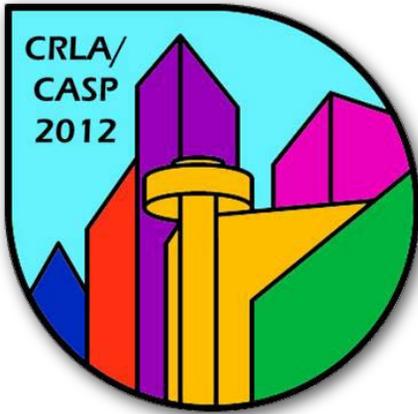STUDENT LEARNING & DIVERSITY

EXPLORING NEW ANGLES ON

CRLA/ CASP 2012

2012 CRLA/CASP Joint Conference
Call for Proposals
Houston, Texas – November 7th-10th

Our 2012 conference aims to offer a space for working collaborations in the fields of learning assistance, developmental education, tutoring, mentoring, and reading. This joint conference between CRLA (College Reading & Learning Association) and CASP (College Academic Support Programs conference—a 30 year collaboration between the Texas Association for Developmental Education [TADE], Texas College Reading and Learning Association [TxCRLA], and the Texas Higher Education Coordinating Board [THECB]) offers us a unique opportunity to gather and share our research, best practices, success stories, innovative thinking, and philosophical musings.

The Conference will be held at the Hyatt Regency Houston in downtown Houston, Texas. Conference rates for the hotel are $135 (single / double rates) per day with complimentary guestroom internet, complimentary shuttle to the Galleria shopping area, and plentiful dining choices within walking distance.

Our theme "Exploring New Angles on Student Learning & Diversity" is broad enough to include several issues. Questions to guide your proposal:

- What new angles (research, theories, practices, or technologies) are assisting student success? How can we, as educators, better understand and utilize these new technologies?
- How are students diverse and how do these diversities impact student support services and success?
- What are some innovative ways of serving an expanding diversity of students?
- What are we doing, or should be doing, to build diversity in our profession?
- How can we build collaborations across institutions to serve diverse populations?

Proposals are welcome to address the above discussions and should be aligned with our selected theme of diverse students and diverse ways of learning/knowing. The sections of this Call for Proposals include the following:

1) Session Types
2) Important Reminders
3) Call for Reviewers
4) Timeline for Proposing
5) Appendix A: Strands
      Lists all of the strands that are being offered at this conference (to correlate with CRLA SIGs). Each proposal should fit into one of the strands.
6) Appendix B: Rubric
7) Appendix C: Online Submission Directions

Session Types

Pre-Conference Institute (3 hour or 6 hour)

Delivered before the conference opens, this is an opportunity to present an in-depth workshop that requires a longer time span. Past institutes have focused on professional development, certification programs, technology competencies, innovative curriculum and instruction, etc. Generally multiple presenters who have carefully designed the content to be presented in an integrative mode during the time period deliver an institute. A Pre-conference Institute should be highly interactive and there is a limited availability of these sessions.

60-Minute Concurrent Session

A 60-Minute Concurrent Session includes **Research Reports** and **Best Practices Presentations** that promote the Association's guiding principles. The topic is presented for approximately 40 minutes. The final 20 minutes in the session are reserved for discussion and audience interaction.

  a) The **Research Report** provides background, rationale, questions, methodology, results, and implications of a completed but as of yet unpublished study. These are very important to the field and are highly encouraged.
  b) The **Best Practices Presentation** may include, but is not limited to, research syntheses, position papers on critical issues related to research, or presentations on models of learning assistance programming, innovative curricula, or research-driven instruction and instructional support.

90-Minute Concurrent Session

A 90-Minute Concurrent Session includes **Panels** and **Workshops**. The presenters are allotted 90 minutes, as extra time is required due to the depth and/or the breadth of the overall topic of the session. **These should not be extended presentations or reports but should instead focus on either collaborations (panels) or vivid interaction among participants (workshops).** Please indicate this in your proposal.

  a) A **Panel** focuses on significant issues representing a strong, unifying theme and usually includes ample opportunity for audience participation. A panel typically consists of a chair, three speakers each presenting for approximately 20 minutes, with the final 30 minutes set aside for audience interaction and discussion. The proposal must list the chair and all speakers with their individual talking points identified.
  b) A **Workshop** provides a practical application for curricular, instructional, research, evaluation, or assessment problems (among others) that may be encountered by professionals in any of the specializations served by the Association. The content of the workshop should lead the attendees to develop new knowledge and competencies pertaining to the topic that may later be implemented in total or in part at their respective institutions. A workshop should be interactive, and the delivery of the content should require a full 90 minutes.

Roundtable (60 minutes)

A **Roundtable** is a brief presentation (approximately 30 minutes) followed by a discussion (approximately 30 minutes), for a total session time of 60 minutes. There are various Roundtables occurring in the same room, and therefore, the audience is limited to those that can fit around the table (approximately 8-10 participants). Typically a roundtable describes an on-going study that has made sufficient progress, OR describes an innovative program, curricular design, or instructional practice that is in a design or implementation stage, OR allows for a small group to engage in a focused and guided discussion of an issue facing the profession. Roundtables are a great opportunity for individuals who are new to the conference to become involved in a very friendly venue or for those who serve a more narrow population to gather like minded professionals.

Important Reminders

All proposals must be submitted and will be reviewed online. The proposal submission site will be available on February 8, 2012 from our conference webpage: http://crla.techenterprises.net/conferencesubmission.taf. Proposals must be submitted no later than 11:59 PM CST on Monday, April 2, 2012. Proposals must be complete and conform to the Guidelines for Submission to be considered for review. **Incomplete proposals will not be reviewed.** After you successfully submit your proposal you will receive an e-mail confirmation. All submissions can be reviewed or edited by the submitter before the submission deadline through the online system.

Remember that all presenters are required to register for the conference. If a presenter has not registered by the end of the normal registration period their name will be removed from the program. If that person is the sole presenter for a session the entire session will be removed from the program.

Only original work related to CRLA's guiding principles that has not been presented or published elsewhere may be proposed. A proposal may be submitted only once and to only one strand, and it must be blinded for review following the submission guidelines. No individual can appear on the program more than three times as a presenter. We want to make sure that everyone with research to present, a story to tell, or an idea of great value can participate in the annual conference.

Presenters are strongly encouraged to submit appropriate papers for possible publication in the *Journal of College Reading and Learning*.

CRLA/CASP will provide LCD projectors/screens for all sessions. Presenters must provide their own laptops and any other equipment necessary. If presenter is bringing a Mac laptop it is recommended that the appropriate connecting cable should also be brought to connect the Mac to the projector. Proposals that require internet will need to state this, as internet will be limited in session rooms.

Proposal Reviewers Needed

We also have opportunities for members to serve by volunteering as a reviewer of proposals submitted for presentations at the upcoming annual Conference in Houston. To volunteer to serve as a reviewer of conference proposals we request that you complete and submit the information found at http://crla.techenterprises.net/reviewerinterest.taf by March 15, 2012. If you have questions please contact Melissa Thomas at melissa.thomas@utsa.edu.

IMPORTANT DATES

• February 8, 2012	First date that proposals for the 2012 conference program may be submitted online
• April 2, 2012	Proposals for the 2012 conference program must be submitted electronically by 11:59pm CST
• June 1, 2012	Notification of all proposal review decisions will be sent out via email, but **only to the person who submitted the proposal electronically. This person must notify all other individuals!**

Appendix A
Strands – 2012 CRLA/CASP Conference

Please submit your proposal to the most appropriate area. For questions about topic relevancy, contact SIG chairs via e-mail.

Program Strands: An Overview
Strand 1: Brain Compatible Teaching/Learning
Strand 2: College Reading
Strand 3: Developmental/ Basic Writing
Strand 4: English Speakers of Other Languages (ESOL)
Strand 5: Graduate & Professional Student Success
Strand 6: Learning & Study Strategies
Strand 7: Learning Assistance Center Management
Strand 8: Learning Communities
Strand 9: Learning Disabilities
Strand 10: Mathematics
Strand 11: Multicultural Issues
Strand 12: Peer Assistance Programs
Strand 13: Research and Evaluation
Strand 14: Technology & Distance Learning
Strand 15: Professional Development and other topics

PROGRAM AREAS AND TOPICS
STRAND 1. Brain Compatible Teaching/Learning
Research in critical thinking and instruction, cognitive processes, adult literacy, problem solving, and cognitive models describing how adults learn and remember.
SIG Chair: Charis Sawyer (csawyer@jccc.edu)

STRAND 2. College Reading
To provide opportunities for sharing ideas, information, theory and research about teaching reading at the college level.
SIG Chair: Ana Rojas-LeBouef (amr028@shsu.edu)

STRAND 3. Developmental/Basic Writing
To promote a more global understanding of the issues in developmental writing and to promote the advancement of more dynamic strategies for addressing the challenges. To engage members in discussion of pressing concerns in the field. To examine the multicultural nature of basic writing in graduate programs in rhetoric and composition.
SIG Chair: Kendra Haggard (haggardk@nsuok.edu)

STRAND 4. English Speakers of Other Languages (ESOL)
To exchange information on testing, textbooks, and techniques of teaching
ESL/EFL. To evaluate and act as a clearing house for materials and resources.
SIG Co-Chairs:
Julie Brogno (j_brongo@yahoo.com) & Leslie Connery (lconnery@harford.edu)

Strand 5: Graduate & Professional Student Success
To understand the learning barriers that graduate and professional students face to be
successful in their programs and to assist the CRLA members who work with these students in
delivering the highest quality of services to them.
SIG Chair: Katy Kemp (katy.kemp@unthsc.edu)

Strand 6: Learning & Study Strategies
To create opportunities for networking, professional growth, and sharing of materials, theory,
research, and practice related to college-level learning and study strategies.
SIG Chair: Robert Oliverio (oliverio@gatewaycc.edu)

Strand 7: Learning Assistance Center Management
To provide a forum for the discussion of learning center goals, practices, supervision, and
evaluation among learning assistance center managers and staff.
SIG Co-Chairs:
Penny Turrentine (pturrentine@pima.edu) & Dorothy Briggs (dabriggs@email.arizona.edu)

Strand 8: Learning Communities
To share research and best practices related to all paired and integrated courses designed to
improve student learning and retention in college.
SIG Co-Chairs:
Rose Arszulowicz (roa@berkeleycollege.edu) & Roseann Torsiello (rtt@berkeleycollege.edu)

Strand 9: Learning Disabilities
To share information, exchange ideas, and develop techniques to assist the student with a
learning disability to acquire skills and knowledge for success in higher education. To share
information on policies and procedures used in accommodating learning- disabled students
created in accordance with the ADA law.
SIG Co-Chairs:
Kira Shank (kshank@kaplan.edu) & Sheryl Bone (sbone@kaplan.edu)

Strand 10: Mathematics
To provide an opportunity for communication among those providing tutorial services in
mathematics and teaching developmental math courses.
SIG Co-Chairs:
Mary Thurow (mary.thurow@minneapolis.edu) & Holly Hassemer (hassemht@uwec.edu)

Strand 11: Multicultural Issues
To increase awareness of, and provide space for, discussion and sharing on various topics related to multicultural issues and diversity in higher education and how these concerns encounter and influence learning and student success in college. Members are encouraged to share their practical experience and perspectives along with critical research and publication on any matter related to multiculturalism, broadly defined (e.g. race and racial identity; gender and gender identity; international student concerns; trauma culture; underprepared students and affirmative action programs and services, etc.).
SIG Chairs:
Yolanda Clarke (yclarke@ithaca.edu) & Terri Massie-Burrell (tmassieburrell@frostburg.edu)

Strand 12: Peer Assistance Programs
To share innovative materials, research, and best practices related to effective peer assistance programs, primarily tutoring and mentoring, but including other successful models (e.g. Supplemental Instruction and Peer-Led Team Learning) in order to:
- improve recruitment , training, and education
- explore different types of programs
- assist in program design and assessment
- keep members informed of cutting edge research
- increase faculty involvement

SIG Co-Chair: Diane Eisenberg (deisen@chapman.edu)

Strand 13: Research and Evaluation
To encourage CRLA members to become researchers, to aid in the development of a research base in learning assistance and developmental education, and to disseminate information on current research and evaluation issues.
SIG Chair: Sonya Armstrong (sarmstrong@niu.edu)

Strand 14: Technology & Distance Learning
To share information, exchange news of methods, techniques, and best practices focusing on the use of technology and distance learning. The wide range of interests in this group include such topics as: distance learning courses, hybrid classes, tutoring online, effective uses of technology in teaching, and Learning Center Web Sites.
SIG Chair: Dorothy Chase (Dorothy.chase@csn.edu)

Strand 15: Professional Development & Other Topics
This category is reserved for sessions that do not easily fit into others, such as history of the field, "wisdom of the sages", collaborative ventures, etc.
Strand Chair: Lori Saxby (lsaxby@usi.edu)

Appendix B

Rubric for Scoring Session Proposals for

2012 CRLA Conference in Houston

Criteria (# pts. possible)	*Exceeds Criteria*
1. Relevance to Conference Theme/Strand **(10 points)**	Relevance of title and description to proposed strand(s), conference theme, and presentation, as a whole, is explicit.
2. Relevance to Field **(20 points)**	It is obvious that this presentation will make a significant contribution to the field. It is based explicitly on sound theory and research.
3. Proposal Format **(25 points)**	The proposal clearly establishes the content and method of presentation. It is clearly and coherently written. A robust reference list of current research is included.
4. Learning Objectives **(10 points)**	Learning objectives for participants are explicit, appropriate, and reasonable.
5. Knowledge & Experience **(10 points)**	The knowledge & experience of the presenter(s) about this topic is obvious and extensive demonstrated by the written proposal, not through individual credentials.
6. Delivery **(15 points)**	The delivery methods for time period, audience, and session type are appropriate and effective.
7. Interest **(10 points)**	This session sounds interesting, informative, AND helpful.

Appendix C
Online Submission Instructions

This document will walk you through the procedure for submitting your proposal online.

Before You Begin

Before you begin the online proposal submission process, please take the time to make sure you have all of the required information close at hand. The following list is all of the information you will be asked to enter into the proposal submission screens.

- Your proposal title
- Your proposal summary to be used in the program, if accepted (50 word limit)
- The strand you wish to submit your proposal to
- The proposal type, also referred to as a *Session Type*. Available types are as follows: Pre-Conference Institute (3 hour or 6 hour), 60 Minute Research Report, 60 Minute Best Practices Presentation, 90 minute Panel, 90 Minute Workshop, or Roundtable
- A password which you can later use to edit your proposal submission
- Your Proposal Summary and applicable reference list. This should be a maximum of 1000 words and be prepared for a fair blind review (therefore no identifiable author names present).
- Complete contact information for each participant, including name, mailing address, phone numbers, and email address. If the contact person for your proposal will have a different summer address, you will need to provide that as well

Proposal Summary

The content of the summary should be research-based, using citations, and be prepared to allow for a fair **blind review**. If the summary exceeds the length limit, cannot be read, or cannot be reviewed fairly due to lack of blind review preparation, a proposal may be refused without review.

Your proposal summary must be prepared in a separate file using WORD format (.doc please). In no more than 1000 words compose a complete summary of the proposal including appropriate citations and a reference list. ***No author identifying information*** should appear on the first page of the summary or any page thereafter.

The summary must present specific information based on the type of proposal being submitted and detailed as follows: a) purpose; b) perspective(s) or theoretical framework; c) methods and/or techniques; d) data source(s); e) results and/or conclusions; f) learning objectives; g) educational or scientific importance of the study; h) delivery style or methods; and i) interest/connection to audience and conference theme.

A current and substantive reference list is a necessary component of the proposal summary to show a research base for the submission. However, other attachments or appendices are not appropriate and should not be included. If authors cite their own work in the reference list, please use APA style (e.g., Author, 1999) to ensure a fair blind review.

Submission Confirmation

If you feel you have made a mistake, please do not hit the "back" button in your browser. At the end of the submission process you will have the opportunity to edit any portion of your submission before you finalize it.

You will need to assign a password to your proposal. This will allow you to make changes to your submission if needed rather than submitting an entirely new proposal. The address for the proposal editing system will be in a confirmation email that you will receive after completing your submission, along with other pertinent information such as the proposal ID, number of your submission, and your password. **If you do not receive a confirmation email, DO NOT assume that your proposal submission is complete. Contact headquarters to make sure.**

If you have any questions or problems with the submission process, you may direct your inquiries to Chris Roper at CRLA headquarters. He may be reached from 8:00am to 4:30pm Central Time either by phone at (414)768-8000 extension 107, or via email at : CRLA_Submissions@techenterprises.net.