Refiguring ENGLISH STUDIES

Undergraduate Research in English Studies

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Introduction
Illuminating Undergraduate Research in English

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According to the Council on Undergraduate Research (CUR), "undergraduate research is an inquiry or investigation conducted by an undergraduate that makes an original, intellectual, or creative contribution to the field" (*About CUR*). Such student research is *distinct from the ubiquitous research paper*. Undergraduate research involves students as apprentices, collaborators, or independent scholars in critical investigations using fieldwork and discipline-specific methodologies under the sponsorship of faculty mentors. Students engaged in genuine research gain an insider's understanding of field-specific debates, develop relevant skills and insights for future careers and graduate study, and most important, contribute their voices to creating knowledge through the research process. Thus, student research, like faculty research, aims to fill a gap in the knowledge base, and assuming it succeeds, is disseminated and shared—locally, regionally, nationally, or internationally. Undergraduate research in the liberal arts, particularly, has its roots in both the nineteenth-century seminar and honors education. While the thesis is the final product in that latter forum, the current curricular movement emphasizes even more strongly the contribution of knowledge through dissemination, typically more public than a thesis archived in the honors office.

Undergraduate Research in English Studies aims to mobilize the profession to further participate in undergraduate research.

By *English studies*, we mean the wealth of fields within English, including writing studies, literary studies, creative writing, English education, folklore, American studies, linguistics, and cultural studies. We believe there are islands of excellence around the nation and the world where undergraduate research in English has taken hold. This collection shares exemplary practices in writing and literary studies and seeks to spread them widely. Although the movement may be fragmented at the moment, we are clearly on the cusp of implementation in all subfields of English throughout our various institutions.

This volume provides models, but is also a clarion call for the integration of undergraduate research in English studies. As David DeVries (2001) claims, humanities teacher-scholars need to find ways to "persuade all of our colleagues and peers that research is just as vital, just as sustaining, for the humanities and their students as it is for the natural and social sciences" and to recognize "the inestimable value of independent research in the intellectual and professional growth of young scholars" (155). *Undergraduate Research in English Studies* combines theory and practice, laying the groundwork for further practice and inquiry. The research performed by undergraduates highlighted in this collection, we believe, will inspire and lead colleagues to consider similar approaches.

Why is undergraduate research slow to grab hold in the humanities, particularly in English studies? Our suspicion is that we as faculty have not articulated to our students the methodology of inquiry in our fields except as injunctions in our classrooms to "write a paper." Though the scientific method is transparent, that is not always the case in the humanities. We may not always agree on a process of inquiry; some might even call the discipline fragmented. And certainly some theoretical literature is quite dense for undergraduates. As faculty, we need to articulate our methodology, define appropriate tasks for students, and ask for authentic scholarship. What happens in humanistic inquiry? It is actually quite similar to other disciplines and may be outlined as follows: the identification of and acquisition of a disciplinary or interdisciplinary methodology; the setting out of a concrete investigative problem; the carrying out of the actual project; and finally, the dispersing or sharing of a new scholar's discoveries

with his or her peers—a step often missing in undergraduate educational programs. How often do we unpack this methodology in our classrooms for our students? Do we assume too much prior knowledge on their part? Are we committed to inducting them into the club of scholars, asking important questions and investigating the answers? Do we ask them to share their discoveries more widely?

It is our hope that undergraduate research may help shape the future of the discipline of English studies and the profession. Ronald Dotterer (2002), former president of the National Conferences on Undergraduate Research (NCUR), proposes that undergraduate research offers "a new 'vision' that scholarship and teaching may not be as separable as conventionally thought or practiced" (81). Ernest L. Boyer suggests the same in *Scholarship Reconsidered* (1990). Many scholars have noted and discussed, from varying perspectives, the division between what we do as teachers and as scholars. Undergraduate research brings together our passions for teaching and for research. It is one site for realizing the "synergy between teaching and scholarship" called for in the white paper "Student Learning and Faculty Research" (Teagle Working Group 3).

We have titled this introduction "Illuminating Undergraduate Research," as we like the concept of *illuminating*. It first came to mind inspired by one of our contributors, an undergraduate who described studying an illuminated manuscript. In many ways, illuminated manuscripts serve as the origin for what we do as scholars of texts, and also are a source of literacy. We wish in this volume to illuminate student research by revealing its historical origins, providing informative and instructive models, addressing its challenges, and shedding light on the possibilities for future directions.

The History of Undergraduate Research as a National Movement

Undergraduate research, an educational movement and comprehensive curricular innovation, is "the pedagogy for the twenty-first century," according to the *Joint Statement of Principles* composed

by the Council on Undergraduate Research (CUR) and NCUR (2005). The undergraduate research movement has been fueled by CUR, NCUR, the Boyer Commission report *Reinventing Undergraduate Education* (1998), and its resulting action organization, the Reinvention Center. Originally, the scientific community initiated a focus on undergraduate research for several reasons, including reports of the scientific illiteracy of American students in the 1990s, as well as the media's and public's questioning of research universities' attention to undergraduate education. The movement has spread to all areas of academe, including the humanities.

Twenty years before the groundbreaking Boyer Commission report, CUR was established by a group of chemists from private liberal arts colleges to provide support to *faculty*. According to CUR, "faculty members enhance their teaching and contribution to society by remaining active in research and by involving undergraduates in research" (*About CUR*). While founded in the sciences, CUR has expanded in its thirty-year history to include all disciplines and all types of institutions. At this writing, it has nearly 3,000 individual members and almost 500 institutional members. A signature event for CUR is its annual Posters on the Hill, at which colleges and universities share undergraduate research posters with members of Congress. A biennial conference offers faculty the opportunity to meet and discuss undergraduate research broadly as well as in the context of particular disciplines, including an Arts and Humanities division. CUR's publishing arm includes a quarterly periodical, edited collections, and monographs.

Founded in 1987, NCUR is an annual meeting where undergraduates present their research, scholarship, and creative products. Its mission is to "promote undergraduate research, scholarship, and creative activity done in partnership with faculty or other mentors as a vital component of higher education" (*About CUR*). Attended by more than 2,000 students annually, NCUR provides plenary sessions, poster sessions, oral presentations, and performances. Realizing their mutual interests as advocates for undergraduate research, these two important organizations—CUR and NCUR—voted to merge, effective in 2010.

A third organization, the Reinvention Center, grew out of the benchmark Boyer Commission report. Although directed at research universities, the report offers ten points to improve undergraduate education, recommendations that could be applied to any institution—and have. A prime one is "to make research-based learning the standard." As the report notes, "Undergraduate education [. . .] requires renewed emphasis on a point strongly made by John Dewey almost a century ago: learning is based on discovery guided by mentoring rather than on the transmission of information. Inherent in inquiry-based learning is an element of reciprocity: faculty can learn from students as students are learning from faculty" (23).

Educational researcher George Kuh, notably through his work on the National Survey of Student Engagement (NSSE), has identified undergraduate research as one of a few certifiable high-impact educational practices. The role of the mentor and the opportunity for authentic publication or implementation are key. The results include greater satisfaction with the undergraduate experience. Colleagues in the United Kingdom and Australia, convinced by their experiences and research, advocate for undergraduate research for all (Healey and Jenkins 2009).

The Times They Are a-Changin'

First-year students doing original research? Humanities research presented in poster format? Undergraduates as coauthors with faculty? The times they are a-changin', but at a rather sluggish pace. Although the undergraduate research movement has gained notable ground throughout the academy, Dotterer noted in 2002 that "[h]umanities departments have been the slowest to participate" (83). Signs indicate that this is changing for the humanities, and in particular for English studies. At the 2007 CUR Posters on the Hill event, in which undergraduates shared their research with Congress, a humanities poster was selected for the first time in the history of the event. Likewise, CUR has created a new division dedicated to the humanities and arts. The 2008 NCUR received the highest number ever of abstracts in English and allied areas, trumping chemistry submissions.

Similarly, scholarship on undergraduate research and the humanities is on the upswing. Several published articles focus on the benefits, obstacles, and challenges for undergraduate research in the humanities and call for humanities instructors to find ways to engage students in this important curricular movement (see Bost 1992–1993; DeVries 2001; McDorman 2004; Rogers 2003; Wilson 2003; Schilt and Gilbert 2008).

Scholar-teachers in the humanities have questioned the compatibility of undergraduate research and the humanities, pointing out that unlike research in the sciences, the "kind [of] scholarship for which [humanities scholars] are rewarded" is "essentially non-collaborative" and "trivializes student involvement" (Rogers 2003, 132). As a result, the majority of humanities scholar-teachers advocating undergraduate research stress, as did Daniel Rogers's collaborations between faculty and students, "plac[ing] our undergraduates at the center of our research endeavors as co-researchers" and "view[ing] ourselves as co-learners" (Rogers 2003, 133). Todd McDorman (2004) suggests three different models of involving undergraduates in faculty research: (1) faculty-driven collaboration, in which faculty have primary responsibility and students "supply meaningful contributions in the construction of the final product" (39); (2) faculty mentoring, which he describes as a *reciprocal process* whereby faculty and students work in tandem on their own research but provide meaningful feedback for one another; and (3) student-driven collaboration, where the student is the lead author and final decision-maker, while the faculty member guides, critiques, and suggests (42). Responding to these calls for models that imitate the sciences, Laurie Grobman (2007) suggests that contributive research in the humanities may, *but need not*, follow the models of the sciences, citing significant undergraduate research achievements in what she calls the *independent model*, where faculty members mentor and guide the student's project.

In addition to national organizations such as CUR, NCUR, and National Collegiate Honors Council, federal and state humanities organizations can be change agents in how undergraduate research in the humanities is viewed. In 2009 the Utah Humanities Council inaugurated a new fellowship competition for students, establishing opportunities for both undergraduates

and graduates to receive support for their independent research. We urge the National Endowment for the Humanities (NEH) to offer support to students, such as a summer seminar for undergraduates. Naomi Yavneh at the University of South Florida offered an NEH-styled seminar that gave participants a stipend and engaged them in research with an expectation of dissemination. Although such research experiences for undergraduates are available in the sciences, particularly through the good work of the National Science Foundation (NSF), unfortunately, similar paid research-intensive experiences for students of the humanities are rare, which speaks to the value placed on humanistic inquiry.

The English profession is moving toward conversations about how undergraduate research applies in our own discipline, and scholarship on undergraduate research in English studies is emerging. In an essay in *Developing and Sustaining a Research-Supportive Curriculum* (2007), Kinkead addresses specifically ways in which lower-division courses in composition could provide a foundation for research-based learning, particularly in introducing students to principles of Responsible Conduct of Research (RCR). In the writing major, significant articles point to an increasing emphasis on undergraduate research. Dominic DelliCarpini (2007) notes that at York College of Pennsylvania, students in an undergraduate professional writing major "became interested in the back story, in our shoptalk—i.e., in the scholarly and theoretical bases of our discipline" (15). Several of these students produced scholarship that was presented at professional conferences and published in undergraduate journals. Amy Robillard (2006), in *College English*, suggests that undergraduate research has the potential to transform how compositionists conduct research. In a September 2009 article in *College Composition and Communication* (CCC), Grobman argues that by viewing undergraduate research production and authorship along a continuum of scholarly authority, student scholars obtain *authorship* and *authority* through research experiences. In literary studies, Larry K. Uffelman (1995), a professor of English, describes his successful collaborative research project with undergraduates in Victorian literature. Jeanne Moskal and Shannon R. Wooden's coedited collection, *Teaching British Women Writers, 1750–1900* (2005),

includes several chapters describing undergraduate research on noncanonical women writers from the Romantic era. The articles cited above provide an early foundation in scholarly inquiry upon which to build.

Models and Mentoring

As the chapters in *Undergraduate Research in English Studies* illustrate, English studies faculty encourage various models of undergraduate research, including students conducting their own original research with faculty *as mentors*, and students conducting original research as co- or assistant researchers, with faculty functioning *simultaneously as collaborators and mentors*, following the model of the sciences. We believe that multiple models, with the many shapes they take, are valid and valuable, and that our collection can only begin to imagine the possibilities. Whatever model is chosen, the instructor must make transparent the ethical dimensions of the partnership.

Therefore, we also believe that mentorship is crucial to all models of undergraduate research. The research on mentorship suggests that a strong faculty mentor significantly enhances a student's undergraduate research experience (Guterman 2007). Leo Gafney's (2005) study of successful mentoring in the sciences and Robert Beer and Corine Myers's (1995) flexible contract outlining the partners' goals, timetable, and procedures offer suggestions for developing these relationships. Aaron Monte (2001) gives students a set of general guidelines outlining his expectations for them and their many responsibilities as researchers in his chemistry lab. The EUREKA (Enhancing Undergraduate Research Experience, Knowledge, and Access) program at the University of Texas–Austin stresses the importance of a research advisor (Schilt and Gilbert 2008, 52–55).

In this collection, we initiate discussions of mentoring in English studies. David Elder and Joonna Smitherman Trapp show how the process of mentoring can be mutually beneficial and rewarding, and that mentoring may be more about collaboration and friendship than a transfer of knowledge from mentor to mentee. Margaret Earley Whitt and her undergraduate assis-

tant, Matthew Henningsen, explain how they came together to create an anthology of short stories about AIDS as a result of an institutional summer grant. Their successful partnership, which they negotiated in-process lacking any real models, replicates the dominant model of undergraduate research in the sciences. Drawing on educational research on nontraditional students, Jane Greer expands the conversation surrounding undergraduate research in English studies to include nontraditional students, and explores how mentorship of adult students places additional demands on—and offers additional rewards to—faculty members.

Conducting Research Responsibly

Mentorship of undergraduate research in its various forms and models carries with it significant ethical implications. Kinkead (2007), advocating for the centrality of writing programs in undergraduate research programs across the curriculum, argues, "A required writing course that focuses on research is the natural site for introducing Responsible Conduct of Research" (203). Shachter's "Responsible Conduct in Research Instruction in Undergraduate Research Programs" (2007) in the Karukstis and Elgren volume, while based in the sciences, has significant implications for promoting RCR in English studies. Students in literary studies typically have an undergraduate course in literary theory and practice; yet even these long-standing courses will need to adapt to issues that arise when undergraduates collaborate with faculty and attempt to disseminate their single- or coauthored scholarship, such as submission practices and authorship credit. Faculty themselves may not be familiar with the broader definitions of research ethics that extend beyond plagiarism. Ethical issues will be increasingly important and even mandated. NSF has begun requiring RCR training for students involved in funded grants. Although some might consider instruction in integrity and ethics in research yet one more bureaucratic burden, in actuality, we owe our students and society at large education in these sensitive areas, to help them understand just what responsible research entails. In the final analysis, this instruction is humanistic in origin: ethics.

Two chapters in *Undergraduate Research in English Studies* bring the discipline's attention to RCR. Deaver Traywick outlines the major issues that faculty research mentors should address with all undergraduate researchers pursuing human-participant research in composition and communication studies. Issues covered include designing meaningful research that adheres to ethical standards; using online human subjects protection training; navigating local institutional review board (IRB) procedures; and reporting findings in ways that conform to IRB protocol. Jaqueline McLeod Rogers outlines a research methodology course designed to provide a capstone experience for students finishing their undergraduate degree in writing (although it could be modified to suit the interests of students at earlier stages of degree work).

Disseminating Undergraduate Research in English Studies

Undergraduates in English studies have several opportunities to disseminate their research, both in print and at conferences. Over its twenty-two-year history, NCUR has featured hundreds of presentations from literary studies, composition and rhetoric, creative writing, English education, and linguistics. In 1985, Professors Mikel Vause and Michael Meyer of Weber State University (Ogden, Utah) initiated the National Undergraduate Literature Conference. Sigma Tau Delta, the International English Honor Society, hosts an annual convention inviting all members to submit critical essays, creative nonfiction, original poetry, fiction, drama, screenplays, or panel proposals. Another students-only meeting is the Undergraduate Conference in Medieval and Early Modern Studies at Moravian College (Bethlehem, Pennsylvania), which started in 2006. On a regional level, Virginia Military Institute's Department of English and Fine Arts has hosted an annual undergraduate research conference.

On-campus celebrations of undergraduate research, scholarship, and creative activity are widespread and enable students to share their work. In this volume, Ted Hovet describes the ins and outs of Western Kentucky University English department's Undergraduate Conference on Literature, Language, and Culture for its English majors, modeled after a typical academic confer-

ence. Among Hovet's most important aims is to demonstrate that "local" efforts can spur students to success on a larger stage. Equally important is the unintentional but vital consequence of this undergraduate conference for the Department of English: it gives the department a chance to promote itself and its students to a wider public. Chapters by Hovet, Christie Fox, and Laura Gray-Rosendale suggest that poster presentations are fast becoming common forms of dissemination at undergraduate conferences, enabling a greater number of students to participate and share their work.

Perhaps the earliest concerted effort to publish the work of undergraduates in English studies is *Writing Lab Newsletter*, founded by Muriel Harris, which published its first "Tutor's Corner" (now called "Tutor's Column") in 1984. *Young Scholars in Writing*, appearing in 2003, is an international, undergraduate research journal written for and by undergraduate students involved in rhetoric and composition. It has published on such topics as rhetorical analyses of political speeches, comedy acts, and literary texts; studies of peer tutoring; explorations of women's rhetoric; and investigations of online environments.

The Oswald Review, published since 1999, includes refereed articles primarily in literary studies. The *Pittsburgh Undergraduate Review* (*PUR*) publishes research articles written by students, the majority in the humanities, arts, and social sciences. In 1984, the University of Texas–El Paso honors program began publishing *The National Honors Report* (Gingerich 1985, 20–21). Several campuses have undergraduate research journals that are general to the university (for example, University of North Texas's *The Eagle Feather*) or specific to departments (for example, Utah State University's *Scribendi*). In this volume, Marta Figlerowicz, an undergraduate at Harvard University, argues that students in literary studies should pursue in-depth research projects aimed at professional publication, even though their chances for publication may be slim. Figlerowicz traces her four major research projects to date, including a recent publication in the prestigious *New Literary History*.

We believe that opportunities for students to publish their undergraduate research in English will continue to increase—and not just opportunities for students from elite institutions. The

high-impact nature of undergraduate research as an educational experience bodes well for its pervasive entry in English studies at two-year colleges, comprehensive colleges, land-grant colleges, and branch campuses as well as Ivy Leagues. That range of institutional types is apparent in this volume. We also recommend that faculty mentors and English department administrators increase their role in encouraging and teaching students about dissemination opportunities for undergraduate research at local, regional, and national levels.

Sites of Undergraduate Research in the English Curriculum

There are many places in the curriculum in which undergraduate research in English studies does and should occur. To maintain a manageable scope and length, this volume focuses on writing and rhetoric and literary studies, although many chapters describe projects and curricula that overlap with other subfields of English, such as English education, cultural studies, and linguistics. Undergraduate research is also taking place in creative writing and folklore. This collection is a call to broaden undergraduate research possibilities in all areas of English.

Writing and Rhetoric

Undergraduate research in writing and rhetoric is steadily increasing. Not surprisingly, scholars in composition and rhetoric are exploring the research of undergraduates in the first-year writing program. Douglas Downs and Elizabeth Wardle's (2007) "Teaching about Writing, Righting Misconceptions" suggests that students in first-year writing classes are able to contribute disciplinary insights about writing itself if given the proper scaffolding. Downs and Wardle extend their analysis in their chapter in this volume, describing their efforts to engage first-year students in writing-related empirical research, discussing the goals of such projects, examining the benefits and drawbacks, and suggesting some theoretical conceptions for understanding the project of first-year research.

One of the most prominent types of undergraduate research is in the teaching of writing, especially related to writing center tutors and writing fellows programs. In this volume DelliCarpini and Cynthia Crimmins describe ways that writing centers can act as spaces for the development of undergraduate research projects. The authors focus on the ways in which the experiential element of a peer-tutoring course has led their students to move from *praxis* to *gnosis*, from the practical work of teaching and tutoring writing to an interest in the scholarship surrounding that work.

The possibilities for undergraduate research projects in writing studies are numerous. In this collection, Gray-Rosendale offers a case study of undergraduate research in a senior-level seminar course on how rhetoric is used in memoirs. Brian J. McNely argues that programs and departments of rhetoric, writing, technical communication, and related fields should focus first and foremost on curricular change to foster meaningful undergraduate research, change which is inculcated at our institution by the development of rhetoric and writing courses that study rhetoric and writing itself.

Literary Criticism

Literary criticism also offers undergraduate research opportunities. As the array of conferences and journals attests, students are conducting literary criticism as independent scholars, following the model of their faculty. In addition to Figlerowicz's chapter, Hovet's chapter includes examples of undergraduate literary scholars. We have also found that students working as independent scholars will likely have an easier time finding a gap in knowledge if they study archival and noncanonical texts.

In this collection, several chapters reflect on and theorize innovative faculty-student collaborations in literary research. D. Heyward Brock, James M. Dean, McKay Jenkins, Kevin Kerrane, Matthew Kinservik, and Christopher Penna demonstrate how they "conspire" in the learning and writing process to produce high-quality, researched essays while approximating the best features of scientific collaboration. Each supervises student partners in topics related to his or her current research. Christine F. Cooper-Rompato, Evelyn Funda, Joyce Kinkead, and undergraduates

Amanda "Mannie" Marinello and Scarlet Fronk describe the experiences of two research fellows who engage in scholarship from the outset of their undergraduate careers. Cooper-Rompato and Scarlet, a first-year English major, detail their work on an illuminated manuscript in medieval studies; and Funda and Mannie explain how Funda mentored Mannie on research about Willa Cather, which led the student to explore and "own" similar themes with J. M. Barrie.

Further Implications of Undergraduate Research in English Studies

Beyond the major issues already described—models and mentoring, instruction in responsible research, sites of undergraduate research, and dissemination possibilities—we raise here several implications of undergraduate research and English studies that emanate from our contributors' chapters. We stress that research, reflection, and critique of these issues is vital to realizing the potential of undergraduate research in English studies. The afterword suggests several future-forward issues to consider.

Student Learning

Generally, research proposes some important benefits to students. As active meaning-makers in a scholarly community, students "develop ownership" of the discipline (Lancy 2003, 88) and apply knowledge gained in the classroom to questions and problems needing answers. In so doing, they improve and refine their research, writing, and revision skills, and undergo the frustrations and exhilaration we all feel as researchers. Students also learn and practice different forms of collaboration. Undergraduate research promotes creativity and alternative ways of thinking, develops students' critical reading and critical thinking skills, and sharpens their ability to analyze, interpret, and synthesize.

The relationships students develop with faculty mentors have been shown to have positive effects on retention, student achievement, and student satisfaction (Malachowski 1999; see also Wilson 2003). Undergraduate research stimulates intellectual

curiosity and encourages students to pursue graduate school and further research opportunities (Hathaway, Nagda, and Gregerman 2002.) Elaine Seymour, Anne-Barrie Hunter, Sandra L. Laursen, and Tracee DeAntoni (2004), in their initial report of a three-year study of four liberal arts colleges in eight science disciplines, found that 91 percent of students involved in their study referenced positive gains from the undergraduate research experience. In a later study, Hunter, Laursen, and Seymour (2007) found that faculty and their students generally agree on the nature, range, and extent of students' undergraduate research gains.

The contributors to this volume, directly or indirectly, affirm the consensus in undergraduate research circles that students benefit in myriad ways. They confirm that students develop their facility at inquiry and problem solving through the focused mentorship provided by faculty. The students suggest that these experiences provide more authenticity and make them feel like members of an exciting field. They also seem to be on a path to further research through graduate studies. Moreover, we hope these chapters are the stepping-stones for continued research on what *and* how students best learn through undergraduate research in English studies.

Accessibility

Yet, who are the students who enjoy these benefits? Philosophically, undergraduate research is accessible to all students. Our collection illustrates that genuine student research is not reserved for elite students, nor for elite institutions. Departments of English studies must, if they have not already, address the issues of faculty time, institutional conditions, roles, and rewards to ensure student access, and to make the extraordinary ordinary.

We believe that all students must have equal access to undergraduate research. What this means in practice is that we must make efforts to level the playing field so that all students, regardless of socioeconomic or ethnic/racial background or gender, are given these opportunities. Undergraduate research can occur in any number of sites in English studies: a course in the sequence of a program, an honors course, an independent study, a capstone research seminar, and even in lower-division course work. Fac-

ulty, administrators, and students should advocate for scholarships and grants that support undergraduate research. Students conducting archival research, for instance, may require funds to travel to collections. In this volume, Amanda Marinello describes her research in Scottish libraries following an inquiry into J. M. Barrie's personal albums that was funded by a university grant. In addition, departments must include opportunities about undergraduate research in the field in public sites such as departmental webpages. These pages should feature exemplary models of other students who have engaged in research, scholarship, and creative activity. Such venues will improve access and participation. In brief, students need access to information as well as opportunity.

To improve access to undergraduate research, we must take into account issues pertinent to students of color and students from low socioeconomic status. Several studies in disciplines other than English studies have begun this work, and we should follow suit. For example, Angela Johnson (2007) found that female students of color in the sciences more often than not were discouraged by their undergraduate research experiences (810). But John Ishiyama (2007) reports that African American students participating in the McNair program at Truman State University are much more likely than white first-generation college students from low incomes to emphasize psychological benefits from the research experience and to describe a successful mentor as personally supportive. In their study of the Undergraduate Research Opportunity Program (UROP) at the University of Michigan, Sandra Gregerman, Jennifer Lerner, William von Hippel, John Jonides, and Biren Nagda (1998) report increased retention rates for African American students, especially African American males whose academic performance was below the median for their ethnic/racial group. Additionally, the researchers found positive trends for Hispanic and white students who participated in UROP during their sophomore year (66; see also Gregerman 1999.) The CUR publication *Broadening Participation in Undergraduate Research* (Boyd and Wesemann 2008) focuses on undergraduate research programs that reach out to underrepresented ethnic and racial minorities, students with disabilities, females, students of low socioeconomic status, first- and second-year students, and others not traditionally involved in the development of new knowledge.

Finally, undergraduate research scholars and practitioners are thinking seriously about undergraduate research in lower-division courses, not just in the major. Linda Rueckert, editor of the fall 2008 *Council on Undergraduate Research Quarterly*'s (*CURQ*) special issue, "Undergraduate Research: An Early Start," states that "it might be possible to introduce students to research earlier" (4). In the same issue, Brent Cejda and Nancy Hensel report on an NSF grant–funded initiative undertaken by CUR and the National Council on Advanced Technological Education (NCIA) on student research at community colleges. Cejda and Hensel state that most participants in the study desire "more" undergraduate research at community colleges, even though the obstacles to undergraduate research at community colleges are substantial (10). Joseph Grabowski, Margaret Heely, and Jacob Brindley describe the successes of the First Experiences in Research program at the University of Pittsburgh, which engages first-year students in faculty research in the humanities, social sciences, and natural sciences.

Issues of Collaboration and Authorship

Among the most interesting and complicated issues arising from the proliferation of undergraduate research in its various models are authorship and collaboration. For example, Jenn Fishman, Andrea Lunsford, Beth McGregor, and Mark Otuteye's "Performing Writing, Performing Literacy" (2005), which received the 2006 Richard Braddock Award for Best Article in *CCC*, is written largely in the collective "we" of teacher-scholars Fishman and Lunsford, while undergraduates McGregor and Otuteye's separate sections in the middle of the article are text versions of their presentations at the Conference on College Composition and Communication (CCCC) Convention in New York City in 2003, "where they both described and enacted writing performances" (234). Based on the first two years of a five-year Stanford Study of Student Writing, Fishman and colleagues' article links student writing to theories and practices of performance, such as spoken-word poetry and radio broadcasting (226). Yet the article constitutes a complex, and unusual, kind of coauthorship, primarily

because the students are positioned as *both* “study participants” and “coauthors” (224).

Scholarship on authorship in diverse disciplines is a good place for us to begin to unravel these issues for faculty-student research partnerships. Kami Day and Michele Eodice (2001) distinguish *co-writing*, that is, “face-to-face, word-by-word text production,” from *coauthoring*, “working together—topic and idea generation, research, talk, possible co-writing, decisions about how the final product will look, etc., on a writing project” (121–22). In their study of six coauthoring faculty academic teams, most did some combination of coauthoring and co-writing (131). In contrast, in the sciences, as John Trimbur and Lundy A. Braun’s (1992) study of multiple authorship demonstrates, authorship may have little to do with writing and a lot to do with “the processes of negotiation by which recognition is allocated” (21), usually “along ‘hierarchical’ lines” (22).

What will we expect from student-faculty scholarly collaborations in our own discipline? How will we assign authorship? Will students who help with the research but not the writing be included as authors (as in the sciences)? As more essays are produced by collaborations between faculty and students, models and practices of these partnerships will emerge (see Grobman, “The Student Scholar” [2009], for further discussion of collaboration and authorship in undergraduate research). Given the many collaborative variations possible in joint faculty-student undergraduate research, our discipline will need to work toward consensus regarding authorship credit.

Faculty Reward System

We acknowledge that faculty members, particularly those on the tenure track at research universities, are rewarded for authoring scholarship and research, not necessarily for writing about how research may be done with their students, or for coauthoring an article. Essays and chapters that may be viewed as pedagogical in nature may not carry the same weight for merit, tenure, or promotion as does original research. Even so, issues of tenure and merit are highly dependent on the nature of the institution. For

many fields in English studies, single-authored original scholarship is the standard. In a faculty review, mentoring of students most likely does count as part of teaching and learning. There may be more openness in some subfields to multi-authored, collaborative works, more typical of a social sciences or education model. In addition, many institutions have adopted the *scholarship of teaching* model, advocated by Boyer (1990), that rewards pedagogical scholarship. This is especially appropriate to institutions that enroll primarily undergraduates or are comprehensive institutions. Post-tenure faculty may also find tremendous satisfaction in working with undergraduates, sharing in their achievements. Finally, we note that many institutions market themselves through student success stories. A mentor of undergraduate researchers may very likely be a stellar candidate for the Carnegie Foundation U.S. Professors of the Year Program. In brief, it will be important to analyze the mission of the institution and its roles and rewards structure—and perhaps to revisit that language. In the sciences, faculty may welcome additional pairs of hands to assist with research projects. The same may be true for humanities faculty. Witness the enormous assistance that Henningsen provided Whitt (see Chapter 2). The bottom line is that institutional support and funding for such activities are more prevalent in the sciences than in the humanities, although evidence abounds that humanities students are increasingly included in undergraduate research grants and other awards. Faculty members are right to ask about roles and rewards, for it is only when mentorship of students—undergraduates or graduates—is codified that they can be sure that such activity truly counts in decisions on merit, tenure, and promotion. We are heartened by Cooper-Rompato's comment in Chapter 9 that her department head tapped her for mentoring an undergraduate researcher because "it would look good in her tenure file." Perhaps her experience indicates a sea change toward what Carolyn Ash Merkel (2003) calls a "culture of undergraduate research" (42), evidenced by its being embedded in the educational experience: faculty know about it and encourage it; administration supports it with resources; and students know the opportunities exist and how to take advantage. Our hope is that *Undergraduate Research in English Studies* will begin to

codify undergraduate research in English studies as an important teaching activity for faculty that will be equitably accounted for in faculty promotion and tenure decisions.

Benefits to the Discipline(s) of English Studies

No doubt, the current status of English studies in higher education is in flux. Inside and outside the academy, constituents are demanding assessment and accountability, evidence that what students learn in their English courses and majors will transfer to on-the-job readiness. Like Reed Wilson (2003), we believe that undergraduate research is one means for humanists to promote the value of what we do to the public at large, including our students, who are the future taxpayers, philanthropists, and parents (79). How wonderful if our students can articulate that importance for us, understanding the value of humanistic inquiry *because* they have been makers of knowledge in the field. In our view, *value* is broadly conceived, and the varied scholarship our undergraduates do and can produce exemplifies this diversity. Yes, we are boosters of undergraduate research, but we also understand the barriers—both cultural and institutional—that hamper the adoption of this high-impact educational experience.

The authors of these chapters contribute to the conversation on the increasing emphasis on interdisciplinary approaches to teaching and scholarship. They suggest, and also describe, the power of inquiry and its effect not only upon the students, but upon their mentors. Please join us in this conversation about an emerging movement in English that draws on developments in fields other than our own, and also creates new ways to engage students in meaningful and authentic scholarly work that contributes to what we know about English studies.

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Why shouldn't undergraduates in English studies have the same opportunities as those in the sciences to benefit from undertaking real research that can inform and have an impact on practitioners in the discipline? They should and can, according to editors Laurie Grobman and Joyce Kinkead, who have produced this collection to showcase the first steps being made to integrate undergraduate research into English studies and, even more important, to point the way toward greater involvement.

Undergraduate Research in English Studies is a groundbreaking collection that aims to mobilize the profession of English studies to further participate in undergraduate research, an educational movement and comprehensive curricular innovation that is "the pedagogy for the twenty-first century," according to the Joint Statement of Principles composed by the Council on Undergraduate Research and the National Conferences on Undergraduate Research. Students engaged in genuine research gain an insider's understanding of field-specific debates, develop relevant skills and insights for future careers and graduate study, and contribute their voices to creating knowledge through the research process.

Some contributors discuss the importance of mentoring, how to conduct research responsibly, and avenues for disseminating research and scholarship locally, regionally, nationally, or internationally. Others provide case studies of undergraduate research in literature and composition and rhetoric. The volume combines theory and practice, and lays the groundwork for further practice and inquiry, sending forth a call to broaden undergraduate research possibilities in all areas of English.

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