

# Undergraduate Research News Australasia

Australasian Council for Undergraduate Research – Issue 12 • November 2017



## Editorial

This newsletter follows a very successful 2017 Australasian Conference for Undergraduate Research (ACUR) at The University of Adelaide in late September. The photographs on this page will give something of the flavour of this lively event. For me, it was distinguished by the excellence of the presentations: I'm not sure that I have been to an academic conference before where everyone was so well organised, articulate, and enthusiastic, let alone able to stick to time and a dress code!

The newsletter contains a number of different perspectives on the conference, starting with the 'official view' from Helen Nagel who headed the team that ran it so well. But it has been quite illuminating to see what different participants took from the occasion, and how they prepared for it, or have followed up. I'm grateful to Anna Emsley (Macquarie), Julia Grigonis-Gore, Georgia Brazenall and Joe Ho (Adelaide), Tiana Blazevic (Adelaide), Ali Asgher Ali (Macquarie), Matthew Flower (ANU) and Mark Poskitt (Canterbury) for writing some illuminating perspectives that reveal a lot about their experiences of undergraduate research.

There is also a discussion of the Living Laboratory initiative in Christchurch, a short piece by Rachel Spronken-Smith about the US Council on Undergraduate Research, and Angela Brew's report as chair of ACUR. This outlines the work that has been done to make the organisation self-sustaining, so that it can play an increasingly effective role in promoting undergraduate research. The student stories here make it clear just how valuable this mission is.

**Eric Pawson**  
University of Canterbury

*Photos: Scenes from the conference, including the Welcome to Country from Uncle Rod O'Brien.*

# The Sixth Australasian Conference of Undergraduate Research



This year the ACUR conference was hosted by The University of Adelaide on 27 and 28 September at its North Terrace campus. A total of 92 presentations were delivered by students from near and far, including from New Zealand. The papers were organised into five sessions, running simultaneously across six rooms. During the breaks attendees were able to view the 15 poster submissions on display in the main Atrium.

We were delighted to be joined by a Kaurna Elder, Uncle Rod O'Brien, for a formal Welcome to Country, as well as inspirational keynotes from University of Adelaide PhD student James Keal and Professor Marnie Hughes-Warrington, Deputy Vice-Chancellor Academic, Australian National University (and member of the ACUR Steering Committee). Both keynotes were highly engaging and garnered many appreciative comments afterwards from delegates.

This year also saw a panel session on the topic of 'Global Sustainability', with four panel members including academic staff and students. The topic provoked a great turn out with stimulating discussion and a lively question and answer session. The conference dinner on the evening of the first day was a barbeque at St Marks College in North Adelaide. The weather was a little cool but it was a convivial occasion.

ACUR 2017 closed with the announcement of the prizes. The 12 judges (six students and six academic staff) had a difficult task given the high quality of the presentations. It was a close call for prizes. We would like to congratulate all the presenters at ACUR 2017, and the following students for winning prizes:



## Sponsored by Studiosity:

**Best Presentation:** Tiana Blazevic, The University of Adelaide, for her paper: *'Separate the Whole from the Pure': Assisted Migration and Crime in South Australia*

**Best Paper:** Julia Gringonis-Gore, Georgina Brazenall and Joe Ho, The University of Adelaide, for their paper: *Illegal Phoenix Activity within Australia*

*Photos: Keynote speakers James Keal (top left) and Marnie Hughes-Warrington (top centre); presenter Almee Bliss (top right); the Global Sustainability panel (above).*

## Sponsored by HERDSA:

**Best Paper Runner Up:** Hugh Hudson, University of the Sunshine Coast, for his paper: *Old Worlds, New Histories: Engaging with History Through Video Games*

**Best Abstract:** Seak Lin Ly, The University of Newcastle, for her abstract: *Exploring the Relationships Between Brain Iron and the Nerve Insulating Substance Myelin*

A heartfelt thank you to the ACUR Steering Committee, Abstract Review Committee, Organising Committee, judges and volunteers for all their help and commitment to making ACUR 2017 a success.

**Helen Nagel**  
Administration and Events Officer  
The University of Adelaide

# Reflections on ACUR from an anthropologist-in-progress



**'So there's a conference for undergrads and if you're accepted, the grant you can get is pretty damn good'. I recall saying this to a fellow student, after being told by my tutor that there was indeed something that I could 'do' with the research I'd been engrossed in over the semester. But ACUR ended up being so much more than just a platform to present at. What were the most notable and thought-provoking features?**

Firstly, the multi-disciplinary focus. This was one of the conference's strongest features. There was a cross section of tertiary students, a snapshot of the future of academic research in Australia. While this widened my eyes to the epistemological variation in tertiary education, it also revealed its character: heavily dominated by science. Whilst wanting to avoid homogenising the variation within scientific disciplines, at the same time there were a lot of presentations from physics, bio-med, nursing, chemistry, astronomy: the list goes on. In comparison, students from the humanities (myself included) appeared disproportionately underrepresented.

But in a way, this proved to be a valuable eye-opener. I came to realise that the hegemonic stance of science and its gold standard of quantitative data trickled down into the research methods displayed during students' presentations. Most that I attended solely utilised quantitative methods, or employed standardised qualitative methods that may have scratched the surface of the more perceptive aspects of their research but nonetheless left it incomplete. Given that many of the research topics appeared to have social or cultural dimensions, I found the lack of supporting methods quite concerning.

One could argue that this was ironic; the conference was multidisciplinary, but most research (mine included) remained rigidly faithful to the methodological confines of its own discipline. I think this prevented a substantial portion of the research from accruing the insights enabled by a multi/cross-disciplinary perspective. Despite these concerns, the conference helped foster my own emerging sense of a disciplinary identity. While the first keynote speaker's discussion of 'owning your research' may have been a catalyst for this, I nonetheless came to feel more empowered in how I would approach research and more aware of the place and character of my discipline.

Secondly, the inclusion of keynote speakers and a panel discussion interwoven into the event was significant. This was like mixing mentor advice with peer-engagement. It wasn't just beneficial as 'information', but almost evoked a therapeutic affect – finally, I held assurance, certainty, and

conviction that research was for me. This is what I want to do and I'm on the right path to getting there. Incidentally, one of the topics focussed on care in academic research, and this was immediately proven to me at the conclusion of the speech.

A member of the panel offered me a free copy of his book *Environmental Citizenship* (given the general cost of uni books, this in no way went unnoticed). I was flattered that people would be so willing to provide support and advice. Moreover, the care that had been conveyed by the charismatic Marnie Hughes-Warrington in the closing keynote was reinforced after hearing back from two of the academics present at ACUR, who I had approached in my scramble to get feedback

on the research paper that accompanied my presentation.

Thus, not only had I gained experience in the nature of academic research and been afforded the chance to network with like-minded students and researchers, but I received crucial support during a time in which I was still uncertain of my future in academia and research. My preconceived motives – financial aid, experience that I could put on my resume, and visiting a new city - thereby proved a bit misguided (and embarrassing in retrospect). ACUR proved to be an invaluable experience, in ways beyond what I have been able to describe here.

**Anna Emsley, Macquarie University**

## The journey to ACUR 2017

**When we decided to pursue the issue of 'Illegal Phoenixing within Australia' as our 'Small Group Discovery Experience' research topic in Corporate Law 2016, we never imagined this would be the start of an invaluable and exciting research journey.**

Our task was broadly defined as researching a current issue in Corporate Law, which gave us a great deal of scope to define and tailor our research question. The initial stage involved meeting as a team to discuss possible research topics, as well as the detailed analysis of legal journal articles sourced through databases such as *WestlawAU* and the critique of recent media articles outlining current issues with a key relevance to Corporate Law.

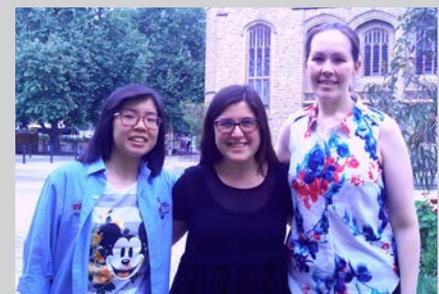
A topic which immediately piqued our interest was 'Illegal Phoenixing'. This is estimated to cost the Australian economy between \$1.78 and \$3.19 billion every year. In planning our paper and framing key ideas in terms of legal and ethical issues, we decided to have a key focus on law reform. We discussed several possible case studies, investigated case law of relevance from current and previous courses, theories including Kantian Ethics, and critiqued the law reform approaches of the United Kingdom and Ireland. We worked to combine these ideas into a clear and coherent structure, which helped with further research before finalising our paper.

In July, following discussions with our research supervisor Dr Beth Nosworthy, we

submitted our revised research paper to ACUR. We were excited to have it accepted and set about addressing feedback provided by the ACUR panel and adapting our research paper to a presentation format. We gave it the title 'Illegal Phoenix Activity Within Australia: An Analysis of Legal and Ethical Issues.' It was exciting to work as a team, combining our knowledge and skill sets to contribute to a growing body of undergraduate research. It was also incredible to learn about so many new and exciting areas of research from around Australasia!

In addition to presenting our paper, we were honoured to be awarded the ACUR Prize for Best Paper 2017. We would like to sincerely thank our supervisor Dr Beth Nosworthy for all of the invaluable advice and encouragement provided along our research journey, and *Studiosity*, *Hobsons* and *HERDSA* for their generous sponsorship of this year's awards.

**Julia Grigonis-Gore, Georgia Brazenall and Joe Ho, The University of Adelaide**



# ‘Separate the whore from the pure’: Assisted female migration and crime in South Australia, 1854–59

Presenting at ACUR this year was a great learning experience for me. While I have presented at undergraduate conferences before, this was my first time at an international conference. The presentations that I attended were fascinating and impressive. Presenting my research was daunting, as there were few historians in the conference up against many remarkable STEM students. But I certainly recommend students partake in ACUR so they can not only improve their public speaking skills, but meet other likeminded students and professionals. Additionally, if they are considering becoming an academic (like I am) the entire process of application, acceptance and presenting at ACUR gives you a taste of life as an academic.

My paper concerned the early colonial period in South Australia. It was a part of an internship that I completed with the National Trust of South Australia. The paper focused on an 1856 parliamentary report titled ‘Excessive Female Immigration’. In this, the Legislative Government of South Australia claimed that too many



assisted female migrants were coming into the colony between 1854 and 1856. The men of the Legislative Government feared that these women’s backgrounds (poor and Irish) would increase crime and ‘immorality’ within the colony. Historians of Australia’s colonial period have often claimed that female assisted migrants from poor backgrounds were more susceptible to crime. However, there is no empirical research to back this. The research I conducted is therefore the first of its kind. A current analogy is with modern conservative government bodies that

blame migrants for increases in crime. This type of rhetoric has been present since ancient times. The Adelaide Gaol Register records showed that crime had increased between the years 1854 and 1859. However, only 58 assisted female migrants from the years 1854–57 had committed a crime between 1856 and 1859. The total female prisoner population of Adelaide Gaol was 401. The female population of the colony in 1859 was only 122,735, of which there were only 15,557 assisted women migrants. Therefore, assisted women migrants from 1854–1857 who committed an offense represented 0.05% of the entire female population. This would not have been enough to cause an increase in crime or make a sufficient impact on the ‘morality’ of the colony. I conclude that the increase in crime can be more accurately attributed to causes other than immigration: namely low wages, bad harvest and saturation of the employment market and poor government infrastructure. However, the women causing the crime increase were not the assisted female migrants.

**Tiana Blazevic, The University of Adelaide**

## Experiencing research as an undergraduate



I am a final year student completing my Bachelor’s degree in Medical Sciences, specialising in Chemistry, Biomolecular Sciences, and Physiology. My initial exposure to research began with a 6-month long internship with Dr Stephney Whillier, where I conducted a systematic literature review. This was made possible by the Macquarie Undergraduate Research Internship (MURI) Program which provides equity students the chance to try their hand in research.

This opportunity was my first professional research experience. What I learned helped me to apply the practical components of my internship to the theoretical work required for my degree.

Experiencing research as an undergraduate extends the theoretical development of the classroom beyond what one expects. The practical nature of research is irreplaceable and not only provides you a means to engage in informed discussion with the academic community, but gifts you the opportunity to thoroughly engage with and reflect on the critical thinking exercised in the planning, organising, scheduling and presenting of your own work.

ACUR has been a big part of the professional presentation of my work. Being lucky enough to showcase not one but two projects provided me with the professional engagement skills I needed, giving me a stronger foundation for the future. The keynote speakers taught me how

Photo: Ali, right, with Angela Brew and Macquarie colleagues.

to take ownership of my work and to embrace the collaborative nature required in the research profession. ACUR 2017 generated interesting conversation on entering research at a young age, which became a hot topic, inviting a range of perspectives from the audience.

It was because of this conversation on ownership that I started up my YouTube channel ([youtube.com/user/bestmunindia](https://www.youtube.com/user/bestmunindia)) with recordings of my presentations and thesis entrees in an effort to market myself. I have other social media too: Twitter: [ali\\_asgher\\_ali](https://twitter.com/ali_asgher_ali), and [thealiaccounts.wordpress.com](https://www.thealiaccounts.wordpress.com)

My two cents on the conversation is that academics should take on students with trust and respect which we can transfer into our work, allowing us to assume ownership of what we are doing and feel as if we truly belong to the team. There needs to be more advertisement of available opportunities by which both the institution and the student can benefit. As students, it is our responsibility to take the initiative. This involves approaching academics, who are there to push us to our limits and help us succeed.

**Ali Asgher Ali**  
Macquarie University

# Finding motivation and fun in undergraduate research

**When I told my friends I was writing a paper, some of them thought I was slightly crazy. Sure, they were impressed. But many were confused. How could I have the motivation to work on a research project outside our regular courses? Wasn't university taxing enough already? Whilst I agree with the sentiment, my experience of research leading up to the 2017 ACUR conference tells a different story. I have not lacked motivation. Not for one minute. Such is the beauty of independent research and 'taking ownership' of one's work.**

When growing up, my siblings and I were required to take lessons in a classical musical instrument of our choice. This involved meeting weekly with a teacher who would rigorously assess our performance; and hours of arduous practice. Sometimes, this was enjoyable. Most of the time it wasn't. When I had completed sufficient grades to satisfy my parents towards the end of high school, I put my guitar down without the intention of picking it up again. It was much to my surprise then, that at the end of last year I started playing once more. Seriously. Often I will play for several hours a day. I don't have a teacher, or any external motivating framework. So where does the motivation come from?

The answer bears much relevance to my research experience, and my experience of educational systems more generally. So often in undergraduate courses, an external assessment framework is imposed on students. They are required to learn a rigid and prescribed syllabus, which is usually assessed in an equally rigid and prescribed way. It is no surprise that under these conditions one may lack motivation.

My experience of research leading up to ACUR contrasted sharply with this. I was able to flip the conventional pedagogical approach towards learning on its head, and do things my own way. I have chosen my own topic; how I will go about my research; what my goals for this are; and how I will best achieve these. In essence, nothing has been prescribed for me: the entire research process has been designed and tailored by me (with the helping guidance and advice of emeritus professor Eric Pawson, to whom I am much indebted) from start to finish.

What this means is that I haven't required any external motivation. It has come entirely from me, as it is me who has envisioned the process, and seen it through. Much like when I picked up the guitar under my own terms, I have created something individually, and taken ownership over it. This provides much stronger motivation than I have ever had for doing something that someone else wants me to do or learn.

The ACUR 2017 conference itself was an incredible experience. I was able to meet a host of fascinating students my own age, with an abundance of varied interests, personalities, and

backgrounds. As the sole New Zealand student at the conference, I also had the opportunity to represent my institution at an international stage – something I am immensely proud of. Checking out the Flinders Ranges National Park post-conference wasn't too bad either (you Aussies have some wonderful animals!).

However, what I will take away most from ACUR 2017 was the amount of fun I had researching for my paper; and the knowledge that there is another way to learn which is strongly at odds with how undergraduate courses are often taught. That is, giving students the flexibility and opportunity to set their own academic work boundaries and goals. Although such an approach is not for everyone, I am convinced that it provides a more engaging, fluid, and adaptive framework for learning than the status quo. I look forward to seeing such an approach becoming more widespread, and the number of undergraduate researchers from my homeland



of Aotearoa attending future ACUR conferences increasing accordingly in the years to come.

Ka kite anō!

**Mark Poskitt, University of Canterbury**

*Above: Mark in the Flinders Ranges.*

## But I don't study Philosophy!



**Whenever I mention to people that I study a degree at ANU called the 'Bachelor of Philosophy', or PhD for short, their immediate thought is that I must be majoring in**

**Philosophy. While I certainly am able to take philosophy courses, what makes the PhD truly special is the opportunity and agency it grants students like me to do research, right from the start of our first semester at university.**

The PhD degree is great for independent and motivated students, who have a good idea of what they are interested in, or have a clear picture of the types of things they'd like to explore. From the get go, you are given an academic mentor and the freedom to chart your own course through your academic studies. There are no compulsory coursework subjects – it's essentially a 'choose your own adventure' story, although your academic mentor will certainly guide you. Moreover, every lecturer or academic at the university is a potential research project supervisor.

As James Keal said in the opening ACUR keynote, research is all about 'ownership'; and the PhD certainly allows students to 'own' their education. In addition, by allowing them to delve into subjects and research projects they are passionate about, they begin to care deeply about what they do and the community they're a part of. This is exactly the hallmark of

a good researcher, eloquently put by ANU's own Professor Marnie Hughes-Warrington in ACUR's closing address.

Personally, I don't know where I would be if it weren't for PhD. My academic and professional interests are tantalizingly outside the bounds of most undergraduate course offerings in Australia and New Zealand. Nobody offers an undergraduate qualification in transportation, except for one or two courses in engineering – but I never really wanted to study engineering per se.

The PhD has allowed me to build a strong disciplinary foundation in areas relevant to transport systems such as the computer and geographic sciences, but also conduct a range of interesting independent research projects in this area that I would never had the chance to do otherwise. Moreover, the PhD gave me both the capacity and the confidence to approach professors at other Australian universities and ask to undertake research projects with them, to complement my existing work at ANU.

The PhD is a truly incredible pathway to a fulfilling and rewarding undergraduate research career, across the Sciences, Humanities, and realm of Asia-Pacific Studies at ANU. But as ACUR has shown, there are a large number of talented and independent young scholars from across Australia and New Zealand, studying a range of degrees, who are doing great research. Keep it up everyone!

**Matthew Flower, Australian National University**

# A Living Laboratory for Christchurch

Undergraduate research is a feature of many of the programmes at the University of Canterbury, particularly in areas such as the field sciences, humanities, and engineering. My own discipline of Geography has developed a tradition of problem-based learning over the last decade and a half. In the wake of the Canterbury earthquakes, we have taken this into the city, so that senior students, in groups, are able to work with community partners on research topics of real world significance.

Our partners span the range from social enterprises, transition organizations and residents' associations to councils, business groups and sometimes schools. Generally they love working with student researchers, and both parties gain from the experience of research. The students get to work on something that may well make a difference, and the partners, who often lack knowledge of research, usually end up with a clearer sense of their question, and maybe an answer.

A good research experience for all parties does depend on appropriate schooling in human ethics, as well as health and safety. We have found that a key issue is the management of expectations by course leaders, for both students and community partners. Students, for example, need to know that their partner will try to speak with one voice, and have a



consistent point of contact, and it is helpful for partners to understand that students are undertaking research, not setting out to provide the 'right' answer.

A significant number of our research projects have been in the Christchurch 'red zone', now known as the Ōtākaro Avon river corridor. This is about 602 hectares of land, stretching along the river for more than ten kilometres between the downtown and the sea. It was irreparably damaged by ground movement and liquefaction during the earthquakes. The Crown bought out around 5400 households in this corridor, and all buildings were cleared. Our projects have focused

on the hydrology of the river and associated wetlands, on mitigation of floods and the effects of sea level rise, recreational and educational opportunities, and habitat restoration for mahinga kai, or Māori food gathering practices.

The future of this river corridor is now being co-created between the official recovery agency, Regenerate Christchurch, and people in the city. Particular emphasis is being placed on working with schools and people under 25. One of the proposals that has been prioritized as a result is to use the corridor as a 'Living Laboratory' for more intensive learning and research purposes. This will open up this area for a wide range of students of different ages, for discovery learning, inquiry-based learning, science education and longitudinal research programmes in environmental and social monitoring.

There is potential for the Living Laboratory to act as an exemplar for climate change adaptation, flood mitigation, habitat restoration and future urban design: issues of not only local and national concern, but international interest as well. So a series of small steps taken over the years by Canterbury's Geography students may well turn into a research and learning opportunity of far greater significance.

**Eric Pawson**  
University of Canterbury

## Trailblazers in Undergraduate Research: The Council on Undergraduate Research

**In global terms, the United States is a leader in promoting and supporting undergraduate research. The Council on Undergraduate Research (CUR) was founded by a group of chemists from US private liberal arts colleges in 1978. Their aim was to disseminate information on research of faculty, many of whom were collaborating with undergraduate students.**

In 1979, the CUR first met, and in 1980 a CUR newsletter was established and the Council adopted its first constitution and by-laws. Members from public higher education institutions joined the Council in 1983. The discipline base expanded to include physics, astronomy and biology in 1984, with remaining disciplines added in subsequent years. The membership has steadily grown in

recent decades, with CUR now having about 10,000 individuals and over 650 colleges and universities (<https://www.cur.org/>).

The mission of CUR is to 'support and promote high-quality undergraduate student-faculty collaborative research and scholarship'. It defines undergraduate research as 'An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline'.

In 1987, CUR co-sponsored the first *National Conference on Undergraduate Research* (NCUR), and that conference now occurs annually to celebrate undergraduate scholarly activity involving all academic disciplines across all higher education institutions. In 1997 CUR introduced 'Posters on the Hill', a showcase of

undergraduate research in the US Capitol – an initiative that has since been adopted in the UK and Australia.

The CUR newsletter developed into a more scholarly journal – *CUR Quarterly* (<https://www.cur.org/publications/curquarterly/>) – and this journal has been rebranded this year to be *SPUR – Scholarship and Practice of Undergraduate Research* (<https://www.cur.org/publications/SPUR/>). Although a US-based journal, SPUR welcomes international contributions. Professor Helen Walkington (Oxford Brookes University) and I are co-editors of an international section in the journal, seeking research-based articles that showcase undergraduate research scholarship and practice across the globe. Please think about contributing!

**Rachel Spronken-Smith, University of Otago**

# Report of the Chair



The Australasian Council for Undergraduate Research (ACUR) was established in 2013 through SEED project funding from the Australian Government's Office for Learning and Teaching (OLT) to ensure that an Australasian Conference of Undergraduate Research would be held each year in different universities. Now that six fabulous ACUR conferences have been held, it seems fair to say that undergraduate research has become an established part of the academic year in this part of the world. The ongoing reputation and progress of ACUR has been assured through the 80 or so people, many holding senior positions, who represent Australian and New Zealand universities and overseas institutions on the ACUR Steering Group.

The Steering Group was originally set up as the decision-making body of ACUR. It established criteria and guidelines for conferences, made decisions about conference hosting, provided guidance to conference hosts, and worked to ensure the quality of conferences. Individual Steering Group members have had an important role in spreading news about ACUR within their institutions and in encouraging their students to attend. About 500 students have so far presented research in ACUR conferences.

## So as well as supporting the conferences, what else does ACUR do?

It maintains the website ([www.acur.org.au](http://www.acur.org.au)), and works to enhance institutional support for undergraduate research across the sector through correspondence, this newsletter, and a contacts database. It runs workshops for academics and supervisors on implementing undergraduate research, and maintains ongoing contact with undergraduate research organisations and developments overseas. It contributed to the first World Congress on Undergraduate Research. It is planning an ongoing evaluation of conference outcomes.

The longer-term vision for ACUR sees it growing into a focal point for the growth and development of undergraduate research across Australasia. This includes exchanging information about research opportunities available to undergraduates, attracting funding support for undergraduate research projects, providing bursaries for students to attend undergraduate research conferences, hosting seminars and events on matters related to undergraduate research for academics, supervisors and managers, building on the successful 'Posters in Parliament' of undergraduate research work held in Canberra in 2014, and hosting further events including 'Posters in the Beehive' in Wellington.

To date, ACUR activities have largely been funded through the Office of Learning and Teaching and Macquarie University together with the support of the universities that have hosted conferences: Australian National University (2014), University of Western Australia (2015), University of Southern Queensland (USQ 2016) and University of Adelaide (2017). Macquarie University has

agreed to continue to provide a home for ACUR with some administrative support. However, with the demise of the OLT, the organisation must become self-financing.

## Latest developments

With this in mind, business meetings have been held at the last two conferences which have resulted in establishing an Interim Executive Group to take forward the further development of ACUR. The Interim Executive comprises:

Angela Brew (Chair)  
Denise Wood (Vice Chair)  
Lilia Mantai (Treasurer)  
Neridah Baker (2018 Conference convenor)  
Eric Pawson (New Zealand representative and URNA Editor)  
Rhianne Hoffman (Executive Officer)  
Elisabeth Findlay (Communications /website)

The Interim Executive has agreed a draft constitution which sets out the categories of membership, the roles and responsibilities of Executive and Steering Groups, the nature of ACUR meetings including its AGM, the election of officers, the voting process and other matters required to conform to legislation. This is needed in order to establish mechanisms for the receipt of funding. It is envisaged that the bulk of funding in the future will be through institutional and individual subscriptions and sponsorship.

The mission of ACUR is to promote and advance the spread of undergraduate research in Australasia. Those of us who have experienced the wonderful presentations of students' research and the delight on the faces of undergraduates as they share research ideas in coffee breaks and lunch times – not to mention at what has now become an ACUR institution – the annual conference dinner, cannot fail to recognise the importance of the work that ACUR is doing. We will need support



to ensure it grows and flourishes, but there is every indication that a new phase of development has begun.

**Angela Brew**  
Chair, ACUR

Email: [angela.brew@mq.edu.au](mailto:angela.brew@mq.edu.au)

# Upcoming Events

## Seventh Australasian Conference of Undergraduate Research (ACUR 2018)

The seventh Australasian Conference of Undergraduate Research will take place on 24–25 September 2018 at La Trobe University, Melbourne. Further information about conference submission and registration will be available on the ACUR website early in 2018:

<http://www.acur.org.au>

## Council for Undergraduate Research: CUR Dialogues 2018

CUR Dialogues are designed to bring faculty and administrators to the Washington, D.C. metropolitan area to interact with federal agency program officers and other grant funders. Attendees will also have the chance to engage in several networking opportunities. The 2018 institute will be held from 15–17 February 2018, at the Hyatt Regency Crystal City in Arlington, Virginia.

[http://www.cur.org/conferences\\_and\\_events/cur\\_dialogues/](http://www.cur.org/conferences_and_events/cur_dialogues/)



## Council on Undergraduate Research USA 18<sup>th</sup> National Conference

CUR holds a biennial Conference in even years. In these years, the Annual Business Meeting immediately precedes the conference. This conference brings together faculty, administrators, policy makers, representatives of funding agencies and other stakeholders with an interest in doing and promoting undergraduate research. It features over 100 workshops, presentations by representatives of funding agencies, social interactions, and poster presentations. The 2018 CUR Conference dates are July 1–3, 2018 in Arlington, VA USA at the Hyatt Regency Crystal City.

[http://www.cur.org/conferences\\_and\\_events/cur\\_conference/](http://www.cur.org/conferences_and_events/cur_conference/)



## Second World Congress on Undergraduate Research

The Second World Congress on Undergraduate Research will be held at the Carl von Ossietzky University, Oldenburg, Germany on 23–25 May 2019.

<https://www.uni-oldenburg.de/en/forschen-at-studium/world-congress-on-undergraduate-research/>

## National Conference of Undergraduate Research (NCUR) USA

The University of Central Oklahoma warmly invites you to make connections with innovative undergraduate research, new friends, and new places to broaden your perspective at the National Conference of Undergraduate Research USA to be held from 4–7 April 2018.

<https://sites.uco.edu/academic-affairs/ohip/ncur2018/index.asp>

## Contact us

If you didn't receive this directly from us, it means that you are not on our list. Please let us know if you would like to join our extended network of interested people. For further information, or to submit an item for inclusion in the next issue, contact:

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URNA is an occasional publication of the Australasian Council for Undergraduate Research. This issue produced at the University of Canterbury.