



PINNACLES OF LEARNING:
The Power of Innovation

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November **5-8, 2015**

**48TH ANNUAL CRLA CONFERENCE
Portland, OR**



Welcome from the Conference Team

We are pleased to announce the College Reading and Learning Association's (CRLA) 48th Annual Conference in Portland, Oregon, November 5-8, 2015. There are many highlights, and the conference provides opportunities for everyone.

Portland is a fitting location for us to explore the theme of the conference, *Pinnacles of Learning: The Power of Innovation*. With views of Mt. Hood and Mt. St. Helens looming on the horizon, we will take a look at what changes are taking place in how students learn. We will explore how that relates to our roles as teachers, leaders, and supporters of college students.

The conference kicks off with the keynote by Kyle Bowen, the Director of Education Technology Services at Penn State. Kyle's keynote is titled, "New Ideas for New Learning Experiences." He has a broad range of experience with learning technology, including looking at wearable technology to promote engagement in learning. His work has been featured in the New York Times, USA Today, TIME, and the Chronicle of Higher Education.

This year's One Book, One Conference selection is *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills* by Linda Nilson. The book is a must read for anyone supporting learning. The publisher has graciously agreed to a discount for conference attendees; see the conference website, <http://www.crla.net/conference/2015/OneBook.php>, for further details.

And, what better way to end the conference than to hear from Linda Nilson herself! Linda will provide an endnote titled, "Self-Regulated Learning: Way Beyond Study Skills." Linda tells us that by attending her endnote we will:

"Find out what self-regulated learning is, how it goes beyond metacognition, how students benefit from practicing it, and how to induce them to do it. By the end, you will be able to implement some self-regulated learning assignments and activities that you can adapt and integrate into your own teaching or tutoring context."

Read more about the keynote and endnote here: <http://www.crla.net/conference/2015/speakers.php>

In between the keynote and the endnote there will be lots of opportunities to learn, to network, and to have fun. There are fabulous concurrent sessions (how will you ever decide which to attend?), exciting tours (Powell's City of Books), and opportunities to reconnect with friends and meet new people while relaxing and eating.



Browse through these pages to see why this is a conference you won't want to miss.

See you in Portland!

Your Team:

Dorothy Briggs, CRLA President Elect and 2015 Conference Chair
 Marie Maguire-Cook, 2015 On-Site Conference Chair
 Cindy Lemek, CRLA Executive Director

Important Dates

JULY 1

Registration Open

AUGUST 3

Exhibitor Abstract Submission Deadline
 Presenter Registration Deadline

AUGUST 21

Exhibitor Application Deadline

SEPTEMBER 16

Early Registration Deadline

OCTOBER 23

Regular Registration Deadline

NOVEMBER 5-8, 2015

48th Annual Conference • Portland, Oregon



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CRLA SCHOLARSHIP RAFFLE**Don't Forget!**

Remember to bring an item for the Scholarship Raffle. Whether it represents your institution, geographic region, or personality, your raffle items transform to scholarship dollars. You can bring your item and leave it at the raffle table or registration desk as you register.

Also, remember to allot some money for raffle tickets. The more tickets you buy, the more chances you have to win the prize of your choice and the more dollars you are contributing to the scholarship fund. The drawing will be held on Saturday at the All Conference Social Hour.

[CLICK HERE TO REGISTER ONLINE TODAY](#)SCHEDULE SUBJECT TO CHANGE. REFER TO WEBSITE.

Conference at a Glance

WEDNESDAY, NOVEMBER 4, 2015

5:00pm-9:00pm REGISTRATION
8:30pm-10:30pm Hospitality Room

THURSDAY, NOVEMBER 5, 2015

7:30am-8:00pm REGISTRATION
7:30am-8:00am Session Chairs' Orientation
8:30am-4:00pm Full-Day Institute*
8:30am-11:30am Morning Institutes*
11:30am-1:00pm Lunch on your own
1:00pm-4:00pm Portland Colleges Tour
Mt. Hood Community College and Portland State University*
1:00pm-4:00pm Afternoon Institutes*
5:00pm-6:15pm CRLA Leadership Reception**
6:30pm-7:30pm Welcome Reception with light refreshments **Open To All**
7:30pm-8:30pm Social Hour for first timers, new professionals, and grad students
8:30pm-10:30pm Hospitality Room

FRIDAY, NOVEMBER 6, 2015

7:30am-6:00pm REGISTRATION
7:30am-8:00am Session Chairs' Orientation
8:00am-10:00am Opening Keynote Address: Kyle Bowen and Breakfast **Open To All**
Raffle Ticket Sales
10:00am-5:30pm 1st Concurrent Sessions
10:15am-11:15am S/R/C Meetings
11:30am-12:30pm Lunch on your own
1:00pm-7:00pm Exhibits Hall Open
1:45pm-2:45pm 2nd Concurrent Sessions
3:00pm-4:30pm 3rd Concurrent Sessions (90 min)
4:45pm-5:45pm 4th Concurrent Sessions
6:00pm-7:00pm Exhibitors' Reception **Open To All**
6:00pm-7:00pm Authors' Book Signing (Exhibits) **Open To All**
6:30pm-9:30pm Underbelly to Beer Belly Tour*
7:00pm Dinner on the Town (sign-up in advance)
8:30pm-10:30pm Hospitality Room

SATURDAY, NOVEMBER 7, 2015

7:00am-8:00am Exhibitors' Breakfast **Open To All**
7:00am-2:00pm Exhibits Hall Open
7:30am-8:30am Learning Assistance Center Management (LACM) SIG Breakfast*
REGISTRATION
7:30am-3:00pm Session Chairs' Orientation
7:30am-8:00am Conference General Session with CRLA President's Address: Rosemarie Woodruff
8:30am-9:30am Raffle Ticket Sales
8:00am-4:30pm 5th Concurrent Sessions
9:45am-10:45am 6th Concurrent Sessions
11:00am-12:00pm Lunch with a Mentor* or Lunch on your own
12:15pm-1:45pm 7th Concurrent Sessions
2:00pm-3:00pm 8th Concurrent Sessions
3:15pm-4:15pm Social Hour with food and drinks
4:30pm-5:30pm Scholarship Awards & Raffle Drawing **Open To All**
5:30pm-6:00pm Open meeting with CRLA Elections Committee
6:00pm Dinner on your own
7:00pm-11:00pm Powell's Bookstore and Voodoo
8:30pm-10:30pm Doughnuts Tour*
Hospitality Room

SUNDAY, NOVEMBER 8, 2015

7:30am-10:00am REGISTRATION
7:30am-8:00am Session Chairs' Orientation
8:00am-9:30am 9th Concurrent Sessions (90 min)
9:45am-12:30pm Closing Keynote Address with Dr. Linda Nilson & On to Louisville Brunch **Open To All**
1:00pm-5:00pm Columbia River Gorge Waterfall Tour*

LEGEND

* Ticketed event (Additional Cost)
** By Invitation Only
S/R/C CRLA is International/States/Regions/Chapters—Everyone lives somewhere; Everyone belongs!
SIG CRLA Special Interest Groups—your membership entitles you to join as many SIGs as you want!

Session Chair Orientation: Session Chairs introduce presenters and distribute and collect evaluation forms from session attendees. Session Chair Orientation is held each morning for assignments. Benefits include a guaranteed seat at the session you're chairing and an opportunity to serve the association while getting to know the presenters and CRLA colleagues.



Tours

The conference planning team has the following tours for conference attendees.
Note that you must sign up for tours when you register for the conference.

Colleges Tour: Mt. Hood Community College and Portland State University
Thursday, November 5 **1:00 pm – 5:00 pm** **Cost= \$18**

Ticket required. Space is limited to 24 people.
Sign up using the conference registration process.

Itinerary:

- 12:45 pm Meet in Doubletree lobby
- 1:00 pm Bus departs from Doubletree Hotel to Mt. Hood Community College and Portland State University
- 5:00 pm Bus returns to Doubletree Hotel

Mt. Hood Community College

Mt. Hood's tour includes a visit to the Advancement Via Individual Determination (AVID) Program and Learning Success Center, which comprise one Student Services department and are housed in the same location for easy access for students.

AVID at MHCC

AVID is a unique program that helps new college students get started on the right track and builds connections between staff, faculty, and other students through Learning Communities. The primary function of the AVID Learning Communities and AVID Center is to support new college students by shrinking down the size of the college. It serves as a home base for students who know that the Center is a safe and welcoming place to find help and answers. The Center provides academic and institutional support. Not only do staff help students with academics, they help students absorb college culture – focusing on many of the soft skills that students are expected to have, but are too rarely taught. While the focus of the AVID Program is on new students and largely developmental education student populations, the center is open to all.

The Learning Success Center (LSC) has been providing tutoring services and support to MHCC students for nearly thirty years and offers drop-in tutoring in a variety of subjects including mathematics, science, modern languages, engineering, accounting, and visual and performing arts. We also offer programming for English Language Learners and computer skills support in our own computer lab. In addition to drop-in tutoring, students may also make an hour long appointment to work on study skills and learning strategies with a Learning Specialist, or visit the AVID Center for a 15-20 minute appointment with a Writing Tutor. Lastly, the LSC offers eTutoring Support for students that want to access a tutor while off campus and around the clock. Students coming to the LSC are sure to find answers to their content or MHCC questions, and if not, we'll take them to who can.

More info: www.mhcc.edu/LSC



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Tours (continued)
Portland State University

The Learning Center (LC) at Portland State University is a vibrant hub of student support, located within the Office of Academic Affairs. Last year, peer tutors helped freshmen through graduate students in nearly 11,000 individual drop-in sessions.

In addition, the LC also offers fully online synchronous and asynchronous tutoring support, provided through eTutoring.org. Though eTutoring offers a consortium model, PSU opted to host its own site using the platform but employing the same PSU students that work in the face-to-face model.

The LC also offers academic support through a flexible academic coaching program and curricular offerings. Academic coaching provides the opportunity for students to work one-to-one with coaches in creating measurable action plans to meet their personal, academic, and career goals.

The PSU academic coaching model uses peers who are current graduate students in a master's program for students interested in careers in academic or student affairs.

Finally, the LC's curricular offerings include the Roads to Success (R2S) program for freshmen and College Success, which is open to all students. Roads is an early start (bridge-style) program for new freshmen who move-in to the residence halls early and spend two weeks learning about PSU. First offered in 2009, Roads provides sixty students the opportunity to engage in a living-learning community using the tenets of the On Course curriculum. Our College Success course is a comprehensive success course designed to enhance community, connection and retention. College Success is offered every term, while Roads is offered prior to fall term only.

Please join us on-campus to see our space in the Millar Library, and learn more about all of the programs that make the Learning Center a fantastic place to call your home away from home.


Underbelly to Beer Belly
Friday, November 6
6:30 pm – 9:30 pm
Cost= \$35*

Ticket required. Space is limited to 14 people. Sign up using the conference registration process.

Itinerary:

- 6:15 pm Meet in Doubletree lobby
- 6:30 pm Depart Doubletree to take Max Light Rail to start of tour
(Cost of round trip light rail tickets is \$5)
- 7:00 pm Start Tour from Brew Stop
- 9:00 pm Return to Brew Stop and take Light Rail back to hotel
- 9:30 pm Return to Doubletree

This guided **walking** tour will take you through the historic northwest district of Portland and cover its early, sometime unseemly, history, its beer culture roots and how Oregon has come to be the mecca of craft beer that it is today. The tour includes multiple beer tasting and covers about two miles. It ends with a shanghai tunnel tour under Old Town Pizza, a legendary haunted spot. The tour will return to its starting location, but you may choose to stay to have dinner or drinks. If you do not return with the group, you will be responsible for your own transportation back to the hotel. Wear warm clothes and walking shoes!

** Cost of light rail tickets and dinner not included*



Old Town Pizza



Brew Stop



Tours (continued)
Powell's Bookstore and Voodoo Doughnut
Saturday, November 7
7:00 pm – 11:00 pm
Cost= \$17*

Ticket required. Space is limited to 54 people.
Sign up using the conference registration process.

Itinerary:

- 6:45 pm Meet in Doubletree lobby
- 7:00 pm Bus departs to Powell's City of Books
- 9:50 pm Meet at designated location in Powell's to go to Voodoo Doughnut
- 11:00 pm Bus returns to the Doubletree Hotel

Visit two of Portland's most famous landmarks: [Powell's](#) Bookstore and VooDoo Doughnut. From humble storefront beginnings in 1971, Powell's has grown into a Portland landmark and one of the world's great bookstores. Covering an entire city block, Powell's City of Books contains more than 1.5 million books in 3,500 different sections. Get a cup of joe at the in-store coffee shop, grab a map to the nine color-coded rooms, and lose yourself in the largest used and new bookstore on Earth.

Voodoo Doughnut is one of the city's most unusual and delicious culinary destinations. The doughnuts, topped with creative ingredients such as bacon, Captain Crunch and Oreos, are almost as fun to look at as they are to eat. They even offer vegan doughnuts. Locals and visitors line up 24 hours a day for what may be the most innovative doughnuts in the world. Please note that Voodoo Doughnut only accepts cash.

** Cost of doughnuts not included*

Columbia River Gorge Waterfall Tour
Sunday, November 8
1:00 pm – 5:00 pm
Cost= \$50

Ticket required. Space is limited to 24 people.
Sign up using the conference registration process.

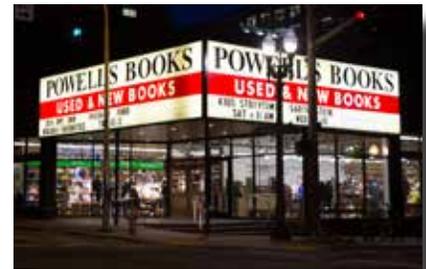
Itinerary:

- 12:45 pm Meet in Doubletree lobby
- 1:00 pm Depart Doubletree
- 5:00 pm Return to the Doubletree

Sites visited include:

- Historic Columbia River Hwy
- Woman's Forum Overlook
- Crown Point
- Latourell Falls
- Shepperds Dell Falls
- Wahkeena Falls
- Multnomah Falls
- Horsetail Falls

Portland is known as one of the top spots in the U.S. to experience the great outdoors. The Columbia River Gorge is an 80 mile long swath carved out by ancient floodwaters with many spectacular waterfalls fed by snowmelt and winter rains. This tour takes you to the Columbia River Gorge to view several of the waterfalls including Latourell Falls, Shepperds Dell Falls, and Wahkeena Falls as well as the Woman's Forum Overlook and Crown Point. This is a bus tour, but it may require a short walk to get a closer look at some of the falls.


Powell's Bookstore

Voodoo Doughnut

Multnomah Falls
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Keynote Speakers



Kyle Bowen – Keynote: *New Ideas for New Learning Experiences*

Today’s students have an ever expanding set of options for how they choose to pursue learning. In a “choose your own adventure” style, students self-select the technologies and experiences that will help them get the most from their education. New technologies range from mobile devices that engage people sharing in the same experiences to media development tools that enable creativity in ways that border on science fiction. All of these ideas can be recognized by credentials, like digital badges, that offer a new common currency for learning. As our students naturally apply new ideas to collaborate and learn, it’s important to explore emerging technologies that enhance learning in all of its forms and drive us to ask: what’s next?

Kyle Bowen is Director of Education Technology Services at Penn State University, where he leads a group focused on creating and cultivating innovative uses of technology for teaching and learning. Formerly the Director of Informatics at Purdue University, he lead Purdue’s Studio Projects Initiative – overseeing the development of a comprehensive suite of learning tools that seek to address academic challenges experienced by faculty and students, inside and outside the classroom. A relentless pursuer of technologies that hack the classroom, Mr. Bowen is also a regular speaker on educational technology – publishing presentation art that editorializes the latest educational technology trends at classhack.com. In addition to his administrative responsibilities, Mr. Bowen has taught undergraduate courses on public speaking and science writing in Purdue’s Brian Lamb School of Communication. He has co-authored and edited more than 20 books on Web design, development, and usability and recently co-founded Skypack, a startup company that provides learning technologies that engage students and reduce course material costs. Mr. Bowen has a broad range of experience with learning technology, and his work has appeared in the *New York Times*, *USA Today*, *TIME*, and the *Chronicle of Higher Education*.



Linda Nilson – Endnote: *Self-Regulated Learning: Way Beyond Study Skills*

Why is it that most students have difficulty retaining what they read and hear, find it challenging to complete basic tasks, and often don’t seem to learn from their mistakes? Because they aren’t self-regulated learners. That is, they don’t routinely plan, monitor, evaluate, and take control of their learning. Put another way, *they don’t know how to learn*. In this endnote, you will hear about research that shows how incorporating some of the many proven self-regulated learning activities and assignments into your courses and tutoring sessions can improve your students’ products, problem-solving skills, and overall academic performance. These modest additions can also enhance student motivation and reduce the overconfidence that students often feel about their skills and content mastery. Find out what self-regulated learning is, how it goes beyond metacognition, how students benefit from practicing it, and how to induce them to do it. By the end, you will be able to implement some self-regulated learning assignments and activities that you can adapt and integrate into your own teaching or tutoring context. You will experience a few of these yourself!

Linda B. Nilson is founding director of the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University and author of *Teaching at Its Best: A Research-Based Resource for College Instructors*, now in its third edition (Jossey-Bass, 2010; fourth edition under contract), *The Graphic Syllabus and the Outcomes Map: Communicating Your Course* (Jossey-Bass, 2007), *Creating Self-Regulated Learners: Strategies to Strengthen Students’ Self-Awareness and Learning Skills* (Stylus, 2013), and *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* (Stylus, 2015). She also co-edited *Enhancing Learning with Laptops in the Classroom* (Jossey-Bass, 2005) and *Volumes 25 through 28 of To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Anker, 2007, 2008; Jossey-Bass, 2009, 2010). *To Improve the Academy* is the major publication of the Professional and Organizational Development (POD) Network in Higher Education.

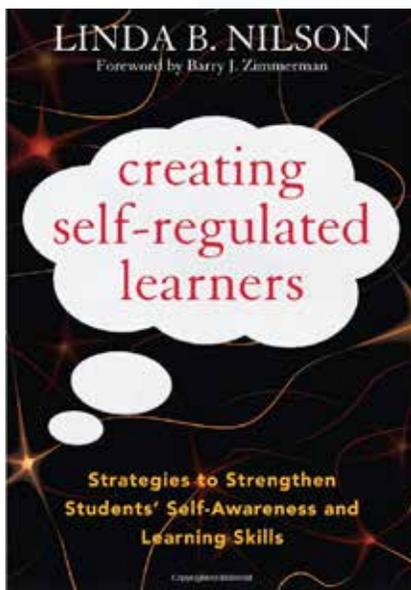


Keynote Speakers (continued)

Dr. Nilson's career as a full-time faculty development director spans over 25 years. In this time, she has published many articles and book chapters and has given well over 500 keynotes, webinars, and live workshops at conferences, colleges, and universities both nationally and internationally. She has spoken on dozens of topics related to course design, best teaching practices, assessment, scholarly productivity, and academic career matters. In her recent articles, she documents the instability of faculty development careers, raises serious questions about the validity of student ratings, and describes instructor-friendly ways to measure learning at the course level. Before coming to Clemson University, Dr. Nilson directed teaching centers at Vanderbilt University and the University of California, Riverside. She has also taught graduate seminars on college teaching. She entered the area of educational development while she was on the sociology faculty at UCLA. After distinguishing herself as an excellent instructor, her department selected her to establish and supervise its Teaching Assistant Training Program. In sociology, her research focused on occupations and work, social stratification, political sociology, and disaster behavior.

Dr. Nilson has held leadership positions in the POD Network, Toastmasters International, Mensa, and the Southern Regional Faculty and Instructional Development Consortium. She was a National Science Foundation Fellow at the University of Wisconsin, Madison, where she received her Ph.D. and M.S. degrees in sociology. She completed her undergraduate work in three years at the University of California, Berkeley, where she was elected to Phi Beta Kappa.

One Book, One Conference



Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills, (1st. edition 2013). Linda B. Nilson, Stylus, Sterling, VA.

Do you find yourself scratching your head in doubt at the end of the semester wondering why so many of your students failed to reach that pinnacle of understanding, learning, and accomplishment that you so painstakingly planned? Is each new semester preceded with hours of redesigning your curriculum, hoping for the best because your students' failures are your fault? Well, you might consider joining us for the CRLA 2015 One Book, One Conference selection, *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills*, by Linda B. Nilson because you may discover ways in which to re-think and redesign your teaching in order to empower students to reach their full potential for learning in their courses and beyond so that they too understand how to 'take responsibility' for their learning.

Nilson explains that, "Learning is about one's relationship with oneself and one's ability to exert the effort, self-control, and critical self-assessment necessary to achieve the best possible results—and about overcoming risk aversion, failure, distractions and sheer laziness in pursuit of real achievement" (xxvii).

Beginning with defining self-regulated learning and how it enhances learning, Nilson explains and provides examples for self-regulated reading, watching, listening, live lectures, meta-assignments, exams, quizzes, and fostering self-regulated behaviors by deferring gratification and avoiding procrastination.

Nilson does not offer any quick fixes or must have software. Instead, she provides the blueprint for redesigning our teaching that stresses the importance of self-regulation along with the strategies and tools to foster student learning in a meaningful way. *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills* is a worthy book that appeals to all levels of education. Join me in a robust conversation with the author at our 2015 CRLA Conference in Portland, OR!

Shari Clevenger
clevengs@nsuok.edu

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Pre-Conference Institutes

CRLA and NADE Integrated Reading & Writing Summit Thursday, Nov. 5 • 8:00am - 12:00pm

Cost for Summit is \$50 (early registration)/\$55 (regular registration)/\$60 (late registration) Fee includes breakfast.

CRLA and NADE Integrated Reading & Writing Summit

The design and delivery of developmental education courses is an ever-moving pendulum. While mathematics has received much nationwide attention recently, developmental reading and writing are also experiencing vast changes throughout the nation. As a follow-up to last year's first National Integrated Reading & Writing Summit, the College Reading and Learning Association (CRLA) and the National Association for Developmental Education (NADE) hope to continue the conversation about integrating reading and writing at the college level.

The summit will include presentations and discussions of curriculum redesign, best practices, and information from states that have experienced mandated change. The fee of \$50 will include breakfast and session materials.

Schedule:

7:00-8:00 am Registration and Breakfast

8:15 am Keynote Address, Dr. Norman Stahl

9:15-10:30 am Breakouts: Models/Programs (choose one)
Integrating and Accelerating Developmental Reading and Writing Presented by: Jeanine L. Williams & Sharon Moran Hayes

Window into an Accelerated, Integrated Reading and Writing Classroom Presented by: Katie Hern

Disciplinary Literacy: A Strategy for Teaching IRW
 Presented by: Jodi Patrick Holschuh

Evolving Successes: The Integrated Reading and Writing Co-Requisite Model Presented by: Gwenn Eldridge

10:45 am-12:00 pm Breakouts: Topics of Interest (choose one)

Assessing Tomorrow's Leaders Today in an Integrated Reading and Writing Course Presented by: Kina Lara

Literacy Ready: A Transitional Course to Make Seniors College and Career Ready Presented by: George Johnson

Something Old, Something New: Five Considerations for Integrating Presented by: Sonya Armstrong

Innovative Integrated Reading and Writing Instruction through Professional Development

Presented by: David C. Caverly, Judi Salsburg Taylor, Renee Domino

Things to Do in Portland

To find out what's happening in Portland during your visit, click the visitor's information link below
<http://www.travelportland.com/things-to-do/>

Note: To attend Pre-Conference Institutes, you must be registered to attend the conference.



Full-Day Institute • Thursday, Nov. 5 • 8:30am-4:30pm

Cost for full-day institutes is \$100 (early registration)/\$105 (regular registration)/\$110 (late registration) unless otherwise noted.

Formative Assessment Learning Activities: Discover, Innovate and Share Learning Solutions

Rene Ragmett Alvarez, University of South Florida – Tampa, and Vicki Sheri Towne, Education Consultant

This professional development workshop shares a process for incorporating formative assessment techniques into learning activities. Participants experience classroom assessments techniques (CATs) while learning to integrate these designed activities into practice. Participants leave with CATs and a plan to administer, document, and share the results as action research.

Half-Day Institutes–Morning • Thursday, Nov. 5 • 8:30am-11:30am

Cost for half-day institutes is \$50 (early registration)/\$55 (regular registration)/\$60 (late registration) unless otherwise noted.

International Tutor Training Program Certification, Part I – “Getting the Basics”

Roberta Schotka, Wellesley College, and Penny Turrentine, Pima Community College

This hands-on session provides an introduction to Level 1 tutor training program certification. Attendees will learn the history and benefits of program certification; how to begin the certification process; how to prepare a successful application; how to design effective training using standards, outcomes and assessments and the pitfalls to avoid.

Reach New Personal Heights: Explore Your Strengths Potential

Melissa M. Thomas, College of Charleston

Interested in CRLA leadership positions? This institute will open your eyes to what your strengths are and how CRLA sees those strengths matching with leadership opportunities. Both personally and professionally fulfilling, this is for those that need to be rejuvenated and encouraged to continue to use their strengths.

The Power of Innovation in Learning Assistance Center Management

Jon Mladic, Rasmussen College

This pre-conference institute is led by members of the College Reading and Learning Association’s Learning Assistance Center Management Special Interest Group and focuses on innovative strategies and tools for managing a learning assistance center.

Effective Thinking: Making Thinking More Visible and Manageable

Leonard G. Geddes, Lenoir-Rhyne University

This session weaves research from cognitive science and neurological studies into a coherent, practical plan for improving educators’ instruction and students’ learning and performance. Participants will leave with a clear understanding of students’ problems, strategies to improve student performance, and tools to immediately apply what they’ve learned to students.

The Power of Tutor Center Innovation: How to Increase Campus Exposure

Crystal Bickford, Southern New Hampshire University, and Brittany Heyman, Southern New Hampshire University

This workshop encourages participants to consider their centers’ marginalization within their institution and engage with other participants in working towards specific strategies that may increase credibility, exposure, and financial support without losing administrative control or autonomy.

Note: To attend Pre-Conference Institutes, you must be registered to attend the conference.



Half-Day Institutes—Afternoon • Thursday, Nov. 5 • 1:00pm-4:00pm

Cost for half-day institutes is \$50 (early registration)/\$55 (regular registration)/\$60 (late registration) unless otherwise noted.

International Tutor Training Program Certification, Part II – “Moving Beyond the Basics”

Tina Kondopoulos, Northeastern University; Shawn O’Neil, University of North Carolina at Greensboro, Roberta Schotka, Wellesley College, and Penny Turrentine, Pima Community College

This hands-on, advanced session is for individuals with an understanding of the basics of tutor training program certification (through direct experience with a level 1 certified program or attendance at the “Getting the Basics” session) and who want to expand their knowledge by exploring Level 2 & 3 certification opportunities.

Innovate Campus Mentoring: CRLA’s International Mentor Training Program Certification (IMTPC)

Heather Porter, Salisbury University, and Michael Saenz, The University of Texas at Dallas

This institute is intended for college and university professionals who are developing or enhancing a peer mentor training program and applying for IMTPC Certification. Participants will engage in discussion about certification requirements, share best practices, and complete components of the IMTPC application process.

Student Enhanced Online Learning: The Power of Innovation

Robin Gilley, Chemeketa Community College, Lucy MacDonald, Chemeketa Community College, and Gretchen Starks Martin, St. Cloud State University

Hear the student voice and see student created materials online both at university and community college levels. The pinnacles of learning are ebrochures for study reading in the subject areas and eportfolios in an online study strategies class. Ebrochures are shared globally on a student centered website.

Re-Designing Developmental Reading and Writing Strategies

Hilda Barrow, Pitt Community College, Allison B. Flowers, Pitt Community College, Regina Y. Garcia, Pitt Community College, Jennifer Leigh, Pitt Community College, Darlene Smith-Worthington, Pitt Community College, Sallie Stone, Pitt Community College, and Cheri White, Pitt Community College

This session focuses on innovative re-designed integrated reading/writing strategies. Presenters will examine a three-level Developmental English model that has undergone a state-mandated transformation. The re-design model and curriculum development will be examined, reading/writing aides will be provided, and audience engagement regarding best practices will round out the session.

SIG/SRC Leaders Invited, Professional Development, CRLA Style

Suzanne McCarthy, Centenary College

SIG/SRC leaders are practitioners working in a variety of learning assistance settings and are CRLA’s presence in their region. Leaders often work independently. This institute is a time at the conference to provide SIG/SRC leaders with inspiration, an opportunity to collaborate and be professionally renewed.

Soar to Peaks & Pinnacles! Personal Knowledge for College & Beyond

Patty Casey, Tyler Jr. College, and Debbie Spradlin, Tyler Jr. College

“Preferences,” “learning styles,” or “multiple intelligences” are hot topics of current discussion, but educators agree that metacognition is paramount for student success. Participants will engage in energetic, hands-on classroom surveys and activities to examine modalities, followed by tactics and techniques for equipping students to take charge of their personal learning.

Assessing Academic Support Services: Themes That Drive Decisions

Sujev Batista, Manhattan College, Sarah Glessner, Manhattan College, and Marisa Passafiume, Manhattan College

With growing demand for support services and stagnant budgets, the need for assessment has never been more necessary. This presentation will share innovate approaches to assessing Learning Assistance Programs, from big picture assessment methods to effectively drilling down data, while focusing on overarching themes that should be driving assessment efforts.

Academic Literacy: Innovation for Accelerating Developmental Reading and Writing

Sharon M. Hayes, Community College of Baltimore County, and Jeanine L. Williams, Community College of Baltimore County

This workshop introduces a current practice which accelerates developmental reading students to credit eligibility in one course. Academic Literacy reduces students’ reading and writing course requirements to 5 hours. Participants will learn the course guiding principles, experience pedagogical practices, and analyze samples of student work.

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Lunch with a Mentor • Saturday, Nov. 7 • 12:15pm -1:45pm**Placement and Curriculum Design for Developmental Students: A Systematic Approach to Old Traditions and Innovations****–Victoria Appatova***University of Cincinnati Clermont College*

Course redesign, reading and writing integration, disciplinary literacy, acceleration through the developmental sequence – our field is bursting with new (and revived) concepts that are supposed to dramatically enhance the quality of developmental education and boost retention and graduation rates. However, none of these great innovations, implemented in isolation, can serve as “a magic wand.” It is a systematic approach to placement and curriculum choices (supported by adequate student services and assessment procedures) that may establish the next “pocket of excellence.” We will have a thoughtful conversation about how to create an effective micro-system that would include both well-established and newly developed practices in placement and curriculum.

Current Issues in Assessment for College Reading and Learning**–Sonya L. Armstrong***Northern Illinois University*

Much recent educational scholarship has focused on concerns about assessment across educational levels and disciplines. Debates over the growing use of standardized commercial tests, questions about the best measurements of college-readiness, and concerns about current course placement instruments all have direct implications for college reading and learning assessment decisions. However, despite the prevalence of these conversations in the professional literature, in the field of college reading and learning, assessment too often remains a mysterious, annoying, or even dreaded task rather than an integrated part of our work. During our lunch conversation, we will explore current issues related to assessment: the good, the bad, and the ugly!

Research in Learning Assistance: 2014-2015**–Hunter R. Boylan***National Center for Developmental Education*

As policy makers focus more attention on student persistence and graduation, a number of old learning assistance techniques have been resurrected and a number of new ones have been developed. This session describes how reformers outside the field have “discovered” learning assistance models and techniques. It also addresses what current research has to say on a variety of topics in the field of learning assistance such as tutoring, mentoring, embedded support services, and the integration of support services and remedial courses.

Cost= \$40**Strategies for Using Multiple Measures Placement****–Joanne Baird Giordano***University of Wisconsin Colleges*

This session will present strategies for developing a multiple measures process for placing students into composition, reading, and learning support courses at institutions that offer developmental courses and/or accelerated writing programs. Attendees will receive a set of research-based resources that present a variety of approaches to developing a placement process that supplements or replaces standardized test scores with a more thorough assessment of each student’s educational background and academic preparation. Participants will also discuss ways to implement or improve a multiple measures placement process at their own institutions.

Apps for Reading and Writing**–David Caverly***Texas State University*

Is there an APP for that? There might be. This discussion will focus on useful device apps in the reading and writing classrooms. Bring your smart phone and find out what you might use with your students.

Learning Outcomes: Who? What? When? Where? How?**–Carolyn Hopper***Middle Tennessee State University*

When I get in my car, before I leave I usually know where I am going and what I expect to do while I am there. If I am going somewhere I have never been before, I want a map or even better, detailed directions. I find that if I don’t have a list of what I need to do or get while I am out, I usually forget something. Yet I find some student success courses taught as if everyone involved just gets in for the ride. Clearly defined learning outcomes give direction and form a framework for learning by providing instructors and students with standards and expectations for every lesson. In addition, they are necessary when, for things like funding, accreditation, or institutional effectiveness plans, we must provide evidence of student learning and the effectiveness of a course or program. Learning outcomes should be the basis for selecting content, classroom activities, and assessment measures such as chapter or unit tests and final projects or exams. However, we often find they may be tacked on as an afterthought. Come join me in a conversation about the Who? What? When? Where? and How? involving Learning Outcomes.

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Lunch with a Mentor (continued)

New Definitions of College Readiness: The Potential for Disciplinary Literacy Approaches in Developmental Education

–Jodi Patrick Holschuh

Texas State University

We will discuss current definitions of college readiness, as operationalized in many state standards, in terms of potential benefits for developmental education. Specifically, we will concentrate on ELA standards that call for a disciplinary literacy approach to reading and writing. We will share ways to use disciplinary literacy in developmental education as a way to prepare students for college success.

Apps for Academic Success

–Lucy MacDonald

Chemeketa Community College (Emerita)

What are the Apps for tutoring, math, study skills, writing? Come prepared to share your favorite apps and find out what others are using and who is listing apps on their website. Handouts will model how to identify and annotate apps in list format.

- **Come prepared** to share your favorite apps or listen to favorites from others.
- **Find out**
 - o What apps do you use in the tutoring center in biology and chemistry?
 - o Are you app to do mobile math?
 - o Are you app to need help in writing? There's an app for blogging aka journaling.
 - o Are you app to need to annotate your etextbook?
 - o Are you app to need to take notes or keep notes? What's the difference?
 - o What's the very latest in apps
- **Takeaway**
 - o A list of apps for math, writing, tutoring and studying
 - o Apps posted on website by discipline area at howtostudy.org
 - o Collaborative listing of apps from our group to be posted on CRLA Technology SIG wikispaces

Developing a Scholar-Practitioner Identity: Reflections on Professional Development

–Heather Porter

Salisbury University

Grounding our work in theoretical foundations is important in ensuring that students' academic and personal development is always at the forefront of our decisions. As part of that process, it is important for us, as academic support professionals, to reflect upon the various scholarships that inform our practices. Please join me in a reflective dialogue about the importance of this connection, and share your personal journey in developing your own identity as a scholar-practitioner within higher education academic support!

CRLA Program Certifications: New Online

Application Process

–Roberta Schotka

Wellesley College

Roberta will help you understand the new online certification application. It will apply to both ITTPC and IMPTC. Roberta will talk about the newly added questions, the planned change in how we ask programs to verify their tutors' contact hours as well as answer any questions that arise.



48th Annual Conference Registration

	Early Registration through Sept. 16	Registration Postmarked Sept. 16-Oct. 23	Registration Postmarked After Oct. 23 and On-site
CONFERENCE REGISTRATION FEE			
CRLA 2015 Member	\$225	\$250	\$275
Non-Member	\$300	\$325	\$350
Adjunct Faculty, Retired Postsecondary Personnel, Student	\$150	\$175	\$200
ONE-DAY CONFERENCE REGISTRATION FEE			
CRLA 2015 Member	\$140	\$165	\$190
Non-Member	\$185	\$210	\$235
Adjunct Faculty, Retired Postsecondary Personnel, Student	\$110	\$135	\$160
PRE-CONFERENCE INSTITUTES, THURSDAY, NOV. 5*			
Full Day, 8:30am-4:00pm (Lunch on your own)	\$100	\$105	\$110
Half-Day Institutes (8:00am-12:00 pm or 1:00pm-4:00 pm)	\$50	\$55	\$60
CRLA AND NADE INTEGRATED READING AND WRITING SUMMIT, THURSDAY, NOV. 5*			
Half-Day Institute (8:30am – 12:00pm)			
First breakout selection: Integrated and Accelerated Developmental Reading Window into an Accelerated, Integrated Reading & Writing Classroom Disciplinary Literacy: A Strategy for Teaching IRW Evolving Successes: The Integrated Reading & Writing Co-Requisite Model Second breakout selection: Assessing Tomorrow's Leaders Today in an Integrated Reading & Writing Course Literacy Ready: A Transitional Course to Make Seniors College & Career Ready Something Old, Something New: Five Considerations for Integrating Innovative Integrated Reading & Writing Instructions through Professional Development	\$50	\$55	\$60
OPTIONAL ADDITIONAL EVENTS			
COLLEGE TOUR: Mt. Hood Community College and Portland State University (Thursday pm)			\$15
All Conference Welcome Reception (Thursday pm)			Complimentary
Opening Session with Keynote Speaker and Breakfast (Friday am)			Complimentary
Exhibitors' Reception with Authors' Book Signing (Friday pm)			Complimentary
Underbelly to Beerbelly Tour (Friday pm)			\$35
Learning Assistance Center Management SIG Breakfast (Saturday) All are welcome to join us!			\$30
Exhibitors' Breakfast (Saturday)			Complimentary
Lunch with a Mentor (Saturday)			\$40
Social Hour with Awards & Raffle Drawing (Saturday pm)			Complimentary
TOUR: Powell's Bookstore and Voodoo Doughnuts (Saturday pm)			\$17
On-to-Brunch with Closing Keynote Speaker (Sunday)			Complimentary
TOUR: Columbia River George Waterfall Tour (Sunday)			\$50

*Note: To attend Pre-Conference Institutes, you must also be registered to attend the conference.

Registration Status and Policies

Registrant Status

Adjunct Faculty status must be documented with a letter from the department chair or college dean on college letterhead and attached to the conference invoice along with a copy of online registration receipt received via e-mail. Include this letter with payment if paying via check.

Retired Postsecondary Personnel status must be documented with a letter from your institution's HR department or specific retirement system.

Student status must be documented with a copy of a current official course schedule of enrollment in at least six graduate or 12 undergraduate credit hours. This schedule must be attached to the conference invoice along with payment for conference registration fees.

Your registration costs/fees include:

- Registration bag and supplementary conference materials
- All Conference Welcome Reception (Thursday)
- Opening Session with Keynote and Breakfast (Friday)
- Exhibitors' Reception (Friday)
- Exhibitors' Breakfast (Saturday)
- Social Hour (Saturday)
- Coffee Breaks
- Hospitality Suite Access

Registration Policies

Participants are encouraged to register early to secure tickets to conference events that have limited seating, such as Pre-Conference Institutes and tours. Payment may be made by personal or institutional check or by credit card. Those registering for the conference need to meet the conference deadlines listed on page 15.

Only those who register and make payment within the Early Registration period will receive the early discounted rates. Regular Registration rates are effective September 16 to October 23. Registrations postmarked after October 23 will be adjusted to account for On-Site rates and the participant must make payment (either by personal or institutional check or credit card) at the On-site Registration Desk before receiving any registration materials.

To qualify for the Early Registration rates, payment along with the registration receipt must be postmarked on or before September 15 and mailed to:

CRLA Conference Registrar
7044 S. 13th Street
Oak Creek, WI 53154-1429

A \$35 fee will be charged for any check returned due to insufficient funds.

Requests for refunds of conference registration must be made in writing and postmarked on or before October 23 to be considered, less a \$50 processing fee. Payments for Pre-Conference Institutes, tours, or the LACM breakfast cannot be refunded at any time because CRLA commits to pay for these activities in advance based on the number of attendees registered.

Requests for refunds of conference registration postmarked after October 23, 2015, will not be honored unless they are requested as a result of serious illness, death in the family, or other unforeseeable emergency. Conference registration fee refund requests should be directed to:

Maureen DuPont, CRLA Treasurer,
at mdupont@csusm.edu

These requests will be reviewed and processed following the conference, but not later than December 11, 2015. Requests made after December 11 will not be considered. Payments by institutions will be refunded to the institutions and payments made by individuals will be returned to the individual.

Registration Questions?
Please Contact
CRLA Customer Care
414/908-4961
registration@crla.net

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Hotel and Travel Information

Double Tree Portland

1000 NE Multnomah Street
Portland, Oregon, 97232

Phone: (503) 281-6111
Fax: (503) 284-8553

www.doubletreeportland.com

CRLA Conference Room Rate:
\$150.00 (Single)
\$170.00 (Double Queen/
Premium King)

CRLA GROUP CODE: CRA

**CLICK HERE TO
RESERVE A ROOM**

OR BY PHONE
(800) 996-0510 or
(503) 281-6111



Flying

If you fly into the Portland International Airport (PDX), the most convenient and least expensive way to get to the Doubletree by Hilton Portland is by the Trimet MAX light rail system:

- MAX Red Line light rail service runs from the airport to the hotel.
- A one-way trip from the airport to the Lloyd Center stop is 15-20 minutes and costs \$2.50 per person
- Follow the signs in the airport to the MAX Light Rail Station, located near baggage claim
- Take the **MAX Red Line Eastbound** – It's the only way the train goes from this station!
- DoubleTree by Hilton Portland is located half a block to the left when you get off at the Lloyd Center/ NE 11th Avenue MAX Station <http://trimet.org/max>

Taxicab

The pickup area for taxis, town cars, long-haul shuttles, hotel vans and parking lot shuttle buses is located in the center section of the airport terminal's lower roadway on the baggage claim and departure level. Airport shuttles, off-airport rental car shuttles and reserved vehicles are found in the section of the lower roadway closest to the garage. The average taxi fare from the airport to downtown is approximately \$35 before gratuity. The one-way trip takes 20-30 minutes.

Broadway Cab

(800) 248-TAXI (8294) or (503) 227-1234
www.broadwaycab.com

Radio Cab Company

(503) 227-1212
www.radiocab.net

Green Cab & Green Shuttle

(877) 853-3577 or (503) 234-1414
www.greentrans.com

Shuttles

Blue Star Transportation runs shuttles approximately every 30 minutes and costs about \$20 per trip to downtown and Lloyd Center/Convention Center hotels. Other shuttle services are also available.
www.bluestarbus.com



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Hotel and Travel Information (continued)

Get to know PORTLAND!

In Portland, it's easy to find limitless recreation, fabulous food and drink and flourishing culture. See for yourself, and come early or stay late to enjoy all that Portland has to offer. With no sales tax, Portland is a haven for shoppers. You'll find retailers large and small, international and indie. The Pearl District is home to galleries, boutiques, chic restaurants and the legendary Powell's City of Books. An award-winning airport, efficient light rail system and pedestrian-friendly city blocks in the central city make getting around town a real pleasure.

Get the Portland app:



Explore all that Portland has to offer at

www.travelportland.com or

www.dinersdriveinsdiveslocations.com/portland-oregon.html

Download the free Travel Portland app that has details on transportation, restaurants and things to do available through the [Apple App Store](#) or [Google Play](#).

Driving Directions

From Portland International Airport (PDX)

- Get on I-205 S
- Follow I-205 S and take exit 21B for I-84/US-30 W toward Portland
- Merge onto I-84/US-30 W
- Take exit 1 toward Llyod Center
- Keep right at the fork, follow signs for Llyod Center and merge onto NE 13th Avenue
- Turn left onto NE Multnomah Street
- DoubleTree by Hilton Portland will be on the left

From I-5 South - Washington

- Take exit 302A toward Moda Center/City Center
- Keep left at the fork, follow signs for Rose Quarter
- Continue straight onto N Vancouver Avenue
- Continue onto NE Wheeler Avenue
- Turn left onto NE Multnomah Street and the hotel will be on your right

From I-5 North - Salem Area

- Take exit 302A for Weidler Street
- Merge right onto NE Weidler Street
- Turn right onto NE Martin Luther King Jr Boulevard
- Turn left onto NE Multnomah Street and the hotel will be on your right

Contact Information

2015 Conference Planning Team

Dorothy Briggs, CRLA President Elect and 2015 Conference Chair
dabriggs@email.arizona.edu

Marie Maguire-Cook, 2015 On-Site Chair
MMaguire@rogucecc.edu

Cindy Lemek, CRLA Executive Director
c.lemek@crla.net

Melissa Thomas, Exhibits Chair
Thomasm1@cofc.edu

Marissa Loon, Conference Sessions Evaluator
Marissa.Loon@nichols.edu

Linda Russell, 2015 Lunch with a Mentor Chair
Linda.russell@minneapolis.edu

Christopher Woods, Mobile Event Application Chair
cmwoods@southtexascollege.edu

INVITATION TO CHAIR A SESSION

Please consider volunteering to chair a 2015 Pre-Conference Institute or concurrent session.

Responsibilities include introducing the presenter(s) and distributing/collecting evaluation forms. A Session Chairs orientation session will be held each morning during the conference at 7:30 am.

Benefits include a guaranteed seat at the session and an opportunity to serve your organization while getting to know presenters.

To view a list of sessions and institutes that need a chair, visit the CRLA 2015 Conference website after September 1, 2015

Questions? Contact the Conference Sessions Evaluator, Marissa Loon at marissa.loon@nichols.edu

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