

# COLLEGE READING AND LEARNING ASSOCIATION

## BOARD MEETING Friday, February 28, 1997 Sacramento, California SUMMARY OF MINUTES

Red Lion Hotel

Del Paso Room

**Members present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.

**Guests:** Roslyn Bethke, *Newsletter Editor*; Tom Dayton, *On-Site Chair, Sacramento Conference* (afternoon).

The meeting was called to order at 9:05 a.m.

**1. Agenda approved**

The agenda was approved with the following additions: Houghton-Mifflin presentation, titles for JCRL editors, JCRL update.

**2. Minutes approved**

The minutes of the January 17, 1997 conference call have been approved.

**3. Budget Discussion**

The CRLA funds have now been transferred to Sylvia from Sandra Evans, past treasurer. We will continue to use conservative investment vehicles, i.e. certificates of deposit (CD's). It was moved the funds be placed as follows: \$10,000 in a Sacramento Conference account; \$51,000 in a 2-year CD; \$19,000 in a 6-month CD; the balance, \$63,000, in the operating account.

The board reviewed each budget category to project income and operating expenses for 1997-98. Some of the highlights of the discussion were:

- A new secretary with no institutional support will have higher expenses.
- Sylvia is considering acquiring *Quickbooks*, a computerized accounting system.
- It was moved that Sylvia solicit a professional firm to audit CRLA's books. She will make a recommendation to the board. The auditing firm Sylvia spoke to complimented the work done by Gladys Shaw and Sandra Evans.
- Vince will consult a lawyer to see if the additional cost of Directors' and Officers' Insurance is warranted.
- Jim Bell requested a budget increase to advertise for manuscripts for the journal. Board members suggested other routes such as working through the chapter presidents, state directors and the Professional Association Liaison Committee.
- The line item for printing the *Tutor Training Handbook* will be moved from the tutor certification budget to General Organization Publications.
- Budgets for ad-hoc committees (Standards, Communications Task Force, and CAS) will be separated from those for standing committees (PALs and Political Action).

**Requests from the States and Regions**

California was granted \$300 to support a speaker for their state conference and \$200 for mailing expenses. Texas was granted \$500 for publication of a newsletter with the proviso that the issues contain one advertisement for the Sacramento conference and one soliciting manuscripts for the JCRL. Colorado was granted \$100 for a keynote speaker for their state

conference. Ohio was granted \$500 for mailings, publications, postage and support for a CRLA board member, past or present, to speak at OADE.

4. **Newsletter Delay**

A fax from Richard Scott, Academic Director at Johnson County Community College, Kansas, was received. In it, he apologized for the tardy production of the Winter 1996-97 issue of the *Newsletter* and explained that the delay was completely beyond Roz Bethke's control.

5. **JCRL Update**

Jim Bell submitted a progress report on the JCRL. His timeline for publishing the next issue is the end of May.

6. **State and Regional Updates**

Nebraska/Kansas will be holding a retreat April 3 and 4, 1997 with Missouri and Iowa. The topic will be learning actively, facilitated by Mike McHargue. Kathy Carpenter will keynote. There will be a video conference in California at West Valley College, Los Angeles Harbour College and San Diego State University on "Web-Based Instruction & Computer Classroom Use" April 18, 1997.

Texas will hold a state conference at the Sheraton-Fiesta Hotel in South Padre Island October 8-10, 1997.

Wyoming is planning a state meeting for Spring, 1998.

Claire Weinstein has been asked to keynote the Colorado state conference in mid-January, 1998.

Toledo will be the site of the Ohio Association for Developmental Education conference on November 5-7, 1997.

7. **Summer Technology Institute**

This proposed institute is still in the planning stage. With summer only a few months away, the first such institute may be held in 1998 rather than 1997. The board supports the concept of the institute. It was recommended one of the planning committee members be designated the liaison for CRLA. This person could then bring to the board a proposal for partial funding and give progress reports.

8. **Report on Membership**

There are 1017 members. Renewals are being processed continually, and a second reminder will be sent out. The 1997 membership brochures are available. (Contact Rosalind if you need some.)

9. **Results of the Election**

Mike O'Hear of Indiana will be the new president-elect and Marilyn Broughton of Florida will be the new secretary. The Board thanks the other two candidates for showing their dedication to and support of CRLA by running for office.

10. **Web Page**

The conference web site (<http://www.mscd.edu/~crla>) has been expanded to include information on the Tempe, Albuquerque and Sacramento conferences.

11. **Phone Cards**

Board members will revert to AT&T phone cards from EXCEL for cheaper rates and less stringent requirements.

12. **Hotel Tour**

Those present joined Kent Knaus, Convention Services Manager for the Red Lion Hotel, for a tour of the convention facilities.

13. **1997 Sacramento Conference**

It's gonna be FUN!

The luncheon speaker will be Harold Schneider, an instructor at American River College. Among other honours, he has won an Emmy for writing for the television show, *Hollywood Squares*.

**Walter Pauk** may be attending the conference as a special guest.

NB: Since this meeting, **Walter Pauk's** presence was confirmed. Since this meeting, **Vincent Tinto** has also been confirmed as keynote speaker.

There will be 3 time blocks for institutes at the hotel on Wednesday: 9 a.m. - 12 p.m., 1 p.m. - 4 p.m., 6:30 p.m. - 9:30 p.m. There will also be morning and afternoon institutes at American River College. The college is providing 3 fully-equipped MAC labs. **It was moved that the hotel institutes cost \$25 and the college institutes cost \$30.**

There will be two breakfast options rather than luncheons for the SIGs this year.

Maps showing restaurants in the vicinity of the hotel will be distributed to the state leaders so they can plan a meal function with members from their state/region.

Kathy has contacted past officers for interesting stories and significant events which occurred during their terms of office. These will be posted at the conference.

The board reviewed the draft conference schedule, draft room allocation and preliminary conference budget.

**The board approved the following fee schedule:**

**\* full conference, paid before September 15**

**\$100 for current members, \$150 non-members, \$75 full-time students;**

**\* full conference, paid after September 15**

**\$125 for current members, \$175 for non-members, \$100 for full-time students;**

**\* one-day only**

**\$75 for current members, \$100 non-members, \$60 full-time students.**

**It was moved that one free SIG be offered when 1998 dues accompany conference pre-registration fees.** There was some concern with potential overload on the SIG leaders.

**The meeting adjourned at 6:00 p.m.**

The minutes of this meeting were approved April 24, 1997.

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Vince called the meeting to order at 9:05 a.m.

### 1. Agenda Approval

#### Attachment A

The following items were added to the agenda: election results, Houghton-Mifflin presentation, titles for JCRL editors, JCRL update. **Kathy moved the amended agenda be approved. Sylvia seconded. PASSED.**

### 2. Minutes Approved

The minutes of the January 12, 1997 telephone conference call have been approved.

### 3. Budget General Discussion

Sylvia reported that Sandra Evans, past treasurer, has transferred to her all CRLA funds now, a total of \$143,000. The board deliberated the allocation of this money. It was decided that certificates of deposit (CD's) are the most appropriate vehicle since we should invest conservatively.

Current balances are:

\$51,659 in the operating account  
\$49,852 in the conference account  
\$41,000 in the matured CD

**Kathy moved reallocation of the funds in the following manner:**

- open a Sacramento conference account for \$10,000;
  - open a 2-year CD with \$51,000;
  - open a 6-month CD with \$19,000;
  - place the balance in the operating account, increasing those funds to \$63,000.
- Sylvia seconded. PASSED.

***Operating Budget Discussion***

Using worksheets which included last year's budget figures, the board projected income and operating expenses for 1997-1998. Each sub-account was considered; brief descriptions follow.

***Secretary***

Rosalind explained the necessary increase in expenses for someone with no institutional support.

***Treasurer***

Sylvia discussed the acquisition of *Quickbooks*, a new computerized accounting system. This increases the budget, but will improve the efficiency of the accounting and invoicing she must do.

***Auditor***

Sylvia has approached accountants in Tucson regarding auditing CRLA's books. They have complimented the work done by Gladys Shaw and Sandra Evans. Sylvia will pass on the compliment to these ladies.

**Kathy moved that Sylvia solicit a firm to audit CRLA's financial books and make a recommendation to the Board, providing a letter of offer from the recommended firm. Pat seconded. PASSED.**

***General Board Expenses***

There was much discussion on insurance, presently budgeted for \$4500. This amount is for two types, general liability and directors' and officers' (D & O) liability insurance. Vince will follow up with a lawyer to see if both policies are necessary. There was agreement that organizational liability insurance is needed, but disagreement on a D & O policy.

***Newsletter***

Roz Bethke suggested combining some sub-categories in her budget.

***Newsletter Delay***

***Attachment B***

Kathy submitted a letter from Richard Scott, Academic Director at Johnson County Community College which apologized for the delay in the production of the current Newsletter and absolved Roz B. of responsibility for the delay.

***JCRL***

***Attachments C, D***

Jim Bell has requested additional money for advertising in various journals, including *Educational Researcher*. Vince suggested that targeting specific authors was more effective than using blanket advertising to solicit manuscripts. Pat suggested those who write for *Ed Researcher* do not match the CRLA audience and proposed other approaches such as working through the Professional Association Liaisons (PALs) and the chapter presidents and the state/regional directors. Pat or Vince will speak to Becky Johnen, PALs coordinator on this idea.

Jim also submitted a report via email which included the progress of the next issue, Volume 28, #1.

#### ***Tutor Certification***

Rosalind suggested moving the line item for the Tutor Handbook reprint to the General Organization Publications category, where budgets for the *Newsletter* and the *JCRL* are listed. This isolates the tutor certification budget.

#### ***Committees***

Kathy recommended separating the ad-hoc committees (Standards, Communications Task Force, and CAS) from the standing committees (PALs, Political Action).

#### ***States and Regions***

*Attachments E, F, G, H*

Pat presented the following budget requests.

#### ***California***

Shirley Sloan requested \$300 for support of a speaker for their state conference and \$200 for mailing expenses.

**Kathy moved that the board support California's request and grant them \$500. Pat seconded. PASSED.**

#### ***Texas***

Russ Hodges requested \$500 to support a TXCRLA/TADE joint newsletter. Kathy reminded us the intention of state support is for sponsorship of a conference or a speaker rather than a newsletter. It was also noted that though CRLA's membership in Texas is relatively large, there are more TADE members. Thus, we would be providing support for a newsletter which would be sent to many non-CRLA members.

Pat moved that the board support Texas's request with the proviso that the newsletters contain one advertisement for the Sacramento conference and one soliciting manuscripts for the Journal of College Reading and Learning. Sylvia seconded. PASSED.

*Colorado*

Jo Berger requested \$100 for a keynote speaker at Colorado's state conference in 1998.

Pat moved that the Board support Colorado's request. Kathy seconded. PASSED.

*Ohio*

Dorothy Bonser requested \$90 for publication, postage and shipping charges, and \$500 to support travel for a board member to speak at the Ohio Association for Developmental Education conference in November.

Pat moved the board support the Ohio request for \$90. Sylvia seconded. The board discussed its ongoing commitment to supporting the states and regions, particularly those which are smaller. This is the reason travel funds are included in Board expenses and additional funds are provided for states and regions separately. The motion was not passed.

Pat moved the board fund Ohio \$500 for their mailings, membership publication, postage and support for a CRLA board member, past or present, at OADE. Sylvia seconded. PASSED.

*SIGs*

This budget category will remain the same for 1997-1998.

The meeting adjourned for lunch at 12:10 p.m. and resumed at 1:20 p.m.

*4. State and Regions Updates*

*Attachments I (i) - (vii)*

Pat has instituted a form for chapter presidents, and state and regional directors to report back on their local activity.

*Nebraska/Kansas*

This region will be holding a retreat April 3, 4, 1997 with Missouri and Iowa. The topic is learning actively; it will be facilitated by Mike McHargue and Kathy Carpenter will keynote.

*California*

"Web-Based Instruction & Computer Classroom Use" is the topic for a video conference being held April 18, 1997 at West Valley College, Los Angeles Harbor College and San Diego State University.

*Texas*

A state conference is being planned for October 8-10, 1997 at the Sheraton-Fiesta Hotel in South Padre Island, TX.

*Wyoming*

Wyoming is planning a state meeting for spring 1998.

*Colorado*

Claire Weinstein has been requested to keynote the Colorado conference in mid-January, 1998.

*Ohio*

November 5-7, 1997 is the date set for the Ohio Ass'n for Developmental Education conference in Toledo, OH.

*5. Summer Technology Institute*

*Attachment J*

*To begin in 1997 or 1998?*

Sylvia reported on the email discussions that have taken place regarding this proposed institute. One issue is the tight timeline between now and summer. This restricts the planning of the project as well as its promotion. One idea is to alternate summers with the week-long institute for learning assistance professionals sponsored by the Midwest College Learning Center Association (MCLCA).

Sylvia reminded the board that this proposed technology institute is not meant for novice computer users.

*Potential CRLA Contribution*

Recall that the National Association for Developmental Education (NADE) has contributed \$1000 to this project. If CRLA were to make a financial contribution, it would be accounted for in a "new initiatives" sub-account under General Board Expenses in the budget.

*Board Support & Representation*

The board supports the concept of the institute but is concerned with the short timeline for implementation. Pat urged one person on the planning committee be duly designated as the CRLA representative on the planning committee, so that he/she could forward a firm proposal to the board for financial support of the institute and report back to the board as the project develops. Sylvia will communicate this to the planning committee.

*6. Membership Report*

*Attachments K, L, M*

### *Numbers*

Rosalind reported there are 452 current members and 555 memberships which expired in 1996. We are in the midst of processing the renewals, and will send a second renewal reminder out shortly.

### *New Brochures*

Rosalind presented the new (1997) membership brochures, and copies of the membership letters which Vince composed to accompany the membership cards. Pat commented how handy it was to have the dated inserts protruding from the outer brochure.

### *7. Elections Results*

**Mike O'Hear** will be the new President-Elect and **Marilyn Broughton** will be the new secretary. They will be installed as officers at the final banquet of the Sacramento conference in October.

The Board wishes to thank the other two candidates for their dedication to and support of CRLA.

### *8. Other*

#### *Conference Evaluation Chair*

Kathy reminded us that the Conference Evaluations Chair position needs to be advertised in the Newsletter. Mike O'Hear has volunteered to do this job for the Sacramento conference.

**Tom Dayton** joined the meeting at 1:50 p.m.

### *Web Pages*

There was some concern over the lack of information on the web page ([www.chmek.or.us.ca/crla](http://www.chmek.or.us.ca/crla)). Some people have had difficulty accessing it.

Vince has expanded the conference web site (<http://www.mscd.edu/~crla>) to include information on three conferences: Tempe, Albuquerque and Sacramento. He will get more material from Rick Sheets for Tempe and from Tom D. for Sacramento.

### *Phone Cards*

Board members will revert to AT&T phone cards. The rates are cheaper than EXCEL and requirements for use less stringent.

### *9. Sacramento Conference*

*Attachment N*



### ***Luncheon Speaker***

Tom announced that Harold Schneider, a creative writing instructor at American River College, will be the luncheon speaker at the Sacramento conference for a cost of \$500. Harold has won an Emmy for his writing and the college magazine for which he is advisor has won several national awards. Tom will send a biography of Harold to Kathy and Roz B.

**Kent Knaus, Convention Services Manager for the Red Lion Hotel, joined the meeting. After introductions, the group went on a tour of the facilities from 2:00 p.m. to 3:10 p.m.**

### ***Conference Schedule***

Kathy presented a draft conference schedule and room allocation grid. We went over these and offered some suggestions.

### ***Institutes***

There will be 3 times for hotel institutes: 9 a.m. - 12 p.m., 1 p.m. - 4 p.m., 6:30 p.m. - 9:30 p.m. There will also be morning and afternoon computer institutes at American River College. Tom reported that 3 MAC labs, all connected with the Internet, have been reserved. Proposed computer institutes are: using Powerpoint; writing (Lucy Macdonald); using advanced technology (Dave Caverly); learning about technology (Joe Millsap and Susan Halter). Instructional assistants will be on hand.

These computer institutes will be concurrent with campus tours. A catered luncheon will be offered to those who stay at the college the entire day.

It was proposed that institutes on the campus be \$30 and those at the hotel be \$25.

### ***SIG meal functions***

There will be no SIG luncheons this year, but there will be two breakfast options over 2 days.

### ***Meals***

#### ***Attachments O, P, Q***

Nancy Bertolio, chair of "Dinner on the Town," has compiled a list of local restaurants with price categories. Tom presented these along with maps provided by the hotel. Pat will distribute them to the state/regional leaders and encourage them to go for lunch or dinner with the folks from their state/region.

*Past Officer Involvement*

Kathy has received some responses to the letter she sent to past officers (ref. attachment E of December 9, 1996 minutes). They are providing interesting and amusing facts which will be used during the conference.

*Exhibit Opening*

The "Grand Opening of the Exhibits" will not have food. However, muffins will be provided during the coffee break which follows at 9:30 a.m.

*Entertainment*

Tom is working to acquire entertainment for both the Saturday cocktail hour and the banquet.

*Conference Board Meetings*

We recommended having one lengthier Board meeting rather than two shorter ones during the conference.

*General Business Meeting*

Karen Smith, Vince, and Rosalind will ensure with Donna Wood that any necessary revisions to the by-laws will be duly brought forward during the general business meeting.

There was a break in the meeting from 4:50 p.m. to 5:10 p.m.

*Conference Budget*

Kathy presented a preliminary conference budget. This was discussed.

*Conference Fees*

*Attachment R*

Kathy also presented a draft pre-registration form to which we made suggestions.

Kathy moved that the fees to attend the Sacramento conference be:

\* full conference, paid before September 15

\$100 for current members, \$150 non-members, \$75 full-time students;

\* one-day only

\$75 for current members, \$100 non-members, \$60 full-time students;

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\$125 for current members, \$175 for non-members, \$100 for full-time students.

Sylvia seconded. PASSED.

*Free SIG membership*

Kathy suggested including one free SIG membership when 1998 dues are paid with conference pre-registration fees as a one-time 30th anniversary special. Concerns with this idea included the increased load on SIG leaders, budget implications, and attitude of SIG members. Recall Pat Jonason's concern that SIG's were becoming less participatory.

Sylvia moved that one free SIG be offered when 1998 membership dues are paid with Sacramento conference pre-registration fees. Kathy seconded. PASSED.

Pat moved that \$30 be the cost of the computer institutes held at American River College and \$25 be the cost of the institutes held at the Red Lion Hotel. Sylvia seconded. PASSED.

*Banquet*

Vince expressed concern for banquet costs in general. Kathy explained how tax in California is calculated on the service fee as well as the food. At a future conference call, she will present prices for the food functions, separating the entertainment budget. We will try to subsidize the food prices to make costs more reasonable to our members.

*Special Award*

Kathy is working with Houghton-Mifflin to procure Walter Pauk as a special guest and speaker for the conference. Pauk's *How to Study in College* remains a cornerstone for learning skills in post-secondary education. Kathy suggested presenting Pauk with a special CRLA award in recognition of his contribution to learning assistance.

*Exhibit Space*

The exhibit hall is large; local artisans may be approached to occupy some of the booths.

*10. Tomorrow's meetings*

There will be 2 separate meetings in the morning. Tom Dayton will join Vince, Kathy and Pat in their meeting. Rosalind and Sylvia will meet separately.

**The meeting was adjourned at 6:00 p.m.**

These minutes were approved April 24, 1997.

AGENDA FOR THE CRLA BOARD MEETING FEBRUARY 28, 1997 AND  
MARCH 1, 1997

FRIDAY, FEBRUARY 28, 1997

9:00-NOON

1. APPROVAL OF THE AGENDA

2. BUDGET DISCUSSIONS

UPDATES-ONLY THOSE ITEMS WITH BUDGET IMPLICATIONS, OTHERS  
WILL BE DISCUSSED LATER.

- a) Mailing Service
- b) Membership
- c) Summer Technology Institute
- d) States and Regions
- e) Elections
- f) Site Selections
- g) Sig
- h) PALS
- i) CAS
- j) Web Pages/Lucy/Vince
- j) Hardware/Software
- k) CD's
- l) Phone cards
- m) Other

BUDGET DISCUSSIONS

NOON-1:15 LUNCH (WHERE ARE WE GOING-GOALS FOR CRLA)

1:15-2:00 FINAL BUDGET DISCUSSIONS

2:00-4:00 HOTEL TOUR

4:00-5:30 TOM AND KATHY CONFERENCE

5:30-7:30 DINNER (GOALS DISCUSSION CONTINUED)

7:30-9:30 CONFERENCE, UPDATES CONTINUED, AND OTHER BUSINESS  
SATURDAY MARCH 1, 1997

7:30-8:30 BREAKFAST (GOALS DISCUSSION CONTINUED)

8:30-10:30 INDIVIDUAL MEETINGS

SYLVIA-ROSALIND  
VINCE-KATHY-PAT

10:30-NOON MAILING SERVICE, CONTINUED

NOON-1:30 LUNCH (GOALS DISCUSSION CONTINUED)

1:30-5:30 BRAINSTORM-"WHERE ARE WE GOING"

INFORMATION FORM KANANASKIS-LONG TERM GOALS-PAT

5:30-7:00-DINNER

7:00-9:30 WRAP UP MEETING

NEXT CONFERENCE CALL  
OTHER

Johnson County Community College  
12345 College Blvd.  
Overland Park, Kansas 66210-1299  
(913) 469-8500

February 28, 1997

Kathy Carpenter  
College Reading and Learning Association

Dear Professor Carpenter:

I am writing to apologize for Johnson County Community College's delay in producing the new issue of the CRLA newsletter. As Roz Bethke's supervisor, I can attest to the fact that she worked many long and tireless hours, often at night and on weekends, to produce the newsletter and submit it to our graphics department in a timely manner. I assure the organization that Roz was not responsible in any way for the delay. She did her usual excellent job on the newsletter and could not have prevented the problem from happening.

I have not learned all of the details explaining the delay, but apparently it was due to a combination of small problems that resulted in a major problem for CRLA. There are no excuses for JCCC's inability to produce the newsletter on time and this will go on the record as a major institutional lapse and embarrassment.

Again, I apologize for this problem and assure you that Roz did everything in her power to have the newsletter ready on time.

Sincerely,



Richard W. Scott, Ed.D.  
Academic Director  
Speech, Language, and Academic Enhancement  
dscott@johnco.cc.ks.us

From jimb@unbc.edu Tue Feb 25 12:30:38 1997  
Date: Tue, 25 Feb 1997 09:04:10 -0800 (PST)  
From: Jim Bell <jimb@unbc.edu>  
To: CRLAExecutiveBoard <carpenterk@platte.unk.edu>,  
mioduski@ccit.arizona.edu, mulcahyp@cse.bridgeport.edu,  
orlandov@mscd.edu, rosalind@Kwantlen.BC.CA  
Cc: EditorialAdvisoryBoard <76265.2466@compuserve.com>, agee@uni.edu,  
baril@quinnipiac.edu, cjs@nauvax.ucc.nau.edu,  
harringt@fa-cpacs.unomaha.edu, jimb@unbc.edu, jnhopper@uci.edu,  
joan@sdsc.uwo.ca, kgs@rci.Rutgers.EDU, kkincaide@uoknor.edu,  
lucy@chemek.cc.or.us, uptonta@uwec.edu,  
Cheryl Mott <csmott@pop3.dcc.edu>  
Subject: JCRL Report Feb.1997

JCRL Report to the Executive Board, February 1997

1. Schedule for Spring 97 issue of JCRL:

End of February -- all manuscripts returned to authors for revisions  
First week of April -- Jim copyedits and forwards to Karen and/or Judy  
for more copyediting  
Second week of April -- to Cheryl for printing, proofreading, and  
distribution by May

2. Copy for the Spring 97 Issue

We have three manuscripts which we have accepted: "Accept with  
revisions." We have two new manuscripts arriving the last week of Feb. I  
have distributed to 12 volunteers a case study of a developmental ed  
student and asked for responses to the case, with a deadline of March 17.  
I have recruited two local reviewers (the head of composition at the  
local college, and an English/Literacy professor from UNBC) so that we  
can review any responses within the week. With luck, we will have enough  
copy for the Spring issue.

3. I have submitted a proposal for the upcoming annual conference.

Although Vince confirmed that CRLA publications have a regular session at  
conferences, JCRL had to get organized and tell the conference organizers  
what we wanted to do. Cheryl, I, and (we hope) one of the authors in the  
Spring issue will present a session on the process of an article, from  
idea to writing to publication.

4. JCRL Booth/Table at Annual Conference

Based on the success of the booth last year, I have requested a booth in  
the Publishers' Area again this year, and Helen is going to organize it.  
She will be asking Editorial Advisory Board members to take a shift or  
two at the booth. The idea is to get presenters and writers to drop by  
and talk about manuscripts or manuscript ideas. I have corresponded with  
JoAnn Mullen, a former JCRL editor, and we have generated the following  
list which might help people turn presentations into manuscripts:

- lit review, lit review, lit review
- be more precise (there is no longer body language etc.)
- get away from overheads and handouts
- reduce personal anecdotes and asides

We hope that talking to JCRL people about such issues will help turn  
presentations into good articles.

5. A budget was submitted requesting the same amount as last year plus a

one-time \$3,000 expenditure on advertising in certain journals in an effort to improve the quality of manuscripts submitted to JCRL.

Report submitted by:

Jim Bell

Editor, Journal of College Reading and Learning

Learning Skills Centre

University of Northern BC

3333 University Way

Prince George, BC

Canada V2N 4Z9

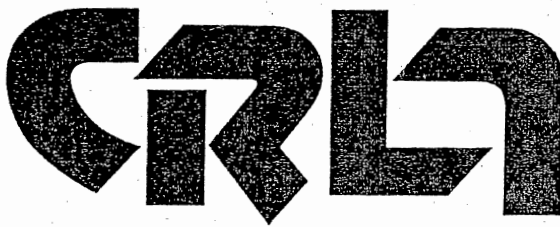
Ph. (250) 960-6365

Fax (250) 960-6330

email [jimb@unbc.edu](mailto:jimb@unbc.edu)

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States/Regions Preliminary Budget Request for 1997-98

Name Shirley A. Sloan State/Region California

Address Evergreen Valley College 3095 Yerba Buena Rd  
San Jose CA 95135

Phone 408 274 7900 x6607

Requested Amount 1) \$300.00 2) 200.00

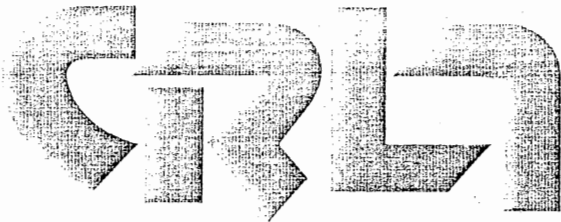
Purpose of Request (Describe in detail the purpose and projected amounts of your expenditures.)

① The California Chapter is finally developing as a Chapter with the first conference this year. (Before there had only been meetings/discussions offered at a session at another conference) We would like to be able to have a noted speaker at our 2nd annual conference, so I am requesting an amount of \$300. To help us be able to offer an honorarium to attract a speaker. \$300.00

② The individual schools used to cover mailing expenses. However this is not true for most school now. Also our new secretary-treasurer is an adjunct faculty member. 200.00

Signature Shirley Sloan  
Date 2/12/97

This preliminary budget request is due by February 15, 1997. Please send it to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.



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### States/Regions Preliminary Budget Request for 1997-98

Name Russ Hodges State/Region Texas

Address Southwest Texas State University, SLAC/Alkek Library  
San Marcos, TX 78666

Phone 512-245-2515

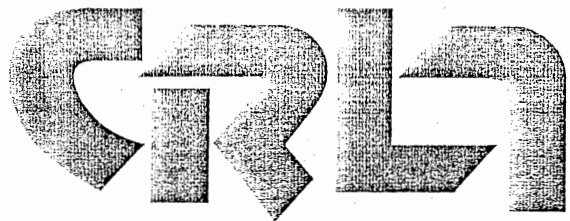
Requested Amount \$500.00

**Purpose of Request (Describe in detail the purpose and projected amounts of your expenditures.)**

The cost of our TXCRLA/TADE joint newsletter cost approximately one-thousand dollars to produce and mail. Texas will produce two such newsletters this year. The five hundred dollars we are requesting will meet half of our organizations financial obligation. We would be grateful for your assistance in helping us fund our newsletter.

Signature *Russ Hodges*  
Date February 11, 1997

This preliminary budget request is due by February 15, 1997. Please send it to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.



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States/Regions Preliminary Budget Request for 1997-98

Name Jo Berger State/Region CO

Address 5675 S. Academy Blvd.  
Colorado Springs, CO 80905

Phone 719 - 540 - 7320

Requested Amount \$100.00

Purpose of Request (Describe in detail the purpose and projected amounts of your expenditures.)

Part of honorarium and travel for Claire  
Weinstein to be keynote speaker at  
state conference in mid-January, 1998.

Signature Jo Berger  
Date 2-10-97

This preliminary budget request is due by February 15, 1997. Please send it to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.



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States/Regions Preliminary Budget Request for 1997-98

Name Dorothy J. Boren State/Region Ohio River Valley

Address Quincy Community College, PO Box 10,000 Toledo, Ohio 43699-1947

Phone 419 661 1532

Requested Amount \_\_\_\_\_

Purpose of Request (Describe in detail the purpose and projected amounts of your expenditures.)

- 1) mailings to Ohio River Valley members 150.00
- 2) membership directory publication 30.00
- 3) postage - CRLA funds 10.00
- 990.00
- 4) travel cost for CRLA Board member  
to present at the Ohio  
Association for Developmental  
Education (OADE) conference  
November 5-7, 1997. 500.00

1490.00 DB

Signature Dorothy J. Boren

Date February 15, 1997

Request Attached Feb. 24, 1997

This preliminary budget request is due by February 15, 1997. Please send it to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.

TO Pat Mulcahy-Ernt  
FROM Dorothy Bonser  
DATE February 15, 1997  
SUBJECT Budget Request, CRLA Board Member Visit, Previous Mailings

### Budget Request

I am making a budget request for three possible items for this next year.

1. At present, the school with which I am affiliated has agreed to cover the printing and mailing costs for the mailings to chapter members. In the event that the coverage might be discontinued, I am requesting the amount of \$50.00. I am quite confident that I will not need such coverage; however, there has been talk of cutbacks.
2. I am considering publishing a membership directory much like the one published by the Iowa-Missouri chapter. In my spring letter to members, I intend to poll members to see if there is interest for such a directory. To cover costs of printing and mailing, I am requesting \$30.00.
3. I have requested the CRLA boards to display at our annual Ohio Association for Developmental Education conference November 1997. To cover postage, I am requesting \$10.00.

### CRLA Board Member Visit

I would like to contact you about this in the near future, Pat. I am on the OADE Executive Board and am, in addition, a part of the committee planning our annual conference November 5-7, 1997 in Toledo. Our Board has given its approval to a CRLA exhibit, and I would like to encourage a CRLA Board Member to make a presentation in his/her individual field as it relates to our conference theme, "Redefining the Norm." If I can get approval from the OADE Board for an official CRLA presentation (which I intend to pursue at our monthly meeting this month), I would very much like to have that happen.

As we discussed in Albuquerque, I would very much like to have you come to Toledo although I know that your term officially expires very shortly before the OADE conference. I will send you materials in case you wish to make an individual presentation and will also let you know about an official CRLA Board visit within a week or two of this memo.

### Previous Mailings

I am also attaching my previous mailings to Ohio River Valley members and a memo about CRLA to faculty on my own campus. (When we last spoke, you were not sure that you received all of the materials that I sent to Tom Gier.) I have also circulated membership brochures (will send the new ones, which Rosalind tells me she has just received) and 1997 conference materials locally and to members who have requested them.

TO Pat Mulcahy-Ernt  
FROM Dorothy Bonser  
DATE February 24, 1997  
SUBJECT Budget Amendment

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Attached is the amended budget request that we discussed in our telephone conversation February 21. I have been given strong support by the Ohio Association for Developmental Education Executive Board to request that a speaker from the CRLA Executive Board present at our annual conference November 5-7, 1997.

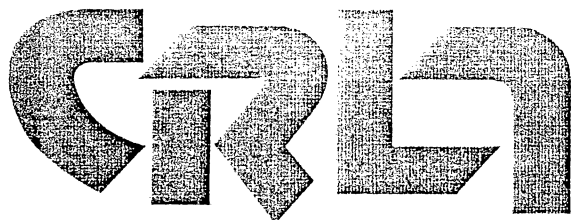
I mentioned to our Board about my speaking with you personally, Pat, when we were in Albuquerque, and was enthusiastically supported in asking for your presence, if possible. We would be most appreciative if any Board Member would be willing to present a session about CRLA, however. With the possibility that the CRLA Board Member wishes to make an additional presentation, I intend to forward an application form. Again, the theme for the conference, which will be held in Toledo, is "Redefining the Norm."

My amended budget request, as a result of the above, reflects the original \$90.00 to cover possible publication and mailing costs plus \$500.00 to cover the travel costs of the CRLA Board Member.

I would appreciate written confirmation for (or denial of) the above request so that I may share the information with the rest of the conference committee.

Thank you, Pat. I hope that you received my previous mailing and that you receive this before your departure. Have a safe trip.

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State/Regions Activity Update  
Deadline: February 15, 1997

Name Teri Gibson State/Region NE/KS  
Address Metro Comm. College, P.O. Box 3777, Omaha, NE 68103  
Phone 402 449 8510 E-mail tgibson@metro.mccneb.edu

Please check all that applies:

☒ I need the 1996-97 State/Region Director Handbook (that was distributed at the Leadership Workshop in Albuquerque.)

☒ I need a CRLA logo stamp for my correspondence.

☒ I am planning a spring, summer, or fall meeting for my state/region.  
(If you check this item, please provide the dates, locations, and relevant information about your meeting. If you have a copy of your advertisement or program, please attach a copy.)

Meeting Dates & Location: April 3-4, 1997 Mahoney State Park  
Ashland, NE.

Topics/Speakers: A retreat for learning actively. A workshop  
format facilitated by Mike McHargue. Kathy Carpenter

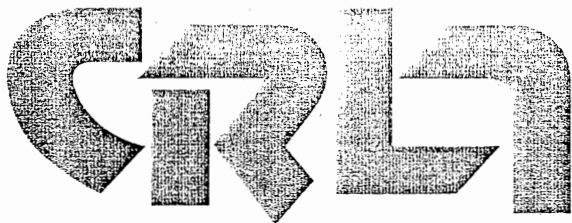
☐ I am requesting that a member of the CRLA Board attend the state/region meeting (noted above) will keynote

☐ I need the CRLA display board at my state/regional meeting.

☐ I have enclosed a preliminary budget request for 1997-98.

☒ Since the CRLA Annual Conference in Albuquerque, I have sent a newsletter or letter to the members in my state/region. (If you check this item, please attach a copy.)

Please send this update to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.



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State/Regions Activity Update  
Deadline: February 15, 1997

Name Shirley A. Sloan State/Region California  
Address Evergreen Valley College 3095 Yerba Buena Rd. San Jose  
Phone 408 274 7900 x 6607 E-mail ssloan@sjcccd.cc.ca.us 95135

Please check all that applies:

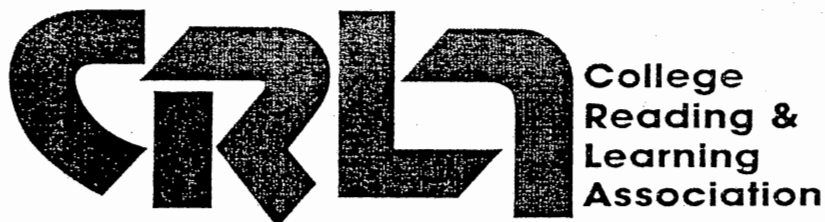
- ☐ I need the 1996-97 State/Region Director Handbook (that was distributed at the Leadership Workshop in Albuquerque.)
- ☐ I need a CRLA logo stamp for my correspondence.
- ☒ I am planning a spring, summer, or fall meeting for my state/region.  
(If you check this item, please provide the dates, locations, and relevant information about your meeting. If you have a copy of your advertisement or program, please attach a copy.)

Meeting Dates & Location: April 18, Tele conference at West Valley College, Los Angeles Harbor College and San Diego State University.  
Topics/Speakers: Web-Based Instruction? Computer Classroom Use.  
Speaker - and 6 Panelists and a hands-on workshop.

- ☐ I am requesting that a member of the CRLA Board attend the state/region meeting (noted above).
- ☐ I need the CRLA display board at my state/regional meeting.
- ☐ I have enclosed a preliminary budget request for 1997-98.
- ☐ Since the CRLA Annual Conference in Albuquerque, I have sent a newsletter or letter to the members in my state/region. (If you check this item, please attach a copy.)

Please send this update to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.





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February 12, 1997

Dr. Patricia Mulcahy-Ernt  
CRLA Coordinator of the State and Regions  
School of Education and Human Resources  
University of Bridgeport  
Bridgeport, CT 06601

Dear Pat,

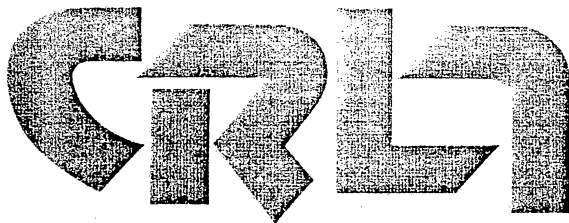
I was pleased to get your correspondence concerning state and regional matters. I did not attend the workshop at the CRLA 1996 conference as our former state president did not let me know about it. He later did pass on the materials that he had received from the workshop. Next conference both Karen Lim ( President-elect) and I plan to attend.

The main news for the California State Chapter is our Spring 1997 Conference. This is the first time the state chapter meeting/conference will not be under the umbrella of another organization's conference. We are sponsoring a Teleconference on April 18 with sites in San Jose, Los Angeles and San Diego. Final arrangements are now being made and will be sent to you when completed.

Attached are your informational forms-thank you for making them so easy to fill out and return with the needed information.

With warm regards,

Shirley Sloan  
President  
California Chapter CRLA



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**State/Regions Activity Update**  
**Deadline: February 15, 1997**

**Name** Russ Hodges **State/Region** Texas

**Address** Southwest Texas State University, SLAC/Alkek Library, San Marcos, TX 78666

**Phone** 512-245-2515 **E-mail** RH12@SWT.edu **FAX:** 512 245-3002

Please check all that applies:

☐ I need the 1996-97 State/Region Director Handbook (that was distributed at the Leadership Workshop in Albuquerque.)

☐ I need a CRLA logo stamp for my correspondence.

☒ I am planning a spring, summer, or fall meeting for my state/region. (If you check this item, please provide the dates, locations, and relevant information about your meeting. If you have a copy of your advertisement or program, please attach a copy.)

Meeting Dates & Location: October 8-10, 1997, Sheraton-Fiesta Hotel, South Padre Island, Texas.

Topics/Speakers:

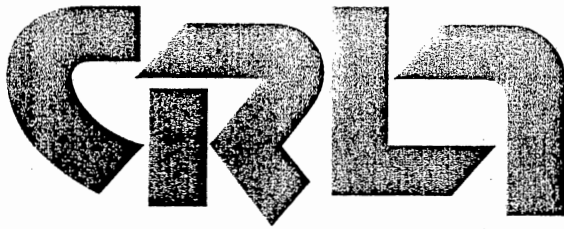
☒ I am requesting that a member of the CRLA Board attend the state/region meeting (noted above).

☒ I need the CRLA display board at my state/regional meeting. (Tell us how we can own our own.)

☐ I have enclosed a preliminary budget request for 1997-98.

☒ Since the CRLA Annual Conference in Albuquerque, I have sent a newsletter or letter to the members in my state/region. (If you check this item, please attach a copy.)

Please send this update to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.



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February 11, 1997

Patricia Mulcahy-Ernt  
School of Education and Human Resources  
University of Bridgeport  
Bridgeport, CT 06601

Dear Patricia:

Thank you for sending me the packet of information. Please find the enclosed forms in this mailing. Listed below is a summary of our current projects.

As you may remember, the Texas Chapter of the College Reading and Learning Association (TxCRLA) and the Texas Association for Developmental Education (TADE) co-sponsored a state conference in October. Over three hundred people attended the conference, and our two organizations shared profits in excess of \$18,000. I am pleased to announce that we are in good financial status.

This being a legislative year in Texas, we are spending a considerable amount of time and money writing, calling, and meeting with legislators and key politicians to promote developmental education efforts in our state. Recent reports indicate that developmental education funding may be in jeopardy. Gerald Corkran, TxCRLA and TADE Political Liaison, is leading this effort along with many of us in the state. Currently, we are creating a legislative packet on Texas developmental education issues for each state legislator.

Representatives from TxCRLA and TADE gathered for a retreat in November to establish policy planning guidelines for our annual conference. This document is currently being edited by Jeanette Lukeman and should be ready for use in a few months.

Our next state conference will be held October 8-10, 1997 at the Sheraton-Fiesta Hotel on South Padre Island, Texas. Santiago Silva, current president of TADE, is serving as site-chair. Members of the executive boards of both TADE and TxCRLA met at the hotel January 24-25 and began planning the conference. TxCRLA board members also met to establish our yearly budget and plan activities for the year. We also had a brain storming session to set long term goals for our organization. We will adapt many of these goals when we get together again in June.

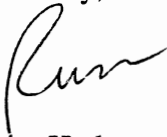
Our joint newsletter has just been mailed to our membership. I served as editor for this year's first edition, and Santiago Silva will serve as the editor for the next addition. I have enclosed a copy for your reading pleasure.

The current TxCRLA Executive Board Members are:

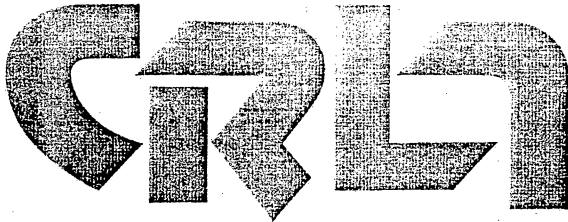
Russ Hodges, President  
Phyllis Guthrie, President-elect  
Lane Johnson, Past-president  
Carman Wiese, Secretary  
Mary Ann Williams, Treasurer  
Sylvia Ybarra, Membership Chair  
Gerald Corkran, Political Liaison

Thanks again for all of your help and assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Russ", with a stylized flourish at the end.

Russ Hodges  
President, TxCRLA



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**State/Regions Activity Update**  
**Deadline: February 15, 1997**

Name Carmen Springer-Davis State/Region Wyoming  
Address Casper College, 125 College Dr., Casper WY 82601  
Phone (307) 268-2515 E-mail springer@acad.cc.wyccn.edu

Please check all that applies:

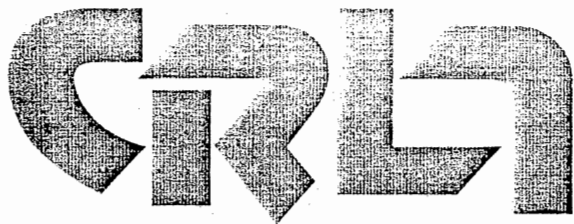
- ☐ I need the 1996-97 State/Region Director Handbook (that was distributed at the Leadership Workshop in Albuquerque.)
- ☐ I need a CRLA logo stamp for my correspondence.
- ☐ I am planning a spring, summer, or fall meeting for my state/region.  
(If you check this item, please provide the dates, locations, and relevant information about your meeting. If you have a copy of your advertisement or program, please attach a copy.) SPRING 1998

Meeting Dates & Location:

Topics/Speakers:

- ☐ I am requesting that a member of the CRLA Board attend the state/region meeting (noted above).
- ☒ I need the CRLA display board at my state/regional meeting. PROBABLY - WILL REQUEST IT NEXT YEAR.
- N4 ☐ I have enclosed a preliminary budget request for 1997-98.
- ☐ Since the CRLA Annual Conference in Albuquerque, I have sent a newsletter or letter to the members in my state/region. (If you check this item, please attach a copy.)

Please send this update to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.



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**State/Regions Activity Update**  
**Deadline: February 15, 1997**

Name Jo Berger State/Region CO  
Address 5675 S. Academy Blvd.  
Phone 719-541-7320 E-mail bergerm@PACC.CCCOES.edu

Please check all that applies:

☐ I need the 1996-97 State/Region Director Handbook (that was distributed at the Leadership Workshop in Albuquerque.)

☐ I need a CRLA logo stamp for my correspondence.

☐ I am planning a spring, summer, or fall meeting for my state/region. (If you check this item, please provide the dates, locations, and relevant information about your meeting. If you have a copy of your advertisement or program, please attach a copy.)

Meeting Dates & Location:

Topics/Speakers:

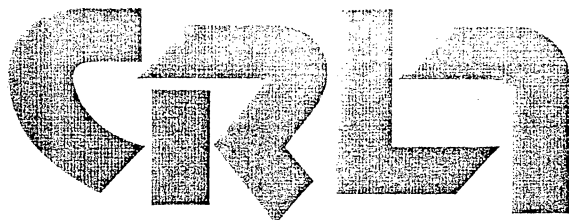
☐ I am requesting that a member of the CRLA Board attend the state/region meeting (noted above).

☐ I need the CRLA display board at my state/regional meeting.

☒ I have enclosed a preliminary budget request for 1997-98.

☐ Since the CRLA Annual Conference in Albuquerque, I have sent a newsletter or letter to the members in my state/region. (If you check this item, please attach a copy.) *Wrote personal notes*

Please send this update to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.



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**State/Regions Activity Update**  
**Deadline: February 15, 1997**

Name Linda Best State/Region NJ/PA  
Address Kean College of NJ 1000 Morris Ave Union NJ 07083  
Phone 908 527 2987 E-mail lbest@turbo.kean.edu

Please check all that applies:

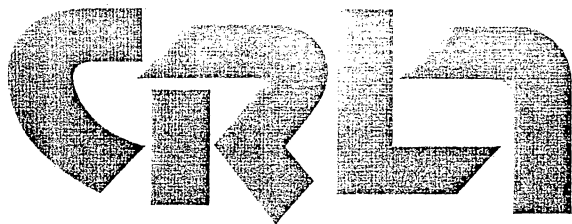
- ☐ I need the 1996-97 State/Region Director Handbook (that was distributed at the Leadership Workshop in Albuquerque.)
- ☐ I need a CRLA logo stamp for my correspondence.
- ☐ I am planning a spring, summer, or fall meeting for my state/region. (If you check this item, please provide the dates, locations, and relevant information about your meeting. If you have a copy of your advertisement or program, please attach a copy.)

Meeting Dates & Location:

Topics/Speakers:

- ☐ I am requesting that a member of the CRLA Board attend the state/region meeting (noted above).
- ☐ I need the CRLA display board at my state/regional meeting.
- ☐ I have enclosed a preliminary budget request for 1997-98.
- ☒ Since the CRLA Annual Conference in Albuquerque, I have sent a newsletter or letter to the members in my state/region. (If you check this item, please attach a copy.)

Please send this update to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.



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CRLA Board Meeting  
FEB. 28, 1997  
Sacramento, CA  
Attachment I (vii)  
1 page

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

**State/Regions Activity Update**  
**Deadline: February 15, 1997**

**Name** Susan Farmer **State/Region** Great Lakes

**Address** Wm. Rainey Harper College 1200 W. Algonquin Rd. Palatine, IL. 60067

**Phone** (847) 925-6324 **E-mail** (847) 925-6048 fax

Please check all that applies:

Sfarmer@harper.cc.il.us

☒ I need the 1996-97 State/Region Director Handbook (that was distributed at the Leadership Workshop in Albuquerque.)

☒ I need a CRLA logo stamp for my correspondence.

☐ I am planning a spring, summer, or fall meeting for my state/region.  
(If you check this item, please provide the dates, locations, and relevant information about your meeting. If you have a copy of your advertisement or program, please attach a copy.)

Meeting Dates & Location:

Topics/Speakers:

☐ I am requesting that a member of the CRLA Board attend the state/region meeting (noted above).

☐ I need the CRLA display board at my state/regional meeting.

☐ I have enclosed a preliminary budget request for 1997-98.

☐ Since the CRLA Annual Conference in Albuquerque, I have sent a newsletter or letter to the members in my state/region. (If you check this item, please attach a copy.)

Please send this update to Dr. Patricia Mulcahy-Ernt, School of Education and Human Resources, University of Bridgeport, Bridgeport, CT 06601.



To: Vince, Orlando, <orlandov@mscd.edu>  
Cc:  
Bcc:  
From: "Dr. Rick A. Sheets" <sheets@pvc.maricopa.edu>  
Subject: RE:SUMMER INSTITUTE  
Date: Friday, February 21, 1997 10:32:18 MDT  
Attach:  
Certify: N  
Priority: Normal  
Defer until:  
Expires:  
Forwarded by:

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Received: by smtpsrvr.mscd.edu; Fri, 21 Feb 97 10:32:20 MST  
Received: from pvc.maricopa.edu (pvc.maricopa.edu)  
by clem.mscd.edu (PMDF V5.0-7 #17064) id <0E5YR5GOU00LI1@clem.mscd.edu> for  
orlandov@clem.mscd.edu; Fri, 21 Feb 1997 10:30 -0700 (MST)  
Received: from 140.198.148.81 (rsheets.pvc.maricopa.edu)  
by pvc.maricopa.edu (PMDF V5.0-5 #18708)  
id <01IFOAFIRV9C0022TB@pvc.maricopa.edu> for orlandov@MSCD.EDU; Fri,  
21 Feb 1997 10:23:31 -0700 (MST)  
Date: Fri, 21 Feb 1997 10:23:38 +0000  
From: "Dr. Rick A. Sheets" <sheets@pvc.maricopa.edu>  
Subject: RE:SUMMER INSTITUTE  
To: Vince Orlando <orlandov@mscd.edu>  
Reply-to: sheets@pvc.maricopa.edu  
Message-id: <330D77A1.2084@pvc.maricopa.edu>  
Organization: Paradise Valley Community College  
MIME-version: 1.0  
X-Mailer: Mozilla 3.01Gold (Macintosh; I; PPC)  
Content-type: text/plain; charset=iso-8859-1  
Content-transfer-encoding: QUOTED-PRINTABLE

As my mail system gives an error message and says it is not sending t=  
his  
to the group today (after 11 tries) I will send it to each of you  
individually:

Gene Beckett <GBECKETT@shawnee.edu>  
David Caverly <DC02@SWT.EDU>  
Lucy MacDonald "litlucy" <litlucy@aol.com>  
"Dr. Gene Kerstiens" <GKERSTIE@ADMIN.ELCAMINO.CC.CA.US>  
David Arendale <darendale@CCTR.UMKC.EDU>  
Sylvia Mioduski <mioduski@ccit.arizona.edu>  
Vince Orlando <orlandov@MSCD.EDU>

Sorry for the delay in responding. I am beginning to catch up to mys=  
elf  
now. Anyway, I have enjoyed reading the responses to date and things  
are starting to take shape. I am however concerned with the deadline=  
s  
approaching us so quickly. I know we are looking at the first sessio=  
n  
being a "pilot" for the conference, but I am concerned that there may  
not be time to get potential participants the information they need i=  
n  
time.

I propose that we take a deep breath and consider holding off until the summer of 1998 for our First Annual Institute of Technology for Developmental Educators (or whatever name we use). For the Winter Institute, I am feeling pressed to get everything in place and we still have more than 10 months not less than six. My experience with state and national conferences and the institute (SWADE, AZ-CRLA, CRLA 1995= and Winter Institute) is that the first is the hardest, most time-consuming and should be very solid to gain an immediate positive reaction. In addition I still have a concern with beginning it in a year with MCLCA, since they offer a week-long summer institute every other year. =20

Anyway, my suggestion would be to begin announcing and advertising the new and coming institute which will debut in the Summer of 1998. Make a big build-up beginning with NADE, MCLCA, CRLA, etc. now. We should also get the Summer Institute Home Page up by fall with links from all the organizations to it.=20

I know Gene B., Lucy, David, and I could throw something together that would probably be okay, but I am not sure about SUPERB and FANTASTIC!=20

Personally, I feel more tied up this summer as I will be focused on making sure the first Winter Institute in Phoenix in January 1998 has all the pieces in place. Subsequent years will be better and in 1999= it goes back to Tucson (alternating every other year between Phx & Tucson).

Now for ideas on the theme, Frank and Sylvia are better at this than I am. However, my thoughts were along the lines of:

Technology: Tools for solutions

Technology and preparing for the next Millennium

Technology provides Tools for Student Success

Technology: Tools for educators

Unfortunately I will not be at NADE this year, but I would be glad to continue discussions by email, phone or whatever.

Also, I have another email address which I keep up on daily. This is= my more general one with LISTSERVs on it. I try to read it every week or so. The one for more immediate responses is:

sheets.rick@a1.pvc.maricopa.edu

Unfortunately it is a text only system, so any graphics should come i=

nto  
my more general one (in this message header).

Thanks.

Rick

--=20

Rick A. Sheets, Ed.D.

=93None of us=

is

as smart

Paradise Valley Community College

as all of u=

s.=94=20

18401 N. 32nd St.

Phoenix, AZ 85032

=20

voice: (602) 493-2772

=20

fax: (602) 493-2981

email: sheets@pvc.maricopa.edu

web home page: pvc.maricopa.edu/~sheets

A NEAT LAC HOME PAGE: pvc.maricopa.edu/lac

# CRLA

## COLLEGE READING & LEARNING ASSOCIATION

CRLA Board Meeting  
*FEB. 28, 1997*  
Sacramento, CA  
Attachment *K*  
2 page*5*

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

## **COLLEGE READING AND LEARNING ASSOCIATION**

CRLA (formerly WCRLA) is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, and tutorial services at the college/adult level. Inherently diverse in membership, CRLA's most vital function and over-all purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

CRLA members give practical application to their research and promote the implementation of innovative strategies to enhance student learning. In a spirit of community, members share each other's successful experience so that they can benefit from it and learn from other's critical research so efforts will not be duplicated.

We invite any individual who belongs to a faculty or administration of a public or private college or university and who has an interest in college learning assistance and developmental education to join the College Reading and Learning Association. A membership application is included in this brochure.

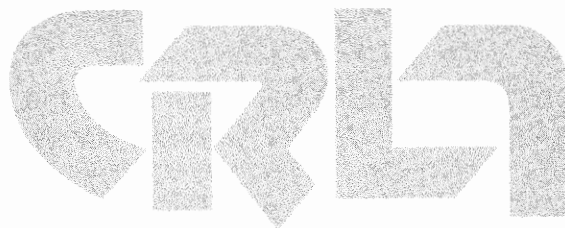
## **GOALS**

The goals of CRLA are to continue to provide mediums for dialogue among professionals; to cooperate and coordinate with other professional organizations in these and related fields; to increase the tools available to improve student learning; to provide information and consultants to bodies enacting legislation directly related to college reading, learning assistance, developmental education and tutorial services; and to act to ensure an environment where effective learning can take place.

## **SERVICES**

To meet these goals, CRLA offers the following services to its membership:

- ★ opportunities to share research and ideas through publications
  - ☆ the *Journal of College Reading and Learning*
  - ☆ the *Newsletter*
- ★ opportunities for professional growth and job improvement
  - ☆ the annual CRLA conference: institutes and sectionals, publishers' exhibits, lunch with a mentor, campus on-site visits, campus program exhibits, computer fair
  - ☆ regional meetings
- ★ opportunities to pursue specific areas of interest through Special Interest Groups, such as:
  - ☆ Cognitive Psychology
  - ☆ Computer Technology
  - ☆ Learning Assistance Center Mgmt.
  - ☆ Peer Tutoring
- ★ opportunities to adopt and adapt practices
  - ☆ program guidelines
  - ☆ program evaluation services
- ★ opportunities for career development
  - ☆ professional exchange program
  - ☆ career placement service
- ★ opportunities to contribute to a growing professional organization through the membership resources directory.



## **HISTORY**

CRLA (formerly named WCRLA) was officially organized in 1967 to meet the problems and challenges which are unique in teaching reading at the post-secondary level. While other educational organizations had addressed the problems of elementary and secondary reading instruction, college reading teachers felt a need for professional interchange with colleagues in reading and related areas. A College Conference on Reading was held in November 1966, at San Bernadino Valley College and plans for CRLA emerged. A charter was drawn and the constitution adopted in March 1967, for the organization known originally as the Western College Reading Association. In order to reflect the interests and geographical location of the membership, the name was changed at the annual business meeting in 1983 to Western College Reading and Learning Association and finally in 1989 to the College Reading and Learning Association.

In recent years, CRLA has expanded its programming to include the related areas of learning assistance, study skills, developmental education, and tutorial assistance. CRLA has membership from all regions in the United States, the Canadian provinces and several European and Asian countries.

\* Visit our conference web site: <http://www.mscd.edu/~crla>  
and our home page: [www.chemek.cc.or.us/crla](http://www.chemek.cc.or.us/crla)  
for the latest information.

CRLA is a Member of the American Council for the Advancement of Standards in Higher Education. (CAS)
--

# APPLICATION FOR 1997 CRLA MEMBERSHIP

*Dues are \$40.00 per year, which includes subscription to the NEWSLETTER (3 issues) and the JOURNAL OF COLLEGE READING AND LEARNING (2 issues)*

\_\_\_\_\_ New \_\_\_\_\_ Renewal \_\_\_\_\_ This is a new mailing address

Mr.  
Name: Ms. \_\_\_\_\_ Member since \_\_\_\_\_  
Dr.

Send mail to ☐ Home or ☐ Business address (Check one)

Home address \_\_\_\_\_  
No. Street

\_\_\_\_\_ City State Zip

Phone: ( ) \_\_\_\_\_

Name of College / University / Business \_\_\_\_\_

Address \_\_\_\_\_  
No. Street

\_\_\_\_\_ City State Zip

Phone ( ) \_\_\_\_\_

Current position/title \_\_\_\_\_

FAX # ( ) \_\_\_\_\_ E-Mail address \_\_\_\_\_

I would like to join the following Special Interest Groups (SIG's):

*Dues for each SIG are \$5.00 per year. You must be a member of CRLA to join SIG's.*

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Cognitive Psychology | <input type="checkbox"/> Emotional/Motivational | <input type="checkbox"/> Liberal Arts Universities/ |
| <input type="checkbox"/> College Reading      | Aspects of Learning                             | Colleges  |
| <input type="checkbox"/> Computer Technology  | <input type="checkbox"/> English as a Second/   | <input type="checkbox"/> Mathematics Tutorial       |
| <input type="checkbox"/> Counseling & Helping | Foreign Language                                | <input type="checkbox"/> Multicultural Issues       |
| Relationships                                 | <input type="checkbox"/> Learning Assistance    | <input type="checkbox"/> Peer Tutoring              |
| <input type="checkbox"/> Critical Thinking    | Center Management                               | <input type="checkbox"/> Research & Evaluation      |
| <input type="checkbox"/> Developmental/Basic  | <input type="checkbox"/> Learning Disabilities  | <input type="checkbox"/> Teaching Excellence        |
| Writing                                       |   | <input type="checkbox"/> Workforce Literacy         |

Donation to CRLA Scholarship Fund \_\_\_\_\_ \$1.00 \_\_\_\_\_ \$5.00 \_\_\_\_\_ \$10.00 \$ \_\_\_\_\_ (specify other)

**PLEASE TOTAL ON REVERSE**

I hereby give my permission for CRLA to give/sell my name and address to outside publications and organizations for mailing purposes. \_\_\_\_\_ Yes \_\_\_\_\_ No

Date \_\_\_\_\_ Signature \_\_\_\_\_

## TOTAL FEES

### OTHER CRLA PROFESSIONAL PUBLICATIONS

- ☐ A Glossary of Developmental Education Terms  
.....\$5.00
- ☐ Tutor Training Handbook  
.....\$20.00

### JOURNAL OF COLLEGE READING AND LEARNING

- ☐ Library Subscription Only -  
1 year (current year).....\$30.00

For information or requests, contact Jim Bell  
at the address listed below.

Membership \$ \_\_\_\_\_  
\_\_\_\_\_ SIG's @ \$5 per SIG \_\_\_\_\_

Scholarship Fund \_\_\_\_\_

Other CRLA publications \_\_\_\_\_

TOTAL in U.S. dollars \$ \_\_\_\_\_

Please remit to our Treasurer, (\*), Sylvia Mioduski,  
at the address listed below.

## CRLA EXECUTIVE BOARD 1996 - 1997

### PRESIDENT

Vincent Orlando  
Campus Box 17  
Metropolitan State College of Denver  
P.O. Box 173362  
Denver, CO 80217-3362

### PAST PRESIDENT & COORDINATOR OF STATES/REGIONS

Patricia Mulcahy-Ernt  
School of Education and Human Resources  
South Hall  
University of Bridgeport  
Bridgeport, CT 06601

### SECRETARY

Rosalind Lee  
Kwantlen University College  
8771 Lansdowne Road  
Richmond, BC V6X 3V8 Canada

### PRESIDENT-ELECT & 1997 SACRAMENTO CONFERENCE CHAIR

Kathy Carpenter  
Learning Center - 905 W. 25th Street  
University of Nebraska at Kearney  
Kearney, NE 68849

### TREASURER (\*)

Sylvia Mioduski  
University Learning Center - Chemistry 214  
P.O. Box 210041  
University of Arizona  
Tucson, AZ 85721-0041

## CRLA OFFICERS 1996 - 1997

### Archivist/Communications Task Force Chair

Karen Smith  
Learning Resource Center  
Rutgers University  
P.O. Box 5062  
New Brunswick, NJ 08903

### Awards & Scholarship Chair

Valerie Smith Stephens  
Learning Resource Center  
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Camden, NJ 08102

### By-Laws Chair

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Memphis, TN 38134

### CAS Representative

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MM Associates  
Box 2857  
White Flint  
Kensington, MD 20891

### Elections Chair

Jo-Ann Mullen  
SSTTE  
University of Northern Colorado  
Greeley, CO 80639

### International Tutor Certification Program

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The Tutoring and Learning Center  
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300 Library  
El Paso, TX 79968

Robin Melton

SOAR  
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Box 19509  
Arlington, TX 76019-0509

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Learning Skills Centre  
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Richmond, BC V6X 3V8 Canada

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12345 College Boulevard

### Parliamentarian

Carmen Springer-Davis  
Peer Tutor Program  
Casper College  
125 College Drive  
Casper, WY 82601

### Professional Association Liaison Chair

Becky Johnen  
West Virginia Northern Community College  
Wheeling Campus  
1704 Market Street  
Wheeling, WV 26003-3699

### Site Selection Chair

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Center for Learning Assistance  
Box 3001, Department 5278  
New Mexico State University  
Las Cruces, NM 88003-8001

### SIG Coordinator

Pat Jonason  
Johnson County Community College  
12345 College Boulevard  
Overland Park, KS 66210

### Standards Task Force Chair

Judith Olson-Fallon  
Educational Support Services  
Case Western Reserve University  
Educational Support Services  
Overland Park, KS 66210

### 1997 Sacramento Conference Chair

Tom Dayton  
American River College  
4700 College Oak Drive  
Sacramento, CA 95841

### 1998 Salt Lake City Conference Chair

Grant Richards  
Utah Valley State College  
Orem, UT 84058





READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Dear Colleague:

Welcome to the College Reading and Learning Association. I am pleased that you have chosen to join CRLA. As a new member of this organization, you are now part of a network of highly talented people who enjoy exchanging ideas, implementing innovative programs, and conducting research in order to improve student learning in college and university settings. Your support and contributions are sure to have a positive impact on this organization.

You will soon begin receiving the latest editions of CRLA's **Newsletter** and the **Journal of College Reading and Learning**. I hope to see you in Sacramento, California, October 22-25, 1997, for CRLA's 30th annual conference. If you need conference information check the conference web site at: <http://www.mscd.edu/~crla>, or contact Kathy Carpenter, CRLA President-elect, Learning Center, University of Nebraska-Kearney, Kearney, NE 68849. Watch for both the "Call for Proposals" and the "Call to Conference."

Again, welcome to the College Reading and Learning Association.

Sincerely,

Vincent P. Orlando  
CRLA President



*FEB. 28, 1997*

Sacramento, CA

Attachment *M*

1 page

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Dear Colleague:

I am glad to see that you renewed your membership in the College Reading and Learning Association. Through your renewal, you will continue to participate in a network of highly talented people throughout the international higher education community who enjoy exchanging ideas, implementing innovative programs, and conducting research in order to improve student learning in college and university settings. Your continuing support and contributions are valued and will make a positive difference in the field.

Thanks again for your membership and your dedication and commitment to CRLA. I hope to see you in Sacramento, California, October 22-25, 1997, for CRLA's 30th annual conference. If you need conference information check the conference web site at: <http://www.mscd.edu/~crla>, or contact Kathy Carpenter, CRLA President-elect, Learning Center, University of Nebraska-Kearney, Kearney, NE 68849

Sincerely,

Vincent P. Orlando  
CRLA President



# RED LION HOTEL

## SACRAMENTO





**L**ocated just five blocks from the California Exposition Center, eight miles from downtown, and 25 minutes from the airport, the 448-room Red Lion Hotel ranks among Sacramento's premier meeting and convention sites.

The Hotel's facilities include 22 separate meeting rooms. Each is equipped with a built-in P.A. system and complete A/V equipment. There's a coffee maker, iron and ironing board in every guest room. Maxi's American Cafe highlights the dining and entertainment options available on the premises. The restaurant features unique "tastings" that guests can sample as appetizers or combine to create their own customized meal. R.J. Grin's Lounge has music, dancing and games.

There's plenty to see and do near the Hotel. The Arden Fair Mall, with more than 100 stores as well as restaurants and movie theaters, is right across the street. The State Capitol, Governor's Mansion and Old Sacramento are other local attractions close at hand.

The city of Sacramento and the Red Lion Hotel have hosted many successful events. To add yours to the list, call our Director of Sales today.



*Remodeled from top to bottom, the Hotel's lobby is now more open and accessible.*



*The 9,264 sq. ft.*





*Red Lion's facilities include a spectacular outdoor meeting area.*



*Maxi's American Cafe "tastings" let guests sample seasonally fresh items as appetizers or as meals in themselves.*



*Grand Ballroom accommodates 1,500 people.*



# FACT SHEET

## RED LION HOTEL SACRAMENTO



### LOCATION:

Off Business Loop 80, Across From Arden Fair Mall, Eight Miles From City Center And 25 Minutes From Sacramento Metropolitan Airport.

### FEATURES:

- 448 Guest Rooms, Each With Coffee Maker, Iron And Ironing Board
- 13 Suites
- Complete Meeting And Banquet Facilities
- 4 Floors

### CONFERENCE SERVICES:

- Convention Services Staff
- Full-Service Catering Any Style
- In-House Audio/Visual Equipment

### GUEST SERVICES:

- No Long-Distance Access Fees On Credit Card Or Toll-Free Calls
- Free Parking
- Transportation To Sacramento Metropolitan Airport
- Laundry And Valet Service
- Gift Shop
- Room Service
- Mail And Package Handling, Fax Service
- Executive Business Center

### MEETING FACILITIES:

- 22 Separate Meeting Rooms Totaling 31,844 Sq. Ft.
- Meeting Rooms Feature Built-In P.A. Systems, Complete A/V Equipment, Adjustable Lighting And Sound Controls, Telephones And Maximum Sound Insulation
- 9,264 Sq. Ft. Ballroom Accommodating Up To 1,500 People

### DINING & ENTERTAINMENT:

- Maxi's American Cafe Featuring Fresh Seasonal Items As Appetizers Or As Meals In Themselves
- Coffee Garden For Casual All-Day Dining
- Espresso Bar/Deli Counter In Lobby
- R.J. Grin's Lounge Featuring Music, Games, Dancing And More
- Room Service

### ATHLETIC FACILITIES:

- Swimming Pool
- Exercise Facility
- Hot Tub

### NEARBY:

Downtown Sacramento • State Capitol • Arco Arena • Governor's Mansion • Art Gallery • Science Center • Water World USA • Cal Expo • Old Sacramento Historic Area • Golf • Cinemas • Arden Fair Mall

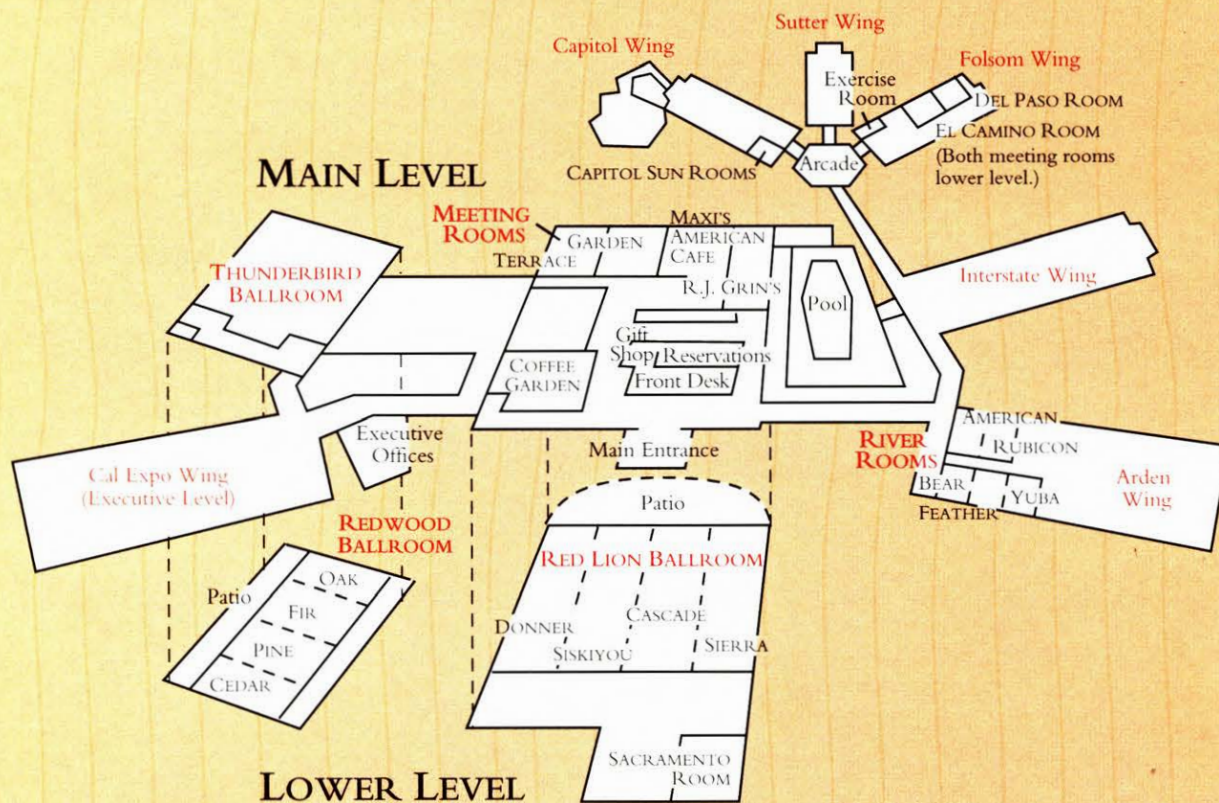


RED LION HOTEL  
SACRAMENTO

2001 Point West Way • Sacramento, California 95815 • 916-929-8855 • FAX 916-924-0719 • 800-RED LION

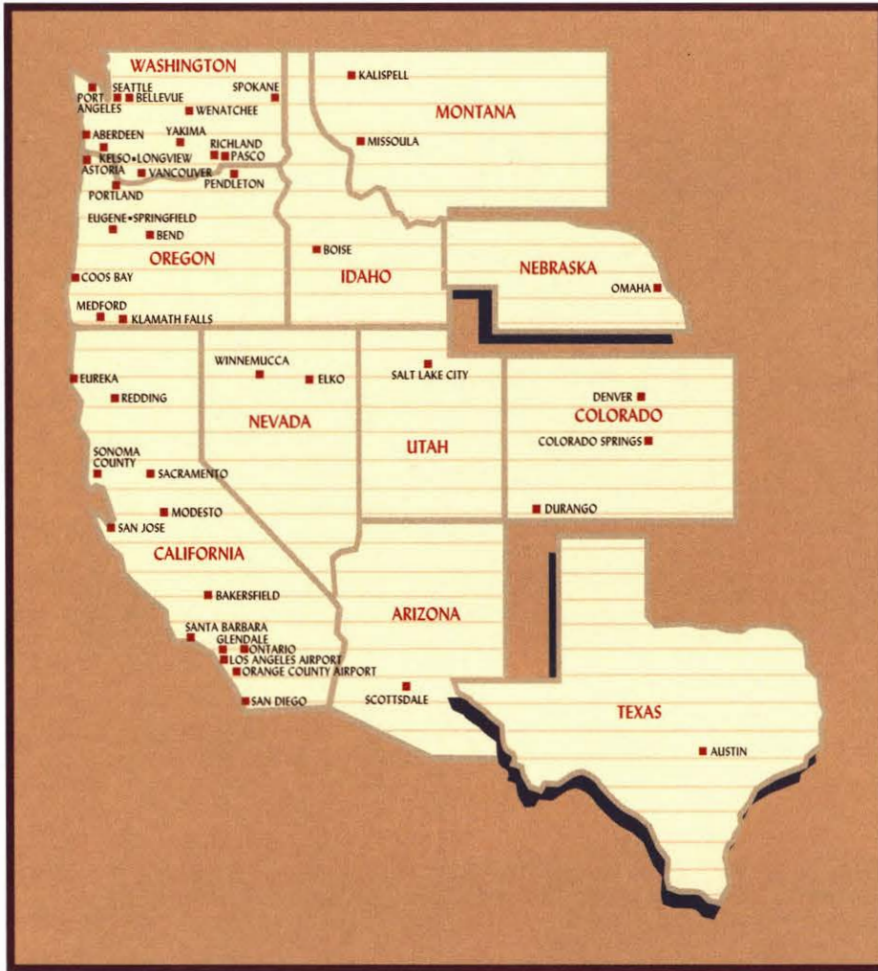


# MEETING FACILITIES RED LION HOTEL SACRAMENTO



	SQUARE FOOTAGE	LENGTH	WIDTH	CEILING HEIGHT	RECEPTION	ROUNDS	BANQUET	CLASSROOM	THEATER	CONFERENCE	U-SHAPE	8' x 10' EXHIBIT	100 VOLT OUTLET	20 VOLT OUTLET	TELEPHONE JACK	MICROPHONE JACK	LARGEST ENTRY
THUNDERBIRD BALLROOM	9264	108'	80'	16'	1500	840	1200	600	1500	-	-	58	43	9	4	16	8'
THUNDERBIRD FOYER	702	27'	26'	16'	-	-	-	-	-	-	-	-	-	-	-	-	8'
RED LION BALLROOM	7668	142'	54'	16'	1000	750	950	440	1200	-	-	45	36	3	4	21	10'
SIERRA ROOM	1836	34'	54'	16'	250	150	200	100	200	60	74	11	10	-	1	4	6'
CASCADE ROOM	1944	36'	54'	16'	250	150	200	110	220	60	74	11	8	-	1	3	6'
SISKIYOU ROOM	1944	36'	54'	16'	250	150	200	110	220	60	74	11	8	-	1	3	6'
DONNER ROOM	1944	36'	54'	16'	250	150	200	110	220	60	74	12	10	3	1	11	10'
RED LION FOYER	1054	34'	31'	16'	-	-	-	-	-	-	-	5	-	-	-	-	6'
REDWOOD BALLROOM	4536	108'	42'	12'	800	450	520	300	600	-	-	28	20	-	4	8	6'
CEDAR ROOM	1134	27'	42'	12'	200	90	120	60	100	40	50	8	5	-	1	2	6'
PINE ROOM	1134	27'	42'	12'	200	90	120	60	100	40	50	6	5	-	1	2	6'
FIR ROOM	1134	27'	42'	12'	200	90	120	60	100	40	50	6	5	-	1	2	6'
OAK ROOM	1134	27'	42'	12'	200	90	120	60	100	40	50	8	5	-	1	2	6'
REDWOOD FOYER	1026	27'	38'	10'	-	-	-	-	-	-	-	4	-	-	-	-	6'
SACRAMENTO ROOM	1225	35'	35'	12'	100	90	110	60	120	40	50	5	7	-	1	2	6'
DEL PASO ROOM	868	31'	28'	10'	100	50	60	40	75	36	35	-	6	-	-	-	3'
EL CAMINO ROOM	868	31'	28'	10'	100	50	60	40	75	36	35	-	6	-	-	-	6'
GARDEN	756	27'	28'	11'	70	50	62	30	60	32	25	-	3	-	1	-	4'
TERRACE	972	27'	36'	11'	100	70	85	45	75	40	38	-	3	-	1	-	4'
BEAR RIVER ROOM	432	18'	24'	10'	50	30	40	24	40	24	22	-	6	-	1	-	4'
FEATHER RIVER ROOM	432	18'	24'	10'	50	30	40	24	40	24	22	-	6	-	1	-	4'
AMERICAN RIVER ROOM	432	18'	24'	10'	50	30	40	24	40	24	22	-	6	-	1	-	4'
RUBICON RIVER ROOM	432	18'	24'	10'	50	30	40	24	40	24	22	-	6	-	1	-	4'
YUBA RIVER ROOM	432	18'	24'	10'	50	30	40	24	40	24	22	-	6	-	1	-	4'





15,000  
ROOMS

11  
WESTERN  
STATES

1  
PHONE  
NUMBER

800-RED LION



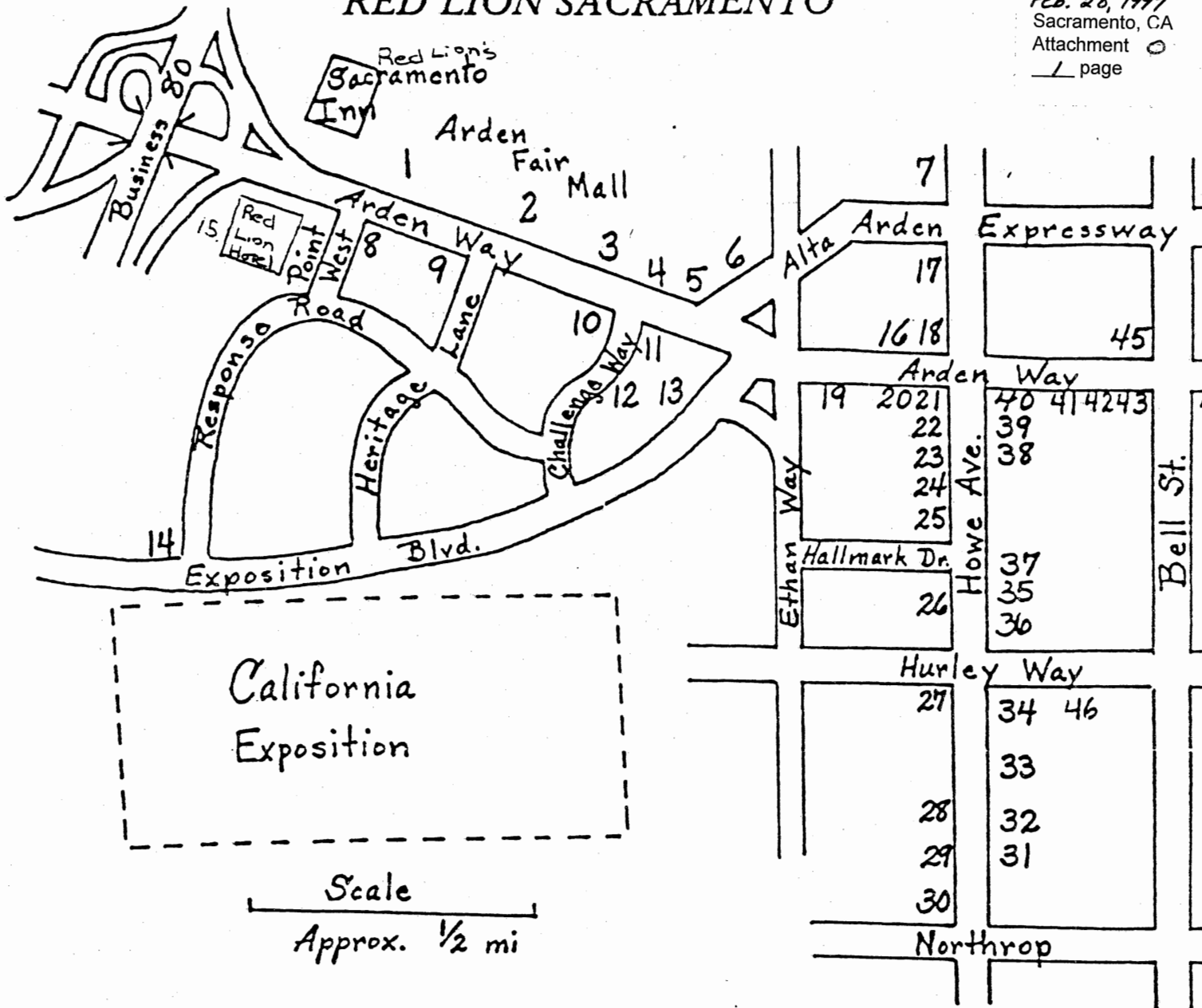
RED LION HOTEL  
SACRAMENTO

2001 Point West Way • Sacramento, California 95815 • 916-929-8855 • FAX 916-924-0719 • 800-RED LION



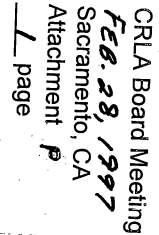
# A GUIDE TO RESTAURANTS NEAR THE RED LION SACRAMENTO

CRLA Board Meeting  
FEB. 28, 1997  
Sacramento, CA  
Attachment 0  
1 page



- |   |                           |                               |
|---|---------------------------|-------------------------------|
| 1. Food Fair (2nd floor)                | 2. Fresh Choice           | 3. Taco Bell                  |
| 4. Maxi's Opera Cafe<br>(piano, vocals) | 5. Burger King            | 6. Two Guys From Italy        |
| 9. El Torrito's                         | 7. Eat Your Vegetables    | 8. Peppermill                 |
| 12. Olive Garden                        | 10. Monterey Bay Cannery  | 11. Coco's                    |
| 15. Red Lion Hotel                      | 13. Luau Garden           | 14. Sudwerk Brewery           |
| 18. McDonald's                          | 16. Imperial Gardens      | 17. House of Szechuan         |
| 21. Huey's Diner                        | 19. Good earth            | 20. Kay Lee's                 |
| 24. Yokohama Japanese                   | 22. Chili's               | 23. Great Wall Mongolian BBQ  |
| 27. TGI Friday's                        | 25. Tony Roma's (ribs)    | 26. The Bread Store           |
| 30. Thai Palms                          | 28. Long John Silver's    | 29. La Boulangerie            |
| 33. El Torrito's                        | 31. Lyon's                | 32. J.J. North's Grand Buffet |
| 36. Taco Bell                           | 34. Chevy's (Mexican)     | 35. Denny's                   |
| 39. Magic Wok                           | 37. Red Lobster           | 38. Round table Pizza         |
| 42. KFC                                 | 40. Del Taco              | 41. Arby's                    |
| 45. Jack in the Box                     | 43. Carl's Jr.            | 44. Subway Sandwiches         |
|   | 46. Little Caesar's Pizza |                               |

924-3447  
929-3690  
922-6741  
920-3474  
927-0071  
929-4014  
649-8305  
925-2233  
649-3839  
927-6297  
568-0932  
920-9582



## **SPECIAL INTEREST GROUPS RESTAURANTS - LARGE PARTIES (10-12)**

### **RESTAURANTS-A STROLL AWAY**

Peppermill (\$-\$\$), 1500 Arden Way, 929-4014, casual atmosphere, bar, pasta, salads, meat entrees, desserts. No reservations taken.

Olive Garden (\$-\$\$), 1780 Challenge Way, (across from Arden Fair), 649-8305, Italian dinners, daily specials. Banquet room.

Max's Opera Café (\$\$), 1735 Arden Way, 927-6297, New York deli-style sandwiches, fish, pasta, grill, "light" entrees.

Two Guys From Italy (\$\$), 1701 Ethan at Arden, 920-9582, Italian dinners, pasta, seven-course early dining specials.

California Pizza Kitchen (\$), 1735 Arden Way #220, 568-0932, unique, original pizza.

California Café (\$\$-\$\$\$), 1689 Arden Way, Suite 1058, 925-2233, California cuisine, full bar, extensive wine list.

Florentine Restaurant and Pasta Market, (\$\$), 2989 Arden Way, 481-0436, Italian dinners, seafood, stuffed pasta. Banquet room, minimum 20.

Red Lion Hotel, Maxi's Restaurant (\$\$\$), 2001 Point West Way, Lobby of hotel, 929-8855. California cuisine, pasta, prime rib, game entrees, desserts.

### **RESTAURANTS - A SHORT DRIVE AWAY**

Scott's Seafood (\$\$\$), 545 Munroe Street, 489-1822, original seafood dishes, appetizers, salads, desserts. Banquet room, capacity of 50.

Mace's (\$\$\$), 501 Pavilions Lane, 922-0222, veal, seafood, chicken, pasta, lamb. Banquet room, minimum 30.

Café Oaxaca and Cantina (\$\$), 2580 Fair Oaks Blvd. Lyon Village, 979-0829,  
Southwestern/Mexican cuisine. Banquet room, capacity of 23.

Paragary's Bar and Oven (\$\$), 2384 Fair Oaks Blvd., 485-7100, California  
cuisine, gourmet pizza, calzone.

Chevy's (\$\$), 1234 Howe Ave., 923-6574, Mexican meals, fresh fish, fajitas.  
Casual. Banquet room, capacity of 18.

Lemon Grass, (\$\$), 601 Munroe Street, north of Loehmann's Plaza, 486-4891,  
Vietnamese, Thai, and Southeast Asian cuisine.

Original Pete's Pizza, (\$\$), 565 Howe Ave, 641-1015, New York-style pizza,  
grilled entrees, sandwiches, salads, pasta.

Pizzeria Classico (\$), 2535 Fair Oaks Blvd, 485-7171, Chicago-style, deep dish,  
double crust, stuffed and original pizzas, salads, pasta. Will accept  
reservations of 8 or more.

Tony Roma's (\$\$), 1441 Howe Ave., 922-8787, Baby back ribs, onion rings,  
chicken, steaks, shrimp, bar. Banquet room, capacity of 45.

T. G. I. Friday's (\$\$), 1229 Howe Ave, 925-5766. Seafood, pasta, poultry,  
steaks, Cajun food. Lively atmosphere.

**\$-Inexpensive**

**\$\$- Moderate, most under \$14**

**\$\$\$-Expensive, \$14 and over**

**DRAFT**

postmarked by Sep 15.

CRLA Board Meeting  
FEB 28, 1997  
Sacramento, CA  
Attachment R  
1 page

**30th ANNUAL CONFERENCE OF THE COLLEGE READING AND LEARNING ASSOCIATION**

October 22-25, 1997

Preregistration DEADLINE September, 15, 1997

1997 PREREGISTRATION FORM

and

1998 MEMBERSHIP FORM

Please Print or Type

Last Name ( ) Dr. ( ) Mr. ( ) Ms. First *NAME* Middle *Int.*

Mailing Address

City State/Province, Country Zip/Postal Code

Name of College/University

Address of College/University

Current position/title

Phone Numbers: Home ( ) )

Office ( ) )

E-Mail:

Fax:

**1998 MEMBERSHIP DUES**

Membership \$ 40 New\_\_ Renew\_\_ \$

SIGS \$ 5 each \_\_x\$5 = \$

Donation to Scholarship Fund \$

(One FREE SIG included with 1998 membership paid in full)

Indicate below which SIGS you would like to join (A-D)

SUBTOTAL A

**PREREGISTRATION**

**FULL CONFERENCE FEES:**

1997 Member \$100 \$

Non-Member \$125 (150) \$

(Student) \$ 75 \$

(A photocopy of your valid student ID must accompany this form if registering as student)

**ONE DAY ONLY REGISTRATION FEES:**

1997 Member \$ 75 \$

Non-Member \$ 85/100 \$

(Student) \$ 60 \$

**LATE REGISTRATION FEES:** (available on site)

1997 Member \$125 \$

Non-Member \$150/175 \$

(Student) \$100 \$

SUBTOTAL B

\* a letter

\* give my name to outsiders  
\* donate to scholarship

where are the SIGs

PRE-CONFERENCE INSTITUTES Wed. Oct. 22

(Institute registrants are asked to indicate 1st and 2nd choices)

American River College Technology Institutes

Morning 1st \_\_\_\_\_ 2nd \_\_\_\_\_

Afternoon 1st \_\_\_\_\_ 2nd \_\_\_\_\_

Hotel Institutes

Morning 1st \_\_\_\_\_ 2nd \_\_\_\_\_

Afternoon 1st \_\_\_\_\_ 2nd \_\_\_\_\_

Evening 1st \_\_\_\_\_ 2nd \_\_\_\_\_

Total Institutes \_\_\_\_\_ x \$25 = SUBTOTAL C \_\_\_\_\_

TOURS AND CAMPUS VISITS:

Indicate which option you want \_\_\_\_\_ = \$ \_\_\_\_\_

#/attending \_\_\_\_\_ #1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_  
\$30 \$8 \$15

SUBTOTAL D \_\_\_\_\_

FOOD FUNCTIONS:

Lunch - Wed. Oct. 22 (for on-campus all day participants only)

\$10 \$ \_\_\_\_\_

Special Interest Groups Breakfast, Thur. Oct. 23

\$12 \$ \_\_\_\_\_

Special Interest Groups Breakfast, Fri. Oct. 24

\$12 \$ \_\_\_\_\_

Award Luncheon - Fri Oct. 24

\$15 \$ \_\_\_\_\_

Lunch With A Mentor - Sat. Oct. 25th

\$15 \$ \_\_\_\_\_

(Please select 3 prioritized choices A-L) \_\_\_\_\_ 1st \_\_\_\_\_ 2nd

Banquet and Dinner Theater - Sat. Oct 25th

\$35 \$ \_\_\_\_\_

SUBTOTAL E \_\_\_\_\_

EXPENSES

Subtotal A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

TOTAL EXPENSES ENCLOSED

\$ \_\_\_\_\_

# COLLEGE READING AND LEARNING ASSOCIATION

## BOARD MEETING Saturday, March 1, 1997 Sacramento, California SUMMARY OF MINUTES

Red Lion Hotel

Del Paso Room

**Members present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.

**Guests:** Roslyn Bethke, *Newsletter Editor*; Tom Dayton, *On-Site Chair, Sacramento Conference*.

Vince, Kathy, Pat and Tom met from 8:30 a.m. to 10:15 a.m. Sylvia and Rosalind met separately. The entire group reconvened at 10:30 a.m.

**1. Next Conference Call**

The next conference call was tentatively scheduled for April 4. **NB:** It was since re-scheduled for April 24, 1997 at 8:00 a.m. PDT.

**2. Mailing Service**

Board members suggested additions and adjustments to the pilot letter Vince composed requesting bids for a mailing service. The service would provide one address for all CRLA incoming correspondence, forward mail to appropriate officers, handle the membership database, and issue labels. Conference registrations would continue to be handled by the on-site committee and the treasurer.

The Board is aware of issues of confidentiality and ownership of members' information.

**3. Awards**

The board went into a closed session to discuss awards.

**4. Hardware and Software**

New software and new generations of hardware mean the portable MAC's used by the board are becoming outdated. This is not a problem this year, but may be a problem for future board members.

**5. Recommendations for the Site Selection Chair**

The board recommended Sue Brown work with Susan Deese-Roberts to create a standard form for use with hotel negotiations and preliminary conference planning.

It was decided the President and Site Selection Chair be jointly responsible for the sections of the hotel contract dealing with changes and cancellations since a President-Elect may not yet be elected.

Hotel contracts should be negotiated while keeping in mind the timeline for CRLA elections.

There is concern over the lack of bids to host future conferences. New Orleans has indicated interest for 1999.

It was suggested one or more meal functions be included in a higher registration fee at future conferences. This will be posed as a question on the Sacramento conference evaluation form.

**6. JCRL titles**

There has been some confusion by members over the distinctions between the titles "Editor" and "Executive Editor". These will be discussed with Jim Bell.

**7. Houghton-Mifflin Workshops**

Houghton-Mifflin compiled a package describing their faculty development workshops.

**8. Council for the Advancement of Standards (CAS)**

The board was presented with a report on the CAS meeting held December 13-14. The final version of the standards to be published has not yet been established. While the board supports the standards in general, there are serious concerns regarding the components which deal with certification of learning assistance personnel.

Martha Maxwell has been the representative for CRLA to CAS for the past 5 years. She would like to step down from this responsibility. The board thanks her for all her work.

**9. Long-Term Goals**

The board embarked on a project to set long-range goals for CRLA. Board members began by reviewing strategic plans of other organizations, goal statements from different eras of CRLA, and a summary of the statements from the small discussion groups formed during a plenary session at the Albuquerque conference.

Suggestions about how to continue the process were discussed. They included hosting a retreat which focused on goal-setting and having a small committee establish draft goals. These draft goals would be brought to the general membership for members' input at a plenary session during the conference in Sacramento.

**10. New Award**

Kathy suggested initiating an award for a new CRLA member who actively participates in his/her first year of membership.

**The meeting was adjourned at 4:15 p.m.**

The minutes of this meeting were approved April 24, 1997.



# COLLEGE READING AND LEARNING ASSOCIATION

## BOARD MEETING Saturday, March 1, 1997 Sacramento, California MINUTES

Red Lion Hotel

Del Paso Room

**Members present:** Vince Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer*; Rosalind Lee, *Secretary*.

**Guests:** Roslyn Bethke, *Newsletter Editor*; Tom Dayton, *On-Site Chair, Sacramento Conference*.

Vince, Kathy, Pat and Tom met from 8:30 a.m. to 10:15 a.m. Sylvia and Rosalind held a separate meeting from 8:30 a.m. to 10:00 a.m. The whole group reconvened at 10:30 a.m.

Vince called the meeting to order at 10:30 a.m.

### 1. Next Conference Call

The next conference call is tentatively scheduled for Friday, April 4 at 8:00 a.m. PST. NB. The conference call was since re-scheduled for April 24, 1997 at 11:30 a.m. PDT.

### 2. Mailing Service

*Attachments A, B*

Vince has sent a pilot letter to 2 firms in Denver describing what CRLA is seeking in a mailing service. He presented a copy of the letter and the list of parameters.

Board members suggested the list of tasks include producing SIG and state memberships every 3 months and writing and mailing membership cards upon renewal.

Issues are ownership, accessibility, and confidentiality of the information as well as cost of the service. Location is also a factor; the service should be close to a member who can oversee the operation and troubleshoot.

Safeguards will include the company sending the secretary a copy of the membership list monthly, providing a diskette twice yearly and returning purged files to the membership liaison.

Conference registrations will continue to be handled by the on-site committee and the treasurer.

The mailing service will provide labels to the Newsletter and the Journal editors so they can ship their publications.

Vince will re-work the letter and the list of parameters. He will use it to seek bids from other companies across the US .

### **3. Awards**

The board went into a closed session for 15 minutes to discuss awards.

### **4. Hardware and Software**

Sylvia brought up the issue of computer equipment for board members. The MACs currently in use quickly become outdated as new software requires more powerful machines with increased memory.

Sylvia is considering the use of *Quickbooks*, mentioned earlier, but she can use her school's hardware and technical support. Thus, she does not need to use CRLA's MAC Powerbook and its limitation does not present a problem. However, she cautioned this might be an issue for future officers, particularly those with no institutional support.

### **5. Site Selection**

See Attachment V of the minutes of the Tuesday, October 29, 1996 (Albuquerque) Board Meeting. (Report is dated July 26, 1996.)

Sue Brown has requested direction from the Board on the issues and recommendations Susan Deese-Roberts raised in her report of July 26, 1996.

#### ***Conference Report Form***

The board recommended Susan Deese-Roberts work with Sue Brown to "create a standard, brief conference report form for use with hotel negotiations and preliminary conference planning."

#### ***Responsibility for Hotel Contract***

Since a President-Elect would be newly or not yet elected, the President and the Site Selection Chair should be responsible for the change and cancellation sections of the hotel contract.

It was strongly recommended that hotel contracts be written with the timelines for CRLA elections in mind. Flexibility in booking blocks of sleeping rooms and meeting rooms is also important.

***Site bids***

Another concern is the scant number of proposals for future conference sites. It was recommended the board take a more active role in soliciting bids for conference sites. One way is to include the topic "how to host a national conference" in the leadership workshop.

***Potential Sites***

New Orleans is a possible site for early October, 1999.

The meeting adjourned for lunch at 12:10 p.m. and reconvened at 1:15 p.m.

***Meals with Registration***

There was a brief discussion about including one or more meal functions with an increased conference registration cost in the future. This practice occurs for other conferences and would benefit those whose schools pay registration fees. This issue can be posed as a question on the Conference Evaluation Form.

***6. JCRL titles***

Roz B. stated that the titles of JCRL Editor and Executive Editor have caused confusion for the members reading the *Newsletter* since there is not extra *Newsletter* space in each issue to clarify the titles and the distinctions between these two positions and their respective duties. Vince will contact Jim Bell for suggestions on alternative titles.

***7. Houghton-Mifflin***

***Attachment C***

Kathy presented a package compiled by Houghton-Mifflin describing some of their faculty development workshops. They are seeking endorsement from CRLA. Vince and Kathy will meet with the Houghton-Mifflin reps next week at the NADE conference. Board members will look carefully at the package and make a collective decision at a future meeting.

***8. Council for the Advancement of Standards (CAS)***

***Attachment D***

Vince presented a report authored by David Arendale, NADE president, on the CAS meeting held December 13-14, 1996 in Washington, D.C. The latest draft of the "Standards and Guidelines for Learning Assistance Programs" is appended to the report. Board members will read the report and discuss their reactions at the next meeting.

### *CAS Representative*

Martha Maxwell has indicated she would like someone else to represent CRLA at CAS, having done this job for 5 years. Vince will ask Becky Johnen if she is interested in the position.

### **9. Long-Term Goals**

*Attachments E, F, G, H, I, J*

Pat led the board in a discussion of developing long-term goals for CRLA.

She brought to the board a summary of what was completed during the afternoon board workshop at the Kananaskis meetings in spring, 1996 and a summary of the statements from the plenary session of the Albuquerque conference where CRLA members voiced their concerns through individual focus groups. In addition, she presented copies of the draft strategic plans of the National Reading Conference (NRC) and NADE, and the article "Headed for the future: The use of strategic planning to guide the College Reading and Learning Association," authored by Becky Johnen.

Vince presented the "Vision for WCRLA" and ways to operationalize the vision as developed by the 1987 Board.

Board members reviewed these papers and discussed what could be reasonably accomplished in today's meeting. Components of a strategic plan would include a mission statement, goals, and specific, detailed objectives. It was recognized that revising or composing a strategic plan for the organization would be a long (2-year) process.

A brief run at re-composing the mission statement convinced us that a longer, concentrated block of time was imperative to accomplish this.

Vince suggested hosting a retreat at a time not affiliated with a conference. A discussion then occurred about who might participate and where and when it might happen. It was stressed that those invited to participate should represent CRLA demographically and geographically.

**Sylvia left the meeting at 3:35 p.m.**

It is important that members have input in the process of developing CRLA's goals and the board considered ways of disseminating the work accomplished thus far.

Pat will use one of the Sacramento conference sessions for open discussion and input from members on CRLA's long-term goals. She suggested Karen Smith be enlisted to help with discussions. The Communications Task Force can also be a medium in the development of this project.

**10. *New Award***

Kathy proposed a new award for a new CRLA member who actively participates in his/her first year. She will provide a draft of the proposed award at a future board meeting.

**The meeting was adjourned at 4:15 p.m.**

These minutes were approved April 24, 1997.

# COLLEGE READING AND LEARNING ASSOCIATION

## BOARD CONFERENCE CALL Thursday, April 24, 1997 SUMMARY OF MINUTES

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**Members on-line:** Vincent Orlando, *President*; Kathy Carpenter, *President-Elect*; Patricia Mulcahy-Ernt, *Past-President*; Sylvia Mioduski, *Treasurer* (late); Rosalind Lee, *Secretary*.

---

The meeting was called to order at 11:40 a.m. PDT.

(Sylvia came on-line after 10 minutes. Vince left the conference call 12 minutes before it concluded.)

**1. Agenda Approved**

The agenda was approved with the following additions: Kansas/Nebraska funding request; Midwest College Learning Centers Association conference representation.

**2. Minutes Approved**

The minutes of the board meetings held February 28 and March 1, 1997 in Sacramento were approved.

**3. Mailing Service**

From letters requesting a bid to provide a mailing and database service for CRLA sent to firms in Seattle and Blaine, WA, Denver, CO and Tucson, AZ only one bid has been received. A cost estimate from this bid will be prepared for the next board meeting. The goal is to begin using a mailing service by summer 1997.

**4. Evaluation Chair for the Sacramento Conference**

Mike O'Hear was approved as the Evaluation Chair for the Sacramento conference. This position will be re-advertised in the *Newsletter* for a three-year term to begin immediately after the conference.

**5. Goals for CRLA**

The board planned the next steps in formulating long-range goals for CRLA. Pat Mulcahy-Ernt, Karen Smith and Becky Johnen were approved to begin the work of drafting long-range goals for the organization and to present those in a document to the Board in October. After Board approval, these draft goals will then be presented to the membership during the conference. \$500 was appropriated for their work this summer and a further \$500 was approved for an ad-hoc task force to continue the work after the conference. The membership will be asked for input on the draft goals and for suggestions on implementation during the Sacramento conference.

**6. Operating Budget**

The board members reviewed the operating budget once again. Some line items will be moved to different categories to provide a clearer picture. Board members will work with individuals to clarify some budgets before the next meeting.

**7. Conference Planning**

We are using 450 full conference attendees to project income for the conference budget. It is difficult to project audiovisual cost because this is determined by what the hotel can supply. Similarly, draping costs are determined by local companies and are difficult to predict.

There are 19 institutes planned for the hotel and 6 computer institutes for the American River College campus.

United Airlines will give a 5% discount on airfare and Avis and Alamo will give a 10% discount on car rental. Details will be in the Call to Conference.

**8. CRLA Board Representation**

It was undecided who would represent CRLA at the next conference of the Midwest College Learning Centers Association (MCLCA). Vince may attend the Texas chapter conference.

**9. State/Region Activities**

Nebraska/Kansas was granted \$500 for a keynote speaker at their regional conference.

New Mexico, Oregon, and Washington held state meetings in April.

Alaska will hold one in November, 1997. Suzanne Forster is the state director for Alaska.

Joan Stottlemeyer is concluding her term as state director for Montana.

June Fiorito will replace Karl Olsen as director for the Canadian region.

**10. Tutor Training Handbook**

Sylvia Mioduski, Treasurer, is now in charge of reprinting and filling orders for this CRLA publication.

**11. Membership Coordinator's Report**

Labels have been sold to Diablo College, CA, for advertising a reading instructor position, to the University of New Mexico - Gallup, for advertising a reading diagnostician position and to the Winter Institute for Learning Assistance Professionals, AZ, for advertising. The sets of labels included only those members who indicated "Yes, I agree..." on their membership form.

The new CRLA letterhead which includes reference to membership in CAS (the Council for Advancement of Standards in higher education) is ready.

A second renewal reminder is being mailed to those who have not yet renewed.

**12. Kudos**

Pat commended Kathy for her work in preparing the Sacramento conference. Pat also commended Roz Bethke for another excellent issue of the *Newsletter*. Kathy praised the program committee of Pat Jonason, Roz Bethke, and Nancy Krause for their work in processing the presentation proposals and helping her arrange them for the conference program.

**13. Next Conference Call**

The next conference call will be Friday, June 20, 1997 at 8:00 a.m. PDT.

**The meeting adjourned at 1:12 PDT.**

The minutes of this meeting were approved June 3, 1997.

<b>COLLEGE READING AND LEARNING ASSOCIATION</b>
---

**BOARD MEETING**  
**Saturday, March 1, 1997**  
**Sacramento, California**

**List of Attachments to the Minutes**

- A. Letter and list of parameters to mailing services requesting bid (original and revised copies)
- B. Neighborhood Data and Mail quote for mailing and data processing services
- C. Houghton-Mifflin Faculty Development Programs (only one copy available)
- D. Report on December 13-14, 1996 Council for the Advancement of Standards (CAS) Workshop
- E. Draft Strategic Plan for National Reading Conference (NRC)
- F. Draft Strategic Plan for NADE
- G. WCRLA Ten Years from Now (1987, Pacific Grove)
- H. Guiding Principles (rough notes from Board goal-setting session in Kananaskis, April 1996)
- I. Draft Strategic Plan for CRLA, March 1997
- J. "Headed for the future: The use of strategic planning to guide the College Reading and Learning Association," article by Becky Johnen, *JCRL*, 1994/95, 26(2), pp 83-89



From orlandov@mscd.edu Sat Feb 15 14:22:26 1997  
Date: Fri, 14 Feb 1997 10:49:05 -0700 (MST)  
From: orlandov@mscd.edu  
To: rosalind@Kwantlen.BC.CA  
Subject: One more time

Check it out:

February 17, 1997

David Karas  
Neighborhood Data and Mail  
2121 S. Oneida Suite 430  
Denver CO 80224

Dear David:

Below are the list of parameters I've worked up for the bid I'd like you to develop for CRLA. Since CRLA has not had a mailing service for many years these parameters are somewhat fluid although the mailing address and data management need to be an integral part of what is finally agreed to.

My timeline is to have something up and running by the end of May. I am seeking bids from two companies in Denver and one in California and New York.

I would need a bid by the end of February 21st.

→ *get itemized bid*  
I've attached two copies of the fields we're using for our data base at present. They are currently on a Mac, however, I'm assuming they can be converted to dos if need be. I've also attached a copy of our membership application.

If you have any questions or concerns please contact me.

Sincerely,

Vincent P. Orlando  
Campus Box 17  
Metropolitan State College of Denver  
P. O. Box 173362  
Denver CO 80217-3362

303-556-3057  
FAX 303-556-5390  
E-Mail orlandov@mscd.edu

CRLA MAILING SERVICE PARAMETERS

1. Maintain an office address and direct mail to appropriate people: 5 board members and director of Tudor Certification. All "odd" mail should be directed to secretary. This should occur once a week.
2. Manage Data base-updates corrections etc. correct postal codes with bar code. From 800-1,000 active members (current members) each year with non active members for the two previous years-purge files from older than these two years.
- 3. Generate reports: 5 copies of a full membership lists will be developed every six months and sent to board members.
- 1 per month, 4. Generate up to 15 (2 journals, 3 newsletters, 2 membership renewal, 3 conference-call for papers, call to conference- and one other plus 3 for MCLCA and one for JDE 1 for presidential use) sets of labels for the entire data base and up to 40 subsets (state region, and sigs, and past board members)
5. Renewal letters- these will initially be sent to the treasurer who will check to see that money is correct then forwarded to the mailing service. Treasurer will be responsible for send letters to members who have not paid appropriately.

REVISED  
COPY

Date

Dear :

Below are the list of parameters I've worked up for the bid I'd like you to develop for CRLA. Since CRLA has not had a mailing service for many years these parameters are somewhat fluid, although the mailing address and data management need to be an integral part of what is finally agreed to.

My timeline is to have something up and running by the end of May. I am seeking bids from two companies in Denver, one in California, and one in New York. I need a itemized bid by April 15, 1997.

I've attached two copies of the fields we're using for our data base at present. They are currently on a Mac, however, I'm assuming they can be converted to dos if need be. I've also attached a copy of our membership application.

If you have any questions or concerns please contact me.

Sincerely,

Vincent P. Orlando  
Metropolitan State College of Denver  
Campus Box 17  
P. O. Box 173362  
Denver CO 80217-3362

303-556-3057  
FAX 303-556-5390  
E-Mail orlandov@mscd.edu

### CRLA MAILING SERVICE PARAMETERS

1. Maintain an office address and direct mail to appropriate people: 5 board members and director of tutor certification. All "odd" mail should be directed to secretary. This should occur once a week.
2. Manage data base -- updates, corrections, correct postal codes with bar code, etc. From 800 to 1,000 active members (current members) each year with non-active members for the two previous years -- purge files from older than these two years; these files will be forwarded to the secretary once a year.
3. Generate reports: one copy of a full membership list will be developed every once a month and sent to secretary. One floppy disk with membership information will be provided twice a year.
4. Generate up to 15 sets of labels (2 journals, 3 newsletters, 2 membership renewal, 3 conference (call for papers, call to conference, and one other) plus 3 for MCLCA, one for JDE, and one for presidential use) for the entire data base and up to 40 subsets (state region, SIGs, and past board members).
5. Renewal letters -- these will initially be sent to the treasurer, who will check to see that money is correct, then forwarded to the mailing service. Treasurer will be responsible for sending letters to members who have not paid appropriately.
6. Mail membership cards to both new and renewing members, plus a letter to new members, or a different letter to renewing members.



CRLA Board Meeting  
 MARCH 1, 1997  
 Sacramento, CA  
 Attachment B  
 2 pages

2121 S. Oneida Street • Suite 434  
 Denver, CO • 80224-2553  
 (303) 757-7212 • FAX 757-6404

## Quote for Mailing & Data Processing Services

2/24/97

**Client:** College Reading & Learning Association  
 P.O. Box 173362  
 Denver CO 80217

**Phone** 556-3057  
**Fax** 556-5390

**Attention:** Vincent Orlando

**Job Description:** CRLA Database & Mailings

Database Management	
Initial Conversion & Set-Up - \$75.00	
New Entries - 50¢ each	
Updates & Deletions - 20¢ each	
Single Data Entries (Dues Paid, etc.) 12.5¢ each	
List report mailed to Secretary - \$10.00 per month	
Label Sets & Mailing Services	
Add Bar Codes to records - 4¢ each	
Labels sets - 3¢ per label	
Affix Labels - 2¢ per label	
Process List for CASS report - \$15.00 per mailing	
Bulk Mail - \$15.00 per mailing	
Forwarding Labels Sets - \$2.50 plus postage	
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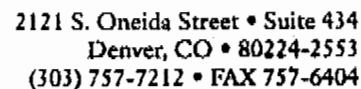
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**Faculty Development Programs**  
HOUGHTON MIFFLIN COMPANY

◀ Return to Developmental Reading

## Quotes from Developmental Reading Workshops

**"I will review my notes, and I will use at least a technique from each presenter! All of the techniques and presenters were wonderful!"**

*Debbie Gentile, Mississippi Gulf Coast Community College*

---

**"This conference is the most enjoyable and most beneficial one I've attended. Maybe there could be improvements, but I can't think of any."**

*Pat Hancock, Mississippi Gulf Coast CC*

---

**"I think this workshop was excellent. All the presenters were very effective, and presented great ideas that will be very helpful, in my opinion, to all of us."**

*Charoline Simmons, Motlow State Community College*

---

**"Thank you, Houghton Mifflin for providing an excellent workshop for reading teachers!"**

*Sharon Joiner, Griffin Technical Institute*

---

**"This workshop exceeded my expectations! I was very impressed with all the presenters and found the informality conducive to learning. I received confirmation for many of the strategies and techniques we teach our students."**

*Donna Wood, State Technical Institute of Memphis*

---

◀ Return to Developmental Reading

# 1997 Developmental Reading Workshops

**Columbus, OH**

**March 13 - 14**

Clarion Hotel  
7007 North High Street  
Worthington OH 43085  
(Suburb of Columbus)  
614-436-0700  
\$74 sgl/dbl

**San Antonio TX**

**April 10 - 11**

Red Lion Hotel  
(formerly Sheraton Fiesta)  
37 NE Loop 410 at  
McCullough  
San Antonio TX 78216  
210-366-2424  
\$89 sgl/dbl

**Charlotte NC**

**April 24 - 25**

Charlotte Marriott  
Executive Park  
5700 Westpark Drive  
Charlotte NC 28217  
704-527-9650  
\$116 sgl/dbl

**Portland OR**

**May 8 - 9**

Red Lion  
Portland Downtown  
310 SW Lincoln  
Portland OR 97201  
503-221-0450  
\$105 sgl/\$120 dbl

For further information:

Faculty Development Programs  
Houghton Mifflin Company  
2075 Foxfield Road, Suite #100  
St. Charles, IL 60174

tel: 800-856-5727 • fax: 800-210-0212

Or visit the College Division on Houghton Mifflin's home page on the World Wide Web at:  
<http://www.hmco.com>



96-97 Workshops



## Faculty Development Programs



# Developmental English

Workshops, Consulting,  
and On-Campus Training

*"After nearly thirty years of teaching I was reminded  
by this workshop that we need each other, and we never stop  
learning. One of the best workshops of my teaching career!"*

—Cynthia McDonald, Sandhills CC, Pinehurst, NC  
Developmental Writing Workshop, Charlotte, NC • April 1996

HOUGHTON MIFFLIN COMPANY



## Faculty Development Programs

HOUGHTON MIFFLIN COMPANY

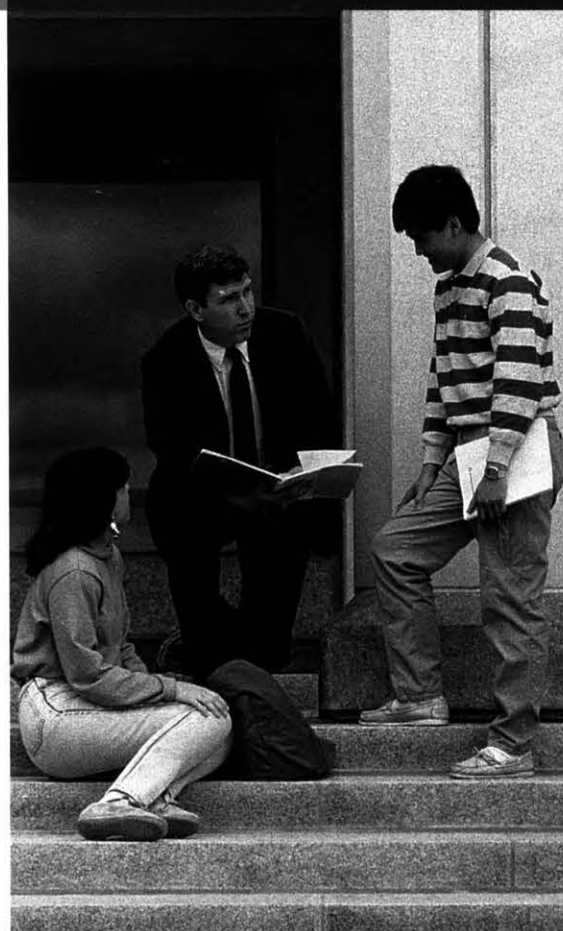
**H**oughton Mifflin has long been a leader in developmental education materials. However, creating a successful education experience is not just about quality materials. It is also about creating instructional environments that promote student success. **Faculty Development Programs** focus on the essential elements of that environment:

- Instructors: providing practical and relevant instructional activities
- Classrooms: creating interactive, collaborative environments
- Students: assisting them to persist and succeed in school

The experienced educators, consultants, and trainers of **Faculty Development Programs** are here to assist you in providing a successful classroom experience for your students.

Our purpose is to have developmental courses that really work, faculty who are effective learning facilitators, and students who reach their educational goals. To that end, we have created a three-fold partnership with developmental educators:

- Two-day collaborative **workshops**
- Telephone **consulting** via our toll-free number
- On-campus **training** for your own faculty



### CONSULTING

Via our 800 number, instructors are able to collaborate with consultants on such issues as course design, course evaluation, trouble-shooting, and the integration of text and course materials.

### ON-CAMPUS TRAININGS

These trainings, generally day long, are tailored to the needs of the individual institution and discipline. The agenda will be co-created by the trainer and the department. These events provide an excellent, affordable opportunity for training of adjunct faculty at your campus. Colleges and universities may consider being the host school for a training that would include instructors from area schools.

*"This workshop was exactly what it was called and wasn't a veiled sales pitch for your texts. My instruction will improve as a result of what I learned from peers and presenters."*

—Paul Bowers, Mohave CC, Bullhead City, AZ  
Developmental Writing Workshop, Buffalo, NY • April 1996

## DEVELOPMENTAL WRITING WORKSHOPS

These workshops are intense, highly collaborative two-day events, facilitated by experienced developmental educators. The workshops will address critical developmental writing and learning issues as defined by developmental educators across the country. Sessions may include:

- **Journaling:** Journaling can improve students' writing skills, enrich their critical thinking abilities, enhance self-awareness, and improve students' overall success — academic, professional, and personal. In this session, participants will learn four essential components of journaling in a developmental writing course.
- **Learning and Teaching Styles:** In this session, participants will identify students' learning styles and their own preferred teaching styles. As a final outcome instructors will create ways to reach all types of learners by employing a variety of teaching styles.
- **Incorporating Technology:** Writing instructors are now offered an array of technological choices. This session will assist participants to incorporate collaborative writing software, the Internet and other enhancement tools into developmental writing courses.
- **Responding Effectively to Students' Writing:** This session will explore innovative and time-saving techniques for providing feedback that assists students to mature as writers and learners.
- **Diversity:** This session examines the diversity in every classroom, even those that appear to have a homogenous student population. Sample essay prompts and readings are shared. Reading lists representative of rich cultural and ethnic diversity are supplied.
- **Assessment and Evaluation: A Critical Thinking Approach:** Participants will examine and create techniques for using portfolios, self-assessment and peer-assessment in writing courses. Critical thinking exercises provide a framework for the topics and a model for classroom use.
- **Grammar: To Teach or Not to Teach?** The importance of focusing on structure and mechanics with developmental students is examined. Learning styles are integrated into the presentation of grammar in the classroom.
- **Assessment and Evaluation Criteria:** Participants will identify both appropriate and inappropriate criteria for assessing the quality of writing in a developmental writing class and experience a method for bringing maximum uniformity to the application of these criteria in the evaluation of student writing.
- **The Writing Process: A Collaborative Learning Experience:** In this highly interactive session, participants will collect dozens of proven classroom strategies for teaching invention, drafting, revising, and editing.
- **Special Issues for Student Success:** Student success is affected not only by methods of teaching but also by the attitudes and behaviors that students bring to their learning process. This session will explore instructional strategies that have a positive influence on students' self-responsibility, self-motivation, self-management, and self-esteem.
- **G.I.F.T.S. (Great Ideas For Teaching Students):** G.I.F.T.S. are five-minute optional presentations featuring participants' best ideas for teaching developmental writing. All participants are invited to bring materials for a presentation or handouts to share with colleagues.

### Agenda at a Glance

#### Thursday\*

7:45-8:30 Registration

8:30-4:30 Workshop

4:30-5:30 Reception

#### Friday\*

8:30-4:00 Workshop

\*Hosted luncheon both days



## DEVELOPMENTAL READING WORKSHOPS

Workshop offerings have been expanded this year to include Developmental Reading workshops. These intense, highly collaborative two-day events, facilitated by experienced reading educators, will provide practical instructional applications in reading and learning. This workshop is designed for developmental reading instructors, learning assistance professionals, and administrators. The workshop will address the most pressing issues facing faculty as they assist students in developing the reading and learning skills vital for college success. Topics may include:

- **Reading and Writing to Learn:** Programs which integrate reading and writing produce successful, balanced learners who understand text from both the reader's and the writer's point of view. This session examines a collection of reading/writing approaches and activities appropriate for various content areas.
- **Comprehension Strategies and Metacognition:** Effective readers are active readers. Discussion in this session will focus on the specific characteristics and strategies of effective readers. Participants will be introduced to a repertoire of strategies students can use before, during, and after reading their textbooks.
- **Vocabulary Development:** How should we teach vocabulary? This session will deal with the issues surrounding the teaching of vocabulary — what vocabulary to teach, context vs. word lists, and the value of teaching word elements. A four-step process for learning new words will be provided.
- **Technology Enhanced Instruction:** Using multimedia presentation software, this session will introduce a seven-step process for determining the need for, purchasing, installing, implementing, and evaluating the use of technology to enhance language acquisition and learning skills. As a result of this session participants will have a better understanding of current and future trends in using technology to enhance student language, reading and thinking skills.
- **Paired Courses: Reading/Content Integration:** The focus of this session will be strategies for incorporating reading and study skills with the instruction of difficult-to-master content courses.

Models for formatting pairings will be discussed as well as techniques for helping students master content-specific vocabulary and develop effective notetaking and textbook reading skills.

- **Student Success:** What does it mean to be "at risk" in reading? Discussion in this session will center on the classroom-based factors that contribute to students being at risk in reading. Techniques to help students develop positive reading self-images, attitudes, and interests which promote academic achievement will be explored.
- **Community of Readers:** The use of tradebooks to promote lifelong reading is the focus of this session. Several strategies for getting your students "hooked on books" will be presented. Collaborative learning activities and journaling techniques will be offered as methods to facilitate book discussion.
- **Study Skills:** A variety of study skills techniques will be discussed. Methods for assessing students' study skills will be presented, and specific strategies for improving study skills will be given.
- **Assessment and Evaluation Alternatives:** Most institutions continue to struggle with increasing demands for accurate reading assessment. This session will address current trends in the use of assessment for reading placement and accountability. Methods of assessment, such as standardized instruments, computer-adaptive testing, and portfolios will be addressed. Participants will be asked to draft sample, authentic assessment systems.
- **G.I.F.T.S. (Great Ideas for Teaching Students):** G.I.F.T.S. are five-minute optional presentations featuring participants' best ideas for teaching developmental reading. All participants are invited to bring materials for a presentation or handouts to share with colleagues.

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8:30-4:00 Workshop

\*Hosted luncheon both days

## 1996 Faculty Development Programs Developmental English Calendar

### WRITING

#### NOVEMBER

Phoenix, Arizona • November 7-8, 1996  
Grace Inn at Ahwatukee: \$92 sgl/dbl  
10831 South 51st Street • Phoenix, AZ 85044  
tel: (602) 893-3000

#### FEBRUARY

Atlanta, Georgia • February 27-28, 1997  
The Atlanta Marriott Suites Midtown: \$124 suite  
35 14th Street NE • Atlanta, GA 30309  
tel: (404) 876-8888

#### APRIL

New Orleans, Louisiana • April 10-11, 1997  
(Exact location to be announced)  
(To be held concurrently with Developmental Math Workshop)

Nashville, Tennessee • April 24-25, 1997  
(Exact location to be announced)

#### MAY

Minneapolis, Minnesota • May 8-9, 1997  
Hotel Sofitel: \$98 sgl/dbl  
5601 West 78th Street • Bloomington, MN 55439  
tel: (612) 835-1900

*"I really enjoyed the practical nature of the workshop, all of the idea exchanges, and the support I felt from colleagues. I've been to several workshops and conferences, but this one was really the best."*

—Libby Wagner, Peninsula College, Port Angeles, WA  
Developmental Writing Workshop, Portland, OR • February 1996

### READING

#### OCTOBER

Nashville, Tennessee • October 10-11, 1996  
Stouffer Renaissance Hotel: \$112 sgl/dbl  
611 Commerce Street • Nashville, TN 37203  
tel: (615) 255-8400  
(To be held concurrently with Developmental Math Workshop)

#### MARCH

Columbus, Ohio • March 13-14, 1997  
Clarion Hotel: \$74 sgl/dbl  
7007 North High Street • Worthington, OH 43085  
tel: (614) 436-0700

#### APRIL

San Antonio, Texas • April 10-11, 1997  
Red Lion: \$89 sgl/dbl  
37 NE Loop 410 at McCullough • San Antonio, TX 78216  
tel: (210) 366-2424

Charlotte, North Carolina • April 24-25, 1997  
(Exact location to be announced)  
(To be held concurrently with Developmental Math Workshop)

#### MAY

Portland, Oregon • May 8-9, 1997  
Red Lion Hotel • Portland Downtown: \$105 sgl/\$120 dbl  
310 SW Lincoln • Portland, OR 97201  
tel: (503) 221-0450



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*"I liked the combination of new ideas from the facilitators and  
the opportunity to exchange ideas with other professionals—a  
great conference design."*

—Allyson Richmond, Mercy College,  
Developmental Writing Workshop, White Plains, NY • June 1996





# Network News

DECEMBER 1996

A newsletter for developmental educators

## Teach a Person to Fish

*(Adapted with permission by the Washington Center for Improving the Quality of Undergraduate Education at Evergreen State College)*

***"I was taking a 'teach a person to fish' approach to this project," says Jan Swinton. "If we could teach the students HOW to learn biology, and not just the biology, they could take this approach to other classes."***

At Spokane Falls Community College, Introductory Biology has traditionally been a challenging class for science as well as nonscience majors. Many beginning and returning students are confronting for the first time, the challenge of having to learn a great deal of technical material at a rapid pace. In response, biology instructor Diana DeFelice and English/Reading instructor Jan Swinton have paired Biology 101 with a Study Skills class in two modes. Though the makeup and format of the two differ somewhat, the goals have been the same: to help students learn biology and pass the course with a C or better; to help students learn study strategies that they could use immediately in the biology course as well as in other classes; and to help students develop more personal responsibility for their learning. "I was taking a 'teach a person to fish' approach in this project," says Jan Swinton. "If we could teach the students HOW to learn biology, and not just the biology, they could take this approach to other classes. I wanted the students to recognize that learning is their responsibility, no matter how tough the textbook and no matter how complex and fast-moving the lectures are."

Under the auspices of a seed grant from the Washington Center, DeFelice and Swinton first offered introductory biology and developmental-level study skills as a paired class spring quarter of 1990. This augmented a variety of learning community paired class and coordinated studies programs already being offered at the college. The program had capacity for 25 students and was open only to freshmen and sophomores who had scored below average on the reading and writing assessment tests. The class met with both instructors present for a two-hour block each day, and there was an additional biology lab component. At the end of the quarter, the students and instructors agreed that the study skills component was rigorous enough to warrant transfer credit, and to be made available to all students, not just ones who had tested at developmental levels. In the fall of 1993, DeFelice and Swinton offered a double section of Biology 101 paired with a five credit, transfer-level study skills course. Approximately 50 percent of the 40 students were developmental as determined by their Asset placement test scores.

With both paired classes, the students' final grade distribution differed significantly from the grades of students who had taken regular free-standing sections of Biology 101 from DeFelice in previous quarters. The major difference in the spring 1990 paired class was the reduced number of Ds and Fs compared to a free-standing class. DeFelice comments, "Typically, a significant number of students receive As and Bs, a significant number earn Ds and Fs, and only a few are in the middle Cs. This creates an inverted curve, which isn't unusual in beginning science classes." The more bell-shaped grade distribution in the first paired class is particularly noteworthy in that all of the students were developmental students. Likewise, fewer students in the fall 1993 paired classes received Ds and Fs than students in a regular free-standing double section of Biology 101 taught by DeFelice during the fall quarter of 1992.

Other evidence of learning included the students' lecture and textbook notes, which reflected a variety of study strategies learned during the quarter. The faculty team observed these notes were

more organized, readable and complete than those students not enrolled in the paired class. While the traditional biology text (Staff and Taggart's *Biology: The Unity and Diversity of Life*) was required, each student created his or her own resource notebook of study strategies, handouts and materials relating to time management and test taking instead of purchasing a "study skills" textbook. Also, students monitored their learning by completing weekly journal assignments on topics such as their study habits and attitudes, learning difficulties and successes. It was enormously rewarding to both instructors, then, to hear Joe, a 40 year-old nursing student who had failed biology the previous quarter, say, "The thing about it is that by using all of these methods and doing the group study, I *know* I learned biology." Practicing new and various study strategies, students were better able to learn biology; likewise, a difficult-to-master content provided students with extra incentive to try new strategies and learn about themselves as learners. *(Continued)*

## INSIDE THIS ISSUE:

- Teach a Person to Fish-
- Report on a Paired Biology and Study Skills Course at Spokane Falls Community College *Page 1*
- Review of new Developmental Reading Workshops by participant, Lynn Myers of Bryant & Stratton-Buffalo, NY *Page 2*
- G.I.F.T.S. *Page 3-4*
- Upcoming FDP Workshops for 1997 *Page 5*
- Announcing FDP's and AMATYC's *new!* Teaching Excellence Award and AMATYC's Endorsement of our developmental Math workshops *Page 6*

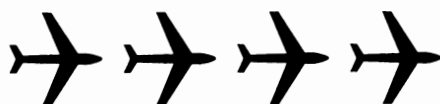
(continued from page 1)

For the faculty members, the rewards were not just the students' success. "Participating in another instructor's class, preferably in a content area foreign to one's own discipline, is one of the most powerful faculty-development activities available to instructors," comments Swinton, who also serves as the faculty development coordinator for Spokane Falls. "I hadn't taken a life science course since my freshman year of high school! Pairing my course with another course forced me to reassess the most critical elements of the study skills curriculum. I found that some study strategies that I usually taught in my study skills course simply weren't efficient or effective for learning biology. What an eye-opener! I'm now convinced that it's far more meaningful to teach (and learn) study skills in the context of a demanding course."

DeFelice concurs. "It's been a wonderful experience to work with Jan. She showed me and the students so many ways of learning biological concepts. I didn't think this was possible, but these approaches work! Also, the two-hour block of time enabled us to do some things I never could have fitted in otherwise. In Biology 101 we mostly emphasize cellular biology (genetics and reproductive biology) but don't always have time for other areas of biology, such as ecology, that are very much part of our lives. At the end of the fall 1993 quarter, the students read *The Naturalist in Alaska* by Adolf Murie, and then, in groups, researched and reported on various species of animals that live within the wolf's environment. They got to know animals they weren't familiar with, and they got interested and excited. This project gave them a chance to do library research, to integrate information, and to produce something understandable and sometimes entertaining. I have now begun to try out some of these things in my stand-alone biology classes. I'm asking my students to communicate more about what and how they are learning". Ω

For further information including a 10 minute video of students discussing the merits of taking this pairing, contact Jan Swinton, Spokane Falls Community College, M.S. 3050, W. 3410 Fort George Wright Drive, Spokane, WA 99204.

**Editor's Note:** Jan Swinton is a facilitator for our Developmental Reading Workshops.



## Through the Eyes of a Participant

(Lynn Myers of Buffalo, NY's Bryant & Stratton wrote us her impressions of attending the first Developmental Reading Workshop in Nashville this past October)

As the plane made its descent into the Nashville airport, more than one thought went scurrying through my mind. I was excited to be attending the two-day Developmental Reading Workshop; however, I did have some concerns. How would my students react to my absence? Would this workshop leave me feeling energized with practical ideas I could easily implement? Would the issues my students and I face in Developmental Reading be the same as in other schools?

Upon meeting the presenters and other participants, my fears were quickly laid to rest. The first day began with each participant writing down his/her expectations of the workshop. I briefly glanced around the room once again wondering if I shared the expectations of my peers. Once finished, Maureen McHale launched into the topic of Learning Styles and how to teach to all students by teaching around the learning circle. Not only did we discover what kind of learners we are as individuals but how our learning style affects our students. Maureen stressed the importance of teaching to all types of learners. Through group activity all participants created a lesson plan covering all learning styles.

Maggi Miller's presentation on Vocabulary Development really hit home. A common question among all the participants seemed to be, "What are the most effective techniques of vocabulary development to use with the adult learner?" Maggi's approach made sense. Teach those words students most need to know and do this with a variety of methods. I have already used the *I HAVE/ WHO HAS* vocabulary review game more than once. (I won't give away all of Maggi's secrets; you'll have to attend the workshop yourself.) Listening to Dr. Gene Loflin's discussion of metacognition reiterated the necessity of being aware of maturation levels and their effect on a learner.

During lunch, I had the chance to meet and talk with the other participants. Over pasta, I gleaned ideas from Georgia, learned a technique or two from Tennessee, and communicated with Connecticut about email. All this and it was only day one!

A topic I personally couldn't wait to discuss was books. We try so hard to teach techniques and strategies but what we really hope is to foster a love (or at least a like) of reading. Jan Swinton made the point that as readers it is often difficult for us to understand why our students don't share our zeal for books. Discussion was had, titles were exchanged, and we were given a model of a complete portfolio project during this segment. The completion of day one left me anxious for more.

Day Two. Jan Swinton presented to the group note taking techniques and paired courses. Especially enlightening was when Jan narrated her own experiences with note taking. She realized for all the times she taught the *Cornell Method*, she was failing to use it herself. I looked down at my own notepad, embarrassed. The cliché, "Practice What You Preach" rang through my ears. I too had taught this method, yet was not using it myself. Needless to say I have mended my ways.

Before the last presentation, all participants were given the chance to present their G.I.F.T.S. I enjoyed the opportunity Houghton Mifflin gave us to take on the role of presenter.

Dr. Gene Loflin ended the workshop with a segment on technology. Providing the group with disks and handouts, he walked us through computer-testing programs, offered sound advice as to how to get started, and impressed us with his knowledge of PowerPoint.

As I boarded my flight home my thoughts went back to my original expectations. Had they been met? Did I feel I had a chance to express myself and learn from my colleagues? Was this worth my time and effort? I can honestly answer these questions with a resounding "YES!"Ω

### FDP NETWORK NEWS

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Assistant Editor: Terry Lundstrom

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# 1997 Workshop Schedule

## DEVELOPMENTAL WRITING WORKSHOPS

- **Atlanta, Georgia** February 27-28  
*The Atlanta Marriott Suites Midtown*: \$124 suite  
14th Street NE  
Atlanta, GA 30309  
tel: 404.876.8888
- **New Orleans, Louisiana** April 10-11  
*Hotel Monteleone*: \$120 sgl/dbl  
214 Royal Street  
New Orleans, LA 70140  
tel: 504.523.3341  
(To be held concurrently with our Developmental Math Workshop)
- **Nashville, Tennessee** April 24-25  
*Union Station Hotel*: \$110 sgl/dbl  
1001 Broadway  
Nashville, TN 37203  
tel: 615.726.1001
- **Minneapolis, Minnesota** May 8-9  
*Hotel Sofitel*: \$98 sgl/dbl  
5601 West 78th Street  
Bloomington, MN 55439  
tel: 612.835.1900

## DEVELOPMENTAL READING WORKSHOPS

- **Columbus, Ohio** March 13-14  
*Clarion Hotel*: \$74 sgl/dbl  
7007 North High Street  
Worthington, OH 43085  
tel: 614.436.0700
- **San Antonio, Texas** April 10-11  
*Red Lion Hotel*: \$89 sgl/dbl  
37 NE Loop 410 at McCullough  
San Antonio, TX 78216  
tel: 210.366.2424
- **Charlotte, North Carolina** April 24-25  
*Charlotte Marriott Executive Park*: \$116 sgl/dbl  
5700 Westpark Drive  
Charlotte, NC 28217  
tel: 704.527.9650  
(To be held concurrently with our Developmental Math Workshop)
- **Portland, Oregon** May 8-9  
*Red Lion Hotel-Portland Dwntrwn*: \$105 sgl/\$120 dbl  
310 SW Lincoln  
Portland, OR 97201  
tel: 503.221.0450

## DEVELOPMENTAL MATH WORKSHOPS

- **Long Beach, California**, February 27-28  
*Courtyard by Marriott*: \$79 sgl/dbl  
500 East 1st Street  
Long Beach, CA 90802  
tel: 310.435.8511
- **Indianapolis, Indiana**, March 20-21  
*University Place Conference Center & Hotel*:  
\$95 sgl/\$110 dbl  
850 West Michigan Street  
Indianapolis, IN 46202-5198  
tel: 317.269.9000
- **New Orleans, Louisiana** April 10-11  
*Hotel Monteleone*: \$120 sgl/dbl  
214 Royal Street  
New Orleans, LA 70140  
tel: 504.523.3341  
(To be held concurrently with our Developmental Writing Workshop)
- **Charlotte, North Carolina**, April 24-25  
*Charlotte Marriott Executive Park*: \$116 sgl/dbl  
5700 Westpark Drive  
Charlotte, NC 28217  
tel: 704.527.9650  
(To be held concurrently with our Developmental Reading Workshop)

## STUDENT SUCCESS WORKSHOPS

- **Daytona Beach, Florida**, May 13-14  
*Daytona Beach Hilton Oceanfront Resort*:  
\$67 sgl/\$72 dbl/\$77 triple/\$82 quad  
2637 South Atlantic Avenue  
Daytona Beach, FL 32118  
tel: 904.767.7350
- **Denver, Colorado**, June 19-20  
*Warwick Hotel*: \$105 sgl/dbl  
1776 Grant Street  
Denver, CO 80203  
tel: 303.861.2000
- **Edmonton, Alberta**, September 25-26  
*Westin Hotel*: \$99 sgl/dbl Canadian  
10135 100th Street  
Edmonton, Alberta T5J 0N7  
tel: 403.426.3636
- **Madison, Wisconsin**, October 16-17  
*The Edgewater*: \$79 lakeview/\$99 lakefront  
666 Wisconsin Avenue  
Madison, WI 53703  
tel: 608.256.9071

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FACC annual meeting

# NETWORK NEWS

December 1996

*Published three times a year by*

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**Faculty Development Programs**  
HOUGHTON MIFFLIN COMPANY

**Welcome to the PREMIERE ISSUE of Faculty Development Programs NETWORK NEWS!**

*As a past participant of one of our faculty development workshops, you will receive an automatic subscription to this newsletter! It is our hope that this will enable you to continue the networking process begun at the workshop. And it is our way of thanking you for giving of your valuable time, energy and creativity at our workshop. We hope that you find the information enclosed to be helpful in your continued effort to help your students excel. If you would like to send an update on how you have applied strategies learned at the workshop you attended, or would like to submit an article for publication, please contact me at: NETWORK NEWS, 2075 Foxfield Road, Suite 100, St. Charles, IL 60174 or fax 800-210-0212. (Any material that you submit will be returned if accompanied by a stamped, self-addressed envelope)*

*Monica Jenkins, Editor*

## ANNOUNCING!

It is with great pleasure that we announce our sponsorship of the American Mathematical Association of Two-Year Colleges' (AMATYC) Teaching Excellence Award. This **new award** will be given biennially to an outstanding mathematics instructor in each of AMATYC's eight regions. The award will be presented for the first time at AMATYC's annual conference in Atlanta, GA in November 1997.

Faculty Development Programs is committed to enhancing teaching and learning by providing professional development through its workshops and on-site trainings. We feel that recognizing excellence in mathematics teaching and learning through this monetary award is a natural extension of our dedication to faculty.

Nominations must be received from an AMATYC member. If you are interested in more information, contact Sadie Bragg, AMATYC President-elect, Office of Academic Affairs, Borough of Manhattan Community College, 199 Chambers St., New York, NY 10007. Deadline for submissions is January 15, 1997.

In addition to the above, we are also very pleased to announce that the AMATYC board recently voted to **ENDORSE** Faculty Development Programs' Developmental Math Workshops. The AMATYC board recognizes that these workshops are based upon and reflect the "Crossroads in Mathematics: Standards for College Mathematics Before Calculus" published by AMATYC. This endorsement will be determined annually by the AMATYC board.

# Developmental Reading Workshop

## AGENDA AT A GLANCE

### THURSDAY

7:45 - 8:30 AM	Registration Bagel Breakfast
8:30 - 10:15 AM	Session I
10:15 - 10:30 AM	Break
10:30 - 12:00 Noon	Session II
12:00 - 1:15 PM	Hosted Luncheon
1:15 - 2:15 PM	Session III Part I
2:15 - 2:30 PM	Break
2:30 - 3:15 PM	Session III Part II
3:15 - 4:30 PM	Session IV
4:30 - 5:30 PM	Reception

### FRIDAY

8:00 - 8:30 AM	Bagel Breakfast
8:30 - 10:00 AM	Session V
10:00 - 10:15 AM	Break
10:15 - 11:45 AM	Session VI
11:45 - 1:00 PM	Hosted Luncheon
1:00 - 2:30 PM	Session VII
2:30 - 2:45 PM	Break
2:45 - 4:00 PM	Session VIII

## TOPICS TO BE COVERED

### Session I

-Learning Styles and Teaching Styles

### Session II

-Vocabulary Development

### Session III

-Comprehension Strategies and  
Metacognition

### Session IV

-Community of Readers

### Session V

-Paired Courses/Content Integration

### Session VI

-Placement/Outcomes Assessment

### Session VII

-Student Success

### Session VIII

-Technology Enhanced Learning

### Closing and Evaluation

## Faculty Development Programs

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St. Charles, IL 60174  
800-856-5727 • 800-210-0212 fax

Or visit the College Division on Houghton Mifflin's home page on the  
World Wide Web at:

<http://www.hmco.com>



## Developmental Reading Facilitators

**Dr. Gene Loflin** is the Director of Developmental Education and Academic Support at Catonsville Community College (CCC) in Baltimore County, Maryland. He received his BA in Philosophy from Mars Hill College, his MA in Reading Education from Appalachian State University, and his Ph.D. in Reading/Language Arts Education from Florida State University. Gene also received certification from the Kellogg Institute for the Training and Certification of Developmental Educators at Appalachian State University. He was selected for Who's Who Among Scholars in American Community, Technical, and Junior Colleges in 1985 and for Outstanding Young Men in America in 1988. Gene previously served as Director of Instructional Support at Sampson Community College in Clinton, NC and chair of the Developmental Studies Division at Spartanburg Methodist College. In 1985, the program at Sampson Community College was selected for inclusion in the National Directory of Exemplary Developmental Studies Programs. At CCC, Gene has completely revised the English As A Second Language and Developmental Reading programs, which are now among the largest in the state of Maryland. As part of the program revision, Gene successfully integrated technology-enhanced instruction into the reading and ESL programs. He also teaches reading classes every semester. Over the past three years, Gene has worked with the Maryland Council of Community College Instructional Deans to establish a procedure for implementing a state-wide assessment/placement program. Gene has presented at conferences and on college campuses on the topics of technology-enhanced instruction, assessment/evaluation practices, reading across the curriculum, burnout, teaching excellence, and collaborative learning.

**Maureen McHale** is the Senior Consultant for Developmental Reading at Houghton Mifflin Faculty Development Programs. She coordinates the design and the implementation of the Developmental Reading Workshops, on-campus trainings, and consulting. Maureen holds a BS in Elementary Education from Temple University and a M.Ed. in reading from West Chester State University. Before joining Houghton Mifflin, Maureen had five years teaching experience at the elementary level and taught reading for six years at the middle and secondary levels. She was also a reading specialist at the elementary level for four years. Since working for Houghton Mifflin, along with her other responsibilities, she has had the opportunity to teach a workplace literacy course under the auspices of Elgin Community College. Maureen has been involved in staff development throughout her teaching career. She has served on numerous district-wide committees in language arts and staff development. Most recently she was involved in the development of a three day workshop on reading and writing across the curriculum, and the implementation of a district-wide inservice plan for 300 classroom teachers.



**Maggi Miller** is a Reading Instructor and Department Head in the developmental studies program at Austin Community College. She completed her undergraduate work at the University of Texas at Arlington and earned her master's degree in Curriculum and Instruction at the University of Texas at Austin. Before beginning her teaching career in Austin's public schools, she was a VISTA (Volunteer in Service to America) charged with developing and directing a tutoring program for low-achieving elementary school children. In addition to teaching high school for six years, she worked throughout Central Texas to provide staff development through a regional Teacher Center, through private consulting, and as a consultant for Silver, Burdett, and Ginn, an elementary textbook publishing company. She has designed curriculum in reading, study skills, and vocabulary for students of all ages and is the author of *Laughter is a Basic Skill*, a book about using humor to teach reading. Maggi has long been active in local, state, and national professional organizations, and has been recognized by the International Reading Association "for exemplary service in the promotion of literacy." She currently serves on the board of Reading is FUNdamental of Austin, a literacy program which serves 18,000 children.

**Harry Rosemond** is a tenured instructor of reading and special skills at Green River Community College in Auburn, Washington. His teaching duties include college reading skills, study skills, and spelling/vocabulary skills. He also assists in the development and the ongoing function of Learning Study Skills, Writing Skills, diagnostic/assessment, and computer assisted instruction. Harry is currently participating in a Title III Federal Grant developing and piloting reading curriculum, including the development of an Adult Basic Education Reading course. Harry has been a presenter for College Survival/Houghton Mifflin's Student Success Programs for the past three years. Harry was an instructor at Ventura College in Ventura, California for 23 years. He received his Bachelor of Arts degree from the University of Denver. His major was Education with a minor in Psychology. He received his Masters of Art degree from California State University, Los Angeles, where he majored in Special Education with a minor in Psychology.

**Jan Swinton** is an instructor and Faculty Development Coordinator at Spokane Falls Community College in Spokane, Washington. Jan holds a BA in English Education from the University of Wyoming and a M.Ed. in Curriculum Development with special emphasis in Reading. She is a past director of SFCC's Developmental Reading, Writing, and Study Skills programs, and has also taught composition and college level study skills courses with specific content courses. As a result of this project, Jan has taught the study skills portion of paired Biology/Study Skills and paired Elementary Algebra/Study Skills offerings a number of times, as well as both subjects in a paired developmental Reading and Writing offering. Jan is the co-author of *Read and Respond*, a developmental reading textbook that is currently in its third edition.



## College Division Forges New Links with Customers

by Daryl Peterson

An excerpt from *the Dolphin*, a publication for the employees and retirees of Houghton Mifflin Co.

During the recent College Division strategic planning sessions, the outline of a shared vision took shape. One of the consistent themes coming from those sessions was "customer intimacy," including the creation of long-term relationships and partnerships with faculty as well as their students and institutions. Faculty Development Programs are designed to play a major role in the establishment of these relationships and partnerships.

Although the official beginning of the Faculty Development Programs was in January 1995, the foundation for this initiative was established in January 1993 with the Company's acquisition of College Survival, Inc. With this purchase, Houghton Mifflin brought to its already well-established developmental studies list the best-selling, market leader *Becoming a Master Student* by David Ellis. Houghton Mifflin also acquired the marketing "process" that made *Becoming a Master Student* such a success.

This process included not only selling books to college instructors for use in their classes, but also telephone consulting on questions or problems they might encounter, and workshops and on-campus trainings in teaching methods. This consulting and training focuses on: 1) the students (helping them persist and succeed in school), 2) the instructors (providing practical, relevant instructional strategies), and 3) the classroom (creating an interactive, collaborative environment). The purpose of this method is to have courses that work, faculty who are effective learning facilitators, and students who reach their educational goals.

The new Faculty Development Programs are designed to expand this model to other disciplines beyond student success. The model is initially being applied to developmental studies, specifically to developmental writing, reading, and mathematics. While there are applications to many, if not all, disciplines, the need for instructor support and training is particularly acute in developmental education, where there is increasing reliance on adjunct faculty to teach the courses, and limited support and training for them.

The launch of the Faculty Development Programs during the past few months is a credit to the team approach. Editors, marketing managers, sales managers and representatives, consultants, and developmental studies instructors have worked together to plan and implement four developmental writing and two developmental mathematics workshops in just ten months. Two hundred faculty members representing ninety schools and twenty-five states and provinces participated in the initial series of workshops. Their response was overwhelmingly positive. The two-day workshops are designed to be interactive, collaborative events that give instructors strategies to put into practice on the Monday morning after the event. Comments from the workshop evaluations confirm that this is, in fact, happening. For example: "not all theory and fluff but a real sharing of concrete ideas and stuff that





really works;" "I have discovered so many new strategies I am overwhelmed;" "I now have some innovative ways to teach; I can't wait to get home and improve my teaching; and the best part of the workshop was that activities were hands on."

During the same time frame, a new consulting and training group has been established in the Geneva office. Consultants for developmental writing, developmental reading, and student success are already on board and the search for developmental math staff has begun. In addition to the in-house group, a team of committed and highly respected developmental educators has been formed to work with Houghton Mifflin customers on a contractual basis, as they also continue to work with students at their respective colleges and universities. Along with the in-house consultants (who are former teachers), these educators will also be the facilitators of the workshops and on-campus trainings. The use of outstanding faculty members as workshop facilitators is a unique feature of these new events. Their involvement further distinguishes the workshops as instructional events, providing an alternative to the sales orientation of other publisher-sponsored trainings. Also, with editors, marketing managers, consultants, and sales staff working side by side with customers on teaching issues, the college division is able to constantly improve its materials and services.

The coming year will see an expansion of the workshop offerings. In addition to presenting a minimum of six developmental writing and six developmental mathematics events, new student success and developmental reading workshops will be offered. Faculty Development Programs will also join with College Survival to co-sponsor the semi-annual Colloquium on Student Success Courses in Toronto in June. It is likely that 1996 will also see the addition of consulting and training services in such disciplines as modern languages and ESL.

The Faculty Development Programs epitomize Houghton Mifflin's "New Ways to Know" mission statement. The program will inspire collaboration throughout the College Division, foster creativity and personal growth, surpass traditional customer expectations, and establish strategic alliances with higher education. Most important, the positioning of Houghton Mifflin as an active partner with instructors and institutions of higher learning will help make an even greater difference in the lives of students.

*Gayle Peterson*  
*Dec 1995*

## G.I.F.T.S. PAGE

(The following are G.I.F.T.S. or Great Ideas for Teaching Students that were shared during our Developmental and Student Success workshops.)

### **Noteworthy News** (developmental writing)

- ♦ **Purpose:** Helps students with the inventing stage of the writing process. This exercise stimulates ideas and helps increase students' awareness of local and world events.
- ♦ **Supplies:** Students need to bring in newspaper or magazine articles or direct quotes from television or radio news shows.
- ♦ **Directions:** To stimulate discussion, to elevate comfort levels, and to create real-world awareness, I find that "Noteworthy News Items" works for any class. For the first ten minutes of class allow students to briefly present any current issue, event or idea. Other students may respond or present new items. Without fail, many members of the class are aghast to learn what is happening around the world. Consequently, many students decide to write about the subjects presented in class. This exercise helps students realize that there are many interesting subjects for their essays. Students come to love this part of class; they become addicted. Soon it becomes a contest to see who can present the most outrageous, humorous or political item. Also this exercise enlarges a student's world view.

Submitted by: Tim Florschuetz, Mesa Community College, AZ

### **Are you a Hero?** (student success)

- ♦ **Purpose:** This hero activity helps build individual self-esteem and encourages mentoring in all walks of life. Effective with any age group.
- ♦ **Supplies:** Each student brings in a hand mirror, teacher provides 3 x 5 cards.
- ♦ **Directions:** At the beginning of class, ask each student to observe themselves in the mirror for 30 seconds. As you time them, tell students to think about what they see. When time is up, pass out a 3 x 5 card to each participant that contains this statement:

I saw a \_\_\_\_\_.

Each participant is then asked to fill in the blank. No hints are given. After everyone has finished, ask "how many of you wrote this?" and holds up a large sign that says **HERO**.

Next ask each participant to share his/her answer. Brainstorm on the front board what "hero" means. Write ideas on the board as they are given. Try to get 5-10 responses.

Then remark that "I find it odd that no one sees himself or herself as a HERO. Why is it that we don't see ourselves as heroes?" Brainstorm the responses. (Responses may be like this...*It would be bragging or our society does not recognize heroes anymore.*)

Next present the idea that **you are a hero** and could see yourself as one. At the very end, pass out another 3 x 5 card and finish this line:

I am a hero because \_\_\_\_\_.

Then have sharing time and listen to the responses from the participants.

Submitted by Sandy Veeder, Davenport College Career Center, MI

### **HOMEWORK: It's Everyone's Responsibility** (developmental math)

Students enter the university accustomed to the highly structured atmosphere of the high school classroom. Homework is graded, quizzes or in-class assignments are common, and the material is broken into more easily manageable units. College mathematics courses do not offer such structure and place more responsibility on the students. While this responsibility is necessary for future success, many college students, especially those in developmental education, need assistance in fostering such independent responsibility.

Homework is the cornerstone of mathematical achievement. Many math classes, while requiring homework, do not collect assignments. Students in these classrooms are expected to be responsible enough to do the work of their own volition. Many students, however, do not complete the necessary amount of homework. In an effort to bridge the gap between the structure of the high school classroom and the college classroom, I have experimented with various homework collection techniques.

Currently, I require homework notebooks. The notebooks are graded in class on exam days. Problems are not graded individually, but scores are earned according to the number of assigned problems attempted. The idea is to encourage students to do the necessary work by making the notebook checks a small percentage of their overall grade, thereby rewarding their responsibility.

This semester I am studying the effects of this method of homework collection against non-collection. The class averages on the first exam were consistently higher in the course where homework was collected. In addition to the high test averages, the students with the collected homework ask more questions in class, are more participatory, and collaborate with each other. (continued)



## G.I.F.T.S. PAGE (continued)

(continued from page 3)

While the method of collection may vary, I highly suggest some type of homework collection as part of the overall grading system in developmental math classes. Homework collection appears to be one method for bridging the gap between the responsibility levels of high school and college classrooms.

Submitted by: Gail Weems, University of Memphis, TN

### **Strengthening Sentence Power: The Sentence Makeover** (developmental writing)

- ♦ **Purpose:** This exercise helps students discover how to turn a "C" sentence (adequate, but boring) into an "A" or "B" sentence (dynamite).
- ♦ **Supplies:** Each student must bring his or her second draft of a paragraph or essay.
- ♦ **Directions:** Ask each student to swap drafts with a partner. The partner becomes the reader and circles all nouns and verbs in the paragraph. She then adds a vivid adjective before each noun. Next she crosses out all "is, was, were" verbs and replaces them with action verbs accompanied by adverbs. To finish the exercise, the reader adds two transitional phrases. Students will be amazed at the power of the paragraph after the makeover. The makeover also serves as a community editing experience.

Submitted by: Melanie Francis, Laramie County Community College, WY



### WEB NEWS



(With each publication, we hope to bring you a list of new web sites related to higher education and specifically related to the four disciplines we currently support with faculty development workshops, campus trainings and consulting. Share your top website choices—please email [FacultyDevelopment@hmco.com](mailto:FacultyDevelopment@hmco.com), fax 800-210-0212 or write us at: 2075 Foxfield Road, Suite 100, St. Charles, IL 60174)

<http://www.aahe.org/>

American Association for Higher Education is a national organization committed to improving higher education.

<http://www.spjc.cc.fl.us/0/tsmath/times01.html>

The TiME Newsletter "The AMATYC TiMEs."

Publication of the American Mathematics Association for Two-Year Colleges (AMATYC)

<http://www.ntlf.com>

On-line edition of the National Teaching and Learning Forum—includes an interactive faculty salary database.

<http://www.chronicle.merit.edu/guide/subject/links.html>

Connects to the Chronicle of Higher Education's weekly guide. Lists front page, top stories and/ the full text.

<http://www.hmco.com/hmco/college/ColSurv.html>

Connects to Houghton Mifflin's College Survival pages. Find out the 1997 dates and locations for the College Survival workshops. Or call 800-528-8323 for information.

### Editor's Notes

*I hope you enjoy this premiere issue of the NETWORK NEWS! Each issue will bring you a variety of materials and ideas that will aid you in your ongoing work in the developmental classroom: articles pertaining specifically to developmental education issues; reviews of educational trade books, web sites, workshops; higher educational conference reports; G.I.F.T.S.; and a conference and workshop calendar.*

*This newsletter is free to you as a past participant of one of our workshops. A hard copy will be distributed to you three times a year: December, March and September. We are very excited to be able to offer this newsletter on the Internet in early 1997! That site address will be included in your March issue. Those of you who would prefer an electronic copy only via the Internet, please call our 800 number and let us know.*

*Direct any articles, announcements, comments, and web site submissions to my attention. Material you submit through the mail will be returned to you if you include a stamped, self-addressed envelope.*

*Our goal with this newsletter is to provide you with an opportunity to continue the networking begun at our workshop. Know that the Faculty Development Programs staff is committed to you and your students' achievement of excellence.*

*Monica Jenkins*



**CRLA and Faculty Development Programs:  
Partnership Possibilities**

Our purpose is to collaborate with CRLA in ways that assist your organization to more readily meet its goals of:

- 1) increasing the tools available to improve student learning
- 2) facilitating the professional growth of members
- 3) providing mediums for dialogue among professionals

The following is a synopsis of the relationship between Faculty Development Programs and AMATYC. It is our hope that this information will be useful in your consideration of possible partnership opportunities with this group.

- FDP is the corporate sponsors of AMATYC's new Teaching Excellence Awards given to an instructor in each of the 8 regions every other year.
- AMATYC has endorsed the Developmental Math workshop as a vehicle for implementing their Crossroads Standards in the classroom.
- FDP promotes membership in AMATYC at each event and provides tuition discounts for workshop participants who are AMATYC members at a national or regional level.
- All of FDP's promotional materials on the workshops reference AMATYC and the Standards content.
- Approval from Houghton Mifflin management is pending to proceed with a plan for teleconference delivery of the workshops. This would involve a partnership between FDP, AMATYC, and PBS and would also have derivative video training product. If FDP is successful in its attempt to secure graduate credit for the workshops there will also be a PBS telecourse. The AMATYC board has voted to proceed on this, pending HMCo funding.

Faculty Development Programs mission statement refers to our being "the instructional resource" for the disciplines, instructors and institutions that we serve. I am very interested in working with organizations, such as CRLA, in ways that help us all to make an even greater difference in the lives of our students than we could ever make alone. The AMATYC model above is offered only as a starting point for your consideration. We are very interested in having representatives of your organization attend our workshops to see first-hand what it is we are about. To that end, I am happy to offer to host one member of your board at any of our spring events and to waive tuition for any others that might want to attend.

A "next step" might be to meet at NADE in Denver in early March. I would be delighted to have those of you that will be there join Maureen McHale and myself for dinner, lunch, or breakfast during the conference. Since your schedules will no doubt be more "congested" than ours, perhaps you could suggest a date/time. A second choice might be to meet during sessions if that is more convenient. I will be leaving for Denver on March 5th so you can contact me in St. Charles prior to that date.

Sincerely,

Daryl Peterson, Director  
Faculty Development Programs  
1-800-210-0212 fax  
daryl\_peterson@hmco.com

## **Council for the Advancement of Standards (CAS) Workshop ]**

**December 13-14, 1996**

*Submitted by David Arendale, NADE President*

→ Report

### **I. Background on CAS**

CAS is a council composed of individual professional education associations that wish to promote standards regarding activities that most often occur in Student Affairs. Associations pay \$200 in annual dues to maintain membership. Each association can send representatives to the meetings that typically occur twice a year. CAS is most famous for developing and disseminating a book of standards for a wide range of activities (e.g., academic advising, learning assistance, Greek life, intermural activities, graduate degree preparation programs for student affairs' professionals). The first edition of the standards were disseminated in 1988. The current draft copy of the CAS Learning Assistance Standards and Guidelines are attached in the appendix to this document. The final version of the document will undergo revisions in Spring 1997. At the present time only NADE and CRLA from the learning assistance community are members of CAS. Other learning assistance associations are welcome to join and become active members of CAS. In recent years CRLA has designated Martha Maxwell as its representative and NADE has appointed Susan Clark-Thayer and Georgine Materniak (alternate).

### **II. Workshop Site and Participants**

On December 13-14, 1996 at the Best Western New Hampshire Suites Hotel in Washington, D.C. a meeting was sponsored by the Council for the Advancement of Standards (CAS). This workshop was composed of CAS Executive Council members and invited presidents, executive directors or designees of associations that are official members of CAS. Some of the individuals were both Executive Board members of CAS and also represented associations at the meeting. Associations represented at the meeting were:

- Association of Fraternity Advisors [Rick Barnes]
- American College Personnel Association [Carmen Neuberger, Roger Winston, Don Creamer]
- ACPA Commission XII (Student Affairs College Preparation Programs) [Christine Phelps-Tobin]
- National Association of Academic Advisors [Eric White]
- Association of College Unions International [Patricia Coleman Boatwright]
- National Association of Student Personnel Administrators [Bud Thomas]
- National Intermural Athletics Association [Dixie Bennett]
- American Counseling Education Society [Barbara Griffin]
- American College Counseling Association [Phyllis Mable]
- National Association of Women in Education [Linda Donnels]
- National Association for Developmental Education [David Arendale]

### **III. Comments About This "Unofficial" Record of the Workshop**

Don Creamer, Chair of the CAS Board of Directors, was the moderator for the workshop. He will publish the "official" minutes of the workshop in early January. This document is "unofficial" as it is the best attempt by the recorder to capture the discussion. It also includes comments directed to persons within NADE. It is hoped that the reader will find the information useful as a discussion item as appropriate.

#### IV. Purpose of the Workshop.

This workshop was designed to generate ideas and recommendations for CAS to consider at its February 1997 Executive Board meeting and the May 1997 CAS meeting of the Executive Board and all member association representatives. The issue that CAS wanted to have discussed was the suggestion that CAS create a "registry" of individuals in student affairs who had through some process achieved a level of competency that should be publicly recognized. [See appendix for background documents concerning this issue and the reason for calling this meeting.] Some CAS leaders thought that this designation would be a step toward raising the quality of individuals in the professions and could be used as criteria in selecting and retaining staff members. This concept is somewhat related to some professionals in the field -- i.e., counselors -- who must pass an initial licensure examination and then maintain their licensure through approved professional continuing education activities that occurred annually.

It is important to note that the workshop ideas that follow in this paper are only advisory to CAS. Also, while members of the CAS Executive Board were in attendance along with other regular CAS representatives, the opinions and recommendations generated through the discussion were not to be regarded as an official CAS statement. Since this workshop did not include all regular CAS representatives and did include association presidents or executive directors of CAS member associations, this group was viewed as an ad hoc advisory group to CAS.

#### V. Major Discussion Items

The following five issues were major discussion items for the group. The workshop group recommends that CAS taken further action over the next five to ten years concerning the issues. The texts that are in **bold** are recommendations the majority of workshop participants asked CAS to consider at its February and May 1997 meetings. The text following the bold section is this recorder's attempt to capture the discussion and comment on NADE's initiatives in this area.

##### **Issue #1. CAS will continue to promulgate standards of practice in cooperation with its member associations and to market the standards to higher education service providers.**

The revision of standards and guidelines for learning assistance programs was discussed at the November 1996 CAS meeting. The final edits will be made by CAS during Spring 1997. A copy of the July 1996 version of this document is provided with this document. CAS states that associations in the learning assistance field are welcome to reprint the final version of these standards in any of their publications. Some CAS associations report that they give the publication away to all new members and other report that they have posted it to their Internet web page. There is no license fee or other cost payable to CAS for this purpose.

Since some readers of this document may be unfamiliar with the terminology regarding the CAS documents, the following might be helpful.

- CAS "*standards*." These are activities that must be done. They are generally printed in bold type within the documents.
- CAS "*guidelines*." These are activities that are highly recommended to be done. They are generally printed in regular type and are indented on both side of the text to help differentiate them from the CAS "standards."

- *CAS General/Division Level Standards and Guidelines.* These are general standards that should be observed by the entire division of student affairs and all functional areas within the division. They provide the common core standards for all functional areas.
- *CAS Functional Area Standards and Guidelines.* These are area specific to individual departments or activities within the division of student affairs (e.g., learning assistance, academic advising, judicial affairs)
- *Self Assessment Guides (SAGs).* CAS has created a thirty-page workbook for each functional area standards and guidelines. This document is intended to guide persons in using those specific functional area standards and guidelines (i.e., learning assistance programs) to conduct their own self-study. Users of the SAGs use a Likert scale to record compliance with the standard or guideline with additional space for written comments. Since the learning assistance standards and guidelines were just approved, the SAG workbook is being revised. It will be released at midyear or next fall. The price will be approximately \$5.00 plus postage. The profit generated from the workbook is used to help fund CAS activities.

CAS states its purpose with these standards by stating the following benefits of them:

- Measures of program and service effectiveness
- Designs for program and service development and assessment
- Criteria for institutional self-studies and preparation for accreditation
- Opportunities for staff development
- Directions for student learning and development
- Frameworks for accountability

Much CAS energy is being directed to revising all the "functional area" standards (e.g., learning assistance) so that the new combined CAS standards book can be disseminated in Spring 1997. The American College Personnel Association and the National Association of Student Personnel Administrators are holding a joint conference in Spring 1997 where it is hoped that a major effort will be made to promote and sell the guidebook. The first copy of the standards (sometimes referred to as the "blue book") was sent nearly a decade ago to every top student affairs officer at every postsecondary institution in the U.S. There may have been a grant to support those dissemination efforts.

**Issue #2. CAS will establish a CAS registry of Graduate Professional Programs and a CAS registry of professionals in higher education. CAS will endorse the current ACPA Commission XII Directory of Preparation Programs and encourage them to evaluate all preparation programs based on all CAS standards.**

The second half of this recommendation was the most controversial of all the issues discussed at the workshop. Some of the purposes of establishing a registry of individuals included:

- Establish a Who's Who in the profession to identify the top professionals
- Encourage institutions to only hire individuals who are listed in the registry in order to improve the quality of professionals
- Use the registry as a symbol to "customers" (e.g., institutions, students, general public) that quality professionals are running the programs
- Provide a method for individuals to be accepted into the registry to feel better about themselves

- Provide a method to gain respect of people in the registrant to be viewed with more respect by their immediate supervisor and other policy-makers at their institution
- Make a statement to the profession that there are standards that all individuals should aspire to meet and exceed

Some of the issues that were explored regarding the development of a registry that would be administered by CAS and not by the member associations:

- Is it possible to develop a paper and pencil written test to use for registry purposes?
- How could agreement be made regarding acceptance of what material should be tested, regardless of the position of the professional within student affairs (e.g., advisor, counselor, residence hall administrators, learning assistance provider)?
- What would be the time limit that the registry listing would continue without retesting of the professional to see if they were staying current with the profession?
- What additional criteria should be considered for a registry (e.g., reputable education through formal [classroom] or informal [workshops, conferences] means; professional experience [qualitative issue, field experience more significant than practicums]; time in professional service [quantitative issue]; score on national objective examination; written references from others in the same profession.)?
- Are there alternative ways to assess the professional (e.g., a portfolio in lieu of score on standardized examination)?
- Since the member associations within CAS were quite heterogeneous, was it reasonable that there could be two types of a registry? One would be a general registry that was administered by CAS and would require all professionals to pass the same standardized written examination. The other registry would be a specialized one and it would be administered by individual functional areas (e.g., learning assistance). The CAS associations representing the specific area would develop their own process. CAS would require that the process be reviewed by CAS for changes.

Regarding the first part of Issue #2 above, there seemed to be a general consensus that CAS should not duplicate the work already being done by ACPA Commission XII regarding the registry of professional preparation program for individuals who seek careers in student affairs. Using a minimum level of criteria, ACPA was able to only recognize 47 of 83 programs as meeting minimum criteria. ACPA made a decision to list all programs that wished to be listed in its directory of graduate degree programs. ACPA then reviewed each program to evaluate whether it met a minimum criteria. Therefore, all programs were listed but only 47 were identified as meeting the criteria. A major stumbling block for many preparation programs was the requirement that there be at least one full-time professor teaching in the degree program.

Many of the workshop attendees requested that ACPA use all elements of the CAS standards for preparation programs when reviewing the programs. It was suggested that a table similar to the one found in Consumer Reports evaluation studies. Consumer Reports lists all the criteria for evaluation with an icon appearing in each criterion cell that indicated the level of compliance. Some at the workshop suggested that this visual display of compliance with the CAS standards would make it easier for potential customers (i.e., prospective graduate students), to compare and contrast graduate degree programs across the U.S.



NADE is in the process of dealing with these CAS concerns. The following related items are in the draft language of the NADE Strategic Plan in the section titled "Disseminating information on exemplary models of practice that has been identified through program evaluation."

- Feature sessions at each conference concerning the "best practice" models for the delivery of services.
- Encourage members to certify their tutor training programs through the CRLA tutor training certification program.
- In 1997 develop a certification program for developmental education departments using standards published by the Council for the Advancement for Standards that were revised by NADE and other like-minded associations and the NADE Self-Evaluation Guides.
- Continue to refine the current NADE Self-Evaluation Guides and develop new components for self-evaluation in 1998 and 1999.
- Conduct workshops at some chapter and all national NADE conferences to enable members to use the NADE Self-Evaluation Guides. By 1998 create an accompanying video tape to enable members who are unable to attend the workshops to use the NADE Self-Evaluation Guides.

**Issue #3. CAS will promulgate standards for association-sponsored quality assurances processes and programs (e.g., membership requirements; organization components such as committee and commissions; statements of ethics and good practices; standards of practice; accrediting, credentialing, and certifying practices; and continuing professional education of members.) A new section should be added to the CAS standards on quality assurance within functional areas. CAS will write a position paper to advise member associations on quality assurance initiatives, recommend establishment of quality assurance groups, etc. CAS encourages long-term professional development and encourages member associations to provide specific opportunities to facilitate these activities.**

This issue dealt with the infrastructure of associations. CAS is concerned about the quality assurance processes and systems within associations. NADE has already established a number of professional development and quality assurance activities and structures related to this area:

- Has a standing committee on Professional Standards and Evaluation
- Has a standing committee on Professional Development
- Has a strategic plan with a section concerning professional development
- Already has developed a series of self-evaluation guidelines for program activities (e.g., adjunct instructional programs, tutoring) and is continuing with developing new guidelines
- Has endorsed the CRLA certification system for tutor training programs and encourages all members to complete certification of their programs
- Already in the process of developing pilot programs to credential programs for individuals, program activities and entire departments/programs

NADE is in the process of dealing with these CAS concerns. The following related items are in the draft language of the NADE Strategic Plan in the section called "Providing professional development to our members through conferences and workshops at the state, regional and national levels:"

- Continue strong annual conferences and workshops at the state, regional and national levels. Feature sessions concerning the "best practice" models for the delivery of services.

- Continue to disseminate high quality information through a variety of media (e.g., print, video, emerging technology).
- Continue to improve services provided by the association's SPIN groups.
- Use NADE publications and technology delivery systems as vehicles for providing exemplary models of practice.
- Beginning in 1997 provide more financial support for NADE chapters to strengthen them in their efforts to serve members and students.
- Work in partnership with the National Center for Developmental Education in 1997 to develop a certification program for individual developmental educators that recognizes both formal and informal professional development activities (e.g., college classes, conferences).
- Beginning in 1997 increase the number of grants and scholarships for professional development.
- Begin in 1998 to develop video and emerging technology-based delivery systems to provide training for adjunct faculty, full-time English or mathematics instructors who teach developmental courses on an occasional or part-time basis, and other association members who are unable to travel in-person to conferences or workshops.
- By 1998 develop a mentor/mentee network to increase professional development opportunities for new members.
- Beginning in 1998 offer a separate program strand for "professional development" at the national conference that could include cultural diversity and sensitivity, grant writing, resume writing and interviewing, career development, management skills, budgeting, research and program evaluation, writing for professional publications, use of the Internet, academic guidance for doctoral students, and other appropriate topics.
- By 1999 offer regional conferences of one or more day duration on focused training topics (e.g., grant writing, tutor training, research skills, program evaluation, computer technology).
- Beginning in 1999 at the national conference offer a comprehensive career fair to enable potential employers and applicants to meet and conduct job interviews on site.

**Issue #4. CAS will promulgate standards of assessment of student learning and development outcomes in higher education. Enlarge current CAS standards within the Research and Evaluation Section.**

The group commented that additional thought needs to be made in this area. Several of the participants pointed out that before CAS seeks to collect more information that perhaps it should work some of the major authors/researchers to help disseminate existing information to a wider audience. An example cited was the major research publication from Pascarella and Terenzini, How College Effects Students (1991, 894 pages). Over 2,600 research studies concerning student outcomes were analyzed in the book. A new edition of this book is being prepared. Perhaps CAS could be involved with disseminating new research information, research designs, and identifying appropriate outcome variables to study for program evaluation purposes.

NADE is in the process of dealing with these CAS concerns. The following related items are contained in the draft language of the NADE Strategic Plan.

- Beginning in 1999 annually feature presentations at conferences and in publications that illustrate how developmental education departments can expand into areas of faculty development, teaching effectiveness, student retention, learning assessment, and increased learning efficiency and effectiveness.



- Beginning in 1999 annually feature conference presentations on teaching and learning effectiveness that are of general interest to both developmental education faculty as well as faculty with college credit courses.
- Encourage members by at least the year 2000 to become involved in local secondary education to help improve the successful transition of students to postsecondary education (e.g., observe high school class sessions, network with high school teachers, discuss course content articulation issues between high school and college, offer to present at secondary professional development workshops, host with secondary school(s) a cooperative local workshop on strategies on transitioning high school students to postsecondary education).
- Beginning at least by the year 2000 to explore connections between the needs of business and union leaders to increase the workplace learning skills of the work force and the capabilities of NADE to provide expertise and training.

**Issue #5. CAS will coordinate publication of a compendium containing professional education activities in professional associations in higher education. Include access information, level of competence, learning objectives, qualifications of providers. CAS encourages professional associations to identify and describe the professional skills needed for professionals at various levels. CAS encourages the translation and application of current literature, practice and research issues to members (e.g., suggested readings, newsletters).**

This idea is that perhaps needed training for some association members might be available from other associations. The assumption is that perhaps that some training workshops could be used by several associations at the same time. It was felt by a number of workshop participants that the current listing of workings in the Chronicle of Higher Education was insufficient since there was not information regarding the learning objectives and the qualifications of the workshop presenters. A challenge for this idea was the person or group who would collect the information and disseminate it. It was at this point that the group began to discuss what was the critical area for CAS to focus, realizing its limitations as a group. At the present time CAS is staff by volunteers who are also employed full time in other capacities. A group of volunteers within CAS has volunteered to write a grant application to FIPSE to establish a full-time executive director for CAS with FIPSE funding for the first several years. Then, it was assumed that other revenue sources could be accessed to continue and expand the work of CAS.

## **VI. What should learning assistance associations do next?**

The recorder of this document has some suggestions for others to consider:

- Each association could discuss these issues and develop a written reaction to them. CAS member associations (CRLA and NADE) could receive written comments from these associations and consider them as they develop their own positions on the issues.
- CRLA and NADE representatives could plan a common strategy for upcoming CAS meetings.
- The issues generated by CAS could be a discussion item for the next meeting of the "Council of Associations" (Arendale's personal temporary working title) meeting to be held at the NADE Conference in Denver, CO. As agreed to by the attending members at the last meeting

that was held at the CRLA Conference in Albuquerque, NM in October 1996, agenda items may be submitted to the Moderator (Hunter Boylan) who will place them on the agenda.

**VII. Following are suggestions that the current NADE president will ask for reaction, discussion, and action by the NADE Professional Standards and Evaluation (PSE) Committee and the NADE Executive Board.**

Some of these recommendations are based on the assumption that the CAS standards are important enough to spend additional funds and energy to ensure that they are given to all current NADE members. This list is the result of a listing of all possible actions that could be taken. These proposed activities will be discussed at the next Executive Board meeting held before the annual conference in Denver, CO.

1. The co-chairs of the PSE committee are asked to submit a written reaction concerning this report and the possible activities listed in this section of the report to the NADE President before the next Executive Board meeting. Those written comments will be circulated to other Executive Board members before the meeting. The NADE Board will consider these issues at the next board meeting before the annual conference in Denver, CO for possible action or further discussion.
2. The Learning Assistance Standards and Guidelines (LASG) document would be provided to all new members of NADE in their new member packet.
3. The LASG document would be made available through the NADE homepage so that viewers could read, print and download the document.
4. The LASG document would be provided in the registration bag for all conference attendees at the annual conference in Atlanta, GA in March 1998.
5. NADE would print and send the LASG document (bulk-rate) to all current NADE members.
6. NADE would adopt the LASG document section on "Statement of Ethics" as its official ethics statement and would place it into the NADE Policy Handbook.
7. In the NADE Newsletter section regarding NADE-related items that are available for sale order information would be included for the entire CAS Guidelines and the separate LASG Self Assessment Guides -- the thirty-page workbook that guides an individual in using the LASG.
8. Anytime that NADE printed the LASG document it would also include ordering information for the entire CAS Standards as well as the separate LASG Self Assessment Guides.
9. NADE would appropriately revise its Strategic Plan to reflect the activities that the Executive Board approves regarding the previously listed proposed actions.
10. The LASG document would be disseminated at all workshops that used the NADE Self Study Guides.
11. In 1997 NADE would work in tandem with the National Center for Developmental Education (NCDE) to develop a pilot program that would use the CAS LASG as the basis for developing a certification program for individual professionals that recognize both formal and informal professional development activities (e.g., college classes, conferences). [This item already appears in a draft version of the NADE Strategic Plan.] The NCDE is requested to submit a draft plan to the NADE Executive Board for the March board meeting.
12. In 1997 NADE would develop a certification program for developmental education departments using the NADE Self-Evaluation Guides. NADE members could seek to certify individual program activities (e.g., tutoring). NADE members would be encouraged to certify their tutoring training programs through use of the CRLA process. The NADE PSE

would develop and administer the certification program for the individual program activities. [This item already appears in a draft version of the NADE Strategic Plan.] The PSE committee would submit a draft plan to the NADE Executive Board for the March board meeting.

13. In 1997 NADE would develop a certification program for developmental education departments using the CAS LASG. NADE members could seek to certify their entire department. The NADE PSE would develop and administer the certification program. [This item already appears in a draft version of the NADE Strategic Plan.] The PSE committee would submit a draft plan to the NADE Executive Board for the March board meeting.
14. By 1998 NADE would create an accompanying video tape to enable members who are unable to attend the PSE workshops to use the CAS LASG and NADE Self-Evaluation Guides. [The portion of this item referring to the NADE Self-Evaluation Guides already appears in a draft version of the NADE Strategic Plan.]
15. The PSE would take responsibility for training NADE members concerning use of the NADE Self-Evaluation Guides, CRLA Tutor Training Certification Program, and the CAS LASG. The PSE committee would decide whether to integrate training with all three guides or to develop additional training workshops and/or accompanying print/video materials.
16. NADE will maintain CAS membership and continue sending representatives to the semiannual meetings.
17. NADE would print a news release in the NADE Newsletter developed by CAS concerning the work of CAS and the availability of the revised guides.
18. The CAS LASG would be printed in the Leadership Resource Handbook that is distributed to chapter and national committee chairs at the annual training workshop at the national conference.
19. NADE would distribute a short one-page survey for completion by national conference attendees concerning the CAS documents. The survey would be provided either on the tables during the Friday luncheon or the Wednesday recognition luncheon for NADE leaders. Persons would be asked to complete the survey and leave it on the table to be collected by PSE committee members after the meal.
20. After completing pilot programs using CAS standards, NADE would develop a "quality assurance plan" for CAS to review and make suggestions for improvement. This plan would describe how NADE planned to use the CAS standards for certification of individuals, program activities and entire departments/programs.

### **Additional Documents Attached to This Record**

Several additional documents are appended to this report. They are:

- A. Draft version of the CAS Learning Assistance Standards and Guidelines from July 1996. Since then, the standards and guidelines have been revised. The final draft version of the standards will not be available until Spring 1997.
- B. Outline of the revised CAS Standards and Guidelines Book (sometimes called the "Blue Book" since that was its color when it was first distributed to chief student affairs officers at all postsecondary institutions in 1988).
- C. Draft marketing plan for the CAS standards and guidelines

- D. April 20, 1996 memo concerning the registry issue
- E. July 18, 1996 memo concerning the registry issue
- F. November 15, 1996 report of the Registry Exploratory Committee
- G. November 22, 1996 memo concerning quality assurance in professional associations

## Council for the Advancement of Standards in Higher Education (CAS)

### Standards and Guidelines for Learning Assistance Programs

*This is the draft version of the CAS Learning Assistance Standards and Guidelines from July 1996. Since then, the standards and guidelines have been revised. The final draft version of the standards will not be available until Spring 1997. The final revision of the document will be conducted by CAS.*

*Note to Reader:* Text in bold are standards that must be met for compliance purposes. Text that appears in regular type face and is indented on both sides are "guidelines" that CAS suggests should be met or exceeded.

#### I. Mission

**The learning assistance program must develop, record, disseminate, implement and regularly review its mission and goals. The learning assistance mission statement must be consistent with the mission and goals of the institution and with the standards of this document. The mission statement must address the purpose of the learning assistance program, the population it serves, the programs and services it provides, and the goals the program is to accomplish.**

**The learning assistance program must teach the skills and strategies to help students become independent and active learners and to achieve academic success.**

**The learning assistance program must be a partner with faculty, staff, and administrators in addressing the learning needs, academic performance, and retention of students.**

Models of learning assistance programs vary but should share the following common goals:

1. to make students the central focus of the program;
2. to assist any member of the campus community in achieving his/her personal potential for learning;
3. to provide instruction and services that address the cognitive, affective, and socio-cultural dimensions of learning;
4. to introduce students to the learning expectations of the faculty and the culture of higher education;
5. to help students develop a positive attitude towards learning and confidence in their ability to learn;
6. to foster personal responsibility and accountability for learning through the ability to plan, monitor, and evaluate one's own learning;
7. to provide a variety of instructional approaches that are appropriate for the level of skills and learning styles of the student population;
8. to assist students in transferring skills and strategies they have learned to academic work across the curriculum;
9. to provide services and resources to faculty, staff, and administrators that enhance and support classroom instruction and professional development; and
10. to support the academic standards and requirements of the institution.

#### II. Program

**The formal education of students is purposeful, holistic, and consists of the curriculum and co-curriculum.**

**Learning assistance programs must be (a) intentional; (b) coherent; (c) based on theories and knowledge of learning and human development; (d) reflective of developmental and demographic profiles of the student population; and (e) responsive to the special needs of individuals.**

**Learning assistance programs must promote learning and development in students through assessing and teaching the cognitive and affective skills and strategies necessary for achieving academic and personal learning goals.**

**Learning assistance programs must encourage outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, metacognitive and learning style awareness, self-monitoring strategies, and the ability to work and learn independently and collaboratively. The program must promote, either directly or by referral, the affective skills that influence learning such as stress management, test anxiety reduction, assertiveness training, concentration improvement, motivation improvement, clarification of values, appropriate career choices, leadership development, physical fitness, meaningful interpersonal relations, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.**

**Learning assistance programs must refer students to appropriate campus and community resources for assistance with personal problems, learning disabilities, financial difficulties and other areas of need outside the purview of the learning assistance program.**

The scope of the learning assistance program should be determined by the type and level of skills students require and the format utilized for strengthening academic skills which may include mandatory credit-bearing developmental courses or non-credit elective workshops.

The scope of programs and services should also be determined by the needs of the student populations the learning assistance program is charged to serve which can range from special populations, such as culturally and ethnically diverse students, international and English-as-a-second language students, student athletes, returning students, and students with physical and learning disabilities to the entire student population at all academic and developmental levels.

Formal and informal diagnostic procedures should be conducted to identify skills and strategies which the student should further develop to achieve the level of proficiency prescribed or required by the institution or known to be necessary for college learning. Assessment results should be shared with the student to formulate recommendations and a plan of instruction.

Learning assistance programs should provide instruction and services for the development of reading, mathematics and quantitative reasoning, writing, critical thinking, problem solving, and study skills. Subject-matter tutoring, adjunct instructional programs and Supplemental Instruction groups, time management programs, freshman seminars, and preparation for graduate and professional school admissions tests and for professional certification tests may also be offered.

Modes of delivering learning assistance programs should include individual and group instruction and instructional media such as print, video, audio, computers, and skills laboratories. Instruction and programs can be delivered on-site or through distance education services.

Learning assistance programs should give systematic feedback to students concerning their progress in reaching cognitive and affective goals, teach self-feedback methods utilizing the metacognitive and self-monitoring strategies students have learned, and give students practice in applying and transferring skills and strategies learned in the program to academic tasks across the curriculum.

Learning assistance programs should promote an understanding of the learning needs of the student population. The program should be a resource to educate other members of the campus community about the skills needs of students and how to help students achieve their learning goals. Some of the ways in which learning assistance programs should educate the campus community include:

- establishing advisory boards consisting of members from key segments of the campus community;
- holding periodic informational meetings with staff, faculty, and administrators;
- extending consultation services to staff, faculty, and administrators concerning the recognition of, understanding of, and response to the learning needs of students;
- participating in staff and faculty development and in-service programs on curriculum and instructional approaches that address the development of learning skills, attitudes and behaviors;
- encouraging the use of learning assistance program resources, materials, instruction and services as integral or adjunct classroom activities;
- conducting in-class workshops that demonstrate the application of learning strategies to the course content;
- disseminating information that describes the programs and services, hours of operation, procedures for registering or scheduling appointments through publications, campus and local media announcements, and informational presentations;
- training and supervising paraprofessionals and preprofessionals to work in such capacities as tutors, peer mentors, and advisors; and
- providing jobs, practica, courses, internships, and assistantships for graduate students interested in learning assistance and related careers.

### **III. Leadership**

**Effective and ethical leadership is essential to the success of learning assistance programs. Institutions must appoint, position and empower learning assistance program administrators within the administrative structure to accomplish stated missions.**

**Learning assistance program administrators must be selected on the basis of formal education and training, relevant work experience, personal attributes and other professional credentials. Institutions must determine expectations of accountability for learning assistance program administrators and fairly assess their performance.**

**Learning assistance program administrators must exercise authority over resources for which they are responsible to achieve their respective missions; must articulate a vision for their organization; establish the program mission, policies, and procedures; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise and develop others in the learning assistance program; manage, plan, budget and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Learning assistance program administrators must address individual, organizational, or environmental conditions that inhibit goal achievement. Learning assistance program administrators must improve programs and services continuously in response to changing needs of students and institutional priorities.**

The learning assistance program administrator should:

- participate in institutional planning, policy, procedural, and fiscal decisions that affect learning support for students;
- be informed about issues, trends, theories, and methodologies related to student learning and retention;
- represent the learning assistance program and its students on institutional committees;
- collaborate with leaders of academic departments and support services in addressing the learning needs and retention of students;
- be involved in research, publication, presentations, consultation, and the activities of professional organizations; and



- communicate with professional constituents of the learning assistance field and related professions.

#### **IV. Organization and Management**

**Learning assistance programs and services must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate learning assistance program structure must include current and accessible policies and procedures, written job descriptions and performance expectations for all employees, functional work flow graphics or organizational charts, and service delivery expectations. Evidence of effective learning assistance program management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems and recognition and reward processes. Learning assistance programs must provide channels within the organization for regular review of administrative policies and procedures.**

The learning assistance program should be a separate and independent unit within the division to which it reports. The administrator of the learning assistance program should report directly to the executive administrator of the division.

The mission and goals of the learning assistance program, the needs and demographics of its clients, and its institutional role should determine where the unit is located in the organizational structure of the institution. Learning assistance programs are frequently organized as units in the academic affairs or the student affairs division. Regardless of where the learning assistance program is organized, it should communicate and collaborate with a network of key units across the institution to assure the coordination of related functions, programs, services, policies, procedures, and to expedite client referrals.

The learning assistance program should have a broadly constituted advisory board to make suggestions, provide information, and give guidance.

The learning assistance program should provide written goals, objectives, and anticipated outcomes for each program and service. Written procedures should exist for collecting, processing, and reporting student assessment and program data.

Regularly scheduled staff meetings should be held to share information, to coordinate the planning, scheduling, and delivery programs and services; to identify and discuss potential and actual problems and concerns; and to collaborate on making decisions and solving problems.

#### **V. Human Resources**

**Each learning assistance program must be staffed adequately by individuals qualified to accomplish its mission and goals. Learning assistance programs must establish procedures for staff selection, training, and evaluation; set expectations for supervision, and provide appropriate professional development opportunities.**

Adequate time and financial support should be allocated to encourage learning assistance program staff to conduct research, to publish professional papers, to present at local, regional, and national conference, and to participate in work of committees, task forces, and special interest groups.

**Staff and faculty who hold a joint appointment with the learning assistance program must be committed to the mission, philosophy, goals, and priorities of the program and must possess the necessary expertise for assigned responsibilities.**



**Professional staff members must hold an earned graduate degree in a field relevant to the learning assistance position description or must possess an appropriate combination of education and experience.**

The director should have an earned graduate degree in a relevant discipline and professional experience in learning assistance program design, instruction, evaluation and administration.

Professional staff should have earned degrees from relevant disciplines such as reading, English, mathematics, student personnel and student development, guidance and counseling, psychology, or education. Learning assistance professionals should be knowledgeable in learning theory and in the instruction, assessment, theory, and the professional standards of practice for their area of specialization and responsibility. In addition, they should understand the unique characteristics and needs of the populations they assist and teach. Learning assistance program professional staff should vary and adjust pedagogical approaches according to the learning needs and styles of their students, to the nature of the learning task, and to content of academic disciplines across the curriculum.

The functions and roles of learning assistance program professional staff are multi-disciplinary combining the expertise and practices of various fields. Learning assistance professionals should be knowledgeable and appreciative of learning assistance practices beyond their own personal area of specialization.

Learning assistance program professional staff should be competent and experienced in:

- teaching, advising, and counseling students at the college level;
- written and oral communication skills;
- working in a culturally and academically diverse environment;
- consulting, collaborating, and negotiating with staff, faculty and administrators of academic and student affairs units;
- designing and implementing instructional strategies and materials and utilizing instructional technologies
- training, supervising, and mentoring paraprofessionals and preprofessionals; and
- identifying and establishing lines of communication for student referral to other institutional and student support units.

**Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.**

The learning assistance program should be informed of the policies and procedures to be followed for internships and practica as required by the students' academic departments. The roles and responsibilities of the learning assistance program and those of the academic department should be clearly defined and understood by all involved.

**Learning assistance program student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students and others in need of assistance to qualified professional staff.**

Professional organizations should be consulted for information on learning assistance paraprofessional programs such as the National Association for Developmental Education (NADE) Self-Evaluation Guides for Tutoring Services and for Adjunct Instructional Programs and the Tutor Certification Program Guidelines of the College Reading and Learning Association (CRLA).

**The learning assistance program must have secretarial and technical staff adequate to accomplish its mission. Such staff must be technologically proficient to perform activities including reception duties, office equipment operation, records maintenance, and mail handling.**

Secretarial and technical staff should be updated on changes in programs, services, policies and procedures in order to expedite smooth and efficient assistance to clients. Staff development workshops in assertiveness, effective communication, conflict resolution, and confidentiality should be available.

**Appropriate salary levels and fringe benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.**

**To reflect the diversity of the student population, to ensure the existence of readily identifiable role models for students and to enrich the campus community, the learning assistance program must intentionally employ a diverse staff.**

**Affirmative action must occur in hiring and promotion practices as required to ensure diverse staffing profiles.**

## **VI. Financial Resources**

**The learning assistance program must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.**

**Prior to implementing a new program or service or to significantly expanding an existing program component, a financial analysis must be performed to determine the financial resources required to support the addition or expansion and the appropriate funds must be made available. Likewise, the mission and goals of the learning assistance program must be revised to reflect program and service alterations resulting from a reduction in financial resources.**

The learning assistance program budget should support its instructional and student support service functions. Adequate funds should be provided for the following budget categories: staff and student salaries, general office functions, student assessment and instructional activities, data management and program evaluation processes, staff training and professional development activities, instructional materials and media, and instructional and office computing.

## **VII. Facilities and Equipment**

**A learning assistance program must have adequate, suitably located facilities and equipment to support its mission and goals. Facilities for the learning assistance program must occupy a central location that is convenient and accessible to students, faculty, and other clients.**

**Facilities and equipment must be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, and safety.**

Facilities and equipment should support the instructional, support services, and office functions of the learning assistance program. Facility considerations should include flexible space that can be adapted to changes in the delivery of programs, services, and instructional modes; classrooms, labs, resource rooms, media and computer centers, group and one-to-one tutorial space to support instruction; private, sound-proofed areas to support testing, counseling, and other activities that require confidentiality or concentration; adequate and secure storage for equipment, supplies, instructional and testing materials, and confidential records. Attention should be given to environmental conditions that influence learning such as appropriate acoustics, lighting, ventilation, heating and air-conditioning.

The learning assistance programs and services should accommodate students with physical and learning disabilities as required by the American with Disabilities Act (ADA) and other federal regulations.

## **VIII. Legal Responsibilities**

**Learning assistance program staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations are: constitutional, federal, and statutory, regulatory, and case law, mandatory laws and orders emanating from federal, state, provincial and local governments and the institution through its policies.**

**Learning assistance program staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.**

**The institution must inform learning assistance program staff and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities. Staff development programs must be available to educate learning assistance program staff of these changes.**

## **IX. Equal Opportunity, Access and Affirmative Action**

**Learning assistance program staff members must ensure that services and programs are provided on a fair and equitable basis. Each learning assistance program and service must be accessible. Hours of operation must be responsive to the needs of all students.**

**Each learning assistance program and service must adhere to the spirit and intent of equal opportunity laws.**

**Learning assistance programs must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.**

**Consistent with their mission and goals, learning assistance programs must take affirmative action to remedy significant imbalances in student participation and staffing patterns.**

## **X. Campus and Community Relations**

**Learning assistance programs must establish, maintain, and promote effective relations with relevant campus offices and external agencies.**

The learning assistance program should:

- be an integral part of the academic offerings of the institution;
- establish communication with academic and student services units to encourage the exchange of ideas, knowledge, and expertise; to provide mutual consultation, as needed, on student cases; to expedite student referrals to and from the learning assistance program; to collaborate on programs and services that efficiently and effectively address the needs of students;
- comply with pertinent academic and other institutional policies and procedures;
- disseminate information about the services;
- inform the campus community about the learning characteristics and needs of students;

- have representation on institutional committees relevant to the mission and goals of the program such as committees on retention, orientation, basic skills, learning communities, freshmen seminars probation review, academic standards and requirements, curriculum design, assessment and placement, and faculty development;
- solicit volunteers from the local community to contribute their skills and talents to the services of the learning assistance program; and
- provide training and consultation to community-based organizations, e.g., literacy association, corporate training, and school district-based tutorial services.

## **XI. Diversity**

**Within the context of each institution's unique mission, multi-dimensional diversity enriches the community and enhances the college experience for all; therefore, learning assistance programs must nurture environments where similarities and differences among people are recognized and honored.**

**Learning assistance programs must promote cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences and histories of cultures.**

**Learning assistance programs must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.**

The learning assistance program should facilitate student adjustment to the academic culture of the institution by orienting students to the practices, resources, responsibilities and behaviors that contribute to academic success.

The instructional content, materials, and activities of learning assistance programs should provide opportunities to increase awareness and appreciation of the individual and cultural differences of students.

## **XII. Ethics**

**All persons involved in the delivery of learning assistance programs and services to students must adhere to the highest standards of ethical behavior. Learning assistance programs and services must develop or adopt and implement statements of ethical practice addressing the issues unique to each program and service. Learning assistance programs and services must publish these statements and insure their periodic review by all concerned.**

**All learning assistance program staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law. All staff must receive training in what constitutes confidential information and in proper procedures for obtaining, processing and recording confidential information relevant to their role within the learning assistance program.**

**Information disclosed in individual learning assistance sessions must remain confidential unless written permission to disclose the information is given by the student. However, all learning assistance program staff members must divulge to the appropriate authorities information judged to be of an emergency nature, especially where the safety of the individual or others is involved. Information contained in students' educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "directory" information or when the information is subpoenaed by law.**

**Learning assistance programs must apply a similar dedication to privacy and confidentiality to research data concerning individuals. All learning assistance program staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices.**

**All learning assistance program staff members must recognize and avoid personal conflict of interest or the appearance thereof in their transactions with students others. Information and training must be made available regarding conflict of interest policies.**

**Because learning assistance program staff work with students' academic coursework, they must be knowledgeable of policies related to academic integrity, plagiarism, student code of conduct and other similar policies. All staff must be cognizant of the implication of these policies for their specific work with students to avoid circumstances that could be construed as contributing to or participating in violations of these policies.**

**Learning assistance program staff members must strive to insure the fair, objective and impartial treatment of all persons with whom they deal.**

**Statements or claims made about outcomes that can be achieved from participating in learning assistance programs and services must be truthful and realistic.**

**Learning assistance program staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile or offensive campus environment.**

**All learning assistance program staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

**All learning assistance program staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.**

**When handling institutional funds, all learning assistance program staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures. Learning assistance program funds acquired through grants and other non-institutional resources must be managed according to the regulations and guidelines of the funding source.**

Various means of assessment should be conducted for the purpose of identifying the learning needs of the students and guiding them to appropriate programs and services. Assessment results should be communicated to the student confidentially, honestly, and with sensitivity. Students should be advised into appropriate, alternative educational opportunities when there is reasonable cause to believe that students will not be able to meet required guidelines for academic success or when the students' level of need exceeds the purpose and function of the learning assistance program.

With the prevalence of student paraprofessional and tutorial staff within learning assistance programs, specific attention should be given to properly orienting and advising student staff about matters of confidentiality. Clear statements should be distributed and reviewed with student staff as to what information is and is not appropriate for student staff to access or to communicate.

The central learning assistance goal, meeting the needs of students, is paramount and evident in research projects. The privacy, protection, and interest of the student should supersede that which is important, significant and beneficial for research purposed.

### **XIII. Assessment and Evaluation**

**Learning assistance programs must undergo regular and systematic qualitative and quantitative evaluations to determine to what degree the stated mission and goals are being met. The learning assistance program must have the ability to collect and analyze data through its own resources and through access to appropriate data generated by the institution.**

**Although methods of assessment vary, learning assistance programs must employ a sufficient range of qualitative and quantitative measures to insure objectivity and comprehensiveness.**

**Data collected must include responses from students, staff, faculty, and administrators or any other affected constituencies. Results of these evaluations must be used in revising and improving programs and services and in recognizing performance of the learning assistance program and its staff.**

Qualitative methods should include standard evaluation forms, questionnaires, interviews, observations, or case studies.

Quantitative measurements should range from data on an individual student's performance to the impact on the campus' retention rate. Quantitative methods may include follow-up studies on students' grades in mainstream courses, GPA's, graduation, re-enrollment and retention figures. Comparative data of learning assistance program participants and non-participants is also a measure of program effectiveness. Quantitative measures can include data on the size of the user population, numbers utilizing particular services, number of contact hours, the sources of student referrals to the program, numbers of students who are on the waiting list or who have requested services not provided by the learning assistance program. Quantitative data should be collected within specific time periods and longitudinally to reveal trends.

Learning assistance programs should conduct periodic self-assessments, utilizing self-study and certification processes endorsed by professional organizations.

Periodic evaluations of the learning assistance program and services should be performed by on-campus experts and outside consultants and disseminated to appropriate administrators.

The learning assistance program should periodically review and revise its goals and services based on evaluation outcomes and based on changes in institutional goals, priorities, and plans. Data that reveals trends or changes in student demographics, characteristics and needs should be utilized for learning assistance program short- and long-term planning.

# Council for the Advancement of Standards in Higher Education

## 1997 CAS "Blue Book" Outline Ted K. Miller

The CAS Board of Directors approved the preparation of a comprehensive publication designed to present the CAS message along with new and revised CAS functional area standards and guidelines. This updated "CAS Blue Book," is scheduled for publication in 1997, hopefully in time the joint ACPA/NASPA Convention in Chicago in March. This outline has been prepared for final CAS Board consideration. Please review it and propose any amendments to the format and content that would strengthen the publication's value to the higher education community.

- 1 Preface with letters and quotes from distinguished higher ed. and CAS Leaders [whom to invite?]
- 2 Historical Perspective
  - CAS preamble and principles
  - Standards and Guidelines defined
  - Individual credentialing [e.g., certification, licensure, registry]
  - Institutional Accreditation [e.g., institutional, functional areas, preparation programs]
- 5 Functional Area Standards and Guidelines
  - Functional area contextual statement followed by functional area standards & guidelines
- 6 Preparation Standards and Guidelines
  - Preparation standards contextual statement followed by master's level standards and guidelines
- 4 Using standards and guidelines to assess and evaluate programs [implementing self-studies]
  - Data Collection Strategies
    - Identify types of data necessary to document the various components  
[e.g., publications, policy statements, annual reports, data bases, institutional research results, program evaluations]
    - Identify categories of data necessary to include in a self-study  
[e.g., Human Resources: recruitment, selection, and professional development data]
    - Benchmarks that influence outcomes
    - Identify approaches to data collection
      - Quantitative surveys
      - Qualitative--structured interviews and focus groups
    - Describe exemplar program approaches
  - Self-Study Strategies
    - Internal self-study vs. external [expert] evaluation approaches
    - Guidelines to facilitate self-study implementation [how to do a self-study]
    - Support services' vs. developmental programs' assessment
    - Learning and personal development outcomes
    - Second order questions that require answers in support of quality assurance
- 3 Implications and trends for the higher education community
- 7 Related Resources
  - References
  - Contacts [knowledgeable individuals and institutions who could be contacted for help]
  - CAS member associations, directors, addresses
  - Standards/Accreditation/credentialing Agencies and Offices
  - Future plans for publishing CAS SAGs and/or creating CD ROM Format.



Draft  
CAS Marketing Plan

← Preamble, Bylaws, etc. C-1

In order to obtain the widest possible market for the new CAS Blue Book and CAS Standards in general, the Communications/Marketing Committee proposes the following:

1. Prepare a brochure containing a description of CAS, a description of the Blue Book and individual functional area standards and guidelines and SAGs, a brief statement on how these might be used, and an order form.
2. Create a CAS web page containing information about CAS and information on its publications (essentially the same information as in the brochure at first, but this could later be expanded) and an order form that could be sent electronically (either by fax or the Internet) to the individual/organization handling fulfillment (if charged to a credit card) or printed out and mailed with payment. Include links to the web pages of CAS member associations.
3. Develop a press release announcing the availability of the Blue Book and distribute it, with a copy of the brochure, to Executive Directors/Presidents and Newsletter Editors of CAS member associations and other relevant organizations asking that the announcement be included in their paper and electronic newsletters, on their listservs, on their web pages, and that they include a hot link from their web pages to the CAS web page for additional information. We need to develop a strategy for ensuring that Associations include this information on their Web pages.
4. Distribute brochure, with an appropriate cover letter for each group to college and university presidents, vice presidents for student affairs and academic affairs, and preparatory programs. Mailing labels could be obtained from Higher Education Publications, publishers of the *Higher Education Directory* and other sources. Print reduced cost versions that could be marketed to graduate students or graduate departments in bulk at a reduced price
5. Negotiate with member associations to sell Blue Books to them at a wholesale price (40-50% off) and have the associations market the Blue Books to their members through their publications brochures and exhibit booths at their annual meetings/conferences. As an alternative encourage member associations to include a description of The Blue Book and an order form in their publications brochures, newsletters, etc.
6. Encourage member associations to reprint the standards in whole or in part in their own publications.
7. Negotiate with member associations to have CAS print individual Functional Area Standards and SAGs, with front matter from the Blue Book, sell them to the associations at a wholesale price (40-50% off), and have the associations market them to their members through their publications brochures and exhibit booths at their annual



meetings/conferences. If possible, do so using print-on-demand technology, so there is no large initial expense and no inventory to maintain. Encourage member associations to purchase copies in bulk and distribute them to their members as a benefit of membership in the association. Encourage member associations to purchase copies in bulk and provide them to registrants as one of the materials included in the fee for appropriate workshops and seminars.

8. Negotiate with Petersons to publish and market the Blue Book and the individual functional area standards and SAGs, with a percentage of the profit being returned to CAS.
9. Work with *The Chronicle of Higher Education* to run a story about CAS and the new Blue Book. If they will not include an article or in addition to the article, consider one or more advertisements in The Chronicle. Note however that articles are free, advertisements are quite costly. Explore similar opportunities with other higher education publications such as *Black Issues*, *Change* magazine, and *Community College Times*.
10. Evaluate the success of the various approaches described above and actually implemented. Select from among those approaches that worked best and repeat as many as possible on an annual basis until they no longer produce revenue greater than the cost of the promotion.

D

## CAS Exploratory Committee on Registry of Student Affairs Preparation Programs and Practitioners

TO: CAS Board of Directors  
FROM: Don G. Creamer  
SUBJECT: Progress Report  
DATE: April 20, 1996

Committee: Wayne Becraft, Don Gehring, Barbara Griffin, Peggy Patterson, Bud Thomas, Don Creamer, Chair

The work of the committee to date has produced only modest results. Members have been asked to share their knowledge and expertise on the subject and, not surprisingly, we have learned that not much is known about the subject. All members seem to have a vague notion of what a registry might look like for student affairs programs and practitioners, but all admit no expertise.

Don Gehring is studying the legal precedents and implications for us. Bud Thomas has made contact with the American Psychological Association (APA) and has received a copy of their registry, although it appears to be different from our conceptualizations at this point. Bud also has given some thought to skeletal processes that could be used in conducting a registry. Don Creamer has conducted limited searches of the internet for registry models, but found that those listed do not fit the model we are thinking about. A small discussion group beyond the committee appointed by CAS also was established. From this, Roger Winston is helping to conducting a literature search on the subject and Stan Carpenter has reacted to a couple of ideas. One of Stan's comments may have hit the nail on the head about our task: "We may have to invent this puppy," he says. After a few weeks of thinking about our task, I believe that Stan is right. We need to "go to the bolt and start cutting" (a Bud Thomas metaphor).

The task before our committee now seems clear. We need time to come together in a face-to-face "think tank" environment to allow us to create a proposal from our ideas. I realize that CAS cannot fund such a meeting; therefore, I seek endorsement from the Board of Directors for me to write a proposal to ACPA requesting one-time funding for this creative activity that might require about two days of concentrated work. I do not know the chances that such a proposal would be funded by ACPA, but I have discussed the idea with several persons who occupy officer roles to alert them to this need and to advise them that a proposal may be given to them prior to the mid-summer meeting of the Executive Council of ACPA. I have indicated to these officers that presenting the proposal was contingent upon support from the CAS Board.

Therefore, on behalf of the Exploratory Committee, I request official support from the Board of Directors to submit a funding proposal to ACPA to underwrite the costs of a two-day, creative planning conference about the establishment of a registry in student affairs of about 6 to 10 persons at a location reasonably convenient to the participants. If approved by ACPA, the conference would be held in early Fall 1996.

From such a meeting, I expect to produce a paper synthesizing the thinking of the assembled group. Though I cannot anticipate the views that may arise from such a meeting, I do expect the collective wisdom to provide clear direction for next steps regarding the establishment of a registry and clear recommendations for appropriate roles for CAS in such a project.



E-1

**COUNCIL for the ADVANCEMENT of STANDARDS  
In higher education**

**COUNCIL OFFICERS**

President: Phyllis Mable  
Vice President Student Affairs  
Longwood College  
Farmville, VA 23909

Secretary: William L. Thomas  
Vice President for Student Affairs  
University of Maryland  
College Park, MD 20742

Treasurer: Carmen G. Neuberger  
Executive Director  
American College Personnel Association  
One Dupont Circle, NW - Suite 300  
Washington, DC 20036-1110

Past President: Theodore K. Miller  
Professor, 402 Aderhold Hall  
University of Georgia  
Athens, GA 30602

**MEMBER ASSOCIATIONS**

American Association for Employment  
in Education (AAEE)  
American College Counseling Association  
(ACCA)  
American Counseling Association  
(ACA)  
American Association of  
Collegiate Registrars and  
Admission Officers (AACRAO)  
American College Health Association (ACHA)  
American College Personnel  
Association (ACPA)  
Association of College and University  
Housing Officers - International (ACUHO-I)  
Association of College Unions  
International (ACUI)  
Association for Counselor Education  
and Supervision (ACES)  
Association of Fraternity Advisors (AFA)  
Association for Student Judicial Affairs  
(ASJA)  
Association on Higher Education  
and Disability (AHEAD)  
Canadian Association of College and  
University Student Services (CACUSS)  
College Reading and Learning Association  
(CRLA)  
National Academic Advising Association  
(NACADA)  
National Association of  
Campus Activities (NACA)  
National Association of College Admission  
Counselors (NACAC)  
National Association for Developmental Education  
(NADE)  
National Association of Colleges and Employers  
(NACE)  
NAFSA: Association of  
International Educators  
National Association of Student Financial  
Aid Administrators (NASFAA)  
National Association of Student  
Personnel Administrators (NASPA)  
National Association for Women  
in Education (NAWE)  
National Clearinghouse for  
Commuter Programs (NCCP)  
National Council of Educational Opportunity  
Associations (NCEOA)  
National Council on Student Development  
(NCSD: A Council of AACJC)  
National Intramural Recreational  
Sports Association (NIRSA)  
National Orientation  
Directors Association (NODA)  
Southern Association for  
College Student Affairs (SACSA)  
Associate Member

**MEMORANDUM**

**TO:** Executive Directors, Presidents, and CAS Directors  
CAS Member Associations

**FROM:** Don G. Creamer, Chair  
Registry Exploratory Committee

**SUBJECT:** (a) Association Quality Assurance Initiatives  
(b) Support of Planning Meeting

**DATE:** July 18, 1996

The issue of association-sponsored quality assurance practices and CAS's role, if any, in these initiatives has been discussed at regular meetings of CAS for more than two years. In this context, quality assurance initiatives refer to credentialing, certifying, registering, and accrediting practices of a professional association. The main question before the CAS Board has been, "What are appropriate roles for CAS in quality assurance within the professions represented in the consortium?"

These discussions have been directed mainly to the profession of student affairs, but there has been no effort to exclude any professional interest of CAS members. A major issue for student affairs has been the absence of a credible body for preparation program accreditation. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is seen as unsuitable for this role. Commission XII (Preparation Programs) of ACPA is playing a limited, but important, role of screening for certain program qualities in the publication of its Directory of Preparation Programs. No other body, so far as we know, is poised to fill this accrediting role. Discussion within CAS often has focused on whether a national registry of preparation programs fashioned from the CAS model of self-regulation might offer a suitable alternative to formal accreditation. Discussions of registries have naturally broadened to include registry options for individual professionals as well as for preparation programs.

## MEMORANDUM

July 18, 1996

Page Two

Most recent discussions have embraced additional ideas about appropriate roles for CAS in these matters and have included (a) writing standards for the development and maintenance of quality assurance initiatives within professional associations related to educational programs and services in higher education, (b) provide a mechanism for CAS endorsement of association-sponsored quality assurance practices such as credentialing, certification, registry, and accreditation, (c) provide a mechanism for registry of preparation programs in student affairs, and (d) provide a mechanism for registry of individual professionals in member associations designed to enhance continuing professional education.

These are challenging and stimulating ideas that, if pursued, may have two concurrent results—enlarging the role of CAS and promoting quality assurance initiatives within member associations.

The Registry Exploratory Committee has been charged with the responsibility of advising the CAS Board regarding these matters under consideration. To accomplish this purpose, the Committee seeks two things from each CAS association member:

1. A written statement from an appropriate official in each member association of any quality assurance association-sponsored initiative regarding credentialing, certification, registry, and accreditation. This poll will provide a compendium of previously unavailable data about these practices in all member associations. The information also may serve as models for further initiatives of CAS and other associations.
2. Support from each member association to fund and staff a one-time, two-day meeting composed of informed professionals from CAS and member associations. The meeting will be designed to tap the creative ideas of all present to fashion specific recommendations for action by CAS and perhaps by other member associations. Each member association is invited to participate in this meeting, hopefully to be held in the Fall, 1996, by either providing a specified amount of funds (for example, \$200 - \$500) or by funding a representative of the association to attend the meeting.

These matters need your immediate attention. Please let me know at your earliest opportunity whether your association can help with either of these requests. You may correspond with me by e-mail (dgc2@vt.edu), phone (540-231-9705), FAX (540-231-7845), or regular mail (Don G. Creamer, College of Education, Virginia Tech, Blacksburg, VA 24061-0302).



VIRGINIA POLYTECHNIC INSTITUTE  
AND STATE UNIVERSITY

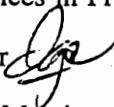
Department of Educational Leadership and Policy Studies

College of Human Resources and Education  
East Eggleston Hall  
Blacksburg, Virginia 24061-0302  
(540) 231-5642 Fax: (540) 231-7845

G

November 22, 1996

TO: Members of the Discussion Group on Quality  
Assurance Practices in Professional Associations

FROM: Don G. Creamer 

SUBJECT: Preparation for Meeting

Two papers are enclosed to provide some context for our discussions on December 13 and 14. One paper was released in 1992 and is the result of work by a study group on quality assurance practices in student affairs and specifically offers some recommendations for action by NASPA and ACPA. This paper has been discussed in the governing bodies of both associations but only small action steps have been taken as a result of the recommendations. The second paper was taken from a recent issue of Change Magazine and addresses some concerns for quality assurance in higher Education generally. I am searching for other relevant published materials that we might use as context for our discussions and, if I am able to locate timely and relevant papers, I will either mail them to you or bring them along to our meeting. In the end, however, we will be relying most on our own experiences within our respective associations and our insights into the issues as we frame our discussions of the topic and any recommendations for further action we may offer.

Typically, quality assurance practices of professional associations are seen as statements of ethical principles and guidelines and as standards of practice (such as those promulgated by CAS). Additionally, professional preparation programs serve quality assurance functions by ensuring that those entering their respective fields do so with appropriate credentials for practice. Both professional associations and institutions promote continuing professional education of their members or staffs. Selective staffing practices of service and educational units of higher education also serve to ensure quality through their hiring practices, orientation functions for new staff, supervision of all staff, continuing professional education of staff, and performance appraisal of staff.

What else should we do through our professional associations to ensure quality practices in higher education? Should we modify our membership standards? Should we expand and strengthen our continuing professional education of members? Should we establish registries of preparation programs and of individual members to encourage constant improvement through some form of recognition? Should we encourage further use of self-regulation for individual continuing professional education and for program improvement? Should we encourage regional accrediting agencies to modify their standards in such manner to strengthen certain institutionally-based practices for quality assurance?

In all of these matters, we are interested in the most appropriate roles for CAS. Are there initiatives that CAS should undertake to improve quality assurance practices of its member associations?

The topics suggested here are merely examples of topics we may want to discuss. Please consider them as you collect your own thoughts regarding appropriate directions for our discussion.

Attachments: (2)

## Report of Registry Exploratory Committee

November 15, 1996

At the conclusion of the CAS Board meeting in April, 1996, the Registry Exploratory Committee was directed to poll CAS Directors and their association presidents to determine their interest in participating in face-to-face discussions about quality assurance issues in their association and in the professions of higher education in general. Affirmative responses were received from several associations, most of which agreed to fund a participant in an anticipated meeting to explore these issues more fully. With this response, arrangements have been made to hold the discussion among these association representatives in Washington DC on December 13 and 14, 1996.

Representatives from the following associations will be present for the discussions:

ACPA (Don Creamer, David Ostroth, Roger Winston, Chris Phelps Tobin,  
Carmen Neuberger)  
NASPA (Bud Thomas)  
ACU-I (Pat Coleman-Boatwright)  
NAWE (Gail Hanson)  
NACADA (Eric White)  
NIRSA (Dixie Bennett)  
NADE (David Arendale)  
CAS (Phyllis Mable)  
ACCA (Deb Davis)  
AFA (Rick Barnes)

*we added Hunter Boylan and  
CRLA*

It is anticipated that the discussions in December will address at least the following topics:

- Review selected quality concerns for higher education at large;
- Review association-sponsored activities in credentialing, accreditation, registry, or other initiatives;
- Review CAS's historic role in the promulgation of standards of practice and its current discussions about other quality assurance roles it might play; and
- Consider alternative roles for CAS including:
  - promulgation of standards for the establishment, maintenance, and evaluation of association-sponsored quality assurance initiatives,
  - establishment of a system of recognition or approval of association-sponsored quality assurance programs,

# National Reading Conference

200 North Michigan Avenue, Suite 300, Chicago, Illinois 60601 (312) 541-1272 Fax (312) 541-1271

CRLA Board Meeting

**MARCH 1, 1997**  
Sacramento, CA

Attachment E  
18 pages

November 8, 1996

Dear Fellow NRCer:

#### Board of Directors

##### President

Richard Allington  
SUNY-Albany  
(518) 442-5100

##### President Elect

Kathryn H. Au  
University of Hawaii  
(808) 956-7877

##### Vice President

Martha Rapp Ruddell  
Sonoma State University  
(707) 664-2556

##### Treasurer

Peter DeWitz  
University of Virginia  
(804) 924-0752

##### Secretary

Lee Gunderson  
University of British Columbia  
(604) 822-5788

##### Past President

Jane Hansen  
University of New Hampshire  
(603) 862-2384

##### Board Members

Peter Atlierbach (1996)  
University of Maryland  
(301) 405-3159

Conne Bridge (1987)

University of Kentucky  
(708) 655-1904

Deborah Dillon (1996)

Purdue University  
(317) 494-2354

Linnea C. Ehri (1996)

CUNY Graduate School  
(212) 642-2260

Peter B. Mosenthal (1997)

Syracuse University  
(315) 443-4757

John E. Readence (1997)

University of Nevada-Las Vegas  
(702) 895-1310

##### Historian

M. Trika Smith-Burke  
New York University  
(212) 998-5408

##### Publications Chair

Lea Mc Gee  
Boston College  
(617) 552-4068

##### Executive Director


Judith C. Burnison  
200 N. Michigan Ave., Suite 300  
Chicago, Illinois 60601  
(312) 541-1272

Attached is a copy of a draft of a strategic plan for NRC. This draft was developed over one working weekend by a group of folks I asked for assistance, including present and past Board members and officers. We presented our earlier draft to the Board for review at the May meeting and a few modifications were suggested and incorporated into this draft document. However, the May Board meeting provided only a couple of hours of work time and so the few suggestions were primarily a function of time constraints. In addition, the traditions of NRC literally dictate that any such statement be thoroughly reviewed, discussed, modified, and, perhaps, wholly altered or even rejected by the membership. Thus, this draft is offered to you for your comments and suggestions. We will be happy to receive comments in virtually any format (e-mail, letters, postcards, voicemail, or oral comment at the public sessions or Town Meeting).

I do hope to receive some constructive commentary. I pushed for this document because I believe NRC has changed substantially from the organization I joined in 1973. At times I worry about the future of NRC (but at other times that future seems brighter than ever before). As president, I was struck by the proliferation of committees. I was also struck by the lack of direction the executive committee and the Board provided committees. In short, I was distressed by the dis-organization of the organization. While dis-organization certainly has a bit of a tradition in NRC, I asked for the strategic planning group in an attempt to develop something of a general vision of NRC and a more planful process for better gathering information and developing proposals for long-term planning. I see this draft as but an initial step in that process.

Personally, I think NRC has too many committees with too much overlapping concern and but little collaborative communication. My current view, subject to change, is that perhaps three committees (with attendant sub-committees) would better serve this loosely organized organization. My best bet at this time is that a Finance Committee, Community committee, Dissemination committee super-structure might work better than the system now in place. Under this structure we could create sub-committees to work on specific tasks (e.g., alternative revenue generation under Finance, maintaining and enhancing diversity in the membership under Community, journals and listserve under Dissemination). What I would like to accomplish is an organizational structure that works better than the system now in place. A structure that is proactive rather than reactive.

NRC is, like me, pushing 50. It has survived a couple of mid-life crises and is in reasonably good shape on any of several dimensions. But it is time to stop and take stock and reflect on what sort of organization NRC has and will become as we approach the turn of the century. I hope each member will take the time to read through this document and reflect on your reactions and suggestions to the Board and officers. I hope NRC is a better organization for all of this.



Dick Allington, President  
(dickasunya@aol.com)



## **NRC Mission Statement**

*We are a community of educators who conduct and disseminate literacy research, promote dialogue around literacy and related topics, and advocate for research-informed improvements in education.*

*We value:*

- ~ support of the professional development of emerging and established scholars,*
- ~ diversity in our membership and inquiry,*
- ~ working together as "critical friends," who respectfully challenge and encourage each others' thinking and work, and*
- ~ our personal and professional relationships with one another.*

## Community

**GOAL:** Enhance community building within the National Reading Conference.

---

**Purpose:** Community is a primary need and value of our organization. Community helps meet the intellectual and emotional needs of our members. Currently, we lack the means for determining the effectiveness of our community-building efforts.

**Tasks:**

1. Assess the effectiveness of current community-building activities, structures, roles and responsibilities.
2. Increase our community-building efforts with new and fringe members.
3. Increase the quality of communication within NRC.
4. Promote the use of critical and constructive discourse concerning our scholarly work.

**Membership:**

Chair: Member of the Board

Members: Critical Spaces Committee  
Host Program  
Multicultural Committee  
Tech Committee  
Pubs Committee  
Al Kingston Award winner  
Graduate student

**Cost:**

**Reporting Function:**

<p><b>Task 1: Assess the effectiveness of current community-building activities, structures, roles and responsibilities.</b></p>
--

- |                  |  |
|------------------|--|
| <b>What:</b>     | <ul style="list-style-type: none"> <li>a. Identify and assess the effectiveness of current community-building activities and structures (e.g., Vital Issues, Field Council, Conference Newsletter).</li> </ul>   |
| <b>How:</b>      | <ul style="list-style-type: none"> <li>a. Identify and examine existing accounts of community-building efforts. Interview chairs of related committees (e.g., Deborah Tidwell and Host Program, Field Council).</li> <li>b. Seek membership feedback on perceived responsibilities and experiences with community-building (e.g., surveys and focus groups with graduate students).</li> <li>c. Solicit information/feedback via Newsletter. Evaluate, using multiple, sensitive methods, existing efforts, make recommendations for future efforts.</li> <li>d. Determine perspectives of relevant committees and study groups to examine existing efforts during annual conference.</li> <li>e. Assessment of conference community with target groups (e.g. graduate groups) or study of annual conference.</li> </ul> |
| <b>Who:</b>      | <p>Appointed chair<br/> Chair and past chair of Field Council<br/> Host Committee<br/> Graduate students<br/> Board liaison<br/> BMAI liaison<br/> Critical Spaces Committee member<br/> NRC membership.</p>   |
| <b>When:</b>     | December, 1996   |
| <b>How much:</b> | Phone and mail and copying costs. Email.   |

## Task 2: Increase our community-building efforts with new and fringe members.

- What:**
- a. Identify community-building strategies and seek participation of NRC membership in the implementation of the strategies.
  - b. Involve more NRC members in the building of community.
- How:**
- a. Identify strategies for community building within and outside NRC.
  - b. Emphasize roles and responsibilities of NRC members to engage new members.
- Who:**
- Appointed chair  
Chair of Field Council  
Past chair of Host Committee  
Graduate students, Board liaison  
BMAI liaison  
NRC membership.
- When:**
- Develop plan in 1996  
Implement plan in 1997 at annual meeting.
- How much:**
- Incentives for hosting (e.g., NRC letter for host's file).  
Phone and mail costs.

## Task 3: Improve the quality of communication within NRC.

- What:**
- Create packet of information that describes:
- organization mission
  - committee structure
  - ways to participate
  - means of communication within organization (e.g., explore ways to better communicate information using the list serve).
- How:**
- Identify and create information that is useful to members, and make information accessible.
- Who:**
- Appointed chair of Field Council  
Past chair of Host Committee  
Graduate students  
Board liaison  
BMAI liaison  
NRC membership.
- When:**
- In packet to new members upon joining  
In conference program on annual basis.
- How much:**
- Phone, mailing, copying costs.

<b>Task 4: Promote the use of critical and constructive discourse concerning our scholarly work.</b>
--

- What:** Identifying forms of critical and constructive discourse that are useful to the NRC membership.
- How:**
- a. Consider the roles of chairs, discussants, and audiences during the annual conference.
  - b. Identify or create guidelines and models for enhancing discourse.
  - c. Obtain information from members on the nature of discussions that were stimulating.
- Who:** Appointed chair  
Program chairs  
Board liaison  
NRC membership.
- When:**
- a. Discussion at Town Meeting at annual meeting, December, 1996.
  - b. Interactive symposium, December, 1997.
  - c. Printed guidelines for encouraging critical and constructive discourse, including transcripts of actual critical, constructive feedback, December, 1997.
- How much:** Phone and mail and copying costs. Email.

## Diversity

### GOAL 1:

NRC will increase the diversity of its membership and support scholars from under-represented groups. Diversity is defined in terms of racial and ethnic background and research addressing under-served populations.

---

#### *Purpose:*

NRC Will Promote The Quality Of Education For All Populations through diverse representation and thought.

#### *Tasks:*

1. Recruit and sustain as members established scholars from under-represented groups.
2. Recruit and provide mentorship programs for emerging scholars from under-represented groups.
3. Promote research with populations classically underserved by educational systems.
4. Promote participation of under-represented groups in the leadership of NRC.

#### *Membership:*

Chair: Barbara Diamond

Members: International Committee  
Critical Spaces Committee  
Publications Committee  
Graduate student

#### *Cost:*

#### *Reporting Function:*

Board of Directors  
Kathy Au - Board Liaison

**Task 1: Recruit and sustain as members established scholars from under-represented groups.**

- How:**
- a. Identify established scholars from under-represented groups.
  - b. Establish outreach to other organizations and institutions that have members we seek.
  - c. Establish outreach to individuals we seek.
  - d. Establish communications to invite membership and participation.
- Who:** Multicultural Issues Committee
- When:** Report plan for implementation to Board in Spring 1997
- How much:** Minimal cost

**Task 2: Recruit and provide mentorship programs for emerging scholars from under-represented groups.**

- How:**
- a. Identify emerging scholars from under-represented groups.
  - b. Needs assessment of existing members from under-represented groups.
  - c. Develop mentoring system based on needs assessment.
  - d. Create a plan for financial incentives and support for members from under-represented groups.
  - e. Enlist Field Council members as participants in outreach to under-represented groups.
- Who:** Multicultural Issues Committee, Field Committee, Host Program
- When:**  
Report plan for needs assessment in Spring 1997  
Perform needs assessment in Fall 1997  
Report results of needs assessment at conference 1997  
Develop mentoring program, financial implications, and role of Field Council plan by Spring 1998
- How much:** Expensive (conference calls, electronic communications, postage, duplications)



**Task 3: Promote research with populations classically underserved by educational systems.**

- How:**
- a. Identify populations who are underserved by education systems.
  - b. Continue organizing presentations for annual meeting (2 symposia per year)
  - c. Establish an award for recognition of research addressing underserved populations.
  - d. Establish and maintain a central database of funding opportunities for research into underserved populations.
- Who:** Multicultural Issues Committee, Conference Chair
- When:** Symposia: ongoing  
Plan for selection criteria, funding, etc. by Spring 1998  
Database plan (including funding): December 1998
- How much:** Open

**Task 4: Promote participation of under-represented groups in the leadership of NRC.**

- How:**
- a. Appoint scholars of color to program area chairs and as committee members
  - b. Bring scholars of color into the Field Council
  - c. Consider role of NRC in developing a pipeline into the field
  - d. Recommend nominees to the Nominating Committee
- Who:** President, President-elect
- When:** Immediate (Fall 1996)
- How much:** Nothing

**GOAL 2:**

NRC will increase international membership and support scholars from other countries.

---

***Purpose:***

NRC will promote the quality of education for all populations through diverse representation and thought.

***Tasks:***

1. Recruit and sustain as members established international scholars.
2. Recruit and provide mentorship programs for emerging international scholars.
3. Promote and disseminate international research.
4. Promote participation in leadership positions of international members.

***Membership:***

Chair: Jeannie Steele and Linda Phillips, International Committee Co-Chairs

Members:

***Cost:******Reporting Function:***

Board of Directors  
Lee Gunderson - Board Liaison

**Task 1: Recruit and sustain as members established and emerging international scholars.**

- How:**
- a. Identify established and emerging international scholars.
  - b. Establish outreach to other organizations and institutions that have members we seek.
  - b. Establish outreach to individuals we seek.
  - c. Establish communications to invite membership and participation.
  - d. Establish communication procedures so that international members can receive and respond to materials in a timely manner.
- Who:** International Committee
- When:** Report plan for implementation to Board in Spring 1997
- How much:** Minimal cost

**Task 2: Recruit and provide mentorship programs for emerging international scholars.**

- How:**
- a. Identify emerging international scholars.
  - b. Needs assessment of existing international members.
  - c. Develop mentoring system based on needs assessment.
  - d. Create a plan for financial incentives and support for international members.
  - e. Enlist Field Council members as participants in outreach to international members.
  - e. Establish communication procedures so that international members can receive and respond to materials in a timely manner.
- Who:** International Committee, Conference Chair
- When:**  
Report plan for needs assessment in Spring 1997  
Perform needs assessment in Fall 1997  
Report results of needs assessment at conference 1997  
Develop mentoring program, financial implications, and role of Field Council plan by Spring 1998
- How much:** Expensive (conference calls, electronic communications, postage, duplications)

### **Task 3: Promote research with international populations.**

- How:**
- a. Identify international research of interest to NRC members
  - b. Organize presentations for annual meeting
- Who:** International Committee
- When:** Symposium recognized in program for December 1996
- How much:** Nothing

### **Task 4: Promote participation of international members in the leadership of NRC.**

- How:**
- a. Appoint international scholars to program area chairs and as committee members
  - b. Continue to appoint international scholars to Field Council
  - c. Recommend nominees to Nominating Committee
- Who:** President, President-elect
- When:** Immediate (Fall 1996)
- How much:** Nothing

## Affordability

### GOAL:

NRC will keep membership affordable through more efficient management and increasing non-dues revenue.

---

### *Purpose:*

The financial well-being of the organization is essential to fulfilling its mission.

### *Tasks:*

1. Develop a statement that communicates to members the process behind financial decisions.
2. Gather information from the membership on how we maintain our stated values v. maintaining economic stability.
3. Evaluate alternative revenue generating options.
4. Evaluate organizational management and procedures for cost-effectiveness and efficiency.

### *Membership:*

Chair: Treasurer

Members: Publications  
Grad student  
HQ liaison  
Strategic Plan Committee  
Finance Committee

### *Cost:*

### *Reporting Function:*

<b>Task 1: Develop a statement that communicates to members the process behind financial decisions</b>
--

**What:**

- a. Prepare a narrative statement that
  - 1) describes how the values of NRC influence decisions,
  - 2) explains financial reports, and
  - 3) serves as a model for future such reports to the membership.

**How:**

- a. HQ produces financial spreadsheet;
- b. Summarize Board discussions;
- c. Produce model for Treasurer's Report;
- d. Develop guidelines to be included in the Policy and Procedures manual.

**Who:**

NRC Treasurer  
BMAI auditor & staff (with review by Committee).

**When:**

- a. Narrative explaining general principles NRC uses in making financial decisions (e.g. dues, conferences, subscriptions, advertising rates). September 1996: Printed in newsletter (for review by July 1, for print by August 1).
- b. December 1996 : Financial statement at conference. Financial statement narrative presenting non-audited round number income and outlays with a brief explanation of non-recurring expenditures.
- c. February 1997: Printed in newsletter (for review at conference, for print by January 15)

**How Much:**

\$25 for conference call.

**Task 2:**

***What:***

Design procedures for reviewing available data and for gathering new and needed information on organizational values. Gather current information from Treasurer and Finance Committee to explore economic status of organization. Recommend to membership and Board appropriate strategies for increasing non-dues revenues.

## Advocacy

**GOAL:** NRC will develop procedures for expanding and implementing the advocacy role of the organization.

---

**Purpose:** Historically, NRC has rarely taken an organizational stance on literacy issues or topics. This is unfortunate since our profession has a great deal to offer in regard to the contributions of literate persons to the betterment of society and the easement of weltschmerz.

**Tasks:**

1. A task force will create a procedure for the identification of an important and appropriate issue and stance toward it that NRC has the desire and expertise to address.
2. The task force will create a procedure for NRC to follow in order to play an advocacy role in regard to the adopted issue and stance.

**Membership:**

Chair: Board member at large

Members: President  
Past President  
Chair of Policy and Legislative Committee  
Critical Spaces member  
Graduate students  
Member of NRC

**Cost:**

**Reporting Function:**



**Task 1: A task force will create a procedure for the identification of an important and appropriate issue and stance toward it that NRC has the desire and expertise to address.**

***Who:***

Chair: Board member at large

Members: President  
Past President  
Chair of Policy and Legislative Committee  
Critical Spaces member  
Graduate students  
Member of NRC

***What:***

- a. Create written guidelines for membership to use in proposing issues/stances for which NRC might adopt an advocacy stance
- b. Create a procedure by which this proposal is considered for possible adoption.

***How:***

- a. Review current charge to Policy and Legislature Committee.
- b. Prepare a statement for the Policy and Procedures manual.

***When:***

The procedure to follow in submitting an issue/stance should be ready for the Town Meeting in Charleston, December 1996.

***How much:***

\$25 one conference call.

**Task 2: The task force will create a procedure for NRC to follow in order to play an advocacy role in regard to the adopted issue and stance.**

<b>Who:</b>	Chair:	Board member at large
	Members:	President Past President Chair of Policy and Legislative Committee Graduate students Member of NRC
<b>What:</b>	a.	Explore various groups that already play advocacy roles and consider creating a coalition with one or more of these groups. Present potential partnerships to the Board, including procedures of working with the partner and anticipated costs, if any.
	b.	Create a way to inform the membership and other appropriate audiences of the issue/stance adopted by NRC.
	c.	Explore possible actions NRC can take beyond publication of the stance adopted.
<b>How:</b>	a.	Contact various advocacy groups such as: National Coalition of Advocates for Students, IRA, NCTE, CEC, Children's Defense Fund, NAEYC, AERA, etc. to find out what they do as advocates.
	b.	Find out whether these organizations typically form partnerships with other organizations and, if so, what they do.
	c.	Create a dissemination and action plan for NRC with or without partnerships.
	d.	Report to the Board on findings with proposed dissemination plan.
<b>When:</b>		Contact other organizations between June - October 1996. Have all tasks completed by IRA 1997 Board Meeting.
<b>How much:</b>		\$125 conference and long distance fees

# DRAFT

## NADE Strategic Plan: 1996-2003

*Draft Document, Revised October 28, 1996*

# DR

CRLA Board Meeting  
MARCH 1, 1997  
Sacramento, CA  
Attachment F  
5 page 5

*This draft document is based on input received from NADE stakeholders at the chapter and national level (e.g., individual members, chapter leaders, national committee chairs, Emeritus Council members, previous and current Executive Board members). This document will continue to be reviewed, discussed and revised through Fall 1996 and early 1997. Your comments are welcomed as this is a draft document.*

Strategic planning and management, in its simplest terms, attempts to address four questions:

- **Who are we?** The first step is to understand the association's stakeholders and its mission statement.
- **Where are we now?** The association and its chapters must take inventory and analyze both external and internal forces affecting the organization.
- **What do we want to be in the future?** Using data obtained from all sources, the group begins creating a vision for the association, its chapters and individual members.
- **How do we get there?** A strategic plan is useless unless action steps with deadlines are established. Future success depends on detailed implementation of action plans.

### **Step One, Who Are We?**

Step one of the strategic planning process examines the mission of the association and a profile of its members. The purpose of The National Association for Developmental Education is to increase the academic success of students.

The Association will accomplish its purpose by:

- a. Providing professional development to our members through conferences and workshops at the state, regional and national level; disseminating high quality information through a variety of mediums; promoting and sponsoring research; and other means.
- b. Identifying and disseminating information on exemplary models of practice.
- c. Providing leadership through public awareness activities, policy development, and advocacy for students.
- d. Promoting, assessing, and supporting student learning and successful educational outcomes.
- e. Expanding the theory and knowledge base upon which the profession is based.
- f. Coordinating efforts with other organizations and individuals within the U.S. and abroad who have goals in harmony with NADE.
- g. Facilitating communication among our members through newsletters, special mailings, emerging technology communication systems, and other dissemination mediums.
- h. Improving the association infrastructure to meet current needs and anticipate future trends.

It is critical to understand the association and its individual members. A stakeholder is a person or group that has a vested interest "stake" or need of another. Many associations spend 80 percent of their time and energy delivering existing products and services to its existing members and stakeholders. Progressive organizations

balance time between maintaining such services while expanding to new customers and services. Roll-out of new services may take several years.

### **The majority of current stakeholders include:**

- Developmental education and learning assistance program faculty, administrators, staff, and employees
- Some middle management administrators
- Students who enroll or taking advantage of services provided by NADE members
- The developmental education and learning assistance professional field (e.g., individual members of the professional community, leading researchers and writers, professional associations, publications)
- Developmental education graduate degree programs

### **Potential wide-spread stakeholders for NADE in the future could and/or should include:**

- Parents of students who are underprepared, disadvantaged, or have a learning disability
- Policy makers (e.g., accrediting agencies, board members, elected politicians, state education departments) at the institutional, local, state, and national level
- Developmental educators in countries outside the United States
- College middle and upper level management administrators
- Regional and national accrediting boards
- Academic programs in graduate schools that want to increase their knowledge and expertise with assessment, accommodation and student retention
- Secondary school teachers/counselors/administrators, community educators and employers
- College faculty members from outside the developmental education field
- Citizens and taxpayers

## **NADE member expertise areas:**

Understanding the strengths and weaknesses of the majority of association members can help guide the selection of new activities and services to offer to current and new members.

Expertise areas of most current NADE members:

- Content area knowledge (e.g., math, writing, science)
- Educational practitioner
- Learning theory
- Teaching experience
- Assessment skills
- Program development
- Skills for improving student retention and persistence (e.g., quality developmental education courses, new student orientation programs, Supplemental Instruction, tutoring, first-year experience programs, academic assessment and placement, counseling, academic advisement)

Areas in which a large number of current NADE members indicated a desire for professional development included:

- Computer skills (e.g., education research tools, Internet, computer-assisted instruction, computer-managed instruction, web pages development, computer-based mail)
- Research skills to do one or both of the following: ability to critically read and evaluate education research of others to ascertain its validity; ability to personally conduct quality education research
- Program evaluation skills
- Skills in disseminating knowledge to others (e.g., campus reports, presentations, article writing)
- Skills to influence policy makers at the local, state and national level
- Public awareness campaigns
- Knowledge of how to create an effective learning environment for students with learning disabilities

## ***Step Two, Where Are We Now?***

Internal and external forces that will impact NADE as it strives to serve students and its members.

### ***Economic Trends:***

- Diminishing federal financial support for higher education will continue due to the budget deficit, regardless of majority party.
- Increasing numbers of institutions will implement fee-based academic support program activities for both students and academic departments (e.g., students pay for academic tutoring and advisement, students pay surcharge for developmental courses that may be returned to the learning assistance department or retained by the

institution, students pay higher tuition for developmental education courses).

- Effective developmental education and learning assistance centers that have research-based evidence of positive student outcomes are viewed as important components of enrollment management and student retention programs.
- Stable or increasing financial support for developmental education departments with empirical studies that document increased student academic performance.
- Current NADE annual dues and national conference fees are less expensive than similar-sized associations.

### ***Instructional Trends:***

- There is a false impression held by an increasing number of policy makers that higher high school graduation requirements and higher college entrance requirements will eliminate the need for academic assistance and developmental education at the college level. Rising expectation levels by campus educators often accompany this false impression, therefore negating its effect.
- Policy makers and the professional field expect research-based solutions for pressing academic problems and issues.
- The professional field will continue to develop and disseminate standards of exemplary models of practice. Some of these standards will be used to credential programs and individuals in the professional field.
- More developmental education departments will develop into full service learning centers that help all students -- regardless of their previous level of academic performance or preparation -- to learn more, earn higher grades, and graduate at higher rates.
- Many institutions are establishing learning and teaching effectiveness centers to assist with faculty development and to increase the efficiency and effectiveness of student learning. Some are an outgrowth of current learning assistance centers.
- Academic services are often bundled to increase their synergistic impact on improving student academic success (e.g., programs that involve academic advisement, tutoring, orientation courses, high school/college bridge programs, Supplemental Instruction, developmental courses).
- Linked courses (e.g., content course and a learning strategies course that uses material from the content course) are increasing.
- There is an increasing role of emerging technologies for instructional delivery, learning assessment, and communication.

## ***Political Trends:***

- Most political and policy battles concerning developmental education will occur at the institutional and state level.
- There will be increased accountability by policy makers and the general public regarding college budget expenditures and college student outcome measures (e.g., content mastery, graduation rates, readiness for work).
- Due to decisions by state-level policy makers, more states will legislate that developmental education courses in public four-year institutions be decreased or eliminated. Some of these institutions will subcontract with local community colleges to offer needed developmental courses on site at the four year college. Other institutions may provide different types of academic assistance for their students. While the academic need will remain, the form of service to students may change.

## ***NADE Member Trends:***

- The NADE membership will show an increase in the proportion of two-year college NADE members and an increase in younger aged members.
- More than 31,000 adjunct or full-time staff and teachers work in developmental education and learning assistance centers. The majority of these persons are adjunct faculty members. This group will provide a pool for many possible new members that can join NADE or other like-minded associations.
- Academic discipline faculty members (e.g., math, writing, science) report that they are having to make hard choices between attending NADE or attending subject-specific conferences that are now offering more concurrent sessions for developmental educators from that field (e.g., writing, mathematics).
- By 2003 it is reasonable to project that NADE will have 4,000 members and will have 34 state or regional chapters.
- There will be increased interest in state-wide associations due to diminished travel funds and need to focus on meeting state-specific education needs. Also, other like-minded associations are developing state and regional chapters across the U.S.

## ***Student Trends:***

- Increasing numbers of students from all levels of academic preparation will request learning assistance. About half of all entering students need to enroll in one or more developmental education courses.
- More students with special needs will be enrolled in college (e.g., attention deficit, learning disability, physically challenged, ESL).
- There will be a temporary increase in number of 18 to 22 year old college students, then a decrease after 2002.

- An increasing proportion of college students will be part-time and returning adult.
- An increasing ethnic and learning style diversity of students.

## ***Step Three, What Do We Want To Be in the Future?***

As Dr. Steven Covey, author of *Seven Habits of Highly Effective People*, shares in the second habit, "start with the end in mind." Using Covey's idea, rather than focusing on the present condition of the association, what should NADE look like in the future? Following is a vision statement for what NADE should look like in the near future. Parts of the vision statement have already been accomplished, others will take more time.

NADE is a nationally recognized association that works to improve the academic success of students. NADE members have expertise to help students academically succeed throughout the entire educational experience from high school through graduate school and all the transitions in between. In addition to continuing to serve current NADE stakeholders -- students and the developmental educators and learning assistance staff who serve them -- some of the new stakeholders will include parents, policy makers, developmental educators in other countries, and secondary school teachers/staff/administrators. NADE will accomplish its purpose through advocating for programs and policies that foster student academic success; providing professional development for the educators that work with students; and identifying and disseminating research-based programs that are highly effective in meeting student academic needs.

## ***Step Four, How Do We Get There?***

Action steps with deadlines are essential to achieve the strategic plan and see the vision statement become a reality. The purpose of The National Association for Developmental Education is to increase the academic success of students. *The Association will accomplish its purpose by:*

### ***a.) Providing professional development to our members:***

- Continue strong annual conferences and workshops at the state, regional and national level. Feature sessions concerning the "best practice" models for the delivery of services.
- Continue to disseminate high quality information through a variety of mediums (e.g., print, video, emerging technology).
- Working in partnership with the National Center for Developmental Education, in 1997 develop a certification program for individual developmental educators that

recognizes both formal and informal professional development activities (e.g., college classes, conferences).

- By 1999 begin to offer regional conferences of one or more day duration on focused training topics (e.g., grant writing, tutor training, research skills, program evaluation, computer technology).
- Beginning in 1997 provide more financial support for NADE chapters to strengthen them in their efforts to serve members and students.
- By 1998 develop video and emerging technology-based delivery systems to provide training for adjunct faculty and other association members who are unable to travel to in-person conferences or workshops.
- Use NADE publications and technology delivery systems as vehicles for providing exemplary models of practice.
- Beginning in 1997 increase the number of grants and scholarships for professional development.
- Beginning in 1998 develop a mentor/mentee network.
- Beginning in 1998 offer a separate program strand for "professional development" at the national conference that could include: cultural diversity and sensitivity, grant writing, resume writing and interviewing, career development, management skills, budgeting, research and program evaluation, writing for professional publications, use of the Internet, academic guidance for doctoral students, and other appropriate topics.
- Beginning in 1999 at the national conference begin to offer a comprehensive career fair to enable potential employer and applicants to meet and conduct job interviews on site.
- Continue to improve the services provided by the associations's SPIN groups.

## *b.) Identifying and disseminating information on exemplary models of practice.*

- Feature sessions at each conference concerning the "best practice" models for the delivery of services.
- In 1997 develop a certification program for developmental education departments using standards published by the Council for the Advancement for Standards that were revised by NADE and other like-minded associations and the NADE Self-Evaluation Guides.
- Continue to refine the current NADE Self-Evaluation Guides and develop new components for self-evaluation in 1998 and 1999.
- Conduct workshops at some chapter and all national NADE conferences to enable members to use the NADE Self-Evaluation Guides. By 1998 create an accompanying video tape to enable members to use the NADE Self-Evaluation Guides who are unable to attend the workshops.

- Encourage members to certify their tutor training programs through the CRLA tutor training certification program.
- Encourage the publication of more developmental education-related articles in content-area journals.

## *c.) Providing leadership through public awareness activities, policy development, and advocacy for students.*

- In 1998 begin conducting public awareness campaigns that include radio public service announcements, press kits, press releases, and success stories of developmental students.
- Share information with policy makers at the state and national level.
- Create resolutions, position papers and policy statements on a wide range of developmental education-related issues and disseminate them.
- Create/collect information documenting the cost effectiveness and positive impact of developmental education on increased student persistence towards graduation.
- Serve as an information resource for policy makers at the state and national level (e.g., conduct research, give testimony, draft legislative language).
- Provide a continuous training program for association members and leaders concerning political advocacy and create support materials (e.g., press kits, manuals, video tapes, workshops).
- Disseminate information to all members on a periodic basis concerning policy issues and pending legislation.
- Strengthen the current political liaison network through additional training and support materials.

## *d.) Promoting, assessing, and supporting student learning and successful educational outcomes.*

- Beginning in 1999 annually feature presentations at conferences and in publications that illustrate how developmental education departments can expand into areas of faculty development, teaching effectiveness, student retention, learning assessment, and increased learning efficiency and effectiveness.
- Beginning in 1999 annually feature conference presentations on teaching and learning effectiveness that are of general interest to both developmental education faculty as well as faculty from college credit courses.
- Starting in 2000 begin to actively recruit high school teachers, administrators and other personnel to join NADE and become involved in the association.
- Encourage members to become involved in local secondary education to help improve the successful transition of students to postsecondary education (e.g., observe high school class sessions, network with high school teachers, discuss course content articulation issues

between high school and college, offer to present at secondary professional development workshops, host with secondary school(s) a cooperative local workshop on strategies on transitioning high school students to postsecondary education).

***e.) Expanding the theory and knowledge base upon which the profession is based.***

- Feature presentations at conferences and in publications that feature new theoretical constructs and research findings that serve as support for developmental education.
- Beginning in 1997 provide additional grants for proposed and completed research projects with a presentation of the results at the NADE conference.

***f.) Coordinating efforts with other organizations and individuals within the U.S. and abroad who have goals in harmony with NADE.***

- In 1996 help establish a coalition of like-minded associations to provide a united voice to policy makers on key issues.
- On a periodic basis conduct joint conferences at the chapter and national level with other like-minded organizations.

***g.) Facilitating communication among our members through newsletters, special mailings, emerging technology communication systems, and other dissemination mediums.***

- Continue present level of print publications and send via mail to all members.
- Beginning in 1997 provide all documents and publications through emerging technologies as well as print versions.
- Continue to develop dissemination of information through emerging technologies.

***h.) Improving the association's infrastructure to meet current needs and anticipate future trends.***

- Each year review and revise as appropriate the strategic plan of the association.
- Continue use of a conference management company to assist with contract negotiations and financial management.
- Beginning in 1996 initiate a capital campaign to permanently endow a college scholarship fund for developmental education students.
- Provide financial stipends in connection with all NADE awards.
- Beginning in 1996 conduct continuous research for more effective decision making (e.g., annual member surveys).

- By 2003 consider hiring a part-time Executive Director to assist with day-to-day affairs of the association.
- Each year conduct a detailed review of the association's constitution and by-laws with feedback and review by chapter and national leaders. By Fall 1997 bring recommended changes to the membership for a vote.
- Beginning in 1997 provide additional financial and personnel support to the association's chapters.
- Offer leadership development activities at both the chapter and national level to develop association leaders. These activities will include both workshops, print materials, and audio-visual delivery systems.
- Beginning in 1997 develop a library of print and audio-visual materials for each chapter to facilitate leadership development.
- Improve the efficiency and effectiveness of data base management operations.
- On an annual basis continue to commit the oral tradition of many NADE activities to written documents contained in the NADE Policy and Procedure Manual (e.g., awards, chapter relations, conferences, newsletter).

***Your reaction to this draft document?***

This is a draft document which will be reviewed by individuals and groups within NADE. It will be revised until consensus is obtained. Feel free to share your comments directly with David Arendale, NADE President, (W) 816-235-1197, (F) 816-235-5156, E-mail: [darendale@cctr.umkc.edu](mailto:darendale@cctr.umkc.edu) or other members of the Executive Board.

## WCRLA RETREAT MINUTES

October 25, 1987

Pacific Grove, California

Attachment C

Page 1 of 2

### WCRLA TEN YEARS FROM NOW AREAS OF CONCENTRATION

#### IDENTITY, VISIBILITY, CREDIBILITY

##### IDENTITY

- ✓ 1. ~~maybe~~ leader in the field *which field*
- ✓ 2. emphasis and membership same as 1987 or emphasis and membership more national oriented
- ✓ 3. political impact
4. ~~maybe~~ proactive on issues
5. ~~no~~ develop and deliver training for people in the field
- ✓ 6. networking systems
7. develop students and others in the field for a pool of resources
8. research/academic base
9. foundation image -- broker of funds for projects
10. a clear identity
- ✓ 11. a new name
12. size of membership, yet manageable
- ✓ 13. consistent language in the discipline -- remedial, developmental and learning assistance
- all* 14. focus of the group -- learning assistance? developmental education? writing? -- will be defined and understood
15. viewed as a stable group -- longevity of membership
- ✓ 16. broadened base to include vocational ed.
- ✓ 17. importance of the organization to adult ed will be seen
18. well defined; objectives and goals clearly stated
- ✓ 19. existence of state organizations ?
20. fields such as private industry and the military will be involved with WCRLA
21. relationship with other professional groups defined
22. SIGs having a more active role in the organization
23. retention of personality
24. WCRLA viewed as THE organization for receipt and dissemination of information
- ? 25. maintain a fresh and new perspective
26. mentoring



## WCRLA RETREAT MINUTES

October 25, 1987

Pacific Grove, California

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### VISIBILITY

1. greater and wider visibility
2. development and delivery of training via national institutes
3. networking
4. different marketing means
5. highlight strengths
6. implementation of state organizations
7. more contact with the group throughout the year

### CREDIBILITY

1. recognition by colleagues in other disciplines
2. developed as a discipline (development of credentialing)
3. development of leadership within the organization
4. memberships considered as a "pool" of experts
5. program accreditation
6. licensing
7. listed in Wilson's Index ?
8. viewed as a stable group -- longevity and continuity of membership

## WCRLA RETREAT MINUTES

October 26, 1987

Pacific Grove, California

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### 1987-88 GOALS

#### WAYS TO OPERATIONALIZE

#### I. TO PROTECT THE FRIENDLY AND INTIMATE QUALITY OF WCRLA

##### MEMBERSHIP

- Re-recruit WCRLA drop-outs

##### NEWCOMERS AND NEW MEMBERS

- Schedule newcomers orientation at the conference on Thursday morning; have danish available; officers must be present
- At conference, have a special hospitality event
- List all new members in the newsletter

##### OFFICERS

- Have officers present at state and regional conferences

##### NETWORKING

- Build on state friendships

##### INFORMATION SHARING

- sharing fair/simulated visits (RECOMMEND FOR 1989 CONFERENCE)
- SIGs
- Journal
- Newsletter
- computer fair
- postcard about questions (Gwyn)

##### OTHER

- leadership retreat (Susan)

## WCRLA RETREAT MINUTES

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### II. TO BE AWARE OF THE POLITICAL REALITIES IN EDUCATION

#### RAISE MEMBERSHIP AWARENESS

- column in the Newsletter focusing on both student and professional issues (keeping objectivity in perspective)
- clearinghouse
- provide opportunities to see the larger picture
- network with state officers

#### CONFERENCE

- invite/solicit politically-oriented speakers
- have a section or a business meeting with politically related topics
- have an informal gathering of legislators

#### BOARD

- review information and generate endorsements or other input (send "atta boys")
- have an ad hoc legislative coordinator to serve as an information broker; appointed by the president; long term; optional board meeting attendance
- have a legislative committee (potential members -- Pat Heard, Pat Benner, Frank Christ, Jerry Fishman, Kay Henerd)
- send reinforcement letters to legislators

#### OTHER

- link with legislative liaisons at institutions
- talk to Gene Kerstiens regarding CDE efforts

## WCRLA RETREAT MINUTES

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### III. INCREASING BENEFITS TO MEMBERS

#### SCHOLARSHIPS AND RESEARCH AWARDS ✓

- creative ways to raise funds
- funding resources for personal research projects
- have award information available at the conference
- have a database or bibliography of funding sources
- continuity of chairperson is important

#### SERVICES

- sponsor or co-sponsor something similar to Kellogg
- offer credentialing or accreditation at an institute
- tutor certification
- exemplary program status from CDE
- consultation services -- program evaluation (fund the development of and evaluation of programs)

#### STATE LEVEL COMMUNICATION ←

- monthly newsletter
- implementation of state chapters

#### JOURNAL

- provide more options/variety of journals
- investigate 2 volumes of JCRL per year

MONDAY, APRIL 15, 1996

## GUIDING PRINCIPLES

- remember volunteerism
- professionals? people?
- timeliness of publications
- reflecting concerns of general membership
- money limitations
- commitment/enthusiasm needs to be carried throughout year
- cleaner processes
- watch out for becoming insular (keep track of other organizations, political actions)
- follow through on volunteerism
- maintain a strong fiscal base
- keeping dues affordable

## BOARD GOALS

CRLA is committed to expanding its membership base by seeking new members, including those from ethnic and cultural minorities, all regions of the US, international groups, adjunct faculty and graduate students.

The CRLA Board will provide the membership with services which include:

- a reliable membership database
- a centralized mailing address (input from members) and mailing services (output to members)
- punctual CRLA communications including membership status, newsletters, journals, etc.
- ongoing regional and national dialogue about membership concerns and needs

CRLA is committed to using technology to enhance student learning, and to improve communication through the use of e-mail and the world wide web.

CRLA is committed to improving its process of internal communication by the following:

- having more members involved in major decision-making
- by improving the process of communication from the top level of officers to those in middle leadership positions and to the general memberships
- by defining the expectations and processes for information for those in middle level leadership roles
- by improving the processes of communication from those in leadership positions and the general membership to the members of the executive board
- by improving the ideas and quality of printed communications
- by investigating the best process for timely communication, such as using a mailing service
- by involving the general membership in decision-making in a timely process
- by improving publications so that joining the national association is more attractive to members in local organizations
- by insuring that communications among members happens in a timely manner
- to investigate the work load in leadership positions in order to have cleaner, clearer processes

To strengthen CRLA through its leadership by

- having clear definitions of its leadership roles (jobs) and concise lengths of duties
- encouraging all members to participate as leaders
- supporting the leaders with a reasonable workload, each leader taking on only one responsibility

The Board's goal is to continue its collaboration with other professional organizations in order to promote dialogue and

professional development within the fields of reading, developmental education, learning assistance, and tutorial services.

CRLA is committed to manage its fiscal resources responsibly.

College Reading and Learning Association  
Strategic Plan  
Draft Document  
March 1997

*see also Buehly  
Johnen's stuff (in 5000)*

The 1995-96 and 1996-97 Executive Boards of the College Reading and Learning Association have reviewed the 1992-93 Strategic Plan in order to plan a vision for the next five years of the organization as it moves into the twenty-first century. During the past five years the College Reading and Learning Association has expanded its international membership efforts, its focus on offering opportunities for professional development and dialogue, and its continued commitment to teaching and learning in post-secondary level settings. In the spirit of informed decision-making involving all the constituent groups in the organization, this draft document will be under review for feedback from the membership.

MISSION STATEMENT

*WHO ARE WE?*  
The College Reading and Learning Association is a dynamic community of leaders in the fields of reading, learning assistance, developmental education, and tutorial services. We seek to give practical application to research and to promote the implementation of innovative strategies that enhance college student learning and teaching in order to make a positive difference in the lives of students. The mission of the College Reading and Learning Association is to provide a forum for the interchange of ideas, methods, and information to improve teaching and learning in postsecondary-level education settings. *research?* *alternative definition*

VALUES

We recognize the uniqueness of individuals and celebrate the diversity of our membership. We seek to develop a sense of community. We seek resourceful and cooperative arrangements with each other and others in the field. We are innovative in our approaches to teaching and learning. We seek to create and sustain a climate of caring and respect for all members of our profession. We are facilitative, responsive, and friendly in our approach. *establish*



## GOALS

1. The College Reading and Learning Association is committed to providing high quality professional development opportunities in the areas of postsecondary-level teaching and learning in areas related to reading, writing, mathematics, developmental education, learning assistance, and tutorial services.

2. The College Reading and Learning Association is committed to expanding its membership base by seeking new members, including those from ethnic and cultural minorities, all regions of the United States, international groups, adjunct faculty, and graduate students.

3. The College Reading and Learning Association is committed to continuing its collaboration with other professional organizations in order to promote dialogue and professional development within the fields of reading, developmental education, learning assistance, and tutorial services.

4. The College Reading and Learning Association is committed to using technology to enhance student learning and to improve communication through the use of e-mail and the world wide web.

5. The College Reading and Learning Association is committed to managing its fiscal resources responsibly.

## STRATEGIC ISSUES

### Membership

Membership services will include a reliable, centralized membership database.

A greater diversity of members from different ethnic and cultural minorities, regions of the United States, and other countries will be sought.

A greater diversity of members from different stages of their own professional development will be sought. Examples include graduate

students at both the masters and doctorate levels, professionals new to the field, and those seeking enhanced professional development in fields related to reading, developmental education, learning assistance, and tutorial services.

#### Professional Development

CRLA publications, such as journals and newsletters, will be punctual, professional in content and format, and informative about the organization's activities and research in reading, developmental education, learning assistance, and tutorial services.

*n. what does this mean*  
An annual international conference will serve as a premier opportunity for learning about current research, pedagogy, programs, and emerging technology relevant to the organization's focus in postsecondary-level education.

Regional conferences will serve as a vehicle for membership on the local level for professional development.

On-going networking opportunities through both formal and informal channels will continue to grow.

#### Political Activity

The College Reading and Learning Association needs to be politically active at the national level and aware of legislative issues that will affect its membership and students in postsecondary-level settings, particularly in the areas of developmental education, learning assistance, and disciplines in reading, writing, and mathematics.

#### Communications

The College Reading and Learning Association will investigate and support technological communications, including the use of a web site, list serve, e-mail communications among Board Members, State and Regional Directors, SIG Leaders, and the general membership.

The College Reading and Learning Association is committed to ongoing

regional and national dialogue about membership concerns and needs.

The ideas and quality of printed communications will strive to be of high quality.

### Collaborative Partnerships

The College Reading and Learning Association will continue its partnerships with other organizations with similar professional interests.

### Leadership

All members within the organization will be encouraged to serve throughout the organization.

Leadership training for those on the local and national levels will be provided.

Those who volunteer for leadership roles will have reasonable workloads, clear definitions of their jobs, and clearly articulated length of duties.

Communications among all levels within the organization will be strengthened.

Summary of Issues from the Plenary Session  
Twenty-ninth Annual Conference  
Albuquerque, New Mexico  
November, 1996

Dreams and Issues

*Political Action*

- 1) Get more politically active.
- 2) Involve individual members on the national level.
- 3) Have state directors keep members aware of legislative activities.
- 4) Have state directors get on a legislative mailing list for state bills on education.
- 5) Have CRLA contacts in other state colleges and universities.
- 6) Support a collective voice.

*Professional Development*

- 1) Have more "reading" offerings at the next conference.
- 2) Future conferences need to include more of a theoretical focus.
- 3) Poster sessions could be included in future conferences.
- 4) Mathematics should be represented more in the conference.
- 5) At the conference have repeated symposia.

*Technology*

- 1) Use a homepage:
  - a) to list other organizations, their mission statements, acronyms.
  - b) to list SIG activities.
- 2) Use videomarketing.

*Standards*

- 1) Need to endorse and revive standards for reading specialists.

### *Membership*

- 1) Need to continue to expand membership.
- 2) Maintain liaisons with prestigious four-year universities to give continued legitimacy, as in presentations and keynote speakers.
- 3) Need to market membership to be attractive to a diversity of students, adjuncts, student tutors, local professionals (in area of the national conference).
- 4) Fund adjuncts to get to the conferences.
- 5) Consider a student rate for the conferences.
- 6) Encourage, at least at the local level, participation of grad students.
- 7) Consider a one day conference rate to attract more local folks and part-time students.

### *Other Concerns*

- 1) In some states four-year institutions are no longer able to offer developmental classes; sometimes there is no community college in the area.
- 2) Mergers are occurring on some campuses that could negatively impact learning assistance centers and developmental education units.
- 3) Other organizations, such as NADE, may want to merge with CRLA; members in CRLA want to merge with NADE.
- 4) A survey of the salary schedules of professionals in the organization would be helpful.

## **POLICY\***

### **HEADED FOR THE FUTURE: THE USE OF STRATEGIC PLANNING TO GUIDE THE COLLEGE READING AND LEARNING ASSOCIATION**

Elizabeth Johnen

*Harris Area Community College - Lebanon Campus*

CRLA Board Meeting  
March 1, 1997  
Sacramento, CA  
Attachment 5  
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**EDITORS' NOTE:** This invited article by Elizabeth Johnen, Past-President of CRLA, represents the second topic in our new Policy section. The purpose of this section is to provide a forum for critical issues of relevance for our field. We appreciate your comments about this new section and/or recommendations for future policy articles and authors.

In 1992 the College Reading and Learning Association (CRLA) celebrated its 25th anniversary. It was a time of reflection. According to Weinsheimer (1992) it was, "...a good time to take a look at the collective story that we have become" (p. 1). While 1992 was a year of reflection, 1993 was a year of planning; a year of combining CRLA's collective story with thoughts of the future to create a plan to guide the association into its next 25 years.

## **LITERATURE REVIEW**

According to DuBrin, Ireland, and Williams (1989) planning is the process by which an organization decides upon its objectives and how those objectives will be met. Bossert (1989) maintains that the planning process is a continuous one that assists in the effective and efficient operation of an institution. In the work of Riggs and Akor (1992), three categories of planning are presented: management science, the incremental approach, and strategic planning. The incremental approach (long-range) and strategic planning are the most common planning methods.

While several models of planning exist, strategic planning is advocated as most appropriate for the future of nonprofit organizations since it emphasizes shifts in direction and includes a broader range of contingency plans (Bryson, 1988; Mengerink, 1990). A review of the literature revealed that strategic planning has many definitions. Bryson (1988) describes it as, "...a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization (or other entity) is, what it does, and why it does it" (p. 5). According to Ho (1992), "Strategic planning is the process of determining *what* an organization intends to be in the future and *how* it will get there" (p. 1). DuBrin,

Ireland and Williams (1989) define strategic planning as, "The allocation of resources in order to achieve a firm's current and future mission and objectives in a dynamic and competitive business environment" (p. 665). Cope (1987) provides the following definition in an attempt to highlight the essential elements of strategic planning,

Strategic planning is an open systems approach to steering an enterprise over time through uncertain environmental waters. It is a proactive problem-solving behavior directed externally at conditions in the environment and a means to find a favorable competitive position in the continual competition for resources. Its primary purpose is to achieve success with mission while linking the institution's future to anticipated changes in the environment in such a way that the acquisition of resources (money, personnel, staff, students, good will) is faster than the depletion of resources (p. 3).

No matter what the definition of strategic planning, all have a basic underlying theme — strategic planning is future oriented behavior concerned with a dynamic and complex relationship of the organization with its environment (Wheatley, Anthony, & Maddox, 1991; Rothwell & Kazanas, 1989).

Bryson (1988) cites several benefits of strategic planning: (a) develop effective strategies, (b) clarify future direction, (c) establish priorities, (d) make today's decisions in light of their future consequences, (e) develop a coherent and defensible basis for decision making, (f) make decisions across levels and functions, (g) deal effectively with rapidly changing circumstances, and (h) build teamwork and expertise. Gallagher and Weinberg (1991) discuss how nonprofit organizations must embrace change to survive, and how through a strategic planning process, accommodating change is made easier.

It is important to emphasize that strategic planning is a set of concepts, procedures, and tools. There are, therefore, several approaches to strategic planning. Mintzberg (1990) has identified 10 schools of thought; however, it is Bryson's (1988) work that provides the most detailed analysis of nine approaches: (a) Harvard model, (b) strategic planning systems, (c) stakeholder management, (d) portfolio model, (e) competitive analysis, (f) strategic issues management, (g) strategic negotiations, (h) logical incrementalism, and (i) innovation.

Despite the existence of these various models, there are eight steps common to the overall strategic planning process: (a) initiating and agreeing on a strategic planning process, (b) identifying organizational mandates, (c) clarifying organizational mission and values, (d) assessing the internal environment for strengths and weaknesses, (e) assessing the external environment for opportunities and threats, (f) identifying the strategic issues facing the organization, (g) formulating strategies to manage the issues, and (h) establishing an effective organizational vision for the future (Bryson, 1988; Groff, 1989; Pearson, 1989; Riggs & Akor, 1992).

## MISSION, VISION, VALUES, AND GOALS

CRLA, in its development of a strategic plan, focused on clarifying organizational mission, vision, and values, assessing the internal environment for strengths and weaknesses, assessing the external environment for opportunities and threats, and identifying the strategic issues facing the organization. During the 1992-93 academic year, the Board of Directors formulated vision, mission, value and goal statements. Proposed statements included:

**Vision:** CRLA is a dynamic community of leaders in the fields of reading, learning assistance, developmental education, and tutorial services. We seek to give practical application to research and to promote the implementation of innovative strategies to enhance student learning and to make a positive difference in the lives of students.

**Mission:** to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

**Values:** *Inclusive:* we recognize the uniqueness of individuals. We celebrate our differences as well as our similarities. We seek a membership diverse in nature. We seek to develop a sense of community. *Collaborative:* we seek resourceful and cooperative arrangements with each other and others in the field. *Creative:* we are innovative in our approaches to teaching and learning. *Supportive:* we create and sustain a climate of caring and respect for all members of our profession. We are facilitative, responsive, and friendly in approach.

**Goals:** to provide opportunities for dialogue among professionals; to cooperate and coordinate with other professional organizations in the fields of and related to reading; to increase the quantity and enhance the quality of strategies and techniques used to improve student learning; to provide information and consultants to groups enacting legislation directly related to college reading, learning assistance, developmental education, and tutorial services; and, to act to ensure an environment where effective learning can take place.

At a plenary session during the 1993 annual conference, approximately 72 members reviewed the work of the Board and recommended changes to the draft statements. These recommendations are currently being assessed by the Board.

### IDENTIFYING STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

In addition to reviewing the draft statements, the same 72 members provided information on strengths and weaknesses of the association, and opportunities and threats to the association. It is important to note that the following information only reflects the views of the 72 participating in the plenary session. This information has not yet been acted upon by the Board nor by the general membership. Strengths included: openness, inclusiveness, responsiveness to members' needs and input, collegiality, friendliness, unpretentious, collaboration, supportive, professional development, diversity of interests and activities, networking, purpose, sharing of resources, size, multi-disciplined, innovative, creative, quality of people and ideas, professionalism, inspirational, dedication of its members to student success, special interest groups, history of the organization, scholarship, and publications.

The following were listed as areas the association should improve (weaknesses): marketing of the association/building of name recognition, the use of technology as a communication tool, newsletter to focus on national trends, membership/participation of 4-year research universities, increase state-level participation, liaisons with other organizations, wider distribution of information, cultural diversity, better delineation of conference strands, more balanced, comprehensive presentation in conference programming, and political action.

Opportunities facing the association included: collaboration with the National Association of Developmental Education, joint conferences, linkage with teacher education schools, networking, increasing institutional memberships, sharing of information and expertise, use of grants to support association activities, access to research, and the development of stronger state-level organizations.

Threats or barriers to CRLA were identified as: rapid growth of the association and the loss of the closeness, lack of institution resources to fund travel to conferences, conference costs, state-level budget cuts, stigma associated with the profession, and many regional and national associations with the same purpose and mission — fragmentation of the field.

### STRATEGIC ISSUES

To identify the strategic issues facing the organization, members attending the second general session at the 1993 conference were asked to identify driving forces, in addition to the education reform movement, that are having an effect on CRLA's journey. The top five issues identified by over 140 members who responded to the question were:

**1. Decreasing fiscal resources.** Fifty-three percent of the respondents indicated that limited finances and budget cuts were impacting staffing patterns

(use of more part-time and adjunct instructors), instructional resources, continuation of developmental and learning assistance programs (when budgets are tight, it is felt that these are the first programs to go), and professional growth opportunities (lack of dollars to travel to conferences). Furthermore, it was felt that the fiscal situation was creating competition for membership in national associations, and that this competition was fragmenting the field.

**2. State and national legislation.** Seventeen percent of the survey participants indicated that policies made to the state and national level are having more of an impact on the delivery (what, how, when, how often) of services. Discussions on standardization of curriculum and evaluation as well as outcomes assessment were of particular concern to the respondents.

**3. Diversity of student needs.** The changing nature of the student (more minorities, emotionally and socially underprepared, more special needs) and of what students need to be competitive in today's workforce was cited by 11% of the respondents as a driving force.

**4. Attitudes toward the profession.** Eleven percent of the respondents indicated that attention needed to be paid to the attitudes that others, particularly postsecondary administrators, held toward the profession. It was felt that the practice of first cutting developmental education and learning assistance programs when resources are tight indicates a lack of understanding of the needs of developmental courses as well as a lack of importance and priority given to these programs.

**5. Impact of technology on delivery.** The use of technology as an instructional delivery tool and the impact this has on planning, presenting, and evaluating instruction was listed as a driving force by 9% of the survey respondents.

### VISIONS FOR THE FUTURE

Members, when asked what they wanted CRLA to look like in five years, indicated a strong desire to maintain the high quality of leadership and professionalism already exhibited by the Association. Having a focus as the major force in getting the academic world to recognize learning assistance as a discipline (being seen as the proactive force that influences and shapes the profession) was also expressed as a vision for CRLA. Other visions included more cultural diversity in the membership, more of an international organization, increased use of electronic mail as a means of communicating within the membership, broadening the perspective (become more inclusive) of the Association, more recognition on the national level — become the most desired professional organization, more networking, more collaboration with other organizations, and more presence in political issues and lobbying.

Members of CRLA, in visioning for the future, are divided on the issue of size of the Association. Many want to see a larger membership; several indicated an Association goal should be the doubling of membership in five years. Others indicate that they want CRLA to look a lot like it does right now, "...not hugely bigger — certainly not less personal or personable or helpful."



## DISCUSSION

In 1993, CRLA began the next chapter in the Association's history — it embarked on a journey into the future. With the itinerary for its journey shaped by several strategic visions (the educational reform movement, decreasing fiscal resources, state and national legislation, diversity of student needs, attitudes toward the profession, and impact of technology on delivery), it is up to the membership to chart the course we will follow on our journey. We are not in the same educational environment anymore. To survive in the new, we must continue to move.

CRLA, in using a strategic planning process to determine its direction, has begun to develop a framework that will help guide the Association on its journey to the future. This framework will assist the Association in embracing and accommodating the changing educational arena.

The efforts to date of the Association have resulted in a wealth of information that now needs to be put into a strategic plan that contains methods and timeliness for implementation. We must begin our journey with a clear vision of what CRLA is all about. We must articulate that vision and our plan; our voices need to be heard in places where policies are made. We must be proactive in our efforts. We have the capability to make a positive difference in the shape of education. We must, as Weinsheimer (1992) states, "...use our story to shape a future within the higher education community" (p. 6).

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