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As a result of systemic discrimination in higher education, underrepresented undergraduate students often benefit from an extra layer of support in order to reach their full potential even in existing undergraduate research models (Dickter et al. 2018; Mendoza and Louis 2018; O'Donnell et al. 2015). For example, students can be dissuaded from seeking out research experiences when they see their experiences underrepresented in existing research and see faculty with similar backgrounds underrepresented at their institutions (Dickter et al. 2018). Moreover, students from underrepresented backgrounds greatly outnumber faculty from underrepresented backgrounds, leaving many students with no options for working with faculty with expertise in the topics that they are interested in. We present a model that engages graduate students in English studies in undergraduate research mentorship positions that are mutually beneficial for graduate students, undergraduates, and faculty. We show how our model can be adapted across the range of English disciplines and share examples of the different types of research that the authors have

engaged in for linguistics, literary archival studies, creative writing, and writing pedagogy. These examples, supported by the authors' experiences and research, illustrate how training in undergraduate research mentorship can prepare graduate students in English studies to teach and mentor students using effective methods in a variety of institutional contexts (CURAH 2020).

Situating Our Work in English Studies: Linguists in English Departments

The role of linguists in English departments has ballooned over the years. During the first half of the twentieth century, many English departments had specialists in Old and Middle English, teaching courses on these language varieties using such texts as *Beowulf* and Chaucer's *The Canterbury Tales*. They also employed philologists—scholars who study language from structural, historical, and comparative perspectives, principally from literary texts. These precursors to modern linguistics began to redirect in scope and methods (and in some cases recede altogether) in the 1960s following the introduction of Noam Chomsky's generative grammar paradigm, which revolutionized the scientific study of language. In the wake of that development, many English departments began expanding philology- and grammarian-based appointments to include foci on morphosyntax and general linguistics. In some cases, they converted existing positions altogether with the desire to hire linguists. Scholars of linguistics in English departments subsequently taught about language and grammar with a focus on preparing English teachers. In the present, some English departments have linguistics and some do not, depending on their goals with regard to undergraduate education. Programs that continue to include linguistics in their curriculum are increasingly expanding to include sociolinguistics, given the rapidly rising recognition, both in academia and industry, of the importance of situating language in its sociocultural context. Based in similar rationale, many are also revisiting rhetoric and composition's overlap with linguistics. Several English departments across the country are currently deciding whether to have separate majors or departments for linguistics.

We advocate for the integration of English and linguistics with a lens on inclusion and social justice on the basis that linguistic theories and methods are a strong complement to the inquiry and pedagogy present within English as a discipline. Each of the authors of this article has studied and taught in a combination of English and linguistics departmental models. These models include English departments that encompass linguistics, stand-alone linguistics departments, stand-alone composition departments, and English departments dedicated primarily to literary studies. In many of

these contexts, we have also worked with English education and elementary education students—preparing pre-service teachers to teach with attention to the overlap among language, literacy, and culture.

Interdisciplinary approaches to English and linguistics have allowed us to prepare ourselves and our students to teach across departments. For example, Franz completed her Master's degree at North Carolina State University, in its English department–housed Linguistics program, which also includes Rhetoric and Composition. Students in the program take courses in linguistics, literature, and composition, and graduate teaching assistants have the opportunity to teach linguistics or first-year composition. Charity Hudley, Calhoun, miles-hercules, and Muwakkil are currently in the Department of Linguistics at the University of California, Santa Barbara, with Edwards being in the Department of Education there. Doctoral students in the linguistics department can choose optional interdisciplinary emphases (e.g., applied linguistics, Black studies, cognitive science, environment and society, feminist studies, global studies, information technology and society, language, interaction, and social organization, quantitative methods in the social sciences, translation studies, and writing studies). Throughout this article, when we refer to English studies and related disciplines, we include this broad array of fields, all of which center language and culture.

Adapting a Lab Model

In the STEM and many social science disciplines, graduate students frequently provide an extra layer of both informational and hands-on support in lab settings, yet a layered support model is less common in English and related disciplines, including disciplines such as Africana studies, which are commonly pursued by underrepresented students. Faculty in English studies disciplines tend to work with a smaller number of graduate and undergraduate students than faculty in the STEM or social science disciplines. In this typical English studies model, a formal working relationship among a faculty member's students may not be established. Ideas may stem from classes or interactions, but ultimately each student may work individually with the faculty member on a separate research project. Limited opportunities for direct collaboration with peers and graduate students may especially impact undergraduate students from backgrounds that are underrepresented in higher education, including African American, Latinx, as well as first-generation students. One of our undergraduate research students explained the need for a layered support model for underrepresented students:

I think for African Americans to be better represented, it's not a matter of throwing financial aid at them, which I think a lot of times that's what people look for. You're at a highly acclaimed institution, and you're like, "Well, I'm gonna throw money at this person who might not be able to afford this kind of an education and say that we've done our job." I think that it's more important that they get that education once they get here: they're going to have those connections and feel like they're part of that community that they're joining, to be better represented. . . . You have to really nurture that feeling when they're coming to college.

Some factors that facilitate a more formal lab model, such as infrastructure support and a larger population of undergraduate majors, may seem inaccessible to faculty in English and related disciplines due to lack of funding and smaller program sizes. Yet it is still possible to set up a lab model in which undergraduate students have the opportunity to work with one or more graduate students. In this article, we describe our experience establishing such a model with students in linguistics, English, English education, and African studies at the College of William and Mary, a predominantly white liberal arts institution in Williamsburg, Virginia, and with students in English linguistics at the University of California, Santa Barbara (UCSB), a Hispanic-serving research university, as well as through partnerships between UCSB and several Historically Black Colleges and Universities (HBCUs). Our model has implications for directly addressing faculty pipeline issues and diversity and inclusion challenges throughout English studies. For example, according to the Linguistic Society of America's (2017: 20) annual report, "the population of ethnic minorities with advanced degrees in linguistics is so low in the U.S. that none of the federal agencies report data for these groups." As John R. Rickford (1997) points out, it is a systemic injustice within linguistics that the discipline has greatly benefited from the examination of the languages and cultures of populations that are underrepresented within the field. Moreover, given linguists' increasing recognition of the need for speakers themselves to take the lead in linguistic analysis and policies for both scholarly and ethical reasons (Coronel-Molina and McCarty 2016), it is vital to the development of linguistic science to recruit more speakers from minoritized backgrounds into the discipline.

Graduate Students as Undergraduate Research Mentors at a Liberal Arts Institution

At the College of William and Mary, Franz and Charity Hudley typically recruited research students from Charity Hudley's advanced research classes. Franz, then a graduate student, along with experienced undergraduate stu-

dents from the semester prior, served as teaching assistants in these classes. Franz and the undergraduate teaching assistants held office hours for students. One such student emphasized the importance, as a student from an underrepresented background, of having academic support from peers: “If peers tell you [that you] can do anything, then you can be like, ‘All right, I really can.’ Teachers, that’s your job to tell me I can do anything, but if your peers can tell you nothing can stop you from what you want to do or being great, then you’ll take it more into account.” Another student described the need for underrepresented students to have academic role models on multiple levels: “I think there’s a lot of people, individual students and professors that you can look up to, and see that they’ve gone far. If anything, I think you have more role models now.”

As a graduate assistant, Franz held independent office hours so that students could seek support without the presence of a professor, and she was also available during part of Charity Hudley’s office hours, so that Charity Hudley could directly refer students to Franz based on particular research interests and questions. All office hours were designed to facilitate collaborative conversations. That is, students did not visit office hours one at a time, but would come into office hours with other students present. This design allowed students to learn what their peers were working on and to find opportunities to collaborate on research with the professor, graduate assistant, and/or other undergraduates. One student explained how this approach broadened their understanding of faculty-student relationships: “At the time, I viewed going to see a professor for office hours as problem-based or reactive to a grade. It was not until I worked with Dr. Charity Hudley that I discovered how a relationship with a professor, in terms of mentorship and accountability, could be much more iterative than incentive based.”

The layered support from a graduate assistant, as well as the open office hours model, was important for helping students navigate relationships with faculty mentors. For first-generation students in particular, Franz made explicit the typically unstated strategies needed to make the most out of an undergraduate research experience, including creating paths to graduate and professional school. According to one student, this relationship was significant:

Hannah helped answer questions, logically and clearly, associated with relevant scholarship for my research or papers as well as that I may have felt more intimidated, at the time, to ask Dr. Charity Hudley. She really did become a vessel and mediator between the world of my professor and me, allowing me space during

office hours to process, seek clarity, and find a kind ear in an otherwise intense, academic community.

For example, Franz closely advised a first-generation African American student in their junior year linguistics and Africana studies research courses and in their senior honors thesis. Franz and the undergraduate student copresented a research study at the National Council of English Teachers Convention. As a graduate assistant, Franz was able to advise the student on expectations related to conference proposals, networking, and research presentations. As a result of their collaboration, the student also had the opportunity to chair a session at the conference. Importantly, throughout this process, the student was motivated to research topics, such as solo status and LGBTQIA representation in curriculum, based on their own experiences. The student has since graduated with a Master's in educational research and now teaches college preparatory English at the secondary level.

During her time as a graduate assistant, Franz also closely advised an African American student for all four years of that student's undergraduate career. Franz began by advising the student on class-based research papers. After the student's first year of college, Charity Hudley and Franz recruited her to work on a small institutional grant for course design. Through this project, Franz mentored the student in strategies for collaborating with faculty and in developing research skills through a short-term, product-focused project. This experience models how even smaller, institutional projects such as course design can be opportunities for underrepresented students to be advised in research skills and collaborate with both faculty and graduate students.

Graduate Students as Undergraduate Research Mentors at a Research University and Minority-Serving Institution

Charity Hudley was recruited from William and Mary to UCSB to help the university contend with the key question of what it means for research universities to be minority-serving institutions (MSIs). In 2015, UCSB was designated a Hispanic-serving institution (HSI) by the Hispanic Association of Colleges and Universities, and it was the first member of the prestigious Association of American Universities to become an HSI and an MSI. Other University of California (UC) campuses that are HSIs include University of California, Irvine; University of California, Davis; University of California, Merced; University of California, Riverside; and University of California, Santa Cruz, so the conversation is both campus wide and UC systemwide.

Charity Hudley decided to approach the question of what it means for UCSB to be an MSI not only as the first director of undergraduate research but also as faculty-in-residence to create more of an HBCU/MSI model at UCSB. As the first of four proposed North Hall chairs in Black studies across the disciplines, she established the model for the North Hall chairs as both professors and administrators. She created and held the director of undergraduate research position in the Office of Undergraduate Education, and she served as faculty-in-residence for Santa Catalina residences and San Joaquín Villages. She worked by day and lived in residence at night to create a stronger community for all students so that UCSB may extend its role as an institution of knowledge creation and knowledge delivery to one that is also a true alma mater—a refuge, a home, and a resource. The extra layers are crucial. Graduate student support allowed Charity Hudley to do this multipronged work while teaching graduate students to do it as well.

Undergraduate research is crucial to UCSB's identity within the University of California system and to its rising national ranking and reputation, as well as its commitment to intellectual inclusion as an MSI. Research done in service of the public good is what makes the University of California exceptional. Every student interested in attending UC should know about the benefits of attending a research university, and every prospective employer should be aware of the benefits of hiring a graduate that was an undergraduate researcher. At the same time, the scale of the university and the requirements for teaching and research make keeping this balance a constant challenge. To maintain balance, Charity Hudley set up an organized structure of undergraduate research peer mentors in the UC Santa Barbara Undergraduate Research and Creative Activities (URCA) office as well as a research lab designed to show graduate students how to do this work in a systematic manner. This organization is crucial as we contend with how to teach undergraduate and graduate students to do research in a research-heavy environment but in a new way that respects the histories, cultures, identities, and needs of students who have been historically underrepresented in such universities. At highly research-active universities, the system is set up for graduate students to do much of the research interaction work with undergraduates. This work is important to adapt to the MSI frame.

UCSB Linguistics also supported the model at the graduate level. Charity Hudley offered graduate courses on community-based grant writing, understanding how linguistics and higher education are structured and operate, preparing professional dossiers, making a professional strategic plan, the scholarship of teaching and learning, high-impact practices, and

scholarly communication including academic and popular publishing. The courses were open to students in other disciplines and were not solely additive professional-development activities. They were taught from a scholarly vantage and bore academic credit in Linguistics and other departments on campus. Having courses like these be credit-bearing acknowledges the merit of these topics being explicitly taught as well as the infrastructural pressures that would inhibit some students (often the ones who might benefit most) from taking “extra” courses that would not contribute to their progression in their program.

Even outside of the professional development courses, faculty in the UCSB linguistics department, particularly Charity Hudley and Mary Bucholtz, provided mentoring materials to graduate students, with a special focus on mentoring students from underrepresented groups. UCSB’s department held occasional brown-bag lunch discussions that included conversations about mentoring throughout the academic year for faculty and graduate mentors as well as other interested departmental members. Each week, the graduate student mentoring team met to discuss their ongoing experiences, including any questions or challenges that individual mentors may have. Finally, all graduate student mentors received copies of the book *Modeling Mentoring across Race/Ethnicity and Gender: Practices to Cultivate the Next Generation of Diverse Faculty* (2015) and *The Indispensable Guide to Undergraduate Research: Success in and Beyond College* (2017).

Student members of the lab have been working independently on related but distinct areas associated with Black language and the college context. Since Charity Hudley’s arrival at UCSB, they have also been working collaboratively in various roles in the Linguistics department’s HBCU Initiative program and the Talking College project that has developed from it. Charity Hudley holds weekly research lab meetings in which students—including Calhoun, Edwards, miles-hercules, and Muwakkil—meet in person or via video conference. During this time, timelines for individual tasks are established and different students report on their research; the time is also used to prepare the next goals, cover research topics, and practice for conference presentations and other talks. deandre miles-hercules describes the work of the research lab:

Charity Hudley’s research lab model for historically underrepresented student success at research institutions emerges out of a Black Studies framework inflected specifically by English Studies. miles-hercules, in concert with Muwakkil and Calhoun, introduced the moniker for the lab: the SS Fire (!!) Next Time. It draws

inspiration from three principal arenas: the significance of marine vessels for the African Diaspora, the history of racial progress through social organizing, and the role of literature and writing in that process. According to *The Trans-Atlantic Slave Trade Database* (SlaveVoyages 2010), over twelve million Africans were captured and shipped in heinous travel conditions to the New World between 1525 and 1866. “Those African persons in ‘Middle Passage’ were literally suspended in the ‘oceanic’. . . removed from the indigenous land and culture, and not-yet ‘American’ either” (Spillers 1987: 72). Blackness’ incipency is thereby yoked to this process and its conduits: one went into the hold of the ship as Yoruba, Igbo, Hausa, et cetera, and came out Black. In one sense then, our lab pays solemn homage to that history. However, we additionally seize upon indexical meanings of ships as resolute and formidable. “SS” (formal abbreviation of *steamship*) represents our targeted goal of altering the landscape of diversity and inclusion in educational institutions, particularly those that are research-focused and minority-serving. The thing with ships is this: once they’re coming, you can either climb aboard or get out of the way.

We stand on the shoulders of educational giants. Our structural and thematic work extends that of those who founded and taught at HBCUs, litigated the landmark *Brown v. Board* case, wrote the texts that have coalesced into a Black literary canon, etc. It is a continuance of such past challenges to recurring pushback against racioethnic progress in the United States (Anderson 2016). Perhaps predicting the endgame of this state of affairs, James Baldwin ([1963] 1993: 106) concluded his classic text, “If we do not now dare everything, the fulfillment of that prophecy, re-created from the Bible in song by a slave, is upon us: *God gave Noah the rainbow sign, No more water, the fire next time!*” In addition to his revelation, we are inspired by *Fire!!*, the 1926 literary magazine produced by such authors as Zora Neale Hurston, Langston Hughes, Richard Bruce Nugent, Gwendolyn Bennett, and Countee Cullen, among others. Its publication marked the shift in artistic and scholastic representations of Black Americans emblemized by the Harlem Renaissance. Our research lab draws on both Baldwin’s immediacy and the other aforementioned authors’ commitment to the authentic presence of Black peoples in literature. Taken together, we describe our work and those involved as the SS Fire (!!) Next Time.

Jamaal Muwwakkil further describes the lab and the role of graduate students in lab projects:

The SS Fire (!!) Next Time believes that Black Language matters because Black lives matter and operates with an explicit goal of bringing linguistics to the people. The Talking College project seeks to address this over-arching question: How does the acquisition of different varieties of Black language and culture overlap with identity development, particularly intersectional racial identity development? Among other

things, we are working toward a model of assessment for what linguistic information Black students need to know in order to navigate higher education. The project functions as the means through which we facilitate graduate school preparation, undergraduate research mentorship, and instruction in linguistics and African American English. Graduate students take on a formative role in each aspect of Talking College while, importantly, continuing to work toward program milestones. Graduate students have the opportunity to work in several capacities within the program and the Talking College project, including program coordinator, course instructor, and program mentor. Each of these paid positions offer a clear opportunity for professional and academic development, and they notably offer infrastructural support such as tuition remission and stipend payments. This infrastructural and financial support, especially during the summers, is necessary to equitably and sustainably engage graduate students, particularly first-generation students. In my role as UC Student Regent, I am also able to influence how the program and its goals align with the mission of the University of California, benefiting and structurally reflecting its values of research, teaching, and public service.

And finally, Edwards's experiences capture the significance of the lab model and graduate mentor role as professional development for underrepresented students in a research university context:

For eight weeks, I served as both program coordinator and research mentor for the first- year summer cohort of the UC-HBCU Initiative under the UCSB Linguistics department, and I am also part of the SS Fire (!) Next Time research lab. As coordinator, I was in charge of managing the program's daily operations, which included scheduling presenters and weekly meetings, dealing with housing and funding inquiries, setting up events and workshops, and preparing students for different campus trips. My role as program coordinator strengthened my understanding about the functionality of university partnerships and student support systems from an administrative standpoint. I also mentored several students from the UC-HBCU program based on their research interests in areas of Black history and education. These program experiences elevated my level of patience and understanding about the amount of work that goes into developing students' research ideas and projects overall, especially when considering the interdisciplinary nature of research. As a member of the linguistics team as well, I've been able to assist undergraduate students in their college journey, whether they are a part of a research program (e.g., Faculty Research Assistance Program, McNair Scholars Program) or simply looking to get involved with research. Aside from Talking College, through my community involvement within student affairs and my past teaching roles in departments including Black Studies, English, and Writing, students are always

asking questions about their future aspirations of attending graduate school. These questions highlight my “unofficial” advisory role as a member of the university, serving as a support system for prospective graduate students on and off campus. This level of engagement on a weekly basis with research and student development has really shaped my approach to teaching and learning as a scholar and furthered my interest in assessing the sustainability of student support systems on university campuses in an ever-changing global landscape.

The UC context for housing this work is invaluable both socio-culturally and institutionally. The UC-HBCU Initiative that funds the Linguistics department’s program is an effort by the UC Office of the President to encourage UC faculty in any department to actively engage in collaboration with faculty and students at HBCUs. Through participation in research and exposure to UC graduate programs, the initiative aims to increase enrollment of HBCU alumni in UC graduate programs. The initiative also aligns with the overall vision of the UC and the President’s 2030 strategic vision goals, which include implementing best hiring and retention practices in order to diversify UC faculty (UC 2020). The UCSB-HBCU Scholars in Linguistics program is UCSB’s iteration of the UC-HBCU Initiative and aligns with the UC goals of diversifying and retaining ethnically diverse faculty, particularly by encouraging graduate students to participate in mentoring and teaching. With the current UC Black ladder-rank non-recall faculty at 3 percent (including international Black faculty), programs like this serve as a structural mechanism by which to improve these low numbers while enhancing the research and mentorship experiences of Black undergraduates, graduate students, and faculty.

Charity Hudley’s transition from William and Mary to UCSB provides an example of how to go from one graduate student (Franz) to five (Franz, Calhoun, Muwwakkil, miles-hercules, and Edwards). Additional collaboration in UCSB’s Linguistics department involved a new visiting assistant professor position from 2018–19 through 2020–21 (Dr. Tracy Conner)—an elevation from postdoctoral researcher in the UC system. Members of Charity Hudley’s lab also worked with a team of faculty (particularly Mary Bucholtz and Lal Zimman) to coordinate research, events, and support for all undergraduate students in the group. This comprehensive model shows graduate students how to run a lab from the methodologies of grant collections, to the logistics of grant administration, to planning for publications and jobs. That then allows Charity Hudley, as the principal investigator, to focus on grant writing and the overall wellness of the research projects and the growth and development

of the lab. She is also able to focus more on obtaining scholarly communication opportunities—conferences, invited talks, publication opportunities, and grants and fellowships that benefit students in particular.

The Professional Preparation of Graduate Students through Undergraduate Research

We took this model, and with others—including linguists Carol Genetti and Carlos Nash—Charity Hudley applied for an National Science Foundation (NSF) Alliances for Graduate Education and the Professoriate (AGEP) grant. The grant has a focus on preparing underrepresented students to teach at non-R1 universities and to teach students at R1 universities to engage in high impact practices that are more prevalent at teaching-focused universities. Participation in PhD programs is increasing for underrepresented minority (URM) students, but these students are not making the transition to the professoriate at the same rate as non-URM students (Gibbs et al. 2016; Li and Koedel 2017). Career choices for some URM students are motivated by issues of social justice and a desire to give back to their communities (Puritty et al. 2017; Allen et al. 2015). These students also may prefer to stay near their extended families (Gardner 2013). Given these motivations and preferences, one possibly appealing pathway to the professoriate may be to work at local MSIs, such as campuses in the California State University (CSU) system for Californian students. Our focus on pedagogical training to prepare students to teach at a broad range of institutions is based on three potential barriers to participation in the professoriate that have been identified in previous research. One often cited barrier is that many underrepresented students are motivated by communal goals (Allen et al. 2015; Puritty et al. 2017). In contrast, research done in relative isolation is not perceived as affording communal goals. For example, the role of the professor, especially at research-intensive institutions, is often seen as isolated and focused on self-achievement (Puritty et al. 2017). Teaching at an MSI offers underrepresented graduate students an opportunity to enter the professoriate while also achieving their goals to give back to their communities. Our model also gives UC students more exposure to high-impact practices, which are a key feature of learning for all students but particularly for underrepresented students.

While the AGEP model focuses on NSF funded areas (and therefore supports linguistics), experience with undergraduate research can uniquely prepare graduate students to teach across the range of English studies. For example, graduate students can gain experience mentoring undergraduates in innovative research internships like the Summer 2019 UCSB-Howard

Ballitore Project, funded by the UC-HBCU Initiative. UCSB English PhD student Maria Sintura served as the graduate project assistant, while Howard MA student Cecily Duffie was one of five student interns from that HBCU. Working with the UCSB Library Special Research Collections Ballitore Collection, an archive of eighteenth- and nineteenth-century Irish Quaker correspondence and journals, the students learned skills and techniques at UCSB that they can apply in the archives of Howard. Our most successful ventures in the Ballitore collection came from the application of scholastic and experiential techniques from Howard—using approaches toward Blackness, whiteness, gender, religion, and class that students had previously encountered in coursework at their HBCU. The bridge between these two experiences was Sintura, who previously held a position as an instructor at Howard. It was a boon to have a Person of Color familiar with both UCSB and Howard who could direct students' energies and facilitate communication most effectively.

The UC-HBCU initiative is an investment in the growth of the UCs. In attempting to address the low enrollment rate of African Americans in graduate-level programs across the UC campuses, this collaboration across universities not only increases Black student awareness of such opportunities but also acknowledges the value of having more diversity in academia. If there is to be a true advancement in academic research, academia cannot rely on common realities and perspectives. New ideas, as well as true and honest results, come from an exchange of ideas between people who approach subjects in different ways—people of different races, backgrounds, and lived experiences. Academia done in isolation, which centers on the white experience, is of no value to the world at large. Collaborative research as a whole is about creating connections and celebrating the differences that strengthen analysis and ultimately put us in a better position to serve our communities.

The Ballitore Project provided the undergraduate scholars with many skills to help them in their future careers. All students accepted into the program expressed interest in pursuing a graduate degree, so the skills focused on were specific to academic career paths. Archival research was a large part of the program. The undergraduate researchers spent around ten to fifteen hours a week in special collections. They learned how to handle the letters appropriately and how to navigate the collection, and they also learned about archival theory. Researchers were also acquainted with eighteenth-century British and Irish history to contextualize the documents in the collection. More fundamental skills gained include creating conference presentations, working collaboratively on projects, and networking with other academics.

The UCSB-Howard project was an instance in which the academy

gave opportunities to minority students to offer their own unique insights, stemming from their training at Howard and their own curiosities. Exploring an archive can be a tedious and somewhat exhausting task, for anyone. However, it gave students the opportunity to dwell in their imaginations and uncover the realities that existed within the Ballitore Quaker community, whose documents comprise the contents of the Ballitore Collection. In order to discover these realities, Howard student interns worked relentlessly and cooperated with one another to find potential connections between all of the documents. Of the larger narratives within the context of this project, they discussed subjects related to the slave trade, gender roles, and feminism. Some of these questions led to unique discoveries while others created opportunities for long-term projects. What was so significant about the contributions of the HBCU students was their ability to innovate and make the project relevant to them and their own research interests. The project reached across ranks as a collaboration between faculty, graduate students, and undergraduates.

Undergraduate research mentorship contrasts with traditional, teacher-centered classroom models in which students consume but do not disseminate or generate knowledge (Charity Hudley, Dickter, and Franz 2017; Weimer 2002). As graduate students take this experience into their English studies classrooms, including linguistics and first-year writing, they are better prepared to facilitate students' independent learning. Such an approach thus works to bring the benefits of undergraduate research to a wider population, including community college students, through integration into the classroom curriculum (Kinkead and Grobman 2011). The classroom accessibility of these benefits becomes urgent with the reduced number of tenure-track faculty who can serve as research mentors (American Association of University Professors 2018).

Although student-centered teaching is the subject of resources for faculty (see Weimer 2002), there is still a need to examine the different ways in which graduate students can be explicitly trained for this work when much graduate student training in English studies emphasizes research but not teaching (Colander and Zhuo 2015; Khost, Lohe, and Sweetman 2015). Experience mentoring undergraduate research students, including through the examples described thus far, can address this issue. By mentoring undergraduate research students, graduate students can develop mentoring methods that can translate to innovative teaching methods, while maintaining a focus on their own research and meeting department and academy-wide demands for research preparation and production.

Franz's experience as a graduate assistant in undergraduate research

has informed her current teaching in linguistics and first-year writing at both a four-year research university and a community college. Fundamentally, she has centered her classrooms on developing students as scholars, teaching students to think and write beyond the role of student and toward independent focus and questioning (Charity Hudley, Dickter, and Franz 2017). Franz has designed her writing assignments and feedback to encourage students to ground their writing in multiple sources of external evidence, while at the same time saying something new that might garner interest outside of the class (Allan 2018; Kinkead and Grobman 2011). For example, her critical feedback is often aimed at soliciting evidence for student claims. Sometimes these comments may include suggested sources or authors to investigate. This type of feedback contrasts with the form- and formula-focused feedback often provided to first-year writing students (Franz 2019).

In her first-year writing classes, Franz encourages students to make original contributions with their research by taking existing sources and applying them to a new and specific student-generated goal. For example, students may write about how a specific group can put the synthesized implications of existing research to practice; framing research in this way moves students beyond merely reporting on what has already been studied and into knowledge generation and targeted dissemination. Drawing on her experiences mentoring undergraduate research students, Franz encourages her students to write about topics that are meaningful to them. She sets up a set of questions as a way for the class to get to know each other and then returns to these questions later in the class as a way for students to discover their personal research interests. These questions include “What makes you mad? What do you like to spend your time doing? What would you like to create?” (Charity Hudley, Dickter, and Franz 2017: 23). Such questions challenge the limitations that many students have learned to put on what is worthy of academic research.

In her linguistics classes, Franz uses a community-based research approach adapted from the approach used by Charity Hudley, who directly connects her teaching and research mentoring. Franz has adapted this approach to classes that are not advanced research courses. In this adaptation, assignments lead students to a final product aimed at addressing a problem connected with the course material. The final product can take any form, but it must be geared toward a specific audience. For example, some students have written children’s books that validate language variation, and others have created short videos that document the language variation and language attitudes of their local community. Prior to creating their final product, stu-

dents write a literature review providing evidence of the need for and content included in their product. As with the assignments in her first-year writing classes, this assignment in her linguistics class encourages students to expand their understanding of what research looks like and, in turn, to see themselves as researchers. Notably, Franz is able to guide students throughout this process based on her work mentoring undergraduate research students.

Calhoun developed teaching and advising skills as the lead instructor for an introductory linguistics course and a graduate student research mentor in the student-as-researcher model of the UCSB-HBCU Scholars in Linguistics program. The linguistics course was designed to give students foundational linguistics knowledge in ways that challenged the field's exclusion of Black scholars and their experiences, demonstrated the relevance of linguistics knowledge to all disciplines, and provided students with the structure to combine personal interests and independent linguistic research (Calhoun et al. 2021). With guidance from the program's faculty advisors, Calhoun expanded the pedagogical repertoire she had developed as a teaching assistant in linguistics courses to include innovative and research-oriented teaching methods. Because a major focus of Calhoun's linguistics research is Black language and culture and social media discourse, she was also able to easily demonstrate to students what it looks like to use linguistic knowledge to answer research questions motivated by your own experiences.

The course Calhoun redesigned was Linguistics 20: Language and Linguistics (Calhoun et al. 2021). Linguistics 20 is UCSB's introductory linguistics course, and within the scope of the UCSB-HBCU program, it was also the means to ensure that all students had the same baseline linguistic knowledge and project preparation to conduct research in the summer. Calhoun shifted the focus of the course from predominately teacher-driven technical linguistics knowledge (i.e., teaching students the "building blocks" of linguistic structure through lecture) to discussion-based lessons that explicitly made room for student input. For example, when teaching about English morphology and lexical categories one year, she assigned students the task of creating lists of words that are similar in meaning and structure (e.g., *cat*, *catty*, *catlike*); the words that students generated were incorporated into the following lesson, and students were encouraged to participate in the discussion of the words they chose. Activities such as this require students to explore their linguistic intuitions and synthesize them with explicit linguistic knowledge—a key aspect of linguistics research.

Calhoun used a variety of assessment types throughout the course to test different types of linguistic knowledge and model the range of ques-

tions that can be asked about language. Broadly speaking, the suite of course assessments guided students to ask not only What do I know? but also How do I know that? Why do I believe that? and What additional information could inform my answer? In addition to the traditional data-set analyses, which demonstrate students can identify patterns in phonology, morphology, and syntax, Calhoun asked metalinguistic questions that required students to reflect on the process they used to get their answers, such as What syntactic evidence did you use to determine this word is used as an adverb? During the lesson on language attitudes and ideologies, students completed a self-assessment, writing short prose responses to questions about their own and others' attitudes toward specific linguistic features, where they learned those attitudes, and how they relate to standard language ideology.

In place of a final exam, the final assessment for Linguistics 20 was a research project proposal. Because the course was building to this, Calhoun ensured that at least one of the three lessons each week covered linguistic research methods relevant to the subfield and/or specific topic of discussion for the week. For instance, the week covering discourse and embodiment included a lesson on discourse transcription and different ways of representing multimodal interaction. She also incorporated data from a variety of sources with an emphasis on popular media because that was something students were interested in and might want to pursue in their own research. Along with language data from the textbook and linguistics articles, Calhoun included content from social media, lyrics from popular songs, and excerpts from television and film. Each student wrote a proposal that used concepts from the course to explore questions on a topic of their choice—this could be a personal experience, a hobby, a favorite television show, or something related to their ideal job, among many other options. The proposal required students to reference relevant literature (found with the assistance of any of the instructors) to situate their stated research questions, describe the research context and the method(s) they would use to collect data, and explain the course concepts they would use to guide their research and why those concepts were relevant. Their proposal was intended to be the launching point for the independent research they conducted in the summer—with the additional knowledge of a second linguistic analysis class and guidance from faculty and graduate student mentors—so although they did not have to carry out the project, the proposal still required detailed preparation. By teaching Linguistics 20 as part of the UCSB-HBCU program, Calhoun developed strategies for synthesizing linguistic knowledge and research skills that can be adapted to virtually any linguistics course; as part of this process

and through her role as a summer mentor, she also learned strategies to teach research skills that incorporate classroom knowledge outside of a classroom setting.

We next extended the model to creative writing through a project led by Felice Blake in the summer of 2020. The Critical Work of Creative Writing: Black Humanities and the Average Black Guy (ABG-project) is a collaboration between UCSB's English Department and Tougaloo College. The ABG-project acknowledges how structures of power and prevailing conceptions of race and thus racism impact cultural production. The ABG-project connects the need for new critical *and* creative terms for Black artistry and authorship. In this way, our model runs the gamut of English studies from first-year writing to archival literature, creative writing, and linguistics.

Conclusion

Given the feedback from the NSF AGEP grant and our collective graduate-facilitated undergraduate research and lab experiences, Charity Hudley has designed and taught pertinent graduate courses that focus on grant writing, understanding higher education as whole, the scholarship of teaching and learning, and scholarly communication. The overarching goal is to critically examine how we prepare underrepresented PhD students and what we prepare them for so that they can best address the challenges and issues that drew them to research and an interest in the professoriate in the first place.

Undergraduate research is the heart of inclusion. As we work to diversify not just the student body but also the faculty, administration, and research centers, undergraduate research is the pipeline that makes true inclusion possible. Graduate students, through their roles as teaching and research assistants, play a crucial role in educating undergraduates and helping them to enter the research process. Such work, in turn, can prepare graduate students to bring the benefits of undergraduate research to a wider population of students as they move into teaching or mentoring roles across institutions and disciplines. Undergraduate research further brings freedom to professors and students. Professors have the opportunity to see students investigate something they are interested in for the first time and the freedom it gives them to think, discover, and create. That opening of the intellectual world and the satisfaction that it brings is a dynamic yet constant reminder of why we got involved in higher education in the first place.

Our comprehensive model makes higher education more inclusive because of the number of students one faculty member can interact with.

The community nature of the model gets away from the single author toiling away in a system that is no longer set up to support that mode. Our work is in service of creating the university of the future where students who are now considered underrepresented are fully represented in every structure and system in the university and in higher education.

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