Engaging Students & Elevating the Profession

Call for Proposals
College Reading & Learning Association
55th Annual CRLA Conference
Engaging Students & Elevating the Profession
San Diego, California
November 2-5, 2022

The 55th Annual College Reading and Learning Association (CRLA) Conference will be held at the Westin San Diego Gaslamp Quarter in sunny San Diego from Wednesday, November 2 to Saturday, November 5, 2022.

The 2022 CRLA conference theme is *Engaging Students & Elevating the Profession.* Across the various student-support areas represented by CRLA members, a learner-centered perspective unites our work. That is, we are all driven to *engage students* in their learning. However, within the areas represented by CRLA, there are periodic–and recurring–challenges to this work. From policy mandates to scarce resources to increased responsibilities, our fields have faced unprecedented adversity in recent years. In the face of so many challenges, we continue our collective work in support of students. This work is important and *must be elevated.*

We invite you to participate in our dual focus–on *engaging students* and on *elevating the profession*–at this year's conference. We aim to initiate conversations on how our united work toward engaging students *is* the way forward in elevating our profession.

The Annual Conference is but one (though an important one) of the many resources CRLA provides. Prospective presenters are invited to align their proposed topics with this year's theme of *Engaging Students & Elevating the Profession* in meaningful, thoughtful ways.

Commitment Statement: The College Reading and Learning Association (CRLA) is the professional development resource of choice for college professionals dedicated to enhancing student academic success. As such, CRLA both represents and serves a diverse group of professionals and, by extension, the students they serve. CRLA is committed to creating a community of professionals focused on honoring diversity, ensuring equity, and practicing inclusivity. As an organization, CRLA thus commits to respectful, meaningful support of its community members; decision-making driven by a diversity, equity, and inclusion lens; and an unwavering emphasis on justice within the context of higher education.

Vision: CRLA is the premier organization for the advancement of learner-centered professionals from across all academic disciplines and a variety of fields who are committed to supporting college literacy and learning toward equity and justice within and beyond postsecondary education.

Mission: CRLA's mission is to provide resources and opportunities to support and develop learner-centered postsecondary professionals. We leverage our collective expertise toward the ultimate goal of supporting students throughout their postsecondary literacy and learning journeys. As an organization, CRLA champions both professionals and the learners they serve through the purposeful linkage of advocacy, research, and practice.

The resources and opportunities we provide include, but are not limited to, the following:
- Annual conference
- *Journal of College Reading and Learning*
- Leadership opportunities within CRLA
- Local chapters
- Special interest groups
- Summer institutes
- Tutor and peer educator program certification
- Webinars and training institutes
- White papers and other publications

Those we serve include, but are not limited to, the following professional areas:
- Advising
- Counseling
- Developmental education (e.g., literacy, math, writing)
- Disability resources
- Learning assistance
- Peer education (mentor, coach, SI leader, classroom leader)
- Success coaching
- TRIO/SSS
- Tutoring

SESSION TYPES

**Note: We are mindful of the continuing COVID situation, and we are considering alternative modes for delivery. More details are forthcoming.

Pre-Conference Institute (3-Hour/Half-Day Workshop or 6-Hour/All-Day Workshop). Delivered before the conference opens, this session type is an opportunity to present an in- depth workshop requiring a longer time span. Pre-Conference Institutes typically focus on professional development, certification programs, technology competencies, innovative curriculum and instruction, etc. Generally multiple presenters design workshop content to be presented in an integrative mode during the allotted time period (half-day or all-day workshops). Pre-Conference Institutes should be highly interactive. There is a limited number of these sessions.

60-Minute Concurrent Session. A 60-Minute Concurrent Session includes **Research Reports** and **Wise Practice Presentations**, which promote CRLA's guiding principles and emphasize transformative concepts and practices. This type of presentation should be more than a simple summary of your class, program, or learning center. This session is most successful when presenters demonstrate their research and inquiry process and findings. The topic is presented for approximately 40 minutes with the final 20 minutes reserved for discussion and audience interaction.

- **Research Reports**—provides background, rationale, questions, methodology, results, and implications of a completed but as of yet unpublished study.
- **Wise Practice Presentations***—may include research syntheses, position papers on critical issues related to research, models of learning assistance programming, innovative curricula, or research-driven instruction and instructional support.
  (*see the Executive Summary of the most recent [CRLA white paper by Suh, Williams, & Owens, 2021](#), for a brief explanation of this term, and read the entire paper for a fuller understanding.)

90-Minute Concurrent Session. A 90-Minute Concurrent Session includes **Panels** and **Workshops**. Presenters are allotted additional time 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 interaction among participants (workshops).

- **Panels**—focus on significant issues. They have a strong, unifying theme and usually include ample opportunity for audience participation. A panel typically consists of a chair and 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, as well as each speaker's individual talking points.

- **Workshops**—demonstrate a practical solution for curricular, instructional, research, evaluation, or assessment problems (among others) that may be encountered by CRLA professionals. The content of the workshop should lead attendees to develop new knowledge, which may later be applied in total or in part at their respective institutions. A workshop should be interactive; the delivery of the content should require a full 90 minutes.

60-Minute Roundtable. A Roundtable is a 30-minute presentation followed by a small group (roundtable) discussion for the remaining 30 minutes. *There are various Roundtables occurring in the same room with groups consisting of 8 to 10 participants.* Typically, a roundtable topic describes an on-going study that has made sufficient progress to be discussed, or describes innovative programming, curricular design, or instructional practice in the developing or implementing stages. This session type allows for small groups 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 narrower population to gather like-minded professionals.

IMPORTANT REMINDERS

The following are important reminders for those submitting a conference proposal:
- The proposal/session summary should follow the Guidelines for Submission (see Appendix B). Refer to the Scoring Rubric (Appendix C) for more information on proposal criteria.
- Incomplete proposals will not be reviewed.
- Proposals must be submitted for review using our online submission system available on the CRLA conference website at http://crla.net/proposals/openconf.php
- Proposals must be submitted no later than 11:59 p.m. (CST) on Monday, April 4, 2022.
- After successfully submitting a proposal, you will receive a confirmation email, as well as instructions on how to access the online system should you need to review or edit your proposal before the submission deadline.
- Presenters must register and pay for the conference. If presenters have not registered by the presenter registration deadline (August 29), their names will be removed from the program. If an individual is the sole presenter, the entire session will be removed from the program.
- A proposal may be submitted once and to one strand only. Presenters are expected to explain their strand selection, providing the rationale for their strand choice as well as the anticipated audience. Information regarding your strand selection is critical to the review process. Please don't assume that your topic and strand are synonymous or that reviewers will see the connection. Additionally, should your proposal be accepted, your choice of strand will determine your presentation's placement in the program.
- No individual can appear on the program more than three times as a presenter. CRLA wants to ensure everyone with research to present, a story to tell, or an idea of exceptional value can participate in the annual conference.
- CRLA will provide LCD projectors/screens for all sessions that take place on-site. ***Presenters must provide their own laptop and connector cables.***
- If your proposal is accepted, please remain true to the original proposal's intent and content. Your abstract will be published in the program as a way to market your session.
- Presenters are strongly encouraged to submit appropriate papers for possible publication in the *Journal of College Reading and Learning (JCRL)*.

CALL FOR REVIEWERS

CRLA has opportunities for members to serve the organization by volunteering as a reviewer of proposals. To be considered as a reviewer, please complete the online form by March 28, 2022. In the sign-up box under Review and Program Committees use the keycode: reviewer2022.

If you have any questions regarding the call for reviewers, contact either or both of the conference co-chairs, Sonya L. Armstrong or Dorothy Kemp at conferencechair@crla.net

IMPORTANT DATES

February 7, 2022	Call for Proposals is disseminated, and online system is open for proposal submissions
March 28, 2022	Deadline for proposal reviewer applications
April 4, 2022	Deadline for 2022 CRLA conference proposals. Proposals must be submitted to the OpenConf system by 11:59 p.m. (CST)
June 6, 2022	Notification of proposal review decisions will be distributed via email to the contact author, who is responsible for notifying other individuals listed as presenters
June 28, 2022	Conference registration begins
August 29, 2022	All presenters must be registered for the conference
September 22, 2022	Early registration deadline
September 26, 2022	Deadline for exhibitor application
October 17, 2022	Registration deadline

APPENDIX A - STRANDS

OVERVIEW OF PROGRAM STRANDS

> Strand 1: Brain Compatible Teaching/Learning
> Strand 2: College Reading
> Strand 3: College Writing
> Strand 4: Learning & Study Strategies
> Strand 5: Learning Assistance Center Management
> Strand 6: Learning with Disabilities
> Strand 7: Mathematics
> Strand 8: Multicultural Equity and Inclusion
> Strand 9: Peer Assistance Programs
> Strand 10: Research and Evaluation
> Strand 11: Technology & Distance Learning
> Strand 12: Student Athletes
> Strand 13: Professional Development and other topics*
> Strand 14: Exhibits†
> * Strands not associated with a SIG.
> † Reserved for Exhibitors only.

Please review the strand descriptions below. Select the strand most appropriate for your presentation. Within your proposal summary, name the strand and provide details as to how your presentation aligns with this strand's preferred topics or purpose. Do not assume the reviewers will see the connection between your proposal topic and strand selection. If your proposal is accepted, this information will help with placement in the program, and help conference attendees choose the presentations of most interest to them. With the exception of Strands 13 and 14, all of the program areas and topics are connected to a Special Interest Group (SIG). For questions about topic relevance, contact the appropriate SIG Chair or the Conference Co-Chairs at conferencechair@crla.net. More information regarding SIGs can be found on the CRLA website (http://www.crla.net/index.php/membership/sig).

The following is a description of program areas and topics by strand:

STRAND 1: Brain Compatible Teaching/Learning
To encourage research in critical thinking and instruction, cognitive processes, adult literacy, problem solving, and cognitive models describing how adults learn and remember.
SIG Chair: Judy Frank
(judith_Frank@uml.edu)

STRAND 2: College Reading
To provide opportunities for sharing ideas, information, theory, and research on teaching reading at the college level.
SIG Chair: Leah Deasy (Ldeasy@sunyjefferson.edu)

STRAND 3: College Writing
To promote a more global understanding of the issues in college writing and the advancement of more dynamic strategies for addressing student challenges. This strand also provides an opportunity to discuss pressing concerns in the field and to examine the multicultural nature of writing in graduate programs in rhetoric and composition.
SIG Chair: Kendra Haggard (haggardk@nsuok.edu)

STRAND 4: Learning & Study Strategies
To create and foster opportunities for networking, professional growth, and sharing of materials, theory, research, and practice related to college-level learning and study strategies.
SIG Chair: POSITION OPEN

STRAND 5: Learning Assistance Center Management
To provide a forum for the exploration of programming, goals and objectives, promising practices, supervision, and evaluation among learning assistance center managers and staff.
SIG Chair: POSITION OPEN

STRAND 6: Learning with Disabilities
To explore information, examine ideas, and develop techniques to assist students with learning disabilities. This strand also provides an opportunity to share information on policies and procedures created in accordance with the ADA law, as well as best practices used in accommodating students with learning disabilities.
SIG Chair: POSITION OPEN

STRAND 7: Mathematics
To provide an opportunity for research and inquiry among those providing mathematics tutorial services, supervising math labs, and teaching developmental math courses.
SIG Chair: POSITION OPEN

STRAND 8: Multicultural Equity and Inclusion
To explore topics related to multicultural issues and diversity and how these concerns influence student persistence. This strand also provides an opportunity to share practical experience and critical research on matters related to multiculturalism, broadly defined as race or racial identity, gender or gender identity, international student concerns, trauma culture, underprepared students, and affirmative action programs/services.
SIG Chair: Laura Parker (lparke69@uncc.edu)

STRAND 9: 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 (Peer Assisted Learning, Supplemental Instruction, or Peer-Led Team Learning)—in order to improve recruitment, training, and education; explore different types of programs; assist in program design and assessment; inform about cutting-edge research; and increase faculty involvement.
SIG Co-Chairs: Rebecca Cofer (Rebecca.cofer@gcsu.edu) and Elizabeth Guetzoian (emily.guetzoian@gmail.com)

STRAND 10: Research and Evaluation
To encourage CRLA members to conduct research, 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: Todd Parks (gparks@pvcc.edu)

STRAND 11: Technology & Distance Learning
To research and explore new methods, techniques, and best practices focusing on the use of technology and distance learning. This strand encompasses a wide range of topics, such as distance learning courses, hybrid classes, tutoring online, effective uses of technology in teaching, and learning center websites.
SIG Chair: Crystal Bickford (c.bickford@snhu.edu)

STRAND 12: Student Athletes
To develop a communication network of researchers and academic support professionals focused on the unique challenges of working with student-athletes. Topics include compliance and eligibility issues, student advocacy and accountability, tutoring, literacy, and career and life skills within the context of college reading and learning.
SIG Chair: Pamela Segal (psegal@towson.edu)

STRAND 13: Professional Development & Other Topics
To encourage the exploration of training and development opportunities for professionals in fields relevant to CRLA. This strand may be used for presentations that do not easily fit into other areas such as history of the field or collaborative ventures.
Strand Chairs: Sonya Armstrong and Dorothy Kemp (conferencechair@crla.net)

STRAND 14: Exhibitors
This category is reserved for exhibitors who wish to offer a detailed presentation and/or demonstration of their product.
Strand Chairs: Sonya Armstrong and Dorothy Kemp (conferencechair@crla.net)

If you are interested in SIG leadership for one of the open positions in the above list, please contact Laura Everett, SIG Coordinator, at laura.everett@utsa.edu.

APPENDIX B - GUIDELINES FOR SUBMISSION

All proposals must be submitted electronically using CRLA's online submission system, OpenConf. Before you begin the proposal submission process, you should have all your materials prepared and ready for submission. The following is a list of what you will be asked to include in your proposal submission:

- **Contact Information:** name, mailing address, phone number, and email address for each participant, and the summer address of the contact person for your proposal
- **Password:** for later use to edit your proposal submission, if needed
- **Session Title:** 10 words maximum
- **Abstract:** 50 words maximum (to be used in the program, if accepted)
- **Strand:** see the list and description of strands in Appendix A
- **Session Type:** Pre-Conference Institute (3-Hr or 6-Hr), 60-Minute Concurrent, 90-Minute Concurrent (Panel or Workshop), or Roundtable
- **Proposal/Session Summary:** All sections of the proposal/session summary listed below with the maximum word limit should be prepared in separate document files using Microsoft Word. The content of the summary should be research-based with citations in APA 7th ed. format and ready for a masked review. ***No author-identifying information or institutional information*** that could undermine impartiality should appear in the summary. If a summary cannot be reviewed fairly because inappropriate information is included (as described above), the proposal will be refused.

  The summary must include information pertinent to the type of proposal being submitted. Your summary should include the following sections:
  - Relevance to Conference Theme (50 words maximum)
  - Relevance to Conference Strand (50 words maximum)
  - Purpose of Presentation and Learning Objectives for Participants (200 words maximum)
  - Perspectives or Theoretical Framework (200 words maximum)
  - Results and/or Conclusions of the Study or Wise Practices Report (200 words maximum)
  - Practical and/or Scientific Innovation and Contribution to Field (200 words maximum)
  - Delivery Method, Including Audience Engagement (100 words maximum)
  - Reference List: To indicate a research base for the submission, a current and substantive reference list is a necessary component of the proposal summary. If an author cites their own work in the reference list, please use APA 7th ed. style (e.g., Author, 1999) to ensure a masked review. Even wise practices reports should be grounded in sound research and theory, which will be demonstrated by this reference list.

Other attachments or appendices cannot be included in the summary. You are encouraged to review the Scoring Rubric (Appendix C), which reviewers use to consider proposals for acceptance. The rubric does not represent the format in which proposals should be submitted; it is included as an aid to developing your proposal. Submissions should follow the format above. Consider using the rubric to gauge the strength of your proposal before submission.

Online Submission Process and Confirmation

Uploading your Proposal
When you are ready to submit your proposal, go to the online submission system (OpenConf) at the CRLA website. You will be asked to input information about your presentation proposal.

Password
You will need to create a password when you submit your proposal. This action will allow you to edit your proposal submission later, if needed.

Confirmation email
Your proposal submission is not complete until you have received a confirmation email. If you do not receive a confirmation email, contact CRLA Headquarters (k.obrien@crla.net).

Editing your Proposal
The address for the proposal editing system will be in a confirmation email, which you will receive after completing your submission, along with other pertinent information such as the proposal ID number and your password.

If you have any questions or problems with the submission process, you may direct your inquiries to Kerry O'Brien at CRLA Headquarters. Kerry is available Monday through Friday between 8:00 a.m. and 4:30 p.m. (CST) by phone at (414) 908-4961 x104, or via email at k.obrien@crla.net.

The Review Process

Proposals undergo masked review by three volunteers who independently score the proposal based on how closely it meets the criteria laid out in the Scoring Rubric. The Strand Chair then reads the proposal and all three reviews of each proposal within their strand. Based on the overall quality of all proposals within that strand, the Strand Chair will then make recommendations to the Conference Co-Chairs, who make the final determination for each proposal.

APPENDIX C - SCORING RUBRIC

Presentation Title: _____**Strand Choice:** _____

Session Type (choose one):
_____Roundtable Discussion
_____60-Minute Session
_____90-Minute Workshop/Panel
_____3-Hr Institute (half day)
_____6-Hr Institute (full day)

Criteria and Possible Points	Meets Criteria	Does Not Meet Criteria	Pts.
Relevance to Conference Theme (10 pts)	Relevance of title and description, as well as the presentation as a whole, to the conference theme is explicit and clear (5-10 pts).	Relevance of title and description, as well as the presentation as a whole, to the conference theme is not clear (0-4 pts).	
Relevance to Conference Strand (10 pts)	Relevance of title and description, as well as the presentation as a whole, to the conference strand is explicit and clear (5-10 pts).	Relevance of title and description, as well as the presentation as a whole, to the conference strand is not clear (0-4 pts).	
Purpose of Presentation and Learning Objectives for Participants (20 pts)	Purpose of presentation and learning objectives for participants are explicit, appropriate, and reasonable (10-20 pts).	Purpose of presentation and learning objectives for participants are unclear, inappropriate, or unreasonable (0-9 pts).	
Perspectives or Theoretical Framework (10 pts)	Perspectives or theoretical framework are explicit and appropriate. This presentation is based explicitly on sound	Perspectives or theoretical framework are unclear or inappropriate. This presentation has less than a strong, explicit foundation of theory and	

	theory and research (5- 10 pts).	research (0-4 pts)	
Results and/or Conclusions of the Study or Wise Practices Report (10 pts)	Results and/or conclusions of the study or wise practices report are explicit and appropriate (5-10 pts).	Results and/or conclusions of the study or wise practices report are unclear or inappropriate (0-4 pts).	
Practical and/or Scientific Innovation and Contribution to Field (20 pts)	This presentation's practical and/or scientific innovation will make a significant contribution to the field (10-20 pts).	It is not obvious that this presentation contains practical and/or scientific innovation that could make a significant contribution to the field (0-9 pts).	
Delivery Method Including Audience Engagement (5 pts)	Delivery method, including audience engagement, is clear, appropriate, and effective (3-5 pts).	Delivery method, including audience engagement, is unclear, inappropriate, or ineffective (0-2 pts).	
Reference List (5 pts)	A robust reference list of current research is included (3-5 pts).	References are dated or incomplete (0-2 pts).	
Proposal Clarity and Coherence (10 pts)	The proposal overall is clearly and coherently written (5-10 pts).	The proposal overall is not clearly and/or coherently written (0-4 pts).	
	REVIEWER'S RECOMMENDATION (CIRCLE ONE): **ACCEPT DECLINE**	**TOTAL POINTS (100 pts possible):**	