

Note from the Guest Editors

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It has been our pleasure to bring together scholarship and stories of impact from teacher/scholars throughout the academy who engage their students in undergraduate research (UGR). This special issue reveals the diverse educational settings across the college campus and institutional types where UGR takes place. We have learned from our colleagues at community colleges how much the introduction of applied research early in an undergraduate's experience can set a student on a path for academic success and lifelong curiosity. From our colleagues at research-intensive institutions, we have learned how sophisticated models of peer mentorship can provide scaffolded opportunities for professional development and personal growth.

We are greatly indebted to the professional network provided by the High-Impact Educational Practices (HIPs) in the States Conference grown from the dedicated work of HIP champions such as George Kuh, Ken O'Donnell, Jerry Daday, and others on the program committee each year for the conference. The interdisciplinarity and accessibility of this conference has provided us with so much food for thought and so many wonderful connections. We also thank the editors of the *Journal of the Scholarship of Teaching and Learning* for entrusting to us this special issue. This collection provides a place for highlighting the truly notable efforts of faculty and administrators around the country on undergraduate research.

If you are reading this issue, it is likely that you already appreciate the value of UGR. It has a long history in many disciplines, but these projects have not always been conceptualized or designed with the strategies of HIPs in mind. In the past decade, higher education has seen a huge increase in the development of HIPs in areas such as UGR. Many of us who have been working on UGR know that the practice has outpaced the scholarship on pedagogy. Most of the empirical research on the benefits, implementation, and other outcomes associated with UGR has been conducted in the natural sciences. As social scientists in colleges that also include the arts and humanities, we often find ourselves speaking to the portability of UGR within the liberal arts classroom. We speak on behalf of the creatives, and fight for inclusive space on our campuses for celebrating the scholarly and creative activities of all our faculty and students. This special issue reflects and amplifies that effort. It is part of a growing body of scholarship that includes voices from a variety of disciplines, and explicitly includes projects that utilize HIP frameworks for UGR projects.

This work, at its core, is about engaging and retaining students. As teachers/scholars, we want our students to succeed in their academic endeavors, but also gain skills that will help them succeed with their future careers and lives. Without solid empirical evidence regarding what works well and what doesn't, we cannot advance the scholarship of teaching and learning related to UGR pedagogy.

To that end, we hope the articles in this issue provide new information and strategies that can be used in your own work and highlight emerging areas of inquiry. The articles illustrate some of the major areas of research related to UGR as a HIP in recent years. This includes highlighting issues relevant for the population served - that of the students, such as the importance of mentoring and the consideration of equity and inclusion in UGR. Some of the contributions to this issue treat access in holistic terms. UGR can benefit students through courses from cornerstone to capstone and can benefit them either within their major or throughout their overall academic experience. Other authors focus on subjects more relevant to the faculty experience and academic program development, such as: the assessment of UGR and communicating impact, strategies for embedding UGR across the curriculum, and the benefits of communities of practice. They point to the importance of scaling UGR, moving beyond one assignment in one class to a culture of UGR across the institution. The observations of our authors identify exciting future directions for scholarship on UGR as high impact practice. Lastly, the issue includes a section entitled "Stories of Impact", in which authors have shared narrative remarks (many including student voices) of the true lasting impact of UGR projects.

May this issue give you new ideas and perspectives on your own work with UGR. It begins with a piece by one of the leading minds on high impact practice, Ken O'Donnell, Vice Provost at California State University-Dominguez Hills. In addition to being one of the founders of the HIPs in the States Conference, O'Donnell is a prominent scholar in the area of HIPs. O'Donnell has addressed numerous conferences and workshops around the country on the intersections between deep learning and student success, the benefits of locating college learning in real world contexts, and the role of public state systems in educational reform.