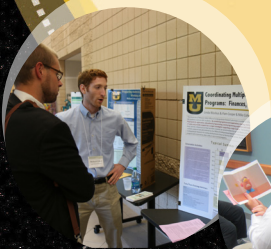


8TH ANNUAL FLORIDA STATEWIDE SYMPOSIUM

# ENGAGEMENT IN UNDERGRADUATE RESEARCH



OCTOBER 2ND & 3RD, 2015  
ORLANDO, FL

# KEYNOTE SPEAKER

THE OFFICE OF UNDERGRADUATE RESEARCH PRESENTS:

## **Defining Priorities: Rethinking Faculty Workload to Build Undergraduate Research**

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### **Speaker: Dr. Julio Rivera**

Past President, Council on Undergraduate Research  
Professor of Management and Marketing, Geography and Earth Science

**CARTHAGE COLLEGE**

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#### **OVERVIEW:**

Building and strengthening undergraduate research programs requires a number of resources. A primary resource and key building block for these programs is faculty time. Given the range of other academic demands on faculty, strategic rethinking and rebalancing workload becomes an essential element in the expansion of opportunities for students. The diversity of college and university types demands a range of options for rethinking faculty load in the context of undergraduate research.

**Friday, October 2nd from 1:30 pm - 3:00 pm**

PEGASUS BALLROOM, STUDENT UNION

SPONSORED BY:



# SYMPOSIUM SCHEDULE

## FRIDAY, OCTOBER 2nd

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

1:00 pm – 1:30 pm    **Welcome and Orientation**  
*Pegasus Ballroom (Knights Room)*  
*Dr. Elizabeth Dooley, Vice Provost of Teaching and Learning, Dean of College of Undergraduate Studies*  
*Dr. Kimberly Schneider, Director, Office of Undergraduate Research*

1:30 pm – 3:00 pm    **KEYNOTE PRESENTATION**  
*Breakout Room - Knights*

**Defining Priorities: Rethinking Faculty Workload to Build Undergraduate Research**  
*Dr. Julio Rivera (Carthage College)*

*Introduction: Dr. Melody Bowdon, Executive Director, UCF Faculty Center for Teaching & Learning*

**INTERACTIVE PRESENTATIONS**  
*Student Union, Pegasus Ballroom*

3:15 pm – 4:00 pm    **FGCUScholars: Using Undergraduate Research as a Tool to Enhance Student Writing, Critical Thinking, and Information Literacy**  
*Breakout Room - Black*  
*Mary Crone-Romanovski, Hulya Julie Yazici, Rita Rubin, and Charles W. Gunnels IV (Florida Gulf Coast University)*

**The Role of the 21st-Century Library: Inspiring Undergraduate Researchers through Cross-Campus Partnerships**  
*Breakout Room - Gold*  
*Kelly Miller (University of Miami) and Margarita Nafpaktitis (University of California, Los Angeles)*

4:15 pm – 5:00 pm    **Whom Do We Serve? Addressing Diversity and Inclusion in Undergraduate Research**  
*Breakout Room - Black*  
*Latika Young and Kim Reid (Florida State University)*

**Assessment of Student Learning of Undergraduate Research: Challenges, Strategies and Solutions**  
*Breakout Room - Gold*  
*Donna Chamely-Wiik and Anthony Ambrosio (Florida Atlantic University)*

## FRIDAY, OCTOBER 2nd CONTINUED

**5:15 pm – 7:00 pm**    **Poster Session and Reception**  
*Arjun Watane, Piano, UCF Member of the Student Undergraduate Research Council  
Burnett Honors College*

**7:00 pm**    **Dinner On Your Own**  
*See suggestions on page 22*

## SATURDAY, OCTOBER 3rd

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

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

### SPECIAL WORKSHOP

**9:00 am – 10:00 am**    **Helping Faculty Colleagues Think Through Embedding Undergraduate Research in Curriculum**  
*BHC 130  
Julio Rivera (Carthage College)*

### INTERACTIVE PRESENTATIONS

**10:10 am – 10:55 am**    **Too Much Work to Do? Leveraging Technology to Improve Office Productivity and Efficiency**  
*BHC 126  
Joe O'Shea (Florida State University)*

**Developing Opportunities to Integrate Undergraduate Research with Practice**  
*BHC 128  
Marshall Jones and Travis Conradt  
(Florida Institute of Technology)*

**11:05 am – 11:50 am**    **Copyright Considerations for Undergraduate Research**  
*BHC 126  
Sarah A. Norris (University of Central Florida)*

**Student Leadership in Undergraduate Research Programs**  
*BHC 128  
Anne Donnelly, Bailey Hofmann, and Muna Oli  
(University of Florida)*

## SATURDAY, OCTOBER 3rd CONTINUED

12:00 pm - 12:45 pm **From Term Paper to Conference Paper:  
Facilitating Undergraduate Participation in  
Professional Academic Conferences**

*BHC 126*

*Kelly McHugh and R. Bruce Anderson  
(Florida Southern College)*

**Undergraduate Research in STEM: Goals and  
Implementation**

*BHC 128*

*Jack Huang (Jacksonville University)*

12:45 pm - 1:35 pm **LUNCH AND CONVERSATION ROOMS**

**Large Research Universities**

*BHC 126*

*Facilitator: Donna Chamely-Wiik  
(Florida Atlantic University)*

**Liberal Arts Universities**

*BHC 127*

*Facilitator: Eric Fruent  
(University of Tampa)*

**State Colleges**

*BHC 128*

*Facilitator: Ashley Spring  
(Eastern Florida State College)*

1:40 pm - 2:25 pm **Looking for Love in All the Right Places: Building  
Support for Undergraduate Research**

*BHC 126*

*Ashley Spring (Eastern Florida State College)*

**Building Bridges or Building Walls: An Interactive  
Workshop on Interdisciplinary Research with  
Undergraduates**

*BHC 128*

*Christopher Leone, Judith Ochrietor, LouAnne  
Hawkins (University of North Florida)*

2:35 pm - 3:30 pm **Seeking External Funding for Undergraduate  
Research**

*BHC 130*

*Marisol Ortega-Perez (University of Central Florida)*

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

*BHC 130*

## KEYNOTE PRESENTATION

1:30 pm - 3:00 pm (Breakout Room - Knights)

### **Defining Priorities: Rethinking Faculty Workload to Build Undergraduate Research**

*Dr. Julio Rivera (Carthage College)*

*Introduction: Dr. Melody Bowdon, Executive Director, UCF Faculty Center for Teaching & Learning*

Building and strengthening undergraduate research programs requires a number of resources. A primary resource and key building block for these programs is faculty time. Given the range of other academic demands on faculty, strategic rethinking and rebalancing workload becomes an essential element in the expansion of opportunities for students. The diversity of college and university types demands a range of options for rethinking faculty load in the context of undergraduate research.

*Sponsored by the UCF Office of Research and Commercialization*

## INTERACTIVE PRESENTATIONS

3:15 pm - 4:00 pm (Breakout Room - Black)

### **FGCUScholars: Using Undergraduate Research as a Tool to Enhance Student Writing, Critical Thinking, and Information Literacy**

*Mary Crone-Romanovski, Hulya Julie Yazici, Rita Rubin,  
Charles W. Gunnels IV (Florida Gulf Coast University)*

This presentation will overview FGCUScholars, a university-wide program at Florida Gulf Coast University that integrates undergraduate research across the university as a means of teaching and assessing writing, critical thinking, and information literacy. We will overview the development and learning outcomes of FGCUScholars and the implementation across the campus, highlighting examples of curricular changes in engineering that engage students throughout their career at FGCU, the role of problem/project-based learning (PBL) in business classes, the development of research assignments that use digital media in literature courses, and the creation of disciplinary-specific sections of Composition II.



3:15 pm - 4:00 pm (Breakout Room - Gold)

**The Role of the 21st-Century Library: Inspiring Undergraduate Researchers through Cross-Campus Partnerships**

*Kelly Miller (University of Miami) and Margarita Nafpaktitis (University of California Los Angeles)*

Librarians at the University of Miami and University of California Los Angeles will describe how collaborations with campus partners, including Writing Centers, Honors Programs, and Undergraduate Research Centers, are resulting in new opportunities to address institutional challenges in supporting undergraduate researchers. Examples will include the creation of a peer research consultation service and a library undergraduate research fellowship program. The presentation will demonstrate how engagement with campus partners is proving key to the transformation of library spaces and services to inspire and empower 21st-century learners. The interactive session will involve participants in discussion of opportunities for such collaborations at their institutions.

4:15 pm - 5:00 pm (Breakout Room - Black)

**Whom Do We Serve? Addressing Diversity and Inclusion in Undergraduate Research**

*Latika Young and Kim Reid (Florida State University)*

The diversity of the student body is not fully represented in undergraduate research and related high-impact practices. This session will provide an overview of how Florida State University's Center for Undergraduate Research and Academic Engagement is striving to be inclusive, through campus partnerships, outreach, funding, and individualized support. It will also include a brief discussion of a case study being conducted on the participation of underrepresented students in its Global Scholars program. The session will embody the interactive spirit so come prepared to share and learn!

4:15 pm - 5:00 pm (Breakout Room - Gold)

**Assessment of Student Learning of Undergraduate Research: Challenges, Strategies, and Solutions**

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

The complexities involved in establishing rigorous assessment practices across diverse content areas with faculty of varying degrees of assessment expertise can be challenging. Florida Atlantic University's undergraduate research initiative includes a curricular and co-curricular initiative to enhance research in courses and programs across all disciplines. Faculty engage in curricular changes to improve student learning assessed through a common rubric and co-curricular involvement through rubrics developed for our symposium and undergraduate research journal. Participants will explore tools created to facilitate curricular and co-curricular change and reporting options used to more accurately reflect the effect such an initiative has on student learning.

## FRIDAY, OCTOBER 2nd CONTINUED

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

*(Burnett Honors College)*

#### **Piloting the Use of Research Coaches across Disciplines at UCF to Increase Curricular Opportunities for Undergraduate Research Experiences**

*Amanda Anthony, Michael Rovito, Martha Garcia, Mary Tripp, Linda Walters (University of Central Florida)*

Research-based courses providing undergraduates with hands-on research experience needed for post-graduation success remain limited at large universities. While studies suggest student research coaches facilitate richer course-based research opportunities to larger student bodies, an analysis of its effectiveness across disciplines is lacking. We implemented this model across four courses with discipline-specific research foci. Preliminary analyses indicate although students' pre-semester research experiences differed, students across courses/experience-levels perceived this to offer "real" research exercises and increased confidence levels. We examine instructors' versus coaches' impact on increasing undergraduates' research confidence levels, as findings suggest confidence as critical to persistence in field-related research tracks.

#### **From Past to Present: Heritage as an Avenue to Contemporary Social Concerns**

*Uzi Baram (New College of Florida)*

The New College Public Archaeology Lab program in regional heritage has expanded undergraduate experiential learning from excavations and laboratory analysis to community service learning with engagement with the public and diverse communities. Archaeology focuses research on the past but the public aspect situates the studies in the context of the present, with excavations and preservation requiring a critical perspective on contemporary social concerns. Recognizing the past can be empowering for subordinated communities. Heritage interpretation, built on the archaeological research, offers undergraduates opportunities to grapple with community identities, contemporary politics, and commemoration.

#### **Seminole State College of Florida STEM Undergraduate Research Program: Building Research Collaborations between Faculty and Students**

*Maya Byfield and Steven Zimmerman (Seminole State College)*

Our commitment to community colleges is to give students an access to research projects associated with their STEM fields. Collaboration amongst their community college professors from different STEM fields is helpful in achieving that end. We initiated an effort to promote engagement in research topics and faculty development. Collaboration between faculty in the biology and math departments at Seminole State College was developed. This collaboration resulted in the creation of an awesome math research experience for a student in our STEM research class.



**Internships and Undergraduate Research in Business Colleges: A Conceptual Framework for FAU's College of Business**

*Pauline Chin and Donna Cook (Florida Atlantic University)*

Academic internships are usually semester long for-credit courses related to a student's field of study in which the student works in a company outside of the University environment under the supervision of a faculty mentor and a company representative. The benefits of such a course are the experience gained, the opportunity to acquire or improve upon skills, knowledge and abilities, and to apply learned concepts and methodologies in a "real-world" setting. By adding a research component to internships, business students would have a unique opportunity to identify a research problem in their chosen field and complete a research project.

**Mentoring in Undergraduate Research: An Analysis of Research Activity Alignment, Mentoring Relationship Satisfaction, and Student Development**

*Nicholas Coles and Kimberly Schneider (University of Central Florida)*

Little research has empirically examined undergraduate research mentoring relationships. Conversely, this work examined a) mentor/mentee weekly activity logs, b) mentor/mentee satisfaction ratings, c) mentee grade point averages, and d) mentor ratings of mentees' research-skill development, from a first-year STEM living-learning community. Results indicated that alignment between mentor and mentees activity logs was generally low, and positively associated with mentor/mentee satisfaction. Additionally, mentor/mentee satisfaction was strongly positively associated with evaluations of student research development and mentees' perceptions of the quality of the mentoring relationship, but not associated with mentees' grade point averages. Implications and future directions will be discussed.

**What Do Students Learn from Research? Assessing the Impact of an Undergraduate Thesis Program**

*Denise Crisafi (University of Central Florida)*

The Honors in the Major undergraduate thesis writing program is the oldest research program at UCF. With over 2,000 students having completed this research experience in the past 25 years, it is important to assess why students are interested in taking on a large-scale endeavor of this kind and how they are benefiting from the experience. These areas of inquiry are addressed using exit survey data collected from graduating Honors in the Major students each semester. Suggestions for how other institutions can implement and/or improve their own thesis writing programs will be provided.

## FRIDAY, OCTOBER 2nd CONTINUED

### **Successful Research Projects in a 1000 Level Course**

*Lisa De Castro (Florida Southern College)*

This poster outlines the types of resources, guidance, and assessments that were provided to freshman students and non-STEM majors who were assigned group projects in a MAT 1007 Liberal Arts Math class. The students in this course utilized this information to successfully produce a research paper and present a poster.

### **Professional Development of Undergraduate Researchers: Workshops for Student Success**

*Anne Donnelly and Michelle Leonard (University of Florida)*

The 2012 Center for Undergraduate Research report Characteristics of Excellence in Undergraduate Research made recommendations regarding professional development of undergraduate researchers. In response to this recommendation, UF Center for Undergraduate Research conducted a survey to assess student interest in this project. Over 100 undergraduates responded and identified the skills that they would like to have training in, their preferred delivery mode, and the obstacles they encounter obtaining training. Results from the survey will be presented, as well as plans for the modules to be developed with both the content and delivery mode that will make them most accessible.

### **Cross-disciplinary Undergraduate Research at Jacksonville University**

*Courtney Barclay, Janet Haavisto, Deborah Jordan, Ross Stephenson, Peter Zhao (Jacksonville University)*

Recent research into the learning outcomes expected and achieved from undergraduate research experiences supports the belief that students, faculty, and institutions benefit from a strong commitment to such efforts. The facilitators will discuss with participants: how undergraduate students can be led through cross-disciplinary research; how they can be included in their faculty mentors' research; and how undergraduate student researchers can be readied for professional presentations in public forums.

### **Fostering Undergraduate Research in an Abroad Program**

*Sandra Gilchrist (New College of Florida)*

Students participating in the Coral Reef Issues class prepare a week in the US, then travel to Honduras for a saturation experience on a coral reef. Learning skills like underwater photography and experimental design, students propose projects based on their observations and on suggested topics. Projects give students the chance to plan and implement a field activity, analyze data, present materials, and continue work when they return to home campus. The field component abroad creates an opportunity for students to bond as a research group as well as for the instructor to engage in collaborative and cooperative learning.

### **Expanding the Role of Student Research in Academic Publishing: The Journal of Multidisciplinary Research**

*Hagai Gringarten and Raul Fernandez Calienes (St. Thomas University)*

In today's highly competitive and fragmented market, with increased options available to both students and researchers, cultivating student research in a not-for-profit university setting and successfully fast-growing an academic journal represents a remarkable branding achievement. Publishing a research journal has many advantages and benefits for a university—from enhancing academic reputation to increasing institutional brand equity. As a result of unique branding strategies and coordinated editorial teamwork, the Journal of Multidisciplinary Research achieved significant brand awareness in the academic world, publishing solid student research from leading universities and demonstrating the ability to incorporate top global research with student research.

### **Recognizing the Well-Rounded Student: How Campus Partnerships Contribute to Engagement in Undergraduate Research**

*Kate Hayworth and Shelby Young (Florida State University)*

Florida State University's Garnet and Gold Scholar Society (GGSS) encourages and recognizes the engaged, well-rounded undergraduate student who excels within and beyond the classroom in the areas of leadership, internship, service, international and research. This unique partnership between Student and Academic Affairs aids the university's mission of fostering student involvement within undergraduate research and other high-impact practices. As part of completing the GGSS requirements, students write reflections on each engagement area as well as an overall synthesis during their senior year. Upon completing GGSS, students are inducted into the Society and receive special recognition on their transcripts.

### **Student Research in a Semester Course: How to Make It Happen!**

*Mary Martinasek (University of Tampa)*

Students enrolled in the University of Tampa's Epidemiology course come from a variety of disciplines. Students are encouraged to determine a research topic that best resonates with their group's interest. The course is designed to provide students with human subjects research certification, an understanding of research ethics, research methods, as well as incorporate skills learned previously in biostatistics. Results from the student research projects have provided valuable information to multiple departments across the university. Students have also benefited from the class research by experiencing submission and acceptance to state and national conferences for poster presentations.

## FRIDAY, OCTOBER 2nd CONTINUED

### **Taking it to the Streets: Practicing “Public” Research**

*Janis Prince (Saint Leo University)*

This presentation focuses on ways to connect the university to the community. Ideas about what constitutes community will be addressed, and suggestions will be offered for forging ties with these entities. In addition, there will be a focus on identifying partners and research projects, and suggestions for infusing courses with assignments that draw on these connections.

### **Undergraduate Research Practices at a Small University**

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

The College of Arts and Sciences at Barry University offers life sciences research opportunities to undergraduates beginning as early as freshman year. Students conduct research with faculty for credit, hourly wages, or by volunteering. We provide a nurturing environment to motivate student researchers: one-on-one faculty mentoring; peer mentoring; a student led journal and book club; a freshman research club (ROADS); STEM symposium; workshops and social events; presentations at local, state, and national scientific meetings; and community engagement. Outcomes include an increase in student researchers and higher academic performance in ROADS club members; upon graduating, over 75% remain in the sciences. [NIH-RISE Grant; Biology Department]

### **Undergraduate Research Methods Across the Campus (or Slaying the Research Methods Beast)**

*Aaron Clevenger and Catherine Wrobel (Embry-Riddle Aeronautical University)*

The ERAU team will share their story of a well-meaning University President who asked the staff at the Office of Undergraduate Research, “How many of our students know how to do a Chi square test or know what a regression slope is?” The answer lead them on a two-year epic journey to find out what research methods are taught on their STEM-focused campus and if one research methods survey course could serve all majors. After consulting numerous texts, scholarly sources, and interviews, a list of nearly 125 data collection and analysis techniques was created and defined for dissemination to undergraduate course monitors. A glossary, preliminary survey data, limitations, and lessons learned will all be presented.

# ABSTRACTS | SATURDAY, OCTOBER 3rd

9:00 am - 10:00 am (BHC 130)

## **Helping Faculty Colleagues Think Through Embedding Undergraduate Research in Curriculum**

*Julio Rivera (Carthage College)*

The broadening and deepening of undergraduate research, scholarship, and creative activities (URSCA) across an institution is enhanced by a curriculum that focused on the URSCA we expect students are to emulate. That means different things for different disciplines and requires us to have a flexibility in language as we describe “what might count” as academic products for faculty and students. More importantly, the embedding of URSCA in the curriculum can help faculty think about the core learning outcomes in their courses. This workshop focuses on helping your faculty colleagues think about developing URSCA in their own courses.

## **INTERACTIVE PRESENTATIONS**

10:10 am - 10:55 am (BHC 126)

## **Too Much Work to Do? Leveraging Technology to Improve Office Productivity and Efficiency**

*Joe O'Shea (Florida State University)*

As undergraduate research programs grow, administrators face the dizzying task of managing an ever-increasing amount of applications, awards, events, and emails. Collecting and processing all this information can consume administrators. Fortunately, several easy-to-use, and often free, software platforms have emerged that can reduce paper, increase transparency and collaboration, and automate processes. This presentation surveys the current software landscape, and drawing on existing practices in an undergraduate research office, illustrates potential applications for program directors. Specifically, the presentation discusses tools for simple form building (e.g., Formstack), task and project management (e.g., Asana), communication (e.g., Slack), and event management (e.g., Sched).

## SATURDAY, OCTOBER 3rd CONTINUED

10:10 am - 10:55 am (BHC 128)

### **Developing Opportunities to Integrate Undergraduate Research with Practice**

*Marshall Jones and Travis Conradt (Florida Institute of Technology)*

Introducing research into the curriculum is important for developing empirically informed practitioners and future researchers. Opportunities for undergraduate research can be challenging due to limited funding, resources, and knowing when undergraduates are prepared. This presentation will provide examples of providing opportunities in class assignments that capitalize on applied research projects with partner organizations. Presenters will highlight specific assignment examples, which include a victim advocacy campaign project and a forensic psychology applied research project examining criminal case files. Afterward, we will incite questions and discussion on additional ways to promote integration of research and pedagogical methods for training prospective science-practitioners.

11:05 am - 11:50 am (BHC 126)

### **Copyright Considerations for Undergraduate Research**

*Sarah A. Norris (University of Central Florida)*

Considerations of copyright, fair use, and intellectual property are at the core of undergraduate research, particularly as undergraduate students showcase their scholarship and creative activity in a variety of mediums – from poster presentations to digital repositories. This presentation will explore such considerations by highlighting current trends in copyright and intellectual property, as well as exploring hot topics surrounding copyright and fair use. The presentation will also discuss alternatives to traditional copyright options, such as creative commons licenses and open access publishing.



**11:05 am - 11:50 am (BHC 128)**

**Student Leadership in Undergraduate Research Programs**

*Anne Donnelly, Bailey Hofmann, and Muna Oli (University of Florida)*

Involving students in undergraduate research office activities is a win-win arrangement. As the UF Center for Undergraduate Research staff is small, involving undergraduate students in programming significantly extends the number of students that can be impacted by the Center. For the undergraduate volunteer, this provides significant leadership opportunities. The UF Center for Undergraduate Research Board of Students is a three year old, self-perpetuating student group that boasts over 2300 members on its Facebook Page, a number that has doubled each of the last two years due to their activities. Students will describe the services they provide to CUR and the undergraduate community.

**12:00 pm - 12:45 pm (BHC 126)**

**From Term Paper to Conference Paper: Facilitating Undergraduate Participation in Professional Academic Conferences**

*Kelly McHugh and R. Bruce Anderson (Florida Southern College)*

This presentation discusses ways to design “project courses,” namely courses where students spend a major part of the semester designing and completing an original research project. The presenters discuss various ways to implement project courses, and also discuss how to prepare students to present their finished projects at regional and national academic conferences.

**12:00 pm - 12:45 pm (BHC 128)**

**Undergraduate Research in STEM: Goals and Implementation**

*Jack Huang (Jacksonville University)*

STEM is considered to be a key factor to determine the global competitiveness of a nation; therefore, education in STEM has become a national priority since 2012. However, the high attrition rate makes it hard to achieve the goals to produce required qualified scientists and engineers. Involving undergraduate students in research can possibly help retain more students in STEM. Setting up proper goals for undergraduate research and its implementation is critical for retention. An example of an undergraduate research program at Jacksonville University is going to be presented.

## SATURDAY, OCTOBER 3rd CONTINUED

1:40 pm - 2:25 pm (BHC 126)

### **Looking for Love in All the Right Places: Building Support for Undergraduate Research**

*Ashley Spring (Eastern Florida State College)*

Building the right support for undergraduate research is key to the growth and sustainability of undergraduate research programs. Whether a hatching program or well-established program, there is a continuous need for support in order to achieve success. Explore a variety of methods for attaining support from administration, faculty, students, the community, and financial sources.

1:40 pm - 2:25 pm (BHC 128)

### **Building Bridges or Building Walls: An Interactive Workshop on Interdisciplinary Research with Undergraduates**

*Christopher Leone, Judith Ochrietor, LouAnne Hawkins  
(University of North Florida)*

Many disciplines value mastery of relatively specific methods and analyses, whereas many complex questions can only be addressed by integrating research approaches from multiple disciplines. How then do faculty help undergraduates appreciate interdisciplinary research while facilitating mastery of discipline specific skills? This interactive workshop explores these questions and helps participants devise a process to develop a meaningful undergraduate research experience that bridges disciplines and honors discipline-specific boundaries. Utilizing a case study spanning biology and psychology, participants will work to deconstruct interdisciplinary research practices and identify an underlying process for developing interdisciplinary research plans for undergraduate scholars.

**2:35 pm - 3:30 pm (BHC 130)**

**Seeking External Funding for Undergraduate Research**

*Marisol Ortega-Perez (University of Central Florida)*

In this presentation, we intend to share the role that funding plays when undergraduate students are given the opportunity to participate in research with faculty mentors. We will familiarize conference participants with databases available to research institutions with local, federal, and foundation funding opportunities. We will explore various funding agency programs that provide information on funding opportunities for undergraduate research. For example, we will discuss opportunities through the National Science Foundation (e.g., REU, IUSE), National Institutes of Health, DOE, foundations etc. Also, we will review best practices in grant writing when the focus is undergraduate research opportunities.

**3:30 pm - 4:00 pm (BHC 130)**

**Debriefing**

# ACKNOWLEDGEMENTS

## Florida Statewide Symposium: Engagement in Undergraduate Research

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### SYMPOSIUM PLANNING COMMITTEE:

**Dr. Kimberly Schneider**

*Director, Office of Undergraduate Research*

**Dr. Martin Dupuis**

*Associate Dean, Burnett Honors College*

**Mr. Richard Harrison**

*Associate Librarian, UCF Libraries*

**Mr. Michael Aldarondo-Jeffries**

*Director, Academic Advancement Programs*

**Ms. Shannon Colon**

*Administrative Assistant, Office of Undergraduate Research*

### SPECIAL THANKS TO:



for sponsoring the keynote speaker

## Florida Statewide Symposium: Engagement in Undergraduate Research

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### MANY THANKS TO:

**Mr. Robert Bilic**

*Web Designer, Undergraduate Studies*

**Dr. Melody Bowdon**

*Executive Director, UCF Faculty Center for Teaching & Learning*

**Dr. Elizabeth Dooley**

*Vice Provost of Teaching and Learning and Dean of College of Undergraduate Studies*

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*Associate Editor, Undergraduate Research Journal*

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*Assistant Vice President for Research and Commercialization*

**Mr. Brian Strickland**

*Programmer, Undergraduate Studies*

**Mr. Arjun Watane**

*Student Undergraduate Research Council Member*

**Burnett Honors College**

**Student Undergraduate Research Council**

**Student Union**

**Symposium Participants and Guests**

# SYMPOSIUM PARTICIPANTS

Michael Aldarondo-Jeffries

Anthony Ambrosio

R. Bruce Anderson

Amanda Anthony

Casey Baer

Uzi Baram

Courtney Barclay

Mary Beck

Victor Bondzie

Melody Bowdon

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Matthew Carrigan

Donna Chamely-Wiik

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Nicholas Coles

Travis Conradt

Donna Cooke

Denise Crisafi

Mary Crone-Romanovski

Mary Crowe

Melissa Dagley

Lisa De Castro

Anne Donnelly

Elizabeth Dooley

Martin Dupuis

Julie Earles

Juan Carlos Espinosa

Raul Fernandez-Calienes

Jessica Forbes

Evelyn Frazier

Eric Freundt

Martha Garcia

Sandra Gilchrist

Katie Greene

Hagai Gringarten

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Jack Huang

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*Florida Atlantic University*

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*University of Central Florida*

*Florida Gulf Coast University*

*New College of Florida*

*Jacksonville University*

*Valencia College*

*Valencia College*

*University of Central Florida*

*University of Alabama*

*Seminole State College of Florida*

*Santa Fe College*

*Florida Atlantic University*

*Florida Atlantic University*

*Embry-Riddle Aeronautical University*

*University of Tennessee-Knoxville*

*Florida Institute of Technology*

*Florida Atlantic University*

*University of Central Florida*

*Florida Gulf Coast University*

*Florida Southern College*

*University of Central Florida*

*Florida Southern College*

*University of Florida*

*University of Central Florida*

*University of Central Florida*

*Florida Atlantic University*

*Florida International University*

*St. Thomas University*

*University of West Florida*

*Florida Atlantic University*

*The University of Tampa*

*University of Central Florida*

*New College of Florida*

*University of West Florida*

*St. Thomas University*

*University of Central Florida*

*Florida Gulf Coast University*

*Florida Institute of Technology*

*University of Central Florida*

*University of North Florida*

*Florida State University*

*Eastern Florida State College*

*University of Tampa*

*University of Florida*

*University of Tampa*

*Jacksonville University*

*Stetson University*

*Florida Institute of Technology*

*University of Central Florida*

*Jacksonville University*

*The University of Tampa*

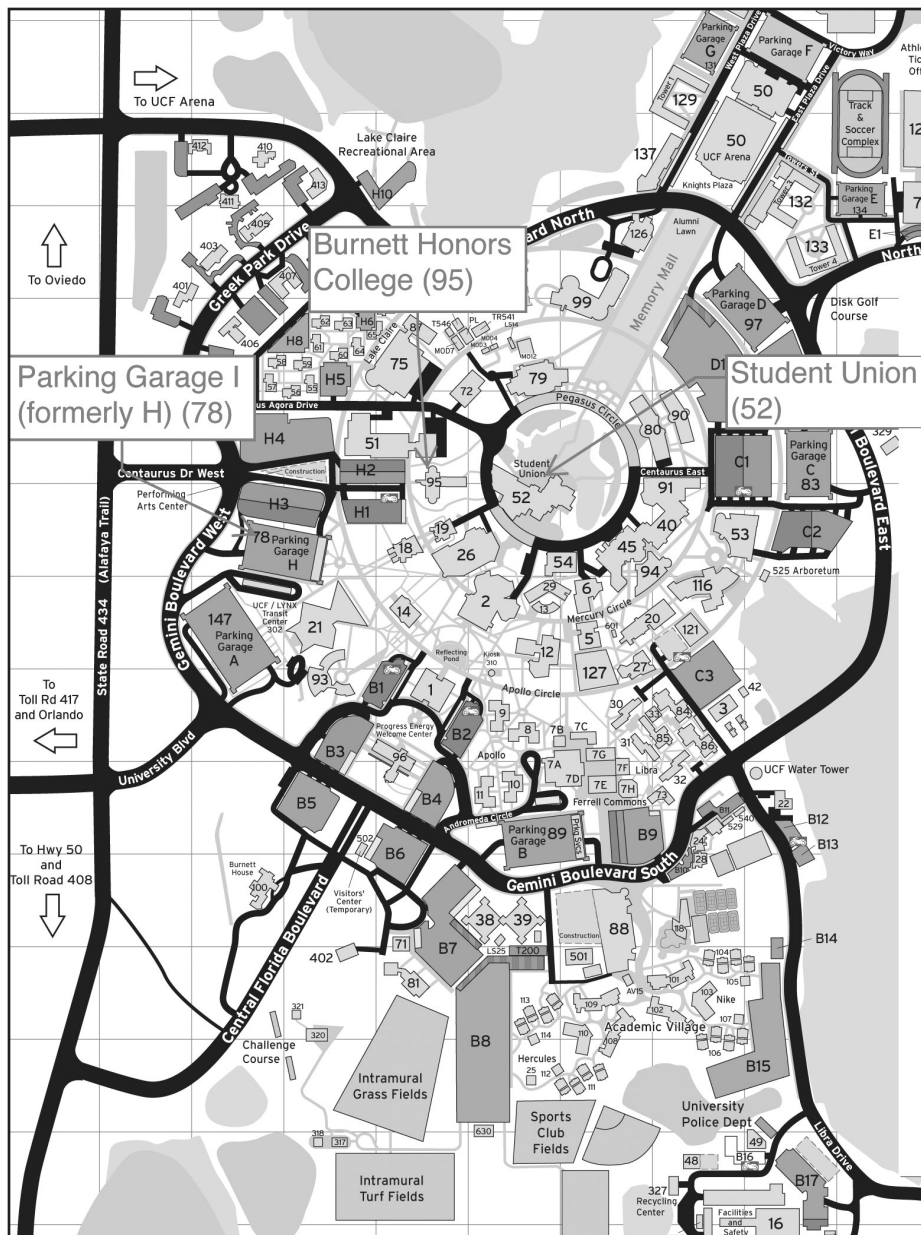


Pamela Kerouac	College Board
Sandra Khalaf	University of North Florida
Birgitta Kimura	Santa Fe College
Patrice Lancey	University of Central Florida
Michelle Leonard	University of Florida
Christopher Leone	University of North Florida
Hank Lewis	University of Central Florida
Peter Yu-Wai Lin	Barry University
Mary Martinasek	University of Tampa
Alejandra Maruniak	Santa Fe College
James Maruniak	University of Florida
Kelly McHugh	Florida Southern College
Rachel Messer	Florida Atlantic University
Michael Middlebrooks	University of Tampa
Kelly Miller	University of Miami
Patricia Murphy-Powell	University of North Florida
Margarita Nafpaktitis	University of California, Los Angeles
Florence Neymotin	Nova Southeastern University
Sarah A. Norris	University of Central Florida
Judith Ochrietor	University of North Florida
Muna Oli	University of Florida
Marisol Ortega-Perez	University of Central Florida
Joe O'Shea	Florida State University
Teresa Petrino-Lin	Barry University
Daniela Popova	Florida Atlantic University
Janis Prince	Saint Leo University
Flona Redway	Barry University
Kim Reid	Florida State University
Jillian Rivard	Barry University
Julio Rivera	Carthage College
Nina Rose	St. Thomas University
Rita Rubin	Florida Gulf Coast University
Panagiotis Scarlatos	Florida Atlantic University
Kimberly Schneider	University of Central Florida
Ali Simons	University of North Florida
Allen Smith	Florida Atlantic University
Jennie Soberon	Florida Atlantic University
Ashley Spring	Eastern Florida State College
Ross Stephenson	Jacksonville University
Margaret Taylor	Florida Southern College
Allen Varela	Florida International University
Linda Walters	University of Central Florida
Eric Werner	The University of Tampa
Jen Wortham	University of Tampa
Chrysalis Wright	University of Central Florida
Catherine Wrobel	Embry-Riddle Aeronautical University
Hulya Yazici	Florida Gulf Coast University
Shelby Young	Florida State University
Latika Young	Florida State University
Peter Zhao	Jacksonville University
Steven Zimmerman	Seminole State College of Florida

# MAPS & LOCATIONS

## UNIVERSITY OF CENTRAL FLORIDA MAP

Student Union (52), Burnett Honors College (95), and Parking Garage I (formerly H) (78)

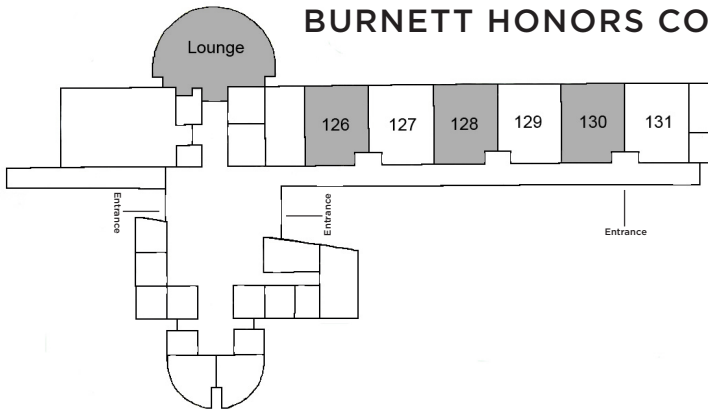


# STUDENT UNION

## First Floor Map

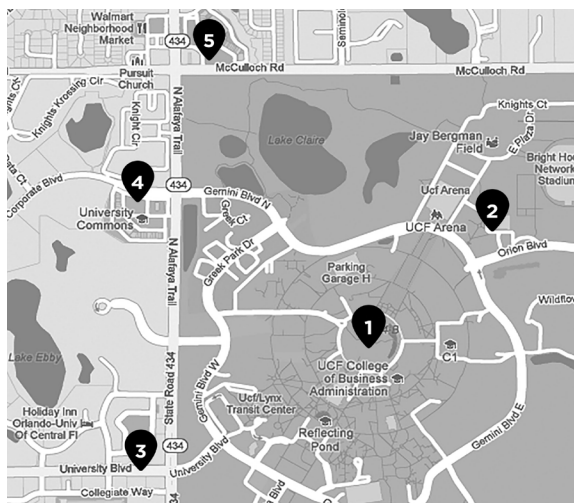


# BURNETT HONORS COLLEGE



# MAPS & LOCATIONS

## Vicinity Map and Dinner Suggestions



### UCF Student Union & Campus (#1 on map)

Asian Chao (Asian)  
 Balagan (Eastern Mediterranean Cuisine)  
 Chick-Fil-A (American)  
 Corner Cafe (Panini's and Wraps)  
 Domino's Pizza Express (Italian)  
 Greens Salad Bar (Salad and Wraps)  
 Huey Magoo's Express (Chicken)  
 Joffrey's Coffee (Beverages)  
 Knightstop (Convenience Store)  
 Mrs.Field's Bakery (Greek Cuisine and Desserts)  
 Nathan's Famous (Hot Dogs)  
 Qdoba (Mexican Grill)  
 Smoothie King (Smoothies)  
 Subway (Sandwiches)  
 Topper's Creamery (Ice Cream)  
 Wackadoo's (Sports Bar and Grill)

### UCF Restaurants (#2 on map)

*Gemini Blvd. + N. Orion Blvd.*

Barnes & Noble Cafe  
 Burger U (Sports Bar and Grill)  
 Cafe Bustelo (Cuban)  
 Domino's Pizza (Italian)  
 Dunkin Donuts (Pastries)  
 Jimmy John's (Sandwiches)  
 Kyoto Sushi and Grill (Japanese)  
 Subway (Sandwiches)

### University Blvd Restaurants (#3 on map)

Applebee's (American)  
 Bento (Japanese)  
 Buffalo Wild Wings (Sports Bar)  
 First Watch UCF (American)  
 Habanero's (Mexican)  
 Lazy Moon (American)  
 Logan's Roadhouse (Steakhouse)  
 4 Rivers Smokehouse (Barbecue)  
 Ruby Tuesday (American)  
 Steak 'n Shake (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)  
 Sus Hi Eatstation (Japanese)

### University Palms Shopping Center (#5 on map)

*Alafaya Tr. + McCulloch Rd.*

Dragon Court (Chinese)  
 Giovanni's (Italian)

# • MARK YOUR CALENDAR •



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**The University of Tampa**  
**Feb. 26-27, 2016**

The 2016 Florida Undergraduate Research Conference will be held in the heart of downtown Tampa at the campus of The University of Tampa on Feb. 26-27, 2016.

UT's 105-acre residential historic and modern campus – which features Plant Hall, a National Historic Landmark built in 1891 – provides an ideal academic setting, and is within walking distance from many of Tampa's downtown activities.

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For more information about FURC 2016: [info@FURC.org](mailto:info@FURC.org)

## NOTES

[illegible]



## NOTES

This image shows a full page of a document template designed for handwriting practice. It consists of numerous thin, horizontal black lines spaced evenly across the entire page, providing a guide for letter height and placement. There are no margins, text, or other markings present.



UNIVERSITY OF CENTRAL FLORIDA

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