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Letter from the Director of Undergraduate
Research: A Decade of Sharing Student Success in
The Undergraduate Review

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Letter from the Director of Undergraduate Research

A Decade of Sharing Student Success in *The Undergraduate Review*



One of the aspects of high-impact undergraduate research that distinguishes it from “ordinary” academic work is its dissemination. Part of the thrill of discovery and creation of new knowledge includes sharing the results with peers, experts, and the broader community. Students gain immeasurable benefits from sharing what they have learned: they take greater pride in and responsibility for their work when they have an authentic audience; and in listening to others’ questions and responses, they refine their thinking and deepen their understanding of the topic. That iterative process of putting forth one’s findings, receiving feedback from others, devising new questions, and revising one’s initial ideas defines scholarly work.

This journal has been providing to Bridgewater students that exceptional opportunity of engaging in scholarly dialogue for the past ten years. In print and electronic forms, *The Undergraduate Review* shares outstanding student research and creative work with other BSU students (especially as faculty across the curriculum use its published pieces as models in their research-methods courses) as well as faculty, staff, alumni, friends of the university, and audiences well beyond the campus community. Students share the URL with graduate-admissions officers and potential employers, and they pass along hard copies of the journal to their extended family and friends. Due to the journal’s inclusion in Maxwell Library’s Digital Commons, scholars around the world are finding our students’ articles in Google searches of their various topics, several hundred times per volume.

Bridgewater State University invests in this journal because we recognize the value to students of participating meaningfully in an intellectual community and contributing to the ongoing dialogue in a field of study. We know that seeing one’s name and work in print, feeling the heft of the bound volume, even smelling the paper and ink, bring unparalleled satisfaction of a job well done. And receiving updates from the Digital Commons about how many times one’s essay has been recently downloaded is wonderfully rewarding. Beyond those immediate rewards of publication, students have in this journal a distinct and powerful medium for scholarly discourse—one that extends the exciting immediacy of a conference presentation to the further reach and permanence of publication.

My hope is that months and even decades after the initial pride and joy of holding their first publication in their hands, the student-authors featured in *The Undergraduate Review* will return to their pieces with deep satisfaction—reflecting on what they knew so well about a particular subject at a particular point in their life of learning; perhaps poignantly realizing how their subsequent experiences and emerging knowledge in the field have taken their thoughts in new directions. And, in the rewarding give-and-take of scholarship, they may muse about how their own published essay in turn helped shift the thinking of other inquisitive scholars who have had the privilege of learning from them.

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