



Call for Proposals
College Reading & Learning Association
57th Annual CRLA Conference
November 13-16, 2024
The Royal Sonesta Minneapolis Downtown
Minneapolis, Minnesota

CRLA is now accepting proposals electronically through April 12, 2024, at 11:59 p.m. CST

College Reading & Learning Association (CRLA) is a diverse group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, tutoring, and peer educating at the college/adult level. Our most vital function and overall purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

In 2022, as an organization, our focus on equity and justice was heightened, resulting in a renewed call to action. This was reflected in our 2023 conference when advocacy and self-care became critical elements of the toolkit that will remain in the forefront as we continue the important work of meeting this call. As with any change, we face opposition that forces us to think and color outside of the box to achieve our goals regardless of what is set before us.

The 2024 CRLA conference theme is *Boldly Forward: Breaking Barriers. Transcending Rules.* As educators, we are constantly asked to inspire, innovate, and drive progress despite the many obstacles that may loom over us. This theme reflects our commitment to boldly advancing our cause in the face of that opposition.

We look forward to receiving your proposals and partnering with you to build a conference experience that continues to reflect The New CRLA!

IMPORTANT DATES

February 20, 2024	Call for Proposals is disseminated, and online system is open for proposal submissions
March 25, 2024	Deadline for proposal reviewer applications
April 12, 2024	Deadline for 2024 CRLA conference proposals. Proposals must be submitted to the OpenConf system by 11:59 p.m. (CST)
June 3, 2024	Notification of proposal review decisions will be distributed via email to the contact author, who is responsible for notifying other individuals listed as presenters
June 17, 2024	Conference registration begins
August 30, 2024	All presenters must be registered for the conference
September 20, 2024	Early registration deadline
September 23, 2024	Deadline for exhibitor application
October 14, 2024	Registration deadline

SESSION TYPES

Pre-Conference Institute

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

Presentation and Poster Sessions

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

- **Research Reports**—provides background, rationale, questions, methodology, results, and implications of a completed but unpublished study.

- **Wise Practice Presentations***—may include research syntheses, position papers on critical issues related to research, models of learning assistance programming, innovative curricula, or research-driven instruction and instructional support. (**see the Executive Summary of the most recent [CRLA white paper by Suh, Williams, & Owens, 2021](#), for a brief explanation of this term, and read the entire paper for a fuller understanding.*)
- **Advocacy/Activism Assemblies**—focus on successful strategies for advocating for CRLA-related causes on a classroom, institutional, or community level. These sessions aim to equip attendees with the knowledge and practices that lead to ongoing and effective change.

Digital Poster Session. A digital poster session allows presenters to share their research or best practice in a less formal setting than a presentation. These take place on site at the conference with presenters sharing content via an LCD monitor as attendees informally rotate from one session of interest to another. These sessions should focus on “hot topics” in literacy, developmental education, and learning support, and they should be a review of research and wise practice, along with an annotated reference/resource list. Those accepted for digital poster sessions are also invited to have their materials published in a repository of advocacy resources for CRLA members.

Learning Over Lunch. An opportunity for presenters to share knowledge and expertise in an intimate round-table conversation with like-minded individuals endeavoring to bring about real change—all while enjoying a fine meal. We welcome proposals centered on **advocacy** and **self-care**. In addition to lunch, you may consider extending the discussion with a more formal presentation (submitted separately). The lunch will take place Friday, November 15, 2024.

Self-Care Room Sessions. As the pressures of our roles and the number of our responsibilities both increase, self-care is becoming an even higher priority. A major thread of this year’s conference is professional self-care. Considering this, we will offer a common space throughout the conference for relaxation, reflection, and ideation. While the “self-care room” will primarily be an unstructured space, we would also like to offer some structured programming for attendees. To facilitate this, we are accepting proposals for the following types of sessions:

Sunrise Movement and Meditation. These are 60-minute sessions held each morning of the conference, where attendees will be guided through gentle movement and meditation. These sessions can include activities such as basic yoga, stretching, quiet music, prompts for journaling, and guided meditation.

Midday Mindfulness. These are 30-minute sessions held each day during lunch hour, where attendees will participate in activities that promote mindfulness. Proposals in this realm should focus on guided self-care practices that attendees can benefit from at the conference and continue to utilize afterwards.

IMPORTANT REMINDERS

The following are important reminders for those submitting a conference proposal:

- All sessions must be submitted through the proposal process. ***This includes sessions presented by CRLA's valued partners (vendors) who should submit proposals under strand 12 – exhibits.***
- The proposal/session summary should follow the Guidelines for Submission (see Appendix B).
- Incomplete proposals will not be reviewed.
- Proposals must be submitted for review using our online submission system available on the CRLA conference website at <http://crla.net/proposals/openconf.php>
- Proposals must be submitted no later than 11:59 p.m. (CST) on Friday, April 12, 2024.
- After successfully submitting a proposal, you will receive a confirmation email and instructions on how to access the online system should you need to review or edit your proposal before the deadline.
- Presenters must register and pay for the conference. If presenters have not registered by the presenter registration deadline (August 30), their names will be removed from the program. If an individual is the sole presenter, the entire session will be removed from the program.
- A proposal may be submitted once and to one strand only. Presenters are expected to explain their strand selection, providing the rationale for their strand choice and the anticipated audience. Information regarding your strand selection is critical to the review process. Please don't assume that your topic and strand are synonymous or that reviewers will see the connection. Additionally, should your proposal be accepted, your choice of strand will determine your presentation's placement in the program.
- No individual can appear on the program more than three times as a presenter. CRLA wants to ensure everyone with research to present, a story to tell, or an idea of exceptional value can participate in the annual conference.
- CRLA will provide projectors/screens/monitors for all sessions that take place on-site. **Presenters must provide their own laptop and connector cables.** This includes digital poster sessions.
- If your proposal is accepted, please remain true to the original proposal's intent and content. Your abstract will be published in the program to market your session.
- Presenters are strongly encouraged to submit appropriate papers for possible publication in the *Journal of College Reading and Learning (JCRL)*.

Online Submission Process and Confirmation

Uploading your Proposal

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

Password

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

Confirmation email

Your proposal submission is not complete until you have received a confirmation email. If you do not receive a confirmation email, contact Meagan Hoff, Proposals and Scheduling Chair, at meagan.hoff@austincc.edu

Editing your Proposal

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

If you have any questions or problems with the submission process, you may direct your inquiries to Meagan Hoff, Proposals and Scheduling Chair, at meagan.hoff@austincc.edu

The Proposal Review Process

Pre-Conference Institute, Research Report, Wise Practice Presentation, Advocacy/Activism Assembly, and Digital Poster

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

Learning Over Lunch, Sunrise Movement and Meditation, and Midday Mindfulness

Proposals undergo review by the Proposals and Scheduling Chair, who assesses the proposal based on how closely it meets the criteria laid out in the proposal/session summary requirements. The Proposals and Scheduling Chair will consider the overall fit and flow of the various proposals and then make the final determination for each proposal.



CALL FOR REVIEWERS

CRLA has opportunities for members to serve the organization by volunteering as a reviewer of proposals. To be considered as a reviewer, please complete [the online form](#) by March 25, 2024. In the sign-up box under "Review and Program Committees" use the keycode: ***revkey-00b493***

If you have any questions regarding the Call for Reviewers, contact Meagan Hoff, Proposals and Scheduling Chair, at meagan.hoff@austincc.edu or L. Parker, SIG Coordinator, at lparke69@charlotte.edu

We look forward to receiving your reviewer interest form by Monday, March 25, 2024. We look forward to receiving your proposal by Friday, April 12, 2024. Proposals and reviewer interest forms must be submitted to the OpenConf system by 11:59 p.m. (CST)

APPENDIX A – STRANDS

OVERVIEW OF PROGRAM STRANDS

- Strand 1: Metacognitive Teaching, Learning, and Studying
 - Strand 2: College Reading & Writing
 - Strand 3: Learning Assistance Center Management
 - Strand 4: Mathematics, Science and Business
 - Strand 5: Multiculturalism, Equity, Inclusivity, & Accessibility
 - Strand 6: Peer Assistance Programs
 - Strand 7: Educational Research, Policy, and Evaluation
 - Strand 8: Technologically Responsive Teaching Strategies
 - Strand 9: Student Athletes
 - Strand 10: First-Generation and Non-Traditional Students
 - Strand 11: Professional Development & Other Topics*
 - Strand 12: Exhibits†
- * Strands not associated with a SIG.
† Reserved for Exhibitors only.

Please review the strand descriptions below. Select the strand most appropriate for your presentation. Within your proposal summary, name the strand and provide details as to how your presentation aligns with this strand's preferred topics or purpose. Do not assume the reviewers will see the connection between your proposal topic and strand selection. If your proposal is accepted, this information will help with placement in the program, and help conference attendees choose the presentations of most interest to them. With the exception of Strands 11 and 12, all of the program areas and topics are connected to a Special Interest Group (SIG). For questions about topic relevance, contact the appropriate SIG Chair or the Proposals and Scheduling Chair, at meagan.hoff@austincc.edu More information regarding SIGs can be found on the CRLA website (<http://www.crla.net/index.php/membership/sig>).

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

Strand 1: Metacognitive Teaching, Learning, and Studying

To encourage research in critical thinking and instruction, cognitive processes, adult literacy, problem solving, and cognitive models describing how adults learn and remember. To create and foster opportunities for networking, professional growth, and sharing of materials, theory, research, and practice related to college-level learning and study strategies.

SIG Chair: Tiffany Culver (TCulver@schreiner.edu)

Strand 2: College Reading & Writing

To promote a more global understanding of the issues in college reading and writing, along with the advancement of more dynamic literacy strategies for supporting students' diverse backgrounds and abilities in the college classroom. This strand aims to foster a community of practice for postsecondary literacy practitioners by providing opportunities to collaborate, disseminate information (e.g., theory, practice, research), and discuss pressing concerns in the field.

SIG Chair: James Dyer (jmdyer@eou.edu) and Candice Oelschlegel (c.oelschlegel@txstate.edu)

Strand 3: Learning Assistance Center Management

To provide a forum for the exploration of programming, goals and objectives, promising practices, supervision, and evaluation among learning assistance center managers and staff.

SIG Chairs: Ed Gallagher (egallagher@pima.edu) and Penny Turrentine (pturrentine@pima.edu)

Strand 4: Mathematics, Science and Business

To provide an opportunity for dialogue and sharing of best practices among those providing curriculum, tutorial assistance, and support in mathematics, science, and business.

Interim SIG Chair: L. Parker (lparke69@charlotte.edu)

Strand 5: Multiculturalism, Equity, Inclusivity, & Accessibility

To explore and discuss topics related to multiculturalism, diversity, equity, inclusion, accessibility, and social justice within student-support centers and their praxis. This SIG provides a platform for its members to share their own experiences, research, and resources. Our aim is to spread awareness and generate dialogues concerning M.E.I.A. within the field of student-support work and the wider CRLA community.

SIG Chair: Carlos Lopez (carlos.lopez@utsa.edu)

Strand 6: Peer Assistance Programs

To share innovative materials, research, and best practices related to effective peer assistance programs—including tutoring, mentoring, and other successful models (e.g., Peer Assisted Learning, Supplemental Instruction, coaching)—to improve recruitment, training, and education; explore different types of programs; assist in program design and assessment; inform about cutting-edge research; support faculty and cross-departmental partnerships; and increase opportunities for peer educator input and perspectives.

SIG Chairs: Rebecca Cofer (rebecca.cofer@gcsu.edu) and Emily Guetzoian (emily.guetzoian@gmail.com)

Strand 7: Educational Research, Policy, and Evaluation

To encourage CRLA members to conduct research, to aid in the development of a research base in learning assistance and developmental education, and to disseminate information on current research and evaluation issues.

SIG Chair: Emily Summers (ejsummers@txstate.edu)

Strand 8: Technologically Responsive Teaching Strategies

To research and explore new methods, techniques, and best practices focusing on the use of technology and distance learning. This strand encompasses a wide range of topics, such as distance learning courses, hybrid classes, tutoring online, effective uses of technology in teaching, and learning center websites.

SIG Chair: Crystal Bickford (c.bickford@snhu.edu)

Strand 9: Student Athletes

To develop a communication network of researchers and academic support professionals focused on the unique challenges of working with student-athletes. Topics include compliance and eligibility issues, student advocacy and accountability, tutoring, literacy, and career and life skills within the context of college reading and learning.

SIG Chairs: Pamela Segal (psegal@towson.edu)

Strand 10: First-Generation and Non-Traditional Students

To create, develop, and maintain a community of professional practitioners who assist first-generation and non-traditional college students to promote retention and completion rates.

SIG Chair: Telisha Hollaman (telishah@uab.edu) and Rosemarie Woodruff (woodruff@hawaii.edu)

Strand 11: Professional Development & Other Topics

To encourage the exploration of training and development opportunities for professionals in fields relevant to CRLA. This strand may be used for presentations that do not easily fit into other areas such as history of the field or collaborative ventures. This strand may be most appropriate for Learning Over Lunch, Sunrise Movement and Meditation, and Midday Mindfulness sessions

Strand Chairs: Deena Vaughn (deena.vaughn@umgc.edu) or Mariko Carson (mariko.carson@faculty.umgc.edu)

Strand 12: Exhibits†

This category is reserved for exhibitors who wish to offer a detailed presentation and/or demonstration of their product.

Strand Chairs: Deena Vaughn (deena.vaughn@umgc.edu) or Mariko Carson (mariko.carson@faculty.umgc.edu)

APPENDIX B - GUIDELINES FOR SUBMISSION

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

- **Contact Information:** name, mailing address, phone number, and email address for each participant, and the summer address of the contact person for your proposal
- **Password:** for later use to edit your proposal submission, if needed
- **Session Title:** 10 words maximum
- **Abstract:** 50 words maximum (to be used in the program, if accepted)
- **Strand:** see the list and description of strands in Appendix A
- **Session Type:** Pre-Conference Institute (3-Hr or 6-Hr), 60-Minute Concurrent, Digital Poster, Learning Luncheon, Sunrise Movement and Meditation, Mid-day Mindfulness
- **Proposal/Session Summary:** All sections of the proposal/session summary listed in the table below with the maximum word limit should be prepared and entered directly into the online submission form.

Session Type	Proposal/Session Summary Requirements
<p>Pre-Conference Institute</p> <p>Research Report</p> <p>Wise Practice Presentation</p> <p>Advocacy/Activism Assembly</p> <p>The content of the summary should be research-based with citations in APA 7th ed. format and ready for a masked review. <i>No author-identifying information or institutional information</i> that could undermine impartiality should appear in the summary. If a summary cannot be reviewed fairly because inappropriate information is included (as described above), the proposal will be refused.</p>	<ul style="list-style-type: none"> ● Relevance to Conference Theme (50 words maximum) ● Relevance to Conference Strand (50 words maximum) ● Purpose of Presentation and Learning Objectives for Participants (200 words maximum) ● Perspectives or Theoretical Framework (200 words maximum) ● Results and/or Conclusions of the Study, Wise Practice, or Advocacy/Activism Report (200 words maximum) ● Practical and/or Scientific Innovation and Contribution to Field (200 words maximum) ● Delivery Method, Including Audience Engagement (100 words maximum) ● Reference List: To indicate a research base for the submission, a current and substantive reference list is a necessary component of the proposal summary. If an author cites their own work in the reference list, please use APA 7th ed. style (e.g., Author, 1999) to ensure a masked review. Even wise practices and advocacy/activism reports should be grounded in sound research and theory, which will be demonstrated by this reference list.
<p>Digital Poster</p> <p>The content of the summary should be research-based with citations in APA 7th ed. format and ready for a masked review. <i>No author-identifying information or institutional information</i> that could undermine impartiality should appear in the summary. If a summary cannot be reviewed fairly because inappropriate information is included (as described above), the proposal will be refused.</p>	<ul style="list-style-type: none"> ● Relevance to Conference Theme (50 words maximum) ● Relevance to Conference Strand (50 words maximum) ● Purpose of Presentation and Learning Objectives for Participants (200 words maximum) ● Perspectives or Theoretical Framework (200 words maximum) ● Reference List: To indicate a research base for the submission, a current and substantive reference list is a necessary component of the proposal summary. If an author cites their own work in the reference list, please use APA 7th ed. style (e.g., Author, 1999) to ensure a masked review.
<p>Learning Over Lunch</p>	<ul style="list-style-type: none"> ● Relevance to Conference Theme (50 words maximum) ● Relevance to Conference Strand (50 words maximum) ● Purpose of Presentation and Learning Objectives for Participants (200 words maximum)
<p>Sunrise Movement and Meditation</p>	<ul style="list-style-type: none"> ● Description of Activity and Delivery Method (200 words maximum)
<p>Midday Mindfulness</p>	<ul style="list-style-type: none"> ● Description of Activity and Learning Objectives for Participants (200 words maximum)

