



## Letter from the Editors

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Have you ever wondered about the ways in which the higher education system distributes undergraduate research opportunities to students – or doesn't? Ever considered ways of implementing peer cohorts using a cognitive apprenticeship model into your lab or research group? Or wondered about the intersections between research and service-learning, undergraduate research and graduate student or faculty research? What about how faculty on your campus perceive undergraduate research – the benefits, the commitments, the barriers?

Welcome to the inaugural issue of *Perspectives on Undergraduate Research and Mentoring (PURM)*! Our authors in this issue address the questions above in ways that will challenge you and hopefully inspire you as a member of the undergraduate research community. Our authors embody the spirit in which *PURM* was created, showcasing their multidisciplinary, varied approaches to undergraduate research, their concern for the product and the process of this research, and the careful mentoring that must accompany it:

- In an invited piece, U.K. pioneers Alan Jenkins and Mick Healey explore the question of accessibility to undergraduate research in higher education, providing four pathways for expanding access to authentic undergraduate research experiences for all students, not just a select few.
- Developmental psychologist Maureen Vandermaas-Peeler writes with three of her former Elon University students, Jackie Nelson, Larissa Ferretti, and Lauren Finn, to share the benefits and challenges of implementing a peer mentoring/cognitive apprenticeship model in her research lab. Their dialogue shows just how important mentorship, both faculty and peer, can be in the student research experience.
- Students and faculty in the Public Sociology Program at the University of North Carolina Wilmington share their experiences in developing, participating in, and researching within a Community Campus location in a public housing development local to their university. Kimberly Lancaster, Leslie Hossfeld, Erin O'Donnell, and Hillary Geen share their research and mentoring experiences in this interesting service-learning setting.
- Researchers Amy Buddie and Courtney Collins report on a comprehensive faculty survey they conducted at their university to explore an understudied population in the undergraduate research equation: faculty. Their results illuminate gaps in our understanding of faculty perceptions of undergraduate research and open us to new questions and avenues for empirical research about faculty in undergraduate research programs.

- And finally, Peter Felten provides a thoughtful review of Healey and Jenkins' recent book, *Developing Undergraduate Research and Inquiry*, which will be of special interest to those readers who connect with the authors' invited piece.

There is something for everyone in this issue.

When we imagined *PURM*, we envisioned not just a journal but a community that would work together to enhance educational and professional practices and to enlarge the conversations among those invested in undergraduate research who strive to continue to support each other, develop the body of knowledge, and invite others into that conversation. Our vision for *PURM* is anchored by the idea of giving a prominent voice to the undergraduates who are at the center of these diverse research endeavors. In addition to the journal's *Dialogues* and *Student Perspectives* articles (which are authored by students alone or with faculty mentors), manuscripts submitted to *PURM* were and always will be peer-reviewed by undergraduate student/faculty dyads. Not only does this distinctive model of review provide unique opportunities for undergraduates to be directly involved in the peer-review process, but also it formalizes our conviction that any conversation regarding undergraduate research is incomplete without substantial input from the students themselves, which we think our authors in this issue demonstrate admirably.

We hope that you will work with the *PURM* editorial staff to create a welcoming, supportive, and useful forum to enhance the wide interest in the mentoring and support of quality undergraduate research. *PURM* exhibits this conviction as an open-source publication, and all content will be made freely available for viewing and download. Additionally, *PURM* invites you to take advantage of benefits of our online home by extending conversations about each article in the comments sections and by creating new conversations in our blog, *Current Questions*, which you can reach through the navigation on the left of the page. *Current Questions* invites you to participate in a discussion based on our weekly posts. You can also go a step further and pose your own question to the community by being a guest blogger (contact Rebecca Pope-Ruark for information). We are looking forward to the community of students, faculty, and administrative voices we can create via these opportunities.

In this inaugural issue, you will find interesting and insightful manuscripts that follow the theme "[Supporting Quality Undergraduate Research: Challenges and Rewards](#)." We sincerely believe these works will enrich the vibrant multidisciplinary discussion of undergraduate research that is currently taking place in academia and also encourage others to actively join in this conversation. Thank you for reading and participating in the community.

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