

Constructing Engaged Learning:

Undergraduate Scholarship and Assessment

March 27-28, 2014

Utah Valley University
Sorensen Student Center



Keynote Address: Dr. Jenny Shanahan
Director of Undergraduate Research at
Bridgewater State University

Inspiring Student Inquiry in Courses that Matter:
The Case for Undergraduate Scholarship Across the Curriculum

Plenary Speakers:

- **Dr. Susan Larson, Professor of Psychology, Concordia College**
Using Assessment of Undergraduate Research to Improve Programming and Student Outcomes
- **Dr. Ed Nuhfer, Director of Educational Effectiveness, Humboldt State University**
Tuning Undergraduate Research into a Model of Reflective High Impact Practices
- **Dr. Norman Jones, Professor of History, Director of General Education, Utah State University**
Undergraduate scholarship and other High Impact Practices: Assessing the Outcomes not the Content.

Call for Proposals: see website for details & dates
Conference Registration & Fee: see website for details

uvu.edu/sote/6.html

Scholarship
of

SoTE
Conference

Teaching &
Engagement

Dr. Shanahan's Bio:

Jenny Shanahan is Director of Undergraduate Research at Bridgewater State University in Massachusetts, where she oversees student grants for semester and summer projects and travel to conferences, two annual campus symposia of several hundred students' research, and annual publication of *The Undergraduate Review: A Journal of Student Research and Creative Work*. In her previous position as Associate Professor of English and Director of the Honors Program at St. Mary's University of Minnesota, Dr. Shanahan taught writing, American literature, and Great Books courses and mentored students conducting senior theses and research-based internships.

Dr. Shanahan wrote the curriculum for the Council on Undergraduate Research (CUR) Institute on Creative Inquiry and Undergraduate Research in the Arts and Humanities; she has facilitated over a dozen CUR Institutes for faculty in the sciences, mathematics, and social sciences; and she is a CUR Councilor in the Undergraduate Research Program Directors (URPD) Division. She is co-editor of the CUR publication, *Models of Undergraduate Research, Scholarship, and Creativity in the Arts and Humanities*, and wrote chapters for two other CUR books: on integrating research in the curriculum and on administering an undergraduate research program.

Dr. Shanahan earned a Ph.D. in Literature from Marquette University, with a focus on Multi-Ethnic Literatures of the United States, particularly Chicana/o and African American literary traditions.

Dr. Larson's Bio:

Susan Larson is a Professor in the Psychology Department at Concordia College in Moorhead, MN and in 2009 she was appointed the College's first Director of Undergraduate Research, Scholarship and National Fellowships. She also serves as the director of Concordia's honors program. An active member in the Council on Undergraduate Research, she has served as the Chair of the Psychology Division of CUR and on CUR's Executive Board from 2009-2012. Larson recently co-authored CUR's publication *Characteristics of Excellence in Undergraduate Research* (2012) and has given several presentations on the topic of assessment of undergraduate research. Larson's research investigates behavioral and cognitive changes associated with immune system activation and she regularly mentors students in her laboratory. She also engages students in undergraduate research through course-embedded research experiences in *Research Methods and Learning and Behavior*.

Dr. Nuher's Bio:

Ed Nuhfer is currently the Director of Educational Effectiveness at Humboldt State University where his duties span assessment of student learning, faculty development, and curriculum development. His prior career time included being a director of an interdisciplinary Reclamation Program and serving as a tenured geology professor and faculty developer at four different universities. Ed also has served as a national/regional officer in four professional organizations, has national awards from professional societies in both geology and faculty development and has provided keynotes and workshops for many institutions and organizations. For over ten years, he has been the columnist for the *Developers' Diary* of National Teaching and Learning Forum. His current research lies in curriculum development through metadisciplinary awareness, reflective learning through a "learning-across-the curriculum" model, assessment of science literacy, and the development of students' metacognitive learning skills.

Dr. Jones' Bio:

Norm Jones wears several hats. He is Professor of History, Director of General Education and Curricular Integration at Utah State University, and Chair of the Utah Regents' General Education Task Force. He began his higher education at the College of Southern Idaho, graduating from Idaho State University in 1972. An MA in History followed from the University of Colorado and a PhD in History from Cambridge University in 1978. His first and only permanent job, at Utah State, came later that year. An active scholar and teacher, he is the author and editor of ten volumes, including *Faith by Statute. Parliament and the Settlement of Religion, 1559; God and the Moneylenders. Usury and Law in Early Modern England; The Birth of the Elizabethan Age: England in the 1560s, The English Reformation, Religion and Cultural Adaptation; The Elizabethan World, and Governing by Virtue, The Management of Elizabethan England*. He has been at Utah State for thirty-two years, but he gets out a lot. In 2011 he was a Francis Bacon Fellow at the Huntington Library. In the academic year 2008-2009 he was a Visiting Senior Research Fellow at Jesus College, Oxford. Previously, he held visiting fellowships at Harvard University, the Huntington Library, the Folger Library, the University of Geneva, Cambridge University and Oxford University, as well as being a New Zealand Vice Chancellor's Casual Lecturer. Teaching every semester, he is especially interested in historical pedagogy, how historians develop competencies in their students, and how the entire university curriculum fits together to produce an educated person.