

2014-2015 ANNUAL REPORT

# OFFICE OF UNDERGRADUATE RESEARCH

UNIVERSITY OF ILLINOIS



Office of Undergraduate Research  
Fifth Floor, Illini Union Bookstore  
807 South Wright Street, MC 317  
Champaign, IL 61820  
(217)-300-5453

Email: [ugresearch@illinois.edu](mailto:ugresearch@illinois.edu)

Web Site: <http://www.undergradresearch.illinois.edu>

## **The Office of Undergraduate Research (OUR) – Governance, Structure, and Personnel**

The Office of Undergraduate Research (OUR) at the University of Illinois was created on 16 August 2012 and reports to the Provost's Office. In addition to his OUR duties, the Director is expected to carry out normal faculty research and service activities as well as reduced classroom instruction responsibilities. Until December 2013, OUR was assisted by a half-time coordinator. Starting in January 2014, OUR assumed supervision of the Ethnography of the University Initiative (EUI) – see details below. Accordingly, the coordinator position was replaced by a full-time associate director position; the latter assumed responsibility for EUI as well as OUR duties previously performed by the coordinator. OUR was also assisted by a 10 hour per week undergraduate intern for the full academic year and a 10 hour per week graduate intern in the Spring 2015 semester. EUI is assisted by a 50% time graduate assistant. Weekly planning meetings were held between the director and the staff.

An advisory committee, consisting of representatives from colleges with significant undergraduate enrollments and from units that facilitate undergraduate research, counsels the Director on a number of initiatives as well as serving as judges for the Undergraduate Research Symposium.

### **OUR Personnel**

Director: Dr. Paul F. Diehl, Henning Larsen Professor Emeritus of Political Science  
Associate Director: Dr. Karen Rodriguez'G  
Undergraduate Intern: Mackenzie Kurth  
Graduate Intern: Emma Grimes

### **2014-2015 OUR Advisory Committee**

Soo-Yeun Lee, Associate Professor of Sensory Science, Division of Nutritional Sciences (ACES)  
Elizabeth Rockman, Associate Director, Campus Honors Program  
Wallace Southerland, Director, Office of Minority Student Affairs  
Dorothy Espelage, Gutszell Professor and Professor of Educational Psychology (EDU)  
Merinda Hensley, Assistant Professor, University Library and Instructional Services Librarian (Library)  
Richard Johnson, Assistant Dean, College of Business (BUS)  
John Randolph, Associate Professor of History and Director of Undergraduate Studies (LAS)  
Patrick Vargas, Associate Professor of Advertising and Director of Graduate Studies (COM)  
Robert Baird, Associate Director Center for Innovation in Teaching & Learning  
M. Lydia Khuri, Program Director, Residential Life  
Eric Vimr, Professor Pathobiology (CVM)

### **EUI Personnel**

Program Coordinator: Karen Rodriguez'G  
Co-Director: Nancy Abelmann, Associate Vice Chancellor for Research and Harry E. Preble Professor of Anthropology  
Co-Director: Sharon Irish, Affiliated Lecturer, School of Architecture  
Co-Director: Merinda Hensley, Assistant Professor, University Library and Instructional Services Librarian (Library)  
Co-Director: Gina Hunter, Associate Professor of Anthropology, Illinois State University  
*Ex-Officio*: Andrew Orta, Associate Professor and Head of Anthropology  
Graduate Research Assistant: Noelle Easterday

### **OUR Philosophy Statement**

OUR is guided by the philosophy that all Illinois undergraduate students should learn about current disciplinary research, take part in research discussions, and be exposed to research experiences in their regular coursework. Furthermore, where practical, an advanced research experience should be among the capstone options in all major programs of study.

Undergraduate research opportunities should be designed to support the pedagogical goals and the research mission of the University.

## OUR Goals

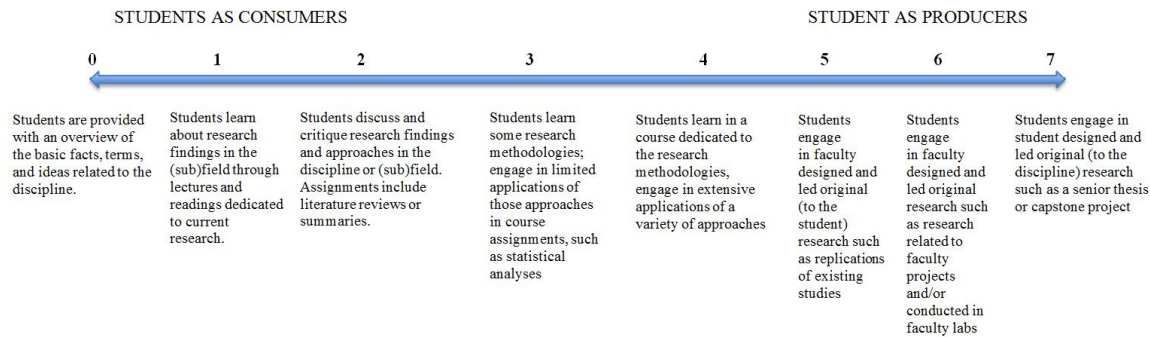
To achieve its mission, OUR seeks to:

- Inspire students and faculty to collaborate on research projects and foster a research mentoring environment that encourages and rewards collaboration;
- Disseminate best practices and models for undergraduate research to campus stakeholders;
- Assist in the development and evaluation of curricular and co-curricular structures that support undergraduate research;
- Encourage the creation of new opportunities for undergraduate research on campus;
- Coordinate and nurture undergraduate research efforts across academic units on campus; and
- Serve as a primary conduit for archiving and enhancing the awareness of undergraduate research efforts among campus stakeholders and external audiences.

## Definition of Undergraduate Research

The National Council on Undergraduate Research defines undergraduate research as “an inquiry or investigation conducted by an undergraduate student who makes an original intellectual or creative contribution to the discipline.” OUR considers this definition to be better understood as aspirational and that undergraduate research is best represented as a continuum as noted in the chart below, created by our office:

# A Continuum of Undergraduate Research



This is the third annual report of OUR and covers activities in the period from 1 June 2014 through 1 June 2015.

## **EXTANT PROGRAMS**

OUR continued and/or expanded a number of programs from the previous academic year:

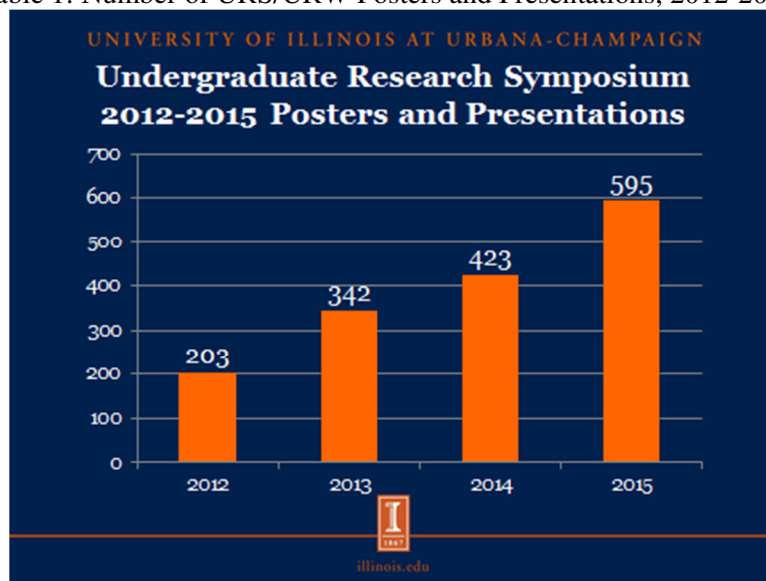
### **Undergraduate Research Symposium (URS)**

The Undergraduate Research Symposium (URS) has been held annually on campus since 2008. This is the second year of the expansion of the event into Undergraduate Research Week (URW), a series of events prior to the URS, including poster sessions, performances, videos, and oral presentations organized jointly by OUR and various units. Special efforts were directed toward expanding URW events to include units in the humanities and those in which venues were more appropriate to the presentations of student research (e.g., performance spaces) and closer to potential audiences. Units sponsoring new URW events included the Department of History, School of Literatures, Cultures, and Linguistics, College of Fine and Applied Arts, and Department of Political Science. Units continuing participation in URW included the Researchers Initiative of the Urbana South Living and Learning Community, the Ethnography of the University Initiative, Department of English, and Department of Anthropology respectively. All events were included in the regular URS program, with special publicity by OUR. The full URS/URW program is available at <https://undergradresearch.illinois.edu/assets/docs/web-program.pdf>

As in past years, workshops for participants conducted by a University Library faculty member were retained, as were several advertising efforts in local media and university web outlets. Special poster printing rates, almost half the cost of previous years, were negotiated with University of Illinois for its new poster printer. Representatives of corporate sponsors and student organizations served as judges, in addition to UI faculty, for the URS/URW sessions; final award decisions, however, were left to the OUR staff.

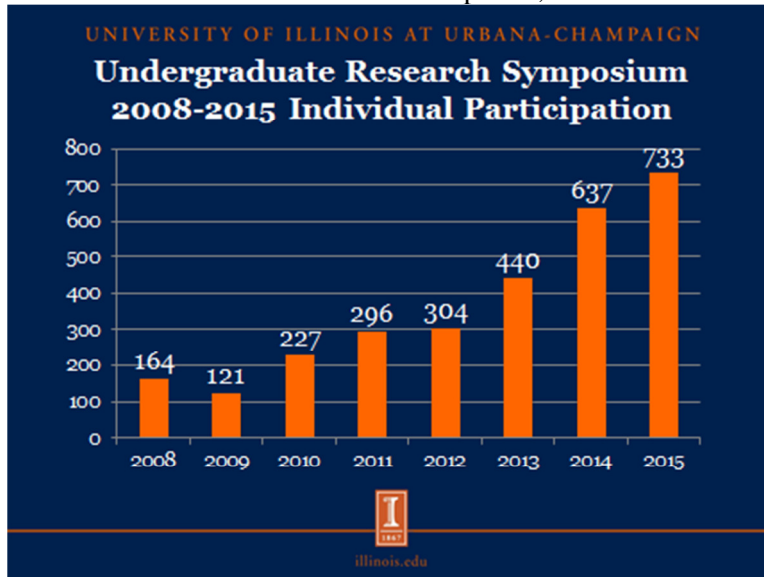
The 2015 URS/URW was a success. As indicated in Tables 1 and 2 below, participation rates increased from the previous year and dramatically from 2012, the year prior to when OUR assumed responsibility for the event. In terms of the number of posters, performances, videos, and oral presentations, there was more than a 41% increase over the previous year and more than a 193% increase over three years ago. With respect to the number of student presenters (many research projects had multiple authors), there was almost a 15% increase over the previous year and an almost 141% increase over the URS from three years prior.<sup>1</sup> Participation by department/unit and college is given in the appendix.

Table 1: Number of URS/URW Posters and Presentations, 2012-2015\*



<sup>1</sup> Note that most of the increases in presentations and student participation from last year to this year were attributable to participation from students in FAA whose work was displayed in various buildings on campus during URW. The numbers for the URS in 2015 were similar to those for 2014.

Table 2: Individual URS Participation, 2008-2015\*



\*includes all events during URW events listed in the URS program

Highlights of the URS included featured lunchtime presentations to an audience of 150 people from students in Neuroscience, Physics, and Music respectively, representing the range of undergraduate research on the UI campus. In addition, OUR displayed submitted entries in the Image of Research ([http://www.library.illinois.edu/sc/ugresearch/image\\_of\\_research.html](http://www.library.illinois.edu/sc/ugresearch/image_of_research.html)) competition sponsored by the University Library. Limitations included the adoption of a new database system that complicated scheduling and did not solve problems with the previous system. Efforts to encourage participation from underrepresented units did not produce participation patterns by unit that were different from previous years, except for FAA.

### Ethnography of the University Initiative (EUI)

In January 2014, EUI joined OUR, but the former has a long and distinguished history. Under the leadership of Nancy Abelmann, EUI (<http://www.eui.illinois.edu>) was created more than a decade ago and has provided an innovative approach to teaching and learning focused on promoting student research on universities and colleges. In EUI-affiliated courses, students use a variety of ethnographic, archival, and related methods to examine the university in its broader social, political, and historical contexts. Since its founding, EUI has worked with over 150 affiliated courses across six colleges and seventeen departments at the UI (and at five additional colleges and universities). More than 3,200 students have participated in over 1,100 student projects and presentations, which are archived in the UI's digital repository, Illinois Digital Environment for Access to Learning and Scholarship (IDEALS). EUI has held twenty-four (biannual) student conferences and has produced one dissertation and a number of senior honors' theses and capstone projects, as well as over 15 articles and presentations highlighting EUI. A 2014 Special Issue Devoted to EUI in *Learning and Teaching: The International Journal of Higher Education in the Social Sciences* is available online at <http://go.illinois.edu/EuiLatiss>.

During the 2014-2015 academic year, there were 10 courses affiliated with EUI, serving approximately 200 students. At the end of each semester, students had the opportunity to present their research at the biannual conference; the spring semester event was part of URW. In assisting these courses, the Program Coordinator recruited, trained, and supported faculty and students in the use of Moodle, Institutional Review Board (IRB) protocols, multimedia tools, and curriculum development.

EUI also continued its outreach efforts beyond the classes it sponsors, seeking to reach different constituencies, including the expansion of its partnership with Oak Park River Forest High School (OPRFHS), and a new collaboration with City Colleges of Chicago. EUI Co-Director Gina Hunter, Program Coordinator Karen Rodriguez'G, and Graduate Research Assistant Noelle Easterday held workshops with new and continuing OPRFHS faculty to incorporate ethnographic and inquiry-based methods across disciplines, adapted to the high school setting. For the first time, a group of 40 OPRFHS students and their faculty travelled to UI to present both completed projects and works-in-progress at the EUI student conference. In a highly successful pilot (which will be continued in the future), EUI partnered with the Office of Admissions to show OPRFHS's students around campus, involve them in 'hands-on' classroom experiences with UI faculty, and attend the URS. Gina Hunter, Karen Rodriguez'G, and Dr. Avi Lessing (OPRFHS faculty in English) also participated in the UI's Faculty Summer Institute 2015, conducting a roundtable on the possibility of educational and community collaborations.

### Summer Undergraduate Research Fellowships (SURF)

OUR sponsored a competitive Summer Undergraduate Research Fellowship (SURF) program for undergraduate students at UI. This initiative provides students with funds necessary to conduct research under faculty guidance during the summer term at UI. This program is designed to broaden and deepen the types of research being conducted by undergraduate students on campus, and the recipients are able to use this opportunity as a way of engaging with their fields of study.

Applications were received from 63 students, a number almost identical to last year; most of the applicants had exceptional academic records and impressive proposals. Awards were made to 14 students from 4 different colleges. Awards were typically \$2,500 for each student, with allocations totaling \$35,000. Special initiatives were made this year to solicit applications from Humanities, Arts, and Social Science majors. These efforts were successful and indeed 6 of the winners were from such units, as compared to none last year.

### Conference Travel Grants

This program is designed to facilitate the presentation of undergraduate research at professional conferences beyond the UI campus. These are competitive awards in which students submit their proposals and acceptances for national and international conferences, and OUR reimburses the winners for travel expenses up to a designated amount. In the 2014-2015 academic year, OUR offered three cycles of competition. Sixty applications were received and OUR funded 48 of these for a total allocation of \$13,518. Students submitting proposals and receiving awards came from a wide range of departments and colleges.

### Undergraduate Research Abroad and SURF-A

This program involves a non-reciprocal exchange over the summer term with international universities and research institutes in which students would earn UI credit for research work done at organizations that already have memorandums of understanding (MOUs) with UI. In previous academic years, OUR piloted such arrangements with two Swedish universities and subsidized travel for selected students. To support new efforts, OUR created a special version of its SURF fellowship for these programs and indeed student arranged research experiences in general that occur outside of the United States; unlike the regular SURF program, SURF-A awards were designed to subsidize travel to the research sites. Twelve applications for the SURF-A competition and two were awarded. Winners will travel to Australia and Spain this summer for their research experiences.<sup>2</sup>

---

<sup>2</sup> Several of the unsuccessful applications were transferred to the Research Travel Grant competition, as the proposals were more appropriate to that program.

## Undergraduate Research Journals

Working with Merinda Hensley at the University Library, OUR has assisted in the creation of such journals in several university units and programs. Although the exact organizational arrangements vary by unit, these journals are published electronically, once (or twice) a year, and student edited with faculty supervision. Software, training, and archiving are provided by the University Library. OUR pays for initial startup costs for the units involved as well as for training by the University Library staff.

Last academic year, two journals published their first issues: the English Department's *Re:Search, The Undergraduate Literary Criticism Journal at the University of Illinois at Urbana-Champaign* and the Ethnography of the University Initiative's (EUI) *Peer Review: The Undergraduate Research Journal of the Ethnography of the University Initiative*. Adding to these this year is *I-ACES: Journal of Undergraduate Research at ACES*, which published its first issue last fall and *Journal of Undergraduate Social Work Research*, which is awaiting publication. These journals can be accessed at <https://ugresearchjournals.illinois.edu/index.php>.

Several more journals are in various stages of development. Publications from the TRiO McNair Program have been archived and are in process of being converted to journal form in the near future. Groundwork has been laid for journals associated with the Campus Honors Program and the Center for Global Studies respectively.

## Undergraduate Research Certificates

OUR created an undergraduate research certificate program in Fall 2013. This certificate was established to create a framework by which the university recognizes student achievement in undergraduate research. This certificate provides students with an added credential that they can present to employers and graduate schools. Requirements include two research presentations, relevant coursework and/or research experiences, and attendance at professional workshops or research presentations.

OUR awards undergraduate certificates in two cycles, at the end of the fall and spring semesters respectively. This past academic year, 41 certificates were awarded, an almost 100% increase over the previous, inaugural year.

## Research Travel Grants

OUR offers a research travel grant competition that provides students with funds necessary to conduct on-site research at an archive, lab, research center, museum, or a location that has materials not readily available at UI. Proposals were accepted any time during the academic year. OUR received 7 applications and funded 5 proposals for a total allocation of \$5,850.

## Capitol Scholars

In cooperation with sister UI campuses at Chicago and Springfield, OUR participated in the "Posters Under the Dome" event at the Illinois State Capitol on 30 April 2015; this is the second year of the program. Ten students from the Urbana campus (see cover photo) were chosen as Capitol Scholars based on the quality of their research and relevance to state policy concerns. Those students presented their posters in the main hallways of the Capitol to members of the state legislature, their staffs, and visitors. Students also received a tour of the Capitol.

## NEW PROGRAMS AND INITIATIVES

### Faculty Development Grants

In order to encourage new initiatives, including the incorporation of undergraduate research in courses, OUR established a small grant program for faculty. Nine proposals were received and two were funded for a total of \$3,300. Units in which faculty received awards were History and Engineering respectively.

### Faculty-Student Matching System

Students currently learn about research opportunities and are matched with faculty mentors in a haphazard fashion. Most common perhaps is a system in which students send blanket emails to many faculty members in a unit; such messages are often ignored because of the volume and the lack of useful information about student's interests or qualifications for research. OUR held discussions with ScholarBridge, an entity that provides matching software and service for undergraduate research. Because of concerns about privacy and potential future costs, among others, OUR decided to pursue UI campus approaches. Working with the Department of Chemistry, which has pioneered an online matching system and information repository, and ATLAS, OUR has facilitated meetings and planning for a template that can be adopted by other units on campus. Such a template, capable of being customized to individual unit needs, is in place and solicitations for a meeting of interested units this summer has been sent out.

### URAP@UI, Undergraduate Research Apprentice Program

In cooperation with the Graduate College, the groundwork has been laid for a pilot program in 2015-16 that pairs 10 advanced doctoral students (who will undergo training) as mentors and supervisors of undergraduate students who will serve as research assistants on the doctoral students' projects. Undergraduate students will work approximately 5 hours per week, not to exceed 70 hours during the semester, and be paid a small stipend.

### Survey on Undergraduate Research Experiences

In Spring 2015, OUR conducted a survey of all undergraduates at UI about their research experiences. The survey resulted in participation from approximately 5,000 undergraduates, a 15% response rate that is comparable to other university surveys of undergraduates. An analysis of baseline university demographics (college, gender, class year, ethnicity) indicated almost identical distributions among the respondents and therefore we are confident that the respondent pool is a representative sample of UI undergraduates overall.

For the purposes of the survey, undergraduate research was defined as going "beyond ordinary class research in the library...." and involving "not merely repeating what others have done, but making an original contribution to knowledge. This can take the form of a senior thesis or capstone project, collecting your own data, working on a faculty member's research, an original artistic contribution, or writing an extended paper that requires original analysis."

The following results and patterns were evident in the survey:

- Overall, 55.0% of undergraduates participated in some form of research.
- There was little or no difference in participation rates across colleges or according to student ethnicity.<sup>3</sup>

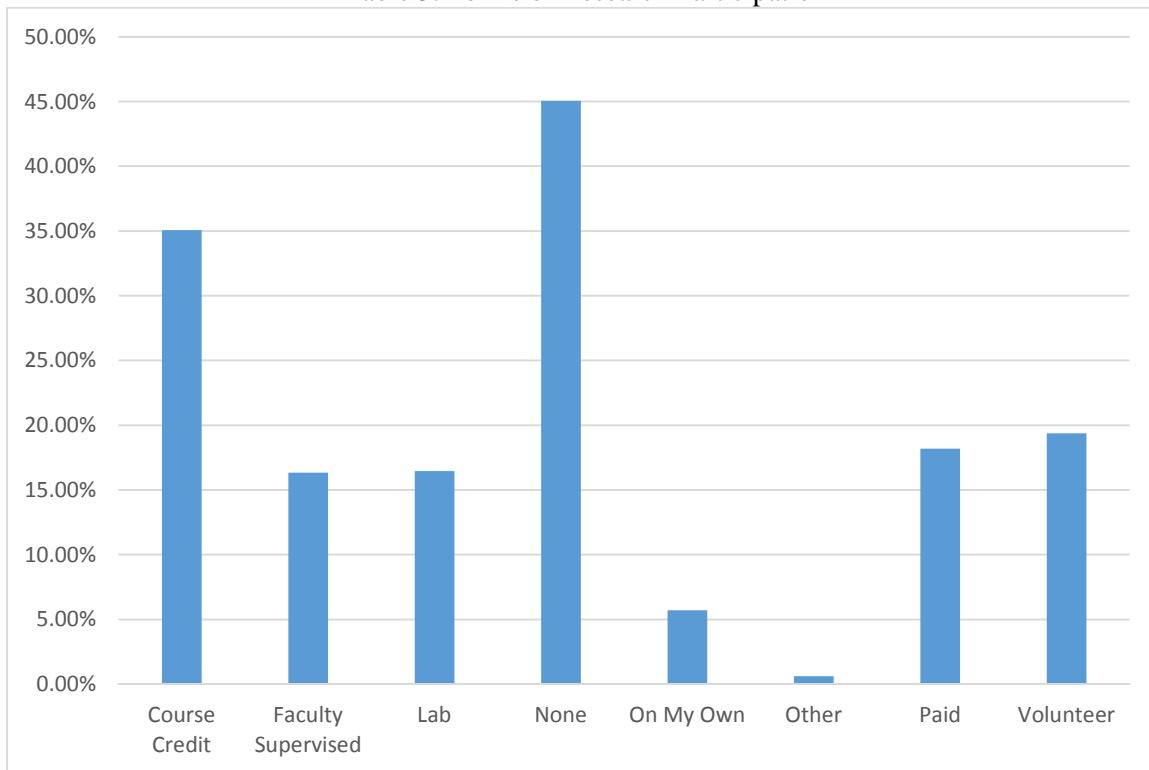
---

<sup>3</sup> Due to a glitch, a question on gender was not included in the final survey. Nevertheless, we can report that over 58% of participants in the Undergraduate Research Symposium were female, down slightly from previous years.



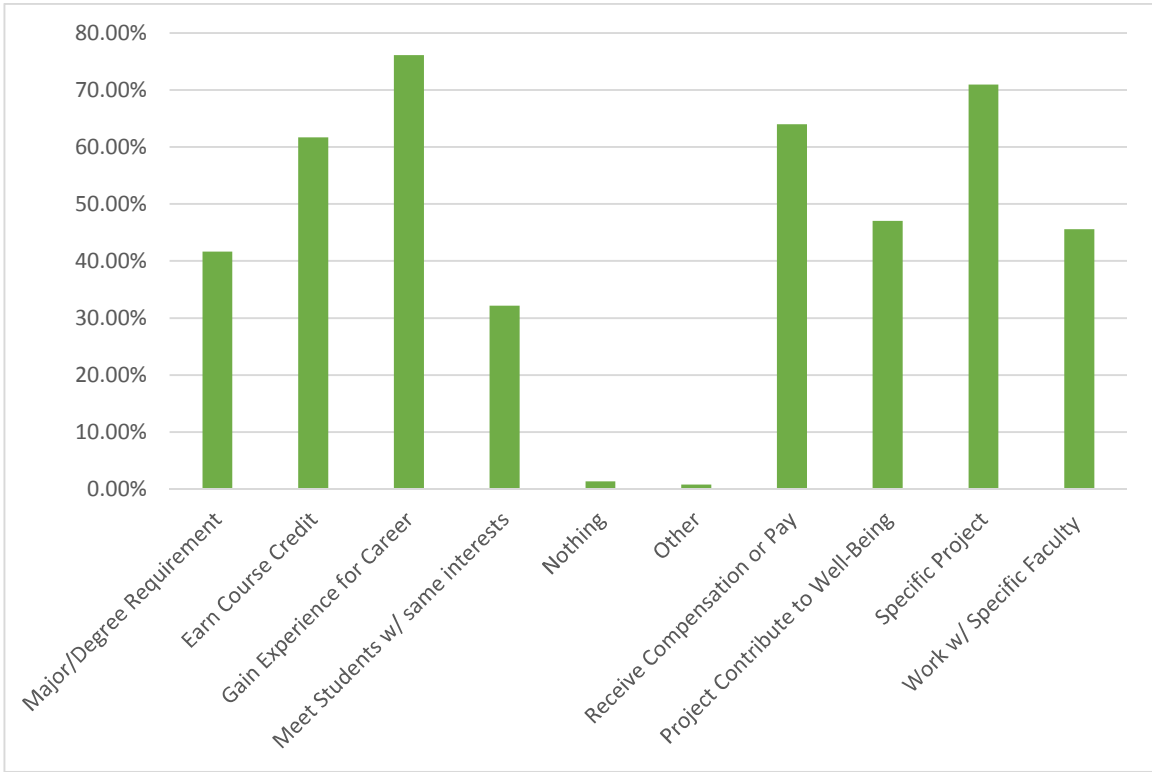
- There was a notable linear increase in participation rates as students move from freshmen year (30.5%) to senior year (68.3%), which is to be expected as student research skills are enhanced and research opportunities increase.
- Advanced statistical analysis of participation revealed that the following factors were significantly associated with participating in research: year in school, plans to pursue graduate study, and being part of an honors program (e.g., James Scholar). No other factor studied (e.g., college, ethnicity, etc., was statistically significant).
- Participation in research comes in many forms, but students more often do original research as a part of coursework (just over 35%) as opposed to other forms – see Table 3 below

Table 3. Forms of Research Participation



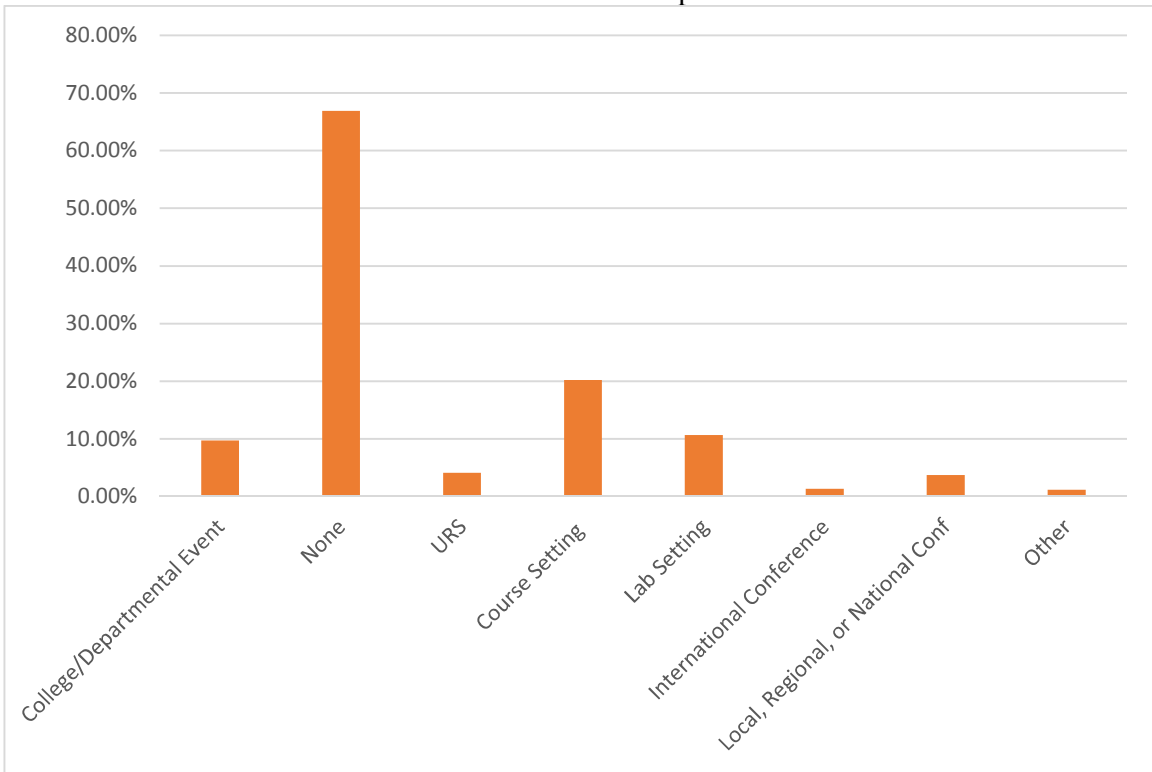
- Most students (67.36%) had experience with only research experience form.
- Although course credit is a significant motivation (61.7% cite this), the allure of specific projects and enhancing career prospects were greater motivations (71.0% and 76.1% respectively) for research participation – see Table 4 below.

Table 4: Research Motivation



- Over 2/3 of students (66.9%) have not presented their research, and those who present tend to do so exclusively in classroom settings – see Table 5

Table 5: Presentation Experience



## OTHER ACTIVITIES

### Curriculum Enhancement

OUR continued to encourage units to adopt courses – both regular campus courses and those with a study abroad component – that specifically support undergraduate research practicums. Progress has been somewhat slow, even as units have been provided with templates and have been repeatedly encouraged to make curricular changes. For example, all ethnic and minority studies units in LAS were contacted about adding undergraduate research courses to their curricula, but none was able to create such courses during the academic year. Nevertheless, at least two schools made significant progress during the 2014-15 academic year.<sup>4</sup> The School of Social Work (SSW) developed three new courses, including one involving research abroad, for its students. The School of School of Earth, Society, and Environment (ESE) developed three courses across two different course rubrics. Finally, the Department of Astronomy created a senior thesis course.

### Student Recruitment

OUR worked with the Office of Admissions in recruiting students to the UI. OUR representatives attended and staffed a booth for Admitted Students Days in Spring 2015; the representative met with prospective students and their parents as well as distributed an OUR brochure outlining its programs. Upon request by the Admissions Office, the Associate Director also met individually with several visiting students and their parents. In addition, prospective students and parents attended the URS as part of their regular schedule during a campus visit that day; OUR provided lunch and a lunchtime program for these guests.

### Serving Underrepresented Groups

OUR worked the Office of Minority Student Affairs and its TRiO McNair programs to enhance their efforts. Specifically, OUR provided data on minority student participation in the URS and encouraged McNair scholars to submit proposals. Overall, participation rates for African-Americans (6.1%) and Latinos (8.7%) were several percentage points above previous years. Four of the 10 Capitol Scholars (see above) were African-American or Latino.

### Development Efforts

OUR development efforts stalled during the 2014-2015. It expanded its solicitation efforts for the URS, targeting local organizations and companies in addition to those donors who provided support last year. No new grants were obtained, although OUR retained some carryover funds from previous efforts.

OUR provided a letter of support for a successful proposal for a NSF REU on Bioimaging. OUR coordinated the solicitation of proposals for a UI submission in the Beckman Scholars competition; it is uncertain at this writing whether the UI will submit a proposal or not.

### Communication Efforts

OUR underwent a significant rebranding exercise, changing all of its materials to reflect this. Most notable was the creation of a new website (<http://undergradresearch.illinois.edu/>). New features include a blog, features on individual students, and additional resources and links for students. EUI continues to maintain its own separate website (<http://www.eui.illinois.edu/>).

OUR maintains listservs with multiple audiences, including advisors, department representatives for undergraduate research, honors program deans, and the OUR Advisory Board respectively. These are updated every fall, although

---

<sup>4</sup> OUR works with various units on developing undergraduate research courses, but doesn't always receive notification when courses are proposed or approved.

keeping the lists current and ensuring that messages get passed along to relevant stakeholders not on the listservs are ongoing problems.

OUR has also created its own Twitter account ([https://twitter.com/ugresearch\\_UI](https://twitter.com/ugresearch_UI)) and a Facebook page ([https://www.facebook.com/UGResearchIllinois?ref=aymt\\_homepage\\_panel](https://www.facebook.com/UGResearchIllinois?ref=aymt_homepage_panel)).

### Consulting and Outreach

In conjunction with the Center for Innovation in Teaching and Learning (CITL), OUR sponsored two workshops for faculty and graduate students in Fall 2014. The first focused on service learning and its relationship to undergraduate research; 20 people attended. The second concentrated on issues surrounding the use of undergraduate research assistants; 33 people attended.

OUR has also established contacts with the registered student organization on campus, Research as Students at Illinois (RSI). RSI students served as judges at the 2015 URS.

OUR met with administrators from multiple units on a variety of topics; these units included the Graduate College, the colleges of ENG, ACES, LAS, FAA, SSW, and departments/units such as Admissions, Kinesiology, Campus Honors Program, Chemical Engineering, Chemistry, Living-Learning Communities, and the Center for Innovation in Teaching and Learning (CITL).

### STRATEGIC PLANNING AND FUTURE DIRECTIONS

During the Spring 2015 semester, OUR conducted a strategic planning workshop in order to assess its current programs and plot strategies for the future. Thirty-five individuals from various units across campus participated. Working groups addressed three problem areas and were asked to come up with recommendations for changes in OUR practices. Below are the three working groups, the specified problem area, the tasks assigned, and their recommendations; all recommendations were vetted with a committee of the whole.

#### Working Group #1 – Interactions with Units

*Problem:* OUR deals with 125 different units on campus. It must rely on departments and units to make curricular changes, start undergraduate journals, and take other actions. Undergraduate research is low priority and/or some units are dysfunctional or extremely slow in decision making.

*Task:* Suggest specific action items on how to get units, especially disorganized ones, to sign on to initiatives, increase participation in OUR programs, and implement changes.

#### *Recommendations:*

- Improve communication by expanding listservs to include other stakeholders such as faculty in capstone courses.
- Gain access to the DDDH Listserv.
- Conduct workshops in underrepresented units.
- Designate unrepresentative units for pre-allocations of resources in various competitions.
- Encourage student demand and initiatives in underrepresented units.
- Make progress in undergraduate research one criterion in evaluation of unit heads.

#### Working Group #2 – Programmatic Initiatives

*Problem:* OUR currently carries out a large number of programs (see above), exceeding or comparable to those at peer institutions.

*Task:* Identify which programs have the highest priority? Which programs might be discontinued in the face of budget cuts or staff limitations? Which programs (some of which other universities offer) might be added (assuming staff and funding)?

*Recommendations:*

- All programs are worthy of continuation.
- Core programs are the URS/URW and those that provide funds to students.
- Least important programs are faculty development grants and EUI respectively.
- Consolidate some grants programs and associated application systems.
- Create campus level student awards for undergraduate research.

### Working Group #3 – Staff and Budget

*Problem:* The present staff are stretched to and beyond their limits in attempting to carry out all the OUR programs. At present, OUR consists of:

- 25% time Director – currently a retired faculty member who is leaving the university in summer 2015.
- 100% Associate Director, currently an academic professional who is responsible for much of the management of OUR and is fully responsible for EUI; the latter operates as an autonomous unit under OUR.
- 1.5 interns @10 hrs a week. About half of this is paid by OUR, the other half by the Office of the Provost.
- 50% graduate research assistant, serving EUI and funded by the Department of Anthropology (until Fall 2016).

OUR's budget for 2014-15 was \$151,500. This is considerably smaller than that of many peer institutions. From this budget, OUR pays for staff salaries (except where noted above), all grants, fellowships, and awards, expenses related to the URS, and all general administrative expenses. Some progress has been made in attracting foundation and corporate support, but university development units have been less than fully cooperative.

*Task:* Subject to programmatic responsibilities, suggest changes in staffing to improve operations. Suggest budgetary changes including sources of funds and how they are spent.

*Recommendations:*

- Retain faculty director position as currently configured.
- Hire a graduate research assistant to assist director and associate director.
- Create a small student fee to support undergraduate research.
- Manage growth in program through better planning.
- Build ties with corporations and agencies without requiring financial contributions.

**Appendix A: URS Participation by Unit and Major, 2008-2015**

<b>College</b>	<b>Unit/Major</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
ACES	Agricultural and Biological Engineering	2	4	3	3	1	1	0	0
ACES	Agricultural and Consumer Economics	4	9	4	9.5	2.5	0	0	0
ACES	Agricultural Communications Program	0	0	0	1	0	0	0	0
ACES	Agricultural Education Program	0	0	0	1	0	0	0	0
ACES	Agricultural Leadership	1	0	1	2	0	0	0	0
ACES	Animal Sciences	11	11	6	2	5.5	1	0	5
ACES	Crop Sciences	1	2	4	0	0	1	1	1
ACES	Division of Nutritional Sciences	0	0	0	0	0	2	0	0
ACES	Food Science and Human Nutrition	10	21	14	23	16	4.5	2.5	3.5
ACES	Horticulture	1	1	0	0	0	0	0	0
ACES	Human Development and Family Studies	18	13	5	6	1	3	0	1
ACES	Natural Resources and Environmental Sciences	3	4	6	6	2	1	1	0.5
ACES	Technical Systems Management	0	1	0	0	0	0	0	0
ACES	International Trade and Development	1							
ACES	Human Nutrition	14							
ACES	Dietetics	3							
ACES	Agricultural Science Education	1							
ACES	Agri-Accounting	2							
ACES	Fish and Wildlife Conservation	1							
ACES	Plant Biotechnology and Molecular Biology	1							
ACES	No Specification		1	0	0	0	0	0	0
<b>TOTAL</b>		<b>74</b>	<b>67</b>	<b>43</b>	<b>53.5</b>	<b>28</b>	<b>13.5</b>	<b>4.5</b>	<b>11</b>
<b>Percent of Enrollment</b>		<b>2.65%</b>	<b>2.40%</b>	<b>1.76%</b>	<b>2.19%</b>	<b>1.20%</b>	<b>0.57%</b>	<b>0.20%</b>	<b>0.47%</b>
AHS	Interdisciplinary Health	6	2	3	1	4	0	0	0
AHS	Kinesiology and Community Health	14	17	33	24	40	26.5	5	14
AHS	Recreation, Sport and Tourism	0	0	0	0	1	0	0	3.5
AHS	Speech and Hearing Science	10	24	18	17	14	6	2	0
AHS	Rehabilitation Studies	1							
AHS	Health Planning and Administration	2							
AHS	Audiology	2							
<b>TOTAL</b>		<b>35</b>	<b>43</b>	<b>54</b>	<b>42</b>	<b>59</b>	<b>32.5</b>	<b>7</b>	<b>17.5</b>
<b>Percent of Enrollment</b>		<b>1.79%</b>	<b>2.20%</b>	<b>3.79%</b>	<b>2.17%</b>	<b>3.26%</b>	<b>1.80%</b>	<b>0.39%</b>	<b>1.01%</b>
Business	Accountancy	0	6	0	0	0	0.5	0	2

Business	Business Administration	1	2	0	0.5	1	0	0	1.5
Business	Finance	0	2	1	0	0.5	1.5	0	1
Business	No Specification	0	1	0.5	0	0	0	0	1
<b>TOTAL</b>		<b>1</b>	<b>11</b>	<b>1.5</b>	<b>0.5</b>	<b>1.5</b>	<b>2</b>	<b>0</b>	<b>5.5</b>
<b>Percent of Enrollment</b>		<b>0.00%</b>	<b>0.01%</b>	<b>0.01%</b>	<b>0.01%</b>	<b>0.01%</b>	<b>0.01%</b>	<b>0%</b>	<b>0.01%</b>
Education	Curriculum and Instruction	12	20	18	1	14	0	0	0
Education	Education Policy, Organization and Leadership	0	2	0	0	0	0	0	0
Education	Educational Psychology	1	0	0	0	0	0	0	0
Education	Special Education	5	5	2	0	2	0	0	0
<b>TOTAL</b>		<b>18</b>	<b>27</b>	<b>20</b>	<b>1</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Percent of Enrollment</b>		<b>3.13%</b>	<b>4.70%</b>	<b>3%</b>	<b>0.15%</b>	<b>2.33%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Engineering	Aerospace Engineering	9	2	3	2	6.5	1.5	2	3
Engineering	Agricultural and Biological Engineering	2	0	1	1	5	4	0	8
Engineering	Bioengineering	20	29	8	5	6	10	5	4
Engineering	Civil and Environmental Engineering	2	5	6	5	5	7	1	0
Engineering	Computer Science	11	20.5	12	1	6	0.5	1	3
Engineering	Electrical and Computer Engineering	4	11	21.5	15	11	14	10	9
Engineering	General Engineering	6	2	3	1	2	2	0	2
Engineering	Industrial and Enterprise Systems Engineering	3	2	2	1	1	0	1	0
Engineering	Materials Science and Engineering	4	6	4.5	5	3	5	3	4
Engineering	Mechanical Science and Engineering	16	15	9	4	9	3	2	3.5
Engineering	Nuclear, Plasma, and Radiological Engineering	1	3	10	1	3	9	5	2
Engineering	Physics	6	2	6.5	2	2.5	2	0	4
<b>TOTAL</b>		<b>82</b>	<b>97.5</b>	<b>86.5</b>	<b>43</b>	<b>60</b>	<b>58</b>	<b>30</b>	<b>42.5</b>
<b>Percent of Enrollment</b>		<b>1.15%</b>	<b>1.37%</b>	<b>1.35%</b>	<b>0.67%</b>	<b>0.98%</b>	<b>1.02%</b>	<b>0.56%</b>	<b>0.84%</b>
FAA	Art and Design	0	13	3	0	2	3	1	4
FAA	Architecture	27	0	7	0	2	1	0	2
FAA	Dance	3	0	0	0	0	0	0	0
FAA	Landscape Architecture	7	7	0	0	0	0	0	0
FAA	Music	1	4	6	0	0	0	1	4
FAA	Theatre	2	4	3	1	0	2	0	0
FAA	Urban and Regional Planning	2	1	3	2	0	0	3	1
FAA	Unspecified - Classes	134							
<b>TOTAL</b>		<b>176</b>	<b>29</b>	<b>22</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>11</b>
<b>Percent of Enrollment</b>		<b>10.92%</b>	<b>1.80%</b>	<b>1.25%</b>	<b>0.17%</b>	<b>0.22%</b>	<b>0.32%</b>	<b>0.25%</b>	<b>0.57%</b>

LAS	African American Studies	0	0	0	0	0	0	0	0
LAS	American Indian Studies	0	0	0	0	0	0	0	0
LAS	Animal Biology	0	0	0	0	0	0	0	0
LAS	Anthropology	12	11	3	2	1.5	2	2	4
LAS	Asian American Studies	0	0	0	0	0	0	0	0
LAS	Astronomy	3	8	1	0	0.5	0.5	0	0
LAS	Atmospheric Sciences	0	10	9	0.5	1	0	0	0
LAS	Biochemistry	6	4	7	5	1	4.5	4.5	1.5
LAS	Biology - SIB	2	16	15.5	8	2.5	4	6	3.5
LAS	Chemical and Biomolecular Engineering	3	4	9	7	14	2	3	10
LAS	Chemistry	16	7	5	3	1	3.5	2.5	5.5
LAS	Classics	0	0	0	1	0	0.5	2	0
LAS	Communication	3	2	3	10	5.5	5	1.5	2
LAS	Comparative and World Literature	0	0	0	0	0	0	0	0
LAS	School of Earth, Society and the Environment	0	1	1	0.5	1	0.5	0	1
LAS	East Asian Languages and Cultures	0	2	2.5	0	0	0	0	0
LAS	Economics	1	5	4.5	0	2	4.5	1.5	0
LAS	English	18	22	25.5	15	8.5	10	8	5
LAS	Entomology	0	0	2	0	0	0	0	0
LAS	French	1	0	0.5	0	0	0	0	1
LAS	Gender and Women's Studies	1	1	0	0	0	0	0.5	1.5
LAS	Geography and Geographic Information Science	0	2	0.5	0	0	0	0	1
LAS	Geology	5	2	0.5	0.5	0.5	0.5	0.5	1.5
LAS	Germanic Languages and Literature	0	0	0	0	0.5	0	0.5	0
LAS	Global Studies	6	7	9	7	7.5	8	2.5	0
LAS	History	9	3	4	3	2	1	4	5.5
LAS	Independent Programs of Study	1	4	2	1	0	0	1	0.5
LAS	Latina/Latino Studies	0	0	0	0.5	0.5	0	0	0
LAS	Liberal Arts and Science	1							
LAS	Linguistics	1	4	1.5	0	1	0.5	0	0
LAS	Mathematics	15	30	16	4	1.5	2.5	2	5.5
LAS	Neuroscience	1							
LAS	School of Molecular and Cellular Biology	37	55	22.5	15	8.5	14	6	8
LAS	Molecular and Integrative Physiology	1							
LAS	Philosophy	1	0	0	3.5	0.5	0.5	0	0
LAS	Physics	7	8	0	0	0	0	0	0
LAS	Political Science	33	25	23	17	20.5	15	6.5	1
LAS	Psychology	23	37	22	8	26	20	12.5	9
LAS	Religion	0	0	0.5	0	0	2	0	1
LAS	Russian, East European and	0	0	0	0	0	0	0	0



LAS	Eurasian								
LAS	Slavic Languages and Literatures	0	0	0.5	0	0	0	0	0
LAS	Sociology	8	3	3	3.5	0	4	2.5	0.5
LAS	Spanish, Italian and Portuguese	1	1	2.5	3	6	0.5	0	1
LAS	Statistics	6	2.5	2	1.5	0	0.5	0	0
LAS	Unspecified - classes	26							
<b>TOTAL</b>		<b>248</b>	<b>276.5</b>	<b>197.5</b>	<b>119.5</b>	<b>113.5</b>	<b>106</b>	<b>69.5</b>	<b>69.5</b>
<b>Percent of Enrollment</b>		<b>2.15%</b>	<b>2.40%</b>	<b>1.74%</b>	<b>1.05%</b>	<b>0.99%</b>	<b>0.92%</b>	<b>0.54%</b>	<b>0.46%</b>
Media	Advertising	1	1	0	1.5	0	0	0	1
Media	Agricultural Communications	0	1	0	0	0	0	0	0
Media	Journalism	3	1	0	0	3	0	1	2
Media	Media and Cinema Studies	0	6	0	1	0	1	1	1
<b>TOTAL</b>		<b>4</b>	<b>9</b>	<b>0</b>	<b>2.5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>4</b>
<b>Percent of Enrollment</b>		<b>0.00%</b>	<b>0.01%</b>	<b>0%</b>	<b>0.01%</b>	<b>0.01%</b>	<b>0.01%</b>	<b>0.01%</b>	<b>0.01%</b>
Nursing		1	4	4	7	6	5	0	0
Social Work	Social Work	12	7	4	0	3	0	0	0
<b>Percent of Enrollment</b>		<b>8.22%</b>	<b>4.80%</b>	<b>2.70%</b>	<b>0%</b>	<b>2.10%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
DGS		6	15	0	3	1	2	0	1
<b>Percent of Enrollment</b>		<b>0.02%</b>	<b>0.05%</b>	<b>0%</b>	<b>0.10%</b>	<b>0.03%</b>	<b>0.07%</b>	<b>0%</b>	<b>1.20%</b>
<b><u>OTHER</u></b>									
Graduate School		5	0	0	1	1	0	2	2
Pre-med		0	0	0	0	0	0	1	0
Exchange Students		0	4	0	0	0	0	0	0
non-degree		0	1	0	0	0	0	0	0
Parkland College		15	7	0	0	0	0	0	0
Oak Park HS		18							
Unspecified		39	39	0	0	0	0	0	0