

Title: "Realizing High Impact Online through Mentoring, Undergraduate Research, Scholarship, and Creative Activities (URSCA) as a Matter of Justice and Inclusion"

Speaker: Jennifer Coleman, Western New Mexico University

Abstract

Advances in and support for high quality online teaching abound, but there are still aspects of the higher education experience that we have not rolled out to scale online. Among these initiatives are some of the high impact practices (HIPs) noted by George Kuh (2008). Eleven practices are now included in the list of HIPs in higher education, including service learning, ePortfolios, first year seminars, and common learning experiences. Also among these HIPs is student research, often referred to as URSCA to be inclusive of diverse work (scholarship and creative activities) across the curriculum. URSCA has been shown to have its greatest potential impact on under-served and under-represented students. Coincidentally, these are the exact groups that are represented in higher numbers in distance education programs, as non-traditional, minority, and underserved students enroll at higher rates online. We will explore the demographics of online and on-ground students and share what practices are currently offered at our institutions across different modalities. In light of research regarding the efficacy of URSCA, we will consider how expanding opportunities to online students is important for diversity, equity and inclusion. Whether you teach just a little online or your entire curriculum is online, incorporating intentional mentoring efforts and research opportunities in and outside of online courses can have valuable impact on students. Extra and co-curricular experiences are important indicators of educational quality and can validate degrees to employers and beyond. Expanding these opportunities to students at a distance is possible. This workshop will offer guidance to faculty engaged in mentoring students and classes at a distance. We will review models from across the curriculum, including social and behavioral science, STEM fields, business, and more (informed by *Undergraduate Research in Online, Virtual, and Hybrid Courses*, Coleman, Hensel, & Campbell, 2022). Participants will be invited to share practices, and we will explore professional resources about the scholarship and practice of undergraduate research. Finally, examination of how to make progress in this area at individual institutions will be encouraged. Attendees will leave the session with ideas and tools for implementation in individual courses, for their programs, and to create support across the curriculum.

LEARNING OUTCOMES

During this workshop, you will

- Explore the state of high impact practices, like URSCA and mentoring, across our institutions and educational delivery models.
- Envision transfer of practice from existing success to build opportunities across modalities with a lens of equity and inclusion.
- Expand knowledge of “how-to” regarding URSCA and mentoring with online and distant students, including the
 - sharing of practices with one another
 - exploration of resources offered by the Council on Undergraduate Research (CUR) and the Scholarship and Practice of Undergraduate Research (SPUR) journal.
- Draft a plan to expand intentional efforts and student opportunities online, or anywhere identified as beneficial at your institution, to contribute to equity and inclusion.

Bio

Dr. Jennifer Coleman is Professor of Psychology at Western New Mexico University. Over her more than 25-year career, 17 of those have involved some online teaching. At WNMU, she has been a pioneer of both online education and student engagement in research, scholarship, and creative works. She was a founding creator of the Student Research Symposium, a campus-wide event hosted twice a year to showcase student work. She is also the creator of an initiative called Student Research and Professional Development Funds that is in its 12th year of supporting student projects, conference attendance, summer research, and professional development opportunities. She has won Professor of the Year twice and the Faculty Research Award, with both honors noting her efforts to champion student research across the curriculum.

While her passion for teaching started on-ground, as both a student herself and through working with students in traditional college settings, Jenny has been an advocate for online education as an opportunity for equitable access for non-traditional and underrepresented student populations. She advocates for the delivery of high impact practices like undergraduate research to remote students and was the lead editor (with Nancy Hensel and Bill Campbell) of *Undergraduate Research in Online, Virtual, and Hybrid Courses: Proactive Practices for Distant Students*, a 2022 publication with Stylus, co-published with AAC&U and the Council on Undergraduate Research. Her current pedagogical and scholarly focus are on mentoring and sense of belonging for students at a distance and those enrolled in online courses. As part of those efforts, she engages remote students in course-based research experiences, as collaborators, and as co-presenters at conferences. She is passionate about striving to create equitable learning opportunities for all students.