

Final Report for HERC Funding for the 2024 Idaho Conference on Undergraduate Research (ICUR)
Submitted by Donna Llewellyn, Executive Director of the Boise State Institute for Inclusive and Transformative Scholarship

ICUR 2024 was held on July 17 and 18, 2024. For the first time since 2019, the conference was an entirely in-person event held on the Boise State University campus. We utilized the funding from HERC to pay for transportation and housing for students to attend from across the state and for the space, A/V, and catering for the event. In addition, because we continued to host the Summer Research Community on-line to allow all students from all institutions to participate, we purchased a license to use a larger zoom room. Finally, due to the increased logistics of arranging busses, housing, and on campus space for the event, we needed a much greater amount of staff time to get the conference designed, planned, and implemented. We are grateful for the HERC funding that allowed us to hold ICUR this year.

There were 480 people who registered for the conference this year, with 444 participating in the sessions. This included people from over 35 different institutions/organizations. There were 181 poster presentations with a total of 550 project collaborators including 255 undergraduate students, 78 graduate students and 151 faculty (plus some postdoctoral fellows, high school students, and other community members). Our planning committee of representatives from the different colleges and universities across the state really worked hard to encourage and facilitate participation.

There were two days of workshops and presentations – see the following websites for the program schedule. More details are also available at <https://www.boisestate.edu/icur/>. Note that Boise State has disallowed the use of pdf programs due to accessibility issues so all materials for the conference were posted at the [event site](#).

A survey was been sent out to all of the attendees. The likert scale responses and an overview of the open-ended responses are attached. We intend to use these results to improve the conference next year, as we learn from our virtual conferences about what aspects of this event are best suited to a virtual setting and which parts really suffer from a lack of in-person interaction.

The funding from HERC went to the following categories of expenditures:

| Item | Amount |
|---|--------------------|
| Zoom license to allow for over 100 participants (we used this for SRC as a lead up to ICUR) | 675 |
| Materials and Supplies | 473.46 |
| Facilities | 3,355.00 |
| Meals and other Refreshments | 17,951.99 |
| Housing | 12,118.34 |
| Transportation | 14,632.63 |
| TOTAL | \$60,000.00 |

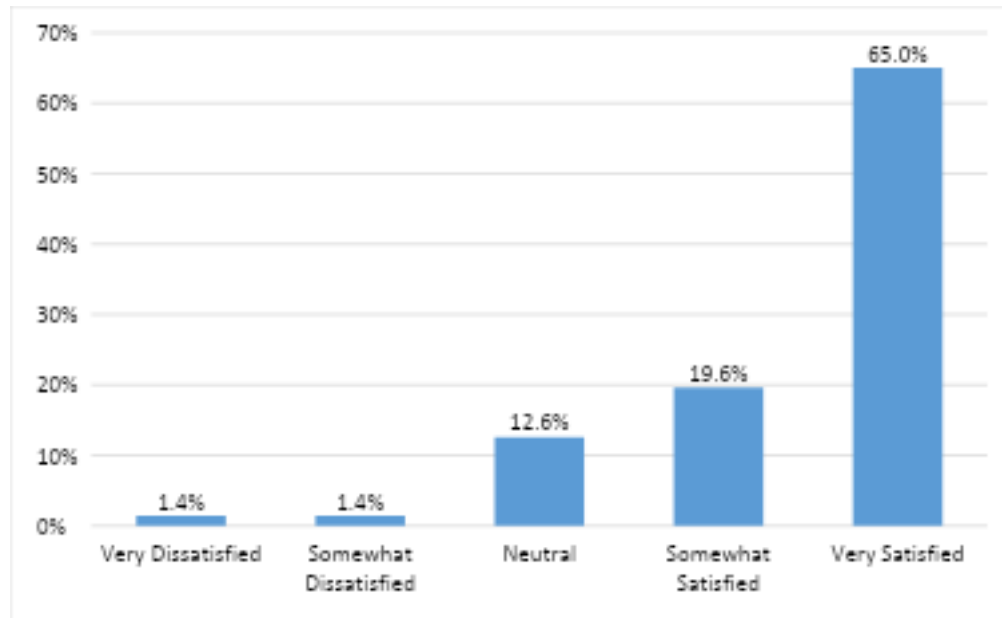
Idaho Conference on Undergraduate Research 2024

Survey Results

RESPONSE RATE: 32.9%

- 435 survey recipients (excludes 6 IFITS staff who did not receive the survey)
 - o 278 (63.9%) students
 - o 157 (36.1%) faculty/staff/other
- 143 recorded responses; 1 of these is an incomplete response
 - o Answers for the incomplete response are included where available.

Please indicate your overall satisfaction with the 2024 Idaho Conference on Undergraduate Research.

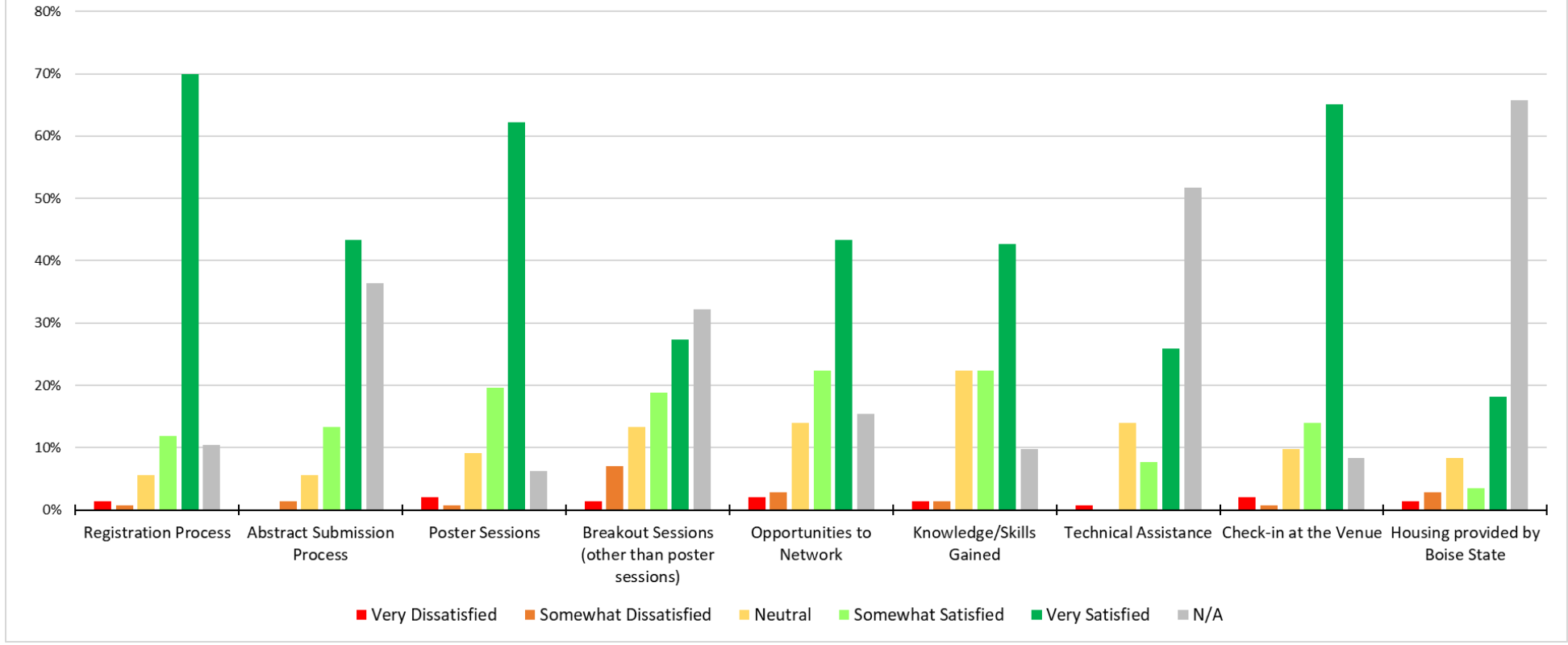


| Answer | % | Count |
|-----------------------|--------|-------|
| Very Dissatisfied | 1.4% | 2 |
| Somewhat Dissatisfied | 1.4% | 2 |
| Neutral | 12.6% | 18 |
| Somewhat Satisfied | 19.6% | 28 |
| Very Satisfied | 65.0% | 93 |
| Total | 100.0% | 143 |

Please tell us how satisfied you were with the following aspects of the conference.

| Aspect | Very Dissatisfied | | Somewhat Dissatisfied | | Neutral | | Somewhat Satisfied | | Very Satisfied | | N/A | | Total | |
|--|-------------------|-------|-----------------------|-------|---------|-------|--------------------|-------|----------------|-------|-----|-------|-------|-------|
| | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count |
| Registration Process | 1% | 2 | 1% | 1 | 6% | 8 | 12% | 17 | 70% | 100 | 10% | 15 | 100% | 143 |
| Abstract Submission Process | 0% | 0 | 1% | 2 | 6% | 8 | 13% | 19 | 43% | 62 | 36% | 52 | 100% | 143 |
| Poster Sessions | 2% | 3 | 1% | 1 | 9% | 13 | 20% | 28 | 62% | 89 | 6% | 9 | 100% | 143 |
| Breakout Sessions (other than poster sessions) | 1% | 2 | 7% | 10 | 13% | 19 | 19% | 27 | 27% | 39 | 32% | 46 | 100% | 143 |
| Opportunities to Network | 2% | 3 | 3% | 4 | 14% | 20 | 22% | 32 | 43% | 62 | 15% | 22 | 100% | 143 |
| Knowledge/Skills Gained | 1% | 2 | 1% | 2 | 22% | 32 | 22% | 32 | 43% | 61 | 10% | 14 | 100% | 143 |
| Technical Assistance | 1% | 1 | 0% | 0 | 14% | 20 | 8% | 11 | 26% | 37 | 52% | 74 | 100% | 143 |
| Check-in at the Venue | 2% | 3 | 1% | 1 | 10% | 14 | 14% | 20 | 65% | 93 | 8% | 12 | 100% | 143 |
| Housing provided by Boise State | 1% | 2 | 3% | 4 | 8% | 12 | 3% | 5 | 18% | 26 | 66% | 94 | 100% | 143 |

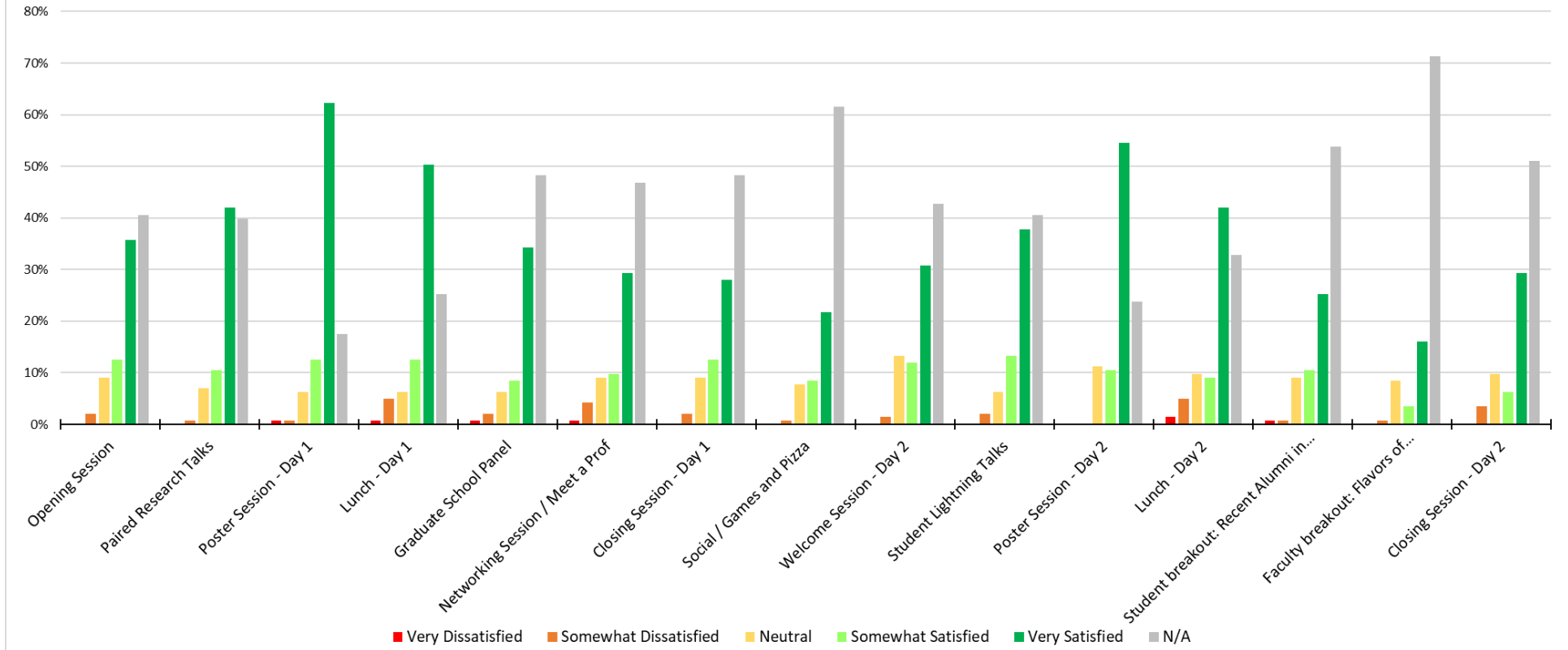
Please tell us how satisfied you were with the following aspects of the conference.



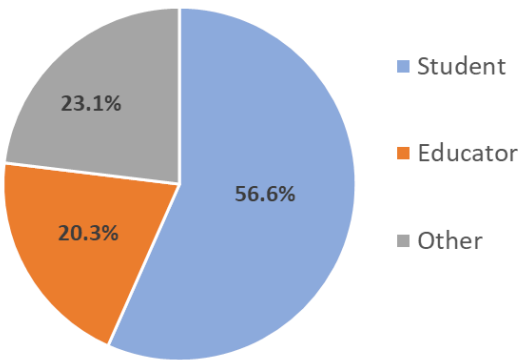
For each session that you attended, please let us know how satisfied you were with that session.

| Session | Very Dissatisfied | | Somewhat Dissatisfied | | Neutral | | Somewhat Satisfied | | Very Satisfied | | N/A | | Total | |
|---|-------------------|-------|-----------------------|-------|---------|-------|--------------------|-------|----------------|-------|-----|-------|-------|-------|
| | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count |
| Opening Session | 0% | 0 | 2% | 3 | 9% | 13 | 13% | 18 | 36% | 51 | 41% | 58 | 100% | 143 |
| Paired Research Talks | 0% | 0 | 1% | 1 | 7% | 10 | 10% | 15 | 42% | 60 | 40% | 57 | 100% | 143 |
| Poster Session - Day 1 | 1% | 1 | 1% | 1 | 6% | 9 | 13% | 18 | 62% | 89 | 17% | 25 | 100% | 143 |
| Lunch - Day 1 | 1% | 1 | 5% | 7 | 6% | 9 | 13% | 18 | 50% | 72 | 25% | 36 | 100% | 143 |
| Graduate School Panel | 1% | 1 | 2% | 3 | 6% | 9 | 8% | 12 | 34% | 49 | 48% | 69 | 100% | 143 |
| Networking Session / Meet a Prof | 1% | 1 | 4% | 6 | 9% | 13 | 10% | 14 | 29% | 42 | 47% | 67 | 100% | 143 |
| Closing Session - Day 1 | 0% | 0 | 2% | 3 | 9% | 13 | 13% | 18 | 28% | 40 | 48% | 69 | 100% | 143 |
| Social / Games and Pizza | 0% | 0 | 1% | 1 | 8% | 11 | 8% | 12 | 22% | 31 | 62% | 88 | 100% | 143 |
| Welcome Session - Day 2 | 0% | 0 | 1% | 2 | 13% | 19 | 12% | 17 | 31% | 44 | 43% | 61 | 100% | 143 |
| Student Lightning Talks | 0% | 0 | 2% | 3 | 6% | 9 | 13% | 19 | 38% | 54 | 41% | 58 | 100% | 143 |
| Poster Session - Day 2 | 0% | 0 | 0% | 0 | 11% | 16 | 10% | 15 | 55% | 78 | 24% | 34 | 100% | 143 |
| Lunch - Day 2 | 1% | 2 | 5% | 7 | 10% | 14 | 9% | 13 | 42% | 60 | 33% | 47 | 100% | 143 |
| Student breakout: Recent Alumni in Industry | 1% | 1 | 1% | 1 | 9% | 13 | 10% | 15 | 25% | 36 | 54% | 77 | 100% | 143 |
| Faculty breakout: Flavors of Undergraduate Research | 0% | 0 | 1% | 1 | 8% | 12 | 3% | 5 | 16% | 23 | 71% | 102 | 100% | 143 |
| Closing Session - Day 2 | 0% | 0 | 3% | 5 | 10% | 14 | 6% | 9 | 29% | 42 | 51% | 73 | 100% | 143 |

For each session that you attended, please let us know how satisfied you were with that session.

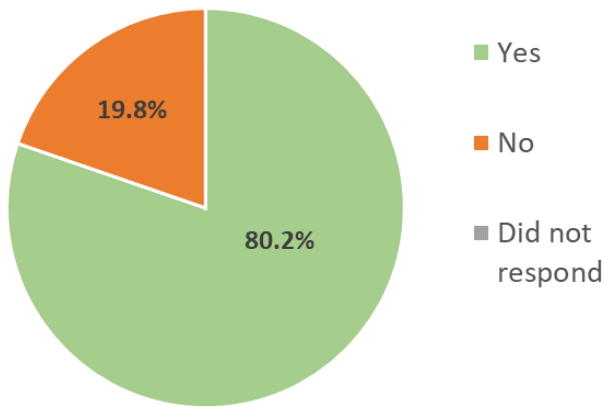


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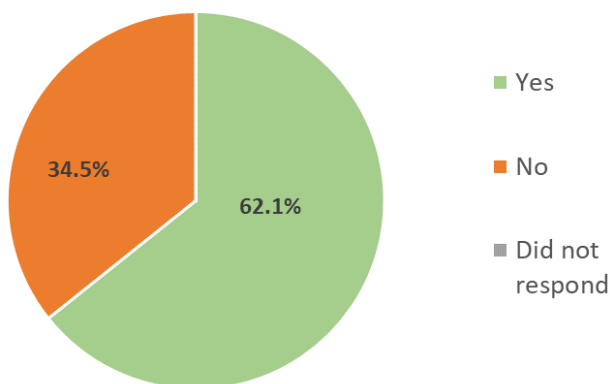
| Answer | % | Count |
|----------|--------|-------|
| Student | 56.6% | 81 |
| Educator | 20.3% | 29 |
| Other | 23.1% | 33 |
| Total | 100.0% | 143 |

Did you present a poster? (This question presented only to the respondents who selected “Student” as their Role.)



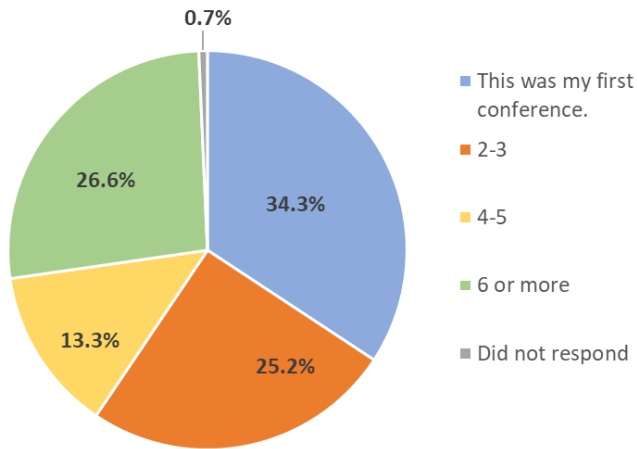
| Answer | % | Count |
|------------------------|--------|-------|
| Yes | 80.2% | 65 |
| No | 19.8% | 16 |
| <i>Did not respond</i> | 0.0% | 0 |
| Total | 100.0% | 81 |

Were you a mentor of a student researcher who presented a poster? (This question presented only to the respondents who selected “Educator” as their Role.)



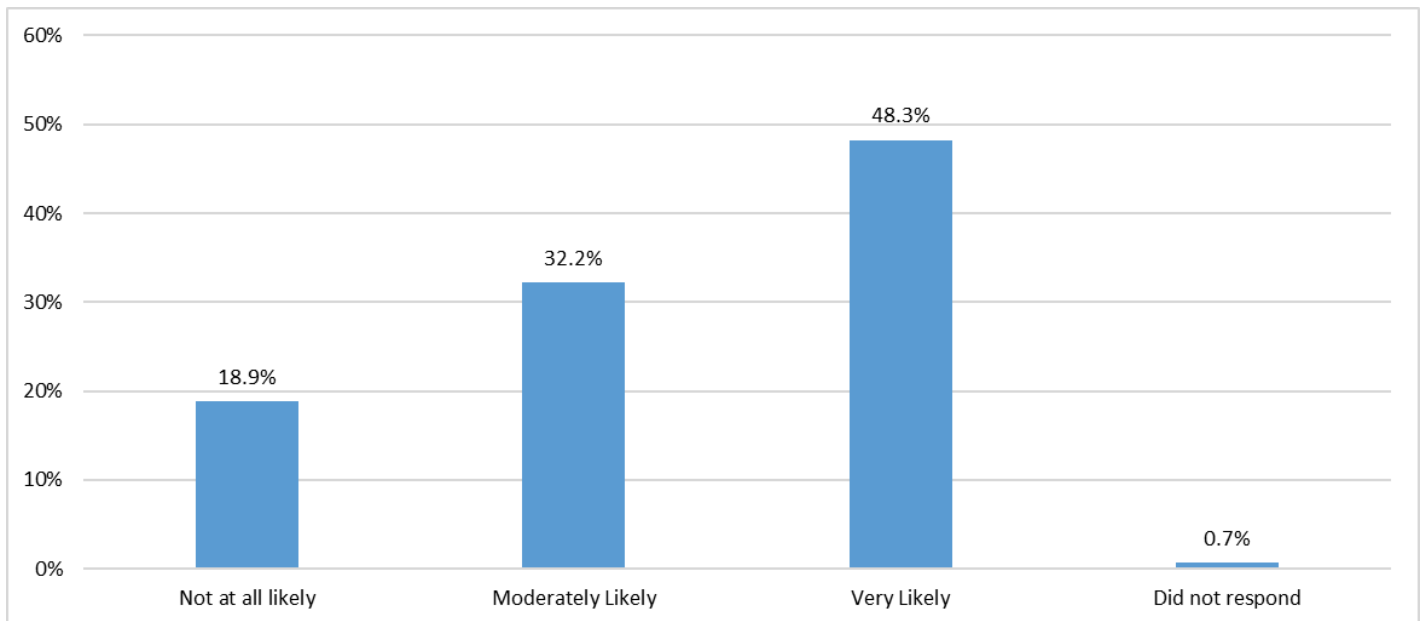
| Answer | % | Count |
|-----------------|--------|-------|
| Yes | 62.1% | 18 |
| No | 34.5% | 10 |
| Did not respond | 0.0% | 0 |
| Total | 100.0% | 29 |

How many conferences (technical and professional conferences) have you attended including this one?



| Answer | % | Count |
|-------------------------------|---------------|------------|
| This was my first conference. | 34.3% | 49 |
| 2-3 | 25.2% | 36 |
| 4-5 | 13.3% | 19 |
| 6 or more | 26.6% | 38 |
| Did not respond | 0.7% | 1 |
| Total | 100.0% | 143 |

How likely are you to attend ICUR next year?



| Answer | % | Count |
|-------------------|---------------|------------|
| Not at all likely | 18.9% | 27 |
| Moderately Likely | 32.2% | 46 |
| Very Likely | 48.3% | 69 |
| Did not respond | 0.7% | 1 |
| Total | 100.0% | 143 |

How did you find out about ICUR?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 117 respondents answered to this question.

| CATEGORIES OF COMMENTS | COUNT |
|--|-------|
| Specific faculty or staff member | 36 |
| I have previously attended | 9 |
| Email | 8 |
| Student | 8 |
| Friend/family | 7 |
| Office of Undergraduate Research (not necessarily BSU) | 6 |
| Project SEED | 5 |
| REU program | 5 |
| Student research participation (not specified) | 5 |
| Lab - not specified | 4 |
| McNair Scholars | 4 |
| Program requirement - not specified | 4 |
| Research supervisor/mentor | 4 |
| I was asked to be on a panel | 3 |
| Website | 3 |
| B2B | 2 |
| IFITS | 2 |
| Internship | 2 |
| Not specified | 2 |
| Other research event at my school | 2 |
| SRC | 2 |
| SURF | 2 |
| Advertisements or announcements (not specified) | 1 |
| Advisor | 1 |
| From a previous ICUR attendee | 1 |
| I was asked to volunteer | 1 |
| INPIRE Partners in Science | 1 |
| Poster | 1 |
| URCA | 1 |
| No response | 26 |

What were your greatest lessons or take-aways from the conference?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 104 respondents answered to this question; 23 mentioned more than one take-away.

| CATEGORIES OF COMMENTS | COUNT |
|--|-------|
| Learn about students'/others' research | 22 |
| Networking opportunities | 12 |
| Learn to communicate to a large audience/people outside my field | 10 |
| Opportunity to present/practice presenting research/poster | 10 |
| Students' enthusiasm | 9 |
| Diversity of research | 8 |
| Interacting with/meeting students | 8 |
| Graduate school info | 6 |
| Gained confidence to present/conduct research | 5 |
| Exposure to research conference experience | 4 |
| Interacting with/meeting faculty/professionals | 4 |
| Networking/interpersonal skills | 3 |
| Ability to support students | 2 |
| Different paths to research/careers | 2 |
| Lightning talks | 2 |
| Praise: ICUR organization | 2 |
| Seeing students' / mentors' / colleagues' success | 2 |
| Applicability of research to everyday life | 1 |
| Breakout sessions - not specified | 1 |
| Communication workshop | 1 |
| Criticism: Disciplines / range of subjects included | 1 |
| Feedback on my research | 1 |
| How to be a better researcher/succeed with research | 1 |
| I was not prepared | 1 |
| Increasing focus on students | 1 |
| Learn about research resources | 1 |
| Meet the Prof session | 1 |
| Not specified | 1 |
| Paired research talks | 1 |
| Poster sessions | 1 |
| Research opportunities | 1 |
| Value of collaboration | 1 |
| Value of research | 1 |
| Work hard/practice | 1 |
| n/a or no answer | 39 |

Strong responses:

- STUDENT: *"It was valuable practice to refine my presentation before presenting at a larger more specialized conference"*
- STUDENT: *"It was amazing to see the undergraduate students present and have this conference focus on them."*

- STUDENT: *“Since the topics of people's research varied so much, I felt like I improved my ability to explain my research in a way that a broader audience could understand.”*
- STUDENT: *“I thought the opportunity to network was incredible, it was a very welcoming atmosphere with admirable researchers and advisors. I enjoyed every conversation I had with people and was so inspired to meet peers who were working on such complex and unique projects.”*
- STUDENT: *“Getting out and trying is the biggest part, I saw projects that I had no idea about and people put so much time and effort to make it real. Talking to people is the first step and so you should just do it. Start that conversation.”*
- EDUCATOR: *“There is some excellent research going on in the state of Idaho and the next generation of scientists are very bright, passionate and inquisitive.”*
- EDUCATOR: *“Seeing all the amazing research done by undergraduate (and high school) students, and seeing their confidence grow as they present”*
- EDUCATOR: *“The students' enthusiasm, both for the research and the opportunity to meet other students and faculty researchers”*
- OTHER: *“I loved the presentations on those researching psychology and loneliness. It was insightful and the presenters were delightful. In fact, all of the presenters (and I talked to many) were professional, courteous, and very excited about their work.”*

The complete list of comments grouped by role follows, excluding “n/a” responses.

| STUDENTS | |
|----------|--|
| Student | All the networking that I did to better help my project in the future. |
| Student | Being able to see what it was like to be at a conference and what I will be doing when I go to present my poster for the first time. |
| Student | Communicating science |
| Student | Definitely the presentations. |
| Student | Everyone was well organized and put together. The talks were amazing. |
| Student | Getting feedback |
| Student | Getting out and trying is the biggest part, I saw projects that I had no idea about and people put so much time and effort to make it real. Talking to people is the first step and so you should just do it. Start that conversation. |
| Student | Getting to know the diverse works of other students and understand their passion for research. |
| Student | Getting to network with other students in different disciplines and discuss our research experience. |
| Student | Getting to work present my research and learn how to better communicate my research |
| Student | How passionate people are about theyre research |
| Student | How to present a poster to a non-stem audience |
| Student | I enjoyed seeing the passion my peers had for their research |
| Student | I gained more confidence in my place among undergraduate researchers and presenting scientific material. |
| Student | I got to learn about a broader range of study within my own field which was very interesting to learn as I make plans for my future. |
| Student | I learned about the importance of tailoring my poster for different audiences. |
| Student | I learned the ability to effectively communicate research results |
| Student | I liked getting experience with poster presentations. |
| Student | I loved hearing about people's research that was social-based and talking to anthropology professors! |

| | |
|---------|---|
| Student | I really enjoyed the lightning talks. I thought that it was cool to hear about research outside of my field. |
| Student | I think I excel at communicating research and complex ideas to general audiences. |
| Student | I thought the opportunity to network was incredible, it was a very welcoming atmosphere with admirable researchers and advisors. I enjoyed every conversation I had with people and was so inspired to meet peers who were working on such complex and unique projects. |
| Student | I was more comfortable sharing my research. |
| Student | I was not at all prepared. |
| Student | It was amazing to see the undergraduate students present and have this conference focus on them. |
| Student | It was my first poster presentation |
| Student | It was my first time presenting a poster so I'd say that is my biggest takeaway was learning how to present my research to someone with less knowledge in the area of our research. |
| Student | It was valuable practice to refine my presentation before presenting at a larger more specialized conference |
| Student | Just hearing about other student's research and their experiences |
| Student | Learning about different research fields and why it is important to continue research in as many fields as possible. |
| Student | Learning how to succinctly present my research! |
| Student | Meeting a professor from Idaho State University in my field of study |
| Student | Meeting new people |
| Student | Meeting other students in different fields and hearing graduate student advice. |
| Student | Met a researcher I would like to work with in the near future |
| Student | Most likely hearing from the graduate students during the panel or talking to the professor I selected during that breakout session. |
| Student | Network, network, network. |
| Student | Networking and confidence |
| Student | Networking with other students and learning about other disciplines. |
| Student | Networking with other students and professors involved in research. |
| Student | Other areas of research are very diverse and interesting. |
| Student | Overall I pretty much liked the whole conference and my greatest take-away was probably the networking and the grad school graduates in the field. |
| Student | Presentation practice |
| Student | Seeing all the students presenting about something they really care about was very impactful. |
| Student | Seeing my mentor and lab mates kill it |
| Student | Since the topics of people's research varied so much, I felt like I improved my ability to explain my research in a way that a broader audience could understand. |
| Student | Talking to people is important in every field. |
| Student | Talks with professors |
| Student | Technical communication |
| Student | That art can count as science when combined properly |
| Student | That it is amazing how we as a species can organize anything at all, let alone a conference. |
| Student | That working in industry doesn't mean I can't go back to school or even go on to work in a government lab. |
| Student | the amount of branches that research can take |
| Student | The connections and networking I was able to make |
| Student | The diversity of the students' research posters. So amazing! |
| Student | The grad student panel discussion on funding was a big take-away. |

| | |
|--------------------|--|
| Student | The most impactful part of attending was finding out how conferences are typically structured. |
| Student | The most impactful part was preparing a student lightning talk and sharing my research in a way that was easily understandable for everyone. |
| Student | The most important thing is flexibility and a willingness to talk to and learn from your peers |
| Student | There are a lot of people from different fields you can learn frkm |
| Student | There's a lot of interesting undergraduate research going on. |
| Student | This was a great opportunity for my undergraduates |
| Student | What to expect for next year when I present |
| EDUCATORS | |
| Educator | Getting to meet with students in small groups. |
| Educator | Giving my students an opportunity to practice presenting and discussing their research |
| Educator | Great opportunity for students |
| Educator | Great opportunity for undergraduates to get conference and presentation experience |
| Educator | Having my students meet and talk to other students doing research. |
| Educator | I always love talking to students about research! |
| Educator | I was impressed that the number of research projects was conducted during summer at Boise State and other Universities in Idaho. |
| Educator | Learning about the amazing interests and accomplishments of the students. Watching my mentee shine. |
| Educator | paired talks |
| Educator | Peer collaboration to build and present your work is a valuable skill! |
| Educator | Seeing all the amazing research done by undergraduate (and high school) students, and seeing their confidence grow as they present |
| Educator | So much energy in the room!! |
| Educator | The conference provided many students with the opportunity to prepare their first-ever presentation. |
| Educator | The range of subjects covered is overly broad. |
| Educator | The students' enthusiasm, both for the research and the opportunity to meet other students and faculty researchers |
| Educator | There is a lot of research activity occurring in the summer time in Idaho! |
| Educator | There is some excellent research going on in the state of Idaho and the next generation of scientists are very bright, passionate and inquisitive. |
| Educator | This is an important and great opportunity for students intro to networking and technical conference attendance. |
| OTHER ROLES | |
| Other | I loved all of the posters and getting to connect with students from other institutions and high schools. |
| Other | Excitement for research. |
| Other | Great opportunity to showcase talent and skills |
| Other | Great projects for students. |
| Other | Great way for students to network. |
| Other | How much young students are learning |
| Other | I enjoyed seeing the variety of presentations and the excitement of the presenters. I learned a lot just walking around. |
| Other | I enjoyed the students and their research interests. |
| Other | I loved seeing all of the research taking place not only at BSU but across the state. |

| | |
|-------|---|
| Other | I loved the presentations on those researching psychology and loneliness. It was insightful and the presenters were delightful. In fact, all of the presenters (and I talked to many) were professional, courteous, and very excited about their work. |
| Other | I really enjoyed being able to answer questions for students that were considering taking a gap year or that had questions about working for the USFWS. I felt like the agency was underrepresented and I was happy to be a resource for the community in that sense. |
| Other | I was happy to be able to share my grad school journey with undergrads and hopefully would be able to help them decide if grad school is for them. |
| Other | I was very impressed with the depth and the breadth of the research. |
| Other | Imparting my graduate student experiential knowledge to fellow learners. |
| Other | It showcases the levels of undergraduate research present in Idaho. |
| Other | Learn lots from the presenter |
| Other | Seeing the students' network |
| Other | Students worked very hard to attend |
| Other | Supporting undergraduates |
| Other | The breadth of research being done at undergraduate institutions |
| Other | The incredible research revealed by the presenters and their posters. |
| Other | The many applications of science |
| Other | To see all the work he was doing over the summer |

What changes in the ICUR would significantly improve the conference experience for you?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 68 respondents suggested at least one change; 11 made more than one suggestion. 84 respondents either did not answer this question or indicated they had no suggestions for improvement.

| CATEGORIES OF COMMENTS | COUNT |
|---|-------|
| Plenary/breakout/other talk sessions | 27 |
| Other logistics | 19 |
| Conference - general | 9 |
| Positive comment / no changes suggested | 9 |
| Discipline focus | 8 |
| Poster sessions | 7 |
| No changes suggested | 75 |

Highlights:

- Poster sessions
 - 3 people said the room was too tight on space
 - 2 people made session structure redesign suggestions
- Plenary/breakout/other talk sessions
 - 5 people felt the sessions were too long.

- o 4 people felt the sessions weren't long enough. There were specific mentions of the "Meet a Prof" session.
- o 3 people suggested better/more networking opportunities.
- o 3 people requested more sessions.
- Discipline Focus
 - o 5 people suggested more focus on disciplines other than STEM.
- Other logistics
 - o 7 people suggested separating lunch from the poster session.
 - o 3 people asked for better/more networking opportunities.
 - o 3 suggested better/more communication of sessions and details before the conference*

**Repeat highlight from last year*

Strong criticisms:

- STUDENT: *"Communication during travel and during the conference. Also, I didn't appreciate being treated like a child rather than an adult regarding check-in. In other conferences, i have been given relatively free reign. I did not appreciate not being made aware ahead of time what we would be given ("linens" doesn't convey being given a towel and washcloth, and I would have liked to have known ahead of time we wouldn't be given fitted sheets) or where our bus was going to be and having to find out at the last minute"*
- STUDENT: *"For me, it would have been better if I could have met more than just one other professor during the "meet a professor" session, especially due to how much down time we had. Then, it would have been more helpful if we could have gotten more than just one or two responses from the graduate students during the panel. Only because not everyone's experiences are exactly the same. Additionally, it would have been nice if there was a separate time for lunch and the poster session because it was quite anxiety inducing to have to eat very quickly before anyone came to my poster."*
- STUDENT: *"I think that for me adding a diversity of professors and graduate alumni who are not all in STEM jobs or backgrounds would be helpful. I would have liked to talk to a professor about the process of an Education major same with a graduate alumni."*
- STUDENT: *"I would have appreciated if lunch was a separate time from the poster session. It feels kind of unprofessional for me to be trying to eat while trying to present my work. I also think it would have been cool if there were people on the grad school panel that weren't pursuing their grad degrees at BSU. While I entirely get why the individuals chosen were there, it would have been helpful to hear from somebody who had maybe done their undergrad in Idaho but had gone somewhere else for grad school. While I can't speak for everyone, I know myself and many of the people I work with are really looking to leave the state for further education and it would have been nice to have a perspective that catered to that."*
- STUDENT: *"I think ICUR is a great conference for students who have never attended it or especially if they're new to research. As someone who has had to attend the conference and weekly sessions for 3 years, I feel like there's not as much for me to take away since it is the same every year. I'm graduating this semester so I will not have the ability to attend again, but for the students who have attended before, it would be nice to have more panels to choose from instead of just the same ones every year. Like a panel on how to better communicate research or on how to search for research materials or something a little more practical instead of just talking to industry and graduate schools. Those panels are very important for some people but they can get a little old when you've sat through the same type of panel 6 different times. So I little more variety to choose from for the conference panels might be nice."*

- STUDENT: *“one on one time, like speed dating. When we did break outs or large sessions where we would ask the speakers questions I know a few students with questions that didn't ask cause they were nervous. The closest thing to this was the session where a group of students would see a different professor, I liked this because it was easier to get a more one on one time but it was very short and I only got to talk two scientist. ”*
- EDUCATOR: *“While I realize that UG research is the main focus of this conference, UG research would not exist without mentorship. With that in mind, I would like to see more programming for faculty/mentors. This might also draw more participation from faculty/mentors.”*

Changes/Comments by Category (sorted by the greatest number of mentions to the lowest):

| CATEGORY > SPECIFICS | COUNT |
|--|--------------|
| <i>Conference - general</i> | 9 |
| Less about the value of research | 1 |
| More focus on my major / a specific discipline | 1 |
| More interesting sessions | 1 |
| More sessions for faculty/mentors | 1 |
| Narrow discipline focus | 1 |
| Scheduling suggestion | 1 |
| Session structure redesign suggestion | 1 |
| Sessions were repetitive/had the same info | 1 |
| Student recruitment | 1 |
| <i>Discipline focus</i> | 8 |
| More focus on disciplines other than STEM | 5 |
| More focus on my major / a specific discipline | 2 |
| Remove art posters / contributions | 1 |
| <i>Other logistics</i> | 19 |
| Lunch structure | 7 |
| Better/more communication of sessions and details before conference begins | 3 |
| Better communication re: transportation/travel | 1 |
| Better food/wider selection | 1 |
| Check-in | 1 |
| Deadline suggestion | 1 |
| Don't run out of food | 1 |
| Not enough time for lunch | 1 |
| Not specified | 1 |
| Parking | 1 |
| Registration process was confusing | 1 |
| <i>Plenary/breakout/other talk sessions</i> | 27 |
| Too long | 5 |
| Not long enough | 4 |
| Better/more networking opportunities | 3 |
| More plenary/breakout/other talk sessions | 3 |
| Session topic suggestion | 3 |
| Group by discipline | 2 |
| More info about specific grad school opportunities | 2 |
| Opportunity to speak with faculty one-on-one | 2 |

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| Lightning Talks | 1 |
| More diversity of speakers | 1 |
| Session structure redesign suggestion | 1 |
| Positive comment / no changes suggested | 9 |
| Poster sessions | 7 |
| Too tight on space | 3 |
| Scheduling suggestion | 2 |
| Easier way to find specific posters | 1 |
| Too loud | 1 |
| No changes suggested | 75 |

The complete list of comments grouped by role follows, excluding “n/a” and “none” responses that do not elaborate further.

| STUDENTS | |
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| Student | A better idea of what the schedule looks like (maybe in an email or something) |
| Student | A bit more networking time is all I would add or maybe a session on resumes and linkedin. |
| Student | A grad school fair with booths run by grad school recruiters from outside of Idaho would be valuable for me. |
| Student | A session on emotional and mental health and more diversity in research presenters and faculty!grad students speaking. |
| Student | A shorter opening session would be appreciated. |
| Student | Better communication about housing, check-in, and the bus pick-up/leave times |
| Student | Communication during travel and during the conference. Also, I didn't appreciate being treated like a child rather than an adult regarding check-in. In other conferences, i have been given relatively free reign. I did not appreciate not being made aware ahead of time what we would be given ("linens" doesn't convey being given a towel and washcloth, and I would have liked to have known ahead of time we wouldn't be given fitted sheets) or where our bus was going to be and having to find out at the last minute |
| Student | For me, it would have been better if I could have met more than just one other professor during the “meet a professor” session, especially due to how much down time we had. Then, it would have been more helpful if we could have gotten more than just one or two responses from the graduate students during the panel. Only because not everyone’s experiences are exactly the same. Additionally, it would have been nice if there was a separate time for lunch and the poster session because it was quite anxiety inducing to have to eat very quickly before anyone came to my poster. |
| Student | giving more time for some session. Parts of it felt rushed (though that could also be due to many groups not presenting much before) |
| Student | Have a lunch break instead of serving lunch during the poster session |
| Student | Have enough food available for all participants |
| Student | Have more time one on one time with research professors and have MD-PHDs at the conference. |
| Student | Having staggered poster slots for students. One of the more disappointing thing was that on the day I was presenting I was unable to take a look at the other students posters who where presenting that day. |
| Student | I am not sure. It was pretty good! |
| Student | I can't really think of anything that would make it better. It was rather good overall. |

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| Student | I had little understanding of ICUR before the lightning talk. So, I think Lavanya did a great job getting me from point A to point B. It was very heavy on STEM projects. |
| Student | I know you guys can't control it, but I would love to see more representation of environmental sciences in the conference. |
| Student | I think have the poster presenters eat first, rather than last. |
| Student | I think ICUR is a great conference for students who have never attended it or especially if they're new to research. As someone who has had to attend the conference and weekly sessions for 3 years, I feel like there's not as much for me to take away since it is the same every year. I'm graduating this semester so I will not have the ability to attend again, but for the students who have attended before, it would be nice to have more panels to choose from instead of just the same ones every year. Like a panel on how to better communicate research or on how to search for research materials or something a little more practical instead of just talking to industry and graduate schools. Those panels are very important for some people but they can get a little old when you've sat through the same type of panel 6 different times. So I little more variety to choose from for the conference panels might be nice. |
| Student | I think more icebreakers and opportunities to encourage connections with students from other universities and majors would have improved my experience. |
| Student | I think that for me adding a diversity of professors and graduate alumni who are not all in STEM jobs or backgrounds would be helpful. I would have liked to talk to a professor about the process of an Education major same with a graduate alumni. |
| Student | I thought that the opening and closing sessions could maybe be a little shorter and instead have more time dedicated to meeting professors or grad students. I think the lightning talks were very enjoyable, I wouldn't have minded hearing some on both days. |
| Student | I would have appreciated if lunch was a separate time from the poster session. It feels kind of unprofessional for me to be trying to eat while trying to present my work. I also think it would have been cool if there were people on the grad school panel that weren't pursuing their grad degrees at BSU. While I entirely get why the individuals chosen were there, it would have been helpful to hear from somebody who had maybe done their undergrad in Idaho but had gone somewhere else for grad school. While I can't speak for everyone, I know myself and many of the people I work with are really looking to leave the state for further education and it would have been nice to have a perspective that catered to that. |
| Student | I would have liked to have more time to visit more than 2 professors in the "speed date" section. |
| Student | I would like more time with mentors, and ideally more advice for graduate admissions. |
| Student | I would separate lunch and poster sessions. |
| Student | If there could be a better way to format eating lunch with the poster sessions that would be nice. Additionally, I found that there was a lot of free time with the small prizes which was fun until it felt like it was starting to drag on for too long. I would suggest limiting how long that goes on for. |
| Student | it's weird to have people who are just visiting, register. |
| Student | Less "Here's why research is important" to an audience full of undergraduate researchers |
| Student | Many fields were covered, but personally I would enjoy to see some more physics research as it's my Major, or talks related to the field. |
| Student | Maybe adding a bit more diversity in fields and topics. For example, adding education or psychology. |
| Student | More diverse poster sessions. I did not see any posters that were related to psychology or sociology or behavioral science and I think I would've learned more or at least been impacted one way or another if there were more poster presentations amongst those fields. |
| Student | More productive use of time and more interesting talks. |
| Student | More research area-specific breakouts (CS/AI) |
| Student | More seminars. |
| Student | More to encourage student networking? I definitely talked to students from other institutions, but only during poster sessions and off handedly. I think it'd be nice to do breakouts by college (i.e. engineering, CLASS, science, etc.) but know that could be difficult |

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| Student | Not eating during the poster session. |
| Student | one on one time, like speed dating. When we did break outs or large sessions where we would ask the speakers questions I know a few students with questions that didn't ask cause they were nervous. The closest thing to this was the session where a group of students would see a different professor, I liked this because it was easier to get a more one on one time but it was very short and I only got to talk two scientist. |
| Student | Perhaps remove the art things |
| Student | Shorter session times. A lot of the speakers seemed to drag out their research and dulled their message. |
| Student | Some of the panels could be much shorter and more concise. |
| Student | The lunch in the first day was really quick for the presenters and on day two the presenters had lunch after presenting and the forty minute break before presenting. |
| Student | The opening session of the first day was a little long, it was hard to keep focused under the lights in that room I felt |
| Student | The student lightning talks didn't feel necessary, and if replaced by breaks throughout the day, would have made the conference significantly more palatable. A lot of the presenters wound up advertising their posters anyway/not giving the full story away, defeating the purpose of a speed talk. |
| EDUCATORS | |
| Educator | As a social scientist, it seems like a lot of the program is more centered around the bio and physical sciences, engineering, or health. However, as several of the students mentioned during the 2nd day's closing, they really enjoyed learning more about social sciences and seeing how they can be integrated with the other fields. I mentioned this at the conference, but I really think students would benefit a lot from attending a panel where they are directly exposed to faculty and maybe grad students who can talk about what the other side actually does, and how this can benefit the students. In other words, those in the bio and physical sciences attend a panel where social scientists explain what they do and how they can help those in the bio and physical sciences to achieve their ultimate goals, and vice versa. Basically, really introduce these students to interdisciplinary research. |
| Educator | Being a day and a half conference instead of two full days |
| Educator | Expanding to solicit greater participation from arts and social sciences. Also, catering. |
| Educator | Given the broad range of subjects, many of which I have no interest in, either narrow the scope of the conference so that it is sciences OR social sciences OR art, etc. Alternatively, try a theme to unify these often disparate fields. |
| Educator | I feel that the meet is well planned for achieve the goals it has set out. |
| Educator | I heard after the fact that parking passes were available for local attendees. If I can offer these to students, I think many more would attend! |
| Educator | I think some concurrent sessions would be good and maybe some more focused on faculty. I was bit disappointed by the attendance at the one faculty session, as there were only about 8 people or so. For the 2nd lunch, hot dogs and hamburgers during a poster session didn't seem like a good idea. I saw quite a few ketchup stains. As a lifetime vegetarian, I also really have a hard time with impossible-type meats (they're too similar to real meat for me) and would prefer the options be more obviously vegetarian/vegan. |
| Educator | It is great as it is. |
| Educator | More balance of disciplines. Not All STEM |
| Educator | More information out sooner to students and faculty. |
| Educator | None I can think of right now. Providing opportunities for mentorship (Q&A with grad students and recent graduates) is a great idea that should be retained for future ICURs. |
| Educator | None, it was ran excellently. |
| Educator | Possibly making the abstract deadline a week earlier. Compared to the past, it was very short between abstract submission and poster printing. Note, this is a minor suggestion (I don't think it would significantly improve the experience.) |

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| Educator | The background noise is just too loud for the poster sessions due to too many posters packed in one room. |
| Educator | There were a lot of posters in the room and sometimes it was a little hard to move around. I am not sure if a bigger space is available. |
| Educator | While I realize that UG research is the main focus of this conference, UG research would not exist without mentorship. With that in mind, I would like to see more programming for faculty/mentors. This might also draw more participation from faculty/mentors. |
| OTHER ROLES | |
| Other | Easier way to find specific posters |
| Other | I only attended poster sessions. The posters were too crowded together, making it hard to hear the presenter over the others poster presenters around. |
| Other | I think it was great that it was in-person event this year. I think the poster presentations could all be held on one day. |
| Other | I thought it all went well from what I observed. |
| Other | More room between posters |
| Other | No suggestions. Can't wait for next year! |
| Other | Perhaps more breakout sessions for students. |
| Other | Recruit more students from community colleges to attend. |