



# **MNADE 30<sup>th</sup> Annual Fall Conference**

**September 18<sup>th</sup> - 19<sup>th</sup>, 2025**

**Grand Casino - Hinckley**

## **Schedule**

### Thursday, September 18th

- 9:00-9:50**      Registration - Foyer
- 9:00-10:00**    Breakfast – Ballroom
- 10:00-11:00**   Breakout Session 1 – Aspen & Spruce
- 11:10-12:15**   Breakout Session 2 – Aspen & Spruce
- 12:30-1:30**     Lunch
- 1:45-2:45**     Breakout Session 3 – Aspen & Spruce
- 3:00-4:00**     Breakout Session 4 – Aspen & Spruce
- 4:30-5:30**     MNADE Business Meeting and MNADE 101 – Ballroom
- 5:30-6:00**     Break/Social Hour – Ballroom
- 6:00-8:00**     Dinner/Celebration/Door Prizes – Ballroom

### Friday, September 19th

- 8:00-9:00**      Breakfast - Ballroom
- 9:00-10:00**    Keynote
- 10:10-11:10**   Breakout Session 5 – Aspen, Spruce, and Ballroom
- 11:20-12:20**   Breakout Session 6
- 12:30-1:30**    Lunch - Ballroom

## Keynote Presentation Friday, September 19 | 9:00-10:00



**Allison Jenson**  
(she/her) is the Director of Accessibility Resources at Inver Hills Community College. She has worked in Disability Support Services for

the past 20 years, with 17 of them working in the K-12 educational setting as a special education teacher. Allison holds a Bachelor's degree in Comparative Religions and English Literature, a Master's Degree in Special Education, additional course work and certification in Autism Spectrum Disorders, and is currently working on a doctoral degree in Educational Leadership.

Personally, Allison is the parent of two very busy kids. She enjoys gardening, traveling, reading, and baking. As a family, they have been working on traveling to all 50 states since COVID ended, and have so far made it to 31, with the next two scheduled for October!



**Melissa Fletcher**  
professional background includes over 20 years expertise in directing accessibility and disability resources within

higher education, at Dakota County Technical College (current), Macalester College and Concordia University, St. Paul. Her work also includes strategic consulting in the private corporate sector, instructing, and sign language interpreting.

Certified in Universal Design for Learning (UDL), Melissa has led numerous workshops aimed at transitioning from traditional accommodation models to more inclusive practices. Her passion lies in collaborating with others to create real change opportunities for everyone.

Beyond her professional endeavors, Melissa is a trail runner and a dedicated lifelong learner who is currently learning to play drums. She enjoys the support of her partner, Christopher, and their two cats, Jack and Layla, who share their Eagan home.

## Breakout Session 1 Thursday, September 18 | 10:00-11:00

### “Bridge to Composition: How Does It Work for Online/Hybrid Students?” – Aspen Room

*Brian Lewis and Jeff Stephenson, Century College and Anoka Ramsey Community College*

For both of us, this is our first semester teaching Century's class called "Bridge to Composition," which is a co-requisite course along with Composition I. Being offered as an online/hybrid course, students eagerly signed up for it due to its greater convenience than face-to-face courses, but does that mean students will do better or be more successful? Which format seems to work better for them, the asynchronous online model or the hybrid one? Brian will discuss how they seem to be doing in the asynchronous online sections of this class, and Jeff will talk about how students do in the hybrid section that he has. Topics to be covered will include student discussions, grammar instruction, and OER materials. Does the course appear to achieve its goal to help students be successful in Composition I?

**Brian Lewis** has been teaching developmental writing, composition, American literature, and gender studies courses at Century College in White Bear Lake, MN since 2004. These days, he teaches primarily asynchronously online. He lives in Rosemount, MN with his husband and their two obnoxious cats.

**Jeff Stephenson** has been teaching developmental writing, composition, and business and tech writing off and on in the Minnesota State system for about 20 years. He lived in the Seattle, WA Spruce Ingoton area quite recently (until this term) and did real estate agent work and also worked as an AI proofreader for Google. Currently, he teaches at Century College and Anoka Ramsey Community College.

### From ABE to College: How Free College Preparation through College Readiness Academy Expands Access and Equity —Spruce Room

*Elizabeth Fontaine and Norzin Waleag, International Institute of Minnesota*

Minnesota's Adult Basic Education (ABE) system offers free, high-quality college preparation—but it's often overlooked in conversations about readiness and developmental education reform. This session highlights the College Readiness Academy (CRA) as a leading model that uses ABE to support English language learners and adult learners as they transition into college. Through opportunities to earn college-level credit and intensive navigation, CRA helps students avoid unnecessary remediation, access appropriate coursework, and build the confidence and skills needed to persist in college. Presenters will share strategies for partnering with colleges to ensure students are placed accurately and supported holistically from the start.

**Elizabeth Fontaine's** career in teaching, adult education, program management, and leadership spans 30 years. She has taught at adult education centers, colleges, and universities and directed programs at the college and Adult Basic Education levels. In all her roles, her focus has always been to help integrate New Americans and other underserved populations into the workforce and educational systems. Along with this, she has strived to help eliminate the barriers that learners face as they gain access to the opportunities they deserve. As the Director of Education, Elizabeth continues to advocate for systems to

evolve with the needs of the changing population, to help staff connect to students authentically, and to support the incredible programming at the International Institute of Minnesota.

**Norzin Waleag** is a College Navigator with College Readiness Academy at the International Institute of Minnesota. She received her Bachelor's degree from St. Olaf College and her Master's in Social Work from Boston College. Norzin has worked with college access organizations in the Twin Cities, where she supported students in overcoming barriers to higher education. In her current role, she is deeply committed to helping students navigate the complexity of college systems—guiding them through admissions, financial aid, placement, and course registration—while also providing encouragement and advocacy to ensure they feel confident and supported on their educational journey.

## Breakout Session 2 Thursday, September 18 | 11:20-12:20

### OER Experience – Aspen Room

*Erin Manthey, Dakota County Technical College*

Publishing free resources for students isn't as hard as you think. Using a grant from MinnState system, Erin ventured on a long-held dream to publish her own Math for Welders textbook. Using her experience in teaching the course over many years, she was able to create something professional and accessible. Learn about her process, the textbook, and how you might be able to do the same with less effort than you think.

**Erin Manthey** has been teaching since she was a child when she would make her friends "play school" and has been a mathematics instructor at DCTC since 2010. Connecting with students of varied backgrounds and experiences, making mathematical topics relevant, and "engineering" new lesson ideas are the things that keep her motivated for each day. She holds a B.S. in Manufacturing Engineering from the University of WI - Stout and a B.S. in Applied Math from Metropolitan State University. More recently, she earned her M.S. in Education with an emphasis in Mathematics from Southwest Minnesota State University. When she's not teaching, she's either running, puzzling, or reading.

### Reading All the Way to Japan: Studiers Abroad Reflect on Dev Ed – Spruce Room

*Larry Sklaney, Sam Hammer, and Stone Xiong, Century College*

Sam Hammer and Stone Xiong enrolled in Larry Sklaney's Spring 2025 "Comics: An Introduction to Literary Studies" at Century College and signed up for the May Study Abroad trip to Japan linked to that English course. While abroad, the two students sketched for their instructor the education journeys that got them to that course and study abroad program. In our session, Sam and Stone will discuss what worked well and what could have been better with their Dev Ed experiences at Century and talk about their expedition to Japan. Larry will complain about the institutional architecture that encourages us educators to think of reading skills as "pre-college" and perhaps (subconsciously or otherwise) to put Dev Ed students, those we need to help get "up to speed," in a separate category from learners who might participate in a study abroad program, tutor a class, take an Honors course, etc. And he wonders how little he knows about the education journeys of students *not* trapped with him on buses and trains in Japan.

**Stone Xiong** is a sophomore majoring in Computer Science at Century College. He enjoys his time in school as a full-time student while working in the Fitness Center and Computer Lab, in addition to being

a TLC tutor. Stone considers returning to Century College a blessing, which gives him the opportunity to grow in self-awareness and share what he has learned with other people.

**Larry Sklaney** has worked in the MinnState system since 1995 and been an English instructor at Century College since 2005. He has taught two sections of Developmental Composition most of those many semesters. He attended Bucknell University and the University of Illinois and completed his doctorate in English Literature through the U of I in 2019. Larry is a Co-Coordinator of the Minnesota Writing & English (MnWE) Conference and served the past year as Century's Study Abroad Coordinator.

### Breakout Session 3 Thursday, September 18 | 1:45-2:45

#### The Corequisite Collaborations to Address Academically Underprepared Minn State Enrolled Students – Aspen Room

*Russell Fraenkel, Executive Director, Leading-Edge Collaborations, Inc. and Minnesota Department of Education - ABE Unit*

Ensuring coreq classroom success is especially challenging when enrolled students are numerous grade levels short of college readiness. Discover what some campuses are doing in partnership with Adult Education practitioners to significantly improve math, English, reading, writing, and college readiness skills as well as increase retention and completion rates.

**Russell Fraenkel** is the founder of Leading-Edge Collaborations and has established and supported numerous career pathway partnerships involving high school and adult students. His most recent work involves a Developmental Education/Adult Education Affinity Group to identify, promote, and support effective corequisite partnerships on Minnesota State campuses involving Adult Basic Education practitioners. With his Affinity Group facilitation partner, Lesley Blicher, resources such as a toolkit, symposium, and workshop topics have been developed with Dev Ed and Adult Education instructors and staff to replicate successful classroom practices to assist adult students who are underprepared to achieve college success in the areas of Math, English, reading, and writing. Lesley and Russell have many years of experience working in the Minnesota State system.

#### Valuing Process and Product in Student Writing Instruction and Assessment: How to Leverage Writing Assignments for Equitable Learning in the Context of Generative AI – Spruce Room

*Joe Erickson, Anoka Ramsey Community College*

In this presentation I will, first, remind participants about the importance of considering process and product when teaching writing. While it is important that a competent writer be able to produce a quality written product, students in our classes need to develop writing habits while they're with us that they can nurture and develop beyond our class so that they can become capable writers who can produce quality written products on their own. I will discuss how I have used document version history in Microsoft Word to more explicitly value process in my writing classes and help students develop

productive writing habits. I will also address how this approach can reduce student temptation to use generative AI tools to do their writing for them.

**Joe Erickson** has been teaching English at Anoka-Ramsey Community College for the last 11 years. For the last three years, he served as chair of the English division. Erickson holds a PhD in rhetoric and composition from Bowling Green State University. He also holds a JD from Mitchell Hamline School of Law, where he also teaches legal writing as an adjunct. He is currently working on a Master of Science in educational technology degree from Minnesota State University Mankato.

## Breakout Session 4, Thursday, September 18 | 3:00-4:00

### Discovering ABE: What College Faculty Should Know about Adult Basic Education – Aspen Room

*Brad Hasskamp*

Have you heard of ABE but aren't exactly sure what it is—or how it aligns with the work of college developmental education faculty in Minnesota? This session offers a foundational overview of how ABE operates across the state, including who we serve, the range of services provided, and the unique structure and funding that support this critical work. Participants will leave with a clearer picture of how ABE supports learners, collaborates with partners, and aligns with broader educational and workforce development goals. This session will also highlight pathways for continued learning and engagement within the ABE field.

**Brad Hasskamp (he/him)** is the State Adult Education Director/Team Supervisor at the Minnesota Department of Education (MDE). He has been working with MDE since 2010 and in Adult Education since 2003.

### Successes and Challenges in Using Labor-Based Grading in the Age of AI – Spruce Room

*Dr. Carla-Elaine Johnson, MFA, Ph.D., St. Paul College*

Labor-based grading (LBG) forms an equitable structure for all students and decreases grade anxiety. This presentation updates my initial AY-24-25 test run of labor-based grading in college-level English classes, namely Composition 1 and Composition II at Saint Paul College, a community and technical college. I wanted to share lessons learned, adjustments made, acquired tips on how to best integrate labor-based grading in general, and suggestions for future incorporation for those wishing to adapt this in their own courses. I continue to regard labor-based grading as an excellent alternative approach for community and technical college students given the needs of this population, as the need for a realistic approach to AI and the need for grading alternatives remain both timely and necessary topics for discussion.

**Dr. Carla-Elaine Johnson** is an educator, scholar, and writer.

Her research and teaching interests include labor-based grading in the age of AI, ethical AI frameworks in the English classroom, developmental writing, creative writing, graphic novels and comic books, literary

translation, Silver Age, African American, and American literature, motherhood in media and literature, 19th- and 20th Century Russian Literature; and Biblical Images in Literature. A past Givens Fellow and Loft Mentor Series Finalist, Johnson's essays have appeared in the anthologies *Bringing Race to the Table*, *Shades of Ritual: Minority Voices in Practice*, and *Jesus Girls: True Tales of Growing Up Female and Evangelical*.

Johnson has served as a Minnesota State Arts Board Judge, Minnesota Book Awards Judge, and as a past mentor for the Minnesota Prison Writing Project. Johnson earned an A.B. in International Relations and French at Randolph-Macon Women's College (currently Randolph College), and C.A.S. in Translation from S.U.N.Y. Albany, an MFA in Creative Writing from the University of Minnesota, and a Ph.D. in Russian Literature and Language from the Ohio State University. Johnson is a full-time English faculty member at Saint Paul College, in St. Paul, Minnesota.

## Tips and Tricks for the Corex Classroom – Ball Room

*Amber Delliger, Christina Sonnek, and Andrea Brovold, Anoka-Ramsay Community College*

Examine best practices for integrating community-building strategies into course design, from “quick writes” to “test-talk” to “productive struggle”. These strategies help reduce anxiety and foster a deeper connection to course content and to peers. By centering community within corequisite courses, we help students feel supported both academically and socially.

**Amber** taught in Adult Basic Education for years but has transitioned to Math faculty. She has been an integral part of designing and teaching corequisite courses at Anoka Ramsey Community College.

**Andrea** is a Math faculty at Anoka Ramsey Community College where she teaches Corequisite College Algebra and mentors new faculty on what it means to teach a corequisite course.

**Christie** is the team lead of the Anoka Ramsey Community College Corequisite Project. She is also a Math faculty member.

## Keynote- Universal Design in the College Classroom

Friday, September 19 | 9:00-10:00 (Ball Room)

Are you familiar with Universal Design? If this feels like one more thing to add to your busy teaching schedule, this session may be a good fit for you! Implementing Universal Design practices can help increase student success and engagement while also decreasing the need to modify your course for accommodations. Join Melissa Fletcher and Allison Jenson to learn practical, low-effort strategies to increase your implementation of Universal Design for Learning and come up with some simple methods you can use during your next class.



## Breakout Session 5 Friday, September 19 | 10:10-11:10

### Keynote Breakout: Ball Room

#### Developing core academic skills Outside of Developmental Education Classes – Aspen Room

*Colleen Wood, Audrey Sorenmann, Ethan Yang, and Renee Castro, Century College*

This panel will bring together a faculty member, student, and Writing Center tutors from Century College to discuss how foundational reading and writing skills are taught outside of classes specifically designed to teach these skills. Focusing on a shared experience in a Political Science class, the panel will explore how discipline-specific content can become a meaningful context for developing core academic skills. This panel aims to reframe how and where foundational learning happens outside of Developmental Education classes—and to recognize the critical role that support services and relationships play in students' academic journeys. Attendees will gain practical ideas for fostering skill development across campus, as well as strategies for collaboration between instructors and support staff.

**Colleen Wood** is a political scientist based in St. Paul, Minnesota. She earned degrees at Georgetown University and Columbia University. She draws on experiences teaching with Concordia Language Villages and the Peace Corps to her classroom at Century College.

**Audrey Sorenmann** is a sophomore studying Aerospace Engineering. She has also worked as a tutor in the Writing Center, and as a Sociology tutor beginning in Spring 2025. In fall of 2025, Audrey joined the Student Senate and serves as the Vice President of Leadership for Century College's Phi Theta Kappa Honor Society. Audrey also enjoys travelling and studied abroad her senior year of high school in India. During her time at Century College, she joined the study abroad trip to China in May of 2025. Upon her return, she joined the University of Minnesota's Small Satellite Research Laboratory and conducted research there.

**Ethan Yang** majors in computer information systems. Before college, he had a 1.4 GPA in high school. He took Political Science with Dr. Woods in fall 2024. Dr. Woods' class laid a solid foundation for Ethan, helping him build confidence in reading and writing, which greatly contributed to his success in a corequisite English writing class during spring 2025. This fall, he is a tutor linked to class (TLC) for corequisite English while taking corequisite math.

**Renee Castro** is a first-year student with a passion for reading, writing, and history! She is pursuing a degree in Education with the goal of teaching history to high school students. Renee is also a Writing Center tutor and a tutor linked to class (TLC). In her free time, she enjoys hiking, reading, and listening to music, as well as spending time with her partner and their orange cat, Apricot! She also loves Halloween, enjoys watching movies and documentaries, and has a slight addiction to Dr. Pepper.

#### Desperate Times Call for Flexible Measures: The Challenges and Triumphs in and beyond Corequisite English (roundtable) – Spruce Room (10:10-12:10)

*Bianca de Alvernaz Fonseca, See Lee, Clarie Yang, Isabell Thao, Madeline Spiess, Melinicia Kherodar, Shouayeng Vang, and Yanmei Jiang, Century College*



Over the past one and a half decades, developmental education reforms have reshaped placement practices and course structures; however, many students still find themselves in classes that do not match their abilities and aspirations. A one-size-fits-all corequisite model can leave students under-challenged, overwhelmed, or with no course options that meet their needs. This session features the voices of students and tutors from diverse backgrounds who collaborate to bridge these gaps through the Tutor-Linked to Classes program at Century College. Through storytelling, we explore how the instructor and the TLC tutors can work as a team to meet students “where they are” when the official curriculum and course structure fail to do so. Foregrounding lived experiences, we advocate for flexibility in placement, curricular design, and support systems to prioritize equity, adaptability, and student success. Participants will have the opportunity to engage with real student-tutor stories, reflect on their own developmental education practices, and discuss how to better support students with wide-ranging academic needs.

**Bianca de Alvernaz Fonseca** is an international student who recently earned her associate’s degree in graphic design and production from Century College. Originally from Brazil, she self-taught English before moving to the United States. She took corequisite English and later became a TLC (Tutors Linked to Classes) tutor. Bianca supported students from diverse backgrounds and saw how placement system, support, and confidence can affect the students’ academic successes. Her journey at Century continues to inspire her creative work and her efforts to advocate for equitable access to education.

**Claire Yang** earned an Associate of Science degree from Century College's Business Transfer Pathway with an Accounting Clerk Certificate in spring 2025. During her time at Century, she also worked at the Admissions Office. Claire is currently attending Metropolitan University for her Bachelor of Science degree in Business Administration with a minor in Human Resources. In her free time, Claire enjoys travelling, baking, singing, and playing pickleball.

**Isabell Thao** is currently a Psychology student at Century College. She hopes to work in the sports psychology field to help athletes develop their emotional and mental skills in sports. She has always been a highly intuitive and empathetic person, so working in the mental health field has always been one of her dreams. She is a devout activist for human rights and equity. She will always fight for what she believes in and speaks up for those who don't have a voice. Her personal philosophy is to always seek growth and change within oneself, especially in a world that is constantly growing and changing.

**Madeline Spiess** first started at Century College during her sophomore year of high school, became a tutor in the spring of 2024, and graduated this past spring with both her Associate of Arts degree and her high school diploma. She is now attending the University of St. Thomas, where she will be majoring in Psychology and minoring in Family Studies and Chinese. Working as a TLC tutor at Century has not only taught her how to support others, but also to have confidence in the support I provide — something she hopes to carry forward into her future career.

**Melincia Kherodar** is an immigrant from Guyana. She took corequisite English in spring 2025 and is now a TLC tutor. She is pursuing a nursing degree at Century College. Tutoring has helped her grow in confidence, strengthen her communication skills, and connect with other students. She hopes to carry these experiences into her nursing career, where she plans to combine compassion and care to make a difference in people's lives.

**See Lee** is a 31-year-old college student currently working at Abbott as a Production and Training Coordinator. She works with training documents and procedures as well as facilitating new hire

orientation and additional training classes. She is also a wife and mother of 5 children (from 8 months to 12 years old). She is currently attending Century College in the Accounting Transfer Pathway program with an expected graduation date in Spring of 2026 and intends to transfer to Metro State the following fall. See's daughter motivated her to return to school and pursue a higher education. She wanted to show her children how education could make a difference in their lives. See is also a corequisite student turned TLC tutor.

**Shouayeng** Vang came to the U.S. in October 2012 with no background in English. She studied at Harmony Learning Center for six years and transferred to Roseville Adult Learning Center, where she earned her GED in 2021. Shouayeng took a CNA class at the International Institute of Minnesota in April 2021 and became a Certified Nursing Assistant in July 2021. In fall 2021, Shouayeng took ESOL classes (reading, writing, and speaking) at Century. In spring 2022, she took Yanmei's ENGL 1021 (college comp) and became her tutor in fall 2022. She is a member of Phi Theta Kappa and maintains a GPA of 3.94. Shouayeng will start her nursing program at Inver Hills Community College in spring 2026. During these years, Shouayeng had seven children. She has been working at least 20 hours a week at various jobs (mostly medical facilities) to help support her growing family.

Shouayeng believes that education will help her and her family have a better life in the United States. Once she sets her goals, she never gives them up easily. She enjoys acquiring new skills, trying new experiences, and taking on challenging tasks in life, at school, and at work.

**Yanmei Jiang** is faculty member in the English Department at Century College. She started teaching corequisite English in Spring 2015. Teaching online during the pandemic awakened Yanmei to the glaring inequities in education. This realization led to her unwavering determination to advocate for community college students' equitable access to success, especially in Developmental Education.

## Breakout Session 5 Friday, September 19 | 11:20-12:20

### Pathways to Possibility: Adult Education Meets Higher – Spruce Room

*See Moua-Leske, Program Manager for Southwest Adult Basic Education, Matt Fischer, Adult Basic Education Teacher, and Jeet Sausen, Associate Director of the Mustang Pathway Program and the Office of Diversity & Inclusion at Southwest Minnesota State University*

Discover how a unique partnership between Southwest Adult Basic Education (SW ABE) and Southwest Minnesota State University (SMSU) is expanding access to higher education for students who didn't initially meet college admission requirements. Through the Mustang Pathway Program, SMSU and SW ABE supports learners in building the academic and college readiness skills they need to succeed at the university level. This session will share how the partnership began, how the program is structured, and how it opens doors for students who may have otherwise been left behind. Attendees will gain insights into program design, collaboration strategies, and ways to create inclusive pathways to postsecondary education.

**See Moua-Leske** has been the Program Manager for Southwest Adult Basic Education since 2018. Before moving into adult education, she spent several years in K–12 classrooms as an elementary teacher, special education teacher, and K–12 English Learner teacher. With experience across a wide range of learners, she's passionate about building inclusive, learner-centered programs that meet people where they're at. She loves collaborating with others who are just as committed to helping students grow and succeed.

**Matt Fischer** has been an Adult Basic Education teacher since 2014, serving as the primary GED instructor and supporting learners in a variety of career pathway programs. He has taught classes in blueprint reading for welders and electricians, Microsoft Excel, Google Suite, CDL preparation, diesel mechanics, and Regional GED. Before joining ABE, he worked as a secondary math teacher. With a passion for helping adult learners reach their goals, he brings a practical, hands-on approach to the classroom and enjoys making learning relevant, accessible, and engaging.

**Jeet Sausen** serves as the Associate Director of the Mustang Pathway Program and the Office of Diversity & Inclusion at Southwest Minnesota State University. In her role, Jeet supports students who are navigating nontraditional paths to college, particularly those who do not initially meet standard admission requirements. She is passionate about educational equity and creating inclusive, student-centered spaces where all learners feel valued and empowered to succeed. With a background in higher education and diversity work, Jeet brings a wealth of experience in supporting underrepresented students and building programs that bridge access and opportunity.

## Redesigning My Math Courses: A New Approach to Emphasize Learning – Aspen Room

*Samuel Judnick, St. Cloud State University*

Getting students to actually learn from their homework can be a struggle, and waiting until after the first exam to have them change their habits is often too late. In this session, I will discuss my revamped approach to homework, quizzes, and exams that de-emphasizes completion and re-emphasizes learning. Bring some ideas of your own to share!

**Sam Judnick** has been teaching mathematics at St. Cloud State since 2018. His primary focus has been teaching developmental courses and recently has been teaching the corequisite sections of College Algebra. Sam is passionate about helping students overcome barriers and develop confidence in learning mathematics.