

Review for the Office of Undergraduate Research

Weber State University

March 12-13, 2025

Review Team: Janice DeCosmo, PhD (chair, University of Washington, retired), Adolph Yonkee, PhD (Weber State University), Aaron Ashley, PhD (Weber State University)

I. Review Process Overview

The Office of Undergraduate Research (OUR) at Weber State University (WSU) provided the review team with an extensive self-study (prepared by Therese Cavlovic and Erin Kendall). The report included a historical overview and a description of the evolution and analysis of OUR program elements and outcomes, which were critically evaluated by the review team. In addition, the review process included a two-day site visit to speak with campus constituents about the activities and impacts of the office. Appendix A of this report shows the agenda for the groups that met with the review team during the site visit. The review team posed a series of questions to each interview group in order to accomplish a SWOT (strengths, weaknesses, opportunities, threats) analysis of OUR. The team used this SWOT analysis to develop suggestions for OUR and WSU to continue program improvements and increase benefits and impacts for campus constituents.

The following interview framework questions were used with each interview group, along with follow-up conversations and specific questions depending on the expertise of each group.

1. In your view, what are the highlights, or strongest aspects, of the Office of Undergraduate Research?
2. What aspects of OUR's current work need improvement, or expansion?
3. What opportunities do you see for OUR to leverage, develop, or expand their work either in new directions or to improve existing work?
4. Can you identify any factors (internal or external) that might diminish OUR's work? What recommendations do you have for strategizing to counter any threats?

5. [For some groups with more OUR knowledge] What might be missing from OUR's scope of work that you think is important to help them realize their goal of being a regional leader in undergraduate research?
6. Is there anything else that you would like to share with us about the quality, effectiveness, and value of OUR's work on your campus and/or in the region?

Follow-up conversations with each group varied, depending on attendees' experiences with OUR and their areas of particular interest and expertise. The review team also allowed time for people to make any additional comments that may not have been included in the questions but that were important to the review. We include a summary of comments the review team noted during meetings with faculty, staff, and students below in the framework of a SWOT analysis. Following this summary of comments, we provide recommendations for OUR to move their work forward based on their mission, vision, and goals, current outcomes, and the review findings.

II. Review data and findings

Strengths

We heard many expressions of appreciation and commendation for the OUR program. Faculty, staff, and students consistently mentioned the following strengths.

- Student-centered approach. The OUR values each student's learning and educational path by providing excellent individualized assistance to students and faculty mentors.
- Financial support for student research. OUR provides student research grants that have large impacts on students' outcomes, including moving on to further training and graduate programs. Student research grant proposals are evaluated by a review panel with faculty from different colleges, and funds appear to be fairly distributed.
- Support of Course-based Research Experiences (CREs). The OUR recently initiated the development of CRE courses, which provide access for students to experience research within their curriculum who otherwise may not be able to participate in research activities. Financial support is provided to develop courses, but challenges remain for long-term support of lab-intensive CRE courses.
- Summer research opportunity program (SUROP). This program provides students with immersive research experiences, including interactions with

student peers and faculty mentors, that can be life changing. The program includes robust formative and summative outcomes assessments of student learning and perceptions. Students particularly appreciated the guidance provided for summer research participants in orientation and evaluation protocols.

- Dissemination of student research. Dissemination is a strong focus for the OUR, which provides several opportunities for student researchers to present their work at two annual symposia, and funds for traveling to present their work at undergraduate research and professional conferences. WSU, through OUR, is an active participant in the Utah Conference on Undergraduate Research, bringing students to this event annually - next year WSU will host. OUR also sends students each year to the National Conference on Undergraduate Research - WSU hosted the NCUR in 2012.
- Doing a good job with a small budget. OUR, with input from committees, distributes funds in a thoughtful and fair manner.
- Collaborations with faculty and staff across campus. OUR received multiple commendations for fostering collaboration from faculty, students, and staff.
- Participation in new initiatives on campus. OUR was an early adopter of new technology solutions (GivePulse) and new ways of participating in campus fundraising campaigns (1-pager prepared for the development office).
- Collaboration with other High Impact Programs (HIPs). HIPs program directors emphasized collaborations with OUR and how this supports students involved in a wide range of high impact educational experiences (HIEEs). For example, the annual Research and Engagement Symposium (<https://www.weber.edu/hiee/symposium.html>) now includes students involved in other HIEEs and graduate students.
- Assessment of student learning through research experiences. OUR invests effort into evaluating learning and outcomes in a variety of ways, including an in-depth summer research evaluation protocol and collaborations with other HIEE programs and university data systems to track student research participation.
- Undergraduate research fellowship program. This program, funded through proceeds from the 2012 NCUR hosted by WSU, is currently winding down and will not have funds for a new cohort of fellows this year

unless additional funding can be secured. The program has funded 5-11 fellows annually as incoming freshmen through graduation since its inception. Several standout student researchers began as fellows and have now moved on to graduate/professional programs.

In summary, OUR supports undergraduate research through an impressive portfolio of programs that is quite ambitious for the size of the staff and resources available to the overall program. This is cited as a strength, and reviewers note that the scope of work of the office is impressive for a university of this size and nature. This can also be seen as a potential threat, as the array of programming may spread resources too thin to be sustainable. OUR's portfolio includes funding of student research grants, support of CRE courses, overseeing a summer research program, running two annual research symposia, production of a research journal, funding travel scholarships for students to present their research, and support of faculty mentors.

Weaknesses

The following areas for improvement (not in order of priority) were variously cited during the review meetings with faculty, staff, and students. The list below summarizes areas that some constituents indicated could be improved.

- Communications about undergraduate research and OUR with faculty could be stronger. Some faculty don't know about benefits of the program, or how to get involved.
- Outreach and communication of research opportunities with incoming and first year students could be improved. Although some students who come to WSU are aware of research opportunities and OUR resources, others may not yet be aware of research opportunities and their impact on student success, and these are the very students who benefit most from participation in research (see, for example, George D. Kuh, 2008)
- Recruitment and support of faculty mentors could be a greater focus. While there is a dedicated group of faculty involved in mentoring student researchers, in order to sustain and grow the program OUR needs to continue to recruit new faculty. More support for faculty mentors would likely improve overall faculty and student experiences. There are widely available materials on effective mentoring that OUR could employ for this purpose. This will be even more important if a new partnership with

graduate programs brings more graduate students into mentor or co-mentor roles.

- Continuing funding is needed to sustain CRE courses. Funding is available for new CRE courses– but some courses with ongoing expenses may not be sustainable without additional annual funding.
- OUR needs additional student-focused funding. There are more deserving applicants than can be awarded research and/or travel funds, which is discouraging to students, faculty, and departments (e.g., departments with many students presenting at professional conferences are sometimes told not to apply since there are not funds to support all).
- OUR could provide more instructional materials for applicants and feedback on student grant proposals not selected for funding. Research grants are more competitive now than when they were introduced. Faculty mentors thought OUR could do more to provide feedback for applicants.
- OUR should coordinate with other programs to track students who participate in non-OUR funded co-curricular research. Tracking students who do research with faculty across campus on a co-curricular basis is difficult. With the new Give Pulse system, it is theoretically possible but faculty don't know how to use it. Training and resources should be available for faculty and staff to enter their data.
- WSU's student population includes a large percentage of non-traditional college students who have little time outside of class to participate in research and related opportunities. This is not a problem to solve, rather it demands a strategy for support for more sophisticated CRE opportunities so that students may experience research within the required curriculum.
- Students and faculty wished that the annual symposia drew a larger audience so that student researchers could present results and discuss experiences with more students, faculty, and potentially donors.
- Students desired a stronger sense of community within OUR programs and initiatives. Senior-year fellows in particular mentioned they hadn't seen each other since their first year and would have benefitted from more regular ways to interact with each other and OUR staff.
- The OUR staff is small, a few people are doing all of the work, spreading efforts over a variety of initiatives and functions.

Opportunities

The current environment may be particularly difficult in terms of funding opportunities at the state level. However, partnerships with on-campus and off-campus entities and additional fundraising with donors and alumni may be able to provide more resources and achieve OUR outcomes more efficiently. Opportunities cited include the list below.

- The research symposia could be better utilized to raise campus awareness of student research among students, faculty, and the community.
- The summer program was noted as having a lot of promise that has not yet been fully realized. Although expensive, it is an effective way for students to make substantive progress in research. Industry or other sponsors might be engaged to seek further funding.
- The GivePulse system is in process of being implemented for use in tracking co-curricular experiences such as undergraduate research, which will greatly enhance WSU's ability to provide an overall measure of this activity campus-wide. Better collaboration of OUR with student research conducted within other departments would provide improved documentation of campus-wide activities, and identify areas where further development is needed to increase research access for students.
- OUR could seek additional partners – new student orientation, first year experience seminars, scholarship office, Wildcat advantage office, work-study office, graduate programs, to amplify their message and increase access for students. Similarly, closer partnerships with academic departments and faculty development initiatives could assist OUR to expand support for mentors of undergraduate researchers.
- Closer work with academic departments could also help to improve tracking of co-curricular research and potentially leverage department-based donor funds for student support.
- OUR is developing a close working relationship with campus development office. The ongoing campus-wide fundraising campaign presents an opportunity to raise funds for summer and academic year student research support, CRE support, student conference travel, faculty mentoring workshops, resources, and recognition.

Threats

Threats to OUR's success centered around campus leadership and commitment to continued expansion of undergraduate research opportunities, and to possible decreases in funding during the current fiscal environment. The list below summarizes comments the committee heard about barriers to OUR's success.

- The departure of Dr. Brenda Kowalewski, Vice Provost for High Impact Educational Experiences & Faculty Excellence, is seen as a potential threat to continued support for OUR programming. Dr. Kowalewski has been a strong voice for undergraduate research and all HIEEs and has been a key supporter of the development of new data tracking resources (such as GivePulse). Constituents hope that new leadership will continue to serve as strong advocates for OUR.
- A potential decrease of state funding was on people's minds. OUR activities could potentially be viewed as "extras" in a budget environment that may require cuts. High impact educational experiences such as undergraduate research are shown by research to be critical to students' success particularly for non-traditional students such as those who attend WSU. This makes CREs even more important, as these courses become a part of the required curriculum and represent a strategy for increasing access to research opportunities.
- While the creation of CREs is very forward-looking and a terrific achievement for WSU, there is a potential for some of these courses to drop out of the curriculum if a strategy for sustaining additional (relatively small but significant) expenses involved in providing them is not identified.
- OUR staff are shouldering a heavy load with their large portfolio of programs and initiatives. It may be necessary to streamline their activities and find new partners to support some of the programming in order to sustain these efforts. There is a risk of staff burnout, as well as a barrier to further growing impactful initiatives such as the CREs and summer research, which require staff support and resources.

Other

The campus-wide priorities of *Access, Learning, and Community* resonate with the work of OUR. OUR staff and participants strive to increase access to the critical educational experiences that students gain through participation in research with faculty, and they build a community of research-learners through campus-wide symposia. Students gain

skills, confidence, and refine their plans for post-graduation through research experiences. Access is expanded by providing financial support for student researchers through scholarships, project funding, faculty funding for summer and CRE offerings, and travel funding for research conferences

III. Review team recommendations

OUR is a thriving office supporting a portfolio of programs that help students and faculty participate in undergraduate research. Program impact on students is strong, and OUR staff are thoughtful about continuously improving their work. The following recommendations address some of the noted areas for improvement, opportunities, and threats that emerged from the SWOT analysis. In addition, the review team referenced the Council on Undergraduate Research's recently updated [*Characteristics of Excellence in Undergraduate Research 2.0*](#) (COEUR 2.0) as a way to place OUR's activities and achievements in a national context. While we keep in mind that OUR's focus must be on the particular needs and priorities of its own students and campus, nonetheless looking at the broader context of undergraduate research helps to identify where WSU's program stands out, and where it might look to develop new directions and leverage opportunities. COEUR 2.0 identifies core areas important to strong development of undergraduate research such as alignment with the campus mission and culture, dedicated administrative resources and space, faculty development and support with respect to research and undergraduate engagement in research, student access to opportunities that include research in the curriculum and dissemination, and student development in the research context. We found OUR to be well developed in many of the areas cited, with a few exceptions such as early engagement of students in research on a broad scale and increased support for mentors.

With these data and improvement in mind, the review team recommends six main areas of focus for OUR to move forward.

- 1. Increase awareness and access to research opportunities for students.**
- 2. Raise participation and provide more robust support for faculty mentors.**
- 3. Work with university development to raise funds for OUR programs.**
- 4. Implement data tracking systems to better document undergraduate research activities across campus.**
- 5. Focus OUR vision on student access and learning to align better with WSU priorities.**

6. Assess and potentially re-allocate OUR staff and resources to focus on areas of greatest impact for students.

Below we provide potential strategies to address each of these recommendations.

1. Increase awareness and access to research opportunities for students.

A need and opportunity exist to further raise awareness of student research opportunities, especially for new and first year students, and students who come to WSU without prior knowledge of the value of research experiences. Possible strategies to meet this goal follow.

- Develop short, 2-3 minute videos of students doing and discussing research. Videos could be posted on websites, shown in classes or on screens in common areas for raising awareness across campus. Videos could also be used for fundraising and community outreach for prospective students.

Below are just a few examples from University of Washington, the first two links are to text-based website features, the next two are short videos showcasing undergraduate research.

- <https://www.washington.edu/uaa/unlocking-the-brain-with-the-fruit-fly/>;
- <https://expd.uw.edu/mge/scholar-profiles/>
- <https://www.youtube.com/watch?v=X9saluZDVvg>
- <https://www.youtube.com/watch?v=KoTKsLNuEwc&t=5s>
- Partner with new student orientation, concurrent enrollment courses, first year experience (FYE) courses, CRE courses, and other activities to reach newer students and raise awareness of research opportunities. Engage undergraduate research ambassadors, or summer research participants, in outreach roles.
- Establish an *Undergraduate Research Day*. Invite students across campus, with emphasis on general education and FYE courses, to raise awareness of student research. Invite university administration, donors, and VIP guests and have them meet with student researchers and give short intros. Such a day could be coordinated with the fall or spring symposium.
- Provide a Canvas module on how to get involved in research to students who check a box for undergraduate research at orientation.

- Focus some OUR staff time and/or student ambassadors or faculty champions to give short information sessions on getting involved in research for students not yet engaged to try to demystify the process of getting involved in research.
- Foster building of a student research community. Students are interested in developing more community among their research peers. Potential activities could include: a research cafe, symposia-related social events such as an “after party” to celebrate student researchers, student-led outreach sessions during campus visits, and other non-structured events to help students learn about research opportunities from peers and identify potential mentors. The earlier students become involved, the greater sense of belonging they develop. An example of this type of event is the monthly *Research Cafe* that UW started for student researchers to talk with each other and peers new to research about their experiences in a non-structured way over coffee and doughnuts. See the invite at this [link](#).

2. Raise faculty participation and provide more robust support for faculty mentors.

Faculty mentors are critical for undergraduate research to thrive. Faculty who value undergraduate research develop strategies to integrate students into their research, help students develop independent projects, and create new opportunities for research experiences in courses. Bringing new faculty into the practice is necessary, as current engaged faculty retire, go on sabbatical, or have other obligations that may put student research on the back burner. Many universities find it effective to offer ways for faculty new to undergraduate research to learn from their peers. Ideas for engaging and supporting faculty mentors of undergraduate researchers are listed below.

- Work more closely with deans and chairs to reach new faculty, and current faculty not involved, to raise awareness of OUR opportunities and resources. OUR could visit department meetings and college retreats.
- Increase long-term funding and resources to enhance support of faculty research that includes students, such as new CREs and expanded co-curricular activities. This could be done in collaboration with deans, chairs, and/or a faculty development office.

- Create a database of potential mentors and research opportunities through information gained from faculty (encouraged by dean, chair), to use in advising students.
- Create and leverage existing support for mentoring including videos, guidance, workshops, and discussions. Numerous guides are available for mentoring undergraduate researchers, most notably for laboratory sciences (e.g., the Cimer project free resources on their website). Other universities offer useful downloadable guides and ideas, see a sampling at the links below.
 - <https://cimerproject.org/curricula-overview/>
 - <https://tll.mit.edu/optimize-your-mentoring-practice/>
 - <https://ctsi.umn.edu/training/mentors/online-mentor-training>
 - <https://www.washington.edu/undergradresearch/mentors/>
- Engage graduate students interested in co-mentoring student research, offering them support for learning about best practices.
- Work collaboratively with academic departments to raise awareness of all forms of student research, combat “siloing” to work toward common goals and shared data on funding, participation, and opportunities.
- Implement a system for awarding research terms or course reassigned time for faculty based on a specified number of undergraduate research mentees. Although some departments recognize teaching credit hours for mentoring student research (e.g. courses numbered 4800) in theory, faculty expressed concern that this recognition is inconsistent and does not cover other mentoring activities. Many universities struggle with this issue so it is not an unusual challenge, but it does tend to lead to faculty burnout. The Council on Undergraduate Research created a position paper on “Recognizing and Valuing the Mentoring of Undergraduate Research, Scholarship, and Creative Activity by Faculty Members: Workload, Tenure, Promotion, and Award Systems”, which has good suggestions, available for download at this [link](#).

3. Work with university development to raise funds for OUR programs.

To expand access for students to undergraduate research opportunities, OUR needs more funding for student research grants, support for other research costs, faculty support for the summer research program, and to develop and sustain CREs.

- Work with development and departments to identify potential donors, including a naming opportunity for a large endowment. Such funding could increase student research and travel grants, support CRE courses, enhance the summer research program, and continue the research fellow program. A powerful model for engaging freshmen in research themes sponsored by local industry operates at University of Maryland through the FIRE (First Year Innovation and Research Experience) program: <https://www.fire.umd.edu/>. While this program’s overall approach may not fit WSU as well, its success in engaging local industry and groups to sponsor student research topics may be adaptable to WSU, given its focus on community and students’ deep ties to local employers and other organizations.
- Establish more consistency and communications across units that fund research, including academic departments, with coordination (at least reporting) of funding, shared criteria for selection, and evaluation of outcomes.

4. Implement data tracking systems to better document undergraduate research activities across campus.

Implementation of GivePulse and integration with CatTracks are critical for improved tracking of HIEEs across campus, including student research. Systematic tracking is important for assessment of student outcomes, providing rationales for gift requests in coordination with the development office, and meeting new requirements from the Utah System of Higher Education. Documenting all student research activities, both outside departmental and OUR sponsored activities, is important to establish a campus-wide baseline and measure changes and impacts. OUR should find ways to work with departments to enter and share their relevant data.

5. Focus OUR vision on student access and learning to align better with WSU priorities.

The current OUR vision statement could be revised to better align with the university priorities of access, learning, and community— providing the most opportunities to the largest number of students. The current OUR vision statement cites establishing WSU as a regional leader in undergraduate research and creative scholarship. We understand this to mean that WSU should be “known” as a place where undergraduates do high quality research, and where faculty do research with students. These are great

outcomes, but we wonder whether a vision that cites *access to impactful, undergraduate research experiences for all students at Weber State University* might be more aligned with the university's priorities.

What would this shift in vision mean for OUR? It implies a greater focus on increasing access and awareness for students. It provides a measure for success based on widespread involvement among students and faculty in undergraduate research opportunities. It also addresses an important component of the current vision - that WSU would be known as a place where student research thrives. It offers a rationale for streamlining staff effort and resources to meet this goal of access and impact. This does not require that all students participate in research, but rather any WSU student who seeks a research experience would, ideally, have access to one.

6. Assess and potentially re-allocate OUR staff and resources to focus on areas of greatest impact for students.

Effective and strategic deployment of OUR staff, resources, and programming are important in these times of budget pressures and other stressors in higher education. While OUR's small staff and modest resources seem to be efficiently allocated across a variety of activities, the reviewers felt that further strategic distribution of resources might allow the program to better address current needs and priorities. Following are some ideas of how to achieve streamlining for focus and impact.

- Move the *Ergo* journal publication to a searchable online volume. While the journal *Ergo* that OUR produces is a wonderful publication, it has a low number of participants, and the investment of staff time to organize and review included works is substantial. While the planned move of the journal from a hard copy to online publication is great, we encourage OUR to take advantage of this move to create a more widely useful searchable abstract volume based on symposium and travel award abstracts. This publication would be a dissemination tool as well as a resource for new students looking for research opportunities and mentors. An example of a similar type of searchable abstract volume can be seen [here](#).
- Develop a research opportunities database to use as a tool for supporting students new to research to get involved, along with additional online guidance. This might be an effective use of staff efforts especially if the university could devote some dedicated IT department effort to support OUR. An abstract volume could serve as a starting point for establishing a research database by inviting mentors at symposium, and those whose

students receive travel awards, to sign up. Students could use the database on their own or with support of an adviser or peer as they seek out research opportunities.

- Further engage HIPs staff and resources in support of the two annual symposia and additional shared activities.
- Leverage the work of OUR selection committees to engage departments in co-funding deserving students and further stretch resources.
- Assess all OUR activities for impact and be willing to re-allocate time and resources as necessary. This is extremely challenging to do on a regular basis, especially as student needs, university priorities, staff interests and expertise change over time. However, it is important to stay on top of environmental changes and remain current with tools and resources that are useful to students and faculty.

IV. Conclusion

OUR is well established at WSU and has made an impact over the past couple of decades on WSU students and faculty, as well as making a significant contribution to the state of Utah's efforts to support and sustain student research. The review committee's suggestions center on those areas noted above that we found to be ripe for improvement and/or underdeveloped, to lift undergraduate participation in research at WSU to a higher level. We are confident that OUR will continue to thrive in its role to support and grow high quality undergraduate research opportunities in the coming years.

References

Council on Undergraduate Research publications cited:

[*Recognizing and Valuing the Mentoring of Undergraduate Research, Scholarship, and Creative Activity by Faculty Members: Workload, Tenure, Promotion, and Award Systems*](#), Janet A. Morrison, John F. Barthell, Anne Boettcher, David Bowne, Cheryl Nixon, Karen K. Resendes, and Juliane Strauss-Soukup, 2019.

[*Characteristics of Excellence in Undergraduate Research 2.0 \(COEUR 2.0\)*](#), Lourdes E. Echegoyen, Winny Dong, Buffie Longmire-Avital, Jeanne Mekolichick, 2024.

American Association for Colleges and Universities (AAC&U) publications cited:

[High Impact Educational Practices: What they are, who has access to them, and why they matter](#); George D. Kuh, 2008.

[Five High Impact Practices: Research on Learning Outcomes, Completion, and Quality](#); Jayne E. Brownell and Lynne E. Swaner, 2010.

Examples of materials for mentoring undergraduate researchers.

[Center for the Improvement of Mentored Experiences in Research](#) at the University of Wisconsin-Madison's school of education publications: [Entering Mentoring](#); [Entering Research](#).

University of Minnesota: <https://ctsi.umn.edu/training/mentors/online-mentor-training>

University of Washington: <https://www.washington.edu/undergradresearch/mentors/>

Student programs cited

Research Cafe at the University of Washington:

<https://www.washington.edu/undergradresearch/2024-11/check-out-research-cafe/>

University of Maryland FIRE (First Year Innovation and Research Experience) program:

<https://www.fire.umd.edu/>.

University of Washington symposium [abstract volume](#)

University of Washington research opportunities database:

<https://www.washington.edu/undergradresearch/find/>

Samples of promotional materials for undergraduate research:

<https://www.washington.edu/uaa/unlocking-the-brain-with-the-fruit-fly/>;

<https://expd.uw.edu/mge/scholar-profiles/>

<https://www.youtube.com/watch?v=X9saluZDVvg>

<https://www.youtube.com/watch?v=KoTKsLNuEwc&t=5s>

Appendix A

Two-Day Site Visit Agenda

Dates: March 12–13

Time: 8:00 AM – 5:00 PM (with potential adjustments for shorter days)

Location: [Specify Central Meeting Room or Building]

Day 1: March 12

8:00 – 8:20 AM

LI 318 (OUR Office)

Welcome and Orientation

8:30 – 9:20 AM

SU 331

Team Strategy Session

9:30 – 10:20 AM

SU 331

Meeting with OUR Staff

10:30 – 11:20 AM

SU 331

Meeting with Faculty Mentors and Fellows Mentors

11:30 – 12:20 PM

SU 331

Meeting with Grant Committee

12:30 – 1:50 PM

SU 331

Lunch Session with Students

2:00 – 2:50 PM

SU 331

Meeting with HIPs Directors

3:00 – 3:50 PM

Campus Tour and Classroom/Meeting Drop-Ins

4:00 – 4:50 PM
LI 318 (OUR Office)
Day 1 Debrief

Day 2: March 13

8:00 – 8:20 AM
LI 318 (OUR Office)
Welc
8:30 – 9:20 AM
SU 331
CRE Faculty

9:30 – 10:20 AM
SU 331
Assessment

10:30 AM – 11:20 PM
SU 331
Summer Undergraduate Research Opportunity Program & Research Fellows

11:20 – 12:10 PM
Break

12:10 – 1:20 PM
Wildcat Room
Lunch

1:30 – 2:20 PM
TY 312
Open Sessions or Additional Meetings (Maybe Development or IRB)

2:30 – 3:50 PM
TY 312
Team Debrief