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
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