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REGISTRATION & CUSTOMER SERVICE DESK

To register or get information, please visit our customer service desk found in the Arlington Foyer of the Crystal Gateway Marriott.

Thursday, February 13 | 2:00 PM - 5:00 PM
Friday, February 14 | 7:00 AM - 5:00 PM
Saturday, February 15 | 7:00 AM - 12:00 PM

For shared presentations, please visit here. (You will also receive these in an email after the conference.)

WiFi Marriott_Conference | Password: CD2020
THURSDAY, FEBRUARY 13

2 - 5:30 PM  Registration  
Location: Grand Registration Desk

2 - 4 PM  Bookstore Open  
Location: Next to Registration

2:15 - 3:45 PM  Preconference Session  
Location: Grand Ballroom Salon C

CUR Dialogues, SPO/CFR Staff & Refreshments
In response to comments at the 2019 CUR Dialogues, Sidney Johnston is hosting this preconference session designed to support professionals who are sponsored programs (SPO) and corporate and foundation (CFR) professionals. Johnston is the liaison between CUR and the Colleges of Liberal Arts Sponsored Programs (CLASP) and serves as the assistant director of grants & sponsored research at Stetson University. Come discuss creative ways to support faculty at CUR Dialogues, explore ways to support CUR’s mission, and meet new friends and re-unite with your colleagues.

Kick off 2020 Dialogues: Meet & Greet!  
Arlington Salon Foyer  
5:15 - 7:00 PM

4 - 5 PM  Opening Plenary  
Location: Arlington Salons I & II

Welcome  
Lindsay Currie, CAE  
Executive Officer, CUR

The Long Moving Arc of a Research Career
Iain Crawford, Faculty Director, Undergraduate Research Program, University of Delaware; Immediate Past-President, Council on Undergraduate Research; Treasurer, Research Society for Victorian Periodicals
Kimberly A. Frederick, Professor of Chemistry, Skidmore College

In graduate school, we’re trained to imagine that research careers are simple, linear events: earn the terminal degree, go on to a postdoctoral experience in a lab or other venue, eventually land a permanent job, and start building an ongoing trajectory to one’s research. Be it an NSF Career Grant or a first book publication, for example, the markers and the timeline are clear and straightforward. Or are they? The presenters will challenge the assumption that there is just one pathway to a successful research career. Building on their experiences at a variety of institutions, they will outline the arc of their engagement in research, define the key factors that allowed them to establish successful scholarly agendas at different points in their careers, and explore the contributions of undergraduate research mentoring to the development of their own work.
FRIDAY, FEBRUARY 14

7 AM- 5 PM  
Registration  
Location: Grand Registration Desk

7 - 8:30 AM  
Continental Breakfast  
Location: Arlington Salons I & II

7:30 - 9:45 AM  
Bookstore open  
Location: Next to Registration

8:30 - 9:30 AM  
Session Panels  

Institutional Transformation: Why, What, and How  
Location: Arlington Salons I & II
Travis Reindl, Senior Communications Officer, U.S. Program Policy and Communications, Bill & Melinda Gates Foundation

Colleges and universities are facing unprecedented pressures—rising demand for educated workers, changing needs of a diversifying population, growing financial challenges, and wavering public confidence. What are institutions and the organizations supporting them doing to address these pressures, and what is the role of philanthropy in those efforts? A veteran higher education analyst, observer, and grant-maker will offer a view of the landscape and engage participants in dialogue about what’s next, including the role of undergraduate research.

The HHMI Science Education Alliance: Engaging Undergraduates in Course-Based Research  
Location: Grand Ballroom Salon A
Danielle Heller and Vic Sivanathan, Program Officers, Howard Hughes Medical Institute

The Science Education Alliance (SEA) supports a nationwide community of faculty members at two-year and four-year colleges and universities to collaborate and engage undergraduate students in research-based curricula early and often in their academic careers. This community is an inclusive Research and Education Community (iREC), a model for driving system-level change in science education. The SEA iREC implements the Phage Hunters Advancing Genomic and Evolutionary Science (PHAGES) project. In the PHAGES project, students from participating colleges and universities isolate and characterize bacteriophages from local environments, annotate the phage genomes, and submit the annotated sequences to the National Center for Biotechnology Information GenBank database. In the 2018-2019 academic year, more than 5,500 undergraduates from 126 colleges and universities took part in the PHAGES project; 80 percent of these researchers were first- or second-year college students. The presenters will discuss the opportunities available via the SEA PHAGES project as well as the Gene-Function Exploration by a Network of Emerging Scientists (GENES) project, which provides a third semester of course research for second-, third- and fourth-year undergraduates.

9:30 - 9:45 AM  
BREAK  
Location: Arlington Salons II Foyer

9:45 - 10:45 AM  
Dialogues Session I

(I-1) Building and Enhancing Research Capacity in Underserved States through the Institutional Development Award (IDeA) Program  
Location: Grand Ballroom Salon D
Krishan K. Arora, Program Director, Division for Research Capacity Building, National Institute of General Medical Sciences, National Institutes of Health

IDeA Program broadens the geographic distribution of the National Institutes of Health (NIH) funding for competitive biomedical research by developing and expanding research capabilities and research infrastructure in states that have not traditionally received significant levels of NIH research dollars. Twenty-three states and Puerto Rico are IDeA-eligible. The IDeA program supports three major initiatives, including the IDeA Networks of Biomedical Research Excellence (INBRE). The INBRE implements the IDeA objectives by developing a statewide biomedical research network of doctoral degree-granting research institutions, primarily undergraduate institutions (PUIs), community colleges, and tribal colleges with a multidisciplinary, thematic research focus. INBRE enhances biomedical research capacity and strengthens the research base by supporting faculty, fellows, and students participating at network institutions. A major objective of INBRE is to provide (1) undergraduate faculty and students with research support and (2) research experiences to students that will serve as a “pipeline” for undergraduate students to continue in biomedical and health research careers. Each INBRE has a required Bioinformatics Core that provides education, mentoring, and tools for researchers and students across the network. The presenter will highlight an overview of the INBRE program and accomplishments made at these networks. Various ways to participate in these network opportunities will be described. All are encouraged to attend, whether or not their institution is in an IDeA-eligible state, as research infrastructure and partnerships fostered in an IDeA-eligible state may be leveraged and connected to other programs.

(I-2) Funding Opportunities at the National Science Foundation’s Biological Sciences Directorate (BIO)  
Location: Grand Ballroom Salon E
Amanda Simcox, Program Officer for Postdoctoral Research Fellowships in Biology, Division of Biological Infrastructure, NSF

The presenter will highlight funding opportunities in BIO at the National Science Foundation (NSF), with an emphasis on primarily undergraduate institutions.
(I-3) ATRD and ISD Programs at the US Department of Education
Location: Grand Ballroom Salon F
Sarah Beaton, Director of the Advanced Training and Research Division, Department of Education, OPE/IFLE

The Advanced Training and Research Division (ATRD) and International Studies Division (ISD) of the International and Foreign Language Education office encompass a variety of programs. Highlighted will be the National Resource Centers, Foreign Language and Area Studies Fellowship Programs, the Centers for International Business and Education, Seminars Abroad, Doctoral Dissertation Research Abroad, Group Projects Abroad, and Undergraduate International Studies and Foreign Language programs.

(I-4) Undergraduate Research Scholarships and Opportunities for Research Grants at the National Oceanic and Atmospheric Administration (NOAA)
Location: Grand Ballroom Salon C
Natasha White, Research Scientist, member of Educational Partnership Program with Minority Serving Institutions

NOAA selects 130–150 scholarship students each year studying in NOAA mission fields, including marine and atmospheric sciences, other related STEM fields, social sciences, and STEM education. The Ernest F. Hollings Scholarship supports about 125 students from US institutions across the nation. The Educational Partnership Program supports 5–10 students from minority-serving institutions. Scholars receive $9,500 per year in tuition support for their third and fourth years and paid summer internships at NOAA facilities across the country. The award provides funds for scholars to present internship results at professional conferences, and many also publish. Data indicate that 100 percent of scholars would recommend the programs to students, and about 70 percent of scholarship students attend graduate school. NOAA accepts applications from current second-year students from September through January. The presenter will discuss student opportunities as well as grant opportunities for faculty researchers.

(I-5) Programs at the Institute of Museum and Library Services (IMLS)
Location: Grand Ballroom Salon G
Ashley Sands, Senior Program Officer, Office of Library Services, IMLS

IMLS distributes more than $215 million to museums and libraries each year through formula grant, technical assessment, and competitive project-based grant programs. It aims to strengthen the capacity of museums and libraries to support learning and literacy for people of all ages; improve the well-being of their communities; and increase access to information, ideas, and networks. Many projects funded provide opportunities for undergraduate involvement in research, program development and delivery, technical skill-building, and community-engagement experiences. The presenter will discuss the opportunities available.

(I-6) Education Research Programs
Location: Grand Ballroom Salon A
Katina Stapleton, Program Officer, Institute of Education Sciences (IES)

The mission of the Institute of Education Sciences (IES) is to support research that contributes to school readiness and improved academic achievements of all students. Both research and research training grant program solicitations are held yearly. Information about IES programs will be provided, and upcoming solicitations will be discussed.

(I-7, II-1) Writing Competitive Research Grant Proposals (Double session, 9:45 am- Noon)
Location: Grand Ballroom Salon B
Dean A. Dunn, Program Manager, Petroleum Research Fund, American Chemical Society

Obtaining financial support for research is a significant issue for researchers at all levels of experience. There are always more requests for support than there are funds available, so it is unlikely that every proposal will result in a funded grant. Accordingly, it is imperative that principal investigators submit research grant proposals in their most competitive form and follow all requirements of the agency to which the proposal is submitted. This presentation will cover general information on preparing a proposal; approaches to a proposal that can improve the chances of obtaining research funding (i.e., "competitive" versus "uncompetitive" proposals); and proposal evaluation, external review, and panel assessment and ranking for funding decisions. A brief overview of the ACS Petroleum Research Fund and its role in providing seed money to enable an investigator to initiate a new research direction in fundamental petroleum science will also be provided. There will be an opportunity to ask questions about anything related to the proposal writing process of a program manager with 15 years of experience at a research funding agency.
11 AM - Noon  Dialogues Session II

(II-2) Programs at the National Institute of Nursing Research, National Institutes of Health (NIH)
Location: Grand Ballroom Salon D
Michelle R. J. Hamlet, Program Director, Division of Extramural Sciences Programs, Symptom Biology; Symptom Science, Genetics, and Self-Management Branch

The mission of the National Institute of Nursing Research (NINR) is to promote and improve the health of individuals, families, and communities. To achieve its mission, NINR supports research and research training through grants and fellowships. An overview of the general portfolio of NINR fellowships and grant programs, as well as the portfolio of programs relating to symptom science and genetics, will be provided.

(II-3) Academic Research Opportunities and Activities at the National Institute of Standards and Technology (NIST)
Location: Grand Ballroom Salon E
Brandi Toliver, Managing Program Director, International and Academic Affairs Office (IAAO), NIST

The National Institute of Standards and Technology (NIST) is the nation’s oldest physical science laboratory. Established in 1901 as the National Bureau of Standards, NIST promotes innovation and industrial competitiveness by advancing measurement science, standards, and technology. In carrying out its mission, NIST collaborates with both industry and academia in multiple ways. The presenter will discuss ways that NIST collaborates, funding opportunities, and strategies for engaging NIST.

(II-4) Raising Donors: How to Get Started in Generating Private Funding for Your Undergraduate Research Programs
Location: Grand Ballroom Salon F
David F. Brakke, Dean and Professor Emeritus, College of Science and Mathematics, James Madison University

Undergraduate research is a compelling case for many donors, but often faculty and administrators do not know how to get started in approaching donors. In this interactive session, the following topics will be addressed: (1) the development of a case statement, (2) the art of telling stories of the impact of mentored undergraduate research experiences, (3) the ways to make a pitch for funding priorities to potential donors, (4) the importance of stewardship and the way in which one gift can lead to another, and (5) the different ways for structuring gifts at institutions.
Engagement with Institutions Abroad through the Fulbright Specialist Program

Location: Grand Ballroom Salon G
Amirah Nelson, Senior Outreach Officer, Fulbright Specialist Program

The presenter will discuss opportunities for engagement abroad and internationalization of home campuses through the Fulbright Specialist Program, in which established US professionals and academics participate in short-term, project-based exchanges at host institutions across the globe while gaining international experience and building sustained institutional linkages.

Funding Opportunities in Teacher Preparation at the National Science Foundation Education and Human Resources Directorate / Division of Undergraduate Education (NSF EHR/DUE)

Location: Grand Ballroom Salon A
Karen Keene, Program Director, Division of Undergraduate Education, Education and Human Resources, NSF

NSF EHR/DUE’s Robert Noyce Teacher Scholarship (Noyce) program supports efforts to increase the number of highly qualified STEM teachers and the number of experienced and exemplary teacher leaders in high-need school districts. A brief overview of the four tracks of the Noyce program and the review process for proposals will be presented.

The Division of Education Programs at the National Endowment for the Humanities (NEH)

Location: Grand Ballroom Salon C
Julia Nguyen, Senior Program Officer, Division of Education Programs, NEH

The varied programs of the NEH Division of Education support the professional development of teachers in national programs and through grants at the local institutional level, as well as support the development of curriculum and teaching materials. The presenter will focus on how these programs might support activities that engage undergraduate students in research.

1:30 - 2:30 PM Dialogues Session III

Programs in the Office of Science, Workforce Development at the US Department of Energy (DOE)

Location: Grand Ballroom Salon D
Cindy White, Program Manager, Office of Workforce Development for Teachers and Scientists, DOE

The Office of Science/Office of Workforce Development for Students and Teachers (WDTS) sponsors several programs enabling undergraduate students and visiting faculty at community colleges and four-year institutions to participate in DOE mission science and technology research projects that address some of the most challenging problems facing the nation. In these programs, selected students or faculty are placed in paid appointments at one of 16 participating DOE National Laboratories. The presenters will provide an overview of these opportunities, including the application, review, selection, and placement processes as well as a summary of participant expectations and outcomes. They also will discuss the DOE/Office of Science, its laboratories, and the WDTS mission to support development of the scientific and technical workforce pipeline.

Funding Opportunities for Community and Technical Colleges at the National Science Foundation (NSF)

Location: Grand Ballroom Salon E
Celeste Carter, Program Director, Division of Research on Learning, NSF

The presenter will provide an overview of funding opportunities for community and technical colleges at NSF. The programs include the Advanced Technological Education (ATE) program; the NSF Scholarships in Science, Technology, Engineering and Mathematics (S-STEM); the SBIR Phase II-CC opportunity; and the Improving Undergraduate Education in STEM (IUSE) programs. The emphasis will be on undergraduate research opportunities that include both traditional academic opportunities as well as industry internships.

Bridges to the Baccalaureate and Doctorate Programs at NIGMS/NIH

Location: Grand Ballroom Salon F
Mercedes Rubio, Program Director, Division of Training, Workforce Development and Diversity

The Bridges to the Baccalaureate Program at NIGMS/NIH provides support to institutions to help students make the transition from two-year junior or community colleges to full four-year baccalaureate programs, focusing on students from underrepresented backgrounds. The Bridges to the Doctorate Program promotes institutional partnerships between institutions granting a terminal master’s degree and institutions that grant PhD degrees in biomedical and behavioral sciences, with the goal to assist students in making the transition from master’s degree programs to PhD programs.

Noon - 1:30 PM LUNCH & NETWORKING
Location: Arlington Salons I & II
BOOKSTORE OPEN
Location: Next to Registration
The grants program of the American Educational Research Association (AERA) is a research and training program designed to advance knowledge and build research capacity in education as well as STEM education and learning. The program supports dissertation- and postdoctoral-level studies that promote the advanced statistical use of major federal data sets, especially those of the US Department of Education’s National Center for Education Statistics (NCES) and the National Science Foundation (NSF), as well as studies using Statewide Longitudinal administrative Data Systems (SLDS) and related forms of administrative data sources. The program encourages research using multiple, large-scale data sources to conduct quantitative analysis and use statistical techniques to understand and address key and pivotal issues related to education, schools, and schooling in the advancement of science and the use of big data. The presenter will provide an overview of the program and discuss the grant application process and examples of funded projects.

The NSF Graduate Research Fellowship Program (GRFP) provides support for the graduate education of individuals who have demonstrated their potential for significant achievements in science and engineering research. Fellowships are awarded through a national competition to fourth-year undergraduates and graduate students, providing three years of funding over a five-year period at any accredited institution in the United States. The presenter will provide program updates, practical advice, and handouts that can assist students in learning about and applying for the GRFP. Representatives from primarily undergraduate and minority-serving institutions are encouraged to attend, as NSF especially encourages fourth-year undergraduates, women, members of underrepresented minority groups, persons with disabilities, and veterans to apply.
2:45 - 3:45 PM  Dialogues Session IV

(IV-2) Opportunities for Research Funding at the National Endowment for the Humanities (NEH)
Location: Grand Ballroom Salon D
Daniel Sack, Program Officer, Division of Research Programs, NEH

The presenter will provide information about National Endowment for the Humanities grant programs open to individual applicants. The discussion will center on fellowships and summer stipend programs.

(IV-3) Office of Digital Humanities, the National Endowment for the Humanities (NEH)
Location: Grand Ballroom Salon E
Jennifer Serventi, Senior Program Officer, Office of Digital Humanities, NEH

The NEH Office of Digital Humanities offers grants to encourage innovation in the digital humanities. In addition to project-based activities, the office funds professional development opportunities on various methods and approaches in the digital humanities for humanities scholars and professionals. The presenter will review how these grant opportunities might support programs that involve undergraduate students in scholarly research and public engagement projects. Building on the conversations from last year’s CUR Dialogues, the presenter would like to learn from the audience how the programs of the Office of Digital Humanities might better respond to the needs of the field.

(IV-4) Rethinking the Use of National Scholarship Competitions to Promote Student Success
Location: Grand Ballroom Salon F
John Mateja, President, Barry Goldwater Scholarship Foundation

Many students, particularly those who come from disadvantaged backgrounds, may learn about national scholarships such as Goldwater, Truman, or the NSF Graduate Research Fellowship at the time they need to complete the scholarship’s application. Prior planning often is needed so that students will take part in activities or experiences that will make them competitive for the award. Even if the students have the appropriate background, compiling the needed materials from several years may present a daunting and off-putting challenge. The presenter will provide insights on how to develop a competitive Goldwater application and how the Goldwater application process, if introduced to students early in their undergraduate education, can be used to create a “Roadmap to Success” that emphasizes early engagement in undergraduate research.

(IV-5) Engaging Your Dean: A Comprehensive, School-Based Approach to Support Grant Writing
Location: Grand Ballroom Salon A
Jeffrey M. Osborn, Dean, School of Science, The College of New Jersey

The School of Science at The College of New Jersey (TCNJ) has developed a comprehensive approach to support grant writing. As a strategic priority, this holistic approach focuses on student, faculty, and institutional success. In particular, the school has been working and investing in efforts to (1) increase awareness of the importance of grant writing, with the goal of creating opportunities and increasing intellectual vitality, and (2) increase proposal submissions and funding for strategic priorities and mission-central initiatives. These efforts have been highly successful at increasing interest in grant writing and at increasing submission rates and funding rates among the school’s faculty and programs. The session will include a summary of TCNJ’s approach, as well as an interactive component for session attendees to share their experiences and best practices from their own campuses.

(IV-6) STEM Education in 2026 and Beyond
Location: Grand Ballroom Salon C
Pushpa Ramakrishna, Program Director, Division of Undergraduate Research, Directorate of Education and Human Resources, NSF

By 2026, today’s seventh graders will be entering college, and the first-year students of today will be the assistant professors of 2026. The workforce will see (r)evolutionary changes in the workplace at the human-technology frontier. It is time to reflect on the future and think strategically about how we will reach the future we want to live. The development and maturation of content delivery

Participants in this session will have the opportunity to read proposals submitted to NSF’s Research Experiences for Undergraduates (REU) program and to discuss them in small groups, simulating an NSF proposal-review panel. Through the mock review-panel process, participants will gain valuable insights about both NSF’s merit review process and the attributes that distinguish a competitive REU Site proposal. (Note: Before the session, participants will be required to read two sample NSF proposals.)
mechanisms and active learning/project-based experiences for undergraduate students has increased dramatically in recent years. The Division of Undergraduate Education of the National Science Foundation is preparing to have this nationwide dialogue and wants to have these conversations with different STEM communities and industry around the country. In this session, questions such as the following will be discussed in seeking to understand the future of undergraduate STEM education:

• What will students look like in 2026 (demographically, culturally, cognitively, etc.)?
• What do you hope undergraduate STEM education will look like in 2026? 2050?
• How will we get there?
• What support is needed to ensure that we achieve this vision?
• How do we prepare students to solve the wicked societal problems of the future?
• Will they require problem-solving skills that transcend disciplines?
• Is interdisciplinary teachable at the undergraduate level?
• Considering the advancements in technology, what are the skills that employers will require in 10 and 20 years?
• What kinds of jobs will graduates be offered in 2026?
• Would this future be different for different STEM disciplines?
• What are the skills/knowledge that graduate schools will require?

(IV-7) Summer Team Impact Grants

Location: Grand Ballroom Salon G
Bethany Usher, Associate Provost for Undergraduate Education, George Mason University

The presenter will discuss George Mason University’s Summer Team Impact Grants (STIG), which support multidisciplinary, scaffolded research. In a STIG, faculty across units collaborate and apply for support in a fall semester, recruit student participants in the spring semester, and conduct their project over the following summer. Supported each summer are 7–11 projects (each with 2–3 faculty, 6–10 undergraduates, and 1–2 graduate students). Based on their collaboration, faculty have been awarded external grant funding and have built research institutes at Mason. Students have published, presented, and performed in local, regional, and national venues. Several have had international components. Background, compiling the needed materials from several years may present a daunting and off-putting challenge. The presenter will provide insights on how to develop a competitive Goldwater application and how the Goldwater application process, if introduced to students early in their undergraduate education, can be used to create a “Roadmap to Success” that emphasizes early engagement in undergraduate research.
SATURDAY, FEBRUARY 15

7 AM- Noon  Registration
Location: Grand Registration Desk

7 - 8:30 AM  Continental Breakfast
Location: Arlington Salons I & II

8:30 - 9:30 AM  Dialogues Session V

(V-1) Major Research Instrumentation (MRI) Program at the National Science Foundation (NSF)

Location: Grand Ballroom Salon B
Thomas Wenzel, Professor of Chemistry, Bates College

NSF research directorates participate in the Major Research Instrumentation (MRI) program. The MRI program enables the acquisition or development of research instrumentation that is, in general, too costly or inappropriate for support through other NSF programs. A recipient of MRI awards and past reviewer for the program will describe the elements of an excellent proposal.

(V-2) Optimizing the Working Relationships between Faculty Researchers and Sponsored Programs Staff

Location: Grand Ballroom Salon A
Sidney Johnston, Assistant Director of Grants, Sponsored Research, and Strategic Initiatives, Stetson University
Jason Evans, Associate Professor, Environmental Science and Studies and Interim Executive Director, Institute for Water and the Environment, Stetson University

The presenters will facilitate a conversation between faculty researchers and campus sponsored programs staff about the key services and roles of a sponsored programs office (SPO) relative to faculty research with undergraduates. The goal is to generate discussion leading to "takeaway" solutions for both faculty and SPOs, as well as provide some next steps to discuss and implement on home campuses. Typical SPO services will be identified with the focus on brainstorming strategies for best using or providing those services to advance research programs; increasing faculty external funding opportunities; and ensuring responsible stewardship of extramural funds, especially at small to mid-size institutions.

(V-3, VI-1) Mock IUSE and S-STEM Panel
(Double session, 8:30 - 10:45 AM)

Location: Grand Ballroom Salon C
Michelle M. Camacho, Program Director, NSF DUE
Jennifer E. Lewis, Program Director, University of South Florida, Tampa, FL
Andrea Nixon, Program Director, DUE, NSF

Participants in this session will have the opportunity to review and discuss proposals submitted to the IUSE program. Through the mock-panel process, participants will gain valuable insights into the review process and the attributes that distinguish a competitive grant proposal. This session spans two breakout session time slots. All participants must register for both the 8:30 am time slot and the 9:45 am time slot.

9:45 - 10:45 AM  Dialogues Session VI

(VI-2) Developing Private Foundation Funding for Your Research Support

Location: Grand Ballroom Salon B
Janice DeCosmo, CUR President, and Associate Vice Provost for Undergraduate Research and Associate Dean of Undergraduate Academic Affairs, University of Washington

Participants in this session will engage in a discussion of ways to approach private foundations for research and/or student program funding across disciplines. What are some good strategies to use when approaching private foundations? How can it be determined if a research project or educational program is a good match for private foundation priorities? When is it best to seek private foundation funding rather than federal and state agency grants?

(VI-3) NSF Research in Undergraduate Institutions (RUI)

Location: Grand Ballroom Salon A
Thomas Wenzel, Professor of Chemistry, Bates College

NSF directorates participate in the Research in Undergraduate Institutions (RUI) activity, which supports research by faculty members of primarily undergraduate institutions (PUIs) through the funding of individual and collaborative research projects. A recipient of several RUI awards will describe the elements of an excellent proposal, the methods for getting the most out of an award, and the ways to establish a track record for future successful applicants. This session will have particular applicability to primarily undergraduate institutions (PUIs).

10:45 - 11 AM  BREAK
Location: Arlington Salon Foyer
Assessment of Undergraduate Research, Scholarship and Creative Activity: Logic Models and Analyses Aligning with Federal Funding Requirements
Location: Grand Salon Ballroom B
Anne Boettcher, Director of the Undergraduate Research Institute and Honors Program, Embry-Riddle Aeronautical University
Stephanie Foster, Associate Director, Office of Undergraduate Education, George Mason University

Understanding the gains in learning, professional development, and personal development of undergraduate researchers is essential to the effectiveness of all research experiences. To gain a broad perspective, assessments adapted for diverse research experiences are needed to understand where gains need to be supported across disciplines and identify best practices that yield desired impacts. In this interactive session, panel members will discuss logic models and assessment analyses that can be aligned with both federal funding models and university strategic plans, and participants will practice these with their own programs.

Why Advocacy Now? The 116th Congress and Undergraduate Research
Location: Arlington Ballroom I & II
Della Cronin, Bose Public Affairs Group
Maria Iacullo-Bird, Assistant Provost for Research, Pace University
Alexandra Laing, Legislative Fellow, Senator Jacky Rosen (D-NV)

Even when Congress is divided and seems unproductive, there are issues being discussed and policies being developed that affect undergraduate research and the campuses that nurture it. Advocacy is not an endeavor to be turned on and off when the politics seem to be in its favor. To understand its importance, those who take on the challenge of navigating the complexities of advocacy will share the latest from Capitol Hill, stories about successes important to undergraduate research and insight into how faculty, undergraduate researchers and others can join the ranks of successful advocates for undergraduate research.
SATURDAY, FEBRUARY 15

12:45 - 1:15 PM  Registration  
Location: Grand Registration Desk

CUR Dialogues Beyond-the-Basics Workshop (BtB)  
1:30 - 5:30 PM  
Location: Grand Ballroom Salon B

Thomas Wenzel, Professor of Chemistry, Bates College  
Cedric L. Williams, Professor, Dept. of Psychology; Div. of Neuroscience & Behavior, University of Virginia

CUR Dialogues Introduction to Beginning a Research Program in the Natural Sciences (iBRP)  
1 - 5:30 PM  
Location: Grand Ballroom Salon C

Kimberley Frederick, Professor of Chemistry, Skidmore College  
Michael A. Palladino, Vice Provost for Graduate Studies, Monmouth University

SUNDAY, FEBRUARY 16

CUR Dialogues Beyond-the-Basics Workshop (BtB)  
8 AM - Noon  
Location: Grand Ballroom Salon B

Thomas Wenzel, Professor of Chemistry, Bates College  
Cedric L. Williams, Professor, Dept. of Psychology; Div. of Neuroscience & Behavior, University of Virginia

CUR Dialogues Introduction to Beginning a Research Program in the Natural Sciences (iBRP)  
8 AM - 5 PM  
Location: Grand Ballroom Salon C

Kimberley Frederick, Professor of Chemistry, Skidmore College  
Michael A. Palladino, Vice Provost for Graduate Studies, Monmouth University

Workshops are not included in your CUR Dialogues registration. A separate registration is required.
USEFUL ACRONYMS

AAAS American Association for the Advancement of Science
ACS American Chemical Society
AERA American Educational Research Association
AREA Academic Research Enhancement Award
ATRD Advanced Training and Research Division
BCS Division of Behavioral and Cognitive Sciences
BIO Directorate for Biological Sciences
CAREER Faculty Early Career Development
CEC Leading to Diversity Coordination and Evaluation Center
CHE Division of Chemistry
COE Council on Opportunity in Education
DBI Division of Biological Infrastructure
DOE Department of Energy
EHR-DUE Directorate for Education and Human Resources, Division of Undergraduate Education
GAANN Graduate Assistance in Areas of National Need
GRFP Graduate Research Fellowship Program
HHMI Howard Hughes Medical Institute
IAAO International and Academic Affairs Office
IES Institute of Education Sciences
IFLE International and Foreign Language Education
ISD International Studies Division
MPS/CHE Directorate for Mathematical and Physical Sciences, Division of Chemistry
MRI Major Research Instrumentation Program
NCES National Center for Education Statistics
NEA National Endowment for the Arts
NEH National Endowment for the Humanities
NICHID National Institute of Child Health and Human Development
NIDA National Institute for Drug Abuse Research
NIGMS National Institute of General Medical Sciences
NIH National Institutes of Health
NIHR National Institute of Nursing Research
NIST National Institute of Standards and Technology
NOAA National Oceanic and Atmospheric Administration
NSF National Science Foundation
OPE Office of Postsecondary Education
PRF Petroleum Research Fund
PUI Primarily Undergraduate Institution
RCN Research Coordination Networks
REU Research Experiences for Undergraduates
RUI Research in Undergraduate Institutions
SBE Directorate for Social, Behavioral and Economic Sciences
S-STEM Scholarships for Science, Technology, Engineering and Mathematics
TRIO Federal Early Outreach and Student Services Programs
UBE Undergraduate Biology Education

DISCOVERING. MENTORING. EDUCATING.
CUR authors map it out for you.

Search our online store and stop by our kiosk to save!
CUR.org/BOOKSTORE

CUR DIALOGUES SPECIAL
20% OFF
Place your order at our book store next to registration.
Thursday, Feb 13 | 2-4PM
Friday, Feb 14 | 7:30-9:45AM & 12-1:30PM
Sarah Beaton is director of the Advanced Training and Research Division in the International Foreign Language Education Office at the US Department of Education (ED). She oversees six Title VI programs that increase US capacity in less-commonly taught foreign languages, area studies, and international business. Previously, Beaton coordinated the First in the World (FITW) program of ED’s Fund for the Improvement of Postsecondary Education (FIPSE). FITW relies on evidence to improve college completion. Beaton coordinated all FITW research efforts with ED’s Institute for Educational Sciences (IES). During her ED career, Beaton led the Hispanic-Serving Institution-Science Technology Engineering and Mathematics (HSI-STEM) program and other programs that bolster US colleges and universities to prepare globally competent students for the twenty-first-century workforce. Beaton managed a host of international education programs, including specialized international academic partnerships; a special US-Brazil collaboration; and programs to link American institutions with EU, Canadian, and Mexican universities. In these various roles, she designed and convened conferences and research projects. She holds degrees in economics, liberal arts, and business.

Anne Boettcher is director of the Undergraduate Research Institute and Honors Program at Embry-Riddle Aeronautical University in Prescott, AZ. She also served as a SACSCOC QEP Lead at her institute. She is a past-president of CUR and has been a member since 1999. Boettcher has chaired the Undergraduate Research Programs Division of CUR; and served as facilitator and host for several CUR Institutes. Prior to joining Embry-Riddle, she was a professor of biology and undergraduate research program director at the University of South Alabama, where she served as co-principal investigator for NSF-REU and principal investigator for Merck-AAAS programs, mentored more than 60 undergraduate and graduate research students, and integrated research and ethics components into her courses.

Michelle M. Camacho is a program director in the Division of Undergraduate Education at the National Science Foundation (NSF) and a professor of sociology at the University of San Diego. As a bilingual/bicultural Latina, Camacho brings more than 30 years of experience in higher education advocating for underrepresented groups and first-generation college students. For more than a decade, her work on institutional transformation has received funding from NSF to examine and address inequities in higher education, specifically in STEM education. She earned her PhD in cultural anthropology and sociology from the University of California, Irvine. Her coauthored books include The Borderlands of Education, Mentoring Faculty of Color, and Beginning a Career in Academia: A Guide for Graduate Students of Color. Camacho is a former fellow of the American Council on Education (2015–2016).

Iain Crawford is associate professor of English and faculty director of the Undergraduate Research Program at the University of Delaware. He earned a BA in English and Greek civilization from the University of Leeds and a PhD from the University of Leicester. His previous academic appointments include vice president for academic affairs and professor of English at the College of Wooster; dean, School of Liberal Arts and professor of English, University of Southern Indiana; and chair and professor of English at Bridgewater State University. His new book, Contested Liberalisms: Dickens, Martineau, and the Victorian Press, places Charles Dickens and Harriet Martineau in dialogue to examine the development of Victorian journalism in a transatlantic context. Crawford recently completed a term as president of the Council on Undergraduate Research (CUR), is a past president of the Dickens Society, and serves as treasurer of the Research Society for Victorian Periodicals.
Della Cronin is a principal of Bose Public Affairs Group, a government and public affairs firm in Washington, DC. Cronin has more than 20 years of experience in education and research policy, legislative and regulatory processes, fund-raising, and public affairs, having worked for a broad array of education companies and interests. Cronin has managed corporate and national partnerships, communications for a corporate foundation, as well as outreach and public awareness efforts. She develops policy strategy, organizes Capitol Hill briefings and congressional advocacy days, and counsels varied interests on how to interact with executive agencies and the White House. She works with groups affected by federal K-12, career and technical, STEM and higher education policy, as well as the programs and policies of the federal research agencies. She is a frequent speaker on the topics of federal education and research policy, as well as the ins and outs of policymaking in Washington, DC. Cronin holds a bachelor’s degree in economics with a minor in political science from Virginia Tech.

Janice DeCosmo is the 2019–2020 president of the Council on Undergraduate Research (CUR). She serves as associate vice provost for undergraduate research, associate dean of undergraduate academic affairs, and an affiliate faculty member in the Department of Earth and Space Sciences at the University of Washington. DeCosmo earned a BS in physics from the University of Iowa in 1979 and a PhD in atmospheric sciences from the University of Washington in 1991, specializing in atmosphere-ocean interaction. As associate dean and vice provost, she oversees the UW’s Center for Experiential Learning and Diversity, which includes undergraduate research, service learning, leadership, and scholarship programs. DeCosmo developed the UW undergraduate research program, which had more than 8,500 participants in 2017–2018, and oversees the Mary Gates Endowment for Students, a $20-million fund dedicated to supporting undergraduates in conducting research, leadership, and innovative projects. She also works on higher education policy in the state of Washington.

Jason M. Evans is associate professor of environmental science and studies and the interim executive director of the Institute for Water and Environmental Resilience at Stetson University in DeLand, FL. Trained as a systems and landscape ecologist, Evans has focused most of his recent research on sea-level rise vulnerability assessments and adaptation planning for coastal communities in the US Southeast. Some of his other areas of research experience include studies of algal bloom dynamics in Florida’s spring-fed streams, water resource and biodiversity impacts of large-scale bioenergy systems, and use of “green infrastructure” for water quality and pollinator habitat enhancement. Over his career, Evans has been a principal or co-principal investigator on numerous grant-funded projects and external research contracts, with approximately $2.6 million in total budget spread across all of these awards.

Most of his projects have included substantial mentoring and research opportunities for undergraduate students, as well as partnerships with multiple universities, governmental entities, and private companies. Evans also currently serves as co-editor-in-chief for the Journal of Environmental Management, one of the world’s premier publications for environmental science, engineering, and planning.

Stephanie Foster is associate director for assessment and program evaluation in the Office of Undergraduate Education at George Mason University in Fairfax, VA. She conducts assessment of undergraduate learning at Mason for general education and the CUR AURA Award-winning undergraduate research initiative. She is a co-principal investigator on the NSF-IUSE project “Collaborative Research: Building a Culture of Active Learning through Course-Based Communities of Transformation” (2018–2023). She is past president of the Virginia Assessment Group and an active contributor to assessment and undergraduate teaching and learning initiatives in Virginia. Foster earned a PhD in higher education from the University of Georgia.

Kimberley A. Frederick is a professor of chemistry at Skidmore College in New York. She recently completed a Fulbright Senior Fellowship at the University of Tasmania in Australia and has also conducted sabbatical research at Rensselaer Polytechnic Institute and the National Institute of Science and Technology (NIST). Her research, which has been or is currently funded by the National Science Foundation, Research Corporation, and the Camille and Henry Dreyfus Foundation, involves miniaturizing laboratory analysis methods using microfluidic technology. She has supervised more than 150 research students, and their efforts have resulted in publications in journals such as Analytical Chemistry, Applied Spectroscopy, and Electrophoresis as well as presentations at national meetings such as the Pittsburgh Conference and the American Chemical Society meeting. Her teaching responsibilities involve courses in general chemistry, instrumental analysis, and first-year seminar. In addition, she has taught courses in environmental chemistry, forensics, quantitative analysis, non-science-major courses and participated in cross-disciplinary writing courses. Prior to her position at Skidmore, she earned tenure at Whittier College in Whittier, CA, and taught for several years at the College of the Holy Cross in Worcester, MA. Her curricular development efforts have been funded by the National Science Foundation, Department of Defense, the Pittsburgh Conference, and Merck/AAAS.

Danielle Heller is a program officer at the Howard Hughes Medical Institute (HHMI). She earned her BS in microbiology from the University of Arizona and her PhD in genetics and genomics from Harvard University. Her dissertation research focused on characterizing a dual inhibitor of bacterial cell division and cell elongation. She pursued postdoctoral
Christopher Hill is serving as a program director in the Division of Graduate Education at the National Science Foundation (NSF). He is a program officer for the Graduate Research Fellowship Program (GRFP) and several other funding opportunities at NSF. A professor at Boise State University (BSU), he holds a joint appointment with the Department of Geosciences and the Department of Anthropology. He was acting dean of the Graduate College at BSU in 2016 and associate dean from 2012 to 2016. Hill is a specialist in interdisciplinary environmental science, conducting research in geoarchaeology and paleontology with expertise in stratigraphy and geomorphology, geochemistry and geochronology, historical ecology, and conservation paleoecology. Hill is a Fellow of the Geological Society of America (GSA). In 2016, he was appointed to the US National Committee (USNC) for the International Union for Quaternary Research (INQUA); the USNC/INQUA is part of the Board on International Scientific Organizations and represents the United States through the National Academy of Sciences (NAS).

Corby Hovis has been a program officer at the National Science Foundation (NSF) since 1997. He is the NSF-wide coordinator for the Research Experiences for Undergraduates (REU) program, the federal government’s oldest and largest grant program supporting research experiences for students. In addition, he works in the Advanced Technological Education (ATE) program, where he manages the proposals and awards (including three major NSF centers) focusing on cybersecurity education, and in the Improving Undergraduate STEM Education (IUSE: EHR) program, where he coordinates the management of the proposals and awards that have an interdisciplinary focus. He also coordinates the Committee of Visitors process for the Directorate for Education and Human Resources. Before coming to NSF, Hovis served on the faculty of Valparaiso University in Valparaiso, IN, and, at the same time, as science editor and associate producer at Encyclopaedia Britannica/ Britannica.com in Chicago. His main areas of research and teaching were astrophysics and the philosophy and history of science. He earned his graduate degrees (MA, MS, PhD) from Cornell University and his undergraduate degree from Cornell University and his undergraduate degree from

Maria Iacullo-Bird is assistant provost for research at Pace University. Her administrative responsibilities include overseeing grant programs, leading undergraduate research initiatives, and supporting faculty in grant development and research collaborations. She has received more than $6 million in educational, performing arts, capital funding, service learning, and research grants and has special expertise in social justice projects to benefit low-income, first-generation college students. Her research and teaching have been supported by grants from the National Endowment for the Humanities (NEH), the New Jersey Historical Commission, Project Pericles, and Thinkfinity. Since 2013, she has been a CUR Arts and Humanities Councilor and advocacy representative, and is a CUR Executive Board member. She chaired the CUR Arts and Humanities Division from 2016 to 2019. Iacullo-Bird is leading outreach to the NEH and foundations to increase both funding support for undergraduate research in the humanities and recognition that the humanities have critical workforce relevance in the twenty-first century. A cultural and public historian, she is a Barnard College graduate and earned her PhD in history from Columbia University.

Sidney Johnston is assistant director of grants and sponsored research at Stetson University. Johnston earned a master’s degree in history with a specialization in historic preservation from the University of Florida. Johnston’s work as a historic preservation consultant included preparing National Register nominations, surveys, regional impact studies, and grant writing for archaeological investigations and bricks-and-mortar restorations. In collaboration with archaeologists, architects, environmentalists, state historic preservation staff, and property owners, his projects complied with local, state, and federal standards. Johnston’s scholarship appears in Florida Historical Quarterly and the US Department of the Interior’s CRM: The Journal of Heritage Stewardship. At Stetson, he supports faculty grants. His pre-award tasks include researching and communicating funding alerts, interpreting funder’s guidelines, communicating with program officers and funders, compiling budgets, editing drafts, and ensuring project compliance with 2CFR200. He serves as an authorized organizational representative (AOR) for proposal compliance checks and submissions, on the editorial team of NCURA Magazine, on the Leadership Advisory Group of the Colleges of Liberal Arts Sponsored Programs (CLASP), and as a Councilor in CUR’s At-Large Division.

Wake Forest University. During his tenure at NSF, he also spent a year as an American Council on Education (ACE) Fellow in the Office of the President at The Ohio State University.
Jennifer Lewis is a program director from the University of South Florida in Tampa, FL, where she is a professor in the Department of Chemistry. She identifies as a discipline-based educational researcher and has published work on argumentation, affect, and measurement. Her current projects include social network analyses of faculty involved in institutional change efforts. Lewis also has served as an evaluator for multiple NSF-funded projects.

John Mateja is an experimental nuclear physicist. After earning BS and PhD degrees at the University of Notre Dame in 1972 and 1976, he was a postdoctoral research associate at Florida State University. In 1978, he became a member of the physics faculty at Tennessee Technological University where he developed one of the first federally-funded research programs in the nation to involve physics undergraduates in research. In 1988, he joined the Argonne National Laboratory staff where he oversaw the laboratory’s college outreach programs. In 1994, he joined the staff at the headquarters of the US Department of Energy (DOE) to help establish DOE’s new EPSCoR program. Mateja was appointed dean of the College of Science at Murray State University in 1998. During his tenure, the college successfully competed for a Howard Hughes Medical Institute award, NSF Collaborative Research at Undergraduate Institutions award, NSF Course, Curriculum and Laboratory Improvement grants, and NSF Experimental Program to Stimulate Competitive Research award. He was the founding director of MSU’s undergraduate research office and served as the director of MSU’s McNair Scholars Program. From 2008 to 2010, Mateja served as a program officer in NSF’s Division of Undergraduate Education. In 2016, Mateja was named the third president of the Goldwater Scholarship Foundation. He oversees the foundation’s scholarship program that awards approximately 450 scholarships annually to high-achieving undergraduates who intend to pursue research careers in the natural sciences, engineering, and mathematics. He has served as president of the Council on Undergraduate Research and chair of the American Physical Society’s Committee on Education. He is a Fellow of the Council on Undergraduate Research and of the American Physical Society.

Amirah Nelson is responsible for outreach and recruitment for the Fulbright Specialist Program that matches approximately 425 U.S. academics and professionals each year with overseas host institutions to share expertise, develop institutional linkages, hone skills, and gain international experience. She joined World Learning in 2014, working with a portfolio of US government-funded academic exchange programs that brought more than 200 international students to the United States from Kosovo, Malawi, the West Bank, and Gaza. Prior to joining World Learning, Nelson was a Fulbright English teaching assistant in Indonesia and served as a consultant for the Indonesian Directorate General of Higher Education in its initiatives to address teacher shortages in remote or disadvantaged regions. She earned a degree in economics from Smith College.

Julia Nguyen is a senior program officer in the Division of Education Programs at the National Endowment for the Humanities (NEH). She earned an undergraduate degree in history and German studies from Mount Holyoke College and an MA and PhD in US history from Louisiana State University. Her work focuses on the pre–Civil War South with special emphasis on the Lower Mississippi River Valley, and she has published articles on education, domestic service, and religion in antebellum and Civil War-era Mississippi and Louisiana. She came to NEH from Texas A&M University–Corpus Christi, where she was an assistant professor of history, and she has also taught at Louisiana State University and River Parishes Community College. At NEH, she leads the education division’s Humanities Initiatives programs and works closely with other grant programs that support faculty and curricular development.

Andrea Lisa Nixon currently serves as a program director in NSF’s Division of Undergraduate Education and co-lead for the Improving Undergraduate STEM Education (IUSE) Program. Nixon earned her PhD from the University of Minnesota and is an educational researcher with experience in institutional transformation, cyber learning, mixed-methods research, longitudinal data analysis, and meta analysis. She also serves as director of educational research at Carleton College, a residential liberal-arts college in Minnesota, where she conducted a longitudinal study of students’ curricular help-seeking behaviors and other projects. Nixon was a founding director of the Liberal Arts Consortium for Online Learning (LACOL), served as an invited expert for President Obama’s Council of Advisors on Science and Technology (PCAST), and was an external adviser to MIT’s Online Education Policy Initiative.
Jeffrey M. Osborn is dean of the School of Science at The College of New Jersey. His primary scientific research addresses questions about plant evolutionary biology, and his higher education foci include the teacher-scholar role of faculty, faculty workload models, and the integration of high-impact educational practices into the curriculum. He has served as CUR president and led a number of institutional and multi-institutional programs to support the institutionalization of undergraduate research and the advancement of undergraduates and faculty who have traditionally underserved by higher education and STEM. Through these efforts, Osborn has worked with more than 400 colleges and universities across the United States. He has received more than $10.7 million in grant funding as a principal investigator or co-principal investigator and has helped lead his institutions in winning more than $23 million in grant support for mission-central efforts. His work has been recognized by the AAAS Fellows Award, CUR Fellows Award, Centennial Award from the Botanical Society of America, and the Antarctica Service Medal of the United States of America from NSF. Among other roles, he serves as an associate editor for the American Journal of Botany and on the External Advisory Committee for the State of Oklahoma’s NIH-INBRE program.

Pushpa Ramakrishna is a program director in the Division of Undergraduate Education at the National Science Foundation (NSF). At NSF, she serves as program director for the S-STEM Scholarship program, Advanced Technological Education (ATE) program, the Improving Undergraduate STEM education (IUSE) program, and the HSI/IUSE program. Ramakrishna is also a part of the STEM Education for the Future team at the Division of Undergraduate Education. She is interested in studying the incorporation of convergent or interdisciplinary education into the undergraduate curriculum with a focus on sustainability. She represents the Education and Human Resources Directorate of the NSF at the Directorate for Environmental Research and Education, and the Sustainable Urban Systems Working Group. Prior to her work at NSF, she was the founder and chair of the Sustainability Instructional Council for Maricopa Community Colleges in Arizona, the co-chair of the Maricopa Sustainability Committee, and the director of the Biomedical Research Technology Program at Chandler Gilbert Community College (one of the Maricopa Community Colleges). She won the Maricopa Outstanding Employee of the Year and, over the years, received the Innovation of the Year team award multiple times for sustainability education, service learning, revitalization of the science curriculum, and student learning and outcome assessment. Her teaching repertoire includes courses in biology, biotechnology, and sustainability.

Travis Reindl is a senior communications officer in the US Program of the Bill & Melinda Gates Foundation, concentrating on postsecondary success through strategic communications. Reindl is a 25-year veteran of higher education, serving campus and system leaders, policymakers, and philanthropists. Prior to joining the foundation, Reindl completed a three-year term at the National Governors Association’s Center for Best Practices, where he oversaw the postsecondary education work area, concentrating on student access and completion, finance, governance, and accountability. During his tenure at NGA, Reindl led the 2010–2011 Chair’s Initiative, which focused on increasing college completion. Reindl earned a BA from the University of Notre Dame and an MPP from the University of Maryland–College Park.

Daniel Sack is a program officer in the Division of Research Programs at the National Endowment for the Humanities (NEH), where he works with applicants and evaluators for the NEH’s grant programs. Before coming to NEH, he was an administrator at the University of Chicago’s Divinity School and the Associated Colleges of the Midwest, and an assistant professor of religion at Hope College. Sack earned a doctorate in American religious history from Princeton University, as well as an undergraduate degree in history from Northwestern University and a master of divinity from McCormick Theological Seminary. He is a historian of American religion in the twentieth century and the author of two books.

Jennifer Serventi is a senior program officer in the Office of Digital Humanities (ODH) at the National Endowment for the Humanities (NEH) and works with the Institutes for Advanced Topics in the Digital Humanities and Digital Humanities Advancement Grants programs. Prior to joining ODH in 2007, she served in NEH’s Divisions of Research and Education Programs. Before coming to NEH in 1994, she was a staff member at the Institute of Museum and Library Services. She received her BA in history and government from Claremont McKenna College in Claremont, CA.

Vic Sivanathan is a program officer at the Howard Hughes Medical Institute (HHMI) and is primarily responsible for the Science Education Alliance, a program that offers educators models of research-based curricula to engage college students in authentic research as early as possible in their academic careers. Trained as a biochemist and a microbiologist, Sivanathan also gained extensive teaching experience during his time at Oxford and Harvard, and has applied his research as a tool for teaching college students. Katina Stapleton has been a program officer in the National Center for Education Research (NCER) within the US Department of Education since 2005. She currently oversees grants in the areas of education leadership, education policy, and research training. In addition, Stapleton advises federal agencies on how to convey research in language that can be easily understood by constituents, practitioners and policymakers. She earned her PhD in political science from Duke University, where she specialized in political communication and the politics of school reform.
Bethany M. Usher is associate provost for undergraduate education at George Mason University. She oversees the Mason Impact initiative that includes the Office of Student Scholarship, Creative Activities, and Research and focuses on giving every student the opportunity to participate in a high-impact project in undergraduate research, civic engagement, and/or entrepreneurship. Her office also supports the Mason Core general education program, manages the undergraduate curriculum, and coordinates advising. Mason won CUR’s AURA Award in 2016.

Thomas J. Wenzel is the Charles A. Dana Professor of Chemistry and Biochemistry at Bates College in Lewiston, ME. He began his faculty position at Bates College in 1981. He has received more than $3.8 million in research and/or educational grants from the National Science Foundation (NSF), Research Corporation, the Petroleum Research Fund, and the Camille and Henry Dreyfus Foundation. His research in the area of chiral NMR shift reagents was supported over a 25-year period through seven consecutive NSF-RUI grants. His research accomplishments have been recognized through the American Chemical Society’s National Award for Research at an Undergraduate Institution (2010). He chaired the 27th International Symposium on Chiral Discrimination. His educational activities have been recognized through the American Chemical Society’s National Award for Chemical Education (George C. Pimentel Award, 2020) and the J. Calvin Giddings Excellence in Education Award from the Analytical Division of the American Chemical Society (1999). He served as president of CUR in 1996–1997 and has undertaken many other leadership responsibilities for the organization. He received the CUR Fellows Award in 2002.

We want to thank all of our speakers for their hard work, commitment and expertise in making this event spectacular. A special thanks to our past and current CUR presidents as they continue to lead and support CUR.

2020

MARCH 20-22
Broadening Participation Institute:
Carroll University | Waukesha, WI

MARCH 26-28
NCUR:
Montana State University
Bozeman, MT

APRIL 20-21
Posters on the Hill:
Washington, DC

APRIL 20-24
Undergraduate Research Week:
Nationwide

JUNE 25-27
CUR Annual Business Meeting:
West Lafayette, IN

JUNE 27-30
CUR Biennial:
Purdue University
West Lafayette, IN

JULY 8-12
Proposal Writing Institute:
Daemen College | Buffalo, NY

OCTOBER 9-11
Integrating UR into Teacher Education Programs & Related Fields:
College Park, MD

OCTOBER 17-18
REU Symposium:
Alexandria, VA
WHAT ARE YOUR TAKEAWAYS? WHO SHOULD YOU FOLLOW UP WITH? WHAT DO YOU NEED TO REMEMBER?