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Join Us for LAANE’s 34th Annual Conference on Friday, October 20th at Rivier University in Nashua, New Hampshire

LAANE 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*. Dr. Linda B. Nilson of Clemson University will deliver the keynote address entitled “Transforming Students into Self-Regulated Learners: Supporting Students to Support Themselves”. The conference registration fee is \$100; adjunct, \$75; and student, \$40. The deadline to register is **Friday, October 13th**. Visit our website, www.LAANEchapter.org, to register today.

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. The day will start in the Dion Center, 16 Clement Street, with registration and continental breakfast from 8 AM to 9 AM. Parking will be available across the street from the Dion Center in the lots next to Sylvia Trottier Hall and Benoit Education Center. Please click here for the Rivier University campus map: <https://www.rivier.edu/uploadedImages/Homepage/Campus-Map.pdf>

In addition to the keynote address, the conference will offer sessions covering a wide range of topics:

"Welcome to My World!": When the Educator Becomes the Student

Abstract:

During the spring semester of 2017, I enrolled in a General Psychology course at my institution. In this session, I will share my reflections after participating as a student in this course. In the first part of this session, I will tell the story of why and how I enrolled in this course, and I will share the challenges and successes it presented to me. I will discuss the insights I gained about the student experience and workload, the learning and study skills I teach, and my own capabilities. In the second part of the session, there will be open discussion about courses attendees have considered, or might consider, taking. Participants are asked to bring a laptop, tablet, or smartphone, if possible.

Continued p. 2

Using Motivational Interviewing with Students At-Risk and on Academic Probation

Abstract:

Motivational Interviewing (MI) is a "non-directive" technique used in counseling. Participants in this workshop will learn about the MI approach, hear how it is being used at one university, examine case studies, and experience first-hand (through role play) an MI-based interaction from both the student's and the professional's perspectives. We will explore how MI can be used in college settings to assist students at-risk for failure. MI can help them recognize and overcome the ambivalence that keeps them stuck in self-defeating behaviors and prevents them from making changes in their academic lives. The workshop will end with questions and ideas for application in participants' own settings.

Screencasting: Providing Students with Enhanced Feedback

Abstract:

Screencasting offers the ability to video/audio detailed instructor feedback on student assignments. In this presentation, we will do the following: show examples of screencasting, anchor the intellectual argument for using screencasting, share examples of student reactions to screencasting, and focus on using screencasting for writing and revision. Presented by both a teacher and a student, this presentation seeks to include voices from the classroom in order to share not only a teacher's implementation of the strategy, but a student's response to working with screencasts.

iPads Ease Students into Assistive Technology

Abstract:

Since 1999, we at Landmark have been teaching a suite of Assistive Technology (AT) tools on personal computers. These tools, which are necessary for students who learn differently, can be useful for all learners—a key tenet of universal design. With the advent of the iPad, incorporating AT is easy, fun, and painless! In this workshop, we will demonstrate iPad apps that offer learning support, including text-readers; voice-recognition software; and tools for writing, note-taking, mind-mapping, organizing, and studying. Participants will break into small groups based on the tool they are most interested in learning more about; they will download and explore an app or brainstorm how they can use it in their setting. If possible, bring your iPad.

Engaging Your Audience with Technology

Abstract:

Most instructors know to avoid "death by PowerPoint." So how can we use technology to interact with a class full of students? How can we create meaningful and engaging presentations? How can we receive and provide immediate, useful feedback from a class? Research has shown that formative assessment improves student engagement and learning gains. This workshop will use Kahoot and PollEverywhere, two free formative assessment technologies. Participants will have the opportunity to see these technologies in action. There will also be time to brainstorm and create the framework for an interactive presentation.

Academic Coaching: Developing and Implementing a New Model

Abstract:

In order to increase our support of Regis students, our department recently developed and rolled out a new academic coaching model. In this session, we will provide an overview of our institution and academic support programs, describe the process we undertook to develop the new model, and present the new model. We will share the theories underpinning the model, the model's structure (individual coaching, learning communities, and workshops), examples of the curriculum, and our data collection methods. We will also discuss our successes and failures. Session participants will be invited to consider and share how elements of this model could be incorporated into their own work.

Continued p. 3

Undergraduate Research: Building a Foundation of Inquiry, Part I

Abstract:

This workshop is the first of a two-part series. Participants are welcome to attend one or both sessions. In this session, students will discuss their work in an undergraduate research project. Each presenter will briefly share his/her experiences, followed by a question-and-answer period. Please note that research projects can take place in the classroom, in administrative offices where students work, in tutoring/writing centers, and in learning assistance programs. We'll share evidence of research in these diverse settings. This session will appeal to students, classroom instructors, and administrators who may be interested in participating in or starting an undergraduate research project. Handouts with recommended readings and organizations/locations available to those working in undergraduate research will be provided.

Undergraduate Research: Building a Foundation of Inquiry, Part II

Abstract:

This workshop is the second of a two-part series. Participants are welcome to attend one or both sessions. In this session, students who participated in an undergraduate research project will share their most current work via a poster display, and they will be available to discuss both their research and their experiences at an individual level. Topics include the following: the concept of fostering student grit in the classroom, the role and implications of sexual assault on college campuses, the challenges of balancing student athletics and academics, and building educational after-school programs. Come hear how students benefited from, and were challenged by, their undergraduate research projects!

Recognizing and Rectifying the Plagiarism Epidemic

Abstract:

Plagiarism is a bigger problem than ever before; it is an epidemic that threatens the foundation of academic discourse. Easy access to technology enables students to produce professional sounding papers in a matter of minutes. Recognizing and addressing plagiarism in all its forms is essential to academic success. In this PowerPoint presentation, we will provide examples of the ways plagiarism goes undetected, and we'll discuss how to detect and rectify the various types—from intentional to unintentional. Examples of plagiarism, personal narratives, and commonly used websites and apps will be shared.

Initiatives to Increase Student Completion of Developmental Courses

Abstract:

The purpose of this presentation is to review three major initiatives in our Developmental English classes: (1) a thematic approach that uses e-texts and other resources; (2) a collaboration between developmental English instructors and the library, which embeds intensive small group instruction in grammar, writing, and research; and (3) an English 099 and Sociology 101 Learning Community that allows students to earn college-level credits. An overview of these initiatives, curriculum review, assessment techniques, and sample lessons will be the focus of this presentation.

Sharing Strategies that Encourage Students to Become Readers

Abstract:

Reading is key to every student's ability to understand and think critically about information, but students now entering undergraduate studies have difficulty discerning between credible information and information that is not well supported. In the first half of this session, the discussion leader will share strategies she has used to encourage students to read more and read more critically. In the second half, we will work in small groups, and participants will be invited to share their best practices. Participants will leave with practical ideas to try in the classroom.

Continued p. 4

Developmental Math at GCC: Speed It Up or Slow It Down

Abstract:

Members of the math department from a small community college in western Massachusetts will share their response to two competing needs: shortening the time students spend in developmental math classes (speed it up) and allowing more time for those who want it (slow it down). We'll talk about the rationale behind the choices we've made, and we'll share materials developed. We'll also provide an overview of our developmental math program, and how the courses in our program meet various requirements. We'll end by asking participants to share how their colleges "speed it up" and "slow it down."

Dig Deeper into Self-Regulated Learning!

Abstract:

Here is your opportunity to meet informally with our keynote speaker, ask questions, and discuss specific self-regulated learning activities you would like to try with your students.



Dr. Linda B. 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. (A review of *Creating Self-Regulated Learners* appears in this issue on page 5.)

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, 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.



Conference host Rivier University, a short distance from Nashua's downtown, is an hour from Boston and two hours from Hartford, Providence, and Portland. Founded in 1933 by the Sisters of the Presentation of Mary and Sister Madeleine of Jesus, Rivier is a Catholic, coeducational, not-for-profit university offering undergraduate, graduate, and doctoral degrees.

Book Review: Creating Self-Regulated Learners

By Tamara O'Connor, Trinity College Dublin

*Creating Self-Regulated Learners:
Strategies to Strengthen Students' Self-Awareness and Learning Skills*
by Linda Nilson

LAANE members will find this book review of particular interest as the book's author, Linda Nilson, is our conference keynote speaker this October. The original version appeared in volume 6, number 2 of the All Ireland Journal of Teaching and Learning in Higher Education in the summer of 2014. The version that follows is printed with permission from the journal and the author of the review.

We currently hear phrases like “independent learning,” “lifelong learners,” and “self-directed learners” in the rhetoric of higher education. Often they are just words. I recommend this book as a way to action them. Many teachers in higher education think their students do not possess or use learning skills. Linda Nilson presents a clear and compelling case for developing students' self-regulatory learning skills as part of the curriculum. She makes this easy for teachers by suggesting techniques, activities, and assignments that can be incorporated at the start of a course, during a course, and at the close of a course.

The book commences with a concise summary of the research for self-regulated learning, its benefits for students, and the positive outcomes related to student learning. The author argues that teachers must help to develop students' self-regulatory learning skills. She states that “self-regulation encompasses the monitoring and managing of one's cognitive processes as well as the awareness and control over one's emotions, motivations, behavior, and environment as related to learning” (Nilson, 2013, p. 5). Thus the following chapters in the book describe practical methods, based on research and practice, for developing strategies and skills in these areas that will foster self-regulated learning.

I found the book well structured, with a very useful “Quick Reference to Self-Regulated Learning Assignments and Activities Described in This Book” at the beginning. Several chapters are devoted to activities and assignments that students can engage in before, during, or after their learning of content (e.g., while reading, from lectures, or in relation to exams) that enhance students' self-regulated learning skills. Many of these activities and assignments help students to learn material in a deeper and better way as well.

Nilson presents several activities that might be familiar to the reader, such as “Clicker Questions” but explains how they help develop self-regulated learning skills. There are also more novel tasks such as “Letter to the Next Cohort” where students suggest useful study strategies and what worked for them for incoming students.

There is a chapter entitled “Self-Regulated Learning from Meta-Assignments” that is aimed at increasing students' awareness of their own thinking and actions as well as a chapter that addresses the more behavioral aspects of self-regulated learning, such as delaying gratification and overcoming procrastination. An example of the latter is to set up one's grading system to reward students for handing in assignments early and penalize them for being late. Another highly effective system is to let submission dates determine the amount of work required. For instance, students have to do only six problems if they hand in their solutions by the earliest date, eight problems if they hand in their solutions by a slightly later date, and 10 problems if they hand in their solutions after that later date. An instructor might be able to adapt this system in written assignments to the amount of writing required.

The last two chapters describe integrating self-regulated learning into course design with examples and models. Teachers in higher education face many constraints and challenges. The author is aware of this and addresses possible objections, such as the pressure to cover content and not enough time, with suggestions such as innovative ways to mark assignments.

While the sheer number of activities described could be overwhelming, I think the author encourages the embedding of self-regulatory learning skills within the curriculum—where students will most benefit—in a very engaging yet knowledgeable manner that will not put off readers.

The book has an American focus in terms of terminology and audience (i.e., instructors), which could possibly be seen as a negative to a non-American reader. It is available in print and as an e-book. The author, Linda Nilson, has written many books and articles on the enhancement of teaching and learning and is the founding director of the Office of Teaching Effectiveness and Innovation at Clemson University.

I believe this is a very useful book for a teacher who might be interested in just one or two ideas to introduce her students to self-regulated learning all the way to the teacher who is revamping his course and looking for ways to improve outcomes. It's evidence-based practice in action.

Reference

Nilson, L.B. (2013). *Creating self-regulated learners: Strategies to strengthen students' self-awareness and learning skills*. Sterling, VA: Stylus.

Tamara O'Connor is an educational psychologist who has worked with students in higher education for over 30 years. She uses her knowledge and experience of psychology and education principles and strategies to help students improve the way they study, learn, and perform. She works with students across a range of ages and abilities as well as a variety of education and business settings.

The All Ireland Society for Higher Education (AISHE) is an independent, membership-based professional society dedicated to the promotion of good practice in learning and teaching throughout the island of Ireland. AISHE publishes the All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J), an open-access, peer-reviewed journal of scholarly research that welcomes both Irish and international contributions. Please see <http://www.aishe-j.org/> for further information and access to the journal.

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 managing editor, at LAANEnewsletter@gmail.com to learn more about submitting a book review.

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Improving Learning for Developmental Math Students with Hidden Disabilities

By Phyllis Keenan, Greenfield Community College

Have you ever had a developmental math student who forgot to turn in projects or seemed anxious or to not interact appropriately with other students? You probably have had students with hidden disabilities of high-functioning autism/Asperger syndrome, attention deficit hyperactivity disorder (ADHD), or anxiety disorder. Understanding the needs of these students can help to reframe the behavior as a function of their disability. These students can improve their learning with some specific supports within your course by how your classroom is set up, how your syllabus/course is organized, and how you teach specific math skills.

Hidden disabilities of high-functioning autism/Asperger syndrome, ADHD, and anxiety disorder are less obvious than physical disabilities. Many strategies work for these hidden disabilities such as providing consistency and structure, breaking processes/projects down into discreet steps, providing explicit written and verbal instructions, and reducing distractors.

The idea behind reducing distractions is to decrease the overall load of what the student is attending to so that focusing on the lesson is easier. Some students have more trouble tuning out external stimuli. The classroom itself can either support or inhibit learning. For example, during class extra noises coming from outside the classroom, such as water fountains operating or doors opening, or from inside the classroom, such as others talking and lights humming or buzzing, can be distracting. Decorations/writing around the room may make the environment appear more appealing visually to some, but students with hidden disabilities may find these distractions difficult to tune out so they can focus on the math. In addition, some students with anxiety, such as post-traumatic stress disorder (PTSD), learn best when their backs are to the wall so that no one can startle them from behind. So as not to have the students in the back row only, the classroom can be arranged with the seats in a horseshoe or in groups facing each other at tables or desks. This can also increase a sense of community within the classroom.

This community-building particularly helps first-year students. They need to learn how to be college students and to manage their time for courses, work, and family/social commitments. At the beginning of the semester in my developmental math course, they complete a graded project with a schedule to budget their time for the week. The project also includes questions related to the syllabus, finding the free peer tutoring center, and how to use their textbook. The syllabus provides a resource throughout the semester with a clear description of expectations for classroom behavior, schedule, math skills, and grading. The schedule includes specific sections covered in class, homework, graded group projects, quizzes, review days, and test dates for the entire course (or at least through to midterms). The grading provides different ways of showing competence in math skills such as computational problems, group projects, word problems, and quizzes. Instead of makeup tests, one or two grades are dropped during the semester, and students have opportunities to correct mistakes from quizzes/tests to improve their grade and their retention of the material. These reduce anxiety and improve learning.

During the semester, effective student behavior is embedded in the developmental math course. Since students need to take responsibility for their learning, specific homework is recommended for each class, along with additional practice if needed. This allows the students to spend more time on the sections that are challenging to them and less time on the review topics. Starting the class with a graded group project or individual quiz similar to homework provides incentive to be on time for class and to do homework/study. Also, this can be a quick check to see who is prepared for class, provide encouragement, and give recommendations for tutoring and other on-campus support services. Bringing into class staff from campus counseling, disabilities, and peer tutoring can destigmatize their disabilities and increase utilization of these services.

Exhibiting social skills and determining expectations may come naturally for many people but students with autism/Asperger syndrome may need assistance. It may be helpful to teach them how working in a group includes deciding how the work is divided, when to confer on answers, and what response is acceptable to peers and faculty. Students who review a list of the rules for working in a group can develop more math skills and learn to work better with peers.

Many students with high-functioning autism/Asperger syndrome learn from specific to general, so exposing them to multiple examples and then giving a rule/algorithm and vocabulary words works better. Some other students will learn from the general information to the specific example, so doing both is beneficial. This is in addition to teaching utilizing different learning styles: listening to the instructor or classmate (auditory), explaining to a classmate or instructor (verbal), seeing the math on the board (visual), and doing the math skill (kinesthetic). Since many math skills are reviewed, allowing students to use the already learned method—when the method is correct—can increase confidence and allow the student to focus on other skills.

As midterms and finals approach, the students need to learn how to reduce their test-taking anxiety and to prepare for lengthy exams. Direct teaching of these skills in class with directed study assignments improves their confidence and their test scores and reduces their anxiety. The students complete graded take-home assignments, including all math covered on the exam, with instructions to go back to the specific sections in the book and work on more problems of difficulty. An in-class review on the day before testing provides an opportunity for recalling and utilizing the math skills in response to questions in the classroom.

Throughout the semester, the developmental math student with hidden disabilities has the opportunity to learn math skills and effective college student skills. The math skills are scaffolded at least seven times by working the skills into classroom instruction and practice, home assignments, and in-class testing individually or in groups. The students, having exposure to different teaching methods and fewer distractions, can learn more math and perform better on tests.

Phyllis Keenan, MS is an Adjunct Mathematics Faculty at Greenfield Community College in Massachusetts. Phyllis Keenan was one of the first trained in the College Success Program, which later became On Course.

Interested in reading more articles? Past issues of our newsletter are available on our website under the [LAANE History tab](#).

Follow us on Twitter



Remembering Maxine Elmont

It is with a very heavy heart that I share the news of Maxine Elmont's passing. A line in her obituary reads, "A force of nature who, until the moment she passed away, lived her life her way and defiantly." I couldn't have said it better. I met Maxine over 25 years ago when I entered the profession young, impressionable, and overwhelmed. She had been a mentor and a friend ever since. She was a driving force behind NADE and LAANE for many years, serving on the board and hosting several of our regional conferences. And there are no words to describe the number of lives she touched through her work at Mass Bay Community College for over forty years.—Crystal Bickford, LAANE President

Dr. Maxine (Mackie) Elmont, passed away in the presence of her daughter-in-law and defender Linda Schwabe on August 13 just short of her 95th birthday. She was pre-deceased by her parents, Sol and Rose Seinfeld, her dear husband Stanley, and her beloved son Stephen Elmont. Mackie is survived by Linda, together with numerous Canadian and Boston cousins and friends throughout the U.S. and Canada. Mackie lived and worked in Boston and was a summer resident of Wells, Maine.

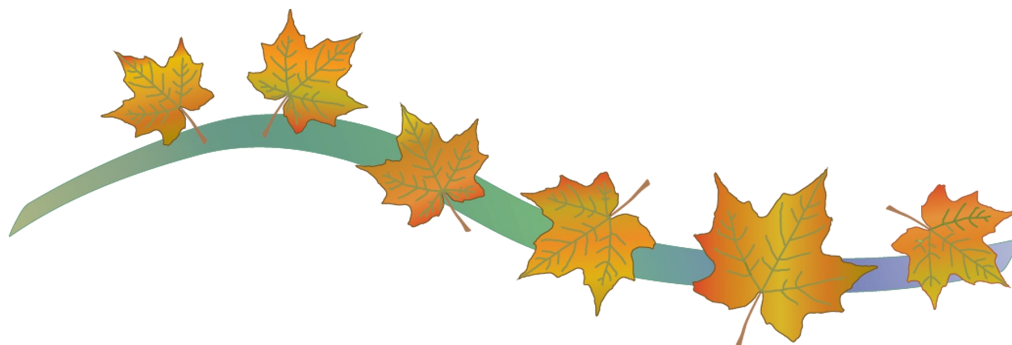


During a one year childhood stay in Montreal at the age of 5, when directed by her teacher to sing God Save the Queen, she replied that she would not, stating that "I am an American." She was a true revolutionary and that statement defined her life. A force of nature who, until the moment she passed away, lived her life her way and defiantly. After receiving her doctorate in education from UMass (Amherst) in midlife, Mackie went on to a four decade long career as a highly regarded professor at Mass Bay Community College where she opened the door to a brighter future for countless students. She left her mark and will be missed.

Remembrances may be made to For the Love of Dogs, Vermont Dog Rescue, PO Box 1112, Main Street, Waitsfield, VT 05673 or the Maxine Elmont Endowed Scholarship Fund, C/O Mass Bay Foundation, 50 Oakland St., Wellesley, MA 02481 or Planned Parenthood Federation of America, Inc. P.O. Box 97166 Washington, DC 20090-7166.

MassBay Community College will be hosting a tribute to Dr. Elmont on Wednesday, November 8 at 5:30 PM on the Wellesley campus. For details, please contact Karen Britton at kbritton@massbay.edu.

In honor of Dr. Elmont, the LAANE board will be awarding at random three adjunct faculty attending the LAANE conference a \$100 professional development stipend.



LAANE Awards

LAANE is accepting nominations for the following awards to be presented at the 2017 conference. Nominations can be sent to LAANE at learningassistanceNE@gmail.com.

Outstanding Service to Developmental Students

Description: This award recognizes a developmental educator whose work on behalf of developmental studies exemplifies the philosophy of developmental education.

Requirements:

- Letter of nomination, including identification of student populations the nominee served or is currently serving
- Letter of endorsement from state/regional organization or the equivalent of the nominee with LAANE membership number
- Letters of support from students, administration, faculty, and/or colleagues; developmental studies faculty members
- News clippings or other information detailing the nominee's impact upon developmental studies

Outstanding Student in a Developmental Program

Description: This award honors a student, tutor, or alumnus/a who participated in a developmental program and then became a member of a profession and/or a contributing member to his or her community, thereby exemplifying the effectiveness of development education.

Requirements:

- Letter of nomination
- Letter of endorsement from a developmental education practitioner. This letter must be from a developmental educator who taught the nominee and must include specific information about the developmental education courses that the nominee completed.
- Résumé of nominee
- Supporting material must include: information detailing the nominee's activities and contributions to a profession and/or community; letters from community organizations regarding the nominee's contributors; letters from the nominee's employer and/or instructors.

Outstanding Support to Developmental Education by a College Administrator and/or Public Servant

Requirements:

- Letter of nomination from local institutions
- Information detailing contributions to developmental education

Outstanding Developmental Education Program

Description: This award recognizes a developmental education program which exemplifies the best of current practice in the field of developmental education.

Requirements:

- Letter of nomination
- Letters of support from students, campus administrators and other members of the college community, developmental education program, and faculty or staff members outside the developmental education area
- Description of the program including quantitative data and highlights of unique features and components
- Copies of program brochures, flyers, other publicity materials
- Copies of recent program evaluations
- Copies of program recognition awards

LAANE Awards

Outstanding Contribution to LAANE

Description: This award 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.

Requirements:

- Letter of nomination with a LAANE membership history
- Letter of endorsement from a current or former LAANE officer
- Suggested supporting material, letters, flyers, other materials which support the contribution of nominee to LAANE

Outstanding Research Publication Award

Description: This award recognizes the individual or individuals who have authored a published article, book, periodical, or monograph in the field of developmental education. Dissertations are not considered for this award.

Requirements:

- Letter of nomination with a LAANE membership history
- Letter of endorsement from a developmental educational practitioner
- Supporting material may include samples of articles, monographs, journals or newsletter articles; summary of research conducted; and copies of book reviews with sources noted

LAANE Student Scholarship & Professional Development Grant

LAANE awards annually one \$500 scholarship to a student, and it also offers grants of up to \$750 to LAANE members doing work that contributes to the field of developmental education. Information on the scholarship and grant is below; for more details, please visit the [scholarships and awards link](#) on our website.

Student Scholarship

LAANE's Student Scholarship will be awarded to a student who at the time of application:

- Is enrolled in a bachelor or associate degree program
- Has completed at least 6 credits of developmental course work
- Has earned at least 24 credits
- Has a cumulative GPA of at least 3.20
- Will be enrolled in a minimum of 6 credits the following spring semester

While the application deadline for the 2017 award has passed, please encourage your students who qualify for the award to apply September 2018.

LAANE Professional Development Grant

The purpose of the LAANE Professional Development Grant is to foster professional growth of our members and contribute to the field of developmental education. The grant will be awarded to assist in research, leadership, curricular innovation, and educational advancement. The grant funds proposals up to \$750.00. An individual may be awarded only one professional development grant every two calendar years. For information on grant application and criteria, please visit our website.

Leadership

Open Elected Executive Board Positions

Consider running for one of our open elected executive board positions:

Vice-President (Two-year term beginning November 2017)

The Vice President/Conference Coordinator shall serve as presiding officer in the absence of the President. In addition, the Vice President/Conference Coordinator shall:

1. Serve as official Association Conference Coordinator ensuring the smooth and timely organization of all conference activities including the selection of conference chairs (see By-Laws, Article VI)
2. Compile annual Association conference evaluations and report findings to Executive Council
3. Prepare article on annual Association conference including summary of evaluations for LAANE winter newsletter; submit to Managing Editor within one month following the annual Association conference
4. Conduct liaison activities as necessary to promote the goals and objectives of the Association

Managing Editor (Two-year term beginning November 2017)

The Managing Editor shall act as the Newsletter Editor ensuring the publication of three newsletters per year. In this capacity, the Managing Editor shall:

1. Appoint newsletter staff and coordinate staff activities
2. Solicit, prepare, and edit copy of newsletters ensuring that pertinent information and inserts are included in a timely manner

The nominee's name and contact information (institution, title, business phone, and email) can be sent to Sharon Cronin, LAANE Vice President at scronin@ccsnh.edu. For more information about the Managing Editor position and about LAANE leadership, please visit our website and select the *About LAANE* tab.



2016 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

President

Crystal Bickford
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Vice President and Conference Coordinator

Sharon Cronin
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Interested in becoming involved in LAANE? Visit our website, www.LAANEchapter.org, contact us at learningassistancene@gmail.com, or speak to a LAANE board member at our conference.



Upcoming Conferences

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*

Visit our website to learn more about the annual conference and to sign up for our mailing list for conference updates.

<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/>

College Reading & Learning Association Northeast Chapter

Spring 2018

<http://www.crlanortheast.org>

Association of Colleges for Tutoring and Learning Assistance Annual Conference

April 26–28, 2018

San Diego, CA

<http://actla.info/>

