Undergraduate research at scale: What if the treatment is a CURE?

October 10, 2022 | 1:30 PM – 2:30 PM | 318 Wolf
Zoom Link: https://udel.zoom.us/j/92372415913?pwd=MFlhZEVWc1ZODdTTV2WHF0Xhadz09

Erin Dolan is a professor of biochemistry & molecular biology and Georgia Athletic Association Professor of Innovative Science Education at the University of Georgia. As a graduate student in Neuroscience at University of California at San Francisco, she volunteered extensively in K-12 schools, which prompted her to pursue a career in biology education. Her research group, the SPREE Lab (Social Psychology of Research Experiences and Education), studies the career development and decision-making of undergraduate and graduate life science students in the context of research experiences and research training. With support from the National Science Foundation, the National Institutes of Health, and the Howard Hughes Medical Institute, SPREE Lab members work to delineate the features of research experiences that influence students’ career trajectories, develop measurement tools for studying undergraduate and graduate research experiences and mentorship, and promote change toward more effective and inclusive undergraduate and graduate education.

She served on the National Academies consensus committee on mentoring in STEMM, which produced evidence-based recommendations for improving undergraduate and graduate mentorship. She co-authored a guidebook on designing and teaching course-based undergraduate research experiences as a more equitable and inclusive approach to undergraduate research. After ten years as Editor-in-Chief of the biology education journal, CBE – Life Sciences Education, she now serves the journal as a Senior Editor. In 2014-2016, she served as founding Executive Director of the Texas Institute for Discovery Education in Sciences (TIDES), the teaching innovation initiative in the College of Natural Sciences at University of Texas Austin. She has designed and led a wide range of professional development on active learning and mentoring, including intensive sessions for faculty to develop course-based undergraduate research experiences.

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