



COLLEGE *of*
CHARLESTON

UNDERGRADUATE RESEARCH
AND CREATIVE ACTIVITIES

Annual Report & Program Review

2015-2016

Prepared May 2016

2015-16 Annual Report Undergraduate and Creative Activities Program

I. Narrative Description of the Status of the Discipline from a National Perspective (including emerging issues and trends)

Faculty-student collaboration in academic research and creative works is one of the most enriching and rewarding experiences on an undergraduate campus. In fact, this activity is so important that it is becoming one of the standards of excellence by which nationally pre-eminent undergraduate institutions are measured. According to George Kuh (2008, AAC&U), participation in a high impact practice such as faculty-student research at the undergraduate level, leads to deep learning that correlates with higher levels of student performance. Such engagement, argues Kuh, increases the frequency of meaningful interactions with faculty and peers. The net result is that students spend more time and effort in hands-on and collaborative forms of learning that contribute to the development of their analytical thinking skills. Interestingly, data suggest that a mentored research experience has benefits for all students, but particularly for students from underrepresented groups (e.g. Vieyra, Gilmore, Timmerman, 2011, CUR Quarterly) and in STEM disciplines.

More broadly, some institutions have begun to recognize that a well-conceived and managed undergraduate research program not only serves current students, but can also be an excellent tool for the recruitment of new students (e.g., Noji, 2011, CUR Quarterly). Showcasing faculty-student research is quickly becoming a primary public relations strategy that increases the visibility of academic programs and encourages students to become involved in research early in their academic careers.

At the College of Charleston, we believe that students who participate in faculty-mentored projects will gain a better appreciation for the nature of scholarly work. Faculty members who participate in these projects are expected to imprint understanding and love of scholarship on the students and to help the students develop skills appropriate to the discipline of the inquiry and also to develop improved communication skills. Furthermore, it is hoped that the faculty-student teams who work on collaborative projects will serve as ambassadors of excellence both on and beyond the College of Charleston campus.

II. Program

- a. Mission statement: To provide grant funding that expands the opportunities for undergraduate students and faculty to work collaboratively on scholarly projects in the academic year and during the summer. In the context of this program, research and creative activities are defined as *“any intellectual, inquiry-based project undertaken by the undergraduate student that advances the knowledge of the student in an academic discipline, immerses the student in the culture of the discipline, and leads to new scholarly insights or the creation of new works that add to the wealth of the discipline.”*
- b. Program goals and their relationship to the College’s strategic plan:
 - i. Program Goal 1: To provide financial support for undergraduates at the College of Charleston to work on a research or creative project under the mentorship of a CofC faculty member.
 - ii. Program Goal 2: To provide sufficient financial support of faculty during summers so that they are encouraged to work collaboratively with students.
 - iii. Program Goal 3: To ensure access to research support for faculty-student teams across all disciplines represented at the College of Charleston.

- iv. Program Goal 4: To provide opportunity for students to pursue professional development within the context of their chosen discipline, particularly in terms of dissemination of the research results or creative products in appropriate academic or professional forums.
- v. Program Goal 5: To provide training opportunities for students and faculty who are interested in learning more about faculty-student collaboration and strategies for successfully implementing collaborative projects.
- vi. Program Goal 6: To serve as a source of information regarding research opportunities locally, nationally and abroad for CofC students and to serve as an advocate for students and mentors participating in undergraduate research and creative inquiry.
- c. Strategies and tactics in the College’s strategic plan your department would place as highest priorities
 - i. Strategy 1: Enhance the Undergraduate Academic Core
 - 1. Provide each student a personalized experience that integrates classroom learning with at least two the following: research and creative activities, civic engagement, study away, internships and peer education
 - ii. Strategy 2: Develop and Retain a Highly Qualified and Diverse Faculty and Staff
 - 1. Enhance resources for pedagogical innovation, faculty research, and creative activity through the re-establishment of a faculty development center. Incentivize faculty and staff to write and administer grants in all of these areas.
- d. Operational and Student Learning Outcomes of the program (see Appendix A for full Compliance Assist report)
 - i. The URCA office will effectively communicate opportunities for mentored research and creative scholarly activities to faculty and students.
 - ii. Students will demonstrate excellence in discipline appropriate research skills through URCA funded research projects.
 - 1. Students will be able to demonstrate knowledge and application of the “tools of the discipline” as a result of participation in a project funded by the URCA program.
 - 2. Students will demonstrate the professional skills of the discipline in the form of a poster or oral presentation at a professional conference and/or a publication in a professional journal.
 - iii. In order to facilitate the involvement of undergraduate research on campus, the URCA office will provide financial resources to support mentored research projects across all disciplines by a competitive grant process.

III. Narrative Summary and Analysis of Departmental or Program Accomplishments

The Undergraduate Research and Creative Activities Program had a successful and exciting year of supporting the collaborative work of students and faculty across multiple disciplines at the College of Charleston.

Faculty Participation in Administration of Program:

Academic Year Grants: A group of 20 faculty members (Table 1), representing 20 different programs/departments of the College served on the campus review committee for MAYS and RPG funding requests. At least one faculty member from each school served on the committee. Committee members participated in 2 rounds of proposal reviews: September and November. Reviewers read a subset of the proposals submitted in the round and completed an online evaluation of each proposal. These individual evaluations were compiled, and the review team met to discuss/resolve discrepancies and to determine a ranking of proposals. Building on the work of previous years, the evaluation rubric for the proposals was refined so that final decisions about funding were based on more standardized, and thus valid, assessments of project quality and effectiveness of the mentoring plan.

Table 1. Faculty on At Large Committee:

School	Department	Name	School	Department	Name
SOA	Theatre	McLaine, Gretchen	LCWA	French, Francophone & Italian Studies	Signori, Lisa
SOB	Management	You, Ya	LCWA	Hispanic Studies	Wise, Carl
SEHHP	Public Health	DeMaria, Andrea	SSM	Computer Science	Anderson, Paul
SEHHP	Health & Human Performance	Rozzi, Susan	SSM	Chemistry & Biochemistry	Boucher, Dave
SEHHP	Education	White, Kelley	SSM	Physics	Jones, Linda
SHSS	English	Carens, Tim	SSM	Biology	McElroy, Eric
SHSS	Political Science	Keenan, Kevin	SSM	Geology & Environmental Geoscience	Vulava, Vijay
SHSS	Religious Studies	LeVasseur, Todd		Academic Affairs	Francis, Consuela
SHSS	Philosophy	Nadelhoffer, Thomas		Honors College	Meyer-Bernstein, Beth
SHSS	Psychology	Widholm, John			

SURF grants: The SURF review process was atypical this fiscal year. Due to the timing of grant awards for the HHMI and INBRE programs in SSM, fewer SURF applications were from SSM faculty and students this summer. This gave us the opportunity to fund all of the SURF applications this year. As a result, the extensive review process was not necessary. The grants were each read by one of the faculty on the college-wide review committee (Table 2) which consisted of a representative faculty from each school. The URCA Program Director served as the second reader for each of the grants.

Table 2. SURF Review Committee:

Name	Department	School
McCabe, Janine	Theatre & Dance	SOA
You, Ya	Management	SOB
White, Kelley	Education	SEHHP
Wofford, Claire	Political Science	SHSS
Wise, Carl	Hispanic Studies	LCWA
Van Horn, Brooke	Chemistry & Biochemistry	SSM
Flenner, Angela	Library	
Meyer-Bernstein	URCA	

GRANT APPLICATIONS AND AWARDS

2016 Funding structure changes

This year, two major changes to the academic year grant structure were implemented. These changes were made following consultations with committee members, stakeholders and the upper administration, extensive review of

URCA grant history, and research on similar programs across the country. These changes were piloted with the intention that the impact of these changes would be reviewed prior to adopting them for future years.

- 1) AYRA grants were not available this year. The money was diverted to the other grant opportunities which likely have a greater impact on student development.
- 2) The stipend was removed from the MAYS grant application. This resulted in slightly fewer applications this year (21 vs. 26), and a significant decrease in funds requested. Overall, we were able to fund a higher percentage of money requested and were confident that the money was going directly toward project costs. Last year, only 34% of the MAYS money that was requested was awarded. This year, 53% of the requested money was awarded. We awarded 2 applications this year over last, which improved the funding rate.

2016 Submission and review upgrades

URCA continued the migration to create a more streamlined grant submission and review process. To this end, all grant applications transitioned to a submission process that was, for the most part, carried out electronically. A few of the grant components require signatures, and have, therefore, remained as a hard copy submission. Overall around 85% of the submission process is now electronic. This process started in the last fiscal year for the summer grants, and was completed this year for the academic year grants. All final reports are now completed using fillable PDFs and are stored electronically in the URCA office for assessment purposes. Additionally, the review process now utilizes an electronic survey mechanism in order to collect scores and preliminary data on grant submissions prior to committee meetings.

2016 AWARD DATA and HISTORY

Academic Year Grants (MAYS and RPG)

In total, 57 applications were received during the academic year, representing a total request of \$74,675.79. Of these, 42 proposals were awarded funding support for a total award of \$40,841.00. Requests exceeded the total available budget by \$38,684. In order to distribute funding among a greater number of applicants, we did not fund awards at the level of the request. This resulted in a broader distribution of funds, however, only 35% of MAYS and 27% of RPG awards were fully funded.

Breakout by Award Type:

MAYS	21 Applications	\$ 55,548.79	Amount Requested
	17 Awarded	\$ 29,426.00	Amount Awarded
RPG	36 Applications	\$ 19,091.00	Amount Requested
	25 Awarded	\$ 11,415.00	Amount Awarded

One focus of our planning and outreach has been to increase the diversity of disciplines represented among applicants and awardees. We have struggled to achieve that goal, as evidenced by the data in the table below (Table 3). Despite efforts to publicize that the opportunities for funding are not limited to the sciences (and psychology), to reach out to department chairs in disciplines outside the sciences, and to highlight the work of faculty and students in diverse disciplines through links to video and testimony on our website, we continue to receive the majority of applications from science disciplines (including psychology). In their defense, these applications are of the highest quality and represent an impressive record of mentoring students well; it is often tempting to fund all of the proposals in the sciences to preserve the quality of experience that we expect students to have in the URCA program. However, the review committee has focused specifically on reflecting the same diversity of disciplines in funding decisions that exists in the application process. This is not only a challenge for CofC, but for many undergraduate research programs nationwide. We will continue our diversification efforts this upcoming year.

Table 3. Distribution of MAYS and RPG grants across schools

	<i>SSM</i>	<i>HUM</i>	<i>SS</i>	<i>SOA</i>	<i>EHP</i>	<i>SOB</i>	<i>LWCA</i>	<i>Library</i>	<i>FYE</i>
2013-14									
Applied¹	61%	7%	21%	6%	0%	1%	3%	0%	1%
Awarded²	66%	7%	20%	4%	0%	0%	4%	0%	2%
2014-15									
Applied	69%	3%	13%	3%	2%	0%	8%	0%	1%
Awarded	75%	3%	11%	3%	2%	0%	5%	0%	0%
2015-2016									
Applied	67%	2%	18%	4%	5%	2%	4%	0%	0%
Awarded	64%	2%	17%	2%	7%	2%	5%	0%	0%

¹Reflects the percentage of the total number of MAYS and RPG applications from each school.

²Reflects the percentage of total number of grants that were awarded to each school.

SURF Grants:

In total, 30 applications for SURF grants were received, representing a total request of \$170,962.00. Of these, 30 applications were awarded funding support for a total award of \$170,962.00. See Table 4 for details.

SURF	30 Applications	\$170,962.00	Amount Requested
	30 Awarded	\$170,962.00	Amount Awarded

Table 4. Distribution of SURF grants across schools

	<i>SSM</i>	<i>HUM</i>	<i>SS</i>	<i>SOA</i>	<i>EHP</i>	<i>SOB</i>	<i>LWCA</i>	<i>Library</i>	<i>FYE</i>
2013-14									
Applied¹	71%	10%	10%	6%	4%	0%	0%	0%	0%
Awarded²	73%	5%	11%	5%	5%	0%	0%	0%	0%
2014-15									
Applied¹	70%	0%	14%	7%	7%	0%	2%	0%	0%
Awarded²	71%	0%	15%	6%	6%	0%	3%	0%	0%
2015-16									
Applied¹	43%	17%	23%	3%	10%	3%	0%	0%	0%
Awarded²	43%	17%	23%	3%	10%	3%	0%	0%	0%

¹Reflects the percentage of the total number of SURF applications from each school.

²Reflects the percentage of total number grants that were awarded to each school.

As mentioned above, this was an unusual year for SURF grants due to external grant funds in SSM and the method by which they were awarded. Overall, this led to more undergraduate research projects funded across campus as compared to last year (Table 5).

Table 5. Funding capacity of URCA and SSM external grants from HHMI and NIH-INBRE

	<i>SSM</i>	<i>Non-SSM (SURF)</i>	<i>Combined totals</i>
Summer 2016	13 (SURF) + 42 (HHMI/INBRE) = 55 grants	17 grants	72 students funded
Summer 2015	24 (SURF) + 8 (INBRE) + 25 (HHMI) = 57 grants	10 grants	67 students funded

Moreover, this year, URCA funded SURF grants from 16 different departments on campus, more than any year over the past 5 years (Table 6).

Table 6. Number of departments awarded SURF funding

	2012	2013	2014	2015	2016
Number of departments receiving SURF funding	11	11	13	10	16

However, because of the HHMI and INBRE awards, fewer grants were submitted from SSM, resulting in a substantial decrease in overall SURF grant applications. While the number of grants submitted by non-SSM faculty did not increase (Table 7), the number of non-SSM grants that URCA was able to fund did increase.

Table 7. Non-School of Science and Math grant application and award history (includes all grant types)

	<i>% Applied</i>	<i>% Awarded</i>
2013-2014	33.9% (41)	30.5% (29)
2014-2015	29.6% (40)	26% (26)
2015-2016	41.4% (36)	43.2% (32)

The data shown above reflect annual percentages of applicants and awards outside of SSM, and include all grant types. It is evident that this year, the percentage of applications outside of the School of Science and Math have increased. Unfortunately, this increase is not reflected in the absolute number of applications, but is an artifact of fewer submissions this year. We are pleased to report that the URCA office is providing resources more equitably across disciplines, but we have a lot of work to do to increase the awareness of undergraduate research opportunities in non-science disciplines.

STUDENT SUCCESS

Dissemination of Results: Tracking of this outcome is ongoing, however, this year the data were more formally collected this year and included in Compliance Assist. We have tracked student research presentations as evidence of project and student success. Of the 34 students who were awarded SURF funding in summer 2015, 19 (56%) applied for conference travel money through an URCA RPG grant during the subsequent 2015-2016 academic year. These data are similar to what we calculated for the previous year in which 21/37 (57%) of the summer grant recipients have applied for conference travel funding through the URCA RPG program. A summary table (Table 8) is provided that includes data from students who received summer (SURF 2015) or major academic year project (MAYS 2014-15) funding. These data were collected from the final reports submitted at project completion and do not reflect additional presentations or publications that occurred later.

Table 8. Student project dissemination

Number of students receiving summer or major academic year project funding	49 (students were NOT counted twice if they received multiple awards)
Students who have presented their URCA funded research project	46 (94%)
Total number of presentations	91
Average per student	1.98
Presentation Type	Local 69%, Regional (9%), National/International (21%)

Last year, faculty were contacted by email who had received SURF awards over the previous 5 summers (2010-2014) and requested information on students that had received URCA SURF funding. Of the students we received information on, 94 of the students had graduated. Of these, 30 students (32%) had completed formal dissemination. The majority of these were in the form of a peer reviewed manuscript, but we also included creative project dissemination in the form of software or set design. An additional 10 students (11%) of the students have a paper or creative project in final preparation for public dissemination. Of the 94 graduates on which we received information, an impressive 68% are enrolled or have completed post-graduate education (Table 9). An additional 18% were currently applying or planning on applying for a graduate program. If those students are successful, that would translate to 86% of the prior SURF students from 2010-214 that will be pursuing graduate work.

Table 9. Post-graduate success of SURF 2010-2014 recipients

	Masters	MD	Pharmacy	PhD	PA¹	Dental	Law	Total
Enrolled or completed	20% (19)	11.7% (11)	1.1% (1)	30.9% (29)	2.1% (2)	2.1% (2)		68% (64)
Applying or intending to apply	3.2% (3)	4.3% (4)		6.4% (6)	3.2% (3)		1%(1)	18% (17)

The percentage (number of students) pursuing post-graduate education programs. These data are based on data from 94 graduates who have received SURF funding over the past 5 years.

¹Physician Assistant Program

In order to automatize the process of collecting post-graduate information on URCA funded students, a survey was created this year and sent to faculty who received SURF funding in the summer of 2015. The survey was sent to 37 faculty, and 24 responded. These faculty reported on 49 students that had received prior funding from URCA. Of the students who are graduating this year, 15/20 (75%) are planning on pursuing graduate school. 45% of those (9 students) are matriculating in a graduate program immediately following graduation. The data collected from students who had already graduated indicated that 5/17 (29%) were currently enrolled in a graduate program and an additional 3 students (18%) are currently applying. In total 47% of the graduates are currently enrolled or applying to graduate school.

This upcoming year, URCA will work with Academic Affairs to develop a method by which to more accurately collect data on student who have been funded by our office.

Celebration of Scholars Event 2015: At the end of each summer, the URCA program holds a poster session to showcase the faculty-student research that has occurred during the summer months. All faculty-student teams who receive SURF funding are required to present at this session. The event also includes submissions from faculty and students outside of the SURF program. In total, 88 faculty–student teams presented posters that displayed the results of their collaborations on Convocation Day 2015. The event was held in Stern Student Center and was coordinated with the Convocation schedule to encourage attendance.

Training and Outreach

Campuswide Information Sessions: In an effort to better inform faculty and students about the opportunities offered through the URCA program and to provide guidance regarding the NEW application process, we doubled the number of information sessions held this past year from two to four. In addition, an overview of the program was presented at New Faculty Orientation.

Faculty Development

National Collegiate Honors Council

The Director of the URCA Program submitted a proposal to NCHC entitled, “Examining the Impact of Undergraduate Research”. The proposal was accepted and presented at the NCHC Annual Conference in Chicago, IL in November 2015. The conference provided an opportunity to attend numerous sessions relevant to undergraduate research and to network with peers at other institutions. The cost of the conference was covered by the Honors College.

Enhanced Institutional Membership in the Council on Undergraduate Research: For 2011-12, the College of Charleston moved to an Enhanced Institutional Membership in CUR. With this membership, all faculty and students on campus are eligible to be members of CUR and to receive their publications and other electronic communications. As a result, the College currently has 129 (an increase of 7 members since last year) faculty (56- an increase of 8 since last year) and students (73- a decrease of 1 from last year) registered as members in CUR. If these same persons had joined as individual members, the cost to the College of Charleston would have been approximately \$7400 (increase of \$700) (vs \$4000 for the Enhanced Institutional Membership). Professor Chris Korey was elected as a CUR Biology Councilor and will be finishing his term this year. His position in conjunction with our strong membership numbers made possible with the Enhanced Institutional Membership will serve to increase our national visibility in undergraduate research.

2015-16 CUR Activity

- Dr. Sorin Oprisan serves as a Divisional Editor in Physics and Astronomy for the CUR Quarterly
- The Fall 2015 edition of CURs publication, “Undergraduate Research Highlights”, features a paper published by Dr. Renaud Geslain in Biology along with two of his undergraduate students and Visiting Assistant Professor, Dr. Erin Richard Morris.
Eriani G, Karam J, Jacinto J, Morris Richard E and Geslain R. MIST, a Novel Approach to Reveal Hidden Substrate Specificity in Aminoacyl-tRNA Synthetases. *Plos One*. 2015.
- The Summer 2015 Edition highlights work published by Dr. Michael Larsen in the Department of Physics and Astronomy and two of his undergraduate students.
Larsen ML, Hayward TB, Teves JB. Scaling Properties of Raindrop Size Distributions as Measured by a Dense Array of Optical Disdrometers. *Journal of Hydrology*. 2015; 521:424-432.
- At the National Conference on Undergraduate Research (April 7-9, 2016, in Asheville) 6 College of Charleston undergraduates presented posters and 2 more gave oral presentations.

2015-2016 Goals and Accomplishments

Over the past five years, we have worked to refine the review process, to increase diversity in the program, and to provide opportunities for faculty and student development beyond simply funding grants. We will continue to work toward improvement in these areas for 2016-17. Last year, we focused our efforts on four particular areas for advancement. We will continue to develop these areas over the upcoming year. Unfortunately, there is no administrative support for the URCA office which significantly limits progress in reaching the goals outlined below.

- 1) **QEP.** This past year, a lot of time and effort was put into developing a QEP for undergraduate research. The QEP would have allowed the institution to build upon a strong foundation of undergraduate research by providing additional financial and administrative support for URCA. While it is unfortunate that this QEP was not selected, it did allow for the articulation of the vision, accomplishments and strategies of the URCA Office to be presented broadly to the campus community and administration. Hopefully, this allowed the campus to see the value of undergraduate research in a new light, and renew its commitment to the College’s mission in this regard.

- 2) **Update application process.** A primary goal the past two years was to review and refine the grant application process. This process was started in the summer of 2014 with the hiring of a new URCA Director. The first year, a new SURF application was launched December 2014 for the 2015 summer grant cycle. The new application consists of a short (Part I) hard copy application that includes signatures and waivers. However, the bulk of the application (Part II) is now submitted electronically. Guidelines for the applications have been revised and are now published in a handbook that is available online. Faculty submitting grants had positive reviews of this new application process. This past year, a review of the new procedures indicated it was working successfully and the overall of the academic year grant submission process was similarly overhauled and a guidebook created for those awards. All URCA submissions now use one grant application. The travel grants (RPG) are unique and will still require their own application. The new forms for the academic year grants were launched in the summer of 2015 and have been positively received by the faculty and the review teams.

- 3) **Assessment of Impact.** This year, we made significant progress on the assessment of the URCA office. Most notably, there had been no formal evaluation of learning of program outcomes of the office. This year, motivated by SACSCOC, the URCA office expanded the current outcomes, developed measures in order to track improvement and completed the first assessment cycle of the program in Compliance Assist. Until 2014, there had been no assessment of the impact of the program. While meticulous records have been kept for years on the grant submission and award process, the impact of the program on student outcomes had not been evaluated. During the summer of 2014, assessment tools were created, including student tracking and surveys for both students and mentors. In the summer of 2015, data were collected from those who have received URCA funding over the past 5 years, specifically SURF awards (included in 2014-15 report). Final report submission has been improved such that data can now be extracted from these reports. We have also begun tracking current students and will continue to generate data that will contribute to our ability to assess the impact of the URCA program. We will also create a rubric to be used by faculty mentors that helps us to determine in a more standardized manner the extent to which students learn the tools of their discipline through the projects that URCA funds.

- 4) **Heightened Awareness of the Faculty-Student Research Conducted at CofC. In 2015-16, URCA began communicating opportunities and highlights of student accomplishments through Yammer.** Last year, we launched an URCA Facebook page and updated the URCA website to include the Facebook feed. We continue to use both of these types of social media to post awards, presentations and publications by CofC students and faculty. Communication is one of our program goals captured in the Compliance Assist assessment. In response to the College's migration to Yammer, URCA created an account and has been communicating information via this platform.

Starting in summer 2012, the Celebration of Scholars event has been integrated intentionally with the Convocation Day activities. We continued this initiative in 2013, 2014 and 2015. The integration with Convocation Day has been significant in increasing the visibility for the poster session. Last year, we had one of the most successfully attended poster sessions in recent years. We attribute this to working more closely with the Convocation Day faculty and staff in order to optimize location and time. We were able to use the Stern Center Ballroom immediately following the morning's activities to maximize attendance. We have worked more closely to integrate this even further with Convocation this upcoming year to further highlight this event.

- 5) **Increased Publicity of Research Opportunities.** Progress on this goal is captured in compliance assist. Over the past few years, a concerted effort has been made to spread the word about grant opportunities by updating website information, sending emails, providing workshops and strategically-placing posters/flyers around campus. This past year, we doubled the number of information sessions that were

offered. These efforts will continue this upcoming year paying special attention to ways in which we can utilize social media.

In addition to advertising URCA Opportunities, we made it a priority to encourage students to take advantage of other research opportunities that may be available to them. Last year, we reported that we identified nearly 30 national and international competitive summer research opportunities for undergraduates across a variety of disciplines which were posted regularly on social media. However, the lack of administrative support in the URCA office has made it impossible to sustain this activity. We continue to post new opportunities as often as possible.

- 6) **Summer Programming for Research Students in the Humanities and Social Sciences** – While this is still a goal for the URCA office, a lack of support has made it difficult to implement this program. Had the Undergraduate Research QEP been selected, it would have been accomplished. I continue to include it in this report since it is a program that continues to be a priority.

In the summer of 2005, a Biomedical Skills course was initiated through funding from the National Institutes of Health SC-INBRE grant. The course was designed to augment summer research for science students receiving funding through INBRE and has continued with funding from the Howard Hughes Medical Institute Education Grant. Each summer, 15-30 students conducting research primarily in SSM attend a weekly seminar that covers topics including lab safety, scientific writing and research ethics. This course has been invaluable to undergraduate research students as an opportunity to work on skills outside of the laboratory. Using the Biomedical Skills course as a model, one goal in 2014-15 was to develop a discipline appropriate summer course for students in the humanities and social sciences. While there is still much work to be done on this, efforts are starting to provide programming to SURF students that have not been historically included in the Biomedical Skills course. In summer 2015, SURF students from the social sciences were be invited to attend certain classes that would be applicable to their discipline. We will continue to develop this in the upcoming year to the extent that our resources will allow.

APPENDIX A

Compliance Assist Report 2015-16
Compliance Assist Plans 2016-17