

NEW YORK COLLEGE LEARNING SKILLS ASSOCIATION



NEWSLETTER SPRING 2021

Dearest Readers:

It is with great pleasure that I present to you the Spring 2021 issue of the NYCLSA newsletter.

By far this is the most content-packed issue yet. I put out a call for submissions related to pandemic practices, and the turnout surpassed anything I could have hoped for! So, before we dive in, I just wanted to thank all who contributed to make this issue possible.

This issue in particular presents a ton of value to our membership; not only does it hold many great features related to pandemic practices, it also holds several opportunities for professional development! I hope you find this type of content helpful.

As we are still ironing out the details, I did not include anything in this issue, but I do want to mention here that we are planning to hold our annual conference on November 12th in Corning, NY. We hope that you are excited as we are about the chance to gather in person once again. Stay tuned for more details as they get finalized!

Until next time...

Stay well,

Josh Louis
English/Writing Specialist, Herkimer College
Communication Officer, NYCLSA

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CONTACT THE EDITOR

Josh Louis
Herkimer College
100 Reservoir Road
Herkimer, New York 13350
(315) 866-0300 ext. 8549
louisjm@herkimer.edu

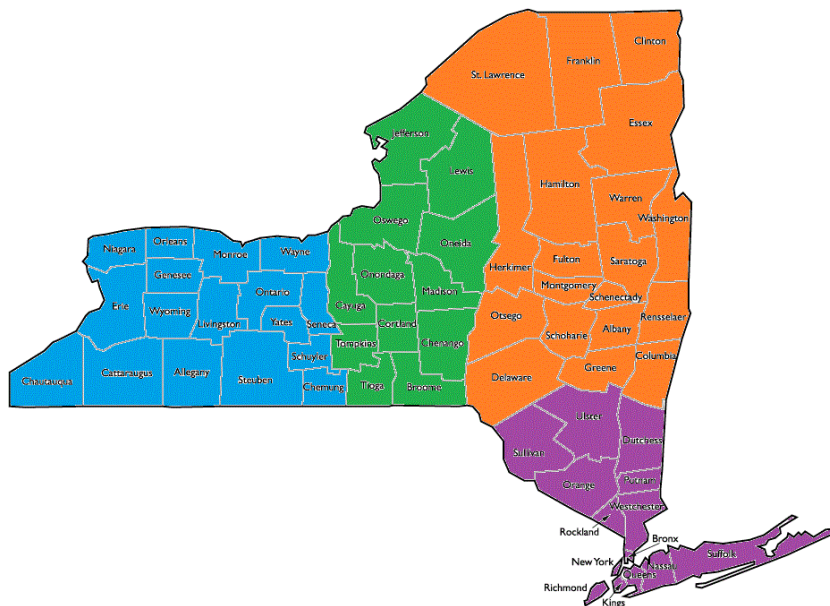
The NYCLSA Newsletter is published twice annually—once during the Fall semester and once during the Spring semester.

Please See the Map Below for Your Hub!

NYCLSA consists of four hubs, each of which have their own representatives and hold events. If you are unsure which hub you belong to, the map below should give you an idea of who to contact for information on events and regional gatherings.

HUB 1 (BLUE)

- | | |
|-------------|----------|
| Allegany | Ontario |
| Cattaraugus | Orleans |
| Chautauqua | Schuyler |
| Chemung | Seneca |
| Erie | Steuben |
| Genesee | Wayne |
| Livingston | Wyoming |
| Monroe | Yates |
| Niagara | |



HUB 2 (GREEN)

- | | |
|-----------|----------|
| Broome | Oswego |
| Cayuga | Tioga |
| Chenango | Tompkins |
| Cortland | |
| Jefferson | |
| Lewis | |
| Madison | |
| Oneida | |
| Onondaga | |

HUB 3 (ORANGE)

- | | |
|----------|--------------|
| Albany | Montgomery |
| Clinton | Otsego |
| Columbia | Rensselaer |
| Delaware | Saratoga |
| Essex | Schenectady |
| Franklin | Schoharie |
| Fulton | St. Lawrence |
| Greene | Warren |
| Hamilton | Washington |
| Herkimer | |

HUB 4 (PURPLE)

- | | |
|---------------|-------------|
| Bronx | Rockland |
| Brooklyn | Sullivan |
| Dutchess | Suffolk |
| Nassau | Ulster |
| New York City | Westchester |
| Orange | |
| Queens | |
| Putnam | |
| Richmond | |

Hub 1: Western and Genesee Valley Region

Sharon Green—sgreen24@juno.com

Hub 3: Northern and Northeast Region

Marj Moore—mooremj@herkimer.edu
 Karin Killough—killoukk@plattsburgh.edu
 Josh Louis—louisjm@herkimer.edu

Hub 2: Central Region

Jane Neuburger—janeneuburger@outlook.com
 Jen Ferguson—jferguson@cazenovia.edu
 Samantha Johnston—sajohnst@syr.edu

Hub 4: Mid-Hudson Region, New York City, And Long Island Region

Melanie Weinstein-Zeolla—weinstm@sunysuffolk.edu
 Patianne Stable—pds@berkeleycollege.edu
 Michele Doney—michele.doney@baruch.cuny.edu

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Meet the Editors



Emily Ryan-Radder
RTDE Co-Editor



Jesse Redlo
RTDE Co-Editor

From the Desk of the RTDE Editors...

During these challenging times, educators have persisted and continued to foster student development in unique and meaningful ways. In recognition of this, the Journal of Research and Teaching in Developmental Education (RTDE) would like to hear from you. We are encouraging developmental education practitioners to submit research they have done during these challenging times: quantitative, qualitative, opinion pieces, etc. are all welcomed.

Manuscripts should be approximately 1,000-2,000 words in length and follow all APA 7th edition formatting and citation guidelines. Shorter works, such as book reviews and/or articles with tips or lessons learned from teaching online during the pandemic are also welcomed.

For inclusion in the Fall 2021 issue, submit your work by August 2nd, 2021. For inclusion in the Spring 2022 issue, submit your work by November 1st, 2021.

NOTE: Ms. Ryan-Radder will be taking a hiatus from her editorial role for the 2021-2022 academic year. During this time, Dr. Redlo will serve as the primary editor of the journal.



**READ THE LATEST
RTDE ISSUE!**



**SUBMIT A MANUSCRIPT
FOR PUBLICATION**



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Congratulations and Well-Wishes to Sharon Green in Retirement!

NYCLSA Recollections

Contributed By: Sharon Green, Niagara University

Was it 1987? Or 1988? I don't recall. But soon after becoming a developmental educator in 1986, I joined NYCLSA. What a blessing that turned out to be.

Like many of us who have worked in this rewarding field for a long time, I was a transplant from primary and secondary education. I had taught 8th grade for four years and English as a Second Language part-time before staying home for several years when my children were young. Then I happened to find a full-time job in developmental education, or "dev ed."



Although I was an experienced teacher, dev ed was rather different than my previous experience. Teaching under-prepared college freshmen who are adapting to new ways of learning while experiencing the freedom of college differs significantly from teaching 13-year-olds in the structure of junior high school. Another challenge was that after I stepped away from teaching in 1978, computers entered the workplace. The last time I had taught, I was typing ditto masters on a typewriter. I had much to learn.

NYCLSA fit the bill. A large and vibrant organization, NYCLSA provided well-attended annual conferences ideally suited for newcomers like me. I learned a great deal about this new field I had entered. Eventually, I became more involved in NYCLSA, first as recording secretary for two years, then newsletter editor for seven years, and then two stints as Hub representative for the Western New York region. I'm especially proud of introducing the NYCLSA's Professional Development Scholarship and Promising Student Award. I chaired that committee for 19 years and raised \$9,235 to fund both awards.

Now as I prepare to retire, I fondly recall my long involvement in NYCLSA. As I gained experience in dev ed, I started presenting at NYCLSA conferences. This became a stepping stone to presenting at national conferences of CRLA, NADE (now NOSS), and NCLCA.

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Congratulations and Well-Wishes to Sharon Green in Retirement! (cont'd)

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NYCLSA Recollections (cont'd)

Contributed By: Sharon Green, Niagara University

But when I think about NYCLSA, it is not just the professional development that I value. I remember the friends I made and the memorable experiences at annual conferences.

I chuckle when recall our 1996 conference at the Villa Roma in the Catskills. A line of waiters in short Roman togas marched into the banquet room, hoisting heaping platters of food. And who can forget the crowded Monday evening dances at the 1950s-style Nevele Resort in the Catskills in 1988 and 1992.

I enjoyed strolling the beautiful tree-lined entrance to the Gideon-Putnam where several NYCLSA conferences were held and visiting nearby Saratoga Springs. In 2005, I savored delicious meals at the stately Otesaga Hotel in Cooperstown, strolled through tourist-friendly Corning after the 2002 and 2009 conferences, and toured the Olympic site before the 2003 conference in Lake Placid. I even discovered delicious Bosnian restaurants in Utica, NY, en route to conferences across the state.

I fondly remember our 2004 conference in Buffalo that I helped plan. The night before the conference, early arrivals enjoyed a Peter, Paul, & Mary performance with the renowned Buffalo Philharmonic. At breakfast the next morning, several NYCLSA members chatted with Mary (Mary Travers, that is), who was also staying at the Buffalo Hyatt.

Attending NYCLSA's annual conferences took me all over our great state, visiting many new places. More importantly, I met talented, dedicated educators who advanced the field of developmental education and helped me become a more capable practitioner. Thank you, NYCLSA, for supporting and enhancing my 35-year "dev ed" career.

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FLEXESOL™: Pandemic Practice

Contributed By: Kathleen M. Klaiber, SUNY Genesee Community College

FLEXESOL™ was created in summer 2020 and trademarked in December. The following reviews how the practice was developed, its strengths and weaknesses, and future implications for ESL and Developmental Education. In March, SUNY Genesee Community College was thrown into COVID-19 chaos. International students had to decide if they would stay or go home. Health and political directives were constantly changing.

By April, the intensive summer ESL courses had been postponed until fall. This delay allowed for the discovery of content delivery appropriate for multilevel students in multiple time zones. Prior to the pandemic, I had rejected teaching online for pedagogical and discipline-related reasons. However, circumstances dictated that I immerse myself fully in technology. Over the summer, Intensive English Programs (IEPs) shrank, with many coworkers furloughed. Political decisions continued rapidly over the summer, with student visas in an ever-changing state (<https://apnews.com/article/>). This uncertainty convinced me that HyFlex was the best option available. By May, graduate-level study began in earnest. GCC Instructional Designer-led training, SUNY Remote Teaching Institute, NYS- TESOL, TESOL International, and Oxford University Press webinars all provided more information on teaching remotely and using the HyFlex modality. Additionally, Nearpod and Playposit offered tools to deliver content outside of Blackboard. Significantly, FLEXESOL™ stems from Dr. Brian Beatty's HyFlex work, and Dr. Helaine Marshall's SOFLA™: Synchronous Online Flipped Learning Approach. When fall 2020 semester arrived, SUNY GCC's ESL courses were ready for students worldwide.

Due to the worldwide turmoil, there needed to be an in-person component to the courses. The purpose was two-fold: some students arrive with low levels of listening comprehension, and it is easier to connect with students, especially with new technology. Secondly, in-person learning satisfied White House Executive Orders. To support students, I chose to hold ESL 091 and 100 in a HyFlex classroom and started looking for masks to keep safe and allow for good vocal projection.

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FLEXESOL™: Pandemic Practice (cont'd)

Contributed By: Kathleen M. Klaiber, SUNY Genesee Community College

In fall, FLEXESOL™ classes began. Most students attended from home and could not obtain visas. A small cohort of baseball players from Puerto Rico, U.S. citizens with no visa requirement, came to campus along with some immigrant and international students who had stayed throughout the pandemic. A few international students chose to complete work asynchronously. In all, the classroom represented 5 time zones. Shifting to HyFlex carried risks for students, so careful monitoring was required. Early results show both promise and clear areas of concern which have been addressed in spring semester 2021. The results also provide ideas for the Developmental English classroom should there be a continued need for remote education.

For example, ESL 100 is primarily a composition course designed to prepare non-native speakers for ENG 101. Final grades for this course aligned with a normal semester, course evaluations were positive, reading and writing skills development appeared to be level-appropriate, and the remotely conducted Conversation Buddies program, completed using the Flipgrid app, was a success. However, there is more to language development than reading and writing. International students who attended the course asynchronously displayed marked delays in speaking and listening skill development. In response, the SUNY GCC Learning Center is offering “Talk Time” sessions during Spring 2021 semester, and the spring Advanced Listening/Speaking course is full.

In conclusion, FLEXESOL™ is not the best way to teach language, but it has gotten positive results under difficult circumstances. It requires a great deal of effort, but it provides a path forward in the U.S. Higher Education system. Most beneficially and of note for NYCLSA members is the recording and posting of lectures and other materials in the LMS for asynchronous students. Having the videos and materials online allows students to keep up with class. If applied to Developmental English, it could help address the issue of low attendance.

Kate Klaiber is Associate Professor of ESL and English at SUNY GCC in Batavia, New York. She holds an M.A. in Applied Linguistics from the University of Utah and won the SUNY Chancellor Award for Excellence in Teaching in 2014. She is Rochester/Buffalo regional co-chair of NYSTESOL and a long-time member of NYCLSA.

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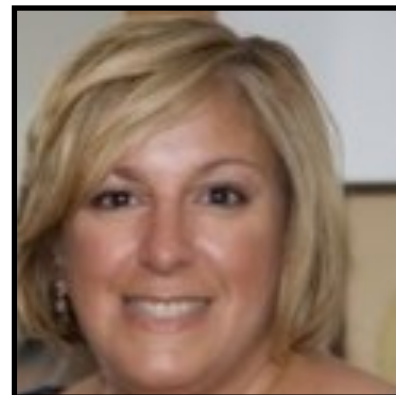


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Tips for Synchronous Additions to the Asynchronous Classroom

Contributed By: Patianne Stabile, Berkeley College

When it became clear that Berkeley College, where I teach college reading and writing skills as well as English, would be moving to a completely online schedule in Spring 2020 due to the COVID outbreak, I wasn't concerned. After all, I had been teaching courses online for several years. For the move online, I would include lecture notes in my modules, set up a discussion board, add assignments, videos and power points, and all would be well.



I quickly discovered that it would not be that easy. In the past, when I taught online, my students signed up for online classes. They understood the protocol and had probably taken previous courses online. For my students in Spring 2020, this was not the case. Student persistence was undermined. Many students complained that they felt cut off and missed the face-to-face interaction of the on-site classroom. Many could not handle the time management piece. Without the structure of the in-class environment, deadlines passed unanswered and assignments were late or missing entirely.

It was clear that I had to add synchronous elements to my online class. My objective was to establish a more intimate connection with my students and allow them to build relationships with me and their fellow students. I made the changes below to facilitate this:

Discussion Board

It is important to make discussion board more interactive. Discussions are open for a week (Monday through Sunday). Questions are designed to be open-ended and to avoid yes/no replies. Students are graded not only on their initial posts, but on their fulsome replies to at least two of their classmates' posts. I provided a rubric to demonstrate exactly what was required in a response and how it would be graded. Most significantly, I respond to each post submitted in a timely fashion with additional questions, links to resources, and specific observations. This is designed to initiate and build classroom discussion as if we were meeting in the classroom.

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Tips for Synchronous Additions to the Asynchronous Classroom (cont'd)

Contributed By: Patianne Stabile, Berkeley College

Video Lectures, Announcements, and Introductions

I found it very simple to include short videos of my lectures and weekly announcements. My institution uses Canvas as their learning platform, and it is easy to record, save and post videos within the Canvas shell. I also use Flip Grid. Setting up a free account is simple (<https://auth.flipgrid.com/signup>). I record a Flip Grid short and include it as an introduction in my course home page so students can see and hear me. I also post a weekly announcement to highlight the week's activities and assignments. Flip Grid shorts are great for brief lectures. I post a short lecture (about 10 minutes or less in length) for grammar lessons, thesis development and other topics.

Zoom Meetings

I use Zoom to set up my office hours and also to schedule occasional student/professor check-ins and conferences. Once you create an account—my account was set up through Berkeley College—you can set up meetings as needed. My first Zoom meeting is scheduled for the first week of class, as a class meet and greet. I send out a short poll (<https://doodle.com/free-poll>) through Doodle—a free, easy to use service—with my available times. Because students commit to a time when they will be available through the poll, I find that attendance is usually much better than if I arbitrarily set a time. I record the meeting and post it on Canvas for students who are not able to attend. I have also scheduled workshops on thesis development, choosing a research topic, and search for sources using this method. If the workshop is graded, then I provide a recording of the workshop or a power point with the material covered for students to complete on their own. It is essential to provide an alternative assignment for students who cannot attend the Zoom since this is an asynchronous course

Utilizing Support Services

I invited the library and the Center for Academic Success (CAS), our college tutoring service, to include their contact information on our course home page and become teaching assistants in the course.

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Tips for Synchronous Additions to the Asynchronous Classroom (cont'd)

Contributed By: Patianne Stabile, Berkeley College

I set up times when the CAS tutors and the library are available either through a Live Chat or Zoom. There is also a discussion Board Forum available for questions and answers from support services. Aside from providing learning opportunities for my students, this establishes a connection to the larger college community.

These simple steps went a long way to creating a more personalized classroom environment. It may not have recreated all the positives of the on-site classroom, but it did establish connections and forge relationships between instructor and students not found in a totally asynchronous classroom.

A Major THANK YOU to All Contributors!

Contributed By: Josh Louis, Herkimer College

Phew! That just about wraps up the features for this newsletter. I want to extend my thanks to all contributors for this issue. It is easily the most content-filled issue yet. The vaccine may have slowed down the pandemic somewhat, but until COVID has been eradicated in its entirety, I think it's safe to say that we can all learn a thing or two from this whole situation, as well as apply the practices of others to our own. It was been my pleasure to compile all of these great practices for our membership to learn and grow from.



As always, if you would like to contribute to the next issue of the New York College Learning Skills Association, please send your content to me via email at louisjm@herkimer.edu. Or, if you have any recommendations for how I can make this newsletter more enjoyable, please feel free to get ahold of me. I am always open to have a discussion about how I can best serve our membership.

Take care, everyone, and stay well!

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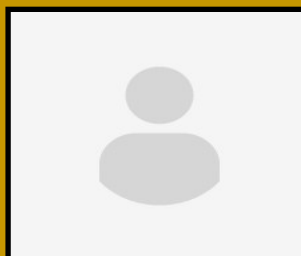
Meet the NYCLSA Executive Board!



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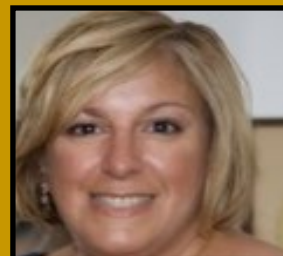
Josh Louis
Communication
Officer



Emily Ryan-Radder
RTDE Co-Editor



Jesse Redlo
RTDE Co-Editor



Patiianne Stable
Secretary

Vacant NYCLSA Board Positions

NYCLSA is seeking volunteers to take an active role in shaping the future of our organization. The following board positions are vacant and need to be filled as soon as possible.

President Elect
Regional Representatives

Membership Chair

If you would like to get involved in NYCLSA by taking on a leadership role, please contact Jane Neuburger at janeneuburger@outlook.com or Nichole LaGrow at lagrown@uwgb.edu.

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Innovative Educators: Free Resources, Student Success Tools, and Professional Development Webinars



Innovative Educators has been a strong supporter of NYCLSA during this trying time. Not only does Innovative Educators offer **free** resources to help higher ed professionals make it through the COVID-19 pandemic, they also provide several excellent student success tools and professional development opportunities. We strongly encourage you to check them out!

Student Success Solutions: <https://www.innovativeeducators.org/pages/freetrials>

Webinar Schedule: <https://www.innovativeeducators.org/pages/events>

Free Training: <https://www.innovativeeducators.org/collections/free-training-innovative-educators>

SUNY Remote Support Webinars & Trainings

With the world reeling from the COVID-19 pandemic, the Open SUNY and SUNY Online are offering webinars and training to assist faculty, staff, and students adjust to the “new normal” of remote instruction.

If you or someone you know is struggling to make the transition to remote or online instruction, please share this information with them. And remember—we are all in this together. Better times are on their way!



You can view webinar and training offerings here: <https://slcnv.libguides.com/covid19support/SUNYresources>

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2021's Promising Student Award Recipient!

Cheliese Helmer has been named the recipient of the 2021 Promising Student Award. This hard-working and persevering student has a strong vision for her future which includes becoming a medical coding and billing administrator. Cheliese is enrolled in SUNY Schenectady's Educational Opportunity Program and often uses the college's academic support resources. The multiple challenges that come from having disabilities and being a mature student returning to school after many years, have not deterred her from exceeding her academic goals with a GPA of 3.92. Cheliese plans to use her \$300 of award money toward her out-of-pocket Coding Certification Exam or to continue her educational journey towards an Associates Degree. Cheliese responded to her award with much appreciation: "Thank you so much! This win has me speechless at the moment. I am extremely honored to have been chosen for this award, and so very grateful." Thank you for the nomination Dr. Ruby Roberts - other members please keep your promising students in mind for next year!



Congratulations to Past President Dr. Starks-Martin!



Dr. Gretchen Starks-Martin, currently an adjunct assistant professor of Education at the College of Saint Benedict and Saint John's University, has been inducted as a fellow for the Council of Learning Assistance and Developmental Education Associations (CLADEA). For more information, please view [the press release](#) on the College of Saint Benedict and Saint John's University's website. We at NYCLSA are incredibly proud of the accomplishments of all former and current members and extend congratulations to Dr. Starks-Martin.

Tell Us About YOUR Accomplishments!

NYCLSA is proud of its members and their accomplishments. If you have recently completed a degree program, received an award, been appointed to a new position, or taken on a leadership role in a developmental education organization, tell us about it!

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Job Opening Alert: Reading and Writing Specialist (Full-time, 10-month) at Niagara University



Niagara University is looking to fill an opening for a Reading and Writing Specialist. This position is full-time, 10-month, with a start date of August 1st.

More information on this opening can be found on Niagara University's website at the following link: <https://niagara.applicantpro.com/jobs/1801008.html>

Introducing the New Professional Development Committee!

On behalf of the Professional Development Committee we are excited to hear from you. Our goal is to assist you with your professional development needs. What topics would you like to know more about? What tools would you like to have at your disposal?

If you have ideas, please share with us. You can forward any suggestions to Brook Edwards, NYCLSA Professional Development Chair at edwardsbs@tiffin.edu



Interested in being a part of our Professional Development Team? Do you have an interest in helping promote continuous learning, assisting with the professional training needs of other professionals in the field? If so, please email the chair at edwardsbs@tiffin.edu.

Share Opportunities with the NYCLSA Membership

NYCLSA wants to help connect academics with new opportunities to learn and grow. If your institution has a job opening that you would like to share with our membership, please reach out and let us know!

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