE that 25% have done research outside class, > Carnegie class @ 17%
- Adding in-class experiences, IR measured 37% of 2012 graduates had done in-depth research
- Presentations at campus student research day grew from 70 ('93) to 366 ('13)
- URM participation from 5 individuals ('06) to parity at 7% within ORSP-funded projects



UW-Eau Claire and economic development

- Develop well-prepared graduates – problem solvers
 - Identify a question or problem
 - Design a methodology or approach
 - Tackle it/revise as needed
 - Determine or create results
 - Share the process and the result with others orally and in writing
- Applied research activities that enhance community



UW-Eau Claire and economic development

- Materials Science Center
 - Grassroots vision
 - UWSA DIN 2008
 - Perform analyses for industries
 - First DoE grant last month



UW-Eau Claire challenges and strategies

- Unsustainable model - mentors burn out
- Faculty time available can't match student demand
- Revise work-load strategies to embed more research into student and faculty load



Next steps

- System-wide, campus-appropriate strategies developed – implementation begun
- Working as a group on collaborative strategies



Take-home messages

- Undergraduates help drive research at comprehensives; primary result is graduation of workforce leaders
- Comprehensives on evolutionary path from teaching to teaching/research; each campus at different place
- Incentives (financial and symbolic) speed change, have impact over time



