I believe that all students have the right to be engaged in pedagogical practices that stimulate curiosity about their world and prepare them to succeed in a highly competitive global market. Undergraduate research is a high-impact practice that is only recently emerging with evidence-based outcomes that support this assertion. Engaging students in high-impact teaching and learning practices that are inclusive of authentic and real-life experiences serves as powerful and transformative pedagogy. As Elizabeth Paul (2006) states, “students are awed by the power of their learning experience…and the significance of their work” (p. 15). I am the mentoring professor as well as “coach” in a family studies undergraduate research class and a daily witness to the transformative power of undergraduate research in students, changing their personal and professional identities throughout this process.

What follows is a dialogue with five students in response to five questions asked by my graduate assistant after the students had completed the class and received their grades. Three out of five student authors are first-generation college students, and one is of Hmong ethnicity. The outline for the paper includes background information on the undergraduate research movement at the University of Wisconsin-Stout, a discussion of
undergraduate research as a high-impact practice especially as related to ethnic minorities, an overview of my class and study parameters, and a discussion of preliminary outcomes and student responses. The students’ perspectives that speak to their perceived benefits can be of interest to faculty interested in integrating an undergraduate research experience into their curricula as well as students considering taking an undergraduate research course.

Background
The undergraduate research movement was sparked in the scientific community during the 1980s and 1990s when the alarm bell was sounded in reference to the number of reports emerging citing the scientific illiteracy of American students. As a response, the National Science Foundation, in concert with the Boyer Commission’s report Reinventing Undergraduate Education: A Blueprint for America’s Research Universities (1998), served as a catalyst for the establishment of undergraduate research programs at institutions throughout the country (Merkel, 2001). Kinkead (2005) speaks of undergraduate research as a “growing movement [that] transcends institutional boundaries and types to produce programmatic undergraduate research initiatives” (p. 7). Undergraduate research has extended and expanded to exciting opportunities across the humanities and social sciences (Kaufman & Stocks, 2004; Lee, 2004; Karukstis & Elgren, 2007). For the purposes of this paper, I will use Kinkead’s (2005) definition, which asserts that “undergraduate research is defined broadly to include scientific inquiry, creative activity, and scholarship” (p. 6).

At the University of Wisconsin-Stout, definitions of undergraduate research are broad and discipline-specific but are in agreement with other institutions that student work should be original and make a contribution to the student’s discipline (He, Scheuch, Schwartz, Gayles, & Li, 2008). At UW-Stout, we have a strong network of support for undergraduate research that starts with a comprehensive Research Services Department supporting faculty as well as students engaged in undergraduate research. The Nakatani Teaching and Learning Center (NTLC) supports faculty research focusing primarily on pedagogy. We have a Creative Original Research Experiences (CORE) group of faculty that was developed within the context of building an institutional relationship with the Council on Undergraduate Research (CUR) and the National Conference on Undergraduate Research (NCUR). We also are actively engaged in the McNair’s Scholar Program. This program is federally funded through the Department of Education and part of the federal TRIO program, whose purpose is to address the lack of representation of disadvantaged groups in higher education. Elgren and Hensel (2006) talk about the faculty mentorship aspect of these programs as the primary benefit for students: “These connections with faculty, across all academic disciplines and at a wide range of institutions, can be particularly meaningful to students deemed ‘at risk,’ including first-generation college students and minorities” (p. 4).

Undergraduate Research as High-Impact Practice
The American Association of Colleges and Universities (AAC&U) has identified undergraduate research as a high-impact practice that increases student engagement and retention (Brownell & Swaner, 2010; Kuh, 2008). High-impact practices include undergraduate research, learning communities, service-learning, first-year experiences, and capstone courses and projects. There is evidence that these practices can lead to a wide range of positive
outcomes (academic, personal, and civic) for the general population of college students as well as underserved student populations and specifically underrepresented minorities, low-income students, and first-generation college students. Beyond retention, a major benefit of participating in undergraduate research for underrepresented groups of students is the connection to the academic community. Penrose (2002) studied academic literary perceptions and performance of first-generation college students. It was found that student self-perceptions were critical to their academic performance and persistence. This finding has implications for how undergraduate research can provide a vehicle for how students develop their identities as members of the academic community.

The Boyer Commission’s (1998) report underscores how undergraduate research as a pedagogy is fundamentally different from traditional forms of learning in higher education, that this type of learning “is based on discovery guided by mentoring rather than on the transmission of information” (p. 15). In this model, learning is not one-way, but students are engaging in collaborative efforts with faculty and their communities, co-creating knowledge through the process of inquiry. This is very different from traditional models of learning, whose components are receiving and memorizing information from faculty experts (Boyer Commission, 1998). The Boyer Commission (1998) recommends that “every course in an undergraduate curriculum should provide an opportunity for a student to succeed through discovery-based methods” (p. 17).

Outcomes of Undergraduate Research for Minority Students

My primary interests in undergraduate research and part of my own research agenda are the outcomes addressing the retention and graduation of all students, but particularly first-generation and ethnic minority students who often do not have access to high-impact practices. The literature on the outcomes of undergraduate research is not as extensive as other high-impact practices (Brownell & Swaner, 2010).

Pascarella and Terenzini (2005) found in their meta-analysis of higher education research that undergraduate research has a positive effect on minority students, specifically in terms of “increased rates of persistence through to graduation,” for which the “effects were strongest for African Americans and for sophomores” (p. 406-7). He et al. (2008) found that the majority of studies of undergraduate research and underrepresented students addressed issues of retention and graduate school enrollment, and the effects in these areas are positive: “Student retention and clarified goals for career options and graduate school attendance, especially among those who are first-generation students or from underrepresented groups, is promoted by undergraduate research experiences” (p. 35).

Ishiyama (2001) found that undergraduate research had similar benefits for the retention and graduate school acceptance for first-generation, low-income college students. In a study of the Ronald E. McNair Program at Truman State University, Ishiyama conducted a comparison of McNair Program students with a comparable control group of high-ability, high-ambition students as identified by Cooperative Institutional Research Program (CIRP) data. The study found that retention rates for McNair Program students were higher than those of the comparison group at both the two-year and five-year mark (92.9% to 64.7%, and 93.6% to 44.1%, respectively). The McNair students also entered graduate school within five years after their first entrance to the university at a higher rate (55.3% compared to 19.5% of the comparison group).

In a small study of seven Lakota students involved in a three-year aging research project in American Indian communities, Anagnopoulos (2006) found the retention rate was 86% for these students — better than the non-American Indian student retention rate. Due to the study’s small sample, this finding is not as valid as the qualitative data garnered from the project. The author explains that “for the Lakota students involved in this project, the mentorship opportunity gave them occasions to develop their confidence and...
skill in asking questions, offer opinions and ideas, improve their comprehension of methodology within the field, and discover answers together” (p. 523). Given the high attrition rates for American Indian students, the author recommends “engaging these students in faculty-mentored research” to increase student retention (p. 524).

Given the small number of studies looking at special populations, Seymour et al. (2004) talk about the pervasive issue of “selection bias”: “The problems of small sample size and samples that are self-selected, faculty-recruited, or predisposed by selection criteria to display expected gains are common” (p. 497). Brownell and Swaner (2010) conclude that as long as undergraduate research opportunities remain a scarcity in higher education, it will be difficult to assess their impact without the issue of selection bias. Again, this brings us back to the recommendation of the Boyer Commission (1998) that “every course in an undergraduate curriculum should provide an opportunity for a student to succeed through discovery-based methods” (p. 17), which is my goal in the course discussed here.

**My Course: HDFS 420-Research Methodology**

HDFS 420 Research Methodology is a three-credit, required, upper-division course for all undergraduates in the Human Development and Family Studies Department. The course follows a standard grading criterion of A-F and has two prerequisites at the 100 and 200 levels, which provide an individual and family dynamics context. Most students will have completed an introductory statistics course in their general education requirements. What sets this course apart from many undergraduate research courses is that students choose their own research question and complete a nonrandom pilot study with a partner within one semester. This includes doing their own sampling, conducting data analysis through SPSS, and completing their research manuscript. Many collaborate with a nonprofit agency in the community, and most will disseminate their findings either at UW-Stout Research Day, the UW-System Research Symposium, Posters in the Rotunda, the National Council on Undergraduate Research Conference (NCUR), or National Council on Family Relations (NCFR), as well as publishing their work in the UW-Stout Journal of Student Research (JSR) or other student research and professional journals.

The “step-by-step” process during the 16-week semester includes the following activities:

1. Choosing student-generated research problem/question, relevant to their career choice
2. Securing preliminary cooperation from a collaborator in community
3. Choosing of family theory to guide the research, “fit” for RQ
4. Conducting literature review
5. Reviewing elements of the Introduction
6. Identifying variables and hypotheses
7. Constructing the survey instrument
8. Reviewing elements of Methods Section
9. Creating sampling Plan & Procedure
10. Preparing and submitting IRB application
11. Collecting data
12. Processing the data (clean and code)
13. Entering and Analyzing data: How to interpret your data and construction of tables
14. Discussing how to write the Results section
15. Discussing how to write the Discussion section
16. “Putting it all together”: manuscript preparation; Review/plan for dissemination options: UW-Stout JSR, UW-Stout Research Day, UW-System Research Symposium, NCUR, NCFR, and other dissemination opportunities

This course reflects the National Survey of Student Engagement (NSSE) (2009) principles of high expectations, student-faculty contact, active learning, prompt feedback, cooperation among students, time on task, and respect for diverse talents and ways of learning. Students agree that these features have encouraged them to complete their pilot studies in one semester, citing the following as most valuable to their learning:
Teacher as mentor and “coach”
Ownership of their research question/problem, “student generated”
Clear step-by-step expectations
Brief lecture beginning of class and then work time w/partner and teacher collaboration on each piece
Belief of instructor that each student can do research, leading to encouragement
Instructor enthusiasm for research and sharing of own research
Utilization of Writing Center; feeling of empowerment as students notice their writing improves progressively
Instructor’s timely accountability to email questions and out-of-class consultation
Intellectual rigor
Student sense of “agency” and being a “stakeholder”

Another principle not mentioned in the engagement literature but shared with me by students is that having their learning be relevant to their lives is primary to their engagement in undergraduate research. Best practice information changes rapidly — it is not enough in the helping professions to be in the field because you want to “help people” — students need to be informed on the latest “best practice” in the field and be good consumers of research. The class provides real-world professional skills that prepare them for careers as well as graduate school. And most importantly from my perspective as their teacher, what students reap is personal and professional transformation — a sense of competence and confidence about themselves, that they can do something that most thought was not possible at the beginning of the semester.

The Dialogue Questions
In the spring of 2011, I emailed out the Perspectives on Undergraduate Research and Mentoring Call for Papers to all students who had completed HDFS 420, had received their grades, and had disseminated their research in 2010. Five senior undergraduate students in the Human Development and Family Studies Department responded with interest, wanting to share their perspectives and be co-authors of this paper. Three out of five student respondents are first-generation college students, four out of five are of European-American ethnicity, and one is of Hmong ethnicity.

After the students expressed their interest, I asked my graduate assistant to contact them for individual meetings at a location convenient to them with five, pre-determined questions that I determined would be relevant to the Call for Papers. The only follow-up question that my graduate assistant asked was, “Do you need any clarification on the question?” I asked my graduate assistant to meet with the students as they wrote out their responses, in the event that they wanted some clarification of the questions; she had a previous relationship with the students in preparing their research for dissemination, so she had a fundamental background of the class. I wanted to be outside of this process to avoid the “social acceptability” effect in the responses that may have occurred if I had been present. The five questions were as follows:

1. Please describe your study and why was it important to you; why did you decide to investigate this question? What was your hypothesis and what did you find? What recommendations do you have for practitioners in our field?
2. How will this research experience help with graduate school and/or your career choice?
3. Where did you disseminate your research?
4. What is it about the teaching specifically that helped you complete this project?
5. How has this work been transformative for you personally and professionally?

The students emailed their responses to me, and I used them verbatim in this manuscript, apart from making only a few spelling and clarification corrections. It is my intention not to interpret the students’ own stories but to let them stand on their own as each individual, lived experience. Overall, from my perspective, the narratives support the transformative power of undergraduate research.
Adam

The study I performed was titled “The Male Inmates’ Attitudes towards Recidivism.” [My partner and I] asked 50 male inmates from a Midwestern Wisconsin county jail what they needed to not re-offend. Variables included Alcohol and Other Drug Abuse (AODA) services, relationship-building skills, a safe environment to return to after jail, and many others. The reason I chose this study and population to work with is because of a previous experience working in the jail for a social action project with Dr. Wolfgram. After that experience, I saw that the incarcerated population is extremely misunderstood and misrepresented. I wanted to learn what they thought they needed to get back on track and be a contributing member of society. I saw that these people weren’t bad people; they just made some bad choices. We hypothesized that inmates would respond strongly to all of the variables, but what we actually found was that no matter the reason for being incarcerated, the biggest thing that they thought they needed to not re-offend was problem-solving skills. So, taking this information, we concluded that programs need to be developed and put in place to help inmates with their problem and coping skills.

Before doing this research, I never really thought about graduate school. All I could think about was getting out of school and getting into the field. I always thought about myself as just an average student, but after completing this research, I really think I could make it in graduate school. Meeting the deadlines, computing all the results, and getting everything in line was something I never really had to do before on such a large scale — but because of the success of my research, going to NCUR, and being published in the JSR, I know that I can handle research of this magnitude on the graduate and professional level.

I presented my work at UW-Stout Research Day, NCUR, and had my work published in the Journal of Student Research...I still can’t believe that.

The best part about how the class was run was that it didn’t feel like class; it felt like a job. We students were given specific deadlines and needed to follow them so that our research was completed on time. The teacher really made it feel like it was our work from start to finish, because it was. I would basically say that the teacher wasn’t so much a teacher as she was an editor, not telling us what to do or what to write, but just pointing us in the most promising direction. It was a pleasure to do this research, and I don’t think anyone else could be in charge of this class like Dr. Wolfgram is. We are asked to do more in this class, and that makes all the difference in the development of our professional skills and ideas.

One of the biggest things that my research helped me with is getting over my biases toward the incarcerated population. I have never been and don’t know anyone who has been incarcerated for a long period of time, so I had some biases I needed to get over. Another thing I took away is that these people really do want help, and they know what they want. All we need to do as practitioners is give them the resources that they need. Transferable skills I take away are being able to deal with stressful deadlines, being able to perform actual research, and a great development of professional writing. Performing a research project from start to finish has really given me something I can be proud of. This research is graduate-level/thesis-level work, and I did it as an undergrad. This work I have done gives me something to be proud of as well as gives me a real insight into the population I want to work with. Performing this research didn’t just feel like I was completing another project for a class; it really felt like it was something I owned, that it was mine. The grade didn’t matter to me as much as the findings in my research mattered. I became completely immersed in my topic. I felt like I was working, not doing homework. I guess I should say it felt like I was actually in the field, not studying to be a part of it.
Kelsey

My study was concerning “The Prevalence of Eating Disordered Behaviors Amongst College-Aged Women” — with the purpose being to find how many college-aged women had behaviors associated with eating disorders. I decided to investigate this question as I have a friend currently struggling with an eating disorder, and I myself have struggled with behaviors associated with eating disorders, such as watching closely what I eat and being self-conscious of how I look to others according to the clothes I wear and the way I carry myself. [My research partner and I] sampled 151 college-aged women from campus who were in the age range of 18-25. They were each given a survey that had 10 statements concerning eating-disordered behaviors and were asked to rate each statement on a 1-5 Likert Scale. There was also a section at the bottom of the survey for the students to leave comments or questions if they were willing.

The hypothesis was that many college-aged women would report having eating-disordered behaviors, and there would be correlations between those who restrict their diet on a regular basis and the act of exercising excessively, as well as between those who find the process of dressing stressful and the act of putting great effort into diverting attention from one’s weight through clothing selection. [My research partner and I] found that many college-aged women within our Northwestern Wisconsin University do have behaviors associated with eating disorders. One of the main findings was that 23.1% of the college-aged women surveyed agreed or strongly agreed with the statement, “I would rather lose weight than anything else I could accomplish for myself” — that’s almost 25% of the 151 participants we surveyed!

This research has made graduate school sound less “scary” and intimidating. Graduate school is definitely a prospect that seems more attainable now, especially since my skills of communication, writing, and interpretation have all been positively impacted and improved through conducting this research.

I disseminated my research to NCUR, UW-Stout Research Day, the UW-System Symposium in River Falls, and the National Council on Family Relations Conference in Minneapolis, Minnesota.

The “teaching” of this research involved a high-demand, “no procrastinating possible” workload of instructions. While the amount of time and energy put into this class is very intense and often overwhelming, it captures the student into becoming the most highly knowledgeable professional concerning that particular topic during that point in time. The “teacher” of this course greatly impacts the quality of research produced, and luckily I had great support and feedback consistently throughout the process of conducting my research. I don’t believe anyone could grow as much or have as successful of research without such guidance and encouragement from a great “teacher.”

I have added skills of clear communication, writing skills, and interpretation/analysis skills. I am overall taking away an added value of self-confidence that I do not believe I would have found within myself until years from now. I don’t think I would be the most successful person I could be at this point if it had not been for this research and the experiences I had while disseminating this research.
Deb

My research study evaluated the impact of parent peer support on children with mental health issues. I am the parent of children with special needs, one of whom has mental illness, and I have been working as a parent peer specialist for over 10 years. I have seen the benefit of parent peer support firsthand but wanted to empirically assess the benefit to families. I felt this was especially important in this time of limited resources. If the research supported my hypothesis — that parent peer support has a positive impact on children with mental illness and their families — it could be used to help advocate for more funding for parent peer support. It could also be used to encourage agencies to utilize the services of parent peer specialists. I work for a statewide organization that provides parent peer support. With the help of the executive director and other parent peer specialists, I was able to send a confidential survey to over 200 people who currently use, or have used, the services of the organization.

I believe that having conducted a research study, from beginning to end, will be a valuable asset to me as I apply to graduate school. Being able to demonstrate that I understand the research process and have successfully completed a study is an excellent way to highlight my academic skills and to assure that I will be capable of handling the rigors of graduate school.

I was honored to be able to present my research with a poster presentation at the 2010 UW-Stout Research Day and the 2010 UW-System Symposium. I have also been accepted for publication in the Journal of Student Research. Additionally, my research has been cited in a document used by a statewide organization to encourage county agencies to consider adding parent peer specialists to the services they provide to families.

There were several aspects to the teaching that were fundamental in my ability to complete this research. First, the process was broken into manageable pieces. Each part built on the previous part. The structure of the course allowed me to really understand each aspect of the process — from choosing a research topic to obtaining IRB approval, to development of a survey instrument, to data collection and analysis, and, finally, to dissemination. The way in which the information was presented allowed me to understand the hows and whys of each part of the process. I also believe that the mentoring, on the part of the professor, was a key component to keeping me motivated and focused as I worked through the study. The professor reminded us that our research was real research that could have real implications in our field. This kept me excited about the work I was doing and anxious to get my results out to whomever might find the information useful.

It is not an exaggeration to say that this work changed the course of my future. When I began, I thought that I really didn’t like research much and was hoping just be able to get through the course and be done with it. What I discovered is that I have a passion for research, and I am planning to continue on to earn a Ph.D. so that I can do research for the rest of my life. This work re-awakened in me the curiosity and excitement of discovery that I had as a child, but hadn’t been in touch with for a long time. I am excited about the opportunity to be able to pursue a career in which my job is to ask questions and then try to find the answers and, finally, to share what I learn with others.

Mai Cha

The two research projects that I worked with my mentor on were both based on play. One of them was qualitative study on LARP, which stands for Live Action Role Play. Another was on Hmong intergeneration perceptions on play. In the first study, I examined the relationship between play, identity, gender, and LARP. I had nine women and seven men participants; the majority of them LARPed in Society of Creative Anachronism (SCA), a Dallas-area Requiem vampire LARP; International Fantasy Gaming Society (IFGS); New England Role-Playing Organization International (NERO); and Amtgard.

This study was important to me mainly because I thought it would be a fun topic to research, and I wanted to remove the stigma...
from LARPers. The previous summer, I had read Stuart Brown’s *Play: How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. It advocated the importance of adult play and its relevance to our fast-paced culture in fostering relaxation and creativity. Since LARP was a version of adult play, I was interested in examining the effects it had on the person and how it would affect their identity (including gender) and the development of personality traits. Lastly I wanted to examine deeply their motivations for LARPing even though there was a stigma attached to it.

The study of Hmong intergenerational perspectives on play included seven Hmong participants. Five of them were ages 18-30, and two were ages 31-54. This study was important to me because I was interested in generational differences on perceptions of play. For example, with the rise in technology, would younger generations see play as a passive, stationary activity, versus older generations, or would their perspectives be the same? It expanded into my own culture and ethnicity, and I was interested in how the past impacts perception. For example, the elder generation had the experience of guerilla fighters, targets of genocide, refugees, and immigrants. The younger generation was most likely raised and assimilated to the American culture. I was interested in seeing how these different perspectives might impact their perception on play.

These research experiences would not only look great on my resume as I advance to graduate school, but they have been a great experience overall and have given me priceless skills and abilities that will aid me greatly in my graduate experience carrying out research on my own.

The dissemination of the LARP study has been published in the University of North Texas’ undergraduate journal of student research, *The Eagle Feather*. In addition, I presented my poster of my research at the University of North Texas, and it was accepted for the 2011 NCUR conference. As for the Hmong intergenerational perspective on play, I have submitted it to present at UW-Stout Research Day and the University of Wisconsin Research Symposium.

The teaching aspects that really helped me complete these projects were the provision of a framework, the examples included, and the feedback editing on my manuscripts.

These works have been transformative in that they have given me a framework in which I can refer back upon for future research. It has provided me with confidence in working in an academic setting conducting research. The mere exploration of research has taught me that research is not linear, and from that the skills I have learned are determination, organization, critical thinking skills, and time management. In the personal arena, it has become easier to approach people, conduct interviews, and learn to ask for help.

Megan

My research topic was incredibly important to me, both personally as an ally for the LGBT community and professionally as a student in the HDFS field. I feel when working in the Human Health and Science field that it is essential to gain a greater understanding of what motivates our opinions and actions referring to minority groups or people some may deem “different” from themselves. I have many friends and peers that are part of the LGBT community and hope that researching what causes homophobia and hate crimes towards these individuals can provide explanations and solutions to these attitudes and acts.

The purpose of this study was to identify if there are gender differences determining what influences shape attitudes towards homosexuality. The central research question in this study was, “Are there gendered differences determining what factors influence college students’ attitudes toward homosexuality?” Gender, along with other factors such as religion, media, family, peers, gender, and contact with homosexual individuals, all affect an individual’s attitude towards the homosexual community.
I hypothesized that females would be more accepting toward homosexuality than males because females have also experienced oppression and discrimination in the United States. Also, historically females have faced legal obstacles to gain equal status in our culture, which could create empathy for homosexual persons who are also trying to gain ethical and legal equality in our society. Findings supported the hypothesis: there were significant mean differences in seven of the 10 variables.

Implications for practitioners included taking gender into account when working with issues surrounding homosexuality. I recommended that males be provided with additional education regarding homosexuality to increase sensitivity.

By performing research, I feel better prepared for my career with the knowledge on how to locate scholarly and local resources for future clients and conduct future research. My research has allowed me to use professional writing and public speaking skills that have made me much more self-assured in my work and presentation techniques. I know now that when I attend graduate school, I will be able to perform well at the master level from my research experience. My work was published in the UW-Stout Journal of Student Research. I presented at NCUR as well as UW-Stout Research Day and the UW-System Symposium.

Dr. Wolfgram’s expertise with research and her field can be intimidating initially as an undergraduate. She demands a high level of workmanship from her students and expects accountability, accuracy, and professionalism. These standards require her students to create a plan of action and renew their work ethic to perform at a professional level. Dr. Wolfgram’s encouragement to publish and present my research boosted my self-esteem and created an immense level of pride in my work. She believes in her students’ work and utilizes every individual’s experiences, beliefs, and goals to encourage passion and dedication behind the research. This course is very relevant and meaningful to the students in this major and launches our sense of professionalism and value in our work.

The opportunity to conduct this research has increased my confidence academically as well as professionally. Presenting at NCUR in Montana enlightened my sense of being a professional and created confidence in my skills and knowledge learned through my courses in the Human Development and Family Studies program at UW-Stout. Being published and accepted at NCUR assured me of the caliber of my work and how persistence and perseverance can pay off greatly for an undergraduate. I have faith in myself and my work and am aware of the great things I can accomplish when I put hard work and determination into a project.

Concluding Thoughts

From my personal perspective as a mentor, I believe that all students can do research, and all students have an educational right to the kind of high-impact teaching that respects diverse learning and stretches them to meet their goals through high expectations. It starts with a belief that they “can.” From the student perspective, it is clear that they meet the high expectations and, as a result, experience a transformation of confidence and sense of mastery in a variety of areas relevant to their personal and professional identities.

Teaching a high-impact undergraduate research course is a time-consuming process...
and, at times, fraught with frustration with my own individual research agenda being sidelined until the summer months. I remember the challenge that Malachowski (2003) gave faculty to reflect not only on the impact that our own research is having on our disciplines, departments, institutions, and careers, but also to reflect and consider the impact that research can have on our students and their learning as well as their preparation to be successful in their own careers. He stated this almost 10 years ago, and my transformation was swift — that given the time and frustration, it is worth it. My own research agenda has been inspired by my students in this class and is currently focused on a grant that my colleagues and I have received from the Institute of Race and Ethnicity through the University of Wisconsin System. We are studying ethnic minority and first-generation student engagement in high-impact practices on this campus. I hope to contribute to a body of empirical research on the outcomes of undergraduate research beyond the “self-selection” bias noted by Brownell and Swaner (2010). My standpoint remains that all students have an educational right to this type of empowering pedagogy. We who stand in front of the classroom owe it to them.

Works Cited


