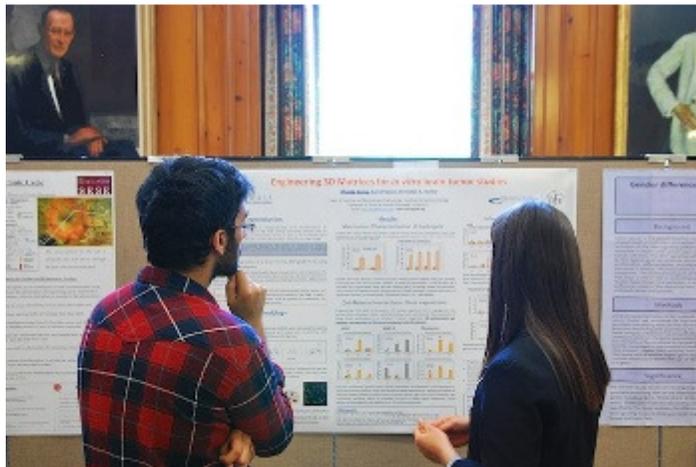


2012-2013 ANNUAL REPORT

OFFICE OF UNDERGRADUATE RESEARCH

UNIVERSITY OF ILLINOIS



Office of Undergraduate Research
Fifth Floor, Illini Union Bookstore
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Champaign, IL 61802
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The Office of Undergraduate Research (OUR) – Governance 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. The Director assumed his position immediately; in addition to his OUR duties, the Director is expected to carry out normal faculty research and service activities as well as reduced classroom teaching responsibilities. A student intern was hired in late September 2012, and a half-time coordinator was hired in mid-December 2012. Weekly planning meetings were held between the director and the staff.

An advisory board, consisting of representatives from colleges with significant undergraduate enrollments and from units that facilitate undergraduate research, was created in Fall 2012. The Board met several times during the year and assisted in the composition of a mission statement. Members also assisted in reviewing proposals for the Undergraduate Research Symposium (URS), and several served as judges and panel chairs at that event.

Personnel

Director: Dr. Paul F. Diehl, Henning Larsen Professor of Political Science

Coordinator: Dr. Matthew Price

Undergraduate Intern: Megan Weaver

2012-2013 OUR Advisory Committee

Soo-Yeun Lee, Associate Professor of Sensory Science, Division of Nutritional Sciences (ACES)

Mira Sotirovic, Associate Professor of Journalism (Media)

Eric Vimr, Professor of Pathobiology (Vet Med)

Ted Underwood, Associate Professor of English (LAS)

Phillip Newmark, Professor of Cell and Developmental Biology (LAS)

Timothy Cain, Assistant Professor of Education Policy, Organization, and Leadership (Education)

Laura DeThorne, Associate Professor of Speech and Hearing Sciences (AHS)

Ellen Swain, Associate Professor of Library Administration (Library)

Robert Ramirez, Assistant Professor of Theatre (FAA)

Kevin Pitts, Professor of Physics (Engineering)

Elizabeth Rockman, Associate Director, Campus Honors Program

Wallace Southerland, Director, Office of Minority Student Affairs

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

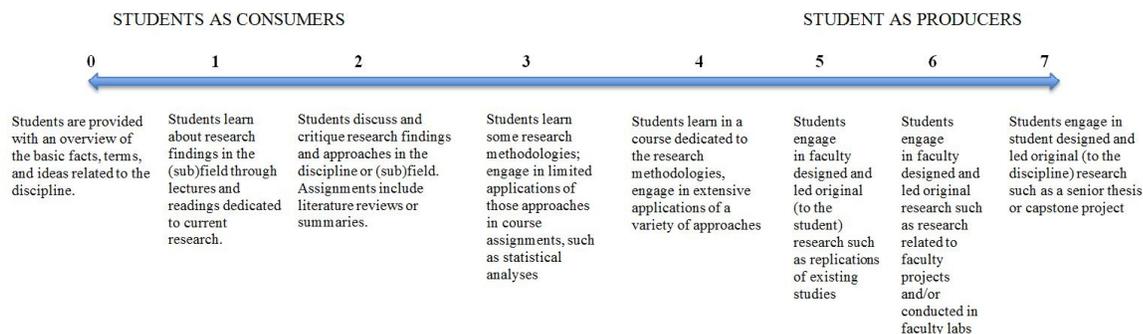
To achieve its mission, OUR seeks to:

- 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



Data Gathering and Analysis of Extant Undergraduate Research on Campus

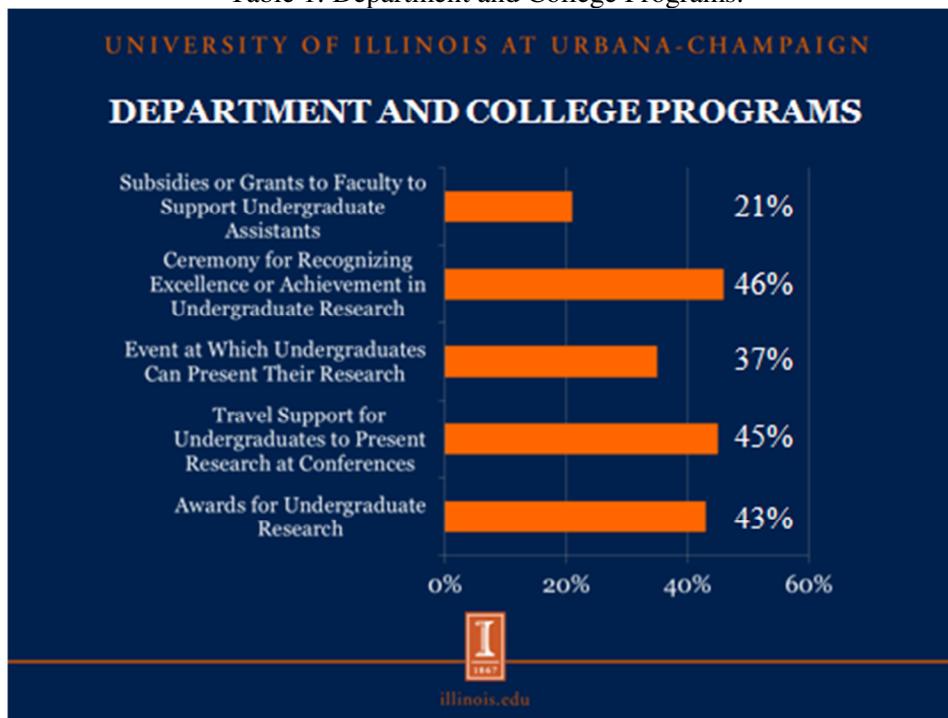
Prior to the creation of OUR, there had been no systematic attempts to document the extent to which, and in what forms, undergraduate research occurs in units and colleges on campus. OUR undertook a number of actions to determine current activities related to undergraduate research on campus.

Current Programs and Initiatives

The first step was meeting with administrative personnel, specifically associate and assistant deans, in nine colleges and schools: Liberal Arts and Science (LAS); Engineering; Agricultural, Consumer and Environmental Sciences (ACES); Fine and Applied Arts (FAA); Applied Health Sciences (AHS); Education; Social Work; Media; and Business. This was supplemented by an analysis of websites and brochures of existing campus programs related to undergraduate research (an incomplete list is posted on the OUR website – see below). Follow up interviews were conducted with leaders of those campus efforts (e.g., Illinois Science Technology Engineering and Mathematics Education Initiative (I-STEM); Ethnography of University Initiative (EUI); Family Resilience Center; Prairie Research Institute; Mathematics; TRiO-McNair; Summer Research Opportunities Program (SROP); Beckman Institute) and individual faculty members involved in undergraduate research.

Second, OUR conducted a survey of all units on campus to ascertain how many supported undergraduate research through a variety of activities, including special events and travel grants. Ninety-two units responded to the survey. These results are reported in Table 1 below. OUR representatives also attended a variety of unit and program events (generally poster presentations and exhibits) that displayed undergraduate research (e.g., Illinois Scholars Undergraduate Research Program (ISUR), EUI, Global Studies, Political Science, Illinois Geometry Lab, Living and Learning Communities).

Table 1: Department and College Programs.



There are few valid ways to assess how many undergraduates are involved in undergraduate research at any given time because of the variety of forms that participation takes and whether the research is faculty or student-driven. The annual Chancellor's Senior Survey reported in 2012 that 46% of seniors

participated in research sometime during their undergraduate careers. This was most commonly working in a laboratory, although field work and creative activities were also frequent depending on the home college; the clear majority of this work was supervised by faculty members rather than graduate students. Nevertheless, such numbers are best interpreted with caution given the low response rate of the survey and student misperceptions of what qualifies as undergraduate research. Furthermore, The National Survey of Student Engagement reports much more modest participation rates in the undergraduate research, ranging from 10-40% depending on academic discipline. As a supplement, OUR conducted a focus group with about a dozen students in the Campus Honors Program, concentrating on how they learned about research opportunities and their range of experiences.

General Conclusions:

- Undergraduate research occurs frequently across campus units, but there are notable pockets that are lacking, specifically in many Humanities units and in the College of Business.
- Students participate in undergraduate research through a number of arrangements, which can roughly be classified as 1) paid employment, 2) for course credit, and 3) as volunteers.
- A minority of units have specialized programs to support undergraduate research; those who have one program (e.g., awards) are also more likely to have other programs (e.g., travel grants) as well.
- Most students learn about research opportunities through word of mouth, advisors, or from direct contact from a faculty member. There are few clearinghouses (Chemistry is an exception) that provide centralized locations where opportunities are advertised.
- Undergraduate research is well-supported by grants in the STEM disciplines with over 100 National Science Foundation (NSF) Research Experience for Undergraduate (REU) programs in place in 2012, a substantial increase from just a few years before.

Curricular and Co-Curricular Structures

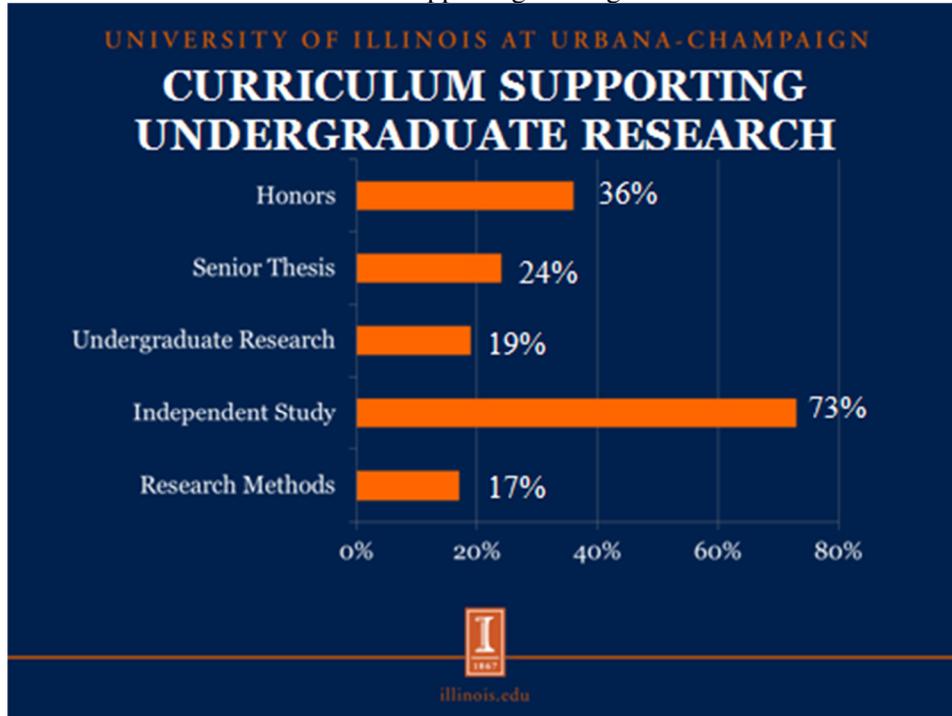
As a companion to the analysis of extant programs above, OUR analyzed the curriculum of units to see how undergraduate research was reflected in course offerings. This was combined with results from questions about curriculum on the aforementioned survey of campus units. Key results of these efforts are summarized in Table 2 below:

In addition, OUR conducted a survey of all instructors who taught a class for the Campus Honors Program (CHP) and/or the Discovery Program during the 2012-13 academic year. Instructors were surveyed about their incorporation of undergraduate research in their courses.

General Conclusions

- With some exceptions, the present curriculum is not well-designed to support undergraduate research activities.
- Few units have courses designated specifically for undergraduate research outside of an honors program or senior thesis.
- Most units have an independent study option, but this is ill-suited for undergraduate research given the lack of common standards and expectations for that option as well as the numerous arrangements, most unrelated to undergraduate research, are lumped together under that rubric.
- Most units are deficient in offering courses on research methods (and even those that do might not require it of majors), which lays the groundwork for advanced undergraduate research in the discipline at hand.

Table 2: Curriculum Supporting Undergraduate Research



Comparison with Peer Institutions

In order to identify some innovative and best practices, OUR examined the structures, practices, and financing of undergraduate research programs at peer institutions. The process began by analyzing websites for a half-dozen universities. Special attention was given to Big Ten institutions, and in particular Ohio State was chosen as a key benchmark given its almost 20 year history in organized undergraduate research and its reputation as an excellent program.

The University of Illinois joined the national organization The Council on Undergraduate Research (CUR) as a gateway to interaction with other institutions. OUR also purchased six of its publications, which contain essays on best practices and strategies.

General Conclusions

- Seven of eleven Big Ten institutions have central offices similar to OUR.
- All Big Ten institutions have university-wide symposia similar to the URS at UI.
- Many universities sponsor summer research programs for undergraduates as well as undergraduate research journals of different types.
- Research I institutions are increasingly members of CUR.
- Ohio State employs a 75% director, a full-time assistant director, a full-time program assistant, and 4-5 part-time student assistants in its undergraduate research office.
- The budget for Ohio State's office is three times that of UI, primarily attributable to personnel costs.
- Ohio State and many other institutions rely on multiple endowments to fund their activities and have a strategic plan for development.
- Participation in Ohio State's undergraduate research symposium has grown over the years, but is only slightly above that of the URS when adjusted for undergraduate enrollment differences across the two campuses.

OUR Activities and Initiatives, 2012-13

Enhancing Curriculum and Instruction

In order to enhance and expand undergraduate research opportunities, a university must have a curriculum to support such efforts. This is particularly important for units that do not have substantial grants to pay students to participate in faculty research projects. The availability of credit granting experiences is essential in promoting accountability on the part of the faculty member and the student, as well as to document—on transcripts—the research experience. The curricular survey above indicates that most campus units do not have the necessary curricular structures to support undergraduate research.

OUR has undertaken a number of efforts to incorporate undergraduate research into the curriculum. In its inaugural year, most of these have concentrated on adding research components to existing undergraduate courses. Both the Discovery and Campus Honors Programs agreed to include undergraduate research as one of their preferred themes in soliciting and evaluating course proposals for the next academic year. Emails were sent to faculty members teaching those courses encouraging them to incorporate more undergraduate research and avail themselves of the faculty retreat and workshop opportunities below. Upon request of an associate dean in LAS, a “Teaching Circle” report of the LAS Teaching Academy from 2011 was sent to him; this included a number of curricular changes and recommendations dealing with research methodology courses and possible joint offerings across units.

OUR also played a central role in the planning and execution of the annual faculty retreat sponsored by the Center for Teaching Excellence (CTE) and the Teaching Advancement Board (TAB) (more below). Supplementing those efforts, OUR held two workshops on undergraduate research and curriculum/instruction. A session open to all faculty members on campus, and co-sponsored with CTE, dealt with the challenges associated with training graduate students who supervise undergraduate researchers; this supervisory arrangement occurs approximately one-third of the time according to the Senior Survey. Forty people attended this session. In addition, OUR gave a workshop for twenty AHS faculty members on ways to add more research activities to their courses.

With respect to promoting curriculum changes that support undergraduate research, OUR distributed a template for credit bearing course based on Political Science’s PS 492 to administrators in Education, Media, Social Work and the Department of English. Email discussions on a strategy for similar courses in other units were held with LAS associate deans and the Provost’s Office. General advisory sessions between OUR and various units (e.g., ACES, School of Literatures, Cultures, and Linguistics - SLCL) were also held.

Next Steps

- Contact clusters of units (e.g., social sciences) without suitable courses to support undergraduate research. Facilitate collaboration on multiple course proposals across the units.
- Facilitate the submission of new course proposals during Fall 2013.
- Expand number and topic areas of workshops for 2013-14 academic year.
- Seek inclusion on new faculty and new teaching assistant orientation programs.
- Develop models for undergraduate research in the humanities.
- Conduct outreach efforts to units with histories of low participation.
- Explore creation of undergraduate research certificates.

2013 Annual Faculty Retreat

OUR requested that the annual faculty retreat sponsored by the Center for Teaching Excellence be focused on undergraduate research. OUR met with the interim CTE director and the Teaching Advancement Board (TAB). The request was granted and the annual retreat “When Teaching and

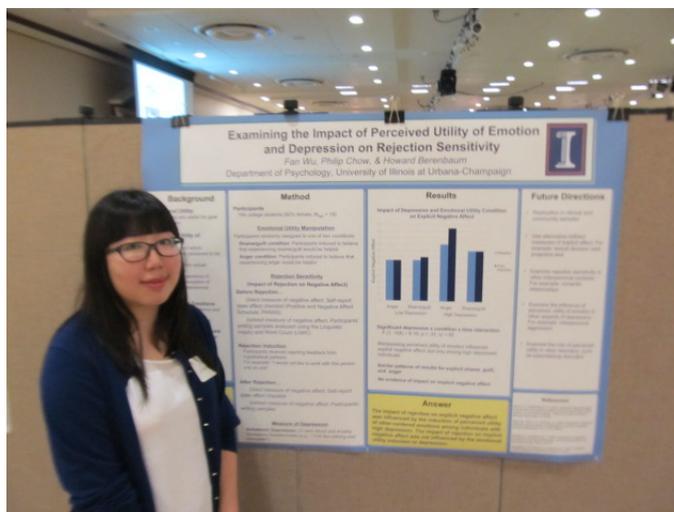
Learning Meet Undergraduate Research” was held on 22 February 2013, with over 200 registrants. The program is archived at <http://cte.illinois.edu/programs/faculty/2013.FacultyRetreat.pdf>

OUR played several roles in the planning and execution of the retreat. With respect to planning, OUR drafted the goals of the retreat, helped identify the keynote speaker, identified supplemental readings for participants, outlined possible concurrent sessions, and identified presenters for those sessions. OUR also sent multiple emails to various constituencies promoting the retreat and encouraging faculty and staff participation.

During the retreat, the OUR Director gave a presentation that provided an overview of the undergraduate research on the UI campus, and OUR designed the exercise on course revision used during the lunchtime session of the retreat. Afterwards, OUR met with the keynote speaker, Alison Snow (Director of Ohio State’s Undergraduate Research Office) to exchange best practices.

Undergraduate Research Symposium (URS)

The Undergraduate Research Symposium (URS) has been held annually on campus since 2008. This year’s conference was the first time that OUR was responsible for its planning and execution. As first steps, OUR met with the previous organizers and obtained all materials and forms associated with past symposia. Specific rooms in the Illini Union were secured in light of changing needs, other Union events, and anticipated increased participation.



A number of changes in the planning and execution of the URS were adopted. First, the proposal submission site was opened a month earlier than in previous years. Second, the submission site form was revised to include questions on the gender and race/ethnicity of participants. Third, normal solicitation of proposals (primarily through unit executive officers) was supplemented by emails to the Campus Honors Program, Discovery instructors, Advisory Board members, unit representatives for undergraduate research (list collected in department survey noted above), Advisor Listserv, teaching academy leaders, honors deans, and selected honors students. Fourth, the initial deadline for submissions was extended two weeks, and further solicitations were directed to units who had few students participating in the present submission cycle or who were historically underrepresented in previous URS events (see Appendix A for participation rates over the 2008-2013 periods by department and college). Fifth, Advisory Board members assisted in evaluating proposals that lacked a faculty mentor and/or might not meet the standard for undergraduate research. As in past years, workshops for participants conducted by a University Library faculty member were retained as were most advertising efforts in local media and university web outlets.

With respect to the symposia itself, individual oral presentations that had previously been held in large rooms with very small attendance were converted to panel sessions around central themes and placed in small venues. Second, the lunchtime program previously consisting of an address by a university administrator and a student performance was replaced with three student presentations on their applied research; students were identified through the assistance of the Colleges of Engineering and FAA as well as the Director of the UI Research Park. Third, awards for best posters and oral presentations were created, with 35 faculty members serving as judges. Fourth, OUR negotiated a discounted rate for poster printing with FedEx-Kinkos, available to all URS participants; OUR also encouraged the home units of participants to subsidize poster printing for their students or print the posters themselves if they owned suitable equipment. Fifth, to save money and limit staff time, no book of abstracts from the presentations was printed. As in previous years, the URS was held in cooperation with ISUR program conducted by Engineering; a common program from the events was used. The full URS program is available at http://www.provost.illinois.edu/ugresearch/downloads/2013_Program.pdf

Despite high winds and occasional torrential rains, the 2013 URS was a success. As indicated in Tables 3 and 4 below, participation rates increased dramatically from previous years. In terms of actual posters and oral presentations, there was almost an 80% increase in the number of research presentations made at this year's URS as compared to the one the previous year. With respect to the number of student presenters (some research projects had multiple authors), there was almost a 50% increase over the previous year and a significant jump after several years of somewhat flat participation rates.

Table 3: Number of URS Posters and Presentations, 2012 and 2013.

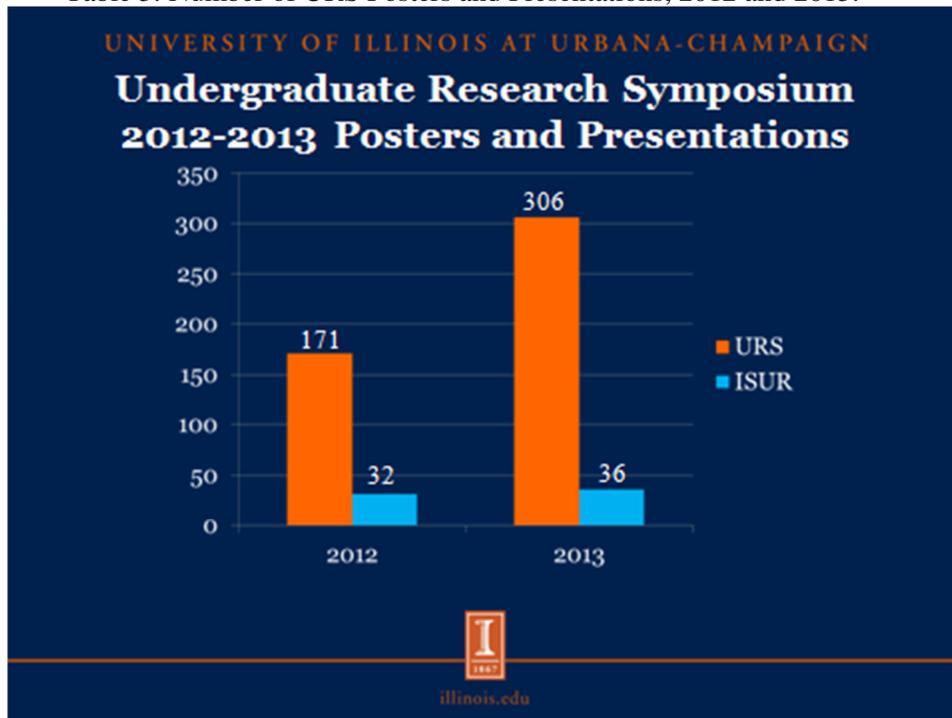
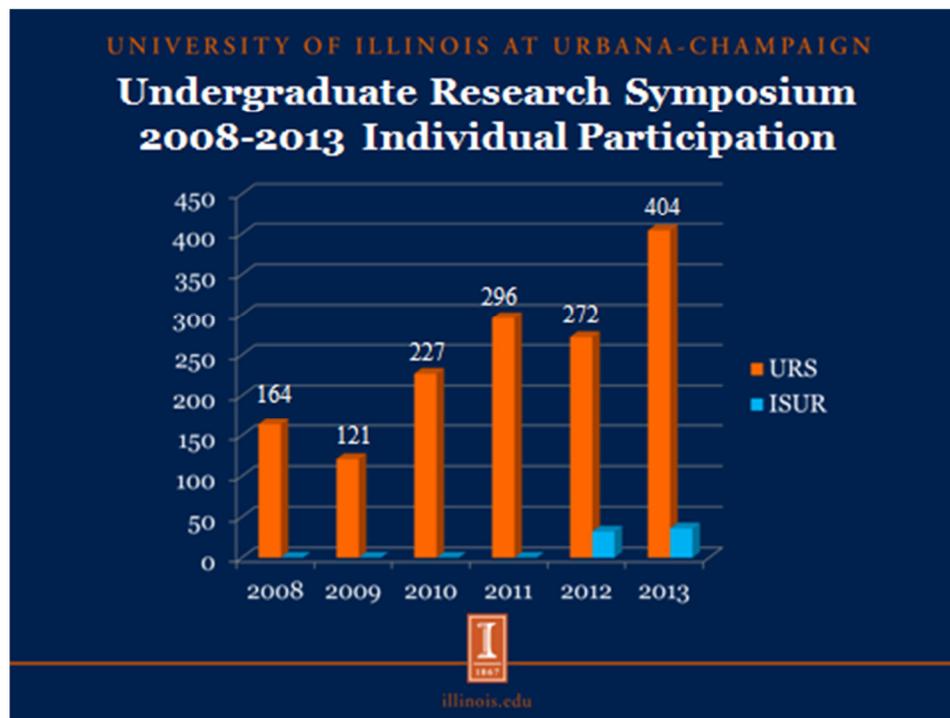


Table 4: Individual URS Participation, 2008-2013:



Six students received “Best Poster” awards and accompanying cash prizes, sixteen students received or shared “Honorable Mention” awards for their posters, and seventeen students received or shared “Excellence in Presentation” awards. A full listing of the awards and their recipients is given at <http://www.provost.illinois.edu/our/awards.html>.

Next Steps

- Reevaluate form, timing, and location of oral presentations and performances.
- Revise submission site and associated forms for better information collection and in light of other changes made to URS
- Continue to recruit corporate support for event and award expenses.
- Merge ISUR with the URS in one location.
- Coordinate Library and unit efforts at pre-symposia preparation.
- Expand the number of judges by drawing from a wider array of faculty and administrators and execute plan earlier for securing judges.
- Work with Library on securing machine for poster printing.

Travel Grants

In order to facilitate the presentation of undergraduate research at professional conferences, OUR sponsored an inaugural travel grant competition in Spring 2013. Thirty-two applications were received and OUR funded eleven of these for a total of \$2,500.

Next Steps

- Offer the program for both Fall 2013 and Spring 2014.
- Increase the size of travel awards.
- Consider requiring department/unit matching funds for awards.

Assisting with 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 2013; the representative met with prospective students and their parents as well as distributed a brochure specifically designed for these events. OUR representatives also assisted in scheduling faculty-student meetings during Scholar Visit days in Spring 2013. Finally, 50-100 prospective students and parents attended the URS as part of the regular schedule during their campus visit that day

Next Steps

- Continue staffing at Admitted Student Days.
- Reevaluate utility and practicality of arranging faculty-student meetings during Scholar Visit Days.
- Encourage Office of Admissions to accommodate more prospective students and parents on the day of the URS.
- Conduct brief presentations at new student orientations.

International Collaboration

In collaboration with Provost Fellow Edmund Seebauer, OUR drafted a “white paper” that outlined a program in which UI undergraduates would conduct research at international universities and research institutes. The program involves a non-reciprocal exchange over summers in which students would earn UI credit for research work done at organizations that already have memorandums of understanding (MOUs) with UI.

The program is being piloted in Summer 2013 with two UI students who will do research at KTH Royal Institute of Technology and Stockholm University respectively, where UI faculty have existing collaborative relationships. OUR worked with Seebauer, the Swedish universities, and the UI Study Abroad Office to iron out the details of this arrangement. To incentivize student participation in this first year, OUR paid for student travel to the host institutions. Several other institutions expressed interest in the program and we have maintained a list of those for possible future collaboration, but declined any overtures until the pilot program was completed and assessed. OUR consulted with, and suggested approval for, a proposed reciprocal arrangement, contained in an MOU negotiated by International Programs and Studies, with a Chinese university.

Next Steps

- Evaluate pilot program from Summer 2013.
- Facilitate the creation of suitable credit-bearing courses to support the program.
- Expand the program to include more students and additional international institutions.
- Explore the feasibility of short-term research trips in which UI faculty take UI undergraduate students to research sites, modeled after existing UI courses abroad.

Serving Underrepresented Groups

OUR worked with the Graduate College’s SROP and the Office of Minority Student Affairs’ TRiO McNair programs to enhance their efforts. Specifically, we agreed to seek formal commitments from faculty mentors to continue research relationships with students during the academic year following the summer research experience. In addition, we agreed to initiate monthly events and workshops in the fall semester following the summer research experience to continue scholarly conversations with faculty researchers. Finally, OUR, McNair, and SROP jointly submitted a proposal to the Provost’s Office for funds to subsidize student travel to disciplinary conferences during the academic year. The request was

for \$10,000, with additional contributions from McNair and SROP programs as well as the students' home units required. The Provost's Office declined the request.

OUR is working with the McNair program on an undergraduate journal (see below). OUR also provided McNair with a list of names and comparative data on students from underrepresented groups who participated in the URS. Similar data on the participation of women, specifically in engineering and science fields, was provided to the I-STEM director. OUR has committed to work with the newly established Summer Academic Achievement Program in Summer 2013 by holding a session on undergraduate research for those students.

Next Steps

- Conduct session for Summer Academic Achievement Program students in Summer 2013
- Assist McNair and SROP programs in planning Fall 2013 events.
- Seek internal and external funding for travel grant proposal.

Development Efforts

OUR was directed to restrict its development efforts to securing external funding for the URS. OUR worked with the Office of Corporate Relations (OCR) to develop a fundraising strategy and prepared materials for solicitation of donors. Donors would receive recognition in the URS program, a named award, and a judging slot for said award. The OUR Director also met with corporate relations representatives of colleges on campus.

OCR was responsible for contacting donors with the cover letter and materials prepared by OUR. Only one sponsorship in the amount of \$1,000 was secured; this came from a company that had previously expressed interest in supporting URS before OUR was created. Despite multiple requests to OCR, OUR was unable to secure a list of prospective donors who received the solicitation and thus is unable to assess the strategies underlying the solicitations.

Next Steps

- Achieve more autonomy in fundraising solicitation.
- Secure a designated person at the UI Foundation whose portfolio includes OUR
- Expand fundraising targets beyond the URS to include other OUR initiatives.
- Consider endowments and naming rights of various programs and awards
- Secure presentation slots or materials distribution during UI Foundation weekend and other alumni events.

Undergraduate Research Journals

OUR is working to facilitate the creation of undergraduate research journals on campus – despite a few nascent efforts, there are surprisingly none at UI, even as these are common among our peer institutions. At UI, these would be published electronically, once (or twice) a year and student edited with faculty supervision. Software, training, and archiving would be provided by the University Library.

Eight units or programs (English, Political Science, Psychology, Kinesiology, ACES, Engineering, EUI, and McNair) have been approached to be part of a pilot program, with the goal of producing the first issue of each journal in April 2014. OUR will provide funding to cover all startup costs and the Library will assist in the initial setup and provide ongoing assistance. We expect the sponsoring unit to cover ongoing costs (estimated at \$250 per year).

Next Steps

- Meet with targeted units and lay groundwork for journals during Summer 2013.

- Assist units and Library with training and journal organization in Fall 2013.
- Oversee publication and facilitate distribution of publications in Spring 2014.
- Consider expansion to new units or themes.

Communication Efforts

In order to develop relationships, campus-based and other stakeholders need to be aware that the OUR exists and the potential for collaboration. This was initially facilitated by the Provost Office, which sent an email to the Deans, Directors, and Department Heads (DDDH) listserv, announcing the creation of OUR and the appointment of Paul Diehl as Director. Subsequently, a story on OUR appeared in *Inside Illinois* in early September 2012. Material on OUR appeared in *Postmarks* (publication for UI parents and friends) in Spring 2013.

OUR, with the assistance of the Provost's Office, developed a website (<http://www.provost.illinois.edu/our/index.html>) that has ten subdivisions:

- Homepage: OUR goals and mission statement.
- Undergraduate Research Symposium: proposal submission site, current and past programs, and all information related to the symposium.
- Conferences and Journals: an incomplete URL listing of all conferences that accept undergraduate posters and presentations, a URL listing of undergraduate research journals, and all information related to OUR's travel grant competition.
- Research Opportunities: URLs of extant campus programs, international opportunities postings, and special links to the McNair and SROP programs.
- News and Features: currently blank.
- OUR Awards: listing of award winners for the URS and the travel grant competition.
- Resources for Students: general advice and tips for posters and presentations, and a search engine for NSF REUs.
- Resources for Faculty: materials from workshop on mentoring.
- People: short bios of the OUR Director and staff members, and listing of Advisory Board members with email addresses.
- Contact Information: postal mailing address, email address, and website information for OUR.

For campus correspondence, OUR revived an email previously used only for the URS (ugresearch@illinois.edu) and cleaned out the account, saving relevant materials for future use. OUR joined the Advisor Listserv, giving it access to all department and unit advisors, and associated administrative officials, on campus. OUR used this during the year to publicize its programs as well as external programs with specific deadlines. OUR also created its own listserv, with multiple sublevels including contact lists for its Advisory Board, teaching academy leaders, honors deans, Discovery instructors, CHP instructors, and departmental/unit representatives identified in the aforementioned survey. OUR also created a "Box" depository for its files.

Next Steps

- Complete and post bibliography on scholarly articles about undergraduate research.
- Develop a clearinghouse site for campus research opportunities, paid and unpaid.
- Secure a designated contact person at the UI News Bureau whose portfolio includes OUR.
- Include student interviews and information about selected student research projects on the website.

Consulting

OUR personnel also met with, and offered advice to, a number of campus constituencies on how to better serve the undergraduate research needs of UI students. With respect to broad research concerns, meetings were held with the Vice-President for Research and the Campus Research Administrators Working Group (CRAWG).

OUR also met with various programs and units to enhance existing programs. As a result, OUR agreed to provide financial support for an EUI brochure commemorating ten years of the program. Along with the Library, EUI and OUR also helped formulate a plan for additional library support for undergraduate research; that proposal has been deferred for the near future. OUR also provided advice to the Living and Learning Communities, Beckman Institute, teaching academy leaders, Prairie Research Institute, and the SLCL.

In order to ensure that adequate technology was available to support undergraduate research, OUR also met with the campus IT Governance subcommittee on research; materials were provided, and discussions held on what committee recommendations might assist undergraduate research, especially in the area of technical support and software acquisition. Similarly, OUR met with the Director of Academic Technology Services on the same matters.

Additional Future Initiatives

- Create, fund, and implement in 2014 a summer research fellowship program for ten students.
- Coordinate Teaching Circles and Discussion Groups in which faculty members discuss scholarly literature or issues on undergraduate research and possibly issue a report or recommendations.

Appendix A: URS Participation by Department and College, 2008-2013.

College	Department	2013	2012	2011	2010	2009	2008
College of Agricultural, Consumer and Environmental Sciences	Agricultural and Biological Engineering	3	3	1	1	0	0
College of Agricultural, Consumer and Environmental Sciences	Agricultural and Consumer Economics	4	9.5	2.5	0	0	0
College of Agricultural, Consumer and Environmental Sciences	Agricultural Communications Program	0	1	0	0	0	0
College of Agricultural, Consumer and Environmental Sciences	Agricultural Education Program	0	1	0	0	0	0
College of Agricultural, Consumer and Environmental Sciences	Agricultural Leadership	1	2	0	0	0	0
College of Agricultural, Consumer and Environmental Sciences	Animal Sciences	6	2	5.5	1	0	5
College of Agricultural, Consumer and Environmental Sciences	Crop Sciences	4	0	0	1	1	1
College of Agricultural, Consumer and Environmental Sciences	Division of Nutritional Sciences	0	0	0	2	0	0
College of Agricultural, Consumer and Environmental Sciences	Food Science and Human Nutrition	14	23	16	4.5	2.5	3.5
College of Agricultural, Consumer and Environmental Sciences	Human and Community Development	5	6	1	3	0	1
College of Agricultural, Consumer and Environmental Sciences	Natural Resources and Environmental Sciences	6	6	2	1	1	0.5
TOTAL		43	53.5	28	13.5	4.5	11
Participation Rate		1.76%	2.19%	1.20%	0.57%	0.20%	0.47%
College of Applied Health Sciences	Interdisciplinary Health	3	1	4	0	0	0
College of Applied Health Sciences	Kinesiology and Community Health	33	24	40	26.5	5	14
College of Applied Health Sciences	Recreation, Sport and Tourism	0	0	1	0	0	3.5
College of Applied Health Sciences	Speech and Hearing Science	18	17	14	6	2	0
TOTAL		54	42	59	32.5	7	17.5
Participation Rate		3.79%	2.17%	3.26%	1.80%	0.39%	1.01%
Institute of Aviation	Aviation Human Factors	0	0	0	0	0	0
College of Business	Accountancy	0	0	0	0.5	0	2
College of Business	Business Administration	0.5	0.5	1	0	0	1.5
College of Business	Finance	1	0	0.5	1.5	0	1
College of Business	No specification	0	0	0	0	0	1
TOTAL		1.5	0.5	1.5	2	0	5.5
Participation Rate		0.60%	0.02%	0.05%	0.07%	0%	0.20%
College of Education	Curriculum and Instruction	18	1	14	0	0	0
College of Education	Education Policy, Organization and Leadership	0	0	0	0	0	0
College of Education	Educational Psychology	0	0	0	0	0	0
College of Education	Special Education	2	0	2	0	0	0
TOTAL		20	1	16	0	0	0
Participation Rate		3.00%	0.15%	2.33%	0%	0%	0%
College of Engineering	Aerospace Engineering	3	2	6.5	1.5	2	3
College of Engineering	Agricultural and Biological Engineering	1	1	5	4	0	8
College of Engineering	Bioengineering	8	5	6	10	5	4
College of Engineering	Civil and Environmental Engineering	6	5	5	7	1	0
College of Engineering	Computer Science	12	1	6	0.5	1	3
College of Engineering	Electrical and Computer Engineering	21.5	15	11	14	10	9
College of Engineering	General Engineering	3	1	2	2	0	2
College of Engineering	Industrial and Enterprise Systems Engineering	2	1	1	0	1	0
College of Engineering	Materials Science and Engineering	4.5	5	3	5	3	4
College of Engineering	Mechanical Science and Engineering	9	4	9	3	2	3.5
College of Engineering	Nuclear, Plasma, and Radiological Engineering	10	1	3	9	5	2
College of Engineering	Physics	6.5	2	2.5	2	0	4
TOTAL		86.5	43	60	58	30	42.5
Participation Rate		1.35%	0.67%	0.98%	1.02%	0.56%	0.84%

College of Fine and Applied Arts	Architecture	7	0	2	1	0	2
College of Fine and Applied Arts	Dance	0	0	0	0	0	0
College of Fine and Applied Arts	Landscape Architecture	0	0	0	0	0	0
College of Fine and Applied Arts	Music	6	0	0	0	1	4
College of Fine and Applied Arts	Theatre	3	1	0	2	0	0
College of Fine and Applied Arts	Urban and Regional Planning	3	2	0	0	3	1
TOTAL		22	3	4	6	5	11
Participation Rate		1.25%	0.17%	0.22%	0.32%	0.25%	0.57%
School of Labor and Employment Relations	Global Labor Studies	0	0	0	0	0	0
College of Liberal Arts and Sciences	African American Studies	0	0	0	0	0	0
College of Liberal Arts and Sciences	American Indian Studies	0	0	0	0	0	0
College of Liberal Arts and Sciences	Animal Biology	0	0	0	0	0	0
College of Liberal Arts and Sciences	Anthropology	3	2	1.5	2	2	4
College of Liberal Arts and Sciences	Asian American Studies	0	0	0	0	0	0
College of Liberal Arts and Sciences	Astronomy	1	0	0.5	0.5	0	0
College of Liberal Arts and Sciences	Atmospheric Sciences	9	0.5	1	0	0	0
College of Liberal Arts and Sciences	Biochemistry	7	5	1	4.5	4.5	1.5
College of Liberal Arts and Sciences	Biology	0	2	0	1	0	0
College of Liberal Arts and Sciences	Cell and Developmental Biology	0.5	0	0	0	0	0
College of Liberal Arts and Sciences	Chemical and Biomolecular Engineering	9	7	14	2	3	10
College of Liberal Arts and Sciences	Chemistry	5	3	1	3.5	2.5	5.5
College of Liberal Arts and Sciences	Classics	0	1	0	0.5	2	0
College of Liberal Arts and Sciences	Communication	3	10	5.5	5	1.5	2
College of Liberal Arts and Sciences	Comparative and World Literature	0	0	0	0	0	0
College of Liberal Arts and Sciences	School of Earth, Society and the Environment	1	0.5	1	0.5	0	1
College of Liberal Arts and Sciences	East Asian Languages and Cultures	2.5	0	0	0	0	0
College of Liberal Arts and Sciences	Economics	4.5	0	2	4.5	1.5	0
College of Liberal Arts and Sciences	English	25.5	15	8.5	10	8	5
College of Liberal Arts and Sciences	Entomology	2	0	0	0	0	0
College of Liberal Arts and Sciences	French	0.5	0	0	0	0	1
College of Liberal Arts and Sciences	Gender and Women's Studies	0	0	0	0	0.5	1.5
College of Liberal Arts and Sciences	Geography and Geographic Information Science	0.5	0	0	0	0	1
College of Liberal Arts and Sciences	Geology	0.5	0.5	0.5	0.5	0.5	1.5
College of Liberal Arts and Sciences	Germanic Languages and Literature	0	0	0.5	0	0.5	0
College of Liberal Arts and Sciences	Global Studies	9	7	7.5	8	2.5	0
College of Liberal Arts and Sciences	History	4	3	2	1	4	5.5
College of Liberal Arts and Sciences	Independent Programs of Study	2	1	0	0	1	0.5
College of Liberal Arts and Sciences	School of Integrative Biology	15	6	2.5	4	6	3.5
College of Liberal Arts and Sciences	Latina/Latino Studies	0	0.5	0.5	0	0	0
College of Liberal Arts and Sciences	Linguistics	1.5	0	1	0.5	0	0
College of Liberal Arts and Sciences	Mathematics	16	4	1.5	2.5	2	5.5
College of Liberal Arts and Sciences	Medieval Studies	0	0	0	0	0	0
College of Liberal Arts and Sciences	Microbiology	0	0	0	0	0	0
College of Liberal Arts and Sciences	School of Molecular and Cellular Biology	22.5	15	8.5	13	6	8
College of Liberal Arts and Sciences	Molecular and Integrative Physiology	0	0	0	1	0	0
College of Liberal Arts and Sciences	Philosophy	0	3.5	0.5	0.5	0	0
College of Liberal Arts and Sciences	Plant Biology	0	0	0	0	0	0
College of Liberal Arts and Sciences	Political Science	23	17	20.5	15	6.5	1
College of Liberal Arts and Sciences	Psychology	22	8	26	20	12.5	9

College of Liberal Arts and Sciences	Religion	0.5	0	0	2	0	1
College of Liberal Arts and Sciences	Russian, East European and Eurasian	0	0	0	0	0	0
College of Liberal Arts and Sciences	Slavic Languages and Literatures	0	0	0	0	0	0
College of Liberal Arts and Sciences	Sociology	3	3.5	0	4	2.5	0.5
College of Liberal Arts and Sciences	Spanish, Italian and Portuguese	2.5	3	6	0.5	0	1
College of Liberal Arts and Sciences	Statistics	2	1.5	0	0.5	0	0
TOTAL		197.5	119.5	113.5	107	69.5	69.5
Participation Rate		1.74%	1.05%	0.99%	0.92%	0.54%	0.46%
College of Media	Advertising	0	1.5	0	0	0	1
College of Media	Agricultural Communications	0	0	0	0	0	0
College of Media	Journalism	0	0	3	0	1	2
College of Media	Media and Cinema Studies	0	1	0	1	1	1
TOTAL		0	2.5	3	1	2	4
Participation Rate		0.00%	0.23%	0.30%	0.12%	0.21%	0.50%
College of Nursing		4	7	6	5	0	0
School of Social Work	Social Work	6.5	0	3	0	0	0
Participation Rate		13.80%	0%	6.40%	0%	0%	0%
Division of General Studies		0	3	1	2	0	1
Participation Rate		0.00%	0.10%	0.03%	0.07%	0%	1.20%
OTHER							
Graduate School		0	1	1	0	2	2
Pre-med		0	0	0	0	1	0

Appendix B: Budgetary Expenditures

Budget Expenditures 2012-2013	Expenses	
Undergraduate Research Symposium:		
Illini Room and Equipment Reservations	\$	1,724.00
Lunch Orders	\$	1,790.00
Advertising Posters and Brochures	\$	1,690.00
URS Display Boards	\$	401.50
Daily Illini Ad	\$	303.75
Gift Certificates for Lunch Presenters	\$	75.00
Awards for Best Presentation	\$	1,200.00
Total URS Expenses	\$	7,184.25
Promotional Materials for Office		
Advertising Poster	\$	54.00
Brochures	\$	450.00
Total Promotional Expenses	\$	504.00
Travel Awards for Students		
Awards for 11 students	\$	2,500.00
Summer Undergraduate Research Abroad		
Funding two students to Sweden	\$	2,751.33
Office Programming Support		
Workshops for Faculty	\$	357.00
EUI 10th Anniversary Brochure	\$	2,000.00
Total Programming Support Expenses	\$	2,357.00
Other Office Expenses		
Council on Undergraduate Research Membership	\$	825.00
Literature on Undergraduate Research	\$	116.00
Total Other Office Expenses	\$	941.00
Total Expenditures for 2012-2013	\$	16,237.58