Message from the Provost

William J. Radke, Ph.D.

Perhaps you can but I certainly cannot remember a busier semester. We are at a full run with the strategic planning effort; getting ready for the Higher Learning Commission visit on November 12-14; conducting departmental Self Studies for Continuous Improvement this fall; holding a couple of dozen departmental coffees; preparing for Oklahoma Research Day on our campus March 8; putting together the first national conference on Transformative Learning coming March 27 and much more.

The week of September 10 will bring two forums where you can learn about the upcoming Higher Learning Commission visit. We all share the responsibility of explaining to the HLC consultant examiners how we meet our mission of helping students learn. Please plan to attend one of the following:

HLC Forum 1
Center for Transformative Learning CTL120 – Radke Recital Hall
Tuesday, September 11
2:00-4:00 pm

HLC Forum 2
Liberal Arts Building – Pegasus Theatre
Wednesday, September 12
2:00-4:00 pm

In addition, please review the self-study and if you find major omissions or errors of fact, contact Dr. Kearns or Dr. Pope. The self-study was produced by a committee of your peers working tirelessly over the past two years. It is located at: http://www.uco.edu/academic-affairs/ae/hlc/study/index.asp

An examiner may ask you questions about the document, so please review it before November 12.

At the Fall Forum I suggested that Transformative Learning is as much a transformation of faculty and staff as it is of students. It is true that the vast majority of faculty and staff at UCO value teaching, and you do the best job you know how to do in the classroom and in the co-curricular environment.

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Nationally reports of teaching practice from 2008 show that the overwhelming percent of class time is spent with students only passively involved in course content. That is, lecture is still the predominant technique used by instructors inside and outside of the classroom. Who can blame us?

Most of us were not trained in andragogy. However, it is not too late to learn the skills necessary to provide engaged, cooperative learning and once we see the benefit to our students the impact on faculty and staff will follow.

In the Tomorrow’s Professor eMail Newsletter from October 24, 2011 was the article “Ten Reasons College Administrators Should Support Small Group Instruction.” We have invited one of the cutting edge educators cited in the paper to our National Transformative Learning Conference on March 27, 2013. In his keynote, Dr. Vince Tinto will explain that the most powerful predictor of student retention is the nature of his/her involvement with the institution. Students who report positive interactions with other students and with faculty and staff are much more likely to continue in college. The most critical time is the first few months on campus. That is, we cannot wait until a student is a junior or senior to provide high impact learning experiences.

In the classroom it is not at all uncommon for a faculty member to assign textbook reading and for that same faculty member to be surprised when the students don’t do the reading. Why? Because students are aware the instructor will tell them what they need to know anyway…so why buy or read the textbook? Many of you will recall Brent Wendling’s workshop entitled “Why Is There Always Time for Their Facebook® But Not My Textbook?” Only by creating small group experiences will this pattern end. There are wonderful lectures, demonstrations and other resources available on-line making it possible for faculty to provide content outside of the classroom and reserve class time for high impact practices.

The term for this is “flipping.” An article in The Chronicle of Higher Education from February 19, 2012 discusses the various techniques that can be used to flip a classroom, including small group instruction. All methods share the same imperative. Students do not passively receive content in class. Instead they gather subject content largely outside of class by reading, watching recorded lectures or listening to podcasts. Then, in class they do what has been typically thought of as homework such as solving problems jointly with professors and peers, group discussions, breakout sessions and projects. The immediacy of teaching in this way enables student misconceptions to be corrected well before an exam and the result is more learning.

A few of you have pointed out to me that some students will dislike this approach because they cannot remain anonymous and unchallenged in the classroom or at a co-curricular event. Therefore student evaluations are sometimes lower and there is a steep learning curve for faculty and staff.

However, if we really want to help students learn, the research could not be more clear…lecture or any other passive, low impact teaching and learning paradigm is not the way to reach them. If we commit to high impact practices as a community of faculty and staff, we should not worry about student feedback that might suggest “students feel they had to do all the work.” There is currently a UCO Student Feedback Action Team looking at changes in the SPIE that will support faculty members who are applying techniques of high impact learning.

So what are we doing to help faculty and staff shift from instructor-centered to learning-centered instruction? First the Teaching and Learning Institute for all new faculty and any others who wish to partake now focuses on these methods. Second, the 13th Annual Collegium on College Teaching Practice (formerly
FEC Day) provided a large number of sessions on this topic. The FEC has been renamed the Center for Excellence in Transformative Teaching and Learning to emphasize the importance of high impact practices in the classroom and co-curricular environments. Activities are scheduled throughout this year and include a national conference on Transformative Learning at UCO co-sponsored by the American Association of State Colleges and Universities.

Finally, if we believe that our goal as a faculty and staff is not simply to impart information but that it is to make a significant change in the lives of our students then we must join with those at UCO who have begun to replace informational teaching with the broader and deeper concept of transformative teaching.

Selected Reading:


Introduction to Classroom Flipping. [http://tlt.its.psu.edu/flip](http://tlt.its.psu.edu/flip)

What's new?

- Dr. Greg Wilson has accepted the position of Assistant Vice President of Research and Grants.
- Dr. Gary Steward has accepted the position of Interim Dean of the College of Liberal Arts.
- The Faculty Enhancement Center is now the Center for Excellence in Transformative Teaching and Learning.
- The Center for Professional and Distance Education is now the Center for eLearning and Continuing Education.
- Oklahoma Research Day is back on the UCO campus on March 8, 2013.
- UCO is partnering with the American Association of State Colleges and Universities to host the first ever National Conference on Transformative Learning on March 27, 2013.
- The former Transformative Learning Conference Committee has accepted the role of Transformative Learning Steering Committee.
- The Higher Learning Commission of the North Central Association of Schools and Colleges will be on campus reviewing UCO for reaffirmation of our accreditation November 12-14.

Have a great semester!
Learning in higher education largely consists of two primary activities: lecture and homework. Despite repeated calls for more active engagement in learning, the in-class lecture/out-of-class homework approach has been the most feasible strategy to employ, until now. In large part due to a combination of the ubiquity of high-speed Internet and the increased ease of authoring digital multimedia, it is now a reasonable option to invert when and where the lecture and homework activities occur. This inverted learning strategy has recently gained attention, first in K-12 and now in higher education, by the phrase “flipping the classroom.”

Flipping the classroom merely involves an instructor strategically offloading instructor-centric activities, i.e. lecture, to students when they are outside of class. Doing this allows the instructor to use in-class time with students to implement activities that deeply and meaningfully engage students with the content, the instructor, and each other. This engagement increases the likelihood that students’ learning experience will be a transformative one.

As mentioned previously, technology is the catalyst in making the Flipped Classroom strategy possible. You may feel intimidated by the fact that technology is a crucial component in this strategy, and therefore be hesitant to consider it. However, using technology to accomplishing a Flipped Classroom does not require advanced technical skills, nor does it have to happen all at once. And remember, the Technology Resource Center (TRC) is here to assist you along the way!

To help you better visualize the path to a Flipped Classroom, we are providing the following:

**Steps to a Flipped Classroom Guide**

**Step 1** - Identify in-class activities that currently involve you presenting and students watching/listening.

**Step 2** – Convert these activities into “digital media artifacts.”

Start small by choosing the one activity or topic that you think would be the easiest to convert to a digital media artifact. Creating this artifact can be as simple as recording a video with a camcorder, webcam, iPad, or even a smart phone. If you are camera shy, you can create an audio-only narrated presentation or screen recording. Again, TRC is here to help you!

Get creative! Use these digital media artifacts to virtually take your students out “in the field” with you. Allow your students to observe a conversation between you and other colleagues in your field on points of current interest or change. The options are truly endless.

In addition to creating your own digital media artifacts, there are many online resources available to use, such as Films on Demand, iTunes U, Kahn Academy, and MERLOT just to name a few.

**Step 3** – Deliver the digital media artifact to students.

This is where the power and simplicity of Learn@UCO (D2L) can be a great asset for flipping the classroom. You can quickly create a content link to an artifact that you have created or to a resource that is located elsewhere.
iTunes U is another platform that can host your digital media artifacts. iTunes U allows students to subscribe and automatically download the media artifacts through iTunes on their computer or from their iPhone or iPad.

If your digital media artifact is a large file, which is often the case with video content, you may want to make this content available via streaming so that students do not have to download it. The TRC Multimedia Services staff can assist you in making your media available in a streaming format.

**Step 4 – Engage students in student-centered activities while in-class.**

Once you realize how easy it is to digitally deliver your lecture activities to students, you may find that the most challenging aspect of flipping your classroom is deciding what to do in-class, or better stated, what to have students do in-class. And that is where the real excitement begins!

We hope you will consider the benefits of the Flipped Classroom strategy for your students, and feel encouraged by knowing that resources and support are available to help you make it happen. The Technology Resource Center stands ready to assist you in using the many academic technologies available at UCO that support this strategy. Please contact us at 974-5595 or trc@uco.edu if you would like to meet to discuss ways that you can begin flipping your classroom right away!

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Congratulations to the fifth class of Academic Leadership Fellows! They are Dr. Cheryl Evans from the College of Education and Professional Studies, Dr. Brian Lamb from the College of Fine Arts and Design, and Dr. Michael Springer and Dr. Susan Spencer from the College of Liberal Arts.

The Academic Leadership Fellows (ALF) program began in 2008 as part of the academic succession planning process. Fellows are exposed to a deeper and broader understanding of higher education and academic issues and trends through readings, discussions and shadowing of academic leaders. Fellows are also tapped to create a project in spring semester that will be of benefit to a wide audience, preferably the whole campus. While Fellows are not guaranteed a new leadership position, many have been recruited into new positions or promoted as a result of their experiences/projects associated with the Academic Leadership Fellows program. Past participants of ALF are: Chris Domanski, Dr. David Bass, Dr. David Hartmann, Dr. Ruki Ravikumar, Dr. Patti Loughlin, Dr. Luis Montes, Dr. Darla Fent, Dr. Geoff Willis, Dr. Evan Lemley, Dr. Beth Allan, Dr. Cathy Webster and Dr. Len Bogner.

The latter three Fellows were participants in ALF during 2011-12 and a synopsis of their projects follows. Dr. Bogner worked with CeCE’s Bucky Dodd on a ‘Blended Education Collaborative,’ Dr. Webster began work on an Honors Program, and Dr. Allan began work on a Civic Engagement Common Core Curriculum.

Honors Program Exploration
Dr. Catherine Webster, Associate Professor, College of Liberal Arts

Initially, my participation on the President’s Creative Leadership Council compelled me to consider how we might legitimize and expand interdisciplinary and alternative curriculum models at UCO, perhaps in the form of a minor or certificate (as are the case for Leadership and Global Competency, respectively). My goal was to promote and encourage risk-taking in our high-ability population, especially.

Upon presenting my initial idea to the Provost and Vice Provost, they encouraged me to pursue research into the possibility of establishing an Honors Program or College at UCO. I was delighted, then, to undertake a series of conversations with UCO faculty members and administrators regarding the history and potential future of such a Program. The idea was met with near-universal support and excitement, and I was pleased to learn that we regularly recruit a cohort of incoming students who would qualify for such a Program at other institutions. Our population is already out there!

I also interviewed Honors Program Directors at two other colleges to learn about their models, successes, and challenges. On the whole, the messages were consistent and encouraging, and have resulted in a charge by the Provost to co-facilitate (with my colleague, Dr. Pamela Washington) and Action Team that will consider the various demands of such a program, conduct further information-gathering sessions with various campus constituencies and a wider variety of other institutions, and make recommendations for implementation.
Redesigning Core Courses to Incorporate Civic Engagement: A Model of Faculty Professional Development
Dr. Elizabeth Allan, Associate Professor, College of Mathematics and Science

Statement of purpose:
This project has two purposes: 1) redesign six (6) core courses so that they incorporate a synergistic approach to civic engagement; and 2) adapt and implement a cross-disciplinary model for collaborative, faculty-driven curricular redesign to incorporate a specific focus: i.e., transformative learning.

Premise of the Project:
The mission of helping students learn by providing transformative experiences guides the University of Central Oklahoma (UCO). For transformative learning to be a holistic experience students must be at the center of their own active and reflective learning experiences. A committee, chaired by Dr. Sunshine Cowan, applied the Central Six tenets to the current UCO Core Curriculum in Fall 2010. While the committee indicated that all Central Six tenets were represented throughout the core offerings, service learning was included the least number of times. Civic engagement was not identified in the alignment and was presumable subsumed within the service learning category.

Experiences in a student’s major field and the core form the opportunity for engagement in the Central Six. For transformative learning to occur, transformative opportunities need to be integral to the courses.

We accomplish integrating transformative opportunities through promoting collaborations between students, faculty, staff, and community partners and the sharing of university resources. Currently, there is no identified, unified strategy for promoting this type of collaboration among faculty or a method of involving students comprehensively in civic actions.

The identification of a selection of core courses as a Civic Core could both promote collaborations between university personnel while attracting and retaining students. Once identified, a student could deliberately enroll in identified courses, complete key activities in each class, and provide evidence for the completion of the activities. When completed the student would awarded a certificate or identification on their transcript.

To accomplish the development of a civic core, this project has two goals:

1) Redesign six (6) core courses so that they incorporate a synergistic approach to civic engagement; and

2) Develop and implement a cross-disciplinary model for collaborative faculty-driven curricular redesign to incorporate a specific focus (transformative learning).

The intellectual merit of this project is in learning how to engage faculty in a collaborative model of course redesign around a particular focus. Experience suggests that the outcomes of the project will contribute to a broader understanding of effective mechanisms to develop faculty collaborations so as to improve student engagement.

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The American Democracy Project is dedicated to preparing the next generation of informed, engaged citizens of our democracy. The New York Times readership program returns to campus this year with free copies of the newspaper available to the campus community along with some daily digital passes Monday through Friday. If you have a topic suggestion for the Community Conversations discussion series, please contact the American Democracy Project at adp@uco.edu.

Design student Ganbaa Gansukh unveiled the American Democracy Project video showcasing the civic engagement work at the University of Central Oklahoma at the American Democracy Project national meeting in San Antonio in June 2012 to celebrate the 10th anniversary of the American Democracy Project in partnership with The New York Times. To view the video, please visit http://www.youtube.com/watch?v=uPQYAqtizOs.

Constitution Day Programming in September

The National Conference on Citizenship and the National Constitution Center will host a free conference on Friday, September 14 dedicated to 225th anniversary of the U.S. Constitution. To access the free conference online, please visit www.ncoc.net.

Voter Registration Contest, September 17-21

UCO will participate in the Oklahoma Campus Compact voter registration contest September 17-21 as part of our Constitution Week programming. UCO has won the contest two years in a row. We need your support and participation to be successful this year! Please visit the American Democracy Project office (Thatcher Hall Room 121C) to register for the first time, update your party affiliation, or update your mailing address. In addition, voter registration tables will be located throughout the campus during the week. For more information, please contact Professor Mary Carver, mcarver2@uco.edu.

Special Naturalization Ceremony, September 28 in Constitution Hall

Join us as we welcome and observe members of our community become new U.S. citizens in a special naturalization ceremony. New citizens and their families arrive on campus beginning at 8:00 a.m. so the campus community will have informational tables and activities in the 19th Hole of the Nigh University Center all morning. The ceremony begins at noon and space is limited. You may access a live stream of the ceremony through the UCO home page. Join us at 1:00 p.m. in the 19th Hole for a reception with new citizens and their families. For more information and to participate, please contact Professor Susan Scott, sscott@uco.edu.

Stewardship of Public Lands Faculty Seminar

Dr. Elizabeth Allan, Associate Professor of Biology and American Democracy Project member, joined thirteen other faculty members from American Association of State Colleges and Universities (AASCU) institutions across the country to participate in the American Democracy Project’s “Stewardship of Public Lands: Politics and the Yellowstone Ecosystem” faculty seminar in Yellowstone National Park, July 30-August 4. The program, a partnership between AASCU and the Yellowstone Association, brings faculty together for a week in the summer to experience how the democratic process has been used to address the
controversies surrounding the use of public lands. The essential question was: in a democracy, how do the interests of all of these groups get addressed and resolved?

Issues such as winter use by snowmobiles, the reintroduction of wolves, and the place buffalo should hold in the Yellowstone ecosystem are hotly debated by groups who claim the primary right for making decisions about these issues. Over the course of the week, participants heard first from scientists and park administrators about the science and history of these controversies. The second half of the week was spent interviewing stakeholders on both sides of the debates who are affected by the policies of public land use in and around Yellowstone National Park.

“The seminar provided the opportunity for faculty to experience the democratic processes occurring in and around Yellowstone National Park and participate in the debate for should be responsible for the stewardship of our public lands,” Allan reflected. Professor Allan will continue this work in 2012-13 as she develops instructional units for the civic core, a pilot program she developed as an Academic Leadership Fellow in Academic Affairs in 2011-12.

We welcome your participation in the American Democracy Project. For more information, please visit the Center for Civic Engagement located in Thatcher Hall, Room 121C, (405) 974-3504 or www.uco.edu/adp.
Fall LEAF: COMPLETE COLLEGE AMERICA (CCA)

On the Monday morning before classes started, the Office of Academic Effectiveness sponsored the Fall Semester Leaders and Educators Academic Forum (LEAF). At this meeting, deans, chairs, directors, and vice presidents from Academic Affairs and other campus divisions gathered to begin developing plans to meet the Oklahoma State Regents for Higher Education (OSRHE) requirements for our participation in Governor Fallin’s Complete College America (CCA) initiative.

CCA is a national initiative that has been adopted by the National Governor’s Association, and CCA has already been recognized Oklahoma’s initiative as being a “national model.” You may recall that Governor Fallin announced Oklahoma’s intent to participate in the plan on UCO’s campus last year. At LEAF, we were privileged to have OSRHE Chancellor Dr. Glenn Johnson provide a clear and compelling introduction to the CCA initiative along with the Regents’ expectations of UCO. CCA is essentially about increasing degree completion, but also addresses building an educated and competitive workforce that can compete in the global marketplace.

More explicitly, UCO has been charged with producing an additional 90 degrees in each of the next five years, while also providing support for several other subcomponent initiatives in CCA. In a sense, this initiative is nothing new for us. We have had a number of retention and degree completion initiatives over the past few years. What makes this so critical for us is the state’s intent to tie our success in achieving CCA goals to performance funding at some point in the future.

Following the Chancellor’s introduction, the remainder of the morning was divided into identifying institutional-level initiatives and college- and department-level initiatives that support the CCA goals. These goals will be integrated into the annual academic planning process at each level and will ultimately be integrated into the Academic Plan. Vice Chancellor Tony Hutchison, who is coordinating CCA for the OSRHE, was present for much of the discussion that morning. Information on CCA may be found at the following link (and additional external links on this site):
http://www.okhighered.org/complete-college-america/

Institutional Assessment (IA)

The Office of Institutional Assessment is available to assist you with a wide range of services to support your assessment needs. Information may be found on the IA website (http://www.uco.edu/academic-affairs/assessment/services.asp). To request assistance, you may submit a request through the website or contact Heather Rabalais (hrabalais@uco.edu) or Sarah Combs (scombs3@uco.edu) directly.
Blackboard Analytics (BbA)

The Office of Institutional Research has been working with a new tool, Blackboard Analytics (BbA), which is a data warehouse for student data stored in Banner. Information is extracted from the data warehouse through a ProClarity report tool. Our intent is to develop an array of reports that will allow faculty and staff to view and work with student data. Currently, the Enrollment Report has been completed and is available for deans and chairs. We are working with the Office of Information Technology to create permissions that will allow users with different needs to access the data at levels necessary for their jobs. We are also working on setting up training sessions that will show faculty and staff how to work with the ProClarity tool. We hope to have this fully available by Spring Semester.

Assessment 101

UCO was privileged to have Dr. Susan Hatfield, Coordinator of Assessment and Professor of Communication Studies at Winona State University, on our campus on the Monday before classes began. Dr. Hatfield is a recognized authority and innovator in the field of assessment and presents assessment workshops to institutions around the country. In the morning, she presented her “Assessment 101” workshop to college and department assessment representatives, who learned about collecting and analyzing assessment data, and about aligning assessments through curriculum mapping and other tools. At lunch, Dr. Hatfield spoke to our Leaders and Educators Academic Forum (LEAF) group about “Building Infrastructures to Support Assessment.” In the afternoon, she worked directly with departmental and college assessment personnel in the College of Liberal Arts (CLA). Many thanks to Dr. Elaine Bartgis and Dr. Gary Steward in CLA for helping to bring Dr. Hatfield to our campus, and to Dr. Jeff King in CETTL for helping to support her morning workshop. We hope to continue to bring nationally recognized assessment experts to our campus in the future, and if you have suggestions of individuals from your discipline, please let us know.

2012 NSSE: The Results Are In

Each year, the National Survey of Student Engagement (NSSE) is given to first-year and senior students across the country in order to help measure the extent to which they are engaged in their campus learning environments. At UCO, the NSSE is given every three years and this past year, 344 Central Freshmen and 804 Central Seniors participated in NSSE. The Center for Postsecondary Research (CPR) in the Indiana University School of Education, which manages NSSE, states that student engagement is a critical component of the quality of a student’s undergraduate experience, and NSSE provides indirect measures of this by asking students about the time and effort that they put into studying and other educationally purposeful activities. A number of our Transformative Learning tenets, for example, are explicitly addressed in NSSE questions. By examining our NSSE results, we can review and prioritize how we deploy resources and initiatives to improve student engagement both in and out of the classroom. Over the coming year, the Office of Institutional Assessment will begin analyzing our NSSE results using an extremely successful survey review process that involves faculty, staff, and students from all areas of campus. In the meantime, you may review our current NSSE results through two reports that were provided by CPR, as well as our last three reports: http://www.uco.edu/academic-affairs/assessment/nsse.asp
UCO to Host the Next Oklahoma Research Day

On March 8, 2013, more than 1,000 participants from UCO and across the state will arrive on campus for Oklahoma Research Day. The planning, led by UCO, is proceeding well with the “call for papers” scheduled to be announced later this fall. This event is a celebration of Research, Creative and Scholarly Activities (RCSA) and an opportunity for students and faculty from multiple institutions to interact with counterparts in their respective disciplines. More details on the event will be available in the near future.

Student RCSA Grant Projects Underway

The student Research, Creative and Scholarly Activities (RCSA) grant program is in its fourth year enabling our undergraduate and graduate students of all disciplines to engage in the benefits and excitement of student-focused RCSA. During the year, students will engage with their faculty mentors to not only experience transformative learning within their discipline but to eventually present their findings to the broader community. This year the Office of Research & Grants has awarded over 190 RA projects, now underway.

Internships engage RA students over the summer

Several RAs were active over the summer on their respective RCSA projects. Diana Meek, a secondary education major and RA graduate student worked on the UCO campus in June investigating the subject of alternatively certified teachers. As a recipient of a student RCSA grant, she has received an award for her project proposal which is titled: “Investigating a Mismatch between Knowledge and Practice in First-Year Urban School Teachers.” Dr. Mike Nelson, Ph.D., Professor of Educational Sciences, Foundations & Research serves as faculty mentor for Diana and 4 other research assistants. Internship experiences prove to be fun but valuable in guiding students to expand their research interests to become more competitive in their discipline.

Congratulations to Grant Awardees

Congratulations to Dr. Chris Butler (CMS), Dr. Joe Grzybowski (CMS), Dr. Greg White (CFAD), Ms. Ines Burnham (CFAD), and Ms. Jill Priest (CFAD) who have all had external grant requests successfully awarded during the summer months.
RAs Embark on a 16-Day Study Trip

During May and June 2012, Dr. Chris Butler from the Department of Biology and three students embarked in a 16-day trip partially funded by the Office of Research & Grants to contribute to one of the most exciting recent advances in ecology – the use of stable isotopes to explore migration. During their trip through Oklahoma, Michigan, Minnesota, Montana, and Colorado, they banded five species of poorly-studied birds and acquired feathers for their research. Dr. Butler and his RA students, in collaboration with Dr. Jeff Kelly at the University of Oklahoma, will perform stable isotope analyses of the feathers during the fall 2012 semester.

Redesigning Core Courses (continued from page 7)

Action Plan:

1) Summer 2012 will be used to begin collecting relevant research on faculty collaboration models and the development of a model for UCO. A research design will be developed and IRB approval will occur. D2L course set-up and technology integration will occur.

2) During the 2012 fall semester, project faculty will develop a set of goals and objectives for the overall outcome of the course series based on best practices and successful programs. Faculty will continue to use D2L and undergo technological training. Data collection will continue.

3) Spring 2013 faculty will be redesigning their courses. Discussions and meetings will continue regularly to ensure a synergistic product. Data collection will continue.

It is anticipated that faculty will have courses ready for presentation to other faculty at the 2013 Transformative Learning Conference. Data will be aggregated and analyzed and the results presented at regional and national conferences.