

WSU Undergraduate Research Information Session

SHELLEY

Welcome. Thanks for coming. I want to welcome our Global Campus students, as well, that are virtually connected. That's what all the paraphernalia in the corner is for. So we're live streaming this. It's also going to be recorded so if you want to catch something later that you missed or you have a roommate that couldn't be here, you're welcome to share the information with them. And they can view the whole workshop or session later.

PRESSLEY:

So my name is Shelley Pressley. I am the Director of Undergraduate Research here at Washington State University. I'm also research faculty in the Civil and Environmental Engineering department. So I have a split appointment so half my time I spend trying to encourage students like you to get involved in research and the other half of my time, I do research.

So I work in air quality so I'm in the lab for atmospheric research. So my area of interest is greenhouse gases, climate change, measuring emissions, CO₂, N₂O, methane, all those kind of things. So if you have any questions about that type of research, you're more than welcome to talk to me after the session is over.

So I went around already and, I think, we had just about every single major represented here. I didn't catch any math majors, anyone math majors? That might be the one that we're missing. But it's great to see so many different majors here. I'm excited to see that.

I do have a i-Pad circulating to get your information, student ID and that's so that I can communicate opportunities that come up, whether it be scholarship opportunities or other information sessions or applications for circa, things like that. So if you give me your information, I'll be able to communicate with you and let you know what's going on.

So undergraduate research, what do we mean by undergraduate research? When we talk about that, I'm talking about faculty mentored research. So as an undergrad, you're working with a faculty member and you're being guided with their expertise. They've been doing this for a long time and they've got great ideas. And they can sometimes help you avoid pitfalls when it comes to doing research.

But you're working on a project independently. So you're doing creative or scholarly studies, research, whatever it may be depending on your major or your discipline. But you're typically, working with an advisor or a faculty member.

It also could be a graduate student or a post-doc, those could also be advisor and mentors that you may end up working with. It maybe a team of both, all of the above. So you're being supported by that mentor and so you're not out there floundering on your own, which can be important when you're first starting something that you're unsure of.

And what I have up here, when I talk about not many grad students, what I mean by that is some students may have a job in the lab where they're washing dishes and re-staffing supplies, maybe doing what a graduate student tells them to do.

Hey can you clean this area up today? Can you prepare this media broth today? Can you feed the rats tomorrow?

And that's research, you're getting involved in research and that's great and you're learning a lot. You may be learning lab safety you may be learning what the grad student is doing and you're learning techniques in the lab. And that's all great, it's a good foot in the door but you're not really doing your own research. You're sort of just following what the grad student tells you to do.

So that's what I mean when I say you're not a mini grad student. If you're doing undergraduate research, you're doing independent project, something that is yours that you can claim as your own.

What's so great about research is it's active learning so instead of you sitting in a classroom and listening to a lecture and trying to regurgitate that information on a test, when you're doing research, you're figuring it out for yourself. It's active. And it's outside of the classroom. You're applying what you learn in the classroom to the research experience.

Undergraduate research has four primary components. The first one I just talked about, is mentorship so you're working with an advisor.

The second one is you're doing original research. I touched on that as well. Innovative, cutting edge, original research, right? If it's already been done, why are we going to do it again? We're not. That's not research. Original research means you're trying something that's new and different and it may fail. And in fact, a lot of times it will fail. And that's OK. It's still research.

You're learning that that didn't work and that's an important discovery. Hopefully, you'll figure

out what does work but in the process, you might find out two or three times, what doesn't work. And that's what research is, you're pushing those boundaries of knowledge. And you're doing something that hasn't been done before.

The third aspect is acceptability so are you using proper techniques that are acceptable in that discipline?

The fourth is do you have a plan to share it? So dissemination is key. So if everybody did all this great research and nobody told anyone about what they did, we wouldn't learn anything. And so dissemination can be giving a poster at a conference, going to a conference and giving a talk, writing a paper, writing a short abstract, those are all forms of communicating what you've learned and disseminating your results. And that's important in terms of progressing the field of understanding, the field of knowledge.

So why did you guys come tonight? Why are you here? I didn't serve pizza or cookies or anything. So why are you here? Let me here it.

STUDENT: [INAUDIBLE]

SHELLEY PRESSLEY: You want to learn how to start research, but why? Did somebody tell you you should go do research? No, so why do you think research is important?

STUDENT: [INAUDIBLE]

SHELLEY PRESSLEY: So it's interesting. So you're intrigued by the challenge of it but what do you mean by it's competitive?

STUDENT: [INAUDIBLE]

SHELLEY PRESSLEY: So if you're-- I'm repeating what you say so that folks can hear, if you're a chemical engineer and you don't do anything other than classes, you're not a real chemical engineer. So why else? Yes?

STUDENT: [INAUDIBLE]

SHELLEY PRESSLEY: Research will move the world forward and you want to be part of it, that's great. Maybe somebody can find the cure to cancer, that would be pretty phenomenal if we could do that. Yeah?

STUDENT: [INAUDIBLE]

SHELLEY
PRESSLEY: It seems like a good resume builder and you're right, it is a good resume builder. So you're going to go into a job interview or a graduate school application, one or two hopefully, and you're going to get to that interview and are they going to ask you so, tell me about your math 101 class. No, they're not going to ask you that. They're going to look at your resume and they're going to say oh, I see that you did research, tell me about it. So it's something that sets you apart and makes you unique from other students here at WSU.

So what else? Yeah?

STUDENT: [INAUDIBLE]

SHELLEY
PRESSLEY: You get to follow your own interests, right. So something that you might be passionate about, that you're interested in, and you want to learn more about it. So you can do that, you can explore that. Great, what else?

Come on, give me more. Don't tell me no one's here to make money, are they? It's a job, right? Can you get money to do research? Yeah? You can get paid to do research. You can also do it for credit, class credit so it shows up on your transcript. Or you can do it for volunteer. Those are all three very doable, viable ways to get involved in research.

What were you going-- you had your hand up?

STUDENT: [INAUDIBLE]

SHELLEY
PRESSLEY: And what is that going to tell you about that future career?

STUDENT: [INAUDIBLE]

SHELLEY
PRESSLEY: It might tell you if you like it and if you're a good fit for it, exactly. So you get to try it on. Try on your career for size and see if it fits you. So that's a great-- and this is a relatively small investment. Get involved in research, if you hate it, stop doing it. But if you like it, it's something you enjoy, you're passionate about it, then you have a pretty good sense that that's something you might want to do for the rest of your life. Or not forever and eternity but for the

next step in your life. So that's good.

So back to the getting money to pay for it, how many of you guys have to work while you're here? How many of you have a job? How many of you guys work?

You're an RA and a desk clerk so you sit behind the desk. What else? Where do you work? Same her? What do you-- who had their hand up over here?

So you worked in the writing center so you've probably got some good experience there, working, helping students with their writing and stuff. But I'm not going to pick on you guys too bad but sitting behind a desk and greeting people at the door, isn't really that interesting and doesn't really help you develop your skills as much as possibly doing research.

So research can be a way for you to earn your way through college, make some money, and build that resume while you're at it. And figure out if that career is going to fit. All those things. So there's a lot of motivation or positive opportunities to getting involved in research.

So I think you guys hit most of my list. Some of-- make a difference in the world, I heard that. Get credit, make money, think about future career options. One thing you guys didn't talk about was interaction with faculty and travel.

So if you get started with research, you're going to be working with a faculty mentor. You're going to be working with them pretty closely. What are they going to do for you when you get ready to apply for grad school?

They're going to write that letter of recommendation. And they're going to know you a lot better because they met with you, probably on a weekly basis for the last year or whatever, however long you worked with them. And they're going to know you a lot better and they're going to be able to speak a lot more highly and strongly about your skills and your credentials for either getting into grad school or getting that job. And so letters of recommendation are huge.

Faculty struggle, I know I do. I have a student in one of my classes and I interact with them in a classroom setting but that's it, and they asked me to write a letter and I can't really say a whole lot about that student other than Johnny got an A in my class. And he asked good questions. But that's about all I can say about Johnny. So getting interaction and networking

opportunities with faculty is critical.

And if you get a chance to go to a conference and present, you're going to network with experts in that field from other universities, which might be potential places where you want to go to grad school. So you're going to get to network, not only with faculty at WSU, but network with professionals and faculty from other universities outside of WSU.

So those are some of the benefits of getting involved in research.

Why do you think faculty want to hire an undergraduate student for their lab? Any ideas?

Free labor, maybe free labor.

STUDENT: [INAUDIBLE]

SHELLEY It might be free labor or it might be pretty cheap labor, right? What else?

PRESSLEY:

New perspectives on how to look at a problem and how to solve a problem, I like that.

Sometimes faculty might be looking for students outside of their own department because they bring a different perspective on the project or the problem that they're trying to solve. So yeah, what else?

They might enjoy the mentoring opportunity to work with a student a little closer, that's great. You teach a class, seminar room of 100 students, you don't get a whole lot of personal interaction but you work with the student one on one and you definitely get that interaction.

Well we asked faculty at WSU why they hire undergrads and this is what they said. A lot of them think it's the right thing to do. They sort of want to pay it back. So I did an undergrad, I did a research experience for undergrads program when I was in your shoes. It was one of the most important aspects, parts of my career.

And that's a good reason why I'm here today doing my position that I'm doing. Because to me, getting involved in research was so important and made a difference in my career, I want to pay it back. I want you guys to have that opportunity to be exposed to a research experience and be able to learn all those things that we just talked about, building your resume, trying out your career, getting involved in research that you're interested in. So for me, it's a way to pay it

back.

I like the other one, hands on. Some of our undergrads are better hands on than our grad students.

So I want to take a break right here and talk a little bit about funding at the University. Where does the money come from to do research?

Donations, maybe. Grants, what do you mean grants?

So federal grants and yes. So all the research money that we get is primarily, I'm not going to say all, but most of it is from federal agencies that want to support research. Those might be NSF.

What's NSF? Anybody know? National Science Foundation.

What's EPA? Environmental Protection Agency.

What's NIH? National-- say it louder. National Institutes of Health.

What's DOE? Department of Energy.

USDA? US Department of Ag.

Good. These are examples, and there's hundreds of them, but these are examples of agencies that you can write proposals to get funding from. And so as a faculty member, faculty write proposals to get money to do research.

Now does a faculty member only teach when they're here? No. They do research. They also provide service to the community, to the WSU community, the campus community. And so faculty are responsible for getting funding to support who? Who do they get funding for?

Themselves, their graduate students, their post-docs, and maybe their undergrads, if they want to hire undergrads. So funding from these agencies can support all of those. So do you say wait a minute, what do I pay tuition for? What do you pay tuition for?

Upkeep, sort of. Yeah. So your tuition helps to cover the cost of the university, the buildings, and all that, but it also supports faculty for a portion of their time.

So most faculty that are teaching are on what's called a nine month appointment. And so they're getting state funding from WSU, Washington state to pay their salary for nine months out of the year but what do they do for those other three months?

Do they all go on summer vacation? No, they don't. That's when they do most of their research. And so they grants that they write to get funding for research supports them for those three months. So they have to write grants for their own salary for three months out of the year.

And then they also write grants to get funding for graduate students. So most graduate students, especially in the STEM disciplines-- science, technology, engineering, math-- are getting their tuition for free there. They're getting paid to go to school. They're getting paid to go to graduate school. Their tuition is covered and they're receiving a stipend.

Now that's not the case for a lot of liberal arts graduate students but most of the STEM ones are on graduate assistantships.

So why am I telling you all this? Because it's important for you to recognize that when a faculty member writes a proposal to get funding, they have obligations that they have to fulfill to that agency that gave them the money. And so they might get money for three years to do a project and they need to hire someone to help them get that work done.

And so, you're not just doing research for the fun of it, you're doing research to support to get the data to help them write that report that they have to write to USDA or NSF or EPA that summarizes what they did with the money that they got from the federal agency. So it's kind of like a contract with the federal agency.

So the funding is great because it provides money to help you, in your pocket, but you're also contributing to a bigger project that the PI-- what's a PI? Principal investigator. That the PI wrote that proposal for. Stop me if I use acronyms that you don't follow.

So how has research advanced and what does that even mean? We talked about pushing the envelope and advancing research, well this is kind of the cycle of research.

You can think about an idea. Hopefully, write a proposal to get funding to help you discover the results or how you're going to figure out that idea, get some data. And you're going to disseminate it. You're going to write and publish about it. You're going to share it with other

people.

Somebody else might see that and say oh that's interesting. I wonder if they've done the study this way, maybe what would they have found out. And so that might give somebody else another idea. And they get money to do that, to work off of what you did and it just keeps going around. But we start to better understand some particular topic, whether it's the progression of cancer through the human body or whatever the topic might be.

And so where does an undergrad fit into this picture? Where can an undergrad get involved? Any thoughts there?

Basically, at any point in that sequence. So you may go to a faculty members lab and they are in the process of writing a proposal because they have this idea and they need some preliminary data. And so they need your help gathering some preliminary data in order to write that proposal. Or you may start working with a faculty member and they've already got the proposal funded and they are at this point, where they're conducting their research and you're going to step in at that point and help. So as an undergrad, you can get involved at any point in this cycle.

So how do we get started? That's why you guys came tonight. And I'm going to talk about some resources that are available to you. And these are ways and places where you can get more information. A lot of them are listed on that flyer that's in the middle of your table. And I'll kind of walk through each one of these.

So the first one is a class that I teach, University 199. It meets in the Fall. Basically, what you guys are getting tonight is a condensed version of that one credit, all semester class. So covering everything in about 40 minutes. So if you, obviously, you're not going to sign up for the class right now but you go back and your roommate's interested and there are only a freshman or sophomore, tell them about University 199. Because it's a great place to start as a freshman and sophomore getting into research.

The other place where you can look is our website. This is the undergraduate research website. And I want to point out, on the home page of our site is this link to our peer mentors. And the peer mentors are more senior students that had been doing research and are involved-- have been doing research for a couple of years now. And they are available to help you with anything that you have questions about regarding research.

So you have problems with your chemistry class, you go see the chemistry tutor and get help. Just like that, you have problems with research ideas or how to get started, you don't know where to get started, go talk to the mentors and they can help you get started.

So if you look at that link, it will take you to this page where you can schedule an appointment, that big red button. Here's four the mentors, I just have four shown. There there's about 12 of them. And so you can read a little bit about them. And maybe it makes more sense if you're an engineering student, to talk to Mahmood. If you're a chemistry student, maybe you want to meet with Sierra. So the different mentors are different majors, I encourage you to schedule an appointment and meet with them. And ask their questions-- ask them your questions.

The next opportunity that you have is the club. We have an undergraduate research club. And that club meets, I think, every other week. [? Jordana Damon ?] is the President. So it's a registered student organization so if you're interested in joining the club, take a look at that.

The other resource that we offer in the Office of Undergraduate research are scholarships. So these are scholarships with the idea being, we recognize that you have to, in some cases, have a job. And so if the job takes 20 hours a week, that's 20 hours that you can't put towards research.

So if we can give you a scholarship to support you in the research, maybe you can do research instead of work that job? Because that's going to look better on your resume. So a lot of you might be able to find a position where you're getting paid but if you can't, then maybe you can get a scholarship from some other source to support you to do research so that you can find the time to do it.

Because I know it's challenging. You've got to keep your grades up, your classes. You got to sleep. You still want to have fun. And if you have to work a job, it takes time that you can't put towards research.

So these scholarships are available for the next Fall. So if you're interested, you can look at the application. It will be open, hopefully, in the next couple of weeks, we'll open the application for the scholarships. And you'll be applying for a scholarship for next Fall and Spring. They're \$1,000.

If you're interested, you need to have an advisor that you're going to be working with because

they're going to write a letter on your behalf. So it's not something you can just go apply for today. You've got to have an idea of what you're going to do, research wise, and who you are going to work with before you can apply.

And then the last thing I want to mention is SURCA. How many have heard of SURCA? SURCA is the showcase for undergraduate research. So we've had an all campus wide poster symposium running for over five years now. And it's in March every year. It's part of academic showcase. And last year, we had almost 300 students present their research.

It's judged. And the students are eligible for awards. So if you do find a position and get started in research, I encourage you to submit an abstract to SURCA and present your research. And there is categories for students that just got started. So even if you've only been doing research for one semester, apply. Because there's early career, novice awards available for students involved in research.

So those, just to summarize what I just talked about, there's the class, our website, peer mentors, the club. You can apply for scholarships and please check out SURCA. Even if you're not presenting at SURCA, check it out. See what other students are doing involving research.

So you guys now are, hopefully, excited and motivated, how did you get started? How do you do it? How do you find a mentor?

And the first thing I encourage students to do is, explore what's going on in research world. So how do you do that?

One way is to think about what interests you, maybe you're passionate about one thing. You can search for that on the WSU website. Or you could also just go to that department and start looking at that department. And see what's going on in the chemistry department, if you're a chemistry student who's doing research in the chemistry department.

And so I'll walk you through this real quick. So I took kinesiology as an example.

So I went to the WSU website directory. So I didn't type kinesiology in the Google website search, I typed it in the WSU search, that's important. So I'm only searching the WSU website.

And if you'll notice that second link, sports science, College of Ed. That looked like a good one so I clicked on that. And that took me to the home page of the kinesiology department. And if

you look down at the very bottom, down here, there's actually a link, Research Labs. So you could check there and look at what research goes on in that department.

Or if you look up on the left, you'll see people, faculty. So I clicked on the faculty link and picked a faculty member. And randomly, I just picked Sarah. She looked nice and friendly. And I thought, I wonder what kind of research she does? So I went to her web page. And underneath her picture, was a description of her research interests. And a couple links to recent papers that she's published. So I could read a little bit about Sarah and her research. And I could actually go look at some of her papers if I wanted to and see what kind of research she did.

Now what am I going to do with that information? What could I possibly do now that I've decided Sarah does some pretty cool research, I'd be interested in doing some of that. What could I do next? E-mail her, yes. What would I email her? What would I ask?

Yo, what up? Any thoughts? How should that e-mail go? Give me some tips. I'm new at this. I don't know how to write an e-mail to a professor, what should I do?

STUDENT: [INAUDIBLE]

SHELLEY PRESSLEY: I'm going to try to repeat that. Hi, I'm an undergrad. I'm interested in your research. This is what my major is. I'm interested in meeting up and talking to you about research. That sounds like a good start. Any suggestions on that?

Let's start with the beginning, hi. What should that be? Dear Professor, Ulrich French. Or Doctor Ulrich French.

Let's go back and look at her title. She is an Associate Professor. What does that mean? Anybody know? Anybody know what an assistant professor is? Associate professor?

How many think an assistant professor isn't really a real professor? Do you think they're a real professor or they're probably not a real professor? What do you think? Thumbs up or thumbs down? Come on you guys. I see a lot of thumbs up. I see a few thumbs down.

An assistant professor is typically, a first professor. So they are right out of their PhD program or maybe out of their post-doc. And they just got a position at a university as a professor. So

they are very much a real professor.

They are in this, what we call, pre-tenure year time period. So usually, tenure takes about five years. And so during that pre-tenure, they are probably one of the hardest working people on this campus. They're trying to teach for their first time, some classes they've probably never taught before.

They're trying to get their lab set up. They've got some startup money that they got when they got hired. And they're trying to buy equipment to get their research lab established. They're madly writing proposals because they need money to do research. And they've never written a proposal before. And they're all this and they're trying to publish, as well, so that when that five years is up, they can get promoted to their next phase of their professorship. And their next phase is the associate professor.

So why do I say that? Because it's important for you to know when you're talking to a professor, what part of their career they're in.

An assistant professor might be really energetic and might be super gung ho about research. But they also, might not have the time to really mentor a student because they're so busy themselves getting tenure. Once you get tenure and you become an associate professor, the pressure's off a little bit. You've proven yourself. You're like, OK, I can cut it. I made it. I made it to the associate level.

And now I can really think about the direction I want my research to go. I've got some kind of crazy ideas that I want to pursue. But you've proven yourself and so they might have a little more time to work with students and to mentor and be a little more attentive to students.

And then after associate, you become a full professor. Full professors are typically getting tapped to do more administrative work at a university. So they might be on boards and committees and stuff. And they may be getting a little further away from the research. It depends on the professor. So it's just important to kind of recognize where the professor is in their career, assistant, associate, or full.

So some tips on e-mailing. I agree, e-mail them but make it easy for them. Make your e-mail simple, Dear Professor, make it courteous and polite, respectful. I'm a second year chemistry student. I looked at your website and your research and blah, blah, blah is really interesting to me. I'm available Mondays from 2:00 to 4:00, Wednesdays from 11:00 to 1:00, and Fridays

from 3:00 to 5:00, is there possibly a chance that we can meet and talk about research opportunities in your lab? Give them the options of when you're available and let them pick a time that fits their schedule.

And then, what else are you going to put on that e-mail? What else are you going to attach to that e-mail?

How about your resume? Don't forget to attach your resume. And I say that for a couple of reasons.

One is, I may be looking for a particular student that has C+ or Python coding experience. And that's not going to be in your email but if it's on your resume, I can look at that and say oh this person's got Python experience. He might work well on my lab. Or I might be looking for someone that's got, who knows what other kind of experience might be particularly interesting to me. So attach your resume.

So e-mail them. Hopefully they respond. Don't just e-mail one and wait. Send a couple out. There's got to be more than one person here that's doing research that interests you. And the reason I say that is because I might get an email today from Susie and I respond to Susie and say sorry I don't have any funding right now. I'm waiting for a couple of proposals.

Tomorrow, I get an e-mail from NSF. Congratulations, that proposal that you submitted nine months ago has been selected for funding. So nine months ago, I wrote a proposal. I've forgotten about that proposal but nine months ago I submitted a proposal and now all of a sudden, I've got funding.

And now I'm like oh, what was that student's name that came into my office the other day? Oh I can look her up in my e-mail. There's her resume. Susie might fit perfectly. And so three weeks later, I email Susie back. Hey, come back in and let's talk because now I have funding. So you never know when that door might get opened for you. It might not be today or tomorrow but it might be soon thereafter.

So do some exploring, meet the mentors, look at the SURCA abstract book online, attend seminars on campus, all of these are ways to explore the research that's going on.

If you've done all this or you're sitting here thinking, there's no way I could squeeze 10 hours a week into my schedule. Maybe summer is an idea for you? So think about summer research.

This is a great website, Institute for Broadening Participation. You can also find it just by going pathways to science. It's a great website that has summer research opportunities, plus a whole lot more. And you can also search for summer research by going to the NSF REU.

Who remembers what REU stands for? I said it earlier. I did one when I was in your shoes. You guys weren't listening. Research experience for undergrads.

So what are REU's? REU's are programs or sites that universities get an REU site and they recruit students from all over the country to come there for the summer and do research full time.

So as an example, I run REU program in the atmospheric chemistry department in the LAR group. And we bring in 10 students every summer. We pay their airfare to get here. We cover their housing. And they get a \$5,000 stipend. And they spend nine weeks doing research full time. And so they get to see what WSU is all about.

They get to spend the summer here. They get to go home and think about maybe WSU as a graduate program that they might want to come back to. It's a great opportunity to try out research and maybe summer is a better fit than during the academic year.

So be thinking about that over Thanksgiving break. Because that's when you should be looking for summer opportunities. If you wait till January, it's going to be too late. Most of the deadlines for these programs are in January, early February.

But what are you going to need to apply for these things? What are you going to need?

Now you're getting letters of recommendation. So you're going to need at least two, maybe three letters of recommendation. So if you wait until the first day of classes in January and go up to your professors and say I need a letter, they're going to be a little upset. Oh, I need a letter and I need it in two weeks. Be talking to your professors before you go home for Christmas break. Give them plenty of time to prepare letters and submit one for you.

So to wrap up, tips. Do your homework. Find faculty members that are doing research. Send some e-mails. Think about what you want. Do you want fame, fortune? What's your motivation?

Think about how many hours you can feasibly give to this. It's not a hobby, it's a commitment

that you're making with a faculty member to do research. How many hours you can you justify? Five, 10, 15? Think about that before you walk into that meeting with that faculty member. Because they're going to ask you that.

Can you find funding elsewhere? Can you apply for scholarships, if they don't give you funding. Do you want the job if they can't pay you? be thinking about that.

Some people will say, you're welcome to start in my lab but I don't pay anyone the first semester. It's on a volunteer basis until I see how it works out. And if you're committed and you're there on time when you say you're going to be there and you follow through, then we'll talk about funding you. So some faculty have a trial basis.

And so you've got to prove it before they're willing to pay you. Every faculty member is different. But think about those. Are you willing to do it if they don't have any funding? And it takes time. So do your homework and talk to others about it and see what you think.

So that's all I have. And so we've got time for questions. Did everybody get a chance to sign up on the iPad? If you could pass it to the back of the room when you're done, that would be great. There is a survey at your table. If you could fill that out as well. But I'm happy to take questions.

Yeah?

STUDENT: [INAUDIBLE]

SHELLEY PRESSLEY: The undergraduate research club, yeah. It just started in last Spring. There are four officers, [? Jordana ?] is the President, and they meet every other week.

They do handfuls of things, like they invite faculty to come in and talk about their research. They've done lab tours. They've gone and visited labs around campus and talked about the research that goes on in those labs. They spend time talking about your resume. How to make a resume look better to get a research position.

The club members are a mix of students that have been doing research and students that have never done research. So it's a whole range of students that have experience or no experience.

What else? Any other questions?

Well, thank you guys. Sorry it was so warm in here. Hopefully it wasn't too bad, though. Thank you.