Schedule of Presenters and Topics*

8:15 a.m. Registration and Coffee

Session 1-A UBH North  8:30 – 9:40 a.m.  
* Moderator: Brian Husby

8:30 - 8:50 a.m. Jim Varney, Ed.D.
Teaching in 3D--The Role of Decision-Making in Effective Teaching
The purpose of this practice-oriented paper is to argue that decision-making ought to be the focus of effective teaching. 3D teaching--the decisions teachers make before, as and after you teach can facilitate excellent teaching by creating added depth, richness and texture, adding a new DIMENSION to your teaching. Specific concrete examples of these 3D decisions will be shared by the presenter and audience during this audience interactive presentation.

8:50 – 9:10 a.m. Mike Marvel, Ph.D.
Rational Design of Technologically Useful Inorganic Crystals
Advances in technology require creation, i.e. synthesis, of new materials with useful properties such as piezoelectricity and second harmonic generation. Piezoelectrics and second harmonic generators are used in flat screen televisions, computer processors and explosives, to name a few applications. The development of new piezoelectrics and second harmonic generators is difficult owing to their unique symmetry requirements: a noncentrosymmetric crystal class must be achieved. Design strategies which target noncentrosymmetric (NCS) crystals have a success rate approximately 25% greater than that observed in nature and are often based on acentric anionic synthons whose local, intrapolyhedral dipole moments may or may not crystallize in the additive manner required for technological application. In order to achieve a more prescient materials design strategy, cation consideration is necessary because the cationic network of bonds can force enveloped molecular anions to align polar. For example, substitution of Cs+ by K+ in a [NaNbOF5]∞ framework causes noncentrosymmetric and polar crystal packing of the [NbOF5]2- anion in the industrially useful KNaNbOF5 crystal, whereas CsNaNbOF5 is centrosymmetric, nonpolar, and technologically useless.

9:10 – 9:30 a.m. Brian Husby, Ph.D.
When I Blog, I Learn
As a practice, blogging is situated between a variety of different tensions - orality and textuality, corporeality and spatiality, practice and artifact. In essence, blogging is a liminal practice that challenges other practices in the process of defining itself (Boyd, 2005). Reflection is an important prerequisite to making meaning of new information, and to promote deep learning. Strategies such as journal writing and peer feedback have been found to promote reflection heightened critical thinking skills providing appropriate scaffolding is provided. Students from a graduate class, delivered in a blended format, participated in classroom and private blogs. Logistics of setting up, management, evaluation and efficacy will be presented.

* Presentation abstracts were reprinted from original submissions.
Session 1-B UBH South  8:30 – 9:40 a.m.  Moderator: Michael Sawdey

8:30 - 8:50 a.m. Faith Wilson, Ed.D.
Reflections on Writing My First Book: Sexuality, Education & the Family
In the 1960s, activists and authors applied Marxist analysis to issues of sexuality and the family. Instead of focusing solely on personal identity, these activist scholars argued that sexuality was directly related to economic factors such as labor, health care, and education. This book seeks to revive dialectical materialist interpretations of sexuality, relevant to K-12 settings and society. Issues addressed include: LGBTQ community and history, gender-based harassment and bullying, sexuality and the curriculum, ideological origins of homophobia, theories of the family (conservative, psychoanalytical, anarchist, materialist), critiques of postmodernism, socialist feminism, and activist tactics/strategies for organizing in K-12 settings.

8:50 – 9:10 a.m. Michael Sawdey, Ph.D.
The Convent's Narrow Room: Exploring One Aspect of Photographic Art
Teaching and learning in the fine arts differs from that in most other fields: there is a "body of knowledge," to be sure, but when articulated it is often trivial. At the other extreme, there is a type of learning that is really about the self, and some areas of the mind that tend to be devalued or repressed in Western culture. In between, there are at times various kinds of "scaffolding" that allow one to find a place to begin, or a way to proceed, or an end to aim for, in the achievement of one's own unique work. Learning the art of photography poses special issues, since, alone among the arts, it can be practiced, if desired, as a wholly subtractive exercise. Yet, in many cases, it also follows some of the additive traditions of other spatial arts. This presentation explores this creative distinction and how it may become the basis for helping students pursue their individual visions through the art of photography.

9:10 – 9:30 a.m. Deann Edgers, M.N., M.S., R.N.
Lessons to be Learned Teaching Abroad—One Experience
One way to promote global awareness and social concern among students is through study abroad. Such courses seek to provide opportunities for students to develop effective skills in relation to other societies and cultures and expand the global perspective of students. The challenge comes in designing learning activities which provide students a platform to develop their individual and collective role in a global society. In the spirit of collaboration, this presentation hopes to share what has been accomplished during an abroad course in a developing country to provide opportunities for experiential learning to enhance academic, personal, and career development for undergraduate students.

* Presentation abstracts were reprinted from original submissions.
Session 2-A UBH North  9:50 – 11:15 a.m.  

**Presentations**

9:50 - 10:10 a.m. Brandon Kooi, Ph.D.  
**An Analysis of the Kane County Court Second Chance Program—Evaluating Student Input**  
The numbers of court diversion initiatives are on the rise as states continue to find ways to cut costs within formal social control strategies. For the first time in decades we are beginning to see drops in jail and prison populations as agencies seek new alternatives to incarceration. This study reviews the Kane County second chance program run through the state’s attorney's office and discusses the role the lay community plays in judging and recommending sentencing alternatives. Evaluative recidivism data on the Kane County Second Chance initiative will be presented along with qualitative responses and informal social control dialogue from community participants.

10:10 - 10:30 a.m. Denise Hatcher, Ed.D.  
**Why Do They Speak or Write Like That?**  
This presentation will make others aware of several structural differences in the English and Spanish languages. Various grammar structures and the phonetics of English and Spanish will be compared and contrasted so that attendees have a better understanding of similarities and differences in these two languages.

10:30 - 10:50 a.m. Carrie Morjan, Ph.D.  
**Herpetological Surveys in Kane County: Student-Centered Conservation Research**  
The purpose of this research program is to survey Forest Preserves of Kane County, Illinois, to provide a baseline for the dual purposes of assessing the conservation status of amphibians and reptiles as well as introducing students to research methods in conservation biology. We inventoried amphibians and reptiles during spring through fall in Hannaford Woods in 2009, and Bliss Woods in 2010, and documented the presence of seven amphibian species and six reptile species. One of these species had never previously been documented in Kane County. This ongoing research program is of high-interest, recruiting high levels of interested undergraduate students. It has resulted in positive teamwork, collaboration with students and faculty in an IMSP Master’s degree program, applied ecological skills, writing and data collecting skills, undergraduate presentations and posters to outside organizations, and is expected to produce a student-authored publication in a peer-reviewed journal.

10:50 - 11:10 a.m. Kevin Walsh, Ph.D.  
**The Impact of Prison Post-secondary Education on Recidivism**  
Despite a plethora of research indicating a link between post-secondary education and reduced recidivism, and subsequent analysis demonstrating the favorable economics of the education of prisoners as opposed to reincarceration, politics and public remain resistant to this form of correctional policy. This presentation tracks a particular sample of inmates to examine any impact of education on success rates of prisoner reentry. A total of 580 student-inmates who had earned their associate and/or baccalaureate, and/or master degrees while incarcerated were tracked after their release from a prison from the department of corrections in a southern state. The recidivism rates of these subjects were compared with a matched sample of nonstudent inmates for a period of 2, 3 and 5 years. Quantitative analysis of these data, and qualitative accounts, are discussed.
Session 2-B UBH South  9:50 – 11:15 a.m.  Moderator: Geraldine Crider

9:50 – 10:10 a.m. Geraldine Crider, Ed.D.
*Please Understand Me--Bridging the Cultural Gap for Student Success*
With the increase of the number of diverse students in urban, suburban, and rural school communities, many non-minority teachers find themselves ill prepared to effectively educate, engage, and empower diverse students for long term academic success. This presentation takes a look at the need to educate, engage, and empower our students by educating the Professional Learning Community on knowing, understanding, and implementing best practices in culturally relevant education for all students.

10:10 - 10:40 a.m. Maribeth Juraska, Ed.D.
"Assessment Drives Instruction!": One Program’s Application of Unit Assessment Reports
Annual program reports are required for all initial certification or advanced degree programs that comprise Aurora University’s Council on Certification of School Professionals (CCSP). This presentation reports on: 1) how the Master of Arts in Teaching Certification (MATC) program collects self-study assessment data; 2) salient findings as reported in the 2009-10 MATC self-study; 3) MATCs faculty collaboration process that explores this data and drives instructional program improvements. Ultimately, participants will gain deeper insight into how CCSPs annual report program cycle process fosters data-driven program and instructional improvements in certification and advanced degree school professional programs on our campus.

10:40 - 11:00 a.m. Eva Serrano, Ed.D.
The Impact of Cultural Capital on the Educational Experiences of Latino and Latina Undergraduate College Students of Mexican and Mexican American Origin
I will present the findings from my doctoral research on the impact of cultural capital on the experiences of Latino and Latina undergraduate college students of Mexican and Mexican American origin. I conducted this research in 2008 and presented my dissertation defense on March 25, 2009. As the Latino population grows in the United States, there is a need to expand knowledge on the educational experiences of Latino undergraduate college students, especially in the context of their unique cultural capital and how this translates into college persistence and success. The purpose of this study was to explore the impact of cultural capital on the educational experiences of Latino undergraduate college students of Mexican and Mexican American origin and identify factors which they believe are necessary to be successful in college. The research design was qualitative, and individual interviews were the data collection method. Eleven students were interviewed, ten enrolled as either juniors and seniors, and one May 2008 graduate. While five of the 11 students had a parent with some familiarity with college in the United States, two students had parents who completed a bachelor’s degree in the United States. The theoretical framework applied is Bourdieu’s theory of cultural capital with an overlay of Baxter Magolda’s Epistemological Reflection Model because in order to gain an understanding of how research participants perceived their educational experiences in college, it was necessary to explore the values, attitudes, and knowledge they learned in their home environments towards school. Data findings include descriptions of cultural capital acquired by students during their upbringing in the form of values, attitudes, and knowledge towards school and how they apply this cultural capital to their academic persistence, social integration, transition into college, and development of a sense of belonging in college as undergraduate students. Findings also include students’ perceptions on factors that contribute to their college success. The findings in this study support higher education researchers who call for further culturally inclusive research on the unique experiences of Latino and Latina undergraduate college students and their success in school.
Session 3-A UBH North 11:25 a.m. – 12:30 p.m.  Moderator: Faith Wilson

11:25 a.m. This is a panel session with three distinct presentations.

Understanding Student Development at AU: Intellectual, Motivational, and Social Models
These sessions will present three recent research initiatives across colleges and majors at AU. The theoretical framework unifying the studies is William Perry’s model of intellectual and ethical development during the college years. Perry’s model describes learning as moving from dualism (seeing the world in polarities of right/wrong, etc.) to dialectic (actively generating our own understanding of the world). In these three studies, undergraduates and graduate students from social work, initial teacher certification, and special education participated in a cross-sectional study examining differences among majors, graduating classes, and graduate/undergraduate status. Additionally, the studies independently examined how Perry’s model relates to other developmental and professional concerns, such as self-efficacy and appreciation for diversity.

Session 3-B UBH South 11:25 a.m. – 12:30 p.m.  Moderator: Dennis Kripp

11:25 - 11:45 a.m. David Diehl, CPA, CMA
Financial Impacts to Small Business of Recent Healthcare Legislation
The Patient Protection and Portable Care Act of 2010 has been at the heart of much recent political and economic controversy. The sheer volume of the Act makes it inaccessible to many. Entrepreneurs and small business people are impacted by the Act and do not know how to interpret it. This presentation highlights the key elements of the Act, the responsibilities it imposes on small business owners, and the costs that small business owners are likely to incur. It provides a basis on which to plan for the phased implementation of the Act.

11:45 a.m. - 12:05 p.m. Dennis Kripp, Ph.D.
Student Evaluation of E-Text Utilization in the Classroom.
This session will review the results of the practical application of e-text books in a classroom setting. Hard copy texts were eliminated for the courses involved in this study. Students provided pre-course and post course evaluations regarding the use of e-text books and articles in their learning process. The evaluations were analyzed and conclusions drawn.

12:05 - 12:25 p.m. Kevin Walsh, Ph.D.
An Analysis of Student Perceptions of Experiences with Online College Education
Traditional or face-to-face instructional environments have been criticized because they encourage passive learning, ignore individual differences and needs of the learners, and do not pay attention to problem solving, critical thinking, or other higher order thinking skills. Online instruction has promised a solution to some of these challenges, with inconclusive results. Additionally, the online delivery mechanism has been criticized, with claims that it threatens to commercialize education, isolate students and faculty, and may reduce standards or even devalue university degrees. This study examines students’ perceived quality measures of the learning experience of online courses as compared to classroom-based learning for undergraduate criminal justice courses within a general education curriculum. This is a meta-analysis of primarily self-report samples drawn from numerous institutions, and data were integrated when possible.

* Presentation abstracts were reprinted from original submissions.
Session 4-A UBH North  1:20 – 2:30 p.m.  Moderator: Patrick Dunn

1:20 – 1:40 p.m. Patrick Dunn, Ph.D.

Grokking Shifgrethor: Conceptual Metaphors as World Building and Cultural Critique in Heinlein and LeGuin.

In this presentation I analyze the use of conceptual metaphor as a means of conveying or "carrying over" ideas from our world to the fictive world of the science fiction novel. I focus on two works specifically: Robert A. Heinlein's 1961 novel Stranger in a Strange Land, and Ursula K. LeGuin 1969 novel The Left Hand of Darkness. In the same way that poets might use conceptual metaphors to destabilize and critique the concepts they convey, so do Heinlein and LeGuin critique the concepts of knowledge and face with their metaphors of "grokking" and "shifgrethor."

1:40 – 2:00 p.m. John Lloyd, Ph.D.

Bio-Gerontology--An Opportunity for Service Learning

Bio-Gerontology, the biology of aging, is a course highly recommended to Health Science majors. Early in their career preparation, students need to have some exposure to the geriatric population. Individuals are living longer and "baby boomers" are quickly approaching the "golden years." As a person ages so does the need for health care. Service learning allows students to take what they learned in the classroom and apply it to a service project in the community. In Bio-Gerontology, students have the opportunity to interact and observe elders in a local long term care facility weekly and organize and implement a group activity with the residents. Students gain respect for elders and apply social and personal skills to improve the community. Students keep a journal and write a reflection paper. Selective papers and course assessment will be discussed.

2:00 - 2:20 p.m. Christina Bruhn, Ph.D.

Update on Research Concerning the City Wide After Schools Program: MY TIME

Aurora University faculty members have engaged in research concerning the City Wide After Schools Program: MY TIME for several years. The presenter will provide an update concerning research conducted, findings, and plans under development. Areas of focus: • Academic and school attendance outcomes; • Social outcomes including use of drugs/alcohol, gang involvement, bullying, and school engagement; • Attitudes about the program and • Predictors of program attendance. In addition, the presentation will focus on design and implementation challenges and will engage the audience in discussion of real-life ways to manage design limitations, including: • Internal validity challenges associated with one-sample designs; • Challenges associated with instrument validity when seeking sensitive data via self-report, and • External validity limitations resulting from non-response.
1:20 – 1:40 p.m. Jane Davis, D.V.M., M.S.

*Take Animals, Add People, and Mix in Politics!*

The presentation will focus on three areas of my position as the Kane County Veterinarian. First, the role of rabies control in human and animal health, and some key facts about zoonotic disease prevention. Then we will examine the strides made in planning for animals during disasters since Hurricane Katrina. My role on the Board of Directors for the National Alliance of State Animal and Agricultural Emergency Planners has provided an opportunity to increase awareness of the need for planning for animals. Lastly we will focus on the joys and struggles of building and operating an animal shelter. If you want to see the best and worst of the world, take animals, add people, and mix in politics!

1:40 – 2:00 p.m. Mark Zelman, Ph.D.

*Student Microbiology Research: The Good, the Bad, and the Ugly*

Mark reviews undergraduate microbiology research projects he has supervised. First, the Good: Noting that stress, sleep deprivation, lack of exercise, and poor eating habits may place college students at risk for acquiring infectious diseases, Mark’s students explored the prevalence among undergraduates of pathogens that are transmitted by contact and respiratory droplets, Staphylococcus aureus and Streptococcus pyogenes. Also noting the problem of antibiotic resistant bacteria in the community, students examined the occurrence of antibiotic resistance among bacteria they isolated. On several levels these projects were successful. Next, the Bad: Other students examined the control of bacterial growth by bacterial viruses, asking whether such viruses are as effective as conventional antibiotics. On several measures, these projects failed. Last, the Ugly: Mark asks participants to discuss why some students soar and some crash. What defines successful undergraduate research? How can we better prepare students to succeed in undergraduate research? Should we screen students for research, select some, turn away others?

2:00 – 2:20 p.m. Hans Beck, Ph.D.; Jane Davis, D.V.M.; & Chetna Patel, Ph.D.

*The Impact of Aurora University’s Illinois Math and Science Partnership Programs*

The impact of Aurora University’s IMSP (Illinois Mathematics and Science Partnership) grants extends throughout the campus, community partners, and high needs school districts. The four Masters programs focusing on Teacher Leadership in mathematics and science and the three summer workshop/institutes have enabled over 130 teachers and their 11,000 students to show significant gains in content knowledge, and have laid the foundation for sustainable improvements in mathematics and science education.

2:30 p.m. Coffee Break
Session 5-A UBH North  2:40 – 4:15 p.m.  Moderator: Rick Polad

2:40 – 3:00 p.m. Mark Walter, Ph.D.
Aesthetics of the Ruin
In this paper, I examine what it might mean to approach ruination, decay, and loss aesthetically, particularly with regard to what an aesthetic response to the ruin would have to tell us about our own existential intentionality toward time and meaning.

3:00 – 3:20 p.m. David Frost, M.B.A.
The Growth of Simulations in Teaching MBAs
When is it appropriate to use computer simulations in MBA courses? What are the pros and cons? This presentation will use the Leadership and Team Simulation: Everest from Harvard Publishing as an example to discuss the academic research and practical issues related to using computer simulations with MBA students.

3:20 – 3:40 p.m. Sarah Radtke, Ed.D.; & Jen Buckley, ABD
Learning How to Learn in the Classroom
How do we as educators ensure Aurora University students are becoming sophisticated learners? This session will present Learning How to Learn (LHTL) as an authenticated adult learning theory. Defined as a concept, practice, and process, LHTL can be utilized in the classroom as an effective means to ensuring student learning and development. Specific information will be provided as to how educators can apply LHTL concepts in the classroom that will aid in processing knowledge to promote lifelong learning. This session will conclude with a discussion of how current faculty facilitates effective learning strategies in the classroom.

3:40 – 4:00 p.m. Rick Polad, M.S.
Tempest in a Teabag
Science lends itself well to critical-thinking exercises using the scientific method and meteorology lends itself well to table-top demonstrations. After basic instruction about meteorological phenomena, I explain the first step of a demonstration and then ask students to hypothesize about what will happen based on what they just learned. I then proceed with the demonstration, have them record their observations, and then compare those to their hypotheses. They then analyze the results using critical thinking skills. In a condensed version of the above process, I will create a storm with a teabag and show the effects of air pressure using a trash bag and a brave volunteer.

* Presentation abstracts were reprinted from original submissions.
Session 5-B UBH South  2:40 – 4:15 p.m.  Moderator: Jessica Heybach

2:40 – 3:00 p.m. Nancy Mactague, Ed.D.
Library Services & Resources for Faculty Teaching & Research
Learn about how librarians are using the latest technologies like instant messaging live chat, text messaging, online research guides, and even social media to engage with your students and support your curriculum. Dr. Mactague will present services and resources to support faculty teaching both on- and off campus, including focused searching for current online resources to support and update course content. Resources created to help faculty obtain videos and answer their copyright questions will also be presented. Services available to support faculty member’s own research will be included, such as inter-library loan of books and articles, creating RSS feeds for database searches or important journals, accessing databases off campus, searching WorldCat, and more.

3:00 – 3:20 p.m. Lauren Jackson-Beck, M.S.
Supporting Student Learning through Content Management and Research Guides
Phillips Library uses the content management program LibGuides to organize research information by subject. Begun in April 2009, there are now 48 published guides. These guides have received over 55,000 hits on our web page. Through LibGuides, librarians can organize information by subject regardless of format. Each guide contains basic information on new books, reference materials, images, videos, and links to professional organizations, authoritative databases, citation styles, RSS feeds, and access to our book catalog. LibGuides have changed the way librarians teach bibliographic instruction to students. Now integral to instruction sessions, each guide contains information tailor-made to the particular subject. Further improvements in bibliographic instruction using these guides are leading librarians toward “embedded librarianship.”

3:20 – 3:40 p.m. Hans Beck, Ph.D.
Using Library Research Guides for Teaching Science Content Courses
I make use of the Phillips Library research guides to teach undergraduate students in Biology and Writing Intensive Science courses. These guides help me direct students to a number of research tools that I wish them to know. I re-designed class assignments that enable students to learn about specific research topics and library resources, ex., reference books and content databases. Using Moodle Widgets, I directly link my students to research guides and library staff. I granted instructor privileges on Moodle to the content librarian, which allows the librarian to send emails directly to my students about library resources for upcoming assignments and to share answered references questions. This integration with classes in real time delivery mode is called “embedded librarianship.”

3:40 - 4:00 p.m. Maribeth Juraska, Ed.D.
"Let Me Be Perfectly Clear": Formatting Assignments for Increased Clarity
Online course evaluations report student perceptions of our teaching effectiveness in integral areas related to assessment and grading practices. In this presentation, we will briefly review criteria that assess our effectiveness in establishing fair and clear criteria for evaluating student work. We also will overview various learning styles that may impact students’ understanding of assignment expectations and, ultimately, evaluation outcomes. Following this, we will examine an assignment/project description format that has increased overall student perceptions of teaching effectiveness in areas of assessment and grading practices, in AUs MATC program. Ultimately, participants will exit with new ideas for formatting assignments/projects more effectively, that may a) improve upon students’ understanding of assignment expectations/final outcomes assessment; b) enhance student success on course assignments by addressing various learning styles.

* Presentation abstracts were reprinted from original submissions.
**POSTERS**

Presenters will be at their posters from 12:30 p.m. until 1:15 p.m.

**UBH North:**

Chetna Patel, Ph.D.

*Impact of Mathematics and Physical Science Summer Workshop/Institutes at Aurora University*

Aurora University partnered with high needs schools and community institutions to plan and implement summer workshops in mathematics and physical science. The two-year program was planned to provide teacher-participants understanding of content knowledge by focusing on concepts and applications, as well as emphasize strategies to teach the concepts. The program was designed to assess and improve individual teaching by incorporating problem based learning and technology to enhance science instruction.

Jane Davis, D.V.M.; & David Abler, M.S.

*Improvements in Teacher Leadership in Elementary Mathematics and Science Education*

24 elementary and one middle school teacher from three high needs school districts are enrolled in a three-year Masters Degree program in Teacher Leadership in Elementary Mathematics and Science Education. Results after two years show an increase in leadership roles, improvement in mathematics and science content knowledge, and improvement in standardized test scores of the participants’ students. Teachers will also be eligible for an Endorsement in Teacher Leadership from the State of Illinois.

Hans Beck, Jane Davis, Sherry Eagle, Lora de Lacey, Saib Othman, Tracy Arciga, Benjamin Bertelsman, Sharon Cannavino, Cari Carlton, Tracy Clements, Chris Conley, Heather Curry, Jeff Grant, Cara Holland, Shon Keener, Nicole Larsen, Edwin Maisonet, Gerry Mestek, Pam Moore, Lisa Peña, Taylor Reeves, Steve Ruffolo, Pam Rutigliano, Megan Sally, Tiffany Scholle, John Sipple, Elizabeth Wayman, Jeff Wiktor, & Martina Winkler

*Aurora University’s STEM-based Internship Experience in Biological Science*

Aurora University’s STEM-based internship experience is part of AU’s new Master of Art in Teacher Leadership in Biological Science. Internship in Teacher Leadership (TLDR6200) is a 2 semester credit hour course. For this course, each graduate student is expected to participate in a flexible field experience at one of the partner’s sites. For 2010, students conducted 96-hour internships in five general groups: outdoor nature organizations (forest preserves, parks and recreation districts, arboreta, outdoor education centers), animal-focused organizations (zoos, animal rehabilitation centers, animal hospitals), government and municipal service organizations (fire/forensic departments, police departments, water quality monitoring agencies), and private companies (water quality assessment, pollution monitoring, green architecture). Each teacher participant reported that they had achieved new content knowledge and procedures, and that they felt they could apply these in their science classrooms for the benefit of their students. The goal of this poster is explain the new internship in the MATL Biological Science graduate program, and to share the results of the internship experiences. Each student reports on their opportunity to either work with a STEM leader on a project or play a teacher leader role during this experience.

* Presentation abstracts were reprinted from original submissions.
The Faculty Development Committee wishes to thank each of the presenters, the individuals who volunteered to help with the conference and those who attended the 2011 Aurora University Faculty Teaching and Research Symposium.

Brenda Barnwell  
Joan Erickson  
Christina Krause  
Chetna Patel  
Sarah Radtke  
Stephanie Whitus  
Faith Wilson