

**1ST SOUTHEASTERN SUPPLEMENTAL
INSTRUCTION CONFERENCE**

**FOCUS  ON THE
[**FUTURE**]**

September 18-19, 2020



**Hosted by
University of North Georgia
Supplemental Instruction**



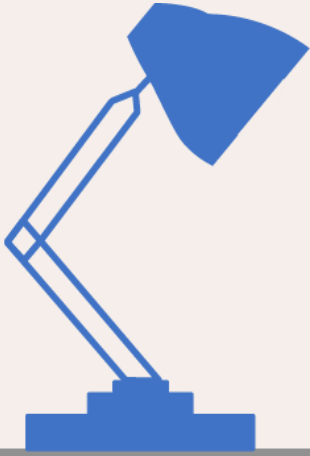
If you need this document in a different format, please contact Emily Cook (emily.cook@ung.edu)

PRE-CONFERENCE SCHEDULE

All times in Eastern Daylight Time (EDT)

Friday, September 18th, 2020

- 3:30 p.m.** Check-in
- 4:00 p.m.** Welcome and Introductions
- 4:30 p.m.** Student Keynote Address
- 5:15 p.m.** Networking Event
- 5:45 p.m.** Collaboration Discussion
- 6:30 p.m.** Closing Remarks



CONFERENCE SCHEDULE

All times in Eastern Daylight Time (EDT)

Saturday, September 19th, 2020

- 8:00 a.m.** Check-in Begins
- 9:00 a.m.** Welcome and Opening
- 9:30 a.m.** Breakout 1
- 10:25 a.m.** Roundtable 1
- 11:05 a.m.** Roundtable 2
- 11:45 p.m.** Keynote Address
- 1:15 p.m.** Optional Q&A Panel
- 2:15 p.m.** Breakout 2
- 3:05 p.m.** Roundtable 3
- 3:50 p.m.** Breakout 3
- 4:40 p.m.** Closing Remarks



PRE-CONFERENCE

Pre-Conference Facilitator

Cheyenne Chester

Cheyenne Chester is a Senior Middle Grades Education major at the University of North Georgia who focused her studies on mathematics and social studies. Cheyenne originally joined the Supplemental Instruction (SI) team as a facilitator in January of 2017 and has now served as a full-time senior mentor for 2 years in the organization. Cheyenne has previously served as the UNG Cumming campus SGA President and currently is the Secretary for the UNG Education Club. She is committed to the SI team while also student teaching full time to get her state teaching certification. Cheyenne hopes to continue learning about education and collaborative learning by pursuing her Master's degree and seeking opportunities to work in higher education administration.



FRIDAY KEYNOTE

Pre-Conference Keynote Speakers

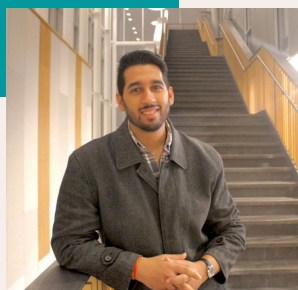
Samuel Haile

Samuel Haile is a recent graduate from the University of Toronto Scarborough with a Honours Bachelor of Science in Human Biology and Molecular Biology, Immunology & Disease. He has been both a facilitator for multiple biology courses and a mentor facilitator at UTSC's Facilitated Study Group (FSG) Program for two years. During his time as an FSG facilitator, he has collaborated with others at UTSC and developed a new program for first-year biology students within his FSG program that provides support for the Formal Lab Report assignment while following the SI model.



Anshu Kashyap

Anshu Kashyap is a recent graduate of the University of Toronto Scarborough where he served as a Facilitated Study Group (FSG) Leader and is currently University of Ottawa medical student. He has been part of the FSG program since 2018 summer and has facilitated courses ranging from Biology to Statistics. He was also co-founder of the Formal Lab Report Seminar program along with his colleague Samuel Haile.



Keynote Description

Take the First Step: A Story of Initiative and Interdisciplinary Collaboration

Facilitated Study Group (FSG) facilitators play an important part in promoting essential academic skills and enriching the learning experience of many of their fellow students. Facilitators tend to have a passion for supporting students and also have the unique experience of being a student helping other students. Their unique perspective can lead to innovative ways of supporting students as FSG facilitators can identify gaps in support that may have been previously missed. Here we demonstrate an example of two FSG facilitators who reflected upon their struggles, identified gaps in support, and then took initiative to create a successful interdisciplinary program within their FSG program. All facilitators have the ability to change and create for the better with reflection and taking initiative.

PRE-CONFERENCE

Collaboration Discussion

Dr. Jameson Brewer

T. Jameson Brewer, Ph.D. is an Assistant Professor of Social Foundations of Education in the College of Education at the University of North Georgia. Additionally, he serves as a Scholar at Harvard University's Scholars Strategy Network. His teaching experience spans from the middle school, high school, undergraduate, masters, and doctoral levels and was a 2019 recipient of the UNG Teaching Excellence Award. Broadly conceptualized, his research focuses on the impact of privatization and marketization of public education by way of school vouchers, charter schools, alternative teacher certification, and homeschooling. More information at: www.tjamesonbrewer.com



Dr. Westry Whitaker

Westry Whitaker, Ed.D., is an Assistant Professor of Middle and Secondary Education at the University of North Georgia. A former English/Language Arts teacher, he specializes in content area methods with an emphasis on bridging curriculum theory/studies and the social foundations of education, including critical race theory (CRT) and critical whiteness studies (CWS), to middle grades pedagogy and curriculum. Research interests include curriculum theorizing, young adult literature, civil and social rights education, and qualitative methodology.



Small Group Facilitators

Emma Anderson

Emma Anderson is a Senior Mentor for the Supplemental Instruction program at the University of North Georgia. She expects to graduate in Spring 2021 with a Bachelor's of Science and pursue a Doctor of Pharmacy in graduate school with hopes to go into drug research.

Seth Johnson

Seth Johnson is a Mentor for the Supplemental Instruction program at the University of North Georgia. He is a Biology major with interests in pathology, oncology, and radiology. He enjoys hiking, traveling, and watching sunsets.



WELCOME SPEAKERS

Dr. Carol Adams

Associate Vice President and Dean of University College
University of North Georgia

Emily Cook

Director of Supplemental Instruction
University of North Georgia

Cheyenne Chester

Supplemental Instruction Senior Mentor
University of North Georgia

SATURDAY KEYNOTE

Keynote Description

It's true; supporting students is challenging when you're stuck at home on your laptop. At the same time, this online environment opens up new doors for teaching and learning, and peer educators are in a uniquely pivotal position to explore and lead this new frontier. By thinking collaboratively and intentionally, faculty, staff, and peer educators across regions can seek new opportunities for working together, co-constructing innovative ways to help students succeed. The effective online practices we create for today will enhance our ability to support student success and equity once we return to our campuses in the future.

Conference Keynote Speakers

Crystal Kiekel

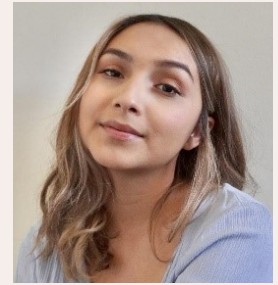
Dr. Crystal Kiekel is a full-time faculty member at Los Angeles Pierce College, where she directs the Center for Academic Success, which provides course-embedded tutoring, general tutoring, workshops, and internships to Pierce students. She is also a coordinator for the California Community Colleges' Success Network (3CSN), a professional learning network for California community college educators with a focus on improving student equity and success. She leads 3CSN's "Learning Assistance Project," which builds opportunities for peer educators statewide (including tutors and SI Leaders) to learn and grow together as a professional community. Crystal earned a Master's of Social Welfare (MSW) from UCLA with an emphasis on management and planning of nonprofit organizations, and a Doctorate of Education (Ed.D.) at Cal State Northridge with an emphasis on community college leadership and policy development.



Conference Keynote Speakers (cont.)

Valeria Carrillo

Valeria Carrillo is an English tutor, with a specialty in course-embedded tutoring, at Los Angeles Pierce College. Using frameworks, such as Metacognition, Growth Mindset, and Reading Apprenticeship, she aims to equip her students with strategies for success to foster independent learners. A former Pierce student herself, Valeria now attends Cal State Northridge, where she is pursuing a B.A. in Liberal Studies for elementary teaching.



Roni Haj Hussein



Roni Haj Hussein is a full-time student at Los Angeles Pierce College, where he is studying biochemistry. He has been a chemistry tutor since 2018 and has worked as STEM Tutor Leader since 2019. Currently, he is tutoring chemistry, physics, and math. As a tutor leader, Roni has been working on enhancing tutors' communication skills and creating a learning environment that allows students to achieve academic excellence. As a tutor, Roni has been working on facilitating workshops that help students to read and understand science textbooks and articles.

Lindsey Lazo

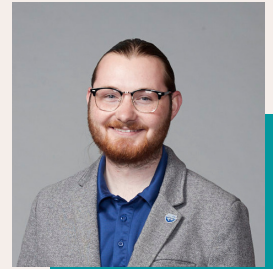
Lindsey Lazo is a graduate student at California State University, Northridge, where they study Counseling with a specialization in College Counseling and Student Services. Lindsey has worked as a peer educator since 2015 as a tutor in both biology and philosophy and as a tutor leader for the Social Sciences and Humanities. As a tutor leader, they have trained and mentored their fellow tutors, holding space to discuss triumphs and challenges during their peer educator experience. Lindsey has presented at statewide California conferences, including Southern California Tutor Expo, the Annual Reading Apprenticeship Conference, and the Strengthening Student Success Conference, as well as at a national conference, ACTLA. Their presentations have focused on the impact and role of peer education in access to services and its impact on student equity and success. Lindsey earned a Bachelor of Arts in Child and Adolescent Development with a concentration in Early Childhood Education from CSUN and an Associates of Science in Early Childhood Education from Los Angeles Pierce College.



SATURDAY Q&A PANELISTS

Noah Bryant

Noah Bryant is a Senior at the University of North Georgia, pursuing a bachelor's degree in History with a minor in anthropology. He has worked with Supplemental Instruction since January of 2018, starting as a facilitator for HIST 1112 then transitioning to a full-time mentor position for the SI program. Apart from his work in SI, Noah is also highly involved with student organizations at UNG, serving in multiple executive roles. Noah graduates in the Spring of 2021 and plans to pursue a Master's degree in Celtic Archaeology at Bangor University in Wales.



Emily Cook

Emily Cook (she/her/hers) has worked at the University of North Georgia since Spring 2012 and joined the UNG Supplemental Instruction (SI) team in Fall 2015 as the Director of SI. Emily has a Bachelor's and Master's degree in Social Work from the University of Georgia and is currently pursuing a PhD in Conflict Management, Peacebuilding and Development at Kennesaw State University. Her passion in higher education lies in guiding student leaders to be productive members in their communities during and after their college career. Emily finds joy in providing a platform for student leaders in SI to gain access to tangible and transferable life skills- such as leadership, critical thinking, innovative pedagogy and teamwork- while developing these same skills in their peers.



Christopher Gulino

Chris Gulino is the Coordinator of Supplemental Instruction at the Student Success Center at the University of South Carolina. As the Coordinator, Chris supervises approximately 100 staff members, including two Graduate Assistants, undergraduate administrative assistants, and Supplemental Instruction Peer Leaders. The SI program typically holds about 300 SI sessions per week for a variety of courses. He graduated with his M.A. in Higher Education Administration from Stony Brook University.



Clay Ouzts

Dr. Clay Ouzts has been sharing his love of history with students since 1992, and he joined the University of North Georgia community (previously Gainesville State College) in 2004. Known for his enthusiastic and detailed lectures, as well as a desire for his students' success, he was a perfect candidate for Supplemental Instruction. He has had SI facilitators/leaders in his U.S. history survey sections since SI's inception at Gainesville State College in 2007, making him the longest-running SI faculty partner in UNG's history. His primary fields of study include the South, Native American History, the Civil War, the American Revolution, and Georgia History. He is also known for painting with watercolors, many of which are featured at UNG.



Shelby Scott-Guinn

Shelby Scott-Guinn, M.Ed., is the Coordinator of SI at the University of West Georgia in Carrollton, Georgia for 2 years and former Graduate Assistant of this role. Shelby obtained her Bachelors of Studio Art and Masters of Education in College and Student Affairs at the University of West Georgia ("Lifelong UWG Wolf"). Her biggest goal is to make the college experience into every student's "Disney".



LEARNING OBJECTIVES

The icons for each objective below correspond to the Breakout Sessions in the program:



Accessibility for Students: Focus on creating an environment for students that is welcoming and inclusive by taking into consideration the various learning abilities and histories of your students to adapt and expand beyond the traditional learning experience.



Student Leader Development: Focus on development as a leader from the student standpoint by considering factors such as self-awareness, growth mindset, leadership styles and more through being aware of the positive impact and unique reach one can have as a peer.



Goal Fulfillment: Focus on developing an action plan to achieve measurable goals, which can lead to setting up a collaborative support network for accountability, creating timely benchmarks and deadlines, and being flexible with necessary adjustments.



Legacy Identification: Focus on the mindful envisioning of the impact one wants to leave, by taking intentional steps, having a passionate purpose, and allowing ourselves to grow as individuals continuously in order to leave something behind for individuals to come.



Innovative Learning: Focus on developing strategies and activities beyond the traditional educational pedagogy that brings in the potential for accessibility, critical thinking, collaboration, technology, and student led instruction for an empowering and engaging learning experience.



SI Model Application: Focus on the foundational principles of UMKC's accreditation standards of collaboration, innovation, autonomy, community building, and content retention in order to apply these core SI values and elements into any learning environment.

BREAKOUT SESSION DESCRIPTIONS

Breakout Session 1

9:30 a.m. - 10:15 a.m.

A: Online Training and Support for SI Leaders During COVID-19 ⚡

Charl Nel, North-West University, Potchefstroom, South Africa

COVID-19 forced SI programs around the world to go from a face-to-face or contact mode to an online or blended mode. Even before COVID-19, however, trends in Africa and more so South Africa of offering online training and support to students have been gaining momentum despite persistent technological barriers. To this end the North-West University's Centre for Teaching and Learning and more specifically the Student Academic Development and Support (SADS) unit is looking at new platforms of offering online and blended support to our large number of open distance learning (ODL) students in an attempt to offer better learner support to all our students. SADS has therefore developed and piloted the SI Online Support Program for our distance students, as well as training material for SI leaders wishing to do the SI Leader Training Course online. This presentation gives a brief overview of the online training guide as well as feedback from the SI leaders on their perceptions and experience doing the training in an online environment. This presentation will be valuable for SI Program Coordinators on campus considering the online or blended route in training their SI leaders.

B: Creating Meaningful SI Leader Professional Development Online 🖱️ 📦

*Jessica Elam, International Center for Supplemental Instruction,
Kansas City, MO*

Working remotely? Don't let that reduce the quantity or quality of SI Leader professional development! This session will provide participants guidance and ideas regarding how programs can approach the planning and execution of a robust and collaborative pre-term SI training and on-going SI Leader professional development in an online setting.

C: Successfully Managing SI Leader Content: Using a Home-Grown Data Management Platform 🗄️ 📦

Harris Collier, Georgia College and State University, Milledgeville, GA

Presenters will discuss the development, implementation, and assessment of a needs-based SI data management system called Kudo Collab. Not only will information about Kudo be presented, but attendees will be provided a breakdown of how the platform has been used successfully at Georgia College.

BREAKOUT SESSION DESCRIPTIONS

Breakout Session 1 (cont.)

D: Engaging Beyond the Screen: Creating Technology-Inclusive SI Sessions

Samantha Allred, Texas State University, San Marcos, TX

SI Leaders sometimes report frustrations with getting students to participate in virtual SI sessions beyond the camera function or how to incorporate students who do not have the ability to use some of the features commonly utilized/available via video conferencing platforms. This session will provide participants with practice at adjusting virtual activities to allow for students with limited access to common technological features to engage fully with their peers.

Breakout Session 2

2:15 p.m. - 3:00 p.m.

A: Refocusing Your SI Training with High Impact Practices

Christine Bell, Beth Kelley, Virginia Drislane, Bensu Bastopcu, and Hannah Deneve, Middlesex Community College, Bedford, MA

Join us as we share the vision behind our newly designed online SI training. Experience a few of our transformed activities and gain some strategies to help build connections within your SI community.

B: Mentor Relationships

Scot Myers, Amber Holley, and Joshua Rouse, Valdosta State University, Valdosta, GA

Our primary vision is to establish an effective procedure in which Supplemental Instruction leaders develop and step into mentor positions through a process that prepares them to be guides and fosters excellent relationships with other staff and faculty. In our presentation, we will explore the importance of mentor relationships and look towards the future of mentor roles in our Supplemental Instruction program at Valdosta State University.

BREAKOUT SESSION DESCRIPTIONS

Breakout Session 2 (cont.)

C: Critical Thinking: An Easy to Use Approach for Strengthening SI Sessions and Individual Skills ★

*Heather Miller, International Center for Supplemental Instruction,
Kansas City, MO*

Critical thinking is a vital skill; however, it is challenging to define, implement, and improve. This session demystifies critical thinking by unpacking the core concepts, then applying those concepts to SI sessions including planning, facilitation strategies, and learning strategies. Participants will also explore practical tips for strengthening critical thinking skills and implementing them in the classroom/SI sessions and beyond.

D: One's Successful SI Model: Communities of Practice, the SI Coach Model, and Collaboration ★

*Garrett Harrison and Lewis Barr, Georgia College and State University,
Milledgeville, GA*

This session will provide one application of the SI model, using communities of practice and SI Coaches to facilitate collaboration and community. Georgia College's student SI staff will offer a breakdown of these elements, along with examples of implementation and successes.

Breakout Session 3

3:50 p.m. - 4:35 p.m.

A: Peer Power: Strengthening Online Learning Support through Collaborative Conversations

Crystal Kiekel, Valeria Carillo, Roni Haj Hussein, and Lindsey Lazo, Los Angeles Pierce College, Woodland Hills, CA

Participants will examine how conversations and connections among learning assistance professionals can drive innovation around student support. Peer educators and faculty from Los Angeles Pierce College (LAPC) will lead a discussion around how to start those conversations right now, online, on your campus and in your region. By exploring a framework for institutional change (Eric Klein's "Is Real Change Possible?") and examples from LAPC, participants will leave with concrete ideas about how to strengthen those vital connections between peer educators, faculty, and staff.

BREAKOUT SESSION DESCRIPTIONS

Breakout Session 3 (cont.)

B: Looking Back to Move Forward: SI's History and SI's Future

*Julie Collins, International Center for Supplemental Instruction,
Kansas City, MO*

This session will provide insight into the historical origins of Supplemental Instruction and the potential future of SI, in part by examining artifacts from Deanna Martin, the originator of the SI model at UMKC in 1973.

C: Capitalizing on Supplemental Instruction to Support ALL Student Populations

*Laura Jacobi and Mari Lynn Crowley, Minnesota State University, Mankato,
Mankato, MN*

It is challenging for SI Leaders to support all students simultaneously due to the varying needs and circumstances of students who attend SI sessions. In this session, let's consider the extenuating circumstances of various populations of students and explore how to help SI Leaders to adapt and support all students.

D: Activate Your STEM Courses in the Online Environment

*Nadia Zaragoza, Samantha Bordy, and Stephanie Tran, Georgia Institute of
Technology, Atlanta, GA*

Georgia Tech has over 10 years of experience supporting students with Peer-Led Undergraduate Study (PLUS) sessions which are based on UMKC's Supplemental Instruction (SI) model. With approximately 80% of our undergraduate students being STEM majors, it is important that we design sessions that promote active learning during the problem-solving process in order to break the dependency that students tend to have on their leader. During this interactive workshop led by experienced PLUS Leaders, participants will have the opportunity to observe, evaluate, and develop their own effective SI session activities for STEM courses.

ROUNDTABLE SESSION DESCRIPTIONS

Roundtable Session 1

10:25 a.m. - 10:55 a.m.

A: Productive Not Pointless: Ensuring Training is Useful for Returning SI Leaders ★ ⚡

Laura Jacobi, Minnesota State University, Mankato, MN

Do your returning SIs question the utility of another compulsory training on the fundamental aspects of supplemental instruction? How can we enhance training so that it feels “productive” instead of “pointless”? Come to this interactive session to explore effective incorporation of returning SIs into training and possible “advanced training” sessions.

B: Growing Self-Awareness ★

Caitlyn Bergey, University of North Georgia, Dahlonega, GA

This session will focus on identifying what self-awareness is and the qualities self-awareness provides. There will be a discussion on how self-awareness can propel a person towards improving themselves as a person and as a leader.

C: Starting with Why: The Golden Circle and SI ★ 🖱️

Cheyenne Chester, University of North Georgia, Dahlonega, GA

This session will focus on the importance of leading with your “why”. Simon Sinek said it best: “people don’t buy what you do: they buy why you do it.” This roundtable will unpack the meaning of the Golden Circle, why it works, and how to apply it to your SI leadership!

D: Applying Army Leadership for SI Leaders 🖱️ ★ 📦

Ben Ingram, University of North Georgia, Dahlonega, GA

This session will provide an overview of Army leadership principles, the definition of leadership, and a leader’s core competencies and attributes. Discussions to parallel leadership styles used by SI Leaders is encouraged.

ROUNDTABLE SESSION DESCRIPTIONS

Roundtable Session 1 (cont.)

E: Expanding Your Legacy: A Beginner's Guide to Conducting SI-specific Academic Research Projects

Victor Capellan, Texas State University, San Marcos, TX

Do you wish to conduct academic research projects within your SI program but have little to no experience in the process? This session will highlight the typical IRB-approval process of submitting research as well as the preliminary processes of brainstorming, organizing, and implementing academic research projects at your institution for administrators with little experience in the field of research.

Roundtable Session 2

11:05 a.m. - 11:35 a.m.

A: Mentoring: Using Experienced SI Leaders to Support Your Program

Kathleen Speed, Texas A&M University, College Station, TX

At Texas A&M University, we have a group of SI Mentors who train, mentor, and observe SI Leaders. By involving the mentors in leadership roles it not only promotes their own development, but provides us opportunities to adhere to the SI Model in creative ways.

B: Supplemental Instruction Through Vulnerability and Connection

Cole Parker, University of North Georgia, Dahlonega, GA

Based off recent research in the fields of vulnerability, human connection, and empathy, this roundtable will connect integral findings in these areas of emotional communication with how to be the most effective and relatable facilitator possible! Whether facilitating students online or in person, learning the importance of these key emotions will aid in being a strong leader that can greatly impact students and colleagues. Even with only a couple of hours each week, we can be the bridge for our student's success, and it starts within these topics!

ROUNDTABLE SESSION DESCRIPTIONS

Roundtable Session 2 (cont.)

C: Becoming an Influencer in Person, Not on Social Media ★ 🖱️

Oscar King, University of North Georgia, Dahlonega, GA

I would be lying if I said that I never contemplated dropping everything, moving to California, and becoming an influencer on social media. The idea of getting paid to have people value my opinions is definitely very alluring; however, when I think like this I am not acknowledging the influence that I already have. One of the greatest powers that we have as leaders is our ability to influence those around us. In this session, we will discuss the power of influence, how we can better influence people, and the benefits influencing can have.

D: Myers-Briggs and Leadership ★ ⦿ ⚡

Elise Marks, University of North Georgia, Dahlonega, GA

This roundtable will review the Myer-Briggs personality types. We will discuss participants' personality types, how personalities contribute to leadership qualities, and how to use those strengths to be better leaders. This talk is to show anyone can be a great leader in their own way.

E: The Generation of Gamification ⦿ ⚡ 📦

Yesmeen Jaser and Davis Le, Georgia Gwinnett College, Lawrenceville, GA

Using principles of gamification during a learning session, collaborative activities can improve students' critical thinking, decision-making skills, and motivation through competition. Gamification allows the leader to simultaneously implement interactive and cooperative learning.

Roundtable Session 3

3:05 p.m. - 3:35 p.m.

A: Online Training: A Look to the Future 🖱️ 🖱️

Anthony Oliveira and Lacey Hannah Reddick, Valdosta State University, Valdosta, GA

This session will describe how our program developed training for an online platform.

ROUNDTABLE SESSION DESCRIPTIONS

Roundtable Session 3 (cont.)

B: Student-Faculty Relationships

Caitlyn Bergey, University of North Georgia, Dahlonega, GA

Student attendees will practice how to form bonds with their SI professors, how to collaborate with their professors and work as a team to plan for sessions, as well as how to communicate and approach different personalities among faculty members.

C: Structuring Your Weekly Meeting to Support SI Leader Development, Transition, and Transformation

Stephanie Craven, University of Texas at Austin, Austin, TX

Learn to create a dynamic curriculum to make SI Weekly meetings a supportive space and an environment for growth while also modeling good SI practices. We will share successes and challenges, and offer participants a venue to consider how to maximize their resources to address immediate needs as well as leaders' transition to the professional world.

D: Purposeful Planning: Planning Exceptional Sessions

Leah Pennell, University of North Georgia, Dahlonega, GA

How does your session planning impact your students? How can you help them conquer difficult topics in a way they understand? This round table discussion will cover how to plan effectively for sessions, how to tailor your sessions to your students, and how your session planning can drastically improve your students' learning.

E: Overview of Leadership Development at LSU

Matthew Mattox and Skyller Castello, Louisiana State University, Baton Rouge, LA

This session will provide a review and analysis of leadership development activities at LSU for SI Leaders. We will look at the activities, workshops, and training sessions we provide that can be used by SI Leaders to develop their personal and professional leadership identity.

MEET THE BREAKOUT SPEAKERS

Samantha Allred:

Samantha Allred (she/her/hers) received her B.S. in Psychology from Louisiana State University. She is currently a graduate student in the Student Affairs in Higher Education M.Ed. program at Texas State University while serving as the graduate assistant for the Supplemental Instruction (SI) program in the Student Learning Assistance Center (SLAC). In this role, she assists with hiring, training, and supervision of SI Leaders and is responsible for their conference-style selection process. Over the last five years, she has been involved with multiple SI programs which has led her to find her passion for academic support and learning centers. She places high value on student success and is eager to use this conference to learn more about how to support students in an ever-changing learning environment.



Christine Bell with Beth Kelley, Virginia

Drislane, Bensu Bastopcu, and Hannah Deneve:

Christine Bell (she/her/hers) is the Assistant Director of Academic Support Programs at Middlesex Community College, MA. All other presenters are from Middlesex Community College, MA. Beth Kelley (she/her/hers) is a SI Learning Specialist & Adjunct Professor of Chemistry. Virginia Drislane (she/her/hers) is a ELL Learning Specialist. Bensu Bastopcu is a SI Leader for Math. Hannah Deneve is a SI Leader for English and Biology.

Harris Collier:

Harris Collier (he/him) is a senior CS major at GCSU wanting to continue his education in graduate school for CS. He serves as an SI Coach for GCSU's SI program, working with business, computer science, nursing, and economics SI Leaders.



MEET THE BREAKOUT SPEAKERS

Julie Collins:

Julie Collins, Ed.D. is the Director of Academic Support and Mentoring and Executive Director of the International Center for Supplemental Instruction at the University of Missouri-Kansas City (UMKC). Collins has earned a B.A. in Secondary Language Arts Education from the University of Missouri-Columbia, an M.A. in Educational Research and Psychology from the University of Missouri-Kansas City, and an Ed.D. in Educational Leadership & Policy from the University of Kansas. Collins joined The International Center for Supplemental Instruction in 2017 and has served as a Certified Trainer for SI over the past three years. A life-long educator, Collins has a wide range of experiences in student success programs, strategic planning and assessment. She has served as an assistant principal, developed student assessment programs, coordinated federal grant programs and taught students from middle school to master's level.



Mari Lynn Crowley:

Mari Lynn Crowley is an Adjunct Instructor at Minnesota State University, Mankato in the Department of Communications Studies. The past two summers she has been a Supplemental Instruction Leader for the TRIO Summer Bridge Introduction to Public Speaking course at Augsburg University in Minneapolis, MN. Areas of research interest include the potential for Supplemental Instruction to contribute to the success of First-Generation students.

Jessica Elam:

Jessica Elam, M.Ed. is the Assistant Director of Supplemental Instruction and Lead Certified Trainer for the International Center for Supplemental Instruction at the University of Missouri-Kansas City. Jessica joined the team in 2015 after receiving an M.Ed in Higher Education Leadership from Florida Atlantic University. Jessica started out as an SI Leader herself in her undergrad, and has been engaged in the international academic support and SI communities for a number of years.



MEET THE BREAKOUT SPEAKERS

Garrett Harrison and Lewis Barr:

Garrett (he/him) is an SI Coach at GCSU working with Biology, Ecology, Chemistry, and Kinesiology SI Leaders. He is a senior Biology major with plans to pursue a doctorate in Ecology.

Lewis Barr (he/him) is an SI Coach at GCSU working with Biology, Ecology, Chemistry, and Kinesiology SI Leaders. He is a senior Biology major with plans to pursue a master's degree in Cellular Biology.



Laura Jacobi:

Laura Jacobi (she, her) is an Associate Professor in the Department of Communication Studies and University MavPASS Faculty Liaison (SI Program Director) at Minnesota State University, Mankato. Teaching interests include courses in communication pedagogy and interpersonal communication. Her research pursuits include instructional communication and communication education. She has published articles in various journals including the Journal of Intercultural Communication Research, the Journal of Educators Online, and the Journal of Pedagogic Development.



Heather Miller:

Heather Miller is a Certified Trainer for the International Center for Supplemental Instruction and the Tutoring Coordinator at UMKC. She joined The International Center for Supplemental Instruction in 2018. Prior to her arrival at UMKC, Heather received three degrees from State University of New York, a B.S. in Biological Sciences, an M.A. in Anthropology and an M.S. in Secondary Education. She has worked in Higher Education for more than a decade, holding positions in Admissions, Division 1 Athletics, and Academic Support.

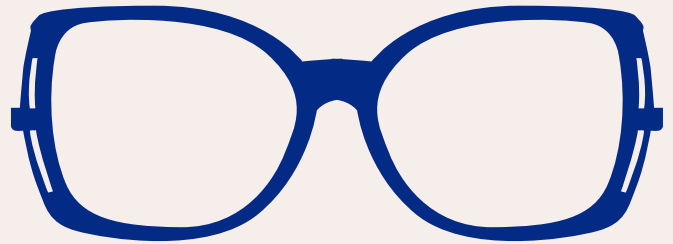


MEET THE BREAKOUT SPEAKERS

Scot Myers with Amber Holley and Joshua Rouse:

Scot Myers (he/him) is one of the graduate assistants of the Supplemental Instruction program at VSU. He was originally an SI Leader, then Senior Mentor of the program, and now is a graduate assistant. He loves teaching and the SI program has fostered many skills he uses every day in his career as a middle grades teacher.

Amber Holley (she/her) and Joshua Rouse (he/him) are from Valdosta State University. Amber is a chemistry major, an SI leader, and a mentor in the SI Program. Josh is an accounting major, and SI leader, and a mentor in training.



Charl Nel:

Charl Nel is a senior academic student advisor within the Centre for Teaching and Learning at the North-West University (NWU) in South Africa. Charl has also been an UMKC, SI International Certified Trainer since 2016 and heads up the SI Program at the North-West University's three campuses. He has been involved in student academic development and support for the past twelve years and holds a PhD in Applied Linguistics from the NWU. Apart from the SI Program, Charl is also involved in various student academic support and development initiatives and research at the NWU such as an Early Warning System, developing SI for online use, and developing various platforms for student support.

Nadia Zaragoza, Samantha Bordy, and Stephanie Tram:

Nadia Zaragoza (she/her/hers) is a Peer-Led Undergraduate Study Mentor at Georgia Tech Tutoring and Academic Support.

Samantha Bordy (she/her/hers) is a Peer-Led Undergraduate Study Mentor at Georgia Tech Tutoring and Academic Support.

Stephanie Tran (she/her/hers) is a Peer-Led Undergraduate Study Coordinator at Georgia Tech Tutoring and Academic Support.



POST CONFERENCE SURVEY



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