

CRLA Board Minutes
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
San Antonio, Texas
March 18, 1991

Board Members Present:

Dee Tadlock, President; Joyce Weinsheimer, President-Elect; Becky Patterson Coordinator of State/Regional Directors; Denise McGinty, Secretary; Kathy Carpenter, Treasurer.

Others Present:

Becky Johnen, 1991-92 President-Elect; Frances McMurtry, On-Site Chair.

Dee Tadlock called the meeting to order at 9:09 a.m.

I. Welcome

Dee Tadlock welcomed everyone.

Agenda approved

II. Approval of Agenda

The agenda, which had been distributed prior to the meeting, was approved with the changes as noted (Attachment A).

(M) Kathy Carpenter moves to approve the agenda as corrected.

(S) Becky Patterson

PASSED

July, 1990 minutes approved with some additions

III. Approval of Minutes of July, 1990

The minutes of board meetings held July 27-29 1990 were approved with the following motion for an addition:

that Margaret Hyde be accepted to run for the position of President-Elect as the information that the Board received regarding her CRLA activities was erroneous.

(M) Kathy Carpenter

(S) Becky Patterson

PASSED

The following correction was made:
the reason that Becky Johnen's report on SIGs was not received for the summer board meeting was due to an error by the Hyatt Regency Hotel.

A motion was made to approve the July, 1990 minutes.

(M) Kathy Carpenter
(S) Joyce Weinsheimer

PASSED

1992 Call to Conference

- III. Becky Johnen - Call to Conference
Becky distributed the 1992 CRLA Call to Conference (Attachment B).

- IV. Treasurer's Report (Attachment C)
Kathy Carpenter noted that the organization has the following monies:
Certificate of Deposit - \$24,948.85
Regular Checking - \$9,356.91
Regular Savings - \$2,045.14
Conference Checking - \$25,168.62

Budget for 1990 conference

Kathy commented that \$16,075 was budgeted for this conference. She is separating conference costs and other bills.

If someone has registered for the conference and decides not to attend, she is refunding the amount paid minus a \$10 charge and minus the organization's annual dues.

Kathy has revised the bookkeeping system. She has also developed a system for handling the bookkeeping for conference registration.

Treasurer's books to close May 31

Kathy will mail out budget requests for the next year in April and request that they be returned by May. She will close the books on May 31.

- V. Secretary's Report - Denise McGinty
Denise reported that everything is up-to-date with the exception of cross-referencing the last board meeting.

Frances McMurtray entered at 10 a.m.

- VI. President-Elect - Joyce Weinsheimer
A. 350 individuals are currently registered for the conference. Joyce commented on how organization members have not received the latest CRLA Newsletter.

SWTSU will offer campus tour

SWTSU will handle continuing education credit

No policy is set regarding AV supplies for conferences

Board discusses having all conference attendees join CRLA

- B. Institutes
John Roueche's institutes have the largest number enrolled. Ross McDonald's tutoring institute filled.
- C. Campus Tours
Dave Caverly has arranged for a campus tour to Southwest Texas State University (SWSTU) to visit several centers and to have some hands on time in the reading computer lab.
- D. Continuing Education Credit
SWTSU will also handle the continuing education credit for the conference. (See Attachment D.)
- E. Term for positions
The Board discussed the length of time that one person should handle a position (e.g., newcomers reception). A two-year term was considered.
- F. Frances McMurtray - On-Site Chair
Frances commented that she has been getting feedback from presenters that they want the organization to supply all the AV, in specific computers.

The Board discussed setting a policy for this, but decided that AV supplies can often depend on the On-Site Chair and his/her connections.

The Board did say that it was important for the On-Site Chair to attempt to contact such companies as IBM and Apple.

Frances also commented that not enough individuals signed up for the Sea World tour and so it was cancelled.
- G. Registration for next year
The Board discussed having a statement in next year's registration form that to attend even one day of the conference, one must be a CRLA member.

Board recommends future hotel contracts offer conference room rates even if the blocked number of rooms is filled

H. Hotels

The Board discussed, for future contracting, that the hotel contract state that when the organization reaches the number of rooms requested, the hotel will continue to allow individuals to have rooms at the conference rate.

VII. Past-President - Becky Patterson

A. Update on States and Regions
(Attachment E)

Becky commented that she requested mailing labels from Oxford for the State and Region Directors, but they came not sorted by state. She also commented that Oxford needs to provide by state the total number of members.

Becky sent stamped postcards to State Directors so they would keep in touch. She didn't always hear from them. She commented that it is important to be in touch with the Directors at least three times a year.

There was discussion about having the State Directors connect with another state organization to host conferences.

Becky also commented that she was not certain that joint State Directors works.

Becky will pass on to Dee Tadlock two notebooks and copies of her letters to State Directors.

At the meeting for State Directors, they will each receive a notebook.

B. Mailing Labels

The Board discussed the current procedure for State Directors to receive mailing labels which is that the Director writes to Oxford and requests labels. The organization is paying a flat fee to allow State Directors to receive mailing labels three times a year. Becky commented that many State Directors are not requesting the labels and that most likely the organization is paying too much for this service.

Concern is expressed regarding flat fee rate for mailing labels for State Directors

Leadership Institute for State Directors is to be held this conference

Past-Presidents' Luncheon to be a reunion of all past Board members

Tom Pasternack is accepted as new Newsletter Editor

- C. Leadership Institute
Becky met with Mike McHargue to discuss how to handle this institute. She plans small group work on how to have a conference, writing a newsletter, and problems and solutions. She hopes that the states will begin to network.

- D. Past-Presidents' Luncheon
Becky commented that the Past-Presidents said that they were available to the Board, but want this luncheon to be a reunion.

This discussion led to a motion for all Board members to receive a life membership to CRLA as a token of gratitude.

(M) Becky Patterson
(S) Joyce Weinsheimer

PASSED

VIII. President's Report - Dee Tadlock

- A. Newsletter Editor
Tom Pasternack has formally applied for this position. A motion was made that Tom Pasternack be accepted for this position.

(M) Kathy Carpenter
(S) Becky Patterson

PASSED

Joyce suggested that the new editor fax our articles to us once the layout has been done so that we can proof them for errors.

The meeting was adjourned for lunch at 12:05 p.m.

The meeting was resumed at 1:45 p.m.

- B. Awards and Scholarships
(Attachment F)
The following awards will be given:
-Distinguished Research Award to Cheryl Brown
-Research Assistance Award to Dr. Pat Mulcahy-Ernt
-Distinguished Service Award to Delryn Fleming

Dr. Martha Jones to be new Parliamentarian

-One Scholarship to Gary Brown

C. Parliamentarian

Dee announced that Dr. Martha Jones from Victoria, Texas will become the new Parliamentarian.

IX. SIGs - Becky Johnen

A. Report (Attachment G)

There are 13 active SIGs

Becky reported that there are currently 13 active SIGs. New SIGs include: Developmental Programs, Emotional/Motivational Issues, Multicultural Issues, Placement Bureau and Whole Language. Reactivated SIGs include College Reading and English as a Foreign/Second Language.

Becky said she would look at the conference to find a new SIG leader.

The Board discussed supporting SIG leaders as some do not have institutional support and the \$5 fee does not always cover costs.

Becky has updated the SIG leader packet.

Board discusses financing SIGs

Becky discussed the possibility of an association policy to support the SIGs financially, e.g., add joining a SIG to the membership application. There was discussion about where to put these funds and how to distribute them. Having an established fee for each SIG leader was one suggestion. Dee thought that the SIGs should continue to keep their current funds and use them. In addition, SIGs could have a budget of \$100 from the association. Becky will ask the SIG leaders about their expenses to get a ball park figure.

See Attachment G for further recommendations.

There was discussion about redesigning the membership form. Pages 6, 7 and 8 of attachment G show some suggestions for the new application. The Board indicated that they liked sample A.

CRLA Board Minutes
Hyatt Regency
San Antonio, Texas
March 18, 1991

Page 7

Membership in SIGs to be tied to
CRLA membership application

There was a motion to have membership in
SIGs to be tied to one's application for
membership in CRLA.

(M) Becky Patterson
(S) Joyce Weinsheimer

PASSED

Up to \$100 will be available to SIGs this
next year

There was a second motion to have the
association provide approximately \$100 of
financial support to each SIG to cover such
costs as mailing and printing.

(M) Joyce Weinsheimer
(S) Denise McGinty

There was discussion about whether or not
\$100 was an accurate amount. This next
year will be a pilot year for this.

There was also discussion about whether or
not the SIG Coordinator should initial
money requests from SIG leaders since once
something is budgeted it only requires one
signature.

PASSED

SIG Coordinator and Leaders job
description is changed

There was a motion to accept the new job
description for the SIG Coordinator and SIG
Leaders (Attachment G, pp. 9-12).

(M) Kathy Carpenter
(S) Joyce Weinsheimer

PASSED

Becky Johnen gave the Board brown
packets which contained promotional
materials for the SIGs.

A break was taken at 3:10 p.m.

The meeting resumed at 3:35 p.m.

Membership application to be redesigned

X. Membership Application

Becky Johnen suggested taking the SIGs out of the brochure, but to leave a paragraph in that tells what they are. She recommended putting the SIGs and SIG leaders names on the insert.

Becky will work with Sue Brown to redo the brochure and application form so that they will include 4 or 3 issues of the Newsletter, 2 issues of the Journal of College Reading and Learning and the ability to subscribe to optional journals.

There was a suggestion to check with Barbara Calderwell before this goes to press regarding the RRIDE and JDE journals.

Another suggestion was to list only the last two years of the Journal of College Reading and Learning, but to mention that back copies are available. For the future, the Board will inquire about having the brochures printed on recycled paper.

There was some discussion about whether or not to have members join or rejoin the organization conference-to-conference. Another suggestion was to have two enrollment periods. Becky Johnen said she would check with other organizations to see how they handle enrollment and what mailing services they use. It was decided to delay this item until summer board meeting.

XI. Liaison Function

Dee thought it was important to define why the organization has liaisons to make these roles more meaningful. Joyce suggested that each liaison put an article or short piece in the Newsletter to talk about their organization. The Board will talk to Tom about this.

XII. Conference in the Eastern States

There was discussion about what "western" means in the By-laws for positioning conferences. Patti Glenn says that we can interpret "western" any way we want. Article III, No. 5 allows for three options: eliminate, suspend or redefine as an administrative action.

There was a Board consensus to bring this issue up at the general session.

"Western" in the By-laws to be brought up at a general session

NADE concerns for co-sponsoring
a joint CRLA/NADE conference

Focus of the joint conference is to be
political action

XIII. NADE Co-Sponsored Conference (Attachment H)

Dee met with Bonnie Orr regarding Board concerns. NADE would like to:

1. have startup costs be 50/50.
2. make all profits and expenses 50/50.
3. not change the structure of either organization.
4. have individuals join one organization or the other to attend the conference.
Dee said she would check to make certain that NADE has revolving membership as does CRLA.
5. use a professional conference planner.
(NADE has someone on a retainer now.)

The Board wondered whether it would be necessary to use the same mailing service for this conference. Becky Patterson suggested that CRLA consider obtaining a professional conference planner.

Dee pledged to handle the conference and if she is not in Washington state, she will find a replacement. She said she would contact someone now in the event this is needed.

The focus of the conference will be political action. CRLA will continue all of its regular functions.

IX. Money Raising Items

Gladys Shaw will bring some items. The State Directors were asked to bring stuffed animals or something symbolic of their state.

XX. Phi Delta Kappa book

Becky Patterson mentioned that 4 articles in the recent book, Learning to Learn: Effective Learning Strategies, were reprints of articles from the organization's Journal.

There was some discussion about having special recognition awards for members who publish. Joyce suggested having a table in the exhibit area of books, articles, software, etc. published by CRLA members.

The meeting was adjourned at 5:20 p.m.

CRLA Board Minutes
Hyatt Regency
San Antonio, Texas
March 18, 1991
Page 10

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

CRLA Board Minutes
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
San Antonio, Texas
March 19, 1991

Board Members Present:

Dee Tadlock, President; Joyce Weinsheimer, President-Elect; Becky Patterson Coordinator of State/Regional Directors; Denise McGinty, Secretary; Kathy Carpenter, Treasurer.

Others Present:

Becky Johnen, 1991-92 President-Elect

Dee Tadlock called the meeting to order at 9:15 a.m.

Travel authorization and reporting form is developed

- I. Examination and Approval of New Forms
 - A. Forms for travel authorization and reporting (Attachment I)
See Attachment I for document and changes made. There was some discussion about whether or not Board members need to submit this form. Kathy Carpenter said that Board members do not need to submit the form for CRLA Board meetings, but would need to if they were attending state meetings or other conferences. Individuals who will be required to submit this form will be the Newsletter and Journal Editors, and the Site Selection Chair.

Kathy Carpenter asked for funding to travel to IRA as she will be presenting on Tutor Certification.

Conference on-site handbook is developed

- B. Conference on-site handbook (Attachment J)
Dee has pulled together a packet for the on-site chair which includes forms and alternative ways to carry out such jobs as audio-visual, registration, etc., for the conference. These are only suggested guidelines.
 - C. Conference program manager handbook
Dee mentioned that she has begun working on this.
 - D. Addendum to treasurer responsibilities (Attachment K)
Conference registration duties have been added to the Treasurer's responsibilities.

Treasurer's job description is changed to include conference registration

Hotel negotiations handbook is developed

The Board thanked Dee for doing a wonderful job on these procedures.

E. Hotel negotiations handbook
(Attachment L)

Susan Deese has pulled this together. The Board discussed the need to make certain that there were three hotel bids especially since it will force the organization to look at several sites. They also discussed that it was important to get out of the habit of last minute conference bids.

The Board also thought that this document should include a statement that the conference hotel should extend the conference room rates to conference attendees even if the block number of rooms has been filled as long as there are rooms available.

The Board agreed that Susan should be commended for her work on this handbook.

Conference site selections should be made 3 years in advance

II. Site Selection (Attachment M)

This will be taken care of at the summer Board meeting. The Board agreed that decisions should be made regarding conference sites, at the very least, for the next two years and preferably for the next three years.

III. Auditor's Report - Gladys Shaw (Attachment N)

Concern was expressed regarding the Irvine, California conference as a report itemizing expenditures plus receipts has not been submitted by that conference's On-Site Chair, Bill Broderick. The Board discussed that this incident might have to be written off and is a good example of twisting someone's arm to handle a conference.

Reconciliation for Advance Form will include statement that expenditures must be receipted

The Board also agreed that by having individuals fill out a cash-advance form this should begin to alleviate these kinds of problems. The form will include a statement that says the individual will be personally responsible for expenses if receipts are not submitted. (See Attachment O.)

The meeting was adjourned at 12:15 p.m. for lunch.
The meeting resumed at 1:55 p.m.

Election Committee Chair to make oral report
of slate of candidates at last Board meeting of
the conference

Election ballots to be mailed by Oct. 15
and elected candidates notified by Dec. 10

IV. Conference Change Suggestions

A. CRLA Conference Computer Display

The Board discussed combining the functions of computer displays and computer presentations. Should the Computer SIG take on the responsibility of handling computer displays/presentations. Joyce thought that it made sense to combine the two functions and would ease the President-Elect's responsibilities. Would it be possible for an on-site individual to work closely with the Computer SIG to handle this? Becky Johnen said that she would check this out with the Computer SIG.

B. Elections - Gwen Enright (Attachment P)

The Board discussed how to tighten this process and made the following suggestions. The Election Committee Chair will make an oral report of the recommended slate and the rationale for the slate to the Board during the Saturday Board meeting so that the Board can screen the slate. If the Committee needs to add additional names to the slate, then this is subject to Board approval. The Committee should also present the first two choices to the Board. This is to be a test run for this conference.

A motion was put forth that the election ballots would be mailed out by October 15 and that the elected candidates would be notified by December 10.

(M) Becky Patterson
(S) Denise McGinty

PASSED

V. Create Together a Budget Format for Conference

Kathy Carpenter has already done so. The Board commended her on her efficiency! Joyce noted that some conference expenditures might need to be set up differently.

VI. Future Conferences

- 1992 - San Francisco - San Francisco Airport Marriott
Room rates will be \$78 for a single or double.
- 1993 - Kansas City - Overland Park Marriott
Room rates will be \$79 for a single, double or triple.

VII. NADE Consortium

Gladys Shaw did not have anything to report.

A. Political Action, Exxon-funded Research and Promotional Video

Dee said that she would check with Carol Clymer-Spradley regarding her work in these three areas. She hoped to have a report by the summer board meeting as to whether or not Carol will continue to work on these.

VIII. Mary Rubin - Task Force on Terminology
(See Attachment Q.)

Mary Rubin's Terminology Report is done

The Terminology report has been finished and has been accepted for publication by the Journal of College Reading and Learning.

Board recommends Tutor Registry and Terminology Report be bound and sold

The Board suggested that this report could be bound and sold as will the Tutor Registry. It was suggested that the organization hire a graphic artist to develop covers for these and use the last page as a way to recruit for CRLA. Each could be sold for \$5. These could be sent to the mailing service for distribution. The organization could also pay to advertise these in the NADE Newsletter or JDE.

Board to explore new mailing service

IX. Oxford Mailing - (Attachment R)

The Board expressed concerns regarding Oxford Mailing Services. Kathy Carpenter thought paying \$22 per hour for clerical services was ridiculous. (See Attachment R - report on Oxford expenses.)

A motion was made to actively explore finding a new mailing service with the intent of changing services.

(M) Kathy Carpenter
(S) Denise McGinty

Barbara Calderwell requests to handle
JDE and RRIDE subscriptions

The meeting was adjourned at 4:00 p.m.

PASSED

There was follow up discussion about exploring several mailing services and the time this would take. The Board agreed that nothing should be said to Oxford until a new service is decided upon.

Questions were raised about giving notice and the time needed to do so and application fees going through the Treasurer. Oxford Mailing Service claims that the organization owns the data base and that it will receive hard copies if we discontinue service with them. They also have ten pallets of CRLA material.

The Board felt as though it should get bids from at least three mailing services.

Dee announced that Barbara Calderwell has offered to have CRLA members send checks directly to them for JDE and/or RRIDE. The Board decided that they did not want to take any official action until they explore a new mailing service.

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

CRLA Board Minutes
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
San Antonio, Texas
March 20, 1991

Board Members Present:

Dee Tadlock, President; Joyce Weinsheimer, President-Elect; Becky Patterson Coordinator of State/Regional Directors; Denise McGinty, Secretary; Kathy Carpenter, Treasurer.

Others Present:

Becky Johnen, 1991-92 President-Elect; Karen Agee, 1991-93 Secretary; Tom Gier; Jo Ann Carter-Wells; Tom Pasternack; Mary Rubin

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

I. Report from Tutor Certification Committee
Tom Gier, Coordinator
(Attachment S)

71 tutoring programs have been certified

A. Report

Tom reported that there are currently 71 programs certified. The Board mentioned to Tom the idea of standardizing covers for the Tutor Registry and the Terminology report. Tom commented that he has already made 200 copies of the Registry. There was further discussion about having copies of the Registry and the Terminology report available at other conferences, e.g., NADE, IRA.

Tutor Certification Chair is split in to two positions

B. Proposal

Tom proposed to the Board that for 1992 there be two certification committee chairs. That the responsibilities be split into: (1) Chair for New Programs, and (2) Chair for Renewal/Recertification. Tom asked to renew himself for the Chair of Renewal/Recertification.

There was a motion to accept Tom's proposal.

(M) Kathy Carpenter

(S) Becky Patterson

PASSED

Tom also shared the agenda for the Tutor Certification Committee luncheon meeting (Attachment T).

Jo Ann Carter-Wells entered at 9:30 a.m.

Conference evaluation suggestions

II. Evaluation Report - Jo Ann Carter-Wells
(Attachment U)

Jo Ann made three recommendations regarding conference evaluations:

1. Use uniform PMS color #320.
2. Number the conference activities.
3. Use the session evaluation forms again.

Jo Ann said that only 121 conference evaluations were returned last year. The Board said that they would remind conference attendees at each General Session to return conference evaluations. Jo Ann's comments about last year's evaluations were that there was a wide range of representation at the conference - backgrounds, employment, etc.

She commented that question #2 might no longer be needed since it is now a mandate that to attend the conference one must join the organization. The question could be changed to: were you a member of CRLA prior to this conference. She also commented that entertainment and tours have been problem areas, i.e., disagreement over what people want or like.

The evaluation results will be posted on the board for members to view.

The Board thanked Jo Ann for all of her hard work.

Tom Pasternack entered at 10:00 a.m.

Suggestions for Newsletter

III. Newsletter Editor - Tom Pasternack

Tom made numerous suggestions for changing the CRLA Newsletter.

1. Use a professional to do the Newsletter. The cost would be approximately \$1200 per year. They could work up an attractive design, mastheads and placement into columns.
2. Use white paper with black ink and a second color, turquoise.

3. Use more graphics instead of pictures.
4. Keep the editor as the compiler.
5. Have a feature in each issue. Get members more involved.
6. Have a "Who's Who in CRLA."
7. Have a column called, "Tip of the Issue," which would provide something someone has tried and it works.
8. Periodically have quick questionnaires in the newsletter so members can respond. Publish the results in the next newsletter.
9. Use more cartoons. Maybe have a contest.
10. Have an editor's column, "The Editor Speaks and The Editor Listens." Encourage members to write in to this column.
11. Continue to have reports from the President, the SIGs, Tutor Certification, book/software reviews, etc.
12. Have a calendar of upcoming events.
13. Report on the conference from a personal perspective.
14. The Secretary's report should be short statements with a note that a complete summary of the minutes can be obtained from her.
15. Reduce the number of issues from four to three, one in Dec/Jan, one in May and one in Sept.

Tom said he could do an abbreviated newsletter this spring.

Costs of Newsletter

He figured costs at:

4 issues, 12 pages - \$6750

It would be \$1600 for each issue and \$400 to set the type. There would be a one time fee of \$1200 to redesign the Newsletter.

The Board commented that they thought the Newsletter should be mailed by the Editor. If the number of issues are reduced, the cost would be about the same as it has been in the past.

Board discusses having Editor of Newsletter attend only one summer Board meeting

The Board discussed with Tom the issue of attending only one summer Board meeting versus his attending the meetings each summer. Though the Board recognized that this might not be a valid idea with all of the changes occurring with the Newsletter.

A motion was made to accept Tom Pasternack as the Newsletter Editor.

(M) Becky Patterson
(S) Kathy Carpenter

PASSED

A second motion was made to accept the changes that Tom has suggested.

(M) Kathy Carpenter
(S) Becky Patterson

PASSED

The Board took a break at 11:10 a.m.
The meeting resumed at 11:20 a.m.

Mary Rubin entered the room.

Terminology Report to be bound and sold for \$5

- IV. Terminology Report - Mary Rubin
Dee informed Mary that the Board would like to publish her committee's report and make it available to members for a \$5 charge. One possibility is to list this publication on the membership application. Mary reported that she has a list of offices (in about 35 states) that would possibly be interested in purchasing this report. The Board discussed sending out a flier to advertise the report.

The Board thanked Mary for her work and achievement.

- V. Awards and Scholarship
- A. Special Recognition Awards
Dee announced that she would give special recognition awards to Wayne Herlin, Gladys Shaw and Francis McMurtray at Saturday's luncheon.
- B. Distinguished Service Award (formerly Long and Outstanding Service Award).
The Board will choose the recipient of this award during the summer Board meeting. It was agreed that members outside the Board should contribute nominations.

Distinguished Service Award to be decided at summer Board meeting

Requirements for applying for
scholarship

CRLA representative to serve on
a panel at Institute for Learning Center
Personnel

C. Scholarship Awards

These awards will not be connected to financial need. The requirements are that the individual be enrolled in at least 6 semester credit hours. Board members were asked to think about scholarship award criteria for Kate Sandberg.

VI. Institute for Learning Center Personnel

The University of Arizona (Tucson) intends to continue holding this institute there. They have asked for a representative from each of the major learning-assistance professional organizations to serve on a panel at the January institute. The Institute will not be able to provide travel funds this year, but believes it will be able to do so in future years.

A motion was made to send Joyce Weinsheimer to the Institute in January at the CRLA's expense.

(M) Becky Patterson
(S) Kathy Carpenter

PASSED

The meeting was adjourned at noon.

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

CRLA Board Minutes
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
San Antonio, Texas
March 23, 1991

Board Members Present:

Joyce Weinsheimer, President; Becky Johnen, President-Elect; Dee Tadlock, Coordinator of State/Regional Directors; Karen Agee, Secretary; Kathy Carpenter, Treasurer.

Others Present:

Susan Deese, Jo-Ann Mullen, Vince Orlando, Becky Patterson, Tom Pasternack

Joyce called the meeting to order at 2:17 p.m.

I. Journal Report - Vince Orlando & Jo-Ann Mullen

Advisory Board members terms to be 3 years

Vince and Jo-Ann to continue as Editors through Vol. XXV

Vince and Jo-Ann reported that they have 150 copies each of old Journals. The Board recommended that the printer should only keep old plates for two years. Advisory Board members, who until now have served "life" terms, will be appointed by the editors for staggered three-year terms and will need to submit vitae for consideration for this position. Vince and Jo-Ann will continue as Editors through Vol. XXV. Prospective Editors thereafter will submit proposals and job descriptions and should probably have served on the Advisory Board. The CRLA Board will announce this information in the Newsletter. After the new mailing service has been chosen, Vince will undertake another campaign for library subscriptions to the Journal. The Journal printer will be asked to do matching covers for the new Tutoring and Terminology monographs.

II. Nominations Committee

In a closed Board session, the Board heard Susan Deese's report of the Nominations Committee. Susan will revise the committee's outdated job description.

Election of officers is moved from spring to fall

A motion was made to move the elections from spring to fall, so that newly elected officers can arrange travel to attend all Board meetings at the spring conference. She further moved that the bylaws election dates be suspended this year and the bylaws revised at the next annual conference.

(M) Kathy Carpenter
(S) Karen Agee

PASSED

Vashti Muse entered the meeting at 3:10 p.m.

NADE cannot commit to joint conference yet

- III. Meeting with NADE President - Vashti Muse
Vashti reported that Bertha Murray is now President-Elect of NADE and Gladys Shaw is Treasurer. The NADE Board cannot now commit to a joint conference in Washington in 1995, but the Board will meet soon and authorize continued work toward that conference.

Vashti left at 3:25 p.m.

Karen Smith entered the meeting at 3:30 p.m.

- IV. Archivist - Karen Smith
Karen reported that some individuals in photos on the display board had been identified at this conference. She submitted her report to the Board (Attachment W) and showed the Board how to set up and use the traveling display board. Karen recommended that arranging for a photographer should be added to the conference planner's guidelines. She also suggested that she produce an oral history of the next conference by tape recording participants' observations. Dee will ask Carol Clymer to send Karen the two boxes of archives materials she has. Karen reported that she did not receive Board minutes, attachments, or correspondence in 1990. She also requested permission to cull extra copies and useless items from the archives.

Board gives Archivist authority to remove unnecessary materials from archive

A motion was made to to give the Archivist authority to remove unnecessary materials from the archives, using her usual care and discretion.

(M) Dee Tadlock
(S) Becky Johnen

PASSED

Tom Pasternack entered at 3:57 p.m.

Karen Smith left the meeting at 4:07 p.m.

Terminology Report needs periodic updating

Budget line for ad hoc committees is eliminated

V. New Business

A. Officers' Addresses and Telephone Numbers

Addresses and telephone numbers were updated. The Board agreed to meet on June 28 at 1:00 p.m. until noon on June 30.

B. Terminology

Dee mentioned that she had received a memo from Mary Rubin concerning the conclusion of the terminology project after four years, in which she thanked the Board for its support, recommended periodic updating, and suggested a title for the monograph.

C. Sales Inventory Location

Becky Patterson suggested that the Board consider where the sales inventory should be located. The Board decided that it should stay with Gladys Shaw temporarily because the manufacturer is located in El Paso. However, Kate Sandberg, the new Awards and Scholarships Chair, can make the final disposition.

D. Ad Hoc Committees

Kathy Carpenter noted that since Tutor Certification and Terminology committees are no longer ad hoc committees, there are no ad hoc committees.

A motion was made to eliminate the budget line for ad hoc committees.

(M) Kathy Carpenter

(A) Dee amended this to read that the ad hoc budget line be eliminated, but can be replaced when needed.

(S) Karen Agee

PASSED

E. Travel Expenses

Kathy requested travel and lodging expenses to the IRA conference in Las Vegas, where she will represent CRLA

Patti Glenn is new SIG Coordinator

and present on tutor certification procedures.

A motion was made for the Board to approve these expenses.

(M) Dee Tadlock
(S) Becky Johnen

PASSED

F. New SIG Coordinator
Becky Johnen announced that Patti Glenn will be the new SIG Coordinator.

G. Newsletter Editor
Tom Pasternack requested and received advice from the Board concerning what to include in his first, transitional Newsletter. Dee noted the need for both black-and-white and color photos for the Newsletter as well as for the display board. This will necessitate that the photographer use two cameras.

The meeting was adjourned at 4:50 p.m.

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

CRLA
First General Session
San Antonio Hyatt
San Antonio, Texas
March 21, 1991

President Dee Tadlock called the First General Session to order at 1:32 p.m.

President Tadlock introduced herself and welcomed all to the 24th annual gathering of CRLA. She gave a special welcome to first-time attendees and recognition to those who had attended more than ten conferences. New officers (Becky Johnen, president-elect, and Karen Agee, secretary) were introduced, and then the current officers: Kathy Carpenter, treasurer; Joyce Weinsheimer, president-elect; Becky Patterson, past president. Dee announced that secretary Denise McGinty had to leave the conference for a family illness and that Becky Johnen would serve on her behalf.

President Tadlock recognized the work of SIGs and their role as national models for interest groups. All SIG leaders were introduced. Dee also recognized retiring Newsletter editor Wayne Herlin and the newly appointed editor, Tom Pasternack; the editors of the Journal, Vince Orlando and Jo-Ann Mullen, and the members of their editorial board; and the Tutor Certification Committee with its chair, Tom Gier.

Dee introduced archivist Karen Smith, bylaws committee chair Patti Glenn, newly appointed parliamentarian Martha Jones, 1991 elections chair Gwyn Enright, and 1990-91 site selection chair Susan Deese, who will be election chair for 1992. Susan introduced her elections committee and informed membership of the process for making nominations for the positions to be elected next year, president-elect and treasurer.

Dee recognized state/regional directors and state chapter presidents. Noting the importance of linkages with other professional groups, Dee introduced the president-elect of the Texas Junior College Learning Association, Marilyn Lancaster, and the president of NADE, Vashti Muse.

Joyce Weinsheimer officially welcomed the membership to the 24th conference and announced a luncheon for past board members, last-minute program changes, the need for chairpersons, and the importance of all conferees completing a conference evaluation form. Joyce also recognized Frances McMurtray, site chair, and introduced Sandra Ross, president-elect of the CRLA Texas chapter, who gave a welcome to San Antonio on behalf of Dr. Max Castillo, president of San Antonio College.

Joyce then introduced the keynote speaker, Dr. Bernice McCarthy, who is president of Excel, adjunct professor of education at Loyola University, and creator of the 4MAT System, who spoke on

"The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques."

Dee Tadlock adjourned the First General Session at 3:14 p.m.

CRLA
Second General Session
San Antonio Hyatt
San Antonio, Texas
March 22, 1991

President Dee Tadlock called the business meeting to order at 1:50.

Becky Johnen, acting for Denise McGinty, gave the secretary's report. See Attachment V.

Kathy Carpenter presented the treasurer's report. She reported that she has devised new accounting procedures and that a detailed accounting report by the CRLA auditor, Gladys Shaw, is available by request to the treasurer. CRLA's assets include \$24,948.85 in a CD, \$9,356.91 in regular checking, \$2,045.14 in regular savings, \$25,168.62 in conference checking, and \$5.00 in conference savings, for a total of \$61,524.52 as of March 6, 1991. See Attachment ② for the treasurer's report.

Dee Tadlock relayed that when CRLA changed its name two years ago, it did not change Article 3, Section 5 of the bylaws, which restricts annual conferences to the "western" states. Karen Smith moved to remove Article 3, Section 5, from the Association bylaws. Karen Agee seconded the motion. The vote in favor was unanimous.

Announcements were made that CRLA will change its mailing service and that the elections committee will hold a meeting at 7:45 a.m., March 23, in the Los Frios foyer.

Becky Patterson introduced Dee Tadlock, who delivered her presidential address, "The Promise Kept."

Dee adjourned the Second General Session at 2:40 p.m.

CRLA
Third General Session
San Antonio Hyatt
San Antonio, Texas
March 23, 1991

President Dee Tadlock began the formalities at 12:25.

- I. Gladys Shaw, chair of Awards and Scholarships, presented the Distinguished Service award to Delryn Fleming and the Distinguished Research Award to Cheryl Brown of Northern Arizona for Whole Concept Mathematics. Craig Stern accepted for Cheryl the trophy and \$100 award. Gladys presented the Research Assistance Award and \$500 to Patricia Mulcahy-Ernt of Rutgers for her work on pre-writing and pre-reading strategies. The Scholarship Award and \$500 were presented to Gary Brown of Washington State for developing more interactive reading and writing tools. Gwyn Enright accepted the award for Gary.
- II. Gladys recognized her committee, who then assisted with the scholarship raffle of 22 prizes donated by SIGs and state/regional directors and chapter presidents. Gladys gave a brief history of the CRLA raffle, introduced Reader Rabbit, and announced that about \$900 was raised from the raffle this year. Gladys, who is stepping down as Awards and Scholarships chair due to responsibilities as new NADE treasurer, introduced Kate Sandberg as the incoming chair.
- III. Dee Tadlock announced the Board's new Special Recognition Award and presented the award to the first recipients: Gladys Shaw, Wayne Herlin, and Frances McMurtray.
- IV. Certificates of Appreciation were presented to state/region directors and chapter presidents by Becky Patterson; to SIG leaders by Becky Johnen, to Tutor Certification Committee members by Tom Gier; to the on-site conference committee by Frances McMurtray; to the program committee by Joyce Weinsheimer; to the Journal editors by Becky Patterson; to the Journal assistants by Vince Orlando and Jo-Ann Mullen; to Sue Brown for updating the CRLA brochure by Dee Tadlock; to Patti Glenn (bylaws), Karen Smith (archives), and Gwyn Enright (elections) by Dee Tadlock; and by Gwyn to her elections committee.
- V. The officers for 1991-92 were introduced, with Kathy Carpenter remaining as treasurer, new secretary Karen Agee inducted by Becky Patterson, new president Joyce Weinsheimer inducted by Dee Tadlock, and president-elect Becky Johnen inducted by Joyce. Becky Patterson presented Dee with a plaque and introduced Shirley Sloan as on-site chair of the 1991 conference at the San Francisco Marriott.

Dee concluded the Third General Session and luncheon at 1:45 p.m.

**CRLA BOARD MEETING
SUMMARY OF MINUTES
San Antonio, Texas
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
March 18-23, 1991**

Board Members Present: Dee Tadlock, President; Joyce Weinsheimer, President-Elect;
Becky Patterson, Coordinator of State/Regional Directors;
Denise McGinty, Secretary; Kathy Carpenter, Treasurer.

Others Present: Becky Johnen, Karen Agee

Date	Page	
3/18	1	1. Minutes from the July, 1990 summer board meeting minutes were approved.
3/18	2	2. Kathy Carpenter, Treasurer, reported that the CRLA books indicate the following: \$24,948.85 in a CD; \$9,356.91 in checking; \$2,045.14 in regular savings, and; \$25,168.62 in conference checking. Kathy has also revised the bookkeeping system.
3/18	2	3. Denise McGinty, Secretary, reported that all minutes are up-to-date with the exception of cross-referencing the last board meeting.
3/18	3	4. Southwest Texas State University will offer a campus tour at this year's conference as well as handle the continuing education credit.
3/18	4	5. The Board has recommended that future hotel contracts offer conference room rates to conference attenders even if the blocked number of rooms is filled.
3/18	5	6. Becky Patterson, Coordinator of State/Regional Directors will offer a Leadership Institute for State/Region Directors this conference.
3/18	5	7. The Past-Presidents' Luncheon will become a reunion for all past CRLA Board members.
3/18	5	8. The Board voted to give all Board members a life membership to CRLA as a token of gratitude (MSP).
3/18	5	9. Tom Pasternack has been accepted as the new <u>CRLA Newsletter</u> Editor (MSP).
3/18	5,6	10. The following awards will be given to CRLA members: -Distinguished Research Award to Cheryl Brown -Research Assistance Award to Dr. Pat Mulcahy-Ernt -Distinguished Service Award to Delryn Fleming -Scholarship to Gary Brown
3/18	6	11. Becky Johnen, Coordinator of SIGs announced that there are 13 active SIGs. New SIGs include: Developmental Programs, Emotional/Motivational Issues, Multicultural Issues, Placement Bureau and Whole Language.

Date	Page	
3/18	7	12. The Board decided to have membership in SIGs tied to one's application for membership in CRLA (MSP). Financial support will also be offered to the SIGs (MSP).
3/18	8	13. The Board has decided to redesign the CRLA membership application form.
3/18	9	14. CRLA and NADE continue to work toward offering a joint conference in Seattle, Washington in 1995.
3/19	1	15. Travel authorization and reporting forms have been developed for individual requesting CRLA funding for travel.
3/19	1	16. A conference on-site has been developed to assist future On-Site Chairs.
3/19	2	17. A hotel negotiations handbook has been developed to assist in future hotel negotiations.
3/19	2	18. The Board recommends that conference site selections be made three years in advance.
3/19	2	19. Reconciliation for advance form will include a statement that all expenditures must be receipted.
3/19	3	20. The Election Committee Chair will make an oral report of the slate of candidates the committee is considering for officers at the last Board meeting of the conference.
3/19	3	21. Election ballots will be mailed by October 15 and elected candidates will be notified by December 10 (MSP).
3/19	4	22. The 1992 CRLA conference will be held in San Francisco at the San Francisco Airport Marriott.
3/19	4	23. Mary Rubin, Chair of the Terminology Committee, reported that the committee has finished the Terminology Report.
3/20	1	24. To date, 71 tutoring programs have been certified by CRLA.
3/20	1	25. Tom Gier, Chair of the Tutor Certification Committee, proposed that his position be split into two: Chair for New Programs and Chair for Renewal/Recertification (MSP).
3/20	2,3	26. Tom Pasternack, <u>Newsletter</u> Editor, has suggested many new changes to the <u>Newsletter</u> . One change is that there will be three yearly issues of the <u>Newsletter</u> instead of four (MSP).

CRLA Board Meeting
Summary of Minutes
San Antonio, Texas
Hyatt Regency
March 18-23, 1991
Page 3

Date	Page	
3/23	1	27. Vince Orlando and Jo-Ann Mullen will remain as <u>Journal</u> Editors through Vol. XXV. They have recommended that Advisory Board members terms be only three years and that these be staggered.
3/23	4	28. Patti Glenn will be the new SIG Coordinator.

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

ATTACHMENTS
CRLA Board Meeting
San Antonio Hyatt
San Antonio, Texas
March 18-23, 1991

<u>Attachment</u>	<u>Title</u>
A.	Agenda
B.	Call to Conference - 1992
C.	CRLA Financial Summary and Statement of Cash Receipts and Disbursements
D.	Letter from Dave Caverly regarding campus tour and continuing education credit
E.	Directory of State/Region Directors
F.	1991 Awards
G.	SIG Report
H.	Letter from NADE regarding joint conference
I.	Guidelines and Form for Travel Reimbursement
J.	On-Site Chair Guide
K.	Addendum to Treasurer's Responsibilities
L.	Hotel Bid Guidelines
M.	Site Selection Report
N.	Auditor's Report
O.	Reconciliation for Advances Form
P.	Elections Committee Report
Q.	Terminology Report
R.	Report on Oxford Expenses
S.	Tutor Certification Committee Report
T.	Agenda for Tutor Certification Committee Meeting
U.	Conference Evaluation Report
V.	Secretary's Report
W.	Archivist's Report

**AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS**

Monday, March 18

9:00: Call to order; Additions to the Agenda

Reading of the minutes
Corrections (A formal motion is needed so the minutes will show the events that resulted in the approval of the slate of officer nominations that was submitted to the membership.)

Reports from officers

Treasurer

Secretary

President-Elect

Conference report

Past-President

Update on states and regions

How many mailing labels were requested by State Directors?

Was our "flat fee" arrangement economically prudent?

Report on Past President's Luncheon

How might we effectively utilize this function for the benefit of CRLA, or is it merely a "reunion" affair?

Report on Leadership Institute

President

Announcement of Awards and Scholarships

and of new committee ; *Certificates of Appreciation*

Announcement of new Newsletter editor

Summer Board Travel

Parliamentarian? (Ask at Genral Sessions?)

10:30: Oxford Mailing Service

Synopsis of continuing problems, JDE question

Signs of hope

Oxford Report

Options, Decision, Procedure

12:00: LUNCH

*Deby
until
Report
Arrives
3/19/91*

AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS

MONDAY, MARCH 18, 1991

1:30: SIGs

Report from Becky Johnen
Placement Bureau change to SIG--Is it happening?
Replacement for Becky Johnen
Multi-Cultural Affairs?

3:00: Membership Application

Does it need to be bigger to communicate about SIGs and more
fully about the JDE, RRiDE option?
Who will communicate with Sue Brown for changes (if any)?
If changes are in order, shall we design it now?
Reduction in membership fee for full-time students?
Change Conference Proceedings notation to Journal of College
Reading and Learning

3:30: Liaison Function

Why do we do it?
What can we do to make it meaningful?
Should we continue with it?

Conference in Eastern States issue
Options presented by by-laws committee chair

4:00: NADE Co-Sponsored Conference
differences to be reconciled

Money-Raising Items
Pricing, logistics of sale

Phi Delta Kappan book, Learning to Learn: Effective Learning
Strategies Becky Patterson

DINNER 5:00

AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS

TUESDAY, MARCH 19, 1991

- 9:00: Examination and Approval of New Forms and Guides
Forms for travel authorization and reporting
Conference on-site handbook
Conference program manager handbook
Hotel negotiations handbook
Addendum to treasurer responsibilities (listing conference registration duties)
- 10:00: Auditor's Report
Activating her suggestions
Letter from Gladys re. planning budget
Include budget allocation for registration assistance in
Treasurer's budget - *Summer*
- Increase awards amounts - *Summer*
- Elections
Change of nominating procedures?
Gwyn's letter
What changes will be needed in job descriptions?
Change of time-line?
- 11:00: Conference Change Suggestions
CRLA Conference Computer Display
Work with computer SIG? A part of SIG leader's or a
designee's responsibilities?
hotel consideration?
Site selection (3 hotel choices??)
New time lines for proposals?
Information about the Past Board Members' Luncheon in the
Newsletter

LUNCH

**AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS**

TUESDAY, MARCH 19, 1991

1:30: Create Together a Budget Format for Conference

2:00: Future Conferences
Settled Conferences: 1992, 1993
1994?
1995 NADE (?) in Seattle
1996?

3:00: Mary Rubin Task Force on Terminology
Presentation
Dissemination

4:00: NADE Consortium

Political Action

Hunter Boylen's Exxon-funded Research

Promotional Video

Question of Newsletter Editor and Summer Board Meeting

**AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS**

WEDNESDAY, MARCH 20

9:00: Report from Tutor Certification Committee

Tom Gier, Coordinator

Change tutor certification committee from ad hoc to regular
status

Evaluation Report, JoAnn Carter-Wells

10:00: Newsletter Editor

Announcement

Suggestions for Improvement

Potential of working with JoAnne Carter Wells and with

11:00: Awards and Scholarships Kate Sandberg

Special Recognition Award

Secretary needs to up-date committee chair responsibilities
for this function

Will Board continue to determine who gets these awards, or is
this a responsibility of A & W committee?

Distinguished Service Award

Were there other nominations than from the Board?

Did State Directors nominate? Did it become a part of their
job descriptions?

Is this the same award as the Long and Outstanding Service
Award?

Scholarship available to part-time students?

General Session Overview

ENJOY THE CONFERENCE!

**AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS**

SATURDAY, MARCH 23

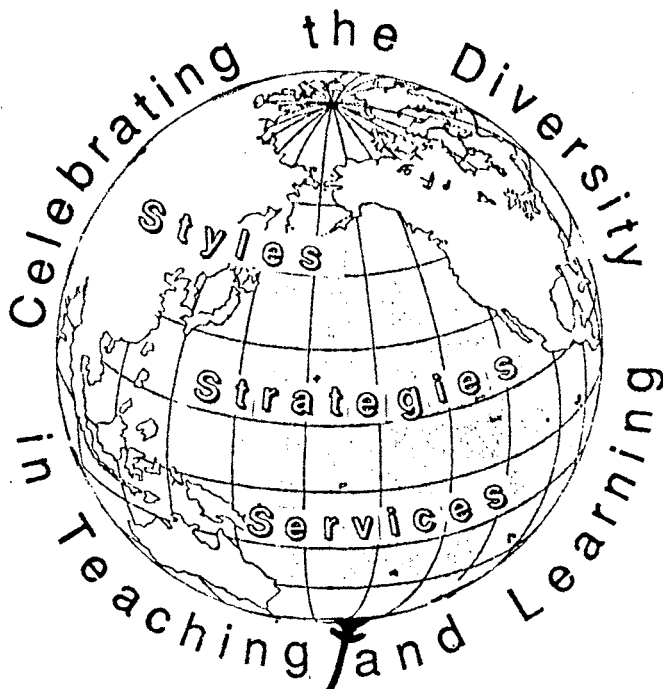
2:15: Journal report Vince Orlando
Advertising in the Journal?

2:45: New Officers
Addresses of where to send congratulatory/thank you letters to
supervisors

Addition to Quick Reference list

Setting Summer Board Meeting Time
Verification with San Francisco Airport Marriott
415/692-9100

3:00: Meeting with NADE President



CRLA College
Reading &
Learning
Association

25th Annual Conference

April 9 - 12, 1992

The San Francisco Airport Marriott Hotel

CALL FOR PAPERS

The 25th Annual Conference of the COLLEGE READING & LEARNING ASSOCIATION

The San Francisco Airport Marriott Hotel

April 9 - 12, 1992

The Conference theme is "CELEBRATING THE DIVERSITY IN TEACHING AND LEARNING: STYLES, STRATEGIES, SERVICES." Proposals relevant to the theme are being solicited. Areas usually represented include, but are not limited to, the following:

- assessment
- classroom research
- cognitive/instructional psychology
- collaborative learning
- computer assisted instruction/technology
- critical literacy: reading, writing
- critical thinking/problem solving
- diversity (responses to race, class, gender, special population & multicultural issues)
- emotional/motivational aspects of learning
- English as a foreign/second language
- integrated curricula
- learning disabilities
- mathematics tutorial
- learning strategies/learning styles
- legislative impact/public policy
- program/learning center management
- professional development
- research and evaluation
- tutoring
- workplace basics/literacy

Institutes are three hours long. Proposals for institutes must be received by August 1, 1991.

Section meetings are one hour long. Proposals for section meetings must be received by August 15, 1991.

Each person submitting a proposal will be notified of the Program Committee's decision by September 15, 1991.

Criteria for judging the proposals include the following four points:

1. Importance of the topic to the CRLA audience.
2. Freshness of the approach described or taken.
3. Quality and clarity of the proposal.
4. Relevance to the conference theme and to the above program strands.

Proposals for both sections and institutes should include the title, a 50-word description to be reproduced for the conference program, audio-visual equipment needs, and a 250-word summary outlining the objectives, content format, and techniques, and relationship to conference theme. Proposals should also include the names, addresses and institutions of all presenters.

Proposals should be submitted on the presentation proposal form on the reverse side of this announcement.

COLLEGE READING & LEARNING ASSOCIATION
1992 CONFERENCE PRESENTATION PROPOSAL

This proposal is for: _____ a section meeting
_____ an institute

TITLE OF PRESENTATION _____

50 -WORD DESCRIPTION _____

(If the presentation is selected, this description will be printed in the conference program.)

CHECK THE PROGRAM STRAND WHICH BEST DESCRIBES YOUR PRESENTATION:

- | | |
|---|--|
| <input type="checkbox"/> assessment | <input type="checkbox"/> integrated curricula |
| <input type="checkbox"/> classroom research | <input type="checkbox"/> learning disabilities |
| <input type="checkbox"/> cognitive/instructional psychology | <input type="checkbox"/> mathematics tutorial |
| <input type="checkbox"/> collaborative learning | <input type="checkbox"/> learning strategies/learning styles |
| <input type="checkbox"/> computer assisted instruction/technology | <input type="checkbox"/> legislative impact/public policy |
| <input type="checkbox"/> critical literacy: reading, writing | <input type="checkbox"/> program/learning center management |
| <input type="checkbox"/> critical thinking/problem solving | <input type="checkbox"/> professional development |
| <input type="checkbox"/> diversity (responses to race, class, gender, | <input type="checkbox"/> research and evaluation |
| special population & multicultural issues) | <input type="checkbox"/> tutoring |
| <input type="checkbox"/> emotional/motivational aspects of learning | <input type="checkbox"/> workplace basics/literacy |
| <input type="checkbox"/> English as a foreign/second language | <input type="checkbox"/> other |

LIST SUPPLIES AND EQUIPMENT NEEDED FOR PRESENTATION: _____

(If your presentation is accepted, you will be notified if needed equipment will be available.)

PRESENTER (If there will be more than one presenter, please attach an additional sheet with the following information for each presenter. The name listed on this form will be the person to whom all correspondence is sent):

Name _____

Address _____

Work Phone _____ Home Phone _____

Institution (if not included in address) _____

A 250-WORD SUMMARY MUST ACCOMPANY THIS FORM. THIS SUMMARY SHOULD INCLUDE THE OBJECTIVES, CONTENT, FORMAT AND TECHNIQUES, AND RELATIONSHIP TO CONFERENCE THEME.

Send three copies of each proposal to:

Becky Johnen
Chemeketa Community College
Developmental Education Department
P.O. Box 14007
Salem, OR 97309
(503) 399-2556 or home (503) 390-4866
FAX (503) 399-5214

CRLA FINANCIAL SUMMARY

Dr. Kathy Carpenter
CRLA Treasurer

March 6, 1991

Deposited in Kearney Federal Credit Union
2301 13th Avenue
Kearney, Nebraska 68847

Certificate of Deposit - issued 1/31/91 for 6 months at 6.8% interest	\$24948.85
College Reading and Learning Association - Regular Checking Account #2316-02	9356.91
College Reading and Learning Association - Regular Savings Account #2316-026	2045.14
College Reading and Learning Association - Conference Checking Account #2317-02	25168.62
College Reading and Learning Association - Conference Savings Account #2317-025	5.00

TOTAL ASSETS	\$61524.52
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THE COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

FOR THE PERIOD JULY 1, 1990-FEBRUARY 28, 1991

RECEIPTS

Member Dues	\$16,580.00
Certification Fees	555.00
Subscriptions	586.15
Interest	1,699.02
Journal Sales	147.00
Fundraisers - Donation	10.00
Miscellaneous Receipts	<u>1,103.17</u>

TOTAL RECEIPTS \$20,680.34

DISBURSEMENTS

Executive Board Expenses	\$ 2,983.88
General Operating Expenses	5,465.18
JCRL Expense	\$4,507.68
Newsletter Expense	<u>3,698.07</u>
Total Publications Expense	8,205.75
Committee Expense	1,503.93
State, Regional and SIGS Expense	<u>1,165.54</u>

TOTAL DISBURSEMENTS 19,324.28

RECEIPTS IN EXCESS OF DISBURSEMENTS \$ 1,356.06

(UNAUDITED INTERIM STATEMENT)

THE COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF FINANCIAL CONDITION

FEBRUARY 28, 1991

ASSETS

Checking Account	\$10,959.42
Savings Account	2,045.14
Certificate of Deposit	24,948.85
Advances	<u>1,967.08</u>
TOTAL ASSETS	<u>\$39,920.49</u>

FUND BALANCE

Balance, June 30, 1990	\$38,564.43
Net Receipts in Excess of Disbursements	<u>1,356.06</u>
FUND BALANCE, FEBRUARY 28, 1991	<u>\$39,920.49</u>

(UNAUDITED INTERIM STATEMENT)

COLLEGE READING AND LEARNING ASSOCIATION

SUMMARY OF BUDGET 1990-91

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment C
Page 4 of 4

BUDGET ITEM	1990-91 APPROVED	1990-91 SPENT at Feb.28,199
<hr/>		
I. OPERATING BUDGET		
A. Board	\$12,495	\$2,983.88
B. Publications	14,450	8,205.75
C. Gen. Operating Exp.	8,950	5,465.18
D. Committees	3,215	1,503.93
E. State & Regional	5,105	1,165.54
TOTAL OPERATING BUDGET	\$44,215	\$19,324.28
<hr/>		
II. CONFERENCE BUDGET		
A. Conf. Management	\$ 3,075	
B. Gen. Conference Exp.	5,650	
C. Conference Program	3,000	
D. Food Functions	4,350	
TOTAL CONFERENCE BUDGET	\$16,075	
<hr/>		
TOTAL BUDGET	\$60,290	
<hr/>		



Southwest Texas State University

San Marcos, Texas 78666-4616 AC512 245-2157

Department of
Curriculum and Instruction

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment D
Page 1 of 4

December 6, 1990

Dr. Joyce Weinsheimer
Learning and Academic Skills Center
108 Eddy Hall
Univ. of Minnesota
Minneapolis, MN 55455

Dear Joyce:

Enclosed you will see a copy of our proposal for offering one hour of CEU graduate credit during the annual CRLA conference. Look this over and call or write me if there are any questions. Perhaps a paragraph such as the following might suffice for the program:

Southwest Texas State University is offering one hour of graduate CEU credit through our Graduate Program in Developmental Education to those who are attending the College Reading and Learning Association annual conference. Interested participants must attend a one-hour session held on the first day of the conference to register and to receive information on the course objectives, design, requirements, and to be assigned to a mentor. To receive credit, participants will choose an individual topic, attend a strand of related conference topics, and complete a paper covering the theoretical and practical literature surrounding the topic as well as a plan for implementing related practices into their developmental education setting.

With respect to the campus tour, because it will be more of a tour than a preconvention institute, I believe we will have to shorten it to include:

- 1) a tour of the Student Learning Assistance Center at Southwest Texas State University;
- 2) a tour of the Reading Computer Lab at Southwest Texas State University;
- 3) demonstrations and hands-on use of specific Macintosh, Apple II, and IBM courseware used to strengthen the students' understanding of reading/study strategies;
- 5) demonstrations and hands-on use of authoring software used to create courseware for needs unmet by commercial courseware;
- 6) the foundation and uses of hypertext and hypermedia for simulating those effective reading/study strategies we are attempting to develop; and
- 7) sample lessons in which the computer supports instruction in some instances and replaces instruction in other instances.

The only changes are less discussion of which computer platform to select and which software to buy and more of how Bill Broderick and we are using computers to support reading instruction in a community college and university setting. Because of these changes, the description for the program might be the following:

Join us for a tour after lunch of the Southwest Texas State University Computer Reading Lab and Student Learning Assistant Center. Learn how we and others are using Macintosh, Apple II, and IBM computers to support our developmental reading program. Demonstrated will be applications of computers in developmental education, hypertext simulations, authoring programs, and specific software. Hands-on opportunities will be provided.

As we discussed on the phone, I will plan on the tour bus to leave the conference hotel at 12:30 p.m. on Wednesday, March 20, and return around 6:00 p.m. This will allow for travel time to and from campus with approximately three hours here. We will be able to handle up to 30 people, since we have two 15 passenger vans available for rent. Will these people sign up at the conference, before during pre-registration, or separately? I agree that refreshments on the bus would be appreciated by the participants. Should I plan to get these refreshments or will the conference person? Let me know what other arrangements I have to make and which you or your committee will make.

Consider both of these proposals and let me know if you need any further information. Take care.

Sincerely,



David C. Caverly, Ph.D.

Assoc. Professor

Dept. of Curr. and Inst.

Southwest Texas State Univ.

San Marcos, TX 78666-4616

(512) 245-3100

cc: Denise McGinty
Barbara Lyman
Emily Payne
Bill Broderick

Proposal for EDA 5178: Workshop in Education

November 28, 1990

The 1989-91 Graduate Catalog describes EDA 5178 as follows:

5178 Workshop in Education. (1-0) A workshop in innovative techniques or materials offered either on-campus or off-campus in approved sites. Designed to give classroom teachers college credit for in-service-type training; course gives an opportunity for teachers to upgrade their skills and knowledge. A letter following the course number will indicate the areas of emphasis according to this code: 5178D Developmental Education (p. 84).

The proposed course described below would be offered as EDA 5178D.

Proposed Course Syllabus

Title: EDA 5178D Workshop in Education

Subtitle: Innovations in Developmental Education - CRLA 1991

Instructors: David Caverly, Barbara Lyman, and Emily Payne

Readings: Required readings will be drawn from:
The Reflective Practitioner (Schon, 1983)
Underprepared Learners (Cross et al., 1983)
College Reading and the New Majority (Frager, 1990)
Learning and Study Strategies (Weinstein et al., 1988)

Attendance: Participants will attend a one-hour session held on the first day of the annual conference of the College Reading and Learning Association. The purposes of this session will be to:

- a) inform participants of course objectives, design, and requirements,
- b) have participants choose individual workshop topics and design a strand of related conference sessions which they will attend, and
- c) assign each participant to a mentor (one of the instructors) who will oversee completion of requirements.

For example, a participant may choose hypertext and hypermedia as her individual topic in order to study and eventually implement them in her developmental education program. She would then plan to attend three CRLA conference sessions related to hypermedia and hypertext. David Caverly would be assigned as

her mentor because of his interest and expertise in these topics.

Participants will confer with their assigned mentors during a second one-hour session on the last day of the conference to discuss the home-campus phase of their projects.

Papers:

Following the CRLA conference, when participants have returned to their own campuses, each will write a 10-15 page paper with a two-fold purpose: 1) to review the theoretical and especially the practical literature on their topics and 2) to construct a tentative plan for implementing related practices in their developmental education settings. Participants would consult with their mentors during the writing of the paper.

This project would be due within 6 calendar months from the end of the CRLA conference. Some participants may have to rely extensively on interlibrary loan services to obtain the resources needed to explore their topics, thus, the need for a longer than average course term.

Grading:

For successful completion of the course, participants would receive credit (CR). An interim grade (P) would be assigned until requirements are completed. Students would be given the option of withdrawing (W) if they had no activity on their projects within 2 calendar months from the beginning of the course.

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CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment E
Page 2 of 3

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Pat Marino



The University of Texas at El Paso

Study Skills and Tutorial Services

February 11, 1991

TO: The Board of Directors,
College Reading and Learning Association

FROM: Gladys R. Shaw, Chairperson
Awards Committee

SUBJECT: 1991 Awards

Our selections for the 1990-1991 Awards are as follow:

The Distinguished Research Award of \$100 and a plaque:

Cheryl Brown for Whole Concept Mathematics: An Application of the Whole Language Approach to Mathematics Curriculum

The Research Assistance Award of \$500:

Dr. Patricia Mulcahy-Ernt for her reading comprehension study entitled "Reader Strategies for Comprehending Biology Text"

The Distinguished Service Award:

Delryn Fleming

One Scholarship of \$500:

Gary Brown who is enrolled in Washington State University

We could still award another scholarship if the Board can locate a candidate.

I will arrange for the funds and plaques as soon as I receive the Board's approval of these nominations.





READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

March, 1991

TO: CRLA Board of Directors

FR: Becky Johnen, Coordinator
Special Interest Groups

RE: 1990-91 SIG Update

This has been another rewarding and exciting year for the SIGs. The leaders have been doing an outstanding job with their newsletters, special projects or articles in the Association newsletter. This report is designed to provide a closer look at the following SIG activities and issues:

1. SIG activity update
2. SIG Leader packet
3. CRLA membership resources form
4. Association policy on the support of SIGs/addition of SIGs on the membership application
5. Board promotion of SIGs
6. SIG leaders luncheon meeting
7. Leader and Coordinator job description change recommendations

1. SIG ACTIVITY UPDATE

Total active SIGs.....13

NEW SIGS

- *Developmental Programs in Private Liberal Arts Universities and Colleges (established at the 1990 conference; Carol Lyon, Leader)
- *Emotional/Motivational Aspects of Learning (established at the 1990 conference; Glen Hirsch, Leader)
- *Multicultural Issues (established by the Board summer 1990 on SIG Coordinator recommendation)
- *Placement Bureau (established by the Board summer 1990; Anna-Marie Schlender, Leader)
- *Whole Language (established at the 1990 conference; Lonna Smith, Leader)

REACTIVATED SIGS

- *College Reading
- *English as a Foreign/Second Language

DISBANDED SIGS

- *Hispanic Interests
- *International Learning
- *Kellogg

INACTIVE SIGS

- *Evaluation/Research
- *Learning Disabilities
- *Workplace Literacy

CHANGES IN LEADERSHIP

- *LOREN THOMPSON for Computer Technology (Gary Brown is at the University of Washington pursuing doctoral studies; he'll continue to work with Loren)

SIGS SEEKING LEADERSHIP

- *Evaluation/Research
- *LEARNING ASSISTANCE CENTER MANAGEMENT
- *Learning Disabilities
- *Multicultural Issues
- *Workplace Literacy

Six SIGs have newsletters. Four SIGs have active communication via quarterly letters. Each issue of the Newsletter has SIG News and since Spring 1990 there have been 20 articles in the Newsletter on the SIGs. At the 1990 conference, for the first time ALL SIGs will have a meal function.

2. SIG LEADER PACKET

A copy is provided for your review and information. Changes from past years include the addition of a table of contents and letter from the coordinator to the leaders. The format has remained the same; pages of color are informational or instructional while white pages are "work" pages. These are to be completed and returned to the coordinator.

3. CRLA MEMBERSHIP RESOURCES FORM

This is still a popular device with the SIG leaders for recruitment of new members. In July, 1990 I sent to Tammy VanVoorhis an edited copy reflecting SIG changes to that date. I do not know if the form has been edited to reflect those changes. I recommend that we establish a standard time of year for revisions to the SIG section of this form. (See attached sample for recommended revisions.)

4. ASSOCIATION POLICY ON THE SUPPORT OF SIGS/ADDITION OF
SIGS ON THE MEMBERSHIP APPLICATION

The majority of the leaders would like to see more financial support from the Association since many are finding that the dues, even at \$5.00, do not always cover all costs of printing and mailing newsletters or general correspondence. Institutions vary and are inconsistent in their level of support for each SIG.

In addition, all SIG leaders would like to see the Association take over the responsibility for collection of the dues. This has been a very cumbersome process for many, particularly for those whose institutions do not provide accounting through its business office.

There has been some discussion on a centralized distribution process for SIG newsletters (SIG leader sends a master copy of the newsletter to Oxford with distribution to SIG members from there). I'd appreciate your thoughts on this.

My recommendation:

1. Membership in SIGs be tied to one's application for membership in the Association.

2. If #1 is acceptable, this would mean the placing of SIGs on the membership form(s). I am not aware of how many different membership application forms there are. This could have an impact on how realistic this thought is. (See sample for how this would work with the Newsletter application and the brochure insert. Other versions of the membership application would also need to be revised.)

3. A minimum fee be retained for SIGs. Five dollars is reasonable and SIG leaders feel that paying something provides for some level of commitment from the person.

4. All fees be collected and handled in the same manner as membership dues.

5. The Oxford Mailing Service provide the SIG Coordinator monthly lists of SIG membership with the SIG Coordinator distributing to SIG Leaders (perhaps a similar system to what is done for state directors and chapter presidents).

6. That a base amount (\$50, \$75 or \$100) be made available to SIG leaders for use with Newsletter printing and mailing when institutional support does not or will not cover basic costs. For special projects, leaders would submit a special funding request for consideration. Since membership in SIGs vary so much, the base amount per SIG would be a workable concept because some SIG leaders have little to no expenses, so even if some SIGs expend more than the allotted amount, the overall SIG expenditures would be within the budgeted amount. Year one could be a pilot year to see what the SIG

*Board
disagreed
w/ this*

income vs. expenditure actually is.

7. If a SIG should go inactive before the end of a complete year, we could offer membership in another SIG rather than deal with refunds. I would be willing to work out a process for this.

5. BOARD PROMOTION OF SIGS

I have prepared a packet of materials for each Board member to use when performing "promotional" functions for the Association. I would be willing to do something similar for state directors and chapter presidents.

6. SIG LEADERS LUNCHEON MEETING

The agenda that I have set for the leaders includes: association policy on support of SIGs -- update on status; purposes for SIGs (direction for the 90s, keeping membership active); avoiding burn-out of SIG leaders; SIG meal and business meetings; SIG leader and coordinator update

7. LEADER AND COORDINATOR JOB DESCRIPTION CHANGE RECOMMENDATIONS

See attached revised descriptions for details.

The SIGs are doing great! The energy and vitality of the leaders is just super, and their ideas are keeping us in the lead. I have thoroughly enjoyed my work with the SIGs. It have been a very rewarding year for me as SIG Coordinator. I thank the Board for its support for the SIGs and for the support that I have received in my role.

CRLA MEMBERSHIP RESOURCE FORM

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment G
Page 5 of 16

Date _____

CRLA can only be effective with the support of its members. We need members to be actively involved in as many facets of CRLA as their time and talent permits. If you are interested in serving in one or more ways, please indicate the area(s) below and mail the form to: CRLA Board, P.O. Box 4576, Whittier, CA 90607.

Name _____

Check if full-time student _____

Title/Position _____

Institution _____

Mailing Address _____

Work Phone() _____

Home Phone() _____

Please check the space next to your interest area(s). If you feel you might be interested, but you need more information, make two checks in the appropriate space.

I. ASSOCIATION OFFICES/COMMITTEES

Archives _____
Awards/Scholarships _____
By-Laws _____
Candidate for CRLA Office:
President-Elect _____
Treasurer _____
Secretary _____
Host State/Province Meeting _____
Host Future Conference _____
Liaison to Other Organization _____
Parliamentarian _____
State/Province Director _____
MultiCultural Affairs _____
Committee Chair _____

II. CONFERENCE COMMITTEES/ACTIVITIES

On-Site Volunteer _____
Coordinate Newcomers' Functions _____
Coordinate Chairs _____
Evaluations Chair _____
Program Committee Member _____
Publisher's Exhibits _____
Session Chair _____
Other (Specify) _____

III. PUBLICATIONS

Journal of College Reading
and Learning:
Editorial Board _____
Contribute Article _____
CRLA Newsletter:
Contribute Article _____

IV. SPECIAL INTEREST GROUPS

College Reading _____
Cognitive Psychology _____
Computer Technology _____
Critical Thinking/Problem
Solving _____
Evaluation/Research _____
~~Hispanic Interests~~ Multicultural Issues
Learning Assistance Center
Management _____
Learning Disabilities _____
Peer Tutoring _____
Trio _____
~~International Learning~~
Mathematics Tutorial Pgms. _____

Do you have special talents that
might benefit CRLA (marketing,
graphics, computer expertise, etc)?

(Use back, if necessary)

ADD
Developmental Pgms in Private Liberal
Arts Univ/College
Emotional/Motivational Aspects of Learning
English as a Foreign/Second Language
Placement Bureau
Whole Language
Workplace Literacy

workplace literacy

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APPLICATION FOR MEMBERSHIP

Name: ☐ Mr. ☐ Ms. ☐ Dr.

☐ Home Address

No.

Street

City

State

Zip

Phone ()

Name of College/University

Phone ()

☐ College/University Address

Current Position/Title

☐ Send mail to ☐

Dues are \$25.00 per year.

Date

Signature

Please make check payable to C.R.L.A. and mail to CRLA, P.O. Box 4576, Whittier, CA 90607. Funds drawn on non-U.S. banks must be remitted in U.S. dollars on a FOREIGN DRAFT or an INTERNATIONAL MONEY ORDER.

Prices of CRLA Publications

Fourth-Sixth Proceedings (1971-73) (each) \$ 5.00	Journal of College Reading & Learning
Seventh Proceedings (1974) \$ 6.00	Journal of College Reading & Learning
Eighth-Eleventh Proceedings (1975-78) (each) \$ 7.00	1979-80

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment G
Page 6 of 16

If this space on the reverse of the membership application could be used for SIG membership, might make the process workable.

Enclose \$ 5.00 for each Special Interest group (SIG) membership
Cognitive Psychology
College Reading
TOTAL \$

APPLICATION FOR MEMBERSHIP

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment G
Page 7 of 16

Name: ☐ Mr.
☐ Ms.
☐ Dr.

* ☐ Home Address

City

State

Zip

Phone ()

Name of College/University

Phone ()

* ☐ College/University Address

No.

Street

City

State

Zip

Current position/title

*Send mail to ☐ Dues are \$25 per year (which includes \$8 subscription to the Newsletter & the Journal of College Reading and Learning) ☐ New ☐ Renewal

CRLA provides members a way to network on selected topics throughout the year with its Special Interest Groups (SIGs). Dues for each SIG are \$5 per year.

- | | | |
|---|---|------------------------|
| - Cognitive Psychology | - English as Foreign/Second Language | - Multicultural Issues |
| - College Reading | - Evaluation/Research | - Peer Tutoring |
| - Computer Technology | - Learning Assistance Center Management | - Placement Bureau |
| - Critical Thinking and Problem Solving | - Learning Disabilities | - TRIO |
| - Developmental Programs in Private Liberal Arts Univ. colleges | - Mathematics Tutorial | - Whole Language |
| - Emotional/Motivational Aspects of Learning | | - Workplace Literacy |

Date _____ Signature _____

Total enclosed \$ _____
(Proceedings plus dues **plus \$42**)

Please make check payable to C.R.L.A. and mail to: CRLA, P.O. Box 4576, Whittier, CA 90607
Funds drawn on non-U.S. banks must be remitted in U.S. dollars on a FOREIGN DRAFT or an INTERNATIONAL MONEY ORDER.

Sample A

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Critical Thinking and Problem Solving
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Developmental Programs in Private Liberal
Arts Universities and Colleges
Carol Lyon
Academic Support Center
St. Ambrose University
518 West Locust
Davenport, IA 52803

Emotional/Motivational Aspects of
Learning
Glen Hirsch
109 Eddy Hall
192 Pillsbury Drive SE
University of Minnesota
Minneapolis, MN 55455

English as a Foreign/Second Language
Anna-Marie Schlender
EF International School of English
Mills College
Mary Morse Hall
5000 MacArthur Boulevard
Oakland, CA 94613

Evaluation/Research

Learning Assistance Center Management
Phil Gunvers
Mesa Community College
Mesa, AZ 85202

Learning Disabilities

Mathematics Tutorial Programs
Margaret Rogers
Shoreline Community College
16101 Greenwood Avenue North
Seattle, WA 98133

Multicultural Issues

Peer Tutoring SIG
Karan Hancock
8102 Harvest Circle
Anchorage, AK 99502

Placement Bureau
Anna-Marie Schlender
EF International School of English
Mills College
Mary Morse Hall
5000 MacArthur Boulevard
Oakland, CA 94613

Trin
Suzy Hampton
Special Services
University of Montana
Missoula, MT 59812

Whole Language
Loana Smith
117 Winstead Court
San Jose, CA 95139

Workplace Literacy

CRLA OFFICERS 1989-1990

PRESIDENT
Becky Patterson
English Department
University of Alaska-Anchorage
3211 Providence Drive
Anchorage, AK 99508

PRESIDENT-ELECT
Dee Tadlock
Yakima Valley Community College
P.O. Box 1647
Yakima, WA 98907

SECRETARY
Denise McGinty
Learning Skills Center
Jester A 332
University of Texas at Austin
Austin, TX 78705

TREASURER
Carol Clymer
El Paso Community College
P.O. Box 20500
El Paso, TX 79998

NEWSLETTER EDITOR
Wayne Herlin
Brigham Young University
165 S. W. Kimball Tower
Provo, UT 84602

**COORDINATOR OF STUDENT
CAPS**
Zimmerman Library
University of New Mexico
Albuquerque, NM

JOURNAL EDITOR
Jo-Ann Mullen
Department of Education
University of Northern Iowa
Greeley, CO 80631

Vincent Orlando
Reading Department
Metropolitan State College
1006 Eleventh Street
Box 17
Denver, CO 80204

CONFERENCE SITE CHAIRPERSON
Gwyn Enright
Academic Skills Center
PSFA 141B
San Diego State University
San Diego, CA 92182

**COORDINATOR OF SPECIAL
INTEREST GROUPS**
Becky Jahnke
Chemeketa Community College
P.O. Box 14007
Salem, OR 97309

JOURNAL OF COLLEGE READING AND LEARNING (formerly WCRLA Annual Conference Proceedings)

☐ Library Subscription - 1 year (current year) ... \$10.00

PREVIOUS VOLUMES

<input type="checkbox"/> Fourth (1971)	\$ 5.00
<input type="checkbox"/> Fifth (1972)	\$ 5.00
<input type="checkbox"/> Sixth (1973)	\$ 5.00
<input type="checkbox"/> Seventh (1974)	\$ 6.00
<input type="checkbox"/> Eighth (1975)	\$ 7.00
<input type="checkbox"/> Ninth (1976)	\$ 7.00
<input type="checkbox"/> Tenth (1977)	\$ 7.00
<input type="checkbox"/> Eleventh (1978)	\$ 7.00
<input type="checkbox"/> Twelfth (1979)	\$ 8.00
<input type="checkbox"/> Thirteenth (1980)	\$ 8.00
<input type="checkbox"/> Fourteenth (1981)	\$ 8.00
<input type="checkbox"/> Fifteenth (1982)	\$ 8.00
<input type="checkbox"/> Sixteenth (1983)	\$ 8.00
<input type="checkbox"/> Seventeenth (1984)	\$ 12.00
<input type="checkbox"/> Eighteenth (1985)	\$ 12.00
<input type="checkbox"/> Nineteenth (1986)	\$ 12.00
<input type="checkbox"/> Twentieth (1987)	\$ 12.00
<input type="checkbox"/> Twenty-first (1988)	\$ 12.00
<input type="checkbox"/> Twenty-second (1989)	\$ 12.00
<input type="checkbox"/> Package 4th-22nd Journal/Proceedings	\$ 116.00

TOTAL \$ _____

Name _____

Address _____

City _____

State _____ Zip _____

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment G
Page 8 of 16

CRLA'S SPECIAL INTEREST GROUPS

Special interest groups were developed to provide CRLA members with a means of networking throughout the year. Through quarterly newsletters or mailings you will be kept "On the Cutting Edge" of issues in the field. Dues for each SIG are \$5 per year.

- | | | |
|-----------------------|-----------|-----------|
| — C. P | — E.F/S.L | — M.I |
| — C. R | — E/R | — P.T |
| — C. T | — C.A.M | — P.B |
| — C.T + P.S | — L.D | — T |
| — D.P.I.P.L.A.C.U + C | — M.T | — W.L |
| — E/M.A.O.L | | — W.L.I.T |

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment G
Page 9 of 16

APPLICATION FOR MEMBERSHIP IN CRLA'S SPECIAL INTEREST GROUPS

Name: ☐ Mr. ☐ Ms. ☐ Dr. _____

* ☐ Home Address _____

City _____ State _____ Zip _____ Phone () _____

Name of College/University _____

Phone () _____

* ☐ College/University Address _____

Current position/title _____

*Send mail to ☐ Dues are \$5 per year per sig. MUST BE A MEMBER OF CRLA to join sigs

Date _____ Signature _____ Total enclosed \$ _____

(\$5 per sig)

Please make check payable to CRLA. and mail to: CRLA, P.O. Box 4576, Whittier, CA 90607
Funds drawn on non-U.S. banks must be remitted in U.S. dollars on a FOREIGN DRAFT or an INTERNATIONAL MONEY ORDER.

Sample

SIG Leaders facilitate the operation of individual groups throughout the year.
presented here

These tasks are the minimum responsibilities which a SIG Leader performs when he or she accepts the position. Leaders are encouraged to arrange for speakers or hold information booths, contribute to the CRLA Newsletter, encourage quarterly SIG newsletters, publish articles, hold mini-conferences, exchange expertise with other professional organizations, and/or perform any other appropriate functions to serve the SIG's.

Job Description



College
Reading &
Learning
Association

Job Title
SPECIAL INTEREST GROUP (SIG) LEADER

Timeframe	Work Performed
May/June	1. Write to new President-Elect to relate to your SIG's specific plans for next year's conference. Include desired meeting places and times, special equipment needs, sectional or institute plans, extra activities.
June	1. Submit SIG Guidelines to SIG Coordinator.
Autumn	1. Write to all members in your SIG. Include a membership list and some item of interest to your members. Encourage exchange of expertise. 2. Write to President-Elect to confirm conference plans. 3. Write a short article for the CRLA Newsletter.
February/ Early March	1. Make final arrangements for conference. 2. Write to all SIG members to tell them the finalized conference arrangements, appropriate materials you would like them to bring, sectionals and institutes which are of mutual interest. 3. If you cannot continue as Leader, contact another SIG member who who will attend the conference. Have this person help you at the conference and then take over the Leader's responsibilities.
Conference	1. Attend your SIG's meetings to facilitate the discussion. Have an appropriate agenda including an activity which will benefit all members. Evaluate past year, revise goals, discuss funding. 2. Report to the executive Board after your SIG meeting. Include evaluation of past year, method of funding, number of current members and revised goals. These tasks are the minimum responsibilities which a SIG Leader performs when he or she accepts the position. Leaders are encouraged to arrange for speakers or hold information booths, contribute to the CRLA Newsletter, encourage quarterly SIG newsletters, publish articles, hold mini-conferences, exchange expertise with other professional organizations, and/or perform any other appropriate functions to serve the SIG's.
Ongoing	1. Send copies of all SIG correspondence to the SIG coordinator. 2. Send copies of SIG Newsletters to all Board members.

MARCH/
APRIL/
MAY

1. Send pre- and post-conference information to members
2. Submit article for Summer Newsletter (Deadline May 1)
3. Update SIG Guidelines + submit to coordinator
4. Submit to Coordinator requests for special funds
5. Quarterly newsletter, if appropriate.

JUNE/
JULY/
AUGUST

1. Submit article for Fall Newsletter (Deadline July 31)
2. Submit conference-related needs to Coordinator
3. Update SIG information grid
4. Quarterly newsletter, if appropriate

SEPT./OCT/
NOV

1. Submit article for Winter Newsletter (Deadline Oct 1)
2. Send information to members on current happenings of interest; include membership list and encourage exchange

DEC/JAN/
FEB

1. Submit issues/items on S/G Leaders meeting to Coordinator
2. Submit article for Spring Newsletter (Deadline Jan 5)
3. Quarterly newsletters, if appropriate
4. Finalize conference-related items
5. Inform S/G members of finalized conference arrangements, appropriate materials to bring to conference, sectionals and institutes of interest, etc.
6. Notify Coordinator if unable to attend the conference.

CONFERENCE

1. Attend S/G Leader's Luncheon
2. Attend S/G meetings or ^{meet} functions to facilitate discussion.

Have an appropriate agenda including an activity which will benefit all members. Evaluate past year, revise goals, discuss funding.

3. Touch base with Coordinator
4. Gather appropriate items from S/G information area

ONGOING

1. Send information to people identified on ^{the} Membership Resource Form
2. Send all S/G correspondence to Coordinator
3. Send Newsletters to all Board members
4. Keep Coordinator informed of changes; help identify potential new leaders as appropriate.

Job Description



College
Reading &
Learning
Association

Job Title

SPECIAL INTEREST GROUP (SIG) COORDINATOR

Timeframe	Work Performed
	<p>Special Interest Groups (SIG's) exist in CRLA to foster year-long membership participation in areas of similar interest. Themes which identify SIG's from all other groups in CRLA are: 1) topics of professional interest which may change periodically; 2) intentionally loose governing guidelines freeing each SIG to grow as it sees fit; 3) information and experience exchange within its membership.</p> <p>A SIG Coordinator facilitates the operation of the groups during the year and at the annual ^{conference} conference. Each SIG is led by one or two leaders who are the ^{liaison} liaison to the SIG Coordinator.</p>
<u>April/May</u>	<ol style="list-style-type: none"> Write to all SIG Leaders to outline what information needs to be given to the President-Elect for next year's conference. President-Elect should have meeting times, places, special equipment list, and other planned activities by July 1 from the Leaders. Also include a Leader name/address list in your mailing. Encourage articles in CRLA newsletter. Coordinator needs a copy of pertinent correspondence from each Leader. Keep a file to include all SIG correspondence during the upcoming year.
<u>June</u>	<ol style="list-style-type: none"> Gather SIG Guidelines from SIG Leaders and submit to the President.
<u>September</u>	<ol style="list-style-type: none"> Submit article to CRLA Newsletter to solicit SIG membership. Send a list of all Sig Leaders to Coordinator of State Directors. Send short reminder letter to SIG Leaders.
<u>January</u>	<ol style="list-style-type: none"> Write to SIG Leaders to have conference plans finalized. (See SIG Leader description.) Write to conference chairperson to make sure information booth/sign-up board will be done to your specifications.
<u>Conference</u>	<ol style="list-style-type: none"> Make appropriate announcements. Attend beginning of each SIG meeting to make sure that Leader is present and prepared, facilities are satisfactory. Talk with each SIG Leader during the conference to discuss the past year and the future of her/his SIG. Report to Board after #1-3 had been accomplished. Include evaluation of the past year for SIG's in general and any specific problems or successes which have occurred. Speak to future of SIG's in CRLA and how to foster growth in these groups.

MARCH/APRIL 1. Final conference information/reminders for April conference

2. Post conference update for March conference
3. Remind of May 1 Newsletter deadline

MAY

5. Draft budget

1. Post conference update for April conference
2. Send sig guidelines for updating
3. Send requests for funding for special projects
4. Submit Newsletter article

JUNE

1. Remind of July 31 Newsletter deadline
2. Gather sig Guidelines and submit to the President and Funding Requests
3. Send general information letter to Leaders

JULY

1. Submit Newsletter article
2. Return signed copy of Guidelines to Leaders
3. Gather conference information needs (meal function, meetings, etc.); work with president-elect on sig role at the conference
4. Send general information letter to Leaders
5. Update sig information grid

6. Prepare report for Summer Board

AUGUST

1. Update Leaders on Summer Board meeting
2. Send list of sig Leaders to Coordinator of State Directors/Chapter Presidents

SEPTEMBER

1. Remind of October 1 Newsletter deadline
2. Submit Newsletter article
3. Send general information letter

OCTOBER/
NOVEMBER

1. Update leaders on conference-related items and general information

DECEMBER

1. Remind leaders of January 5 Newsletter deadline
2. Provide year-end wrap-up
3. Update on conference-related items
4. Gather issues/items for S16 leaders meeting at the conference

JANUARY

1. Submit Newsletter article
2. Work with president-elect on S16-related conference needs
3. Send general information letter to Leaders

FEBRUARY/
MARCH

1. Finalize conference plans with Leaders
2. Send general information letter to Leaders
3. Prepare report for Board
4. Update S16 Leader Packet
5. Prepare agenda for S16 Leaders luncheon and materials
6. Review job descriptions; recommend revisions as appropriate

CONFERENCE

1. Facilitate Leaders Luncheon
2. Touch base with each leader to discuss future of his/her S16
3. Attend beginning of each S16 function/meeting to make sure leader is present and that facilities are satisfactory
4. Set up and monitor S16 information area
5. Recruit needed S16 Leaders

Coordinator

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment G
Page 14 of 16

6. Present annual report to the Board - include evaluation of SIGs, issues, future direction, etc.
7. Meet with leaders of newly-formed SIGs - review leader packet and expectations

ONGOING

1. Send membership resources forms to Leaders
2. Submit appropriate items to archivist
3. Send all monthly correspondence to president
4. Update leader lists and information sheet/grid as needed
5. Keep Oxford Mailing Service informed of changes in SIGs and leadership
6. Keep Newsletter editor informed of changes in SIGs
7. Periodically phone SIG Leaders

CRLA SPECIAL INTEREST GROUPS

COORDINATORS

1983-86 Kate Sandberg
 1986-87 Becky Johnen
 1987-89 Tom Gier
 1989-91 Becky Johnen

SIGS

ACTIVE YEARS

LEADERS

Advanced Reading	1987 - 1987	Carol Dodd
Basic Reading	1983 - 1984	Becky Johnen
Cognitive Psychology	1987 - Current	Pat Mulcahy-Ernt
College Reading	1988 - 1989 1990 - Current	Char Mansfield/Tom Gier Jeweleana Whittaker
Computer Technology	1987 - Current	Gary Brown/Loren Thompson - 1989 Bill Broderick - 1987-89 Dave Caverly - 1987
Critical Thinking/ Problem Solving	1986 - Current	Craig Stern - 1990 Susanne Manovill - 1988-90 Jerry Fishman - 1986-88
Developmental Programs in Private Liberal Arts Universities and Colleges	1990 - Current	Carol Lyon
Emotional/Motivational of Learning	1990 - Current	Glen Hirsch
English As A Foreign/ Second Language	1986 - 1988 1990-current	Robert Delaney - 1986-88 Anna-Marie Schlender
Evaluation/Research	1987 - 1989	Wes Brown - 1988-89 Carol Walvekar - 1987-89
Hispanic Interests	1986 - 1990	Pedro Ramirez - 1989-90 Manuel Olgin - 1986-89
International Learning	1989 - 1990	Donna Manske - 1989-90
Learning Assistance	1986 - Current	Phil Gonvers - 1989 Dorothy Poulson - 1989 Dorothy Lee - 1986-87
Learning Disabled	1984 - 1990	Marylee Taylor-Payne - 1987-90 Becky Johnen - 1984-87
Mathematics Tutorial	1988 - Current	Margaret Rogers - 1989 Joseph Martinez - 1988-89
Multicultural Affairs	1987 - 1987	V. Con Osborne - 1987-87

<u>SIGS</u>	<u>ACTIVE YEARS</u>	<u>LEADERS</u>
Multicultural Issues	1991 -	
Organizational Development	1986 - 1988	Larry Bridges - 1986-88
Peer Tutoring	1987 - Current	Karan Hancock - 1989 ✓ Tom Gier - ?-1989 ✓
Placement Bureau	1990 - Current	Anna-Marie Schlender
Trio	1989 - Current	Suzy Hampton - 1989
Whole Language	1990 - Current	Lonna Smith

TO DATE, THERE HAVE BEEN 22 DIFFERENT SIGS WITHIN THE ASSOCIATION.

YEARLY COUNT OF SIGS

1983-84	
1984-85	
1985-86	
1986-87	11
1987-88	11
1988-89	10
1989-90	12
1990-91	13 active/4 inactive
1991-91	



National Association For Developmental Education

P.O. Box 5922, North Suburban, IL 60197-5922, (312) 664-6288

President

Bonnie Orr, Ph.D.
Wenatchee Valley College
Wenatchee, WA 98801
(509) 662-1651
FAX (509) 664-2538

President-Elect

Vashti U. Muse, M.Ed.
Hinds Community College
Raymond, MS 39154-9799
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FAX (601) 857-3392

Vice-President

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FAX (216) 262-7634

Secretary

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Treasurer

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FAX (904) 365-3501

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Marlene Meisels, M.Ed.
National College of Education
18 South Michigan Avenue
Chicago, IL 60603
(312) 621-9650
FAX (312) 621-1205

**1991 NADE
Conference
March 6-9
Nashville,
Tennessee**

Feb 11, 1991

Dr. Dee Tadlock
President, CRLA
c/o Simpson Timber Company
Shelton, WA. 98504

It was just great meeting with you on Saturday, and like you, I am confident that not only will a joint conference actually be held, but it will be a benefit to both organizations, CRLA and NADE.

We agreed that the two organizations would share the start-up costs of the conference 50/50, and that the proceeds from the conference would be split 50/50.

We agreed that the structure of neither organization would be dictated by the conference. We know that it is too early to be concerned about the dues structure of either organization since the conference is four years down the road.

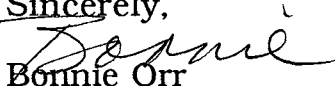
We agreed that people who attend the conference do not have to join both organizations, but they do have to join one organization or the other. This is required, in effect, by CRLA by their registration costs, and it is required by NADE, so this is not a change in either organization.

I will investigate the costs for the conference planner for just working on one conference, ie, Seattle, rather than dividing up the cost for all the work that the planner does for NADE each year.

You said that you were interested in another mailing service. I have enclosed the address for Phoenix Solutions, so you can contact them. It would sure be an advantage when we do registration if both of our organizations were using the same mailing service. But then who knows what will have happened in four years, Huh.

Keep in touch. I will report to you immediately after our next board meeting at the beginning of March, so you can talk to your Board at the end of March.

Sincerely,


Bonnie Orr
President, NADE



National Association For Developmental Education

P.O. Box 5922, North Suburban, IL 60197-5922, (312) 664-6288

June 11, 1990

President

Bonnie Orr, Ph.D.

Wenatchee Valley College
Wenatchee, WA 98801
(509) 662-1651
FAX (509) 664-2538

President-Elect

Vashti U. Muse, M.Ed.

Hinds Community College
Raymond, MS 39154-9799
(601) 857-3309/3464
FAX (601) 857-3392

Vice-President

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18 South Michigan Avenue
Chicago, IL 60603
(312) 621-9650
FAX (312) 621-1205

**1991 NADE
Conference
March 6-9
Nashville,
Tennessee**

Dr. Dee Tadlock
President, CRLA
Yakima Valley Community College
Yakima, Washington 98903

Dear Dee,

I think that we had an absolutely fabulous meeting. If our boards approve our suggestions, I look forward to working with you on a joint conference. From my notes, this is what I think we are planning for a joint NADE/CRLA conference.

This is an opportunity for both organizations to experiment with different functions and approaches. Neither of us see it as a situation where one organization is having to give up something or lose something in order to have a joint meeting.

The conference will be held in SEATTLE, around MARCH 15-18, 1995.

You and I will be co-conference chairs.

In order for the two organizations to meet as a single conference, the following conditions have to be met:

1. The profits and expenses will be pro-rated based on conference registration. The start-up expenses will be divided 50/50. Each Executive Board will pay the costs for its own officers.

2. Both organizations will have identical membership fees.

3. All participants at the conference must join either NADE or CRLA.

*Non-member fees
split*

*Conf can't drive
structural
changes in
org.*

*Membership
always over
a source
of content
so let's
get it out
there
for the
org.*

4. The convention chairmanships will be co-chaired where possible: those chairmen will belong to both organizations.

5. Proposal acceptance will be based on merit not on affiliation or geography.

Let me know if you have additional items to add to this list. Otherwise, I am prepared to take this letter to my board, and you are welcome to take it to your board.

Best wishes,


Bonnie Orr

COLLEGE READING AND LEARNING ASSOC.

GUIDELINES FOR APPROVED TRAVEL

Members of the Board of the College Reading and Learning Association and any other member who works in some official capacity for the organization (editor of the journal, chair of special committees, leaders of task forces, etc.) is eligible to submit a travel request form to the President of CRLA.

The travel must be judged to be of benefit to the College Reading and Learning Association.

A majority of the Board must approve the travel request--either during a regularly scheduled meeting or via telephone calls initiated by the President.

College per diem allocations will be used as a guideline for expense approval.

Ex post facto approval for travel reimbursement that benefits CRLA may be granted at the Board's discretion.

Approval for travel to conferences will be limited to eligible travelers (see #1 above) who appear officially on the conference program--as a presenter, a key-noter, or a ~~welcomer~~ ^{CRLA} ~~some other~~ ^{official capacity}.

Board member's are encouraged to accept invitations to speak at state or regional CRLA conferences in order to strengthen the connection and felt support between local and national.

The President-Elect will officially represent CRLA by presenting at the annual NADE conference and meeting with that organization's Board.

The President will officially represent CRLA by presenting at a national conference representing his/her area of interest and expertise that is likely to have attendees interested in CRLA membership.

Keep *✓* *do not have to submit*
~~Board Members whose institutions will not pay their way to the annual CRLA conference may submit a travel request for air fare. Outgoing Secretary or Treasurer may submit a travel request to attend the summer Board meeting. ^{any new} ^{incoming} ^{News letter} ^{Editor is} ^{exchanged} ^{board} ^{may} ^{submit} ^{a travel} ^{request} ^{to the summer} ^{board meeting}~~
Upon completion of the travel, a reimbursement request form must be submitted to the President together with a copy of the approved travel request form, pertinent receipts (hotel, food, parking, etc.), and, when appropriate, documentation that the traveler's name appears in an official capacity in the conference program.

The traveler must submit a full report to the President detailing how the travel benefitted CRLA before reimbursement for the travel can be approved.

COLLEGE READING AND LEARNING ASS
TRAVEL REQUEST FORM

Members of the Board of the College Reading and Learning Association and any other member who works in some official capacity for the organization (editor of the journal, chair of special committees, leaders of task forces, etc.) is eligible to submit a travel request form to the President of CRLA.

Person wishing to travel _____

Reason for travel:

Anticipated Expense:

Air fare or Mileage _____ Hotel _____

Conference Registration _____ Food _____

Parking _____ Other _____

Request considered _____ at board meeting _____ via telephone

Approved as requested _____ yes _____ no

Approved with changes _____ yes _____ no

Changes:

President's Signature _____

Date _____

Upon completion of the travel, a reimbursement request form must be submitted to the President together with a copy of this form, pertinent receipts (hotel, food, parking, etc.), and, when appropriate, documentation that the traveler's name appears in an official capacity in the conference program. A full report on how the travel specifically benefitted CRLA must also be included with the reimbursement request form. The President will send the request for reimbursement on to the treasurer who will disperse the funds.

AUDIO-VISUAL COMMITTEE

This committee must insure that all required audio-visual equipment is in the appropriate presentation room at the appropriate time

1. Determine what audio visual equipment will be needed.

Use the audio-visual request forms as the source of raw data to determine your total a-v needs. These will be provided to you by the program chair (president-elect of CRLA). Once you know the room and time assigned to each presenter, you can make a tally chart to determine audio-visual equipment needs (sample attached).

2. Procure the needed audio- visual equipment.

Try to procure easily transportable equipment from near-by colleges as a donation (overheads--one for each presentation room--, slide projectors, cassette recorders, and extension cords).

Determine what the hotel can provide.

Arrange to rent the remainder. Often there is an A-V rental business in the conference hotel. You can probably rent carts for the slide projectors and VCR recorder/players.

The computer presentation room is important to the success of the conference. Computers are expensive to rent. Try to get the local IBM representatives to set-up this room as a donation to the conference.

3. Plan the logistics of equipment disbursement.

Make lists of where and when equipment is needed for each day of the conference. (see attached samples)

Make "move charts" to show where and when equipment must be moved for each day of the conference. Consult these charts to keep you "on target" with the equipment throughout the conference.

This system worked without a flaw in Seattle. Presenters occasionally became nervous because their needed equipment wasn't in the prescribed room WELL AHEAD of their appointed presentation time. There were a couple of instances of presenters moving equipment on their own in reaction to this nervousness; that caused any mix-ups that occurred--and they were minimal (two that I know of).

COLLEGE READING AND LEARNING ASSOCIATION

AUDIO-VISUAL EQUIPMENT REQUEST

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment J
Page 2 of 23

Return this form to:

Dr. Dee Tadlock
Yakima Valley Community College
Post Office Box 1647
Yakima, WA 98907

Requests for a-v equipment received after November 30 will not be honored. Presenters who miss this dead-line will be responsible for furnishing their own audio-visual equipment.

Name _____

Title of Presentation _____

Contact Phone Number _____

////////////////////////////////////
PLEASE DON'T ASK FOR EQUIPMENT YOU WILL NOT USE!

___ Chalkboard and Chalk

___ Flipboard and Paper

___ Overhead Projector with Screen

___ Overhead Projector with Acetate Roll and Screen

___ Video Cassette Recorder and Monitor (1/2")

If your video tape is 3/4", 1/4", or beta, you **must** transfer it to a 1/2" tape.
CRLA will provide **only** 1/2" recorders and monitors.

___ Audio Cassette Tape Recorder

___ 35mm Slide Projector

___ 35mm Slide Projector with Audio Sound Tape

___ IBM or IBM Compatible Computer

___ Apple Computer

Note any capacity needs for computer (memory requirements, dual disk drive, projection device, color monitor, etc.):

To: Wayne Dodson

From: Dee Tadlock

Re.: Audio-Visual equipment requirements for the Western College
Reading and Learning Association annual conference.

Date: February 22, 1989

As you will recall from our telephone conversation, I am coordinating a national conference for the Western College Reading and Learning Association to be held on March 15-18, 1989 in Seattle.

I would like to pick up the following A-V equipment from you on March 10. I will return it during the week of March 20.

- 8 overhead projectors (3 of these with acetate rolls)

- 1 audio cassette recorder

- 1 35mm slide projector

- 1 35mm slide projector with audio

- 8 extension cords

Thank you very much for your help and cooperation!!

Yakima Valley Community College, P.O. Box 1647, Yakima, Wa. 98907

February 13, 1989

Mr. Jerry Lewis
Manager, Stouffer Madison Hotel Office
Photo and Sound Company
c/o Stouffer Madison Hotel
515 Madison
Seattle, WA 98104

Dear Mr. Lewis:

I talked to you on the phone last week regarding audio-visual needs for the annual conference of the Western College Reading & Learning Association to be held at the Stouffer Madison Hotel on March 15-18, 1989. The purpose of this letter is to finalize arrangements with you to provide some of the A-V equipment we will need for our conference.

On items listed below that are referenced "stay", your people can do a normal set-up; that is, the referenced equipment will not be moved from the room in which your people originally set it up. Equipment referenced "move" will be moved from room to room as needed by my people. Therefore, your people should not tape the cords to the floor for these pieces of equipment.

The time listed under "Beginning Room" is the time the first presentation needing that particular piece of equipment will begin. Obviously, set up will need to be completed by that time. The time listed under "End Room" is the ending time for the last presentation needing that particular piece of equipment for that day. Your people may pick up the equipment any time after that time.

If you have questions or concerns, I can be reached at 509/575-2027 anytime except between 11:00 and 2:15.

Thank you in advance for helping to make our conference a success.

Sincerely yours,

Dee Tadlock, Ph.D.
Conference Chair for Local Arrangements

AUDIO-VISUAL REQUIREMENTS
WESTERN COLLEGE READING AND LEARNING ASSOCIATION
Annual Conference
Stouffer Madison Hotel
March 15-18, 1989

Date	A-V Equipment	Stay/Move	Beginning Room	End Room	Cost
3/16	1/2" VHS p/r	stay	406 (9:00)	406 (4:30)	\$85.00
3/16	1/2" VHS p/r	move	424 (9:00)	West(4:30)	85.00
3/16	54" S/lock stand	stay	406 (3:30)	406 (4:30)	10.00
3/17	54" Cart	move	408 (8:15)	406 (4:00)	10.00
3/17	1/2" VHS p/r	move	408 (8:15)	402 (5:15)	85.00
3/18	1/2" VHS p/r	stay	402 (8:15)	402 (11:45)	85.00
3/18	1/2" VHS p/r	stay	406 (8:15)	406 (9:15)	85.00
3/18	1/2" VHS p/r	stay	East (8:15)	East (9:15)	85.00
3/18	54" S/lock stand	stay	406 (10:45)	406 (11:45)	10.00
3/18	54" S/lock stand	stay	North (10:45)	N. (11:45)	10.00
TOTAL COST:					<u>\$550.00</u>

TO: Karen Muller
FROM: Dee Tadlock
DATE: February 13, 1989
RE: Flipcharts

The flipchart request information we discussed on the phone two weeks ago is attached.

For items on the attached chart that are referenced "stay" your people can do a normal set-up; that is, the referenced flipchart will not be moved from the room in which your people originally set it up. The flipcharts referenced "move" will be moved from room to room as needed by my people. The time listed under "Beginning Room" is the time the first presentation needing the flipchart will begin. Obviously, set up will need to be completed by that time. The time listed under "End Room" is the ending time for the last presentation needing the flipchart for that day. Your people may pick up the flipchart any time after that time.

If you have questions or concerns, please call. Thanks, again, for all your help!.

AUDIO-VISUAL EQUIPMENT
 to be provided by
 THE STUFFER MADISON HOTEL
 for the Annual Conference of the
 WESTERN COLLEGE READING AND LEARNING ASSOCIATION
 March 15-18, 1989

Date	A-V Equipment	Stay/Move	Beginning Room	End Room	Cost
3/15	flipchart easel	stay	404 (9:00)	404 (12pm)	\$15.00
3/15	flipchart easel	stay	404 (9:00)	404 (12pm)	15.00
3/15	flipchart easel	stay	404 (9:00)	404 (12pm)	15.00
3/15	flipchart easel	stay	404 (9:00)	404 (12pm)	15.00
3/15	chalkboard	stay	404 (9:00)	404 (12:00)	00.00
3/16	flipchart easel	move	East (9:00)	West (4:30)	15.00
3/16	chalkboard	stay	408 (9:00)	408 (4:30)	00.00
3/16	chalkboard	stay	404 (9:00)	404 (11:40)	00.00
3/16	chalkboard	stay	North (9:00)	N. (4:30)	00.00
3/17	flipchart easel	stay	402 (8:15)	402 (11:45)	15.00
3/17	flipchart easel	move	404 (9:30)	408 (5:15)	15.00
3/17	chalkboard	stay	West (8:00)	W. (10:30)	00.00
3/17	chalkboard	stay	East (9:30)	E. (10:30)	00.00
3/17	chalkboard	move	402 (9:30)	404 (11:45)	00.00

A-V Equipment for WCRLA
Page 2

3/18	flipchart easel	move	North (8:15)	402 (5:00)	15.00
3/18	flipchart easel	stay	406 (9:30)	406 (5:00)	15.00
3/18	flipchart easel	move	East (9:30)	408 (5:00)	15.00
3/18	chalkboard	stay	402 (8:00)	402 (9:30)	00.00
3/18	chalkboard	stay	404 (2:00)	404 (3:00)	00.00
3/18	chalkboard	stay	406 (2:00)	406 (3:00)	00.00

TOTAL COST:

\$150.00

"MOVE" CHART FOR AUDIO-VISUAL EQUIPMENT

Wednesday, March 15, 1989

overhead projector 404 by 8:45
overhead projector with roller 402 by 1:30
chalk board 404 by 8:45

Thursday, March 16, 1989

overhead projector with roller West by 9:00
overhead projector with roller 402 by 9:00
overhead projector with roller East by 9:00
1/2" VHS to be moved from 424 to West
(after 10:20 and by 3:15)
flipchart to be moved from East to West
(after 10:20 and by 3:15)
35mm slide projector to 406 by 3:15

Friday, March 17, 1989

overhead projector with roller to 402 by 8:00
35mm slide projector with audio to 408 by 8:00
35mm slide projector to be moved from 408 to 406
(after 9:15 and by 2:45)
*flipchart to be moved from 404 to West
(after 10:30 and by 10:45)
flipchart to be moved from West to 408
(after 11:45 and by 4:00)
chalkboard to be moved from 402 to 404
(after 9:15 and by 10:45)
*1/2" VHS to be moved from 408 to East
(after 9:15 and by 9:30)
*1/2" VHS to be moved from East to 404
(after 10:30 and by 10:45)
1/2" VHS to be moved from 404 to 402
(after 11:45 and by 4:00)

*indicates move time is short. Mover must be waiting outside door
and move equipment immediately when the session is finished.

"MOVE" CHART FOR A-V EQUIPMENT
Page 2

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment J
Page 10 of 23

Saturday, March 18, 1989

overhead projector with roller to North by 8:00
overhead projector with roller to 406 by 8:00
35mm slide projector to 406 by 10:00
35mm slide projector with audio to North by 10:00
audio cassette to 404 by 1:45
flipchart to be moved from 404 to 402
 (after 11:45 and by 1:45)
flipchart to be moved from North to 408
 (after 9:15 and by 1:45)

*indicates move time is short. Mover must be waiting outside door
and move equipment immediately when the session is finished.

REGISTRATION COMMITTEE

The registration forms will be sent by each registrant to the CRLA treasurer who will verify the amount paid and will return registration forms that are not accompanied by payment. You will receive the registration forms only; you will not have to handle any of the money for early registrants. ~~The treasurer is responsible for writing a receipt for each registrant; these will be sent to you along with the registration form. You will turn these over to the registration packet committee who will stuff them in each registrant's envelope to be picked up upon arrival at the conference.~~ *on-site registration committee is*
Communicate w/ the Treasurer to decide who will write receipts that will eventually end up in registrants' packets.

1. Enter information from registration forms into data base system as they arrive.

Utilize any data base you are comfortable with. Tom Parks from the University of New Mexico has developed a user-friendly program utilizing Data Base 3+ that is available for your use. Inquire from last year's local arrangements chair, or contact Susan Deese at UNM. Utilizing your own system gives you more flexibility in creating labels, sorting the data the way you want to, etc.

Keep track of institute requests. Inform registrants if they are closed out of requested institutes as soon as you can so they can make other arrangements. Provide the same tracking function for any other events that have capacity limitations.

2. Prepare information sheets for reference at registration table.

Print out an alphabetical list of registrants who have signed up for each food function, leisure tour, institute, etc. (anything that requires extra payment) to have on hand at the on-site registration table for reference.

3. Prepare information sheets for registration packet committee.

Provide an alphabetical list of all attendees including their institution, city, and state for making name tags.

Provide an alphabetical list of those who have paid for each function requiring a ticket (all events for which extra payment is required) so the appropriate tickets can be stuffed in envelopes for the registrants.

Provide an alphabetical list (mailing labels preferred) of registrants to affix to registration envelopes.

Send to the registration packet committee the registration receipts mailed to you by the treasure.

4. Conduct a roommate service.

Anyone requesting a roommate must be paired and notified. Give each the address and phone number of the other and ask them to be responsible to cancel one of the rooms they reserved and to make sure they have a double room.

5. Assign workers for the registration table.

Four workers are ideal for heavy times: The evening before the institutes and the day of the institutes. Three are probably sufficient for the morning following the institutes, and after that two are sufficient. The registration area should be open daily from 8:00 to 5:00 and on Tuesday and Wednesday evenings from 6:00 to 8:00 if possible. It is alright to close the registration area during the two general sessions if so desired. (Be sure to put up a sign saying, "Closed until after the general session.")

6. Arrange the registration area to accommodate both early registrants and walk-ons.

The pre-registration area needs to have envelopes containing tickets, name tags, and ribbons, arranged in four alphabetical groupings (A-E, F-K, L-P, and Q-Z worked for Seattle). Registration packets and programs should be conveniently stacked on either side of the envelope pick-up boxes.

An area for walk-on registrants needs to be defined. Walk-on registrants will have to pay as they register. Do not waive payment based on the fact that an institution did not send monies. If we receive a late check from an institution, it will be returned to the institution with a letter explaining that it arrived too late and that the attendee paid at registration. Keep careful account of these people and their institutions and turn the information over to the CRLA Treasurer.

You must have a supply of registration forms for walk-on registrants to fill out. Request that payment be made by check if possible, but be prepared to make change if you have to. (Usually the hotel can provide change if you let them know you will need it; buy some from them and then reimburse yourself from the "kitty" as it grows enough to cover your investment.) Be certain that the money collected is congruent with the items checked on the registration form. They must pay the late fee. You will need a receipt book in case any of the late registrants need one.

Walk-on registrants will have to fill out a conference registration form (completely, please) and a name tag. They will have to be given any tickets they have paid for, any ribbon that is appropriate, the registration packet, and the program.

If a walk-on registrant is a non-member, his/her conference fee includes the price of membership. In this case, a membership application will have to be filled out. Collect these and turn them over to the CRLA Treasurer.

8. Keep account of walk-on registration data.

The conference manager (as well as hotel, leisure tour provider, etc.) will have to know how many tickets were sold for each function as well as the total number of conference walk-ons. This will be easy to accomplish since the tickets will be numbered and the registration forms can be counted.

9. Handle refunds.

Refunds are given only for events that were paid for and canceled by CRLA. *unless a session is cancelled or closed* Refunds are not granted for events that the registrant paid for and decided after the fact that s/he did not want to attend. As a courtesy, it is nice if the workers at the registration table try to sell the ticket for the individual who no longer wants to use it; perhaps a bulletin board for announcements can be located near the registration area, and registrants who want to sell tickets can post their announcements there. A refund request must be filled in and signed by someone at the registration table. The treasurer will write checks to cover the refunds during the conference. She will do this daily, so registrants can pick up any refund due them on the day following their request. *as a short time* On Saturday, the treasurer will be in the registration area immediately following the Saturday luncheon to disburse refund checks.

10. Be prepared to sell memberships.

Since membership is included in the registration for non-members, it is unlikely that this service will be heavily utilized other than for non-member walk-ons as described above. However, the registration table staff should be prepared to provide membership application forms available for CRLA members who wish to renew their memberships at the conference. Those application forms should be collected and given to the CRLA Treasurer.

11. Arrange space for other important conference business that is conducted near the registration area.

An area must be defined for SIG sign-ups/information and SIG displays, for Dinner on the Town sign up, and for Luncheon Discussion Groups sign up. Additionally, members frequently bring brochures, job announcements, etc. that they request to display in the registration area. In Seattle we accommodated those requests after Luncheon Discussion Groups was over so we could use that area for the display.

A communication board must be available near the registration area for messages, requests for ticket sales, etc.

A prominent area near the registration tables must be made available to set the CRLA display board that will be brought to the conference by the Archivist.

If the sign committee provides you with a conference overview for display on a tripod, arrange for its display in a prominent place near the registration table.

12. Communicate with hotel.

You will have a house phone at the registration table. All trouble-shooting for A-V, cries for help from presenters, etc. will likely be relayed to you. KNOW WHOM TO CALL. Keep the banquet captain informed regarding changes in meal counts as tickets are sold (usually a couple reports per day before the day of the function and every two hours up to the time of the function). Do not add to the count for anticipated ticket sales for the meal function; report the exact number we have sold so CRLA does not have to pay for unsold tickets.

13. Assign helpers to take down the signs and help to clean up the registration area.

REGISTRATION PACKET COMMITTEE

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment J
Page 15 of 23

1. Decide what should go in each registration packet.

Letters of welcome from city and/or state officials may be appropriate. You should also include a Near-By Places handout if possible. The walking tour hand-out was popular in Seattle and should be repeated if appropriate. The Activities Committee will be in charge of creating walking tours and providing other structured and unstructured leisure time activities for the conference. They will send inserts to this committee for inclusion in the portfolios. Also include maps of the area and any brochures that might be useful. If there is a local Chamber of Commerce, they may have appropriate inserts; also, check with the hotel.

2. Prepare the name tags.

The registration committee will provide a list of conference registrants including their name, institution, city, and state. This information should be on the name tag, and the name tag should be coordinated with the program if possible. If you have access to desk top publishing, name tags can be readily and cheaply made in print big enough to easily read the names. Make sufficient name tags to have enough for late registrants.

3. Prepare the tickets for events for which there are additional, optional charges.

The hotel is usually pretty flexible about adding meals up until 1/2 day before the event (or even closer to the event). Therefore, the number of tickets to print for food functions should be enough to insure that we can sell to anyone who wants one. Numbered tickets make it much easier to keep accurate records of the number of attendees who attend each optional event. Refer to previous year's Conference Final Report to use as a guide when deciding how many tickets of each event to have printed.

For any event for which there is a lid (leisure tours, campus tours, institutes) print the exact maximum number allowed to attend. Be sure to number these, and there will be an automatic continuous count at the registration table. In that way, there will be no danger of inadvertently over-selling the event.

4. Order ribbons.

Ribbons must be ordered for :

President	1	State Director	20
Past-President	15	Regional Director	20
President-Elect	1	State President	4
Secretary	1	Regional President	0
Treasurer	1	Editor	3
Presenter	150	Program Committee	50
Chairperson	150	Local Arrangements	50
SIG Leader	12	Newcomer	200
Publisher	50	Tutor Certification Chair	1

(Note: The numbers given are estimates based on recent history.)

Colors of ribbons don't matter. Usually the firm from whom you order will know the traditional colors for certain offices, so it is expedient to allow the company ordering to pick the colors. Anything is alright just so each category is a different color. You should check with last year's local site chair to obtain any ribbons left over from the previous year. That, of course, may determine colors for any category for which there are left-over ribbons.

Put the logo (if possible), the association name, and then the above information on each ribbon.

5. Prepare the registration envelopes.

It is easier to handle registration if the tickets, name tag, and ribbons are placed in business envelopes with each registrant's name on the outside. Arrange each envelope in alphabetical order and stuff it appropriately using lists for conference registrants, ticket buyers, and ribbon recipients provided you by the registration committee.

Insure the registration committee is given the excess ribbons and tickets prior to the opening of the registration table at the conference so they have them available for use with walk-on registrants.

5. Stuff registration portfolios.

All the generic information goes in the registration portfolio. (i.e.; those things that each attendee will receive.) The name-tag carrier should be put in the portfolio to avoid the individual envelopes that have name-specific items in them from becoming bulky and burdensome to handle.

Make arrangements to transport to the conference site all the portfolios and the registration envelopes of those who have registered in advance.

NEAR-BY PLACES YOU MIGHT WANT TO KNOW ABOUT

SHOP-RITE
8th and Madison open 24 hours food and drugs

LIQUOR STORE
2nd and James open until 7 p.m.
closed Sundays

PAY N' SAVE
Madison and Boren open until 6:30 p.m. drugstore
(East--uphill--two blocks)

LITTLE BISQUIT DELI
Madison and Minor (East--uphill--three blocks)

DAGENHAUS
6th and Seneca opens at 7 a.m. inexpensive
(next to Crown Plaza Hotel) breakfast

POST OFFICE
3rd and Union

ONE-HOUR FILM PROCESSING
3rd between University and Union

DID YOU DRIVE TO THE CONFERENCE?

If you are an overnight guest in the Stouffer Madison hotel, and if you identify yourself as a WCRLA conference attendee, you will be charged only one-half the 24-hour parking charge to park in the hotel garage. I think that will be \$4.50.

How about signing up as a driver for Dinner on the Town? Share in a WCRLA tradition and meet new people! Come to the registration table anytime and indicate your willingness to drive a carload of your colleagues to dinner on Friday night (7:30). A sign-up sheet will be posted. You choose the restaurant, or let someone else help you choose.

NEED SOME COPYING DONE?

KINKO'S

Free pick-up and delivery	6 cents/copy
1335 2nd Avenue	292-9255

ALPHAGRAPHICS

Free pick-up and delivery	7 cents/copy
944 3rd Avenue	447-9409

CONFERENCE SIGN COMMITTEE

1. Signs Recommended for Registration Area:

Special Diet Needs? Ask Here.

Welcome to the 23rd annual conference, etc. (include theme, place, date)

Lunch with a Mentor Sign up Here

Dinner on the Town Sign up Here

Want to go to that special event? Buy your ticket here.

Special Interest Groups Sign up and Information

Daily conference-at-a-glance with special events and sectional times for display on tripod.

2. Signs needed for special events:

thank you to individual publishers who donated for hospitality suite

general thanks to publishers for exhibiting for display in hospitality room on the night set aside to honor publishers

Thank you to individual publishers who donated for drawing for scholarship reception

3. Signs needed for meeting rooms:

Time, title of presentation, name of presenters for entire day of conference. Signs will be changed each day of the conference.

Special events and their times should also be listed on the outside-the-room signs.

THE SIGN COMMITTEE SHOULD MAKE ARRANGEMENTS WITH THE REGISTRATION COMMITTEE TO INSURE THAT ANY SIGN THAT COULD BE RE-USED THE FOLLOWING YEAR IS SAVED AND GIVEN TO THE NEXT YEAR'S LOCAL ARRANGEMENTS CHAIR.

ACTIVITIES COMMITTEE

1. Make arrangements for a leisure tour for the conference.

Decide what the leisure tour will be. Make arrangements for all details including transportation. Schedule it for a non-conference time. Historically, leisure tours have been during an evening of the conference, on the Saturday (or Sunday) on which the conference officially ends, or on the day after the conference (in instances when the conference ends on Saturday). Work closely with the program chair to coordinate the leisure tour schedule with the remainder of the conference schedule. There have been times when two leisure tours have been offered--particularly when the conference ends on Saturday.

An advertising flyer for the leisure tour(s) to be included in the registration portfolios is recommended providing there is still space available on the tours. Send one copy for duplication to the Registration Packed Committee.

2. Make arrangements for campus tours to be held on the Wednesday (or Thursday) before the conference officially starts. Campus tours are offered during the same time as the pre-conference institutes.

Traditionally, there has been one tour to a learning assistance center of a community college and another to a four-year college. Make arrangements with local personnel to conduct a tour. This can be preceded or followed by a formal presentation, or it need not be; the hosting learning center and/or the committee is free to design their own tour.

Transportation arrangements must be made. Sometimes the institutions being toured can assist with transportation. More often, a private bus service must be contacted. The charge for the campus tours is generally kept low, but it should be set high enough to insure that CRLA will recoup the expense of the transportation.

3. Arrange for Dinner-on-the-Town.

Write letters to conference registrants who live close enough to the conference that they may be driving there asking them to volunteer to drive a group to a favorite restaurant. Work with these individuals to assist them in choosing a restaurant if necessary, and help them with necessary logistics.

Work with the Registration Committee to establish a sign-up area near the registration desk for the Dinner-on-the-Town function. Provide sign-up sheets.

If additional drivers are needed, ask the CRLA president to make such an announcement at the First General Session.

4. Arrange for Banquet Entertainment

If there is a conference theme, it is nice if the banquet entertainment can reflect this theme. If not, the banquet can have its own theme with appropriate entertainment. Or, there need not be a theme. There has been suggestions made that the entertainment be eliminated so colleagues can have the banquet time for talking with each other. In short, anything goes for banquet entertainment: even eliminating it! One caution: work with the Local Site Arrangements Chair to stay within the budget allocation for banquet entertainment. An advertising flyer for the banquet that highlights the entertainment is recommended. Banquet tickets can be sold at the conference, and we should encourage our members to attend this official function of the conference. Send one copy for duplication to the Registration Packet Committee. If there is no entertainment at the banquet, the advertising flyer for the banquet still should be written and sent to the Registration Packet Committee for inclusion in the registration portfolios.

5. Arrange for any unstructured leisure-time activity.

Self guided walking tours for inclusion in the registration portfolio were very popular in Seattle and San Antonio. Obviously, all locations do not lend themselves well to walking tours, but if the site does offer that possibility, it is highly recommended that the tradition be observed. Once the walking tours are written, a single copy of them should be sent to the Registration Packet Committee for duplication and inclusion in the portfolios.

Any suggestions for other leisure time activity that is accessible from the hotel should be provided for our members. Provide any logistic suggestions that are appropriate. Again, send a list to the Registration Packet Committee for duplication and inclusion in the registration portfolios.

To: Washington registrants of the 1989 Western College Reading and Learning Association annual conference

From: Dee Tadlock, Co-Manager for Local Arrangements

Re.: Dinner on the Town (Friday, March 17, 1989)

Date: February 26, 1989

As you may know, WCRLA has a traditional event at its annual conferences called Dinner on the Town. One evening during the conference, local participants volunteer to provide a car and "chauffer service" to fellow conference attendees who are from outside the area and have neither transportation nor knowledge of where to go for dinner. It provides not only an opportunity for we "local folks" to extend hospitality to our colleagues from far-away places, but also a chance to become well acquainted with a few people whom you might not otherwise meet.

Since you are from Washington, I thought you may have a car available at the conference to take a group of people to dinner. If you are willing to do so, please fill out this form and send it to: Ms. Lorraine Dreiblatt, 3430 76th Avenue S.E., Mercer Island, Wa. 98040

Yes, I would be willing to drive a group of people to dinner for the Dinner on the Town event scheduled for Friday, March 17.

My name: _____

Address: _____

Phone: _____

My car will hold _____ passengers. I will take my group to:

_____ Restaurant: _____

_____ I don't know of a restaurant in Seattle. Please tell me the name and address of a restaurant where I can take my group. Please provide directions and/or a map for me.

Please reply immediately. Time is growing short!!

By the way, WCRLA conference attendees will be extended low-rate parking in the Stouffer Madison parking garage. The charge will be \$4.50 per day.

DINNER ON THE TOWN

Sign-up Sheet

Driver _____

Restaurant _____

About the Restaurant:

Number of people who can fit in car _____

Signatures of those going:
(Meet in the lobby on Friday, March 17 at 7:30.)

HOSPITALITY SUITE COMMITTEE

The hospitality suite committee is responsible for supplying, organizing, and operating the hospitality suite on Wednesday, Thursday, and Friday nights of the conference (or for conferences that begin with institutes on Thursday, for Thursday, Friday, and Saturday nights). The committee is also responsible for cleaning the hospitality suite each evening and removing all food and beverages remaining at the end of the conference.

On the night that follows the institutes and precedes the official opening of the conference, attendance is usually largest followed by the next two nights, respectively. We found in Seattle that 7 cases of wine (fifth bottles), 7 cases of beer, and 7 cases of pop (4 diet; 3 regular) was sufficient. Since downtown Seattle with its numerous restaurants, clubs, etc was so easily accessible from the hotel, it may be that attendance at the hospitality was less than usual. If the current conference hotel is more isolated, the hospitality suite function may be more heavily attended.

Some years, hospitality chairs have been able to solicit donations from local or regional businesses for hospitality "goodies". In Colorado, for example, the Coors company donated all the beer and fast-food places, restaurants, etc. donated plates of snacks as an advertising gimmick. In Seattle we managed to get the wine wholesale, but that was all the "freebies" we could round up. We saved money in Seattle by buying the "goodies" from a huge discount house (Costco) in large containers. We bought everything except the wine that way.

Work cooperatively with the Publishers' Exhibits Committee and the Signs Committee to post signs in the hospitality suite honoring the publishers at appropriate times and thanking them for donations.

If the contract negotiation with the conference hotel included the gratis use of bedrooms attached to the hospitality suite, these may be used by the hospitality committee chairperson and/or any of his/her designated workers.

VIII. Conference Registration Duties

- A. All conference registrations will be sent directly to the Treasurer. The treasurer will reconcile the payment submitted with the items checked by the registrant on the registration form. If these do not balance, the registration form and payment will be returned to sender. If they do balance, the treasurer will collect the money to be deposited in the conference account and send the registration form to the Conference Site Coordinator or that person's designee. The registration forms should be forwarded at least once a week.
- B. In no case will the Treasurer accept a registration that is not fully paid. The registrant must be responsible to insure that his/her registration form is accompanied by payment--whether that be from personal funds or from institutional funds.
- C. If a check is received from an institution and is not accompanied by a registration form, that check must be returned to the institution with a letter explaining that we cannot accept payment without an accompanying registration form. (Enclose a blank registration form for the convenience of the registrant.)
- D. The treasurer will write a receipt for the amount received and include it with each registration form that is sent to the Conference Site Coordinator or that person's designee.
- E. For registrations which include membership fees, the treasurer must complete a membership application form for that registrant and send it to Oxford Mailing Service. The membership fee will be deposited to the regular CRLA account, not the conference account. The total number of registrants who joined CRLA during the registration process should be sent to the Conference Site Coordinator so that information can be included in the conference report.
- F. Any total or partial cancellation of conference registration prior to the conference early registration deadline will be allowed but will result in a \$15.00 processing fee. The remainder of the monies for that registration can be refunded. After the early registration deadline, only full cancellations will be accepted; the \$15.00 processing fee will apply.
- G. On-site registration monies should be collected by the Treasurer on a daily basis during the conference.
- H. The treasurer should collect refund request forms from the registration desk at the end of each conference day and return the checks to the conference desk each morning for pick-up by the proper recipients. On the last day of the conference, the Treasurer can pick up any remaining refund requests periodically during the morning, returning them to the registration desk as they are completed. Any remaining refund requests can be picked up just prior to the last General Session, and those checks can be returned to the registration desk immediately after the last General Session. The treasurer should then collect any unclaimed refund checks and mail them to the rightful owner.

Separate account for conference Receipts

COLLEGE READING AND LEARNING ASSOCIATION

GUIDELINES FOR SUBMITTING A PROPOSAL TO HOST THE ANNUAL CONFERENCE

I. Submitting a Proposal (Bid)

Any member(s) with the approval and support of his (their) college(s) or university(ies) may submit a written conference proposal for the purpose of acting as the on-site conference manager(s) and host(s) in the year identified. The bid should include the following:

- A. A letter of endorsement from the president(s) of the institution(s) or his (their) designate(s) extending the invitation to College Reading and Learning Association to hold its conference in cooperation with the institution(s) and indicating the degree of support the institution(s) can provide.
- B. Three bids from hotels and/or motels in the area that could accommodate the group in terms of meeting rooms and lodging for members. These bids should detail the extent to which the hotel/motel accepts the provisions in CRLA's "Guidelines for Conference Hotel Selection." Site selection chairperson should visit the hotels selected to provide bids.
- C. A letter from the local tourist or convention bureau or chamber of commerce indicating the degree of assistance and support available for the conference.
- D. A letter from the bidder(s) indicating the acceptance of the responsibilities of conference manager(s). Information about secretarial/clerical assistance available, postage/phone/printing resources available, audio visual equipment available, and other information that would be helpful to the Board of Directors in making its decision should also be included. (Some examples: campus printing services "at cost"?, postage costs for one first class mailing to 1,000 members?, graphics services "at cost"?, conference manager given portion of release time for conference planning?, work-study student clerical help?, overhead and slide projectors available for use during conference?)

There are no minimum requirements for "free" or "at cost" resources to be provided by the institutional host(s); some of the above items can be covered by the conference budget if necessary. However, the extent of institutional resources available is one of several factors comparatively evaluated by the Board in making a final decision.

II. General Information

- A. All bids for conferences should be submitted at least two (2) years before the intended conference, if possible. Conferences are generally scheduled for Wednesday, Thursday, Friday, and Saturday of the week ending on Palm Sunday, but exact dates for a particular year should be checked with the CRLA Conference Site Selection Chairperson.
- B. The proposal should be addressed to the CRLA Board of Directors and mailed in care of the current Conference Site Selection Chairperson.
- C. The Board of Directors of CRLA shall have final authority in selecting host institution(s) and housing sites, and no agreements are final except and until approved in writing by this body.
- D. Following the decision of the CLRA Board of Directors, the bidder(s) will be notified of the Board's decision.
- E. The President-elect shall have the sole final responsibility for all aspects of the conference.

III. Duties of the On-Site Conference Manager(s)

The Conference Manager is generally responsible for all of the local on-site arrangements which support the conference program scheduled by the President-elect. Typical duties may include, but are not limited to, the following:

- A. Working with the current CRLA President to finalize the hotel contract soon after the conference bid has been awarded.
- B. Recruiting, appointing, and working with local CRLA members as chairpersons and committee members to accomplish the tasks listed below:
 - 1. Exhibits - contacting prospective publisher exhibitors, arranging for exhibition space, tables, and chairs.
 - 2. Audio Visual - assembling, scheduling, and distributing A-V equipment for use by program presenters during the conference.
 - 3. Food Events - handling all details connected with whatever group meal functions are scheduled for the conference (menu, decorations, entertainment,

tickets, door prizes, etc.) - might be evening banquet, SIG lunches or breakfasts, editorial luncheon, State and Regional Directors' lunch, continental breakfast, and/or Saturday lunch.

4. Tours - arranging tours to local colleges and/or tours to local tourist sites (buses, lunch, schedule); airport transportation for charter groups.
5. Registration - providing registration packets and name tags; staffing registration desk during the conference; providing display area near registration area for conference information, placement bureau, list of registrants, etc.
6. Hospitality - arranging for supplying and staffing a hospitality suite; arranging for refreshments during breaks; arranging for other needs for newcomers and out-of-towners.
7. Graphics - designing and producing the signs, posters, and tickets needed for the conference, including large replicas of the conference program's daily schedule and a floor plan chart.
8. Conference Credit - arranging for a local college to offer options for credit for conference attendance, if feasible and practical.

IV. Duties of the President-Elect (Program Chairperson)

The President-elect has over-all responsibility for all aspects of the conference, but focuses primarily on planning the conference schedule, developing the program and selecting presenters, and publicizing the conference. Typical duties may include but are not limited to:

- A. Scheduling - collaborates with on-site conference managers and CRLA Board of Directors to finalize a conference timetable of events.
- B. Budgeting - proposes an estimated conference budget to the CRLA Board for approval and controls the expenditures of that budget.
- C. Publicity - collaborates with on-site conference manager(s) to prepare CRLA Newsletter announcements to members; prepares conference publicity mailings; arranges for publicity and advertisements through other professional associations and journals.

-4-

- D. Program - solicits proposals for institutes and papers; selects and invites keynote speakers; appoints a program committee to help review and accept/reject program proposals; designs and arranges for printing of conference program booklet; appoints a Coordinator of Section Chairpersons to recruit, train, and oversee chairpersons for all of the section meetings.
- E. Evaluation - appoints an Evaluation Chairperson and works with that person to develop evaluation instruments and procedures for the conference.

Revised February 18, 1991

CRLAhost.bid

College Reading and Learning Association

GUIDELINES FOR CONFERENCE HOTEL SELECTION

BACKGROUND INFORMATION: CRLA

CRLA (formerly WCRLA) is a group of professional educators active in the fields of reading, learning assistance, developmental education, and tutorial services at the college-adult level. The annual conference is generally scheduled for 3-1/2 days, Wednesday through Saturday of the week ending on Palm Sunday. The exact program schedule of events and activities is the responsibility of the President-elect, who is elected one year before the conference date.

Conference attendance usually ranges between 350 to 600, depending upon how far the conference site is located from the bulk of the membership in Southern California. Usually, hotel rooms are occupied at a rate 1/3 to 1/2 of the number attending the conference. Recently selected conference hotels have included: Union Square Hyatt (San Francisco, 1980); North Park Inn (Dallas, 1981); Bahia-by-the-Bay (San Diego, 1982); Portland Marriott (Portland, 1983); Hyatt San Jose (San Jose, 1984); Lakewood Sheraton Inn (Denver, 1985); USC Hilton (Los Angeles, 1986); Marriott (Albuquerque, 1987); Capitol Plaza Holiday Inn (Sacramento, 1988); Stouffer-Madison (Seattle, 1989); Irvine Hilton (Irvine, 1990); Hyatt Regency (San Antonio, 1991); San Francisco Airport Marriott (Burlingame, CA, 1992); and Overland Park Marriott (Kansas City, 1993).

HOTEL REQUIREMENTS

CRLA requests that as many of the following facilities and services as possible be provided at no charge by the hotel:

Room Requirements

1. Six to eight meeting rooms large enough for theatre-style seating for 50-75 people available mornings and afternoons each day of the conference, and perhaps one evening. More, or larger, meeting rooms may be required due to increased conference attendance. One of the meeting rooms must have electrical outlets for numerous computer hookups and be able to be secured when not in use.
2. One small room for board meetings Monday evening and all day Tuesday prior to the conference, during the conference, and Saturday afternoon as the conference ends.
3. A room of approximately 3,000 square feet which can be locked. This room should accommodate 15-25 tables for

exhibitors. A 2-1/2' x 8' table, tablecloth, chair and electrical outlet should be provided for each exhibitor. Exhibits may be held 1 - 3 days of the conference.

4. A room large enough to accommodate 350-600 people for two or three general session meetings during the conference.
5. One complimentary room for every 50 rooms occupied by the Association or 1 suite for every 100 rooms occupied by the Association. The complimentary rooms should be available each night beginning with the evening before the conference opening and including the evening before the conference ends. Assignment of complimentary rooms as available shall be made by the President according to the order of presidential succession: President, President-elect, Immediate Past-President, Secretary, Treasurer.
6. A hospitality suite which can be part of the complimentary room allotment on the basis of 1 to 100 room reservations shall be available to be used as a private room with no corkage fees for Association members. The Association will provide napkins, glasses, soft drinks, wine, beer, and ice.
7. A small room which can be locked, near the registration area, from which to distribute audio-visual equipment.
8. VIP floor accommodations for officers (5 rooms) during the Conference.
9. Complimentary lodging and meeting space for 12 for CRLA Board of Directors for the two-day weekend Board meeting in July before the conference. The maximum number of rooms required would be 7.

Hotel Amenities

1. Provisions for transportation to and from airports and recreation sites. Costs should be noted.
2. Projected room rates for singles, doubles, triples, and suites - with final rates to be available not less than one year prior to the conference dates. Conference rates should extend Monday night through Saturday night to accommodate officers and chairpersons arriving for pre-conference meetings on Tuesday.
3. 1500 reservation cards to be mailed out by the Association. The cards should clearly state the hotel's cancellation policy. Confirmation notices must be sent by the hotel when reservations are received.

-3-

4. 10 VIP courtesy baskets or trays, depending on the usual hotel courtesy. The VIP list will be submitted by the President-elect in advance of the conference.
5. Registration tables in the lobby or another agreed-upon location with convenient phone service. The tables will be staffed by Association conference registration personnel.
6. Free or reduced parking rates for Association members during the conference.
7. Information concerning other large meetings during the CRLA conference.
8. Early check-in for Board members on Monday (Tuesday) of conference week.
9. Complimentary coffee and tea services for Board meetings in July and during conference.
10. Early check-in accommodations for conference attendees on Wednesday (Thursday).
11. Transportation to nearby hotels for members who request rooms before the cutoff date for reservations and who must stay at another hotel due to lack of hotel space.
12. Availability of handicapped accessible rooms.
13. Availability of alternative food service such as a sandwich buffet, box lunches, or salad bar set up specifically for conference attendees.

Any hotel bid should indicate the extent to which the above requirements can be met as well as providing information regarding the following:

1. The cutoff date for room reservations to be no more than two weeks prior to the opening date of the conference.
2. The number of reservations required to secure the meeting rooms on a "no charge" basis - and the charges for meeting rooms in the event the room obligation cannot be met.
3. Specific provisions for "overflow" guests to nearby hotels/motels including charges for accommodation and transportation services.

4. A schemata of the floor plan describing the dimensions of the meeting rooms and exhibit space and illustrating the registration area.
5. Banquet prices and sample menus.
6. Any charges or drayage fees relative to exhibits.
7. The name of the hotel liaison person who will be responsible for the smooth and orderly progress of conference activities.
8. No other conference to be scheduled during the Association's conference dates without notification to the Association's president one year in advance of the conference dates.

THE ASSOCIATION'S COMMITMENT

College Reading and Learning Association agrees to the following:

1. One hundred (100) to two hundred fifty (250) rooms occupied during the main conference nights.
2. At least two meal functions open to entire membership -- typically a continental breakfast included in the conference fees and evening banquet and/or Saturday lunch as options.
3. Three or four mailings and Newsletter announcements of the conference mailed to all Association members.
4. Prompt payment of all bills.

SUBMITTING HOTEL BIDS

Hotel bids should be submitted in liaison with the overall conference proposal being made by CRLA member(s) and institution(s) in a particular locale. The bid should be addressed to the CRLA Board of Directors and mailed in care of the current Conference Site Selection Chairperson. The Board of Directors of CRLA shall have final authority in selecting a conference hotel, and no agreements are final except and until approved in writing by this body.

November 1984
Revised February 1991

crlahotl.bid

HOTEL CHECKLIST

HOTEL _____

CONFERENCE ROOM REQUIREMENTS

- 1a. _____ 8+ meeting rooms, 50 - 75, morning and afternoon
- 1b. _____ 1 room with electrical outlets for computers
2. _____ 1 small board room, Monday afternoon - Saturday afternoon
3. _____ 3,000-square-foot room, locked for exhibitors, (2-1/2' x 8' tables, electrical outlets)
4. _____ room for 500 people for general sessions
5. _____ complimentary room for 50 rooms, suite for 100 rooms
6. _____ complimentary hospitality suite, no corkage fee
7. _____ small locked room for audio visual equipment
8. _____ preferential room selection for officers (VIP floor)
9. _____ lodging/meeting space for 12 for 2-day weekend in July before Conference, maximum 7 rooms
Complimentary room for Pres-Elect for 5 nights in Jan/Feb. for conference arrangements

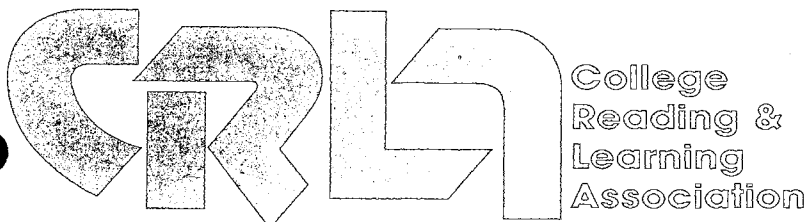
HOTEL AMENITIES

1. _____ transportation
_____ airport
_____ sites/recreation
2. _____ rates (Conf. rates should be available to CRLA members over the block # as long as the hotel has rooms available)
single _____ double _____ triple _____ suite _____
3. _____ 1500 reservation cards (2 week cutoff)
4. _____ 10 VIP courtesy baskets
5. _____ registration area/tables
6. _____ free or reduced parking rates
7. _____ other conferences during CRLA
8. _____ early check-in for board members on ^{Sunday} Monday of Conference week (Board members can have Conference rate & guaranteed room beginning Sunday prior to the conference)

HOTEL CHECKLIST - 2

9. _____ complimentary coffee and tea service for board meeting in July and during Conference
10. _____ early arrivals on Wednesday of Conference
11. _____ overflow hotel and transportation
12. _____ alternative food service
13. _____ handicapped accessible rooms

comments:



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

CAPS, Zimmerman Library, UNM, Albuquerque, NM 87131-1466

DATE: March 7, 1991

TO: CRLA Board Members
Dee Tadlock
Becky Patterson
Denise McGinty
Joyce Weinsheimer
Kathy Carpenter

FROM: Susan Deese, Site Selection Chairperson

RE: Site Selection Annual Report 1990-1991

Hotel Selection

The Overland Park Marriott Hotel was selected as the hotel site for the 1993 Conference. Pat Joneson, local arrangements chairperson for 1993, and I visited the Overland Park Marriott and the Ritz-Carlton Hotel in Kansas City. Unfortunately, the Ritz-Carlton sales manager could not meet most of the CRLA bid guidelines. Dee has finalized the contract, and we are set for 1993.

Conference Dates

Attached you will find a listing of conference dates for the next seven years. I have included Wednesday through Sunday dates. I could not find this information in any CRLA document and decided to compile the information for future Site Selection Chairpersons.

Sleeping Room Occupancy

Attached you will find a listing of the number of occupied hotel rooms during the past four conferences. Again, I could not find a compilation of this information. This data is very important when hotel contracts are negotiated.

Site Selection Assignments

Neither the Constitution, the By-Laws, nor the Job Descriptions guides us in determining how far into the future we should be planning in terms of conference sites. Hotel sales managers want a finalized contract at least one year before the conference. The various hotel managers with whom I've worked have suggested 2 - 3 years as the optimal planning period for an organization of our size and with the requirements specified in our bid proposal guidelines. The following appears to be the current schedule of site selections:

CRLA Board - Page 2

1991	San Antonio	Wes Brown
1992	Burlingame, CA	Gwyn Enright
1993	Kansas City	Susan Deese
1994	San Diego (?)	Becky Patterson
1995	Seattle (?)	Dee Tadlock
1996	Northern California (?)	Joyce Weinsheimer

Of course, the other important factor in determining the timing of site selection is finding a volunteer to be in charge of local arrangements. How many years into the future can we expect members and institutions to make commitments?

Materials

Attached you will find a revised copy of the "Guidelines for Submitting a Proposal to Host the Annual Conference." The primary change was in Section I.B.; the word "three" was added to the first line and the provision for hotel visits was added.

A revised copy of the "Guidelines for Conference Hotel Selection" is also attached. The background information was updated, and the hotel requirements section was divided into room requirements and hotel amenities. Added to the hotel requirements were 1) VIP accommodations for the Board, 2) complimentary coffee and tea service for Board meetings, 3) early check-in for Board members on first day of conference week, 4) early check-in for conference attendees on first day of conference, 5) availability of handicapped accessible rooms, and 6) provision of information concerning other large meetings during conference dates.

I then revised a hotel checklist that Gwyn had started the previous year. The hotel checklist items correspond to the items listed in the guidelines. This checklist can help the Site Selection Chairperson during the hotel visit and help the Board in its selection of a specific hotel.

Along with other site selection information, I am forwarding a disk containing the guidelines and checklist files to Becky.

Recommendations/Topics for Discussion

Designate someone to maintain current data on occupancy rates.

Revise job description to specify that three hotel bids should be submitted to the Board.

Determine site selection schedule. Will we continue to alternate between California (even-numbered years) and the other western states? Will we continue to alternate between Northern and Southern California? Are we proceeding at a reasonable pace?

nt

attachments

CRLA CONFERENCE DATES

Wednesdays through Sundays

March 20 - March 24, 1991

April 8 - April 12, 1992

March 31 - April 4, 1993

March 23 - March 27, 1994

April 5 - April 9, 1995

March 27 - March 31, 1996

March 19 - March 23, 1997

April 1 - April 5, 1998

CRLA HOTEL OCCUPANCY INFORMATION

	<u>(Marriott) Albuquerque 1987</u>	<u>(Holiday Inn) Sacramento 1988</u>	<u>(Stouffer- Madison) Seattle 1989</u>	<u>(Hilton) Irvine 1990</u>
Tuesday	9	35	102	100
Wednesday	124	140	184	169
Thursday	163	168	192	165
Friday	157	143	181	150
Saturday	116	63	140	29
Sunday	10	---	---	14

GLADYS R. SHAW

Certified Public Accountant
Certified Financial Planner
Member: ASWA, TSCPA, AWS CPA, IAFF

February 1, 1991

The Board of Directors
The College Reading and Learning Association

Enclosed are the audited financial statements for Fiscal Year 1989-90. I am pleased to provide you with a favorable opinion on them. There were no material missing statements in the records but there are a few concerns you need to address.

1) There is an advance of \$667.08 outstanding. To the best of my recollection, the balance is for the JCRL. Mr. Vince Orlando accounted for \$511.42 in 1989-90 but I believe there was a balance forward from 1988-89 that had not been accounted for by him. You should check with him on this.

2) To facilitate reporting and accounting, conference receipts should not be co-mingled with regular receipts. The treasurer should set up a separate bank account and use it exclusively for conference receipts and expenditures. Transfers, if any, between the regular and the conference account should be clearly identified.

3) Again, conference advances to Site and Program Chairs should be reconciled and reported before May 30 each year. In 1988-89, the Site Chairs bank account balance had not been remitted but had been reconciled and I was able to properly check those expenses. In 1989-90, both the Site Chair's Bank account balance and the report were unremitted at June 30. In order to give you a clearer picture of 1989-90 conference results, I looked ahead into 1990-91 transactions to find what, if any thing was reported and/or remitted after June 30 for the

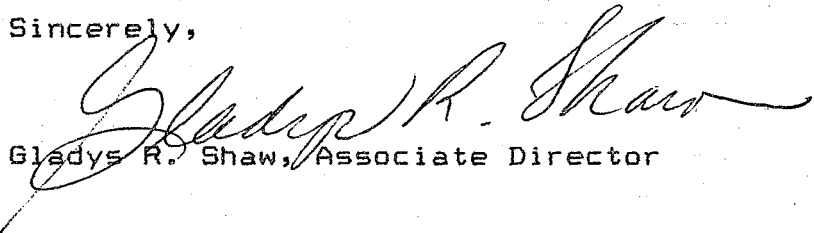
Site Chair. By doing that I was able to at least include the Site expense total in the conference expenses. I found that the remaining funds were remitted in July but there was still no reconciliation. The remittance was for \$593.42. Since the advance was \$2,500, \$1,906.58 was recorded as expense. That Site expense was reasonable in light of other years and since I examined every other transaction in your records, the lack of supporting documents for this one did not justify disqualifying your statements for 1989-90. However, I must caution you that this is a breach of good internal control that should be corrected immediately. The 1989-90 Site Chairman should still submit a report and supporting receipts to verify the advance funds that were disbursed.

4) Conference expenditures have been detailed to the extent possible on your budget comparison. However, there was no detailed reconciliation of the hotel bill that could be interpreted by me. This, too, should be corrected in future years simply for your information and planning.

5) Conference accounting as detailed in the budget is very difficult when so many people are reporting who do not know the separate categories. They often fail to separate expenses into such specifics as calls, registration packets, program, etc. You may want to consider revising budget categories or simply work with the gross classifications. I would be glad to work with the Board or their designees on revising the budget design for the conference.

Please do not hesitate to contact me if you have questions or suggestions. I appreciate the opportunity to work with you.

Sincerely,


Gladys R. Shaw, Associate Director

GRS:rp

Enclosures

GLADYS R. SHAW

Certified Public Accountant
Certified Financial Planner
Member: ASWA, TSCPA, AWSCPA, IAFP

INDEPENDENT AUDITOR'S REPORT

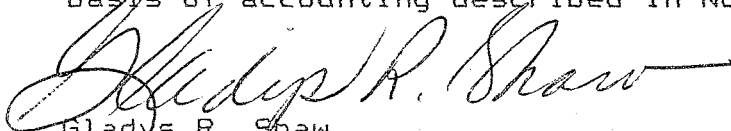
The Board of Directors
The College Reading and Learning Association

I have audited the accompanying statement of assets and liabilities arising from the cash transactions of the College Reading and Learning Association as of June 30, 1990, and the related statement of revenue collected and expenses paid for the year then ended. The financial statements are the responsibility of the organization's officers. My responsibility is to express an opinion on the statements based on my audit.

I conducted my audit in accordance with generally accepted auditing standards. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

As described in Note 2, these financial statements were prepared on a modified basis of cash receipts and disbursements, which is a comprehensive basis of accounting other than generally accepted accounting principles.

In my opinion, the financial statements referred to above present fairly, in all material respects, the assets and liabilities arising from cash transactions of the College Reading and Learning Association as of June 30, 1990, and its revenue collected and expenses paid during the year then ended on the basis of accounting described in Note 2.


Gladys R. Shaw
February 1, 1991

The College Reading and Learning Association
Statement of Financial Condition
June 30, 1990

ASSETS

Cash Accounts:

Checking Account, EPTFCU	<\$ 385>
Savings Account, EPTFCU	689
Cash Advances	1,260
Certificate of Deposit	37,000

TOTAL ASSETS

\$38,564

FUND BALANCE

Fund Balance, July 1, 1989 (Restated on Cash Basis) \$48,838

Net Disbursements in Excess of Receipts <10,274>

UNAPPROPRIATED FUND BALANCE JUNE 30, 1989

\$38,564

AUDITED

The College Reading and Learning Association
Statement of Cash Receipts and Disbursement
For the Year Ended June 30, 1990

RECEIPTS

Member Dues	\$10,377
Journal Sales	295
Interest Earned	2,972
Subscription Fees	608
Conference Receipts (Sch. 1)	38,587
Tutor Certification	815
Fundraiser	601

TOTAL RECEIPTS

\$54,255

DISBURSEMENTS

Executive Board Expenses	6,331
JCRL Expense	7,914
Newsletter Expense	6,025
Committee Expense	2,337
General Organizational Operating Expense	7,244
State and Regional Expenses and SIGS	2,940
Conference Expense (Sch. 1)	31,738

TOTAL DISBURSEMENTS 0

\$64,529

DISBURSEMENTS IN EXCESS OF EXPENDITURES

<\$10,274>

AUDITED

The College Reading and Learning Association

Statement of Cash Flows-Cash Basis
For the Year Ended June 30, 1990

Cash Flows from Operating Activities:

Receipts per Statement of Cash Receipts and Disbursements	\$56,455
Disbursements per Statement of Cash Receipts and Disbursements	<u>66,729</u>
Net Cash Provided by Operations	<\$10,274>
Cash Accounts at the beginning of the year	<u>\$48,838</u>
Cash June 30, 1990	<u><u>\$38,564</u></u>

AUDITED

The College Reading and Learning Association

Schedule No. 1
Statement of Conference Receipts and Disbursements
for the Year Ended June 30, 1990

CONFERENCE RECEIPTS PER ANALYSIS:

Tours	\$ 3,064	
Food Functions	7,765	
Registration Fees	21,569	
Institutes	7,214	
Publishers Exhibits and Advertising	1,175	

TOTAL CONFERENCE RECEIPTS		\$40,787
Less Refunds		2,200

NET RECEIPTS		\$38,587

CONFERENCE DISBURSEMENTS PER ANALYSIS:

Program Chair Expenses	\$ 233	
Site Chair Expenses	1,923	
Program	2,127	
Registration Packets	232	
Calls to Conference	1,139	
Speaker Fees	5,415	
Institutes	330	
Tours	1,568	
Food Functions (Hotel Bill)	17,968	
Evaluations	803	

TOTAL CONFERENCE DISBURSEMENTS		\$31,738

CONFERENCE RECEIPTS IN EXCESS OF DISBURSEMENTS		<u>\$ 6,849</u>

AUDITED

The College Reading and Learning Association

Notes to the Audited Financial Statements
June 30, 1990

- (1) The College Reading and Learning Association (CRLA) is a national, not-for-profit, organization for educational professionals and students in learning assistance and developmental education.
- (2) Significant Accounting Policies. The organization's policy is to prepare its financial statements on the basis of cash receipts and cash disbursements, therefore, revenue and related assets are recognized when received rather than when earned, and expenses are recognized when paid rather than when the obligation is incurred.
- (3) Depreciation. There are no depreciable assets.
- (4) Nature of Funds. There are no appropriated funds. The unappropriated fund consists of unrestricted amounts devoted to the on-going operations of the organization which includes awarding funds for scholarships and research at the discretion of the Board of Directors.

COLLEGE READING AND LEARNING ASSOCIATION

SUMMARY OF BUDGET 1990-91

BUDGET ITEM	1989-90 APPROVED	1989-90 SPENT	1990-91 APPROVED
I. OPERATING BUDGET			
A. Board	\$ 10,570	\$ 6,331	\$12,495
B. Publications	14,170	13,939	14,450
C. Gen. Operating Exp.	9,320	7,244	8,950
D. Committees	4,055	2,337	3,215
E. State & Regional	4,630	2,940	5,105
TOTAL OPERATING BUDGET	\$ 42,745	\$ 32,791	\$ 44,215
II. CONFERENCE BUDGET			
A. Conf. Management	\$ 2,875	\$ 2,156	\$ 3,075
B. Gen. Conference Exp.	6,150	5,870	5,650
C. Conference Program	3,000	5,744	3,000
D. Food Functions	3,900	17,968	4,350
TOTAL CONFERENCE BUDGET	\$ 15,925	\$ 31,738	\$ 16,075
TOTAL BUDGET	\$ 58,670	\$ 66,729	\$ 60,290

OP-1

COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
I. OPERATING BUDGET	42,980	32,791.00	44,215
A. BOARD TOTAL	10,470	6,331.00	12,495
President (Total)	2,435	402.94	2,510
Travel	1,200	131.80	1,200
Hotels and Food	500	130.06	500
Telephone Expense	200	17.88	200
Postage	100	63.20	100
Print & Publish.	50		50
Clerical wages & fees	150		150
Supplies	100	5.00	100
Miscellaneous		55.00	
Other (Specify)			
1. Awards	75		150
2. Mailing Service	60		60
President Elect (Total)	2,700	1,376.00	2,600
Travel	1,800	406.50	1,800
Hotels and Food	700	894.82	700
Telephone Expense	50	10.11	50
Postage	50		50
Print & Publish.			
Wages & Fees			
Supplies			
Miscellaneous		65.00	
Other (Specify)			
Secretary (Total)	940	933.00	540
Travel	200	308.00	200
Hotels and Food	100		100
Telephone Expense			
Postage	30	2.40	30
Print & Publish.	100	215.24	100
Wages & Fees			
Supplies	25	391.88	25
Miscellaneous			
Other (Specify)			
Mailing Service	25	15.00	25
Excess Baggage	60		60

OP-2

COLLEGE-READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
Treasurer (Total)	1,595	2,434.00	2,445
Travel		298.00	100
Hotels and Food		1.05	100
Telephone Expense			
Postage	200	20.33	200
Print & Publish.	30		30
Clerical wages & fees	1,350	1,950.00	2,000
Supplies		17.86	
Miscellaneous			
Other (Specify)			
1. Mailing Service	15	15.00	15
Bond		132.00	
Gen. Board Exp. (Total)	2,900	1,185.00	4,400
Travel	1,500		3,000
Hotels and Food	1,200	814.62	1,200
Telephone Expense	200		200
Postage			
Print & Publish.			
Wages & Fees			
Supplies		370.50	
Miscellaneous			
Other (Specify)			
B. PUBLICATIONS TOTAL	14,170	13,939.00	14,450
Newsletter (Total)	5,220	6,025.00	5,800
Travel		300.00	
Hotels and Food		22.49	
Telephone Expense			
Postage	100	655.96	400
Print & Publish.	4,400	4,639.27	4,800
Wages & Fees			
Supplies			
Miscellaneous			
Other (Specify)			
Mailing Service	720	407.58	600

OF-3

COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
JCRL (Total)	8,950	7,914.00	8,650
Travel	400	328.00	400
Hotels and Food	200	472.14	200
Telephone Expense	300	105.09	300
Postage	200	73.51	200
Print & Publish.	6,600	6,534.71	6,600
Clerical wages & fees	50	345.00	50
Supplies		20.00	
Miscellaneous		35.00	
Other (Specify)			
1. Mailing Service	700		700
<hr/>			
C. GEN. ORG. EXPENSE TOTAL	9,320	7,244.00	8,950
Travel			
Hotels and Food			
Telephone Expense			
Postage	200	507.88	400
Print & Publish.		970.06	
Wages & Fees			
Supplies		21.90	400
Advert. & Promo			
Videotape 500		1,036.00	500
Miscellaneous	75	112.14	75
Other (Specify)			
Mailing Service	5,000	2,009.32	2,500
Bond	320		300
Stationery	600		600
Scholarship	1,000	1,000.00	1,000
Research Awards	400	600.00	600
Long and Outstanding			
Service Awards	75		75
Brochure	800		800
Journal Subscriptions		987.85	1,200
CRLA Sale Items			500

OP-4

COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
D. COMMITTEES TOTAL	4,055	2,337.00	3,215
Awards and Fundraising (Total)	175	214.00	175
Travel			
Hotels and Food			
Telephone Expense			
Postage	50	57.84	50
Print & Publish.	50	40.80	50
Clerical wages & fees			
Supplies		100.69	50
Miscellaneous			
Other (Specify)			
1. Mailing Service	75	15.00	25
Archives (Total)	400	418.00	300
Travel			
Hotels and Food			
Telephone Expense			
Postage	200		200
Print & Publish.			
Wages & Fees			
Supplies	400	418.24	100
Miscellaneous			
Other (Specify)			
Bylaws Total	50		50
Telephone Expense			
Postage			
Print & Publish.			
Miscellaneous			
Other (Specify)			
Site Selection	1,750	313.00	1,600
Travel	1,000	128.25	1,000
Hotels and Food	500	44.35	500
Telephone Expense	100	139.13	
Postage	50		
Print. & Publish.	50	1.61	
Supplies	50		100
Other (Specify)			

OP-5

COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
Nominations & Elections (Total)	515	517.00	515
Telephone Expense	100	43.88	100
Postage	200	191.35	200
Print & Publish.	200	267.00	200
Clerical wages & fees			
Supplies			
Miscellaneous			
Other (Specify)			
1. Mailing Service	15	15.00	15
Placement (Total)	400	57.00	75
Telephone Expense			
Postage		29.37	25
Print & Publish.	25	5.20	25
Wages & Fees			
Supplies	25	22.67	25
Miscellaneous			
Other (Specify)			
Ad Hoc Committees (Total)	900	400.00	550
Terminology (Total)	500		50
Travel	400	400.00	
Supplies			25
Postage	100		
Print & Publish.			25
Miscellaneous			
Other (Specify)			
Tutor Certific. (Total)	400	417.00	450
Postage	250	416.52	250
Print. & Publish.	150		150
Supplies	50		100
Miscellaneous			50
Other (Specify)			

OP-6

COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
E. STATE & REGIONAL TOTAL	4,630	2,940.00	5,105
COORDINATOR (Total)	1,580	1,651.00	1,605
Travel	850	1,250.00	850
Hotels and Food	250	85.00	250
Telephone Expense	50		75
Postage	50	185.19	50
Print & Publish.	100	8.40	100
Clerical wages & fees			
Supplies	30	31.43	30
Miscellaneous		35.00	
Other (Specify)			
1. Mailing Service	150	56.07	150
2. Pres. Plaque	100		100
Directors (Total)	3,050	1,069.00	3,050
Telephone Expense			
Postage		120.46	
Miscellaneous		53.52	
Other (Specify)			
1. Special Requests	500	850.00	500
2. Regular Group			
@ \$50 each	2,100		2,250
3. Mailing Service	100	45.00	300
Sig Coordinator (Total)	235	220.00	450
Telephone Expense			
Postage	25		25
Print & Publish.	25	186.61	200
Supplies	25	33.13	25
Miscellaneous			
Other (Specify)			200
Critical Thinking	100		
Computer	60		

CONF-1

COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
II. CONFERENCE TOTAL	15,925	31,738.00	14,075
A. CONF. MGT. TOTAL	2,875	2,156.00	3,075
Chairman	1,450	233.00	1,650
Travel	300		400
Hotels and Food	200		300
Telephone Expense	150		150
Postage	100		100
Print & Publish.			
Clerical wages & fees	300	100.00	300
Supplies	200		200
Miscellaneous		132.82	
Other (Specify)			
1. Committee Exp.	200		200
On Site Manager (Total)	1,350	1,923.00	1,350
Travel			
Hotels and Food	500		500
Telephone Expense			
Postage		1.05	
Print & Publish.			
Wages & Fees	300	0	300
Advert. & Promo.	400		400
Supplies			
Miscellaneous			
Other (Specify)		1,906.58	(No detail submitted) 150
Committee Expenses	150		
Mail Service		15.00	
Tax		.98	
Exhibits Chairman (Total)	75	N/A	75
Telephone Expense	25		25
Postage	50		50
Miscellaneous			
Other (Specify)			

CONF-2

COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
B. GEN. CONF. EXPENSES (TOTAL)	6,150	5,870.00	5,650
Programs (Total)	2,100	2,127.00	2,100
Postage	100	972.24	100
Print & Publish.	2,000	1,154.38	2,000
Miscellaneous			
Other (Specify)			
Reg. Packets (Total)	1,000	232.00	500
Print & Publish.	500	23.02	250
Supplies	500	102.41	250
Miscellaneous		106.67	
Other (Specify)			
Calls to Conf. (Total)	650	1,139.00	650
Telephone Expense			
Postage	250	496.30	250
Print & Publish.	400	642.80	400
Miscellaneous			
Other (Specify)			
Other Gen. Exp. (Total)	2,400	2,372.00	2,400
Supplies	200		200
Miscellaneous			
Other (Specify)			
Xerox Rental	200		200
Decorations			
Photography	200		200
Entertainment	600		600
Audio-visual & Mechanical	1,000		1,000
Evaluation	200	803.97	200
Tours		1,568.00	

CONF-3

COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
C. CONF. PROGRAM (TOTAL)	3,000	5,745.00	3,000
Speakers (Total)	2,200	5,414.75	2,200
Travel	700		700
Hotels & Food	300		300
Wages & Fees	1,200		1,200
Miscellaneous			
Other (Specify)			
Institutes (Total)	800	330.00	800
Wages & Fees			
Miscellaneous			
Other (Specify)			
Section Mtgs. (Total)		N/A	
Miscellaneous			
Other (Specify)			
Computer Fair (Total)		N/A	
Miscellaneous			
Other (Specify)			

CONF-4

COLLEGE READING AND LEARNING ASSOCIATION BUDGET

BUDGET ITEMS	APPROVED FOR 89/90	SPENT AT 6/30/90	APPROVED FOR 90/91
D. FOOD FUNCTIONS (TOTAL)	3,900	17,968.00 (No Detail-	4,350
Hospitality (Total)	1,000	ed acctg.)	1,000
Miscellaneous			
Other (Specify)			
Publisher's Brk. (Total)			
Miscellaneous			
Other (Specify)			
Editors Lunch (Total)	200		200
Miscellaneous			
Other (Specify)			
State Directors Dinner (Total)	750		750
Miscellaneous			
Other (Specify)			
Coffee Breaks (Total)	1,000		1,500
Miscellaneous			
Other (Specify)			
Newcomer's Reception	700		400
Miscellaneous			
Other (Specify)			
Past Board Luncheon	250		250
Miscellaneous			
Other (Specify)			
Tutor Cert. Luncheon			250
Miscellaneous			
Other (Specify)			

CRLA
Reconciliation for Advances

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment O
Page 1 of 1

Return this reconciliation form with the total amount of expenditure for each category and attach all receipts.

Date Advanced _____
Amount Advanced on Check # _____ \$ _____
Travel _____
Hotels and Food _____
Telephone Expense _____
Postage _____
Printing and Duplication _____
Clerical Wages and Fees _____
Other Specify: _____

Total Expended \$ _____
Remainder of Advance remitted or _____
Reimbursement Due _____

Name _____
Office or Position _____
Purpose for Expenditure _____

For Treasurer Use Only
Date Reconciled _____
Budget Category _____
Additional Authorization or Comments:

(Please Attach All Receipts)

Expenditures must be receipted or they will not be honored.

Elections Committee Report
CRLA Board Meeting
March 20- 23, 1991
San Antonio

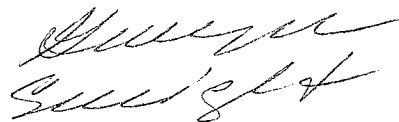
As Elections Chair, I experienced few difficulties this year probably because I followed the Elections Chair Job Description to the letter. The Committee was great and worked well together. Members represented two and four year institutions; Arizona, New Jersey, Texas and California: Jim Prager, Kathie Engstrom, Susan Deese, Joe Cortina, and Pat Mulcahy.

We met twice at the annual conference in Irvine to establish a list of possible candidates. After receiving letters of intention to run for office from the candidates and letters of institutional support from their superiors, I submitted our slate to the board in July, in time for the summer board meeting. Candidates submitted their materials by the end of November, and 860 ballots were mailed out January 15. 326 ballots or 38% of the membership as of 12/31/91 were received by the cutoff date. Another CRLA member, Don Basile, and I counted 305 ballots. Twenty-one ballots were not counted because they were incomplete and because the election was not close enough to warrant counting them. All ballots were sent to Dee Tadlock..

As written in the Job Description, I called Dee with the election results and asked her to inform the candidates. I mailed pictures and information about the candidates to the out going CRLA Newsletter editor, Wayne Herlin, since a new editor had not yet been appointed.

My only recommendation has to do with the Board's delay in approving the slate. Apparently, there was a question about the qualifications of one of the candidates. Besides putting your faith in the Elections chair and his or her committee, there are a couple of ways to avoid this awkward and irritating situation in the future: 1) request the candidate information sheet be filled out before Board Approval, STRESSING to the candidates that the slate has not yet been accepted; 2) ask the Elections Chair for a report documenting the candidate's qualifications to accompany the proposed slate.

Last, on a personal note, after four years as JCRL editor and five years as President-Elect, President, Coordinator of State Directors and Chapter Presidents, Conference Site Selection Chair and (finally!) Elections Chair, I would like to thank the Board for their support through the years and for the opportunities to grow professionally and personally through service to CRLA - a wonderful organization. I'll see you in section meetings or, better yet, in the hospitality suite!



TASK FORCE ON PROFESSIONAL LANGUAGE

January 30, 1991

Dear Denise:

At last we are done! The TASK FORCE ON PROFESSIONAL LANGUAGE has successfully completed the task of writing a glossary for Learning Center professionals. On the reverse side of this letter you will find a copy of the memorandum from Jo-Ann Mullin verifying that the article will be printed in the Spring, 1991, Journal of College Reading and Learning.

I know this project took far longer than some of you anticipated, and I especially appreciate those of you who hung in for the entire effort. For those who were able to participate at different stages of the project, a big THANKS as well. It is only through the commitment of professionals, like all who have been part of the Task Force, that a project of this magnitude can be successfully completed. I hope you will be pleased with the final report, which is included.

Again, my thanks to you all. I was honored to have been part of such an important undertaking. Hope to see you at CRLA or NADE functions in the future.

With appreciation,



Mary Rubin
6008 NW Williams
Lawton, OK 73505



TO: Mary Rubin

FROM: Jo-Ann Mullen, Editor, JCRL *JMullen*

DATE: January 8, 1991

RE: TASK FORCE REPORT/JCRL

Thank you for sending the final product of the Task Force on Professional Language to my attention.

THE JOURNAL OF COLLEGE READING AND LEARNING would be pleased to publish this report in the Spring, 1991 issue of the journal. Fortunately, your material has reached us in time to make the deadlines for this issue.

We will publish it as "A Glossary of Developmental Education Terms," with the task force as compilers in lieu of an author. The introductory/explanatory narrative at the beginning of the manuscript will be condensed and will be printed at the end of the glossary.

Thank you for all of your efforts in related to this project. It is a significant contribution to your colleagues and the field of developmental education.

Jo-Ann Mullen
Professor of Reading Education
Division of EMECR
303-351-2189

**A LEARNING ASSISTANCE GLOSSARY:
REPORT OF THE CRLA TASK FORCE ON PROFESSIONAL
LANGUAGE
FOR COLLEGE READING AND LEARNING**

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment Q
Page 3 of 30

In 1987, the Executive Board of the Western College Reading and Learning Association (now the College Reading and Learning Association or CRLA) authorized the formation of a task force to study terminology being used in the field of learning assistance and make recommendations for definitions which might be used to improve communication in the field. A coordinator was selected to form the task force during the 1987 national conference. During the first year of the task force, the coordinator contacted a diverse group of professionals in the field to request their participation. An effort was made to recruit scholars, practitioners, and leaders in the area of learning assistance. That this task was seen as one of significant importance was evident from the immediate positive response of virtually every person contacted. As soon as commitments to serve were received, a list of terms to be considered for inclusion in this project was solicited from task force members. Suggestions for a name for the task force were also requested. By the end of the first year of the task force, we had a name (Task Force on Professional Language for College Reading and Learning), a list of terms to study, and an excellent group of professionals to work on finding and/or writing definitions.

During the second year of the Task Force, the coordinator reviewed a variety of educational dictionaries to determine what definitions already existed. Task Force members provided input on definitions and reviewed those already in print. New terms were added to the original list. Ways to organize the terms and philosophical positions were shared among members. The major conclusion of the second year of study was that the majority of the dictionary definitions currently in print were not appropriate for college learning assistance programs, and that no consensus was to be found in the professional literature for the meanings of most of the terms. At this point we also began coordinating our efforts with NADE's (National Association for Developmental Educators) Professional Standards and Evaluation Committee chaired by Dr. Susan Clark Thayer.

The third year of the Task Force, members submitted definitions found in professional literature and created definitions to be reviewed by all Task Force members. Definitions were circulated among members, and there was much discussion of the strengths and weaknesses of the various meanings being generated. Names of contributors were not disclosed in the early stages to allow more freedom of discussion. Late in 1989, a relatively complete list of terms and definitions was compiled and authors of those terms revealed so that they could be contacted directly regarding their views on the terminology. Task Force members were given three opportunities to react to the definitions being collected, with the master list revised following each set of evaluations. Drafts of the third revision were made available to interested parties at both the CRLA

and NADE conferences in the spring of 1990. Following each conference additional input was received from members of both organizations.

Beginning in the summer of 1990, all of the evaluations were reviewed and definitions revised. A format for the glossary had been recommended during the CRLA Task Force report sectional, and the definitions were organized and arranged according to this format. During the fall of 1990, Task Force members were asked to edit the final list of terms and definitions for this report. The following glossary is the result of this review. These definitions are intended to clarify the language currently being used in the profession. However, many of these definitions will require modification in the future as the field continues to develop and mature.

Special thanks go to the presidents of CRLA who encouraged the work of the Task Force. These include Gwyn Enright (who participated in the initial approval of the Task Force), Susan Deese, Becky Patterson, and Dee Tadlock. Also, thanks to Susan Clark-Thayer for her enthusiastic support, encouragement and assistance in keeping NADE members advised of our progress. Mary Rubin served as Task Force Coordinator. Task Force members who made major contributions in writing definitions include (alphabetically): Hunter Boylan, Lois Burrill, Marie Byrnes, Martha Casazza, Frank Christ, Darrel Clowes, Marilyn Fairbanks, Gene Kerstiens, Martha Maxwell, Sherrie Nist, Gladys Shaw, Gertrude Webb, and Nancy Wood. Task Force members who assisted with identifying terms, editing, etc., include (alphabetically): Andrea Berta, Renee Berta, Wes Brown, Terry Culross, Joan Davis, Janet Epstein, Mary Lou Gibson, Phoebe Helm, Wayne Herlin, Helen Jones, Jane Lehmann, Robert Lemelin, L. Scott Lissner, Char Mansfield, Susan McCall, M. Bunk Spann, Marian Talley, Audrey Williams, Melissa Wiseman, and Ladessa Yuthas.

basic academic skills

activities such as reading, writing, calculating, and reasoning that enable people to communicate and learn; considered to be essential to learning across the curriculum, but not always specifically taught in the regular academic curriculum. **COMMENT:** These skills are often legally defined.

college level

the level of skill attainment, reasoning ability, etc., associated with/required by courses of study designed to lead to a baccalaureate degree. Also known as "transfer-level" in programs of a two-year institution.

college level students

those students possessing the necessary prerequisite skills, reasoning ability, etc., so that they are developmentally ready to pursue courses of study leading to a baccalaureate degree or those applicable for transfer to such a program.

college reading

1: any formal reading/studying instruction which occurs at a post-secondary institution where the goal is to enable students to become proficient in processing and learning college level material both visually and aurally.

2: readings students are expected to do to complete their college assignments. (textbooks in all disciplines, supplementary texts, fiction & non-fiction, library books and materials, syllabi, and other course handouts, and examinations.) To improve college reading students need to acquire insights and strategies to improve their reading comprehension, speed, and critical skills.

college reading skills

1: skills needed for reading of college reading materials including acquisition of insights and strategies to improve reading comprehension, speed, and critical skills. 2: those reading skills which are required to decode, comprehend, analyze, and criticize information contained in college level textbooks. Inherent in college level reading skills are rate flexibility and fluency and a broad enough vocabulary so as not to interfere with text understanding. Not necessarily included is knowledge of specific content-area vocabulary.

college students

learners matriculated into a post-secondary institution

comprehension monitoring

the active cognitive process of evaluating and regulating one's comprehension while reading (a metacognitive skill).

concentration

1: ability to become absorbed in a task and continue in it despite distractions. (Page & Thomas, 1980) 2: the conscious and intensive centering or focusing attention on a limited object or aspect of an object, task or problem. (Eastridge & Price, 1969)

A GLOSSARY OF DEVELOPMENTAL EDUCATION TERMS
compiled by the
Taskforce on Professional Language for College Reading and Learning
College Reading and Learning Association

academic competencies

see basic academic skills

academic skills

see basic academic skills

advance organizer

1: short introductory text or graphic material presented to a student prior to a learning experience to enable him/her to structure the knowledge and put in perspective. **2:** a learning strategy developed by D. Ausubel in which a passage is written to enhance the learning of other material and is presented prior to the other material. **NOTE:** The advance organizer may be written to draw parallels between something the reader already knows about the new material; or it may restate the new material at a different and often higher level of abstraction, generalizability and inclusiveness. (Harris & Hodges, 1981)

assessment

1: the process of applying systematic formal and informal measures and techniques used to ascertain students' current competencies and abilities. **2:** the process of determining students' strengths and weaknesses in cognitive and affective areas for the purpose of generalized placement. **3:** the act of assessing, or taking a measurement, i.e., counting, rating, estimating the amount of a skill, ability, knowledge, etc., possessed by an individual. Assessment should be as objective as possible (value-free), as opposed to EVALUATION -- which suggests that valuing has been added. Assessment does not assume, in advance, what is good, worthwhile, or desirable. In analogy to science, assessment is observation. Although objectivity is always relative, it is important to attempt to separate the measurement from the interpretation of its meaning.

associating

1: The process of connecting a written symbol with its meaning referent, usually a spoken word, in beginning reading. **2:** The process of connecting what is presently being read to prior reading and/or experience. (Harris & Hodges, 1981)

backwash

the desirable or undesirable effect a test of particular skill has on the acquisition of that skill.

critical reading

the process of questioning and making judgments in reading; evaluating ideas, recognizing assumptions, seeing relationships in form and content, reading analytically and distinguishing fact and opinion.

critical thinking

1: the process of integrating newly acquired information with previously known information for the purpose of making judgments. **2:** the process of evaluating facts, figures, and information in a logical fashion. **3:** a continuum of reaching decisions and solving problems after examination and consideration of all possibilities and results.

cultural literacy

1: awareness of facts, themes, ideas, and other information comprising the heritage of a given nation, culture, or ethnic group. **2:** the cumulative database of knowledge a reader brings to the current reading exercise that either permits or prevents the reader from questioning, evaluating and/or associating the material at hand.

developmental

1: in the normal/expected sequence of learning. Usually used in counterdistinction to accelerated and/or remedial learning. Use of the term in college education assumes/takes cognizance of the notion that there is a gap between "high school" and "college" that needs to be filled in for many students. The claim is, thus, that these students need to learn skills they have not previously been taught (in high school) and that the fault is not with their ability, but with their preparation. Compare with REMEDIAL, a term that suggests that skills have been taught, but not learned (or not learned correctly), and that, therefore, the student must be retaught. Remedial instruction may be a tool used in a developmental program. The use of the term developmental in education has its origins in psychology, which, in turn, took it from medicine. Development is defined as the process of growth, unfolding, activation, etc. Thus, expected "normal" growth is developmental. In medical terms, there can be developmental "delay," as well. **2:** instruction designed to improve a student's competencies in the basic skills areas and allow increased mastery over the student's environment to facilitate effective learning and communication.

developmental courses

1: any course or series of courses designed to build upon existing skills in order to prepare students for more advanced academic work. **2:** any course organized according to the principles of cognitive and student development and designed to promote both affective and cognitive development.

developmental education.

1: a sub-discipline of the field of education concerned with improving the performance of students. **2:** a field of research, teaching and practice designed to improve academic performance, **3:** A process utilizing principles of developmental theory to facilitate learning.

developmental educators

1: educational professionals who work in programs designed to enhance the academic and personal growth of students. 2: educational professionals who employ the principles of cognitive and affective development in designing and delivering instruction.

developmental programs

1: an organized system for delivering instruction, academic support, and personal development activities to college students. 2: any program designed according to the principles of developmental theory for the purpose of promoting intellectual and personal growth.

developmental reading

1: reading instruction in which the primary purpose is to build upon existing reading skills. 2: any reading instruction at the college level that is not remedial and includes the study skills and strategic learning devices necessary to handle college level material efficiently and effectively. Most college students would find this instruction beneficial since they have not been systematically exposed to a process for studying.

developmental students

1: students assessed as having potential for success if appropriate educational opportunities are provided. 2: students who, while meeting college admissions requirements, are not yet fully prepared to succeed in one or more introductory courses.

diagnosis

1: the process of determining students' specific strengths and weaknesses in order to arrive at a particular prescription for treatment. 2: (a) the act, or result, of identifying disorders from their symptoms. NOTE: Diagnosis technically means only the identification and labeling of a disorder, but as the term is used in education, it often includes the planning of instruction based on the evaluation of the problems and consideration of their causes. There are different levels of diagnostic study, ranging from a casual observation that a student appears to be nearsighted to a clinical detection of aniseikonia; from a vague realization that a student is having difficulty in reading to an astute analysis of the process by which he gains meaning, significance, enjoyment, and value from printed sources -- R. Strang. (b) the classification of people or things into established categories, as an educational diagnosis. (c) negative diagnosis; the identification of a disorder by the recognition of what is not. A diagnosis of dyslexia is usually a negative diagnosis; i.e., there is no alternative explanation of the reading difficulty. (Harris & Hodges, 1981)

elaborating

1: the formation of a relationship between previously learned information and new, unfamiliar material by means of mental images or verbal elaborations, such as inferences and analogies. (Anderson and Armbruster, 1984)

2: (a) the process, or result, of expanding in detail or complexity a simpler object or ideas. Your theme is excellent but needs elaboration. (b) the "extra processing" one does that results in additional, related or redundant propositions, the better will be the "memory" for the material processed. -- L. Reder (1980). (Harris & Hodges, 1981)

encoding

1: (a) process whereby a message is transformed into signals that can be carried by a communication channel; (b) process whereby a person transforms his intention into behavior that will serve as a signal in a communication system -- usually oral or graphic language, but gestures, signs, etc., may also serve; may involve several steps; for example, a person writes a telegram (first encoding) which is in turn transformed by another into electric signals (second encoding). (Good & Thomas, 1945) 2: (a) to change a message into symbols, as encode oral language into writing; encode an idea into words, or encode a physical law into mathematical symbols. (b) to give a deep structure to a message. Encoding starts with meaning...you start out with a message; then you assign a deep structure -- K. Goodman (1971). (Harris & Hodges, 1981)

evaluation

1: the process of establishing the utility or value of a particular activity or program. 2: the decision-making process of interpreting test/assessment results, deciding what is "good," or "good enough," "effective," etc. Thus, in EVALUATION, an important component is subjective and philosophical. 3: making data-based judgments and decisions about student academic skills on entry or exit from college, student progress and/or program effectiveness.

flexible reading

strategies for varying rates based on the type of reading (skimming, scanning, studying, etc.) and the reader's familiarity with the content

graphic post-organizers

a visual map, outline, graph, chart, etc., that shows major concepts and relationships that were established in the text.

higher-level reading skills

1: those strategies that one needs to apply to text when processing material at the cognitive levels of analysis, synthesis or evaluation. 2: ability to abstract high level thinking from written text

higher-level thinking skills

processing material at the cognitive levels of analysis, synthesis, or evaluation; conceptualization

interacting with the text

1: building meaning from text through predicting, questioning, evaluating and analyzing. 2: attending for comprehension of written material.

learning

acquisition by individuals of skills, information, values and attitudes (both intentionally and unintentionally), as well as demonstrated ability to apply or transfer to new situations.

learning assistance

1: supportive activities, supplementary to the regular curriculum, that promote the understanding, learning and remembering of new knowledge, remediation for prescribed entry and exit levels of academic proficiency, and the development of new skills. May provide study skills instruction, tutoring, reviews, supplemental instruction, study groups, special topic workshops, exam preparation, and various types of self-paced instruction, including computer-assisted instruction. Usually provided in a center that can be staffed with professionals, para-professionals and/or peers. 2: programs which include instruction and activities for developing learning skills ... study skills, reading, mathematics, writing, critical thinking and problem solving. Subject matter tutoring, graduate exam preparation courses and time management workshops may also be offered. (Materniak & Williams, 1987) 3: Programs that enable students to develop the attitudes and skills that are required for the successful achievement of their academic goals. These programs are based on research findings in the areas of teaching, learning, and human development.

Learning Assistance Center

1: (a) an organized, multifaceted program providing comprehensive academic enhancement activities outside of the traditional classroom setting to the entire college community; (b) a centralized area wherein tutorial and study skills assistance is provided. 2: a program on campus which offers help to any student experiencing academic difficulties. Assistance is usually individualized but can be either remedial or developmental in nature; usually ancillary to a remedial and/or developmental program or course.

learning skills

1: methods taught or student-discovered which permit the student to achieve understanding. 2: communication, organizational and study skills which can enhance learning.

learning styles

1: a combination of affective and cognitive processes and preferences governing individual approaches to the acquisition of knowledge. 2: a preference for a particular instructional methodology.

literacy

1: the ability to read. 2: the ability to read and write a language, and sometimes to perform arithmetic operations. 3: the possession of reading, writing and sometimes arithmetic skills to a degree though desirable by a society. 4: competency in a technical field, as computer literacy. (Harris & Hodges, 1981)

long-term memory (LTM)

1: that aspect of memory lasting over a long period of time that has great capacity and has structured, or chunked, information into patterns. Long term memory occurs when a person can remember the gist of a story long after it has been read, and from that can work out the details. NOTE: LTM is assumed to develop from continued or repeated short-term memory episodes. This process may result in some telescoping or distortions of the original matter. (Harris & Hodges, 1981) 2: relatively permanent stored information which is capable of retrieval through association. (Bush & Andrews, 1980)

lower-level reading skills

those strategies that one needs to apply to text when processing material at the cognitive levels of knowledge, comprehension or application.

lower-level thinking skills

processing material at the cognitive levels of knowledge, comprehension or application.

mapping

1: a process of graphically webbing a central idea to all its parts so that one can follow their relationships and discuss, defend or disagree with them. 2: visual representation of major concepts and relationships to supporting ideas. 3: a non-linear method for summarizing and visually representing important relationships among ideas in a text, prepared after reading.

metacognition

knowing how one learns.

metacomprehension

1: the awareness of and conscious control over one's own understanding or lack of it. 2: the ability to analyze and monitor one's level of understanding or performance.

motivation

1: arousing or stimulating, in a student, an interest or inward urge to perform a task willingly and to complete it with sustained enthusiasm. (Eastridge & Price, 1969) 2: (a) psych. broadly considered, the process of arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetics of behavior or purposive regulation. 3: the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way; usually designates the act of choosing study materials of such a sort and presenting them in such a way that they appeal to the pupil's interests and cause him to attack the work at hand willingly and to complete it with sustained enthusiasm; also designates the use of various devices such as the offering of rewards or an appeal to the desire to excel. (Good & Thomas, 1945).

networking

purposeful collaboration of individuals with common interests and/or roles.

organizational patterns

the framework(s) used by an author to connect text for the purpose of effectively developing the topic of discourse. May include such patterns as cause-effect, comparison-contrast, etc.

placement

the assignment of a person to an appropriate course or educational program in accordance with his/her aims, capabilities, readiness, educational background, and/or aspirations. Placement can be based on previous experiences, scores on admissions or entrance tests, or tests specifically designed for placement purposes.

para-professional

a person who has been trained to perform specific, limited responsibilities in a Learning Center setting under the guidance of a trained professional. These responsibilities may include such activities as tutoring in a particular subject matter, monitoring progress through instructional materials, record-keeping, development of materials for use in the Learning Center, etc.

power test

a test of a particular skill having no time limits.

pre-professional

a para-professional who is enrolled in a prescribed course of studies which lead to a degree and will qualify the individual to assume full responsibility for instruction and direction of learning of students in a Learning Center or similar program.

pre-reading

1: the cognitive process used by a reader to gain an overview of the text and to determine how that text fits into his/her own schema. 2: a quick survey, prior to formal reading, giving specific attention to title, introductory and concluding paragraph, locating quickly the main divisions and subdivisions, not any parts set off by contrasting print, etc., find out something about the writer, review the thesis and general organization of the whole article, but no attempt at full comprehension. (Eastridge & Price, 1969)

reading process

1: repertoire of strategies to construct meaning from written text; includes use of textual as well as non-textual (e.g., prior knowledge) cues. 2: the act of reading, involving primarily the recognition of printed symbols and the meaningful reaction of the reader to these symbols; such reaction may include the reader's interpretation, appraisal, and attitudinal responses as determined by his purposes and needs. (Good & Thomas, 1945)

reading strategies

1: techniques which facilitate the construction of meaning from text by the reader. 2: effective techniques for abstracting comprehension from written messages. NOTE: may include such strategies as clarifying purposes for

reading, identifying important aspects of the message, monitoring comprehension, and recovering from interruptions. (Brown, 1981)

remedial

instruction designed to remove a student's deficiencies in the basic entry or exit level skills at a prescribed level of proficiency in order to make him/her competitive with peers. **COMMENTS:** The assumption is that students have already been taught (or at least been exposed to learning), but that the teaching was not effective and must be repeated.

remedial programs

a group of courses and/or activities to help learners needing remediation to achieve basic skills in their identified deficit area.

remedial reading programs

1: college reading programs designed for those students who have not yet mastered the basic decoding and comprehension skills necessary to begin effectively reading college level texts. **2:** specialized reading instruction for students who do not meet entry or exit levels of a prescribed proficiency.

remedial students

students who are required to participate in specific academic improvement courses/programs as a condition of entry to college.

review

reexamination of material previously presented or studied. (Good & Thomas, 1945)

scan reading

See scanning

scanning

strategy that leads the reader to rapidly peruse text to find very focused information (i.e., specific words, ideas) and to disregard any text that is not related to the focus of interest.

schemata

1: The framework for organizing new information and relating it to existing knowledge which the individual brings to the learning situation. **2:** the pattern, plan, design or system an individual is able to discern from the available information.

short-term memory (STM)

limited capacity memory of short duration which dissipates with time or is replaced by new information. (Bush & Andrews, 1980)

skill(s)

behavior(s) that can be developed through instruction and practice. **See also specific skills:** *academic, basic, higher level reading, study, thinking.*

skimming

1: a method of rapid reading in which the reader attempts to get the general idea of the passage rather than attempt to read the complete text. (Eastridge & Price, 1969) **2:** (a) a method of reading according to which the reader looks for certain items but does not read the complete text; (b) a method of reading according to which the reader attempts to get the general meaning without attention to details. (Good & Thomas, 1945) **3:** a method of reading in which the reader constructs the general idea of the passage with little focus on supporting details.

specialized vocabulary

1: words peculiar to a specific discipline, or more general words used in a particular way within a discipline. **2:** names applied to concepts associated with a particular discipline or subject, e.g., chemical elements.

speed reading

strategies for increasing speed while reading without interfering with comprehension. **See also:** *flexible reading*.

speed set

a rate-of-work mind set purposefully executed to complete a task during the allotted time instead of the time the task demands.

speeded test

a test whose time limits do not allow all candidates to complete the test. (The degree of speededness assigned to a given test is relative to the completion rate or near completion rate of a norming population.

strategic learning

the selection and application of appropriate strategies/procedures from a repertoire which can accommodate a variety of learning situations.

students

learners

study habits

a person's usual ways of applying study skills (or approaching a study task), effective or otherwise. (Harris & Hodges, 1981)

study reading

1: a process applied to the text by a student in order to learn the material. The process may include, but is not limited to annotating the text, previewing the chapter, summarizing or outlining the main points, and paraphrasing and reciting the material. **2:** a student's usual way of getting meaning from what (s)he reads. **3:** reading for the specific purpose of absorbing and remembering information for which one will be held accountable.

study skills

teacher-taught procedures thought to assist students in the process of acquiring knowledge.

strategy

a careful plan or method, an approach, a way of looking at something, as opposed to a specific set of skills or steps. The emphasis is on the whole and on integration. A strategy is internalized and flexible, not rigid.

study strategies

behaviors and procedures that, when thoughtfully and appropriately applied to learning tasks, improve the acquisition, understanding and application of knowledge and skills. May include study skills such as time management and organizational skills, regular, planned study and effective concentration, and well-developed communication skills to send and receive information in an academic setting.

studying

activities directed to understanding, learning material for problem-solving, acquiring knowledge, or developing skills, and remembering what has been learned.

summarize

to condense material so that the original focus is objectively communicated and the minor details are deleted.

surveying

1: n. an overall examination of performance, as a reading survey. (Harris & Hodges, 1981). 2: v. to make a comprehensive overview, as survey a textbook or chapter. (Harris & Hodges, 1981)

testwiseness

the ability to correctly answer test question on some basis other than knowledge that the questions were designed to measure. (Ferrell, 1972).

thinking skills

1: the basic intellectual tools used for the acquisition, processing, organization and application of knowledge. 2: a series of strategies for improving content mastery.

time-critical test

a timed test, scored without correction for error, that encourages score-inflating testwise strategies and/or elicits a negative or interfering level of anxiety.

transfer

the ability to apply, strategically and independently, learning from one situation to a new situation (for example reading or study skills to college level materials from a variety of disciplines).

tutoring

1: one-to-one instruction that explains, clarifies and exemplifies a topic and, ultimately, promotes independent learning. **2:** (a) individual or small group activities designed to supplement formalized instruction; (b) an individualized instructional technique.

visual imagery

1: the process of visually imagining how something looks from a word description. (Eastridge & Price, 1969). **2:** the process, or result, of mentally picturing objects or events that are normally experienced directly. See also imagery. (Harris & Hodges, 1981)

writing process

consists of prewriting where the writer organizes thoughts and focuses the topic; writing where the ideas are initially developed in a connected text; and rewriting where the text is edited and proofread.

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September 15, 1990

Dear Colleagues:

The end is near, or at least I hope it is. Attached is a copy of the proposed manuscript which will be submitted to the Journal of College Reading and Learning to culminate our efforts and disseminate the results of the project. I have appreciated your efforts and patience as we have compiled our list.

Please read the enclosed document. Edit freely, but please do not add anything brand new. The definitions shown were those indicated as acceptable by the majority of respondents. However, I think that some of the definitions could still stand rewriting. Some new suggestions may eliminate the need for earlier choices. Also read and edit the introduction to the glossary. Be sure your name is on the list and that I have spelled it correctly. Finally, check my references. Some of you have sent quotations without providing the complete documentation. Help please! I am asking that all input be sent to me no later than October 31. Unless there is some huge surprise, I will do the final editing and submit the manuscript by the first of December.

As we have worked on this project for the last few years, I have sometimes felt that it would never come together. I must admit a feeling of pride as I completed this revision. I think we have provided a very useful tool which will be useful to learning assistance professionals.

There were a few definitions which somehow missed the manuscript, but which deserve consideration. Please add these to the checklist as you review the definitions. If any of these terms need to be included in the final list, I will be happy to do so.

advance organizers

2: short introductory text or graphic material presented to a student prior to a learning experience to enable him/her to structure the knowledge and put it in perspective

backwash

the desirable or undesirable effect a test of particular skill has on the acquisition of that skill.

basic skills

2: activities such as reading, writing, calculating and reasoning that enable people to communicate and learn; considered to be essential to learning across the curriculum.

developmental education

delete "underprepared" from definition 1

graphic post organizers

definition 1 belongs with **higher level reading skills**

learning assistance

3: educators who translate research findings in the areas of teaching, learning and human development into programs that enable students to develop the attitudes and skills that are required for the successful achievement of their academic goals.

power test

a test of particular skill having no time limits.

speed set

a rate-of-work mind set purposefully executed to complete a task during the allotted time instead of the time the task demands.

speeded test

a test whose time limits do not allow all candidates to complete the test. (The degree of speededness assigned to a given test is relative to the completion rate or near completion rate of a norming population.)

testwiseness

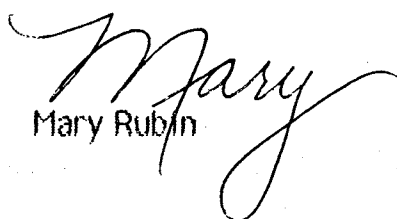
the ability to correctly answer test questions on some basis other than knowledge that the questions were designed to measure. (Ferrell, 1977)

time-critical test

a timed test, scored without correction for error, that encourages score-inflating testwise strategies and/or elicits a negative or interfering level of anxiety.

Once again, my thanks to you all. You will be kept informed of the status of the final manuscript and will receive a copy of the final product.

Fondly,


Mary Rubin

**A LEARNING ASSISTANCE GLOSSARY:
REPORT OF THE CRLA TASK FORCE ON PROFESSIONAL LANGUAGE
FOR COLLEGE READING AND LEARNING**

In 1987, the Executive Board of Western College Reading and Learning Association (now College Reading and Learning Association or CRLA) authorized the formation of a task force to study terminology being used in the field of learning assistance and make recommendations for definitions which might be used to improve communication in the field. A coordinator was selected to form the task force during the 1987 national conference. During the first year of the task force the coordinator contacted a diverse group of professionals in the field to request their participation. An effort was made to recruit scholars, practitioners, and leaders in the area of learning assistance. That this task was seen as one of significant importance was evident from the immediate positive response of virtually every person contacted. As soon as commitments to serve were received, a list of terms to be considered for inclusion in this project was solicited from task force members. Suggestions for a name for the task force were also requested. By the end of the first year of the task force we had a name (Task Force on Professional Language for College Reading and Learning), a list of terms to study, and an excellent group of professionals to work on finding and/or writing definitions.

During the second year of the Task Force, the coordinator reviewed a variety of educational dictionaries to determine what definitions already existed. Task Force members provided input on definitions and reviewed those already in print. New terms were also added to the original list. Ways to organize the terms and philosophical positions were shared among members. The major outcome of the second year of study was that the majority of the dictionary definitions currently in print were not appropriate for college learning assistance programs, and that no consensus was to be found in the professional literature for the meanings of most of the terms. At this point we also began coordinating our efforts with NADE's (National Association for Developmental Educators) Professional Standards and Evaluation Committee chaired by Dr. Susan Clark Thayer.

The third year of the Task Force, members submitted definitions found in professional literature and created definitions to be reviewed by all Task Force members. Definitions were circulated among members, and there was much discussion of the strengths and weaknesses of the various meanings being generated. Names of contributors were not disclosed in the early stages to allow more freedom of discussion. Late in 1989, a relatively complete list of terms and definitions was compiled and authors of those terms revealed so that they could be contacted directly regarding their views on the terminology. Task Force members were given three opportunities to react to the definitions being collected, with the master list revised following each set of evaluations. Drafts of the third revision were made available to interested parties at both the CRLA and NADE conferences in the spring of 1990. Following each conference additional input was received from members of each organization.

Beginning in the summer of 1990, all of the evaluations were reviewed and definitions revised. A format for the glossary had been recommended during the CRLA Task Force report sectional, and the definitions were organized and arranged according to this format. During the fall of 1990, Task Force members were asked to edit the final list of terms and definitions for this report. The following glossary is the result of this review.

Special thanks go to the presidents of CRLA who encouraged the work of the Task Force. These include Gwyn Enright, who participated in the initial approval of the Task Force, Susan Deese, Becky Patterson, and Dee Tadlock. Also, thanks to Susan Clark-Thayer for her enthusiastic support, encouragement and assistance in keeping NADE members advised of our progress. Mary Rubin served as Task Force Coordinator. Task Force members and co-authors of this glossary include (alphabetically): Ansley Abraham, Renee Berta, Hunter Boylan, Wes Brown, Lois Burrill, Marie Byrnes, Martha Casazza, Frank Christ, Darrel Clowes, Terry Culross, Joan Davis, Janet Epstein, Marilyn Fairbanks, Mary Lou Gibson, Phoebe Helm, Wayne Herlin, Helen Jones, Gene Kerstiens, Jane Lehmann, Robert Lemelin, L. Scott Lissner, Char Mansfield, Martha Maxwell, Susan McCall, Sherrie Nist, Gladys Shaw, M. Bunk Spann, Marian Talley, Gertrude Webb, Audrey Williams, Melissa Wiseman, Nancy Wood and Ladessa Yuthas.

DEFINITIONS PROPOSED FOR DEVELOPMENTAL EDUCATION TERMS
Taskforce on Professional Language for College Reading & Learning - WCRLA
Organizing Template 9/15/90

Directions: If you agree with the definition leave it blank. If you feel the definition is inappropriate for our use or is unnecessary because a better definition is shown, mark 0. Attach any comments and return to Mary Rubin, Department of Education & Psychology, Cameron University, Lawton, OK 73505. **NOTE: * INDICATES NEW INFORMATION/DEFINITION**

Name of person completing checklist _____ Phone # () _____

Address _____

academic competencies
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academic skills
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advance organizers
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assessment
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critical reading
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mapping
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organizational patterns
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placement

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para-professional

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*pre-professional

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remedial students

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review

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scan reading

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scanning

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schemata

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short-term memory
(STM)

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specialized
vocabulary

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speed reading

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strategic learning

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students

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study habits

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study reading

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study skills

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study strategies

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studying

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summarize

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surveying

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thinking skills

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transfer

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visualizing

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writing process

1. _____

DEFINITIONS PROPOSED FOR DEVELOPMENTAL EDUCATION TERMS
Taskforce on Professional Language for College Reading & Learning - WCRLA
Final Draft for Editing 9/15/90

academic competencies

see basic skills

academic skills

see basic skills

advance organizers

a learning strategy developed by D. Ausubel in which a passage is written to enhance the learning of other material and is presented prior to the other material. NOTE: The advance organizer may be written to draw parallels between something the reader already knows about the new material; or it may restate the new material at a different and often higher level of abstraction, generalizability and inclusiveness. (Harris & Hodges, 1981)

assessment

1: the process of applying systematic formal and informal measures and techniques used (1) to ascertain students' current competencies and abilities. 2: the act of assessing, or taking a measurement, i.e., counting, rating, estimating the amount of a skill, ability, knowledge, etc., possessed by an individual. Assessment should be as objective as possible (value-free), as opposed to EVALUATION -- which suggests that valuing has been added. Assessment does not assume, in advance, what is good, worthwhile, or desirable. In analogy to science, assessment is observation. Although objectivity is always relative, it is important to attempt to separate the measurement from the interpretation of its meaning. **COMMENTS:** Need to clarify and distinguish from diagnosis. Although some people use these terms interchangeably, diagnosis leads to a prescriptive program while assessment is broader and used to determine interests, progress, etc., placing a person on a continuum. 3: the process of determining students' weaknesses and strengths in cognitive and affective areas for the purpose of generalized placement.

associating

1: The process of connecting a written symbol with its meaning referent, usually a spoken word, in beginning reading. 2: The process of connecting what is presently being read to prior reading and/or experience. (Harris & Hodges, 1981)

basic skills

activities such as reading, writing, calculating, and reasoning that enable people to communicate and learn; considered to be essential to success in college but not always specifically taught in the regular academic curriculum. **COMMENTS:** These skills are often legally defined.

college level

the level of skill attainment, reasoning ability, etc., associated with/required by courses of study designed to lead to a baccalaureate degree. Also known as "transfer-level" in programs of a two-year institution.

college level students

those students possessing the necessary prerequisite skills, reasoning ability, etc., so that they are developmentally ready to pursue courses of study leading to a baccalaureate degree or those applicable for transfer to such a program.

college reading

1: any formal reading/studying instruction which occurs at a post-secondary institution where the goal is to enable students to become proficient in processing and learning college level material both visually and aurally. 2: readings students are expected to do to complete their college assignments. (textbooks in all disciplines, supplementary texts, fiction & non-fiction, library books and materials, syllabi, and other course

handouts, and examinations.) To improve college reading students need to acquire insights and improve their reading comprehension, speed, and critical skills.

college reading skills

1: skills needed for reading of college reading materials including acquisition of insights and strategies to improve reading comprehension, speed, and critical skills. 2: those basic reading skills which are required to decode, comprehend, analyze, and criticize information contained in college level textbooks. Inherent in college level reading skills are rate flexibility and fluency and a broad enough vocabulary so as not to interfere with text understanding. Not necessarily included is knowledge of specific content-area vocabulary.

comprehension monitoring

the active cognitive process of evaluating and regulating one's comprehension while reading (a metacognitive skill).

concentration

1: ability to become absorbed in a task and continue in it despite distractions. (Page & Thomas, 1980) 2: the conscious and intensive centering or focusing attention on a limited object or aspect of an object, task or problem. (Eastridge & Price, 1969)

critical reading

the process of questioning and making judgements in reading; evaluating ideas, recognizing assumptions, seeing relationships in form and content, reading analytically and distinguishing fact and opinion.

critical thinking

1: the process of integrating newly acquired information with previously known information for the purpose of making judgments. 2: the process of evaluating facts, figures, and information in a logical fashion. 3: a continuum of reaching decisions and solving problems after examination and consideration of all possibilities and results.

cultural literacy

1: facts, themes, ideas, and other information comprising the heritage of a given nation, culture, or ethnic group. 2: the cumulative database of knowledge a reader brings to the current reading exercise that either permits or prevents the reader from questioning, evaluating and/or associating the material at hand.

developmental

1: in the normal/expected sequence of learning. Usually used in counterdistinction to accelerated and/or remedial learning. Use of the term in college education assumes/takes cognizance of the notion that there is a gap between "high school" and "college" that needs to be filled in for many students. The claim is, thus, that these students need to learn skills they have not previously been taught (in high school) and that the fault is not with their ability, but with their preparation. Compare with REMEDIAL, a term that suggests that skills have been taught, but not learned (or not learned correctly), and that, therefore, the student must be retaught. Remedial instruction may be a tool used in a developmental program. The use of the term developmental in education has its origins in psychology, which, in turn, took it from medicine. Development is defined as the process of growth, unfolding, activation, etc. Thus, expected "normal" growth is developmental. In medical terms, there can be developmental "delay," as well. 2: instruction designed to improve a student's competencies in the basic skills areas and allow increased mastery over the student's environment to facilitate effective learning and communication.

developmental courses

1: any course or series of courses designed to build upon existing skills in order to prepare students for more advanced academic work. 2: any course organized according to the principles of cognitive and student development and designed to promote both affective and cognitive development.

developmental education.

1: a sub-discipline of the field of education concerned with improving the performance of underprepared students. 2: a field of research, teaching and practice designed to improve academic performance, 3: A process utilizing principles of developmental theory to facilitate learning.

developmental educators

1: educational professionals who work in programs designed to enhance the academic and personal growth of students. 2: educational professionals who employ the principles of cognitive and affective development in designing and delivering instruction.

developmental programs

1: an organized system for delivering instruction, academic support, and personal development activities to college students. 2: any program designed according to the principles of developmental theory for the purpose of promoting intellectual and personal growth.

developmental reading

1: reading instruction in which the primary purpose is to build upon existing reading skills. 2: any reading instruction at the college level that is not remedial and includes the study skills and strategic learning devices necessary to handle college level material efficiently and effectively. Most college students would find this instruction beneficial since they have not be systematically exposed to a process for studying.

developmental students

1: students assessed as having potential for success if appropriate educational opportunities are provided. 2: students who, while meeting college admissions requirements, are not yet fully prepared to succeed in one or more introductory courses.

diagnosis

1: the process of determining students' specific strengths and weaknesses in order to arrive at a particular prescription for treatment. 2: (a) the act, or result, of identifying disorders from their symptoms. NOTE: Diagnosis technically means only the identification and labeling of a disorder, but as the term is used in education, it often includes the planning of instruction based on the evaluation of the problems and consideration of their causes. There are different levels of diagnostic study, ranging from a casual observation that a student appears to be nearsighted to a clinical detection of aniseikonia; from a vague realization that a student is having difficulty in reading to an astute analysis of the process by which he gains meaning, significance, enjoyment, and value from printed sources -- R. Strang. (b) the classification of people or things into established categories, as an educational diagnosis. (c) negative diagnosis; the identification of a disorder by the recognition of what is not. A diagnosis of dyslexia is usually a negative diagnosis; i.e., there is no alternative explanation of the reading difficulty. (Harris & Hodgee, 1981)

elaborating

1: the formation of a relationship between previously learned information and new, unfamiliar material by means of mental images or verbal elaborations, such as inferences and analogies. Anderson and Armbruster 2: (a) the process, or result, of expanding in detail or complexity a simpler object or ideas. Your theme is excellent but needs elaboration. (b) the "extra processing" one does that results in additional, related or redundant propositions, the better will be the "memory" for the material processed. -- L. Fieder (1980). (Harris & Hodgee, 1981)

encoding

1: (a) process whereby a message is transformed into signals that can be carried by a communication channel; (b) process whereby a person transforms his intention into behavior that will serve as a signal in a communication system -- usually oral or graphic language, but gestures, signs, etc., may also serve; may involve several steps; for example, a person writes a telegram (first encoding) which is in turn transformed by another into electric signals (second encoding). (Good & Thomas, 1945) 2: (a) to change a message into symbols, as encode oral language into writing; encode an idea into words, or encode a physical law into

mathematical symbols. (b) to give a deep structure to a message. Encoding starts with meaning...you start out with a message; then you assign a deep structure -- K. Goodman (1971). (Harris & Hodges, 1981)

evaluation

1: the process of establishing the utility or value of a particular activity or program. 2: the decision-making process of interpreting test/assessment results, deciding what is "good," or "good enough," "effective," etc. Thus, in EVALUATION, an important component is subjective and philosophical.

graphic post-organizers

1: those strategies that one needs to apply to text when processing material at the cognitive levels of analysis, synthesis or evaluation. 2: a visual map, outline, graph, chart, etc., that shows major concepts and relationships that were established in the text.

higher level reading skills

ability to abstract high level thinking from written text

higher level thinking skills

processing material at the cognitive levels of analysis, synthesis, or evaluation; conceptualization

interacting with the text

1: building meaning from text through predicting, questioning, evaluating and analyzing. 2: attending for comprehension of written material.

learning

acquisition by individuals of skills, information, values and attitudes (both intentionally and unintentionally), as well as demonstrated ability to apply or transfer to new situations.

learning assistance

1: supportive activities, supplementary to the regular curriculum, that promote the understanding, learning and remembering of new knowledge, remediation for prescribed entry and exit levels of academic proficiency, and the development of new skills. May provide study skills instruction, tutoring, reviews, supplemental instruction, study groups, special topic workshops, exam preparation, and various types of self-paced instruction, including computer-assisted instruction. Usually provided in a center that can be staffed with professionals, para-professionals and/or peers. 2: programs which include instruction and activities for developing learning skills ... study skills, reading, mathematics, writing, critical thinking and problem solving. Subject matter tutoring, graduate exam preparation courses and time management workshops may also be offered. **CAS Standards**

Learning Assistance Center

1: (a) an organized, multifaceted program providing comprehensive academic enhancement activities outside of the traditional classroom setting; (b) a centralized area wherein tutorial and study skills assistance is provided. 2: a place on campus which offers help to any student experiencing academic difficulties. Assistance is usually individualized but can be either remedial or developmental in nature; usually ancillary to a remedial and/or developmental program or course.

learning skills

methods taught or student-discovered which permit the student to achieve understanding

learning styles

(a) a combination of affective and cognitive processes and preferences governing individual approaches to the acquisition of knowledge; (b) a preference for a particular instructional methodology.

literacy

(a) the ability to read. (b) the ability to read and write a language, and sometimes to perform arithmetic operations. (c) the possession of reading, writing and sometimes arithmetic skills to a degree though desirable by a society. (d) competency in a technical field, as computer literacy. (Harris & Hodges, 1981)

long-term memory (LTM)

1: that aspect of memory lasting over a long period of time that has great capacity and has structured, or chunked, information into patterns. Long term memory occurs when a person can remember the gist of a story long after it has been read, and from that can work out the details. NOTE: LTM is assumed to develop from continued or repeated short-term memory episodes. This process may result in some telescoping or distortions of the original matter. (Harris & Hodges, 1981) 2: relatively permanent stored information which is capable of retrieval through association. (Bush & Andrews, 1980)

lower level reading skills

those strategies that one needs to apply to text when processing material at the cognitive levels of knowledge, comprehension or application.

lower level thinking skills

processing material at the cognitive levels of knowledge, comprehension or application.

mapping

1: a process of graphically webbing a central idea to all its parts so that one can follow their relationships and discuss, defend or disagree with them. 2: visual representation of major concepts and relationships to supporting ideas.

metacognition

knowing how one learns.

metacomprehension

1: the awareness of and conscious control over one's own understanding or lack of it. 2: the ability to analyze and monitor one's level of understanding or performance.

motivation

1: arousing or stimulating, in a student, an interest or inward urge to perform a task willingly and to complete it with sustained enthusiasm. (Eastridge & Price, 1969) 2: (a) psych. broadly considered, the process of arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetics of behavior or purposive regulation. 3: the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way; usually designates the act of choosing study materials of such a sort and presenting them in such a way that they appeal to the pupil's interests and cause him to attack the work at hand willingly and to complete it with sustained enthusiasm; also designates the use of various devices such as the offering of rewards or an appeal to the desire to excel. (Good & Thomas, 1945).

networking

purposeful collaboration of individuals with common interests and/or roles.

organizational patterns

the framework(s) used by an author to connect text for the purpose of effectively developing the topic of discourse.

placement

the assignment of a person to an appropriate course or educational program in accordance with his/her aims, capabilities, readiness, educational background, and/or aspirations. Placement can be based on previous experiences, scores on admissions or entrance tests, or tests specifically designed for placement purposes.

para-professional

a person who has been trained to perform specific, limited responsibilities in a Learning Center setting under the guidance of a trained professional. These responsibilities may include such activities as tutoring in a particular subject matter, monitoring progress through instructional materials, record-keeping, development of materials for use in the Learning Center, etc.

pre-professional

a para-professional who is enrolled in a prescribed course of studies which lead to a degree and will qualify the individual to assume full responsibility for instruction and direction of learning of students in a Learning Center or similar program.

pre-reading

1: a quick survey, prior to formal reading, giving specific attention to title, introductory and concluding paragraph, locating quickly the main divisions and subdivisions, not any parts set off by contrasting print, etc., find out something about the writer, review the thesis and general organization of the whole article, but no attempt at full comprehension. (Eastridge & Price, 1969) 2: the cognitive process used by a reader to gain an overview of the text and to determine how that text fits into his/her own schema.

reading process

1: the act of reading, involving primarily the recognition of printed symbols and the meaningful reaction of the reader to these symbols; such reaction may include the reader's interpretation, appraisal, and attitudinal responses as determined by his purposes and needs. (Good & Thomas, 1945)
2: repertoire of strategies to construct meaning from written text; includes use of textual as well as non-textual (e.g., prior knowledge) cues.

reading strategies

effective techniques for abstracting comprehension from written messages.

remedial

instruction designed to remove a student's deficiencies in the basic entry or exit level skills at a prescribed level of proficiency in order to make him/her competitive with peers. **COMMENTS:** The assumption is that students have already been taught (or at least been exposed to learning), but that the teaching was not effective and must be repeated.

remedial programs

a group of courses and/or activities to help learners needing remediation to achieve basic skills in their identified deficit area.

remedial reading programs

1: college reading programs designed for those students who have not yet mastered the basic decoding and comprehension skills necessary to begin effectively reading college level texts. 2: specialized reading instruction for students who do not meet entry or exit levels of a prescribed proficiency.

remedial students

students who are required to participate in specific academic improvement courses/programs as a condition of entry to college.

review

reexamination of material previously presented or studied. (Good & Thomas, 1945)

scan reading

See scanning

scanning

strategy that leads the reader to rapidly peruse text to find very focused information (i.e., specific words, ideas) and to disregard any text that is not related to the focus of interest.

schemata

1: the pattern, plan, design or system and individual is able to discern from the available information. 2: The framework for organizing new information and relating it to existing knowledge which the individual brings to the learning situation.

short-term memory (STM)

limited capacity memory of short duration which dissipates with time or is replaced by new information. (Bush & Andrews, 1980)

skill(s)

behavior(s) that can be developed through instruction and practice.

See also specific skills as: academic, basic, higher level reading, study, thinking.

skimming

1: a method of rapid reading in which the reader attempts to get the general idea of the passage rather than attempt to read the complete text. (Eastridge & Price, 1969) 2: (a) a method of reading according to which the reader looks for certain items but does not read the complete text; (b) a method of reading according to which the reader attempts to get the general meaning without attention to details. (Good & Thomas, 1945) 3: a method of reading in which the reader constructs the general idea of the passage with little focus on supporting details.

specialized vocabulary

1: sets of words and/or phrases that are indigenous to specific disciplines. 2: names applied to concepts associated with a particular discipline or subject, e.g., chemical elements.

speed reading

strategies for increasing speed while reading.

strategic learning

the selection and application of appropriate strategies/procedures from a repertoire which can accommodate a variety of learning situations.

students

learners

study habits

a person's usual ways of applying study skills, effective or otherwise. (Harris & Hodges, 1981)

study reading

a student's usual way of getting meaning from what (s)he reads.

study skills

teacher-taught procedures thought to assist students in the process of acquiring knowledge.

strategy

a careful plan or method, an approach, a way of looking at something, as opposed to a specific set of skills or steps. The emphasis is on the whole and on integration. A strategy is internalized and flexible, not rigid.

study strategies

behaviors and procedures that, when thoughtfully and appropriately applied to learning tasks, improve the acquisition, understanding and application of knowledge and skills. May include study skills such as time management and organizational skills, regular, planned study and effective concentration, and well-developed communication skills to send and receive information in an academic setting.

studying

activities directed to understanding, learning material for problem-solving, acquiring knowledge, or skill development, and remembering what has been learned.

summarize

to condense material so that the original focus is objectively communicated and the minor details are deleted.

surveying

(a)n. the overview of a field to determine its status and the trends and issues surrounding it. (b)n. a sampling of individual responses to a question, topic, etc., as a survey of television use. (c)n. an overall examination of performance, as a reading survey. (d)v. to make a comprehensive overview, as survey a textbook. (Harris & Hodges, 1981)

thinking skills

- 1: the basic intellectual tools used for the acquisition, processing, organization and application of knowledge.
- 2: a series of strategies for improving content mastery.

transfer

the ability to apply, strategically and independently, learning from one situation to a new situation (for example reading or study skills to college level materials from a variety of disciplines).

tutoring

- 1: one-to-one instruction that explains, clarifies and exemplifies a topic and, ultimately, promotes independent learning.
- 2: (a) individual or group activities designed to supplement formalized instruction; (b) an individualized instructional technique.

visualizing

- 1: the process, or result, of mentally picturing objects or events that are normally experienced directly. See also imagery. (Harris & Hodges, 1981)
- 2: (VISUAL IMAGERY) the process of visually imagining how something looks from a word description. (Eastridge & Price, 1969).

writing process

consists of prewriting where the writer organizes thoughts and focuses the topic; writing where the ideas are initially developed in a connected text; and rewriting where the text is edited and proofread.

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REPORT ON OXFORD EXPENSES
 9/1/90 to 3/6/91

Dr. Kathy Carpenter
 CRLA Treasurer

Budget Division	Category	Amount
I. A. 1.	President	\$ 47.41
I. A. 2.	President-Elect	41.29
I. A. 4.	Treasurer	20.09
I. B. 1.	Publications-Newsletter	557.73
I. B. 2.	Publications-JCRL	378.71
I. C.	Gen. Organizational Exp.	4004.43 4,480.59
I. D. 5.	Comm. - Nom. & Elections	20.25
I. E. 1.	State & Reg. Coordinator	55.36
I. E. 2.	State & Reg. Directors	61.16
I. E. 3.	SIG Coordinator	19.40
TOTAL		\$ 5687.99 \$5205.83

Check Number	Date	Amount
111	9/17/90	\$1005.97
115	10/10/90	724.81
123	10/31/90	295.97
127	11/21/90	645.79
131	12/04/90	422.10
141	1/17/91	1423.03
142	2/07/91	287.31
148	2/20/91	400.85
TOTAL		\$5205.83

COLLEGE READING AND LEARNING ASSOCIATION

"CRLA TUTOR CERTIFICATION COMMITTEE REPORT: SPRING 1991"

PRESENTED
BY

DR. TOM GIER

**CHAIR, CRLA TUTOR CERTIFICATION COMMITTEE
ENGLISH DEPARTMENT - BLDG K
UNIVERSITY OF ALASKA ANCHORAGE
3211 PROVIDENCE DRIVE
ANCHORAGE, ALASKA 99508**

A BRIEF HISTORY

During the WCRLA Los Angeles conference in 1986 a member of the Peer Tutoring SIG made a suggestion concerning the SIG sponsoring/establishing a national tutoring certificate(s). This idea for establishing national tutoring certificates was published in the summer issue of "The Tutoring Exchange." Subsequent input from SIG members led to a presentation to WCRLA's Board at the 1987 Albuquerque conference. Input was also received from SIG members at the Albuquerque conference during two SIG business meetings. Based upon members' input plus the Board's response and suggestions additional research and contacts were made in the area of tutor certification. In keeping with this effort to gather as much additional information as possible, a presentation was made at the ACCTLA conference in November, 1987 in San Francisco concerning guidelines for tutor certification. The feedback from this conference plus the research, contacts, and input from SIG members led to a presentation to the Board at the 1988 Sacramento conference. Further input from the board at that time and from various WCRLA members during the spring and summer of 1988 led to a presentation at the August, 1988 Board meeting. Final approval was given at the March 1989 Seattle Conference where seven tutor programs at six universities and colleges were granted tutor certification.

AN UPDATE

Since March 1989 a total of 71 college and university tutorial programs have received national tutor certification through CRLA. Over 300 tutor programs throughout the US and Canada have received tutor certification packets and have begun

the certification process. It should be mentioned that one of the tutor programs that has received certification is a high school program. The CRLA Tutor Certification Committee has set up a rigorous standard that will enable a limited number of such outstanding high school programs to be so certified.

CERTIFICATION FORMS & FEES

The CRLA Tutor Certification Committee now has in place a complete set of forms and guidelines that enables a program:

- 1) to obtain initial certification for one year, \$50.00 fee;
- 2) to obtain a three year renewal certification, \$25.00 fee; &
- 3) to obtain a five year recertification, \$25.00 fee.

LIST OF CRLA CERTIFIED TUTOR PROGRAMS

Attached is a list of the tutor programs that have been certified by the CRLA Tutor Certification Committee as of 3/1/91.

FUTURE PLANS

My term as Chair of the Tutor Certification Committee runs through August 1992. During my presentation at last Spring's Board meeting I was asked, in effect, how could I insure that the TCC would function without my services. In other words, the Board had legitimate concerns about the ability of the committee to fulfill its duties if I was struck by a bus or, simply, stepped down as Chair in '92. I have given this matter much thought, and have been very wary of buses, for the past year. The following is a rough draft of a proposal that I feel goes a long way to answering the Board's concerns.

PROPOSAL FOR

TWO TUTOR CERTIFICATION COMMITTEE CHAIRS

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment S
Page 4 of 9

1. Beginning with the 1992 conference the position of Chair of the Tutor Certification Committee would be split into two Co-chairs: Chair of new programs; and Chair of renewal/recertification.
2. The "Chair of new programs" would, naturally, handle all the new programs that are seeking certification. This chair would, also, be responsible for: 1) mailing out certification packets; 2) seeing that the new programs are certified; 3) seeing that each program is evaluated by three members of the TCC; 4) maintaining an updated list of certified programs; 5) the editing/producing any future "Registry/Resource Guides;" 6) being listed as the contact person for the TCC; 7) maintaining the membership of the TCC; 8) etc.
3. The "Chair of renewal/recertification" would be responsible for the large number of already certified programs that are seeking certification renewal and recertification. This chair would: 1) maintain the files of the already certified programs; 2) notify and send the necessary forms to programs that are up for renewal or recertification; 3) act as overall evaluator of the these renewed/recertified programs; 4) refer any of these programs to the TCC committee for further evaluation if he/she decides such additional evaluation is needed; 5) provide the first chair with an updated list of renewed and recertified programs; 6) etc.

4. The term of office would eventually be two years for each of the Co-chairs. At first their terms would be two years for "Chair of new programs" and three years for "Chair of renewal/recertification." This initial staggering of terms would insure that there would always be one experienced chair. Their terms would begin at the spring CRLA conference. The Co-chairs would be selected by the current Chair of the TCC and ratified by the Board. For selection purposes only those who are TCC members would be eligible for selection as a Co-chair. The position(s) will be advertised internally through the TCC during the spring and the Board will be presented with the candidate(s) to ratify at the Summer/August Board meeting.
5. The Term of office of the "Chair of new programs" would run from March 1992-March 1994. The term of office of the "Chair of renewal/recertification" would run from March 1992-March 1995. Beginning in March 1995, the term of office of the "Chair of renewal/recertification" would revert to two years and run from March 1995 - March 1997.
6. With the approval of the Board, I plan on nominating myself as the "Chair of renewal/recertification."
7. Any and all input from the Board will be greatly appreciated. The success that the TCC has experienced is directly related to the input and advice provided by the Board.

CRLA TUTOR PROGRAM CERTIFICATION LIST

by
Dr. Tom Gier, Chair
College Reading and Learning Association
Tutor Certification Committee

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment S
Page 6 of 9

The following is an updated, 3/1/91, listing of the colleges and universities that have received CRLA tutor certification and their period of certification.

- 1) Kearney State College, Kearney, NE: Regular, Advanced, and Master. ***
- 2) Univ of Texas at El Paso, El Paso, TX: Regular, Advanced, and Master. ***
- 3) University of Montana, Missoula, MT: Regular, Advanced, and Master. ***
- 4) University of Alaska, Anchorage's Eng Dep: Regular and Advanced. ***
- 5) University of Alaska, Anchorage's Learning Center: Regular. ***
- 6) University of New Mexico, Albuquerque, New Mexico: Regular, Advanced, and Master levels. ***
- 7) Eastern New Mexico University, Portales, NM: Regular and Advanced. ***
- 8) Fairmont State, Fairmont, West Virginia: Regular and Advanced levels. ***
- 9) Leland High School, San Jose, California: Regular level and CRLA "MODEL HIGH SCHOOL TUTOR PROGRAM." ***
- 10) Endicott College, Beverly, MA. was certified at the Regular level. ***
- 11) Chaminade University of Honolulu, Honolulu, HI: Regular, Advanced and Master levels. ***
- 12) West Hills College, Coalinga, CA.: Regular and Advanced levels. ◇
- 13) Pfeifer College, Misenheimer, North Carolina: Regular level. ◇
- 14) Yukon College, Whitehorse, Yukon, Canada: Regular, Advanced, and Master levels. **
- 15) Maysville Community College, Maysville, Kentucky: Regular level. *
- 16) Tulane University, New Orleans, LA: Regular and Advanced levels. **
- 17) Southern Alberta Institute of Technology, Calgary, Alberta, Canada: Regular, Advanced, and Master levels. ◇
- 18) Chemeketa Community College, Salem, Oregon: Regular, Advanced, and Master levels. **
- 19) Louisiana State University, Baton Rouge, LA: Regular, Advanced, and Master levels. **
- 20) Windward Community College, Kaneohe, HI: Regular, Advanced, and Master levels. ◇

- 21) Kenai Peninsula College, Kenai, AK: Regular and Advanced levels. **
- 22) Kachemak Bay Branch, Kenai Peninsula College, Homer, AK: Regular, Advanced, and Master levels. ◇
- 23) Casper College, Casper, WY: Regular, Advanced, and Master levels. **
- 24) Pima Community College, East Campus, Tucson, AZ: Regular, Advanced, and Master levels. **
- 25) Northern Essex Community College, Haverhill, MA: Regular level. ◇
- 26) Wayne State College, Wayne, NE: Regular level. **
- 27) Sonoma State University, Rohnert Park, CA: Regular level. ◇
- 28) New Mexico State University, Las Cruces, NM: Regular, Advanced, and Master levels. ◇
- 29) Glendale Community College, Glendale, CA: Regular and Advanced. **
- 30) Schreiner College, Kerrville, Texas: Regular level. ◇
- 31) Austin College, Sherman, Texas: Regular and Advanced. **
- 32) University of Vermont, Burlington, VT: Regular, Advanced, and Master levels. ◇
- 33) Dakton Community College, Des Plaines, IL: Regular and Advanced levels. *
- 34) Ricks College Tutoring Center, Rexburg, ID: Regular level. **
- 35) Ricks College Reading Lab, Rexburg, ID: Regular and Advanced. **
- 36) Idaho State University - Developmental Mathematics, Pocatello, ID: Regular level. **
- 37) Idaho State University - Writing Lab, Pocatello, ID: Regular level. **
- 38) Fresno City College, Fresno, CA: Regular and Advanced. **
- 39) Lakeland College, Vermilion, AB, Canada: Regular level. **
- 40) Miami University, Oxford, Ohio: Regular level. **
- 41) University of Hawaii at Manoa, Honolulu, Hawaii: Regular level. **
- 42) Paradise Valley Community College, Phoenix, AZ: Regular, Advanced, and Master levels. **
- 43) Mankato State University, Mankato, MN: Regular level. ◇
- 44) Mendocino College, Ukiah, CA: Regular, Advanced, and Master levels. ◇
- 45) Northeast Texas Community College, Mt. Pleasant, TX: Regular, Advanced, and Master levels. *

- 46) University of Texas at Austin, Austin, TX: Regular and Advanced. *
- 47) Ashland Community College, Ashland, KY: Regular level. *
- 48) Campbellsville College, Campbellsville, KY: Regular level. *
- 49) Eastern Kentucky University, Richmond, KY: Regular level. *
- 50) Hazard Community College, Hazard, KY: Regular level. *
- 51) Morehead State University, Morehead, KY: Regular level. *
- 52) Pikeville College, Pikeville, KY: Regular level. *
- 53) Prestonsburg Community College, Prestonsburg, KY: Regular level. *
- 54) Somerset Community College, Somerset, KY: Regular level. *
- 55) Southeast Community College, Cumberland, KY: Regular level. *
- 56) Sue Bennett College, London, KY: Regular level. *
- 57) Western Kentucky University, Bowling Green, KY: Regular level. *
- 58) Pacific Lutheran University, Tacoma, WA: Regular level. *
- 59) Massachusetts Bay community College, Wellesley Hills, MA: Regular, Advanced, and Master levels. *
- 60) Des Moines Area Community College, Ankeny, Iowa: Regular and Advanced levels. *
- 61) Adirondack Community College, Queensbury, NY: Regular level. *
- 62) California State University, Los Angeles, CA: Regular level. *
- 63) GateWay Community College, Phoenix, AZ: Regular, Advanced, and Master levels. *
- 64) Modesto Junior College, Modesto, CA: Regular and Advanced levels. *
- 65) Black Hawk College, Moline, IL: Regular level. *
- 66) Rock Valley College, Rockford, IL: Regular, Advanced, and Master levels. *
- 67) Central Washington University, Ellensburg, WA: Regular level. *
- 68) Wilmington College, Wilmington, OH: Regular level. *
- 69) St. Ambrose University, Davenport, Iowa: Regular and Advanced levels. *
- 70) Central Arizona College, Coolidge, AZ: Regular and Advanced levels. *
- 71) University of Northern Colorado, Greeley, CO: Regular, Advanced, and Master levels. *

± certified through 6/30/92
±± certified through 6/30/91
±±± certified through 6/30/93
◇ certified through 6/30/94

CRLA Minutes
March 18-23, 1991
San Antonio, TX
Attachment S
Page 9 of 9

1ST ANNUAL LUNCHEON
of the
CRLA TUTOR CERTIFICATION COMMITTEE
FRIDAY, MARCH 22, 1991
11:45 AM - 1:00 PM

AGENDA

1. INTRODUCTION OF MEMBERS PRESENT
2. DISCUSSION OF ITEMS SUBMITTED BY TCC MEMBERS*
 - A) AUDIOVISUAL MATERIALS FOR TUTOR TRAINING
 - B) PROCESS BY WHICH WE CAN MAKE CERTIFICATES MORE REPRODUCIBLE
 - C) HOW EVALUATORS CAN GET FEEDBACK OF OTHER'S OPINION OF PROGRAMS EVALUATED
 - D) TOTAL PROCEDURE OF EVALUATIONS
 - E) HOW LARGE SHOULD THE CERTIFICATION BOARD BE?
 - F) HOW LONG SHOULD MEMBERS SERVE?
 - G) SHOULD THE QUALIFICATIONS BE CHANGED FOR ANY OF THE LEVELS OF CERTIFICATION?
 - H) SHORTEN THE APPLICATION TO ELIMINATE DUPLICATION OF INFO AND REDUCE THE PAGES REQUIRED
 - I) A GREATER CLARIFICATION OF HOW TO PUT TOGETHER A CERTIFICATION PACKAGE
 - J) MULTICULTURAL TRAINING FOR TUTORS
 - K) PASS AROUND AN EVALUATION/SUGGESTION FORM FOR THE TUTORING EXCHANGE, IN ORDER TO GET AN IDEA OF WHAT OUR READERS WOULD LIKE TO SEE MORE OF, READ MORE ABOUT, ETC.
3. EAT LUNCH (during and/or after discussion of the above items)
4. MISC.

*TCC members unable to attend are encouraged to send written comments concerning any or all of the above to: Dr. Tom Gier, 8102 Harvest Circle, Anchorage, Alaska 99502.

July 20, 1990

To:

Dr. Dee Tadlock
President, College Reading and Learning Association

From:

JoAnn Carter-Wells *JW*
Chair, 1990 Conference Evaluations

Re: Evaluation Comments

Enclosed please find the original conference evaluation forms along with the content coding from the open-ended comments. In addition, I've included a summary of individual sessions along with chair comments (when provided). I had asked chairs to use one of the session forms and provide information on attendance and location specific comments that may be useful for the future. The sessions that didn't receive feedback are also summarized on one of the session forms. Specific recommendations for next year are:

1. use uniform PMS color - #320- which is the closest to the stationery that you sent me and which we ended up using for the evaluation forms - a uniform color (as per my PR report when Gwyn was President) is essential for organizational professionalism and public relations;

2. number the conference activities - institutes, sessions, etc. - so that the number is the ID for a variety of purposes including scheduling and evaluations; I included a place for a number on the session evaluation forms for this year;

3. use the session evaluation forms again (at least for next year) since I have between 400-500 forms left over as well as the original camera-ready boards with the screened logo; I also have the original boards for the conference evaluation forms that can be easily modified if you liked the screening and the border I designed for this year's forms - as soon as an evaluations chair is appointed for the next conference, I'll forward the boards; and

4. thank you to the board members for allowing me the opportunity to help the organization to whom I am greatly indebted for my professional growth and stimulation throughout the past 12(eek!!) years.

Have a great board meeting. If you need to reach me for any clarification, etc. of these notes, please call me at (801) 649-1292 (Park City, Utah). I have a machine there in case I'm not home when you call. Let me know what you think of this report when you return. Thanks...

CRLA CONFERENCE EVALUATION

OPEN-ENDED COMMENTS

- 13 -Better at downtown location; need for inexpensive eating places; "marooned at Hilton"
- 2 -More variety of time lengths for sessions
 - Activities for spouses
 - Pre-conference SIG day
- 10 -Wanted program schedule before conference days; also confirmation of institute enrollment
- 3 -Cost of banquet exorbitant for food served
- 5 -Need more math beyond SIG; more ESL presentations
 - Hilton was excellent
 - Accept Pam Cervi's proposal next year as an institute-great- needs more time
- 2 -Know reputation of presenters in 2 hour format
 - Keynote speakers not very inspirational; need more revitalization
 - Enjoyed Becky Patterson's address and short activity
 - More presentations on learning theory
 - Sectionals in evening with free afternoons for personal recreation
 - Entertainment after the meal
- 3 -Conflicts with 2 groups and food in lobby
- 3 -Would like to have paid more for coffee and tea at breaks
- 15 -Excellent/good conference; best in a while; well organized
- 4 -Not enough room for Parlor sectionals
 - People ate without paying at meals because of meal ticket system
 - No fee for institutes where presenter sells his book
 - William Perry needs to return because of presentations which contain his theory
 - Selected sectionals taped for purchase later
- 4 -Better screening of session presenters
 - Use past presidents more/especially with newcomers
- 2 -Registration open later
 - Breakfasts and lunches on different days
 - Need more placement services
 - Like more theoretical/research presentations
 - Panels on debates with experts on pertinent issues such as bilingual ed, entrance/exit tests, etc.
- 3 -Problems with hotel as "guest"
 - More vegetarian choices for food-related events
 - Would like to be able to pay in Canadian money
- 4 -More publishers represented and more time for exhibits
 - Pencil sharpener at registration desk
 - More SIG activities with existing conference schedule

CRLA CONFERENCE EVALUATION COMMENTS

-2-

- Conference is too long - THURS./FRI./SAT
- Institute tickets should vary in color
- 3 -Printed program was excellent
- 2 -More mentor groups
- 3 -Professional printing in 2 colors of evaluation form highlighted the importance of the form and reminds participants to fill it out; conference form really stood out at registration
- Don't schedule institutes on afternoon of last day
- Computer delivery was not adequate - need AT 386 and MAC
- Expert invited institutes were not as good as member institutes/ apparently they didn't think they had to prepare anything



College Reading and Learning Association 1990 Conference Evaluation: Irvine, California

CRLA seeks your assistance in helping conference planners improve future annual meetings. Please answer the following questions, include comments, where appropriate, and return the evaluation to the box at the REGISTRATION DESK before leaving the conference site. THANKS FOR YOUR HELP.

N-121

Demographic Information

1. How many prior CRLA conferences have you attended?

Check one: ☐ 0 ☐ 1 ☐ 2-5 ☐ 6-10 ☐ 10+
 31 10 39 22 16

2. (A) Are you a member of CRLA? ☐ Yes ¹¹³ ☐ No ⁸

(B) If not, how did you learn of this conference?

12 ☐ colleague ☐ mailing ⁶

0 ☐ Journal of Developmental Education ☐ CRLA newsletter or ⁵

☐ Other (please specify) _____

3. In which state are you currently employed? CA(57), Texas(10), WA(7), Ariz.(6), Oregon(4)
New Mex(3), Missouri(3), Alaska(3), Canada(2), Hawaii(2), Colorado, Tennessee, Louisiana, Utah(3)
Nevada, Wyoming, Indiana, Minnesota, New York, Iowa, Nebraska, Virginia, Idaho(2)

4. What type of position do you hold?

Check one: ⁸¹ ☐ Instructor ☐ Counselor ⁵

☐ Administrator ☐ Other (please specify) independent practice, professor, lab coordinator,
³³ grad. asst., At-Risk Consultant, Academic Skills
specialist

5. What is the main area of your employment?

⁶³ ☐ Reading ¹⁵ ☐ Writing ☐ Math ⁻⁵

⁴¹ ☐ Learning Assistance ☐ Tutorial ²⁵

☐ Other (please specify) study skills, teacher ed, computer lab, ESL/ABE, Basic skills
Specialist, Thinking, Diagnostic Testing

6. In what type of institution do you work? ⁴⁴

⁷⁷ ☐ Two (2) year Jr./Community College ☐ Four (4) year College/University

Evaluation of Services And Planning

Please rate each of the following items by circling (E) for excellent, (G) good, (A) average, (P) poor. If you did not attend an event or do not wish to respond, use (N) for no response.

1. Program printing, layout and information

E-77 G-37 A-4 P-2 N-1

2. Registration

E-78 G-33 A-7 P-0 N-3

3. Chairperson

E-65 G-34 A-2 P-0 N-22

4. Pre-conference publicity

E-37 G-34 A-37 P-8 N-5

5. Hospitality

E-45 G-43 A-9 P-1 N-23

6. Cost of conference

E-46 G-46 A-21 P-3 N-5

7. Conference schedule (Wednesday-Saturday)

E-54 G-48 A-8 P-8 N-3

Recent Changes/Special Activities

The CRLA Board is especially interested in obtaining your opinion regarding various activities related to the conference. Some of these reflect part of the tradition of the conference and others are recent changes. Circle your ideas/opinions as indicated: (Y) yes, (N) no, or (NC) no comment/opinion.

1. Would you like the conference to continue sponsoring campus tours?

Y	N	NC
63	6	52

2. Is an hour long enough for the sectionals?

Y	N	NC
80	34	7

3. Should CRLA continue the tradition of member submitted institutes at a modest fee?

Y	N	NC
92	10	19

4. Should CRLA continue having invited institutes selected from national experts (not necessarily CRLA members) at an increased fee?

Y	N	NC
86	15	20

5. Would you prefer the traditional schedule of Thursday through Sunday for the conference?

Y	N	NC
46	65	10

6. Should more time be allotted for SIG activities even though they may conflict with other scheduled conference activities?

Y	N	NC
26	58	37

7. Do you want entertainment at the annual banquet?

Y	N	NC
34	44	43

8. If so, check the type(s) of entertainment you prefer:

21 ☐ Music ☒ Dancers ☐ Comedians ⁹

☐ Other (specify) support high school/handicapped student groups, casino night, rock 'n roll, appropriate for dancing, performing after the meal

9. Would you prefer that food charges be included in the conference fee thus substantially increasing the conference fee?

Y	N	NC
14	92	15

PLEASE WRITE IN THE SPACE BELOW ANY PROBLEMS OR CONCERNS THAT YOU MAY HAVE ABOUT THE ANNUAL CONFERENCE AND OR SUGGESTIONS FOR SPEAKERS, ETC. THAT WILL BE HELPFUL FOR NEXT YEAR'S CONFERENCE PLANNERS.

(See attached list)

THANK YOU! Please Return This Form To The Conference Registration Desk Or Mail To:

JoAnn Carter-Wells, Ph.D.
Coordinator, Undergraduate Reading Program
Reading Department, EC 529
California State University, Fullerton
P.O. Box 34080
Fullerton, CA 92634-9480



College Reading and Learning Association

1991 Conference Evaluation: San Antonio, Texas

CRLA seeks your assistance in helping conference planners improve future annual meetings. Please answer the following questions, include comments, where appropriate, and return the evaluation to the box at the REGISTRATION DESK before leaving the conference site. THANKS FOR YOUR HELP.

Demographic Information

1. How many prior CRLA conferences have you attended?

Check one: ☐ 0 ☐ 1 ☐ 2-5 ☐ 6-10 ☐ 10+

2. (A) Are you a member of CRLA? ☐ Yes ☐ No

(B) If not, how did you learn of this conference?

☐ colleague ☐ mailing

☐ Journal of Developmental Education ☐ CRLA newsletter or

☐ Other (please specify) _____

3. In which state are you currently employed? _____

4. What type of position do you hold?

Check one: ☐ Instructor ☐ Counselor

☐ Administrator ☐ Other (please specify) _____

5. What is the main area of your employment?

☐ Reading ☐ Writing ☐ Math

☐ Learning Assistance ☐ Tutorial

☐ Other (please specify) _____

6. In what type of institution do you work?

☐ Two (2) year Jr./Community College ☐ Four (4) year College/University

Evaluation of Services And Planning

Please rate each of the following items by circling (E) for excellent, (G) good, (A) average, (P) poor. If you did not attend an event or do not wish to respond, use (N) for no response.

1. Program printing, layout and information	E	G	A	P	N
2. Registration	E	G	A	P	N
3. Chairperson	E	G	A	P	N
4. Pre-conference publicity	E	G	A	P	N
5. Hospitality	E	G	A	P	N
6. Cost of conference	E	G	A	P	N
7. Conference schedule (Wednesday-Saturday)	E	G	A	P	N

(SEE REVERSE SIDE PLEASE)

Future Conference Planning

In order to more fully reflect your professional needs and interests in the annual CRLA conference, the board would like your ideas and suggestions for future conference planning. Please respond to the following items with your comments. Thank you for your help with this information!

Keynote Speakers

Conference Themes

Invited Institute Speakers (with institutional affiliation, if known)

Additional Program Strands

(Current program strands are Campus Politics/Public Policy, Computer-Assisted Learning, Program/Learning Center Management, Cognitive/Instructional Psychology, Diversity, Learning Strategies, Professional Development, Tutoring, Critical Literacy: Reading, Writing & Thinking and Research & Evaluation)

Special Interest Groups—SIG

(Current SIGS are ESL, College Reading, LAC Management, International Learning, Peer Tutoring, Whole Language, Emotions & Learning, Cognitive Psychology, Computer Technology, Critical Thinking & Problem Solving, Liberal Arts Colleges & Universities, Mathematics Tutorial Programs, Workplace Literacy.)

THANK YOU! Please Return This Form to the Conference Registration Desk or Mail To:

JoAnn Carter-Wells, Ph.D.

Coordinator, Undergraduate Reading Program

Reading Department, EC 529

California State University, Fullerton • P.O. Box 34080 • Fullerton, CA 92634-9480

**CRLA
Secretary's Report**

Dr. Denise McGinty

Since the 1990 Conference in Irvine, California, the association has been very busy and active. A few of the highlights of the Board, State/Region/Chapter, Committee and Special Interest Group activities from the past year include:

I. Currently, there are 13 SIGs active in sponsoring and assisting conference institutes and sessions, and in developing information networks. The new SIGs over the last year are:

- Liberal Arts Universities and Colleges
- Emotional/Motivational Aspects of Learning
- Multicultural Issues (formally the Multicultural Affairs Committee)
- Placement Bureau
- Whole Language
- Workplace Literacy

II. The Tutor Certification program continues to grow and grow and grow. The program has certified 71 tutoring programs across the nation. Tom Gier, Chair of the Tutoring Certification Committee, has developed a Tutor Certification Registry which will be given to all certified tutoring programs.

III. A Leadership Institute will be offered for all State and Region Directors at this year's conference.

IV. Within the next year, you should see a newly designed CRLA membership form which will include options to join Special Interest Groups and subscribe to other professional journals.

V. Conference fees have increased for the first time in many years from \$40 to \$50.



MEMORANDUM

TO: CRLA Board of Directors
FROM: Karen Smith *Karen Smith*
DATE: March 20, 1991
RE: Annual Report, Archives

Responsibility 1 - Collection of documents:

Prior to 1989, the Archivist's responsibility was to receive documentation and memorabilia from the leaders and the members of the organization, organize and file in a logical fashion, and store for future retrieval.

Very little material is being sent to the Archivist for filing (see attached listing of materials received and materials missing). Recommendations were made to the Board in 1990 concerning the Archives, but there has not been consistent follow-through.

The Board must accept the primary responsibility for sending important documents to the Archivist and for directing committees, editors, SIGs, and state officers to also forward their records.

Responsibility 2 - Development of traveling display:

In 1988-89, the Board added another responsibility to the Archivist; i.e., the development of a display which could travel to state and regional conferences. This display is to be developed for initial presentation at the Annual Conference and travel from there to be coordinated by the State/Regional Coordinator.

The display was developed by the Archivist and presented at the Annual Conference in Irvine in 1990. At that time, responsibility for the display and the coordination of its travel fell on the State/Regional Coordinator. The display was returned to me in November by Pat Johnason as planned for change and update.

However, since current materials and photographs have not been sent to the Archivist, the display has not been updated for 1991-92 travel. Instead, a "missing persons" display was prepared for the second side of the display -- a puzzle asking members to identify conference attendees in old photos. This portion of the display will be taken down at the conclusion of the conference by the Archivist in order to properly file the photographs.

Tulane

Archives Annual Report, 1991

In addition, the Archivist has added a package to the traveling display (which fits in the display). A guidesheet, "Suggestions for Use of the CRLA Display", has been developed to help the State Director/President expand upon the display (copy attached). An envelope contains velcro for adding to the display and strapping tape to seal the case for shipping.

Recommendations to the Board:

From the 1990 report to the Board, the following recommendations are repeated:

1. Hire a photographer for the conference. Give very specific instructions. Tell how many photos you want taken and what you want photographed. *Photograph the Board and the speakers and the general sessions, but also photograph presenters and informal groups and hospitality and people having fun and learning together. Pay someone who knows how to take good candid shots because they are the photographs that we all enjoy seeing again and again.*
2. Conference manager or conference chairperson should label all photographs as soon as possible and send to the Archivist for use and recording.
3. Send 2 copies each of Journals.
4. Send 4 copies each of Newsletters.
5. Conference photos and mug shots used in the Newsletter should be sent on to the Archives as soon as feasible for possible use in updating the traveling display.
6. Correspondence of officers should be organized and passed on to the succeeding officer as a guide. The previous officer's correspondence (which served as a guide) can then be sent to the Archives. Please organize correspondence and papers in folders and label. Organization before shipping is very helpful and saves much time in filing and integrating into the Archives.

Additional recommendations:

7. Two file cabinets are now full and there is no room for future materials. Therefore, an additional 5-drawer file cabinet should be purchased in the current year, 1991-92. Hanging folders will also be needed.

5-drawer file cabinet	\$200.00 + shipping
8 boxes hanging folders @ \$5.35 per box of 25	42.80

Archives Annual Report, 1991

8. The traveling display must currently be shipped in a cardboard traveling case. The case has traveled well for one year, but is showing signs of demise. Therefore, the purchase of a permanent metal shipping case (37" x 29" x 6") is recommended. \$170.00 + shipping
9. Roll of male velcro is needed.
10' of 1" velcro @ \$2.00 per ft. \$20.00 + shipping
10. Literature holders can be attached to the display. It would be nice to have two 4" x 9" holders available to attach to the display - one for CRLA membership brochures and one for the state to use for their brochure.
2 - 4" x 9" clear literature holders \$30.00 + shipping

ATT: Attachment - Document outlining materials received, not received, and missing
from Archives
Copy of Suggestions for Use of CRLA Display
Reimbursement Request

Respectfully Submitted

Archives Annual Report 1991 - Attachment

Received for placement in the Archives 1990-91:

1. The original Oregon State Chapter Charter
2. 1989 Auditor's Report
3. Site Selection Report dated 4-7-90 on San Antonio (Enright)
4. 4 issues (1990) of Critical Thinking SIG Newsletter (Stern)
5. 1 copy of the "State/Region Directors Guidebook"
6. Folder containing 1988 conference correspondence
7. 1 "Guide to Establish State/Regional Chapters"
8. 1 "1990-91 Special Interest Group Leader Packet" and letter from SIG Coordinator Becky Johnen
9. 1 packet photographs dated 1987 (Albuquerque conference and summer Board meeting?)

Not received:

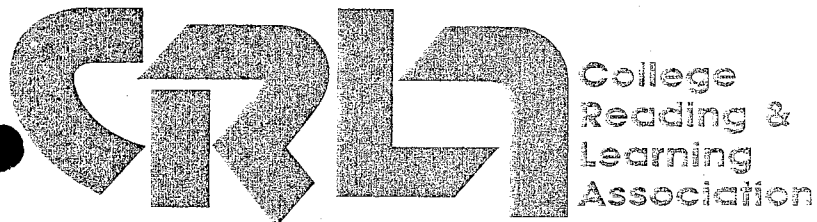
1. Other SIG correspondence, newsletters, member lists, etc.
2. State/regional conference programs, correspondence, presentations, presenters, etc.
3. Board correspondence
4. Minutes of Board meetings
5. Committee correspondence
6. Newsletters
7. Journals
8. Sacramento conference - 1988: photographs
conference programs
planning correspondence
conference evaluation
9. Seattle conference - 1989: (same as above - nothing)
10. Irvine conference - 1990 (same as above - nothing)

Newsletters in Archives (1987-1991): (should be at least 4 per issue)

1987: Spring	0	1989: Spring	5
Summer	3	Summer	2
Fall	4	Fall	0
Winter	0	Winter	0
1988: Spring	1	1990: Spring	0
Summer	1	Summer	0
Fall	4	Fall	0
Winter	3	Winter	0

All Journals in Archives: (should be at least 2 per issue)

Vol: I, II, III - 1	XI - 2	XIX - 1
IV - 3	XII - 2	XX - 0 (1987)
V - 4	XIII - 2	XXI - 1
VI - 3	XIV - 2	XXII (1) - 1
VII - 2	XV - 6	XXII (2) - 0 (1990)
VIII - 3	XVI - 3	XXIII (1) - 0 (1990)
IX - 2	XVII - 5	
X - 3	XVIII - 1	



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Suggestions for Use of the CRLA Display

The traveling CRLA Display has been developed from the CRLA Archives. Since it includes photographs and documents that must be preserved, the display for each panel has been prepared on a sheet of tagboard and covered with acetate for protection. Each panel is attached to the display board with male velcro and can be removed and updated on an annual basis by the Archivist.

One side of the Display board has been left open for the state to display relevant materials. Additional velcro is in the plastic package for this purpose.

Set up the CRLA Display board on a table convenient to the registration or convening area of your group. If you elect to use both sides by adding a state display, then you may want to set up a table in the center of a convening or lounge area. Additional materials can be displayed on the table, including CRLA brochures, membership applications, state information, CRLA Journals, and Newsletters.

When packing the Display away for shipment to the next state, please check that the display panels are flat when folding. Include the plastic package with extra velcro and strapping tape for sealing the shipping case. Please replace the velcro for the next Director/President if you have used it all.

Instructions for shipping should be secured from the Coordinator of States/Regions.

LUCAS & Associates

INVOICE

INvoice Number : 3273.1 Date: 91/03/11 PO# :

sls:

Company : Tulane University
Street : 1st Floor Mech Eng Building
C/State : New Orleans LA zip : 70118

Attention : Julie Authemont
Position : Educatnl Resrc Cntr
Telephone : 865-5113

1.: Two 4" x 9" clear lituratue holders	1\$: 30.00
2.: Four 8 1/2" x 11" clear liturature holders	2\$: 86.00
3.:	3\$:
4.:	4\$:
5.:	5\$:
6.:	6\$:
7.:	7\$:
8.:	8\$:
9.:	9\$:
10.:	10\$:

Net amount : 116.00

State Tax : 4.64 City Tax : 5.80 Freight : 2.00 Total amount : 128.44
Less your deposit :

TOTAL AMOUNT DUE UPON RECEIPT : 128.44

Invoice Number : 3273 Date: 91/02/05 PO# :

sls:

Company : Tulane University
Street : 1st Fl Mech Eng Building
C/State : New Orleans LA zip : 70118

Attention : Julie Authemont
Position : Educatnl Resrc Cntr
Telephone : 865-5113

1.: One Radius FS 28/35 in Wine and Oyster	1\$: 348.00
2.: One Radius FS 28/12 in Wine and Oyster	2\$: 238.00
3.: One Cordura case	3\$: incl
4.: One strap for Cordura case	4\$: 15.00
5.: One set of five stack tabs	5\$: 20.00
6.: Hard shipping case, 37" x 29" x 6"	6\$: 179.00
7.: Ten feet of 1" male valcro @ 2.00/ft	7\$: 20.00
8.: Two ERC/Tulane logos	8\$: 275.00
9.:	9\$:
10.:	10\$:

Net amount : 1,095.00

State Tax : 43.80 City Tax : 54.75 Freight : 75.00 Total amount : 1,268.55
Less your deposit :

TOTAL AMOUNT DUE UPON RECEIPT : 1,268.55

ALL INVOICES ARE PAYABLE ON RECEIPT!

**CRLA BOARD MEETING
SUMMARY OF MINUTES**

San Antonio, Texas

**Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
March 18-23, 1991**

Board Members Present: Dee Tadlock, President; Joyce Weinsheimer, President-Elect;
Becky Patterson, Coordinator of State/Regional Directors;
Denise McGinty, Secretary; Kathy Carpenter, Treasurer.

Others Present: Becky Johnen, Karen Agee

Date	Page	
3/18	1	1. Minutes from the July, 1990 summer board meeting minutes were approved.
3/18	2	2. Kathy Carpenter, Treasurer, reported that the CRLA books indicate the following: \$24,948.85 in a CD; \$9,356.91 in checking; \$2,045.14 in regular savings, and; \$25,168.62 in conference checking. Kathy has also revised the bookkeeping system.
3/18	2	3. Denise McGinty, Secretary, reported that all minutes are up-to-date with the exception of cross-referencing the last board meeting.
3/18	3	4. Southwest Texas State University will offer a campus tour at this year's conference as well as handle the continuing education credit.
3/18	4	5. The Board has recommended that future hotel contracts offer conference room rates to conference attenders even if the blocked number of rooms is filled.
3/18	5	6. Becky Patterson, Coordinator of State/Regional Directors will offer a Leadership Institute for State/Region Directors this conference.
3/18	5	7. The Past-Presidents' Luncheon will become a reunion for all past CRLA Board members.
3/18	5	8. The Board voted to give all Board members a life membership to CRLA as a token of gratitude (MSP).
3/18	5	9. Tom Pasternack has been accepted as the new <u>CRLA Newsletter</u> Editor (MSP).
3/18	5,6	10. The following awards will be given to CRLA members: -Distinguished Research Award to Cheryl Brown -Research Assistance Award to Dr. Pat Mulcahy-Ernt -Distinguished Service Award to Delryn Fleming -Scholarship to Gary Brown
3/18	6	11. Becky Johnen, Coordinator of SIGs announced that there are 13 active SIGs. New SIGs include: Developmental Programs, Emotional/Motivational Issues, Multicultural Issues, Placement Bureau and Whole Language.

CRLA Board Meeting
 Summary of Minutes
 San Antonio, Texas
 Hyatt Regency
 March 18-23, 1991
 Page 2

Date	Page	
3/18	7	12. The Board decided to have membership in SIGs tied to one's application for membership in CRLA (MSP). Financial support will also be offered to the SIGs (MSP).
3/18	8	13. The Board has decided to redesign the CRLA membership application form.
3/18	9	14. CRLA and NADE continue to work toward offering a joint conference in Seattle, Washington in 1995.
3/19	1	15. Travel authorization and reporting forms have been developed for individual requesting CRLA funding for travel.
3/19	1	16. A conference on-site has been developed to assist future On-Site Chairs.
3/19	2	17. A hotel negotiations handbook has been developed to assist in future hotel negotiations.
3/19	2	18. The Board recommends that conference site selections be made three years in advance.
3/19	2	19. Reconciliation for advance form will include a statement that all expenditures must be receipted.
3/19	3	20. The Election Committee Chair will make an oral report of the slate of candidates the committee is considering for officers at the last Board meeting of the conference.
3/19	3	21. Election ballots will be mailed by October 15 and elected candidates will be notified by December 10 (MSP).
3/19	4	22. The 1992 CRLA conference will be held in San Francisco at the San Francisco Airport Marriott.
3/19	4	23. Mary Rubin, Chair of the Terminology Committee, reported that the committee has finished the Terminology Report.
3/20	1	24. To date, 71 tutoring programs have been certified by CRLA.
3/20	1	25. Tom Gier, Chair of the Tutor Certification Committee, proposed that his position be split into two: Chair for New Programs and Chair for Renewal/Recertification (MSP).
3/20	2,3	26. Tom Pasternack, <u>Newsletter</u> Editor, has suggested many new changes to the <u>Newsletter</u> . One change is that there will be three yearly issues of the <u>Newsletter</u> instead of four (MSP).

CRLA Board Meeting
Summary of Minutes
San Antonio, Texas
Hyatt Regency
March 18-23, 1991
Page 3

Date	Page	
3/23	1	27. Vince Orlando and Jo-Ann Mullen will remain as <u>Journal</u> Editors through Vol. XXV. They have recommended that Advisory Board members terms be only three years and that these be staggered.
3/23	4	28. Patti Glenn will be the new SIG Coordinator.

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

CRLA Board Minutes
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
San Antonio, Texas
March 18, 1991

Board Members Present:

Dee Tadlock, President; Joyce Weinsheimer, President-Elect; Becky Patterson Coordinator of State/Regional Directors; Denise McGinty, Secretary; Kathy Carpenter, Treasurer.

Others Present:

Becky Johnen, 1991-92 President-Elect; Frances McMurtray, On-Site Chair.

Dee Tadlock called the meeting to order at 9:09 a.m.

I. Welcome

Dee Tadlock welcomed everyone.

Agenda approved

II. Approval of Agenda

The agenda, which had been distributed prior to the meeting, was approved with the changes as noted (Attachment A).

(M) Kathy Carpenter moves to approve the agenda as corrected.

(S) Becky Patterson

PASSED

July, 1990 minutes approved
with some additions

III. Approval of Minutes of July, 1990

The minutes of board meetings held July 27-29 1990 were approved with the following motion for an addition:

that Margaret Hyde be accepted to run for the position of President-Elect as the information that the Board received regarding her CRLA activities was erroneous.

(M) Kathy Carpenter

(S) Becky Patterson

PASSED

The following correction was made:
the reason that Becky Johnen's report on SIGs was not received for the summer board meeting was due to an error by the Hyatt Regency Hotel.

A motion was made to approve the July, 1990 minutes.

(M) Kathy Carpenter
(S) Joyce Weinsheimer

PASSED

1992 Call to Conference

- III. Becky Johnen - Call to Conference
Becky distributed the 1992 CRLA Call to Conference (Attachment B).

- IV. Treasurer's Report (Attachment C)
Kathy Carpenter noted that the organization has the following monies:
Certificate of Deposit - \$24,948.85
Regular Checking - \$9,356.91
Regular Savings - \$2,045.14
Conference Checking - \$25,168.62

Budget for 1990 conference

Kathy commented that \$16,075 was budgeted for this conference. She is separating conference costs and other bills.

If someone has registered for the conference and decides not to attend, she is refunding the amount paid minus a \$10 charge and minus the organization's annual dues.

Kathy has revised the bookkeeping system. She has also developed a system for handling the bookkeeping for conference registration.

Treasurer's books to close May 31

Kathy will mail out budget requests for the next year in April and request that they be returned by May. She will close the books on May 31.

- V. Secretary's Report - Denise McGinty
Denise reported that everything is up-to-date with the exception of cross-referencing the last board meeting.

Frances McMurtray entered at 10 a.m.

- VI. President-Elect - Joyce Weinsheimer
A. 350 individuals are currently registered for the conference. Joyce commented on how organization members have not received the latest CRLA Newsletter.

SWTSU will offer campus tour

SWTSU will handle continuing education credit

No policy is set regarding AV supplies for conferences

Board discusses having all conference attendees join CRLA

- B. Institutes
John Roueche's institutes have the largest number enrolled. Ross McDonald's tutoring institute filled.
- C. Campus Tours
Dave Caverly has arranged for a campus tour to Southwest Texas State University (SWSTU) to visit several centers and to have some hands on time in the reading computer lab.
- D. Continuing Education Credit
SWTSU will also handle the continuing education credit for the conference. (See Attachment D.)
- E. Term for positions
The Board discussed the length of time that one person should handle a position (e.g., newcomers reception). A two-year term was considered.
- F. Frances McMurtray - On-Site Chair
Frances commented that she has been getting feedback from presenters that they want the organization to supply all the AV, in specific computers.

The Board discussed setting a policy for this, but decided that AV supplies can often depend on the On-Site Chair and his/her connections.

The Board did say that it was important for the On-Site Chair to attempt to contact such companies as IBM and Apple.

Frances also commented that not enough individuals signed up for the Sea World tour and so it was cancelled.
- G. Registration for next year
The Board discussed having a statement in next year's registration form that to attend even one day of the conference, one must be a CRLA member.

Board recommends future hotel contracts offer conference room rates even if the blocked number of rooms is filled

H. Hotels

The Board discussed, for future contracting, that the hotel contract state that when the organization reaches the number of rooms requested, the hotel will continue to allow individuals to have rooms at the conference rate.

VII. Past-President - Becky Patterson

A. Update on States and Regions (Attachment E)

Becky commented that she requested mailing labels from Oxford for the State and Region Directors, but they came not sorted by state. She also commented that Oxford needs to provide by state the total number of members.

Becky sent stamped postcards to State Directors so they would keep in touch. She didn't always hear from them. She commented that it is important to be in touch with the Directors at least three times a year.

There was discussion about having the State Directors connect with another state organization to host conferences.

Becky also commented that she was not certain that joint State Directors works.

Becky will pass on to Dee Tadlock two notebooks and copies of her letters to State Directors.

At the meeting for State Directors, they will each receive a notebook.

B. Mailing Labels

The Board discussed the current procedure for State Directors to receive mailing labels which is that the Director writes to Oxford and requests labels. The organization is paying a flat fee to allow State Directors to receive mailing labels three times a year. Becky commented that many State Directors are not requesting the labels and that most likely the organization is paying too much for this service.

Concern is expressed regarding flat fee rate for mailing labels for State Directors

Leadership Institute for State Directors is to be held this conference

Past-Presidents' Luncheon to be a reunion of all past Board members

Tom Pasternack is accepted as new Newsletter Editor

C. Leadership Institute
Becky met with Mike McHargue to discuss how to handle this institute. She plans small group work on how to have a conference, writing a newsletter, and problems and solutions. She hopes that the states will begin to network.

D. Past-Presidents' Luncheon
Becky commented that the Past-Presidents said that they were available to the Board, but want this luncheon to be a reunion.

This discussion led to a motion for all Board members to receive a life membership to CRLA as a token of gratitude.

(M) Becky Patterson
(S) Joyce Weinsheimer

PASSED

VIII. President's Report - Dee Tadlock

A. Newsletter Editor
Tom Pasternack has formally applied for this position. A motion was made that Tom Pasternack be accepted for this position.

(M) Kathy Carpenter
(S) Becky Patterson

PASSED

Joyce suggested that the new editor fax our articles to us once the layout has been done so that we can proof them for errors.

The meeting was adjourned for lunch at 12:05 p.m.

The meeting was resumed at 1:45 p.m.

B. Awards and Scholarships
(Attachment F)
The following awards will be given:
-Distinguished Research Award to Cheryl Brown
-Research Assistance Award to Dr. Pat Mulcahy-Ernt
-Distinguished Service Award to Delryn Fleming

Dr. Martha Jones to be new Parliamentarian

-One Scholarship to Gary Brown

C. Parliamentarian

Dee announced that Dr. Martha Jones from Victoria, Texas will become the new Parliamentarian.

IX. SIGs - Becky Johnen

A. Report (Attachment G)

Becky reported that there are currently 13 active SIGs. New SIGs include: Developmental Programs, Emotional/Motivational Issues, Multicultural Issues, Placement Bureau and Whole Language. Reactivated SIGs include College Reading and English as a Foreign/Second Language.

Becky said she would look at the conference to find a new SIG leader.

The Board discussed supporting SIG leaders as some do not have institutional support and the \$5 fee does not always cover costs.

Becky has updated the SIG leader packet.

Becky discussed the possibility of an association policy to support the SIGs financially, e.g., add joining a SIG to the membership application. There was discussion about where to put these funds and how to distribute them. Having an established fee for each SIG leader was one suggestion. Dee thought that the SIGs should continue to keep their current funds and use them. In addition, SIGs could have a budget of \$100 from the association. Becky will ask the SIG leaders about their expenses to get a ball park figure.

See Attachment G for further recommendations.

There was discussion about redesigning the membership form. Pages 6, 7 and 8 of attachment G show some suggestions for the new application. The Board indicated that they liked sample A.

There are 13 active SIGs

Board discusses financing SIGs

CRLA Board Minutes
Hyatt Regency
San Antonio, Texas
March 18, 1991

Page 7

Membership in SIGs to be tied to
CRLA membership application

There was a motion to have membership in
SIGs to be tied to one's application for
membership in CRLA.

(M) Becky Patterson
(S) Joyce Weinsheimer

PASSED

Up to \$100 will be available to SIGs this
next year

There was a second motion to have the
association provide approximately \$100 of
financial support to each SIG to cover such
costs as mailing and printing.

(M) Joyce Weinsheimer
(S) Denise McGinty

There was discussion about whether or not
\$100 was an accurate amount. This next
year will be a pilot year for this.

There was also discussion about whether or
not the SIG Coordinator should initial
money requests from SIG leaders since once
something is budgeted it only requires one
signature.

PASSED

SIG Coordinator and Leaders job
description is changed

There was a motion to accept the new job
description for the SIG Coordinator and SIG
Leaders (Attachment G, pp. 9-12).

(M) Kathy Carpenter
(S) Joyce Weinsheimer

PASSED

Becky Johnen gave the Board brown
packets which contained promotional
materials for the SIGs.

A break was taken at 3:10 p.m.

The meeting resumed at 3:35 p.m.

Membership application to be redesigned

X. Membership Application

Becky Johnen suggested taking the SIGs out of the brochure, but to leave a paragraph in that tells what they are. She recommended putting the SIGs and SIG leaders names on the insert.

Becky will work with Sue Brown to redo the brochure and application form so that they will include 4 or 3 issues of the Newsletter, 2 issues of the Journal of College Reading and Learning and the ability to subscribe to optional journals.

There was a suggestion to check with Barbara Calderwell before this goes to press regarding the RRIDE and JDE journals.

Another suggestion was to list only the last two years of the Journal of College Reading and Learning, but to mention that back copies are available. For the future, the Board will inquire about having the brochures printed on recycled paper.

There was some discussion about whether or not to have members join or rejoin the organization conference-to-conference. Another suggestion was to have two enrollment periods. Becky Johnen said she would check with other organizations to see how they handle enrollment and what mailing services they use. It was decided to delay this item until summer board meeting.

XI. Liaison Function

Dee thought it was important to define why the organization has liaisons to make these roles more meaningful. Joyce suggested that each liaison put an article or short piece in the Newsletter to talk about their organization. The Board will talk to Tom about this.

XII. Conference in the Eastern States

There was discussion about what "western" means in the By-laws for positioning conferences. Patti Glenn says that we can interpret "western" any way we want. Article III, No. 5 allows for three options: eliminate, suspend or redefine as an administrative action.

There was a Board consensus to bring this issue up at the general session.

"Western" in the By-laws to be brought up at a general session

NADE concerns for co-sponsoring
a joint CRLA/NADE conference

Focus of the joint conference is to be
political action

XIII. NADE Co-Sponsored Conference
(Attachment H)

Dee met with Bonnie Orr regarding Board concerns. NADE would like to:

1. have startup costs be 50/50.
2. make all profits and expenses 50/50.
3. not change the structure of either organization.
4. have individuals join one organization or the other to attend the conference.
Dee said she would check to make certain that NADE has revolving membership as does CRLA.
5. use a professional conference planner.
(NADE has someone on a retainer now.)

The Board wondered whether it would be necessary to use the same mailing service for this conference. Becky Patterson suggested that CRLA consider obtaining a professional conference planner.

Dee pledged to handle the conference and if she is not in Washington state, she will find a replacement. She said she would contact someone now in the event this is needed.

The focus of the conference will be political action. CRLA will continue all of its regular functions.

IX. Money Raising Items

Gladys Shaw will bring some items. The State Directors were asked to bring stuffed animals or something symbolic of their state.

XX. Phi Delta Kappa book

Becky Patterson mentioned that 4 articles in the recent book, Learning to Learn: Effective Learning Strategies, were reprints of articles from the organization's Journal.

There was some discussion about having special recognition awards for members who publish. Joyce suggested having a table in the exhibit area of books, articles, software, etc. published by CRLA members.

The meeting was adjourned at 5:20 p.m.

CRLA Board Minutes
Hyatt Regency
San Antonio, Texas
March 18, 1991
Page 10

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

CRLA Board Minutes
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
San Antonio, Texas
March 19, 1991

Board Members Present:

Dee Tadlock, President; Joyce Weinsheimer, President-Elect; Becky Patterson Coordinator of State/Regional Directors; Denise McGinty, Secretary; Kathy Carpenter, Treasurer.

Others Present:

Becky Johnen, 1991-92 President-Elect

Dee Tadlock called the meeting to order at 9:15 a.m.

I. Examination and Approval of New Forms

A. Forms for travel authorization and reporting (Attachment I)

Travel authorization and reporting form is developed

See Attachment I for document and changes made. There was some discussion about whether or not Board members need to submit this form. Kathy Carpenter said that Board members do not need to submit the form for CRLA Board meetings, but would need to if they were attending state meetings or other conferences. Individuals who will be required to submit this form will be the Newsletter and Journal Editors, and the Site Selection Chair.

Kathy Carpenter asked for funding to travel to IRA as she will be presenting on Tutor Certification.

B. Conference on-site handbook (Attachment J)

Conference on-site handbook is developed

Dee has pulled together a packet for the on-site chair which includes forms and alternative ways to carry out such jobs as audio-visual, registration, etc., for the conference. These are only suggested guidelines.

C. Conference program manager handbook

Dee mentioned that she has begun working on this.

D. Addendum to treasurer responsibilities (Attachment K)

Treasurer's job description is changed to include conference registration

Conference registration duties have been added to the Treasurer's responsibilities.

Hotel negotiations handbook is developed

Conference site selections should be made 3 years in advance

Reconciliation for Advance Form will include statement that expenditures must be receipted

The meeting was adjourned at 12:15 p.m. for lunch.
The meeting resumed at 1:55 p.m.

The Board thanked Dee for doing a wonderful job on these procedures.

E. Hotel negotiations handbook (Attachment L)

Susan Deese has pulled this together. The Board discussed the need to make certain that there were three hotel bids especially since it will force the organization to look at several sites. They also discussed that it was important to get out of the habit of last minute conference bids.

The Board also thought that this document should include a statement that the conference hotel should extend the conference room rates to conference attenders even if the block number of rooms has been filled as long as there are rooms available.

The Board agreed that Susan should be commended for her work on this handbook.

II. Site Selection (Attachment M)

This will be taken care of at the summer Board meeting. The Board agreed that decisions should be made regarding conference sites, at the very least, for the next two years and preferably for the next three years.

III. Auditor's Report - Gladys Shaw (Attachment N)

Concern was expressed regarding the Irvine, California conference as a report itemizing expenditures plus receipts has not been submitted by that conference's On-Site Chair, Bill Broderick. The Board discussed that this incident might have to be written off and is a good example of twisting someone's arm to handle a conference.

The Board also agreed that by having individuals fill out a cash-advance form this should begin to alleviate these kinds of problems. The form will include a statement that says the individual will be personally responsible for expenses if receipts are not submitted. (See Attachment O.)

Election Committee Chair to make oral report
of slate of candidates at last Board meeting of
the conference

Election ballots to be mailed by Oct. 15
and elected candidates notified by Dec. 10

IV. Conference Change Suggestions

A. CRLA Conference Computer Display

The Board discussed combining the functions of computer displays and computer presentations. Should the Computer SIG take on the responsibility of handling computer displays/presentations. Joyce thought that it made sense to combine the two functions and would ease the President-Elect's responsibilities. Would it be possible for an on-site individual to work closely with the Computer SIG to handle this? Becky Johnen said that she would check this out with the Computer SIG.

B. Elections - Gwen Enright (Attachment P)

The Board discussed how to tighten this process and made the following suggestions. The Election Committee Chair will make an oral report of the recommended slate and the rationale for the slate to the Board during the Saturday Board meeting so that the Board can screen the slate. If the Committee needs to add additional names to the slate, then this is subject to Board approval. The Committee should also present the first two choices to the Board. This is to be a test run for this conference.

A motion was put forth that the election ballots would be mailed out by October 15 and that the elected candidates would be notified by December 10.

(M) Becky Patterson
(S) Denise McGinty

PASSED

V. Create Together a Budget Format for Conference

Kathy Carpenter has already done so. The Board commended her on her efficiency! Joyce noted that some conference expenditures might need to be set up differently.

VI. Future Conferences

1992 - San Francisco - San Francisco Airport Marriott

Room rates will be \$78 for a single or double.

1993 - Kansas City - Overland Park Marriott

Room rates will be \$79 for a single, double or triple.

VII. NADE Consortium

Gladys Shaw did not have anything to report.

A. Political Action, Exxon-funded Research and Promotional Video

Dee said that she would check with Carol Clymer-Spradley regarding her work in these three areas. She hoped to have a report by the summer board meeting as to whether or not Carol will continue to work on these.

VIII. Mary Rubin - Task Force on Terminology
(See Attachment Q.)

Mary Rubin's Terminology Report is done

The Terminology report has been finished and has been accepted for publication by the Journal of College Reading and Learning.

Board recommends Tutor Registry and Terminology Report be bound and sold

The Board suggested that this report could be bound and sold as will the Tutor Registry. It was suggested that the organization hire a graphic artist to develop covers for these and use the last page as a way to recruit for CRLA. Each could be sold for \$5. These could be sent to the mailing service for distribution. The organization could also pay to advertise these in the NADE Newsletter or JDE.

Board to explore new mailing service

IX. Oxford Mailing - (Attachment R)

The Board expressed concerns regarding Oxford Mailing Services. Kathy Carpenter thought paying \$22 per hour for clerical services was ridiculous. (See Attachment R - report on Oxford expenses.)

A motion was made to actively explore finding a new mailing service with the intent of changing services.

(M) Kathy Carpenter

(S) Denise McGinty

PASSED

There was follow up discussion about exploring several mailing services and the time this would take. The Board agreed that nothing should be said to Oxford until a new service is decided upon.

Questions were raised about giving notice and the time needed to do so and application fees going through the Treasurer. Oxford Mailing Service claims that the organization owns the data base and that it will receive hard copies if we discontinue service with them. They also have ten pallets of CRLA material.

The Board felt as though it should get bids from at least three mailing services.

Dee announced that Barbara Calderwell has offered to have CRLA members send checks directly to them for JDE and/or RRIDE. The Board decided that they did not want to take any official action until they explore a new mailing service.

Barbara Calderwell requests to handle JDE and RRIDE subscriptions

The meeting was adjourned at 4:00 p.m.

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

CRLA Board Minutes
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
San Antonio, Texas
March 20, 1991

Board Members Present:

Dee Tadlock, President; Joyce Weinsheimer, President-Elect; Becky Patterson Coordinator of State/Regional Directors; Denise McGinty, Secretary; Kathy Carpenter, Treasurer.

Others Present:

Becky Johnen, 1991-92 President-Elect; Karen Agee, 1991-93 Secretary; Tom Gier; Jo Ann Carter-Wells; Tom Pasternack; Mary Rubin

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

I. Report from Tutor Certification Committee
Tom Gier, Coordinator
(Attachment S)

71 tutoring programs have been certified

A. Report

Tom reported that there are currently 71 programs certified. The Board mentioned to Tom the idea of standardizing covers for the Tutor Registry and the Terminology report. Tom commented that he has already made 200 copies of the Registry. There was further discussion about having copies of the Registry and the Terminology report available at other conferences, e.g., NADE, IRA.

Tutor Certification Chair is split in to two positions

B. Proposal

Tom proposed to the Board that for 1992 there be two certification committee chairs. That the responsibilities be split into: (1) Chair for New Programs, and (2) Chair for Renewal/Recertification. Tom asked to renew himself for the Chair of Renewal/Recertification.

There was a motion to accept Tom's proposal.

(M) Kathy Carpenter
(S) Becky Patterson

PASSED

Tom also shared the agenda for the Tutor Certification Committee luncheon meeting (Attachment T).

Jo Ann Carter-Wells entered at 9:30 a.m.

Conference evaluation suggestions

II. Evaluation Report - Jo Ann Carter-Wells (Attachment U)

Jo Ann made three recommendations regarding conference evaluations:

1. Use uniform PMS color #320.
2. Number the conference activities.
3. Use the session evaluation forms again.

Jo Ann said that only 121 conference evaluations were returned last year. The Board said that they would remind conference attendees at each General Session to return conference evaluations. Jo Ann's comments about last year's evaluations were that there was a wide range of representation at the conference - backgrounds, employment, etc.

She commented that question #2 might no longer be needed since it is now a mandate that to attend the conference one must join the organization. The question could be changed to: were you a member of CRLA prior to this conference. She also commented that entertainment and tours have been problem areas, i.e., disagreement over what people want or like.

The evaluation results will be posted on the board for members to view.

The Board thanked Jo Ann for all of her hard work.

Tom Pasternack entered at 10:00 a.m.

Suggestions for Newsletter

III. Newsletter Editor - Tom Pasternack

Tom made numerous suggestions for changing the CRLA Newsletter.

1. Use a professional to do the Newsletter. The cost would be approximately \$1200 per year. They could work up an attractive design, mastheads and placement into columns.
2. Use white paper with black ink and a second color, turquoise.

3. Use more graphics instead of pictures.
4. Keep the editor as the compiler.
5. Have a feature in each issue. Get members more involved.
6. Have a "Who's Who in CRLA."
7. Have a column called, "Tip of the Issue," which would provide something someone has tried and it works.
8. Periodically have quick questionnaires in the newsletter so members can respond. Publish the results in the next newsletter.
9. Use more cartoons. Maybe have a contest.
10. Have an editor's column, "The Editor Speaks and The Editor Listens." Encourage members to write in to this column.
11. Continue to have reports from the President, the SIGs, Tutor Certification, book/software reviews, etc.
12. Have a calendar of upcoming events.
13. Report on the conference from a personal perspective.
14. The Secretary's report should be short statements with a note that a complete summary of the minutes can be obtained from her.
15. Reduce the number of issues from four to three, one in Dec/Jan, one in May and one in Sept.

Tom said he could do an abbreviated newsletter this spring.

He figured costs at:

4 issues, 12 pages - \$6750

It would be \$1600 for each issue and \$400 to set the type. There would be a one time fee of \$1200 to redesign the Newsletter.

The Board commented that they thought the Newsletter should be mailed by the Editor. If the number of issues are reduced, the cost would be about the same as it has been in the past.

Board discusses having Editor of Newsletter attend only one summer Board meeting

The Board discussed with Tom the issue of attending only one summer Board meeting versus his attending the meetings each summer. Though the Board recognized that this might not be a valid idea with all of the changes occurring with the Newsletter.

A motion was made to accept Tom Pasternack as the Newsletter Editor.

(M) Becky Patterson
(S) Kathy Carpenter

PASSED

A second motion was made to accept the changes that Tom has suggested.

(M) Kathy Carpenter
(S) Becky Patterson

PASSED

The Board took a break at 11:10 a.m.
The meeting resumed at 11:20 a.m.

Mary Rubin entered the room.

Terminology Report to be bound and sold for \$5

- IV. Terminology Report - Mary Rubin
Dee informed Mary that the Board would like to publish her committee's report and make it available to members for a \$5 charge. One possibility is to list this publication on the membership application. Mary reported that she has a list of offices (in about 35 states) that would possibly be interested in purchasing this report. The Board discussed sending out a flier to advertise the report.

The Board thanked Mary for her work and achievement.

- V. Awards and Scholarship
- A. Special Recognition Awards
Dee announced that she would give special recognition awards to Wayne Herlin, Gladys Shaw and Francis McMurtray at Saturday's luncheon.
- B. Distinguished Service Award (formerly Long and Outstanding Service Award).
The Board will choose the recipient of this award during the summer Board meeting. It was agreed that members outside the Board should contribute nominations.

Distinguished Service Award to be decided at summer Board meeting

CRLA Board Minutes
Hyatt Regency
San Antonio, Texas
March 20, 1991
Page 5

Requirements for applying for
scholarship

CRLA representative to serve on
a panel at Institute for Learning Center
Personnel

C. Scholarship Awards

These awards will not be connected to financial need. The requirements are that the individual be enrolled in at least 6 semester credit hours. Board members were asked to think about scholarship award criteria for Kate Sandberg.

VI. Institute for Learning Center Personnel

The University of Arizona (Tucson) intends to continue holding this institute there. They have asked for a representative from each of the major learning-assistance professional organizations to serve on a panel at the January institute. The Institute will not be able to provide travel funds this year, but believes it will be able to do so in future years.

A motion was made to send Joyce Weinsheimer to the Institute in January at the CRLA's expense.

(M) Becky Patterson
(S) Kathy Carpenter

PASSED

The meeting was adjourned at noon.

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

**CRLA BOARD MEETING
SUMMARY OF MINUTES
San Antonio, Texas
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
March 18-23, 1991**

Board Members Present: Dee Tadlock, President; Joyce Weinsheimer, President-Elect; Becky Patterson, Coordinator of State/Regional Directors; Denise McGinty, Secretary; Kathy Carpenter, Treasurer.

Others Present: Becky Johnen, Karen Agee

Date	Page	
3/18	1	1. Minutes from the July, 1990 summer board meeting minutes were approved.
3/18	2	2. Kathy Carpenter, Treasurer, reported that the CRLA books indicate the following: \$24,948.85 in a CD; \$9,356.91 in checking; \$2,045.14 in regular savings, and; \$25,168.62 in conference checking. Kathy has also revised the bookkeeping system.
3/18	2	3. Denise McGinty, Secretary, reported that all minutes are up-to-date with the exception of cross-referencing the last board meeting.
3/18	3	4. Southwest Texas State University will offer a campus tour at this year's conference as well as handle the continuing education credit.
3/18	4	5. The Board has recommended that future hotel contracts offer conference room rates to conference attendees even if the blocked number of rooms is filled.
3/18	5	6. Becky Patterson, Coordinator of State/Regional Directors will offer a Leadership Institute for State/Region Directors this conference.
3/18	5	7. The Past Presidents ^{Board's} Luncheon will become a reunion for all past CRLA Board members.
3/18	5	8. The Board voted to give all Board members a life membership to CRLA as a token of gratitude (MSP).
3/18	5	9. Tom Pasternack has been accepted as the new <u>CRLA Newsletter</u> Editor (MSP).
3/18	5,6	10. The following awards will be given to CRLA members: -Distinguished Research Award to Cheryl Brown -Research Assistance Award to Dr. Pat Mulcahy-Ernt -Distinguished Service Award to Delryn Fleming -Scholarship to Gary Brown
3/18	6	11. Becky Johnen, Coordinator of SIGs announced that there are 13 active SIGs. New SIGs include: Developmental Programs, Emotional/Motivational Issues, Multicultural Issues, Placement Bureau and Whole Language.

CRLA Board Meeting
Summary of Minutes
San Antonio, Texas
Hyatt Regency
March 18-23, 1991
Page 2

Date	Page	
3/18	7	12. The Board decided to have membership in SIGs tied to one's application for membership in CRLA (MSP). Financial support will also be offered to the SIGs (MSP).
3/18	8	13. The Board has decided to redesign the CRLA membership application form.
3/18	9	14. CRLA and NADE continue to work toward offering a joint conference in Seattle, Washington in 1995.
3/19	1	15. Travel authorization and reporting forms have been developed for individual requesting CRLA funding for travel.
3/19	1	16. A conference on-site has been developed to assist future On-Site Chairs.
3/19	2	17. A hotel negotiations handbook has been developed to assist in future hotel negotiations.
3/19	2	18. The Board recommends that conference site selections be made three years in advance.
3/19	2	19. Reconciliation for advance form will include a statement that all expenditures must be receipted.
3/19	3	20. The Election Committee Chair will make an oral report of the slate of candidates the committee is considering for officers at the last Board meeting of the conference.
3/19	3	21. Election ballots will be mailed by October 15 and elected candidates will be notified by December 10 (MSP).
3/19	4	22. The 1992 CRLA conference will be held in San Francisco at the San Francisco Airport Marriott.
3/19	4	23. Mary Rubin, Chair of the Terminology Committee, reported that the committee has finished the Terminology Report.
3/20	1	24. To date, 71 tutoring programs have been certified by CRLA.
3/20	1	25. Tom Gier, Chair of the Tutor Certification Committee, proposed that his position be split into two: Chair for New Programs and Chair for Renewal/Recertification (MSP).
3/20	2,3	26. Tom Pasternack, <u>Newsletter</u> Editor, has suggested many new changes to the <u>Newsletter</u> . One change is that there will be three yearly issues of the <u>Newsletter</u> instead of four (MSP).

CRLA Board Meeting
Summary of Minutes
San Antonio, Texas
Hyatt Regency
March 18-23, 1991
Page 3

Date	Page	
3/23	1	27. Vince Orlando and Jo-Ann Mullen will remain as <u>Journal</u> Editors through Vol. XXV. They have recommended that Advisory Board members terms be only three years and that these be staggered.
3/23	4	28. Patti Glenn will be the new SIG Coordinator.

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

Attachment

#2

To: Dr. Joyce Weinsheimer
Learning & Academic Skills Center
108 Eddy Hall
192 Pillsbury Dr. S.E.
University of Minnesota

CRLA Secretary's Report
Dr. Denise McGinty, Secretary 1989-91

I. Minutes

All CRLA minutes have been microfiched including the March 1991 Board meetings in San Antonio, Texas.

II. Cross-Referencing and Indexing

All minutes to date have been cross-referenced and indexed. Karen Agee will receive from me in a few weeks the up-dated hard copies of the indices that are on computer disk for the MacIntosh. We have already discussed how she can have these transferred to her IBM to continue her work.

III. Job Descriptions

The addendum to the Treasurer's job description has been added along with the updates for the SIG Coordinator and Leaders. No action was taken regarding changing the Newsletter Editor's job description to indicate the s/he would attend only one summer board meeting as this was not finalized during the March 1991 meetings.

IV. Secretary's Notebook

All items in the Secretary's notebook have been brought up to date, i.e., State Directors, SIG Leaders, Awards and Scholarships, etc.

V. Policies and Procedures

This has also been brought up to date.

VI. IRS

I have placed in the Secretary's notebook under tax exempt the letter I received from the accountant which is from the IRS regarding the organization's tax exempt number. I have also included a copy of my reply.

VII. Archivist

I have been in touch with Karen Smith, CRLA Archivist, and have passed on the requested minutes and other correspondence that she mentioned she had not received for this last year. I have also clarified with Karen that she not only wants a copy of the microfiched minutes, but the hard copies as well. She mentioned that the organization did not buy her a microfiche reader. I have also shared this information with Karen Agee.

VIII. Other

You might want to consider changing the Secretary's job description to indicate that s/he will assume this role on the first day of the summer board meeting or sooner if needed. Currently, it states that the Secretary will assume office on July 1.

Please tell the Board how much I have enjoyed working with them. I wish that I could have come to San Francisco for my final Board meeting! Hopefully, I will see all for the 1992 conference.

Oct 3

Committee Chair

DUTIES OF AWARDS COMMITTEE

1. Form a committee to review awards (3-4 people). The President will have names of possible candidates. Selecting one or two people from your region is advisable.
2. Assume responsibility for disseminating information regarding CRLA scholarships and awards.
 - a. Write an article for each Newsletter including specific information about the awards. Put application ^{info about it} for the scholarship in the summer Newsletter. In the fall Newsletter, solicit nominations for the Long and Outstanding Service Award.
 - b. Make the scholarship application form available at the annual conference too as well as the information regarding nominations for the Long and Outstanding Service Award.
 - c. ^{Provide info to the Coordinator of State} Do an individual mailout to members. ^{Reg. Directors to send out to Unit & Reg. Directors}
3. On an annual basis, recommend recipients for award(s) and scholarship(s). When you receive applications and/or nominations, distribute them to your committee with the appropriate evaluation form(s). When evaluating scholarship applications, request certification of the selected recipient's enrollment in a graduate program. Collect information from the committee and make recommendations to the Executive Board for all awards at least one month prior to the conference. The President will announce awards during the annual conference.
4. Advise award recipients so they can plan to attend the conference.
5. After a person is awarded the scholarship, suggest the awardee report on his/her progress towards degree completion. If a person is awarded a grant to do research, request the awardee report his/her progress and final results as well.
6. Award plaques for Long and Outstanding Service, and for the outgoing President need to be purchased. ^{Board by Reg. Awards} Coordinate the Long and Outstanding Service plaque with the President and the outgoing President's plaque with the Past-President. Have plaques prepared in advance; bring them to the spring ^{at the annual conf. Present the Long & Outstanding Service Award, the Research Awards & the Scholarship Awards} conference. Write up presentation remarks.
7. Coordinate any scholarship or award fund-raising activities to take place at the annual conference with the On-Site Conference Manager or his/her designee. ~~Activities should be both profitable and appropriate.~~

- Submit* *May 31, to the Treasurer*
8. ~~Request~~ a projected budget prior to ~~July 1~~ since the annual budget is established at the summer/fall Board meeting. The cost of the two should be submitted at about \$35.00 each. Include some estimates for supplies above and beyond what your institution can provide.

Revised March 1991

Att. 4

Analysis of Fundraising Activities for 1990-91

Receipts and Sources of Funds

Remitted to Treasurer at Conference	\$ 486
Remitted to Treasurer at Conference	300
Remittance Enclosed	250

Total funds remitted	\$1036

Sources of funds

Tutor Certification Registries 23 at \$5	\$ <115>
Raffle Ticket and Product Sales	<u>\$ 921</u>

Cost Benefit Analysis of Fundraising Project

Receipts at 1991 Conference	\$ 921
Plus prior donation	10
Inventory at Sale Price 170 at \$4 for subsequent sale	918

Proceeds that will be realized after all sales	\$1849
Total Cost of Items	<524>

	1315
Loss of Cash for 2 5-year Memberships	250

Net Benefit of Project at Completion	<u>\$1065</u>

Recommendations:

1. Continue the Raffle for at least next year and use 25th Anniversary Theme.
2. Promote items with State Directors, SIGS, and Committee Chairs for sale at regional conferences and as gifts.
3. Add 1-2 additional items such as post its; letter openers, lapel pins.
4. Have a limited Edition 25th Anniversary pin in 1992.
5. Develop and circulate a sales price list when more items are available.
6. Place ads in the newsletters and Journal.
7. Assess the cost benefit status again next year.

San Diego Conference Bid Proposal

CRLA Conference

March 23-27, 1994

Karen Lim
San Diego City College
1313 Twelfth Ave.
San Diego, CA 92101
(619) 230-2610

Brenda Harris
Convention Ctr.
232-3101

	<u>Omni</u>	<u>Red Lion</u>	<u>Town & Country</u>	<u>Marriott</u>
Sales Contact:	Paula Redick	Sharon Davie	Kim McCarthy	Erik
Phone #:	239-2200	297-5466	291-7131	Dahlerbruch 587-1414
Rates				
Single:				(5%>'94)
Doubles:	\$120	\$99	\$85-\$100	\$95
Parking Fee:	\$8/day	free	free	\$6/day
Airport Transport:	\$6/one-way	free	\$7/one-way	\$11/one-way
Exhibition Space: 3,000 sq. ft.	yes	yes	yes	yes
General Session: 350-600	yes	yes	yes	yes
Break-out Rooms: 6-8 rooms 50-75 people for am/pm	yes two floors	condensed one floor	yes spread out	yes two floors
Convenience to dining & shopping:	4 Star ratingAAA yes	adjacent to 40 shops	yes	4Star AAA yes
Advantages:	downtown next to Horton Plaza Shops Trolley stop	brand new (Oct. '90) next to eateries & theatres easy access to freeway	easy access to freeway walk across bridge to mall Trolley stop	easy access walking bridge to malls close to beach
Disadvantages:	more congested many street people higher costs	break out rms too small?	two other conferences can be scheduled at same time	small break out rooms?

TEMPORARY, ONE-YEAR SUBSCRIPTION AGREEMENT
CRLA/NCDE

1. NCDE agrees to enter into a one year, interim agreement to provide the JDE and/or RRI DE to CRLA members on a voluntary participation basis for the term covering Volumes 15 and 9, respectively. Subscription prices will be calculated using the attached table for percentage over base price cost resulting from percentage of CRLA participation.

2. Subscription fees will be made payable to the NCDE and sent directly to the Center's Publications offices. Names and addresses of subscribing CRLA members will be compiled on special label programs for JDE and RRI DE which contain only CRLA subscriptions to those publications. CRLA shall provide mailing labels for all members, a cover letter, and pay postage for the bulk mailing (charges not to exceed \$100) of the annual promotion. The NCDE will provide free sample issues, copies of the letter, envelopes, and labor for said mailing.

3. In the event an issue of either publication is not received by a CRLA subscriber, and the subscription is verified through the special list or proof of payment, the NCDE will send a replacement issue or provide a credit for an additional issue should replacement be impossible. If the mailing of all copies of a given issue is untimely, the NCDE will send written communication to subscribers about the delay.

4. CRLA shall receive a preferred discount of no less than 10% according to JDE's published advertising rates if the organization commits in writing to a particular size for a given volume (three time insertion) and does so on or before June 15. If CRLA desires specific preferred placement for the ad, commitment must be received in writing no later than April 15 for placement not already under contract. Specific content of the ad need not be determined at that time; however, CRLA must meet camera-ready deadlines for each issue of the publication.

5. The NCDE shall cooperate with the promotional efforts of CRLA in the following way:

a. The publication will provide up to 1/2 page of space under the heading "CRLA Update" or a similar title in one issue per volume of the JOURNAL if participation falls between the minimum and 66%, in two issues per volume if participation falls between 67% and 99%, and in all three issues per volume if 100% of the membership subscribes. This space shall be used to report news from the organization and will not overlap with or have any bearing on any CRLA advertising. CRLA shall provide copy for the space by the column deadline for that particular issue (issue 1, June 1, issue 2, July 15, issue 3, September 15) but will incur no cost for production. Written commitment to use this space on a volume basis shall be made on or before June 15.

b. The publication shall, upon request, supervise the production of insert cards aimed at prospective members of CRLA and insert them in as many as two issues per year of the publication. CRLA shall bear the cost of producing the cards and will be invoiced at the rate of \$5.00/hour for the labor of inserting them.



c. CRLA shall be included on the publication's Readers' Service Card without charge so long as CRLA advertising appears in the volume in which the card is produced.

6. The following conditions shall allow for the cancellation of this agreement:

a. In the event of the dissolution of the CRLA, publications will be sent to subscribers included on the paid annual list to complete the volume year in which the dissolution is announced.

b. In the event of the dissolution of JDE/RRiDE, the NCDE will supply the remaining issues within the volume year in which the dissolution occurs. If this cannot be fulfilled, the NCDE publications will refund to CRLA subscribers subscription fees for any publications not provided during the volume year in which the dissolution is announced.

7. This is the complete and entire agreement of the parties. There are no other promises, understandings, or agreements of any kind than those herein set forth.



MEMBERSHIP PROCESSING:

We would like Oxford Mailing Service to send renewal forms one month prior to membership expiration and again when the membership has expired.

As you process membership and/or renewal applications each month, you will send a welcome to CRLA letter to the former and a "thanks for joining again" letter to the latter.

For members who are not currently subscribing to JDE and/or RRIIDE, subscription slips (provided by the National Center for Developmental Education) will be inserted in the renewal information sent to them at the time their membership is nearing expiration.

The quarterly report received by the President of CRLA should include a separate listing of members who have joined or renewed during the quarter.

A listing of members who contributed to the scholarship fund should also be provided in the quarterly report.

The quarterly report should include a listing of individuals whose membership has expired during the quarter and remains unrenewed at the time of the report.

MAILING LABELS:

CRLA mailing lists should automatically include, in addition to active members, those former members whose membership has expired within the previous three months.

The quarterly report should include a listing of individuals who request CRLA mailing labels and the number of times these requests are made.

Mailing labels may be purchased, with the President's permission, by any CRLA member or anyone else wanting them for a reason deemed of benefit to the membership for a charge of \$25.00. Commercial users may, with the president's permission, purchase CRLA membership mailing labels for \$150.00.

BROCHURES:

~~Oxford Mailing Service will maintain the inventory of brochures that will be mailed to them from the printer in New Mexico.~~

~~The President, Past President, and President-Elect of CRLA should automatically receive 50 brochures with each new printing.~~

~~Brochures should be sent upon request to other members of CRLA.~~

~~The quarterly report should include an accounting of how many brochures were in the initial inventory and how many were mailed during each quarter.~~

JDE and RRiDE

Oxford Mailing Service will send sufficient mailing labels to mail all issues of the current year's volume of Journal of Developmental Education and Review of Research in Developmental Education (JDE 3 sets; RRiDE, 5 sets) for each subscriber. These duplicate sets of mailing labels should be sent to the Managing Editor at the National Center for Developmental Education (NCDE) by August 15 of each year. Actual subscription agreements for all subscribers together with an alphabetical listing of subscribers of each publication will also be sent to the Center.

Any new subscribers, address changes, or "problems" with subscriptions to these publications will be communicated to the Managing Editor at the NCDE immediately. For new subscribers, 3 sets of mailing labels for JDE and 5 sets for RRiDE should be forwarded to the Managing Editor at the NCDE as soon as the new subscription is received.

Renewal reminders for JDE and RRiDE will be mailed in May of each year. A final notice to those not responding should be sent on July 1. The membership renewal envelopes can be used for this purpose with the following change in the text:

Reminder:

Your discounted subscription to the Journal of Developmental Education and/or Review of Research in Developmental Education expires soon. In order to continue receiving the publications without interruption, it is important that you send in your renewal now.

JDE ____ one year \$xx.xx

RRiDE ____ one year \$xx.xx

Total Enclosed \$ _____

Final Notice:

Your discounted subscription to the Journal of Developmental Education and/or Review of Research in Developmental Education has expired. If you have not sent in your subscription renewal, won't you please do it now.

The quarterly report should include a listing of the number of subscriptions for each publication that was purchased during the quarter.

For members who are not currently subscribing to JDE and/or RRiDE, subscription slips (provided by the National Center for Developmental Education) will be inserted in the renewal information sent to them at the time their membership is nearing expiration.

QUARTERLY REPORT:

Many of the items to be included in the quarterly report have been mentioned in the appropriate category discussed above; they are repeated here for the convenience of having all quarterly report information in one place in this communication.

Quarterly reports shall be mailed to the President of CRLA within two weeks ^{or less} of the end of each quarter (March 31, June 30, September 30, December 31). These reports should include:

A reporting of the total number of current members.

A listing of members who have joined or renewed during the quarter. (These categories should be separated on the report.)

A listing of members who contributed to the scholarship fund during the quarter.

A listing of individuals whose membership has expired during the quarter and remains unrenewed at the time the report is compiled.

A listing of individuals who requested CRLA mailing labels during the quarter and the number of times such requests were made.

~~An accounting of how many brochures were in the initial inventory and how many were mailed during the quarter.~~

A listing of the number of subscriptions for each publication (JDE and RRiDE) that was purchased during the quarter together with a listing of the subscribers.

A financial summary that reports receipts by membership, scholarship, and subscription (JDE and RRiDE) categories and that itemizes billings by the following categories: Newsletter mailings, Journal mailings, label provision, etc. (I am not confident that I have sufficiently defined the billing categories; if other categories are obvious to you, please include them. The point is, we want to know how much we are paying for the individual functions you perform for us rather than for your entire array of services.)

Membership Resource Lists that have been received during the quarter should be enclosed with each quarterly report.

May 31, 1991

To: CRLA Board of Directors

From: JoAnn Carter-Wells, ^{JoW}Chairperson
Conference Evaluations

Re: End of Conference Report

Once again, I would like to thank the board for the opportunity to serve CRLA this year. It is always my pleasure to help the organization in any way that is necessary since, as you all know, CRLA has been "in my blood" since 1976!

A few items and/or recommendations for next year based on this year's experience:

1. Continue with the packaged NCR session forms. The inclusion of numbered sections in the program was immensely helpful to the consolidation of the session responses - as well as for attendees in completing the forms. Does the board need additional feedback from the chairpersons regarding attendance and/or any room problems? Chairpersons were asked to write that information on a separate session form and we've included it with the composite session feedback whenever submitted. If that is not enough information for future conferences, we could devise another process that could be included in chairperson's packets.
2. Based on conversation with a number of people, there should be a separate computer evaluation form available in the computer room. This activity is not reflected in any way, at this point. Becky and I can develop a form for this conference. I've already discussed this with Shirley Sloan as well.
3. The overall conference form was the same as last year on the front, but different on the back in that the purpose was feedback for future conference planning. Even though the word "FUTURE" was in the title and in the directions with the word "CURRENT" underlined for contrast with the SIGS and Program Strands, there were many people who reflected only on the San Antonio conference. As you can see from the report, those who did use the word "FUTURE" for their ideas, did provide some valuable information. The only change for the back page (in addition to whatever emphasis Becky would like to have for that side) should be an open space for open-ended comments. People were somewhat hampered with this year's form.

Finally, I hope that we can continue to use the same colors and format as a type of standardization and professional presentation for CRLA. Please let me know what you would like changed for next year as I will be glad to continue in this role again. Have a great board meeting (at least I know that my report will not be stuck in a hotel mail room!!!)

COLLEGE READING AND LEARNING ASSOCIATION

1991 CONFERENCE EVALUATION REPORT

SAN ANTONIO, TEXAS

J. Carter-Wells
May 31, 1991

N- 120

DEMOGRAPHIC INFORMATION

1. PRIOR CONFERENCES ATTENDED-

0 - 36
1 - 11
2-5 - 30
6-10 - 22
10+ - 14

2. (A) MEMBER OF CRLA -

yes - 106
no - 14

(B) LEARN ABOUT CONFERENCE -

colleague - 10
mailing - 5
journal - 5
CRLA newsletter - 9

3. STATE EMPLOYED -

Arizona - 2	Illinois - 3	Montana - 3	Ohio - 3
Alaska - 4	Indiana - 4	Nebraska - 5	Texas - 29
California - 24	Iowa - 4	Nevada - 1	Utah - 1
Canada - 2	Kansas* - 3	New Mexico - 6	
Hawaii - 3	Louisiana - 3	Oklahoma - 1	
	Missouri - 1	Oregon - 4	
	Minnesota - 3		

4. POSITION HELD -

Instructor - 69
Counselor - 9
Administrator - 37
Other - 14 - Psychologist (1), Learning Specialist (5),
Tutorial Coordinators (2), Graduate
Assistant (4), Computer Assistant (2)

1991 CRLA CONFERENCE EVALUATION -2-

5. TYPE OF INSTITUTION -
 2 yr. college - 52
 4 yr. college - 64

EVALUATION OF SERVICES AND PLANNING

	<u>E</u>	<u>G</u>	<u>A</u>	<u>P</u>	<u>NR</u>
1. <u>PROGRAM PRINTING/LAYOUT</u>	86	20	4	0	0
2. <u>REGISTRATION</u>	88	14	10	1	0
3. <u>CHAIRPERSON</u>	55	28	7	0	9
4. <u>PRE-CONFERENCE PUBLICITY</u>	40	49	19	8	6
5. <u>HOSPITALITY</u>	47	35	7	3	14
6. <u>COST OF CONFERENCE</u>	32	35	20	14	2
7. <u>CONFERENCE SCHEDULE</u> (Wed - Sat)	55	52	5	3	0

ADDITIONAL WRITTEN COMMENTS:

Food terrible -1
 Too crowded - 4
 Hotel too costly - 15
 Conference too costly - 10
 Information about conference received late - 5
 Good location -6
 Meals too costly - 13
 Great speakers - 4
 Conference cost reasonable - 3
 Not enough chairpersons - 2

1991 CRLA CONFERENCE EVALUATION

-3-

FUTURE CONFERENCE PLANNING

KEYNOTE SPEAKERS

W.C. Wittrock
Barbara Bush
Jim Trelease, Read-Aloud Handbook
Arnold Mitchum
Nikki Giovanni
Mike Rose - UCLA - 2
Helen Schwartz - Indiana U at Indianapolis
Dr. Margarita Calderon
John Gardener
Sheila Tobias
Jill Tarule - Women's Ways of Knowing
Patricia Cross
Ernest Boyer
Maya Angelou
Lee Knepfelkamp - Washington, D.C.
Lillian Roybal Rose - Santa Cruz, CA
JoAnn Kurfiss
JoAnn Carter-Wells -2
Frank Smith
Arthur Kent
Elcote Aronson
Sophie Freud

CONFERENCE THEMES

Broadening Perspectives/Horizons Retention
Funding Sources and Grants
Vision 2000 - How Can We Meet Demands of 21st Century
Empowerment Through Basic Skills Diversity/Multicultural
Students Right to Succeed Doing More with Less\$
Cooperative/Collaborative Learning Learning Styles/Teaching
Expanding- Inwards, Outward, Upward
Politics of Learning Assistance Professionals
25th Anniversary International theme
Into the 21st Century - A Giant Leap or an Agonizing Crawl?

INVITED INSTITUTE SPEAKERS

Howard Gardner Dr. Bernice McCarthy - 3 Malcolm Knowles
Robert Sternberg Dr. Howard Rainer - BYU Claire Weinstein -2
David Perkins Alan Schoenfeld Robert Ornstein
Arthur Whimbey Langan Barnes and Lowery
Lewis and Carter-Wells - 2 Victoria Bynum Stephen Brookfield
Mary Ann Lipford -Mind Mapping

1991 CRLA CONFERENCE EVALUATION

-4-

ADDITIONAL PROGRAM STRANDS

Workplace Literacy -2 Medical Education Math
ESL Reading - 2 ESL Writing - 2 Basic Writing
Social Theories of Learning/Group Theory
Reading/Writing Connection - 2
Gays and Lesbians on Campus: A Hidden Culture/How Can We
 Better Support our Student and Colleagues
How to Present a Workshop
How to Publish Your 1st Journal Article
Professional and Organizational Development
Interface with Public Schools and Businesses

SPECIAL INTEREST GROUPS

Research - 2
Learning Disabled
Emeritus Professionals
Counseling/Advising
Supplemental Instruction
Intergenerational/Family
Active Placement Service

ADDITIONAL COMMENTS

add institutional affiliation to program
add program strands along with session title - 3

Attachment
#3

CRLA SCHOLARSHIP APPLICATION

Due Date: January 15, 1992

Minimum Requirements for scholarship recipient:

1. Belongs currently to CRLA
2. Takes at least 12 credits between summer 1992 and summer 1993
3. Verifies past undergraduate and/or graduate study
4. Reports in 1993 on progress made during scholarship year

Name _____

Address _____

On another piece of paper, please explain: 1) where you intend to go to school, your area of study, and your goal(s) of your education, 2) what courses you plan on taking during the year, 3) your past involvement in CRLA.

Other pertinent paperwork required: 1) transcripts of all undergraduate and graduate work, 2) current vita, 3) two letter of recommendation, 4) completed application form

Order of paperwork

1. Completed application
2. Explanation of proposed study, goals, involvement in CRLA
3. Transcripts
4. Current Vita
5. Letters of Recommendation

Please initial each of the following to indicate your agreement.

_____ I understand that I must take 12 or more credits between summer 1992 and summer 1993 to qualify for this scholarship.

_____ I am a current member of CRLA.

_____ I have not previously received this award from CRLA.

_____ I will send a written summary in February 1993 of my progress to Kate Sandberg. She will pass it on to the Board.

I certify that all the information herein and attached is correct and complete to the best of my knowledge. I understand any misleading or false statements or omission of material may be sufficient cause to disqualify me from receiving this award.

Signature _____ Date _____

Mail to: Kate Sandberg, Department of English, University of Alaska Anchorage, 3211 Providence Drive, Anchorage, AK 99508

DUE DATE: January 15, 1992

College Reading & Learning Association
Scholarship Application
Due Date: January 15, 1990

Name: _____
Last First MI

Address: _____
Street City State Zip

1. I verify that I am a full time graduate student:
a. Name and location of institution: _____

b. School and/or department: _____

c. Major area of study: _____

2. What is the goal toward which you are working? _____

3. Your graduate "Course of Study" Plan:
Please indicate after each course listed whether it is
completed (C), needs to be taken (N), or is in progress (P).

4. Please describe succinctly any volunteer community and/or
campus service(s) you have performed which are pertinent to
the field of learning facilitation:

5. Work history data pertinent to the field of learning
facilitation (most recent first):

Position	Employer	Inclusive Dates
----------	----------	-----------------

6. Professional and/or student organizations to which you belong:

7. Please list the years that you were a CRLA member and note
contributions you have made to CRLA.

8. Professional meetings you have attended in the last three
years (please list approximate dates):

9. Please indicate briefly what you feel CRLA can do for you.

10. Please indicate briefly what you will contribute to the field of learning assistance/reading/developmental education, and/or tutoring services.

11. Attached are all documents, transcripts, etc. which verify my grade point average for both undergraduate and graduate work. Initial

12. I hereby acknowledge that I am a current CRLA member. Initial

13. I have not previously received a CRLA scholarship and understand that if I have, I am not eligible to receive another such award. Initial

14. Attached are three recommendations from faculty and/or supervisory personnel who have knowledge of my experience in the areas related to learning facilitation. Initial

15. I understand that this application must be fully completed; that all pertinent documents, transcripts, and recommendations must be attached; and that the entire application package must be sent directly to the CRLA chairperson no later than January 15, 1990. Initial

Should I be selected as a recipient of a CRLA scholarship, I understand that the announcement will be made at the next spring conference of the organization and the scholarship award will be sent to me upon evidence of enrollment in the graduate program. Furthermore, I agree to submit a written summary of progress in my graduate program to the Board of Directors by March 1 of the following year. I certify that all information herein and attached is correct and complete to the best of my knowledge and belief. I understand that any false or misleading statement or omission of material may be sufficient cause to disqualify this application.

Signature _____ Date _____

If you are a scholarship recipient, would you like to give a presentation (workshop, paper, etc.) at the next CRLA conference? _____ Your response to this question in no way affects your eligibility for a scholarship.

Mail to: Gladys R. Shaw, Chair
Awards and Scholarship Committee
Study Skills & Tutorial Services
105 Union W.
U.T. El Paso
El Paso, TX 79968-0611
915-747-5366

Nomination Form
CRLA
Long and Outstanding Service Award
for 1992

Name of Nominee _____

Title/Position _____

Institution _____

Address _____

Day Telephone _____

Nominator _____

Address _____

Day Telephone _____

Please write a one page explanation of why this person deserves the CRLA Long and Outstanding Service Award. Send this form and the attached explanation to Kate Sandberg, English Department, University of Alaska Anchorage, Anchorage, Alaska 99508.

Nomination Form
CRLA
Long and Outstanding Service Award

Name of Nominee _____

Title/Position _____

Institution _____

Address _____

Please write a brief description-explanation of this person's contributions to CRLA and why you feel he or she should be given the Outstanding Service Award:

Nominator _____

Address _____

Phone # _____

APPLICATION FOR
CRLA RESEARCH ASSISTANCE AWARD

DUE JANUARY 15, 1992

Purpose

The purpose of the Research Assistance Award is to foster significant investigation by CRLA members in the areas of postsecondary reading, learning assistance, developmental education, and tutorial services. Studies may be quantitative or qualitative in nature. This award is not expected to support dissertation work.

CRLA will fund this award in two phases: \$250.00 at the beginning of the research project and the remaining \$250.00 on its completion.

Proposal

Proposals should include: 1) brief summary of previous research on the topic, a statement of the problem, probable methodology, and brief description of the investigation's implications; 2) list of expenses this award will cover; 3) schedule for investigation; 4) qualifications of researchers.

Name of Principal Researcher _____

Institution _____

Address _____

Are you a current member of CRLA? _____

Research Topic _____

Please send a complete set of requested information and this form to Kate Sandberg by January 15, 1992. Her address is Department of English, University of Alaska Anchorage, 3211 Providence Drive, Anchorage, AK 99508.

Application for
CRLA RESEARCH ASSISTANCE AWARD

Purpose

The purpose of the CRLA Research Assistance Award is to foster significant investigation by members of the Association in the areas of reading, learning assistance, developmental education, and tutorial services. Studies using standard research approaches (e.g., historical, survey, experimental) are encouraged. The Research Assistance Award is intended to encourage research in the field, though not for the purpose of dissertation support. This \$500.00 award will be given in two parts: \$250.00 will be awarded at the beginning of the research project and the remaining \$250.00 awarded upon its completion.

Proposal

Proposals should include: (1) brief survey of previous research on the topic, statement of the research problem, indication of procedures and methods, and description of the implications of the investigation; (2) itemized budget; (3) schedule for completion; and (4) resume of the applicant. Proposals will be judged on the basis of their thoroughness, significance, and likely impact.

Name of Principal Researcher _____

Address _____

Phone _____

Are you a member of CRLA? _____

Research Topic _____

Have you attached in triplicate?

- Brief survey of previous research on the topic.
- Statement of the Research Problem.
- A description of methods and procedures.
- A description of the implications of the investigation.
- An itemized budget.
- A schedule for completion.
- Your personal resume.
- Names and personal resumes for collaborating researchers if any.

THE COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

FOR THE PERIOD JULY 1, 1990-FEBRUARY 28, 1991

RECEIPTS

Member Dues	\$16,580.00
Certification Fees	555.00
Subscriptions	586.15
Interest	1,699.02
Journal Sales	147.00
Fundraisers - Donation	10.00
Miscellaneous Receipts	<u>1,103.17</u>

TOTAL RECEIPTS

\$20,680.34

DISBURSEMENTS

Executive Board Expenses	\$ 2,983.88
General Operating Expenses	5,465.18
JCRL Expense	\$4,507.68
Newsletter Expense	<u>3,698.07</u>
Total Publications Expense	8,205.75
Committee Expense	1,503.93
State, Regional and SIGS Expense	<u>1,165.54</u>

TOTAL DISBURSEMENTS

19,324.28

RECEIPTS IN EXCESS OF DISBURSEMENTS

\$ 1,356.06

(UNAUDITED INTERIM STATEMENT)

THE COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF FINANCIAL CONDITION

FEBRUARY 28, 1991

ASSETS

Checking Account	\$10,959.42
Savings Account	2,045.14
Certificate of Deposit	24,948.85
Advances	<u>1,967.08</u>
TOTAL ASSETS	<u>\$39,920.49</u>

FUND BALANCE

Balance, June 30, 1990	\$38,564.43
Net Receipts in Excess of Disbursements	<u>1,356.06</u>
FUND BALANCE, FEBRUARY 28, 1991	<u>\$39,920.49</u>

(UNAUDITED INTERIM STATEMENT)

COLLEGE READING AND LEARNING ASSOCIATION

SUMMARY OF BUDGET 1990-91

BUDGET ITEM	1990-91 APPROVED	1990-91 SPENT at Feb.28,199

I. OPERATING BUDGET		
A. Board	\$12,495	\$2,983.88
B. Publications	14,450	8,205.75
C. Gen. Operating Exp.	8,950	5,465.18
D. Committees	3,215	1,503.93
E. State & Regional	5,105	1,165.54
TOTAL OPERATING BUDGET	\$44,215	\$19,324.28

II. CONFERENCE BUDGET		
A. Conf. Management	\$ 3,075	
B. Gen. Conference Exp.	5,650	
C. Conference Program	3,000	
D. Food Functions	4,350	
TOTAL CONFERENCE BUDGET	\$16,075	

TOTAL BUDGET	\$60,290	



MEMORANDUM

TO: CRLA Board of Directors

FROM: Karen Smith *Karen Smith*

DATE: March 20, 1991

RE: Annual Report, Archives

Responsibility 1 - Collection of documents:

Prior to 1989, the Archivist's responsibility was to receive documentation and memorabilia from the leaders and the members of the organization, organize and file in a logical fashion, and store for future retrieval.

Very little material is being sent to the Archivist for filing (see attached listing of materials received and materials missing). Recommendations were made to the Board in 1990 concerning the Archives, but there has not been consistent follow-through.

The Board must accept the primary responsibility for sending important documents to the Archivist and for directing committees, editors, SIGs, and state officers to also forward their records.

Responsibility 2 - Development of traveling display:

In 1988-89, the Board added another responsibility to the Archivist; i.e., the development of a display which could travel to state and regional conferences. This display is to be developed for initial presentation at the Annual Conference and travel from there to be coordinated by the State/Regional Coordinator.

The display was developed by the Archivist and presented at the Annual Conference in Irvine in 1990. At that time, responsibility for the display and the coordination of its travel fell on the State/Regional Coordinator. The display was returned to me in November by Pat Johnason as planned for change and update.

However, since current materials and photographs have not been sent to the Archivist, the display has not been updated for 1991-92 travel. Instead, a "missing persons" display was prepared for the second side of the display -- a puzzle asking members to identify conference attendees in old photos. This portion of the display will be taken down at the conclusion of the conference by the Archivist in order to properly file the photographs.

Tulane

In addition, the Archivist has added a package to the traveling display (which fits in the display). A guidesheet, "Suggestions for Use of the CRLA Display", has been developed to help the State Director/President expand upon the display (copy attached). An envelope contains velcro for adding to the display and strapping tape to seal the case for shipping.

Recommendations to the Board:

From the 1990 report to the Board, the following recommendations are repeated:

1. Hire a photographer for the conference. Give very specific instructions. Tell how many photos you want taken and what you want photographed. *Photograph the Board and the speakers and the general sessions, but also photograph presenters and informal groups and hospitality and people having fun and learning together. Pay someone who knows how to take good candid shots because they are the photographs that we all enjoy seeing again and again.*
2. Conference manager or conference chairperson should label all photographs as soon as possible and send to the Archivist for use and recording.
3. Send 2 copies each of Journals.
4. Send 4 copies each of Newletters.
5. Conference photos and mug shots used in the Newsletter should be sent on to the Archives as soon as feasible for possible use in updating the traveling display.
6. Correspondence of officers should be organized and passed on to the succeeding officer as a guide. The previous officer's correspondence (which served as a guide) can then be sent to the Archives. Please organize correspondence and papers in folders and label. Organization before shipping is very helpful and saves much time in filing and integrating into the Archives.

Additional recommendations:

7. Two file cabinets are now full and there is no room for future materials. Therefore, an additional 5-drawer file cabinet should be purchased in the current year, 1991-92. Hanging folders will also be needed.

5-drawer file cabinet	\$200.00 + shipping
8 boxes hanging folders @ \$5.35 per box of 25	42.80

Archives Annual Report, 1991

8. The traveling display must currently be shipped in a cardboard traveling case. The case has traveled well for one year, but is showing signs of demise. Therefore, the purchase of a permanent metal shipping case (37" x 29" x 6") is recommended. \$170.00 + shipping
9. Roll of male velcro is needed.
10' of 1" velcro @ \$2.00 per ft. \$20.00 + shipping
10. Literature holders can be attached to the display. It would be nice to have two 4" x 9" holders available to attach to the display - one for CRLA membership brochures and one for the state to use for their brochure.
2 - 4" x 9" clear literature holders \$30.00 + shipping

ATT: Attachment - Document outlining materials received, not received, and missing
from Archives
Copy of Suggestions for Use of CRLA Display
Reimbursement Request

Respectfully Submitted

Archives Annual Report 1991 - Attachment

Received for placement in the Archives 1990-91:

1. The original Oregon State Chapter Charter
2. 1989 Auditor's Report
3. Site Selection Report dated 4-7-90 on San Antonio (Enright)
4. 4 issues (1990) of Critical Thinking SIG Newsletter (Stern)
5. 1 copy of the "State/Region Directors Guidebook"
6. Folder containing 1988 conference correspondence
7. 1 "Guide to Establish State/Regional Chapters"
8. 1 "1990-91 Special Interest Group Leader Packet" and letter from SIG Coordinator Becky Johnen
9. 1 packet photographs dated 1987 (Albuquerque conference and summer Board meeting?)

Not received:

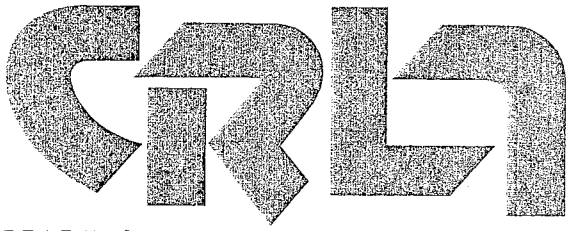
1. Other SIG correspondence, newsletters, member lists, etc.
2. State/regional conference programs, correspondence, presentations, presenters, etc.
3. Board correspondence
4. Minutes of Board meetings
5. Committee correspondence
6. Newsletters
7. Journals
8. Sacramento conference - 1988: photographs
 conference programs
 planning correspondence
 conference evaluation
9. Seattle conference - 1989: (same as above - nothing)
10. Irvine conference - 1990 (same as above - nothing)

Newsletters in Archives (1987-1991): (should be at least 4 per issue)

1987: Spring	0	1989: Spring	5
Summer	3	Summer	2
Fall	4	Fall	0
Winter	0	Winter	0
1988: Spring	1	1990: Spring	0
Summer	1	Summer	0
Fall	4	Fall	0
Winter	3	Winter	0

All Journals in Archives: (should be at least 2 per issue)

Vol: I, II, III	- 1	XI	- 2	XIX	- 1
IV	- 3	XII	- 2	XX	- 0 (1987)
V	- 4	XIII	- 2	XXI	- 1
VI	- 3	XIV	- 2	XXII (1)	- 1
VII	- 2	XV	- 6	XXII (2)	- 0 (1990)
VIII	- 3	XVI	- 3	XXIII (1)	- 0 (1990)
IX	- 2	XVII	- 5		
X	- 3	XVIII	- 1		



College
Reading &
Learning
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Suggestions for Use of the CRLA Display

The traveling CRLA Display has been developed from the CRLA Archives. Since it includes photographs and documents that must be preserved, the display for each panel has been prepared on a sheet of tagboard and covered with acetate for protection. Each panel is attached to the display board with male velcro and can be removed and updated on an annual basis by the Archivist.

One side of the Display board has been left open for the state to display relevant materials. Additional velcro is in the plastic package for this purpose.

Set up the CRLA Display board on a table convenient to the registration or convening area of your group. If you elect to use both sides by adding a state display, then you may want to set up a table in the center of a convening or lounge area. Additional materials can be displayed on the table, including CRLA brochures, membership applications, state information, CRLA Journals, and Newsletters.

When packing the Display away for shipment to the next state, please check that the display panels are flat when folding. Include the plastic package with extra velcro and strapping tape for sealing the shipping case. Please replace the velcro for the next Director/President if you have used it all.

Instructions for shipping should be secured from the Coordinator of States/Regions.

INVOICE

INvoice Number : 3273.1 Date: 91/03/11 PO# :

LUCAS
& Associates

sls:

Company : Tulane University
Street : 1st Floor Mech Eng Building
C/State : New Orleans LA zip : 70118

Attention : Julie Authemont
Position : Educatnl Resrc Cntr
Telephone : 865-5113

1.: Two 4" x 9" clear lituratue holders	1\$: 30.00
2.: Four 8 1/2" x 11" clear liturature holders	2\$: 86.00
3.:	3\$:
4.:	4\$:
5.:	5\$:
6.:	6\$:
7.:	7\$:
8.:	8\$:
9.:	9\$:
10.:	10\$:

Net amount : 116.00

State Tax : 4.64 City Tax : 5.80 Freight : 2.00 Total amount : 128.44
Less your deposit :

TOTAL AMOUNT DUE UPON RECEIPT : 128.44

Invoice Number : 3273 Date: 91/02/05 PO# :

sls:

Company : Tulane University
Street : 1st Fl Mech Eng Building
C/State : New Orleans LA zip : 70118

Attention : Julie Authemont
Position : Educatnl Resrc Cntr
Telephone : 865-5113

1.: One Radius FS 28/35 in Wine and Oyster	1\$: 348.00
2.: One Radius FS 28/12 in Wine and Oyster	2\$: 238.00
3.: One Cordura case	3\$: incl
4.: One strap for Cordura case	4\$: 15.00
5.: One set of five stack tabs	5\$: 20.00
6.: Hard shipping case, 37" x 29" x 6"	6\$: 179.00
7.: Ten feet of 1" male valcro @ 2.00/ft	7\$: 20.00
8.: Two ERC/Tulane logos	8\$: 275.00
9.:	9\$:
10.:	10\$:

Net amount : 1,095.00

State Tax : 43.80 City Tax : 54.75 Freight : 75.00 Total amount : 1,268.55
Less your deposit :

TOTAL AMOUNT DUE UPON RECEIPT : 1,268.55

ALL INVOICES ARE PAYABLE ON RECEIPT!

1215 PRYTANIA STREET SUITE 123 NEW ORLEANS, LOUISIANA 70130
(504) 525-3883 OR (800) 473-8880

AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS

WEDNESDAY, MARCH 20

9:00: Report from Tutor Certification Committee
Tom Gier, Coordinator
Change tutor certification committee from ad hoc to regular
status
Evaluation Report, JoAnn Carter-Wells ✓

10:00: Newsletter Editor
Announcement
Suggestions for Improvement
Potential of working with JoAnne Carter-Wells and with

*\$ 6750
\$ 1650
12
28
per issue
3 issues
per year*

11:00: Awards and Scholarships Kate Sandberg

Special Recognition Award -

Secretary needs to up-date committee chair responsibilities
for this function

Will Board continue to determine who gets these awards, or is
this a responsibility of A & W committee?

up to 3

Distinguished Service Award -

Were there other nominations than from the Board?

Did State Directors nominate? Did it become a part of their
job descriptions?

Is this the same award as the Long and Outstanding Service
Award?

Scholarship available to part-time students? -

*minimum
of 6 hours?*

11:45 - Gen. *Seasons Meetings Overview*

ENJOY THE CONFERENCE!

AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS

SATURDAY, MARCH 23

2:15: Journal report Vince Orlando
Advertising in the Journal?

2:45: New Officers
Addresses of where to send congratulatory/thank you letters to
supervisors

Addition to Quick Reference list

Setting Summer Board Meeting Time
Verification with San Francisco Airport Marriott
415/692-9100

3:00: Meeting with NADE President

**AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS**

Monday, March 18

9:00: Call to order; Additions to the Agenda

Reading of the minutes
Corrections (A formal motion is needed so the minutes will show the events that resulted in the approval of the slate of officer nominations that was submitted to the membership.)

Reports from officers

Treasurer

Secretary

President-Elect

Conference report

Past-President

Update on states and regions

How many mailing labels were requested by State Directors?

Was our "flat fee" arrangement economically prudent?

Report on Past President's Luncheon

How might we effectively utilize this function for the benefit of CRLA, or is it merely a "reunion" affair?

Report on Leadership Institute

President

Announcement of Awards and Scholarships and of new committee

Announcement of new Newsletter editor

Summer Board Travel

Parliamentarian? (Ask at Genral Sessions?)

10:30: Oxford Mailing Service

Synopsis of continuing problems, JDE question

Signs of hope

Oxford Report

Options, Decision, Procedure

12:00: LUNCH

AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS

MONDAY, MARCH 18, 1991

1:30: SIGs

Report from Becky Johnen
Placement Bureau change to SIG--Is it happening?
Replacement for Becky Johnen
Multi-Cultural Affairs?

3:00: Membership Application

Does it need to be bigger to communicate about SIGs and more
fully about the JDE, RRiDE option?
Who will communicate with Sue Brown for changes (if any)?
If changes are in order, shall we design it now?
Reduction in membership fee for full-time students?
Change Conference Proceedings notation to Journal of College
Reading and Learning

3:30: Liaison Function

Why do we do it?
What can we do to make it meaningful?
Should we continue with it?

Conference in Eastern States issue
Options presented by by-laws committee chair

4:00: NADE Co-Sponsored Conference
differences to be reconciled

Money-Raising Items
Pricing, logistics of sale

Phi Delta Kappan book, Learning to Learn: Effective Learning
Strategies Becky Patterson

DINNER 5:00

AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS

TUESDAY, MARCH 19, 1991

1:30: Create Together a Budget Format for Conference

2:00: Future Conferences

Settled Conferences: 1992, 1993 → 1994?

1995 NADE (?) in Seattle

1996?

1997 - Beckey - Reno

3:00: Mary Rubin Task Force on Terminology
Presentation
Dissemination

4:00: NADE Consortium - Gladys -

Political Action

Hunter Boylen's Exxon-funded Research

Promotional Video

Question of Newsletter Editor and Summer Board Meeting

4:30 - Oxford

AGENDA FOR SPRING BOARD MEETING
MARCH 18-20 AND 23
SAN ANTONIO, TEXAS

TUESDAY, MARCH 19, 1991

9:00: Examination and Approval of New Forms and Guides
Forms for travel authorization and reporting
Conference on-site handbook
Conference program manager handbook
Hotel negotiations handbook
Addendum to treasurer responsibilities (listing conference registration duties)

10:00: Auditor's Report
Activating her suggestions
Letter from Gladys re. planning budget
Include budget allocation for registration assistance in — *Bring up*
Treasurer's budget
Increase awards amounts — *Bring up summer*

Elections
Change of nominating procedures?
Gwyn's letter
What changes will be needed in job descriptions?
Change of time-line?

11:00: Conference Change Suggestions
CRLA Conference Computer Display
Work with computer SIG? A part of SIG leader's or a
designee's responsibilities?
hotel consideration?
Site selection (3 hotel choices??)
New time lines for proposals?
Information about the Past Board Members' Luncheon in the
Newsletter

LUNCH

Elections Committee Report
CRLA Board Meeting
March 20- 23, 1991
San Antonio

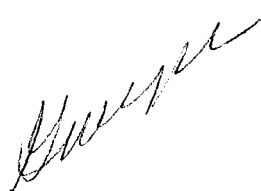
As Elections Chair, I experienced few difficulties this year probably because I followed the Elections Chair Job Description to the letter. The Committee was great and worked well together. Members represented two and four year institutions; Arizona, New Jersey, Texas and California: Jim Prager, Kathie Engstrom, Susan Deese, Joe Cortina, and Pat Mulcahy.

We met twice at the annual conference in Irvine to establish a list of possible candidates. After receiving letters of intention to run for office from the candidates and letters of institutional support from their superiors, I submitted our slate to the board in July, in time for the summer board meeting. Candidates submitted their materials by the end of November, and 860 ballots were mailed out January 15. 326 ballots or 38% of the membership as of 12/31/91 were received by the cutoff date. Another CRLA member, Don Basile, and I counted 305 ballots. Twenty-one ballots were not counted because they were incomplete and because the election was not close enough to warrant counting them. All ballots were sent to Dee Tadlock.

As written in the Job Description, I called Dee with the election results and asked her to inform the candidates. I mailed pictures and information about the candidates to the out going CRLA Newsletter editor, Wayne Herlin, since a new editor had not yet been appointed.

My only recommendation has to do with the Board's delay in approving the slate. Apparently, there was a question about the qualifications of one of the candidates. Besides putting your faith in the Elections chair and his or her committee, there are a couple of ways to avoid this awkward and irritating situation in the future: 1) request the candidate information sheet be filled out before Board Approval, STRESSING to the candidates that the slate has not yet been accepted; 2) ask the Elections Chair for a report documenting the candidate's qualifications to accompany the proposed slate.

Last, on a personal note, after four years as JCRL editor and five years as President-Elect, President, Coordinator of State Directors and Chapter Presidents, Conference Site Selection Chair and (finally!) Elections Chair, I would like to thank the Board for their support through the years and for the opportunities to grow professionally and personally through service to CRLA - a wonderful organization. I'll see you in section meetings or, better yet, in the hospitality suite!

A handwritten signature in dark ink, appearing to be 'Dee Tadlock', is written at the bottom of the page.



The University of Texas at El Paso

Study Skills and Tutorial Services

February 11, 1991

TO: The Board of Directors,
College Reading and Learning Association

FROM: Gladys R. Shaw, Chairperson
Awards Committee

SUBJECT: 1991 Awards

Our selections for the 1990-1991 Awards are as follow:

The Distinguished Research Award of \$100 and a plaque:

Cheryl Brown for Whole Concept Mathematics: An Application of the Whole Language Approach to Mathematics Curriculum

The Research Assistance Award of \$500:

Dr. Patricia Mulcahy-Ernt for her reading comprehension study entitled "Reader Strategies for Comprehending Biology Text"

The Distinguished Service Award:

Delryn Fleming

One Scholarship of \$500:

Gary Brown who is enrolled in Washington State University

We could still award another scholarship if the Board can locate a candidate.

I will arrange for the funds and plaques as soon as I receive the Board's approval of these nominations.





READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

S. E. 32 Bay East Drive, Shelton, Washington 98584

February 12. 1991

Dr. Kathy Carpenter
Learning Skills Center
Kearney State College
Kearney, NE 68847

Hi Kathy,

I expect you are getting quite a few registrations now. As I remember from the Seattle conference, they really started coming in the last two or three weeks before the deadline and many, many came in after the deadline; so don't panic if the numbers seem low on February 20. Evidently the process is going smoothly. (At least, I haven't heard from you!)

I received a copy of the audit report Gladys Shaw sent to you. As you noted, she had suggestions relative to the conference monies. Specifically, she said the conference monies should not be co-mingled with regular CRLA funds. I trust your judgment in determining whether you want to make that kind of a change this year or continue on as you are doing and make the change for next year's conference.

I think it would be wise of us to take Gladys up on her offer of helping us devise a budget design for the conference. I will rough something out for the board meeting and we can all look at it there and then give it to Gladys for a final approval. Kathy, I don't want to overstep my bounds on assuming responsibility for this task. It seems to me that since I have done both the conference program and the site coordination, I have a perspective on necessary expenditures for a conference that you may not have. If you would rather do the first draft, by all means, do so. If I don't hear otherwise from you, I will assume the responsibility.

I would like you to be prepared at the board meeting to give a detailed financial report on the cost to CRLA of doing business with Oxford Mailing Service. If we decide to choose another mailing service, we will need that information in order to compare bids from other services. It would be helpful if it were broken into categories (i.e., Journal, Newsletter, membership, mailing lists, etc.)

Finally, there was confusion at the hotel about the arrival date for the Board. Also, spring is one of their busiest seasons; consequently, there was quite a problem in locating rooms for us on Sunday and Monday nights. They were able to secure three rooms for us, so we will have to double up. On Tuesday night, we can move to rooms by ourselves. I am sorry about that, but I feel fortunate they were able to get us in the hotel.

I am planning to go to the IRA conference in May. I am doing a presentation, and of course you are doing the CRLA presentation. I don't know what their procedure is, but I would like the opportunity to introduce you and in so doing make a pitch for CRLA. Since my presentation is a panel, I don't think it would be appropriate for me to make a pitch there. Of course, I will be doing so informally throughout the conference. I plan to bring some brochures, old Newsletters, Journals, etc. I will put brochures on the chairs during sectional meetings that seem to "speak" to our potential membership population. Any other ideas?

I am looking forward to seeing you, Kathy. With all this hubbub of getting ready for the conference, it is easy to forget momentarily what fun and fellowship await us!

Sincerely yours,



Dee Tadlock, Ph.D.
President

*My printer is running out
of ink!*



Johnson County Community College
12345 College at Quivira
Overland Park, KS 66210-1299
(913) 469-8500

Facsimile Transmission

Date 2/20/91 Time 12:10 PM
To Cathy Carpenter
Fax Number 308 234-8665
From Pat Jonason

Number of Pages (including cover) 9

From Fax Number (913) 469-4409

Comments _____

If you have problems with this transmission,
please call (913) 469-8500 and ask for _____



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Learning & Academic Skills Center, 108 Eddy Hall, University of Minnesota
Minneapolis, MN 55455

February 13, 1991

Dear CRLA Chapter Presidents and State/Region Directors:

My visit to San Antonio last weekend convinced me that CRLA's 24th annual conference will indeed be a memorable one! While I'll be the first to admit that traveling from snowy Minnesota to sunny Texas might impress any President-Elect who's more than ready for Spring, I really believe that San Antonio has got to be one of the best conference sites around. The Hyatt Regency with its dramatic atrium lobby filled with tropical plants and fountains is in itself something special to behold—but the fact that it overlooks the Riverwalk and the Alamo makes it a truly spectacular place to be. Conference participants will also enjoy the southwestern flair of nearby La Villita, Market Square, Rivercenter Mall, and Paseo del Alamo.

With almost one hundred speakers ready to travel to this historic city to lead discussions on the theme of PROMISES TO KEEP: FROM INTENTION TO ACTION, please help me spread the word about CRLA's upcoming conference. I've enclosed materials for you to duplicate and distribute to colleagues throughout your state. Encourage one and all to join us for this exciting professional experience in beautiful San Antonio—and if you haven't yet, do send your registration today!

See you in San Antonio...

Sincerely,

Joyce Weinsheimer, Ed.D.
CRLA President-Elect

CRLA'S 24th Annual Conference PROMISES TO KEEP: FROM INTENTION TO ACTION

March 20-23, 1991
Hyatt Regency San Antonio
on the Riverwalk Paseo del Alamo

SCHEDULE OF EVENTS

WEDNESDAY, MARCH 20

8:00 a.m.-8:20 a.m. Chairpersons' Orientation
9:00 a.m.-12:00 p.m. Pre-Conference Institutes
9:00 a.m.-12:00 p.m. Board Meeting
12:15 p.m.-1:15 p.m. SIG Leaders' Luncheon Meeting
12:30 p.m.-6:00 p.m. Campus Visit to Southwest Texas State University
1:30 p.m.-4:30 p.m. Pre-Conference Institutes
4:30 p.m.-8:00 p.m. State & Regional Directors' Leadership Institute and Dinner
7:30 p.m.-8:30 p.m. Newcomers' Reception
8:00 p.m.-9:00 p.m. Conference Credit Meeting
9:00 p.m.-12:00 a.m. Hospitality

THURSDAY, MARCH 21

7:00 a.m.-8:15 a.m. SIG Breakfasts
8:00 a.m.-8:20 p.m. Chairpersons' Orientation
8:20 a.m.-9:15 a.m. Plenary Session with Board
9:00 a.m.-6:00 p.m. Publishers' Exhibits
9:20 a.m.-11:40 a.m. Concurrent Sessions
11:45 a.m.-1:15 p.m. SIG Luncheons
1:30 p.m.-3:15 p.m. First General Session
3:30 p.m.-4:30 p.m. Concurrent Sessions
4:45 p.m.-5:45 p.m. State/Region Meetings
6:00 p.m.-9:00 p.m. Banquet
9:00 p.m.-12:00 a.m. Hospitality

FRIDAY, MARCH 22

7:00 a.m.-8:00 a.m. Publishers' Breakfast
8:00 a.m.-6:00 p.m. Publishers' Exhibits
8:00 a.m.-8:20 a.m. Chairpersons' Orientation
9:20 a.m.-11:40 a.m. Concurrent Sessions
11:45 a.m.-1:00 p.m. Luncheon Discussion Groups
Tutor Certification Luncheon
Editorial Board Luncheon
Past Board Members' Luncheon
Open Nominations
1:00 p.m.-1:40 p.m. Second General Session
1:45 p.m.-2:45 p.m. Concurrent Sessions
3:00 p.m.-5:15 p.m. Concurrent Sessions
5:20 p.m.-6:15 p.m. SIG Business Meetings
7:00 p.m. Dinner on the Town
9:00 p.m.-12:00 a.m. Friday Night Literary Society

SATURDAY, MARCH 23

8:15 a.m.-12:00 p.m. Concurrent Sessions
12:00 p.m.-1:45 p.m. Third General Session and Luncheon
2:00 p.m.-5:00 p.m. Post-Conference Institutes
2:00 p.m.-5:00 p.m. Board Meeting

SUNDAY, MARCH 24

9:00 a.m.-3:00 p.m. Trip to Sea World of Texas

IMPORTANT DETAILS

Transportation to the Conference

American Airlines is CRLA's official conference airline to San Antonio. American is offering discounts of 40% to participants traveling from the United States who make a 7 day advance purchase; Canadian travelers will be offered a 35% discount. When making reservations through American Airlines' Meeting Services Desk, ask for travel file STAR #S053170. The toll free reservation number is 1-800-433-1790.

Ground transportation to the Hyatt Regency San Antonio can be arranged with Supervan Inc. Purchase your roundtrip ticket for \$12 at the Supervan station just outside the baggage area of the airport terminal. Vans leave the airport every fifteen minutes.

Accommodations

The conference will be held in the Hyatt Regency San Antonio. Conference rates for participants registering by February 26, 1991 are:

Single: \$113.00
Double: \$125.00

RESERVATIONS:
1-800-233-1234

If you are interested in finding out more about CRLA's roommate service, indicate this on your CRLA conference registration form.

Graduate Credit

Southwest Texas State University is offering CRLA conference participants one hour of graduate CEU credit through its Graduate Program in Developmental Education. Attend a meeting from 8:00-9:00 p.m. on March 20 to register and receive information on the course objectives and requirements; you will also be assigned a mentor at this time. To receive credit, you will choose a topic, attend a strand of related conference presentations, complete a paper covering the theoretical and practical literature surrounding your topic, and plan how to implement related practices in your particular developmental education setting.

COLLEGE READING & LEARNING ASSOCIATION**1991 CONFERENCE ADVANCE REGISTRATION FORM**

Hyatt Regency San Antonio - Wednesday, March 20 - Saturday, March 23

Name _____ Member _____
 (Note: Print name and institution as you want them to appear on your name tag.) _____ Non-Member _____

Institution _____

Mailing Address _____
 _____ Street _____ City/State _____ Zip _____

Work Phone (____) _____

_____ I will attend the Newcomers' Reception on Wednesday, March 20 from 7:30 to 9:00 to eat free snacks, learn about CRLA, and meet the CRLA board and current members.

_____ I would like to share a room with a CRLA member during the conference. Please send me information about CRLA's roommate service.

CONFERENCE REGISTRATION FEES Check the appropriate lines and fill in the correct amounts.

Note: You must remit the full amount of conference fees with our registration form. Registrations received without full payment will be returned. Canadians must make payment with a money order or in U.S. dollars drawn on a check from a bank that has an exchange agreement with a U.S. bank.

_____ Members \$50.00 Non-Members \$75.00 (includes membership) \$ _____

_____ One Day Only. \$35.00 (Date: _____) \$ _____

_____ Late Registration Fee. . . \$10.00 \$ _____

(For Registrations Post-Marked After February 20, 1991; strictly enforced)

INSTITUTES Institutes have limited enrollment and slots will be filled as registrations are received. If an institute for which you register is closed, you will receive a refund. Except for the campus visit to Southwest Texas State University on Wednesday afternoon, no other conference events will be scheduled during these times. Over 70 hour-long presentations, general meetings, keynote speakers, and special-interest group meetings are scheduled throughout the remainder of the conference.

_____ 1. **Serving Underprepared Students (John Rouache)** \$25.00 \$ _____

Please indicate a or b:

_____ a. Wednesday, 9:00 a.m.-12:00 noon

_____ b. Wednesday, 1:30-4:30 p.m.

_____ 2. **Effective Tutoring Behavior: Tutor Training Curriculum from the California Tutor Project (Ross MacDonald, Miranda Montgomery)** \$25.00 \$ _____
 Wednesday, 9:00 a.m.-12:00 noon, 1:30-4:30 p.m.

_____ 3. **Using Your Computer to Link Up Electronically With Information & Colleagues (Frank Christ)** \$12.00 \$ _____
 Wednesday, 9:00 a.m.-12:00 noon, 1:30-4:30 p.m.

_____ 4. **Energizing the College Reading Classroom (John Langan)** \$12.00 \$ _____
 Wednesday, 9:00 a.m.-12:00 noon

_____ 5. **Facilitating Critical Thinking Development: An Experiential Institute in Methods & Materials (Rosa Hall, Karen Smith)** \$12.00 \$ _____
 Wednesday, 9:00 a.m.-12:00 noon

_____ 6. **We Learn What We Practice: Why It's Better to Teach Without Textbooks and Workbooks (Rita Phipps Smilkstein)** \$12.00 \$ _____
 Wednesday, 9:00 a.m.-12:00 noon

_____ 7. **Dialectical Thinking: Crucial for Cognitive Development? (Kate Sandberg)** \$12.00 \$ _____
 Wednesday, 9:00 a.m.-12:00 noon

8. Thinking Critically: Individual Similarities & Differences and Their Application to the Classroom (David Porter) Wednesday, 1:30-4:30 p.m.	\$12.00	\$ _____
9. Collaborative Learning: Carrying out the Instructor's Intentions (David Arendale) Wednesday, 1:30-4:30 p.m.	\$12.00	\$ _____
10. Computerized Adaptive Testing: The Bridge Between Assessment and Outcomes (Douglas Garrison, Gene Kerstiens) Wednesday, 1:30-4:30 p.m.	\$12.00	\$ _____
11. Interactive Tutor Training: Advanced Tutoring Techniques (Karan Hancock, Gladys Shaw, Tom Gier, Suzy Hampton) Saturday, 2:00-5:00 p.m.	\$12.00	\$ _____
12. A Reading Assessment Test: Creation and Evolution (Marlene Hynes, Stephen O'Neill) Saturday, 2:00-5:00 p.m.	\$12.00	\$ _____
13. Instructional Activities with Hypercard (Richard Holdredge) Saturday, 2:00-5:00 p.m.	\$12.00	\$ _____
14. Give 'Em What They Paid For: A Reading System That Works (Gary Laird) Saturday, 2:00-5:00 p.m.	\$12.00	\$ _____
15. Assessment & Accommodations for Learning Disabled Students (Lorraine M. Dreiblatt) Saturday, 2:00-5:00 p.m.	\$12.00	\$ _____

SPECIAL INTEREST GROUP FUNCTIONS

Note: Special Interest Groups (SIGs) are formed to give members an opportunity to investigate specific areas of interest. SIG functions are open to non-members of the special interest group--this is a good time to "check out" the group to see if you might be interested in joining. Breakfasts are scheduled for Thursday, 7:00-8:15 a.m. Luncheon groups will meet on Thursday, 11:45-1:15 p.m.

ESL SIG Breakfast (Anna-Marie Schlender)	\$13.00	\$ _____
College Reading SIG Breakfast (Jaweleane Whittaker)	\$13.00	\$ _____
LAC Management SIG Breakfast (Phil Gonvers)	\$13.00	\$ _____
Peer Tutoring SIG Breakfast (Karan Hancock)	\$13.00	\$ _____
Whole Language SIG Breakfast (Lonna Smith)	\$13.00	\$ _____
Emotions and Learning SIG Luncheon (Glenn Hirsch)	\$16.00	\$ _____
Cognitive Psychology SIG Luncheon (Pat Muloahy-Ernt)	\$16.00	\$ _____
Computer Technology SIG Luncheon (Gary Brown)	\$16.00	\$ _____
Critical Thinking & Problem Solving SIG Luncheon (Craig Stern)	\$16.00	\$ _____
Liberal Arts Colleges and Universities SIG Luncheon (Carol Lyon)	\$16.00	\$ _____
Mathematics Tutorial Programs SIG Luncheon (Margaret Rogers)	\$16.00	\$ _____

CONFERENCE BANQUET AND LUNCHEON

Thursday Evening Feast	\$30.00	\$ _____
Saturday Luncheon	\$17.00	\$ _____

CAMPUS TOURS AND LEISURE ACTIVITIES

Campus Visit to Southwest Texas State University Wednesday, 12:30-6:00 p.m.	\$10.00	\$ _____
Trip to Sea World includes transportation, ticket for admission, and lunch Sunday, March 24, 9:00 a.m.-3:00 p.m.	\$31.00	\$ _____

GRAND TOTAL ENCLOSED \$ _____

Mail completed registration form and full payment to:

Dr. Kathy Carpenter
Learning Skills Center
Kearney State College
Kearney, NE 68847

On-site registration will be accepted.

THURSDAY, MARCH 21

SECTIONALS

ROOM	9:20-10:20	10:40-11:40	3:30-4:30
Nueces	Tutoring: What Difference Does It Make for Tutors?--Harless, Rudyk	The Intense Survey Course for Average to Disadvantaged College Students--Buckley	Critical Thinking/Reading: A Starting Point--Dearborn, Madison
Frio	Discriminating Retention Programs: What Works for Whom?--McGinty	Frequency of Explicitly Stated Main Ideas in College Textbooks--Smith, Chase	From Anxiety to Action--Helping Students Overcome Classroom and Test Anxiety--Hirsch
Blanco	Pre-writing & Pre-reading Mental Plans: Translating Thought to Text--Mulcahy-Ermi, Dixon	Tackling Critical Reading in College Textbooks--Cortina, Elder, Gonnet	TIPS for Developmental Mathematics Educators: Theory Into Practice Suggestions--Bonham
Llano	Instructor, It IS Relevant Who Your Students Are!--Odom	Effective Tutoring Behavior: Research Report from the California Tutor Project--MacDonald	Diagnosis and Evaluation in a Whole Language Reading Program--Oelke, Caverly
Pecos	Incorporating Learning Strategies into Computer Aided Instruction: Teaching Students about Sociology and Themselves--Seals, Authement	Keeping the Promise of Adult Education: Tutoring Techniques for Returning Students--Thomsen, Vuong	Peer-Facilitated and Computer-Assisted Study Skills Instruction--Forristall
Mesquite	The Writer's Portfolio--Overall Process to Finished Product--Woolley, Gray	Understanding and Facilitating Realistic Developmental Student Perceptions--Barnes, Lowery	Learning Styles of Medical Students in a Problem-Based Learning Model--Sakamoto, Woodruff
Pecan	Serving Multi-Cultural Needs: Broken Promises?--Upton	Retention--A Two Way Street: Short-Circuiting the Scholastic Suspension Cycle--Steele, Stocks	Follow-up Discussion of Keynote Address--McCarthy
Live Oak	Critical Test-Taking: A Pre, Inter, & Post Plan for Taking Exams--Longman	A Program to Develop Self-Regulated Learners: Merging Cognitive Psychology and Developmental Learning--Weinstein, Cates, Myers	Peer Tutoring: Good Intentions, Minimal Results--Maxwell

FRIDAY, MARCH 22

SECTIONALS - AFTERNOON

ROOM	3:00-4:00	4:15-5:15
Llano	A Conceptualization of Notetaking--Brown	Maintaining Access and Quality--Muse
Pecos	Making Maps Real: Computer Delivery of Information Mapping--Authement, Seals	College Writers Composing for Correspondence--Landis-Groom, Kain
Directors	Computer Demonstrations--Broderick	
Mesquite	When the Brain Goofs: Assisting Math Tutors to Recognize and Correct Common Errors--Rogers	Using Students as Purveyors of Study Strategies: How and Why--Draheim
Pecan	Where There Are Priorities, There Is Politics--Peterson	The Faculty: A Growth Opportunity for Learning Centers--Pasternack
Chula Vista	Training Peer Tutors to Facilitate Strategic Learning through Collaborative Groups--Hopkins, Shetrod	From Whole Language Theory to Practice: Facilitating Transfer of Study Strategies--Nicholson, Sundin, Caverly
Garden Terrace Parlor Room I	Collaborative Learning for Beginners--Swanson	Implementing Supplemental Instruction at the University of Northern Colorado: We Can Promise, But Can We Deliver?--McMorrow, Castorena
Garden Terrace Parlor Room II	Action Learning for Non-Traditional Students--Boyer, Brester-Wallin	

CRLA
First General Session
San Antonio Hyatt
San Antonio, Texas
March 21, 1991

President Dee Tadlock called the First General Session to order at 1:32 p.m.

President Tadlock introduced herself and welcomed all to the 24th annual gathering of CRLA. She gave a special welcome to first-time attendees and recognition to those who had attended more than ten conferences. New officers (Becky Johnen, president-elect, and Karen Agee, secretary) were introduced, and then the current officers: Kathy Carpenter, treasurer; Joyce Weinsheimer, president-elect; Becky Patterson, past president. Dee announced that secretary Denise McGinty had to leave the conference for a family illness and that Becky Johnen would serve on her behalf.

President Tadlock recognized the work of SIGs and their role as national models for interest groups. All SIG leaders were introduced. Dee also recognized retiring Newsletter editor Wayne Herlin and the newly appointed editor, Tom Pasternack; the editors of the Journal, Vince Orlando and Jo-Ann Mullen, and the members of their editorial board; and the Tutor Certification Committee with its chair, Tom Gier.

Dee introduced archivist Karen Smith, bylaws committee chair Patti Glenn, newly appointed parliamentarian Martha Jones, 1991 elections chair Gwyn Enright, and 1990-91 site selection chair Susan Deese, who will be election chair for 1992. Susan introduced her elections committee and informed membership of the process for making nominations for the positions to be elected next year, president-elect and treasurer.

Dee recognized state/regional directors and state chapter presidents. Noting the importance of linkages with other professional groups, Dee introduced the president-elect of the Texas Junior College Learning Association, Marilyn Lancaster, and the president of NADE, Vashti Muse.

Joyce Weinsheimer officially welcomed the membership to the 24th conference and announced a luncheon for past board members, last-minute program changes, the need for chairpersons, and the importance of all conferees completing a conference evaluation form. Joyce also recognized Frances McMurtray, site chair, and introduced Sandra Ross, president-elect of the CRLA Texas chapter, who gave a welcome to San Antonio on behalf of Dr. Max Castillo, president of San Antonio College.

Joyce then introduced the keynote speaker, Dr. Bernice McCarthy, who is president of Excel, adjunct professor of education at Loyola University, and creator of the 4MAT System, who spoke on

"The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques."

Dee Tadlock adjourned the First General Session at 3:14 p.m.

CRLA
Second General Session
San Antonio Hyatt
San Antonio, Texas
March 22, 1991

President Dee Tadlock called the business meeting to order at 1:50.

Becky Johnen, acting for Denise McGinty, gave the secretary's report. See Attachment V.

Kathy Carpenter presented the treasurer's report. She reported that she has devised new accounting procedures and that a detailed accounting report by the CRLA auditor, Gladys Shaw, is available by request to the treasurer. CRLA's assets include \$24,948.85 in a CD, \$9,356.91 in regular checking, \$2,045.14 in regular savings, \$25,168.62 in conference checking, and \$5.00 in conference savings, for a total of \$61,524.52 as of March 6, 1991. See Attachment **C** for the treasurer's report.

Dee Tadlock relayed that when CRLA changed its name two years ago, it did not change Article 3, Section 5 of the bylaws, which restricts annual conferences to the "western" states. Karen Smith moved to remove Article 3, Section 5, from the Association bylaws. Karen Agee seconded the motion. The vote in favor was unanimous.

Announcements were made that CRLA will change its mailing service and that the elections committee will hold a meeting at 7:45 a.m., March 23, in the Los Frios foyer.

Becky Patterson introduced Dee Tadlock, who delivered her presidential address, "The Promise Kept."

Dee adjourned the Second General Session at 2:40 p.m.

CRLA
Third General Session
San Antonio Hyatt
San Antonio, Texas
March 23, 1991

President Dee Tadlock began the formalities at 12:25.

- I. Gladys Shaw, chair of Awards and Scholarships, presented the Distinguished Service award to Delryn Fleming and the Distinguished Research Award to Cheryl Brown of Northern Arizona for Whole Concept Mathematics. Craig Stern accepted for Cheryl the trophy and \$100 award. Gladys presented the Research Assistance Award and \$500 to Patricia Mulcahy-Ernt of Rutgers for her work on pre-writing and pre-reading strategies. The Scholarship Award and \$500 were presented to Gary Brown of Washington State for developing more interactive reading and writing tools. Gwyn Enright accepted the award for Gary.
- II. Gladys recognized her committee, who then assisted with the scholarship raffle of 22 prizes donated by SIGs and state/regional directors and chapter presidents. Gladys gave a brief history of the CRLA raffle, introduced Reader Rabbit, and announced that about \$900 was raised from the raffle this year. Gladys, who is stepping down as Awards and Scholarships chair due to responsibilities as new NADE treasurer, introduced Kate Sandberg as the incoming chair.
- III. Dee Tadlock announced the Board's new Special Recognition Award and presented the award to the first recipients: Gladys Shaw, Wayne Herlin, and Frances McMurtray.
- IV. Certificates of Appreciation were presented to state/region directors and chapter presidents by Becky Patterson; to SIG leaders by Becky Johnen; to Tutor Certification Committee members by Tom Gier; to the on-site conference committee by Frances McMurtray; to the program committee by Joyce Weinsheimer; to the Journal editors by Becky Patterson; to the Journal assistants by Vince Orlando and Jo-Ann Mullen; to Sue Brown for updating the CRLA brochure by Dee Tadlock; to Patti Glenn (bylaws), Karen Smith (archives), and Gwyn Enright (elections) by Dee Tadlock; and by Gwyn to her elections committee.
- V. The officers for 1991-92 were introduced, with Kathy Carpenter remaining as treasurer, new secretary Karen Agee inducted by Becky Patterson, new president Joyce Weinsheimer inducted by Dee Tadlock, and president-elect Becky Johnen inducted by Joyce. Becky Patterson presented Dee with a plaque and introduced Shirley Sloan as on-site chair of the 1991 conference at the San Francisco Marriott.

Dee concluded the Third General Session and luncheon at 1:45 p.m.

CRLA Board Minutes
Hyatt Regency San Antonio on the Riverwalk Paseo del Alamo
San Antonio, Texas
March 23, 1991

Board Members Present:

Joyce Weinsheimer, President; Becky Johnen, President-Elect; Dee Tadlock, Coordinator of State/Regional Directors; Karen Agee, Secretary; Kathy Carpenter, Treasurer.

Others Present:

Susan Deese, Jo-Ann Mullen, Vince Orlando, Becky Patterson, Tom Pasternack

Joyce called the meeting to order at 2:17 p.m.

Advisory Board members terms to be 3 years

Vince and Jo-Ann to continue as Editors through Vol. XXV

Election of officers is moved from spring to fall

I. Journal Report - Vince Orlando & Jo-Ann Mullen

Vince and Jo-Ann reported that they have 150 copies each of old Journals. The Board recommended that the printer should only keep old plates for two years. Advisory Board members, who until now have served "life" terms, will be appointed by the editors for staggered three-year terms and will need to submit vitae for consideration for this position. Vince and Jo-Ann will continue as Editors through Vol. XXV. Prospective Editors thereafter will submit proposals and job descriptions and should probably have served on the Advisory Board. The CRLA Board will announce this information in the Newsletter. After the new mailing service has been chosen, Vince will undertake another campaign for library subscriptions to the Journal. The Journal printer will be asked to do matching covers for the new Tutoring and Terminology monographs.

II. Nominations Committee

In a closed Board session, the Board heard Susan Deese's report of the Nominations Committee. Susan will revise the committee's outdated job description.

A motion was made to move the elections from spring to fall, so that newly elected officers can arrange travel to attend all Board meetings at the spring conference. She further moved that the bylaws election dates be suspended this year and the bylaws revised at the next annual conference.

(M) Kathy Carpenter
(S) Karen Agee

PASSED

Vashti Muse entered the meeting at 3:10 p.m.

NADE cannot commit to joint conference yet

- III. Meeting with NADE President - Vashti Muse
Vashti reported that Bertha Murray is now President-Elect of NADE and Gladys Shaw is Treasurer. The NADE Board cannot now commit to a joint conference in Washington in 1995, but the Board will meet soon and authorize continued work toward that conference.

Vashti left at 3:25 p.m.

Karen Smith entered the meeting at 3:30 p.m.

- IV. Archivist - Karen Smith
Karen reported that some individuals in photos on the display board had been identified at this conference. She submitted her report to the Board (Attachment W) and showed the Board how to set up and use the traveling display board. Karen recommended that arranging for a photographer should be added to the conference planner's guidelines. She also suggested that she produce an oral history of the next conference by tape recording participants' observations. Dee will ask Carol Clymer to send Karen the two boxes of archives materials she has. Karen reported that she did not receive Board minutes, attachments, or correspondence in 1990. She also requested permission to cull extra copies and useless items from the archives.

Board gives Archivist authority to remove unnecessary materials from archive

A motion was made to to give the Archivist authority to remove unnecessary materials from the archives, using her usual care and discretion.

(M) Dee Tadlock
(S) Becky Johnen

PASSED

Tom Pasternack entered at 3:57 p.m.

Karen Smith left the meeting at 4:07 p.m.

Terminology Report needs periodic updating

Budget line for ad hoc committees is eliminated

V. New Business

A. Officers' Addresses and Telephone Numbers

Addresses and telephone numbers were updated. The Board agreed to meet on June 28 at 1:00 p.m. until noon on June 30.

B. Terminology

Dee mentioned that she had received a memo from Mary Rubin concerning the conclusion of the terminology project after four years, in which she thanked the Board for its support, recommended periodic updating, and suggested a title for the monograph.

C. Sales Inventory Location

Becky Patterson suggested that the Board consider where the sales inventory should be located. The Board decided that it should stay with Gladys Shaw temporarily because the manufacturer is located in El Paso. However, Kate Sandberg, the new Awards and Scholarships Chair, can make the final disposition.

D. Ad Hoc Committees

Kathy Carpenter noted that since Tutor Certification and Terminology committees are no longer ad hoc committees, there are no ad hoc committees.

A motion was made to eliminate the budget line for ad hoc committees.

(M) Kathy Carpenter

(A) Dee amended this to read that the ad hoc budget line be eliminated, but can be replaced when needed.

(S) Karen Agee

PASSED

E. Travel Expenses

Kathy requested travel and lodging expenses to the IRA conference in Las Vegas, where she will represent CRLA

Patti Glenn is new SIG Coordinator

and present on tutor certification procedures.

A motion was made for the Board to approve these expenses.

(M) Dee Tadlock
(S) Becky Johnen

PASSED

F. New SIG Coordinator
Becky Johnen announced that Patti Glenn will be the new SIG Coordinator.

G. Newsletter Editor
Tom Pasternack requested and received advice from the Board concerning what to include in his first, transitional Newsletter. Dee noted the need for both black-and-white and color photos for the Newsletter as well as for the display board. This will necessitate that the photographer use two cameras.

The meeting was adjourned at 4:50 p.m.

Respectfully submitted,

Denise McGinty, Secretary, 1989-91

(These minutes have not been approved.)

ATTACHMENTS
CRLA Board Meeting
San Antonio Hyatt
San Antonio, Texas
March 18-23, 1991

<u>Attachment</u>	<u>Title</u>
A.	Agenda
B.	Call to Conference - 1992
C.	CRLA Financial Summary and Statement of Cash Receipts and Disbursements
D.	Letter from Dave Caverly regarding campus tour and continuing education credit
E.	Directory of State/Region Directors
F.	1991 Awards
G.	SIG Report
H.	Letter from NADE regarding joint conference
I.	Guidelines and Form for Travel Reimbursement
J.	On-Site Chair Guide
K.	Addendum to Treasurer's Responsibilities
L.	Hotel Bid Guidelines
M.	Site Selection Report
N.	Auditor's Report
O.	Reconciliation for Advances Form
P.	Elections Committee Report
Q.	Terminology Report
R.	Report on Oxford Expenses
S.	Tutor Certification Committee Report
T.	Agenda for Tutor Certification Committee Meeting
U.	Conference Evaluation Report
V.	Secretary's Report
W.	Archivist's Report

CRLA BYLAWS 1991

ARTICLE I--NAME

The name of the Association shall be College Reading and Learning Association.

ARTICLE II--MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the corporation, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.
2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined from time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.
3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his /her annual dues within sixty days after the date they have become payable shall be deemed to have abandoned membership in the Association.

ARTICLE III--MEETINGS

1. The annual meeting of the membership of the Association shall be held in March or April of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.
2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.
3. State/regional directors and chapter presidents will be encouraged to call an annual, state, or regional meeting.
4. All members of the Association may have the right to attend all membership meetings-annual, regular, or special. They may attend other than general meetings as non-voting observers only.
5. No reimbursements will be made to any committee member without prior approval by the Board of Directors.

ARTICLE IV--BOARD OF DIRECTORS, SECTION 1

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary, and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occur after the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect and the appointed program chair shall become co-chairs of the program committee. The new president-elect shall assume all other duties of that office.

Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association, and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with the Articles of Incorporation, these Bylaws, or any provision of law.
3. The title of all property of the Association shall be vested in the Association and the signatures of the president and the 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.
4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than twice each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meetings has been called, and at such meeting no business other than that in the notice shall be transacted.
5. Three members 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, a past president, a secretary, and a treasurer. The president-elect shall be elected for a one year term in

compliance with the mail-ballot procedure established in Article VII, Section III of the Bylaws. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect and shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's and the treasurer's term of office shall be for two years with each office to be elected in alternating years by mail ballot.

2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.
3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:
 - a. Appoint chairpersons of standing and special committees.
 - b. Appoint a parliamentarian.
 - c. Approve personnel of committees.
 - d. Call special meetings of the Board of Directors.
 - e. Appoint state/regional directors and director(s)-at-large within thirty (30) days prior to the annual CRLA meeting unless the state or region is a chapter. If the state or region is a chapter, request the chapter president to assume the duties of the state/regional director for the geographical area encompassed by the chapter.
 - f. Appoint an acting secretary, treasurer, program chair, and/or coordinator of state/regional directors to serve in that role/office in the event of incapacity or consistent non-performance of duty on the part of the officer(s) elected to serve in the capacity(ies). Appointments shall be made only with the approval of the Board of Directors.
4. The president-elect shall act as presiding officer in the absence of the president and shall act as chairperson of the program committee.
5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/regional directors, and shall act in a general capacity as advisor to the president upon the affairs of the Association.
6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past president.
7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures. At the end of each fiscal year there shall be a review of the financial records by a committee of three members to be appointed by the president.

by an auditor

8. Each state/regional director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state/regional director or chapter president shall serve as the membership chairperson for his/her state or region and shall submit an annual report to the Board of Directors not later than February 1 of each year.

ARTICLE VI--FISCAL YEAR

The fiscal year shall be determined by the Board of Directors.

ARTICLE VII--PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these Bylaws.
2. In all meetings, any member may demand a roll call vote except for those procedures which provide for a mail ballot, including the election of officers.
3. Not later than twelve months prior to the beginning of election balloting, the president shall appoint a past president, who served a one year term as committee member, as chairperson of the election committee for the next nomination and election cycle. The chairperson shall recommend for approval by the president such appointments as needed to complete the committee membership. The committee shall proceed as follows:
 - a. The election committee shall confer in a face-to-face meeting and select from the membership at least two members for each of the offices of president-elect and secretary or treasurer.
 - b. The committee shall make available to each nominee and his /her institution, the duties and responsibilities of the office. The candidate for office must give his/her written consent to run for that office so nominated.
 - c. The election committee shall submit to the Board of Directors the names of at least two members for each of the offices of president-elect and secretary or treasurer in time for action at the summer Board meeting.
 - d. Information about all candidates, one official ballot, and a properly addressed return envelope will be mailed by January 3 to all members in good standing, as of ~~December 31~~.
 - e. All officers except the president and immediate past president shall be elected by mail ballot.
 - f. The election committee will hold at least one open meeting during the annual conference to give the member shop the opportunity to propose potential nominees for each elective office.
 - g. Voting shall be by secret mail ballot. All votes received on or before February 15 will be included in the final count. A majority of the votes cast shall be necessary for election.

- h. Ballots shall be sealed immediately following the count and be available for verification as requested in writing for thirty (30) days from the day of the election.
4. Should a quorum as defined by Article VIII of the Bylaws not be represented in the mail ballot for election of officers, the election will be conducted during the business meeting at the next annual conference. If a quorum is not present at the scheduled general business meetings, business other than election of officers requiring voting shall be conducted by mail ballot sent to the general membership.

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 December 31 prior to the annual conference.

ARTICLE IX--AFFILIATIONS

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE X--INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated, or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth of the members of the Association. Any action or initiative, referendum or recall shall require a noticed motion and a majority vote of the membership or two-thirds vote of those members present at any annual meeting of the Association.

ARTICLE XI--DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

ARTICLE XII--AMENDMENTS

1. These Bylaws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.
2. No amendment may be adopted unless it is approved by a two-thirds majority of the votes cast.

ARTICLE XIII--CHAPTERS

The membership in any state, region, province, or territory may petition the Board of Directors to form a chapter of the Association, and upon approval of the Board,

chapters may be established. Chapters must comply with the provisions set forth in the Board policy on the formation of state/regional chapters.

BOARD POLICY ON THE FORMATION OF STATE/REGIONAL CHAPTERS

1. Upon approval of the Board of Directors, a chapter or chapters of the Association may be established in any area within a state, region, province, or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.
2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.
3. All members of the chapter must be members of the Association.
4. Elected officers shall consist of at least the president (chair), vice-president (vice-chair/chair-elect), and a recorder (secretary and treasurer duties).
5. The president of the chapter will assume the duties and function of the state/regional director position.
6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent to the Coordinator of State/Regions of the Association within one month following the meeting(s).
7. State chapters shall not be affiliated with any other organizations.
8. A chapter may be dissolved at its request or by the Board of Directors of CRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be dispersed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.
9. If a state, region, or area chooses not to have a chapter, the position of state/regional director will continue. In the event of the dissolution of a state, regional, or area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.



EDUCATIONAL SUPPORT PROGRAMS

Attachment
#4

May 20, 1991

College Reading and Learning Association
c/o Joyce Weinsheimer
Learning and Academic Skills Center
101 Eddy Hall - 192 Pillsbury Dr. S. E.
University of Minnesota
Minneapolis, MN 55455

Dear Joyce and the CRLA Board:

I want to express my appreciation to you for presenting me with the Distinguished Research Award. I feel quite honored and your recognition means a great deal to me. It also provides encouragement to continue my efforts.

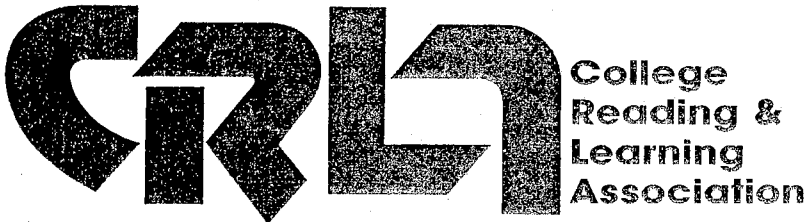
I regret that I was not present to personally receive the award, due to a presentation commitment at the ACPA Conference in Atlanta as well as the unexpected death of my fiancé's father only three weeks prior to our wedding date. At any rate life has continued and I am now married and preparing to move to Albuquerque where I will begin work on a Ph. D. in learning and cognition.

I plan to continue my involvement with CRLA through the New Mexico Chapter. Both the ideas and support that I have received through the organization have been a great help to me in developing the Learning Assistance Center program at Northern Arizona University and in defining my own professional interests and direction. When I participated in the ACPA Conference this spring, I truly missed the atmosphere and interaction offered through CRLA. It is a wonderful organization and although its effects are sometimes indirect, they are still impactful.

Again, I appreciate your support and wish you all a good year. Your efforts are worthwhile!

Sincerely,

Cheryl Brown Kovacic



Attachment
#5

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

MEMORANDUM

To: Joyce Weinsheimer
President CRLA

From: Susan Deese, Chairperson
Elections Committee *[Signature]*

Date: June 21, 1991

Re: Slate of Nominees for Treasurer's Position

The Elections Committee is pleased to present the following nominees as candidates for CRLA Treasurer:

- 1) Rosa Hall, Tulane University
- 2) Barbara Swanson, Idaho State University

The committee feels fortunate to be able to present two outstanding members for this position. The two nominees have expressed enthusiasm for being candidates and have indicated that they have received support from their supervisors to compete for this office.

SD:ns

CRLA letterhead, Address

Date

Dear Publisher,

On April 9-12 (Thursday through Sunday), 1992 at the San Francisco Airport Marriott Hotel, the College Reading and Learning Association (CRLA) will be holding its 25th annual conference, and we'd like you to be there with us to celebrate our silver anniversary!

CRLA is a group of professionals teaching adult students in the areas of reading, writing, learning assistance, tutorial services, mathematics, and study skills. ~~These students frequently come to college underprepared, with essential skills sometimes well below college level.~~ CRLA members teach at community colleges, four-year state colleges or universities, and private institutions. In addition to the above areas, the Association supports special interest groups which focus on areas such as whole language instruction, learning disabilities, evaluation and research, multicultural issues, cognitive psychology, computer technology, English as a Foreign/Second Language, and workplace literacy. Members come from all regions of the United States, the Canadian provinces and several European and Asian countries. At our 1991 annual conference in San Antonio, we had ^{approximately} over 500 in attendance; we expect to exceed that number to join us in 1992. *since this is the 25th anniversary of the founding of our org.*

CRLA's most vital function and over-all purpose is to provide a forum at the yearly conference for the exchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members. Institutes with internationally known personalities are included along with workshops conducted by members. Three General Sessions are held at the conference, the first to include a keynote speaker, the second to conduct the business of the organization, and the third to provide a kick-off of the following year's conference. In addition, 15 institutes and approximately 75 presentations are provided during the four-day conference. Many of us depend on the conference to maintain connections and get the latest research on recent developments in our disciplines. The publishers and computer exhibits, therefore, are vital to the function and purpose of this conference. It is through your displays that our members can preview the latest texts and materials for possible adoption and talk with publishers about needs and trends.

On behalf of CRLA, I want to extend an invitation to you to exhibit at our 1992 conference. The cost per 6' table with skirt will be \$ 200, and at each table power will be provided should you need it for your display. Information about drayage services will be available so that you can arrange help easily. Security services will be provided although neither the organization nor the hotel will be liable for damaged or missing materials. We are especially excited about the

location of the publishers' exhibits this year, as the exhibit rooms are directly off of the large registration area, visible to all members as they register. Large signs will direct members easily to the location of the exhibits, and signs identifying each publisher will be available at each table. I have enclosed two maps, one of the meeting rooms and registration area and one of the exhibit rooms with tables numbered. We are taking reservations for particular spaces, first-come, first-serve, for publishers who include payment with their application.

Many publishers who exhibited in San Antonio provided us with ideas which we intend to implement at this conference:

- **Grand opening of the exhibits** Thursday at 4:00 (following all the institutes) with the hotel providing a no-host bar in the adjacent lobby
- **Continental breakfast on Friday and Saturday mornings** in the lobby from 7:00-10:00 a.m.
- **Reminders throughout the program** of hours exhibits will be open. We recommend that exhibits be open from

4:00-7:00 p.m. Thursday (grand opening - no-host bar, 5-6:30 p.m.)

7:00-10:00 a.m. Friday (continental breakfast available)

4:00-7:00 p.m. Friday (6:00-7:00 p.m. "meet the authors")

7:00-12:00 noon Saturday (continental breakfast, 7-10 a.m.)

as these are hours when ^{regional meetings} members will not be scheduled for other activities. Between 10 a.m. and 4 p.m. on Friday the doors will be locked so that publishers will be free to leave the area or join in the publishers panel.

• **One Coupon for a drawing** per exhibitor will be placed in the conference program for door prizes. Attendees must deposit coupons at each exhibitor's table. (Door prizes must be provided by the publishers.) The drawing is tentatively scheduled at the beginning of the Second General Session (1:45 p.m. Saturday), where publishers will be acknowledged and thanked, individually and members will be present to collect their prizes.

• **Publishers' panel** as part of the regular program during a time on Friday between 10 and 4 at which all publishers exhibiting will be invited to discuss issues, provide handouts, and answer questions from the floor. Topics for discussion might include

why texts are so expensive

how publishers and teachers can help each other

what makes a used book *Resale of used books*

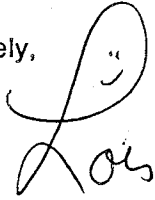
where texts fit in today's educational delivery systems

• **Meet the authors forum** where member-authors with their publishers could answer questions about their texts and upcoming publications informally. We are proud that CRLA ^{and basic skills} includes among its members nationally known authors in developmental studies areas, and we want to give members an opportunity to meet these accomplished colleagues.

We are open to suggestions as we are anxious to make the exhibit area productive for you.

We really feel your participation is essential to the success of our conference. Please return your check and application to me at the address below to reserve your space early. See you next April!

Sincerely,

A handwritten signature in black ink, appearing to read "Lois". The signature is stylized with a large, looping "L" and a small "o" and "is" following it.

Lois Janowski
Chairman, Publishers Exhibits
San Jose City College

.....

Attachments: hotel map (meeting room levels)
exhibit room map
application for space

REPORT ON OXFORD EXPENSES
9/1/90 to 3/6/91

Dr. Kathy Carpenter
CRLA Treasurer

<u>Budget Division</u>	<u>Category</u>	<u>Amount</u>
I. A. 1.	President	\$ 47.41
I. A. 2.	President-Elect	41.29
I. A. 4.	Treasurer	20.09
I. B. 1.	Publications-Newsletter	557.73
I. B. 2.	Publications-JCRL	378.71
I. C.	Gen. Organizational Exp.	4004.43
I. D. 5.	Comm. - Nom. & Elections	20.25
I. E. 1.	State & Reg. Coordinator	55.36
I. E. 2.	State & Reg. Directors	61.16
I. E. 3.	SIG Coordinator	19.40
TOTAL		\$5205.83

<u>Check Number</u>	<u>Date</u>	<u>Amount</u>
111	9/17/90	\$1005.97
115	10/10/90	724.81
123	10/31/90	295.97
127	11/21/90	645.79
131	12/04/90	422.10
141	1/17/91	1423.03
142	2/07/91	287.31
148	2/20/91	400.85
TOTAL		\$5205.83

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CRLA Treasurer

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Dues

DEPOSIT TICKET

76-8240/3049

COLLEGE READING AND
LEARNING ASSOCIATION

R. R. 2, BOX 269
ELWOOD, NE 68937



KEARNEY FEDERAL CREDIT UNION
2301 Thirteenth Ave.
Kearney, NE 68847

DATE

1-7-91

CURRENCY

COIN

CHECKS LIST EACH SEPARATELY

	DOLLARS	CENTS
1 88-450	25	
2 76-157	25	
3 88-1474	25	
4 56-55	25	
5 16-66	25	
6 88-8108	25	
7 23-7022	25	
8 90-7679	25	
9 90-8200	25	
10 95-8366	25	
11 88-7740	25	
12 17-7000	25	
13 83-1222	25	
14 32-96	25	
15 70-1494	25	
16 19-28	25	
17 11-35	25	
18 1-409	70	
19		
20		
21		
22		
23		
24		
25		
26		
27		
TOTAL FROM OTHER SIDE OR ATTACHED LIST		
PLEASE RE-ENTER TOTAL HERE	495	-

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

TOTAL
DEPOSIT

495

WCRLA DEPOSIT

Date

1-7-91

Amount from Dues

\$ 495

Amount from Proceedings

Amount from Conference
(Includes registration
and/or dues and Proceedings)

Amount from Exhibitors

Other

Total Deposit \$ 495

Checks and other items are received for deposit
subject to the provisions of the Uniform Commercial
Code or any applicable collection agreement.

DEPOSIT TICKET

76-8240/3049

COLLEGE READING AND LEARNING ASSOCIATION

R. R. 2, BOX 269
ELWOOD, NE 68937



KEARNEY FEDERAL CREDIT UNION
2301 Thirteenth Ave.
Kearney, NE 68847

DATE	DOLLARS	CENTS
1-31-91		
CURRENCY		
COIN		
CHECKS LIST EACH SEPARATELY.		
1 11-57 Triplett	25	
2 84-387 Longman	25	
3 53-243 Moore	25	
4 24-22 MacDonald	25	
5 16-1846 Holdredge	25	
6 82-7512 Orlando	25	
7 90-7036 Easley	25	
8 11-57 Meyer	25	
9 65-234 Speth	25	
10 19-2 Schooley	25	
11 24-12 Craven	25	
12 11-24 Espinoza	25	
13 11-24 Draheim	25	
14 76-2406 Stahl	25	
15 90-850 Brown	25	
16 72-293 Blatt	25	
17 7-85 Weesner	25	
18 88-454 Leck	25	
19 11-39 Smith	25	
20 11-8079 Hunter	25	
21 72-130 Brockman	25	
22 68-7497 Turkoc	25	
23 16-1846 Cunningham	25	
24 90-108 Swanson	25	
25 97-252 Bills	25	
26 80-7004 Zellhuber	25	
27 16-21 Becktold	25	
TOTAL FROM OTHER SIDE OR ATTACHED LIST		
1 TOTAL	675	-

WCRLA DEPOSIT

Date 1-31-91

Amount from Dues \$ 675

Amount from Proceedings _____

Amount from Conference
(Includes registration
and/or dues and Proceedings) _____

Amount from Exhibitors _____

Other _____

Total Deposit \$ 675

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9/1/90 to 3/6/91

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I. B. 2.	Publications-JCRL	378.71
I. C.	Gen. Organizational Exp.	4004.43 - 4486.59
I. D. 5.	Comm. - Nom. & Elections	20.25
I. E. 1.	State & Reg. Coordinator	55.36
I. E. 2.	State & Reg. Directors	61.16
I. E. 3.	SIG Coordinator	19.40

TOTAL \$5205.83
5687.99

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148	2/20/91	400.85

TOTAL \$5205.83

I. C.
I. C.

2/25
2/28

35.87
426.29
4486.59

Nº 37744

**OXFORD
MAILING
SERVICE**

12915 TELEGRAPH RD #D • SANTA FE SPRINGS, CA 90670 • 213/946-1422

SOLD TO: CRLA
Kathy Carpenter
Kearney State College
Kearney, KS 68849

DATE 02/28/91

JOB NUMBER 3257

YOUR ORDER NO.

TERMS: Net 10 days

PAY BY INVOICE - No statement will be mailed unless requested.

INVOICE

FEBRUARY ACCOUNTING WORK

CLERICAL: Process members, invoicing and mail publications
18 hours - *\$22 per hour* \$396.00

POSTAGE : Member Cards \$20.02
Publications 8.88
Misc. 1.39 30.29

TOTAL \$426.29

A 1½% SERVICE CHARGE
WILL BE ADDED TO ALL PAST
DUE BALANCES

ADDRESSING • INSERTING • FOLDING • TYPING

Nº 37722

**OXFORD
MAILING
SERVICE**

12915 TELEGRAPH RD #D • SANTA FE SPRINGS, CA 90670 • 213/946-1422

SOLD TO: CRLA
Kathy Carpenter
Kearney State College - Learning Center
Kearney, KS 68849

DATE 02/25/91

JOB NUMBER 3223

YOUR ORDER NO.

TERMS: Net 10 days

PAY BY INVOICE - No statement will be mailed unless requested.

INVOICE

Mail renewals and expired to 106 \$25.02

Postage - 105 at 29¢ = \$30.45
1 at 40¢ = .40

30.85

TOTAL

\$55.87

A 1½% SERVICE CHARGE
WILL BE ADDED TO ALL PAST
DUE BALANCES

ADDRESSING • INSERTING • FOLDING • TYPING