

READING GROUP GUIDE



A Long View of Undergraduate Research *Alumni Perspectives on Inquiry, Belonging, and Vocation*

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Access supplemental resources including additional questions specific to each chapter: www.centerforengagedlearning.org/books/a-long-view

FOR DISCUSSION

1. How is undergraduate research formally or informally defined on your campus? What kinds of opportunities do these definitions open or foreclose?
2. What makes undergraduate research an intellectually high-impact practice? Which elements of the inquiry process of undergraduate research distinguish it from traditional class assignments?
3. What makes undergraduate research a relationally high-impact practice? Which elements of the researcher–mentor relationship are distinctive in higher education?
4. What makes undergraduate research a vocationally high-impact practice? What kinds of personal and professional discernment are possible through undergraduate research?
5. How would you characterize the most significant challenges to undergraduate research access on your campus?
6. Where is undergraduate research flourishing on your campus, and how would you characterize that success? How might others on campus adopt and/or adapt those successful practices?
7. Who on campus could partner with you in undergraduate research? Who could benefit from research support? Who could support mentors and mentoring? Who could support the transition from undergraduate research to graduate school or the workplace?
8. In twenty years, what do you think your current undergraduate researchers would say about their experience? What do you hope they will say?



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ABOUT THE BOOK

Drawing from in-depth interviews with alumni across the disciplines, this book explores the benefits of undergraduate research: meaningful intellectual engagement, a sense of belonging in the campus community, and vocational clarity and career success after college.

What matters to alumni about their research experience is often not what is represented in scholarship. The compelling stories featured in this text describe intellectual and emotional uncertainty and excitement; deeply personal mentoring relationships; and the powerful ways in which undergraduate research shapes and directs career paths. The book brings a novel perspective that begins during the research experience and extends into the years after college, offering practical insight into program design, mentoring, and research-to-career practices that are flexible enough to be implemented in the natural sciences, social sciences, arts, and humanities.

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ABOUT THE ROUTLEDGE/CEL SERIES ON ENGAGED LEARNING AND TEACHING

The Routledge/Center for Engaged Learning Series on Engaged Learning and Teaching features concise books (both single author and edited collections) for a multi-disciplinary, higher education audience interested in research-informed engaged learning practices. Series books are published by Routledge and supplemented by open-access resources hosted on the Center for Engaged Learning's website.

Book authors/editors who publish in the series will join a community of scholars focused on engaged learning and teaching, with series books collectively marketed to faculty, staff, and administrators across higher education institution types.

www.CenterForEngagedLearning.org/publications/stylus-publishing-cel-series

ABOUT THE CENTER

The Center for Engaged Learning at Elon University brings together international leaders in higher education to develop and to synthesize rigorous research on central questions about student learning. Jessie Moore and Peter Felten co-edit the Routledge/Center for Engaged Learning Series on Engaged Learning and Teaching. See our website for more information on our book series.

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