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***LAANE To Hold 34th Annual Conference
at Rivier University Featuring
Keynote Speaker Dr. Linda B. Nilson***

LAANE is excited to announce it will hold its 34th annual conference at Rivier University in Nashua, New Hampshire, on Friday, October 20, 2017. This year's theme is *Shifting Landscapes: Building a Foundation for Student Support*.

An affordable event with discounts for adjuncts and students, the one-day conference provides education professionals from across New England the opportunity to learn from and connect with each other. Dr. Linda B. Nilson will deliver the keynote address on self-regulated learning.



Dr. Nilson is director emerita 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* (2016), now in its fourth edition. She also wrote *The Graphic Syllabus and the Outcomes Map: Communicating Your Course* (2007), *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills* (2013), and *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* (2015). Her next book, *Online Teaching at Its Best*, with co-author Ludwika A. Goodson, is in progress.

Nilson co-edited *Enhancing Learning with Laptops in the Classroom* (2005) and Volumes 25 through 28 of *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (2007–2010), which is the major publication of the Professional and Organizational Development (POD) Network in Higher Education.

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 over 450 keynotes, webinars,

Continued p. 2

and live workshops at conferences, colleges, and universities both nationally and internationally on dozens of topics related to college teaching and scholarly productivity. She has also taught graduate seminars on college teaching.

Before coming to Clemson University, she directed teaching centers at Vanderbilt University and the University of California, Riverside and was a sociology professor at UCLA, where she entered the area of educational development. 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. Nilson completed her undergraduate work in three years at the University of California, Berkeley, where she was elected to Phi Beta Kappa.



Visit our website, www.LAANEChapter.org, to learn more about the conference and to sign up for our mailing list for updates on the call for conference proposals and registration.

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President's Corner *Speaking to Students in Today's Climate*

By Crystal Bickford, Southern New Hampshire University

I was naively hoping that our politically charged climates would diminish post-election; however, they remain anything but. Student concerns over immigration, travel bans, sanctuary cities, and so many more issues add more and more burden to our students, many of whom are trying to make sense of it all and determine where, in the political quagmire, they belong.

At one level, political strife has been prominent for decades. The Vietnam War and the draft, the Civil Rights movement, Watergate, AIDs, the Gulf War, the Iraq War, and increasing terrorism attacks all indicate years of disagreement, unrest, and conflict.

As a teacher, especially one in higher education who thinks all too much about her students' futures, I wrestle with my own personal role in all of this. After all, sometimes I wrestle with what is right for me, my family, my community, and my country.

I've come to the conclusion that my most effective strategy is to listen and to give my students a safe harbor in which to rest as they sort through these global challenges. To have someplace to sit, rest, talk, and simply be mindful and in the present is incredibly important, and as professionals, we can help one another in this.

I find my work with the LAANE board extremely helpful in knowing my challenges are not isolated and in that there is always someone with whom I can share both joys and concerns. Conferences, where other professionals are working as hard as I am to make their classrooms places of intellectual pursuits as well as of emotional respite, are essential. Taking part in campus workshops, like "Safe Zone Training," is also helpful, especially on the days when I feel as if I need as much guidance as our students.

LAANE's call for proposals will be coming out soon, and I encourage you to think about presentations that speak to how our membership can speak to our students. How do we guide students to become thoughtful, intellectual, questioning individuals ready to tackle the continuing challenges of today and our future?

Crystal Bickford is an associate professor of English at Southern New Hampshire University in Manchester, New Hampshire, and the president of LAANE.



2016 Conference Keynote Speaker Sarah Kravits

By Diana Lerman, Regis College

From across New England, education professionals gathered at Rivier University in Nashua, New Hampshire, on October 21, 2016 for LAANE's 33rd annual conference, *Game On! Training for Academic Success*. Sarah Kravits, of Montclair State University in Montclair, New Jersey, with over twenty years of experience teaching and supporting students, delivered the keynote address.



In her presentation, Kravits described the many challenges today's college students face. Frequently exposed to stories of others' successes without the backstory that details the inevitable low points, students are intimidated by what might otherwise be inspiring accounts of achievement. Having grown up protected, they are risk-averse. Many have not yet learned to deal with failure. Today's culture also offers an abundance of choice that can lead to decision fatigue.

For students who are not yet ready for college-level work, additional challenges include having to contend with the negatives of the developmental education student label, such as vulnerability to confirmation bias. In addition, students may hold an unrealistic perception of their readiness for the academic rigor of college. They may lack stability at home and at school that, as demonstrated by the University of Rochester's 2012 study involving an updated "marshmallow test," could negatively influence their ability to exert self-control (<http://rochester.edu/news/show.php?id=4622>). Kravits also spoke about how students may suffer from what Carol Dweck has described in her research as "a fixed mindset," which is a belief that an individual's intelligence is firmly set and cannot be developed.

Students need to understand that they can build intelligence. They need to learn that there is "no substitute for time and effort" and that there is a connection between discomfort and growth. In addition, Kravits described a 2015 report of a Gallup-Purdue University poll, which found that college students want more preparation for life after college (<http://www.gallup.com/poll/182306/big-six-college-experiences-linked-life-preparedness.aspx>). As faculty and staff, we need to help students connect their college courses to their goals. We also need to show that we are passionate about our students' success and care about students as people.

Regardless of our job titles, as education professionals, we all have the opportunity to provide academic coaching to our students. Kravits noted that the academic coach supports the student from "the sidelines"; the academic coaching relationship is "a partnership," and the plan of action comes from the student. We can guide our students through powerful, open-ended questions. As coaches, we can communicate with our students so that they have accountability, and we can help them "create a vision" for their lives.

Kravits also suggested that we help students learn to embrace risk by identifying "productive risks" that pay off. Students are risking time and money by attending college; they need to consider what they are getting from it in return. We can also pose the powerful question, "What is it costing you not to try?"

We can, Kravits said, help students develop resiliency; we can help them to see that "not easy" does not equal "can't." Along with turning to Carol Dweck's work on developing a growth mindset, we can employ Martin Seligman's work in positive psychology and "learned optimism"; we can help students to dispute the negative views they form about themselves and the world around them. We can help students take initiative, which can be difficult for students whose parents managed so much of their lives. Finally, we can help students to persist and to ultimately graduate with a college degree.

Diana Lerman is an academic coach at Regis College in Weston, Massachusetts, and the LAANE newsletter editor.

2016 Conference Awards

By Diana Lerman, Regis College

LAANE Honors Longtime Board Member Regina McCarthy



At the 2016 conference, LAANE board member Erica Hochberg presented Regina McCarthy with a gift and the title of emeritus board member in recognition of Regina's longtime involvement with LAANE and her retirement after forty years in higher education. In July 2016, Regina retired as assistant dean of academic student services for the University of New Hampshire. Regina became active in LAANE in the '90s, serving in several capacities including recorder and president. The board is very appreciative of all her contributions to LAANE and wishes her a very happy retirement.

Regina's career in higher education started early—with an on-campus job in the Department of Cooperative Education when she was a junior at Northeastern University. Regina credits that experience with pointing what she described as her "professional compass" in the direction of student services, support, and development. Regina recalled that her colleagues were "passionate about Northeastern, cooperative education, career development, and their work with students," and they served as "a wonderful group" of mentors.

Regina completed a graduate program at Northeastern in college counseling and student personnel services, working as a graduate assistant in the Department of Cooperative Education. Following graduation, Regina became an assistant to the business administration faculty cooperative education coordinator and was later promoted to cooperative education counselor. Later, Regina served as the assistant to the dean for undergraduate programs in the College of Business Administration, also working part-time as a registration staff member at an off-site campus location for Northeastern. Through these various positions, Regina gained experience in academic affairs, career development, and student development.

In 1985, Regina joined the University of New Hampshire at its urban campus in Manchester as the director of academic counseling. Regina, with the assistance of her "incredibly selfless and committed colleagues," grew the office and its services for students. She later became the director of academic student services, overseeing the units responsible for enrollment, enrichment, transition, and support. As the college evolved, so did her position and responsibilities under new leaders and leadership models, but her main objective did not alter: "I saw my charge as creating a comprehensive undergraduate experience for students at our largely non-residential and ethnically diverse college."

Regina was the assistant dean of academic student services when she retired in July 2016, overseeing the Center for Academic Enrichment, the college's comprehensive learning center; the Academic Counseling Office, which not only coordinated advising services but also study-away programming, graduation review and certification, services for students with disabilities, and many other academic affairs responsibilities; and the Office of Student Development and Involvement, which included first-year transition and transfer-student transition services and leadership development. In addition, Regina was deeply committed to improving veterans' services, diversity and inclusive excellence work, and campus social justice work. During her time at UNH Manchester, Regina taught Introduction to College Composition and Reading, First Year Writing, Social Justice and Student Leadership, and Urban Social Justice—the latter two courses created by Regina and a colleague.

Regina's former colleague and LAANE board member, Dr. Margaret Pobywajlo, who was also Regina's teaching mentor, encouraged Regina to join the executive board sometime in the mid-to-late 1990s. At that point, Regina had been a LAANE member for a number of years and had attended several of the annual con-

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ferences. Regina recalled always being “impressed by the breadth and depth of expertise of LAANE members and how they made such significant impacts on their students with very few resources and, oftentimes, little support.” Through LAANE, Regina found “a group of student-centered professionals who wanted to help their students improve their lives through their educations. They freely shared their knowledge and their experiences with each other.”

Regina started as the recorder and then served two consecutive terms as president from 2010–2014. Regina said that she served with “dedicated professionals who worked so diligently to spread the word about student support and developmental education.” One very fond LAANE memory Regina holds is of LAANE’s partnership with the National Association of Developmental Education (NADE) to host the 2008 annual NADE conference in Boston. Regina recalled that it “was exhausting and exhilarating, and the folks involved were simply top-notch.”

Asked for some parting wisdom for her colleagues in higher education, Regina mentioned that in the presentations she made over the years, she always included a rock and roll reference. She then quoted Bruce Springsteen: “No retreat, baby, no surrender.” Regina explained, “These are words by which I lived professionally. Ask any of my colleagues!”

Regina is staying busy in her retirement. She reported, “I am picking up new hobbies and reacquainting myself with hobbies for which I never had time when I was working. I read all the time, especially mysteries and police procedurals. I actually go the movies on a weekday.” She is currently a certified Massachusetts literacy volunteer for students for whom English is an additional language. She would also like to become more involved in social justice education in colleges and universities, having been a social justice educator for the University of New Hampshire and having created and taught classes. Regina said, “Given the current political landscape, social justice education seems critical.” The LAANE board is deeply grateful to Regina for all her contributions to LAANE and to the field of higher education and wishes her the best in her retirement.

2016 Outstanding Research Publication Award Recipient

Keynote speaker Sarah Kravits received LAANE’s Outstanding Research Publication Award, which recognizes an individual or individuals who have authored a published article, book, periodical, or monograph in the field of developmental education. Kravits is a co-author on the *Keys to Success* series, published by Pearson Education, including *Keys to College Success*, *Keys to Community College Success*, and *Keys to Effective Learning*.

2016 Outstanding Contribution to LAANE Award Recipient

Erica Hochberg, out-going LAANE recorder and archivist, received the Outstanding Contribution to LAANE Award, which recognizes a significant contribution to the growth and development of the association through service as a committee member, chairperson, state chapter leader, or coordinator of a major LAANE activity. Erica joined the LAANE executive board in 2008 and supported LAANE in countless ways, including serving as recorder and archivist from 2015–2016. She has a master’s degree in English and spent the first fourteen years of her career working in the areas of disability services, academic resources, and first-year experience programs at Muhlenberg College, Harvard University, Endicott College, and UNH Manchester. Erica is now pursuing a master’s degree in social work.

Diana Lerman is an academic coach at Regis College in Weston, Massachusetts, and the LAANE newsletter editor.

2016 Conference Photographs



Plymouth State University: Samantha Liardo, peer tutor; Angie Ricciardi, tutor coordinator; Hailey Kelley, peer tutor; Sacha Bays, peer tutor; Maggie McKettrick, peer tutor; Shannan Roberts, peer tutor; and Chris Lee, Educational Program coordinator



Cindy Snow, co-coordinator of peer tutoring and English instructor, and David Ram, professor of English, both of Greenfield Community College, presenting "Opening, Closing and Practicing"



Boston College: Dr. Cecilie Reid-Joyner, associate director of The Connors Family Learning Center, and Alicia Brienza, academic coach



Southern New Hampshire University: Allison Vigue, peer writing tutor; Selina Marcille, writing tutoring coordinator; Casey Wiggin, peer writing tutor; and Eben Korankye, peer writing tutor

2016 Conference Photographs



Curry College: Heather Persson, academic success coordinator; Mike Foster, senior lecturer–Academic Enrichment; Tawanya Garrett, academic success coordinator; Erika Humphrey, academic success coordinator; and Ned Bradford, director of Academic Enrichment



Participants at “A Triumvirate of Writing Support: Creating Partnerships to Help International Students Achieve Academic Success,” presented by Jeanne Hughes, Selina Marcille, Allison Vigue, and Casey Wiggins of Southern New Hampshire University

Jannie Durr, TRIO transfer and retention advisor at Central Maine Community College, presenting “Engagement and Learning through Gamification”



My Experience as an International Student Peer Writing Tutor

By Ebenezer Korankye, Southern New Hampshire University

The more you do something, the better you become at it. That describes my experience as a non-native English speaker and writing tutor at Southern New Hampshire University (SNHU). My name is Ebenezer Korankye. I was born and raised in Ghana, a country where English is not spoken as a native language. I'm currently pursuing a master's degree in information technology in software engineering at SNHU. With my background, English writing tutoring is not a skill one would attribute to me, but that's what I do.

I joined The Learning Center as a peer educator in August 2016. I got the opportunity to join the writing tutor team through a referral from the international student success coordinator. The first time I met Selina Marcille, the writing tutoring coordinator, she took the time to explain to me all the services The Learning Center provides and all that would be expected of me as a tutor. Initially, my confidence was shaken because I thought I did not possess the abilities to fully perform my duties due to my non-native origin and academic background. But I still decided to be a tutor because I enjoy helping my peers to excel academically.

With the right attitude, weaknesses can be channeled into strengths. Due to my English learning background, I'm able to look at things from an international student perspective and that has helped me a lot in tutoring international students. I understand their strengths and weaknesses. I understand their needs. Mostly, it takes someone like me to let them know that there's more to writing than just grammar. Due to my experiences, I'm able to not only tutor them, but also remind them that through continuous practice, they can be better in speaking and writing regardless of their background.

As a peer educator, I am a writing tutor and an information technology laboratory assistant. The tutoring I do in terms of writing includes walk-in sessions, classroom assistance, conversational English, writing workshops, and a pilot project called Personal Writing and Sharing. For business tutoring, I assist students in computer programming and database development classes. I also assist the students from the IT classes outside the class if they need additional help.

In October 2016, Selina invited me to attend the LAANE Conference at Rivier University in Nashua. She explained to me that the conference would give me good professional development for tutoring. I decided to attend and I'm so glad I did. The LAANE conference was very inspiring and educative. One of my favorite sessions was the gamification class, "Engagement and Learning through Gamification," presented by Jannie Durr, Central Maine Community College. As an IT student, that was very appealing to me because it made me realize how powerful technology can be in helping me tutor students. I brought the ideas from the conference and just a few days ago, I played Kahoot with the students from SNHU during our "Late Night Write Night" event. They loved it and even stated that it was educational and fun. I'm looking forward to attending the future LAANE conferences.

Joseph Joubert said, "To teach is to learn twice." One of the biggest experiences I've encountered as a tutor is the learning experience. I have learned so much through the tutorials I offer. My tutoring, writing, and programming skills have significantly improved, and it's all due to the opportunity The Learning Center has given me to help other students. I have grown as a tutor through the various CRLA trainings The Learning Center offers. And one of the experiences that has inspired me to do more as a tutor is the LAANE conference. I was encouraged and motivated through the various sessions I attended during the conference, and I actually found the passion to be an educator by attending. I couldn't have done it without the help of my supportive coordinator, Selina, The Learning Center, and the empowering conference. Going forward I want to be a trainer in an IT firm because I have been equipped to do what I love to do, and that is helping others to excel academically and professionally.

Ebenezer Korankye is an information technology master's degree student and a peer writing tutor at Southern New Hampshire University in Manchester, New Hampshire.

Book Review: Teaching, Learning, and the Holocaust

By Brigitte Sion

Teaching, Learning, and the Holocaust: An Integrative Approach
by Howard Tinberg and Ronald Weisberger

LAANE members will find this book review of particular interest as the book's co-author Ronald Weisberger is one of our own. Active in LAANE in various roles for many years, Ron now carries the title of LAANE emeritus board member for recognition of his many contributions. This review originally appeared in Impact: The Journal of the Center for Interdisciplinary Teaching & Learning and is reprinted with permission from the author.

Scholarship on teaching and learning deserves more visibility; this short but fascinating book by Howard Tinberg and Ronald Weisberger is an important contribution to a growing field in which faculty members examine teaching as a subject.

Two faculty members of Bristol Community College, Howard Tinberg and Ronald Weisberger, took on a multifaceted challenge: co-teach a new course, "Remembering the Holocaust in Literature and History," with an interdisciplinary perspective and an integrative approach. Neither of them is trained in Holocaust studies. This book, situated between an academic essay and a personal journal, is a fascinating account of their pedagogical adventure: from engaging learning communities to promote retention and critical thinking, to dedicating time to intense faculty conversation about a variety of disciplines and their connections. They ask essential questions that should speak to all teachers, regardless of their discipline: How do we encourage a way of understanding the Shoah that integrates the affective and cognitive domains? How do we render explicit the discrete ways of knowing associated with given academic fields? How can we be integrative in our approaches? How do we assess success?

This pedagogical adventure becomes very personal, both for the instructors and the students. Tinberg's parents were born in Poland; they avoided deportation, lived inconspicuously on the run, and ended up in a camp for displaced persons in Germany, where two of their children were born. They immigrated to the United States in 1949. Tinberg's family background resonates powerfully with his course's subject, and students also recognize such resonances; across the desk, a student named Micah finds Ida Fink's short story "A Spring Morning" "emotionally taxing to read" (34). Unlike a number of his peers, however, Micah does not turn away from the reading, but delves deeper into the difficulties and dissonances, managing to establish links between works of fiction and works of witnessing, between history and story, and across time, place, and experience. Students are fully engaged by the connections they uncover, and thus are not mere bystanders to the story.

One of the most interesting sections of the book is the one addressing trauma in relation to teaching, an issue that is understudied in Holocaust studies and memory studies. This section includes considerations of the decision to choose testimonies rather than graphic images or film, the risk of traumatizing students, the sensitivity to maintain with Holocaust survivors who re-live their trauma with every lecture they give, and the tension between respect and voyeuristic leanings. En route, the instructors go beyond the fields of history and literature, and address among other concerns the question of faith (believing after the Holocaust), what it means to be "a good person," and the challenges of artistic representation (Art Spiegelman's *Maus*, literature, film).

One of the many valuable outcomes of this short book is the instructors' "own unlearning," since neither of them had been trained in Holocaust studies or had taught a course on the topic. Teaching helped them learn more about the subject and about best teaching practices. The volume also contains the detailed syllabus and all the course assignments. Perhaps their most important lesson is a rethinking of authority with regard to a body of knowledge; as is evident when they write, "the expertise to which we refer consists less of mastery of

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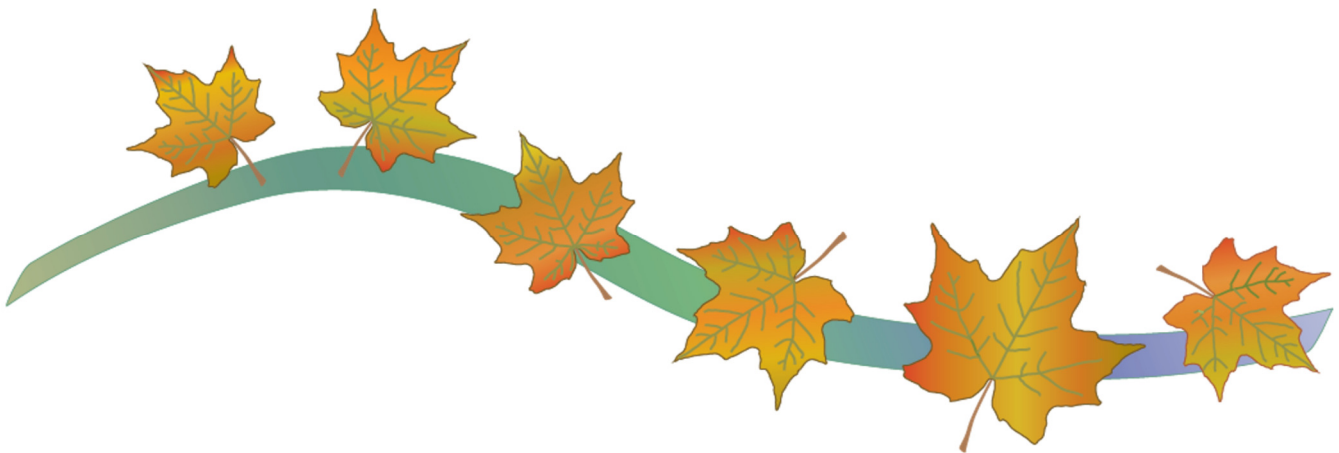
the subject and more of a readiness to observe, to reflect on, and to write about the teaching of that subject” (103).

Tinberg and Weisberger’s pedagogical journey is a refreshing account of ways to model methods and habits, to encourage students to transfer those methods and habits to new domains and situations, to create opportunities for integrative learning, to foster both the affective and critical response, and to teach and write with colleagues outside one’s discipline and area of expertise. Their humble approach is inspiring, their research exemplary.

Brigitte Sion, Ph.D. is an international expert on memorials, commemorative practices, and heritage tourism. She is a guest researcher in the Global Studies Institute at the University of Geneva. More at www.brigittesion.com.

Impact: The Journal of the Center for Interdisciplinary Teaching & Learning (<http://sites.bu.edu/impact/>) is a peer-reviewed, bi-annual online journal that publishes scholarly and creative non-fiction essays about the theory, practice, and assessment of interdisciplinary education. Impact is produced by the [Center for Interdisciplinary Teaching & Learning](#) at the Boston University College of General Studies. Impact accepts submissions throughout the year and publishes in February and July. Please submit your essays for consideration at <https://citl.submittable.com/submit>.

Have you read a book that would interest your learning assistance colleagues? Write a book review for the LAANE newsletter! Please email Diana Lerman, LAANE newsletter editor, at LAANENewsletter@gmail.com to learn more about submitting a book review.



Leadership

Newly Elected Executive Board Members



Crystal Bickford, President

Dr. Bickford has been involved in LAANE for nearly 25 years and has held a variety of positions including publicity coordinator, vice-president, and most currently president in what is her fourth (nonconsecutive) term. She has published chapters in William Macauley's books on writing centers, and her work has appeared in the *Journal of Academic Writing*, published out of Coventry, England. Her research interests include student success, writing, multimodal composition, students' perceptions of best writing practices, and writing program administration, and as such, she has presented nationally and internationally with her most recent university visits including Hungary and Hong Kong.



Leslie Van Wagner, Recorder and Archivist

Leslie is the director of the Writing & Resource Center and Peer Mentoring Program at Rivier University in Nashua, New Hampshire. She also teaches courses in writing and literature. While a member of the Northeast Writing Centers Association, Leslie served at different times as chair, co-chair, and treasurer. Leslie joined the LAANE board last spring, assisting in the coordination of LAANE's 2016 conference at Rivier. In her free time, Leslie enjoys reading and attending live theater productions.



LAANE executive board left to right: Ned Bradford, Curry College; Leslie Van Wagner, Rivier University; Norman Beebe, Greenfield Community College; Diana Lerman, Regis College; David Lindenberg, Southern Vermont College; Erica Hochberg, University of New Hampshire; Sharon Cronin, Great Bay Community College; Crystal Bickford, Southern New Hampshire University; Jeanne Hughes, Southern New Hampshire University; Karen Britton, Massachusetts Bay Community College; Kim Donovan, University of New Hampshire; Kenn Walker, Saint Anselm College

Leadership

Elected Officers

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Interested in becoming involved in LAANE? Visit our website, www.LAANEchapter.org, or contact us at learningassistancene@gmail.com.



Upcoming Conferences

National College Learning Center Association 32nd Annual Conference

September 27–30, 2017

San Antonio, TX

Remember the Student! Making a Stand for Student Success

<https://nclca.wildapricot.org/conference>

National Academic Advising Association 41st Annual Conference

October 11–14, 2017

St. Louis, MO

Meet Me in St. Louis: The Gateway to Student Success

<https://www.nacada.ksu.edu/Events/Annual-Conference.aspx>

Learning Assistance Association of New England (LAANE) 34th Annual Conference

October 20, 2017

Rivier University, Nashua, NH

Shifting Landscapes: Building a Foundation for Student Support

Keynote speaker Linda B. Nilson, author of *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills* (2013)

Visit our website to learn more about the annual conference and to sign up for our mailing list for updates on the conference date, call for conference proposals, and registration.

<http://www.laanechapter.org/>

College Reading & Learning Association 50th Annual Conference

November 1–4, 2017

Pittsburgh, PA

Celebrating 50 Years of Building Bridges

<https://www.crla.net/>

National Association for Developmental Education 42nd Annual Conference

February 21–24, 2018

National Harbor, MD

Believe

<https://thenade.org/>

Association for the Tutoring Profession Annual Conference

Spring 2018

Tucson, AZ

<https://www.myatp.org/>

Association of Colleges for Tutoring and Learning Assistance Annual Conference

April 26–28, 2018

San Diego, CA

<http://actla.info/>