

Diverse Student Scholars: A Five-Faceted Model of Student Transformation from Embedded Research Mentorship in Marketing Courses

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Abstract

Undergraduate research in higher education has become a movement linked to institutional efforts at integrating high-impact practices and infusing transformative learning. University of Central Oklahoma's Diverse Student Scholars (DSS) is one such program of faculty mentorship that is hosted by a department of marketing within a college of business. This article overviews DSS and introduces a five-faceted model of student transformation from embedded research mentorship in marketing courses. Based on DSS student reflections, the data suggest that embedded research mentorship generates student transformation in five areas: a transformed research mindset, personal self-discovery, applied career development, team preparation and appreciation, and reflective and corrective growth.

Keywords: *business, Diverse Student Scholars, embedded research mentorship, transformative learning, undergraduate research*

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The Diverse Student Scholars program as a model can complement existing university efforts to advance student research skills; the timeliness of such an effort is increasingly important given the need to graduate professionals with greater workforce diversity competence and given the emphasis in higher education on transformative learning and high-impact practices. (Sims et al. 2016)

The strong disconnection between universities and research has been so prevalent that Ronald Barnett calls the more

recent push for undergraduate research into higher education a “movement that is gaining momentum around the world” (Barnett 2017, 33). The movement runs parallel to the heightened emphasis on high-impact practices as well as the increased focus on transformative learning. For purposes of this article, transformative learning involves expanding students’ perspectives of their relationships with self, others, community, and the environment in a holistic process of active and reflective experiences (University of Central Oklahoma Center for Excellence in Transformative Teaching and Learning 2017).

This article discusses Diverse Student Scholars (DSS), a faculty-driven program of undergraduate research engagement that reflects this type of engagement in a college of business, and offers insights from more than 10 years of faculty mentorship. First, it provides an overview of DSS, along with its objectives, curricular and cocurricular integration, sources of support, success factors, and program accomplishments. Next, using reflections directly from students who have participated in DSS through mentored research embedded in marketing courses, a five-faceted model depicting the areas of student transformation is offered.

Diverse Student Scholars

Diverse Student Scholars is a program of interdisciplinary research with 11 years of engaging students in transformative learning through undergraduate research. Jeanetta D. Sims founded this program of faculty-mentored research engagement as an effort to align faculty tenure-track efforts with the institutional emphasis of undergraduate research while promoting greater diversity in higher education (Scott and Sims 2018; Sims 2011; Sims and Scott

2016). The program is hosted by the Marketing Department of the College of Business at the University of Central Oklahoma (UCO) in conjunction with the founder's tenure-track appointment.

Shanahan and colleagues (2015) point out the underrepresentation of business students in undergraduate research, stating that, although 15 percent of Bridgewater State University students belong to the Ricciardi College of Business, they only make up 10 percent of the school's undergraduate researchers. Students belonging to Bridgewater State's College of Science and Mathematics are considered overrepresented in undergraduate research. Similar to Shanahan's findings, undergraduate research participation in the UCO College of Business, where DSS has grown, lags behind the robust undergraduate research productivity in UCO's College of Mathematics and Science.

In the marketing department, DSS has a threefold aim of engaging students in the research pipeline process of scholarly inquiry; developing and enhancing students' cognitive, affective, and behavioral skills related to research and professional career preparation; and cultivating students' abilities to interact and work with people from different backgrounds (Sims et al. 2016). Published research (e.g., Scott and Sims 2018; Sims, Anderson, and Murray 2012; Sims et al. 2011, 2012, 2013) provides support for the accomplishment of program goals. See Figure 1, which reflects the various stages in the research pipeline process for DSS.

In DSS, students work on various projects through primarily cocurricular research activities, with DSS curricular integration in three marketing elective classes

(Digital Media and Content Marketing, Public Relations and Marketing Campaigns, and Business Leadership and Identity), in which 100 percent of students in all classes accomplish a coauthored conference presentation. Table 1 offers research project titles, company names, and/or marketing-related areas in each of the research-embedded courses. Embedded research mentorship is the intentional effort of faculty to require multiple steps of the research pipeline process in their course instruction with a commitment to oversee and guide students through the submission process. Embedding undergraduate research into elective courses permits faculty to design assignments around conditions that are ripe for research success (Basu, Lee, and Chapdelaine 2011).

The faculty founder has secured research assistantship support through multiple on-campus sources (e.g., student grants, faculty grants, Student Transformative Learning Record (STLR) grants, and a transformative learning scholar appointment). As well, some students enroll in independent studies to work on research. Figure 2 provides an overview of the types and progression of DSS growth given the ability to secure research assistantship support. Regardless of the source of support, students meet weekly throughout the semester with the faculty founder to keep teams progressing on research timelines, conference submissions, presentation preparation, and publication deadlines.

From the faculty founder's perspective, success factors for DSS are similar to the critical factors mentioned in the research of Mancha and Yoder (2014); in particular, DSS is a testament to hard-working students, institutional support, and the development of doable research projects, which are the top three critical factors cited for the success of

FIGURE 1. Diverse Student Scholars Research Pipeline

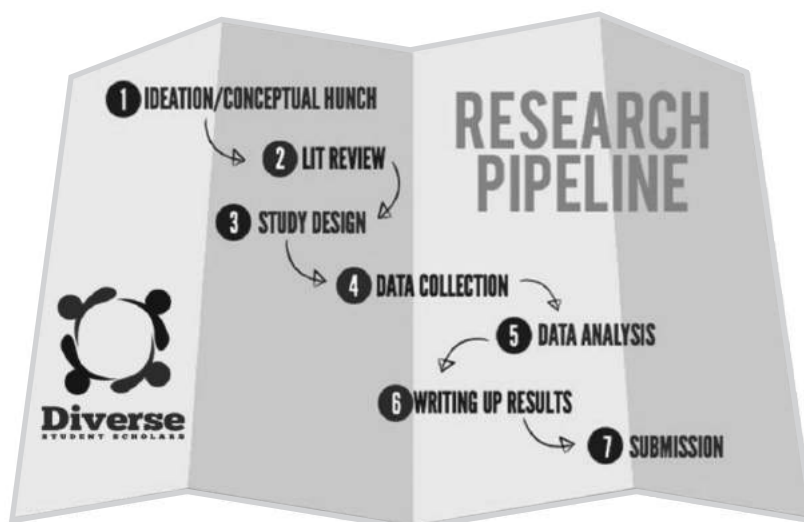
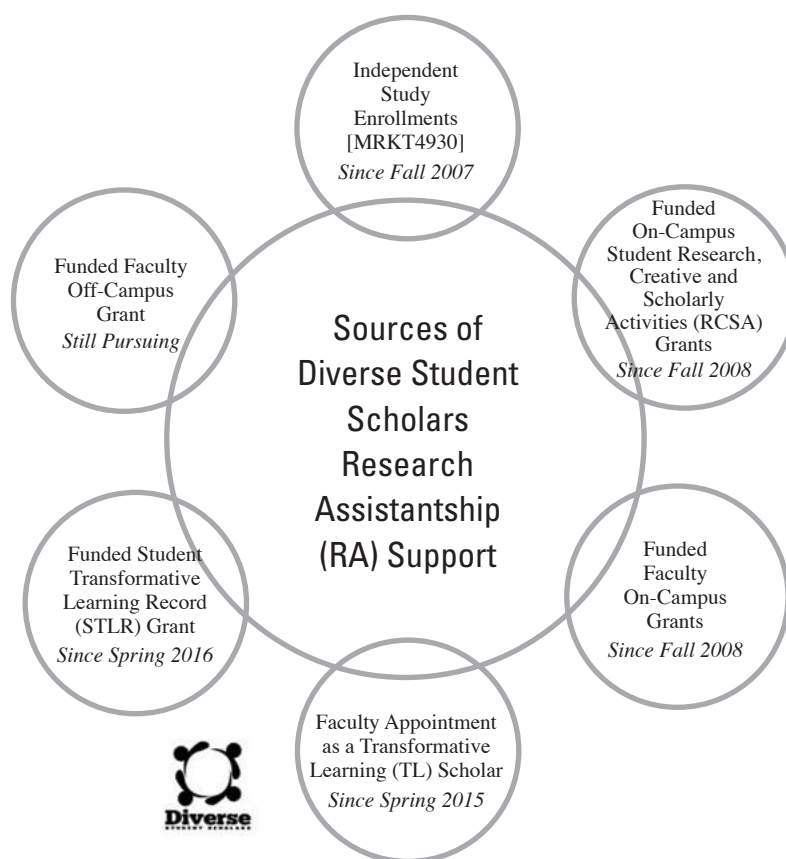


TABLE 1. Diverse Student Scholars Research Projects Embedded in Elective Marketing Courses

Student research presentation title	Cross-listed course title	Company name/marketing-related research area
A Family-Led Identity: Examining Zildjian's Executive Leadership and Market Prominence	BCOM/MRKT4910: Business Leadership and Identity	Zildjian
The Evolution of Leadership and Identity within the Ford Motor Company	BCOM/MRKT4910: Business Leadership and Identity	Ford Motor Company
An Examination of Amazon's Identity: From Start to Prime	BCOM/MRKT4910: Business Leadership and Identity	Amazon
Leadership through Thick and Thin: An Examination of Corning's Identity Development	BCOM/MRKT4910: Business Leadership and Identity	Corning
Global Disney: How a Brand Fails, Adapts, and Succeeds across Cultures	BCOM/MRKT4910: Business Leadership and Identity	Disney
Inside Out: An Analysis of Southwest Airlines' Identity Development	BCOM/MRKT4910: Business Leadership and Identity	Southwest Airlines
Coast-to-Coast Growth: An Identity Analysis of Love's and Their Family Values	BCOM/MRKT4910: Business Leadership and Identity	Love's
Dove's Real Beauty Campaign: Strategies for Building Relationships and Resonating Brands with Women	BCOM/MRKT4910: PR and Marketing Campaigns	Dove
Sonic, Two Dudes, and a 10-Year Campaign: Insights on Being Relatable and Building a Brand	BCOM/MRKT4910: PR and Marketing Campaigns	Sonic
Taco Bell's Live Más Campaign: Lessons on How to Regain Consumer Interest	BCOM/MRKT4910: PR and Marketing Campaigns	Taco Bell
A Feeding Frenzy: RSS Feeds in Today's Social Media	BCOM/MRKT4910: Digital Media and Content Marketing	RSS Feeds
Blogging: The Social Media Tool of Storytelling and Engagement	BCOM/MRKT4910: Digital Media and Content Marketing	Blogging
Corporate Websites and the Quest to Connect with Consumers	BCOM/MRKT4910: Digital Media and Content Marketing	Corporate Websites
eBooks: Publishing Directly to Interested Consumers	BCOM/MRKT4910: Digital Media and Content Marketing	eBooks
Facebook in Business and Politics	BCOM/MRKT4910: Digital Media and Content Marketing	Facebook
Google in Social Media Marketing: A Closer Look at SEO and Google+	BCOM/MRKT4910: Digital Media and Content Marketing	SEO and Google+
LinkedIn: The Professional's Networking Tool	BCOM/MRKT4910: Digital Media and Content Marketing	LinkedIn
QR Codes: A Growing Tool for "Real Time" Marketing	BCOM/MRKT4910: Digital Media and Content Marketing	QR Codes
Social Bookmarking: The Solution to Brain Information Overload	BCOM/MRKT4910: Digital Media and Content Marketing	Social Bookmarking
Twitter Matters: The Role of Microblogging in Sports and Business	BCOM/MRKT4910: Digital Media and Content Marketing	Twitter
Wikis: A Beneficial Tool for Business Success	BCOM/MRKT4910: Digital Media and Content Marketing	Wikis

undergraduate research. Additional factors unique to DSS that have directly affected program success include ensuring that each student has at least one coauthored conference presentation as evidence of direct career preparation impact and of transformative learning exposure, working

in student research teams to stimulate shared coauthorship on presentations and on manuscripts moved on to publication, and engaging deliberately within a research pipeline and personal undergraduate research plan framework (see Hammack et al. 2017).

FIGURE 2. Diverse Student Scholars Sources of Research Assistantship Support

Since inception, 100 percent of DSS undergraduates have earned a degree, and all students (through both curricular and cocurricular engagement) have coauthored at least one conference presentation during their involvement in the program. For comparative purposes, the overall graduation rate among marketing majors in the College of Business at the same institution is 60 percent, with the highest graduation rates among students majoring in finance (76 percent) and economics (70 percent), respectively, based on the most recently reported graduation rate data (University of Central Oklahoma College of Business 2015).

Collectively, DSS has involved more than 60 students (less than 10 percent have been graduate students) who have accomplished 30 independent studies, more than 25 funded grants, more than 80 conference presentations, and more than 20 coauthored proceedings and journal publications. The coauthored research of DSS students with their faculty mentor has received three national conference top-paper awards from conferences in three business-related disciplines (in 2017 from the North American Management Society, in 2013 from the Marketing Management Association, and in 2009 from the National Communication Association). DSS students have represented the program and the university by presenting interdisciplinary research. The program has a 100 percent funding ratio for

all on-campus grant submissions through the university's Research Creative & Scholarly Activities (RCSA) program for students housed in the Office of High-Impact Practices and through the Student Transformative Learning Record funding program (University of Central Oklahoma Center for Excellence in Transformative Teaching and Learning 2017) housed in the university's Center for Excellence in Transformative Teaching and Learning.

The Impact of Embedded Research Mentorship in Marketing Courses

The extensive faculty mentorship in DSS provides a unique opportunity to learn the nature of student transformation from undergraduate research mentorship. Rivera (2017, 39) contends that "college should affect the student in meaningful ways that include intellectual development, personal development, and the development of attributes related to the student's academic discipline." Within the STEM fields, the introduction of course-based research has had an overwhelmingly positive response in helping students improve understanding of scientific material, take on demanding research, and choose a career path (Overath, Daiyuan, and Hatherill 2016). What then has been the meaningful transformative impact of embedded research mentorship in marketing courses through the DSS program?

TABLE 2. Five-Faceted Model of Student Transformation from Embedded Research Mentorship

Facet name	Facet description	Key concepts associated with facet
Transformed research mind-set	Research engagement altered students' initial conceptions of research toward an expansive broader set of research cognitions	<ul style="list-style-type: none"> • Research engagement • Committed involvement • External/internal research • Presentations
Personal self-discovery	Research engagement prompted students toward greater self-awareness and accountability for their unique contributions	<ul style="list-style-type: none"> • Improvement • Research contributions • Responsibility • Identifying strengths/weaknesses
Applied career development	Research engagement developed professional, transferable skills that were directly applicable to future careers	<ul style="list-style-type: none"> • Research necessity • Research essentialism • Campaign effectiveness
Team preparation and appreciation	Research engagement prompted students toward shared responsibility and cooperation required to achieve a collective goal	<ul style="list-style-type: none"> • Team contribution • Communication • Time management • Individual/team strengths
Reflective and corrective growth	Research engagement among students made personal critiques for improvements more salient	<ul style="list-style-type: none"> • Applied research • Research/communication skill improvement • Personal identity • Academic performance

TABLE 3. Facet 1: Selected Quotes from "Transformed Research Mind-Set"

Facet 1 description: Research engagement altered students' initial conceptions of research toward an expansive broader set of research cognitions.	
<p>"Research engagement to me means taking the time to carefully analyze data and putting it together to show its importance to those who are being presented to. My understanding of research has evolved from searching for information for a report, to searching for meaningful data to compile to show those interested what the research means and how it is useful to them."</p>	<p>"Based on all our readings and from what we discussed in class, it can be seen that research is the most critical step as it sets the foundation for every campaign ... To me, research engagement means having a meaningful involvement in research where you are utilizing and making use of all the available resources to gain beneficial research results. For there to be engagement, you must have the interest and motivation to do the analysis."</p>
<p>"In my opinion, research engagement is fully committing your individual efforts towards executing a project. This can be done through application of both internal and external information searches. Internal resources use past experience and knowledge towards building research by engaging cognitive skills. External research uses secondary resources such as Internet, databases, annual reports, or even personal networking contacts through engagement of analyzing and social skills."</p>	<p>"Research engagement incorporates a drive for understanding in order to use the research for a greater good. Prior to my involvement in the Oklahoma Research Day, research simply consisted of brief searches in order to obtain a swift answer. After being a participant of the Oklahoma Research Day, research now entitles searching for anything and everything possible about the subject."</p>
<p>"Research has definitely changed for me in regard to how I approach everything and how to pull important information out of the data that's being collected. There's so many aspects of research I've never touched on, such as industry analysis (in-depth) and statistics. When it comes to improving my research skills as a student, it's important to apply the PIE process and plan out what you want to research. Use a list with bullet points to know exactly what you need to look up. It's also important to document everything in a readable manner for reference."</p>	<p>"Research engagement to me is being involved and active in the process of completing a project. If you just google all the answers to a question that is not really research engagement to me. It requires going out into the real world and talking to people and seeing how business works in real time."</p>
<p>"I have always felt research findings were to be presented in the form of a paper. During this course, I presented research in the form of an oral presentation with visual aids and through a theory-based debate. I enjoyed the oral research presentation and how it allowed me to discuss my research findings."</p>	<p>"My understanding of the term 'research' has sustained through the course of the semester. My application of research is what has evolved. Prior to this course, I was always wanting to be more involved in research, and through this class I've been able to allow my interest to bloom into implementation. I've wanted to be involved in research from the beginning of my college career and I'm so grateful that this class allowed me to try my hand at it."</p>

This question was addressed by examining the de-identified reflection papers of more than 20 students who participated in the research projects embedded in the marketing elective courses summarized in Table 1. Similar to other models of undergraduate research (e.g., Mumford, Hill, and Kieffer 2017), the three marketing courses required students to create poster presentations for presentation at Oklahoma Research Day (a statewide research symposium) and write student reflections related to their research, group work, and consideration of the research process.

Using a constant comparative analysis (Glaser and Strauss 2006), researchers identified “themes that seemed meaningful to the producers of the message” (Berg 2001, 245). Researchers discussed the conceptual themes identified in the reflections to reach consensus on the five facets that demonstrated student transformation. To protect students’ identities, all referenced names in the student reflections are fictitious pseudonyms that were created by researchers in advance. The results suggest the emergence of five areas of transformative impact, including a transformed research mind-set, personal self-discovery, applied career development, team preparation and appreciation, and reflective and corrective growth. Table 2 provides a

summary of the five-faceted model of student transformation from embedded undergraduate research mentorship in these marketing courses.

Facet 1: A Transformed Research Mind-Set

Students in DSS suggested that research engagement altered their cognitions related to research (see Table 3). The data revealed that students experienced growth in their understanding of research and possessed altered conceptions of research as a result of their research engagement. Through presentations and committed involvement, students mentioned transformed mind-sets regarding research.

Facet 2: Personal Self-Discovery

Students in DSS suggested that research engagement prompted greater self-awareness and accountability for their unique contributions (see Table 4). Related to this facet, student reflections indicated personal elements related to responsibility and an acknowledgment of relative strengths and weaknesses in a personal self-discovery process.

Facet 3: Applied Career Development

Students in DSS taking embedded research marketing courses suggested that their engagement assisted in the development of professional, transferable skills (see Table 5). In their reflections, students acknowledged the necessity and essentialism of research in professional life as

TABLE 4. Facet 2: Selected Quotes from “Personal Self-Discovery”

Facet 2 description: Research engagement prompted students toward greater self-awareness and accountability for their unique contributions.	
“I specifically worked on the business overall analysis. I was in charge of researching the company overview/history, the development, sales history, current marketing mix, and other factors.”	“For my portions in the project, I personally contributed on researching the competitive environment and promotional activities ideas, creating and editing portions of the slides, and presenting the competitors and the marketing positions to the clients.”
“In the project, I was responsible for: attractiveness of the environment, what is the onset of the purchase decision, the SWOT analysis, the competitive environment, the target audience, the market positioning, and Pinterest, along with the introduction and the conclusion in the paper. I feel like I performed a large amount of research to ensure I was getting high quality information for the clients.”	“The first and probably most valuable contribution I made towards the group was being present at each meeting and making sure that the time spent with the other members was used wisely on my behalf. Another performance behavior that I brought to the table was willingness to take on more where slack was evident ... a behavior that I presented throughout the duration of this project was taking enough time to make sure the research and writing that I contributed was done right.”
“I became the default head researcher for this portion of the project. I absolutely love research, so I started by studying Cancierge’s business as well as their competition. I also investigated the current marketing environment and analyzed the various target markets.”	“I know that I’ve improved at participating in group discussions. I’ve always tended to keep my opinions to myself but I feel this class forced me to speak up, and I now find myself speaking up more in other classes as well. I’ve also gotten immensely better at researching and critical thinking. I find myself identifying aspects of identity almost everywhere I go.”
“I feel like I learned a great deal about identity in both personal and business aspects. I achieved my learning goals in the class and had fun doing assignments, which is hard to come by in most college coursework these days. I feel like this class helped develop my strategic thinking and my research engagement. I feel like a better student coming out of this course.”	“My strength included identifying the main points of the presentation at hand and keeping the communication amongst the team members consistent. I lacked the skills to do in-depth research over the industry due to my inexperience with research; therefore, I investigated the surface information and created the structure for the presentation. Identifying key factors that would make the information more relatable to the client was also my role in the team. I was also the member that raised important questions to verify whether the presentation was proceeding towards the direction that it should.”

TABLE 5. Facet 3: Selected Quotes from “Applied Career Development”

Facet 3 description: Research engagement developed professional, transferable skills that were directly applicable to future careers.	
“Research is necessary to make meaningful changes to the firm, whether it be through campaigns or any other form that would grow profits for the company ... Campaigns and research are greatly related and intertwined. Without research, a campaign could not have the background knowledge to be successful, since little to nothing would be known about the company.”	“Doing research increases a campaign effectiveness by giving campaigners a direction to developing the right strategies and messages. We have been drilled throughout the semester the role of research and I believe that research is the most important and crucial part of creating a campaign and strategists should spend the time on this phase to thoroughly research and be as informed and detailed as they can.”
“Over the course of the semester, my view of ‘research’ and the essential role that plays in things has changed. Before, I didn’t think much about the term. Research had meant finding background information, facts, and statistics to better understand a problem or to support a conclusion. However, now I have a clearer picture of how the role of research is connected and the starter for a successful strategy. Yes, research is about finding and analyzing information, but it is also an area where the compiled research forms the foundation that strategies can now build on. The level of success or failure depends on the quality of this research, making it a stage that a person must spend a lot of time and detail on.”	“After building an understanding of the origin, multiple factors such as demographics, economic and social dilemmas of the current period needed to be accounted for. Research is not meant to simply find an answer, but to identify the factors and causes that influences those answers. Understanding the material and utilizing pieces of information to support claims is detrimental. Therefore, research is needed in order to establish credibility as it is crucial in any setting.”
“Campaigns and research engagement are related through the initial step of having to perform research beforehand to gather information about a topic, which is part of the PIE (planning, implementation, and evaluation) process. In order to start this process, research must be done in advance to know information of the target audience in order to create a suitable campaign.”	“I have developed stronger leadership skills, awareness of my personal identity, and knowledge about the importance of identity within a corporation. I plan to use the knowledge I gained in this course to help better myself as a leader and to better the corporation I work for.”
“I learned so much from this course about business and how communication intertwines greatly with it. I also learned what kind of role I need to take in a business. I really liked learning about myself throughout this class as well. I feel that I learned how I act in pressure situations and I learned about myself through the lens of the different facets.”	“The career field I am going into uses research on almost everything they do. Research has to be used in the communications field for our jobs to be efficient and effective. I have come to appreciate this more and, in turn, enjoy it more.”

well as the importance of research to their future workplace. These reflections related to the students’ abilities in applying research to their career development.

Facet 4: Team Preparation and Appreciation

Reflections from DSS students suggested that research engagement enhanced students’ shared responsibility in working with others (see Table 6). In their reflections, students acknowledged individual team member contributions, time management of the team, and the relative strengths or accomplishments of the team. Thus, research engagement elicited students’ team preparation and appreciation.

Facet 5: Reflective and Corrective Growth

Reflections from DSS students suggested that research engagement made personal critiques for improvement more salient (see Table 7). Students in DSS offered personal critiques of their research abilities and academic performance in their assessments of their research engagement experiences. This suggested that research engagement prompted students toward reflective and corrective growth.

Conclusion

Diverse Student Scholars has been an accomplished, faculty-led undergraduate research program with state, national, and international travel for coauthored conference research presentations. Although not all research engagement of DSS has involved embedded research mentorship in marketing courses, the three marketing courses examined in this article offer insights about the nature of student transformation from course-embedded research mentorship. Based on research results as offered in the five-faceted model of student transformation, undergraduate research has the potential to be inextricably linked to transformative learning—that is, undergraduate research engagement can alter students’ views of themselves, others, and their environment.

Through an insistence on small, doable projects that can be completed within each student’s time in the DSS program (see Diverse Student Scholars 2016 for samples of student vitas based on the length of time in the DSS program), students are able to reap the benefits of coauthored research presentations and publications. As the movement of

TABLE 6. Facet 4: Selected Quotes from “Team Preparation and Appreciation”

Facet 4 description: Research engagement prompted students toward shared responsibility and cooperation required to achieve a collective goal.	
“When it came to the second presentation, we focused on being prepared to present each part that each individual contributed in the paper, but also to do so in a manner that each of our parts really correlated and came together.”	“I truly believe we all pulled our weight and contributed a fair amount of work towards the project, we all worked well together and were able to easily agree on key points of the presentation.”
“Each member came to every meeting prepared and ready to work and get things done. And before we all leave each meeting, we made sure that everyone knew what the next steps are and what needs to be done and finished before the next meeting. We took the initiative in taking responsibility of a part in the project and divided the work so that everyone has an equal amount of work, but also according to the individuals’ strengths and knowledge. The best thing about this group is that we made sure to finish things on time in order to give us time to prepare for the presentation because we knew we were presenting in front of an actual client.”	“Both Mary and Sue contributed a good amount for both projects. Although communication wasn’t always there, they always pulled through and we completed everything. Mary was always able to attend the meetings and contributed creative content to help develop the campaigns like the sales promotion and how to integrate Instagram into the campaign. Sue did a good amount of research that contributed to both projects which included doing the industry analysis and worked on the majority of the power point with me.”
“The research would not have been as impeccable as it was without my fellow research members. The team never divided the work to be done separately during each member’s individual time, but the entire team decided on specific times and dates to work on the material together. Each member had their own strengths and weakness; therefore, we mutually decided to focus on our individual strengths.”	“My teammates were a pleasure to work with, and I hope to work with them in the future. Although seemingly quiet, Jill is a natural-born leader and highly intelligent. She kept the group focused, and I would consider her to be the leader of the group. She took control of situations when opinions were divided, and she always had solid reasoning for her decisions. Cathy has a knack for finding the thing nobody wants to do and tackling it without hesitation. She worked on [E]xcel spreadsheets, edited body copy that no one could stand to read again, and she kept a smile on her face the whole time. She has great ideas and pitches them with confidence.”
“When conducting research, if in a group, then member abilities should be utilized. Everybody has a different thought process, abilities, and amounts of knowledge which strengths can be pulled from to combine.”	“I think that a lot of students lack working with groups and teams. I think that doing research as a team helped me learn to do my part and also to rely on others to make sure they get their part done.”

undergraduate research continues to flourish, the hope is that DSS can assist other faculty, particularly those in business schools, in accomplishing greater student transformation through undergraduate research mentorship.

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TABLE 7. Facet 5: Selected Quotes from “Reflective and Corrective Growth”

Facet 5 description: Research engagement among students made personal critiques for improvements more salient.	
“I could do a better job of knowing exactly what it is that I’m trying to get out of my research, and really searching for just that and applying it better. Knowing exactly what I want in my research in itself will help me to apply my research better, and then after that, I need to get a lot better at just breaking down what I have learned and how what I have learned can be applied to my study. I could also get better at breaking my research down into pieces, because when you look at it as a whole, it can really seem overwhelming and make your research seem scattered as well.”	“There are things that I can do to further improve my researching skills. One is to expand my horizon on different methods and tools that can be used to do research. Another area that I want to improve on is how to better make sense and analyze the research results that I find. Finding information is one thing, but I want to become better in looking deeper into its meaning and seeing how it applies to the goal and ‘objective.’”
“I know that I could improve my communication and leadership skills to reduce the amount of groupthink within my future group projects. I need to play devil’s advocate even when I agree with my team members so that we see all sides of the current problem. Due to this realization, I think the opportunity to work with these students helped me to see my potential as both a leader and a team member.”	“Two of the areas that I need improvement on are essentially my research skills and my communication skills with the client. My research skills have definitely improved since this plan presentation, due to the consistent search for information throughout the month. Therefore, I must take it upon myself to maintain this practice. Since the presentation for the client, I noticed that I forget to mention information that would have been very beneficial to the client. This happens almost immediately after the presentation. In order to effectively communicate all of the information I obtained during the research process, I must remember to practice and use notecards to remind myself of key information.”
“I believe that two areas that I could work on for future projects are procrastination and time management. Being in the class I learned that there is no room for procrastination and that time management is important because there is a lot going on during a limited time frame to complete everything.”	“Various things I could do in order to increase my research skills and competencies as a college student is knowing how to come up with a schedule that has a series of due dates of the project and delivering the work for those due dates. Also, knowing what questions to research, and most importantly, knowing how to use all the resources I have access to correctly, especially the ones that the school provides.”
“As far as the two areas that I have identified that I need to improve, this goes back to knowing who I am and who I want to be. I can’t answer these two questions outright today. Heck, up until last week I didn’t even question myself. I was on a path of stagnation without thought or perspective. Our one-on-one session has brought me to the journey I am on now.”	“A few of the areas in my performance I feel need improvement are improving my academic ability and being confident in my personal identity. I want to excel and become the best all-around person I came become. To become that better person, I strive to obtain more beneficial knowledge. I plan to take more challenging undergraduate courses, read more advanced scholarly works, and most importantly, not underestimate my abilities.”

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Upcoming CUR Events

October 28–29, 2018: Research Experiences for Undergraduates Symposium, Alexandria, VA

February 14–17, 2019: CUR Dialogues, Arlington, VA

April 11–13, 2019: National Conference on Undergraduate Research Kennesaw State University, Kennesaw, GA

May 23–25, 2019: Second World Congress on Undergraduate Research, University of Oldenburg, Oldenburg, Germany (abstract deadline October 16, 2018)



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