



Call for Proposals

Growing the Vines of Support Northwest CRLA - 2019 Conference

Proposals due by: January 22, 2019

The conference organizing committee of the Northwest College Reading and Learning Association welcomes proposals that reflect effective practices and innovations in the areas of developmental education and learning assistance and are informed by theory, research, and application.

This year's conference theme is "Growing the Vines of Support." We will be exploring the topic of outreach – how we can extend our networks as learning assistance professionals to better support our students, our institutions, and our colleagues.

Proposals welcome from -

- Higher education academic and student services administrators
- Teaching/learning center directors and other staff who create professional learning experiences and environments
- Higher education faculty from all disciplines and methods of instruction
- Institutional researchers
- CRLA certified tutors (Level 1 certified tutors must have at least 6 months tutoring experience). Please include a staff sponsor name and position.

Target Audience (indicate in proposal all that apply) -

- Instructors & Teaching Assistants
- Learning Assistance Professionals & Managers
- Student Tutors
- Student Support Professionals

Conference strands (strand descriptions at end of document) -

- Teaching and Learning Instructional Strategies
- Learning Assistance Centers and Peer Assistance Programs
- Academic Coaching and Tutoring Techniques
- Equity and Inclusion

Contact Adrienne Beebe (adrienne.beebe@chemeketa.edu) with questions about your proposal. Visit <https://www.nwcrla.com/> for additional information about this conference.

Requirements for Presenting -

- Complete proposals using the “Presentation Proposal Template,” which can be found at <https://www.nwcrcla.com/>
- Submit proposal(s) to adrienne.beebe@chemeketa.edu in PDF format via email no later than **Tuesday, January 22, 2019**.
- Register and pay conference fee by **February 1, 2019**.
- Arrange and pay for your own travel and lodging.
- Agree to present on **Saturday, March 2, 2019** during a 60 or 90 minute break-out session.
- For panels, a lead presenter is responsible for notifying any co-presenters of the status of the proposal.
- Provide clear and legible session handouts.

Room Set-up & Audiovisual Equipment -

- Each breakout room will have classroom seating. Rooms rearranged during a session should be returned to original set up before leaving session.
- Internet access, podium PC, and projection are available in all session rooms for presenters.
- Please bring a PC-compatible USB thumb drive or have access to downloading the presentation remotely.
- Remote presentation pointers are not available; presenters should bring their own, if they wish to use one.

Acceptance -

- You will receive notification about the status of your proposal by **January 25, 2019**.

Proposal Formatting -

All proposals should address the following in order:

- Title of presentation
- Name(s) of presenter(s) and institution(s)
- Preferred session length (60 or 90 minutes)
- Indicate target audience(s) and strand
- Purpose and educational importance
- Theoretical perspectives or frameworks of presented material
- How long presented approach has been in use in presenter’s program
- Delivery methods of presentation (single presentation, panel, audience participation)
- Learning objectives for audience

Please use the “Presentation Proposal Template” to complete your proposal.

Registration Fees -

All session presenters/facilitators at the conference are responsible for the appropriate conference registration fees, travel, and hotel expenses. Please be sure all individuals in your proposal have this information and are available to present on the day and time assigned.

Conference Fee structure below:

\$80 Registration fee (Saturday)

\$35 Additional fee for pre-conference & no-host social (off-site) (Friday)

\$40 Undergraduate student/part-time staff (non-faculty) registration fee (Saturday)

\$15 discounted fee for undergraduate student/part-time staff (non-faculty) presenters* (Saturday)

*Up to 5 presenters may earn the discounted fee per proposal. The staff sponsor should ensure that each of the listed presenters has an equal part in the presentation. The staff sponsor should not be a presenter with the students if students are earning the discounted rate. Part-time faculty are not eligible for the discounted registration rates.

Registration opens on January 3, 2019 and can be completed at <https://www.nwcrla.com/>.

Dates to Remember -

- January 22, 2019: Submission Due Date for Proposals
- January 25, 2019: Notification of Proposal Status
- February 1, 2019: Conference Registration Due
- March 1, 2019: Preconference Workshop
- March 2, 2019: Conference Day

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Strand Descriptions

A. Teaching and Learning Instructional Strategies

To offer opportunities for networking, professional growth, and sharing of materials, theory, research, and practice related to college-level learning and study strategies, including research and practical strategies related to critical thinking and instruction, cognitive processes, adult literacy, problem solving, cognitive models describing how adults learn and remember, and social and affective approaches.

B. Learning Assistance Centers and Peer Assistance Programs

To share effective programming, goals and objectives, best practices, supervision, and evaluation among administrators and practitioners in learning assistance centers and peer assistant programs, but also including other models such as supplemental instruction and team learning. To demonstrate reliable and practical assessment approaches that feedback and data on the performance of learning assistance on the programmatic or individual assistance session levels in order to improve training, tutor practices, program design, and institutional support.

C. Academic Coaching and Tutoring Techniques

To share practical approaches and techniques grounded in solid theory and research and to offer opportunities for networking and professional growth among practitioners of individualized and small group peer and professional learning assistance.

D. Equity and Inclusion

To share effective practices for creating equitable and inclusive programming for every learner, whether in the classroom or supplemental instruction programs such as tutoring and learning assistance centers.

Guidelines for a great presentation

- The title and abstract of your presentation adequately and accurately describe the presentation.
- Bring 30 handouts and business cards. If you recommend specific websites or publications, include a list of URLs and a bibliography.
- Provide data or practical applications to support theory.
- Never read a paper—get your audience involved.
- If you use PowerPoint, keep text lines to 5 or less per slide - provide talking points.
- When practical, demonstrate rather than talk.
- When possible, make sessions interactive to keep your audience involved.
- Be courteous to your fellow presenters and make sure you stay within your allotted time.
- Practice!

Presentation Proposal Scoring Rubric

Criteria & possible points	Meets Criteria	Does Not Meet Criteria	Points
Relevance to Conference Theme (5 pts)	Relevance of title and description, as well as the presentation as a whole, to the conference theme is explicit and clear (3-5 pts).	Relevance of title and description, as well as the presentation as a whole, to the conference theme is not clear (0—2 pts).	
Relevance to Conference Strand (5 pts)	Relevance of title and description, as well as the presentation as a whole, to the conference strand is explicit and clear (3-5 pts).	Relevance of title and description, as well as the presentation as a whole, to the conference strand is not clear (0—2 pts).	
Purpose of Presentation and Educational Importance (20 pts)	Purpose of presentation and educational importance are explicit, appropriate, and reasonable (10-20 pts).	Purpose of presentation and educational importance 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 theory and research (5-10 pts).	Perspectives or theoretical framework are unclear or inappropriate. This presentation has less than a strong, explicit foundation of theory and research (0-4 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).	
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 Notes:		Total Points:	

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