Gulf Coast Student Success Conference  
hosted by Brazosport College Writing Center and Student Success Center

Friday, November 15th, 2019  
Brazosport College  
500 College Drive * Lake Jackson, TX

8:30-9:00  Breakfast and Conversation  
Gator Hall  
provided by Tommy’s

9:00-9:15  Welcome  
Gator Hall  
Dr. Millicent Valek ~ President, Brazosport College

9:15-10:15  Keynote Workshop  
Gator Hall  
Jared Featherstone ~ James Madison University

10:25-11:25  Session I  
F.102, 103, 104, 105

11:35-12:35  Session II  
F.102, 103, 104, 105

12:35-2:00  Plenary Luncheon  
Gator Hall  
Maria Y. Delgado, Ph.D. ~ Tarant Community College-Southeast

2:10-3:10  Session III  
F.102, 103, 104, 105

3:20-4:20  Session IV  
F.102, 103, 104, 105

4:45-6:15  “Event Horizon”  
BASF Planetarium
Keynote Workshop

Jared Featherstone
Writing Center Director & Associate Professor
School of Writing, Rhetoric and Technical Communication
James Madison University
Harrisonburg, Virginia

Jared Featherstone is the director of the Writing Center and an Associate Professor in the School of Writing, Rhetoric, and Technical Communication at James Madison University. He is a certified mindfulness meditation teacher for emerging adults through the Center for Koru Mindfulness. Studying with a variety of renowned teachers, Featherstone has over 20 years of experience practicing mindfulness meditation, Tai Chi Chuan, and Qigong.


For eight years, Featherstone was a mindfulness meditation teacher for the Madison Meditates program at JMU and a founding member of the university’s Initiative for Contemplative Study and Practice. Additionally, he has been a facilitator for JMU’s residential Writing and Renewal Retreats since the program’s inception, offering meditation instruction and writing consultations to faculty. Beyond the academy, he facilitates meditation workshops and classes for organizations and individuals. His guided meditations can be found on Insight Timer and Soundcloud.
Dr. Garrett began her career in education by driving the successes of two online graduate programs for Pepperdine University in Educational Technology, which has led to over twenty years of progressive administrator experience in both the online and ground platforms. Her administrator experience is supported by several years of faculty experience in both post-secondary education institutions as well as serving as faculty at the North Texas Council of Government-Regional Police Academy in Texas. Her business experience compliments her education service by bringing over twenty years of program development, management, and transformation to her knowledge of proprietary education as well as over eight years of experience as a paralegal. She presents nationally and internationally on topics related to academic readiness, faculty issues, leadership, and student success areas.

While higher education is her focus, she also has several years of experience within the counseling field, specializing in crisis intervention and trauma recovery. Dr. Garrett is a Certified Relationship Specialist, Licensed Professional Counselor and holds the designation as a National Certified Counselor. She received her Ph.D. in Clinical Psychology from Saybrook University, her Masters of Arts in Clinical Psychology from Pepperdine University, and her Bachelor of Arts in Counseling Psychology from the University of North Texas.

Her passion for education is not limited to the interactions with faculty and students but also her investment in the human capital that resides in the education experience. Her twenty years as an educational leader has led her to develop a style she refers to as the “pure heart” approach. After several years of experience with developing teams, talent, and turnarounds, she has been recognized as an organizational leader and mentor to both new talent, those needing a change, and in elevating the talents of others.
Session I
10:25-11:25

Pure Heart Leadership
Shana Garrett ~ Walden University

This session will be a combination of lecture, assessment, and conversations around recognizing and distinguishing your authentic leadership style. Discussions will focus on methods needed to evaluate your talents, identify your opportunities, and a strategy to develop and/or enhance your authentic leadership legacy.

Let Me Help You With Your Bags: Promoting a Focused-Learning Environment
Tracie Autry and Erin Hall ~ Brazosport College

Helping students enter into a focused learning mindset by utilizing the game "Thorns and Roses" as a tool to both identify and table emotional situations that hinder focused learning.

Consultant and Student Perspectives on Disabilities in the Writing Center
Milton De Leon, Jami Doddroe, and Carolina Langner ~ Brazosport College

This presentation will discuss the research Consultants De Leon, Doddroe, Langner used to pursue answers to the questions: how can the Writing Center better meet the needs of students with diagnosed learning disabilities, and how can that be done while simultaneously mitigating potential shame and embarrassment?

Mindfulness and the Bigger Picture
Emily Bueno ~ Texas A&M University-Kingsville

The session will provide a supplemental instructor’s perspective on the importance of mindfulness and the bigger picture. A mapping-style technique will be used during the presentation, starting from square one. Attendees will be able to experience how visualizing the bigger picture can lead to higher self-confidence among students.

Session II
11:35-12:35

At Your Leisure: Movement and Mandalas
Priyank Whitley, Jamie Stoicovy, Chloe Snodgrass, and Jonathan Estrada ~ Brazosport College

In this workshop, we trace the shifting roles of mandalas through history. We will then spend some time designing our own mandalas, and interpret their significance in small groups. The session concludes with guided chair yoga to balance our energy centers. All necessary art supplies will be provided.

Playing by the Rules of Mathematics
Joseph Balderas ~ Texas A&M University-Kingsville

Math anxiety stems from a student’s lack of confidence in knowing the definitions, operations, and/or methods appropriate for a given problem. Learning to solve problems with the mindset of playing a
game where the laws of mathematics are simple rules will help a student streamline their mathematical thought process.

Promoting Patience with Practical Practice by Playing Dungeons and Dragons F.104
Kirksey Berg and Elly Laughland ~ Brazosport College

This workshop offers participants hands-on practice with methods for developing patience, especially when handling difficult students. Learning more patience can help us take a step towards being more mindful to our students’ needs. To achieve this look at patience, we will use Dungeons and Dragons: a tabletop roleplaying game that teaches team building, decision making, conflict resolution, critical thinking, and patience. Participants will move through mock encounters that explore different approaches to patience.

Education and Interpretation: Finding the Right Words to Effectively Teach Any Audience F.105
Houston Glover ~ Brazosport College

Often, we meet students who struggle to keep up in lecture because they can’t understand the terminology. In this workshop, I draw on my time as an SI leader to illustrate the many ways information can be presented so that any audience can take away the same key points.

Lunch 12:35-1:00 Gator Hall
Plenary 1:00-2:00 Gator Hall
Plenary Discussion

Maria Y. Delgado, Ph.D.
Coordinator of Supplemental Instruction
Tarrant Community College Southeast
Arlington, Texas

Dr. Delgado currently serves as Coordinator of Supplemental Instruction at TCC-Southeast. Prior to joining TCC, Dr. Delgado served as Coordinator of Academic Programs and adjunct instructor at Dallas County Community College. She also has the honor of serving as the sponsor of the Organization of Latin Americans. She is founder and Chair of ELLAS (Encouraging Latinas to Lead, Achieve and Succeed) Program.

Dr. Maria Delgado’s research interests focus on the experiences of women of color leading community colleges, women of color pathway to higher-ranking administrative positions, obstacles and opportunities for women of color leading community colleges, and the experiences of underrepresented students in community colleges. Her article, “Case Studies of Women of Color Leading Community Colleges in Texas: Navigating the Leadership Pipeline through Mentoring and Culture” published at Community College Journal of Research and Practice” (2019), highlights the importance for women of color to use bicultural socialization by navigating the environment of their non-White culture and the environment of the mainstream society culture.

Maria Delgado has a Ph.D. in K-16 Educational Leadership and Policy Studies from the University of Texas at Arlington. She received her Master of Education in Higher Education from the University of North Texas, a Bachelor’s Degree in Interdisciplinary Studies from the University of Texas at Arlington, and an Associate of Arts in Teaching Degree from North Lake Community College.
Session III 2:10-3:10

The Zen of Super Smash Bros.: Video and Board Games as a Mindful Practice for Success  F.102
Mercedes Torrez, Makayla Aaron, Nia Cromartie, and Shayla Rubio ~ Texas A&M University-San Antonio

This presentation focuses on game play as a mindful practice that helps learning and guides development of relevant, work-related skills which contribute to the overall success of the learning center. Presenters will describe mindful practices developed during game play, as well as how the skills learned contribute to both learning center and student success.

The Power of Mindfulness: Reflections on Our Mindfulness Exercises  F.103
Ammar Habib, Marva Doss, and Carolina Langner ~ Brazosport College

This summer, The Brazosport College Writing Center's consultants partook in a semester-long mindfulness project. The project's objective was to help us grow in various areas of mindfulness. In this panel, three consultants who participated in this project reflect back on the project and discuss their personal experiences and learnings.

Anything You Can Do, I Can Do Better: Mindful Relations between Professors and Tutors  F.104
Madeleine Lowery and Tabatha Rhodes ~ Brazosport College

The relationship and dynamic between writing tutor, faculty, and student is an important but fragile commitment to sustain. This collaboration between a writing professor and writing consultant shows faculty and tutors how mindful approaches can help them avoid frustration or judgment when working together. Presenters provide scholarly research on mindfulness, offer suggestions to follow, and facilitate an interactive role-play between a professor and a student.

Mindfulness in Anatomy & Physiology Supplemental Instruction Sessions  F.105
Beth Richards, Sydney Meade, and Anna Benzaia ~ College of the Mainland

Mindfulness in Anatomy and Physiology is essential because it is a course where many students struggle. The SI Leader plays an integral role in supporting the instructor, as well as ensuring students develop the tools to become self-sufficient and the ability to anticipate which results in success.

Session IV 3:20-4:20

The Success of Modeling Meetings as SI Sessions  F.102
Sarah Slaughter and Kimberly Kammel ~ Tarrant County College Southeast Campus

We all know the SI model can be difficult to grasp! Through trial and success, we found that an effective way to assist in implementing the SI model is to have Senior SI Leaders facilitate bi-weekly team meetings as if they were a SI session with opening, main, and closing activities. This presentation provides ways to incorporate SI leader participation in meetings while reinforcing the essentials of SI.

ESL & Mindfulness: The Hidden Thread  F.103
Andrea Aguirre and Ammar Habib ~ Brazosport College
This workshop will explore how mindfulness practices can be used by tutors during sessions with ESL students. The goal of this workshop is to give tutors practical tips for mentoring ESL students. Additionally, we want to help tutors recognize the importance of active awareness and listening during ESL sessions.

Practicing Mindfulness by Promoting Mental Health Awareness in Student Services  F.104
Kaylla Luera and Olivia Moore ~ Brazosport College

This presentation will provide resources and suggest strategies for working with students and coworkers struggling with mental health. Our goal is to create a community that is sensitive to the needs of those struggling with mental health, and to be prepared to offer up resources and support.

2 Girls. A Guy. And A Study Space.  F.105
Jorge Rosales, Angela Anderson, and Ashley Gonzalez ~ Brazosport College

Three big components to effective learning are memorization, note taking, and managing stress. As students and supplemental instruction leaders, whose job it is to understand the process of learning, we hope to enlighten you with some new techniques and perspectives to help you develop a study program.

Planetarium Show  4:30-6:00  BASF Planetarium
“Event Horizon”
This full-dome show discusses how scientists created the global telescope, Event Horizon, and captured the first image of a black hole (M87).
The 2020 GCSSC seeks to explore the role of belonging in our practice as tutors, mentors, SI Leaders, and the people who direct and coordinate these folks. We would like to provide a space for presenters and attendees to consider the ways we already make space for belonging in our training, tutoring, and programs, as well as the potential that exists for us to implement belonging as part of our practices.

In his book, *College Students’ Sense of Belonging*, Terrell L. Strayhorn describes “belonging” in the following manner: “In terms of college, sense of belonging refers to students’ perceived social support on campus, a feeling or sensation of connectedness, and the experience of mattering of feeling cared about, accepted, respected, valued by, and important to the campus community or others on campus such as faculty, staff, and peers.” Student support services—like Supplemental Instruction, tutoring, and student mentoring—aim to create educational-focused campus communities where students can receive assistance and find belonging. As people who work in these spaces, we have a unique perspective from which to investigate the role of belonging to our teams and our students.

We would like to encourage participants to address the following questions:

The **Math Center** works with students who have difficulties related to math content and anxiety. As a Math Center tutor or administrator, how do you create a learning environment that helps students embrace the struggle of learning math? How do you lessen the intimidation students may feel when seeking help from tutors? What activities and events do you host to explore math concepts that show how math can be fun and inviting? What techniques do you discuss in training that create a culture of belonging?

The **Student Mentors** are experienced peer leaders who provide first-hand insight for navigating the college experience and who act as advocates for student success. As a learning community, we invite you to consider the following questions: Are there designated spaces on campus for students to go to for peer support? Does your administration require proper training that encourages an environment of inclusivity and belongingness? What activities or strategies do you subscribe to that helps create a safe, inclusive space where social and academic growth can take place?

**Supplemental Instruction** provides students support for science classes. Support comes from designated SI Leaders who join students in class and create activities to help students gain mastery over class concepts. As SI Leaders, how does your program create an inclusive environment where students feel like they are welcome/feel like they belong? How do you and your program promote diversity and make space for myriad student perspectives? How do you work to overcome biases in your work with students?

The **Writing Center** helps students at all levels with reading, writing, and speech/communication assignments. As Writing Center consultants/tutors and administrators, we invite you to consider the following questions: What barriers to belonging exist at your institution? What makes students feel like they don’t belong? How do you/your Center work to ensure students feel like they belong? How do you
create space in your sessions and in your center to make students feel like they belong? How do you/your director create training or procedures that make you feel like you belong? What activities or techniques do you have for welcoming writers who might be nervous or anxious about being in the Center? How do you build community between tutors, and between tutors and writers?

Presentations may address any issue of interest outside of the theme, but preference will be given to proposals dealing with the issue of belonging and student success. Break-out sessions will be populated with 50 minute presentations in one of these four presentation strands:

- Math Tutoring
- Student Mentors
- Supplemental Instruction
- Writing Tutoring

In keeping with our mission, the GCSSC provides a forum for tutors, SI leaders, and student mentors to share their practices, research, difficulties, and successes. While the GCSSC welcomes faculty, directors, coordinators, and administrators to attend, we prefer that they act as Chairs, Moderators, and/or Co-presenters with their tutors and student support staff. Individual and/or Panel presentations are acceptable. Proposals are due by 11:59pm on Friday, October 9th 2020.
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