

OCT 10-11

2014

ORLANDO,
FLORIDA



7TH ANNUAL FLORIDA

STATEWIDE SYMPOSIUM
ENGAGEMENT

IN

UNDERGRADUATE
RESEARCH



Keynote Speaker

THE OFFICE OF UNDERGRADUATE RESEARCH PRESENTS:

Characteristics of Excellence in Undergraduate Research: Nurturing an Environment for Success

Speaker: Dr. Linda Blockus

University of Missouri-Columbia

Overview:

In 2012 the Council on Undergraduate Research published “Characteristics of Excellence in Undergraduate Research” (COEUR) for institutions and programs to use as an aspirational blueprint to inform discussions and plans for continued improvement and new initiatives. COEUR was designed to be adaptable and applicable to all types of institutions and academic disciplines, with the users choosing the sections that best address their challenges, circumstances, and priorities. The major components of COEUR and how it may be used will be briefly presented. The focus of the talk will delve into a proposed framework for understanding the value added differences of undergraduate research engagement, a project, an experience, and a program and how these different layers might fit into COEUR as a guideline for desired success.

Friday, October 10th from 1:30 pm - 3:00 pm
Pegasus Ballroom, Student Union



Symposium Schedule

FRIDAY, OCTOBER 10

11:00 am – 1:00 pm **Registration**
Pegasus Ballroom

1:00 pm – 1:30 pm **Welcome and Orientation**
Pegasus Ballroom (Knights Room)
Dr. Elliot Vittes, Interim Dean and Vice Provost, Undergraduate Studies
Dr. Kimberly Schneider, Director, Office of Undergraduate Research

1:30 pm – 3:00 pm **Keynote Presentation**
Characteristics of Excellence in Undergraduate Research: Nurturing an Environment for Success
Breakout Room- Knights
Introduction: Dr. Debra Reinhart, Assistant Vice President for Research and Commercialization

Dr. Linda Blockus-University of Missouri-Columbia

Sponsored by the UCF Office of Research and Commercialization

INTERACTIVE PRESENTATIONS

Student Union, Pegasus Ballroom

3:15 pm – 4:00 pm **How to Cultivate a New Undergraduate Research Program with Uniformity and High Standards**
Breakout Room-Black
Ashley Spring (Eastern Florida State College)

Sustaining the Research Environment through Mentoring
Breakout Room-Gold
Fiona Redway, Teresa Petrino-Lin, Yu-Wai Peter Lin, and Stephanie Bingham (Barry University)

4:15 pm – 5:00 pm **Baby Steps: The Genesis of an Undergraduate Research Program at a Small Liberal Arts University**
Breakout Room-Black
Janis Prince (St. Leo University)

Introducing the AP Capstone Program: Preparing Tomorrow's Researchers Today
Breakout Room-Gold
Pamela Kerouac (College Board)

Friday, October 10 Continued

5:15 pm – 7:00 pm **Poster Session and Reception**
Burnett Honors College

7:00 pm **Dinner on your own**
See suggestions on page 22

SATURDAY, OCTOBER 11

8:15 am – 9:00 am **Coffee and Conversation**
Burnett Honors College Lounge

8:15 am – 9:00 am **Florida Undergraduate Research
Conference-Planning Meeting**
BHC 129

9:00 am – 10:00 am **Special Workshop: Characteristics of Excellence
in Undergraduate Research Mentoring: Ideas
to Develop and Support a Culture of Shared
Expectations**
BHC 130
Linda Blockus (University of Missouri-Columbia)

INTERACTIVE PRESENTATIONS

10:10 am – 10:55 am **“What Do You Mean I Can’t Use Wikipedia?”:
Undergraduate Research and Students With
Learning Disabilities**
BHC 126
*Caroline Le, William Nesbitt, and Chris Huff
(Beacon College)*

Perfect Proposals
BHC 128
Jennifer Seitzer (Rollins College)

11:05 am – 11:50 am **Champagne Research on a Beer Budget:
Conducting Undergraduate Research with Little
to No Funding**
BHC 126
Scott Herber (Eastern Florida State College)

**Creating a Culture of Undergraduate Research
Among All Disciplines**
BHC 128
*Janet Haavisto, Daniel Moseley, George Gresham,
Teri Chenot, Michael Olson, and Heather Downs
(Jacksonville University)*

12:00 pm - 12:45 pm **Catalyzing Curricular Change: Implementing and Assessing a Model for Integrating Research into the Curriculum**

BHC 126

*Donna Chamely-Wiik and Anthony Ambrosio
(Florida Atlantic University)*

Multi-Disciplinary Collaboration for the Establishment of a Natural Compound Research Group

BHC 128

*Mireille Aleman and Cidya Grant
(Palm Beach Atlantic University)*

12:45 pm - 1:45 pm **Lunch and Conversation Rooms**

Tracking and Profiling Student Researchers

BHC 126

*(Facilitators: Joseph O'Shea, FSU, and
Kathy Rovito, UCF)*

Marketing: Print, Social Media, Websites, and Student Councils

BHC 127

(Facilitator: Kimberly Schneider, UCF)

Incorporating Research into the Curriculum

BHC 128

(Facilitator: Donna Chamely-Wiik, FAU)

1:50 pm - 2:35 pm **Integrating Undergraduate Research into the Biology Curriculum at Saint Leo University**

BHC 126

*Christopher Miller, Audrey Shor, and William Ellis
(St. Leo University)*

Innovative Approaches to Increase Participation in Undergraduate Research

BHC 128

*Joseph O'Shea and Latika Young
(Florida State University)*

2:45 pm - 3:30 pm **Should I Stay or Should I Go? How to Determine if the Student-Mentor Relationship Hit a Minor Speed Bump or is on a Permanently Rocky Road**

BHC 130

*Judith Ochrietor and LouAnne Hawkins
(University of North Florida)*

3:30 pm - 4:00 pm **Debriefing**

BHC 130

Abstracts • Friday, October 10th

KEYNOTE PRESENTATION

1:30 pm - 3:00 pm

Characteristics of Excellence in Undergraduate Research: Nurturing an Environment for Success

Introduction: Dr. Debra Reinhart, Assistant Vice President for Research and Commercialization

*Dr. Linda Blockus (University of Missouri-Columbia)
(Breakout Room- Knights)*

In 2012 the Council on Undergraduate Research published “Characteristics of Excellence in Undergraduate Research” (COEUR) for institutions and programs to use as an aspirational blueprint to inform discussions and plans for continued improvement and new initiatives. COEUR was designed to be adaptable and applicable to all types of institutions and academic disciplines, with the users choosing the sections that best address their challenges, circumstances, and priorities. The major components of COEUR and how it may be used will be briefly presented. The focus of the talk will delve into a proposed framework for understanding the value added differences of undergraduate research engagement, a project, an experience, and a program and how these different layers might fit into COEUR as a guideline for desired success.

Sponsored by the UCF Office of Research and Commercialization

INTERACTIVE PRESENTATIONS

3:15 pm - 4:00 pm

How to Cultivate a New Undergraduate Research Program with Uniformity and High Standards

*Ashley Spring (Eastern Florida State College)
(Breakout Room- Black)*

After a new undergraduate research program is hatched, the enthusiasm too quickly bursts into disconnected sectors among faculty and administration visions, among disciplines, and among campuses. The challenge is to develop a program with uniformity and high standards across the sectors. Solutions to tackle student and mentor roles, integrity, ethics, ownership, laboratory safety, and other unifying tools will be presented and discussed using examples from a new undergraduate research program cultivated at a two-year Florida college. We will also include a list of recommendations to others advising, recommending, or implementing inquiry learning.

3:15 pm - 4:00 pm

Sustaining the Research Environment through Mentoring

*Fiona Redway, Teresa Petrino-Lin, Yu-Wai Peter Lin,
and Stephanie Bingham (Barry University)*

(Breakout Room- Gold)

Barry University has maintained an undergraduate research culture for many years. A key component of our ability to foster this research environment is the mentoring focus. In the life and physical sciences, the Barry mentoring experience is one-on-one with faculty who offer diversity in research projects and mentoring styles. Freshmen through seniors have the flexibility to select faculty mentors and remain in the labs through graduation. These experiential learning opportunities have impacted the research climate at Barry. Through the associated structured activities, we are preparing our graduates for a diversified workforce.

4:15 pm - 5:00 pm

Baby Steps: The Genesis of an Undergraduate Research Program at a Small Liberal Arts University

Janis Prince (St. Leo University)

(Breakout Room- Black)

This presentation describes the “baby steps” that have been undertaken to introduce and expose undergraduate students at a small liberal arts university to research beyond its borders. Characteristics of Saint Leo University that work to support, and others that make research a challenge, will be discussed. The presentation will review lessons learned through an assessment of mistakes and early, small successes.

Introducing the AP Capstone Program: Preparing Tomorrow’s Researchers Today

Pamela Kerouac (College Board)

(Breakout Room-Gold)

Undergraduate mentored research experiences are common across higher education institutions, but can a similar experience be successful with high school students? Participating in a two-year course sequence, AP Capstone students learn how to think critically about real-world topics and issues, plan and conduct individual academic research studies, work with adult mentors, and develop evidence-based research and an academic thesis paper. This session will provide information about this innovative program, and identify the 140 high schools delivering the program this year. Discussion and feedback is encouraged.

POSTERS (5:15 pm - 7:00 pm)

(Burnett Honors College)

Workforce Readiness: Creating Connections between Authentic Research, Service-Learning, and the 'Real World' in Undergraduate Science Classes

*Amanda Anthony, Patrick McGrady, and Linda Walters
(University of Central Florida and University of New Haven)*

A primary goal of this upper-division, elective Marine Biology course was to increase the number of students prepared for today's workforce. To do so, all students collaborated on authentic research projects, presented scientific results at a university-wide undergraduate research showcase, and practiced communicating their research to a non-scientific audience (K-12 classroom). Pre/post-surveys supported significant increases in scaled measurements of workforce readiness: content understanding, transferable skills, and confidence. All students defined themselves as communicators of science due to the class. Student narratives upheld class impact derived from real world/hands-on experiences, learning practical skills, and motivation from service-learning based community connections.

Seminole State College of Florida STEM Undergraduate Research Program: From the Classroom to Collaboration

Maya Byfield (Seminole State College)

Unlike undergraduates at many universities, most community college students do not have the opportunity to participate in research experiences, nor do they have ready access to a research environment. This connection comes through collaboration amongst their professors with scientific leaders of the day. We initiated an effort to promote engagement in undergraduate research and faculty development. Collaboration between a faculty member at Seminole State College and a principal investigator at the Sanford-Burnham Institute was developed. This collaboration resulted in the creation of 5 internships for students in the STEM Research course.

Creative Solutions to Integrating Creative Projects

Crista Coven (Florida State University)

Since its inception, the Center for Undergraduate Research and Academic Engagement at Florida State has challenged the conceptualization of research to include engagement in creative projects. The Center has promoted early participation through a section of the Undergraduate Research Opportunity Program devoted exclusively to creative pursuits. Displaying these projects at research symposia, however, has presented an interesting challenge. Solutions have included creative breaks in the schedule for performances and rooms dedicated to installation art. This poster explores some of the ways we encourage participation in creative projects and weave the arts into the standard undergraduate research experience.

**Coordinating Multiple Summer Undergraduate Research Programs:
Finances, Logistics, & Programming**

*Linda Blockus, Pam Cooper, and Michael Cohen
(University of Missouri-Columbia)*

The University of Missouri (MU) Office of Undergraduate Research administers a number of different summer programs for MU and visiting students. By combining the logistical work, fiscal work and registration, educational and social programming, and evaluation, we can achieve an economy of scale and provide a group experience for the single summer student funded by a faculty member and relieve the faculty member of the logistical burdens of locating housing, paying stipends, and ensuring compliance (i.e. , RCR training) and evaluation which are important to funding agencies. In 2014, more than 100 students participated in our program funded by 16 different accounts.

Engaging Students in Issues of Animal Betterment and Homeless Animals

Sandra Gilchrist (New College of Florida)

We have created a small program to engage students in activities regarding animal betterment. Students are offered an animal first aid/ CPR course in the January interterm with several activities at shelters and other organizations. Each must volunteer at least 10 hours locally. Students can participate in internships and externships about selected topics after the interterm.

FRIPS: Freshmen Research in Plant Sciences - A Broader Impacts Activity at the University of Missouri

Michael Cohen and Linda Blockus (University of Missouri-Columbia)

The Freshmen Research in Plants Sciences (FRIPS) program is funded as a collaborative broader impacts activity from three different faculty NSF research grants. The program supports 6-10 students each academic year to work 10 hrs/week as student research assistants. Students meet weekly as a group with a graduate student and cover lab orientation topics and skills. Faculty mentors and other undergraduate programs typically support students after their freshman year. Both students and faculty benefit from this early research experience. The program is administered by the Office of Undergraduate Research Office on behalf of the faculty researchers.

Preparing Students for Undergraduate Research Day at the Missouri State Capitol

Michael Cohen and Linda Blockus (University of Missouri-Columbia)

Twenty students are selected each November to present their research at the State Capitol in March. We have developed a series of meetings, assignments, and events to help prepare the undergraduates to present their work to a lay audience and make connections between their work and topics of interest to the state. Over the course of five months students work with staff to revise their abstract and poster and rewrite their poster title to make it accessible to the legislators. After this experience, these students are great ambassadors for undergraduate research because they know how to connect with diverse audiences.

Undergraduate Research in Biotechnology: Examples of Students' Success

Alejandra Maruniak, Birgitta Kimura, Aaron Hirko, Mary El-Semarani, and Eileen Monck (Santa Fe College)

Santa Fe College offers biotechnology courses with very intense laboratory demands that allow students to gain hands on experience in several cutting edge molecular methodologies. The scientific method, however, is further understood and applied by those students that show interest and time commitment to perform research projects. We will present examples of some of those students, their projects, and the additional benefits that were gained in their academic and professional life. These benefits include obtaining college-wide prizes, grants, scholarships, and jobs in the area of biotechnology.

Best Practices of the University of Central Florida Undergraduate Research Journal

Erika Rasso, Tison Pugh, and Kimberly Schneider (University of Central Florida)

The creation and discovery of knowledge stands at the heart of university life, and the *University of Central Florida Undergraduate Research Journal (UCF URJ)* encourages students to participate in this academic endeavor. The URJ is a multi-disciplinary journal that publishes research manuscripts submitted by UCF undergraduate students. This poster reviews the UCF URJ history, submission and review process, and marketing strategies. The UCF URJ also provides workshops for students to explore their research and publication options and hosts a track within the UCF Summer Undergraduate Research Fellowship (SURF) on developing a manuscript.

Undergraduate Research Apprenticeship Model: Graduate Students Matched with STEM First-Year Mentees

Kimberly Schneider and Kathy Rovito (University of Central Florida)

Finding innovative ways to integrate first-year students into research remains a challenge. Here we describe a program that gives students a short apprenticeship in a STEM research environment. First-year students are paired with a Graduate Research Mentor (GRM) for an apprenticeship that lasts for 12 weeks and students engage in the research process for three hours each week. The mentees log their activities each week and these logs have demonstrated that students can participate in a wide variety of experiences. The GRMs are also having positive experiences and report that they gain mentoring skills through the LEARN program.

What is Expected From an Undergraduate Research Mentor?

Shannon Whitten and Karen Mottarella (University of Central Florida)

Undergraduate research experience is highly valued and sought by students preparing for graduate school. Both faculty mentors and students enter this experience with expectations, many of which appear to be implicit, such that little is known about expectations held about the mentorship process. In this study, students enrolled in research methods courses, students completing undergraduate theses, and faculty who teach research methods and mentor undergraduate researchers described what they believed the role of the research instructor/mentor should involve. This study illuminates the expectations, including similarities and differences, of faculty and students in order to facilitate better faculty-student mentoring relationships.

From Workshop to Reality: Pedagogical and Discipline-Specific Factors Influencing the Selection of Peer 'Research Coaches' for Course-integrated Undergraduate Research

Michael Rovito, Mary Tripp, Linda Walters, and Martha Garcia (University of Central Florida)

As a result of our Council on Undergraduate Research institute experience, faculty from Biology, Writing, Health Sciences, and Spanish report on a pilot program to integrate inquiry-based learning in undergraduate courses through the use of peer 'Research Coaches'. We aim to: 1) present lessons-learned from the hiring process and use of peer mentors, and 2) initiate dialogue on discipline-specific factors that could influence the implementation of this project into university-wide curriculum. Initial feedback suggests that undergraduate/graduate 'coaches' must possess effective communication skills and disciplinary expertise. Interactive discussions on discipline-specific needs will assist us in redefining these positions and the training that should be included.

**New College and the Lovelace Respiratory Research Institute:
Lessons Learned through Collaborative Summer Internships**

Tyrone Ryba (New College of Florida)

To help address the challenge of providing diverse research experiences at a small liberal arts college, a collaborative summer internship program was developed between New College of Florida and the Lovelace Respiratory Research Institute (LRRRI), a leading organization on prevention and treatment of lung disorders. Each year, 6-10 students are screened for needed bench or computational skills and matched with laboratory mentors and suitable projects. Many of these are now computational and involve large-scale processing of biological datasets. Outcomes of student projects include publication, authorship, and presentations, at professional meetings, and have continually improved with lessons from past iterations.

Spatial Data Analysis in Three Dimensions

Richard Snow (Embry-Riddle Aeronautical University)

Spatial data analysis allows researchers to depict the distribution of observations that correspond to locations in a geographic framework, which facilitates the identification, measurement, and modeling of spatial relationships in the real world. While this approach is useful, even more beneficial is the ability to conduct such analyses in three dimensions (3D). Reality exists in 3D and inquiries regarding contours, slopes, and elevations are best addressed using 3D visualization. This study presents diverse examples of spatial analyses conducted by undergraduates using Geographic Information Systems (GIS) applications in 3D.

Jump Starting Research: Pre-Research STEM Programs

*Neyda VanBennekom and Kimberly Schneider
(University of Central Florida)*

There are many benefits to getting students involved in research early in their career. However, first- and second-year students are often unaware of the research process. Three different one-credit course models devoted to preparing STEM students for successful research endeavors are currently offered at three institutions.

Abstracts • Saturday, October 11th

SPECIAL WORKSHOP

9:00 am - 10:00 am

Characteristics of Excellence in Undergraduate Research Mentoring: Ideas to Develop and Support a Culture of Shared Expectations

Linda Blockus (University of Missouri-Columbia)

(BHC 130)

The mentor-mentee relationship is one of the core components of a successful undergraduate research experience. Often the mentor-mentee relationship is influenced by other mentors (graduate students), program expectations, and program directors. Examples of workshops and tools that can be used with students, mentors, and research team members will be shared. These include workshop exercises on expectations and recommendation letters, using assessment topics to guide mentoring, grad student/post doc mentoring training, on-going faculty discussion topics, partnering with the Career Center to increase understanding and dialog between mentors/mentees, and playing with Mr. Potato Head. Participants will try some of the exercises themselves and return to their campuses with new ideas to try for their own mentor training and student preparation.

INTERACTIVE PRESENTATIONS

10:10 am - 10:55 am

“What Do You Mean I Can’t Use Wikipedia?”: Undergraduate Research and Students With Learning Disabilities

Caroline Le, William Nesbitt, and Chris Huff (Beacon College)

(BHC 126)

Beacon College is the first college established exclusively for students with learning disabilities. From first-year courses through senior level courses, there are various strategies for getting students to conduct and incorporate substantive print, internet, and database research in fields such as history, education, literature, and English. From planning a research project/paper, to researching, to writing and drafting the paper, this presentation will consider a variety of aspects encountered in the research writing experience. Audience members will hear firsthand accounts of failure, successes, theories, and strategies for the future.

10:10 am - 10:55 am

Perfect Proposals

Jennifer Seitzer (Rollins College)
(BHC 128)

One of the biggest challenges we have as undergraduate research mentors is to inspire our busy students to complete their research proposals. A perfect proposal serves as a beautiful plan that encompasses who, what, when, where, and how the research will be accomplished. The miraculous thing about a good proposal is that its true value is in the writing - whether it is funded or not. We present the components, techniques, and tools to create effective proposals as well as share our triumphs and lessons learned while mentoring students proposing for the Rollins College Summer Student-Faculty-Collaborative Scholarship undergraduate research program.

11:05 am - 11:50 am

Champagne Research on a Beer Budget: Conducting Undergraduate Research with Little to No Funding

Scott Herber (Eastern Florida State College)
(BHC 126)

Group-Effort Applied Research (GEAR) was developed to expand undergraduate opportunities in life science research. The curriculum delivers concept-driven lecture material and provides hands-on training in the context of an active research project from the instructor's lab. Because GEAR is structured as a class, participating students benefit from intensive, supervised research training that involves a built-in network of peer support and abundant contact with faculty mentors. Three GEAR classes involving three distinct research projects have been offered to date. In this presentation, we will provide an overview of the GEAR format and review some of the recurring themes for GEAR instruction.

11:05 am - 11:50 am

Creating a Culture of Undergraduate Research Among All Disciplines

Janet Haavisto, Daniel Moseley, George Gresham, Teri Chenot, Michael Olson, and Heather Downs (Jacksonville University)

(BHC 128)

As Kenneth Bartlett (2003) asserts, “Undergraduate research can constitute one of the glues that cements the academy together, by linking in a great intellectual chain of knowledge every element of the human potential of the institution.” At Jacksonville University we have been engaged in a determined effort over the past 14 years to create a culture of undergraduate research across and among disciplines, fostering strong mentoring relationships among professors and undergraduate students. Recently, we have added a research intensive element in designated courses to prepare and inspire students to transition into fully realized undergraduate research projects.

12:00 pm - 12:45 pm

Catalyzing Curricular Change: Implementing and Assessing a Model for Integrating Research into the Curriculum

Donna Chamely-Wiik and Anthony Ambrosio (Florida Atlantic University)

(BHC 126)

The curriculum grant program at Florida Atlantic University fosters the integration of undergraduate research and inquiry skills (URI) into the curriculum by supporting assignment, course and programmatic level enhancements. Faculty promote URI skills, represented by specific learning outcomes, by scaffolding student experiences within courses and across programs. Our model has undergone revisions in response to identifying best practices and more effective delivery strategies. Participants will explore methods to promote faculty development, encourage diverse content-area participation, and structure faculty communication to ensure impact and sustainability of efforts. Participants will also be exposed to examples of assessment tools and resultant data.

12:00 pm - 12:45 pm

Multi-Disciplinary Collaboration for the Establishment of a Natural Compound Research Group

Mireille Aleman and Cidya Grant (Palm Beach Atlantic University)
(BHC 128)

While conventional treatments are still somewhat efficient, the search for innovative approaches with less toxic effects and greater efficacy has paved the way for the study of natural compounds. Palm Beach Atlantic University (PBA) is a small, yet closely knit academic community with thriving science departments. PBA is an ideal place for a multi-disciplinary laboratory to operate. Our faculty follows well-thought out and carefully organized procedures to test various organisms and determine their potential efficacy in the treatment of several diseases. PBA undergraduate students greatly benefit as the laboratory creates a framework in which senior research projects are conducted.

1:50 pm - 2:35 pm

Integrating Undergraduate Research into the Biology Curriculum at Saint Leo University

Christopher Miller, Audrey Shor, and William Ellis (St. Leo University)
(BHC 126)

Teaching life science disciplines often involves the use of lecture and laboratory exercises that are encapsulated into discrete exercises, designed to lead a student to a pre-designed conclusion. This method prevents students from understanding an integrated holistic vision of their curriculum and discourages the student from thinking critically about the material they are studying. Faculty members at Saint Leo University have begun a new approach by posing a question that students from lower- and upper-division courses are asked to examine from the various sub-disciplines in biology. This paper examines the initial steps in introducing this approach to the biology curriculum.

Innovative Approaches to Increase Participation in Undergraduate Research

Joseph O'Shea and Latika Young (Florida State University)
(BHC 128)

How do higher education institutions increase undergraduate research participation? Drawing on data and innovative best practices, we describe inexpensive, institutional approaches to broaden research activity, especially among underrepresented students, and foster greater educational equality. We consider how colleges and universities may employ selected curricular modifications, co-curricular programming, and incentive mechanisms to increase undergraduate research engagement among faculty and students.

2:45 pm - 3:30 pm

Should I Stay or Should I Go? How to Determine if the Student-Mentor Relationship Hit a Minor Speed Bump or is on a Permanently Rocky Road

Judith Ochrietor and LouAnne Hawkins (University of North Florida)
(BHC 130)

A student-mentor relationship requires compatibility of several factors, including interest in the research subject, work ethic, and personality. Because of this, as students look for research mentors, they should be encouraged to ask questions of the potential mentor about the expectations and obligations related to the project. While many of these relationships are successful, some become strained over time and the student and faculty member must determine whether to continue or part ways. In this interactive workshop, issues that may be encountered in a student-mentor relationship will be presented and possible outcomes will be discussed.

Acknowledgements

Florida Statewide Symposium: Engagement in Undergraduate Research
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SYMPOSIUM PLANNING COMMITTEE:

Dr. Kimberly Schneider

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Florida Statewide Symposium: Engagement in Undergraduate Research

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Dr. Debra Reinhart

Assistant Vice President for Research and Commercialization

Burnett Honors College

Office of Research and Commercialization

Student Undergraduate Research Council

Student Union

Continuing Education, (Martin Malpica, and Dorothy Loman)

Symposium Participants and Guests

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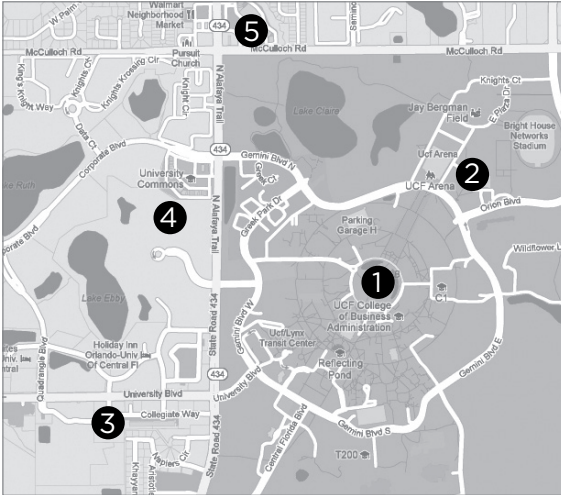
Symposium Participants

Michael Aldarondo-Jeffries	University of Central Florida
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Anthony Ambrosio	Florida Atlantic University
Amanda Anthony	University of Central Florida
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Mary Beck	Valencia College
Stephen Blessing	The University of Tampa
Linda Blockus	University of Missouri-Columbia
Carol Buckels	Stetson University
Valerie Burks	Valencia College
Maya Byfield	Seminole State College of Florida
Donna Chamely-Wiik	Florida Atlantic University
Teri Chenot	Jacksonville University
Diana Ciesko	Valencia College
Aaron Clevenger	Embry-Riddle Aeronautical University
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LouAnne Hawkins	University of North Florida
Scott Herber	Eastern Florida State College
Melanie Hicks	The University of Tampa
Aaron Hirko	Santa Fe College
Chris Huff	Beacon College
Sidney Johnston	Stetson University
Pamela Kerouac	College Board
Birgitta Kimura	Santa Fe College
Caroline Le	Beacon College

Yu Wai Peter Lin	Barry University
Gary Luter	The University of Tampa
Mary Martinasek	The University of Tampa
Alejandra Maruniak	Santa Fe College
Patti McCall	University of Central Florida
Richard Mercadante	St. Petersburg College
Tricia Meredith	Florida Atlantic University
Christopher Miller	Saint Leo University
Daniel Moseley	Jacksonville University
Karen Mottarella	University of Central Florida
William Nesbitt	Beacon College
Judith Ochrietor	University of North Florida
Rebecca Olsen	The University of Tampa
Michael Olson	Jacksonville University
Yolanda Ortiz	Embry-Riddle Aeronautical University
Joseph O'Shea	Florida State University
Teresa Petrino-Lin	Barry University
Daniela Popova	Florida Atlantic University
Janis Prince	Saint Leo University
Fiona Redway	Barry University
Caroline Reed	New College of Florida
Debra Reinhart	University of Central Florida
Jeanne Roberts	The University of Tampa
Kathy Rovito	University of Central Florida
Michael Rovito	University of Central Florida
Tyrone Ryba	New College of Florida
Panagiotis Scarlatos	Florida Atlantic University
Kimberly Schneider	University of Central Florida
Jennifer Seitzer	Rollins College
Audrey Shor	Saint Leo University
Jeff Skowronek	The University of Tampa
Richard Snow	Embry-Riddle Aeronautical University
Ashley Spring	Eastern Florida State College
Ken Teter	University of Central Florida
Zeynep Teymuroglu	Rollins College
Mary Tripp	University of Central Florida
Richard Tysor	Stetson University
Neyda VanBennekom	University of Central Florida
Allen Varela	Florida International University
Linda Walters	University of Central Florida
Shannon Whitten	University of Central Florida
Jen Wortham	The University of Tampa
Latika Young	Florida State University
Eugenio Zaldivar	Santa Fe College

Maps & Locations

Vicinity Map and Dinner Suggestions



UCF Student Union (#1 on map)

Wackadoo's (Sports Bar and Grill)

UCF Restaurants (#2 on map)

Gemini Blvd. + N. Orion Blvd.

Balagan (Eastern Mediterranean Cuisine)
Domino's Pizza (Italian)
Jimmy John's (Sandwiches)
Kyoto Sushi and Grill (Japanese)
Subway (Sandwiches)
Burger U (Sports Bar and Grill)

University Blvd Restaurants (#3 on map)

Applebee's (American)
Falafel Cafe (Middle Eastern)
Buffalo Wild Wings (Wings and Sports Bar)
Habanero's (Mexican)
Logan's Roadhouse (Steakhouse)
Ruby Tuesday (American)
Steak n' Shake (American)
4 Rivers Smokehouse (Barbecue)
Lazy Moon (American)

University Commons (#4 on map)

Alafaya Tr. + Gemini Blvd. N

Flipper's (Pizza)
Quiznos (Sandwiches)
B2 Cafe (Sandwiches and Bagels)
Baja Fresh (Mexican)
Luya (Chinese)

University Palms Shopping Center (#5 on map)

Alafaya Tr. + McCulloch Rd.

Dragon Court (Chinese)
Giovanni's (Italian)
The Moat Sports Grille (American)

Notes

A series of horizontal dotted lines for writing notes.



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