

*Undergraduate research is a high-impact practice that enhances student engagement, retention, completion, and success.*

- URSA Student Project Awards:



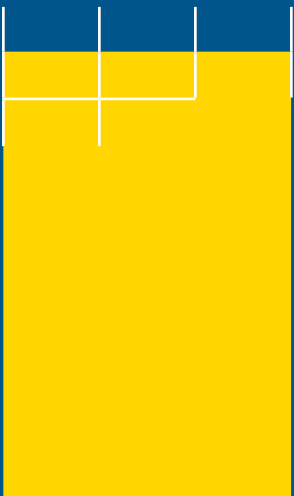
- URSA Student Travel Awards:

- URSA Mentoring Awards:

- Curriculum Support and Development:

- UAF Research and Creative Activity Day:

URSA I



The mission of the University of Alaska Fairbanks (UAF) office of Undergraduate Research and Scholarly Activity (URSA), which was



4. Student Tracking and Project Cataloging
  - a. The URSA database currently has 2,819 UAF undergraduates that have been involved in research and creative activity since its creation in 2012.
  - b. Since 2012, at least 41% of UAF undergraduate students participated in an academic research experience over the course of their baccalaureate studies. Further, the 2,235 students in the URSA database support that quantification of undergraduate student participation in research. Not included in the accreditation documents and not yet included in the URSA database are undergraduate students who are employed as research assistants. URSA has been working with UAF Human Resources and the UAF Office of Planning, Analysis, and Institutional Research (PAIR) to identify a means to include such students in the database.
  - c. An online version of UAF Research and Creative Activity Day has been created within the Institutional Repository, which is a joint effort of URSA and Library Sciences Staff (<https://scholarworks.alaska.edu/>).
5. Curriculum Development
  - a. URSA (Undergraduate Research and Scholarly Activity) courses offered in AY2019-20
    - i. URSA 388 Undergraduate Research and Creative Scholarship II (Instructor: Trent Sutton; Enrollment: 0 students)
    - ii. URSA 488 Undergraduate Research and Creative Scholarship I ((Instructor: Trent Sutton; Enrollment: 2 students)
  - b. MRAP (Museum Research Apprentice Program) courses offered in AY2019-20
    - i. MRAP 288 Museum Research Apprenticeship I (Instructor: Patrick Druckenmiller, Enrollment: 2 students; Kevin Winker, Enrollment: 4 students; Derek Sikes, Enrollment: 2 students; Mareca Guthrie, Enrollment: 1 student; Andres Lopez, Enrollment: 1 student)
    - ii. MRAP 488 Museum Research Apprenticeship II (Instructors: Patrick Druckenmiller, Enrollment: 2 students; Angela Linn, Enrollment: 2 students; Andres Lopez, Enrollment 1 student)
6. Research and Creative Activity Day
  - a. The UAF Research and Creative Activity Day was sched QU. 295.96

- j. Aidan Earnest and Emily Cohen (CLA - Political Science) researched different state statues on consent laws and the effects of these laws on the rates of sex crimes with the hope of pursuing a statue in Alaska.
- k. Nick Hasson (CNSM - Chemistry/Geoscience) was invited to travel to Harbin, China, to participate in the Forum for Polar Environment and Ecosystem. He will be pursuing a Master's degree in Chemistry at UAF.
- l. DeAnna Lowden (CNSM - Chemistry and Biochemistry) worked with hibernating arctic ground squirrels to mimic their mechanism for saving energy to potentially treat people who suffer from cardiac arrest and their survival rates.
- m. Rodney Tracht (CLA - Psychology) was URSA's first distance-delivery student. His project involved researching the relationship between social media exposure and loneliness in older adults. He will pursue a Ph.D. in Psychology next fall at Alliant International University in Los Angeles, California.
- n. Madeline Andriesen, Jenna Dreydoppel, Phoenix Williams, Taylor Hendricks, Jonathan Lange, and Lindsay Moisan (CLA - Music) took their musical talents on a trip to Anchorage middle and high schools for outreach and recruiting in conjunction with the Anchorage Opera and Fairbanks Opera.
- o. Anthony Zizza, Kyle Jones, Joseph Becker, and Ron Hansen (CEM - Mechanical Engineering) worked on stress-corrosion cracking equipment to provide UAF with a fast and compact way to test under a tensile load within a corrosive environment.
- p. Autumn Fournier (CNSM - Geoscience) studied paleo-storm records from Cape Espenberg, Alaska, to see what life was like to ancient Inupiaq Eskimos as well as what it might be like in the future.
- q. Hannah Pothast (CLA -

1.

A fundamental aspect of URSA's mission is to ensure that UAF students, faculty, and staff are aware of the opportunities available for undergraduate research and creative scholarly activities. To accomplish this goal, there remains an increased efforts to promote URSA funding opportunities via email (e.g., directed emails to each college/school, UAF-sponsored communications such as The Cornerstone), strategically placed announcements throughout campus, presence and participation in UAF events (e.g., Inside Out, New Student Orientation, We Are CLA, UA Scholars night, etc.), periodic, directed communications with the Deans of the various colleges/schools, revision to the URSA website, attendance and participation in UA and UAF administrative meetings (e.g., Board of Regents, Provost Council, Dean's Council, etc.), and completion of an annual report each year. URSA will also be developing additional means of raising its profile, including student profile postcards, student-mentor videos for display on the URSA website and via eCampus, and meeting with UAF administrators, faculty, and staff during regularly scheduled meetings (e.g., Recruitment Admissions Meeting, Coordinator Meeting, URSA Faculty and Student Advisory Board Meetings, etc.) and impromptu meetings (e.g., Deans, student focus groups, etc.). The ultimate goal of these efforts is to not only better inform the UAF community on URSA's mission and activities, but to also raise awareness and interest for undergraduate research (as well as research in general) at UAF. To facilitate this goal, URSA will print posters for any undergraduate student presenting their research or creative activity at a workshop, meeting, or conference, regardless of their source of funding. In addition, URSA also has dozens of portable display boards for exhibiting posters which are available for any research event taking place on the UAF campus. From the UAF perspective, URSA serves

and will primarily be responsible for reviewing the submitted proposals (note that there is no limit to the number of individuals that can participate on a review panel). However, both groups are essential for disseminating URSA information and increasing the understanding of URSA funding policies and processes for all interested faculty, staff, and students at UAF. A new additi

consisted of an initial meeting of the summer award recipients, their mentors, and the URSA staff to discuss the program, and then a series of expectation and evaluation questionnaires that were completed by both the students and their mentors that were administered through an EvaluateUR dashboard. The results of this outcomes assessment program will be available in the fall 2020 semester and the URSA staff will evaluate the results, discuss them with the student and mentor participants, and then





**Table 2.** The number of URSA applications (Apps), awards, and total dollar amount awarded (Dollar Amt.) by award type for each college/school and department/unit within each college/school for AY2018-2019.

<b>College/ School</b>	<b>Department/ Unit</b>	<b>Apps</b>	<b>Awards</b>	<b>Dollar Amt.</b>	<b>Project</b>	<b>Travel</b>	<b>Mentor</b>	<b>ITE</b>	<b>Research &amp; Creative Activity Day</b>	<b>Community Engaged Learning</b>
CEM	Alaska Center for Energy and Power									



Table 3. The number of URSA applications (AP), awards (AW), and dollar amount (DA) for each college/school by awards type for AY2018-19.

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