

CURE as a Research Experience for All: Preparing the Future STEM Workforce

PI: Pamela Marshall, co-PIs: Jennifer Broatch (Jennifer.Broatch@asu.edu), Thomas Cahill, Jennifer Foltz-Sweat, and Ken Sweat

What is a CURE?

A Course-based Undergraduate Research Experience (CURE) is a course designed around a research question or system in which the students participate as true researchers, often designing hypotheses and experiments and answering questions for which no one yet knows the answer (reviewed in [1]).

Examples of successful CUREs, most of which are biology-focused:

- Howard Hughes Medical Institute's SEA Phage [2],
- NSF-supported Genomics Education Partnership [3],
- NSF-supported Genome Consortium for Active Teaching [4],
- Maize transposons [5],
- Small World Initiative [7], and
- NSF-support CUREnet network [6].

CURE #1: Native Bees of Arizona: Pollinator Networks in Urban Landscapes.



Fall 2016: Included biology, applied computing and statistics majors

Evaluation

Evaluation Questions (External Evaluator – RMC Research Corporation Dr. John Sutton)

- components of scientific inquiry across modules?
- To what extent have CURE classes been integrated into the degree programs?
- To what extent does CURE classes **broaden participation of underrepresented groups**?

We will test this with a several field tested, published universally available instruments so we can directly assess our CURE modules, comparing them to each other, students at West campus who have not enrolled in an CURE, and other programs in the United States, as suggested by Beck et al. [8]

[1] L.C. Auchincloss, S.L. Laursen, J.L. Branchaw, K. Eagan, M. Graham, D.I. Hanauer, G. Lawrie, C.M. McLinn, N. Pelaez, S. Rowland, M. Towns, N.M. Trautmann, P. Varma-Nelson, T.J. Weston, E.L. Dolan, Assessment of course-based undergraduate research experiences: a meeting report. CBE Life. Sci. Educ. 13 (1) (2014) 29-40. [2] T.C. Jordan, S.H. Burnett, S. Carson, S.M. Caruso, K. Clase, R.J. DeJong, J.J. Dennehy, D.R. Rubin, M.S. Saha, J. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Jacobs-Sera, W.H. Pope, D.A. Russell, S.G. F. Hollowell, S.G. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Jacobs-Sera, W.H. Pope, D.A. Russell, S.G. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Jacobs-Sera, W.H. Pope, D.A. Russell, S.G. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Jacobs-Sera, W.H. Pope, D.A. Russell, S.G. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Jacobs-Sera, W.H. Pope, D.A. Russell, S.G. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Jacobs-Sera, W.H. Pope, D.A. Russell, S.G. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Jacobs-Sera, W.H. Pope, D.A. Russell, S.G. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Jacobs-Sera, W.H. Pope, D.A. Russell, S.G. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Jacobs-Sera, W.H. Pope, D.A. Russell, S.G. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, K.W. Bradley, D. Barker, S. C. Elgin, A. Hartzog, W.H. Barker, S. C. Elgin, A. Hartzog, W.H. Barker, S. C. Elgin, A. Hartzog, W.H. Grillo, G.P. Hollowell, L.E. Hughes, A. I. Sandoz, C.D. Shaffer, B. Taylor, L. Temple, E. Vazquez, V.C. Ware, L.P. Barker, S. C. Elgin, A. Hartzog, W.H. Pope, D.A. Russell, S. Cresawn, D. Lopatto, C.P. Bailey, G.F. Hatfull, A broadly implementable research course in phage discovery and genomics for first-year undergraduate students. MBio 5 (1) (2014) e01051-13 [3] C.D. Shaffer, C. Alvarez, C. Bailey, D. Barnard, S. Bhalla, C. Chandrasekaran, V. Chandrasekaran, H.M. Chung, D.R. Dorer, C. Du, T.T. Eckdahl, J.L. Poet, D. Frohlich, A.L. Goodman, Y. Gosser, C. Hauser, L.L. Hoopes, D. Johnson, C.J. Jones, M. Kaehler, N. Kokan, O.R. Kopp, G.A. Kuleck, G. McNeil, R. Morris, P.J. Overvoorde, E. Shoop, S. Parrish, K. Reed, E.G. Regisford, D. Revie, A.G. Rosenwald, K. Saville, S. Schroeder, M. Kaehler, N. Kokan, O.R. Kopp, G.A. Kuleck, G. McNeil, R. Morris, P.J. Overvoorde, E. Shoop, S. Parrish, K. Reed, E.G. Regisford, D. Revie, A.G. Rosenwald, K. Saville, S. Schroeder, M. Kaehler, N. Kokan, O.R. Kopp, G.A. Kuleck, G. McNeil, R. Morris, P.J. Overvoorde, E. Shoop, S. Parrish, K. Reed, E.G. Regisford, D. Revie, A.G. Rosenwald, K. Saville, S. Schroeder, M. Kaehler, N. Kokan, O.R. Kopp, G.A. Kuleck, G. McNeil, R. Morris, P.J. Overvoorde, E. Shoop, S. Parrish, K. Reed, E.G. Regisford, D. Revie, A.G. Rosenwald, K. Saville, S. Schroeder, M. Kaehler, N. Kokan, O.R. Kopp, G.A. Kuleck, G. McNeil, R. Norris, P.J. Overvoorde, E. Shoop, S. Parrish, K. Reed, E.G. Regisford, D. Revie, A.G. Rosenwald, K. Saville, S. Schroeder, M. Kaehler, N. Kokan, O.R. Kopp, G.A. Kuleck, G. McNeil, R. Norris, P.J. Overvoorde, E. Shoop, S. Parrish, K. Reed, E.G. Regisford, D. Revie, A.G. Rosenwald, K. Saville, S. Schroeder, M. Kaehler, N. Kokan, O.R. Kopp, G.A. Kuleck, G. McNeil, R. Kopp, G.A. Kuleck, G. McNeil, R. Kopp, G.A. Kuleck, G. Kopp, G.A. Shaw, G. Skuse, C. Smith, M. Smith, E.P. Spana, M. Spratt, J. Stamm, J.S. Thompson, M. Wawersik, B.A. Wilson, J. Youngblom, W. Leung, J. Buhler, E.R. Mardis, D. Lopatto, S.C. Elgin, The genomics education partnership: successful integration of research into laboratory classes at a diverse group of undergraduate institutions. CBE Life. Sci. Educ. 9 (1) (2010) 55-69. [4] A.M. Campbell, M.L. Ledbetter, L.L. Hoopes, T.T. Eckdahl, L.J. Heyer, A. Rosenwald, E. Fowlks, S. Tonidandel, B. Bucholtz, G. Gottfried, Genome Consortium for Active Teaching: meeting the goals of BIO2010. CBE Life. Sci. Educ. 6 (2) (2007) 109-118. [5] J.M. Burnette 3rd, S.R. Wessler, Transposing from the laboratory to the classroom to generate authentic research experiences for undergraduates. Genetics 193 (2) (2013) 367-375. [6] Franklin College of Arts and Sciences and University of Georgia. CUREnet. https://curenet.cns.utexas.edu/ (2014). **Acknowledgements:** Ana Beatriz Ronan [7] Yale University, Small World Initiative. http://www.smallworldinitiative.org/ (2014).

[8] C. Beck, A. Butler, K.B. da Silva, Promoting inquiry-based teaching in laboratory courses: are we meeting the grade? CBE Life. Sci. Educ. 13 (3) (2014) 444-452.

"Tell me and I forget. Teach me and I remember. Involve me and I learn."-Benjamin Franklin

CURE #2: Capsaicin Analysis in Hot Peppers



• To what extent does the universal CURE framework help to standardize teaching of common

Student Population

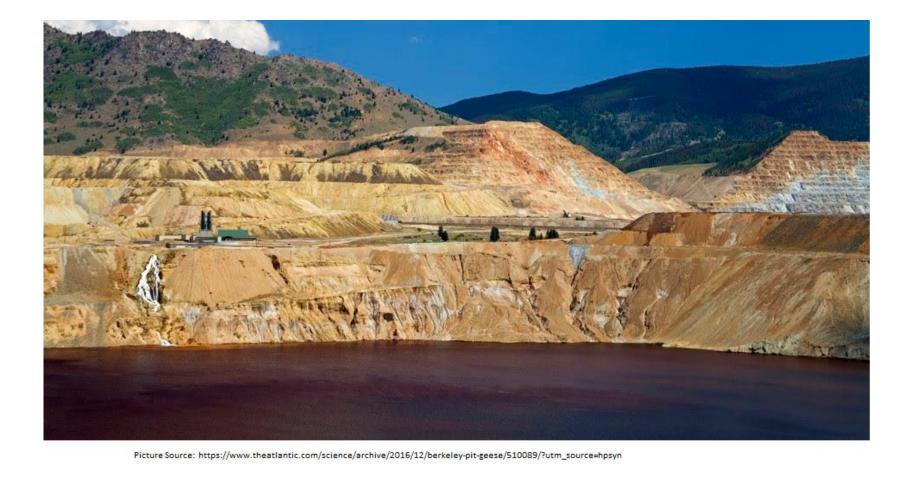
Student Population at ASU-West

- ASU West is a Hispanic Serving Institution (HSI).
- 55% first generation college students, the largest percentage of any College at ASU.
- Undergraduate only, no graduate program.

Student Population in CUREs:

- Open to all students interested in a course-based undergraduate research experience, regardless of career goals. INTERDISCIPLINARY by design.
- Freshman biology sequence prerequisite for the Biology, Environmental Science, and Forensic Science majors, the of BIO181/182,
- No prequisite for applied math, computing, and statistics majors.

CURE #3: Phytotoxicity and CURE #4: Topics in **Phytoremediation of Mine Site Soils Environmental Microbiology**



Project Objectives

- Increase CURE students' understanding of the scientific method, experimental design, and data analysis and inspire research focused career goals.
- Develop a universal framework any CURE can utilize for maximum learning and disseminate via CURE conference in Spring 2020.
- Transform the institution to one that supports high numbers and levels of engaged STEM students, particularly first-generation and under-represented groups in STEM.
- Science majors will synergize with the quantitative majors to develop excellent peer rapport and peer-peer teaching.
- Publish results of the CURE projects with student co-authors.



NSF DUE 1606903 08/2017-07/2020

