**Session 1-A UBH North  8:30 – 9:40am  Moderator: David Rudek**

8:30 - 8:50 a.m. Joshua Baum, D.M.A. (Assistant Professor of Music), and Cristian Pastorello, D.M.A. (Assistant Professor of Music)

**The Music and Influences of Francesco Santoliquido**

Italian Composer Francesco Santoliquido (b S Giorgio a Cremano, Naples, 6 Aug 1883; d Anacapri, 26 Aug 1971) wrote at least twenty-six songs, or Liriche da camera (Art Songs), in addition to four operas, a mimmodramma (or ballet), several symphonies and orchestral suites, chamber music, and works for solo piano. Infused with lyricism and elements of Wagner, Debussy, Strauss, and Puccini, these works feature elements which are useful for both the young voice student as well as the professional. Though the music of Francesco Santoliquido has largely been neglected, his music is worthy of study. Through an in-depth analysis of the composers life in a historical, political, and socio-economic context, this research will offer several possibilities for the composers obscurity, while at the same time illustrating why this composer is worthy of study and performance through a textual, musical, and imagery analysis of his song set I poemi del sole.

8:50 - 9:10 a.m. David Rudek, Ph.D. (Associate Professor of Psychology)

**Is Free Will a Myth? Your Answer Matters**

Although the existence of free will is widely debated across many disciplines, it is common to dismiss the argument as unimportant to everyday behavior. In contrast to this view, a growing body of work in psychology suggests that the tendency to believe that decisions are freely chosen may decrease cheating and increase helpfulness. In an experimental procedure, we examined if a relatively weakened free will belief system might also have some favorable outcomes. Our data suggest that those who consider that human decisions are largely determined by a history of biological and environmental influences show greater tolerance and more forgiveness for certain undesirable behaviors.

9:10 - 9:30 a.m. Aaron Wyman, Ph.D. (Assistant Professor of Biology)

**Skeletons, Spines, and Stones: How Biomineralization Impacts Your World**

Efforts to incorporate novel research work involving the process of biomineralization into biomolecular courses at AU have been ongoing for several semesters. This presentation details the initiation and framework of this project and preliminary impacts on undergraduate student education in the laboratory and classroom along with findings involving the formation of inorganic crystals in biological tissues.

9:30 - 9:40 a.m. QUESTIONS AND DISCUSSION
Critical Web Information Analysis for a General Education Environmental Science Class

College students have access to enormous amounts of information from the internet and the library, yet lack experience in distinguishing reliable versus unreliable information. I designed an online assignment presenting students with an article published on the internet dealing with an environmental issue. Students are asked to locate the sponsor of the web page, report the sponsor’s stated mission, and relate how the language and information presented in the article lines up with the goals of the sponsor. Then students compare the article’s information to outside sources of data obtained from scholarly literature derived from the library’s databases. Students reported very positive feedback from the assignment, including having learned the importance of fact-checking and having learned skills to evaluate a source’s overall credibility.

Incorporating Human Rights Education Across the Curriculum

As a precursor to Aurora University’s inaugural Human Rights Week in March, this presentation will discuss the importance of incorporating discussion of human rights across disciplines, consider methods of integrating human rights into the curriculum, and unveil a new resource for instructors in development by AU students and faculty. This workshop will look at the human rights as a moral-legal framework and consider the range of topics that fall under the umbrella of human rights. Finally, the workshop will consider controversies in human rights, such as respect for cultural diversity and tactics used to encourage countries to comply with human right standards.

Comparative Pedagogies: Social Work Education in Mexico and the U.S

During a recent university sabbatical in Mexico, I had the opportunity to discuss similarities and differences in social work pedagogy with students and faculty at the University of Colima School of Social Work. This session will focus on my findings regarding curriculum content, course sequencing, instructional methods, and faculty interactions with students.

QUESTIONS AND DISCUSSION
9:50 - 10:20 a.m. Brian A. Vander Schee, Ph.D. (Associate Professor of Marketing)

Classroom Seat Selection: Student Preferences, Proximity, and Performance

Students spend much of their collegiate experience seated in a classroom. Their seating choice can indicate something about their preferences; however, the actual location may also play a role in student performance. This research focused on the seat selection of 373 undergraduate students in smaller marketing courses and their performance. Students in the front row earned a significantly higher course grade than those seated in the back half of the room. The greatest difference was found for those whose cumulative GPA was in the middle third of all students in the study. Thus, encouraging students to move forward can influence performance in spite of student perceptions to the contrary and for average students this difference can be even more pronounced.

10:20 - 10:50 a.m. Joan Erickson, Ph.D. (Professor of Education), Brenda J. Barnwell, LCSW, CADC (Assistant Professor of Social Work), Stephanie Whitus, Ph.D. (Associate Professor of Criminal Justice), and Heidi Schlumpf, M.T.S. (Associate Professor of Communication)

Faculty Reflections on the 2011 Course Portfolio Project I

A group of AU and GWC faculty have been engaged in a year-long project in course portfolio development. This process included lengthy self-study and multiple focused group discussions to develop methods for documenting and reflecting upon the quality and quantity of student learning. Each presenter will provide an overview of her individual process of course selection, portfolio development, and methods of documenting student learning. Questions and discussion are encouraged throughout the presentations. We encourage faculty to consider joining the 2012 Course Portfolio Project cycle.

10:50 - 11:00 a.m. QUESTIONS AND DISCUSSION
9:50 – 10:10 a.m. Gerald Butters, Ph.D. (Professor of History)
"Sweetback in Chicago"
Sweet Sweetback’s Baaddassss Song was a revolutionary film by African American director Melvin van Peebles that opened at the Oriental Theater in May 1971. African American filmgoing in Chicago can often be classified as BS and AS – before Sweetback and after Sweetback. The film’s enormous box office and widespread controversy led to a surge in black film production and exhibition and brought thousands of black Chicagoans into the Loop to watch the much-talked about movie. Sweet Sweetback is often given credit as the first "blaxploitation" film although its exhibition and the reaction to the controversial film is often played out in a national framework. This paper will specifically address the fracas over the film in Chicago and the reaction by some members of the African American community to ban the film.

10:10 - 10:30 a.m. Patrick Dunn, Ph.D. (Assistant Professor of English)
Unicorns Don't Have Wings: Strategies of Incorporation of Hearer-New Knowledge into Fictional Universes
The ability of hearers to incorporate Hearer-New knowledge into their discourse models is foundational to the study of pragmatics, the study of language in use. In the opening lines of fictional works, authors tap into the reader's ability to incorporate using a number of strategies, all of which derive ultimately from the implicit trust in the cooperative principle of communication. This study examines the strategies used to trigger incorporation in the opening lines of a range of fictional works.

10:30 - 10:50 a.m. Christina Bruhn, Ph.D. (Assistant Professor of Social Work)
Hierarchical Analysis of Reunification Among Child Welfare System-Involved Children of Incarcerated Parents
Purpose: The objective is to examine factors predictive of reunification of children in foster care who had parental incarceration as a reason for entry and to compare those factors between children with and without incarcerated parents.
Data set: Adoption and Foster Care Analysis and Reporting System, 2010
Analytic method: Hierarchical Linear Modeling controlling for state.
Findings: Findings indicated that children who enter foster care as a consequence of parental incarceration are not less likely to reunify than children who do not have an incarcerated parent. Furthermore, non-White children are found to reunify at higher rates than White children when state-to-state variation is controlled for. Other covariates, including gender and time in care, are also found to be significant predictors.

10:50 - 11:00 a.m. QUESTIONS AND DISCUSSION

* Presentation abstracts were reprinted from original submissions.
Session 3-A UBH North  11:10 a.m. – 12:15 p.m.  Moderator: Debra J. Kennedy

11:10 - 11:30 a.m. Debra J. Kennedy, Ph.D. (Instructor, Social and Behavioral Science)

Evaluating Hualapai Traditional Cultural Properties in the Grand Canyon

Hualapai Traditional Cultural Properties, located in the Grand Canyon, are associated with the cultural practices or beliefs of a community that are rooted in history, and are important in maintaining the cultural identity of that community. These include plant and paint gathering areas, sacred and archeological sites, historic travel routes and rock images. All are believed to be inherently linked, and are regarded with the highest esteem and most profound respect. Intensive studies have been undertaken to document and maintain the integrity of Hualapai Traditional Cultural Properties in the Grand Canyon. This work reviews both qualitative and quantitative research, within a participatory anthropological perspective, to gain more comprehensive knowledge regarding the natural and human impacts on these important cultural resources.

11:30 - 11:50 a.m. Christopher Wells, M.S. (Assistant Professor of Parks and Recreation)

Using Geneva Lake as a Classroom for Outdoor Education

In Spring 2011, graduate students in the Recreation Administration program taking Philosophies and Methods of Outdoor Education hosted an outdoor environmental learning event for fourth grade students from Todd Elementary School in Beloit, Wisconsin. This presentation will recount the process the graduate students went through as they prepared and taught a number of lessons about Geneva Lake including: how the lake was formed geologically, how to assess and maintain the lake’s water quality, the plants and animals living in Geneva Lake, the effects that surrounding communities can have on the lake and the efforts being taken to minimize those effects, and the importance of protecting the lake as a natural resource. As part of the event, the fourth grade students had the opportunity to use an underwater robotic camera, a tool known to oceanographers as a remotely operated vehicle (ROV) to follow, in real-time, the activities of scuba divers as they did visual study of the lake. The event was featured in the Beloit Daily News article Learning Lessons in the Lake, May 7, 2011. Link to the article: http://www.beloitdailynews.com/news/top_news/learning-lessons-in-the-lake/article_c0dc45f8-5d8c-57f1-bb75-821af6d19c91.html

11:50 a.m. - 12:10 p.m. Richard Boniak, Ph.D. (Assistant Professor of General/Environmental Sciences), and Meredith Harvey, Ph.D. (Assistant Professor of English)

A Practical Plan for Environmental Pedagogy: Incorporating Service Learning and Some Real Live Nature into the Undergraduate Interdisciplinary Classroom

While co-teaching a section of IDS: 2000, Social Wellness and Well Being on the GWC campus, we paired the sciences and humanities in developing a thematic course that focused on the relationship between society and the natural world. The interdisciplinary lesson plans exposed students to scientific and humanistic inquiry about society and the environment, while their assignments incorporated field experience, service, research, and creative writing into the curriculum. This multidimensional viewpoint assisted students in their ability to critically evaluate the environment, literature, and their own writing, as it enabled them to understand connections between disciplines. Our proposed presentation will look at: the structure of the course and the assignments, the benefits and obstacles encountered in such an undertaking, and the student response throughout the term.

12:10 - 12:15 p.m. QUESTIONS AND DISCUSSION

* Presentation abstracts were reprinted from original submissions.*
Session 3-B UBH South  11:10 a.m. – 12:15 p.m.  Moderator: Dennis Kripp

11:10 - 11:30 a.m. Johnny K. Lloyd, Ph.D. (Associate Professor of Natural/Health Science)

**Online Learning in Science--The Undiscovered Country**
Online learning in science especially conducting laboratory activities which is routinely performed (hands-on) in the lab is unexplored territory. Science educators have emphasized the importance of students being totally immersed in science to obtain a better understanding. Can virtual labs replace the actual laboratory experience? Technology (electronic devices) is available where students are communicating and interacting with each other. Anatomy & Physiology, a laboratory based course is being developed into a quality online course. Plans are to video tape lectures with power point slides, add various videos and for the lab use the McGraw-Hill's Anatomy & Physiology Revealed, a virtual cadaver lab DVD. This online course allows the student to learn A & P within a 24 hours time frame seven days a week (convenience).

11:30 - 11:50 a.m. Dennis Kripp, Ph.D. (Assistant Professor of Management), and David Diehl, CPA, CMA (Assistant Professor of Accounting)

**Experiential Case Studies as a Classroom Learning Tool for MBA Students**
Initial findings from student live case study work will be presented. Teams of students have worked on class strategic management projects from various local organizations such as the Habitat for Humanity ReStore, North Island Center, VIDA, and Home to Help.

11:50 a.m. - 12:10 p.m. Stephanie Whitus, Ph.D. (Associate Professor of Criminal Justice), Hans Beck, Ph.D. (Assistant Professor of Biology), Richard Boniak, Ph.D. (Assistant Professor of General/Environmental Sciences), Christina Krause, Ph.D. (Associate Professor of Psychology), and Chetna Patel, Ph.D. (Professor of Chemistry)

**The Use of Drawing in Science Courses: A Creative Way to Assess Learning and Change in Perception**
Drawing is an example of "dimensional thinking", which is a primary thinking tool. Drawings have been identified as a useful strategy to measure student achievement for all age and educational levels (Joyce, 2006). Specifically, graphic illustrations reflect students’ understanding of concepts and deeper comprehension about the included subjects (Wilson, Hurwitz, & Wilson, 1987). Rather than mere selection of a single correct answer from a limited array of choices, drawings allow students to create their own personalized representation of their knowledge and perceptions (Eisner, 1999). Glynn (1997) reports that students’ initial drawings of a concept are usually simple representations, but as they learn more, their drawings evolve and become more sophisticated. Thus, student understanding of a concept can be documented by having students create multiple drawings over time. This discussion presents results of student learning assessed by pre- and post-test drawings in biology, chemistry, criminal justice, earth science, and psychology.

12:10 - 12:15 p.m. QUESTIONS AND DISCUSSION

* Presentation abstracts were reprinted from original submissions.
Session 4-A UBNH North  

1:05 – 2:35 p.m.  

Moderator: David Diehl

1:05 – 1:25 p.m. David Diehl, CPA, CMA (Assistant Professor of Accounting)  

**Using Gifting to Maximize Estate Planning Benefits**  

Over the past 10 years estate and gift tax rules have been in a state of flux. Their changeable nature has made planning for family wealth maximization difficult. This presentation explores key elements of the present gift and estate tax codes and addresses some current strategies that employ careful gifting to minimize the total estate tax burden. The strategies suggested in the presentation have particular applicability in Illinois. Planning consequences of the sunset of the current estate and gift tax code in 2013 will also be discussed.

1:25 – 1:45 p.m. Lauren Jackson-Beck, M.S. (Information Services Librarian)  

**Creating a Research Guide for the Occupy Wall Street Movement**  

The Phillips Library uses research guides to support faculty academic instruction and student research. One of the newest guides created focuses on a current event. The creation of this guide will be explained. The guide focuses on helping researchers to locate information on the Occupy Wall Street (OWS) movement, including information on the many social, political, and economic issues that have led to this world wide movement. On these pages, users will find films, lectures, images, links, books, commentary, and a host of other sources for learning more about the movement and understanding the history behind this moment in time.

1:45 - 2:05 p.m. Amy Lamphere, M.S. (Dean of Students), and Marcia Hanlon, MSW (Director of Counseling Services)  

**Social Capital’s Impact on Retention of First-Generation College Students**  

This dissertation research in progress explores the degree to which parental attainment of higher education and the possession of social capital may influence academic success and retention in the first semester of college. Implications for teaching and supporting AU’s approximately 40-50% “first generation college student” population will be discussed.

2:05 - 2:25 p.m. Mark Soderstrom, Ph.D. (Assistant Professor of History)  

**Autumn in Tobolsk: Notes on a Siberian Research Trip**  

In autumn 2009 I spent two months doing archival research in the Siberian town of Tobolsk. Although I was there to study the history of the town, my most memorable experiences came from interacting with people who lived there, most of whom had never met an American and were astounded to hear that one was digging around in their archives. In this talk I will discuss some of those experiences and offer some suggestions about what they can tell us about life in Russia today.

2:25 - 2:35 p.m. QUESTIONS AND DISCUSSION
1:05 – 1:25 p.m. Faith Wilson, Ed.D. (Associate Professor of Education)

**Enhancing Student Literature Reviews through Journal Club**

Journal Club is a practice used commonly in the biological and medical fields where students are expected to read, summarize, and present a certain number of journal articles on a weekly basis. The idea is to build a research community while gaining an understanding of major trends in the field. I will present the impact of my implementing Journal Club in an educational research course, using Moodle.

1:25 – 1:45 p.m. Hans Beck, Ph.D. (Assistant Professor of Biology), Chetna Patel, Ph.D. (Professor of Chemistry), and Julie Adams, Ph.D. (Assistant Professor of Biology)

**Using Technology to Reduce the Ecological Footprint of Science Classes**

Reduce, reuse, recycle! This phrase has been at the heart of the environmental movement's attempt to help focus attention on the philosophy and the employment of practical actions to help "save the Earth." Academic institutions have been embracing the movement slowly, and various strategies for greenifying teaching practices/pedagogy have been promoted, with the goal of creating an environmentally conscientious classroom. Some of the steps we as science faculty have made to reduce the ecological footprint of our science classes at AU will be presented. Overall, we will be showcasing our use of technology in science classes and laboratories.

1:45 – 2:05 p.m. Hans Beck, Ph.D. (Assistant Professor of Biology)

**Use of a Course Portfolio to Document and Assess Student Learning in First-Year Biology**

In 2011, I participated in a Course Portfolios Project at AU. My goal was to learn how to investigate student learning in my science courses in a systematic and evidenced-based manner. I focused on Biology of Cells, a first-year biology course. With training and resources from the workshop, I was able to document, assess, and improve student learning and performance via extensive analysis and reflection on my students' classroom and laboratory work. My process of portfolio development and my methods of data collection will be summarized, and the changes to course instruction will be shared.

2:05 - 2:25 p.m. Libby Karlinger Escobedo, Ph.D. (Assistant Professor of Art History)

**Teaching Visual Literacy**

Art History's origins as an academic discipline date back to the nineteenth-century, when instructors relied on visual aids like prints, plaster casts, or sometimes simply the visual memory of students. In the twentieth century, Art History teaching came to rely on the projected image, which has the advantage of allowing the entire class to view and discuss an image at once and is generally successful. However different learning styles argue for diverging from this signature pedagogy and the challenge becomes how to teach visual literacy in other ways. My talk will cover some of the different approaches I tried to get away from complete reliance on slides and engage those students who might be something other than visual learners.

2:25 - 2:35 p.m. QUESTIONS AND DISCUSSION

2:35 - 2:45 p.m. COFFEE BREAK
Session 5-A UBH North  2:45 – 4:30 p.m.  Moderator: Joan Erickson

2:45 – 3:15 p.m. Joan Erickson, Ph.D. (Professor of Education), Sarah Radtke, Ed.D. (Associate Professor of Athletic Training), Andrea Kowalchuk, Ph.D. (Assistant Professor of Philosophy/General Education), and Faith Wilson, Ed.D. (Associate Professor of Education)

Faculty Reflections on the 2011 Course Portfolio Project II

A group of AU and GWC faculty have been engaged in a year-long project in course portfolio development. This process included lengthy self-study and multiple focused group discussions to develop methods for documenting and reflecting upon the quality and quantity of student learning. Each presenter will provide an overview of her individual process of course selection, portfolio development, and methods of documenting student learning. Questions and discussion are encouraged throughout the presentations. We encourage faculty to consider joining the 2012 Course Portfolio Project cycle.

3:15 – 3:35 p.m. Julie Hipp, Ph.D. (Assistant Professor of English)

Investigation, Experimentation, Reflection: A Semester of Experiential Learning

In the fall semester of 2011, I reorganized my approach to teaching IDS 2000: Wellness and Social Responsibility by organizing the course around texts in which the authors documented lifestyle-altering experiments they undertook in order to investigate and expose pervasive social or health-related problems. The class research project asked students to use these texts as the models for their personal explorations. Students chose a topic related to wellness and/or social responsibility, researched it, conducted their own experiment for it, and wrote about the results: what they learned, how they had learned it, and why their selected topic was an important one. These projects encouraged students to connect academic research to real-world investigations beyond the classroom and the library. Experiments ranged from volunteering at homeless shelters, food pantries, and other service-oriented organizations to the creation of personal wellness plans in which fast food, Facebook, or television was given up or more time was devoted to personal fitness. This presentation will discuss the results of these experiments and pose questions for reflection for AU faculty interested in incorporating experiential learning into their courses.

3:35 – 3:55 p.m. Kristie Brendel, Ph.D. (Instructor of Social Work)

Systematic Review and Meta-analysis of the Effectiveness of Child-Parent Interventions for Children and Adolescents with Anxiety Disorders.

The present study is a systematic review and meta-analysis that explores the effectiveness of child-parent interventions for childhood anxiety disorders. The research located during the literature search was coded for inclusionary criteria and resulted in eight qualifying individual randomized controlled trials (RCT) with a total of 710 participating children and adolescents (440 completer data). Statistical information from the studies were meta-analyzed using Hedges’ g via CMA software [Version 2]. Results of the meta-analysis yielded a small, positive effect size of 0.263 (SE=0.103, 95% CI= 0.062 to 0.465) favoring child-parent cognitive behavioral interventions over individual and group cognitive behavioral therapy. Results were homogeneous indicating that any variance in effect size can be confidently attributed to sampling error (Q=7.728, df=7, p=0.357).

3:55 – 4:15 p.m. Jason Badura, Ph.D. (Assistant Professor of Political Science)

Tuning in to Television News during the 2008 Presidential Election

This paper examines the direct effect of exposure to a specific mainstream television news source and favorability ratings of candidates Barack Obama and John McCain during the 2008 presidential general election cycle. Utilizing data from a large-N national survey, the 2008 National Annenberg Election Survey (Winneq and Hardy 2010), I rely on the axioms posited by the Reception-Acceptance-Sample model (Zaller 1992) to test whether and how the direct impact of exposure to positive and negative campaign news from the network television evening news programs (ABC, CBS, and NBC) and cable news stations (FOX News Channel, CNN, and MSNBC) on one’s favorability ratings of the two candidates was moderated by two key individual-level variables: party identification and political knowledge.

4:15 - 4:30 p.m. QUESTIONS AND DISCUSSION

* Presentation abstracts were reprinted from original submissions.
Session 5-B UBH South  2:45 – 4:30 p.m.  Moderator: Deb Stevens

2:45 – 3:05 p.m. Heidi Rosenberg, Ph.D. (Coordinator for Writing Instruction)

**Writing & Teaching: Teaching to Writing and Writing to Teach**

Creative writing courses are most often taught by published creative writers. In fact, the more one publishes, the more one is seen as being fit to teach. It would stand to reason that those instructors would use their writing in teaching—as it was this writing that provided them with the credentials to teach these courses. However, this is frequently not the case, in that most do not reference their work. They may discuss their experiences or process, but they rarely write with their students. This presentation will discuss how an instructor wrote with her creative writing students and that how improved the workshop, teaching her students more about process, as her students taught her more about sharing her work.

3:05 – 3:25 p.m. Eva Serrano, Ed.D. (Assistant Professor for Latino Studies)

**Latino and Latina Undergraduate College Student Experiences**

I will introduce key findings from my doctoral research on factors that contribute to the success of Latino and Latina undergraduates interviewed for my study. I will expand on these earlier findings by describing newer trends in research supporting Latino and Latina student success in higher education. The purpose, therefore, of this presentation will be to increase awareness and understanding of unique characteristics of Hispanic/Latino students and ways to encourage degree completion.

3:25 – 3:45 p.m. Chetna Patel, Ph.D. (Professor of Chemistry), Geoff Apel, Ph.D. (Associate Professor of Mathematics), and Gina Rahn, Ph.D. (Assistant Professor of Mathematics)

**Aurora University's IMSP Summer Workshop/Institute Programs**

Aurora University’s IMSP (Illinois Mathematics and Science Partnership) WIP (Workshop/Institute Program) programs have grown over the past three years with collaboration from community partners and school district partners. Since 2009, AU has been awarded a WIP summer workshop/institute grant each year for professional development of in-service teachers from high needs school districts. Each grant is a three year grant consisting of two summer workshops and a total of eight follow up visits that take place during the school years. The impact of these programs on teachers and their students will be presented.

3:45 – 4:05 p.m. Jane Davis, D.V.M. (Associate Professor of Biology), Jennifer Harris, Amy Huggins, and Deb Steinheimer

**Making the Most of Partnership**

In this final year of the Illinois Mathematics and Science Partnership grant, graduates of the Teacher Leadership in Elementary Education in Mathematics and Science Masters Degree program are developing and presenting seminars for their fellow teachers at high needs districts. Three districts are represented by speakers, East Aurora, West Aurora, and Plano. Two presentations will be on technology and tools purchased by the grant that can be borrowed for the classroom, a seminar on "Investigating Flight in the Classroom" and a program on "Developing a Successful Math Night for Your School." It is expected that these teachers will also present nationally at the IMSP Conference in Chicago in April. Further results from the program will be shared.

4:05 – 4:25 p.m. Denise Hatcher, Ed.D. (Associate Professor of Spanish)

**It’s All in the Cards . . .**

Have you ever wondered how to encourage your students to take a more active role in their own learning both inside and outside of the classroom? Have you ever finished a day trying to remember who participated in class and who didn’t? Have you ever wondered who was absent on any given day? Over the last twenty years of my teaching, I have learned the value of keeping my own careful records on index cards...In this session, I would like to share some of the ways that I use index cards to obtain valuable information that I learn from students during our first class session.

4:25 - 4:30 p.m. QUESTIONS AND DISCUSSION
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 2012 Teaching and Research Symposium.

Brenda Barnwell, LCSW, CADC, Assistant Professor of Social Work
Joan Erickson, Ph.D., Professor of Education
Sara Gerend, Ph.D., Assistant Professor of English
Meredith Harvey, Ph.D., Assistant Professor of English
Chetna Patel, Ph.D., Professor of Chemistry
Sarah Radtke, Ed.D., Associate Professor of Athletic Training – COMMITTEE CHAIR
Stephanie Whitus, Ph.D., Associate Professor of Criminal Justice

Begin thinking now about submissions for the 2013 Teaching and Research Symposium!