



2008 Summer Faculty Development Conference

April 29th - May 2nd



The University of Central Florida

Welcome to the 2008 Summer Faculty Development Conference

Dear Colleagues:

We have organized many opportunities for you to work with your peers from across the university, staff from various support offices, and guest speakers from outside the UCF community. During the conference, support staff from Assessment and Planning, Faculty Center, Service-Learning, Internships, Information Fluency, International Studies, Operational Excellence and Assessment Support, and the Office of Instructional Resources are available for assistance.

When not attending sessions, teams may use the following rooms to work on projects: CL1-103, 104, 105, 112, 113, 117, 119, 207, 212, 301, 303, 309, 313, 318, 319, Faculty Multimedia Center (202), and the Faculty Center (207). Rooms 205, 218, 219, and 220 are available when sessions are not scheduled in them.

We hope you enjoy the conference.

Keynote Speaker—Thursday, April 29th 9:15–10:15 CL1-104

Humphrey Tonkin, Ph.D. is Professor and President Emeritus at the University of Hartford. His areas of expertise include English literature, languages, and international studies. His publications include two books on the poetry of Edmund Spenser (1971 and 1989), scholarly articles on 16th-century literature, edited volumes on language and related topics, and articles and monographs on international language problems and language teaching. *The World in the Curriculum*, co-authored in 1981 with his wife Dr. Jane Edwards, was for many years the standard guide to internationalizing the college curriculum. Recently he edited and translated Tivadar Soros's *Masquerade: Dancing Around Death in Nazi-occupied Hungary* (New York: Arcade Publishing, 2001), and his edition has been translated into a number of other languages. His most recent major publication is *Service-Learning Across Cultures: Promise and Achievement* (IPSL Press, 2004). A volume edited with Timothy Reagan, *Language in the 21st Century*, appeared in 2003 (Amsterdam: Benjamins). Dr. Tonkin is a Senior Bibliographer for the Modern Language Association and co-editor of the journal *Language Problems and Language Planning*.

An advocate of international cooperation and international studies, Dr. Tonkin is former chair of the Foundation for Educational Exchange between Canada and the United States (the Canadian Fulbright Commission). He has also chaired the American Forum for Global Education and serves on the board of World Learning, which operates the School for International Training and the Experiment in International Living. He chairs the Center for Research and Documentation on World Language Problems, which organizes conferences and publishes research on language policy, and the Esperanto Studies Foundation, which conducts and supports research on international language issues. He is a member of the National Council of the United Nations Association of the USA, and he was named to the Honorary Committee for the program *2005: The Year of Languages*. He is currently vice-president for research and evaluation for the International Partnership for Service-Learning and Leadership (which supports the linkage of international study and community service).

He has chaired the Council for International Exchange of Scholars (which administers the senior Fulbright Program) and the International Education Commission of the American Council on Education. He is a past president of the Universal Esperanto Association (Rotterdam), the Spenser Society, and the Zamenhof Foundation (Poland).

He holds an undergraduate degree in English from Cambridge University (St. John's College), and master's and Ph.D. degrees from Harvard University. He has dual British and U.S. citizenship.

Tuesday, April 29, 2008

**All Tuesday sessions will be held in Classroom I Building.*

7:45–8:30	Registration and Continental Breakfast ► CL1-104 Lobby
8:30–9:00	Welcome and Orientation ► CL1-104 <ul style="list-style-type: none"> • Vice Provost John Schell • Alison Morrison-Shetlar, Dean of Undergraduate Studies and Director, Faculty Center • Angel Cardec, Director, International Studies • Diane Chase, Associate Vice President of Academic Affairs and Coordinator, Interdisciplinary Initiative • Sheri Dressler, Director, CO-OP/Experiential Learning • Barbara Thompson, Coordinator, Education and Training Programs, Office of Diversity Initiatives • Martha Marinara, Co-Director, Charles Dziuban, Co-Director, Office of Information Fluency • Amy Zeh, Director, Service-Learning
9:15–10:15	Keynote Address—Learning by Teaching, Teaching by Learning ► CL1-104 <i>Humphrey Tonkin, Professor and President Emeritus at the University of Hartford</i>
10:30–11:00	Organizational Meetings <ul style="list-style-type: none"> • Diversity Initiatives (CL1-122) <i>Barbara Thompson</i> • Faculty Center (CL1-104) <i>Alison Morrison-Shetlar, Tace Crouse, Eric Main and Kevin Yee</i> • Information Fluency and Core Commitments (CL1-120) <i>Martha Marinara, Chuck Dziuban and Nancy Stanlick</i> • International/Interdisciplinary Studies (CL1-307) <i>Angel Cardec and Diane Chase</i> • Internships (CL1-107) <i>Sheri Dressler</i> • Service-Learning (CL1-109) <i>Amy Zeh</i>

Tuesday continued

11:15–12:15

A. The Role of Worldview in Educating for Environmental Sustainability

▶ CL1-219

Penelope Canan and Joan Morris, College of Sciences; Jane Compson, College of Arts and Humanities; Eric Main, Faculty Center

It is important for students to understand that all knowledge is relative to a larger system of meaning—and that “meaning” is socially constructed. Concepts such as “worldview,” “cultural relativity,” and “ethnocentrism” are important ones for students. These provide the basis for understanding that “environmental worldviews” are also defined within particular systems of knowledge and meaning.

B. Interactive Learning Exercises for Improving Online Pedagogies

▶ CL1-120

Wade Maki, University of North Carolina

How can teachers possibly engage students in an asynchronous online classroom? This presentation will show faculty how to improve online teaching by integrating interactive learning exercises. Using several Virtual Philosopher exercises designed for ethics courses, I will demonstrate pedagogical activities all faculty members can generate with a little creativity and minimal technical support. Discussion points will include how faculty can adapt these learning activities to their own disciplines and student responses to these exercises.

C. Infusing Cultural Competencies into the Curriculum—Definition and Rationale

▶ CL1-122

Tony Jenkins, BlueCross BlueShield of Florida

Organizations today emphasize the need to employ “culturally competent” individuals. This session defines “cultural competency” and details the importance of educating and training future employees who will be competent to successfully lead and effectively participate in multicultural work groups.

D. Service-Learning: Nuts and Bolts

▶ CL1-109

Melody Bowdon, College of Arts and Humanities

This session is a primer for newcomers to Service-Learning or for faculty who want to refresh their knowledge of service-learning fundamentals. Come and hear what Service-Learning is all about and how it might fit with your curriculum.

E. Education for International Opportunities

▶ CL1-307


Ambassador Harriet Elam-Thomas, Global Perspectives; Pete Young, Peace Corps; Consular Corps Representative

This panel will discuss potential opportunities for students interested in having an international professional experience or a career with an international focus, and how to assist them to take advantage of these opportunities.

Tuesday continued	
12:15–1:15	Lunch on Your Own
1:30–5:00	Facilitated Project Development when not attending sessions. ▶ <i>Rooms listed inside the front cover are available for your use.</i>
1:30–2:30	<p>A. Adding Action to Reflection: International Service-Learning ▶ <i>CL1-220</i> <i>Humphrey Tonkin, Professor and President Emeritus at the University of Hartford</i></p> <p>There's substantial agreement that spending time abroad is a potentially important part of an undergraduate education, and that service-learning helps reduce the gap between theory and practice. In a world that is increasingly homogenized and connected, how do we add depth to the international experience? And, given the many distractions and competing pressures besetting the student engaged in service-learning at home, how do we make work in the community truly absorbing? One way is to combine practical work in the community with formal study outside the US. This workshop will explain why and how.</p> <p>B. Developing Effective Learning Outcomes ▶ <i>CL1-307</i> <i>Tace Crouse, Faculty Center</i></p> <p>Workshop about the development of effective learning outcomes for courses or lessons that have an international focus.</p> <p>C. Critical Thinking in Information Fluency ▶ <i>CL1-120</i> <i>Mason Cash, College of Arts and Humanities</i></p> <p>This presentation will showcase some ways to quickly introduce easy-to-use techniques for helping students assess the reliability and credibility of sources of information they use in their own research, especially sources on the Internet, which students tend to consult for initial research on any topic.</p>
2:45–3:45	<p>Developing Effective Learning Outcomes ▶ <i>CL1-218</i> <i>Tace Crouse, Faculty Center</i></p> <p>Focus on the development of appropriate and effective learning outcomes and their corresponding assessment strategies.</p>

Wednesday, April 30, 2008

**All Wednesday sessions will be held in Classroom I Building.*

<p>8:00–8:30</p>	<p>Coffee and Conversation ▶ CL1-207  Refreshments served outside the Faculty Center</p>
<p>8:45–9:45</p>	<p>A. Managing Your Course in Webcourses@UCF ▶ CL1-101 <i>Elisabeth Greenwood, Course Development and Web Services</i></p> <p>You will gain hands-on experience with a range of useful tools and utilities for managing your course throughout the semester. Learn how to manage the delivery of content by hiding items and setting release criteria, configuring section settings to meet specific design or instructional objectives, leveraging file manager to efficiently upload and manage multiple files and folders, facilitating content sharing, and creating section backups.</p> <p>B. Teaching with Video on the Web ▶ CL1-219 <i>Eric Main and Kevin Yee, Faculty Center</i></p> <p>Come for a roundtable discussion of sources and uses of online video in your teaching. We will brainstorm ways to integrate existing online video clips into the curriculum and share links to numerous websites that offer useful videos.</p> <p>C. Teaching Information Fluency and Ethics using a Video Game ▶ CL1-218 <i>Rudy McDaniel, College of Arts and Humanities</i></p> <p>In this presentation, participants will discuss year one of a three year project designed to teach ethics in a game-based environment using a 3D multi-player role playing game designed with the Torque game engine (garagegames.com). The project was funded by the Information Fluency Office and is intended to help undergraduate students make better decisions when gathering, evaluating, and using digital information sources. In this talk, the presenter will explain the design process and techniques for structuring a learning experience for both the game designers (undergraduate students) and the game players.</p> <p>D. Internship Best Practices: Criteria for Success ▶ CL1-107 <i>Amanda Pacheco, Experiential Learning</i></p> <p>This session will use the recently approved university-wide criteria for internships to consider best practices. We will also discuss getting started, strategies for building workable processes and solutions to common problems.</p>

...additional 8:45–9:45 session on the next page.

Wednesday continued

<p>8:45–9:45</p>	<p>E. Using Partnerships for Curriculum Internationalization ► <i>CL1-307</i> <i>Angel Cardec, Office of International Studies</i></p> <p>This session includes a presentation about the UCF process for developing international agreements, as well as a group discussion about activities that can be developed in collaboration with partners outside the United States.</p>
<p>10:00–11:00</p>	<p>A. Creating and Managing Groups and Assignments in Webcourses@UCF ► <i>CL1-101</i> <i>Elisabeth Greenwood, Course Development and Web Services</i></p> <p>You will use the Group Manager tool to create groups, sign-up sheets, and group activities. You will also become familiar with the Assignments tool and how it can be used to create individual or group assignments that can be submitted as text with attachments, or as a web site. Collaboration options for assignments will also be explored. Finally, you will learn to use the Assignment Drop box to grade and publish assignments.</p> <p>B. Teaching and Learning with Web 2.0 ► <i>CL1-120</i> <i>W. Gardner Campbell, University of Mary Washington</i></p> <p>In this seminar, the presenter will explore the concepts behind Web 2.0, some of the individual tools and services (Flickr, Facebook, Second Life, del.icio.us) that are commonly listed under this rubric, and the implications of this phenomenon for teaching and learning, particularly in higher education. He will also present several ways in which he and his colleagues have used Web 2.0 tools and services, both as teachers and in their own learning, and comment on the good, the bad, and the ugly results. If time permits, he will also speak to the relationship between Web 2.0 and the open source software movement. Finally, he will offer some thoughts on what Web 3.0 might look like, and why educators should care.</p> <p>C. The Three Domains of Learning and Cultural Competency (Part 1) ► <i>CL1-122</i> <i>Cristine Clifford Cullinan, University of Oregon</i></p> <ul style="list-style-type: none"> *The cognitive domain and how we “underrepresent” it in cultural competency. *The affective domain in cultural competency: confusions, pitfalls and unknown territories. *The skill-building domain in cultural competency: do we ever get there? <p>D. Structure, Design and Implementation of Large Service-Learning Programs ► <i>CL1-109</i> <i>Kelly Astro, The Burnett Honors College; Jacey Brown and Meagan Goodman, Junior Achievement of Central Florida</i></p> <p>The workshop focuses on service-learning programming for over 500 students at a time.</p>

...additional 10:00–11:00 sessions on the next page.

Wednesday continued

<p>10:00–11:00</p>	<p>E. Working with Industry for Strong Internship Partnerships ► <i>CL1-107</i> <i>Amanda Pacheco and Jackie Herold, Experiential Learning</i></p> <p>This session provides a forum to discuss developing sustainable and productive partnerships with community partners to meet students' educational goals. It includes a discussion of relevant legal issues.</p> <p>F. Implementing Case-Based Learning (CBL) In the Classroom ► <i>CL1-218</i> <i>David Segal, College of Health and Public Affairs</i></p> <p>Learn how to design and create computer simulated CBL scenarios that are dynamic and interactive to actively engage students in your courses. We will discuss strategies to promote student motivation, engagement, reflective and active learning, and assess student decision-making and critical thinking skills.</p> <p>G. Internationalization Through Technology ► <i>CL1-307</i> <i>Dale Voorhees, Course Development and Web Services; Randy Upchurch, Center for Distributed Learning</i></p> <p>This session discusses the use of distributed and distance learning methodologies for enhancing course internationalization.</p>
<p>11:15–12:15</p>	<p>A. What Every Faculty Member Should Know About Academic Ethics ► <i>CL1-218</i> <i>Ann Maukonen, College of Arts and Humanities; Peter Jacques, College of Sciences</i></p> <p>Overview of faculty-created seminars and modules for faculty on academic ethics and academic integrity in multiple disciplines.</p> <p>B. Creating and Managing Assessments in Webcourses@UCF ► <i>CL1-101</i> <i>Elisabeth Greenwood, Course Development and Web Services</i></p> <p>You will learn to create, manage, and grade assessments in WebCT. Working in the Build tab, you will learn to create a variety of question types as you build quizzes, self-tests, and surveys. Through hands-on exercises, you will explore the numerous assessment features and settings available in WebCT Vista. Then, from the Teach tab, you will use Assessment Manager to grade quizzes, view surveys, and generate assessment reports.</p>

...additional 11:15–12:15 sessions on the next page.

Wednesday continued


<p>11:15–12:15</p>	<p>C. The Three Domains of Learning and Cultural Competency (Part 2) ► <i>CL1-122</i> <i>Cristine Clifford Cullinan, University of Oregon</i></p> <p>*The cognitive domain and how we “underrepresent” it in cultural competency. *The affective domain in cultural competency: confusions, pitfalls and unknown territories. *The skill-building domain in cultural competency: do we ever get there?</p> <p>D. Research and Service-Learning ► <i>CL1-109</i> <i>Melody Bowdon, College of Arts and Humanities</i></p> <p>The session will explore current research trends in Service-Learning.</p> <p>E. Video Integration for Class Use ► <i>CL1-202</i> <i>Ryan Retherford, Office of Instructional Resources</i></p> <p>Convert your VHS or DVDs into files to use on the web or in PowerPoint and learn how to use Camtasia to create videos for your students.</p> <p>F. Study Abroad and Other Options for Internationalization ► <i>CL1-307</i> <i>Angel Cardec, Office of International Studies</i></p> <p>This session involves a discussion of a range of possible activities for the internationalization of courses and the resources to facilitate their development and implementation. The main focus will be a general discussion about study abroad as a methodology for internationalization.</p> <p>G. Writing Modules for Nursing ► <i>CL1-120</i> <i>Elizabeth Rash, Diane Wink, and Patricia Robinson, College of Nursing</i></p> <p>In an effort to improve professional writing skills in nursing students, a web-based Nursing Writing Skills course was created within the College of Nursing. Tutorials are self-paced and include “how to’s” on proper citation and references, avoidance of plagiarism, methods of Internet site evaluation, and how to develop and foster an evidence-based practice. This site is intended to be either an optional student resource when nursing faculty identify a student in need, or to be used as a required component of a nursing course at faculty discretion.</p>
<p>12:15–1:15</p>	<p>Lunch on Your Own</p>
<p>1:15–5:00</p>	<p>Facilitated Project Development when not attending sessions. ► <i>Rooms listed inside the front cover are available for your use.</i></p>

Wednesday continued

	<p>A. Online Grade Submission ▶ CL1-218 <i>Dennis Dulniak, University Registrar; Kevin Yee, Faculty Center</i></p> <p>Starting Spring 2008, faculty can record end-of-term final grades online through myUCF, in the form of an “online bubble form” (An Excel file upload capability will be available in future semesters). This workshop provides step-by-step guidance in the process.</p> <p>B. Assessment of Learning Outcomes in Internships and Service-Learning ▶ CL1-107 <i>Sheri Dressler, Experiential Learning</i></p> <p>This session will offer national research results on student learning outcomes from participation in Experiential Learning and discuss strategies and models for assessment.</p> <p>1:15–2:15 C. What “IF” We Gave You \$1,000? ▶ CL1-120 <i>Shannon Whitten and Houman Sadri, College of Sciences; Kenneth Teter, College of Medicine</i></p> <p>During the past two years, the Information Fluency Office has distributed 42 \$1,000 grants. These grants were meant to be small planning grants, but the grant recipients have exceeded all expectations, and many of these projects are up and running successfully. Three of the 2007-2008 small grant recipients will present the projects they started and completed with their \$1,000 grants.</p> <p>D. Research ▶ CL1-307 <i>Frank Wiser and Marysol Murcia, Office of Research and Commercialization</i></p> <p>Navigating the Office of Research and Commercialization process including finding funding opportunities, manual and electronic proposal submission and post award process.</p>
<p>2:30–3:30</p>	<p>Developing Effective Modules ▶ CL1-307 <i>Elizabeth Killingsworth, UCF Libraries; Kelvin Thompson, Course Development and Web Services</i></p> <p>The UCF Library and Course Development and Web Services (CDWS) will provide an overview of the information literacy modules that have been developed to facilitate the teaching of literacy skills. The overview is expected to lead to the discussion of developing self contained lessons for other areas, such as course internationalization.</p>

Thursday, May 1, 2008

**All Thursday sessions will be held in Classroom I Building.*

<p>8:00–8:30</p>	<p>Coffee and Conversation ▶ CL1-207  Refreshments served outside the Faculty Center</p>
<p>8:45–9:45</p>	<p>A. Exercising for a Whole New Mind ▶ CL1-218 <i>Tace Crouse, Faculty Center ; Rita Graham, College of Sciences; Ali Korosy, College of Arts and Humanities</i></p> <p>How important are both sides of the brain? Join us in a discussion of Jill Taylor’s short video followed by exercises that strengthen both sides of our brains.</p> <p>B. Student-to-Student: Academic Integrity Seminars for Students, by Students ▶ CL1-120 <i>Nancy Stanlick, College of Arts and Humanities; Robert Slade, College of Engineering and Computer Science student and IF/Core Commitments Philosophy Assistant; Kristin Wetherbee, College of Health and Public Affairs Student</i></p> <p>This presentation brings together students and faculty working on the academic integrity project through UCF’s Core Commitments.</p> <p>C. Infusing Cultural Competencies into the Curriculum—Appropriate and Practical Strategies for Applying the Cognitive Domain ▶ CL1-122 <i>Cristine Clifford Cullinan, University of Oregon</i></p>
<p>10:00–11:00</p>	<p>A. Measuring Success ▶ CL1-218 <i>Paula Krist and Pat Lancey, Operational Excellence and Assessment Support</i></p> <p>Looking for ideas to see if your students are meeting your student learning outcomes? This session will focus on course-level student outcome assessment strategies that can be used for program assessment, too. Learn ways to avoid duplication of effort.</p> <p>B. Learning with Our Community Partners ▶ CL1-109 <i>Meredith Beckmier, A Gift for Teaching; Terry Knox, Boys Town; Pam Lindemann, UCP of Central Florida; Muffet Robinson and Jim Wright, Coalition for the Homeless</i></p> <p>A roundtable discussion about how UCF can be a strong partner with the community and how to prepare our students for their service-learning projects.</p>

...additional 10:00–11:00 sessions on the next page.

Thursday continued

10:00–11:00	<p>B. Social Media in the Classroom: Improving Student Learning with Web Logs ▶ CL1-120 <i>Katherine Miles, St. Edwards University</i></p> <p>My presentation focuses on the use of blogging software to enhance student learning in two linked courses: a lecture course that investigates the intersections between science and theology and a writing course that uses the material from the lecture course as the basis for referential writing. Using quantitative data from student quizzes, I discuss the notable differences in student performance when blogs were used to facilitate students' understanding of the lecture material, when blogs were used to discuss concepts related to writing, and when blogs were not used at all. My research suggests that the use of academic blogs improved students' understanding and retention of the course material regardless of the topic under discussion.</p> <p>C. Infusing Cultural Competencies into the Curriculum—Appropriate and Practical Strategies for Applying the Affective Domain ▶ CL1-122 <i>Cristine Clifford Cullinan, University of Oregon</i></p> <p>D. Internship Best Practices: Criteria for Success ▶ CL1-107 <i>Amanda Pacheco, Experiential Learning</i></p> <p>This session will use the recently approved university-wide criteria for internships to consider best practices. We will also discuss getting started, strategies for building workable processes and solutions to common problems.</p>
11:15–12:15	<p>A. Mindful and Contemplative Learning ▶ CL1-218 <i>Jane Compson, College of Arts and Humanities</i></p> <p>In this session we will explore the concept of mindful learning and discover how it challenges some key myths about learning, and then see how helpful contemplative practices can be in the classroom. We will then discover some techniques for bringing mindfulness and contemplation into our classes.</p> <p>B. Infusing Cultural Competencies into the Curriculum—Appropriate and Practical Strategies for Applying the Skill-Building Domain ▶ CL1-122 <i>Cristine Clifford Cullinan, University of Oregon</i></p> <p>C. Sample Lesson with an International Focus ▶ CL1-307</p> <p>This session involves the delivery of a 15 minute “lesson” with an international focus, followed by a group discussion about ways in which small lessons can be shared as “modules” for integration in existing courses to enhance their international content.</p>


...additional 11:15–12:15 sessions on the next page.

Thursday continued

11:15–12:15	<p>C. Service-Learning in the Online Classroom ▶ <i>CL1-109</i> <i>Leandra Preston, Women’s Studies Program</i></p> <p>This session will provide discussion and practical tools related to Service-Learning in online classes, including strategies, ideas, and specific examples. Many professors avoid SL in online classes, but it can enhance web classes immensely with the right approach(es).</p> <p>D. How Information Fluency Modules Can Make Your Life Easier ▶ <i>CL1-120</i> <i>Elizabeth Killingsworth, UCF Libraries; Kelvin Thompson, Course Development and Web Services</i></p> <p>The UCF Library and Course Development and Web Services (CDWS) will present an overview of the information literacy modules project. The information literacy modules provide students with the opportunity to learn information literacy skills online (perhaps as course assignments) using a state-of-the-art system that provides content, practice and assessment to ensure that learning has taken place. Modules roll out to the faculty in June. This session will provide access information for faculty interested in incorporating the modules into their classes.</p>
12:15–1:15	Lunch on Your Own
1:15–5:00	<p>Facilitated Project Development when not attending sessions. ▶ <i>Rooms listed inside the front cover are available for your use.</i></p>
1:15–2:15	<p>Strategies and Pitfalls for Interdisciplinary Collaboration ▶ <i>CL1-307</i> <i>Ann Kelleher, Pacific Lutheran University</i></p> <p>This session discusses the complementary nature of international and interdisciplinary coursework dimensions and how they can be used together to enhance the curriculum.</p>

Friday, May 2, 2008

*Friday morning sessions will be held in Classroom I Building. Friday afternoon events will be held in the Student Union.

<p>8:00–8:30</p>	<p>Coffee and Conversation ▶ CL1-207  Refreshments served outside the Faculty Center</p>
<p>8:45–9:45</p>	<p>A. Comprehensive Internationalization ▶ CL1-307 <i>Consuelo Stebbins, Office of Internationalization</i></p> <p>A vision for future internationalization at UCF.</p> <p>B. “Fun” Interactive Online IF Self-test ▶ CL1-120 <i>Lori Allison, Distributed Learning; Dorothy Pick, Course Development and Web Services; Kevin Gouvia</i></p> <p>The presenters will discuss the concept development of an online, interactive game designed to promote interest in UCF’s Information Fluency initiative. Conceived as a fun, brief self-assessment, the intent of the game is to raise individuals’ (especially UCF students) awareness of their knowledge and understanding about IF and offer resources for further exploration based on their game experiences. In addition to game paths and content, the presenters will discuss the successes and challenges arising from inception through proof of concept, as well as their partnership and collaboration with a local high school throughout the project.</p>
<p>10:00–12:00</p>	<p>Final Facilitated Project Development or Track Events ▶ Rooms listed inside the front cover are available for your use.</p>
<p>12:00–1:00</p>	<p>Lunch on Your Own</p>
<p>1:00–1:30</p>	<p>Set up posters for Showcase ▶ Student Union 218 - Key West Ballroom ABCD</p>
<p>1:30–3:00</p>	<p>Showcase and Reception ▶ Student Union 218 - Key West Ballroom ABCD</p> <p>Participants will share their projects with colleagues. Half the projects will be displayed from 1:30-2:15 and the other half from 2:15-3:00.</p> <p>*Refreshments will be served.</p>
<p>3:00–3:30</p>	<p>Closing, Conference Evaluation, and Door Prizes ▶ Student Union 218 - Key West Ballroom ABCD</p>

Notes

Summer Faculty Development Conference Hosts

CO-OP/Experiential Learning
Core Commitments
Diversity Initiatives
Faculty Center for Teaching and Learning
Information Fluency-QEP Development
International Studies and Interdisciplinary Studies
Service-Learning
Undergraduate Studies

