

CRLA TELEPHONE CONFERENCE CALL
MARCH 2, 1995

MEMBERS PRESENT: Tom Gier, *President*, Jo-Ann Mullen, *Past-President*, Patricia Mulcahy-Ernt, *President-Elect*, Sandra Evans, *Treasurer*, Nancy Moreland, *Secretary*.

The meeting was called to order by Tom Gier at 2:30 p.m. Central Time.

Approval of Agenda

1. **Jo-Ann made the motion to accept the Agenda as amended. Second by Pat. Passed.**

Attachment A

Approval of Minutes

2. **Pat made the motion to accept the Minutes from 1-26-95 as corrected. Second by Jo-Ann. Passed.**

Tempe Conference

3. **Tempe Conference Update**

A. Pat gave the following conference update:

*2nd Printing of Call
to Conference*

- 1) Pat had a second printing for the Call to Conference. She sent extras to Robin Bischof, Sandra, and Rick Sheets.

Pre-Reg. to Mar. 15

- 2) The Pre-Registration deadline was extended until March 15.

*Pat to Sign Hotel Contract
Mar. 6*

- 3) Pat has to sign the hotel contract on Monday, March 6, 1995. Rick will go over to the hotel on Monday to check each item and will call Pat before she signs the contract.

*Large Attendance,
More Hotels Needed*

- 4) Pat is expecting a large registration. The hotel is completely booked, and the Ramada Inn, Airport booked an extra 50 rooms, and they are filled. Our four back-up hotels are

*Students Pay Conference
Rate*

the Radisson Airport (602-437-8400), Holiday Inn (602-968-3451), Airport Hilton (602-894-1600), Howard Johnson (602-967-9431).

- 5) Pat asked the Board for action in regard to having student rates at conference. Tom related that Board Policy to this point has been that the students pay the Conference Rate. Tom indicated it is too late to make changes for this conference, and suggested that the Board might consider the item at a later time.

Newcomers' Activities

- 6) Pat indicated that Jan Swinton is handling the Newcomers' Activities. She asked Board Members to help cover the Newcomers' Table when possible.

Program Changes

- 7) Pat informed the Board of some minor program changes. Two mentors for the Lunch with a Mentor had to cancel which leaves 11 groups. Two groups were added for the Breakfast, ESL and Computer Technology.

Conf. Info. on Internet

- 8) Updates of the conference will be put on the LRNASST on Internet.

Expect Great Entertainment

- 9) Pat reported that Rick has great entertainment planned for the Banquet.

Conf. Seating Chart

- B. Tom asked the Board for discussion, changes, and approval of:

- 1) Conference Seating Chart **Att. B**

- 2) Conference Flow Chart **Att. C**

Conf. Flow Chart

The Board had a brief discussion as to using time when members are gathering for functions for the Raffle rather than using time at the end of meetings.

Conf. Board Agenda

Plenary Session Topics

Cert. of Appreciation

3) Conference Board Agenda **Att. D**

4) Plenary Session topics **Att. E**

Tom ask the Board to help with groups, if needed.

5) Certificates of Appreciation **Att. F**

Tom indicated that although members may be serving on several committees or may be on several lists for recognition, they will receive only one certificate.

FY 96 Budget

4. Tom explained to the Board that since we will not have a Summer Board Meeting, we need to plan accordingly. Sandra informed the Board that she will be sending budget information based on actual expenses for the past two years. Tom asked each Board Member to consider his/her budget and bring 10 copies to the Tempe Board Meeting.

Board Endorsement of NADE's "Self-Evaluation Guide for Program Factors..."

5. Tom related to the Board that CRLA has endorsed three of the four guides that NADE has prepared. He asked the Board to endorse the fourth. **Att. G**

Jo-Ann made the motion that the CRLA Board endorse the NADE "Self-Evaluation Guide for Program Factors Influencing the Teaching/Learning Process." Second by Pat. Passed.

Pat asked for copies of the booklet which includes all guides to be sent to CRLA Board Members. Tom will contact Susan Thayer-Clark about this.

Coordinator of States/Regions Chapter Update

6. Jo-Ann gave the Board an update on the Leaders' Institute. The Board will be

introduced at 9:15. She invited the Board to join the group for lunch and answer questions from members at that time.

*Texas' Amended Constitution
Approved*

Jo-Ann also mentioned that Texas had made some revisions in their constitution which needed to be approved.

Pat made the motion to approve the amendments in the Texas chapter's constitution. Second by Nancy. Passed.

Airline Points from Hotel

Jo-Ann reported that the hotel gives airline mileage points when bills are paid. After a brief discussion, it was suggested that Sandra apply for points for Pat when paying the bill.

*CRLA Board Mileage
Reimbursement Rate*

7. Sandra reported to the Board that the IRS accepted mileage is rate \$.28. The Board agreed to use the same amount.

*Conference Cancellation
Insurance*

8. Sandra shared with the Board that she had investigated rates for Conference Cancellation Insurance and suggested the Board accept the \$516 quote from the company in Greeley.

Fidelity Bonding

9. Sandra informed the Board that all officers are bonded. The representative with J.D. Williams Co. implied the On-Site members handling money were also covered, and Rick needs to get their procedure (not names) to the J D. Williams Company.

Liability Insurance

10. Sandra was able to get a quote of \$1000 for liability insurance protection for

officers and CRLA. Tom asked Sandra to get this completed by the conference in Tempe.

*New Job Description for
Assoc. Membership Coord.*

11. Tom had talked with Robin Bischof and Kate Sandberg concerning responsibilities of the Associate Membership Coordinator. Tom reported that the person will need 16-20 hours per week for the job. Cost would be around \$8000 for the year. If dues are increased, the money will pay for this person. More discussion on this matter in Tempe.

JCRL Updates

Non-Profit Status

12. The status of the Non-Profit Mailing Permit is basically still on hold with the exception our material is now in Washington D.C. instead of Maryland.

New Exec. Editor?

Jane Hopper will help JoAnn Carter-Wells with the *Journal*. Tom was not sure of Jane's title but would check with JoAnn Carter-Wells.

Volumes 26 & 27

Members will receive Vol. 26, No.2 prior to the Conference and will receive Vol. 27, No. 1 after the Conference.

*Albuquerque Board
Meetings*

13. This item was tabled until the Tempe Board Meeting.

Thanks to Sandra

14. Tom and the Board gave a special "thank you" to Sandra Evans for her "excellent work on the CRLA Reimbursement and PO forms.

*New Permanent Site Position:
Publishers' Chair*

15. The Board discussed the need to have one person to deal with publishers on a permanent basis. Pat will contact

Therea Beverly, who is taking care of exhibits in Tempe, for a list of procedures, etc. The Board will continue discussion of this item in Tempe.

Misc. Business/Reports 16.

Numbering of Conferences

Tom clarified the numbering the of the annual conferences and symposium:
28th Annual Conference in Tempe
29th Annual Conference in Albuquerque
1st Symposium in Canada
This was incorrectly reported in the *Newsletter*."

Standards

Pat reported to the Board that she had attended the NADE Conference in Chicago and suggested that CRLA collaborate with NADE and other groups to develop standards. Martha Maxwell and Susan Clark-Thayer are active in that area in both CRLA and NADE. Pat indicated that it is important for CRLA to be involved with standards on a national basis. Gene Beckett suggested that working on standards would be a good way for NADE and CRLA to work together. Pat indicated that a video on standards will be available at the Tempe conference.

Tom Out of Country

Tom will be out of the country March 11-22. Jo-Ann will handle questions or problems during this time.

Banner Taken at NADE

Pat reported that about \$300 worth of materials and the CRLA Banner were accidentally taken by hotel personnel at the NADE conference. No one could locate the materials or banner after the conference ended.

Telephone Conference Call

March 2, 1995

Page 7

The meeting was adjourned at 3:56 p.m. The next meeting is scheduled for Monday, April 3 at 9:00 a.m. in Tempe, AZ.

Respectfully submitted,

Nancy Moreland, Secretary

(These minutes have not been approved by the Board.)

MEMO

TO: CRLA BOARD MEMBERS
PAT MULCAHY-ERNT FAX: (203) 264-1288 *51
JO-ANN MULLEN FAX: (303) 351-2312
✓NANCY MORELAND FAX: (806) 371-5470
SANDRA EVANS FAX: (409) 938-8918

FROM: TOM GIER FAX: (907) 786-4383
office: (907) 786-4362

DATE: 17 FEBRUARY 1995

RE: MARCH CONFERENCE CALL: REVAMPED AGENDA

Our next teleconference call is scheduled for Thursday, March 2nd
at:
3:30 pm Eastern - Pat
2:30 pm Central - Nancy and Sandra
1:30 pm Mountain - Jo-Ann
11:30 am Alaskan - Tom

Sandra will again have us contacted at the same phone numbers as on January 26th.

I revamped our agenda so that we will be able to spend more time on Tempe Conference-related issues. I have included with the new agenda the following enclosures.

- 1) a seating chart
- 2) a conference flowchart
- 3) a conference agenda
- 4) a listing of Plenary Session topics
- 5) a list of those committees and individuals who are to receive CRLA Certificates of Appreciation
- 6) NADE's "Self-Evaluation Guide for Program Factors Influencing the Teaching/Learning Process"

I realize how hectic each of your lives are but I would really appreciate it if you could go through each of these enclosures and have feedback ready for our March conference call. I really value each of your input. Your ideas, suggestions, etc. will go a long way in helping make our Tempe Board meetings and the Tempe Conference itself run smoothly. Thank you in advance for your assistance.

*Nancy -
Your minutes from
the January meeting
are, as usual, outstanding. Thank
a million for all
you do.*
Tom

PRELIMINARY MARCH 2nd CONFERENCE:
REVAMPED AGENDA (2/17/95)

1. Approval of agenda.
2. Approval of minutes from 1/26/95 conference call.
3. TEMPE CONFERENCE
 - a) Pat: brief conference update
 - b) Board discussion/input concerning conference seating chart
 - c) Board discussion/input concerning conference flowchart
 - d) Board discussion/input concerning conference agenda
 - e) Board discussion/input concerning Plenary Session topics
 - f) Board discussion/input concerning a list of those committees and individuals who are to receive CRLA Certificates of Appreciation
4. FY 96 BUDGET

Sandra will lead a discussion concerning the budget documents that she will send us prior to the Tempe Board meetings and how she wants us to prepare these documents.
5. Board Endorsement of NADE's "Self-Evaluation Guide for Program Factors Influencing the Teaching/Learning Process" (Tom)
6. Coordinator of States/Regions/Chapter Update (Jo-Ann)
7. CRLA Board Mileage Reimbursement Rate (Sandra)
8. Conference Cancellation Insurance (Sandra)
9. Fidelity Bonding for On-site personnel handling money (Sandra)

10. Liability Insurance for protection of officers and CRLA
(Sandra)
11. Discussion concerning New Job Description for Associate Membership Coordinator (mailing and printing services)
(Tom)
12. JCRL Updates (Tom)
 - Non-profit mailing status
 - New Executive Editor (?)
 - Volumes 26 and 27
13. Discussion concerning date of Albuquerque Board Meetings
(Board)
14. Thank you to Sandra Evans for her excellent work on the CRLA Reimbursement and PO forms
15. New permanent Site position: Publishers' Chair
16. Misc. business/reports
17. Next meeting. Monday, April 3rd, 9 am, Tempe, AZ

HEAD TABLE SEATING:
FIRST GENERAL SESSION
TEMPE, ARIZONA
APRIL 7, 1995
9:00 am - 10:30 am
(Stage)

Conference Call
March 2, 1995
Attachment B

5 BOARD MEMBERS

Dr. Rick Sheets, On-Site Chair,
Dr. Alfredo de los Santos, Welcome from Local Official
Dr. Peter Mosenthal, Keynote Speaker
Dean Walter Bernstein, WCU

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PLENARY SESSION

April 8, 1995
8:30 am - 9:20 am
(Stage)

Tom Gier
Jo-Ann Mullen
Susan Deese-Roberts

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SECOND GENERAL SESSION

APRIL 8, 1995
9:30 am - 10:30 am
(Stage)

5 Board Members
Rick Sheets, On-Site Chair
Carmen Springer-Davis, Parliamentarian
Jo-Ann Mullen, Elections Chair
Karan Hancock, International Tutor Certification
Carol R. Lyon, Raffle Coordinator

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SOUTHWEST AWARDS BANQUET & AWARDS ADDRESS

APRIL 8, 1995
7:00 pm - 11:00 pm
(Round tables on Floor near Podium with microphone)

5 Board Members
2 Incoming Board Members
Rosanne Cook, Award & Scholarships
Dr. S. Jay Samuels, Speaker
Rick Sheets, On-Site Chair
Karan Hancock, International Tutor Certification
Carol R. Lyon, Raffle Coordinator
Perry Franklin, Spring 1996 Canadian Symposium On-Site Chair
Dorothy Gray, Spring 1996 Canadian Symposium Co-Program Chair
-----, Fall 1996 Albuquerque Annual Conf On-Site Chair

CONFERENCE FLOW CHARTS
FIRST GENERAL SESSION

Conference Call
March 2, 1995
Attachment C

Tom Gier, President:	Open Conference/Session <u>Introduce</u> Current Officers Introduce New Officers Association Recognitions: Presenters Session Chairs Publications (Journal & Newsletter) State/Region Dir/Chap Pres SIG Coordinators Committee Chairs NADE President ? Executive Officers of other organizations
Patricia Mulcahy-Ernt, President-Elect	Welcome members to Conference Introduce Rick Sheets, On-Site Chair
Rick Sheets, On-Site	Welcome to Tempe Introduce Dr. de los Santos
Dr. Alfredo de los Santos	Welcome to Tempe
Patricia Mulcahy-Ernt	Introduces Dr. Bernstein
Dr. Walter Bernstein	Welcome to Conference
Patricia Mulcahy-Ernt, President-Elect	Introduces Dr. Peter Mosenthal, Keynote Speaker
Dr. Peter Mosenthal	Keynote Speaker
Rick Sheets, On-Site	Conference Updates
Carol R. Lyon, Raffle Coordinator	Raffle Information
Tom Gier, President	Adjourn

PLENARY SESSION

Tom Gier	Introduce Susan Deese-Roberts and Jo-Ann Mullen to Chair the session
Topics for Discussion	(see accompanying list)
Facilitators (tentative list)	Becky Johnen Genie Babb Jo Berger

SECOND GENERAL SESSION

Tom	Open Presidential Update
Donna Wood, By-Laws Chair	Asks for Business Items from Members
Board Reports	-Nancy (Secretary) -Sandra (Treasurer) -Jo-Ann (Coordinator of States/ Regions /Chapters) -Joyce Weinsheimer (Elections Chair) -Karan Hancock (International Tutor Certification)
Patricia Mulcahy-Ernt	Introduces Tom
Presidential Address	Tom
Rick	Announcements
Carol Lyon	Raffle (limited by time remaining)
Tom	Adjourn meeting

SOUTHWEST AWARDS BANQUET & AWARDS ADDRESS
(tentative order of events)

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7:00 pm

Tom 1. Welcome and Overview of Banquet
 2. Conference Evaluation...

 3. Coming Attractions
 A) On-line
 B) Sunday Insitutes

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7:15 pm
BANQUET SERVED

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7:45 PM

 1. DESSERT SERVED
 2. Tom introduces Carol Lyon
 3. Carol Lyon - Last Raffle

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8:00 pm

Tom Special Board Recognition Awards (3)
 Introduce Karan Hancock

Karan Hancock Tom Pasternack Outstanding Tutor Award
 Introduce Rosanne Cook

Rosanne Cook Scholarship Winners
 Research Assistants
 Distinguished Research Award

Tom Robert Griffin Long and Outstanding Service
 Award

Tom -Certificates of Appreciation have been
 given to various Coordinators and
 Committee chairs
 -recognize
 -Journal & Newsletter Editor
 -PALS Gladys Shaw
 -PAC Trish Dupart
 -Standards Martha Maxwell
 -Learning Center Task Force Caroly
 Smith

-Communication Task Force Karen
Smith

Pat Plaque to Rick Sheets
 Recognize all who put conference
 together

8:30 pm

Pat Introduce Speaker

Dr. S. Jay Samuels Speaker

Tom Thanks Speaker

9:00 pm

Induction of Officers

Tom -introduces Sandra as continuing
 treasurer
 -presents Jo-Ann, out-going Board
 member and past president, with
 CRLA lifetime Membership and gift

Jo-Ann presents Tom as new Coordinator of
 States/Regions/Chapters

Tom Inducts Pat Mulcahy-Ernt as incoming
 President with Presidential Plaque,
 gavel plus traditional gift

Pat presents Tom with personal CRLA
 Presidential Plaque

Pat Inducts Vince Orlando as President -
 Elect

Pat presents CRLA lifetime Membership and
 plaque to Nancy

Nancy inducts Rosalyn Lee as incoming
 secretary

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9:15 pm

Promotion for 1996 Symposium & Conference

Canadian and Albuquerque Information Booths will be set-up and staffed during this fifteen minute break period.

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9:20 pm

Closing the Conference

Pat

1. Adjourns Session/Conference
2. Introduces Entertainment

TENTATIVE CRLA BOARD MEETING AGENDA
RADISSON TEMPE MISSION PALMS
MONDAY, APRIL 3, 1995
9:00 AM - 12:00 NOON; 1:30 PM - 5:30 PM

Conference Call
March 2, 1995
Attachment D

1. Brief review of the Conference Flow Chart (Tom)
2. Brief review of the seating at the Head Table (Pat)
3. Conference update (Pat)
4. Projected FY96 Budgets
 - A) Treasurer (Sandra)
 - Operating Fund Summary
 - Bank Acct. Balances
 - Recommendations
 - B) Incoming President (Pat)
 - C) Incoming Coordinator of States/Regions/Chapters(Tom)
 - D) Elections Chair (Jo-Ann)
 - E) Secretary (Nancy & Rosalind)
 - F) Canadian Conference Manager (Tom)
 - G) Request from Membership Coordinator: Coordinator and Associate Coordinator's Positions (Robin)
 - H) Budget request from Newsletter Editor (Roz)
 - I) Budget request from Journal Editor (JoAnn)
 - J) Incoming President-Elect: Deferred until July Board Conference Call (Vince)
 - K) On-Site Chair: Deferred until July Conference Call
 - L) State/Region/Chapter, Committee, Chair, etc. requests: Deferred until July Conference Call

5. Business deferred from March Conference Call

6. Misc. reports, business, etc.

TENTATIVE CRLA BOARD MEETING AGENDA
RADISSON TEMPE MISSION PALMS
TUESDAY, APRIL 4, 1995
9:00 AM - 12:00 NOON; 1:30 PM - 5:30 PM

1. Misc. business from April 3rd (Tom)
2. President's Report (Tom)
3. Coordinator of States/Regions/Chapters' Report (Jo-Ann)
4. Secretary's Report
5. Spring 1996 Canadian Symposium Report (Tom)
6. Fall 1996 Annual Conference Report (Vince)
7. Membership Report (Robin)
8. Elections Report (Joyce)
9. Archives (Karen Smith)
10. Communications Committee (Karen Smith)
11. Professional Association Liaison (Gladys)
12. By-Laws (Donna Wood)
13. Political Action Committee (Trish DuPart)
14. Standards (Martha Maxwell)
15. CAS (Martha Maxwell)
16. Journal (JoAnn Carter-Wells)
17. Newsletter (Roz Bethke)
18. Special Interest Group (Pat Jonason)
19. Site Selection (Susan Deese-Roberts)

20. International Tutor Certification (Karan Hancock)
21. Awards & Scholarships (Rosanne Cook)
22. LAC (Carolyn Smith)
23. CRLA Technology Consultant (Richard Holdredge)
24. Site Chair Report: Deferred until July 1995 (Rick Sheets)
25. Misc. reports, business, etc.

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TENTATIVE CRLA BOARD MEETING AGENDA
RADISSON TEMPE MISSION PALMS
THURSDAY, APRIL 6, 1995
1:00 PM - 4:00 PM

1. In person reports to the Board
 - A) Becky Johnen - CRLA Strategic Planning
 - B) NADE President
 - C) Susan Deese-Roberts, Site Selection Chair
 - D) Martha Maxwell, Standards (2 pm)
2. Misc. reports, business, etc.

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TENTATIVE CRLA BOARD MEETING AGENDA
RADISSON TEMPE MISSION PALMS
SUNDAY, APRIL 9, 1995
10:00 AM - 12:00 NOON

1. Election Chair's Report (Jo-Ann)
2. Next Board meeting
 - Conference Call
 - Albuquerque Board Meeting

THE CRLA TEMPE PLENARY SESSION: **DISCUSSION TOPICS**

1. CRLA ANNUAL DUES

What is your reaction to the idea of raising CRLA annual dues from the current \$40 to \$50? The funds raised from this \$10 increase will be designated for the hiring of a mailing/secretarial service in order to better facilitate the distribution of CRLA newsletters, journals, calls to conference, etc.

2. CRLA ANNUAL CONFERENCE SITES

a) How important is it to vary geographic location in terms of West, Mid-West, Southwest, Northwest, etc.?

b) Would you like to revisit certain sites on a regular basis? If so, which ones?

c) What have been some of the best conference hotel locations? What made these locations good ones? What are the top 3-5 hotel features that should be considered in hotel selection?

3. CRLA MEMBERSHIP

a) Do you have any suggestions for increasing the cultural diversity of CRLA's membership?

b) Do you have any suggestions for recruiting those professionals new to the field to CRLA?

c) Do you have any other suggestions concerning CRLA membership?

4. TOPICS FOR THE CRLA BOARD

Do you have any suggestions for topics that the CRLA Board should be focusing on during 1995 and 1996?

LIST OF CRLA CERTIFICATES OF APPRECIATION: TEMPE CONFERENCE

BOARDS/COMMITTEES

1. CRLA BOARD (TOM GIER)
2. STATES/REGIONS/CHAPTERS (JO-ANN MULLEN)
3. TEMPE PROGRAM COMMITTEE (PAT MULCAHY-ERNT)
4. TEMPE ON-SITE COMMITTEE (RICK SHEETS)
5. ELECTIONS COMMITTEE (JOYCE WEINSHEIMER)
6. COMMUNICATIONS COMMITTEE (KAREN SMITH)
7. STANDARDS COMMITTEE (MARTHA MAXWELL)
8. AWARDS & SCHOLARSHIP COMMITTEE (ROSANNE COOK)
9. JCRL BOARD (JoAnn CARTER-WELLS)
10. PROFESSIONAL ASSOC. LIAISONS (GLADYS SHAW)
11. INTERNATIONAL TUTOR CERT. COMMITTEE (KARAN HANCOCK)
12. SIGs (PAT JONASON)
13. LEARNING ASSISTANCE CENTERS COMMITTEE (CAROLYN SMITH)

INDIVIDUALS

1. DR. PETER MOSENTHAL
2. DR. S. JAY SAMUELS
3. SUSAN DEESE-ROBERTS, SITE SELECTION CHAIR
4. ROBIN BISCHOF, MEMBERSHIP COORDINATOR
5. KAREN SMITH, ARCHIVIST & COMMUNICATIONS CHAIR
6. DONNA WOOD, BY-LAWS CHAIR
7. MARTHA MAXWELL, CAS REPRESENTATIVE & STANDARDS CHAIR
8. JoAnn CARTER-WELLS, JCRL EDITOR
9. JANICE LEWIS, EXECUTIVE EDITOR JCRL
10. ROZ BETHKE, NEWSLETTER EDITOR
11. CARMEN SPRINGER-DAVIS, PARLIAMENTARIAN
12. TRISH DUPART, POLITICAL ACTION CHAIR
13. GLADYS SHAW, PROFESSIONAL ASSOC. LIAISON CHAIR
14. KARAN HANCOCK, ITCF CHAIR
15. CAROLYN SMITH, LEARNING ASSISTANCE CENTERS
16. PAT JONASON, SIG COORDINATOR
17. JOYCE WEINSHEIMER, ELECTIONS CHAIR
18. ROSANNE COOK, AWARDS & SCHOLARSHIP COMMITTEE CHAIR
19. RICK SHEETS, TEMPE ON-SITE CHAIR
20. RICHARD HOLDREDGE, TECHNOLOGY CONSULTANT
21. LARRY PEDROZA, CRLA PHOTOGRAPHER
22. TOM DAYTON, EVALUATION CHAIR

Self-Evaluation Guide for Program Factors Influencing the Teaching/Learning Process

Dr. Karen Miller
Dr. Donald Greco
University of Toledo
Toledo, Ohio

About the Authors

Dr. Karen Miller, a faculty member at the University of Toledo Community and Technical College since 1970, has taught reading, basic writing, and freshman composition. She holds an undergraduate degree in English and a masters degree in reading, both from Indiana University. Curriculum and instructional design was the area of specialization for her doctorate, which she earned from the University of Toledo.

Dr. Miller is a frequent presenter at state and national conferences and serves regularly as a consultant to developmental education programs. She has published articles in journals such as *Research & Teaching in Develop-*

mental Education and *Journal of Educational Opportunity*. It was under her leadership as director of developmental education that the University of Toledo Community and Technical College was granted the John Champaigne Memorial Award for Outstanding Program by NADE in 1991.

In recent years she has received recognition as an outstanding administrator, both by the University Women's Commission and the Ohio Association of Two Year Colleges.

Dr. Greco is Professor of Mathematics in the Technical Science and Math-

ematics Department of the Community and Technical College, one of the seven colleges of the University of Toledo (UT). Don is also a labor arbitrator, a member of the American Arbitration Association (AAA) and a member of the Labor Panel of AAA. He has been at the University since 1968, first as an instructor and now as professor. Last year Don was chairman of the University of Toledo Faculty Senate. This year, while serving on the Executive Committee of the Faculty Senate, he will be the Senate representative to the UT Board of Trustees. He is also on the Executive Committee of the University of Toledo Chapter of the American

Association of University Professors.

Don has been a NADE and OADE member since 1985. He has been a teacher for most of his adult life, having taught 5th grade and high school geometry before joining the faculty of the University of Toledo. In 1982 Don earned a Ph.D. in Philosophical Foundations of Education. Though he teaches all mathematics subjects at the UT Community and Technical College, he especially likes teaching developmental mathematics.

Comments

Socrates viewed self-evaluation as important to the quality of life, stating, "... an unexamined life is not worth living." To him, self-assessment was essential to self-improvement. Analogously, it is our contention that an honest self-evaluation of program factors that influence the teaching/learning process will lead to improvements in that process.

Hundreds of factors influence the teaching/learning process, most of which we, as educators, cannot control; we may not even want to control them. Yet factors which relate to instructional goals, teaching awareness of performance, the learning climate, the physical environment, the broader societal context for learning ... all these we must work to improve. "Program Factors Influencing the Teaching/Learning Process" was developed to assist institutions in assessing those factors that are within their power to improve.

Within this document, teaching/learning refers to that planned program for which there is expected teaching and expected learning. Because the definition is purposely broad, the application of this document is not limited to

assessing factors which relate to classroom teaching/learning only. In fact, the teaching/learning process is viewed as applicable to a variety of settings: tutorial labs, supplemental instruction sessions, small group seminars or workshops, and CAI as well as formal classroom — wherever instruction takes place. In a similar vein, instructor refers to any individual who performs a teaching function within a planned program of learning assistance; this may mean peer, professional, volunteer, full-time or part-time personnel. In short, if you have a program of planned instruction, the individual providing that instruction is defined as the instructor.

Whenever teaching and learning are expected as the result of a planned program of learning assistance, this document may be used for program assessment. It is not intended as an instrument to assess an individual instructor's effectiveness, nor does it address student outcomes. However, the use of this document will provide feedback useful for improving instructional programs and the learning that is the outcome of that instruction. That is our fondest wish.

Table of Contents – Teaching/Learning Process

NOTE: For a total self-evaluation, complete all sections; however, there will be some redundancy to allow main themes to be represented should sections be used alone. THE AUTHORS ENCOURAGE SELF-EVALUATORS TO ALWAYS INCLUDE THE MISSION SECTION IN ANY COMBINATION OF SECTIONS CHOSEN.

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1	2	3	4	5	UK	NA
Non-Compliance	Criterion Marginally Met	Criterion Partially Met	Criterion Mostly Met	Compliance	Unknown	Not Applicable

PART I: Mission, Goals, and Objectives

See page viii for directions in scoring. Always include Mission Section as a component in your self-evaluation.

*Interpretation**Notes on Evidence*

A. General Mission Standards

- IA.1 The goals for teaching and learning support the institution's written mission statement.

IA.1_____

- IA.2 The teaching and learning components of developmental education have well-developed, clearly written sets of goals and objectives.

IA.2_____

- IA.3 Goals and objectives are communicated to faculty and students in written and oral form.

IA.3_____

- IA.4 Facilities, courses, services are commensurate with assessed needs of the population.

IA.4_____

- IA.5 Individual teaching and learning goals and objectives support the goals of respective departments as well as the institution's academic standards.

IA.5_____

Interpretation**Notes on Evidence****B. Specific Mission Standards**

IB.1 Teaching and learning goals and objectives are carefully organized and ordered.

IB.1_____

IB.2 The organization and sequence of developmental course objectives support the total college curriculum.

IB.2_____

IB.3 Curricular objectives are reviewed regularly and revised as needed by faculty and staff in order to meet institutional and student instructional needs.

IB.3_____

IB.4 The goals and objectives for a course of study, seminar, or other teaching/learning situation are shared with students.

IB.4_____

PART I: Mission, Goals And Objectives – Summary Scoring Guide

A. Possible Score: 45, if all items apply. If all items do not apply, deduct 5 for each "Not Applicable" item to determine the Score to be used in "C." _____

B. Total Raw Score (Sum of your Program's ratings) _____

C. Total Score $(B \div A) \times 100\%$ _____ %

D. Areas of Strength.

E. Areas of Potential Weakness.

F. Rationale for criteria not fully met and NA/UK designations.

G. Actions feasible and recommended to address areas needing strengthening.

Evaluators:

Date of Evaluation: _____

PART II: Instructors' Roles and Responsibilities

Reminder: This section is NOT intended for administrative evaluation of individual instructors. While it may be used for self-assessment by individuals, it is intended to be used as a collective assessment of instruction within a variety of delivery systems.

*Interpretation**Notes on Evidence***A. Competence**

IIA.1 Instructors have credentials appropriate to the positions held.

IIA.1 _____

IIA.2 Instructors have sufficient knowledge and background in their fields.

IIA.2 _____

IIA.3 The teaching effectiveness of each instructor is evaluated and the results are used to improve teaching performance.

IIA.3 _____

IIA.4 Instructors are encouraged to keep abreast of current research and practice through professional growth activities.

IIA.4 _____

IIA.5 Instructors engage in self-reflection and scholarship.

IIA.5 _____

B. Classroom Management

IIB.1 A uniform attendance policy exists.

IIB.1 _____

IIB.2 Consequences of student non-attendance at instructional sessions are clear.

IIB.2 _____

*Interpretation**Notes on Evidence*

IIB.3 Instructors are available during established office hours to help students.

IIB.3____

IIB.4 Instructors issue clear, understandable syllabi with guidelines and expectations for learning as well as criteria for formal evaluation.

IIB.4____

IIB.5 Instructors return assignments and tests promptly.

IIB.5____

IIB.6 Instructors call students by name.

IIB.6____

IIB.7 Instructors come well-prepared for classes.

IIB.7____

IIB.8 Instructors identify students with needs and refer them for appropriate academic or personal help.

IIB.8____

IIB.9 Instructors use instructional time for the best educational advantage of students.

IIB.9____

IIB.10 Instructors begin and end class on time.

IIB.10____

Interpretation**Notes on Evidence****C. Evaluation**

IIC.1 Instructors are competent to assess the levels of student preparation.

IIC.1____

IIC.2 Instructors evaluate student performance fairly, using clear, understandable criteria, and keep students informed.

IIC.2____

IIC.3 Instructors offer students honest responses to measured performances.

IIC.3____

IIC.4 Instructors use a variety of methods, both formal and informal, to assess the learning of their students.

IIC.4____

IIC.5 Instructors are aware of the learning needs of individual students.

IIC.5____

IIC.6 Instructors use valid and reliable assessment instruments.

IIC.6____

IIC.7 Instructors provide immediate feedback regarding student participation and performance.

IIC.7____

D. Teaching Style

IID.1 Instructors are easily approachable by students.

IID.1____

*Interpretation**Notes on Evidence*

IID.2 Instructors demonstrate care about the students' welfare,
both personal and academic.

IID.2____

IID.3 Instructors demonstrate confidence in their roles in an
academic setting.

IID.3____

IID.4 Instructors demonstrate enthusiasm for teaching.

IID.4____

IID.5 Instructors honestly and willingly admit mistakes.

IID.5____

IID.6 Instructors demonstrate good human relations skills,
both with students and with colleagues.

IID.6____

IID.7 Instructors are animated in the classroom, having qualities
such as a sense of humor.

IID.7____

IID.8 Instructors encourage questions and intellectual interactions:
student-teacher and student-student.

IID.8____

IID.9 Instructors nurture students academically by modeling process
and having students practice the process in groups as well as
independently.

IID.9____

IID.10 Instructors are personally non-judgmental toward students.

IID.10____

IID.11 Instructors show awareness of each student's learning style.

IID.11____

IID.12 Instructors demonstrate openness to new ideas.

IID.12____

IID.13 Outside of class, instructors serve as learning resources for students.

IID.13____

IID.14 Instructors treat students with respect.

IID.14____

E. Teaching Process

IIE.1 Instructors help students set goals for their own learning.

IIE.1____

IIE.2 Instructors challenge students to learn via creative and innovative assignments and experiences.

IIE.2____

IIE.3 Instructors foster collaborative learning when appropriate: helping students learn from each other.

IIE.3____

IIE.4 When appropriate, instructors encourage the use of learning communities or study groups.

IIE.4____

IIE.5 Instructors foster intellectual independence of students by encouraging them to learn how to learn.

IIE.5____

*Interpretation**Notes on Evidence*

IIE.6 Instructors offer students honest responses to questions. IIE.6____

IIE.7 Instructors teach to promote critical thinking by using questions from all levels of Bloom's Taxonomy of Educational Objectives. IIE.7____

IIE.8 Instructors assess students' prior knowledge of the subject and promote schema building. IIE.8____

IIE.9 Instructors help students develop skills in comprehension monitoring. IIE.9____

IIE.10 Instructors demonstrate an awareness of individual differences among students. IIE.10____

IIE.11 Instructors demonstrate active listening behavior. IIE.11____

IIE.12 Instructors are well-organized. IIE.12____

IIE.13 Instructors maximize learning in the allotted time. IIE.13____

IIE.14 Instructors select learning paces appropriate to the topics, goals and objectives, and student readiness. IIE.14____

IIE.15 Instructors make effective use of available teaching resources.

IIE.15____

IIE.16 Instructors conduct lessons in an effective learning sequence.

IIE.16____

IIE.17 Instructors' methods promote transfer learning.

IIE.17____

IIE.18 Instructors vary teaching techniques as appropriate to maintain student interest and facilitate learning.

IIE.18____

IIE.19 Instructors provide positive reinforcement to students.

IIE.19____

PART II: Instructors' Roles and Responsibilities – Summary Scoring Guide

A. Possible Score: 275, if all items apply. If all items do not apply, deduct 5 for each "Not Applicable" item to determine the Score to be used in "C." _____

B. Total Raw Score (Sum of your Program's ratings) _____

C. Total Score $(B + A) \times 100\%$ _____%

D. Areas of Strength.

E. Areas of Potential Weakness.

F. Rationale for criteria not fully met and NA/UK designations.

G. Actions feasible and recommended to address areas needing strengthening.

Evaluators:

Date of Evaluation: _____

PART III: Awareness of Individual Differences

Reminder: This section may be used to assess programs as well as institutions as a whole. It is NOT intended for administrative evaluation of individual instructors.

*Interpretation**Notes on Evidence***A. General Standards**

IIIA.1 In-service programs for faculty and staff are provided regularly in order to enhance awareness of issues related to student diversity.

IIIA.1 ____

IIIA.2 The classroom and other teaching settings create an environment which enhances an awareness and appreciation of cultural differences.

IIIA.2 ____

IIIA.3 The classroom and other teaching settings create an environment which enhances an awareness and appreciation of problems encountered by students with disabilities.

IIIA.3 ____

IIIA.4 Instruction is responsive to differences in learning styles among students.

IIIA.4 ____

*Interpretation**Notes on Evidence***B. Specific Standards**

IIIB.1 In a teaching situation, efforts are made to provide both direct and referral assistance to students whose native language is not English.

IIIB.1____

IIIB.2 In a teaching situation, efforts are made to provide both direct and referral assistance to students with disabilities.

IIIB.2____

IIIB.3 In a teaching situation, efforts are made to provide both direct and referral assistance to students with special learning difficulties.

IIIB.3____

IIIB.4 The faculty and staff are kept informed of emergency crisis management procedures related to the special health needs of students.

IIIB.4____

IIIB.5 A variety of instructional models is offered to accommodate differences in learning styles.

IIIB.5____

IIIB.6 A systematic program is in place to inform instructional staff regarding procedures for making student referrals to resources outside the classroom.

IIIB.6____

PART III: Awareness of Individual Differences – Summary Scoring Guide

- A. Possible Score: 50, if all items apply. If all items do not apply, deduct 5 for each "Not Applicable" item to determine the Score to be used in "C." _____
- B. Total Raw Score (Sum of your Program's ratings) _____
- C. Total Score $(B + A) \times 100\%$ _____ %
- D. Areas of Strength.

- E. Areas of Potential Weakness.

- F. Rationale for criteria not fully met and NA/UK designations.

- G. Actions feasible and recommended to address areas needing strengthening.

Evaluators:

Date of Evaluation: _____

PART IV: Ethics

Reminder: This section may be used to assess how institutional standards impact the program of focus.

*Interpretation**Notes on Evidence***A. General Standards**

IVA.1 All forms of discrimination (e.g., gender, race, age, etc.) are conscientiously avoided by faculty and staff.

IVA.1____

IVA.2 Written ethical standards of professional conduct for faculty and staff have been developed, disseminated, and are reviewed on a regular basis.

IVA.2____

IVA.3 Written ethical standards of student conduct have been developed, disseminated, and are reviewed on a regular basis.

IVA.3____

IVA.4 The developmental education program adheres to institutional policies related to teaching and learning (e.g., plagiarism, cheating, academic grievance procedures).

IVA.4____

B. Specific Standards

IVB.1 A written institutional human subjects' research policy has been developed and disseminated.

IVB.1____

IVB.2 The institution's human subjects' research policy is well-known and followed by faculty and staff when conducting instructional research.

IVB.2____

IVB.3 Students' records are secure from unlawful invasions of privacy.

IVB.3____

PART IV: Ethics – Summary Scoring Guide

- A. Possible Score: 35, if all items apply. If all items do not apply, deduct 5 for each "Not Applicable" item to determine the Score to be used in "C." _____
- B. Total Raw Score (Sum of your Program's ratings) _____
- C. Total Score $(B + A) \times 100\%$ _____ %
- D. Areas of Strength.

- E. Areas of Potential Weakness.

- F. Rationale for criteria not fully met and NA/UK designations.

- G. Actions feasible and recommended to address areas needing strengthening.

Evaluators: _____

_____ Date of Evaluation: _____

PART V: Equal Opportunity, Access, and Affirmative Action

Reminder: This section may be used to assess how institutional standards impact the program of focus.

*Interpretation**Notes on Evidence***A. General Standards**

VA.1 An institutional policy of non-discrimination has been written and disseminated.

VA.1_____

VA.2 The spirit and intent of equal opportunity policies and laws are evident in teaching/learning situations.

VA.2_____

B. Specific Standards

VB.1 All students receive equal opportunity to access support services and instructional materials.

VB.1_____

VB.2 Instructional aids portray ethnic variety.

VB.2_____

VB.3 Instructional staff refrains from making sexist and racist comments and jokes in teaching or in informal interactions with students.

VB.3_____

VB.4 Instructional staff assures that every student participates in classroom/seminar discussions and projects.

VB.4_____

PART V: Equal Opportunity, Access and Affirmative Action – Summary Scoring Guide

A. Possible Score: 30, if all items apply. If all items do not apply, deduct 5 for each "Not Applicable" item to determine the Score to be used in "C." _____

B. Total Raw Score (Sum of your Program's ratings) _____

C. Total Score $(B + A) \times 100\%$ _____ %

D. Areas of Strength.

E. Areas of Potential Weakness.

F. Rationale for criteria not fully met and NA/UK designations.

G. Actions feasible and recommended to address areas needing strengthening.

Evaluators:

Date of Evaluation: _____

PART VI: Legal Responsibilities

Reminder: This section may be used to assess how institutional standards impact the program of focus.

*Interpretation**Notes on Evidence***A. General Standards**

VIA.1 Faculty and staff are informed and updated regularly about criminal and civil law which relates directly to their professional responsibilities.

VIA.1 _____

VIA.2 Faculty and staff are informed and updated regularly about legal obligations of the institution.

VIA.2 _____

VIA.3 Privacy and confidentiality of student information are assured.

VIA.3 _____

B. Specific Standards

VIB.1 The faculty and staff have access to free institutional legal advice related to professional conduct.

VIB.1 _____

VIB.2 The faculty and staff are protected by the institution from harassment.

VIB.2 _____

VIB.3 The instructional staff is kept informed of legal obligations related to provision of instruction for students.

VIB.3 _____

PART VI: Legal Responsibilities – Summary Scoring Guide

A. Possible Score: 30, if all items apply. If all items do not apply, deduct 5 for each "Not Applicable" item to determine the Score to be used in "C." _____

B. Total Raw Score (Sum of your Program's ratings) _____

C. Total Score $(B + A) \times 100\%$ _____ %

D. Areas of Strength.

E. Areas of Potential Weakness.

F. Rationale for criteria not fully met and NA/UK designations.

G. Actions feasible and recommended to address areas needing strengthening.

Evaluators:

Date of Evaluation: _____

PART VII: Facilities and Learning Environment

Reminder: This section may be used to access both program and institutional standards.

Interpretation

Notes on Evidence

A. Physical Facilities

VIIA.1 General Standards

- a. The educational environment is conducive to reflection, study, and learning.

VIIA.1a____

- b. Students are taught in aesthetically pleasing buildings and rooms.

VIIA.1b____

- c. There is adequate space for teaching and learning activities.

VIIA.1c____

- d. Facilities are properly equipped to support teaching and learning, whether in traditional classrooms, technological classrooms, or through unique delivery systems such as distance learning.

VIIA.1d____

VIIA.2 Specific Standards

- a. Appropriate student furniture is available to accommodate various styles of teaching and learning as well as various locations for teaching and learning.

VIIA.2a____

*Interpretation**Notes on Evidence*

b. The student chairs are comfortable, yet appropriate. VIIA.2b__

c. Sufficient chalkboard space exists for teaching and learning. VIIA.2c__

d. The students attend classes in clean rooms and walk through clean halls. VIIA.2d__

e. Appropriate furnishings and equipment are provided to accommodate the instructor's preferred teaching style. VIIA.2e__

f. Appropriate space and/or technology is available for private student conferences. VIIA.2f__

g. Temperature, ventilation, and lighting of classroom and instructional areas are conducive to learning. VIIA.2g__

h. Facilities are adaptable to accommodate the individual needs of disabled students. VIIA.2h__

*Interpretation**Notes on Evidence***B. Administrative Support****VIIB.1 General Standards**

- a. Accurate counseling and guidance for placement into appropriate classes are available.

VIIB.1a__

- b. A program for monitoring student success is ongoing.

VIIB.1b__

- c. The instructor, department, or college provides a formal mechanism for contacting students who regularly miss instruction.

VIIB.1c__

- d. The administration of the institution places emphasis on both the improvement and evaluation of the teaching/learning process.

VIIB.1d__

- e. The academic achievement of students is publicly recognized.

VIIB.1e__

- f. There are adequate office and equipment resources, including clerical support, for faculty and staff.

VIIB.1f__

- g. There are appropriate teaching/learning supplies and equipment, such as chalk, maps, and models.

VIIB.1g__

*Interpretation**Notes on Evidence*

- h. Each campus learning environment is quiet and peaceful enough to promote critical thinking.

VIIB.1h__

- i. The printing and media (A-V) support reflects current technology.

VIIB.1i__

- j. There is adequate funding to support the teaching/learning mission.

VIIB.1j__

- k. There are adequate library resources.

VIIB.1k__

- l. There exists an institutional plan that provides instructors with suggestions for enhancing student retention.

VIIB.1l__

VIIB.2 Specific Standards

- a. Room assignments are appropriate to the types of instruction and the types of students attending.

VIIB.2a__

- b. Class size or instructional group size is appropriate to the type of instruction being delivered.

VIIB.2b__

- c. Computers and other current technology are being integrated, as appropriate, into the instructional process.

VIIB.2c__

PART VII: Facilities and Learning Environment – Summary Scoring Guide

- A. Possible Score: 135, if all items apply. If all items do not apply, deduct 5 for each "Not Applicable" item to determine the Score to be used in "C." _____
- B. Total Raw Score (Sum of your Program's ratings) _____
- C. Total Score $(B + A) \times 100\%$ _____ %

- D. Areas of Strength.

- E. Areas of Potential Weakness.

- F. Rationale for criteria not fully met and NA/UK designations.

- G. Actions feasible and recommended to address areas needing strengthening.

Evaluators:

Date of Evaluation: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

General Scoring Summary and Action Plan

(For learning assistance or developmental programs large enough to include all components)

Instructions for Use

List the percentage score for each component of the assessment. From this summary determine which program components are to be given priority in goal setting and planning for the next one to five years in order to achieve the most effective plan.

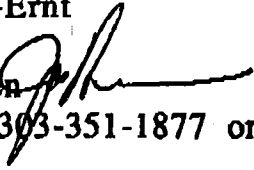
	Component	Percentage Score For Each Component	
Part I	Tutor Program	_____	Major Strengths: _____ _____ _____
Part II	Adjunct Instructional Programs	_____	_____ _____ _____ _____
Part III	Developmental Coursework	_____	_____
Part IV	Teaching/Learning Process	_____	Major Weaknesses: _____ _____ _____ _____ _____ _____ _____

Actions feasible and recommended to address areas needing strengthening: _____

March 1, 1995

Post-It™ brand fax transmittal memo 7671		# of pages » 5
To	Nancy Moreland	
Co.	Co. Conf. Call	
Dept.	Pho March 2, 1995	
Fax #	Fax Attachment H	

TO: Tom Gier
Sandra Evans
Nancy Moreland
Pat Mulcahy-Ernt

FROM: Jo-Ann Mullen 
(new fax # 303-351-1877 or old one still works)

RE: Texas Constitution Modifications

In getting my annual report ready, I noticed that the attached Texas Chapter Constitution modifications from 1993 were never approved by the board. Mostly, they deal with separating the Secretary position into a Secretary and Treasurer and in creating a Marketing/membership Director.

Please look these over so that we can vote on them during tomorrow's conference call.

Thank you very much

1993 Proposed Additions and Corrections to the

CONSTITUTION of the TEXAS CHAPTER, COLLEGE READING AND LEARNING ASSOCIATION

Proposed deletions or additions are in bold print:

ARTICLE IV

Add bold- print words

1. The elective offices of the Association shall be a President-Elect, Secretary, Treasurer, and Marketing/Membership Director. The previous President-Elect becomes the President and the previous President becomes the Immediate Past President.

2. The President-Elect, shall hold office from conclusion of the annual conference. The Secretary, Treasurer, and Marketing Membership Director shall hold two-year terms from conclusion of the annual conference following their election.

4. Duties of the President

Delete sub-item "f"

He/she will serve as the membership chair for his/her state.

Add: He/she will serve as Chair of the Nominations Committee if there is no Immediate Past President.

He/she will prepare an annual report for presentation at the annual conference.

5. Duties of the President-Elect

Additions in bold:

b.. He/she shall act as chair of the Program Committee for the annual state conference and shall prepare an annual report for presentation at the annual conference.

c. He/she shall carry out all duties assigned by the President.

6. Duties of the Immediate Past President:

Add bold:

d. He/She shall act as chair of the Nominations Committee and shall appoint three (3) other members to be approved by the President.

7. Duties of the Secretary

Strike all to delete these duties of secretary:

d. He/she shall receive and record the receipts of all income.

e. He/she shall make a financial report at each board of Directors' meeting and each General meeting.

f. He/she shall submit the books to the board of Directors for a yearly audit.

g. He/she shall write and sign all checks for all authorized expenditures.

Add:

8. Duties of the Treasurer

a. He/she shall prepare and monitor the annual budget, maintain all financial records, and conduct all financial activities of the organization.

b. He/she shall make a financial report at each Board of Directors' meeting and each General meeting.

c. He/she shall submit the books to the Board of Directors for a yearly audit.

d. He/she shall issue all checks and purchase orders for all authorized expenditures.

e. He/she shall prepare an annual financial report to be presented at the annual conference and published in the newsletter.

9. Office of Marketing/Membership Director

a. He/she shall serve as liaison between the national Membership Chair and CRLA-Texas.

b. He/she shall determine the boundaries of four Texas membership regions, and appoint a "regional director" for each of the segments.

c. He/she, with the assistance of the regional directors, shall annually prepare and distribute solicitations for membership in addition to and/or coordinated with a national membership drive.

d. He/she will keep an appointed database manager (jointly appointed by CRLA-Texas and TADE presidents) apprised of all changes in membership and/or personally maintain a CRLA-Texas database.

e. He/she shall serve as archivist of CRLA-Texas, particularly collecting, recording and distributing Association information pertinent to current and potential members.

ARTICLE V: BOARD OF DIRECTORS

Add bold-print words:

1. The Texas Chapter, College Reading and Learning Association Board of Directors is the executive and administrative body of the Association, and shall be made up of the President, the President-Elect, the Secretary, the Treasurer, the Marketing/Membership Director, and the Immediate Past President, if there is one.

ARTICLE VIII: QUORUM

Add and strike:

2. A quorum of the Board of Directors shall be a majority (*strike "three"*) of its members.

ARTICLE IX: NOMINATION AND ELECTION OF OFFICERS

2. The Nominations Committee shall submit a slate of nominees for each of the following officers: President-Elect, Secretary, Treasurer, and Marketing/Membership Director every second year, and President-Elect in alternate years.
- 3.a. The Nominations Committee will make its report at the designated (*strike "May"*) Board Meeting.

TEXAS CHAPTER-CRLA BYLAWS 1988

ARTICLE II - MEMBERSHIP

Add bold:

2. Subject to all the provisions of these Bylaws, any individual who has interest in learning skills; developmental education: reading, writing, math, ESL, science; tutorial services; and learning assistance labs or other support services is eligible for membership.

ARTICLE III - MEETINGS

1. An annual meeting of the membership of the Association shall be held (~~strike in~~ "October") each year at the time and location specified by the Board of Directors. ...

ARTICLE IV - BOARD OF DIRECTORS, SECTION I

Add and strike:

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of (~~strike~~ "five") ~~the elected officers also called~~ directors. The directors shall be the President, the Immediate Past President (if there is one), the President-Elect, the Secretary, the Treasurer, and the Marketing/Membership Director.

Add bold-print words:

....Vacancy in the offices of President-Elect, Secretary, Treasurer, and Marketing/Management Director shall be filled by appointment of the President with the approval of the Board.
(~~Strike~~ "Vacancy of the State Director shall be filled by appointment by the CRLA Coordinator of States and Regions".)

3. The title of all property of the Association shall be vested in the Association, and the signatures of the President and the Treasurer (~~strike~~ "Secretary") when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase or sale of property or for the investment or other disposal of funds which are subject to the control of the corporation.

5. (~~Strike~~ "three") A majority shall constitute a quorum of the Board of Directors.

ARTICLE V - OFFICERS

1. The officers of the Association shall be a President, a President-Elect, the Immediate Past President, a Secretary, a Treasurer, and a Membership/Marketing Director.

2. The (~~strike~~ "five") ~~elected~~ officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the President.

3. The President shall:
~~strike~~ "j. serve as membership chair."

Add:

7. Duties of the Treasurer

a. He/she shall prepare and monitor the annual budget, maintain all financial records, and conduct all financial activities of the organization.

b. He/she shall make a financial report at each Board of Directors' meeting and each General meeting.

c. He/she shall submit the books to the Board of Directors for a yearly audit.

d. He/she shall issue all checks and purchase orders for all authorized expenditures.

- e. He/she shall prepare an annual financial report to be presented at the annual conference and published in the newsletter.

Add:

8. Office of Marketing/Membership Director

- a. He/she shall serve as liaison between the national Membership Chair and CRLA-Texas.
- b. He/she shall determine the boundaries of four Texas membership regions, and appoint a "regional director" for each of the segments.
- c. He/she, with the assistance of the regional directors, shall prepare and distribute solicitations for membership in addition to and/or coordinated with national membership drive.
- d. He/she will keep an appointed database manager (jointly appointed by CRLA-Texas and TADE presidents) apprised of all changes in membership and/or personally maintain a CRLA-Texas database.
- e. He/she shall serve as archivist of CRLA-Texas, particularly collecting, recording and distributing Association information pertinent to current and potential members.

ARTICLE VII PARLIAMENTARY PROCEDURE

3. a. The Nominations Committee shall confer (*strike "in a face-to-face meeting"*) and select from the membership one (1) member for each of the offices of President-Elect, Secretary, Treasurer, and Marketing/Membership Director every second year, and President-Elect every alternate year.
- c. The Nominations Committee shall submit to the Board of Directors a slate of nominees for each of the offices in time for action at the (*strike May*) *designated* Board Meeting.
- d. Information about all candidates, one official ballot and a properly addressed return envelope will be mailed (*strike "by August 15"*) no later than one month before the annual conference to all members in good standing (*strike "as of August "*)
- f. Voting shall be by secret (*strike "mail"*) ballot. A space for write-in candidates will be provided. All votes received by (*strike "on or before September 1"*) the printed deadline will be included in the final count. A majority of the votes cast shall be necessary for election.

ARTICLE VIII QUORUM

A quorum for any regular or special membership meeting or for a mail ballot shall be at least ten percent (10%) of the membership of the Association as of (*strike "August 1st"*) one month prior to the annual conference.

2321234 TO AR14627

PRELIMINARY MARCH 2nd CONFERENCE:
REVAMPED AGENDA (2/17/95)

2:30 Central Time

1. Approval of agenda. *attach A M P 2nd J-A*
2. Approval of minutes from 1/26/95 conference call. *M Post 2nd J-A*
3. TEMPE CONFERENCE
a) Pat: brief conference update *Pre-Reg deadline extended to Mar. 15*
Hotel Booked - Radisson Airport 602-437-8400 Airport Hotel 602-894-1600
Holiday Inn 602-968-3451 Howard Johnson 602-967-9431
b) Board discussion/input concerning conference seating chart *attach B*
c) Board discussion/input concerning conference flowchart *attach C*
d) Board discussion/input concerning conference agenda *attach D*
e) Board discussion/input concerning Plenary Session topics *attach E*
f) Board discussion/input concerning a list of those committees and individuals who are to receive CRLA Certificates of Appreciation *attach F*
4. FY 96 BUDGET
Sandra will lead a discussion concerning the budget documents that she will send us prior to the Tempe Board meetings and how she wants us to prepare these documents. *Do own + make 10 copies to bring to conf.*
5. Board Endorsement of NADE's "Self-Evaluation Guide for Program Factors Influencing the Teaching/Learning Process" (Tom) *M-J-A Post 2nd*
6. Coordinator of States/Regions/Chapter Update (Jo-Ann) *attach H*
7. CRLA Board Mileage Reimbursement Rate (Sandra) *IRS 28¢ per mile*
Institute in Tempe 9:15 Board on Board attend luncheon 2-TH lunch M Post 2nd N
8. Conference Cancellation Insurance (Sandra) *#576*
9. Fidelity Bonding for On-site personnel handling money (Sandra)
JD Williams - all officers are bonded

10. Liability Insurance for protection of officers and CRLA
(Sandra) \$1000

11. Discussion concerning New Job Description for Associate Membership Coordinator (mailing and printing services)
(Tom)

12. JCRL Updates (Tom)

- Non-profit mailing status

- New Executive Editor (?) Jane Hopper will help John Carter - Wells - with journal

- Volumes 26 and 27 1 #26 joined before conf - #27 after conf.

13. Discussion concerning date of Albuquerque Board Meetings
(Board)

Tabled until Tempe Conf.

14. Thank you to Sandra Evans for her excellent work on the CRLA Reimbursement and PO forms

15. New permanent Site position: Publishers' Chair

Theresa
Cathy Caputo

16. Misc. business/reports

C. Thanks to Pat for Repe CRLA at NADE

B. Standards - Pat

D - Banner taken at NADE 300.00 Banner materials

A. No. of Ann. Conf. - Tempe.

95 Tempe 28th

96 Albuquerque 29th

Canada is a symposium #1

Internet
LRN

17. Next meeting. Monday, April 3rd, 9 am, Tempe, AZ

3:56 P.M. > called ended

D. Tom
out. of
Conf. 11-22
Jo Ann
Werner

1. look for Non-Profit info -

2. NADE/CRLA Agreement letter

3. Have Rege to keep letters of agreement as Sec. Workshop -

B. Board/Relationship + funding
Discussions at Tempe

To: President Tom Gier
From: Roz Bethke, *Newsletter* editor
Subject: Spring 1995 Report
Date: March 15, 1995

So far two newsletters have been produced and mailed--Fall '94 and Winter/Spring '95. With both, I had a great number of problems, but I have learned a great deal. Also, the problems with software conversion that originated between my typesetter and the departments at this college should now be worked out. The main problem originated in JCCC's Graphics Department.

In order to improve the newsletter as a communication tool, I am asking for input from the membership through an optional survey at the conference. This survey will also be included in the summer newsletter for those who were not able to attend the conference.

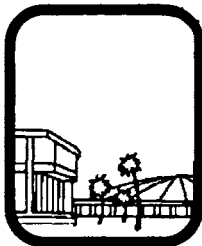
At the present time, I have questions for the board in the two following areas.

Timeliness vs. Deadlines

A problem has been the timeliness of the newsletter. By the time members receive the newsletter, certain deadlines mentioned in the newsletter have already passed. I'm sure this must be frustrating to members. From my standpoint, I don't know that I can get the newsletter out much quicker than I have so far. My institution needs a certain amount of turn-around time. But, on a positive note, my institution is greatly defraying our costs, so to search out a private mailing service would be much more costly to CRLA. I am wondering if some of our deadlines could be studied. For example, does the Research Scholarship Committee need the deadline date of Feb. 15? If this date were moved to mid-March, a reminder could appear in the Spring newsletter. Also, do institutes need a deadline registration of mid-February? Perhaps such deadlines cannot be changed. Since I am a novice to the inner workings of the organization, I don't know the history behind all the deadlines. But, if this does strike the board as a reasonable idea, I wonder if this would be a possible activity for Pat Mulcahy-Ernt's Communication Committee.

Membership Procedures

Another area concerns membership status and procedures. I get quite a few letters and calls from people who think they should be getting CRLA publications, but aren't. They think they are paid members. I'm wondering if this confusion happened when we moved to the calendar year for membership. Didn't membership used to last from conference to conference? Also, when it changed, did we all get an extra four months or did our yearly dues only last eight months? Are members being billed when their dues have expired? How long are members carried if they have not paid their dues? It would be cheaper to carry them for three years and bill them periodically than to send out all these publications individually with first class postage. Also, does the computer program we now have for membership allow us to send complimentary copies to certain people? For example, our ERIC contributor, Elizabeth Foote, wrote me saying she had not received a newsletter for the last couple of years. I am sending her letter on to Robin and am sending her all the back issues. I'm wondering how her name was deleted. At some point did we start over on the membership lists? Also, I would like to be included as a complimentary member for each state and region. That means I would be on every mailing list with a mailing label. This way I would know what all states/regions are doing. Actually being on the SIG's mailing list would be useful too. (Or maybe I couldn't keep up with all that mail.)



COLLEGE OF THE MAINLAND

Adult Basic Education

TO: CRLA Members Addressed
FROM: Sandra Evans, Treasurer *SE*
RE: '95-'96 Budget
DATE: March 21, 1995

Enclosed please find a copy of the budget for '95-'96. In your area, indicate any recommendations by marking amounts in column F. The Board is not meeting this summer, but will discuss the '95-'96 budget in Tempe. Therefore, even with this short notice, I would appreciate a quick turn-around to get the information back to me. You can mail the whole or fax your page and comments. My fax number is (409) 938-8918. Again, excuse the short time frame, but I'm buried in the conference registrations.

COLLEGE READING
and
LEARNING ASSOCIATION

PEER TUTORING S.I.G.
ANNUAL REPORT: 1994-1995

by

DR. KARAN HANCOCK
PEER TUTORING S.I.G. GROUP LEADER
University of Alaska Anchorage
8102 Harvest Circle
Anchorage, Alaska 99502

1. GENERAL COMMENTS

As the coordinator of the PEER TUTORING SPECIAL INTEREST GROUP I have two main goals: 1) to improve all aspects of tutoring through the exchange of tutoring ideas, techniques, theories, etc. between professionals; and 2) to allow as many professional educators as possible, in all parts of the United States and Canada, to become aware of CRLA through The Tutoring Exchange, the SIG's newsletter.

This SIG has grown in ten years from the original dozen members at the Denver conference to approximately 100 professional educators in 30 states, and 3 Canadian provinces.

The following is a summary of various S.I.G. activities for 1994-95.

2. MEMBERSHIP

Currently, there are approximately 100 members.

3. GROWTH

Membership has grown from 12 (March '85) to approximately 100 (February '95.)

4. CONFERENCE ACTIVITIES

Breakfast Meetings at the San Diego conference and an Ice Cream Social/Meeting at Tempe.

During the San Diego conference the SIG sponsored one sectional: "CRLA Tutor Certification: How To Get Your Program Certified." This same sectional will be presented at Tempe

5. COMMUNICATION

The PEER TUTORING S.I.G. Newsletter, "The Tutoring Exchange," as of January 1995, is being mailed to 100 professional educators in 30 states, and 3 Canadian provinces.

6. MISC.

"The Tutoring Exchange" acts as a clearinghouse for tutor ideas, techniques, research, etc. between CRLA members. Through the "The Tutoring Exchange" members have received free a new tutor book, information concerning training, recruiting, evaluation, etc. of tutors, and what other CRLA members are doing in regards to tutoring at their own colleges and universities.

7. FUTURE GOALS

- 1) continued exchange of ideas through the "The Tutoring Exchange" and
- 2) presentations at the 1996 symposium and the 1996 conference.

CRLA Operating Fund
Financial Statement
August 1, 1994 to January 31, 1995

INCOME:

CRLA Account Transfer	49,811.66
Dues	5,490.00
SIG Membership	1,060.00
Tutor Certification	1,750.00
Journal	150.00
Registry	400.00
Glossary	5.00
Awards Donations	71.00
Interest Income	230.33
Miscellaneous Income	<u>25.02</u>
	\$58,793.01

EXPENSES:

President	1,503.03
President-Elect	137.29
Secretary	54.62
Treasurer	1,961.59
General Board	7,215.99
Newsletter	352.94
Site Selection	150.20
Nominations/Elections	460.97
Tutor Certification	965.90
Membership	881.48
States/Regions Coordinator	218.10
SIG Coordinator	125.47
SIG Leaders	<u>86.86</u>
	\$14,114.44

\$44,678.57

CRLA Conference Account
Financial Statement
August 1, 1994 to January 31, 1995

INCOME:

Transfer of Funds	\$56,489.20
Interest Income	256.46
Registration (1994 Conference)	74.50
Exhibitors	<u>2,800.00</u>
	\$59,620.16

EXPENSES:

Advertising/Promotion	984.20
Postage	540.91
Exhibitor Reimbursement	\$300.00
Clerical Assistance	400.00
Supplies	121.41
Banking/Checking	107.11
Program Committee	133.26
Printing	3,020.15
Computer Layout	<u>725.00</u>
	\$6,332.04

\$53,288.12

Spring 1996 CRLA Canadian Symposium
Financial Statement

September 1, 1994 to January 31, 1995

INCOME:

Transfer of funds to open account	5500.00
Interest Income	<u>27.97</u>
	\$5527.97

EXPENSES:

Travel	867.41
Hotel & Food	544.81
Telephone	461.78
Supplies	<u>130.63</u>
	\$1994.63

\$3533.34

**THE EDUCATIONAL GOURMET:
INGREDIENTS FOR SUCCESSFUL
TEACHING AND LEARNING**

**by
Dr. Tom Gier, President
College Reading & Learning Association**

**PRESIDENTIAL ADDRESS
COLLEGE READING & LEARNING ASSOCIATION'S
28TH ANNUAL CONFERENCE
APRIL 1995
TEMPE, ARIZONA**

*Presidential
Address 1995*

THE EDUCATIONAL GOURMET: INGREDIENTS FOR SUCCESSFUL TEACHING AND LEARNING

by
Dr. Tom Gier, President
College Reading & Learning Association

One of my favorite Saturday morning activities is to watch Jeff Smith's "The Frugal Gourmet" on PBS. Even though I am not a gourmet cook, I always find Jeff's shows fascinating because he is so informative and entertaining. I enjoy watching him skillfully add a dash of this and a pinch of that in order to arrive at just the perfect combination of ingredients. After years of watching Jeff, it finally dawned on me that there is a parallelism between a successful chef and a successful teacher, between a gastronomical gourmet and an educational gourmet. With this in mind I asked seven, a baker's half-dozen, of my colleagues in the U.S. and Canada what ingredients they would choose for successful teaching and learning. Here are their replies.

Dr. Martha Maxwell, recipient of CRLA's Silver Anniversary Award for Long and Outstanding Service and a mentor, friend, and colleague to so many CRLA members, responded thusly.

To succeed in teaching college students in developmental education/learning assistance, one must have an abiding faith in the infinite perfectibility of the human mind and the recognition that the teacher must be able to set high standards and expect and encourage students to reach them.

Rather than taking as a model the pedantic, excessively critical professor whose role seems to be to protect knowledge from the barbarians, developmental teachers should pattern their teaching strategies after the good athletic coach who continuously encourages athletes to surpass their own records and gives them the emotional and other support they need to keep trying.

Dorothy Gray, instructor at Grant MacEwan Community College, in Edmonton, Alberta, Canada sees teaching and learning as being intertwined and believes that you can't have successful outcomes without interweaving both activities. She lists the following six ingredients for optimum teaching and learning.

1) Establish a comfortable learning/teaching environment. Welcome students to your class. Be concerned about their presence and absence. Allow for an informal chat before and after class. Say "Hi" to them in the hallways, the cafeteria and even the grocery store off campus.

2) Provide non-threatening/no-risk learning situations where students can explore, make mistakes, try out a variety of learning strategies without fear of failure or shame.

3) Frame lessons around real life/practical life experiences. This may mean relating current events and present day issues as they affect students in a 90's classroom. One example is to assist students in a writing class compose responses for a scholarship/student loan application. Sometimes it may include writing an appeal when loans are rejected.

4) Encourage students' empowerment. Discuss their goals, allow for choices and decision making options. This can translate into students' involvement in such actions as selection of reading materials, due dates for assignments, and examination content.

5) Tolerate and accommodate ethnic customs and cultural diversity among the new wave of students entering post secondary institutions as well as acknowledging limitations experienced by physically and learning disabled. The "special needs" people have a place in our society. Teachers

and classmates can supply and support coping strategies and skills which are benchmarks for their success.

6) Recognize contributions by mature students of their life skills, previous experiences and training as it relates to their life long learning aspirations.

Becky Johnen, Dean, Harrisburg Area Community College - Lebanon Campus, Lebanon, Pennsylvania, has opened up her educational recipe book and has chosen these ingredients.

Take 1 dedicated and committed instructor and add, in unlimited quantities, the following:

- * a positive, supportive, encouraging, learning environment
- * a continuous quality improvement approach to the classroom
- * students actively engaged in the learning process
- * sensitivity to varying learning styles and preferences
- * treatment of every student with dignity and respect
- * varying delivery techniques
- * enthusiasm and energy
- * prompt and constructive feedback
- * a review, preview, and "coming attractions" of activities
- * empowerment of the learner
- * creativity; divergency
- * daily critique of class by students - what did they learn - how will they use it
- * implementation of Stephen Brookfield's "Skillful Teacher" techniques
- * instructor who is open minded
 - * organized and structured, yet flexible enough to go with the flow
 - * has a sense of humor
 - * is sensitive to and aware of the needs of adult learners

Helen Baril, Director, Learning Resources Center, Quinnipiac College, Hamden, Connecticut, sees the following as the major ingredients for teaching and learning.

The major ingredients are a shared sense of responsibility, enthusiasm, a positive attitude, and to some degree a sense of humor on the part of the teacher and the learner. The mix of each of these varies widely with subject matter and from individual situation to individual situation, but I feel that these ingredients are continually necessary to have a successful learning situation.

When both the teacher and the learner enter into the venture, there must be an understanding that each will do his or her share to facilitate the process of learning. Unfortunately, many teachers feel that the burden of responsibility lies only with the student. At any given point in the process, the percent of effort may shift from learner to teacher, but it is indeed a joint effort.

If there is no enthusiasm on the part of the teacher, there will be little or no enthusiasm on the part of the learner. If it is present in the learner initially and if it is not met with like kind, it will rapidly disappear.

Enthusiasm breeds a positive attitude which I consider a major portion of the teaching and learning process. If a learner feels that he or she can't do the work, it will be a self-fulfilling prophesy. In a like fashion, a teacher who has low expectations for a class generally is short changing the class. A person who is teaching a class while holding such low expectations of that class, will generally not be willing or able to instill a positive attitude in the learner.

As in so many aspects of life, a sense of humor is essential for success. The teacher must learn to be fallible and

"enjoy" his or her weaknesses in that they are learning experiences and give one cause to try to improve. Even though learning and academics are certainly mainly serious business, the learner as well as the teacher must appreciate the light moments in the learning process. If one can package a menu of the right portion of each of these qualities, he or she would have the ideal diet for healthy teaching and learning experiences which should lead to long lasting enjoyment of the acquisition of knowledge.

I did not have to venture far to find my last three educational chefs, Doctors Becky Patterson, Kate Sandberg, and Karan Hancock. They are all professors at the University of Alaska Anchorage and, I might add, all recipients of UAA's "Outstanding Teacher Award."

Becky Patterson, Chair, Department of English, is a strong believer in the teaching/learning connection.

I believe that we cannot talk about teaching without talking about student learning. My ideal class would be all A's because that would mean every student was striving to be the best possible learner and everyone was succeeding because I was teaching the material so well.

I believe in intellectually challenging each student -- asking them to question assumptions, clarify points, and strive for higher levels of understanding.

I also believe that best learning takes place in a supportive and helpful environment but it's important to combine that with the intellectual challenge of a solid base of knowledge in one's field.

I believe each student is first and foremost a person with a life outside of school too.

Finally, I believe the teaching/learning process should be both fun and passionate.

Kate Sandberg, an English professor, has chosen five main ingredients for the successful teaching that enhances learning.

- 1) Depth of knowledge of subject. A long history of involvement with the subject is needed plus current knowledge and a desire to keep learning about the subject area.
- 2) Enthusiasm for the subject and for learning. The ability to be enthusiastic, truly enthusiastic every day is a key ingredient.
- 3) Concern for students. This is concern for their well being, their learning, their place in the university.
- 4) Organization. This is the ability to organize information into understandable chunks; the ability to organize the course into a coherent whole; and the ability to organize daily lessons and to make expectations clear.
- 5) Treat each student as an individual.

Karan Hancock, a Psychology professor, sees preparing for a large class (some of hers are up to a hundred) as not unlike preparing for a large banquet.

There are many things to consider: the special diets; making sure that there is something for everyone -- adjusting for the different tastes; and, of course, varying the menu. This can probably be summed up by making three comparisons between the kitchen and the classroom: vary the menu, add spice, and pay attention to the presentation.

VARY THE MENU

Sometimes the master chef must adjust a recipe to take into consideration the special dietary needs/requirements of a diner. A master educator will likewise be aware that at times she/he must adjust the class situation for the particular needs/requirements of students. We all need to vary our educational/classroom menu to meet the special needs of our students: the hearing impaired, the sight impaired, the underprepared and/or the non-traditional student, etc.

ADD SPICE

The educational gourmet will adjust the classroom menu just as a master chef adjusts the dinner menu. When the information is presented in class -- vary the modality. Just as the chef would not serve boiled potatoes at every meal -- the educational gourmet would not serve information in the same way everytime. This can be compared with adding spices to the preparation. You can use a film or video to offer an example. How about a popular piece of music? Is there a poem, a quote, a cartoon, or a selection from literature that can be stirred into the pot just to spice it up? How about a guest speaker? How about role playing a concept or having a group of students take over the presentation of an idea, concept, theorem, etc.?

MAKE THE PRESENTATION

Our presentation of material can make a big difference to the students and the effectiveness of the material we are presenting. Are we enthusiastic about what we are doing? Do we have fun doing it? Do we include our students in what we are doing? Do we vary our approach? Do we add garnish?

What do I hope that you take away from this discussion concerning the ingredients for successful teaching and learning? Well, I hope that, like me, you will:

- 1) have some of your teaching activities, practices, theories, etc. validated by the comments of these master educators;
- 2) be reminded of other activities and practices that you used to use and reconsider dishing them up again to a new group of learners; and
- 3) be encouraged to try some new activity, adapt an old practice, and/or add spice to a theory or two.

In closing, I bid you good eating, good learning, and, most importantly, good teaching.