2018 Annual Activities Report

Program for Undergraduate Research (PURE)

Introductions
- Primary Purpose of Meeting: to share information about PURE's 2017-2018 activities with interim Associate Provost Erin Baumgartner.

Personnel

At the end of 2017-2018, several Executive Committee members' terms were either up or they had other pressing obligations. Thus there are two new board members as well as an open CLAS seat. As of July 1st, 2018, Ava Howard has transitioned into the Immediate Past Director position; Gregory Zobel (Gz) has assumed the Director position.

PURE's Executive Committee 2017-18

REPRESENTATIVE	SEAT
Jennifer Taylor	COE
Xiaopeng Gong	COE
Scott Beaver	CLAS
Rebecca McCannell	CLAS
Mike Baltzley	CLAS
Shaun Huston	CLAS
Sue Kunda	LMS
Margaret Manoogian	At-Large
Adry Clark	At-Large
Gavin Keulks	Honors Program Director
Paula Baldwin	Managing Editor, PURE Insights
Ava Howard	Director, Chairperson
None at present	Immediate Past Director
Gregory Zobel (Gz)	Incoming Director (in training)

PURE's Executive Committee 2018-19 (Bold indicates new or open for 2018-19)

REPRESENTATIVE	SEAT
Emily Lilo	COE
Xiaopeng Gong	COE
Joshua Daniels	CLAS
Rebecca McCannell	CLAS
Mike Baltzley	CLAS

OPEN	CLAS
Sue Kunda	LMS
Margaret Manoogian	At-Large
Adry Clark	At-Large
Gavin Keulks	Honors Program Director
Paula Baldwin	Managing Editor, PURE Insights
Ava Howard	Immediate Past Director
Gregory Zobel (Gz)	Director, Chairperson

Student Workers

Two CiP student workers helped out PURE last year. Chloe worked between January 8 to June 9, 2018. Ana Sally worked from May 11 to June 11, 2018.

Their activities included, but were not limited to:
- Promoting student participation via class visits
- Technical support for faculty and students submitting to AES with open office hours
- Recruiting student volunteers
- Coordinating student volunteers (25 volunteers for 80 hours of work)
- Writing, proposing, and revising content
- Content and data sorting, filing, and communication tasks
- Public relations
- AES set-up, tear down

Costs:

CiP compensated Chloe $2,623 (256 hours) total for her work and Ana Sally $697 (68 hours) for her work. This totals out at $3,320. During 2018, PURE did not have any portion of its budget available for student workers.

As of June 2018, the CiP program indicated that it would not be able to fund any positions to help PURE/AES in 2018-2019.

Other Support for PURE

Upon request, Stewart Baker indicated that he spent at least 40 hours completing tasks related to his support for PURE/AES. This does not include his support for PURE *Insights*. Denise Visuano, who works in MarComm, indicated her support was easily over 40 hours. See Appendix A for details on their work.

Additional details of support for PURE *Insights* can be found in the next section and Appendix B.

PURE Insights Journal Activities

a. Publication of Volume 6. This volume includes four articles and new cover art.

b. Development of online instructions for both Editors and Reviewers to enroll and the process itself.

c. Development of a new team model for issue production with Managing Editor jobs handled by Paula Baldwin and Publication jobs handled by Library faculty including Sue Kunda and Stewart Baker.

d. We have 2 new papers under review, 1 from the natural sciences and 1 from the Spanish Honors class (a first). We have at least 4 others that have now been reviewed once and are in the final stage of revisions. We have restructured the publication date of the journal back to the Fall. We expect that we will meet the same number of articles in the last publication, and perhaps even exceed them, one of our future goals!

e. 9/17/18 is the last date to submit a paper for this next issue.

f. Position descriptions for Library Support Positions for PURE *Insights.* See Appendix B. As yet, no tracking of hours is available.

Academic Excellence Showcase Activities

a. AES Planning Committee membership – Ava Howard (Chairperson, Coordinator), Gregory Zobel (plenary lead), Camila Gabaldon (submission programming/technical assistance) Stewart Baker (online program lead, data management), Lisa Catto (marketing), Myron Hoeckle (scheduling), Don Boderman (scheduling), Sue Kunda (general assistance), Brent King (assessment), Nathan Sauer (presentation technical assistance), and Denise Visuano (graphic design). Marion Barnes also contributed to committee work by proofing and editing the proceedings booklet.

b. In response to faculty articulated divergent needs (some for earlier and more customized scheduling and others for later submission) a two-submission deadline approach was trialed in spring 2018. This required development of programmed backend and forward facing elements by team members Camla Gabaldon, Stewart Baker and Ava Howard.

c. Automated emails to faculty mentors – This requested feature was developed this year by team member Camila Gabaldon. When students submit a proposal to present at AES the software now generates an automated email to the faculty member named as "mentor" in the submission.

d. Willamette Promise at AES project – Ava Howard, Kathy Cassity (CLAS Dean) and Kristin Mahoney (admissions) partnered to spearhead a new initiative to invite Willamette Promise

high school juniors to campus for AES as a recruitment tool for WOU. The partnership resulted in a small number of high school students attending and a framework for expanding and improving our process next year.

e. Improvements and updates to the Academic Excellence Showcase Website including creating a schedule page and substantial additions to faculty and student pages.

f. Presidential plenary event – The second plenary event at AES was hugely successful. Total attendance is estimated at 350 individuals including WOU faculty, staff, students, Willamette high school students and community members. Some notable guests included Tim Nesbitt, Ron DeVolder and Tony Crawford. The 2018 Presidential Plenary presenters represent the academic diversity of WOU and are: Marcus Wenzel, Debi Brannan, Jie Liu, Mark Henkels, Connor Amundson, Emily Lilo, Margaret Manoogian, Michael Phillips, Lindsay Spear, Cati Rangel, Meghan Doerfler.

g. Continued production of print materials including the AES proceedings booklet, event posters, submission posters, event door room schedule signage, and nametags. Also continued producing an online searchable event program via digital commons.

h. Best poster awards at AES – In partnership with Phi Kappa Phi leadership and Hamersly Library Exhibit leadership all posters displayed at AES were judged and the top dozen poster are becoming part of a summer exhibit in the library.

i. Revision of post-AES participant survey.

j. Continued providing name-tag badges to all AES participants. Added ribbons this year to designate individuals with special roles such as plenary presenters and session chairs.

k. Involved 25 student volunteers in running AES for approximately 80 hours of service. Most work completed the days before, of, and after the event.

l. Continued efforts this year to archive presentations made at AES though Digital Commons. Team member Sue Kunda leads this initiative.

m. Assessment of AES with assistance of team member Brent King. See Appendix C for data.

n. Theme for AES Presidential Plenary 2019 selected: "The Interrelationship of the Arts and Sciences"

PURE General Program Activities

a. Searches Conducted:
    - One COE seat replacement (Emily Lilo - accepted)
    - Two CLAS seat replacements (Joshua Daniels – accepted; one seat still open)

b. Interns: Two student interns were mentored and assisted with PURE activities and the AES event planning and execution. Together they supplied 324 hours of assistance to the program and its initiatives. Funding for interns came from the CiP program run by SLCD.

c. Proposals submitted:
   - Foundation Mini-grant (not awarded) – written seeking funds to purchase professional conference poster display boards.
   - CiP PURE/AES Internship for Winter/Spring 2019 (not awarded)

d. PURE Office space – PURE moving into ITC 205 as an interim space until the construction of the new student success building.

e. Revised by-laws.

f. On-campus partnerships
   - Continued to partner with PKP for AES
   - Initiated partnership with SLCD on Experiential Learning initiatives
   - Initiated contact with IRB
   - Initiated contact with STEM Schoalrs

PURE 2017-18 Budget Overview:

Please find the simplified version of the budget below. A more detailed document is available upon request.

Note: the out of state travel was to send Dr. Gong and Chloe to a relevant conference on the East Coast. As this was during the Summer, we attempted to split the expenses between 2018 and 2019 fiscal years. That did not work out as planned. The negative balance was addressed by administration.

Account	Title	Budget	Activity	Available Balance
20000	Services & Supplies Expense	8,000.00	-	8,000.00
20101	Office & Administrative Supplies	-	7.50	(7.50)
20108	Subscriptions	-	600.00	(600.00)
22502	Postage	-	77.55	(77.55)
23501	Equipment Maintenance & Repairs	-	250.00	(250.00)
24602	Duplicating & Copying Expense	-	2,659.82	(2,659.82)
24999	Miscellaneous Fees & Services	-	64.50	(64.50)
28601	Conference Registration Fees	-	1,260.00	(1,260.00)

28611	Refreshments & Food - Departmental	-	2,079.51	(2,079.51)
28612	Hosting Groups & Guests	-	197.27	(197.27)
28699	Pther Conference/Entertainment	-	(37.68)	37.68
39515	Out-St Empl Program Travel	-	1,138.80	(1,138.80)
	Total	8,000.00	8,297.27	(297.27)

PURE Goals for 2018-2019:

1. Continuation of publication of PURE Insights and expansion of its visibility as a high quality undergraduate peer-review journal on and off campus – *see continuing funding request item (c).*
2. Revisit online presence (PURE website) as well as AES submissions process and interface for roll out in 2019-2020.
3. Increase direct outreach to students through presentations, workshops, and learning opportunities. Examples: New Student Week session, class visits, and campus presentations about research and becoming a researcher. Developing a FYE course for roll out in 2019-2020.

PURE Ongoing Efforts

1. Travel support: Explore paths to provide students future support with equitable opportunity to present their work at the national and international level though competitive financial support to travel to present – *see new funding request items (d) and (e).*
2. Research materials support: Strengthen support for students to engage in undergraduate research and academic scholarship though offering competitive financial support for materials and equipment – *see new funding request items (d) and (e).*
3. Equity in opportunity: Make undergraduate research opportunities equitable and eliminate potential economic bias by providing funded research internships in partnership with SLCD to build on their successful CiP model – *see new funding request items (d) and (e).*
4. Building out and developing the Willamette Promise outreach program with local high schools.
5. Provide organization and transparency by centralizing initiatives with a staffed PURE office that can administer, promote and assess student research initiatives at WOU (e.g., AES,

PURE Insights, STEM Scholars, student travel to present awards, research internships, etc.) – *see new funding request items (e).*

6. Collaborate with other programs (e.g., Research Institute, Service Learning & Career Development, Student Enrichment Program, STEM Scholars, and IRB) to support existing programs, develop new initiatives, and coordinate student outreach aligned to institutional priorities and the WOU Strategic Plan.
7. Make AES a destination event for off campus people. Start with Alumni in partnership with Tony Crawford, President of Alumni Board, and Erin McDonough to help.
8. More detailed tracking of on and off campus engagement through Digital Commons statistics, AES attendance and participation data, TK-20, and future integration with WOU's Data Warehouse.

Request for continued and new funding support:

2018-2019

a. Continuation of $8000 budget to cover Showcase expenses and other PURE initiatives.
b. Continuation of Faculty Coordinator reassignment of 0.25 FTE annualized.
c. Continuation for 0.167 FTE annualized release (equivalent to two 3-credit courses/year) for the PURE Insights managing editor.
d. Request for $4,500-$5,000 in funding to cover 400-450 student worker hours. This will help us retain our current, excellent, student workers, increase student outreach, and train students to offer more and better support to different staff and faculty working on PURE.

2019-2020

e. New Request of $15,000 for 2019-2020 to kick start a program for funding student research and travel to present / compete with products of student scholarship. At this time this is a one-time request to start the program and partner with the WOU Foundation to attract donors for continuation of successful initiatives.
f. New request for ½ time staff support to PURE for 2019-2020 (see submitted Strategic Budget Proposal).

2020-2021

g. FTE release 0.11 for one year for new Coordinator to shadow every three years. The .11 FTE release is needed next in 2020-2021.

Appendices

Appendix A: AES Support Staff Hours

Stewart Baker: Library

Except for the Google Forms, pretty much all of this time was in the roughly two week period of April 30th to May 16th.

Item	Hours
Google Form modifications	4
Creating or modifying session spreadsheets from raw submission data	4
Extracting student presenter and faculty/staff data	2
Creating and revising proceedings text files	8
Meetings	6
Creating online schedule in Digital Commons (includes extracting data from other spreadsheets; modifying data formatting; setting up theme and tracks; uploading data; assigning data to tracks)	16

Total Hours
40

Denise Visuano: MarComm

The points below address most, but not all, of the work done. Note: in prior years, some CiP interns had design experience and could reduce impact on Denise's efforts. Similarly, a streamlined export of information for the proceedings could reduce her workload. Estimated hours: at least 40.

- tabloid posters/flyers: call for entries, event
- poster art revised for website purposes
- save the date cards/invitations for board members
- room posters for each presentation
- oversized posters for poster presentations
- name tags
- tickets
- certificates
- proceedings (naturally the biggest heavy lift, with shortest timeline)

Appendix B: PURE Insights Support

Descriptions provided by Sue Kunda, Summer 2018

PURE Insights Software Support Specialist (IR Librarian; currently Stewart Baker)

This position provides technical support for DigitalCommons@WOU for the PURE Insights Managing Editor. Responsibilities include:

● Troubleshoot and resolve Managing Editor's technical and workflow issues with DigitalCommons@WOU
● Create written documentation for DigitalCommons@WOU technical and workflow processes
● Communicate with Managing Editor and bepress to resolve any software issues beyond the IR Librarian's capabilities
● Resolve any technical issues initiated by the PURE Insights Digital Production & Publishing Support Specialist

PURE Insights Layout and Upload Support Specialist (Digital Production & Publishing

Specialist; currently Scott Carter)

This position provides copy editing and layout support for articles published in PURE Insights. Responsibilities include:

● Download edited articles from DigitalCommons@WOU
● Assemble text, photographs and other content to fit the layout standards for each article's associated discipline
● Upload completed articles to DigitalCommons@WOU; assemble into one volume
● Communicate with Managing Editor regarding timing of layout editing and upload to DigitalCommons@WOU
● Communicate with PURE Insights Software Support regarding any technical issues with DigitalCommons@WOU

Appendix C: AES Data

2018 Academic Excellence Showcase Survey ($n = 89$)

Participant Information

1. Current Class Level

Class	Frequency
Freshman	2
Sophomore	11
Junior	19
Senior	52
Graduate	5

2. Major

Major/Discipline	Frequency
Anthropology	3
Art	5
ASL / English Interpreting	2
Behavioral Sciences	10
Biology	5
Business & Econ	4
Chemistry	2
Communication Studies	1
Community Health Education	2
Computer Science	1
Criminal Justice	4
Dance	1
Earth Science	2
English	3
Exercise Science	4
German Studies	1
History	3
Information Systems	3
Information Technology	2
Interdisciplinary Studies	4
Mathematics	3
Nursing	4
Politics, Policy, and Administration	4
Rehab and Mental Health Counseling	1
Sociology	3
Spanish	1
Teacher Education	8
Theatre	3

3. Self-Report Gender Identity

Gender	Frequency
Male	28
Female	57
Other	2
Prefer not to respond	2

4. Self-Report Race/Ethnicity

Race/Ethnicity	Frequency
Alaskan Native/Native American	1
Asian or Asian-American	5
African-American	2
Caucasian	65
Hawaiian/Pacific Islander	0
Hispanic	6
Middle Eastern	1
Other	5
Prefer not to respond	4

5. Additional Demographic Categories (check all that apply)

Demographic	Frequency
First-Generation Student	35
International Student	4
Non-Traditional Student	22
Student Accessed Disability Services	3
Student Accessed Veteran Services	4
Student Athlete	5

6. Forms of Financial Aid (check all that apply)

Aid Type	Frequency
Federal Pell Grant	45
Federal Supplemental Ed. Opp. Grant	2
Oregon Opportunity Grant	28
Western Oregon University Tuition Grant	19

General Presentation Data

1. AES Participation Required by Major

| Response	Frequency
Yes	41
No	46
Not Sure	2

2. Format of Presentation (check all that apply)

Format	Frequency
Lecture Presentation	54
Panel Discussion	0
Performance	5
Poster Presentation	28
Other	8

Participant Evaluative Feedback

1.

Subscale	2013	2014	2015	2016	2017	2018
Pride/Satisfaction	4.26 (.74)	4.36 (.57)	4.32 (.55)	4.18 (.73)	4.29 (.70)	4.38 (.59)
WOU Support	4.32 (.65)	4.20 (.49)	4.25 (.55)	4.17 (.65)	4.10 (.70)	4.26 (.90)
Participation	3.84 (.73)	4.05 (.62)	4.03 (.56)	4.07 (.72)	3.70 (.66)	3.56 (.74)
Preparation	4.31 (.58)	4.27 (.68)	4.30 (.57)	4.26 (.74)	4.29 (.61)	4.39 (.62)
Excellence	4.09 (.71)	4.05 (.78)	4.06 (.68)	4.03 (.78)	3.96 (.85)	4.09 (1.05)
Faculty Guidance						4.3 (.70)
AES Communication						3.88 (1.07)

AES Participant Evaluations 2013-2018
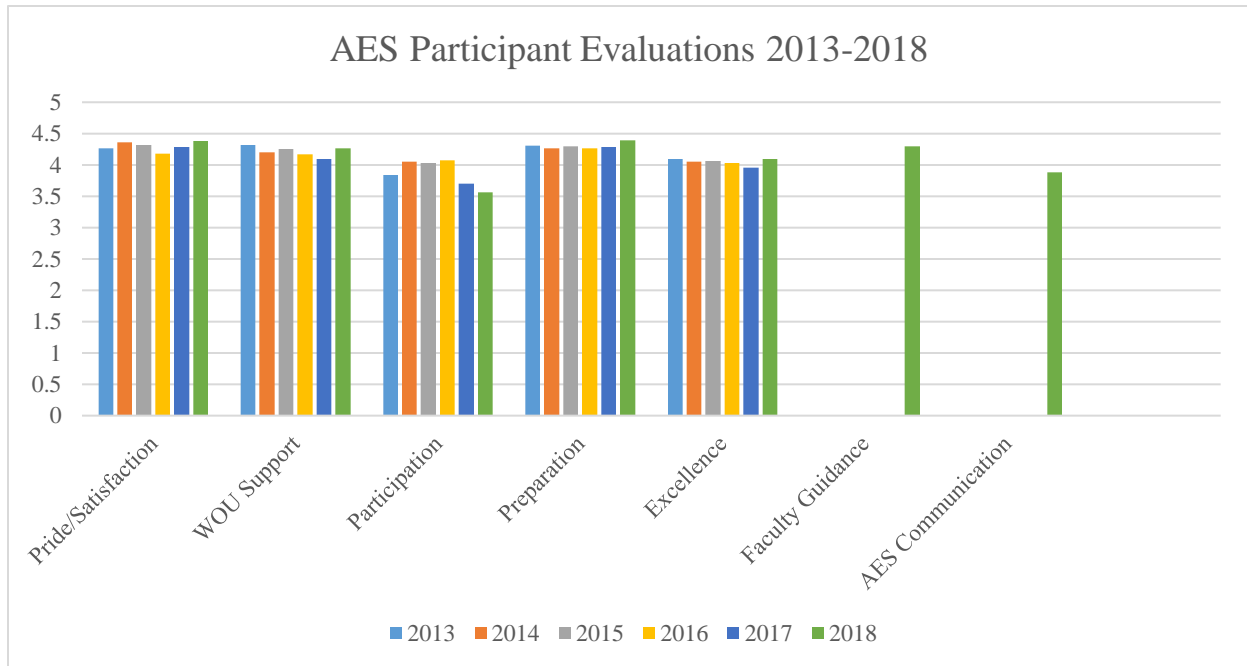
2. Beneficial Additional Support (Check all that Apply)

Additional Support Suggested by AES Participants
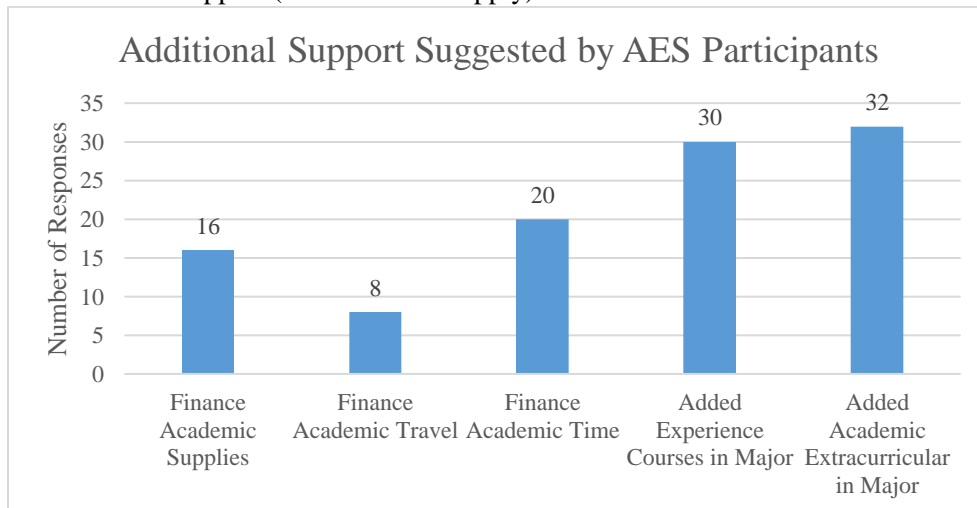
AES Assessment Feedback

1. Practice Professional Academic Communication of Research and Creative Work

Question	2018
Used Skills Developed in Major	3.90 (1.50)
Used Skills Developed in LACC	3.15 (1.20)
AES Increased Major Academic Skills	3.81 (1.12)
AES Increased Pro. Comm. Skills	3.64 (.99)
AES Inc. Know. of Non-Major Academics	3.61 (1.10)
Major Prepared me for AES	4.05 (.81)

Participant Assessment of Professional Development Due to AES
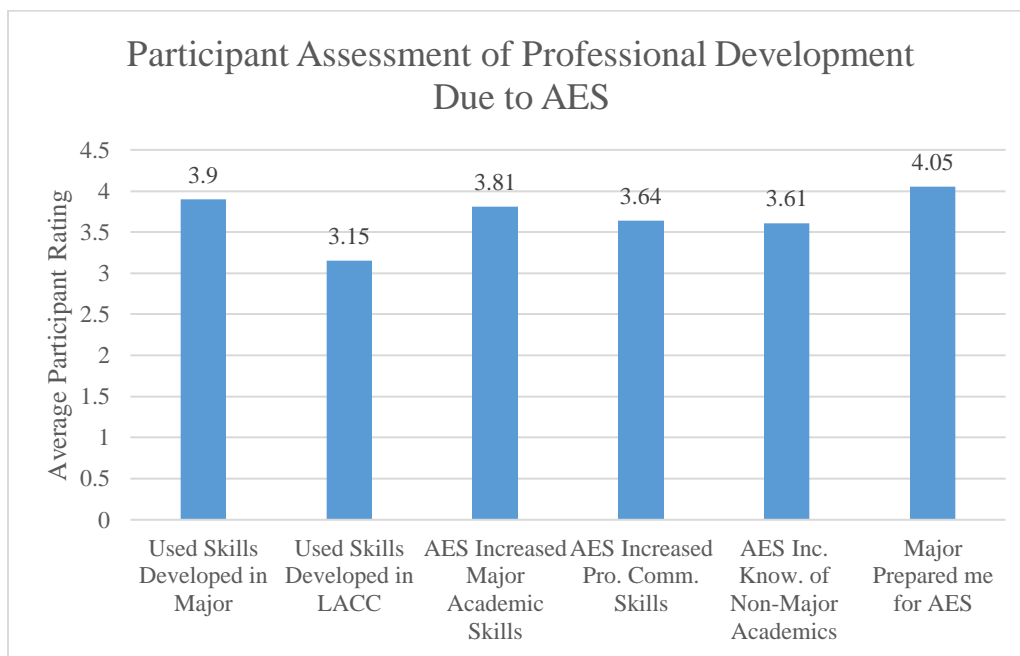
2. Increase Lifelong Professional Skillset

Question	
AES Contributed to Professional Development	4.01 (.93)
AES Experience Provided Lifelong Skills	3.85 (1.03)

2018 AES by the Numbers

Percent of Each Class Level Participating in AES

AES by the Numbers

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Students	321	262	366	359	376	451	369	361	416	433	335	374	278
Presentations	263	225	300	280	296	334	285	316	317	353	306	320	237
Faculty/Staff	78	73	78	81	78	90	87	95	104	98	99	82	80
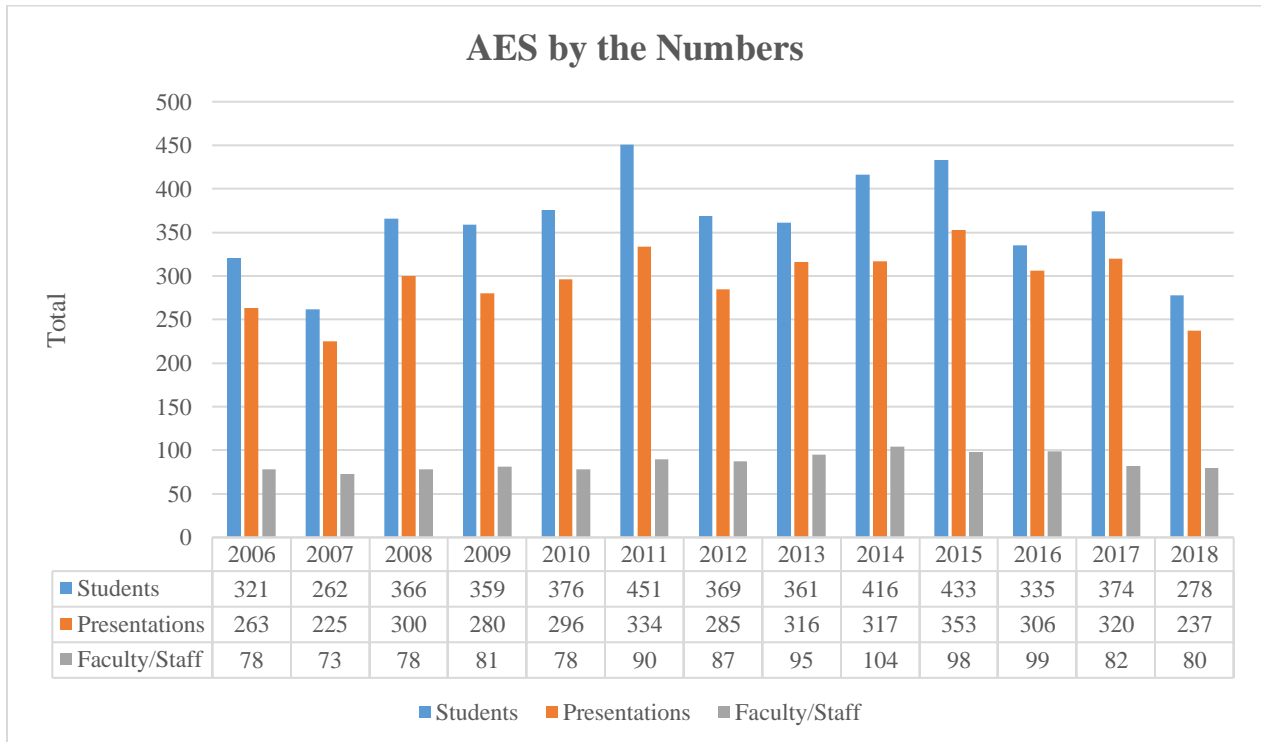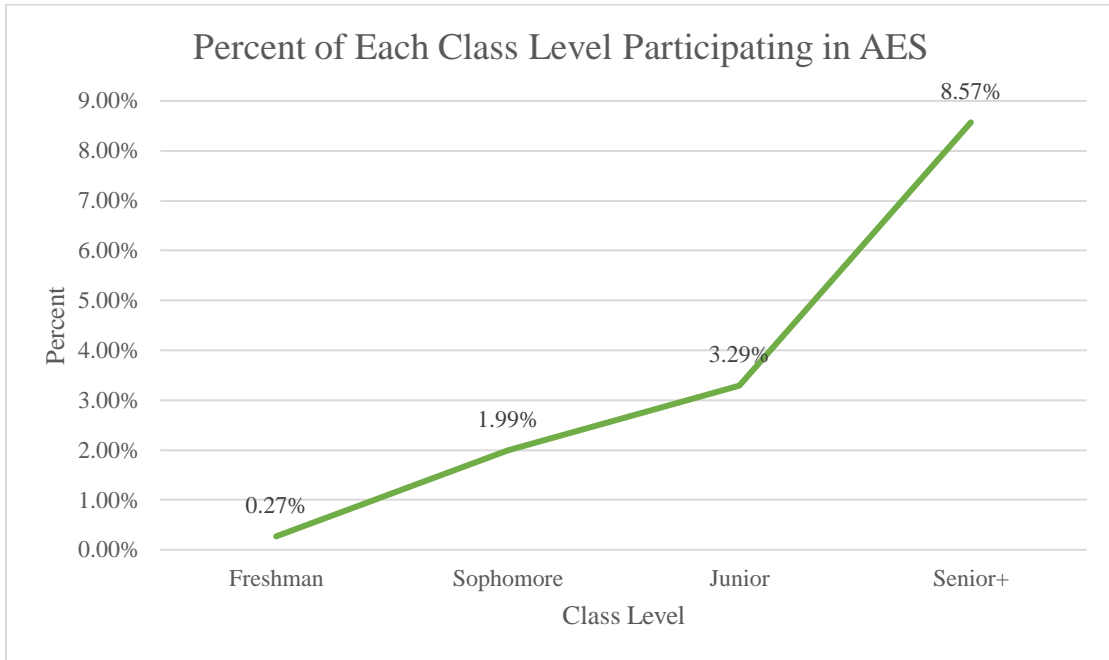
AES 5-Year Rolling Averages

	2006-10	2007-11	2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18
■ Students	336.8	362.8	384.2	383.2	394.6	406	382.8	383.8	366.17
■ Presentations	272.8	287	299	302.2	309.6	321	315.4	322.4	308.17
■ Faculty/Staff	77.6	80	82.8	86.2	90.8	94.8	96.6	95.6	93

■ Students ■ Presentations ■ Faculty/Staff
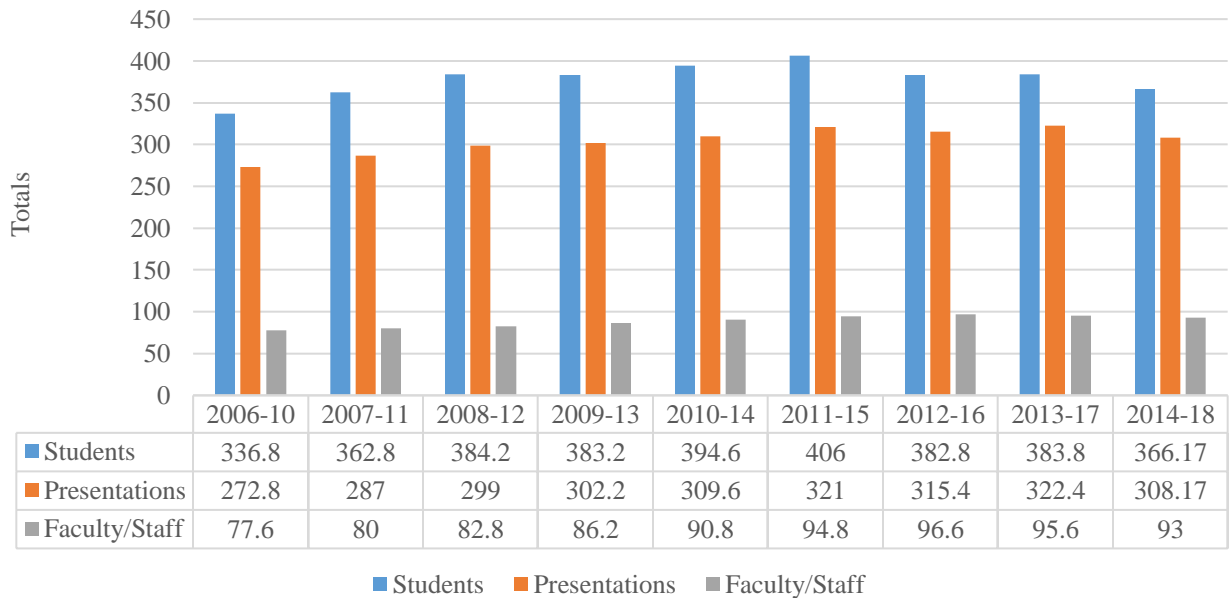
AES by the Numbers: Annual Percent Change

	1	2	3	4	5	6	7	8	9	10	11	12
■ % Change: Students	-18.4	39.7	-1.9	4.7	19.9	-18.2	-2.2	15.2	4.1	-22.6	11.6	-25.7
■ %Change: Presentations	-14.4	33.3	-6.7	5.7	12.8	-14.7	10.9	0.3	11.4	-13.3	4.6	-25.9
■ %Change: Faculty/Staff	-6.4	6.8	3.8	-3.7	15.4	-3.3	9.2	9.5	-5.8	1	-17.2	-2.4

■ % Change: Students ■ %Change: Presentations ■ %Change: Faculty/Staff