INTRODUCTION
Beginning in 2017, the Center for Partnerships to Improve Education (CPIE) has offered EHHP students the paid opportunity to develop research skills under the mentorship of an EHHP faculty member during a summer session—Maymester (approximately 2 weeks), Summer 1 (approximately 4 weeks), or Extended Summer (approximately 6 weeks). Only students recruited by a faculty member are eligible for the program, and all hired student researchers earn $11 per hour for up to 20 hours per week. CPIE serves as the hiring department responsible for approving timesheets, however each student works under the daily supervision of the faculty research mentor.

In summer 2018, 12 student researchers and 8 faculty research mentors participated in Summer Research Employment. These individuals pursued nine research projects. Most (n=6) faculty members worked with just one student researcher. One faculty member worked with three students divided between two different projects. Two faculty members each worked with two students. In one case, a student was terminated, at the request of the faculty mentor, due to multiple work-related missteps. That faculty member’s other student researcher remained employed for the duration of the summer session, therefore the research activity was sustained. As a result of the termination, only 11 students completed the program.

To assess Summer Research Employment, each individual completing the program was asked to respond to a reflection survey. Of the 11 students, 10 complied for a 91% response rate. Of the 8 faculty members, 87.5% or 7 responded to the survey. The overall response rate was 89.5%.

Faculty and students received comparable, not identical, surveys that addressed the same themes—the researchers, the research, impact, overall perceptions, and final thoughts. The faculty survey consisted of 16 items, whereas the student survey was made up of 15 items. The items were a combination of multiple choice and open response.

The survey responses are summarized below by theme. It is important to note that faculty and students did not receive the survey at the same time. Students were asked to complete the survey prior to their final summer paycheck (June). Faculty received the survey link in mid-September and were asked to respond by October 1.

THE RESEARCHERS
Ten of 11 students completed the survey. 60% of student researchers were undergraduate students, and 40% were graduate students.
The students represented a range of majors including early childhood education (n=4, 40%), education cognates requiring a content major (n=2, 20%), and 10% (n=1) each in exercise science, public health, teaching/learning/advocacy, and theater education.

Seven of eight participating faculty members responded to the survey. 71.4% (n=5) were housed in the Department of Teacher Education, with 28.6% (n=2) in the Department of Health and Human Performance. Over half (57.1%, n=4) were on tenure-track but not tenured at the time of survey completion. These individuals equally represented both departments. All tenured faculty were housed in Teacher Education.

**THE RESEARCH**

Five items on both surveys were used to ascertain if the faculty and students on the same research team possessed a shared understanding of particular aspects of the research they conducted together.

Respondents were asked to provide a brief description of the research project. The responses ranged from no response, to a phrase/title, to a sentence, to a paragraph. In three cases only one member of a research team provided a response so comparison of answers was not possible. Among the teams in which both faculty and student responded, the researchers demonstrated a common understanding, albeit with varying levels of explanation.

Each participant was asked to describe the contributions of the students to the research project. In two cases, neither team member responded to the item. For the remaining teams, the responses confirmed a shared understanding as evidenced by descriptions that mostly aligned. As shown below, the student researchers developed a range of skills while offering a variety of contributions to the projects. Specifically, the student researchers:

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<tr>
<th>Activity</th>
<th>Students</th>
<th>Faculty</th>
</tr>
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<tbody>
<tr>
<td>Sorted data</td>
<td>Identified themes in data</td>
<td>Collected data – interviews</td>
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<td>Transcribed interviews</td>
<td>Recruited participants</td>
<td>Collected data – observations</td>
</tr>
<tr>
<td>Reduced data</td>
<td>Set up/broke down lab</td>
<td>Collected data – field surveys</td>
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<tr>
<td>Analyzed documents</td>
<td>Reviewed literature</td>
<td>Suggested conclusions</td>
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Participants were asked if their research team was comprised of additional students and/or faculty. 50% (n=5) of the students and 71% (n=5) of the faculty indicated the involvement of other students and/or faculty. Two of these faculty members explained that additional students were involved via Independent Study or SURF funding. In addition to providing for
teams of researchers, Summer Research Employment also supported partnerships with nearby institutions of higher education, an international academic publishing company, an early childhood development center, and another campus office. When asked if they collaborated with an external organization or entity, 57% (n=4) of faculty and 20% (n=2) of students responded Yes. 30% (n=3) of students selected I’m not sure.

Both faculty and students were asked to identify the statement that best describes their relationship to the research project. The choices represented the four relationships named below. Percentages show responses that were in agreement among faculty and student respondents on the same team.

- Student assisting with the faculty member’s research (33% of projects)
- Faculty assisting with the student’s research (22% of projects)
- Student and faculty collaborating on shared research
- Other

Two students differed from their faculty research mentors and identified the research as student-led. In these cases, the faculty members selected faculty-led or collaborative.

**IMPACT**

Faculty and students were asked open ended questions intended to understand the impact of Summer Research Employment on their work and learning, respectively. The faculty responses indicated that Summer Research Employment enhanced their research and helped strengthen their teaching and mentoring of students. Examples of faculty responses included:

**Faculty comments – enhanced research**

<table>
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<tr>
<th>[Student] had particular skills that were needed for the project</th>
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<tr>
<td>Delegating tasks to highly capable students helps me overcome research challenges associated with limited time and resources. Including students in the research process enables me to take on projects with higher quality designed and methodology.[ ]</td>
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<tr>
<td>...has also helped move my research along faster than it would have ever happened without this help. Having pilot research data during my first year as a faculty member is great to propel my research agenda forward.</td>
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<tr>
<td>Able to finish a research book!</td>
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**Faculty comments – strengthen teaching/mentoring**

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<th>I have developed a close mentor/mentee relationship with my student researcher, which I view as a key aspect of my career.</th>
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<tr>
<td>It has helped me understand the nuances of research and how to assist new researchers with the process. I try to mentor how I would have liked someone guide me when I started.</td>
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<tr>
<td>The research project also took a closer look at what we do in field courses and how it impacts our preservice teachers.</td>
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<tr>
<td>[A faculty colleague] and I are developing a model of transdisciplinary coaching that stemmed from our work with the student researchers.</td>
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<tr>
<td>...helped me think about the challenges and opportunities that exist as I work with graduate students. Specifically, I’m looking for new opportunities to integrate more graduate students into my work, and into my classes.</td>
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According to the student researchers, the program helped them develop or strengthen specific skills and make deeper connections to content and ideas learned through coursework. Examples of student responses included:

### Student comments – specific skills

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<tr>
<th>Comment</th>
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<tr>
<td>…allow[ed] me to use and practice my Spanish in a real life setting using new vocabulary and learning how to transcribe voice recordings and translate real documents and thoughts that sometimes don’t translate perfectly.</td>
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<tr>
<td>I learned how to navigate and reduce Excel data sheets containing tons of data from the various trials.</td>
</tr>
<tr>
<td>…taught me to pay more attention to details as well as to be precise with all my work.</td>
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<tr>
<td>It has made be a better writer. I have been able to view different situations in the classroom and learn how to adjust to them.</td>
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<tr>
<td>…learn[ed] how to better search for scholarly articles and improved my skills for an annotated bibliography.</td>
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<td>Not only did we receive intense coaching on qualitative research, we received quality coaching on teaching.</td>
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### Student comments – deeper connections

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<td>…reflect[ed] on some of the lessons in my education classes, while also challenging some of my original views on topics in my profession.</td>
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<td>I took [a related] class at the same time. I was doing things as I learned about them.</td>
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<tr>
<td>This contributed to my understanding of developmentally appropriate practices used in early childhood education</td>
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In addition to scholarly impact, the survey sought to learn about faculty-student interactions resulting from Summer Research Employment. Faculty were asked how the research experience impacted their interactions with or perceptions of students as researchers. Students were asked how the experience impacted their interactions with faculty. Both sets of respondents identified mentoring as a key impact. Students described faculty as providing personal and professional mentorship. They also explained how the experience helped them to meet more faculty members. This two-pronged benefit was reiterated by faculty, who added that the summer experience provided a vehicle for meaningful collaboration. Specific comments are included below.

### Faculty comments

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<tr>
<td>…I develop[ed] more personal relationships with students. This enables me to get to know them beyond the classroom environment, witness their strengths, and challenge them in ways that will improve upon their personal or professional weaknesses.</td>
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<tr>
<td>…I believe I have a much deeper understanding of how to run successful student-faculty research collaboration in my area of research. Collaboration with students was as rewarding and productive as work with other faculty.</td>
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<td>I had the benefit of working with students as researchers in the past. This positive experience has continued.</td>
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<tr>
<td>I really like helping students. Once people realize that yes, they CAN publish and their thoughts ARE important it propels them forward into their careers with a positive view.</td>
</tr>
<tr>
<td>My students this summer exceeded my expectations...Many students are eager to learn as much as they can, and I felt my student learned new skills and completed great work this summer.</td>
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Student comments

"I have greatly enjoyed working with [faculty member]. She is very helpful in explaining the concepts and duties expected of us while also urging us to better ourselves by asking us to set personal/professional goals for the summer.

It has allowed me to meet more professors in the education department.

...it has taught me to be more comfortable talking with faculty members. It has also taught me to not be afraid to reach out to my teacher for help or for opportunities.

I feel so much closer to several faculty members now.

I have formed quality relationships with two amazing faculty members because of this experience. I know now that I have mentors who will help me however they can in the future. It was awesome to feel, not only that I had mentors, but that I was part of a team.

A lot of the faculty I worked with will probably be my teacher when I get accepted into the Education Department. Since I worked with them this summer, I will already have an idea of who they are and how they teach.

I feel like I am more comfortable talking with members of the faculty. I am very timid and sometimes have difficulty talking to my instructors when I need to. I feel like this has helped me be more comfortable addressing them.

I admire [specific faculty member] even more now. The research she has done is going to change how people teach.

To determine the broader impact of Summer Research Employment, participating faculty were asked to name the types of resulting scholarly activities. Their combined responses indicate wide dissemination of their research through a variety of mechanisms.

3 journal manuscripts under development
2 conference submissions under development
2 accepted conference presentations
1 journal submission
1 book in press
1 infographic shared with community

Students were asked to describe how the research experience has better prepared them for upcoming coursework, graduate school, or career. Their responses point to specific foundational skills and knowledge. In particular, students said:

...helped me understand the psyche of high school students...

...allowed me to have a more open and questioning mind for my classes, while also giving me a lot of new information to incorporate into my classes.

...has given me new skills and knowledge that I believe will significantly benefit my performance in upcoming classes.

It has given me a solid background and foundation in my field of work that other students may not have.

I’m ahead of the game now because I am taking the research course in the fall.

I now know the process of doing qualitative research—which will help me in my teaching and in my future education.

I have a better understanding of reflections.

...helped me identify and understand the content of scholarly resources related to the research topic.

OVERALL PERCEPTIONS

Both faculty and student participants were asked to rate their overall perception of Summer Research Employment. Response choices were highly satisfied, somewhat satisfied, unsure,
and dissatisfied. Thirteen of the 17 respondents (76.5%) selected highly satisfied and four (23.5%) chose somewhat satisfied. No respondents selected unsure or dissatisfied. Participants were given the option to include comments, and those are included below.

- I don’t feel like I was asked to do anything that was too difficult that I was unable to accomplish it. (student)
- I do wish I had another student to work with me or bounce ideas off of and maybe make the workload less heavy some days. (student)
- I have learned a lot and had a great time. (student)
- This was an extremely rewarding and productive experience. [Students] collaborated closely with each other and with me and [other faculty member]. The experience enriched my understanding of my main research and teaching agenda and it gave me a blueprint for other projects. (faculty)
- I did not have as much contact with [the student] during this time as I would have liked. (faculty)
- I think this is great. We need to continue these opportunities for our students. (faculty)

Faculty members were asked how likely they are to participate in the program again. All except one (85.7%) responded very likely. One (14.3%) faculty member selected unsure. Students were not asked this question. The optional comments from faculty members were:

- Now that I have a successful model for collaboration, I want to keep collaborating with students in ways that are rewarding for myself as well as for student-researchers
- This program is beneficial two fold. Both the students and the faculty members.

**FINAL THOUGHTS**

Faculty and students were asked about the program’s organization and hiring process, respectively. They were also given the opportunity to include comments. Students were asked to consider the quality of information, application, notifications, and the professionalism of the CPIE staff throughout the hiring process. The options ranged from one star for poor process to five stars for very good process. Seven of ten students (70%) selected very good process. Three students skipped this item. One student included an option comment—it was an incredibly easy process.

Faculty were asked to consider the quality of information, communication, timeliness, validation of students’ hours worked, and professional when rating the organization of the program. The options ranged from one star for poorly organized program to five stars for very well organized program. Six of the seven faculty members (85.7%) selected very well organized program. The remaining faculty member did not respond to this item. The optional comments were:

- Everything ran smoothly
- It was great! I know the students got a lot out of this, and they also got paid. This validates their hard work and efforts. Bravo!
- I would imagine that each summer research employment program is different for faculty. I appreciate the flexibility of the program to accommodate the variety of programs.
- Everything worked very smoothly
- I felt that I received very good email and verbal communication during this process
- The first time doing this always means a learning curve
The final item on both surveys was optional and provided an opportunity for respondents to include additional feedback. Three faculty members and two students responded.

Faculty comments

<table>
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<tr>
<th>I originally had two students receive CPIE funding; however I had multiple issues with one student not attending required research activities. I was able to reach Courtney Howard by phone to discuss this situation, and I really appreciated her insight, feedback, and understanding that the student could no longer participate in the project. I am very grateful for this generous support for our students. My research relies heavily on “person-power” to collect data in the community, and it is often difficult for students to participate in these opportunities (especially during the summer) without pay, as they are juggling many responsibilities. This is a huge asset for faculty to advance research and provide students great opportunities. Thank you!</th>
</tr>
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<tbody>
<tr>
<td>This was wonderful. Thank you for providing this opportunity. This is definitely one of the benefits to being a faculty member at TEDU/EHHP.</td>
</tr>
<tr>
<td>Excellent as always. Thanks again.</td>
</tr>
<tr>
<td>Thank you so much for this program!</td>
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Student comments

| Wonderful experience |
| Thank you for this amazing opportunity! |

**BUDGET**

Total expenditures for 2018 Summer Research Employment were $10,136.50 for all hired students. All funds were spent on student wages at $11 per hour. The sum of all hours worked was 921.5 hours. On average, each student worked 83.8 hours. The cost per student was approximately $922. The student researcher who was terminated did not submit a timesheet, therefore the cost per student was calculated for 11 students. Two students worked during Summer I (4 weeks), and all others in Extended Summer (6 weeks).

**CONCLUSION**

It is clear that 2018 Summer Research Employment was a beneficial experience for both students and faculty, and remains a worthwhile investment of funds. For students, the benefits included development of specific skills, increased understanding of the research process, and deeper connections to their coursework. They also viewed the mentored research experience as good preparation for future courses, career, and graduate school. Faculty were able to advance their scholarly work while positively impacting their mentoring and teaching. Both faculty and students described Summer Research Employment strengthened their professional relationships with each other.

Student researchers were encouraged to present their research experience at the Celebration of Summer Scholars Poster Session held annually on Convocation Day. Only one student participated. This student was part of a research team involving another student receiving SURF support. SURF-funded students are required to participate in the poster session. To increase participation in this valuable campus-wide showcase, CPIE will make funds available to print presentation posters at the campus print shop, as that expense may be prohibitive to research teams with no funding. Based on the positive assessment of 2018 Summer Research Employment, CPIE plans to offer the program again in 2019.
This was an extremely rewarding and productive experience. The experience enriched my understanding of my multi-research and teaching agenda and it gave me a blueprint for other projects. —Faculty Research Mentor

I think this experience will really help me be more prepared for my upcoming coursework and graduate school. It has given me a solid background and foundation in my field of work that other students may not have. —Student Researcher

12 students majoring in early childhood education, exercise science, education cognates requiring a content major, public health, theater education, and teaching/learning/advocacy,

8 faculty representing HEMP and TEDU. 42.9% already tenured, 57.1% untenured but on tenure track.

**IMPAKT ON SCHOLARLY PRODUCTIVITY**

3 manuscripts under development

2 conference submissions in progress

1 book in press journal submission

publication for community partners

**REFLECTIONS FROM PARTICIPANTS**

Mentoring a student researcher has helped me understand the nuances of research and how to assist new researchers with the process. The research project also took a closer look at what we do in our courses and how it impacts our students. —Faculty research mentor

This experience taught me a lot about the little things that go into conducting a research study. It taught me about how to pay more attention to details as well as to be precise with my work. —Student researcher

I learned how to navigate and reduce Excel data sheets containing tons of data from the various trials. —Student researcher

I have developed a close mentor/mentee relationship with my student researcher, which I view as a key aspect of my career. Not only have we extensively discussed research, we have and are discussing future career plans and steps for the student. —Faculty research mentor

Delegating tasks to highly capable students helps me overcome research challenges, associated with limited time and resources. Including students in the research process enables me to take on projects with a higher quality design and methodology and will inevitably be more impactful to the community upon dissemination of our results. —Faculty research mentor

It has forced me to reflect on some of the concepts in my major courses, while also challenging some of my original views on topics in my profession. It has also helped me to understand some things about myself. —Student researcher

**ENGAGED RESEARCH**

Faculty-student research teams collaborated with nearby institutions of higher education, a child development center, an academic publishing company, and other offices on campus.

Student researchers developed skills to recruit research participants; collect, analyze, and reduce data; transcribe interviews; suggest conclusions; review literature; and set-up/break down a laboratory.

Both faculty and students highlighted their roles as mentors and mentees as important benefits of the program.

Now that I have a successful model for collaboration, I want to keep collaborating with students in ways that are rewarding for myself as well as for student-researchers. —Faculty Research Mentor

Read the full report at partnerships.cofc.edu