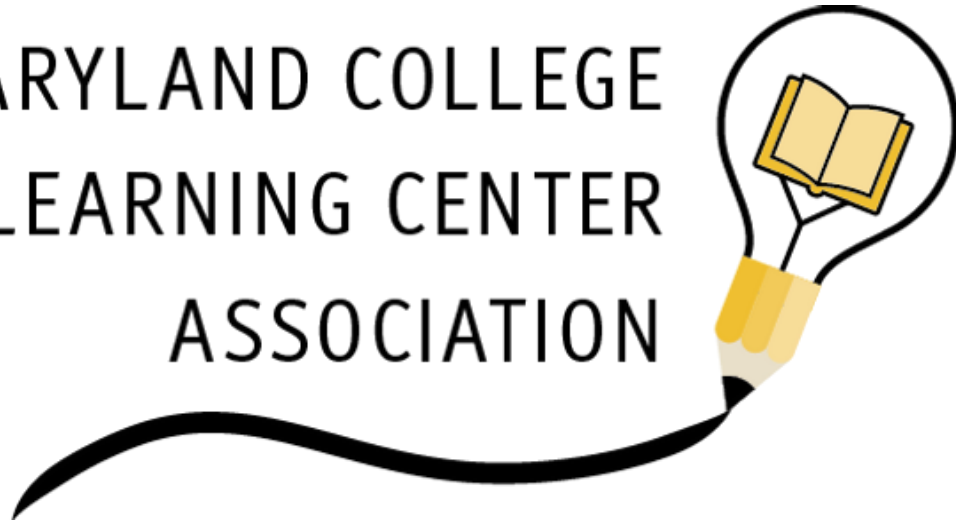


MARYLAND COLLEGE LEARNING CENTER ASSOCIATION



MDCLCA Annual Conference 2024

CHAMPIONING STUDENT SUCCESS

Friday, March 1st | Salisbury University



Conference Agenda

March 1, 2024

Time	Session	Location
8:00 AM - 9:00 AM	Registration	Assembly Hall (4th Floor)
8:15 AM - 9:00 AM	Breakfast	Assembly Hall (4th Floor)
9:00 AM - 9:35 AM	Welcome & Keynote	Assembly Hall (4th Floor)
9:45 AM - 10:35 AM	Breakout Session 1	AC 117,163,263,280
10:35 AM - 10:45 AM	Morning Snack Break	AC 270 (CSA)
10:45 AM - 11:35 AM	Coffee & Conversations	AC 117,163,263,280
11:45 AM - 12:35 PM	Breakout Session 2	AC 117,163,263,280
12:40 PM - 1:40 PM	Lunch	Assembly Hall (4th Floor)
1:10 PM - 1:40 PM	MDCLCA Business Meeting	Assembly Hall (4th Floor)
1:50 PM - 2:40 PM	Breakout Session 3	AC 117,163,263,280
2:50 PM - 3:40 PM	Breakout Session 4	AC 117,163,263,280

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Conference Overview

Welcome to the 2024 MDCLCA Conference: CHAMPIONING STUDENT SUCCESS! We are excited to come together and have a day of professional development and networking. We are excited to host this conference in the beautiful Academic Commons of Salisbury University.

This year's conference theme, **Championing Student Success**, encourages proposals for interactive sessions and creative discussions that highlight ways in which we champion academic success through our academic support centers, in order to best support our staff, faculty, peer educators and students.

After receiving positive feedback from last year, we are bringing back **Coffee & Conversations** this year. During this time, attendees will choose a breakout group to participate in a facilitated conversation around sharing common challenges, ideas, and solutions. We hope this session will give us an opportunity to build stronger networks for us to support each other, our students, and serve as an opportunity to spark inspiration and reimagine what our learning centers can be.

As always, the conference agenda also includes an **MDCLCA Business Meeting**. This year's session includes an opportunity to meet the Board Members, learn about the nominations and elections process for board member positions, learn about our new website, update you on membership, and hear a word from our sponsors.

Thank you for attending this conference! We hope that you bring a lot of wonderful ideas back to your campus to enhance your student support centers and programs!

Keynote Speaker: Dr. Ron Siers



Ron Siers, Jr., PhD is a full professor and the associate head baseball coach at Salisbury University. Dr. Siers is a scholar, author, journal editor, presenter, keynote speaker, and leadership consultant. He is the Co-Director of the Academy for Leadership in Education (ALE), Athletic Minor Coordinator, PDS Liaison & Intern Supervisor at Salisbury University. He was previously a Department Chair.

He has been bestowed the following honors:

- Enshrined as a member of the Eastern Shore Baseball Hall of Fame
- NCAA Division 3 National Champion
- American Baseball Coaches Association Division 3 National Assistant Coach of the Year.
- Coast to Coast Baseball Coaching Staff of the Year
- Salisbury University Distinguished Faculty Award
- SU Alumni Association Faculty Appreciation Award
- John Furey Commitment to PDS Award – Seidel School of Education
- National Association for Professional Development Schools (PDS) Appreciation Award
- Exemplary PDS Award
- Seidel School of Education Outstanding Supervisor Award
- Seidel School of Education Excellence in Teaching Award
- Seidel School of Education Outstanding Liaison Award
- National Association of Division 3 Award to Community Service – Cal Ripken, Sr. Foundation

Dr. Siers is currently a member of the following professional associations:

- American Baseball Coaches Association (ABCA)
- Association of Leadership Educators (ALE)
- Educators Rising Collegiate
- International Leadership Association (ILA)
- Phi Delta Kappa

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Coffee & Conversations

Due to popular demand from last year's conference, we have decided to bring Coffee & Conversations back for the 2024 Conference! Mirroring our mid-morning approach for fall semester monthly Coffee & Conversations, these will take place from 10:45-11:35 am. There are 4 different Coffee & Conversations, allowing you to choose a topic or area that is unique to your line of work. The conversations are facilitated by an MDCLCA member, yet meant to be informal and give the audience an opportunity to share their knowledge, ideas and experiences. Below are our 4 topics, we hope you enjoy them!

Coffee & Conversations (10:45 AM - 11:35 AM)



Leadership & Supervision

Name: Kevin Knudsen
College: George Washington University
MDCLCA Role: Member
AC 117



Supplemental Instruction (SI)

Name: Deb Webb
College: UMBC
MDCLCA Role: Member
AC 163



Academic Success Coaching

Name: Dr. Amanda Sharp
College: UMBC
MDCLCA Role: Secretary
AC 263



Peer Tutoring Programs

Name: Dr. Elysse Meredith
College: Montgomery College
MDCLCA Role: President
AC 280

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Breakout Session Track Overview

Look for these symbols next to session information indicating the theme track!



Teaming Up Through Campus Partnerships

As learning center people, we all understand the vital role that campus resources play in students' success. We want to hear how your center has collaborated with other areas and groups on campus to provide holistic support for students. Which areas or departments on your campus work well together? In what ways has your center worked to meet students' needs through collaboration and connections across campus? This track includes sessions that include ways learning center staff are building and fostering connections with faculty and staff across campus to support students.



Coaching Students Through Academic Hurdles

We might think of learning like a marathon, a long race where everyone begins at the same starting point and runs at a set pace until they finish the race. However, learning does not happen at a steady pace. After students begin their college career, they often face challenges that could prevent them from achieving their hopes and dreams. In that sense learning is more like jumping hurdles, where students must face challenges and try to overcome them by planning and strategizing. How does your institution coach students through these hurdles? Are there resources and tools that your institution has adopted to meet the student needs in these areas? What is the role of the learning centers and how can they help?



Championing Inclusivity

Diversity, equity, and inclusion aren't just buzzwords—they are critical north stars for all learning centers. When you imagine your learning center, do you see diversity in your staff and the students that you serve? Does your space welcome and cheer for people from all backgrounds? Are the services you provide accessible to everyone? This track focuses on the ways in which learning centers champion the accessibility of their centers and services, culturally responsive tutoring practices, and creating an inclusive learning environment.

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Breakout Session Schedule

Breakout Session 1 (9:45 AM - 10:35 AM)



Successful Partnerships for SI Success

Liz Scarbrough, Dr. Seth Gitter, Lucienne Karszen
Towson University
AC 117
Teaming Up Through Campus Partnerships



Revealing the Hidden Curriculum Through a Tutor Observation

Rubric

Megan Bergandy
George Washington University
AC 263
Championing Inclusivity



Providing Evidence-Based Feedback by Student Mentors in

Guided Study Sessions Program

Fatikha Khasanova
University of Maryland
AC 163

Coaching Students Through Academic Hurdles



Leveraging Design Thinking to Establish, Sustain & Enhance

Campus Partnerships to Make Sense of Challenges

Dr. Tami Kopischke Smith, Dr. Raphael Mazzone,
Sharon Staples
University of Maryland
AC 280
Teaming Up Through Campus Partnerships

Breakout Session 2 (11:45 AM - 12:35 PM)



Elevating Faculty Inclusion in Supporting Students Outside the

Classroom

Sandrine Tchatie-Leudeu, Tyler Ung
Towson University
AC 117
Teaming Up Through Campus Partnerships



All "Inclusive" Programming Through Design Thinking

Dr. Yvette Motley, Jayna Resman, Gorgette Y. Green-Hodnett
University of Maryland
AC 263
Championing Inclusivity



Empowering Mindful Learners: Integrating Metacognitive

Strategies in College

Dr. Delana Gregg, Ira Fabri
University of Maryland, Baltimore County
AC 163

Coaching Students Through Academic Hurdles



A Professor, a Librarian & a Tutor Walk into a Learning Center:

How Finding Your People Makes Anything Possible

Jenna Bohn, Austrie Duarte, Emily Hampton Haynes
Carroll Community College
AC 280
Teaming Up Through Campus Partnerships

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Breakout Session 3 (1:50 PM - 2:40 PM)



Connecting Virtually, Succeeding Collaboratively: Integrating

Online Support for Holistic Student Success

Raphael Tombasco & Richard Meade
Link-Systems International, Inc.
AC 117

Teaming Up Through Campus Partnerships



Empowering Agency to Champion Inclusive & Equitable

Changes on Your Campus

Kevin Knudsen
George Washington University
AC 263

Championing Inclusivity



Tutoring S.M.A.R.T-er: Using Goal Writing to Promote Students'

Independent Learning

Carla Parish Ward & Jose Ilao
Community College of Baltimore County
AC 163

Coaching Students Through Academic Hurdles



Teamwork Makes Their Dream Work: How Academic Advocates

Use Cross-Division Collaboration to Support Students Holistically

Dr. Amanda Sharp, Tanay Adams
University of Maryland, Baltimore County
AC 280

Teaming Up Through Campus Partnerships

Breakout Session 4 (2:50 PM - 3:40 PM)



Tutor Connect: Connecting Students to Tutors

Sonja J. Floystad
Community College of Baltimore County
AC 117

Teaming Up Through Campus Partnerships



Exploring Code Meshing Practices in the Writing Center

Victoria Walker
McDaniel College
AC 263

Championing Inclusivity



Tutor-Designed Values Statements that Welcome

Diverse Student Identities

Rachel Rodriguez, Jocelyn Aqualino, Delaney Runge, Quinn Hamilton, Riley Dauber
Washington College
AC 163

Championing Inclusivity



Serving the Whole Student: How an Academic Commons Promotes

Collaborations Across Departments

Liz Scarbrough, Jeremy Boettinger, Bria Sinnott
Towson University
AC 280

Teaming Up Through Campus Partnerships

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Breakout Session Descriptions

Breakout Session 1 (9:45 AM - 10:35 AM)



Successful Partnerships for SI Success

Location: AC 117

Track: Teaming Up Through Campus Partnerships

Description:

The Departments of Economics and Biology partnered with the TLC to expand Supplemental Instruction, through a successful university-funded research grant. This partnership included applying successful research practices to encourage connection and promote interest in the department's majors particularly for underrepresented students. The grant has included supporting additional roles to facilitate the growth of SI which include faculty liaisons who recruit the leaders, a program manager who engages faculty involved in the program, provides direction and feedback to the leaders, and coordinates research-based nudges and alumni visits, and the faculty member (grant PI) evaluating the program outcomes. In this session, we will report on the outcomes of six months of the grant, share challenges and success, and engage the audience to identify aspects they can modify and apply to their own programs.

Presenters:

Liz Scarbrough, Director of Tutoring & Learning Center, Towson University

Dr. Seth Gitter, Professor of Economics & Assistant Director of Undergraduate Research, Towson University

Lucienne Karszen, Student Success Librarian, Towson University



Providing Evidence-Based Feedback by Student Mentors in Guided Study Sessions Program

Location: AC 163

Track: Coaching Students through Academic Hurdles

Description:

The session focuses on providing an overview and presenting the results of a workshop organized for the Guided Study Sessions Program student mentors at the beginning of Fall 2023. The informational session will cover general aspects of building skills-training workshops for students mentoring undergraduate student leaders in the GSS programs. The presentation will give an overview of structuring evidence-based feedback using selected frameworks for the post-GSS session feedback provision. The presentation will also feature the case studies used as a tool to analyze possible GSS-related scenarios and enhance mentors' observation and evidence identification skills. The concluding part of the presentation will be dedicated to the discussion of the role of debrief conversation simulations in an effective evidence-based feedback provision process.

Presenters:

Fatikha Khasanova, Doctoral Student, University of Maryland



Revealing the Hidden Curriculum Using a Tutoring Observation Rubric

Location: AC 263

Track: Championing Inclusivity

Description:

This session outlines a process for creating an inclusive Tutoring Observation Form that focuses on revealing the hidden curriculum. According to Warren et al. (2018), the hidden curriculum, “can be defined as the unspoken or implicit messages, beliefs, values, and assumptions in the educational setting, including the unstated promotion and enforcement of certain behavioral patterns and professional standards (Myles, Trautman, & Schelvan, 2004).” This session will help participants make an observation form that clearly outlines the expected behavioral patterns and professional standards for their tutors. The session will offer the opportunity for participants to develop and practice using a mini rubric, provide an example observation rubric that can be easily modified for use in other learning centers, and facilitate discussions about practices that can help ensure that the Tutor Observation Form and process are inclusive.

Presenters:

Megan Bergandy, Manager, Academic Commons, George Washington University



Leveraging Design Thinking to Establish, Sustain, & Enhance Campus Partnerships to Make Sense of Challenges

Location: AC 280

Track: Teaming Up Through Campus Partnerships

Description:

Revitalize your collaborative efforts across campus with a transformative Academic Support Collaborative session that transcends the conventional stop-and-start dynamics. Bid farewell to unproductive meetings and embrace a journey towards community-building, trust, and a shared understanding of desired outcomes and program values. This session promises a unique blend of productivity and enjoyment, leveraging design thinking tools to ensure each meeting serves a specific purpose and best serves all stakeholders. Delve into the imaginative realm by envisioning three program outcomes of your choice, unrestricted by practicality or feasibility. This creative exploration not only fosters camaraderie but also unveils challenges, paving the way for future considerations and sparking new curiosities. Uncovering our core values and reflecting on our data collection, we identify common priorities or potential contradictions. Beyond routine measurements, we pose a compelling question: if we could measure anything, what three things would truly matter? This liberating exercise encourages participants to transcend practical constraints and delve into the profound meaning and purpose of their work. Join us for a session that transcends the mundane, and carry the spirit of fun and collaboration into your cross-campus partnerships.

Presenters:

Dr. Tami Kopischke Smith, Assistant Director of Learning Success, University of Maryland
Dr. Raphael Mazzone, Associate Clinical Professor, Director, Oral Communication Center
Sharon Staples, Senior Tutorial Program Director, UMD Athletics

Breakout Session 2 (11:45 PM - 12:35 PM)



Elevating Faculty Inclusion in Supporting Students Outside the Classroom

Location: AC 117

Track: Teaming Up Through Campus Partnerships

Description:

Often students feel disconnected and unsupported by their instructors outside of the classroom, meanwhile, faculty members are limited and perhaps unfamiliar with ways on how they can reach students outside of class time. Intrigued by this dilemma as an instructor and a math coordinator, minding that gap has been one of the main drivers in my role at the Tutoring & Learning Center. This presentation will showcase how involving faculty beyond the classroom has highlighted and diminished the gap that exists between student - faculty inside and outside of the classroom, energizing relationships across course sections and bringing everyone together to champion success. Join us to watch an interview from a faculty member sharing their experience with working alongside the Tutoring & Learning Center.

Presenters:

Sandrine Tchatie-Leudeu, Learning Specialist/Math Coordinator/Technology Specialist, Tutoring & Learning Center, Towson University

Tyler Ung: STEM Graduate Assistant, Towson University



Empowering Mindful Learners: Integrating Metacognitive Strategies in College

Location: AC 163

Track: Coaching Students Through Academic Hurdles

Description:

During this session, learning center professionals will consider the theory of metacognition and how it can be implemented through learning center programs. The concept of metacognition (thinking about one's thinking) has evolved and is now considered along with growth mindset (Carol Dweck) and Bloom's revised taxonomy (Anderson, Krathwohl, et al., 2001) when helping students identify how they are learning effectively and what changes they may need to make to be more successful. We will share important literature and resources on how metacognitive practices can be implemented in classrooms, tutor training, and peer support.

Presenters:

Dr. Delana Gregg, Director of Academic Learning Resources, Assessment & Analysis, University of Maryland Baltimore County

Ira Fabri, Associate Director, Tutoring Services, University of Maryland Baltimore County



All “Inclusive” Programming Through Design Thinking

Location: AC 263

Track: Championing Inclusivity

Description:

Are you curious about how to design programming from an all-"inclusive" approach? Want to learn how design thinking can enhance your DEI practice in supporting students? Join us as we share examples of our work- successes and failures- using design thinking to strategize inclusive solutions around structural inequities. Come and learn-by-doing in this opportunity to try our design thinking with your learning center in mind. We hope you leave energized and ready to prototype one of your ideas in the coming academic year!

Presenters:

Dr. Yvette Motley, Specialist, Learning Skills, University of Maryland

Jayna Resman, Math Learning Specialist, University of Maryland

Gorgette Y. Green-Hodnett, Academic Enrichment Programs Coordinator, University of Maryland



A Professor, a Librarian & a Tutor Walk into a Learning Center: How Finding Your People Makes Anything Possible

Location: AC 280

Track: Teaming Up Through Campus Partnerships

Description:

In this session, a librarian, a Communications Arts faculty member, and an Academic Center tutor from Carroll Community College will discuss their experiences collaborating across campus. This trio has worked together for several semesters to connect students with campus resources, host events to build the campus community, and encourage positive learning, writing, and researching habits. The presenters will provide tips and include best practices for maintaining interdepartmental connections and fostering a welcoming learning center environment for students. They will also discuss how to “find your people” on campus and capitalize on each other’s strengths. Participants will leave this session inspired to forge connections at their institutions and think creatively about providing holistic support for students.

Presenters:

Jenna Bohn, Lead Writing Tutor & Student Success Specialist, Carroll Community College

Austrie Duarte, Assistant Professor of English, Carroll Community College

Emily Hampton Haynes, Assistant Director of Library & Head of Public Services, Associate Professor, Carroll Community College

Breakout Session 3 (1:50 PM - 2:40 PM)



Connecting Virtually, Succeeding Collaboratively: Integrating Online Support for Holistic Student Success

Location: AC 117

Track: Teaming Up Through Campus Partnerships

Description:

Join us for an engaging session that explores the dynamic intersection of on-campus and online resources in learning centers. In an era where education is evolving rapidly, this presentation offers practical insights on seamlessly integrating online support to champion holistic student success. Starting with the foundational importance of campus partnerships, our session delves into specific strategies that bridge the gap between traditional learning environments and the digital landscape. Learn how to integrate on-campus resources with online platforms, providing a unified support system that meets the diverse needs of students. Discover the power of on-demand tutoring and just-in-time support for students facing non-traditional circumstances. Real-world case studies will be shared, offering tangible examples of successful implementations and addressing challenges commonly faced in the evolving educational landscape. The session aims to equip learning center professionals with the tools and strategies needed to enhance their support services. Join us for an insightful exploration of online solutions that empower learning centers to adapt, thrive, and champion student success.

Presenters:

Raphael Tombasco, STAR-NY Coordinator, Professional Tutor- Writing, Study Skills

Richard Meade, Vice President, Link-Systems International, Inc.



Tutoring S.M.A.R.T-er: Using Goal Writing to Promote Students' Independent Learning

Location: AC 163

Track: Coaching Student Through Academic Obstacles

Description:

SMART goal writing is a method which is used in many professional settings: higher education, corporate, and healthcare professions to name a few. During this presentation, the presenters will define SMART (Specific-Measurable-Achievable-Relevant-Timed) goals and demonstrate how SMART goals have been used during tutoring sessions. By incorporating SMART goals into tutoring, session efficiency was improved and students' independent study skills were promoted. Attendees will be given the opportunity to practice the SMART goal-writing method.

Presenters:

Carla Parish Ward, Coordinator, Student Success Centers, The Community College of Baltimore County

Josem Ilao, Tutor, The Community College of Baltimore County



Empowering Agency to Champion Inclusive & Equitable Changes on Your Campus

Location: AC 263

Track: Championing Inclusivity

Description:

We have an uncomfortable fact to face: most higher education institutions (HEIs) were not designed with the principles of equity and inclusivity in mind. According to historian John Thelin, colleges and universities were plagued by exclusive cultures reinforced by dominant groups at the turn of the 20th century. Administrators, too, were guilty of implementing policies to promote homogeneity rather than embrace and acknowledge differences among the student body. We are experiencing problems stemming from these issues today. For example, the National Student Clearinghouse Research Center (2023) recently reported on declining completion rates and included discrepancies in graduation rates between majority and under-represented minority students. Learning centers play an important role in combating these issues. There is much to be learned about efforts to be taken within the confines of our centers. However, what about the actions taken elsewhere on campus? What is the role of learning center professionals in championing inclusive learning environments outside of the learning center? Join this guided discussion as we explore theories and research on change agency in higher education. As a result of this interactive discussion, participants will develop practical steps they can take to initiate, lead, and facilitate changes to enhance equity and inclusivity on their respective campuses.

Presenters:

Kevin Knudsen, Director, Academic Commons, George Washington University



Teamwork Makes Their Dream Work: How Academic Advocates Use Cross-Division Collaboration to Support Students Holistically

Location: AC 280

Track: Teaming Up Through Campus Partnerships

Description:

Viewing students as people first, their lives can quickly be impacted by an unexpected event, such as a family member passing away, or a change in their value system. These changes can impact a student's ability to attend class, prompt an academic major change, create a negative view of asking for help on an assignment, or create fear of talking to their professor.

Championing student success often comes with collaboration; like any other team, it only works if we work together. UMBC's Academic Advocacy team has implemented a coordinated care approach for ensuring student success by creating a campus network of support made up of both Academic Affairs and Student Affairs staff and faculty. This collaboration has made it so that we are able to care for both our students' academic and emotional wellness during their time at UMBC and provide holistic solutions that address the specific needs of the student.

Join us and learn more about how UMBC's Academic Advocacy team utilizes our collaborative network daily with the use of Bronfenbrenner's bioecological theory (1979; 2005) as the theoretical framework and lens. We're excited to share ways you can build your network, find your people, and, together, support your students.

Presenters:

Tanay Adams, First and Second Year Academic Advocate, University of Maryland Baltimore County

Dr. Amanda Sharp, Assistant Director, First & Second Year Academic Advocate, University of Maryland Baltimore County

Breakout Session 4 (2:50 PM - 3:40 PM)



Tutor Connect: Connecting Tutors to Students

Location: AC 117

Track: Teaming Up Through Campus Partnerships

Description:

A brief review of the literature reveals supports for student learning, whether embedded tutoring, peer tutoring, or supplemental instruction, result in better student success, retention, and belonging, particularly for first-generation students, underrepresented minorities, and students who are academically underprepared. However, students are not always aware how to get in touch with tutoring services or what to expect when they arrive for a tutoring session. Students who call, email, or drop into the Student Success Center on their own often struggle to articulate their needs. The Tutor Connect contact form emerged as the pilot referral process for students, faculty, and staff. Tutor Connect is a contact form used by faculty, staff, and students, to seek tutoring information and request tutoring appointments. The Tutor Connect form can be submitted in two ways: electronically or using a hard copy form. Both formats gather the same information including student preferred name, course name and course number, preferred way of tutoring (virtual, in person) and description of the tutoring needs. Once received tutoring center staff reach out to the student and schedule tutoring appointments. Research suggests contact forms such as the Tutor Connect Contact form, offer less confusion and more convenience vs. writing an email or calling a service. Prior to the Tutor Connect contact form, there was not a streamlined mechanism for faculty and staff to refer students to the tutoring center. This pilot's goal was to increase awareness of tutoring services, bridge communication, and build relationships between faculty and tutors. This presentation recognizes tutoring as an element of student success and increased faculty and staff communication as an element of organizational success.

Presenters:

Sonja J. Floystad, Student Success Center Coordinator, The Community College of Baltimore County



Tutor-Designed Values Statements that Welcome Diverse Student Identities

Location: AC 163

Track: Championing Inclusivity

Description:

Writing centers often self-position as safe spaces that are welcoming and inclusive to students of diverse identities. But the very students we strive to serve are often hesitant to cross our thresholds or book an appointment. How can we welcome them in before they even decide to give our services a try? This presentation will describe one SLAC writing center's process of creating and publishing tutor-designed values statements (Accessibility Statement, Anti Racism Statement, and LGBTQ+ Diversity Statement) prominently on our website. As a final project in the tutor training course, new tutors conducted a rhetorical genre analysis, reviewed institutional values statements, drafted their statements in collaborative groups, solicited (often conflicting) feedback from the current staff of tutors, and underwent multiple revisions. The process was intensive for tutors, changing many of their independent writing processes and challenging their writing skills. The resulting statements reflect no one person's values, but the collective values of our tutors, director, and college. Our hope is that by displaying these statements prominently on our website, we can show students that they will be accepted in our space before they ever enter the building.

Presenters:

Rachel Rodriguez, Director of Writing Center, Jocelyn Aquilino, Delaney Runge, Quinn Hammon, Riley Dauber, Peer Writing Consultants, Washington College

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Exploring Code Meshing Practices in the Writing Center

Location: AC 263

Track: Championing Inclusivity

Description:

Code meshing is an ethical practice that allows writers to engage creative and complex ideas into their writing, but it's not often seen as an acceptable tool. This session takes a sociological approach into understanding how social hierarchies lead to linguistic stratification — how our classifications of right or wrong, formal or informal, limits the level of expression a writer can apply in any context of their writing. It showcases the validity of different types of English, such as African American English, and how they are not lesser than because they are seen as deviations of the standard. This session also dives into the harmful effects of code switching — which is often praised for its supposed acceptance of English variants and other languages —and why code meshing is the better alternative. Finally, ways to implement code meshing into the center will be practiced in an open discussion and role playing scenarios for practical methods for future use.

Presenters:

Victoria Walker, Writing Tutor, McDaniel College



Serving the Whole Student: How an Academic Commons Promotes Collaborations Across Departments

Location: AC 280

Track: Teaming Up Through Campus Partnerships

Description:

How do your space and staff structure impact collaboration? At the TLC, the construction of an Academic Commons provided an opportunity for increased collaboration, visibility, and restructuring. The Academic Commons is a one-stop-shop for students that includes multiple student facing services all on one floor: Accessibility & Disability Services, Academic Advising, Retention, & Completion, Library/Research Help, Student Computing Services, Tutoring & Learning Center, and the Writing Center. We'll share our journey, collaborations that have developed, and lessons learned. See the before and after of our physical space, hear about our Academic Commons Engagement Group, and brainstorm ideas on what types of changes you can make.

Presenters:

Liz Scarbrough, Director of Tutoring & Learning Center, Towson University

Jeremy Boettinger, Director of Tutoring & Learning Center, Towson University

Bria Sinnott, Student Success Librarian, Towson University

Conference Evaluations

Please complete a session evaluation after EACH concurrent session.

Session evaluation <https://bit.ly/49c23rX>



Full conference evaluation <https://bit.ly/3UehOdF>

Business Meeting Agenda

- Board Introductions
- Nominations & Elections
 - By-Laws update
- State of the Organization & Constituent Survey
- Sponsors Introductions
- ICLCA Registration Raffle

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