

**Report and Recommendations of the NEW ERA Faculty Dialogue Group
June 13, 2011**

EXECUTIVE SUMMARY

Following the NEW ERA Board's decision to continue their support of the Faculty Dialogue Group (FDG), the FDG began its sixth year by continuing to focus on three primary goals: identifying and clarifying inter-institutional collaboration benefits and issues between the UW and WTC systems; exploring teaching and curriculum concerns; and discussing specific strategies, activities and events to build stronger relationships among the faculty of NEW ERA institutions. The successful FDG-sponsored conference was held at Lakeshore Technical College in Cleveland in April 2011.

The FDG returned to its roots this past year and the main focus was on DIALOG. The group had many enlightening and impassioned conversations revolving around education in Northeast Wisconsin. Over the 2010 - 2011 year, the FDG was ready to sponsor a NEW ERA international travel trip to Germany. This initiative was led by Sarah Meredith from UWGB and the other International group members. Unfortunately, the events in Madison (the uncertainty and potential changes) led to the postponement of the trip. It is the sincere hope of the group that this trip can be revisited in 2011 – 2012.

For the coming year, the 2010-2011 FDG recommends that the Faculty Dialogue Group be continued and continue FDG representation at the NEW ERA board meetings, continue to host a conference, and to continue discussing the issues that are relevant to providing quality education.

**Report and Recommendations of the NEW ERA Faculty Dialogue Group
June 1, 2010**

Following the NEW ERA Board's decision to continue its support of the Faculty Dialogue Group (FDG), the FDG began its sixth year of work with no returning officers. Bonnie Silbernagel volunteered and was appointed chair, Kathryn Lich was appointed vice chair and Cliff Abbott was appointed recorder. The three sub-committees were: conference, international travel, and new initiatives.

International Initiatives: Investigate ways to pursue international curricula and networks

Conference: Organize the annual spring conference

New Initiatives: Brainstorm topics for the FDG's discussions

Besides revamping the work groups, the FDG modified the agenda format a bit to accommodate conversation on a specific topic of interest at each meeting. Most meetings featured a "lunch discussion topic," followed by various reports and updates. There was then time allotted for the committees to meet and adjourned after each committee briefly reported out to the whole group.

In this document you will find a summary of the groups' activities and discussions for the 2010-2011 year and a list of recommendations by this year's FDG for future consideration by next year's group. Appendices A, B, C, D, and E provide the minutes from the meetings, the membership plan for 2010-2011, the schedule/evaluation summary for the 2011 FDG-sponsored conference, and the guiding principles of the FDG.

1. ACTIVITIES & ACCOMPLISHMENTS FROM THE FACULTY DIALOGUE GROUP

To achieve these goals, the FDG conducted conversations as a whole group and in sub-groups dedicated to specific tasks. The following list of accomplishments is split into two categories; accomplishments of the FDG and their recommendations.

1.1. FDG Activities/Accomplishments

The FDG decided at its first meeting to focus on communication. Through honest, respectful dialog, it was the goal of the group to learn more about each other's institution throughout the year. Our goal was to break down barriers, find commonality, and build relationships.

1.1.1. Meetings

The FDG has continued to discuss and work on various topics. Some of the key discussion topics:

- identify and clarify inter-institutional collaboration benefits and issues between the UW and WTC systems (discussed the transfer policies between WTCS and 4-yr. UW schools);
- explore teaching and curriculum in the UW and WTC systems, particularly in relation to creating new programs/courses, rigor, and mission creep;

- discussed strategies, activities and ways to build stronger relationships among the faculty of NEW ERA institutions – NEW ERA Library card, using social media to share resources;
- discussed the potential impact of the proposed budget in regards to maintain quality instruction, hiring challenges, the potential loss of department continuity and history;
- shared various methods of grading and assessments, including assessing for learning, effort and attendance;
- utilized the Difficult Dialogs Handbook to facilitate a conversation about civility in the classroom (F2F and online), and the use of civility contracts with students;
- explored the differences between the German and US educational systems (in preparation for proposed trip);
- viewed film produced by a visiting Afghan film maker (Sahraa Karimi). Thanks to Sarah Meredith.

1.1.2. Conference

This year, the Conference Working Group organized the region-wide conference to focus on ways to improve student learning. The conference was held on April 29 Lakeshore Technical College, Cleveland. The conference's theme was Best Practices and the keynote address was provided by Dr. Bill Cerbin, Professor of Psychology at UW-LaCrosse. Also, Linda Bartelt, Executive Director of NEW ERA, presented information about NEW ERA and the possible development of a listserv or a Facebook site for the group. About 60 people attended the conference. Included in this year's program were workshops on: Using Lesson Study to Investigate Teaching, Action learning Projects, Classroom Conduct Policies, Generational Differences, Making Courses More Inclusive, and Digital Literacy. See Appendix C for the complete conference agenda.

The comments from the conference evaluation can be found in Appendix E. Overall, participants enjoy the opportunity to spend time with peers. We hope we can continue these efforts by holding another conference next year.

The working group recommends that the FDG begin planning the 2012 conference as soon as possible in 2011. UW Oshkosh has volunteered to host the next conference and will probably have some aspect of sustainability as a main focus. The group discussed possible ways to increase attendance, such as moving it earlier in the semester, but the shortened timeline would make it extremely difficult to prepare for the conference.

1.1.3. International Initiatives

The major topic of discussion for this group was the proposed international trip for faculty members of NEW ERA institutions during the summer of 2011. The group had a number of confirmed participants, but the political climate and the uncertainty involving

campus budgets resulted in the cancellation of the trip. It is the group's sincere hope that it can be offered in 2012 once there is more confidence in the budgeting process.

The purpose of this trip would be an opportunity: 1) to explore future international education opportunities such as academic exchange programs for students and faculty of NEW ERA institutions; 2) to explore innovative approaches to enhance internationalizing curriculum and explore the possibilities of internships and apprenticeships, that could greatly benefit the institutions of NEW ERA, the businesses of NEW NORTH and our partners abroad, and 3) to improve inter-institutional relationships within NEW ERA by providing a shared experience for faculty.

- Planning for this trip could be a major task for next year's FDG international subgroup.

1.2. Accomplishments

1.2.1. All travel arrangements and Itinerary was developed for the trip for Germany.

1.2.2. Held the annual collaborative conference (Conference Group)

1.2.3. Reviewed conference comments & discuss alternatives for future years (FDG).

1.2.4. Continued sharing.

1.2.5. Plans for an online presence. (Linda Bartelt & group)

1.2.6. Transcribed credit for several accounting courses between UW Green Bay and LTC. Because of relationships developed at the 2010 conference, these two schools were able to meet and discuss ways to increase opportunities for accounting students to continue their education at UW – Green Bay.

2. RECOMMENDATIONS FOR THE 2011-2012 FACULTY DIALOGUE GROUP

The following are recommendations for the coming year (in no particular order of importance):

2.1. Consider organizing a NEW ERA faculty speaker's bureau. In compiling a list of potential speakers, next year's group should consider veterans of the Faculty Dialogue Group, as well as current members and other interested faculty. This has been discussed numerous times throughout the years, but with the discussed development of a web presence for the FDG, the timing may be right for 2011-2012.

2.2. Explore the possibility of a Facebook page and/or Listserv for the NEW ERA FDG. As a way to share information and opportunities amongst all NEW ERA institutions. After each conference, the FDG has struggled to keep people in touch with each other. This could be a way for conference participants to continue communications beyond the conference, while the momentum is still strong.

2.3. Continue Working Group's Projects: While the number of groups has changed over the years, as well as, the focus of each group, the FDG sees great value in not only having time for large group discussions, but also smaller, more focused discussion groups.

- 2.3.1. **Develop a handbook on FDG:** (Oftentimes discussed, but never attempted.) This guide would be provided to all new members upon appointment. It would include the history and mission of NEW ERA and FDG and what to expect.
- 2.3.2. **Continue work on Germany Trip (International Initiative):** As mentioned earlier this travel opportunity blends nicely with the NEW ERA collaborative mission and satisfies FDG interests in increasing global initiatives on our respective campuses.
- 2.3.3. **Organize/maintain an archive of conference plans and information from previous years (Conference Group).** The appointed chairperson could lead this effort.
- 2.3.4. **Continue work on ways to build relationships that are beneficial to all students in Northeast Wisconsin.** This new degree proposal is to create a degree that certifies quantity and quality but leaves breadth and depth up to the student. FDG firmly believes a degree of this type will satisfy a need for all the NEW ERA residents.

3. **FINAL COMMENT & REQUEST**

The continued success and enthusiasm of the NEW ERA Faculty Dialogue Group is an indication of not only the dedication of its members but also the relevance of collaboration and transferability issues to faculty. In addition to hosting another successful conference, the group continued its work to strengthen communication and relationships between both institutions and individual faculty members. We therefore would request the NEW ERA Board respond to this report, including any issues or recommendations they would like for the group to consider.

ACKNOWLEDGEMENTS

The group would like to thank NEW ERA who had the forethought to create a budget for the conference and who underwrote all of the expenses.

As the FDG has done for the past five years, we would like to thank Fox Valley Technical College for the use of the Bordini Center for our meetings and lunches, and specifically thank FVTC staff member Linda Lazic, for handling meeting logistics.

We would like to thank the NEW ERA Board for your confidence in, and continued support of, the NEW ERA Faculty Dialogue Group.

Conveners on behalf of NEW ERA

Christopher Matheny Interim Vice President and Chief Academic Officer,
Fox Valley Technical College

Steve UW Green Bay

Appendix A: Membership Plan

In June 2009, the NEW ERA Board approved a 29-member Faculty Dialogue Group for 2010-2011, adding a representative of UW Cooperative Extension and continuing with initial two-year terms with the option at the end of the term, to “re-enlist” for one more year as a “veteran.” The membership for 2011-2012 was distributed

Cliff Abbott (Veteran) UW Green Bay

Professor, Information and Computing Sciences, Secretary of the Faculty and Academic Staff

Rebecca (Becky) Abler (One Year) UW-Manitowoc

Assistant Professor, Biological Sciences

Heike Alberts (Veteran) UW-Oshkosh

Assistant Professor, Geography

Catherine Bryan (One Year) UW-Oshkosh

Faculty, Foreign Language

Heidi Cartwright, (Veteran) College of Menominee Nation

Faculty Member, Social Sciences

Chris Farrell (One Year) Fox Valley Technical College

Criminal Justice Instructor

Joe Halter (Two Years) Moraine Park Technical College

Social Science & Economics Instructor

Susan Hein (One Year) Lakeshore Technical College

Counselor

Gerald Heins (Veteran) Northeast Wisconsin Technical College

Instructor, Anatomy and Physiology

Evan Kreider (Two Years) UW-Fox Valley

Assistant Professor, Philosophy

Tammy Ladwig (Veteran) UW-Fox Valley

Assistant Professor, Education

Kathryn Lich (Two Years) Fox Valley Technical College

Social Science Instructor

Sarah Meredith Livingston (Veteran) UW-Green Bay
Associate Professor, Art and Visual Design
Faculty Coordinator/Office of Int'l Education

Julie Lukesh (One Year) UW-Green Bay
Assistant Professor, Natural & Applied Sciences

Jay Moynihan (Two Years) Shawano County UW Extension
Community Development Educator

Kay Neal (Two Years) UW-Oshkosh
Faculty, Communication

Jonathan O'Brien (Two Years) Northeast Wisconsin Technical College
Communication Instructor

Jim Olson (One Year) Moraine Park Technical College
Civil Engineering Tech Instructor

Carolyn Polodna (One Year) UW-Fond du Lac
Associate Professor, Business

Dawn Rohm (One Year) Fox Valley Technical College
Information Technology Instructor

Bobbi Schommer (One Year) Moraine Park Technical College
Medical Office Tech Instructor

Bonnie Silbernagel (Veteran) Lakeshore Technical College
Accounting Instructor

Missy Skurzewski (Veteran) UW-Sheboygan
Athletic Director, Assistant Professor, Physical Education

Bonnie Smith (One Year) Lakeshore Technical College
Instructional Technologist

Christine Smith (Two Years) UW-Green Bay
Assistant Professor, Human Development

Pennie Tilkens (Veteran) Northeast Wisconsin Technical College
Instructor, Anatomy and Physiology

Bill Van Lopik (One Year) College of Menominee Nation
Faculty Member, Tech and Resources/SDI

NEW ERA Northeast Wisconsin Educational Resource Alliance

Dana Vaughan (One Year) UW-Oshkosh
Faculty, Biology & Microbiology

Keith West (One Year) UW-Marinette
Assistant Professor, Geography/Geology

Conveners on behalf of NEW ERA

Steve VandenAvond
Associate Provost UW-Green Bay

Chris Matheny
Vice President and Chief Academic Officer Fox Valley Technical College

<u>Institution</u>	<u>Number of Members</u>
UW Oshkosh	5
UW-Green Bay	5
UW Colleges	6
Northeast Wisconsin Technical College	3
Fox Valley Technical College	3
Lakeshore Technical College	3
Moraine Park Technical College	3
College of Menominee Nation	2
UW Cooperative Extension	1
<u>TOTAL</u>	<u>31</u>

Appendix B: Meeting Minutes

Due to the length, the minutes are available as a separate document. Our gifted recorder documented our meetings in a manner that was both informative and entertaining.

Appendix C: Conference Agenda**8:30 Registration and Continental Breakfast****9:00 Opening Session****Multipurpose Room**

Welcome—Tom Hilke, Vice President of Instruction
Lakeshore Technical College

NEW ERA—Linda Bartelt, NEW ERA Executive Director

Keynote Presentation—Dr. Bill Cerbin
Professor of Psychology, UW LaCrosse

*Some Incredible and Credible Ideas about
Student Learning*

As instructors, our knowledge of student learning should influence our teaching practices. Presumably if we know how our students learn, we should be better able to plan instructional strategies to support their learning. Unfortunately, some widely popularized ideas about student learning are not based on credible evidence. Conversely, some well-established ideas about learning are underused in college teaching. This presentation explores several incredible and credible ideas about student learning and their implications for teaching. The purpose is not simply to debunk myths about learning but to emphasize the importance of developing a deeper understanding of how students learn as a basis for our teaching.

10:45 – 11:35 Breakout Sessions

Using Lesson Study to Investigate Teaching and Learning

Dr. Bill Cerbin, Professor of Psychology, UW LaCrosse

Lake Michigan Conference Room

Lesson study is a teaching improvement activity in which several instructors jointly design, teach, observe, analyze and revise a single class lesson. The object of the study is to better understand how students learn what we try to teach them. This session is a basic introduction to lesson study practices that explores how instructors can combine their effort to improve teaching with systematic classroom inquiry.

Action Learning Projects

Dr. Christy Brazee—Department of Communication, UW Oshkosh

Lakeshore Conference Room

Action learning projects engage students in collaboration with a client to address a “real-world” challenge through the concurrent application of course content. This session explores action learning, then describes a study conducted in a Training & Development course in which students developed a one-hour training session for a local organization. The striking findings were the level of student resistance and the uncovering of a set of student insecurities that contributed to difficulties both students and the instructor faced during the project. These insecurities and several recommendations for addressing student resistance in action learning projects will be discussed.

Policies for Conduct in the Classroom

Carolyn Polodna, Associate Professor of Business, UW Fond du Lac

Wells Fargo Conference Room

Attend this session and join in the discussion that will focus on policies for conduct in the classroom. Policies that are used as they relate to conduct expectations of participants in face-to-face as well as online classes will be shared.

11:45-12:45 Lunch

1:00 – 1:50 Breakout Sessions

Generational Differences and Learning Styles

Ann Mielke, General Education Social Science Faculty, MPTC

Lake Michigan Conference Room

Teachers should know the learning styles of their students. Agree or disagree? How people learn is fundamentally affected by generational membership. Agree or disagree? This presentation explores generational differences and learning styles and provides teachers with ideas they can use to address the various learning styles of their students regardless of delivery format.

Making Courses More Inclusive

Dr. Jordan Landry, Associate Dean, UW Oshkosh

Lakeshore Conference Room

The College of Letters and Science (COLS) at UW Oshkosh currently is engaged in an initiative to improve the performance of diverse students in introductory courses. The COLS initiative involves instructors in transforming these courses in ways that increase students’ knowledge of core concepts and improve their academic preparedness. In this workshop, participants will discuss ways to make courses more inclusive and to address inequities within our classrooms.

Digital Literacies Across the Curriculum: Creating Communities, Collaboration, and Critical Thinking

Dr. Jessica Van Slooten, Assistant Professor English & Women's Studies,
UW Manitowoc

Wells Fargo Conference Room

This presentation will show how to use blogs and wikis in a variety of courses to encourage students to use writing to process information and practice the discipline. The potential for community building and collaboration will be discussed and examples will be shared, along with assignments and rubrics. The focus will be on the content and the pedagogical outcomes rather than the technological how-to of these tools. Information about the presenter’s upcoming

Scholarship of Teaching and Learning (SoTL) project based on blogging in the classroom will also be shared. Discussion and questions are welcome!

2:00-2:30 Closing Session

Appendix D: Faculty Dialogue Group Guiding Principles

The 2000 Fox River Valley Regional Economic Summit identified educational collaboration as a top priority among educational institutions within northeast Wisconsin. As a result the Northeast Wisconsin Educational Resource Alliance (NEW ERA) was created.

The current Mission Statement of the NEW ERA is a consortium of the leaders of the thirteen public colleges and universities in northeast Wisconsin who foster regional partnerships to serve better the educational needs of the 1.2 million people of northeast Wisconsin. The current Vision Statement is that NEW ERA will be a valued leader in: (1) collaborating to serve northeast Wisconsin with quality, seamless education; (2) providing essential resources for communities, businesses and government; and (3) driving regional--and thereby state--economic development and stability.

In the summer of 2005, the NEW ERA Board requested a Faculty Dialogue Group (FDG) be established of volunteers representing the different institutions involved in the alliance. The overall charge to the group was based on a strategy of the NEW ERA Board to develop a more seamless higher educational environment for students among the various NEW ERA institutions. Specifically the group was to

1. identify and clarify inter-institutional collaboration issues between the educational institutions,
2. explore teaching and curriculum in the educational institutions, particularly in relation to credit transfer potential, and
3. recommend specific strategies, activities and events to build stronger Relationships among the faculty of NEW ERA institutions.

The following are the guiding principles for the FDG to guide them to achieve their charge from the NEW ERA Board.

1. MISSION

- 1.1. The Faculty Dialogue Group (FDG) was established to and will continue to foster open discussion of Faculty & Instructional issues relating to the various institutions within the NEW ERA organization. The FDG will work as the vehicle to initiate and maintain discussion to aid in collaboration among the faculty and instructors, and to work toward a better relationship between the NEW ERA institutions.

2. MEMBERSHIP

2.1. Eligibility

- 2.1.1. All faculty and instructors under contract at any of the NEW ERA institutions are eligible to participate in the Faculty Dialogue Group (FDG).
- 2.1.2. A “veteran” will be a member who has served at least 2 years in the group.
- 2.1.3. A “continuing member” will be a member who is in the second year of FDG membership.
- 2.1.4. A “new member” will be a member who is in his or her first year of FDG membership.

2.2. Institutional Representatives

- 2.2.1. All NEW ERA institutions are encouraged to have at least one representative on the FDG.

2.2.2. The NEW ERA Board will annually approve the actual number of FDG representatives they will support.

3. OFFICERS

3.1. The FDG will maintain a minimum of 3 Officers responsible for guiding, directing, and recording the activities of the group.

3.1.1. The Chair will be responsible for overall function of the group. The Chair's responsibility will include, but is not limited to

- conducting FDG meetings including development of the meeting agendas
- establishing ad hoc committees and charging them with specific responsibilities

3.1.2. The Vice-Chair will be responsible for aiding the Chair in their responsibilities, and conduct FDG meetings in the absence of the Chair. The Vice-Chair will become the Chair by default in the following year.

3.1.3. The Recorder will be responsible for maintaining the minutes of each meeting and any other reports created by the group. The Recorder has the power to delegate this responsibility to other FDG members when necessary. The Recorder will become the Vice-Chair by default in the following year.

3.2. The three Officers will be representative of three of the four different institution types associated with the NEW ERA (University of Wisconsin Comprehensives, University of Wisconsin Colleges, Wisconsin Technical Colleges, and the Tribal Colleges).

3.3. New Members to the FDG should not be eligible to be Chair or Vice-Chair, and it is preferred that Veterans not be a Vice-Chair.

3.4. Elections will be conducted at the first meeting of an academic year to elect a new Recorder.

3.4.1. In the event an Officer from the previous year is no longer an eligible member of the FDG or has resigned his or her position, a special election will be held to elect a new Officer.

3.4.2. The vacant Officer position should be filled with eligible members from the same institution type as the previous Officer. An exception to this can be approved by a majority vote by the entire FDG membership as long as three different institution types are represented by the Officers.

3.5. All elections shall be by anonymous paper ballot. No matter the number of candidates, a majority of votes will determine the winner of the election.

3.5.1. If a majority is not attained by a candidate on the first election, another election will be conducted with the candidates with the two highest percentage of the first election (indicating more than 2 candidates can be in the next election).

4. FUNCTION

4.1. The function of the FDG will be to accomplish its mission through various activities relating, but not limited to

- annual reports generated by the FDG
- relevant issues identified by the FDG as concurrent to the mission not previously addressed
- directive from the NEW ERA Board

4.1.1. An agenda of specific activities for the coming year will be provided or established at the first meeting of the academic year and approved by the entire FDG by a majority vote.

5. BUDGET

5.1. Before the end of the academic year, the Officers of the FDG will develop a budget for the coming year to propose to the NEW ERA Board of Director.

5.2. The NEW ERA Board will review the proposal and approve an annual budget for the FDG to conduct its activities for the next year before the first meeting of the next academic year of the FDG.

- 5.3. The FDG will utilize any designated funds for specific activities by the Board for those activities only.
- 5.4. Funds not designated for specific activities will be utilized by the group to supplement the designated activities or to conduct any other activities as approved by a majority of the FDG.

6. REPORTING

- 6.1. The FDG will produce an annual report outlining their activities, outcomes, and proposed future activities to the NEW ERA Board of Directors. This report will be produced by the Officers or an ad hoc committee charged by the Officers.
- 6.2. When requested by the NEW ERA Board of Director, representatives from the FDG will also present in person their report to the Board.

Appendix E: Conference Evaluations**Conference Evaluation Comments Regarding “The Best Part” of the Conference...**

Everyone was so nice.

I enjoyed the positive energy and thoughtful comments.

Getting to talk w/ people from various institutions

Talking w/ colleagues

Opportunity to hear Bill Cerbin

Keynote

Workshops

Longer lunch to share & walk

Opportunity to collaborate - would have liked to during presentations

Bill was a great keynote

dialogue w/ colleagues

The keynote

Collaborating w/ other campuses

Meeting colleagues & getting to know other experiences

Networking, sharing ideas, demystifying learning styles

Talking w/ colleagues from other campuses

Getting away from my campus for a day

Networking, enjoyed the student panel session - they provided much insight

Meeting others w/ like interest

very friendly & welcoming staff/hosts

Exchange of ideas during workshops

Breakout sessions

All were good & relevant

Emphasis on student learning was applicable to everyone

1-1 interaction w/ peers

Time of sharing

Keynote speaker was very thought-provoking

Excellent location & venue at LTC

Location

Keynote- but needed more time

Both break out session very informative

enjoyed the hour for lunch & interact w/ other colleagues instead of a "working lunch"

Keynote- but needed more time

Breakout sessions - time to discuss different concepts - well organized into digestible bits

always good to have time to learn new techniques

Good Keynote speaker nice interaction w/ other faculty

Networking, learning about recent activities of NEW ERA, gathering ideas

Keynote speaker, conference location - beautiful campus, timeframe (not too long)

enjoyed the hour for lunch & interact w/ other colleagues , talking with colleagues - a few new ideas for teaching

Meeting colleagues & getting to know other experiences

Least successful element of the conference...

Went so quickly

More time needed for keynote

Breakout sessions

Breakouts not very productive

Shorter lunch

signage

Lesson Study - unlikely I will ever participate

More time for keynote on Q&A

Sessions a bit too short

got lost

Tech session could have been more prepared/organized

Sessions could have used 15-30 minutes more time

Less time for lunch

Less white flour & sugar in food

3 shorter rotations

None

Sharing w/ peers

Nothing - glad I was invited

Keynote breakout was disappointing

One session good, one not too useful

Suggestions for future conference topics

Pedagogical collaborations

Have more conferences

Like to attend more - some could use a follow-up

Too long lunch - use time for presenters

Keynote was exceptionally off on time frame

Put all PPT's & handouts on jump drive for all attendees

Keep up the good work

More like today's keynote

Future Trends in Education

Innovative courses/new degrees

Faculty research/grants forum - presentations w/ NSF

Communication w/ colleagues and conflict resolution

More student panels

online teaching & technologies as apply in classroom

faculty research fair

people attending describe/post interest areas regarding

collaborating

How to engage students in an online environment

How to approximate the online to F2F

preparing students for green economy

cross- college collaboration

Time of sharing by each institution

shorter lunch - end time sooner

include directions to buildings

Freshman first year seminar courses

Retention

AmericCorps VISTA grant & essentially free workers for campuses

Practical applications of professional development experiences - how
to take back to campus and make it work

Enjoyed very much

Incorporating diversity into the curriculum

International relationships