

Sustainability of an Established CURE Curriculum at Primarily Undergraduate Institutions

Course-Based Undergraduate Research Experiences (CUREs) are laboratory curriculum designed to expand the inclusivity of research opportunities for undergraduate students. CUREs provide the experience and benefits of scientific research, and those benefits and experiences at an earlier point in students' education. These qualities mean CUREs can be of great value to primarily undergraduate institutions (PUIs), but faculty at these institutions who wish to design and/or implement a CURE can face major barriers including lack of time and resources.

We provided professional development and ongoing support for the implementation of an established CURE at two PUIs. The CURE was taught by four faculty members, allowing us to study the faculty experience when implementing an established CURE with support provided from resources outside of their institution.

We interviewed the faculty prior to PD, and after one semester of CURE implementation to understand the instructors' experiences and motivations. Interviews are being analyzed using qualitative research techniques to answer the following research questions. (1)What factors influence faculty to sustain an established CURE once implemented? (2)What motivates the decision to sustain the CURE? (3)What support resources does the instructor anticipate will be needed to do so? (4)What support resources were actually used by the instructor?

Preliminary analysis of interviews shows that student outcomes and faculty impact were major motivations for CURE sustainability, as well as the degree to which an established CURE curriculum can be adapted to a particular institution. Instructors are relatively accurate at perceiving what barriers and support needs exist at their institutions and which may affect future sustainability of the CURE.

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