



3rd Annual Regional Summit

Engagement, Empowerment, and Agency: Increasing Student Learning and Success

Friday, June 10, 2016

8:30am-3:30pm

Early Registration Deadline: May 15th

Regular Registration Deadline: June 1st



Catonsville Campus

800 S. Rolling Road

Catonsville, MD



Regional Summit

CONFERENCE THEME

“Engagement, Empowerment, and Agency: Increasing Student Learning and Success”

In our work as higher education professionals, we are on a perpetual quest to increase student learning and success. We rework our curriculum and pedagogy, we restructure our learning support systems, and we continually strive to improve our interactions with students. Despite our best efforts, many students struggle to attain the desired outcomes. There are a myriad of institutional factors that influence student learning and success for better or for worse. Nevertheless, if we are to be effective in our efforts to support students, we must be ever cognizant that the students ultimately hold the key to their success. In our work toward improved outcomes, we must see students as equal partners. More importantly, we must invite students to take ownership of their education and achievement. During this year’s regional conference we will consider ways to better involve students in their learning and success. Specifically, we will examine how the notion of agency, embedding first-year experience best practices, peer mentoring, and learning center redesign can positively impact student engagement and empowerment. We invite higher education professionals in the areas of developmental education, ESOL, learning assistance, tutoring, testing, and disability support services to join us for a day of discussions and workshops aimed at increasing student learning and success.

This year's conference will feature high-energy, TED Talk-style keynotes followed by interactive, workshop-style breakout sessions--all focused on hot topics in student learning and success!

About CRLA Mid-Atlantic:

The College Reading and Learning Association (CRLA) is an international group of student-oriented professionals active in the fields of reading, learning assistance, tutorial services, and developmental education at the college/adult level. Inherently diverse in membership, CRLA's most vital function and overall purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members. **CRLA Mid-Atlantic** serves faculty, learning assistance and tutoring personnel in Delaware, Maryland, Washington D.C., Virginia, and West Virginia by providing a regional forum for networking, professional development, and political activism.

Jeanine L. Williams, **Regional Director**

Pamela Runge, **Membership Coordinator**

Website: <https://crlamidatlanticregion.wikispaces.com>



Regional Summit

“Engagement, Empowerment, and Agency: Increasing Student Learning and Success”

CONFERENCE SCHEDULE

7:30-8:30	Registration and Breakfast
8:30-9:00	Opening Remarks
9:00-9:30	Talk 1: Developing Student Agency in the Reading/Writing Classroom
9:30-10:00	Talk 2: Partnering to Create “A Place of Yes”—Innovative Learning Spaces
10:00-10:30	Talk 3: Helping Students Succeed—FYE across the STEM Curriculum
10:30-11:00	Talk 4: Empowering Peer Mentors—CRLA’s Training Program Certification
11:00-12:00	Lunch
12:10-1:40	Concurrent Workshops--Session 1 <ul style="list-style-type: none">• Developing Student Agency in the Reading/Writing Classroom• Partnering to Create “A Place of Yes”—Innovative Learning Spaces
1:50-3:20	Concurrent Workshops--Session 2 <ul style="list-style-type: none">• Helping Students Succeed—FYE across the STEM Curriculum• Empowering Peer Mentors—CRLA’s Training Program Certification
4:30-6:30	Post-conference Dinner at Lebanese Taverna (additional fee)



Regional Summit

Developing Student Agency in the Integrated Reading/Writing Classroom

“Individual agency is the result of interactive relations, the self in dialogue with others, the world, and its own past. Agency is an inevitable process because our life stories, and the utterances we use to express them, are unique and can’t be replicated, and because every individual action or sentence is meaningful, despite language’s unpredictability, only within a system of relations” (Jane Danielewicz in “Personal Genres, Public Voices”). This talk will focus on the importance of developing student agency in the integrated reading/writing classroom. As facilitators of reading and writing instruction, we must equip students with the necessary tools to become independent thinkers, readers, and writers. Taking ownership and agency are essential components of students’ development in these critical areas. When students take ownership and engage in agency, they acquire deeper understanding and skills, and most important, they become more competent learners in and out of school. They become better prepared to succeed in academics, but also in 21st century careers and in life. The afternoon workshop will explore faculty and student perspectives on agency, along with practical strategies for encouraging students to assume ownership and develop a sense of agency. Specifically, participants will analyze student case studies, and they will discover how students’ reading experiences and writing can be used to develop agency.



Osen Bowser Jr. is Assistant Professor of English at The Community College of Baltimore County, where he teaches composition (both developmental and credit), African American Literature, and American Literature in both face-to-face and online formats. Currently in his 12th year of teaching, Osen has trained and mentored both adjunct and full-time faculty on integrated reading and writing accelerated models. He has presented at local, regional, and national conferences on integrated reading and writing, most recently the National Council of Teachers of English Annual Convention and the Conference on Acceleration in Developmental Education, and he also represented North Carolina on the Educational Testing Service’s PRAXIS National Advisory Council for English, Language, Literature, and Composition. He earned a Master’s in English and African American Literature from North Carolina Agricultural and Technical State University and will receive a Master’s in Instructional Systems Development from the University of Maryland, Baltimore County this fall.



Regional Summit

Partnering to Create “A Place of Yes”: How One Community College Has Shaken Up Traditional Academic and Spatial Divisions to Better Serve Students

Learning centers face tight budgets. Library resources have moved online, changing how and where students research, as well as changing the technology and tools needed to support learning. In response to these seemingly disparate challenges, FCC’s Writing Center, Tutorial Services, and Library joined forces. We spent two years researching, developing, and redesigning the existing 12,000 square foot Library into an innovative, flexible, student-centered learning space called the Learning Commons, which opened in January 2016. Students used to have to go to three different rooms in two different buildings in search of assistance; now, the services are conveniently integrated in one sleek, flexible, technology-rich space. Behind the scenes, expertise, resources, personnel, and budgets are merging and being shared in order to increase efficiency, build a strong team, and better serve students. We will tell the story of why we embarked on this transformation and show how the design of the space reflects a deep commitment to student achievement. The workshop portion will focus on visioning and planning similar cohesive learning spaces that promote collaboration, access, persistence, and academic success.



Betsey Zwing is the Tutoring and Writing Center Director at Frederick Community College in Frederick, Maryland. She sees her role primarily as a collaborator, building campus partnerships so students, faculty, and staff come to value the role a learning center plays in student achievement and success. Before moving into academic support administration eight years ago, Betsey taught composition and literature in community colleges for twelve years. She earned her Bachelor’s degree in English from Penn State University and Master’s degree in English from Clemson University.



Colleen McKnight is the Digital Resources and Information Literacy Librarian at Frederick Community College. In this role, she works closely with faculty and learning assistants to facilitate and teach research skills to students across all disciplines. She has collaborated with Betsey Zwing on a number of initiatives including co-teaching a Freshman seminar course, creating online student guides, and designing the new Learning Commons. Colleen received her MLS from the University of Maryland, College of Information Studies, and has also held Librarian positions at Hood College and the Historical Society of Washington, DC.



Regional Summit

Helping Students Succeed: FYE across the STEM Curriculum

First-Year Experience (FYE) programs focus on helping students make connections to faculty and other students, improving academic performance, and increasing persistence and graduation. These programs often require students to take additional courses, participate in seminars, or become members of learning communities. Credit limits and student work and life obligations can make these models difficult to implement. In addition, these FYE models may create a disconnect for students between the skills learned and the courses where these skills are applied. The embedded FYE model (FYE across the Curriculum) adopted by the STEM division at Harford Community College places the teaching of skills in the courses that use them, allowing students more flexibility in their schedules while developing the skills they need to succeed. Participants will learn more about how the model implements best practices in teaching that are in alignment with how students learn, addresses issues of student retention and completion in STEM courses, provides easy-to-access professional development to full time and adjunct faculty, and provides an opportunity to implement a successful FYE program without adding an additional course requirement.



Deborah Wrobel is Dean of the STEM division at Harford Community College. She has a Bachelor of Arts degree in Biology from Merrimack College, and a Master of Science in Environmental Science and Engineering from Johns Hopkins University. Prior to being Dean at Harford Community College, she served as the Senior Fellow for Environmental Science, Engineering and Sustainability, where she assisted with LEED building design, campus sustainability features, and the 'greening' of the college curriculum. With the STEM faculty, she has offered incoming students a highly successful STEM bridge program and the First Year

Experience Across the Curriculum.



Jaclyn Madden is an Assistant Professor of Biology at Harford Community College. She completed a Bachelor of Science in Biology with a minor in Psychology at Saint Vincent College and a Master of Science in Biotechnology at Johns Hopkins University. She was a 2014/2015 American Society of Microbiology Biology Scholar, completing a residency in assessment methods which focused on best practices in science teaching in institutions of higher education. In addition to her work with the FYE Across the Curriculum program, she is interested in improving student success in her classes via the incorporation

of academic skills instruction, active learning strategies, and genuine research experiences.



Regional Summit

Empowering Peer Mentors through CRLA's International Mentor Training Program Certification

Peer education has become a best practice in colleges and universities through incorporating mentoring, leading, and coaching other students in diverse curricular and co-curricular support initiatives. Past research has highlighted the benefits of peer-peer programming for the individuals involved in addition to the institutions that sponsor them, with evidence of fostering greater levels of student engagement and sense of belonging within the campus community, gains in academic achievement, and increasing retention. The International Mentor Training Program Certification (IMTPC) supports postsecondary peer mentor programs by designing and sustaining programs that foster holistic development of mentors, preparing them for success in their role and empowering them to become effective community leaders. This talk and workshop will discuss the important role of peer mentors on college campuses and how IMTPC's framework can guide administrators in developing and/or enhancing peer-peer initiatives, leading to program and mentor certification. Participants will leave with a greater understanding of the IMTPC certification process and ideas for supporting mentors' development.



Heather Porter is the Assistant Director of the Center for Student Achievement at Salisbury University, where she oversees the center's flagship program, Supplemental Instruction (SI), serves as an academic advisor for still-deciding students, and provides leadership for the center's assessment and strategic planning initiatives. In addition to her campus responsibilities, Heather is the Coordinator of the International Mentor Training Program Certification initiative through the College Reading & Learning Association (CRLA). Heather is pursuing her doctorate degree in Contemporary Curriculum & Instruction: Literacy at Salisbury University. She also holds a M.Ed. in Higher Education & Student Affairs from the University of South Carolina and a B.A. in French & Secondary Education from Randolph-Macon College. Heather has been an active contributor to the field of academic support with several national conference presentations about Supplemental Instruction, peer learning, and peer leader training and development. Her research interests include undergraduate literacy development, undergraduate peer learning, and evaluation of academic support programs.



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"An Evening at the Harbor" (Post-conference Social Event)

4:30-6:30

Do you want to keep the fun going and avoid evening rush-hour traffic? Make plans to join other conference attendees for an evening at the Baltimore Harbor.

This year will be dining at ***Lebanese Taverna*** in Harbor East

719 S. President St

Baltimore, MD 21202

<http://www.lebanesetaverna.com>



We will enjoy a 3-course family-style dinner featuring some of the finest Mediterranean cuisine in Baltimore.

The cost of the dinner is \$40 per person with a cash bar.

If you would like to join us for dinner, please register and pay by June 1st.



Regional Summit

Registration Information

Conference Registration Fees (Includes CRLA Mid-Atlantic membership fee)

General Registration \$65.00

Early Bird Registration \$55.00

(register and pay by 5/15/2016)

Part-time Faculty and Staff \$45.00

Student Mentors/Tutors \$45.00

Post Conference Dinner \$40.00

(please register and pay no later than 6/1/16)

CRLA Mid-Atlantic Membership ONLY \$10.00

(Membership Dates: June 1, 2016-May 31, 2017)

To register, please visit our conference site at

<https://www.eventbrite.com/e/2016-crla-mid-atlantic-regional-summit-registration-24603640150>

***Registration and payment must be completed by June 1, 2016
(Early Bird Registration deadline is May 15, 2016)***