



Office of the Provost
and Vice President for Academic Affairs

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DATE: June 27, 2013
TO: Jody Cofer, David Eaton
URSA
CC: Renae Duncan
FROM: University Assessment Committee
SUBJECT: **2012-13 Nonacademic Program Assessment Report Feedback**

Thank you for submitting your completed assessment report; we appreciate all the time and thought you have put into developing your assessment report.

The University Assessment Committee has reviewed and approved your 2012-13 assessment report, and offers the following feedback.

- Thank you for reporting detailed assessment results, with sufficient analysis.
- Thank you for summarizing your action plan to increase faculty engagement in undergraduate research.
- The committee recognizes the extensive time and thought involved in developing an excellent assessment plan, and congratulates you for your outstanding efforts!

The University Assessment Committee and the Office of Institutional Assessment will be happy to provide help and resources as you conduct your 2013-14 assessments. Please let us know what we can do to support your important efforts. You can reach us by phone at 809-3441 or by email at msu.assessment@murraystate.edu.

University Assessment Committee Membership
David Allen, Frederic Dietz, Dwayne Driskill, Ashley Ireland,
Susan Muller, Ian Norris, Carl Prestfeldt, Catherine Sivills,
Kelley Wezner, Chair
Lori Roe, UAC Support

Assessment Report

Academic Year: 2012-2013
Department/Unit: Undergraduate Research and Scholarly Activity
College/Division: Academic Affairs
Contact Person(s): David Eaton and Jody Cofer
Submission Date: 6/3/13

Unit mission:

The Office of Undergraduate Research and Scholarly Activity (URSA) endeavors to increase the number of Murray State University undergraduate students who have the opportunity to engage in faculty-mentored research, scholarly and creative experiences.

Outcomes:

- 1) Increase the opportunities for undergraduate students to engage in faculty-mentored research and scholarly and creative experiences. *(Assessed during 2011-2012)*

- 2) Increase the engagement of faculty in high-impact inquiry-based learning. *(Assessed during 2012-2013)*

Assessments:

Assessment 1 (Outcome 2): URSA will offer faculty development opportunities on high-impact learning techniques.

Assessment Instrument/Data Source	Timeline	Data Collection	Target Population
Program administration/data tracking	Annually	Number of programs organized and/or sponsored and participation rates	Faculty

URSA will provide professional develop programming for faculty so they will be equipped to serve as mentors and engage undergraduate students in inquiry-based learning. URSA will measure the number of professional development programs for faculty.

Our target for professional development programs for 2012 is 2 programs organized and/or sponsored by URSA involving a total of 50 faculty.

Assessment 2(Outcome 2): The number of faculty mentors in URSA programs will increase.

Assessment Instrument/Data Source	Timeline	Data Collection	Target Population
Program administration/data tracking	Annually	Individual and academic discipline participation rates	All faculty participants in URSA organized and/or sponsored programs

Annually, we will measure the number of faculty mentors and their academic disciplines that participate in our programs organized for undergraduate students.

Our target is to increase the number of faculty mentors participating in URSA programs over last year. Particular focus will be placed on colleges and/or schools that have been historically underrepresented in URSA programs.

- Research Scholar Fellowships
- URSA Grants
- Travel Support Grants
- *Posters-at-the-Capitol*
- *Scholars Week*
- Special Program for Underrepresented College/School: Evidence-Based Best Practices in Clinical Healthcare

Assessment 3 (Outcome 2): Faculty will demonstrate engagement in high-impact inquiry-based learning programs and techniques.

Assessment Instrument/Data Source	Timeline	Data Collection	Target Population
Evaluations	Completion of URSA supported projects	<ul style="list-style-type: none"> • Perceived educational impact the experiences had on students • Perceived acquisition of hands-on tools/techniques/methods of inquiry • Expectations around experience • Willingness to participate again • Barriers to success with high-impact inquiry-based learning techniques 	All faculty participants in URSA organized and/or sponsored programs

Following participation in URSA organized and/or supported projects, faculty will participate in an evaluation survey to assess the experience and their engagement.

Our targets will vary for each piece of this assessment.

- Perceived educational impact the research experience had on the student averaging 1-2 on a 7 point scale (1=Learned a Lot / 7 Not Worth Much)
- Perceived acquisition of hands-on tools/techniques/methods of inquiry by the student within his/her academic discipline averaging 1-2 on a 7 point scale (1=Definitely Yes / 7=Definitely No)
- Research experience for the student will live up to faculty member's expectations averaging 1-2 on a 7 point scale (1=Definitely Yes / 7=Definitely No)
- Faculty will report a willingness to participate in undergraduate research programs again averaging 1-2 on a 7 point scale (1=Definitely Yes / 7=Definitely No)
- Barriers to success with high-impact inquiry-based learning techniques will be collected, reviewed, and reported in a narrative

This information will be used by program leadership in making modifications and planning for future programs.

Location: The Office of Undergraduate Research and Scholarly Activity
Dr. David Eaton, Faculty Coordinator
Mr. Jody Cofer, URSA Program Coordinator

Dissemination/discussion:

Analysis of the findings is reviewed by the Faculty Coordinator and URSA Program Coordinator for URSA. Then, the findings are shared with the URSA Advisory Board representing all the colleges and schools at the institution for their review and feedback. Findings will ultimately be shared with the Associate Provost for Undergraduate Education and the Office of Institutional Assessment.

Results:

Assessment 1 (Outcome 2): Our target for professional development programs for 2012 was 2 programs organized and/or sponsored by URSA involving a total of 50 faculty. While 2 programs were offered, the participation rate did not reach goal. This target was partially met.

The Office approached this by prioritizing a program that targeted an underrepresented area of the institution in undergraduate research. While several were considered, the nursing discipline was selected noting that future programs of a similar nature would be organized.

In October, the Office partnered with the School of Nursing to host "Evidence-Based Best Practices in Clinical Healthcare." This program had several purposes. In addition to providing students the opportunity to present evidence-based practices, commonly accepted as research/scholarly work in the nursing field, it provided the opportunity for faculty to further explore the projects that their students were working on outside the classroom and brainstorm future project ideas. The program featured a poster session, keynote luncheon, and oral presentations. The keynote luncheon was delivered by a Murray State alumnus and local nurse practitioner who offered first-hand knowledge of the importance

of evidence-based best practices in the clinical setting. 65 students participated in this program and approximately a dozen faculty.

In April, the Office presented as part of the University’s Research Brown-Bag Luncheon Series on how to engage undergraduate students in research. Four faculty members representing the College of Education, College of Humanities and Fine Arts, College of Science, Engineering and Technology, and the School of Nursing served as panelists. Prior to the brown-bag, a participation survey was distributed to the 19 participants. 8 faculty participated in the survey representing a 42% response rate.

Prior to the presentation, were you actively mentoring undergraduate students in research or scholarly activity outside the classroom?

<u>Yes, Multiple Students</u>	<u>Yes, Single Student</u>	<u>No, but Have in the Past</u>	<u>No</u>
5 / 63%	1 / 13%	1 / 13%	1 / 13%

Did the panel and audience discussion on undergraduate research provide helpful information to you for the future?

<u>Definitely Yes</u>			<u>Neutral</u>		<u>Definitely No</u>	
3 / 38%	2 / 25%	1 / 13%	0	0	2 / 25%	0

Are you more prepared after the luncheon/presentation to mentor undergraduate students in research or scholarly activity outside the classroom than you were prior?

<u>Definitely Yes</u>			<u>Neutral</u>		<u>Definitely No</u>	
2 / 25%	2 / 25%	0	2 / 25%	0	2 / 25%	0

Do you believe that research experiences help students educationally?

<u>Definitely Yes</u>			<u>Neutral</u>		<u>Definitely No</u>	
8 / 100%	0	0	0	0	0	0

How would you rate the visibility of MSU’s Office of Undergraduate Research and Scholarly Activity (URSA) and their programs to support faculty-mentored research experiences?

<u>Highly Visible</u>			<u>Somewhat Visible</u>		<u>Not Visible</u>	
1 / 13%	5 / 63%	0	2 / 25%	0	0	0

Are you likely to mentor undergraduate students in research or scholarly activity in the future?

Definitely Yes

4 / 50%

2 / 25%

0

Possible

2 / 25%

0

0

Definitely No

0.0% (0)

What support programs or services would be most helpful to you in mentoring undergraduate student in research or scholarly activity?

More URSA grants and fellowship opportunities would help!!
Ethics and professional courtesy programs for students
more time for students to apply for funds in the Fall
Research Scholar Fellowships McNair Scholar Program Travel support

Assessment 2 (Outcome 2): URSA measured the number of faculty mentors participating in URSA organized/coordinated programs for 2012-13. While various programs saw increases in specific colleges/school, targets to increase the number of faculty involved were not met in most of the programs.

It is important to note that faculty mentors do not have to be in the same academic unit that a proposal originates from (i.e. a student in the Hutson School of Agriculture studying in the animal health technology could use a faculty mentor from the Department of Biological Sciences).

Research Scholar Fellowships

TOTAL # OF PROPOSALS: 7
 TOTAL # OF FUNDED FELLOWSHIPS: 4
 TOTAL # OF FACULTY MENTORS: 5
PERCENTAGE CHANGE FOR FACULTY MENTORS (11-12/12-13): -62%

<u>College/School/Unit</u>	<u># of Proposals</u>	<u>Funded Fellowships</u>	<u>Faculty Mentors (Funded and Not Funded Included)</u>	<u>Faculty Mentors from 2011 (Funded and Not Funded Included)</u>	<u>Percentage Change</u>
ABCOB	1 / 14%	0	1	1	0
CEAO	0	0	0	0	0
EDU	0	0	0	1	-100%
HSHS	0	0	1	0	100%
HFA	2 / 29%	1 / 25%	1	4	-75%
SET	4 / 57%	3 / 75%	5	13	-160%
HSA	0	0	0	2	-100%
SON	0	0	0	0	0

URSA Grants

TOTAL # OF PROPOSALS: 15
 TOTAL # OF GRANTS AWARDED: 15
 TOTAL # OF FACULTY MENTORS: 11
PERCENTAGE CHANGE FOR FACULTY MENTORS (11-12/12-13): -15%

<u>College/School/Unit</u>	<u># of Proposals</u>	<u>Funded Grants</u>	<u>Faculty Mentors (Funded and Not Funded Included)</u>	<u>Faculty Mentors from 2011 (Funded and Not Funded Included)</u>	<u>Percentage Change</u>
ABCOB	0	0	0	1	-100%
CEAO	0	0	0	0	0
EDU	1 / 7%	1 / 7%	1	0	100%
HSHS	0	0	0	0	0
HFA	6 / 40%	6 / 40%	5	4	25%
SET	5 / 33%	5 / 33%	3	8	-63%
HSA	2 / 13%	2 / 13%	1	0	100%
SON	1 / 7%	1 / 7%	1	0	100%

Travel Support Grants

TOTAL # OF PROPOSALS: 11
 TOTAL # OF GRANTS AWARDED: 11
 TOTAL # OF FACULTY MENTORS: 11
PERCENTAGE CHANGE FOR FACULTY MENTORS (11-12/12-13): 267%

<u>College/School/Unit</u>	<u># of Proposals</u>	<u>Funded Grants</u>	<u>Faculty Mentors (Funded and Not Funded Included)</u>	<u>Faculty Mentors from 2011 (Funded and Not Funded Included)</u>	<u>Percentage Change</u>
ABCOB	2 / 18%	2 / 18%	3	0	300%
CEAO	0	0	0	0	0
EDU	1 / 9%	1 / 9%	1	1	0
HSHS	0	0	0	0	0
HFA	2 / 18%	2 / 18%	2	2	0
SET	5 / 45%	5 / 45%	4	0	400%
HSA	1 / 9%	1 / 9%	1	0	100%
SON	0	0	0	0	0

Posters-at-the-Capitol

TOTAL # OF PROPOSALS: 23
 TOTAL # OF SLOTS FILLED: 15
 TOTAL # OF FACULTY MENTORS: 15
PERCENTAGE CHANGE FOR FACULTY MENTORS (11-12/12-13): -16%

<u>College/School/Unit</u>	<u># of Proposals</u>	<u>Slots Filled Accepted</u>	<u>Faculty Mentors (Selected and Not Selected Included)</u>	<u>Faculty Mentors from 2011 (Selected and Not Selected Included)</u>	<u>Percentage Change</u>
ABCOB	4 / 17%	2 / 12%	1	5	-80%
CEAO	0	0	0	0	0
EDU	3 / 13%	1 / 7%	1	1	0
HSHS	0	0	1	0	100%
HFA	3 / 13%	3 / 20%	2	1	50%
SET	9 / 39%	7 / 47%	7	10	-30%
HSA	3 / 13%	1 / 7%	3	2	50%
SON	1 / 4%	1 / 7%	1	0	100%

Scholars Week

RESEARCH AND/OR SCHOLARLY ACTIVITY POSTERS:	98
SERVICE LEARNING POSTERS:	10
TOTAL # OF POSTER PRESENTATIONS:	108
TOTAL # OF ORAL PRESENTATIONS:	60
TOTAL # OF STUDENT PARTICIPANTS:	175
TOTAL # FACULTY MENTORS:	58
<u>PERCENTAGE CHANGE FOR FACULTY MENTORS (11-12/12-13):</u>	<u>-15%</u>

BREAKOUT OF RESEARCH/SCHOLARLY ACTIVITY POSTERS
AND ORAL/PERFORMANCES:

<u>College/School/Unit</u>	<u>Poster</u>	<u>Oral</u>	<u>Faculty Mentors</u>	<u>Faculty Mentors from 2011</u>	<u>Percentage Change</u>
ABCOB	2	6	2	6	-67%
CEAO	0	0	0	0	0
EDU	2	8	3	4	-25%
HSBS	21	1	4	6	-33%
HFA	15	34	23	23	0
SET	56	13	21	24	-13%
HSA	0	0	3	5	-40%
SON	2	0	2	0	200%

Assessment 3 (Outcome 2): Faculty mentors participated in a survey enclosed as an appendix.

For each target, results are shown:

- Perceived educational impact the research experience had on the student averaging 1-2 on a 7 point scale (1=Learned a Lot / 7 Not Worth Much) – 93% Finding (target met)
- Perceived acquisition of hands-on tools/techniques/methods of inquiry by the student within his/her academic discipline averaging 1-2 on a 7 point scale (1=Definitely Yes / 7=Definitely No) – 43% Finding (target not met, however, when factoring in the 3rd ranking on the scale which is still on the positive side, the overall return climbs to 100%)
- Research experience for the student will live up to faculty member’s expectations averaging 1-2 on a 7 point scale (1=Definitely Yes / 7=Definitely No) – 72% Finding (target met)
- Faculty will report a willingness to participate in undergraduate research programs again averaging 1-2 on a 7 point scale (1=Definitely Yes / 7=Definitely No) – 100% Finding (target met)
- Barriers to success with high-impact inquiry-based learning techniques will be collected, reviewed, and reported in a narrative – limited time and resources were the only two barriers reported

Use of results:

Assessment 1

- Following the success of the “Evidence-Based Best Practices...” program with the School of Nursing, URSA has determined that type of programming each academic year should continue. At least one underrepresented academic area should be focused on to raise awareness and encourage undergraduate research.
- While the participation survey showed highly favorable returns, it was pulling from a crowd that had mostly already participated and would continue. URSA decided that if a faculty panel-type discussion is to be held again in the future it will rework the intention and better target the needs of attendees.

Assessment 2

- While faculty mentor participation rates fell in many of URSA’s programs, student proposals and submissions stayed relatively even with the previous year or increased. Assessment 2 was the tracking of faculty mentor participation rates. The Office systemized this process to continue in the future for all recurring programs.

Assessment 3

- While a relatively small number of faculty mentors participated in the survey, the findings are consistent with previous years noting high perceived impact to the student, perceived acquisition of hands-on tools/techniques/methods of learning, and willingness to mentor future undergraduate students in research.
- In 2008, the Office conducted a faculty survey on the “State of Undergraduate Research.” The Office has decided to replicate in some fashion another assessment of this type in the fall of 2013.

Appendix I. 2012-2013 Annual Report



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Advisory Board Members

Arthur J. Bauernfeind College of Business

Dr. Terry Holmes
Dr. John Spinda

College of Education

Dr. Meagan Musselman
Dr. Joyce Shatzer

College of Health Sciences and Human Services

Dr. Daniel Hepworth

College of Humanities and Fine Arts

Dr. ZB Smetana
Dr. David Pizzo

College of Science, Engineering and Technology

Dr. Terry Derting
Dr. Wafaa Fawzy

Hutson School of Agriculture

Dr. David Ferguson
Dr. Pat Williams

School of Nursing

Ms. Summer Cross

University Libraries

Mr. Dieter Ullrich



Posters-at-the-Capitol

TOTAL # of PROPOSALS: 23

TOTAL # of SLOTS FILLED: 15

<u>College/School/Unit</u>	<u># of Proposals</u>	<u>Slots Filled Accepted</u>
Arthur J. Bauernfeind College of Business	4 / 17%	2 / 12%
Continuing Education	0	0
College of Education	3 / 13%	1 / 7%
College of Health Sciences and Human Services	0	0
College of Humanities and Fine Arts	3 / 13%	3 / 20%
College of Science, Engineering and Technology	9 / 39%	7 / 47%
Hutson School of Agriculture	3 / 13%	1 / 7%
School of Nursing	1 / 4%	1 / 7%

Murray State University continued to lead the coordination effort for the statewide *Posters-at-the-Capitol* (P@C) program. All of Kentucky's public universities and the Kentucky Community and Technical College System participated in this program. Following this year's program, a student participation survey across all participants was conducted and returned a 32% response rate. Below is a snapshot of the program-wide survey results:

- Heavy senior participation in P@C
- Academic disciplines
 - Science – 53%, Humanities and Fine Arts – 20%, Business – 2%, Agriculture – 10%, Health Sciences and Human Services – 11%, Education – 2%, and other – 2%
- Key takeaways from the most valuable learning experience at P@C
 - Experience presenting projects to colleagues
 - Learning to present in a non-scientific fashion
 - Meeting faculty and student researchers from other institutions
- Positive Experiences
 - Good on program communication – 96% Satisfaction
 - Good on program organization – 98% Satisfaction
 - Good on overall experience – 94% Satisfaction



Scholars Week

Research and/or Scholarly Activity Posters:	98
Service Learning Posters:	10
TOTAL POSTER PRESENTATIONS:	108

TOTAL ORAL PRESENTATIONS: 60

Undergraduate Student Participants (research or scholarly)	113
Undergraduate Student Participants (service learning)	52
Graduate Student Participants	10
TOTAL STUDENT PARTICIPATION:	175

BREAKOUT OF RESEARCH/SCHOLARLY ACTIVITY POSTERS AND ORAL/PERFORMANCES:

<u>College/School/Unit</u>	<u>Poster</u>	<u>Oral</u>	<u>Faculty Mentors</u>
Arthur J. Bauernfeind College of Business	2	6	2
Continuing Education	0	0	0
College of Education	2	8	3
College of Health Sciences and Human Services	21	1	4
College of Humanities and Fine Arts	15	34	23
College of Science, Engineering and Technology	56	13	21
Hutson School of Agriculture	0	0	3*
School of Nursing	2	0	2

* = Mentored students majoring in other areas



Research Scholar Fellowships

TOTAL # of PROPOSALS: 7

TOTAL # of FELLOWSHIPS AWARDED: 4

<u>College/School/Unit</u>	<u># of Proposals</u>	<u>Funded Fellowships</u>
Arthur J. Bauernfeind College of Business	1 / 14%	0
Continuing Education	0	0
College of Education	0	0
College of Health Sciences and Human Services	0	0
College of Humanities and Fine Arts	2 / 29%	1 / 25%
College of Science, Engineering and Technology	4 / 57%	3 / 75%
Hutson School of Agriculture	0	0
School of Nursing	0	0



URSA Grants

TOTAL # of PROPOSALS: 15
 TOTAL # of GRANTS AWARDED: 15

<u>College/School/Unit</u>	<u># of Proposals</u>	<u>Funded Grants</u>
Arthur J. Bauernfeind College of Business	0	0
Continuing Education	0	0
College of Education	1 / 7%	1 / 7%
College of Health Sciences and Human Services	0	0
College of Humanities and Fine Arts	6 / 40%	6 / 40%
College of Science, Engineering and Technology	5 / 33%	5 / 33%
Hutson School of Agriculture	2 / 13%	2 / 13%
School of Nursing	1 / 7%	1 / 7%



Travel Support Grants

TOTAL # of PROPOSALS: 11

TOTAL # of GRANTS AWARDED: 11

<u>College/School/Unit</u>	<u># of Proposals</u>	<u>Funded Grants</u>
Arthur J. Bauernfeind College of Business	2 / 18%	2 / 18%
Continuing Education	0	0
College of Education	1 / 9%	1 / 9%
College of Health Sciences and Human Services	0	0
College of Humanities and Fine Arts	2 / 18%	2 / 18%
College of Science, Engineering and Technology	5 / 45%	5 / 45%
Hutson School of Agriculture	1 / 9%	1 / 9%
School of Nursing	0	0



Faculty Professional Development

- In August, the Office renewed Murray State's institutional membership in the Council on Undergraduate Research (CUR). The Council on Postsecondary Education (CPE) continued to facilitate the membership process for all Kentucky public institutions to join as a "system" for better pricing. Institutional membership makes CUR resources available to all faculty, staff, and students.
- In April, the Office presented as part of the University's Research Brown-Bag Luncheon Series on how to engage undergraduate students in research. Four faculty members representing the College of Education, College of Humanities and Fine Arts, College of Science, Engineering and Technology, and the School of Nursing served as panelists.
- In April, CPE moved up the timeline to go ahead and renew CUR membership for 2013-14.

Other Activities

- In July, staffing modifications to the Office resulted in the following staffing structure for 2012-2013: 1 – quarter time Faculty Coordinator, 1 – half-time URSA Program Coordinator, and 1 – Graduate Assistant. During this academic year, two Advisory Board meetings were held.
- During the 2012-13 academic year, over 30 classroom visits (mostly 099s) took place to discuss the opportunities available through the Office of Undergraduate Research and Scholarly Activity.
- As part of the University-wide Budget Planning and Review process, program participation data and highlights was prepared and submitted to the Programs and People Team for review.
- In October, the Office partnered with the School of Nursing and the Development Department to host a day-long session entitled "Evidence-based Best Practices in Clinical Healthcare." This gathering was to draw attention to and highlight undergraduate research activities of nursing students and raise awareness of future opportunities.
 - 65 students participated in this program and a dozen faculty and staff members.
 - Poster and oral presentations were offered before and after lunch. The luncheon featured an MSU alumnus and local nurse practitioner discussing the impact evidence-based practices has had on her career and discipline.
- In March, the Office presented as the "Spotlight Program" before the Murray State Board of Regents. At the request of President Dunn, URSA presented on the success of the *Posters-at-the-Capitol* program and an overview of the Office's other programs. This presentation featured two URSA students representing science and business disciplines.
- In April, the Office, in conjunction with the Office of the Provost, awarded the University Distinguished Mentor Award to Dr. Claire Fuller, Department of Biological Sciences, for her meritorious efforts.
- URSA participants continued to be recognized for their research from professional associations such as the Kentucky Academy of Science.



URSA Participants Highlighted During Honors Days*

Honors Program Medallion

Dylan Benningfield
Alexander Earhart
Morgan Geile
Caroline Schmidt
Marion Taylor
Kristen Tinch
Thomas Werfel

Honors Program Outstanding Honors Diploma Graduates

Kristen Tinch
Thomas Werfel

Honors Graduate Outstanding Research Award

Caroline Schmidt

Outstanding Senior in Journalism

Marion Taylor

Psychology Department Outstanding Undergraduate Research Project

Christopher "Evan" Hannan

Outstanding Area in Chemistry

Dylan Benningfield

Sigma Pi Sigma Outstanding Senior (national physics honor society)

Thomas Werfel

Outstanding Senior in Geoarchaeology

Caroline Schmidt

Outstanding Leadership in the Department of Industrial and Engineering Technology

Ross Paschall

Hutson School of Agriculture Outstanding Senior

Brian Jarvis



Outstanding Senior in Agricultural Systems Technology

Joseph Kelly

Outstanding Senior in Agronomy

Brian Jarvis

Outstanding Senior in Pre-Veterinary Medicine

Kaitlin Knaszak

Outstanding Senior BSN Student (nursing)

Craig Schadler

International Education Award

Kristen Tinch

Richmond College Academic Achievement Award

Marion Taylor

Richmond College Outstanding Service Award

Marion Taylor

Ralph H. Woods Memorial Award (leadership and service for university campus)

Shelby Blalock

Outstanding Spring Graduates of Murray State University

Kristen Tinch
Thomas Werfel

** = Excludes Scholars Week Participation given the extensive nature of that list of participants.*



Revised Operating Budget

<u>Description</u>	<u>Amount</u>
Fellowships	\$8,000
URSA Grants	\$8,500
URSA Travel Support Grants	\$2,500
<i>Posters-at-the-Capitol (Murray Portion)</i>	\$5,000
<i>Scholars Week</i>	\$2,500
University Distinguished Mentor Award	\$1,000
Graduate Assistant (<i>partially support by one-time funds in the amount of \$2500 not represented</i>)	\$3,500
Office Operation	\$3,000
Faculty Development	\$1,000
	\$35,000