

Resolution 2015 – 04

Support of Undergraduate Research

Whereas, the Academic Senate is the organization whose primary function is to make recommendations with respect to academic and professional matters (Title 5, 53200), and is primarily relied upon for curriculum, degree and certificate requirements, education program development, and policies related to grading, student preparation and success, and faculty professional development (Board Policy 3255) and shall reach mutual agreement with the Board of Trustees and the College President on processes for institutional planning and any other policy, procedure, or related matter that will have a significant effect on students; and,

Whereas students who engage in “high impact” educational practices, especially undergraduate research, show significantly greater learning outcomes than similar students without those opportunities¹, with the benefits being most pronounced for students of color and low-income and first generation students²; and

Whereas research has demonstrated that funding and institutional support are two critical factors influencing faculty participation in encouraging undergraduate research, and institutions that have an office of undergraduate research and offer faculty development and student workshops have more faculty and student participation in this valuable activity³; and

Whereas, Mt. San Antonio College has encouraged faculty and student involvement in undergraduate research, but lacks faculty coordination of campus-wide undergraduate research efforts and events;

Resolved, the Academic Senate strongly supports efforts to create opportunities for students to conduct undergraduate research; and

Resolved, the Academic Senate encourages faculty development in the areas of mentoring student research and incorporating undergraduate research into their curriculum; and

Resolved, the Academic Senate supports the creation of an undergraduate research office and faculty coordinator position to supervise and promote undergraduate research activities on campus.

Submitted by:
Rebecca Hatch, Sociology and the Academic Senate Executive Board

First reading: May 21, 2015
Second reading: June 4, 2015
Approved: June 4, 2015
Approved by AMAC: June 8, 2015

¹ Kuh, G.D. 2008. *High-impact educational practices: What they are, who has access to them, and why do they matter*. Washington, DC: Association of American Colleges and Universities.

Brownell, J.E. and Swaner, L.E. 2010. *Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality*. Association of American Colleges and Universities.

² Nagda, B. A., Gurin, P., & Lopez, G. E. (2003). Transformative pedagogy for democracy and social justice. *Race Ethnicity & Education*, 6(2), 165-191.
Gregerman, S. R. (1999). Improving the academic success of diverse students through undergraduate research. *Council on Undergraduate Research Quarterly*, 20(2), 54-59.

³ Jones, Rebecca M. and Shannon N. Davis. 2014. Assessing Faculty Perspectives on Undergraduate Research: Implications from Studies of Two Faculties. *CUR Quarterly* 34(3): 37-42. Washington, DC: Council on Undergraduate Research.