

## CURE Faculty Institute Overview 2025

A CURE in any field involves outcomes that are unknown to both the *student and instructor* (as well as the related field of scholarship) and *directly relevant to the questions and problems explored within that discipline*. This approach distinguishes CUREs from activities like using established case studies or writing research reports, as it emphasizes original student investigations. CUREs also include a dissemination component, encouraging students to share their work beyond the traditional classroom setting, as one of the characteristics of the educational experience.

Several groups have developed descriptions of CUREs, most of which originate from the Council for Undergraduate Research (CUR) core principles for undergraduate research. CUR defines undergraduate research as "an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline" (CUR, 2011). In the case of a CURE, this experience occurs as part of the curriculum and is integrated into the course's student learning objectives.

### **Institute Purpose:**

Faculty participating in the 2025 institute will develop a course-based undergraduate research experience (CURE) for one of their courses. Participants will explore the operating definition of a CURE within their own and other fields and engage in scaffolded professional development to design a course-based research experience for their students. This process will involve articulating student learning objectives, developing course materials (such as assignments and handouts), and creating an assessment structure. Each faculty member will be paired with a faculty peer mentor who has experience implementing CUREs. Collectively, participants will form a community of practice for CUREs on the Kutztown University campus.

### **Eligibility:**

All tenured and tenure-track KU faculty teaching an undergraduate-level course who wish to develop a CURE are eligible to apply. Priority will be given to those faculty whose courses are expected to be offered during the 2025-26 academic year.

**Support:** Faculty will receive \$1000 after in-person workshop in August (via dual compensation)

### Institute Timeline and Expectations of Faculty Participants:

Stage	Format	Dates	Description
1	Online, asynchronous	April 1 – May 19, 2025	Faculty will review background materials on CUREs and gather initial ideas for their courses to prepare for the in-person institute.
2	In-person workshop	May 20-22, 2025	Outcome-based CURE design institute. A blend of methodology presentations, small group collaboration, individual work time, and mentor meetings.
3	Online, asynchronous	End of May – August	Faculty will complete the development of their project and materials over the summer. Mentors and CEL colleagues will check in at key points and offer support as needed.
4	In-person workshop	August date (TBD)	Faculty present their CURE materials and prepare for CURE implementation in the academic year.
5	Implementation	Fall 25 and/or Spring 26	As participants implement their CURE, support will continue via small teams within the cohort who will continue to meet with their faculty peer mentors.
6	Student mini-conference	Wednesday of Finals Week (both in Fall and Spring)	Optional - facilitated opportunity for shared presentation time to disseminate CURE student learning outcomes during finals.

**Application:** Fill out this short online application with course information and questions about your goals and possible projects.

**Round 1 - Priority:** Due February 7 with decisions announced by February 14.

**Round 2 – Rolling:** Application closes March 28 (as remaining spaces are available).

Selections will be based on criteria about the course, offerings, and distribution across disciplines in alignment with the goals of the Title III grant program. Participation is limited to 10 faculty per cohort according to the grant implementation.

**Note:** This work is funded by the KU Title III grant. Participating faculty agree to additional assessment, surveys, and/or data collection as a part of the Title III program and grant reporting.

**Application:** <https://forms.office.com/r/4JmFi7dS1S>