

SUMMARY OF BOARD MINUTES
TEMPE, AZ
APRIL 3-9, 1995

APRIL 3, 1995

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

Guests: Vincent Orlando, *Incoming President-Elect*; Rosalind Lee, *Incoming Secretary*; Roz Bethke, *Newsletter Editor*.

1. Minutes Approved

Minutes of the March 2, 1995 teleconference were approved after corrections.

2. Temporary Treasurers per Insurance Request

Sandra informed the Board that the insurance coverage requires those handling money be officers of CRLA. Thus, **it was moved that Rick Sheets and Amy Chapman be appointed temporary assistant treasurers for the duration of the Conference and until reconciliation of the Conference accounts is completed.** It was suggested that Donna Wood, Bylaws Chair, investigate the need for appointing Assistant Treasurers at future conferences.

3. Tempe Conference

Flow charts and seating arrangements for the general sessions were finalized. Four hundred and fifty (450) have registered; 500+ are expected. Copies of the program were distributed. No reimbursements for meal tickets will be given as the count has already been given to the hotel. Highlights: the leadership workshop will combine SIG Leaders and State/Region/Chapter Leaders; Martha Maxwell will hold a session on the Standards; there will be a Reading Resource Room, a Computer Technology Room and a room for LRNASST (Internet group); there will be a grand opening of exhibits; the Board was encouraged to attend the Newcomers' Reception.

4. CRLA note cards

Pat had some CRLA note cards printed. She distributed some to those present.

5. Budget for 1995-1996

Operating budgets for most categories were reviewed. Those for Membership Coordinator, Associate Membership Coordinator, Incoming President-elect, On-Site Chair, State/Region/Chapter Coordinator were deferred until the summer conference call. Income statements and the March telephone bill were presented.

In response to concerns regarding the submission deadline for funding requests, **it was moved that funds requested from States/Regions/Chapters and Board travel to conferences be sent to the Coordinator of S/R/C by July 1.**

Based on a recommendation from Pat Jonason, the Board approved the purchase of 60 CRLA ink stamps for the use of CRLA leaders.

The Board recommended increase of the *Newsletter* budget so that more conference and membership information could be included (see item 8). The Board also approved the purchase of a copy of the "Guidelines for Standards", endorsed by CRLA.

To itemize additional budget categories, the following will be included: CAS, requests from States/Regions/Chapters, travel by Board or a Board-appointed representative to state conference, Standards Committee, Communications Task Force.

The Board was reminded to report in-kind assistance for budget accuracy. The possibility of distributing minutes via electronic mail was discussed. The budget will be passed at a future meeting.

6. Expenses during Conference

Coverage of expenses during the conference was clarified.

7. Membership Coordinator's Report

Discussion of the Membership Coordinator's report was deferred until receipt of the report. It was suggested that the positions of Membership Coordinator and Associate Membership Coordinator be discussed with the Communications Task Force.

8. Newsletter

The *Newsletter* is an organ of the association. The independence of the editor will be maintained. Every issue is to include a Membership Form, Reference Guide, List of Board members and articles about upcoming conferences. It will also include at appropriate times of the year a Call for Papers, Call for Chair Persons, and conference registration.

There was concern expressed regarding receiving current labels. It was decided that those whose membership expired would receive at least one more issue. Deadlines for receiving articles to be published are May 10 (for the summer issue), August 10 (for the fall issue) and December 10 (for the winter/spring issue).

9. Election Deadlines

Deadlines for elections during the transition year (1996) were discussed.

10. Publishers' Chair

The possibility of creating a Publishers' Chair as a 3-year position to expedite working with the publishers was discussed. Tom is to request Theria Beverly to formulate a job description.

11. On-Site Conference Treasurer

The possibility of establishing an On-Site Conference Treasurer position was discussed. Sandra will formulate a job description.

APRIL 4, 1995

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

Guests: Vincent Orlando, *Incoming President-Elect*; Rosalind Lee, *Incoming Secretary*; Roz Bethke, *Newsletter Editor*; Rick Sheets, *On-Site Conference Chair*; Pat Jonason, *SIG Coordinator*.

12. President's Report

On the positive side, a strong attendance is expected in Tempe, the Canadian Symposium planning is off to a good start and is under budget, states and SIG's are very strong, the International Tutor Certification is having its biggest year and the new Tutor Training Handbook should be out in the fall.

Incoming officers are Vince Orlando, *President-Elect* and Rosalind Lee, *Secretary*.

Problems this year have been with communication, the distribution of *The Journal of College Reading and Learning* (problems with the printers and members not receiving issues - the Communications Task Force will be working to help solve some of these), and the increasing operating

budgets of the Board and of the Conference as the cost of living, inflation and less in-kind institutional support take their toll.

13. On-Site Conference Committee Report

Rick Sheets itemized what would be in the registration packets. Townsend Press has provided book bags (\$1200) and has given an extra \$100 for the breakfast. Overflow hotels will need to be used since booking was made a year ago for 450 attendees, but 550-600 are expected. Pat Mulcahy-Ernt and Rick Sheets were commended for their excellent planning.

14. SIG Report

Pat Jonason distributed the 1995 SIG Leader Handbook and Directory. There will be 4 new SIG leaders and 2 SIG's are awaiting leaders. A listing of SIG's and their leaders was published in the Newsletter this past year. There were concerns that updated lists and mailing labels were not being received. Recommendations included supplying SIG leaders with a camera-ready CRLA logo, and with a small self-inking stamp of the CRLA logo for use with college envelopes.

15. Master Calendar

The suggestion was made to use a master calendar to indicate various deadlines and salient dates during the 18-month transition period.

16. Chapter/State/Region Report

Jo-Ann Mullen distributed the Chapter/State/Region directory and gave the following highlights: Iowa/Missouri achieved Chapter status; modifications to the Texas Chapter Constitution were passed by the Board; Washington Chapter By-Laws amendments were passed by the Board.

Policies regarding Board funding of visitations to local events and sponsoring of speakers were discussed and clarified, but need to be examined further.

The following challenges and issues were raised. Should funding be proportional to membership? Do states/regions need to be "reviewed" due to lack of activity? How can CRLA Leadership ideas be disseminated to directors or presidents who do not attend conference? Should terms of office coincide with the date of the conference? How can local leaders increase membership? What is the relationship between CRLA and NADE in various localities and how can CRLA be pro-active in this regard?

17. International Members at Tempe Conference

Pat noted that a room for international members was omitted from the conference program. This will be attended to.

18. Secretary's Report

In addition to regular secretarial duties Nancy Moreland represented the Board at the Oklahoma and Texas state conferences. Her presentation in Oklahoma was entitled "Trends in Developmental Education", and in Texas, she performed various functions. Nancy recommended sending the microfiche reader to Archives since minutes are now on computer diskettes.

19. Professional Association Liaison Committee Report

Members on the committee are: Gladys Shaw (chair), Kathy Carpenter, Rosanne Cook, Dorothy Gray, Becky Johnen, Patricia Mulcahy-Ernt, Jolynne Richter, Bonnie Easley, JoAnn Carter-Wells, Betty Myers. Goals completed or exceeded this year were to cooperatively formulate goals, formalize agreements with 2-5 organizations, implement a formal reporting procedure, add 4-5 new committee members, identify an issue and collaborate with another organization on addressing it, develop traveling display, have 3 or more presentations at other conferences made by committee members.

The Board discussed whether a standard format for collaborative agreements was necessary. It was decided to continue the current practice of formulating them as needed. Copies should be on file with the President, President-Elect and the *Newsletter* Editor.

20. Albuquerque 1996

Vince Orlando informed the Board of tentative plans for the 1996 Albuquerque conference.

21. By-Laws Chair

Donna Wood is the new By-Laws Chair.

22. Political Action Chair

Trish Dupart has resigned as Political Action Chair.

23. Newsletter Editor's Report

Roz Bethke has produced two issues of the *Newsletter*. She will distribute a survey during the conference to gather ideas and suggestions. Problems in the past year have arisen in the areas of data (send in articles on disk), deadlines, and membership lists and labels. Discussion ensued regarding final notice of membership expiry and a grace period thereafter. **It was moved that after a member's dues expire, he/she would receive one more Newsletter.**

24. Signatures for Reimbursements

It was moved that the SIG and PAL Coordinators could have the treasurer sign as the officer for reimbursements, and if needed, the Treasurer could consult with the Past-President for a second signature.

25. Board Meeting Preparation

It was moved that before each Conference Call and Board Meeting, the President would contact the SIG, PALs, and Membership Coordinators for information updates. The intent for this action is improved communication with the Board.

26. International Tutor Certification Program Report

Karan Hancock and Gladys Shaw submitted a report which stated that 214 programs have been certified in the U.S. and Canada. The new Tutor Certification Handbook will be out this fall. During the Albuquerque conference, Gladys will rotate into the chair position from Karan.

27. LAC Design & Development Task Force

A report was submitted by Carolyn Smith. Jan Norton is the new coordinator. The task force will present a roundtable discussion in Kananaskis in 1996.

28. Miscellaneous (CRLA mailperson, Elaine Cohen)

Kate Sandberg, via memo, indicated that she was in favor of a "CRLA Mailperson." Kate also informed the Board of the illness of Elaine Cohen, CRLA Past-President. A card from the Board will be sent.

APRIL 6, 1995

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

Guests: Rosalind Lee, *Incoming Secretary*; Roz Bethke, *Newsletter Editor*; Barbara Calderwood, *Journal of Developmental Education*; Becky Johnen, *Strategic Planning Chair*; Martha Maxwell, *CAS Representative for CRLA*; Karen Smith, *Archivist*.

29. Subscription Agreement between CRLA and JDE/RiDE

Details of the subscription agreement between CRLA and JDE/RiDE at Appalachian State University were itemized. Barbara Calderwood will report back to the Board on the number of CRLA members receiving publications and costs incurred by CRLA. Before a final agreement is made Barbara and Pat Mulcahy-Ernt will work on the details.

30. CRLA Strategic Planning

Becky Johnen reported on the results of an assessment of the organization by CRLA members. The Board asked Becky to continue with this work and draft a strategic plan for the future, which would include long-range goals.

31. CAS Report

Martha Maxwell reported on her activities as CRLA representative on the Council for the Advancement of Services in Higher Education (CAS). This included ensuring that learning assistance was part of the guidelines.

32. Communications Task Force Report

The Communications Task Force has identified three areas of concern: the need for central mailing; marketing and presenting the organization; professional image. Reverting to membership expiry based on payment date rather than calendar year was recommended. Karen Smith was asked to continue as chair of this task force.

33. Archivist's Report

Karen Smith has 5 filing cabinets full of historical documents for CRLA. She reminded those present that all files and records (preferably an original) should be sent to the Archives.

34. Postal Rates

CRLA mailings are eligible for the bulk rate but not for the non-profit rate.

35. Elections Chair Report

Joyce Weinsheimer reported the results of the election (previously stated). The possibility of having an experienced member who is not a past-president as chair of the elections committee was discussed.

36. Purchase of Computer Printer

A new computer printer will be purchased for the Treasurer and the old printer will be transferred to the Secretary.

37. Scholarships and Awards Report

Rosanne Cook, chair, reported the following scholarship and award recipients:

Research Award: Michael O'Hear, Russ Hodges, Jana Bland;

Tom Pasternack Outstanding Tutor Award: Christine Widman Wilson;

Kellogg Scholarship: Kay Lynn Moran;

Robert Griffin Long and Outstanding Award: Susan Deese-Roberts and Becky Patterson;

Special Board Recognition Awards: Karen Agee, Kathy Carpenter, Karan Hancock.

38. Insurance

It was moved that there be a \$4000 line item in the budget for Conference Cancellation Insurance, and General Liability Insurance for the organization and the officers.

39. Approval of Reports

All reports as presented to the Board April 3-6 were approved.

APRIL 9, 1995

Members Present: Patricia Mulcahy-Ernt, *President*; Vincent Orlando, *President-Elect*; Tom Gier, *Past-President*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*.

Guests: Jo-Ann Mullen, *Elections Chair*; Nancy Moreland, *Outgoing Secretary*; Roz Bethke, *Newsletter Editor*; JoAnn Carter-Wells, *JCRL Editor*; Lucy MacDonald, *Computer Technology SIG Leader*; Susan Deese-Roberts, *Site Selection Chair*.

40. World Wide Web Page

The Board accepted the proposal put forward by Lucy MacDonald, Computer Tech SIG Leader to endorse a World Wide Web page for learning assistance.

41. JCRL Editor Report

JoAnn Carter-Wells gave a report on the meeting of the JCRL Advisory Board. The current issue, Volume 26, No. 2 is the Winter 1994/Spring 1995 issue and should be out shortly. Volume 27, No. 1 is the Summer/Fall 1995 issue and should be out in the fall. The *Journal* now has copyright protection and the ISSN is 1079-0195.

The conference keynote speakers will have their speeches published in the *Journal*.

42. Membership Lists

After some discussion, it was moved that the Secretary assume the responsibility of keeping the updated membership list for CRLA and the Membership Coordinator position act as a clearinghouse for documents, brochures and inquiries. It was also moved that these changes be until November 15, 1996.

43. Leadership Workshop

To ease the transition into the role of Coordinator of Chapters, States and Regions, it was suggested the President have a higher profile at the Leadership workshop during the conference.

44. Letter to IRA

It was moved that a letter be written to the International Reading Association to voice the perspective of the Standards Task Force.

45. Site Selection Chair's Report

Susan Deese-Roberts reported on proceedings in Sacramento for their bid to host the 1997 conference. She also reported that CRLA has a good reputation with the hotels which is in our favor when working with contracts. Susan plans to develop a "Guide to Hotel Contracts for the President-Elect".

46. Board Representation

Board members will represent CRLA at the conferences listed:
Tom - Oregon; Pat - Winter Institute, NADE; Vince - New Mexico; Sandra - Texas; Rosalind - British Columbia.

47. Next conference call

The next conference call will be on Tuesday, May 16 at 11:00, Eastern Daylight Time.

CRLA BOARD MINUTES
TEMPE, AZ
APRIL 3, 1995

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

Guests: Vincent Orlando, *Incoming President-Elect*, Rosalind Lee, *Incoming Secretary*; Roz Bethke, *Newsletter Editor*.

The meeting was called to order by Tom Gier at 10:00 A.M.

Approval of Agenda

1. Five amendments were made to the Agenda.
A1, A2, A3, 6A, 6B
(Attachment A)

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

Jo-Ann clarified to members present who would be able to vote on motions.

Approval of Minutes

2. Tom and Jo-Ann made corrections to the March 2, 1995 Minutes.
(Attachment B)

Pat made the motion to approve the March 2, 1995 Minutes as corrected. Second by Sandra. Passed.

*Bonding of On-Site
Registration Workers*

3. Sandra discussed the bonding of On-Site Registration workers. She informed the Board that the insurance representative requires that Registration workers handling money must be officers.

*Temporary Treasurers
per Insurance Request*

As per request of the bonding insurance company, Pat made the motion that Rick Sheets and Amy Chapman be appointed temporary

assistant treasurers for the duration of the Conference and until reconciliation of the Conference accounts is completed. Second by Sandra. Passed.

Jo-Ann pointed out that the Board has no choice about the bonding at this conference, and suggested that Donna Wood, Bylaws Chair, investigate the need of appointing Assistant Treasurers for future conference on-site registration workers.

Conference Flow Chart

4. Tom led the Board in a discussion of the flow chart for the conference general sessions.
(Attachment C)

Plenary Session Handout

Tom asked the Board to examine the Plenary Session Handout and give suggestions. Jo-Ann, Susan Deese-Roberts, and Tom will be conducting that session.
(Attachment D)

*Review Head Table
Seating*

5. Tom requested that the Board review the seating assignments for the head table at the general sessions. (Attachment E)

Conference Update

6. Pat gave the conference update:
 - A. She gave Board Members and guests copies of the Conference Program and highlighted key points of interest.
(Attachment F)
 - B. Pat reported that the attendance numbers for the conference are looking great. Sandra indicated that 450 members had registered prior to the conference. Pat said she is expecting 500+ by conference time including "walk-ins."

C. Pat thanked the current and incoming Board members for their assistance with the conference.

D. Pat also presented the same group with CRLA note cards and encouraged them to write notes to presenters, newcomers, and members during the conference to thank or encourage them. Also, the cards will be good samples for states to use as patterns.

(Attachment G)

Projected FY96 Budgets

7. Prior to the conference, Sandra received and compiled budget information from most of the CRLA leaders (officers, coordinators, etc.). Sandra led the Board through the Operating Budget pointing out the same or changed requests. Each Board Member and Roz Bethke had the opportunity to explain his/her budgets. (Attachment H)
Refer to attachment for itemized requests.

The following operating budget requests were deferred until the July Conference Call:

Membership Coordinator

Associate Membership Coordinator

Incoming President-Elect

On-Site Chair

State/Region/Chapter/Committee Chair,
etc.

A. Sandra presented the Board with the following income statements:

- 1) Operating Fund Summary
(Attachment I)

- 2) Conference Budget Summary
(Attachment J)

- 3) Canadian Symposium Summary
(Attachment K)

- 4) Copy of the March telephone bill
(Attachment L)

*Date Change for States/
Regions/ Chapters
Budget Requests*

B. Jo-Ann mentioned concern for a deadline for States/Regions/Chapters to send in their requests for funding.

Jo-Ann made the motion that funds requested from States/Regions/Chapters and Board travel to conferences be sent to the Coordinator of States/Regions/Chapters by July 1. Second by Sandra. Passed.

CRLA Ink Stamp

C. Jo-Ann also mentioned that Pat Jonason recommended purchasing a CRLA ink stamp for use on envelopes. Members usually use their schools' letterhead for mailing purposes. Attention could be focused on CRLA business if the envelopes were stamped with "CRLA" some place on the envelope. After Board discussion, approval was given to order 60 ink stamps for use by CRLA leaders. This will be funded as miscellaneous and divided between SIG, States, and Board.

*Board Requests
Increase for Newsletter*

D. The Board discussed the role of the *Newsletter* and recommended increasing the budget so more conference and membership information could be included.

Guidelines of Standards

E. The Board approved for the Secretary to purchase a copy of the Guidelines of Standards which were endorsed by CRLA. Rosalind Lee will order a copy from H&H Publishing.

*New Categories in
Operating Budget*

F. It was recommended that more clarification be made in the budgets. In compliance with that request, Sandra included budget categories for:
CAS

Requests from States/Regions/Chapters
Travel by Board or a Board appointed
representative to State conference
Standards Committee
Communications Task Force

*Board Should Report
In-kind Assistance*

G. Jo-Ann reminded Board Members to report in-kind assistance in their budgets because the full expense picture needs to be presented to the incoming person in that office. Many of the institutions provide financial support to CRLA leaders for printing, postage, etc.

Budget Tabled

H. Tom explained to the Board that no action would be taken on the budget at this time. The budget is usually approved at the Summer Board Meeting. Since there will be no Summer Board Meeting this year, Tom wanted the Board to discuss the expected needs. The budget will be passed in a later Conference Call.

CRLA on Internet?

I. During the discussion, Nancy suggested that minutes be distributed via the Internet. Pat suggested that Dave Caverly or Frank Christ might be able to set up a CRLA list. Pat will explore the Internet possibilities.

*Hotel & Expense Questions
for Board*

8. Pat, Tom, and Sandra explained covered expenses for Board Members, Incoming Board Members, and others. Basically, all expenses are paid for the current Board. Incoming Board Members and *Newsletter* Editor will receive room and meals through Wednesday.

Pat informed the Board Members that local calls will be billed to the CRLA Master Account.

Sandra reminded the Board of trying to stay within the suggested \$30 per diem for meals.

*No Reimbursements, but
Okay for Ticket Trades*

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Pat reported that no reimbursements will be made at the conference; however, tickets may be traded. Tom suggested having a bulletin board near Registration for the trading purpose. Pat explained the reason for no meal reimbursements was that the meal counts have already been given to the hotel based on registration figures.

The Board adjourned for lunch.

*Membership & Associate
Membership Coordinators*

10.

Robin Bischof was unable to attend the conference. Tom called Robin during the lunch break. She is sending a proposal by Express Mail. She wants to continue as Membership Chair. This report will be discussed in the next Board Conference Call

Pat suggested consulting the Communications Task Force with questions concerning the Membership Coordinator and the Associate Membership Coordinator.

Questions to be discussed:

Positions?

Duties?

Paid position?

*Board & Newsletter Relationship
and Funding*

11.

Tom gave the Board historical information about the *Newsletter*. Wayne Herlin produced the *Newsletter* as a mini-journal and it contained information about the conference. One issue was actually the conference registration. Tom Pasternack produced the *Newsletter* as more of an independent work and semi-journal.

History

Board's Charge to Roz Bethke

The Board asked Roz to make the *Newsletter* an organ of the Board to communicate with members, but Roz should maintain the independence as an editor. Pat suggested using the *Newsletter* as a marketing tool for CRLA. The Board suggested items which should be included in every issue as well as items that would be included at some times during the year. The Board agreed to increase funding for the *Newsletter* budget in order to have included their requested items.

Suggested Items for Every Issue

Every issue would include:

- a. Membership Form
- b. Reference Guide
- c. List of Board Members
- d. Articles about upcoming conferences

Items for Some Times

At appropriate times during the year, issues should include:

- a. Call for Papers
- b. Call for Chair Persons
- c. Conference Registration

Concern about Current Labels

Roz mentioned that she was concerned about having current labels, because she had received phone calls and letters from members who thought they should have received copies of the *Newsletter*. Roz mentioned that she requested new labels prior to each mailing of the *Newsletter*.

Grace Period for Members to Receive Newsletter

The Board agreed that there should be a grace period for members to receive the *Newsletter*. Members should receive at least one *Newsletter* after their membership expires.

Newsletter Deadlines

Roz informed the Board of the following *Newsletter* deadlines:

Summer Issue - May 10
Fall Issue - August 10
Winter/Spring Issue - December 10

*New Election Deadlines During
Transition Period*

12. One other issue which was discussed during the *Newsletter* report related to changes in deadlines for elections, etc. The Board discussed possible deadlines for elections for 1996:
Ballots mailed out by February 15, 1996
Ballots back post marked on or before April 15, 1996
Candidates notified by May 15, 1996
Officers would take office in at the Albuquerque Conference

Program Highlights

13. Since Rick was unable to be at the Board meeting, Pat gave highlights of the conference program:
- A. The Leadership Workshop will combine SIG Leaders and State/Region/Chapter Leaders for a session on Thursday morning from 9:00 until 1:00.
 - B. A Reading Resource Room will be available for members during the conference.
 - C. Martha Maxwell will hold session on standards.
 - D. There will be a technology room and a room for LRNAST (Internet).
 - E. A new event this year is the grand opening of the exhibits on Thursday afternoon at 4:30.
 - F. The Newcomers Reception will be Thursday evening at 8:00.

Publishers Chair

14. Pat proposed having a member serve in a semi-permanent position as Publishers Chair in order to have consistency and expedite working with the publishers. Tom requested that Theria formulate a Publishers Chair Job Description with a three year term for the position.

After Board discussion, the item was tabled until Tuesday.

On-Site Conference Treasurer

15. Nancy suggested to the Board the possibility of establishing an on-site conference treasurer position. Sandra expressed that she thought the position would be more efficient and sited the example that she received faxed copies of registration forms here in Tempe after she arrived on Sunday. The Board discussed the possibility and decided to continue discussing the topic at a later Conference Call. Tom asked Sandra to formulate a Job Description for an On-Site Conference Treasurer.

The Board adjourned at 4:15 p.m. and will resume working on Tuesday morning at 9:00 a.m.

Approved May 16/95.

CRLA BOARD MEETING
TEMPE, AZ
APRIL 3-9, 1995

LIST OF ATTACHMENTS

- A. Board Meeting Agenda: April 3, 4, 6
- B. CRLA Telephone Conference Call, March 2, 1995 (Approval of Min.)
- C. Conference Flow Charts
- D. CRLA Tempe Plenary Session
- E. Head Table Seating Lists for Conference
- F. Tempe Conference Program
- G. CRLA Note Cards
- H. CRLA Operating Fund Worksheet
- I. CRLA Operating Fund Financial Statement
- J. CRLA Conference Account Financial Statement
- K. Spring 1996 CRLA Canadian Symposium Financial Statement
- L. AT&T Phone Statement from March 19, 1995
- M. SIG Coordinator Report
- N. SIG Directory, 1995
- O. SIG Leader Handbook, 1995
- P. Coordinator of Chapters/States/Regions Annual Report
- Q. CRLA Chapters/States/Regions Presidents and Directors, 1995-96
- R. Secretary Report
- S. Professional Association Liaison Committee Annual Report
- T. International Symposium on Teaching & Learning Registration Packet
- U. CRLA By-Laws Report
- V. Letter of Resignation, Trish Dupart, Political Action Chairperson
- W. *Newsletter* Editor Report
- X. Newsletter Survey/Suggestions
- Y. Site Selection Chair Report
- Z. CRLA International Tutor Certification Program Report
- AA. Annual Report for LAC Design & Development Task Force
- AB. Memo from Kate Sandberg to Tom Gier (Mailperson)
- AC. Memo from Kate Sandberg to Tom Gier (Elaine Cohen)
- AD. Subscription Agreement Between Appalachian State Univ. and CRLA
- AE. Draft- Components of CRLA's Strategic Plan
- AF. CAS Brochure
- AG. CAS Liaison and CRLA Ad-Hoc Committee Report
- AH. Working Document for the Revision of the CAS Standards for Learning Assistance
- AI. Task Force on Communications Report
- AJ. Archives Annual Report

CRLA Board Meeting

Tempe, AZ

April 3-9, 1995

List of Attachments

Page 2

AK. CRLA (WCRA, WCRLA) Officers

AL. CRLA (WCRA, WCRLA) Conferences - Sites & Site Managers

AM. CRLA (WCRA, WCRLA) Conference Themes, Host City, Year

AN. Election Committee Report

AO. *Journal of College Reading and Learning* Editorial Report

AP. Quick Reference Guide (List of addresses and numbers)

B1. Board Meeting Agenda: April 9

B2. Memo from Lucy MacDonald, Computer Tech. SIG Leader

B3. JCRL Editorial Advisory Board Meeting

B4. JCRL: Draft Brochure

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TEMPE, AZ
APRIL 4, 1995**

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

Guests: Roz Bethke, *Newsletter Editor*; Vince Orlando, *President-Elect*; Rosalind Lee, *Incoming Secretary*; Rick Sheets, *On-Site Chair*; Pat Jonason, *SIG Chair*.

The meeting was called to order by Tom Gier at 9:10 a.m.

Approval of Agenda

1. Tom made several additions to the Agenda for Board consideration today.

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

President's Report

2. Tom gave a "plus and minus" report.

Plus Items

A. We are expecting a strong attendance in Tempe. This may be the best attended conference yet.

B. The Canadian Symposium planning is off to a good start and they are working under budget so far. It looks as though we will do well financially as well as educationally with this conference.

C. States and SIGs seem to be very strong.

D. International Tutor Certification is having biggest year ever for certifying new programs. They now have 214 programs certified. The new Tutor Training Handbook should be published this fall.

E. We have had another very good officer election for CRLA. Vince Orlando is incoming President-Elect and Rosalind Lee is incoming Secretary. Congratulations to the two people who were not elected. They had very strong showing in the balloting.

Minus Items

F. Communication is a problem:

1) Problems with *Journal of College Reading and Learning*: printers, non-profit mailing permit, and members not receiving things. Karen Smith will be working with the Communications Task Force to solve a variety of these problems.

2) The Operating Budget of the Board and the Conference continue to grow due to cost-of-living, inflation, and less "in-kind" financial support from our institutions. It costs more to do business every year and every year we (officers and leaders) are receiving less "in-kind" support from our institutions.

On-Site Committee Report 3.

Rick Sheets visited with the Board about conference activities:

Registration Packets

A. Materials for registration packets to include:

Conference notebook
Book bag
Plastic badges (all members receive ribbons)

Notebooks

B. Rick explained the notebooks were Pat's idea and should be "user friendly"

for participants to add handouts, etc. as the conference continues. Hole punches will be available at various locations so members can put their notebooks together. Some Board discussion occurred about the cost of the notebooks versus other programs. The cost for the notebook programs was just a little more or maybe, about the same when you consider binding, time, envelopes, etc. Rick can give the Board a better cost quote after the conference.

Tom requested to have the Canadian the Canadian Symposium Registration packet included in the notebook.

Exhibitors

C. Townsend Press provided book bags which was a \$1200 contribution. They also gave an extra \$100 for the breakfast.

Chair

Rick did have a concern about the number of exhibitors contacted. He suggested having a Publishers' Chair whose term would be longer so that we could have more consistency and be more "user friendly" with regard to keeping contacts and contracts.

Rick reported that there were 16 exhibitors at the Tempe conference, but had room for 20. Cost was approximately \$300 with a discount for double booths.

Activities

Board Should Attend

D. Tom and Pat pointed out activities which Board members to attend.

Overflow Hotels

E. Rick warned the Board that some members may be upset because they

were placed at overflow hotels. Rick asked the Board to explain that planning was done two years ago for 450 members, and we are actually expecting between 550 and 600 members in attendance.

Thanks to Rick and Pat

Tom commended Pat and Rick for their excellent planning for the conference.

The Board took a break at 11:15 a.m.

SIG Report

4. Pat Jonason gave the SIG report to the Board. (Attachment M)
SIG Handbook (Attachment N)
SIG Directory (Attachment O)

New Leaders

A. Pat J. reported that there will be 4 new SIG Leaders this year and two other SIG's are without leaders at this point. During the last year, a complete listing of the SIG's and SIG Leaders were published in the *Newsletter*.

Conference Activities

B. All SIG's have activities scheduled:
Breakfasts
Lunches
Ice Cream Socials
Institutes
Sessions
Round Tables or
Business Meetings

*Concerns/Suggestions
Updated Lists*

C. SIG Coordinator and Leaders are not receiving updated lists and mailing labels.

Deadlines

Pat J. asked what sort of deadlines should SIG leaders expect in terms of information needed from them by

conference chairs for spring and fall of 1996.

Suggestions

SIG leaders need camera-ready CRLA letterhead for communications

CRLA Stamp

SIG leaders need a small self-inking stamp that has the CRLA logo so they can stamp "CRLA" in lower left corner of college envelopes. Members can readily identify CRLA business information.

Master Calendar

5. Jo-Ann suggested that we need a Master Calendar for the 18 month transition period. Pat suggested that Vince, Tom, and Pat meet to begin developing a transition time-line.

*Coordinator of Chapter/State/
Regions*

6. Jo-Ann Mullen gave the report for Chapters/States/Regions. She reported that "during the last year, CRLA's chapters and state and regional groups continued to provide the association with a means of extending its services throughout/beyond the country by providing opportunities for networking and information sharing via local conferences, newsletters and mailings and by assisting with membership recruitment." **(Attachment P)**

Chapter/State/Region Directory
(Attachment O)

Highlights of 1994-95

- A. Iowa/Missouri achieved full CRLA Chapter status.
- B. Texas Constitution modifications were passed by the CRLA Board.

Challenges/Issues

C. Washington Chapter By-Laws amendments were passed by the CRLA Board.

D. Policies regarding Board funding of visitations to local events and sponsoring of speakers was discussed and clarified, but should be examined further.

E. Should funding to states be proportional according to membership?

F. Is there a point at which states or regions should be "reviewed" due to lack of activity?

G. How can CRLA Leadership ideas best reach directors/presidents who do not attend the annual conference?

H. Should the state director/chapter president terms of service coincide with the annual conference?

I. how can local leaders increase membership?

J. What is the relationship between CRLA and NADE in various localities? How can/should CRLA be pro-active regarding this relationship in the future?

Pat noted to the Board that international members were not listed, and that she had not planned a separate session for them when the States/Regions/Chapters meet. Pat will make arrangements for the international groups.

Secretary's Report

7. Nancy Moreland gave the Secretary's Report. Other than conducting regular secretarial duties, Nancy represented the Board at two state conferences. In Oklahoma, Nancy presented two multi-media presentations on "Trends in Developmental Education." In Texas, Nancy and Sandra installed state officers, worked the CRLA membership table, and helped with various other duties. Nancy recommended maintaining the current secretary's budget for Rosalind and sending the microfiche reader to Karen Smith since the minutes are now on disks.

(Attachment R)

*Professional Association Liaison
Committee Report*

8. Gladys Shaw sent a written report for the Professional Association Liaison Committee. Members serving on the committee with Gladys are: Kathy Carpenter, Rosanne Cook, Dorothy Gray, Becky Johnen, Patricia Mulcahy-Ernt, Jolynne Richter, Bonnie Easley, JoAnn Carter-Wells, and Betty Myers. PALS who did not respond this year were removed from the directory.

(Attachment S)

*Goals Completed
or Exceeded*

- A. Cooperatively formulate goals for the year.
- B. Formalize agreements with 2-5 organizations.
- C. Implement the formal reporting procedure.
- D. Add 4-5 new committee members.

E. Identify one issue of mutual interest with one or more organizations if possible and collaborate on addressing that issue.

F. Develop one or more traveling displays for use at other conferences.

G. Have at least three presentations made by committee members at other organizations.

Agreements on File?

Pat made a point of interest that all collaborative agreements may have different formats. The Board discussed whether a standard form should be used. Tom suggested continuing with the current procedure and formulate agreements with other associations on a need basis. Copies of agreements should be on file with the President, President-Elect, and the *Newsletter* Editor.

Canadian Symposium

9. Tom gave his updated report with the President's Report, but mentioned at this time about copies of the Symposium Registration packets in the Conference Registration packets here in Tempe.

(Attachment T)

A. Tom did ask the Board to discuss the need and times for the Board Meetings in Kananaskis.

Fall 1996 Conference

10. Vince Orlando informed the Board of tentative plans for the Albuquerque Conference in 1996.

By-Laws

11. Donna Wood is the new By-Laws Chair. So far, she has not had to research any issues. **(Attachment U)**

Political Action Committee

12. Tom received a letter from Trish Dupart in which she submitted her resignation as chairperson. The resignation was due to "overwhelming circumstances in my life." (Attachment V)

Newsletter Editor

13. Roz Bethke visited with the Board about the *Newsletter* Editor's report. Roz has produced two newsletters and indicated she had a great number of problems. She indicated that she has learned a great deal. Roz will distribute a survey to CRLA members at the conference.
Report (Attachment W)
Survey (Attachment X)

Problem Areas

Roz indicated problems in the following areas:

Data (send in articles on disk)

Deadlines (a CRLA Master

Calendar would help)

Membership Lists (updated

regularly) Labels correct

Pat suggested a membership grace period for the *Newsletter*. A lengthy discussion was held by the Board concerning current mailing lists, labels and how a member could be informed about membership expiration.

*Grace Period for
Newsletter*

Pat made the motion that when a member's dues expire, he/she would receive one more *Newsletter*. Second by Sandra. Passed.

Special Interest Groups

14. Pat mentioned concern that SIG leaders did not have direct contact with the Board (as the States/Regions/ Chapters have with a past-president). Sandra

mentioned this in regard to having an officer sign for reimbursements.

Pat made the motion that SIG and PALS Coordinators could have the Treasurer sign as the officer for reimbursements, and if needed, the Treasurer could consult with the Past-President for a second signature. Second by Jo-Ann. Passed

*Information Updates
before Conf. Calls and
Board Meetings*

Pat made the motion that before each Conference Call and Board Meeting, the President would contact the SIG Coordinator, PALS Coordinator, and Membership Coordinator for information updates. Second by Nancy. Passed.

This action requires an addition to the President's Job Description. Goal for this action is better communication.

Site Selection Committee

15. Susan sent a written report and will speak to the Board on Sunday. Since she will speak to the Board on Sunday, a summary of this report will be given in the Sunday minutes.

(Attachment Y)

*International Tutor
Certification*

16. Karan Hancock and Gladys Shaw sent a written report. Currently, 214 programs have been certified in the U.S. and Canada. The new Tutor Certification Handbook will be out this fall.

Karan will rotate out as chair as of the Albuquerque program. Gladys will take over chair duties at that time.

(Attachment Z)

*LAC Design & Development
Task Force*

17. Tom received a written report from Carolyn Smith. She will not be able to attend the conference, and Jan Norton is the new coordinator for this committee.

A working document for guidelines was sent to task force members. Thirteen responses were received. The task force is scheduled to present a Round Table discussion at Calgary in April, 1996. Frank Christ will meet with the group in Tempe. (Attachment AA)

- Memos from Kate Sandberg* 18. Tom received two memos from Kate Sandberg. Memo one indicated Kate thought the "CRLA Mailperson" concept was a good idea. (Attachment AB)

The second memo pertained to informing Tom and the Board of the illness of Elaine Cohen, CRLA Past-President. Nancy will send Elaine a card for the Board. (Attachment AC)

The Board Meeting was adjourned at 5:20 p.m.

These minutes approved May 16, 1995.

CRLA BOARD MINUTES
TEMPE, AZ
APRIL 6, 1995

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

Guests: Rosalind Lee, *Incoming Secretary*, Roz Bethke, *Newsletter Editor*, Barbara Calderwood, *Journal of Developmental Education*, Becky Johnen, Martha Maxwell, *CAS Representative for CRLA*, Karen Smith, *CRLA Archivist*.

The meeting was called to order by Tom Gier at 1:15 p.m.

Barbara Calderwood, JDE 1. Barbara led the Board in a discussion of the Subscription Agreement between Appalachian State University and CRLA.

*JDE and RIDE Discount
to CRLA Members*

Barbara explained that the *Journal of Developmental Education (JDE)* and *Research in Developmental (RiDE) newsletter* are offered to CRLA member at a discount when members renew or join CRLA. The discount is based on a sliding scale of the number of CRLA members subscribing.

*CRLA Receives 10% Discount
for Advertising*

The contract indicated that CRLA would receive a 10% discount when advertising in *JDE*.

CRLA Article Space

CRLA can have up to 1/2 page space under the heading "CRLA News" or a similar title in one issue per volume of the *JDE*.

Promotional Packet

At least one promotional packet for NCDE publications shall be sent each year to CRLA members. Mailing labels are to be provided by CRLA. NCDE will provide the labor at no charge but will

charge CRLA 1/2 of the postal charges for mailing the promotions.

Cost Feasibility ?

Pat voiced some concern as to whether the funds spent for this concern are feasible and reflect best interest of CRLA members. Tom and Jo-Ann agreed that the information received and shared is valuable for CRLA members. Pat's concern was for funding to be cost effective. Barbara was requested to research the number of CRLA members receiving the publications and the costs that CRLA has paid in the past.

No contract was signed during the meeting. Tom asked Pat to work out details of the contract with Barbara. The Board asked Barbara to visit with them on Sunday.

(Attachment AD)

*Becky Johnen,
Strategic Planning*

2. Becky reported to the Board that two years ago CRLA, as an association, began an assessment process and that at the conference Plenary Session members were asked to comment on strengths and weaknesses of the association as well as opportunities and threats. Becky gave the Board a summary of the results of the study and Plenary Session comments. Becky will be presenting a Round Table discussion on the summarical information. Her questions to the Board were whether they wanted to continue the strategic planning process and what role would the Board want Becky to play in the process?

Tom responded that the CRLA needs to follow through with the planning. Pat suggested that the information Becky presented be used as a guidepost for the next few years. Pat requested that Board members attend Becky's Round Table at 1:30 on Saturday.

Becky asked the Board as to whether they would like her to draft a strategic plan which would take this information as well as anything that comes from her meeting and would include potential goals.

Becky recommended including the following information in the CRLA brochure: Vision, Mission, Values.

The Board requested that Becky write an article for the *Newsletter*. Becky informed the Board that an article covering this information is in the current issue of *JRL*. Becky will send more information to Pat for discussion in a future Conference Call.

*Martha Maxwell, CRLA
Representative for CAS*

3. Martha gave the Board some historical information about CAS, the Council for the Advancement of Services in Higher Education. Martha's written report stated, "CAS has been working as a consortium since 1979 to establish, disseminate, and advocate professional standards and guidelines for higher education programs and services." Martha has been working with approximately 26 other professional associations. She and Susan Clark-Thayer have worked to make sure that

learning assistance was included in their guidelines. (Attachment AF)

Activity Summary

Summary of Martha's activities:

(Attachment AG)

A. Attends two CAS meeting each year.

B. Worked with Susan Clark-Thayer in revising, editing, writing, and getting the NADE Self-Evaluation Guidelines in Tutoring Services, Adjunct Instructional Programs, Developmental coursework Programs and Program Factors, and Program Influencing the Teaching Learning Process put into print.

(Attachment AH)

C. Co-wrote an article with Susan Clark-Thayer called "Striving for Excellence: Program Evaluation Through National Standards."

D. Working with Georgine Materniak to revise the 1985 CRLA Learning Assistance Program Standards. Presented them at the Winter Institute and NADE.

E. Agreed to chair the CRLA Ad-Hoc Committee to Review IRA/NCTE Reading/Writing Instructional and Assessment Standards for Grades K-12.

Tom and Pat voiced for the Board the importance of the need for CRLA to stay involved in working with the standards. This is a good opportunity to work together with NADE and other professional organizations. Pat asked Roz to interview Martha for an article in the *Newsletter*.

Karen Smith

*Communications Task
Force*

4. Karen made three reports to the Board and gave Board members three historical updates.

A. Karen explained to the Board that the Communications Task Force was created in March, 1994, and has the charge to gather information from the membership regarding issues or problems regarding CRLA communication mechanisms, marketing, advertising, public relations, and professional image. Karen suggested three areas of concern:

1. Need for central mailing
2. Marketing and presenting the organization
3. Professional image

(Attachment AI)

Karen recommended changing back to an annual membership based on when a member pays dues. Pat asked Karen to continue as chair for the Communications Task Force.

Archives

B. Karen reported that she has 5 filing cabinets full of CRLA history. Karen listed several issues of concern:

(Attachment AJ)

1. Each officer should officer should organize his/her correspondence and records and when leaving office, pass the year's data on to the next officer. Karen is afraid some historical information may be lost in officer transition.

2. When labels are prepared for officers, a sheetful with the address of the Archivist should be sent to each relevant person as well.

3. Records from committees and coordinators should be sent to the Archivist.

4. The Conference Site Chair should be submitting files and records to the Archivist.

Non-Profit Mailing

C. Karen reported to the Board that after much work, it has been determined that CRLA cannot use the Non-Profit mailing rate because it is not an educational organization. CRLA is an organization of professional educators. CRLA can use Bulk Rate mailings.

Documents from Karen

D. Karen gave the Board updated copies of the following records:

1. History of CRLA Officers
(Attachment AK)
2. History of CRLA Conference Sites and Site Managers
(Attachment AL)
3. History of CRLA Conference Themes, Host Cities, Years
(Attachment AM)

Printer for the Treasurer 5.

The printer which Sandra purchased this past year was transferred to the Secretary for her use. Since the printer is a valuable part of the Treasurer's work, Sandra asked the Board to purchase another printer. Richard Holdredge, CRLA Technological

Consultant, told Sandra that she could purchase a printer in Texas at a better price than he could get one in California.

Pat made the motion to buy a printer for the Treasurer. Second by Sandra. Passed.

Tom instructed Sandra to purchase the printer out of this year's operating funds.

The Board went into Executive Session for approximately 15 minutes.

Election Committee Report 6. Joyce Weinsheimer reported the following election results:
President-Elect Vince Orlando
Secretary Rosalind Lee

Serving on the Elections Committee this past year were: Karen Agee, Nico Cameron, Tom Dayton, Becky Johnen, Jo-Ann Mullen, and Shirley Sloan.

(Attachment AN)

Awards and Scholarship 7. Rosanne Cook reported the following awards and scholarship winners:

Research Award - Michael O'Hear
Rus Hodges
Jana Bland

Tom Pasternack Outstanding Tutor
Award - Christine Widman Wilson

Kellogg Scholarship - Kay Lynn Moran

Robert Griffin Long and Outstanding
Award - Susan Deese- Roberts and
Becky Patterson

Special Board Recognition Awards -
Karen Agee, Kathy Carpenter, and Karan
Hancock

Election Chair Concern

Tom visited with Joyce about the need to have a past president serve as chair for the Election Committee. The Board briefly discussed the possibility of having another experienced member serve as chair.

The item was tabled until a future Conference Call.

Insurance and Bonding

8. Sandra requested a line item amount of \$4,000 in the budget for bonding and insurance.

Pat made the motion to have a line item in the amount of \$4,000 in the budget for Conference Cancellation Insurance, General Liability Insurance for the Organization and the officers. Second by Sandra. Passed.

Correction to Karen Smith's Report

9. Karen's report mentioned, "For the past 20 years, the *Newsletter* contained the conference registration forms." Tom Gier corrected the item to reflect that Tom Pasternack had not included conference registration forms in his newsletters.

Approval of Reports to Board

10. **Nancy made the motion to approve all reports as presented to the Board during the April 3-6, 1995 Board Meetings. Second by Pat. Passed.**

Expansion of Role of

CRLA Board Minutes
Tempe, AZ
April 6, 1995
Page 9
Secretary

11. Rosalind Lee made the offer to expand the role of Secretary to include the membership data base. After a brief Board discussion, the item was tabled until a future Conference Call.

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

The Minutes for April 3-6, 1995 are
respectfully submitted,

Nancy Moreland, Secretary

(Approved May 16, 1995)

**CRLA BOARD MEETING
RADISSON TEMPE MISSION PALMS HOTEL
TEMPE, AZ
SUNDAY, APRIL 9, 1995**

MINUTES

MEMBERS PRESENT: Patricia Mulcahy-Ernt, *President*; Vincent Orlando, *President-Elect*; Tom Gier, *Past-President*; Sandra Evans, *Treasurer*; Rosalind Lee, *Secretary*. —

Guests: Jo-Ann Mullen, *Elections Chair*; Nancy Moreland, *Outgoing Secretary*; Roz Bethke, *Newsletter Editor*; JoAnn Carter-Wells, *JCRL Editor*; Lucy MacDonald, *Computer Technology SIG Leader*; Susan Deese-Roberts, *Site Selection Chair*.

The meeting was called to order by Pat Mulcahy-Ernt at 10:15 a.m.

1. *Additions to Agenda*
(Attachment B1)

Items added to the agenda were a request from the Computer Technology SIG Leader, Lucy MacDonald, and the Membership Report submitted by Robin Bischof.

| |
|---|
| Tom moved that the agenda be accepted as amended. Seconded by Sandra. PASSED. |
|---|

2. *Computer Technology SIG Request*
(Attachment B2)

Lucy MacDonald presented a request that the Board support the set-up of a World Wide Web page for Learning Assistance. This is a graphics page on the Internet which could feature a wide range of items such as the CRLA logo, the table of contents from a recent JCRL, conference notifications, etc.

| |
|--|
| Vince moved that the Board accept the proposal and support the World Wide Web page. Seconded by Tom. PASSED. |
|--|

3. *Elections Report: Executive Session*

The Board went into Executive Session for approximately 20 minutes.

4. *Report from the JCRL Editor*

JoAnn Carter-Wells, on behalf of the JCRL Advisory Board, thanked the Board for supporting the working luncheon held during the conference. She recommended that such a working session be a regular feature at all upcoming conferences and also that the conference program continue to have a "Writing for CRLA Publications" session.

Author mini-bio

Future issues of the JCRL will include a 2-sentence biography of the author at the end of each article.

JoAnn conveyed thanks from Janice Lewis, Executive, for past Board support.

*JCRL Board agenda
(Attachment B3)*

Topics discussed by the JCRL Board were: changing the role of the Executive Editor so that it becomes a transitional role to the Editor's; membership in CRLA of Advisory Board members; using a PR brochure to liaise with other associations; seeking potential authors.

JCRL brochure (Attachment B4)

JoAnn presented a draft of revisions planned for the JCRL brochure. Pat suggested adding more information about CRLA other than only conference material. There will be a change to a different plate type for printing purposes.

Payment Options

JoAnn suggested increasing options for payment, i.e. using a credit card. Pat will pursue this. This prompted a discussion regarding payment in general and whether memberships should or should not automatically include the JCRL. Points raised were the variety of potential members in the organization such as graduate students, adjunct faculty, professors emeritus, and the need each would have for the journal.

Prepaid Return Envelope

JoAnn made the suggestion of using a prepaid return envelope, as the organization would only pay postage for those actually returned. It has the advantage of garnering more subscribers via using a simpler return procedure.

Status of Current Issue

Volume 26, No. 2 is the Winter 1994/Spring 1995 issue. It is at the galley stage and should be out very shortly.
Volume 27, No. 1 is the Summer/Fall 1995 issue and should be out in the fall.

Mailing

There was some discussion regarding how labor-intensive the mailing was, the pitfalls of using bulk vs. first-class postage, and the expense of using wrapper envelopes. The Board recommended that envelopes be used for mailing so that the journal could be received in good condition and that the journals be mailed in such a manner so that members receive it quickly.

Keynotes in JCRL

The conference keynote speakers, Mosenthal and Samuels, are being contacted for inclusion of their speeches in the Journal.

Copyright
ISSN 1079-0195

The Journal is now protected by the contract with the Copyright Clearance Center. [The ISSN of the Journal is 1079-0195.]

Pat stated that the JCRL is a major PR vehicle for the organization and commended JoAnn Carter-Wells for her work.

5. *Communications Task Force*
A. Calendar

Setting pertinent dates on the master calendar is ongoing. It will be mailed from one individual to another.

B. Membership

Pat will request listings and mailing labels, including the States/Regions and SIG subgroups for each year, from Robin Bischof, Membership Coordinator.

Tom moved that the Secretary assume the responsibility of keeping the updated membership list for CRLA. Seconded by Vince. PASSED.

Tom moved that the Membership Coordinator position be amended to act as a general clearinghouse for CRLA documents, brochures, stationery, inquiries, etc. Seconded by Rosalind.

Discussion ensued regarding the process by which these job descriptions in particular (and all job descriptions in general) were changed and the nature of the transition.

Motion PASSED.

Vince moved that the change to the Secretary and Membership Coordinator positions be temporary, expiring Nov. 15, 1996. Seconded by Tom. PASSED.

Nancy recommended email communication between Pat and Rosalind to facilitate working through the amendments to the job descriptions.

C. Leadership Workshop

It was suggested that the President have a higher profile at this workshop which in turn would ease her/his future transition into the position of Coordinator of States and Regions.

D. Additional Items

Tom recommended the Communications Task Force continue working.

6. *Standards Task Force*

Pat reported that 26 attended the meeting and it was very well-received. There was a strong feeling of need to respond to IRA/NCTE.

Tom moved that Pat write a letter to the International Reading Association (IRA) to voice the perspectives of the Standards Task Force. Seconded by Vince. PASSED.

7. *Membership Report*

Tom moved that this report be tabled until the next conference call. Seconded by Sandra. PASSED.

8. *Report from Site Selection Chair*

Sacramento

Susan Deese-Roberts reported that Nancy Tooker has volunteered to be in charge of registration during a conference in Sacramento. Hotel bids in that city will be in by April 17. Tom Dayton is in the process of garnering letters of support from institutions. Susan will be there approximately June 8-10.

Hotel bids vs. contracts

Pat inquired about settling discrepancies between what a hotel had agreed to and what was actually needed at conference time. There was some clarification between a contract and a bid. Since hotels usually use a cutoff date of one year in advance for sleeping rooms, Susan suggested that a one-year deadline also be imposed for the general program structure of the corresponding conference.

CRLA's good reputation

Susan noted that hotels do check with each other on groups that hold annual conferences and that CRLA has a good reputation.

"Guide to Hotel Contracts"

Susan plans to develop a "Guide to Hotel Contracts for the President-Elect" and do a Board orientation to facilitate the inception of a new Site Selection Chair.

The Board thanked Susan for her work.

Members from Salt Lake and the Tahoe/Reno area have approached Susan about being potential sites.

9. *Board Representation at State/Regional Meetings*

Tom - Oregon
Pat - Winter Institute, NADE
Vince - New Mexico
Sandra - Texas
Rosalind - British Columbia

10. *Board Meetings*
A. Conference Call

Next conference call to be on Tuesday, May 16, 1995 at 11:00 a.m. Eastern Daylight Savings Time (Pat's time).

B. Albuquerque

The Board quickly looked at different configurations for pre-conference Board meetings; the dates will in part depend on which day the conference begins.

11. **Tom moved adjournment of the meeting at 11:52 a.m.**

Respectfully submitted by:
R. Lee
Secretary
(Minutes approved May 16, 1995)

**CRLA BOARD MEETING AGENDA
RADISSON TEMPE MISSION PALMS**

MONDAY, APRIL 3, 1995

9:00 AM - 12:00 NOON; 1:30 PM - 5:30 PM

1. *Approval of Agenda**

2. *Approval of Minutes of 3-2-95*

3. *Bond's*

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

Adjourned for lunch

5. Business deferred from March Conference Call

- a) New job description for Associate Membership Coordinator (mailing and printing services):
Reports from Robin Bischof and Kate Sandberg**
- b) New permanent Site position: Publishers' Chair**
- c) Discussion concerning date of Albuquerque Board Meetings**
- d) Board/Newsletter Relationship and Funding**

6. Misc. reports, business, etc.

a) On-Site Conf. Treas.

b) Balloting

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

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

- ✓21. Awards & Scholarships (Rosanne Cook)
- ✓22. LAC (Carolyn Smith)
- ✓23. CRLA Technology Consultant (Richard Holdredge)
- ✓24. Evaluation Chair (Tom Dayton)
- ✓25. Site Chair Report: Deferred until July 1995 (Rick Sheets)
- ✓26. Misc. reports, business, etc. *cf p.1 notes 4-4-95*

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LEADERSHIP WORKSHOP: THURSDAY, APRIL 6, 1995

- 1. 9:15 Board and incoming Board members briefly introduce themselves (and then are free to leave)
- 2. 12:00 Lunch (Board and incoming Board members join leadership attendees)

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CRLA BOARD MEETING AGENDA

THURSDAY, APRIL 6, 1995

1:00 PM - 4:00 PM

- 1) 1:00 - Barbara Calderwood, *JDE*
- 2) 1:30 - Becky Johnen - CRLA Strategic Planning
- 3) 2:00 - Martha Maxwell, Standards
- 4) 2:30 - Susan Deese-Roberts, Site Selection Chair
- 5) 3:00 -
- 6) 3:30 - Misc. reports, business, etc.

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CRLA BOARD MEETING AGENDA

SUNDAY, APRIL 9, 1995

10:00 AM - 12:00 NOON

- 1. Election Chair's Reprot (Jo-Ann)
- 2. Misc. reports, business, etc.

Exchange Phone Cards -

- 3. Next Board meeting/Conference Call

**CRLA TELEPHONE CONFERENCE CALL
MARCH 2, 1995**

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

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

Approval of Agenda

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

Attachment A

Approval of Minutes

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

Tempe Conference

3. **Tempe Conference Update**

A. Pat gave the following conference update:

*2nd Printing of Call
to Conference*

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

Pre-Reg. to Mar. 15

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

*Pat to Sign Hotel Contract
Mar. 6*

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

*Large Attendance,
More Hotels Needed*

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

*Students Pay Conference
Rate*

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

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

Newcomers' Activities

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

Program Changes

- 7) Pat informed the Board of some minor program changes. Two mentors for the Lunch with a Mentor had to cancel which leaves 11 groups. ⁵¹⁶Two groups were added for the Breakfast, ESL and Computer Technology. ←

Conf. Info. on Internet

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

Expect Great Entertainment

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

Conf. Seating Chart

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

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

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

Conf. Flow Chart

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

Conf. Board Agenda

Plenary Session Topics

Cert. of Appreciation

- 3) Conference Board Agenda **Att. D**
- 4) Plenary Session topics **Att. E**
Tom ask the Board to help with groups, if needed.
- 5) Certificates of Appreciation **Att. F**
Tom indicated that although members may be serving on several committees or may be on several lists for recognition, they will receive only one certificate.

FY 96 Budget

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

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

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

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

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

Coordinator of States/Regions Chapter Update

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

*Texas' Amended Constitution
Approved*

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

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

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

Airline Points from Hotel

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

*CRLA Board Mileage
Reimbursement Rate*

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

*Conference Cancellation
Insurance*

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

Fidelity Bonding

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

Liability Insurance

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

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

*New Job Description for
Assoc. Membership Coord.*

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

JCRL Updates

Non-Profit Status

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

New Exec. Editor?

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

Volumes 26 & 27

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

*Albuquerque Board
Meetings*

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

Thanks to Sandra

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

*New Permanent Site Position:
Publishers' Chair*

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

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

Misc. Business/Reports

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

Numbering of Conferences

Standards

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

Tom Out of Country

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

Banner Taken at NADE

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

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

Telephone Conference Call
March 2, 1995
Page 7

Respectfully submitted,

Nancy Moreland, Secretary

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

CONFERENCE FLOW CHARTS
FIRST GENERAL SESSION

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. C

Tom Gier, President

Open Conference/Session
Introduce Current Officers
Introduce New Officers
Association Recognitions:
 Presenters
 Session Chairs
 Publications(Journal &
 Newsletter)
 State/Region/Chapter Pres.
 SIG Coordinator - Leaders
 Committee Chairs
NADE President - Gene Beckett
Executive Officers of Other
 Organizations
International Members

Patricia Mulcahy-Ernt,
President-Elect

Welcome members to Conference
Introduce Rick Sheets, On-Site Chair

Rick Sheets, On-Site

Welcome to Tempe
Introduce Dr. Raul Cardenas

Dr. Raul Cardenas,
President, Paradise Valley Community College

Welcome to Tempe

Rick Sheets

Introduce Dr. de los Santos

Dr. de los Santos,
Vice-Chancellor, Maricopa Community College District

Welcome to Tempe

Patricia Mulcahy-Ernt

Introduce Dr. Bernstein

Dr. Bernstein,
Dean, School of Professional Studies,
Western Connecticut State Univ.

Welcome to Conference

Patricia Mulcahy-Ernt

Introduce Dr. Mosenthal,
Keynote Speaker

Dr. Mosenthal

Keynote Speaker

Patricia Mulcahy-Ernt

Thank Speaker
Introduces Jo-Ann Mullen

Jo-Ann Mullen,
Past-President

Rick Sheets

Carol R. Lyon,
Raffle Coordinator

Tom Gier

Election Committee Announcement

Conference Updates

Raffle Information

Adjourn

PLENARY SESSION

| | |
|-----------------------|--|
| Tom Gier | Introduce Susan Deese-Roberts and Jo-Ann Mullen to Chair Session |
| Topics for Discussion | (See accompanying list) |
| Facilitators | Becky Johnen Genie Babb Jo Berger |

=====

From end of Plenary until start of Second General Session

Carol Lyon

Raffle

=====

SECOND GENERAL SESSION

| | |
|---------------|---|
| Tom Gier | Open Presidential Update |
| Board Reports | Nancy (Secretary) Sandra (Treasurer) Jo-Ann (Coordinator of States/ Regions/Chapters) Joyce Weinsheimer (Elections Chair) Karan Hancock (International Tutor Certification) |

NOTE: Have reports finished by 10:00

| | |
|------------------------------|--|
| Donna Wood, By-Laws Chair | Asks for Business Items from Membership to be submitted to any Board Member at the Conference or mailed to them later. |
|------------------------------|--|

| | |
|-----------------------|---------------|
| Patricia Mulcahy-Ernt | Introduce Tom |
|-----------------------|---------------|

| | |
|----------|----------------------|
| Tom Gier | Presidential Address |
|----------|----------------------|

| | |
|------|---------------|
| Rick | Announcements |
|------|---------------|

| | |
|-----|-----------------|
| Tom | Adjourn Meeting |
|-----|-----------------|

SOUTHWEST AWARDS BANQUET & AWARDS ADDRESS

=====

Tom gathers in groups.

7:00 pm

Tom

1. Welcome and Overview of Banquet
2. Conference Evaluation...
3. Coming Attractions
 - A) On-line...
 - B) Sunday Institutes

=====

7:15 pm

BANQUET SERVED

=====

7:45 pm

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

=====

8:00 pm

Tom

Special Board Recognition Awards (3)
Introduce Karan Hancock

Karan Hancock

Tom Pasternack Outstanding Tutor Award
Introduce Rosanne Cook

Carol Lyon

Scholarship Winners
Research Assistants
Distinguished Research Award

Tom

Robert Griffin Long and Outstanding Service Award

Tom

Certificates of Appreciation have been given to
various Coordinators and Committee Chairs
Recognize:

Journal & Newsletter Editors
PALS Gladys Shaw
PAC Trish Dupart
Standards Martha Maxwell
Learning Center Task Force Carolyn
Smith
Communication Task Force Karen
Smith

Pat

Plaque to Rick Sheets
Recognize all who put conference
together

=====

8:30 pm

Pat Introduce Dr. Jay Samuels

Dr. S. Jay Samuels Speaker

Tom Thanks Speaker

=====

9:00 pm

Induction of Officers

Tom Introduces Sandra as continuing Treasurer
Presents Jo-Ann, outgoing Board member and Past
President, with CRLA lifetime membership and gift

Jo-Ann Presents Tom as Coordinator of
States/Regions/Chapters

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

Pat Presents Tom with personal CRLA Presidential
Plaque

Pat Inducts Vince Orlando as President-Elect

Pat Presents CRLA lifetime membership and plaque to
Nancy Moreland

Nancy Inducts Rosalind Lee as incoming Secretary

=====

9:15 pm

Promotion for 1996 Symposium and Conference - Tom and Vince
Canadian and Albuquerque Information Booths will be set up and
staffed during this fifteen minute break period.

=====

9:30 pm

Closing the Conference

- Pat
1. Adjourns Session/Conference
 2. Introduces Entertainment

Entertainment will stop around 11:00 pm.

THE CRLA TEMPE PLENARY SESSION: DISCUSSION TOPICS

1. CRLA ANNUAL DUES

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

2. CRLA ANNUAL CONFERENCE SITES

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

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

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

3. CRLA MEMBERSHIP

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

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

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

4. TOPICS FOR THE CRLA BOARD

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

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

5 BOARD MEMBERS

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

=====

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

Tom Gier
Jo-Ann Mullen
Susan Deese-Roberts

=====

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

5 Board Members
Rick Sheets, On-Site Chair
Carmen Springer-Davis, Parliamentarian
Joyce Weinsheimer, Elections Chair
Karan Hancock, International Tutor Certification
Carol R. Lyon, Raffle Coordinator
Donna Wood, By-Laws Chair

=====

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

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

TIME FOR TRANSFORMATIONS

of literacy communities, our knowledge about
adult learning, of beliefs and practices in
college learning assistance programs, ourselves



28th Annual Conference April 5 - 9, 1995

Radisson Tempe Mission Palms Hotel
Tempe, Arizona



CONFERENCE PROGRAM

FIRST FLOOR

*Time doth transfix the flourish set on youth
And delves the parallels in beauty's brow,
Feeds on the rarities of nature's truth,
And nothing stands but for his scythe to mow;
And yet to times in hope my verse shall stand*

Excerpt from Shakespeare's Sonnet 60



WADSWORTH PUBLISHING COMPANY 1995

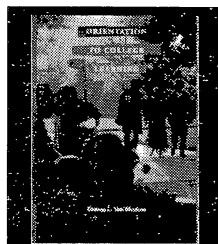
Fresh publishing

Study Skills

New:

ORIENTATION TO COLLEGE LEARNING

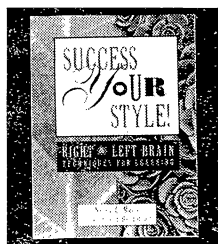
Dianna L. Van Blerkom, University of Pittsburgh, Johnstown



New:

SUCCESS, YOUR STYLE! Left and Right Brain Techniques for Learning

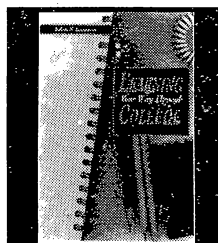
Nancy L. Matte, South Mountain Community College
Susan Green Henderson, Arizona State University



New:

LEARNING YOUR WAY THROUGH COLLEGE

Robert N. Leamnson, University of Massachusetts, Dartmouth

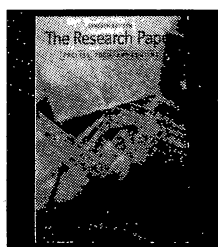


Research papers

New:

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Audrey J. Roth, Miami-Dade Community College



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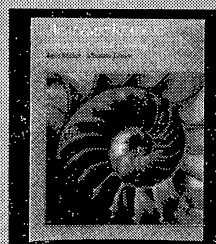
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Reading

New: academic and critical reading

ACADEMIC READING WITH ACTIVE CRITICAL THINKING

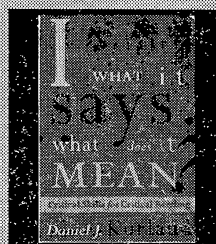
Janet Maker, Los Angeles Trade & Technical College
Minnette Lenier



New: critical reading

I KNOW WHAT IT SAYS . . . WHAT DOES IT MEAN? Critical Skills for Critical Reading

Daniel J. Kurland



New: academic and critical reading

READING FOR UNDERSTANDING Second Edition

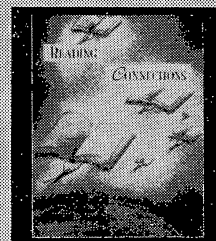
Marianne C. Reynolds, Mercer County Community College



New: 8-10th grade level

READING CONNECTIONS

Marianne C. Reynolds, Mercer County Community College



*Please join us at our booth
to meet our authors.*



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CONFERENCE NOTES

WELCOME TO THE 28TH ANNUAL CONFERENCE OF THE COLLEGE READING AND LEARNING ASSOCIATION!



Our 28th Annual CRLA Conference marks a Time for Transformations in more ways than one. This conference is the last of our annual spring conferences. Next year we will have an International Symposium in Alberta, Canada that will provide the bridge to our first fall conference, which will be held in Albuquerque, New Mexico.

This year's conference has an outstanding program of speakers who represent post-secondary institutions from geographical regions not only in the Southwest but also from regions throughout the whole United States and also from Canada and China. These talented speakers have created a professionally rewarding series of workshops, sessions, and institutes that reflect the most up-to-date ideas and practices in our field today. The three invited keynote and institute speakers, Dr. Peter Mosenthal, Dr. S. Jay Samuels, and Karin Winnard, also promise to challenge and inspire us to transform our beliefs and practices in reading, learning assistance, developmental education, and tutorial services.

Our program has changed to reflect the diverse needs of the membership. For instance, we have a variety of program formats that promote discussion, interaction, and collegiality in both small group and large group settings. In addition to the traditional session formats, we have roundtable discussions, "Meet the Keynote Speaker" conversations, and afternoon ice cream socials. We also have a variety of SIG-related events weaving throughout the program, including breakfasts, luncheons, roundtable discussions, and SIG meetings. We have a state-of-the-art Technology Center that is open for all conference participants. In addition, we have a Reading Resource Room that serves as a clearinghouse of information and is the site for a variety of small group events. These events and resources complement the traditional program offerings.

However, the one ingredient basic to the recipe that has created successful CRLA conferences in the past has not changed. The warmth, fun, and collegiality of CRLA members transform our conferences into special professional events that provide life-long opportunities for friendships so important to professional growth. Both new and returning CRLA members will find this year's program filled with opportunities to participate in the timeless tradition of CRLA hospitality.

Finally, as the site for this year's conference, Tempe welcomes you! We hope that this year's conference will give you many opportunities for your personal and professional renewal.

A handwritten signature in cursive script, reading "Patricia Mulcahy-Ernt".

Dr. Patricia Mulcahy-Ernt
Conference Program Chair & President-Elect

A handwritten signature in cursive script, reading "Dr. Rick Sheets".

Dr. Rick Sheets
On-Site Conference Chair

**CATCH THE DREAM:
STUDENT SUCCESS IN THE 90'S**

**CALL TO CONFERENCE
FALL 1996**



**29TH ANNUAL CONFERENCE
OCTOBER 31 - NOVEMBER 3, 1996
FALL 1996**

**HYATT REGENCY
(NEAR OLD TOWN)
ALBUQUERQUE, NEW MEXICO**

FOR INFORMATION, CONTACT:

**Vincent P. Orlando, CRLA President-Elect
Department of Reading, Campus Box 17
Metropolitan State College of Denver
P.O. Box 173362
Denver, CO 80217-3362
(303) 556-3057
FAX (303) 556-2159
E-MAIL - OrlandoV@MSCD.EDU**

COLLEGE READING AND LEARNING ASSOCIATION

HISTORY

CRLA (formerly named WCRLA) was officially organized in 1967 to meet the problems and challenges which are unique in teaching reading at the post-secondary level. While other educational organizations had addressed the problems of elementary and secondary reading instruction, college reading teachers felt a need for professional interchange with colleges in reading and related areas. Originally the Western College Reading Association, in order to reflect the interests and geographical location of the membership, the name was changed in 1983 to Western College Reading and Learning Association and finally in 1989 to the College Reading and Learning Association.

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

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

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

GOALS

CRLA's most vital function and over-all purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members. The goals of CRLA are to continue to provide mediums for dialogue among professionals; to cooperate and coordinate with other professional organizations in these and related fields; to increase the tools available to improve student learning; to provide information and consultants to bodies enacting legislation directly related to college reading, learning assistance, developmental education and tutorial services; and to act to ensure an environment where effective learning can take place.

SERVICES

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

- Opportunities to share research and ideas through publications
 - *The Journal of College Reading and Learning*
 - *The Newsletter*
- Opportunities for professional growth and job improvement
 - The annual CRLA conference
 - Chapter, state, and regional meetings
- Opportunities to pursue specific areas of interest through Special Interest Groups
- Opportunities to adopt and adapt practices
 - Program guidelines
 - Program evaluation services
- Opportunities for career development
- Opportunities to contribute to a growing professional organization.



THE JOURNAL OF COLLEGE READING AND LEARNING

INFORMATION FOR CONTRIBUTORS



The Journal of College Reading and Learning is a refereed journal published by the College Reading and Learning Association. It is a forum for current theory, research, practice, and policy related to post-secondary reading improvement and learning assistance.

AUTHOR'S GUIDELINES:

Limit the manuscript to 12 to 15 typewritten pages, double-spaced throughout. Consult the Publication Manual of the American Psychological Association (4th edition) on matters of organization, documentation, and style. Use tables only when absolutely necessary. Both tables and figures must be camera-ready.

Submit three clearly typed copies and a computer disk copy using Word Perfect or Word for Windows (if possible). The original should be retained as copies are not returned. In addition, submit one cover sheet with the title of the article and the full name, affiliation, address, telephone numbers, and FAX number of the author(s). In the case of multiple authors, list names in the order they are to appear if the manuscript is published. Take care to eliminate any information identifying the author from the manuscript itself. Include two stamped, legal-size envelopes addressed to the author whose name appears first on the cover sheet.

It is assumed that manuscripts submitted are previously unpublished and are not under simultaneous consideration by any other publication. Accepted manuscripts may be edited for clarity, organization, sexist language, and length. Publishing decisions are usually made within 2 to 3 months after manuscripts are received.

MAILING:

Mail all three (3) copies, the cover sheet, and envelopes to:

Dr. JoAnn Carter-Wells
Reading Department, EC 577
California State University, Fullerton
Fullerton, CA 92634-9480
(714) 773-3356/773-3357
FAX Number is: (714) 773-3314



CONFERENCE OVERVIEW



CONFERENCE SCHEDULE

TIME

EVENT

PLACE

MONDAY, APRIL 3, 1995

9:00 am - 12 noon

CRLA Board Meeting
General Board Business

Dolores

1:30 pm - 5:30 pm

CRLA Board Meeting
General Board Business

Dolores

TUESDAY, APRIL 4, 1995

7:30 am

Grand Canyon
Overnight Trip

Group meets
in the Conference
Registration Foyer
near Ballroom III.

9:00 am - 12 noon

CRLA Board Meeting
Annual Reports

Dolores

1:30 pm - 5:30 pm

CRLA Board Meeting
Annual Reports

Dolores

WEDNESDAY, APRIL 5, 1995

8:00 am - 6:00 pm

Sedona & Oak Creek
Canyon Tour

Group meets
in the Conference
Registration Foyer
near Ballroom III.

THURSDAY, APRIL 6, 1995

8:00 am - 6:00 pm

Registration Open

Registration Foyer

8:00 am - 6:00 pm

Reading Resource
Room Open

Monks Hood

8:00 am - 8:30 am

Chairpersons' Orientation

Campanile

8:30 am - 12 noon

Desert Botanical Gardens Tour

Group meets in the
Conference Registration
Foyer near Ballroom III.

8:45 am - 12:30 pm

Heard Museum Tour

Group meets in the
Conference Registration
Foyer near Ballroom III.

9:00 am - 11:30 am

Arizona State University
Campus Tour

Group meets in the
Conference Registration
Foyer near Ballroom III.

9:00 am - 1:00 pm

Leadership Workshop and
Luncheon for State Directors
and SIG Leaders

Group meets in Ballroom I
first. State Directors will
meet in Augustine.
SIG Leaders will meet in
Xavier.



CONFERENCE SCHEDULE

| | | |
|-----------------------|--|---|
| 1:00 pm - 4:00 pm | Pre-conference Institutes | Noted in the program |
| 1:00 pm - 4:00 pm | CRLA Board Meeting Annual Reports | Dolores |
| 4:15 pm - 7:00 pm | Paradise Valley Community College Campus Tour | Group meets in the Conference Registration Foyer near Ballroom III. |
| 4:30 pm - 5:30 pm | Grand Opening of the Exhibits and Welcome Reception | Cloister |
| 5:30 pm - 7:00 pm | Book Exhibits Open | Cloister |
| 6:00 pm - 8:00 pm | Technology Center Open | Ballroom III |
| 8:00 pm - 9:00 pm | Newcomers' Reception | Hospitality Suite Room 2038 |
| 9:00 pm - 12 midnight | CRLA Literary Society Meeting & Hospitality | Hospitality Suite Room 2038 |

FRIDAY, APRIL 7, 1995

| | | |
|---------------------|---|----------------------|
| 7:00 am - 8:15 am | Computer Technology SIG Breakfast Meeting | Colonnade |
| 7:00 am - 8:15 am | EFL/ESL SIG Breakfast Meeting | Cavetto |
| 8:00 am - 6:00 pm | Registration Open | Registration Foyer |
| 8:00 am - 8:30 pm | Open Nominations for 1996 Officers | Ballroom I |
| 8:00 am - 6:00 pm | Reading Resource Room Open | Monks Hood |
| 8:30 am - 9:00 am | Chairpersons' Orientation | Campanile |
| 9:00 am - 10:30 am | First General Session & Keynote Address | Ballroom I |
| 10:30 am - 6:00 pm | Book Exhibits Open | Cloister |
| 10:30 am - 8:00 pm | Technology Center Open | Ballroom III |
| 10:45 am - 11:45 am | Meet the Keynote Speaker: Dr. Peter Mosenthal | Monks Hood |
| 10:45 am - 11:45 am | First Set of Concurrent Sessions & Roundtable Discussions | Noted in the program |



CONFERENCE SCHEDULE

| | | |
|-----------------------|--|---|
| 12:00 noon - 1:15 pm | SIG Luncheons | Mission Room |
| 1:30 pm - 2:30 pm | Second Set of Concurrent Sessions & Roundtable Discussions | Noted in the program |
| 1:30 pm - 5:00 pm | Authors' Autographing | Monks Hood |
| 1:30 pm - 5:00 pm | IRA/NCTE Standards Videotape for Viewing | Monks Hood |
| 2:45 pm - 3:45 pm | Third Set of Concurrent Sessions & Roundtable Discussions | Noted in the program |
| 2:45 pm - 3:45 pm | Ice Cream Socials | Fountain Courtyard |
| 4:00 pm - 5:00 pm | Meet the Featured Institute Presenter: Karin Winnard | Fountain Courtyard |
| 4:00 pm - 5:00 pm | Fourth Set of Concurrent Sessions & Roundtable Discussions | Noted in the program |
| 5:15 pm - 6:15 pm | State Meetings | Noted in the program |
| 6:30 pm - 9:00 pm | Dinner on the Town | Groups meet in the Conference Registration Foyer near Ballroom III. |
| 9:00 pm - 12 midnight | CRLA Literary Society Meeting & Hospitality | Hospitality Suite Room 2038 |



SATURDAY, APRIL 8, 1995

| | | |
|--------------------|---|--------------------|
| 7:00 am - 8:00 am | Publishers' Breakfast | Cloister |
| 8:00 am - 8:30 am | Chairpersons' Orientation | Campanile |
| 8:00 am - 5:00 pm | Registration Open | Registration Foyer |
| 8:00 am - 6:00 pm | Reading Resource Room Open | Monks Hood |
| 8:30 am - 9:20 am | Plenary Session | Ballroom I |
| 9:30 am - 10:30 am | Second General Session & Presidential Address: Dr. Tom Gier | Ballroom I |
| 10:30 am - 6:00 pm | Book Exhibits Open | Cloister |
| 10:30 am - 5:00 pm | Technology Center Open | Ballroom III |

CONFERENCE SCHEDULE

| | | |
|------------------------|---|--------------------------------|
| 10:45 am - 11:45 am | Meet the Awards Banquet Speaker: Dr. S. Jay Samuels | Monks Hood |
| 10:45 am - 11:45 am | Fifth Set of Concurrent Sessions & Roundtable Discussions | Noted in the program |
| 12 noon - 1:15 pm | Lunch with a Mentor | Mission Room |
| 1:30 pm - 2:30 pm | Sixth Set of Concurrent Sessions & Roundtable Discussions | Noted in the program |
| 1:30 pm - 5:00 pm | Authors' Autographing | Monks Hood |
| 2:45 pm - 3:45 pm | Seventh Set of Concurrent Sessions & Roundtable Discussions | Noted in the program |
| 2:45 pm - 3:45 pm | LRNASST Networking Reception | Hospitality Suite Room 2038 |
| 4:00 pm - 5:00 pm | Eighth Set of Concurrent Sessions & Roundtable Discussions | Noted in the program |
| 4:00 pm - 5:00 pm | Winter Institute Networking Reception | Hospitality Suite Room 2038 |
| 6:00 pm - 7:00 pm | Banquet Cocktail Hour | Mission Patio |
| 7:00 pm - 11:00 pm | An Evening in the Southwest Awards Banquet & Awards Address: Dr. S. Jay Samuels | Mission Room |
| 11:00 pm - 12 midnight | CRLA Literary Society Meeting & Hospitality | Hospitality Suite Room 2038 |

SUNDAY, APRIL 9, 1995

| | | |
|--------------------|--|---|
| 5:30 am - 8:00 am | Hot Air Balloon Ride | Group meets at the entrance of the Radisson. |
| 9:00 am - 12 noon | Post-conference Institutes | Noted in the program |
| 10:00 am - 12 noon | CRLA Board Meeting Elections Report | Hospitality Suite Room 2038 |

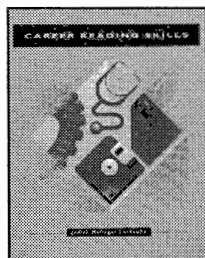


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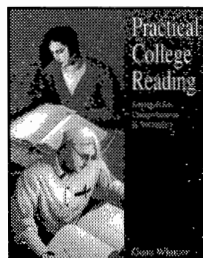
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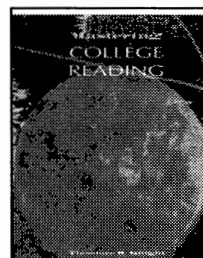


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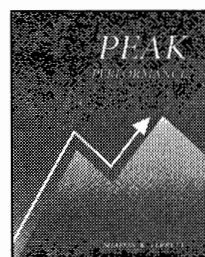


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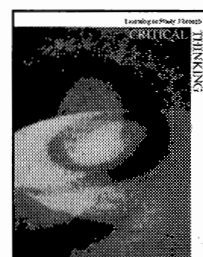
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The Successful Student's Guides

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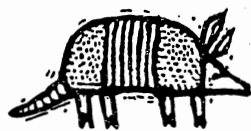
New! **Learning to Study Through Critical Thinking**

Jonelle A. Beatrice,
Youngstown State University

Helps students incorporate effective thinking/learning skills into study and problem-solving systems. Individual and cooperative activities in the text focus on attitudes and habits associated with effective thinking.

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CONFERENCE
HIGHLIGHTS
AND
SPECIAL EVENTS



CONFERENCE NOTES



FEATURED KEYNOTE AND INSTITUTE SPEAKER



PETER MOSENTHAL, PH. D.
Syracuse University

"TEACHING THE PRINCIPLES OF DOCUMENT LITERACY"

Featured Institute Presentation

THURSDAY, APRIL 6, 1:00 PM - 4:00 PM

"TRANSFORMING OUR ADULT LITERACY AGENDA: NONE FOR ONE AND ONE FOR ALL"

Keynote Presentation

FRIDAY, APRIL 7, 9:00 AM - 10:30 AM

Peter Mosenthal received his Ph.D. in Linguistics and Educational Psychology from Ohio State University in 1975. He currently is a Professor at Syracuse University where he chairs the Reading and Language Arts Center. Moreover, he serves as a regular consultant to Educational Testing Service's (ETS) Adult Literacy Learning and Assessment Group. In the past several years, he has worked with ETS as a principal researcher in conducting secondary data analyses on the NAEP Young Adult Literacy Survey, the Department of Labor's Workplace Literacy Survey, the National Adult Literacy Survey, and the International Education Assessment. Based on findings from these analyses, he helped in the design and development of the ETS Tests of Applied Literacy Skills. In the past several years, his writings have included columns in the *Journal of Reading* entitled "Understanding Documents," "Learning from Exposition," and "Document Strategies." He currently is working on a Workplace Literacy grant (in partnership with the New York State's BOCES and UAW) to develop more effective college study strategies for students in professional development schools, as well as workers in need of significantly enhancing their technological skills.

*Peter Mosenthal will also be hosting a roundtable discussion on Friday at 10:45 a.m. in Monks Hood
and will participate in the Lunch with a Mentor discussion groups on Saturday.*

FEATURED KEYNOTE AND INSTITUTE SPEAKER



JAY SAMUELS, PH.D.
University of Minnesota

"CHARACTERISTICS OF GREAT TEACHERS: WHAT WE CAN LEARN"

Awards Banquet Presentation

SATURDAY, APRIL 8, 7:00 PM - 11:00 PM

"INSIDE AND OUTSIDE-THE-HEAD FACTORS INFLUENCING COMPREHENSION"

Featured Institute Presentation

SUNDAY, APRIL 9, 9:00 AM - 12 NOON

Before joining the faculty at the University of Minnesota in 1965, S. Jay Samuels was a public school teacher for ten years, working in the schools of New York and California. As a teacher, he did regular teaching, teacher training demonstration teaching, and worked in the gifted program. At the University of Minnesota he teaches courses in cognitive foundations of education and teacher education. He has received a number of awards for his teaching and research. He received the College of Education Distinguished Teaching Award. The International Reading Association gave him the William S. Gray Research Award, and the National Reading Conference gave him the Oscar Causey Research Award. He is also a member of the International Reading Association's Hall of Fame.

*Jay Samuels will also be hosting a roundtable discussion on Saturday at 10:45 a.m. in Monks Hood
and will participate in the Lunch with a Mentor discussion groups on Saturday.*

FEATURED INSTITUTE SPEAKER



KARIN WINNARD
Sonoma State University

"RESOURCES AND METHODS FOR TRAINING TUTORS"
Featured Institute Presentation

THURSDAY, APRIL 6, 1:00 PM - 4:00 PM

Karin Winnard has been working as a professional trainer and consultant in the learning assistance field for 12 years. She was the President of the Association for California College Tutorial and Learning Assistance from 1990-1993 and has written several publications including "Codependency: Teaching Our Tutors Not to Rescue". She has served as an evaluator on CRLA's Tutor Certification Board since 1988 and has presented numerous workshops at both the state and national level on tutor training and has provided consultation on tutor training programs and development to numerous college and secondary school campuses. She has received numerous awards and grants recognizing and supporting her commitment to education and is currently working to develop effective tutorial training programs for secondary school districts. Her presentation at this conference reframes tutoring as a process and presents an activity and an abundance of materials to develop and enhance their tutor training programs. This institute was a wonderful success last year and is back even bigger and better this year!

Karin Winnard will also be hosting a roundtable discussion on Friday at 4:00 p.m. in the Fountain Courtyard.



ATTENTION AUTHORS

If you are the author of a textbook or of other creative and scholarly works, you are invited to participate in the author autographing sessions. Bring at least ten copies of your work and schedule your session in advance at the CRLA conference registration desk by 10:00 am on Friday, April 7. The Author Autographing Sessions will be held on Friday and Saturday afternoons.

YOU CAN WIN A PRIZE!

Don't forget to purchase your raffle tickets! During the conference prizes will be awarded to those with the winning raffle tickets. The raffle will be held at the First General Session, the Second General Session, and the Awards Banquet. All proceeds go to the Scholarship and Awards Fund.



SPECIAL CONFERENCE EVENTS AND RESOURCES

Your registration badge entitles you open entry into these special conference events and will allow you open access to a variety of special conference resource rooms. Note these events and places on your conference schedule so that you won't miss them!

- The **Grand Opening of Publisher Exhibits** on Thursday, April 6, at 4:30 pm will feature a festive exhibit opening. It will be an afternoon social gathering for all CRLA conference registrants with complimentary beverages and snacks provided. The exhibits will be open for viewing on Thursday evening, Friday after the First General Session until 6:00 pm, and Saturday after the Second General Session until 6:00 pm.
- The Saturday morning **Publishers' Breakfast** features complimentary pastries and beverages as well as an opportunity to view the exhibits.
- A **Technology Center** will feature state-of-the-art software in developmental education. CRLA conference registrants may view the programs and use the computers in the Computer Room during the scheduled open hours on Thursday, Friday and Saturday.
- A **Reading Resource Room** will be available as a drop-in center to view session abstracts and copies of session handouts. The Reading Room will also have a xerox machine for the use of CRLA conference registrants at a nominal charge. The Reading Resource Room will be open each day of the conference, Thursday through Saturday, from 8:00 am to 6:00 pm.
- **Authors' Autographing Sessions** will give conference registrants the opportunity to meet leading authors in the field.
- The **Newcomers' Reception** in the Hospitality Suite at 8:00 pm on Thursday will welcome first-time conference registrants to a long-standing tradition of warm hospitality. All CRLA members are welcome to this event.
- Meetings of the **CRLA Literary Society** will be held each evening of the conference Thursday through Saturday.
- The **Lunch with a Mentor Luncheon** gives conference participants an opportunity to meet leaders in the fields of learning assistance and reading.
- **State, chapter, and regional meetings** give members an opportunity to meet others in the same geographical location.
- **SIG roundtable discussions** and food events give SIG members an opportunity to network.
- **Conference credit** for participating in the conference is available; contact Sylvia Mioduski at (602) 621-1206.
- A **Message Board**, located near the Registration Table, is available to post messages. Conference participants should check the Message Board periodically.
- **Shuttle service** between the Radisson Tempe Mission Palms Hotel and the affiliated conference hotels will be available throughout the conference. Those registered at the off-site conference hotels should check the posted schedule in the lobby of their hotel or call the CRLA Registration Desk at the Radisson Tempe Mission Palms Hotel (602-894-1400) to check the shuttle schedule.

READING RESOURCE ROOM



You are invited to visit the Reading Resource Room, located in Monks Hood on the second floor of the Radisson Tempe Mission Palms Hotel.

This room has the following resources available to those attending the CRLA Conference:

- Abstracts of the institutes and sessions
- Display materials
- A xerox copy machine
- Job placement information
- Continuous coffee service
- Videotapes of the NCTE/IRA Standards Video Conference
available for previewing on Friday, April 7 from 1:30 pm - 5:00 pm.
- Author autographing sessions on Friday, April 7 and Saturday,
April 8 from 1:30 pm - 5:00 pm.
- "Meet the Speakers" conversations with Dr. Peter Mosenthal on
Friday, April 7 from 10:45 am - 11:45 am and with Dr. S. Jay
Samuels on Saturday, April 8 from 10:45 am - 11:45 am.



CAMPUS TOURS



Arizona State University's
Student Technology Center &
Mars Observer Space Flight Facility
Thursday, April 6, 1995
Departure Time: 9:00 am
Returning Time: 11:30 am

\$5.00 per person

Group meets at the
Registration Foyer
near Ballroom III.

This walking tour of the campus will include The Student Technology Center, which houses a large student microcomputer lab that offers a variety of platforms and software packages for student use; the University Art museum, which houses five galleries, four outdoor sculpture courtyards, and a museum gift shop; the Mars Observer Space Flight Facility, where photos and maps of Mars are on display; and Grady Gammage auditorium, the last major project designed by the famous architect Frank Lloyd Wright. This auditorium seats 3,000 and has received international acclaim for its acoustics and design. This facility plays host to some of the world's best orchestras, drama, theater, and dance performances.

Paradise Valley Community College's
Learning Assistance Center and Microcomputer Lab
Thursday, April 6, 1995
Departure Time: 4:15 pm
Returning Time: 7:00 pm

\$5.00 per person

Group meets at the
Registration Foyer
near Ballroom III.

On this tour you will visit a local campus with a model Learning Assistance Center and Microcomputer Lab. The Learning Assistance Center (LAC) has a warm, inviting atmosphere and is located in the Learning Resources Complex. The LAC provides free tutoring for all students and is known for a comprehensive, interactive tutor training program (certified at all three levels of CRLA's International Tutor Certification Program); an innovative Faculty Liaison program to provide faculty involvement, communication links with academic divisions, and resource relevancy; a mentoring program for new tutors; and use of an electronic forum for tutor training learning logs, E-mail with tutors, and mentoring for new tutors. In addition, you will visit a student microcomputer lab, which houses more than 150 Macintosh workstations to support introductory computer classes as well as classes in any content area, including use of the Electronic Forum, Internet, word processing, graphics, Harvard Graphics and Maple for mathematics classes, and desktop publishing. A few multimedia stations are also available for students for some in-house and professional multimedia packages.



CHARTERED TRIPS

SEDONA AND THE GRAND CANYON



Grand Canyon/Sedona - Overnight Trip

Departure Time: 7:30 am, Tuesday, April 4, 1995

Returning Time: 7:00 pm, Wednesday, April 5, 1995

\$118.15 Double Occupancy (2 days, 1 night)

\$143.65 Single Occupancy (2 days, 1 night)

Meals not included.

Group meets at the Registration Foyer
near Ballroom III.

This tour by Gray Line begins with a drive to Sedona, Arizona's gorgeous red rock country. Participants will be given time to browse the quaint shops of local artisans. After lunch on your own, the tour continues with a drive through the scenic Oak Creek Canyon, graced with sheer rock walls and steep gorges. You will spend the night at Maswik Lodge, which is only a moment's walk from the rim of the magnificent Grand Canyon. Early the next morning, take an optional Canyon tour hike, hike one of the many trails, or just relax and enjoy the spectacular views. You will return early enough to go out for dinner in Tempe. (Maximum: 60 persons)

Sedona/Oak Creek Canyon - Day Trip

Departure Time: 8:00 am, Wednesday, April 5, 1995

Returning Time: 6:00 pm, Wednesday, April 5, 1995

\$46.75 per person

Meals not included.

Group meets at the Registration Foyer
near Ballroom III.

This day tour by Gray Line begins with a stop at Montezuma Castle National Monument. You will see ruins of ancient cliff dwellings built around the 12th and 13th centuries by a people who mysteriously disappeared. Then, you will travel on to Sedona for lunch on your own. Sedona is known for its scenic beauty, serenity, and artisans. There will be plenty of time to browse through many of the local craft and artisan shops while enjoying the magnificent views of the beautiful and striking red rock formations around you. A calming, scenic trip through Oak Creek Canyon will be the finale of this full day of fun and scenery. (Maximum: 47 persons)

HOT AIR BALLOON RIDE

Hot Air Balloon Ride

Departure Time: 5:30 am, Sunday, April 9, 1995

\$110 per person

Group meets at the hotel front entrance.



If you would like to experience Tempe from a hot air balloon, a special event is in store for you. You will need to make reservations directly with Fred Gorrell of the Unicorn Balloon Company (602-991-3666). Request the CRLA conference rate. Transportation from the hotel is included.

TOURS AND LOCAL ATTRACTIONS



Heard Museum & Tour
Thursday, April 6, 1995
Departure Time: 8:45 am
Returning Time: 12:30 pm

\$17.50 (Includes the price of admission and transportation in a chartered van.)

Group meets at the Registration Foyer near Ballroom III.

The Heard Museum is known internationally for its collection of Native American artifacts, fine art, unique exhibits, and innovative programming. "Native Peoples of the Southwest" is the museum's award-winning exhibit of thousands of pieces, including Kachina Dolls, baskets, jewelry, pottery, and textiles, plus a Navajo hogan, an Apache wickiup, and a Hopi corn-grinding room. "Old Ways, New Ways" is a popular family exhibit with many hands-on activities geared toward children.

Desert Botanical Gardens
Thursday, April 6, 1995
Departure Time: 8:30 am
Returning Time: 12 noon

\$17.50 (Includes the price of admission and transportation in a chartered van.)

Group meets at the Registration Foyer near Ballroom III.

The Desert Botanical Gardens has more than plants - you will enter the living world of the desert. While cacti (plural form of cactus) are the first of the magnificent plants you'll see, there are more than 2,200 other species as well. The Garden, a renowned research facility, is home to over 20,000 plants representing over 4,000 species. "Plants and People of the Sonoran Desert" is a three-acre exhibit that captures how our desert's first human inhabitants survived and even thrived in the rigorous desert environment. The "Center for Desert Living" is a working research facility designed to demonstrate ways of living in harmony with the desert. While many desert plants are in bloom throughout the year, March 1 through April 30 is the highlight of the season with literally hundreds of varieties flooding the Botanical Gardens with color and beauty. There is a gift shop with books, cacti, and many gift items to commemorate your visit.

OTHER POINTS OF INTEREST

GOLFING

The Phoenix metropolitan area is well-known for its multitude of fine golf courses. From the Radisson you can catch a free local shuttle, called the "Flash," which will bring you to a parking lot adjacent to the fairly new, but nationally known Karsten Golf Course at Arizona State University. Three of its 18 holes were rated as the most difficult in Arizona by Arizona Golf Journal. It hosted the 1990 and 1992 PAC 10 Championship, the Southwest Amateur, and the 1992 Women's NCAA Championships.

TEMPE HISTORICAL WALKING TOUR

Tempe's "Old Town" with its quaint shops, tree and brick-lined streets, and historic buildings is in the heart of downtown Tempe, directly across from the Radisson. You can take a free cassette-guided walking tour of this historic area; tour information is available at the Hackett building (a restored building) near the Visitor's Bureau across from the Radisson.

MUSEUMS

The Phoenix metropolitan area is home to more than 50 museums including art museums, Southwestern and Native American museums, science museums, military museums, fire fighter museums, and mining museums. At the Radisson's conference registration desk, the brochure "Discover Museums of Central Arizona" is available.



8:00 am - 6:00 pm

8:00 am - 6:00 pm

8:00 am - 8:30 am

8:30 am - 12 noon

8:45 am - 12:30 pm

9:00 am - 11:30 am

9:00 am - 1:00 pm

1:00 pm - 4:00 pm

1:00 pm - 4:00 pm

4:15 pm - 7:00 pm

4:30 pm - 5:30 pm

5:30 pm - 7:00 pm

6:00 pm - 8:00 pm

8:00 pm - 9:00 pm

9:00 pm - 12 midnight

Registration Open

Reading Resource
Room Open

Chairpersons' Orientation

Desert Botanical Gardens Tour

Heard Museum Tour

Arizona State University
Campus Tour

Leadership Workshop and
Luncheon for State Directors
and SIG Leaders

Pre-conference Institutes

CRLA Board Meeting
Annual Reports

Paradise Valley Community
College Campus Tour

Grand Opening of the Exhibits
and Welcome Reception

Book Exhibits Open

Technology Center Open

Newcomers' Reception

CRLA Literary Society
Meeting & Hospitality

Registration Foyer

Monks Hood

Campanile

Group meets in the
Conference Registration
Foyer near Ballroom III.

Group meets in the
Conference Registration
Foyer near Ballroom III.

Group meets in the
Conference Registration
Foyer near Ballroom III.

Group meets in Ballroom I
first. State Directors will
meet in Augustine.
SIG Leaders will meet in
Xavier.

Noted in the program

Dolores

Group meets in the
Conference Registration
Foyer near Ballroom III.

Cloister

Cloister

Ballroom III

Hospitality Suite
Room 2038

Hospitality Suite
Room 2038

LEADERSHIP WORKSHOP AND LUNCHEON

THURSDAY, APRIL 6, 1995

9:00 AM - 1:00 PM

BALLROOM I

*All SIG Leaders, Chapter Presidents, and State/Region Directors
are invited to this workshop and luncheon.*

PUBLISHERS' EVENTS

All conference participants are invited to attend the
Grand Opening of Exhibits and Welcome Reception
on Thursday, April 6, 1995
at 4:30 pm in Cloister.

Complimentary snacks will be provided.

Exhibit hours throughout the conference will be:

Thursday, April 6 from 4:30 pm - 7:00 pm

Friday, April 7 from 10:30 am - 6:00 pm

Saturday, April 8 from 10:30 am - 6:00 pm

The **Publishers' Breakfast** is open to all conference participants
on Saturday, April 8 from 7:00 am - 8:00 am.

Special acknowledgement for their donations to the
Publishers' Breakfast is extended to:

Townsend Press

Newsweek

H & H Publishing

Crisp Publications

Special recognition is extended to Townsend Press for their
donation of the CRLA Conference Tote Bags.



PRE - CONFERENCE INSTITUTES

THURSDAY, APRIL 6

1:00 P M - 4:00 P M

#1 (Institute)

Campanile

TEACHING THE PRINCIPLES OF DOCUMENT LITERACY

PRESENTER: Dr. Peter Mosenthal, Syracuse University

CHAIR: Becky Johnen, Harris Area Community College - Lebanon

Given the importance and pervasiveness of documents in both college and everyday settings, it is not surprising that the average North American adult spends more time reading documents than any other type of material. Yet, despite the importance and pervasiveness of documents, document literacy is seldom, if ever, addressed in pre-college instructional settings and sometimes acknowledged in adult and workplace literacy programs. This institute will present the important role of documents in both college learning and in adult society and will present numerous examples of documents from both settings. The focus of this institute will include a discussion of the range of strategies college students and adults need to know in order to process a variety of documents. Teachers in college developmental reading classes, adult literacy, and workplace settings will find this institute very valuable in their work with adult readers.

#2 (Institute)

Ballroom II

RESOURCES AND METHODS FOR TRAINING TUTORS

PRESENTER: Karin Winnard, Sonoma State University

CHAIR: Patricia Grove, Rutgers University

This institute will give tutor trainers, directors, and coordinators a wealth of training materials that they can use in their own tutor training programs. The presenter will feature the "best of the best" training tips and materials collected from all around the country over the past few years in her own work as a tutor trainer. The presentation will be interactive, including discussions, videotapes, problem-solving simulations, and presentation of resources.

#3 (Institute)

Group meets at 12:20 p.m. in the Conference Registration Foyer near Ballroom III.

INTERNET FOR THE DEVELOPMENTAL EDUCATOR

PRESENTER: Dr. David Caverly, Southwest Texas State University

CHAIR: Dr. Kamal Maheshwari, Galveston College

This institute will present Internet access and current applications of the Internet within developmental education programs. Step-by-step handouts and useful resources will be provided. This institute will help those interested in using computers as communication tools become more confident in their own expertise.

#4 (Institute)

Wind Flower

RE-ENGINEERING COLLEGE READING: THE EVOLUTION OF INTEGRATED ASSESSMENT, INSTRUCTION, AND EVALUATION IN THE NEW PARADIGM

PRESENTER: Susan Godwin, Jamestown Community College

CHAIR: Deborah Simpson, Jamestown Community College

Current research in assessment, instruction, and evaluation will be explored as a foundation for the development, implementation, and evaluation of an integrated program. Participants will experience authentic assessment activities and modeled instruction that focuses on instructors listening to learning. Mastery-based student evaluation system and process will be demonstrated.



#5 (Institute)

Sand Lotus

ALTERNATIVE STRATEGIES AND MATERIALS IN TUTORING MATHEMATICS

PRESENTER: Gwen Crites, Northern Arizona University

CHAIR: Mary Lou Gibson, University of Texas at El Paso

This institute, featured for tutor trainers, demonstrates a variety of hands-on materials and strategies for the teaching of mathematics. The introduction of non-threatening manipulatives tends to remove the anxiety and stress associated with learning numbers, symbols, and mathematical operations. This institute will be appealing to those who work with students in college developmental math classes.

#6 (Institute)

Colonnade

SELF-COACHING AND THE ART OF WORKING REFLECTIVELY

PRESENTER: Dennis Matthies, Stanford University

CHAIR: Judith Olson-Fallon, Case Western Reserve University

The best preparation for work as an undergraduate today will prove to be the best preparation for work in the economy of tomorrow. In both worlds security will not rest primarily on background, previous successes, or even present skills. Security will need to be rooted in one's potential for continuously improving the quality of one's work. This institute will help participants learn to teach reflective self-coaching.

#7 (Institute)

Joshua Tree

QUALITATIVE RESEARCH AND PROGRAM EVALUATION: AN INTRODUCTION TO METHODS AND APPLICATIONS

PRESENTER: Craig Stern, Northern Arizona University

CHAIR: Jane Drabek, Walla Walla Community College

Interested in finding out how or why your classroom or learning center is successful, or what does or doesn't work? Learning outcomes are one measure, but being able to assess less tangible aspects of performance, such as student motivation and attitude, is equally important. This presentation will provide an introduction to qualitative research and program evaluation methods.

#8 (Institute)

Xavier

DEVELOPING COMPREHENSIVE TRAINING MATERIALS FOR LEARNING CENTER STAFF WITH A COMPUTERIZED DATABASE AND STAFF MANUAL

PRESENTER: Gary Parilis, Rutgers University & Dr. Robert Nelson, Rutgers University

CHAIR: Phyllis Duryee, Franklin University

This institute will provide guidelines for constructing a comprehensive manual for learning center staff and explore the construction and use of an ancillary computerized database. We will guide participants through the planning of training materials specific to their own centers and present our own manual and database.

#9 (Institute)

Cavetto

LITERACY FOR THE 21ST CENTURY: EMPOWERING INSTRUCTORS TO MEET THE INCREASING DEMANDS OF SOCIETY

PRESENTER: Carol Burgess, University of Minnesota & Mikelyn Stacey, Ohlone College

CHAIR: Wei Li, North Harris College

This institute will focus on empowering postsecondary instructors to prepare students to participate fully in the workplace of the coming 21st Century. Presentations will deal with the changing literacy demands of society, the needs of diverse students, training in language skill development for postsecondary instructors, and practical applications.



7:00 am - 8:15 am

Computer Technology
SIG Breakfast Meeting

Colonnade

7:00 am - 8:15 am

EFL/ESL SIG Breakfast Meeting

Cavetto

8:00 am - 6:00 pm

Registration Open

Registration Foyer

8:00 am - 8:30 pm

Open Nominations for
1996 Officers

Ballroom I

8:00 am - 6:00 pm

Reading Resource
Room Open

Monks Hood

8:30 am - 9:00 am

Chairpersons' Orientation

Campanile

9:00 am - 10:30 am

First General Session
& Keynote Address

Ballroom I

10:30 am - 6:00 pm

Book Exhibits Open

Cloister

10:30 am - 8:00 pm

Technology Center Open

Ballroom III

10:45 am - 11:45 am

Meet the Keynote Speaker:
Dr. Peter Mosenthal

Monks Hood

10:45 am - 11:45 am

First Set of Concurrent
Sessions & Roundtable
Discussions

Noted in the program

12:00 noon - 1:15 pm

SIG Luncheons

Mission Room

1:30 pm - 2:30 pm

Second Set of Concurrent
Sessions & Roundtable
Discussions

Noted in the program

1:30 pm - 5:00 pm

Authors' Autographing

Monks Hood

1:30 pm - 5:00 pm

IRA/NCTE Standards
Videotape for Viewing

Monks Hood

2:45 pm - 3:45 pm

Third Set of Concurrent
Sessions & Roundtable
Discussions

Noted in the program

2:45 pm - 3:45 pm

Ice Cream Socials

Fountain Courtyard

4:00 pm - 5:00 pm

Meet the Featured Institute
Presenter: Karin Winnard

Fountain Courtyard

4:00 pm - 5:00 pm

Fourth Set of Concurrent
Sessions & Roundtable
Discussions

Noted in the program

5:15 pm - 6:15 pm

State Meetings

Noted in the program

6:30 pm - 9:00 pm

Dinner on the Town

Groups meet in the
Conference Registration
Foyer near Ballroom III.

9:00 pm - 12 midnight

CRLA Literary Society
Meeting & Hospitality

Hospitality Suite
Room 2038

SESSIONS AND ROUNDTABLE DISCUSSIONS LISTED BY PROGRAM AREAS

- Area I: Instructional Theory and Practice
 Area II: Program Administration, Management, and Supervision
 Area III: Student Populations, Contexts, and Learning Environments
 Area IV: Text, Technology, and Learning Materials



FRIDAY, APRIL 7, 1995

| Area | 10:45 am - 11:45 am | 1:30 pm - 2:30 pm | 2:45 pm - 3:45 pm | 4:00 pm - 5:00 pm |
|------|--------------------------------------|-----------------------|-------------------|--------------------------|
| I | 10, 12, 15, 16, 17, 18, 19, 21 | 24, 29, 32, 33, 34 | 39, 40, 41, 49 | 56, 58, 63 |
| II | 14, 20 | 28, 35 | 43, 47, 48 | 51, 52, 57 61 |
| III | 11, 13 | 26, 30, 31 | 42, 44, 45 46 | 53, 54, 55 59, 60, 62 |
| IV | 22 | 23, 25, 27, 36, 37 | 38, 50 | 64 |



CONCURRENT SESSIONS AND EVENTS ON FRIDAY, APRIL 7, 1995

| ROOM | 10:45 AM - 11:45 AM | 1:30 PM - 2:30 PM | 2:45 PM - 3:45 PM | 4:00 PM - 5:00 PM |
|-------------|---|--|---|---|
| AUGUSTINE | #10 Critical and Creative Problem Solving Tools (Forster, Gier, & Hancock) | #23 Innovative Applications: Distance Learning (Barnes & Lowery) | #37 Writing for CRLA Publications (Bethke & Carter-Wells) | #51 Transforming Developmental Education for the 21st Century (Carpenter & Batenhorst) |
| XAVIER | #11 Canfield, Carbo, Keirse, & Kolb: a Kellogg Comparison (Turner) | #24 Creative Problem Solving Using Syntectics (Sandin) | #38 Reaching and Teaching Through Television (Richards) | #52 To Create An Image (Smith) |
| COLONNADE | #12 The ACT Method of Teaching Critical and Academic Reading (Maker) | #25 VSI: An Alternative to Remedial Coursework (Blair) | #39 Concept Mapping: Strategy for Success (Helton & Whitley) | #53 Enhancing Instruction: Strategies for LD Students (Miller) |
| CAVETTO | #13 Cognitive Dysfunctions Underlying Learning Disabilities: A Framework for Understanding (Gallik & Kirby) | #26 Transformations in Language Education (Herrera) | #40 What Writers Know and Do: A Guide for Developmental and ESL Writing Instruction (Best) | #54 Possibilities of Transformation: Adult Male Students in Higher Education (Weisberger) |
| CAMPANILE | #14 Joint Ventures: Transformations in Learning Assistance Programs (Noble & Simon) | #27 Entertainment for the Promotion, Enjoyment, & Improvement of Reading (Mikkelsen) | #41 Using Student-Led Discussion Panels in the Developmental Classroom (Dochen & Hodges) | #55 Helping Underachieving Students Transform Themselves (Weinsheimer & Hirsch) |
| JOSHUA TREE | #15 Critical Thinking Skills: From Concrete to Abstract (Fritz) | #28 Transformation in the World of Tutor Training: Tutor Training Modules (Duryee) | #42 Enhancing Lectures for College Students with Learning Disabilities (Boyle & Stein) | #56 Speed Reading: Is it Just a Blur? (Patterson) |
| SAND LOTUS | #16 Bringing Memorization Back into the English Classroom (Briefs-Elgin) | #29 Do They Learn When You Question? (Carpenter) | #43 Reflection in Practice: A Study of Transformation and Resistance (Bell) | #57 Achieving Objectives through Total Quality Management (Cook) |
| WIND FLOWER | #17 Exploring Faculty Views of College Students' Literacy (Quinn) | #30 A New Theory of Second Language Acquisition and College ESL Instruction (Hu) | #44 Transforming Learning Assistance for the Contemporary Non-traditional Student (Boomer & Cole) | #58 College Students' Perceptions of Professors' Expectations (Yaworski) |
| MONKS HOOD | Meet the Keynote Speaker: Dr. Peter Mosenthal | Authors' Autographing Standards Videotape | Authors' Autographing Standards Videotape | Authors' Autographing Standards Videotape |

| | | | | |
|-------------------------|---|--|--|--|
| MISSION TABLE ONE | #18 Math Learning: How Are We Making A Difference? (Lee & Rogers) | #31 Adult Literacy (Boraks, Turner, Ambrose, & Nunes) | #45 A Cross-Curricular Writing Program for Aca- demically At-Risk Students (Fishbain) | #59 Issues in EFL/ESL (Schlender) |
| MISSION TABLE TWO | #19 Two Major Aspects of Evaluation: Standards and Outcomes (Maxwell) | #32 Issues in College Reading (Wills) | #46 Training Tutors to Work with Learning Disabled Students (Gibson) | #60 The Village, The Ranch, and the Mainstream Career Menu (Briefs-Elgin) |
| MISSION TABLE THREE | #20 Too Many Pies, Too Few Fingers? (Shaw) | #33 "Below Average" Students (Swinton, Stern, Tadlock, Smilkstein) | #47 Issues in Research and Evaluation (O'Hear) | #61 Using the NADE Program Self-Evaluation Guides as a Catalyst (Thayer & Shaw) |
| BALLROOM I NORTHWEST | #21 Helping Our Students Become Readers (Deason) | #34 Text Reconstruction Across the Curriculum for Reading/Writing/Reasoning (Whimbey) | #48 Who Are We? What Do We Do? Why Do We Do It? (Beckett) | #62 Teaching Study Skills in Malaysia: Working with Southeast Asian Students (Lyon) |
| BALLROOM I SOUTHWEST | | #35 Flow in an Interactive, Culturally Diverse Classroom (Morsches & Rupert) | #49 Transforming Research & Innovation into Systematic SS Instruction (Vunderink) | #63 Creative Problem Solving (Richter) |
| BALLROOM II | #22 Using CD-ROM and Online Databases with Developmental Students (Faulkner) | #36 Multimedia: Transform- ing from Dilettantes to Developers (Holdredge) | #50 Integrating Computers with Whole Language Instruc- tion (Stamper & Paris) | #64 Composition in the Electronic Age: Writing in the 21st Century (Linton & Babb) |
| BALLROOM III | Technology Center Demonstrations | Technology Center Demonstrations | Technology Center Demonstrations | Technology Center Demonstrations |
| FOUNTAIN COURTYARD | | | SIG Ice Cream Socials: Peer Tutoring (North) LAC Management (South) | Meet the Featured Institute Presenter: Karin Winnard |
| CLOISTER | Publishers' Exhibits | Publishers' Exhibits | Publishers' Exhibits | Publishers' Exhibits |

| | | | | |
|------|---------------------|-------------------|-------------------|-------------------|
| ROOM | 10:45 AM - 11:45 AM | 1:30 PM - 2:30 PM | 2:45 PM - 3:45 PM | 4:00 PM - 5:00 PM |
|------|---------------------|-------------------|-------------------|-------------------|

CONCURRENT SESSIONS AND EVENTS ON FRIDAY, APRIL 7, 1995

CONFERENCE NOTES



FIRST GENERAL SESSION

FRIDAY, APRIL 7, 1995
BALLROOM I

9:00 AM - 10:30 AM

PRESIDER: Dr. Tom Gier, CRLA President

INTRODUCTIONS

WELCOME TO THE CONFERENCE

Dr. Patricia Mulcahy-Ernt, CRLA President-Elect and Conference Program Chair

Dr. Rick Sheets, On-site Conference Chair

Dr. Raúl Cárdenas, President, Paradise Valley Community College

Dr. Alfredo de los Santos, Vice Chancellor for Educational Development,
Maricopa Community College District

Dean Walter Bernstein, Dean of the School of Professional Studies,
Western Connecticut State University

KEYNOTE PRESENTATION

"TRANSFORMING OUR ADULT LITERACY AGENDA: NONE FOR ONE AND ONE FOR ALL"

Dr. Peter Mosenthal, Chair of the Reading and Language Arts Center, Syracuse University



All conference functions are non-smoking events. Smoking is restricted to designated areas in the hotel.

CONCURRENT SESSIONS & ROUNDTABLE DISCUSSIONS

FRIDAY, APRIL 7
10:45 AM - 11:45 AM

#10 (Roundtable Discussion)

Augustine

CRITICAL AND CREATIVE PROBLEM SOLVING: TOOLS FOR THE GLOBAL COMMUNITY

PRESENTERS: Suzanne Forster, University of Alaska Anchorage, Dr. Tom Gier, University of Alaska Anchorage, & Dr. Karan Hancock, University of Alaska Anchorage

CHAIR: Dr. Genie Babb, University of Alaska Anchorage

A critical skill in our global community is the ability to live and work comfortably with people of disparate cultures and values. In this roundtable discussion the facilitators will share strategies for developing critical and creative thinking skills as complements to effective problem solving.

#11 (Session)

Xavier

CANFIELD, CARBO, KEIRSEY, AND KOLB: A KELLOGG COMPARISON

PRESENTER: Susan Stroud Turner, State Technical Institute at Memphis

CHAIR: Susan Deese-Roberts, University of New Mexico

Based on the results of a model Kellogg practicum, this presentation will compare the research findings of learning style information upon minority students in developmental reading. Instructional strategies will be discussed and a video of student testimonials regarding learning style information will be shown.

#12 (Session)

Colonnade

THE ACT METHOD OF TEACHING CRITICAL AND ACADEMIC READING

PRESENTER: Dr. Janet Maker, Los Angeles Trade-Technical College

CHAIR: Becky Garlick, Blinn College

The ACT (Active, Critical Thinking) approach consists of six steps which can be used for both critical reading and study reading. This session will discuss this approach.

#13 (Session)

Cavetto

COGNITIVE DYSFUNCTIONS UNDERLYING LEARNING DISABILITIES: A FRAMEWORK FOR UNDERSTANDING

PRESENTERS: Jude Gallik, Schreiner College & Dr. Franklin Kirby, Kirby and Gallik Educational Consultants

CHAIR: Dr. Joseph Boyle, Southern Illinois University at Edwardsville

A model will be presented which relates academic learning and performance to four underlying cognitive processes: attention, perception, language processing, and memory. Learning disabilities will be explained as dysfunctions in one or more of these processes. The relationship between the dysfunctions and classroom behavior will be explored.



#14 (Session)

Campanile

JOINT VENTURES: A TIME FOR TRANSFORMATIONS IN LEARNING ASSISTANCE PROGRAMS

PRESENTERS: Sam Noble, Widener University & Jacqueline Simon, Rider University

CHAIR: Estina Pratt, Compton Community College

The services of learning centers are often confined to the center's physical site. This session looks at nine successful programs that take services from the learning center directly into classrooms or that tie reading and study instruction to content courses.

FRIDAY, APRIL 7
10:45 AM - 11:45 AM
(Continued)



#15 (Session)

Joshua Tree

CRITICAL THINKING SKILLS: FROM CONCRETE TO ABSTRACT

PRESENTER: Peggy Fritz, The University of Toledo Community and Technical College

CHAIR: Dr. Linda Best, Kean College of New Jersey

This presenter will walk through the step-by-step process of teaching critical thinking skills, such as analysis and synthesis, using concrete to abstract experiences and exercises. This process is designed for underprepared and ESL students at the college and university level.

#16 (Session)

Sand Lotus

THE USES OF MEMORY: BRINGING MEMORIZATION BACK INTO THE
ENGLISH CLASSROOM

PRESENTER: Dr. Gina Briefs-Elgin, New Mexico Highlands University

CHAIR: Dr. Roger Axford, Recareering Institute

Contemporary psychologist Mihaly Csikszentmihalyi argues that by reviving the age-old art of memorization we can help our students build critical thinking skills, strengthen self-esteem, deepen understanding of literature, and enrich daily lives. This session will include the history, advantages, and uses of memorization in the English curriculum.

#17 (Session)

Wind Flower

EXPLORING FACULTY VIEWS OF COLLEGE STUDENTS' LITERACY

(A CRLA Research Assistance Award Presentation)

PRESENTER: Dr. Karen Quinn, University of Illinois at Chicago

CHAIR: Deborah Parker, Albuquerque Technical Vocational Institute

This presentation reports the results of the study supported by the CRLA Research Assistance Award, which examined twelve faculty members' perceptions of students' reading and learning ability in particular subject areas. This presentation will report results about the academic and cultural expectations faculty hold about students' literacy.

#18 (Roundtable Discussion)

Mission Room: Table One

MATH LEARNING: HOW ARE WE MAKING A DIFFERENCE?

Sponsored by the CRLA Mathematics Tutorial Programs SIG

PRESENTERS: Margaret Rogers, Shoreline Community College & Rosalind Lee, Kwantlen College

CHAIR: Dr. Glenn Hirsch, University of Minnesota

This roundtable discussion aims to bring together educators interested in what others are doing in their math centers and developmental math classes. Participants are invited to discuss common topics, such as goals of developmental math, specific strategies for teaching developmental math, and assessment techniques. A special invitation to attend this discussion is extended to the members of the Mathematics Tutorial Programs SIG.

FRIDAY, APRIL 7
10:45 AM - 11:45 AM
(Continued)

#19 (Roundtable Discussion)

Mission Room: Table Two

TWO MAJOR ASPECTS OF EVALUATION: STANDARDS AND OUTCOMES

PRESENTER: Dr. Martha Maxwell, MM Associates

CHAIR: Nancy Hunter, Maysville Community College

This roundtable discussion will focus on recent standards projects that impact the work of those in learning assistance centers. Information about recent initiatives in evaluating learning assistance programs and various criteria related to the standards will be shared.

#20 (Roundtable Discussion)

Mission Room: Table Three

TOO MANY PIES, TOO FEW FINGERS?

PRESENTER: Gladys Shaw, University of Texas at El Paso

CHAIR: Anna Crockett, Virginia Military Institute

This interactive discussion will focus on efficiency in administration without loss of *esprit de corp*. Participants will share innovative strategies for juggling varied responsibilities without excess stress to self and staff. Topics will include management philosophy and style, organization and supervision, motivation and teamwork, time management and delegation, stretching limited resources, and leadership styles. Handouts will be provided.



#21 (Session)

Ballroom I: Northwest

HELPING OUR STUDENTS BECOME READERS

PRESENTER: Susann Deason, Aiken Technical College

CHAIR: Dr. Julia Herrera, El Paso Community College

The most important part of any reading program should be the development of a love for reading. This session will present several ideas for teaching reading without squeezing out the joy. A read aloud demonstration is included.

#22 (Computer Session)

Ballroom II

USING CD-ROM AND ONLINE DATABASES WITH DEVELOPMENTAL STUDENTS

PRESENTER: Ann Faulkner, Brookhaven College

CHAIR: Delryn Fleming, Brookhaven College

The presenter will share the results of an investigation using CD-ROM and online databases with developmental students. Examples include CD-ROM encyclopedias and dictionaries, Internet, and online library catalogs. The presenter will also describe suggestions for getting students and faculty online.



SIG LUNCHEONS

FRIDAY, APRIL 7
12 NOON - 1:15 P M



You are invited to attend a SIG Luncheon.
A \$15 luncheon ticket is required for attendance.

| T A B L E | T O P I C |
|-----------|---|
| 1 | Cognitive Psychology |
| 2 | College Reading |
| 3 | Critical Thinking |
| 4 | Emotional/Motivational Aspects of Learning |
| 5 | Hypercard |
| 6 | Learning Disabilities |
| 7 | Mathematics |
| 8 | Multicultural Issues |
| 9 | Teaching Excellence |



CONCURRENT SESSIONS & ROUNDTABLE DISCUSSIONS

FRIDAY, APRIL 7
1:30 PM - 2:30 PM



#23 (Session)

Augustine

INNOVATIVE APPLICATIONS IN DEVELOPMENTAL EDUCATION: DISTANCE LEARNING

PRESENTERS: Dr. Felicie Barnes, Grambling State University
& Dr. Bennie Lowery, Grambling State University

CHAIR: Linda Blatt, Central College

Four applications of distance learning technology in developmental education will be demonstrated. As each application is demonstrated on videotape, presenters will highlight unique aspects of the application, will discuss the unique aspects of the application, and will explain how design features such as support services can be incorporated to address learner needs.

#24 (Session)

Xavier

CREATIVE PROBLEM SOLVING USING SYNECTICS

PRESENTERS: John W. Sandin, III, New Mexico State University

CHAIR: Dr. Monica M. Grecu, University of Nevada, Reno

Synectics is the use of analogies to look at problems in new ways. This workshop will introduce CRLA members to the use of Synectics as a way to help students overcome reading, writing, or study skills problems by looking at them from a new perspective.

#25 (Session)

Colonnade

VSI: AN ALTERNATIVE TO REMEDIAL COURSEWORK

PRESENTER: Dr. Kay Blair, University of Missouri-Kansas City

CHAIR: Dr. Gail Platt, South Plains College

Video-based Supplemental Instruction (VSI) pairs content-specific skills instruction with core curriculum required courses. In place of attending live lectures, students meet with a facilitator who develops the student's ability to become an independent learner. This session will discuss research related to the use of VSI.

#26 (Session)

Cavetto

TRANSFORMATIONS IN LANGUAGE EDUCATION

PRESENTER: Dr. Julia F. Herrera, El Paso Community College

CHAIR: Paul Osisek, Purdue University North Central

A brief history of transformations concerning language education will be presented. The presentation discusses the evolution from a reliance on traditional, analytical methods for language instruction into a new methodology based on attitudes which emerged from original research about adults learning to use oral and written English in an urban border community.

#27 (Session)

Campanile

USING ENTERTAINMENT FOR THE PROMOTION, ENJOYMENT, AND IMPROVEMENT OF READING

PRESENTER: Sharon Mikkelsen, Richland College

CHAIR: Dr. Theria Beverly, Pima Community College

The session will center on the use of media, techniques which can be used in the classroom to improve reading, and research and resources about the use of media.

All conference functions are non-smoking events. Smoking is restricted to designated areas in the hotel.

FRIDAY, APRIL 7
1:30 PM - 2:30 PM
(Continued)



#28 (Session)

Joshua Tree

TRANSFORMATION IN THE WORLD OF TUTOR TRAINING:
TUTOR TRAINING MODULES

PRESENTER: Phyllis P. Duryee, Franklin University

CHAIR: Karen Olson, Pierce College

This session will discuss an alternative to tutor training: tutor training modules. Participants will examine the design of five modules; explore issues surrounding the topic of one module, Tutoring ESL Clients; and brainstorm in small groups about topics and materials which might lend themselves to additional training modules.

#29 (Session)

Sand Lotus

DO THEY LEARN WHEN YOU QUESTION?

PRESENTER: Dr. Kathy Carpenter, University of Nebraska at Kearney

CHAIR: Amber Adair, University of Nebraska at Kearney

This session will explore questions in the classroom: their intent, content, and effectiveness. Topics include questioning levels; the value of questions as teaching tools; questioning techniques; wait time/silence; feedback, encouragement, and praise; characteristics of good questions; and effective questioning strategies.

#30 (Session)

Wind Flower

A NEW THEORY OF SECOND LANGUAGE ACQUISITION AND COLLEGE ESL
INSTRUCTION

PRESENTER: Dr. Jiazhen Hu, National-Lewis University

CHAIR: Norma Bisulca, University of Maine at Augusta

There are many existing theories of Second Language Acquisition, yet none of them can account for it satisfactorily. This session describes research about the internal processing mechanism in language acquisition, a new model to account for second language acquisition, pedagogical implications, and recommendations concerning college ESL instruction and learning.

#31 (Roundtable Discussion)

Mission Room: Table One

ADULT LITERACY: REDEFINING LEARNERS, PROGRAMS, AND STRATEGIES

Co-sponsored Session with the Adult Learning Division of the College Reading Association

PRESENTERS: Dr. Nancy Boraks, Virginia Commonwealth University; Dr. Gwen Turner, University of Missouri; Evelyn Nunes, Virginia Adult Education Resource Center,
& Maureen Ambrose, Adult Literacy and Technology Resource Center

CHAIR: Fran Kahn, University of Vermont

Emerging national data is clear: There is a new image and reality defining adult literacy learners and literacy programs. Adults with more sophisticated learning needs are and will be turning to literacy educators for help. This roundtable discussion will include participant dialogue about current and potentially helpful organizational structures and instructional strategies.

FRIDAY, APRIL 7
1:30 PM - 2:30 PM
(Continued)



#32 (Roundtable Discussion)

Mission Room: Table Two

ISSUES IN COLLEGE READING

Sponsored by the CRLA College Reading SIG

PRESENTER: Carol Wills, College of San Mateo

CHAIR: Gretchen Starks-Martin, St. Cloud State University

This roundtable discussion will focus on issues of interest to the members of the College Reading SIG and to CRLA members who are interested in a variety of topics about college reading. A lively discussion will focus on the reading/writing connection, mainstreaming ESL students, adjunct classes, and the search for textbooks and software, to name just a few of the topics.

#33 (Roundtable Discussion)

Mission Room: Table Three

TRANSFORMING "BELOW AVERAGE" STUDENTS INTO COLLEGE-LEVEL READERS, WRITERS, AND THINKERS

Sponsored by the CRLA Cognitive Psychology and Critical Thinking SIGs

PRESENTERS: Jan Swinton, Spokane Falls Community College; Craig Stern, Northern Arizona University; Dr. Dee Tadlock, Read Right Systems, Inc.; Dr. Rita Smilkstein, North Seattle Community College

CHAIR: Dr. Glenn Hirsch, University of Minnesota

A group of invited panelists will start an informal discussion about transforming "below average" developmental students into college-level readers, writers, and thinkers. Some of the questions for discussion focus on assessment of developmental students as well as instruction that facilitates developmental students' progression to college-level work.

#34 (Session)

Ballroom I: Northwest

TEXT RECONSTRUCTION ACROSS THE CURRICULUM FOR READING / WRITING / REASONING

PRESENTER: Dr. Arthur Whimbey, Institute for TRAC Research

CHAIR: Assistant Dean Michael O'Hear, Indiana University-Purdue

Text reconstruction is a method for transforming written material from any academic field; it is a powerful exercise for improving reading, writing, and reasoning skills. It helps teachers to strengthen the reading and writing skills students need for their various courses. This session will also inform participants about the text reconstruction software used at a number of colleges.

#35 (Session)

Ballroom I: Southwest

FLOW IN AN INTERACTIVE, CULTURALLY DIVERSE CLASSROOM

PRESENTERS: Michael Morsches, The University of Akron
& Dr. Pamela Rupert, The University of Akron

CHAIR: Dr. Marilyn Broughton, Southeastern Louisiana University

In order to establish an interactive environment in a culturally diverse classroom, teachers must not only help their students activate schemata, but also create them. This workshop provides strategies to elicit and build schemata effectively, then discusses monitoring techniques to keep the interaction moving.

#36 (Computer Session)

Ballroom II

MULTIMEDIA: TRANSFORMING FROM DILETTANTES TO DEVELOPERS

PRESENTER: Richard Holdredge, Los Angeles Valley College

CHAIR: Lucy MacDonald, Chemeketa Community College

Participants will dare new explorations into the "Digital Frontier" and share experiences in the jungle of software applications and hardware configurations.

CONCURRENT SESSIONS & ROUNDTABLE DISCUSSIONS

FRIDAY, APRIL 7
2:45 PM - 3:45 PM

#37 (Session)

Augustine

WRITING FOR CRLA PUBLICATIONS

PRESENTERS: Roslyn Bethke, Johnson County Community College & JoAnn Carter-Wells, California State University - Fullerton

CHAIR: Betty Myers, Glendale Community College

This session is presented by the editors of the CRLA Newsletter and the Journal of College Reading and Learning and will help those interested in publishing articles learn about the process of publishing. Guidelines, procedures, and style requirements for submitting material for publication will be reviewed. The editors will also discuss new directions for CRLA publications and will be available to talk to authors about the process of transforming ideas into publications.

#38 (Session)

Xavier

REACHING AND TEACHING THROUGH TELEVISION

PRESENTER: Dr. Grant Richards, Utah State College

CHAIR: Dorothy Gray, Grant MacEwan College

An alternative approach to traditional methods of instruction is teaching by television, which provides education to students without the cost of "bricks and mortar." Success in teaching through television, however, requires adjustments in teacher preparation and performance. This session will provide examples and ideas for instructors considering this alternative approach.

#39 (Session)

Colonnade

CONCEPT MAPPING: STRATEGY FOR SUCCESS

PRESENTER: Dr. Carol A. Helton, Tennessee State University & Dr. Marilyn Whitley, Middle Tennessee State University

CHAIR: Kate O'Dell, University of Alaska Anchorage

While marking text is the most frequently used study strategy of college students, research from this dissertation study indicates that students who used hierarchical concept mapping tended to score higher on tests in history, physical science, and psychology. This presentation will demonstrate concept mapping and provide evidence about its effectiveness.

#40 (Session)

Cavetto

WHAT WRITERS KNOW AND DO: A GUIDE FOR DEVELOPMENTAL AND ESL WRITING INSTRUCTORS

PRESENTER: Dr. Linda Best, Kean College of New Jersey

CHAIR: Marianne North, Casper College

This presentation reviews cognitively-oriented research on writing and learning to describe the nature of developmental and ESL writing, the session also includes guidelines for instruction, based on a 1993 dissertation study about writing and learning processes. The session includes illustrations from students' portfolios and an extensive bibliography.



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FRIDAY, APRIL 7
2 : 4 5 P M - 3 : 4 5 P M
(continued)

#41 (Session)

Campanile

USING STUDENT-LED DISCUSSION PANELS IN THE DEVELOPMENTAL CLASSROOM

PRESENTERS: Russ Hodges, Southwest Texas State University & Dr. Carol Dochen, Southwest Texas State University

CHAIR: Mabelee Charney, Mississippi County Community College

Using student-led discussion panels can increase your students' critical thinking skills and make learning more active and interesting. This technique is adaptable to any developmental class, but it is particularly useful in teaching developmental reading, learning strategies, and study skills. The presenters will demonstrate a typical panel experience.

#42 (Session)

Joshua Tree

ENHANCING LECTURES FOR COLLEGE STUDENTS WITH LEARNING DISABILITIES

PRESENTERS: Dr. Joseph Boyle, Southern Illinois University at Edwardsville & Dr. James Stein, Southern Illinois University at Edwardsville

CHAIR: Betty Kurkjian, Learning Achievement Center

This presentation is aimed to inform university faculty and staff about current research and practices used to enhance the learning of college students with learning disabilities through lecture modifications. Results from projects involving learning disabled college students will also be presented along with pertinent handouts.

#43 (Session)

Sand Lotus

REFLECTION ON PRACTICE: A STUDY OF TRANSFORMATION AND RESISTANCE

PRESENTER: Dr. Jim Bell, University of Northern British Columbia

CHAIR: Rosalind Lee, Kwantlen College

A case study involving student feedback about what hindered or helped student writing during conferences is presented. Session participants will see how this case applies to them and how this methodology might fit with their own work.

#44 (Session)

Wind Flower

TRANSFORMING LEARNING ASSISTANCE FOR THE CONTEMPORARY NON-TRADITIONAL STUDENT

PRESENTERS: Jane Boomer, Baldwin-Wallace College & Anna Cole, Baldwin-Wallace College

CHAIR: Sue Adams, Sheridan College

The presenters will describe two examples from their Continuing Education program, College 125, and from their student handbook that are transformations that respond to the needs of adult students. College 125 is a study skills course taught in a single weekend for Continuing Education students. The student handbook offers essential campus and academic information in a flexible format.

FRIDAY, APRIL 7
2:45 PM - 3:45 PM
(continued)

#45 (Roundtable Discussion)

Mission Room: Table One

A CROSS-CURRICULAR WRITING PROGRAM FOR ACADEMICALLY
AT-RISK STUDENTS

PRESENTER: Janet Fishbain, University of Wisconsin-Madison

CHAIR: Dr. Barbara Smukler, College of Mount Saint Vincent

This session describes a supplemental writing instruction program for underprepared college students within a comprehensive writing center. Discussion will focus on recruitment techniques, the population, program structure, teaching methods, evaluation, and analysis of results. Participants will be invited to question, comment, and share ideas and experiences about working with academically at-risk students. The goal of the roundtable discussion is to forge a group of workable ideas and techniques that all participants can adopt or refine for their own programs.

#46 (Roundtable Discussion)

Mission Room: Table Two

TRAINING TUTORS TO WORK WITH LEARNING DISABLED STUDENTS

PRESENTER: Mary Lou Gibson, University of Texas at El Paso

CHAIR: Gretchen Starks-Martin, St. Cloud University

This discussion will focus on topics and strategies which should be included in a training program for tutors who work with learning disabled students.

#47 (Roundtable Discussion)

Mission Room: Table Three

ISSUES IN RESEARCH AND EVALUATION

Sponsored by the CRLA Research and Evaluation SIG

PRESENTER: Assistant Dean Michael O'Hear, Indiana University-Purdue

CHAIR: Craig Stern, Northern Arizona University

This roundtable discussion will focus on the promotion of research with the community of CRLA members. Those who are involved in research projects and/or who are planning to conduct research are invited to attend.

#48 (Session)

Ballroom I: Northwest

WHO ARE WE? WHAT DO WE DO? WHY DO WE DO IT?

SECURING DEVELOPMENTAL EDUCATION'S NICHE IN HIGHER EDUCATION

Co-sponsored Session with the National Association for Developmental Education

PRESENTER: Dr. Gene Beckett, Shawnee State University

CHAIR: Gladys Shaw, University of Texas at El Paso

According to the speaker, the field of developmental education is suffering from an identity crisis. The presentation will address the causes of the crisis, its ramifications, and offer suggestions for resolving it.



FRIDAY, APRIL 7
2:45 PM - 3:45 PM
(continued)

#49 (Session)

Ballroom I: Southwest

TRANSFORMING RESEARCH AND INNOVATION INTO SYSTEMATIC
STUDY SKILLS INSTRUCTION

PRESENTER: Dr. Patricia Vunderink, American College Testing

CHAIR: Dr. Norma Spalding, San Jose City College

This session will show how research in study skills instruction, innovation, and strategies can be transformed into systematic and effective study skills programs. Participants will be offered methods to assess and develop students' study skills, habits, and attitudes. Information presented will include materials designed to meet the needs of developmental, transitional, returning, and adult students.

#50 (Computer Session)

Ballroom II

INTEGRATING COMPUTERS WITH WHOLE LANGUAGE INSTRUCTION

PRESENTERS: Dr. Dave Stamper, Incarnate Word College & Dr. Chris Paris, Incarnate Word College

CHAIR: Jamie Beatty, Embry-Riddle Aeronautical University

This presentation will highlight an integrative whole language approach which has successfully integrated computers into the developmental writing program at Incarnate Word College.



CONCURRENT SESSIONS & ROUNDTABLE DISCUSSIONS

FRIDAY, APRIL 7
4:00 PM - 5:00 PM



#51 (Roundtable Discussion)

Augustine

TRANSFORMING DEVELOPMENTAL EDUCATION FOR THE 21ST CENTURY

Co-sponsored Session with the International Reading Association

PRESENTERS: Dr. Kathy Carpenter, University of Nebraska at Kearney
& Dr. Elaine Batenhorst, University of Nebraska at Kearney

CHAIR: Carol Ann Treible, Andrew College

Changes in higher education will necessitate changes in developmental education. Shifts in student demographics, administrative support, and academic community support, as well as changes in technology, will require informed responses. Participants will discuss a proactive rather than a reactive approach to meeting the challenges of the future.

#52 (Session)

Xavier

TO CREATE AN IMAGE: A CRASH COURSE IN EFFECTIVE DESIGN FOR LEARNING CENTER PR AND MATERIALS

PRESENTER: Dr. Karen Smith, Rutgers University

CHAIR: Carol Ann Treible, Andrew College

As we struggle to institutionalize our programs, we must recognize and use the power of image presentation in logo, brochures, flyers, and other documents. This presentation will focus on some basics of good design and suggest effective tools for the creation of an easily recognized and respected program.

#53 (Session)

Colonnade

ENHANCING INSTRUCTION: STRATEGIES FOR LD STUDENTS

PRESENTER: Dr. Edith Miller, East Stroudsburg University

CHAIR: Patricia Grove, Rutgers University

This presentation demonstrates strategies for tutoring or classroom settings. Although developed for students with learning disabilities, these strategies are applicable for other nontraditional students. The strategies focus on facilitation of learning in visual and auditory processing. Application samples for all strategies are provided during the presentation, and a reference list is included in the handouts.

#54 (Session)

Cavetto

POSSIBILITIES OF TRANSFORMATION: ADULT MALE STUDENTS IN HIGHER EDUCATION

PRESENTER: Ronald Weisberger, Bristol Community College

CHAIR: Dr. Roger Axford, Recareering Institute

In this session the presenter will discuss the ways in which adult male students can not only succeed in college but also experience a profound change in the way they view themselves and the world. This session will draw on adult educator Jack Mezirow's theory of perspective transformation as well as theorists from "new men's studies" and will present the results of a study about the experiences of adult men who are coming to a community college for the first time.

#55 (Session)

Campanile

HELPING UNDERACHIEVING STUDENTS TRANSFORM THEMSELVES

PRESENTER: Dr. Joyce Weinsheimer, University of Minnesota & Dr. Glenn Hirsch, University of Minnesota

CHAIR: Carol Aikman, Indiana University

Wanting students to do better doesn't always lead to improvement. In this session participants will find out how to help students figure out what's interfering with their success, assess their readiness for change, and carry out a plan to get what they want. Strategies for helping students will include both classroom and individual approaches.

All conference functions are non-smoking events. Smoking is restricted to designated areas in the hotel.

FRIDAY, APRIL 7
4:00 PM - 5:00 PM
(Continued)



#56 (Session)

Joshua Tree

SPEED READING: IS IT JUST A BLUR?

PRESENTER: Dr. Becky Patterson, University of Alaska Anchorage

CHAIR: Becky Johnen, Harris Area Community College - Lebanon

This session will include the pitfalls and problems of speed reading, strategies for helping students learn accelerated rates and increased comprehension, and participation in exercises to incorporate flexible reading rates into college and life.

#57 (Session)

Sand Lotus

THE LEARNING CENTER: ACHIEVING OBJECTIVES THROUGH TOTAL QUALITY MANAGEMENT

PRESENTER: Terry Cook, New Mexico State University

CHAIR: Deborah Simpson, Jamestown Community College

Learning Centers on college campuses can serve as a focal point for the implementation of quality processes. Outreach activities and skill development programs are offered to customers with one goal in mind: improving student ability to apply learning and study skills to coursework, which will enable students to complete their educational goals successfully. This presentation will present a Five-Phase Approach for TQM implementation so that participants will be able to initiate and facilitate the process of TQM in their own individual academic environments.

#58 (Session)

Wind Flower

COLLEGE STUDENTS' PERCEPTIONS OF PROFESSORS' EXPECTATIONS

PRESENTER: JoAnn Yaworski, Green Mountain College

CHAIR: Nancy Schnieder, University of Maine Augusta

The presenter will describe the results of six case studies that explored the reasons why students are underprepared for college study and that identified the skills the students needed for academic success. Conclusions that describe students' perceptions and approaches to the task of reading introductory college textbooks will be noted in this session.

#59 (Roundtable Discussion)

Mission Room: Table One

ISSUES IN EFL/ESL

Sponsored by the CRLA EFL/ESL SIG

PRESENTER: Anna-Marie Schlender, Holy Names College

CHAIR: Dorothy Weber, Wayne State College Learning Center

Teaching ESL students is sometimes overwhelming not only for the new teacher but for the experienced teacher. Our discussion will focus on the three ways the experts propose that students be placed in programs: mainstreamed classes, adjunct classes, or sheltered classes. An article that describes all three will be available.

#60 (Roundtable Discussion)

Mission Room: Table Two

THE VILLAGE, THE RANCH, AND THE MAINSTREAM CAREER MENU

PRESENTER: Dr. Gina Briefs-Elgin, New Mexico Highlands University

CHAIR: Tina Dakin, Western Nevada Community College

Before the advent of multiculturalism, students from cultural minorities received literature characterized as mainstreamed. This roundtable discussion will focus on ways of avoiding an even greater error: that of offering only mainstream definitions of success, mainstream lives.

FRIDAY, APRIL 7
4:00 PM - 5:00 PM
(Continued)

#61 (Roundtable Discussion)

Mission Room: Table Three

USING THE NADE PROGRAM SELF-EVALUATION GUIDES AS A
CATALYST FOR DIALOGUE

Co-sponsored by the NADE Professional Standards and Evaluation Committee

PRESENTER: Dr. Susan Clark Thayer, Suffolk University & Gladys Shaw, University of Texas at El Paso

CHAIR: Diane Ferreira, Hawaii Community College

The self-evaluation process should provide a framework for guiding thought, discussion, and program planning that will result in effective learning assistance programs. This presentation will demonstrate how to use the recently published NADE Program Self-Evaluation Guides. Opportunities for questions, discussion, and practice using a section of the guides will be provided.

#62 (Session)

Ballroom I: Northwest

TEACHING STUDY SKILLS IN MALAYSIA: WORKING WITH SOUTHEAST
ASIAN STUDENTS

PRESENTER: Carol R. Lyon, St. Ambrose University

CHAIR: Ruth Brown, Notre Dame College

This session describes the presenter's experience teaching study skills in Malaysia, classroom strategies the presenter used, and tips for teaching Southeast Asian students. This session is intended for those who may want to teach study skills overseas and those currently working with Southeast Asian students.

#63 (Session)

Ballroom I: Southwest

CREATIVE PROBLEM SOLVING

PRESENTER: Jo Lynne Richter, Yavapai College

CHAIR: Sandra Chumchal, Blinn College

The participants in this session will be able to explore some ways to incorporate both left- and right-brain thinking into a wholistic approach to learning and problem-solving. Participants will learn about exercises and experiments that can be used to assist students in becoming whole-brain thinkers.

#64 (Computer Session)

Ballroom II

COMPOSITION IN THE ELECTRONIC AGE: HOW COMPUTERS WILL
TRANSFORM STUDENT WRITING IN THE 21ST CENTURY

PRESENTERS: Patricia Linton, University of Alaska Anchorage
& Dr. Genie Babb, University of Alaska Anchorage

CHAIR: Gretchen Cupp, Yuba College

Electronic modes of production (networked classrooms, e-mail, and hypertext) give new urgency to pedagogical issues which have been discussed for some time. This presentation focuses on the effects of electronic text on three issues: conceptions of authorship, normative expectations for the paragraph, and the status of visual representation of information.



CONFERENCE NOTES



STATE, REGION AND CHAPTER MEETINGS

FRIDAY, APRIL 7, 1995
5:15 PM - 6:15 PM



STATE, REGION,
OR CHAPTER

ROOM

| | |
|---------------------------|---------------------------|
| Alaska | Mission Room: Table One |
| Arizona | Delores |
| Arkansas/Louisiana | Mission Room: Table Two |
| California | Xavier |
| Canada | Augustine |
| Colorado | Hospitality Room 2038 |
| Great Lakes | Mission Room: Table Three |
| Hawaii | Mission Room: Table Four |
| Idaho | Mission Room: Table Five |
| Iowa/Missouri | Mission Room: Table Six |
| Mid-Atlantic | Sand Lotus |
| Mid-South | Ballroom I: Southwest |
| Minnesota | Ballroom I: Northwest |
| Montana | Ballroom I: Northeast |
| Nebraska/Kansas | Ballroom II |
| Nevada | Ballroom I: Southeast |
| New Mexico | Monks Hood |
| North Dakota/South Dakota | Mission Room: Table Seven |
| Northeast | Cavetto |
| Ohio River Valley | Mission Room: Table Eight |
| Oklahoma | Mission Room: Table Nine |
| Oregon | Joshua Tree |
| Pennsylvania/New Jersey | Mission Room: Table Ten |
| Texas | Campanile |
| Utah | Colonnade |
| Washington | Wind Flower |
| Wyoming | Colonnade |



7:00 am - 8:00 am

8:00 am - 8:30 am

8:00 am - 5:00 pm

8:00 am - 6:00 pm

8:30 am - 9:20 am

9:30 am - 10:30 am

10:30 am - 6:00 pm

10:30 am - 5:00 pm

10:45 am - 11:45 am

10:45 am - 11:45 am

12 noon - 1:15 pm

1:30 pm - 2:30 pm

1:30 pm - 5:00 pm

2:45 pm - 3:45 pm

2:45 pm - 3:45 pm

4:00 pm - 5:00 pm

4:00 pm - 5:00 pm

6:00 pm - 7:00 pm

7:00 pm - 11:00 pm

11:00 pm - 12 midnight

Publishers' Breakfast

Chairpersons' Orientation

Registration Open

Reading Resource
Room Open

Plenary Session

Second General Session
& Presidential Address:
Dr. Tom Gier

Book Exhibits Open

Technology Center Open

Meet the Awards Banquet
Speaker: Dr. S. Jay Samuels

Fifth Set of Concurrent
Sessions & Roundtable
Discussions

Lunch with a Mentor

Sixth Set of Concurrent
Sessions & Roundtable
Discussions

Authors' Autographing

Seventh Set of Concurrent
Sessions & Roundtable
Discussions

LRNASST Networking
Reception

Eighth Set of Concurrent
Sessions & Roundtable
Discussions

Winter Institute Networking
Reception

Banquet Cocktail Hour

An Evening in the Southwest
Awards Banquet & Awards
Address: Dr. S. Jay Samuels

CRLA Literary Society
Meeting & Hospitality

Cloister

Campanile

Registration Foyer

Monks Hood

Ballroom I

Ballroom I

Cloister

Ballroom III

Monks Hood

Noted in the program

Mission Room

Noted in the program

Monks Hood

Noted in the program

Hospitality Suite
Room 2038

Noted in the program

Hospitality Suite
Room 2038

Mission Patio

Mission Room

Hospitality Suite
Room 2038

SESSIONS AND ROUNDTABLE DISCUSSIONS LISTED BY PROGRAM AREAS

Area I: Instructional Theory and Practice

Area II: Program Administration, Management, and Supervision

Area III: Student Populations, Contexts, and Learning Environments

Area IV: Text, Technology, and Learning Materials



SATURDAY, APRIL 8, 1995

| Area | 10:45 am - 11:45 am | 1:30pm - 2:30 pm | 2:45 pm - 3:45 pm | 4:00 pm - 5:00 pm |
|------|---------------------|------------------|----------------------------|-----------------------|
| I | 67, 70, 72 | 79, 80, 81 84 | 89, 90, 91, 92, 99, 100 | 103, 106, 107, 108 |
| II | 66, 73 | 76, 78, 86 | 97 | |
| III | 68, 69, 71 | 77, 82, 83 85 | 93, 94, 95, 96, 98 | 104, 105, 109 |
| IV | 65, 75 | 87 | 101 | 110 |



CONCURRENT SESSIONS AND EVENTS ON SATURDAY, APRIL 8, 1995

| ROOM | 10:45 AM - 11:45 AM | 1:30 PM - 2:30 PM | 2:45 PM - 3:45 PM | 4:00 PM - 5:00 PM |
|-------------|---|--|--|---|
| AUGUSTINE | #65 Charting Pathways (Schroeder, Caverly, England, Faulkner, MacDonald, & Thayer) | #76 Use of a Reading Center Team (Beverly) | #89 The IRA/NCTE Standards: A CRLA Response (Maxwell) | #102 Forum for the Professional Association Liaisons (Shaw) |
| XAVIER | #66 Researching and Writing Foundation & Corporate Grants (Markey) | #77 Through the Looking Glass: Teaching Experiences in China (Ashmore) | #90 Transformation to Non- traditional Assessment (Swinton & Dusenberry) | #103 Transforming Our Learning Environments: Student Presentations (Angus & Spencer) |
| COLONNADE | #67 What Characterizes College-Ready Readers? (Hepokoski & Velzen) | #78 Connecting to the College Community (Lowenstein & Cole) | #91 Beyond Academia: Main Ideas (Aikman & O'Hear) | #104 Project Early Alert: Redefining "At Risk" in the Nineties (Rasnack) |
| CAVETTO | #68 Why They Stay: Reten- tion of Reentry Women (Harrington) | #79 From Presentations to Papers: For Students Not Just Instructors (Landis-Groom) | #92 Information Literacy - The Search for Truth: Biblio- graphic Instruction (Stevens) | #105 Structuring Teamwork in Cooperative Learning Classrooms (Lyman & Payne) |
| CAMPANILE | #69 College Student Mentors for Minority High School Students (Devine & Ziccolella) | #80 The Seven Hawaiian Shaman Principles and the Journal (Wilcox) | #93 Commuter Connections (Leuenberger & Dorwart) | #106 Maximizing Collabora- tion in the Reading Classroom (Moore) |
| JOSHUA TREE | #70 Portfolio Assessment for Study Strategies (Starks- Martin) | #81 TRUST Your Students' Study Strategies (Johnson) | #94 A Generalist's Guide for Working with Learning Disabled Students (Grove) | #107 Infiltrating the Ranks: An Experiment in Paired Learning (Post & Lopate) |
| SAND LOTUS | #71 Strategies for Working with Students with Attention Deficit Disorder (Babcock) | #82 Transforming Classroom Environments (Broughton) | #95 Successful Strategies in an Advanced Level ESL Writing Class (Govardhan) | #108 Mirroring-In, Mirroring- Out: What's It All About? (Rice) |
| WIND FLOWER | #72 Math Language: Note Taking and Word Problems in Math (Shipp) | #83 How to Reduce the Resistance of African-Ameri- can Males (Smith Stephens) | #96 Theoretical Foundations, Limitations, and Applications of Whole Language in College ESL Classrooms (Yuan) | #109 Stop the Gap! ESL Tutoring for Retention (Duncan) |
| MONKS HOOD | Meet the Awards Banquet Speaker: Dr. S. Jay Samuels | Authors' Autographing Standards Videotape | Authors' Autographing Standards Videotape | Authors' Autographing Standards Videotape |

MISSION
TABLE ONE#73 Using Undergraduate
Assistant Teams (Olson-
Fallon)#84 The Legacy of Develop-
mental Writing (McKoski)#97 Issues about Counseling/
Helping Relationships
(Jonason)MISSION
TABLE TWO#85 Issues in Workforce
Literacy (Jonason)#98 Issues about Liberal Arts
Colleges and Universities
(Jonason)BALLROOM I
NORTHWEST#74 Canada, Spring 1996:
The "Inside" Information
(1996 Symposium Program
Planners)#86 CRLA Tutor Certification
(CRLA Tutor Certification
Representatives)#99 Changing the Way We
Teach College Mathematics
(Rooney)BALLROOM I
SOUTHWEST#100 The Sage Leaves the
Stage: Fostering Communica-
tion in Discussions
(Littlefield & Babb)

BALLROOM II

#75 Transforming Classroom
Instruction: Using Electronic
Mail (St. Clair)#87 Literacy Via the Internet
(Nicholson, Owens, Patter-
son, Peterson, Caverly)#101 Helping At-Risk Read-
ers: A Holistic Use of Tech-
nology (Peterson, Nicholson,
Wauchop, Murray, & Caverly)#110 Increasing Student
Understanding of
Mathematics
(Dawson & Otts)

BALLROOM III

Technology Center
DemonstrationsTechnology Center
DemonstrationsTechnology Center
DemonstrationsTechnology Center
Demonstrations

CLOISTER

Publishers' Exhibits

Publishers' Exhibits

Publishers' Exhibits

Publishers' Exhibits

HOSPITALITY
SUITE (ROOM
2038)#88 Headed for the Future:
Strategic Planning to Guide
CRLA (Johnen)LRNASST Networking
ReceptionWinter Institute Networking
Reception

ROOM

10:45 AM - 11:45 AM

1:30 PM - 2:30 PM

2:45 PM - 3:45 PM

4:00 PM - 5:00 PM

CONCURRENT SESSIONS AND EVENTS ON SATURDAY, APRIL 8, 1995



CONFERENCE NOTES

PLENARY AND SECOND GENERAL SESSIONS



SATURDAY, APRIL 8, 1995
BALLROOM I

PLENARY SESSION
8:30 AM - 9:20 AM

"NEW TRADITIONS FOR THE NEXT CENTURY"

CHAIRS: Dr. Tom Gier, CRLA President; Dr. Jo-Ann Mullen, Past-President and Coordinator of the States & Regions; Susan Deese-Roberts, Site Selection Chair

CRLA will be establishing new traditions in 1996. For example, CRLA will host its first International Symposium at Kananaskis Lodge, Alberta, Canada in April, 1996 and will hold its first annual fall conference at Albuquerque, New Mexico in October, 1996. These new traditions and breaks from the past offer the CRLA membership a rare opportunity to examine a wide variety of CRLA traditions and to shape new ones. Those attending the Plenary Session have the opportunity to voice new traditions for CRLA. Participants will work in small groups in order to examine the needs of the CRLA membership.

SECOND GENERAL SESSION
9:30 AM - 10:30 AM

CRLA BUSINESS MEETING

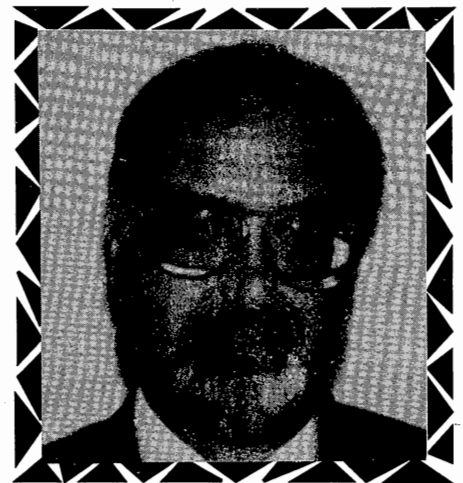
PRESIDER: Dr. Tom Gier, CRLA President

The CRLA membership will hear the annual reports from Nancy Moreland, CRLA Secretary; Sandra Evans, CRLA Treasurer; and Dr. Jo-Ann Mullen, Past President and Coordinator of the States & Regions.

PRESIDENTIAL ADDRESS

"THE EDUCATIONAL GOURMET:
INGREDIENTS FOR SUCCESSFUL TEACHING AND LEARNING"
Dr. Tom Gier, CRLA President

Dr. Tom Gier, the 1994-95 CRLA President, has been actively involved in CRLA for the past two decades and has been recognized for his active participation; in 1990 he received CRLA's Long and Outstanding Service Award. In addition to his work as the CRLA President and Program Chair of the 27th Annual Conference in San Diego, California, he is the Records Manager for CRLA's International Tutor Certification Committee and the Conference Manager for CRLA's 1996 Spring Symposium in Canada. He is the Co-editor of the Fall 1995's edition of CRLA's Tutor Training Handbook and is a faculty member in the English Department at the University of Alaska Anchorage.



All conference functions are non-smoking events. Smoking is restricted to designated areas in the hotel.

CONCURRENT SESSIONS & ROUNDTABLE DISCUSSIONS

SATURDAY, APRIL 8
10:45 AM - 11:45 AM

#65 (Roundtable Discussion)

Augustine

CHARTING PATHWAYS IN LEARNING CENTER COMPUTER LABS

Sponsored by the CRLA Computer Technology SIG

PRESENTERS: LaVern Schroeder, Beloit College; Dr. David Caverly, Southwest Texas State University; Fran England, Fullerton College; Ann Faulkner, Brookhaven College; Lucy MacDonald, Chemeketa Community College; & Kathleen Thayer, Purdue University

CHAIR: LaVern Schroeder, Beloit College

This roundtable discussion will focus on a variety of problems and questions raised by this SIG at previous meetings. Examples include goals and rationales for developing computer labs, dealing with pitfalls, managing labs, determining directions for upgrades, enhancing learning by developing an information-rich environment, evaluating lab effectiveness, and expanding technological horizons.

#66 (Session)

Xavier

RESEARCHING AND WRITING FOUNDATION AND CORPORATE GRANTS

PRESENTER: Lawrence Markey, College of the Mainland

CHAIR: Anne Willekens, Antelope Valley College

This session will prepare the participant to compete successfully for external funds from foundation and corporate sources. Topics include the following: resources for researching private foundations and corporations, components of a proposal package, and typical questions foundations ask.

#67 (Session)

Colonnade

WHAT CHARACTERIZES COLLEGE-READY READERS?

PRESENTERS: F. Jeanette Hepokoski, Minnesota Community Colleges - Duluth & Sally Velzen, Itasca Community College

CHAIR: Jayne Pynes, University of Texas at El Paso

The presenters will attempt to answer the questions, "What do we expect students to know and be able to do in reading before they enter college-level reading intensive courses, no matter who teaches them? How will we know when students are ready and how can this be assessed?" This session focuses on the work of the Minnesota Community Colleges Exit Competencies Committee. Scoring guides, learner outcomes, and portfolio assessments will be shared with the attendees.

#68 (Session)

Cavetto

WHY THEY STAY: RETENTION OF REENTRY WOMEN

The 1994 CRLA Distinguished Research Award Presentation

PRESENTER: Dr. Judy Harrington, University of Nebraska - Omaha

CHAIR: John W. Sandin III, New Mexico State University

This session will focus on a year-long retention study conducted with re-entry women and the resulting program development based on some of the findings. The study used both a quantitative and qualitative design to report both the retention statistics and the women's stories.



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SATURDAY, APRIL 8
10:45 AM - 11:45 AM
(Continued)



#69 (Session)

Campanile

COLLEGE MENTORS FOR HIGH RISK HIGH SCHOOL STUDENTS

PRESENTERS: John M. Devine, Western Connecticut State University
& Dr. Vincent Ziccolella, Greenburgh-Graham Union Free School District

CHAIR: Norma Bisulca, University of Maine at Augusta

This session describes a collaborative project in which high risk minority college students were recruited and trained to serve as mentors to emotionally handicapped minority high school students. Sharing life messages and developing reading and study skills support college students in their quest to attain a higher education while transforming the expectations and abilities of high school mentors.

#70 (Session)

Joshua Tree

PORTFOLIO ASSESSMENT FOR STUDY STRATEGIES

PRESENTER: Dr. Gretchen Starks-Martin, St. Cloud State University

CHAIR: Joan Blaustein Santiago, Rutgers University

Portfolio assessment in study strategies courses allows students to become aware of their personal study processes. In this session the presenter will share how portfolios are used for assessment at St. Cloud State University.

#71 (Session)

Sand Lotus

**STRATEGIES FOR WORKING WITH STUDENTS WITH ATTENTION
DEFICIT DISORDER**

PRESENTER: Charlotte Babcock, Northern Arizona University

CHAIR: Dr. Glenn Hirsch, University of Minnesota

The nature of the adult ADD will be explained and strategies will be shared to help ADD students with the academic demands of college. Particular emphasis will be given to the areas of organization, time management, reading, and study strategies.

#72 (Session)

Wind Flower

MATH LANGUAGE: NOTE-TAKING AND WORD PROBLEMS IN MATH

Presenter: Dr. Jackie Shipp, Dona Ana Branch Community College

Chair: Deborah Parker, Albuquerque Technical Vocational Institute

This presentation will illustrate strategies which offer suggestions to teachers to make student note-taking easier in math. It will also offer handouts for word problem strategies.

#73 (Roundtable Discussion)

Mission Room: Table One

USING UNDERGRADUATE ASSISTANT TEAMS

PRESENTER: Judith Olson-Fallon, Case Western Reserve University

CHAIR: Kathryn Bartle Angus, California State University - Fullerton

Through an interactive videotape demonstration, the presenter will describe three teams of undergraduate paraprofessionals: Commuter Assistants, Learning Assistants, and Minority Peer Assistants. These three teams are used to extend educational programming and peer academic counseling services to undergraduates at a four-year institution that has a student body with few minority students.

SATURDAY, APRIL 8
10:45 AM - 11:45 AM
(Continued)

#74 (Session)

Ballroom I: Northwest

CANADA, SPRING 1966: THE "INSIDE" INFORMATION ON CRLA'S
FIRST INTERNATIONAL SYMPOSIUM

PRESENTERS: Karl Olsen, Southern Alberta Institute of Technology; Kathy MacDonald, Southern Alberta Institute of Technology; Perry Franklin, Mt. Royal College; Shan Robertson, Mt. Royal College; Dorothy Gray, Grant MacEwan Community College; Dr. Tom Gier, University of Alaska Anchorage; & Dr. Karan Hancock, University of Alaska Anchorage

CHAIR: Dorothy Gray, Grant MacEwan Community College

This session will provide participants with an opportunity to discuss any and all aspects concerning the April 1996 Canadian Symposium. Participants will be able to have questions answered by members of the Canadian Symposium Planning Committee.

#75 (Computer Session)

Ballroom II

TRANSFORMING CLASSROOM INSTRUCTION: USING ELECTRONIC MAIL
TO EXPAND CLASSROOM LEARNING

PRESENTER: Linda St. Clair, University of New Mexico

CHAIR: Delryn Fleming, Brookhaven College

Participants will explore the use of electronic mail to increase student participation in class discussions, to increase instructor availability, and to develop student computer skills. This session will also describe how electronic mail addresses the needs of adult learners.



LUNCH WITH A MENTOR

CHAIR: Dr. Becky Patterson, University of Alaska Anchorage

SATURDAY, APRIL 8, 1995

12 NOON - 1:15 PM

MISSION ROOM

You are invited to participate in small group discussions over lunch with a selected host of CRLA mentors.
A \$15 luncheon ticket is required for attendance.



| TABLE | MENTOR | TOPIC |
|-------|------------------------------------|--|
| One | Dr. Peter Mosenthal | Discussion of the Keynote Address and Featured Institute |
| Two | Dr. S. Jay Samuels | Discussion of the Keynote Address and Featured Institute |
| Three | Dr. Kate Sandberg | Critical Thinking and Community |
| Four | Dr. Susan Brown | Helping Underrepresented Minority Groups Prepare for Graduate School |
| Five | Dr. Gwyn Enright | Paired Classes |
| Six | Fran Kahn | Learning Assistance in the Classroom |
| Seven | Karen Lim | Successful Faculty and Staff Development Programs |
| Eight | Kate O'Dell | Teaching Excellence: If We Define It, Do We Stifle It? |
| Nine | Rose Wassman | New Approaches to Teaching Vocabulary |
| Ten | Shirley Sloan & Deborah de la Rosa | Fifty-One Ways to Develop Reading Comprehension |



CONCURRENT SESSIONS & ROUNDTABLE DISCUSSIONS

SATURDAY, APRIL 8

1:30 PM - 2:30 PM

#76 (Session)

Augustine

USE OF A READING CENTER TEAM: A MULTIFACETED INSTRUCTION MODEL

PRESENTER: Dr. Theria Beverly

CHAIR: Betty Kurkjian, Learning Achievement Center

Pima Community College uses a team approach for managing an alternative reading center. This session will give an overview of this personalized instruction model and will describe strategies for successful implementation of this multicultural, multimediated, multicurricular, multilevel, and multidimensional program.

#77 (Session)

Xavier

THROUGH THE LOOKING GLASS: TEACHING EXPERIENCE IN THE PEOPLE'S REPUBLIC OF CHINA

PRESENTER: Dr. Rhea Ashmore, The University of Montana

CHAIR: Dorothy Brown, Iowa Western Community College

This slide presentation focuses on Chinese classroom practices based on participant observation, student essays, and actual teaching experience. The presenter will share a variety of personal and pedagogical perspectives based on experiences teaching in a foreign language institute in Shanghai, China, during the 1994 spring term.

#78 (Session)

Colonnade

CONNECTING TO THE COLLEGE COMMUNITY: BEGINNING TO RECONFIGURE THE LEARNING CENTER

PRESENTER: Dr. Sharyn Lowenstein, Lesley College & Donna Cole, Lesley College

CHAIR: Dr. George L. Miller, Fitchburg State College

At Lesley College a variety of center-situated and off-site center services have been developed in partnership with the community. Examples of services in conjunction with a human services practicum, off-site tutoring with the School of Management and with the education programs, and a counseling internship at the Center will be described. The presenters will describe the dynamics of these partnerships, their impact on the Learning Center and the college, and the changing perceptions of learning/tutoring as a result of meeting the needs of ever-changing constituencies.

#79 (Session)

Cavetto

FROM PRESENTATIONS TO PAPERS: FOR STUDENTS NOT JUST INSTRUCTORS

PRESENTER: Dr. Eileen Landis-Groom, Emery-Riddle Aeronautical University

CHAIR: Dr. Norma Spalding, San Jose City College

How do informal and formal speeches improve writing skills? The presenter conducted an experiment in two composition and literature classes to determine the effects of student presentations on their writing and their engagement with literature. The presenter will share the results of that study.



All conference functions are non-smoking events. Smoking is restricted to designated areas in the hotel.

SATURDAY, APRIL 8

1:30 PM - 2:30 PM

(Continued)



#80 (Session)

Campanile

THE SEVEN HAWAIIAN SHAMAN PRINCIPLES AND THE "WHAT IS WORKING, WHAT IS NOT" JOURNAL

PRESENTER: Wesley Wilcox, University of Texas at El Paso

CHAIR: Dr. Barbara Smukler, College of Mount Saint Vincent

The Seven Hawaiian Shaman Principles, as described in Serge King's "Urban Shaman," make an ideal study that challenges a student's beliefs and assumptions and can lead to a level of self-examination and reflection that is difficult to arrive at through conventional journal writing exercises. The presenter will illustrate how to use these principles in a college study skills course.

#81 (Session)

Joshua Tree

TRUST YOUR STUDENTS' STUDY STRATEGIES

PRESENTER: Dr. Linda L. Johnson, Kirkwood Community College

CHAIR: Mabelee Charney, Mississippi County Community College

TRUST is an acronym for a study strategy that contains four components: Target, record, understand, and self-test. This session will introduce study skills instructors to this strategy for use in their own classes.

#82 (Session)

Sand Lotus

TRANSFORMING CLASSROOM ENVIRONMENTS

PRESENTER: Dr. Marilyn Broughton, Southeastern Louisiana University

CHAIR: Karen Olson, Pierce College

A two-semester environmental classroom study involving over 1,100 developmental students will be reported in this session, along with differences in perceptions of several diverse student populations of teacher communication. The presenter will also share an extensive, annotated bibliography that describes how to transform classrooms into optimal learning environments for various student groups.

#83 (Session)

Wind Flower

HOW TO REDUCE THE RESISTANCE OF AFRICAN-AMERICAN MALES SEEKING SUPPORT SERVICES

PRESENTER: Valerie Smith Stephens, Rutgers University

CHAIR: Kate O'Dell, University of Alaska Anchorage

The purpose of this workshop is to offer suggestions to encourage African-American males to use academic support services. Insights about cultural differences why African-American males have been resistant in utilizing college support services will also be shared in this presentation.

#84 (Roundtable Discussion)

Mission Room: Table One

A LEGACY OF DEVELOPMENTAL WRITING: THE DEBATE BETWEEN COGNITIVE PROCESS MODELS AND SOCIAL MODELS OF INSTRUCTION

Sponsored by the CRLA Developmental/Basic Writing SIG

PRESENTER: Dr. Martin McKoski, The University of Akron

CHAIR: Jane Drabek, Walla Walla Community College

There are two accounts of teaching and learning that currently dominate our thinking in the field of writing instruction: one social (writing as fixed routine), the other individual and cognitive (writing as self-expression). By seeing them as a dividing line, they can hurt teachers and possibly negate the gains made in literacy teaching in the last twenty years. Those interested in issues in developmental/basic writing are invited to participate in a lively discussion about this topic.

SATURDAY, APRIL 8
1:30 PM - 2:30 PM
(Continued)

#85 (Roundtable Discussion)

Mission Room: Table Two

ISSUES IN WORKFORCE LITERACY

Sponsored by the CRLA Workforce Literacy SIG

PRESENTER: Pat Jonason, Johnson County Community College

CHAIR: Dr. Janet Maker, Los Angeles Trade-Technical College

All members of the Workforce Literacy SIG, as well as any CLRA member interested in issues in workforce literacy, are invited to attend this roundtable discussion.

#86 (Session)

Ballroom I: Northwest

CRLA TUTOR CERTIFICATION: HOW YOU CAN GET YOUR TUTOR PROGRAM CERTIFIED

PRESENTERS: Dr. Karan Hancock, University of Alaska Anchorage; Betty Myers, Glendale Community College; Rosa Hall, Antelope Valley College; Karin Winnard, Sonoma State University; Donna Wood, State Technical Institute; Carmen Springer-Davis, Casper College; Dr. Tom Gier, University of Alaska Anchorage; Gladys Shaw, University of Texas at El Paso; Juele Blankenburg, Oakton Community College; Dr. Rick Sheets, Paradise Valley Community College

CHAIR: Dr. Karan Hancock, University of Alaska Anchorage

This session will provide participants with an opportunity to examine and discuss each of the CRLA documents required for the Certification of Tutor Programs. Participants will work both in small and large groups in order to become familiar with certification materials and requirements. The objective of this session is that each participant will acquire the basic information needed to obtain certification for a tutoring program.

#87 (Computer Session)

Ballroom II

TRANSFORMING DEVELOPMENTAL EDUCATION FOR THE 21ST CENTURY: DEVELOPING LITERACY VIA THE INTERNET

PRESENTERS: Sheila Nicholson, Southwest Texas State University; Gwen Owens, TriCounty Technical College; Dr. David Caverly, Southwest Texas State University; Nancy Patterson, TriCounty Technical College; Dr. Cynthia Peterson, Southwest Texas State University

CHAIR: Dr. David Caverly, Southwest Texas State University

This session describes how a class of college-level developmental reading students in Texas corresponded weekly via e-mail with developmental students in South Carolina. Students responded to their reading of two novels, each of which represented a different multicultural perspective. This presentation will also discuss other uses of the Internet as developmental education programs are transformed for the twenty-first century.

#88 (Roundtable Discussion)

Hospitality Suite - Room 2038

HEADED FOR THE FUTURE: STRATEGIC PLANNING TO GUIDE CRLA

PRESENTER: Becky Johnen, Harris Area Community College - Lebanon

CHAIR: Ann Faulkner, Brookhaven College

This session will review CRLA's strategic plan. This session will give CRLA members an opportunity to voice their comments about the mission, vision, and value statements; internal and external audit comments; strategic issues; goals, and visions for the future.



CONCURRENT SESSIONS & ROUNDTABLE DISCUSSIONS

SATURDAY, APRIL 8

2:45 PM - 3:45 PM



#89 (Roundtable Discussion)

Augustine

THE IRA/NCTE STANDARDS: A CRLA RESPONSE

PRESENTERS: Dr. Martha Maxwell, MM Associates; Dr. Patricia Mulcahy-Ernt, Western Connecticut State University; Judith Olson-Fallon, Case Western Reserve University; Dr. Gwen Enright, San Diego City College; Trish DuPart, Santa Barbara City College; Jack Dixon, North Harris College; Dr. Norm Stahl, Northern Illinois University; Dr. Karen Quinn, University of Illinois - Chicago

CHAIR: Dr. Martha Maxwell, MM Associates

The IRA/NCTE Standards for English and Language Arts are still in development and are scheduled for release in the fall of 1995. Preliminary materials about the standards have been disseminated to a variety of teachers for review. As part of the process of voicing perspectives of community college and college programs about standards in English, reading, and language arts, CRLA invites all interested persons to this roundtable discussion. The goal of this session is to plan an initial response to the IRA/NCTE Standards. Participants are encouraged to view the Standards videotapes in the Reading Resource Room prior to this session.

#90 (Session)

Xavier

TRANSFORMATION TO NON-TRADITIONAL ASSESSMENT OF BASIC READING AND WRITING ABILITIES

PRESENTERS: Jan Swinton, Spokane Falls Community College & Pam Dusenberry, Shoreline Community College

CHAIR: Dr. Linda Best, Kean College of New Jersey

Assessing students' readiness for college level courses has been one of the critical efforts of community and technical college faculty in Washington State in a statewide outcomes project. This session will include explanations and demonstrations of nontraditional assessment activities for determining exit outcomes for developmental programs.

#91 (Session)

Colonnade

BEYOND ACADEMIA: MAIN IDEAS IN THE WORLDS OF PROFESSIONAL AND PLEASURE READING

PRESENTERS: Dr. Carol Aikman, Indiana University - Purdue University Fort Wayne & Assistant Dean Michael O'Hear, Indiana University - Purdue University

CHAIR: Nancy Schneider, University of Maine Augusta

A series of studies during the mid-1980's and early 1990's demonstrated that main ideas exist in academic text. The present study examines the question of whether main ideas exist in popular non-fiction and in professional reading. Findings support the teaching of main idea identification strategies in developmental reading courses.

#92 (Session)

Cavetto

INFORMATION LITERACY - THE SEARCH FOR TRUTH: AN INTEGRATIVE AND DEVELOPMENTAL BIBLIOGRAPHIC INSTRUCTION PROGRAM

PRESENTER: Dr. Gwendolyn Stevens, U. S. Coast Guard Academy

CHAIR: Jayne Pynes, University of Texas at El Paso

To facilitate the transition from high school to college to life-long learning, students require instruction in research skills. This session describes a freshman level bibliographic instruction program at an engineering school. Based on Perry's model of development, this program has been integrated into the curriculum and includes a pre- and post-evaluation component.

All conference functions are non-smoking events. Smoking is restricted to designated areas in the hotel.

SATURDAY, APRIL 8

2:45 PM - 3:45 PM

(Continued)

#93 (Session)

Campanile

COMMUTER CONNECTIONS

PRESENTERS: Jan Leuenberger, University of Nebraska at Omaha & Faye Dorwart,
College of Saint Mary

CHAIR: Norma Bisulca, University of Maine at Augusta

Research indicates that commuting students experience higher rates of dropping/stopping out. This session will describe a one day seminar on establishing positive first-year student-institution connections at an urban, commuter campus. Follow-up data on the seminar's effectiveness will be presented.

#94 (Session)

Joshua Tree

LEARNING DISABILITIES: A GENERALIST'S GUIDE FOR WORKING WITH LD STUDENTS

PRESENTER: Patricia C. Grove, Rutgers University

CHAIR: Carol Ann Treible, Andrew College

Intended for the education generalist, this session aims to describe what it is like to have a learning disability and then to describe learning strategies which will empower the learning disabled student.

#95 (Session)

Sand Lotus

SUCCESSFUL STRATEGIES IN AN ADVANCED LEVEL ESL WRITING CLASS

PRESENTER: Dr. Anam K. Govardhan, Western Connecticut State University

CHAIR: Karen Olsen, Pierce College

ESL students differ in age, motivation, linguistic background, and proficiency level in English. With strategies suggested, an ESL teacher can convert the potential problem into a successful learning experience for ESL students.

#96 (Session)

Wind Flower

WHOLE LANGUAGE: THEORETICAL FOUNDATIONS, APPLICATIONS, AND LIMITATIONS IN COLLEGE ESL CLASSROOMS

PRESENTER: Hongchan Yuan, University of Petroleum, China

CHAIR: Delryn Fleming, Brookhaven College

In this session the presenter discusses the theoretical foundations of whole language and its limitations, then explores its adaptation for second language education settings. A set of whole language activities specifically for college ESL students will also be shared.

#97 (Roundtable Discussion)

Mission Room: Table One

ISSUES ABOUT COUNSELING AND HELPING RELATIONSHIPS

Sponsored by the CRLA Counseling and Helping Relationships SIG

PRESENTER: Pat Jonason, Johnson County Community College

CHAIR: Pat Jonason, Johnson County Community College

As a general meeting for the Counseling and Helping Relationships SIG, all CRLA members interested in participating in this SIG are invited to this roundtable discussion.



SATURDAY, APRIL 8

2:45 PM - 3:45 PM

(Continued)

#98 (Roundtable Discussion)

Mission Room: Table Two

ISSUES ABOUT WORKFORCE LITERACY

Sponsored by the CRLA Workforce Literacy SIG

PRESENTER: Pat Jonason, Johnson County Community College

CHAIR: Pat Jonason, Johnson County Community College

All current members and those interested in joining this SIG are welcome to this general meeting of the Workforce Literacy SIG.

#99 (Session)

Ballroom I: Northwest

CHANGING THE WAY WE TEACH COLLEGE MATHEMATICS

PRESENTER: Dr. Martha Rooney, College of the Mainland

CHAIR: Gladys Shaw, University of Texas at El Paso

A change from the lecture-only mode of instruction to the cooperative or collaborative learning mode is sorely needed in mathematics instruction. This session describes a variety of cooperative learning strategies for the teaching of College Algebra.

#100 (Session)

Ballroom I: Southwest

THE SAGE LEAVES THE STAGE: FOSTERING COMMUNICATION IN LARGE AND SMALL GROUP DISCUSSIONS

PRESENTER: Lisa Littlefield, University of Alaska Anchorage
& Genie Babb, University of Alaska Anchorage

CHAIR: John W. Sandin, III, New Mexico State University

This session will explore ways to explore class discussion. Several techniques will be considered in stimulating communication, including brainstorming, quizzes, small group problem-solving and large group debate and question/answer sessions. Monitoring the learning process in a less instructor-centered setting will also be addressed.

#101 (Computer Session)

Ballroom II

HELPING AT-RISK COLLEGE READERS THROUGH A HOLISTIC USE OF TECHNOLOGY

PRESENTER: Dr. Cynthia Peterson, Southwest Texas State University; Sheila Nicholson, Southwest Texas State University; Julie Wauchop, Southwest Texas State University; Meg Murray, Southwest Texas State University; Dr. David Caverly, Southwest Texas State University

CHAIR: Dr. David Caverly, Southwest Texas State University

Technology can be adapted according to a holistic perspective. This session describes the use of e-mail and hypercard study guides for at-risk students and describes how computer technology can be used for developing reading and writing processes. A particular focus is on a collaborative project to meet the needs of reading disabled student athletes at Southwest Texas State University.



CONCURRENT SESSIONS & ROUNDTABLE DISCUSSIONS

SATURDAY, APRIL 8

4:00 PM - 5:00 PM

#102 (Roundtable Discussion)

Augustine

FORUM FOR THE PROFESSIONAL ASSOCIATION LIAISONS (PALS)

PRESENTER: Gladys Shaw, University of Texas at El Paso

CHAIR: Gladys Shaw, University of Texas at El Paso

This meeting is for all CRLA PALS and for those who are interested in serving as a Professional Association Liaison.

#103 (Session)

Xavier

TRANSFORMING OUR LEARNING ENVIRONMENTS: THE USE OF STUDENT PRESENTATIONS IN THE COLLEGE CLASSROOM

PRESENTER: Kathryn Bartle Angus, California State University - Fullerton & Brenda Spencer, California State University - Fullerton

CHAIR: Dr. Theria Beverly, Pima Community College

The use of student presentations can serve as a learning tool and an assessment device in a student-centered classroom. This session has two objectives: to present the advantages of using student presentations and to provide examples of different student presentations along with expected outcomes.

#104 (Session)

Colonnade

PROJECT EARLY ALERT: REDEFINING "AT RISK" IN THE NINETIES

PRESENTER: Mary Ann Rasnak, Iowa State University

CHAIR: Joan Cashion, Marymount College

This presentation will describe an ongoing research project at a large, public university designed to develop a model for identifying students in need of assistance with learning and study strategies who may not otherwise surface as "at risk." Significant variables and interventions will be discussed.

#105 (Session)

Cavetto

STRUCTURING TEAMWORK IN COOPERATIVE LEARNING CLASSROOMS

PRESENTER: Dr. Barbara Lyman, Southwest Texas State University & Dr. Emily Miller Payne, Southwest Texas State University

CHAIR: Tina Dakin, Western Nevada Community College

Team structure and process are important components of teamwork in the cooperative learning classroom. This session will present hands-on experiences in organizing cooperative learning processes for maximum participation and learning.

#106 (Session)

Campanile

MAXIMIZING COLLABORATION IN THE READING CLASSROOM

PRESENTER: Dr. Jossie A. Moore, State Technical Institute at Memphis

CHAIR: Anna Crockett, Virginia Military Institute

This presentation utilizes selected audience as models to demonstrate a multistage procedure for maximizing collaboration in the reading classroom. Participants will experience the process and leave the presentation with knowledge and skills sufficient to implement an effective collaborative reading program.



All conference functions are non-smoking events. Smoking is restricted to designated areas in the hotel.

SATURDAY, APRIL 8

4:00 PM - 5:00 PM

(Continued)

#107 (Session)

Joshua Tree

INFILTRATING THE RANKS: AN EXPERIMENT IN PAIRED LEARNING

PRESENTER: Dr. Shawn Post, University of Miami & Dr. Kay Lopate, University of Miami

CHAIR: Ruth Brown, Notre Dame College

This session will address the issue of linking strategy instruction to course content through a paired learning model. Establishing access, reviewing procedures, and examining the results of an experimental study conducted at the University of Miami will offer insights on how to improve overall comprehension and retention of text information with reading intensive coursework.

#108 (Session)

Sand Lotus

MIRRORING-IN, MIRRORING-OUT: WHAT'S IT ALL ABOUT?

PRESENTER: Dr. Louise A. Rice, Augusta College

CHAIR: Dr. Norma Spalding, San Jose City College

The objectives of this session are threefold: to discuss how students use personality-type information relating to learning strategies and learning styles to assess how this knowledge can be used to improve learning, to share students' evaluations of the impact of the use of this information on academic performance, and to focus on implications for teaching and learning.

#109 (Session)

Wind Flower

STOP THE GAP! ESL TUTORING FOR RETENTION

PRESENTER: Faith Duncan, Seward County Community College

CHAIR: Betty Myers, Glendale Community College

ESL students often slip through the cracks in our educational systems. This session will discuss effective strategies with training peer tutors to work with ESL students, particularly Hispanic and Asian student populations.

#110 (Computer Session)

Ballroom II

INCREASING STUDENT UNDERSTANDING OF MATHEMATICS WITH COLOR

PRESENTERS: Dr. David Alan Otts, Middle Tennessee State University & Carol Dawson, Middle Tennessee State University

CHAIR: Linda St. Clair, University of New Mexico

Using color in teaching mathematics increases student understanding by identifying important ideas, emphasizing key points, tracing main elements, and adding visual stimulation. Intended for math teachers, this session presents methods of colorization used by the presenters as an innovative way of teaching mathematics.





CONFERENCE NOTES

"AN EVENING IN THE SOUTHWEST"
AWARDS BANQUET

SATURDAY, APRIL 8, 1995
MISSION ROOM

Cocktail Hour: 6:00 pm - 7:00 pm

Awards Banquet: 7:00 pm - 11:00 pm

Banquet tickets are required for attendance.

PRESIDER: Dr. Tom Gier, CRLA President

WELCOME TO THE BANQUET

SOUTHWEST MIXED GRILL BANQUET

AWARDS CEREMONY

CHAIRS: Dr. Tom Gier, Dr. Karan Hancock, Roseanne Cook

Special Recognition Awards

The Tom Pasternack Outstanding Tutor Award

The CRLA Scholarship Award

The CRLA Research Assistance Award

The CRLA Distinguished Research Award

The Robert Griffin Long and Outstanding Service Award

Certificates of Appreciation

Recognition of the CRLA Committee Chairs

Recognition of the Conference On-site Committee

AWARDS BANQUET PRESENTATION

"CHARACTERISTICS OF GREAT TEACHERS:
WHAT WE CAN LEARN"

Dr. S. Jay Samuels, Professor of Educational Psychology
and Curriculum and Instruction, University of Minnesota

INDUCTION OF CRLA OFFICERS

PREVIEWS OF THE 1996 CRLA SYMPOSIUM AND CONFERENCE

"AN EVENING IN THE SOUTHWEST ENTERTAINMENT"

All conference functions are non-smoking events. Smoking is restricted to designated areas in the hotel.



5:30 am - 8:00 am

Hot Air Balloon Ride

Group meets at the
entrance of the Radisson.

9:00 am - 12 noon

Post-conference Institutes

Noted in the program

10:00 am - 12 noon

CRLA Board Meeting
Elections Report

Hospitality Suite
Room 2038



POST-CONFERENCE INSTITUTES

SUNDAY, APRIL 9
9:00 A.M. - 12:00 NOON

#111 (Institute)

Police Auditorium *(Meet at the Monster Bar at 8:45 am to be escorted to the Police Auditorium.)*

INSIDE AND OUTSIDE-THE-HEAD FACTORS INFLUENCING COMPREHENSION

PRESENTER: Dr. S. Jay Samuels, University of Minnesota

CHAIR: Dr. Kamal Maheshwari, Galveston College

Failure to comprehend may be caused by a variety of problems. This institute will feature a problem solving plan for determining possible causes of comprehension problems. In this workshop we will examine some of the inside-the head factors, such as decoding ability and automaticity, knowledge of text structure, metacognitive strategies, motivation, and ability to construct meaning. Outside-the-head factors include quality of instruction, text topic, print conventions, time, and text design, to name a few. This institute will be especially pertinent to all college reading instructors and tutors who wish to learn about comprehension processes and reading theory.

#112 (Institute)

Joshua Tree

HOW THE BRAIN LEARNS: RESEARCH, THEORY, AND IMPLICATIONS FOR TEACHING

PRESENTER: Dr. Rita Smilkstein, North Seattle Community College

CHAIR: Cynthia DeLauder, University of Alaska Anchorage

This institute focuses on the newest research about the brain's natural learning process, including how emotions affect the brain's ability to learn, think, and remember. A teaching approach, based on the brain's natural learning process, that motivates and empowers students to learn to a higher level will be presented.

#113 (Institute)

Sand Lotus

DIVERSIFICATION IN TUTORIAL SERVICES

PRESENTERS: Gregg Carr, California State University - Long Beach
& Dr. Gen Ramirez, California State University - Long Beach

CHAIR: Dr. Gen Ramirez, California State University - Long Beach

With the convergence of growing demand and stable or diminishing resources, tutorial programs are challenged to reduce per-student costs without sacrificing quality. This session guides participants through a process of identifying their subpopulations' needs, matching them with alternative formats, monitoring the effectiveness of changes made, and exploring additional funding sources.



All conference functions are non-smoking events. Smoking is restricted to designated areas in the hotel.

SUNDAY, APRIL 9
9:00 A.M. - 12:00 NOON
(Continued)

#114 (Institute)

Monks Hood

THE TAO OF RESEARCH: PEAKS AND PITFALLS IN EDUCATIONAL
RESEARCH AND PROGRAM EVALUATION

PRESENTERS: Dr. Gwendolyn Stevens, US Coast Guard Academy
& Dr. Sheldon Gardner, Consulting Clinical Psychologist

CHAIR: Dr. Gwendolyn Stevens, US Coast Guard Academy

Educational research and program evaluation methods will be compared and contrasted. The limitations and benefits of each method will be discussed. Research/evaluation phobia will be explored and strategies for its elimination will be discussed. Additionally, participants will be encouraged to develop a research strategy for a project relevant to their needs.

#115 (Institute)

WindFlower

THE TRANSFORMATION OF THE DEVELOPMENTAL LEARNER THROUGH
AN INTEGRATION AND COLLABORATION OF DEVELOPMENTAL
EDUCATION, PERSONAL COUNSELING AND LEARNING ASSISTANCE

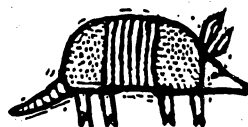
PRESENTERS: Joan Blaustein Santiago, Rutgers University, William Jones, Rutgers University,
& Dianne Hill, Rutgers University

CHAIR: Joan Blaustein Santiago, Rutgers University

This institute will acquaint participants to a successful program that strengthens the academic foundations of students and fosters community and collaborative learning. The institute's format will be an abbreviated, mock orientation retreat where new tutors, faculty, and counselors are incorporated into the program's pro-active philosophy, and where annual refinement of programming occurs. Through structured team-building activities and interactive presentations, institute participants will experience some of the salient features of this integrated approach to developmental education.



CONFERENCE
PROGRAM
ACKNOWLEDGEMENTS



CONFERENCE PROGRAM ACKNOWLEDGEMENTS

Planning an international conference is a collaborative achievement on the part of many individuals who have generously pooled together their talents, time, and resources. The following are individuals acknowledged for their assistance in creating this conference.

LOCAL ARRANGEMENTS

ON-SITE COMMITTEE

Chair: Dr. Rick Sheets, Paradise Valley Community College
Craig Stern, Northern Arizona University
JoLynne Richter, Yavapai Community College
Sylvia Mioduski, University of Arizona
David Gerkin, Paradise Valley Community College

ON-SITE LEADERSHIP MENTORS

Dr. Alfredo de los Santos, Vice-Chancellor for Educational Development, Maricopa Community College District
Dr. Raúl Cárdenas, President, Paradise Valley Community College
Frank Christ, Emeritus, California State University

AUDIO-VISUAL

Chair: David Williams, Paradise Valley Community College

COMPUTER/ TECHNOLOGY CENTER

Chair: Alan Levine, Maricopa Community College District
Bill Mathis, South Mountain Community College
Dr. Gene Kersteins, Andragogy Associates
Dr. David Caverly, Southwest Texas State University
Dick Sheets, Retired, Former Computer Coordinator

CONFERENCE CREDIT

Chair: Sylvia Mioduski, University of Arizona
JoLynne Richter, Yavapai Community College

ENTERTAINMENT

Music: David Gerkin, Paradise Valley Community College
Centerpieces: Nancy Berk, Paradise Valley Community College
Artisans On-Site: Joyce Schneider, Central Arizona College

EXHIBITS

Chair: Dr. Theria Beverly, Pima Community College

FOOD EVENTS

Dr. Rodger Slater, Scottsdale Community College
Pearl Williams, Estrella Mountain Community College Center

FRIENDS & FAMILY ON-SITE RESOURCE COMMITTEE

Dick & Carolyn Sheets, Retired
Spencer Johnson, Paradise Valley Community College

GRAPHICS

Chair: Bill Mathis, Mesa Community College



CRLA 1995 CONFERENCE COMMITTEES

HOSPITALITY

Chair: Craig Stern, Northern Arizona University
JoLynne Richter, Yavapai Community College

READING RESOURCE ROOM

Chair: Sylvia Mioduski, University of Arizona
JoLynne Richter, Yavapai Community College
Carole Hanson, Paradise Valley Community College



REGISTRATION

Chair: Aimee Jafary, Paradise Valley Community College
Suzy Crescenti, Paradise Valley Community College
Jane-Ellen Parks, Central Arizona College
Carole Hanson, Paradise Valley Community College
Liz Dominguez, Paradise Valley Community College
Carolyn Sheets, Retired

SESSION SUMMARIES

Chair: Dr. Gene Kerstiens, Andragogy Associates

TOURS

Chair: Spencer Johnson, Paradise Valley Community College
Craig Stern, Northern Arizona University
David Gerkin, Paradise Valley Community College
Sue Henderson, Arizona State University

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CRLA 1995 CONFERENCE COMMITTEES

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PROGRAM CHAIR

Dr. Patricia Mulcahy-Ernt, Western Connecticut State University

PROGRAM PLANNING AND PROPOSAL REVIEW

Chair: Dr. Karen Smith, Rutgers University

Dr. Isabel Baker, Rider University

Joan Blaustein Santiago, Rutgers University

Patricia Grove, Rutgers University

Becky Johnen, Harrisburg Area Community College - Lebanon

Judith Olson-Fallon, Case Western Reserve University

Sylvia Frank, Rutgers University

Dr. Larry Pedroza, Rutgers University

Valerie Smith Stephens, Rutgers University

PROGRAM DISTRIBUTION

Dr. Kate Sandberg, University of Alaska

PROGRAM DESIGN AND GRAPHICS

Constance Grace, Graphic Design

COORDINATOR OF CHAIRPERSONS

Judith Olson-Fallon, Case Western Reserve University

COORDINATOR OF NEWCOMERS' EVENTS

Jan Swinton, Spokane Falls Community College

EVALUATIONS CHAIR

Tom Dayton, American River College

LUNCH WITH A MENTOR CHAIR

Dr. Becky Patterson, University of Alaska Anchorage

PHOTOGRAPHY

Dr. Larry Pedroza, Rutgers University

Valerie Smith Stephens, Rutgers University

PROGRAM SERVICES SUPPORT

Dean Walter Bernstein, Dean of Professional Studies, Western Connecticut State University

Dr. John Caruso, Chair of the Department of Education and Educational Psychology,

Western Connecticut State University



CRLA 1995 CONFERENCE COMMITTEES

ADDITIONAL CRLA CONFERENCE PLANNERS

CRLA PRESIDENT

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PAST-PRESIDENT & COORDINATOR OF STATES & REGIONS

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Sandra Evans, College of the Mainland

SECRETARY

Nancy Moreland, Amarillo College

SIG COORDINATOR

Pat Jonason, Johnson County Community College

PROFESSIONAL ASSOCIATION LIAISON CHAIR

Gladys Shaw, University of Texas at El Paso

MEMBERSHIP COORDINATOR

Robin Bischof, Chemeketa Community College

CONFERENCE SITE SELECTION

Susan Deese-Roberts, University of New Mexico

AWARDS & SCHOLARSHIPS

Roseanne Cook, St. Ambrose University

PARLIAMENTARIAN

Carmen Springer-Davis, Casper College

ELECTIONS CHAIR

Dr. Joyce Weinsheimer, University of Minnesota

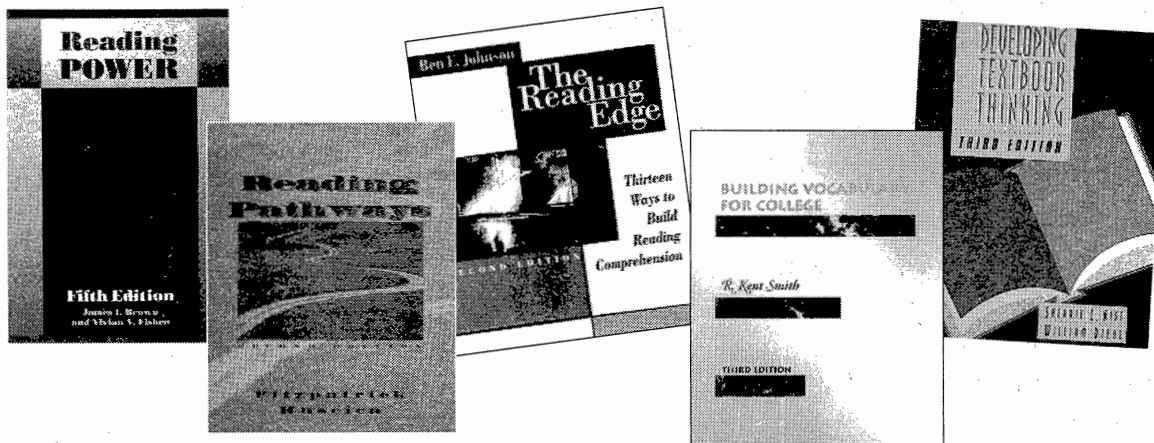
TECHNOLOGY CONSULTANT

Richard Holdredge, Los Angeles Valley College

RAFFLE

Carol Lyon, St. Ambrose University





Reading

READING POWER, 5/e

James I. Brown, *Emeritus*,
University of Minnesota
Vivian V. Fishco, Coconino County
Community College
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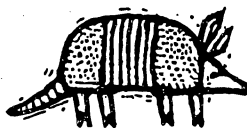
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College
Reading &
Learning
Association

APPLICATION FOR 1995 MEMBERSHIP

Name: Mr. _____
Mrs. _____
Dr. _____

Home Address: _____
No _____ Street _____

City _____ State _____ Zip _____ Phone() _____

Work Address: _____

City _____ State _____ Zip _____ Phone() _____

Fax # _____ E-Mail Address _____

Current Position/Title _____

Please send mail to: _____ Home _____ Work _____

New Membership _____ Renewal Membership _____ Update/Change of Info _____

SIG Membership Information. Dues for each SIG are \$5.00 per year. (Must be a paid member of CRLA to join SIGs.)

I would like to join the following Special Interest Groups:

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

CRLA Scholarship Fund \$1.00 _____ \$5.00 _____ \$10.00 _____ other \$ _____

I hereby give CRLA permission to give/sell my name & address to outside organizations and publications for mailing purposes. YES ☐ NO ☐ Initial here _____

Date _____ Signature _____

Membership dues \$40.00 per year.

Membership \$ _____
SIG(s) \$ _____
TOTAL \$ _____

Please make check payable to C.R.L.A. and mail to CRLA, c/o Sandra Evans, Learning Adult Basic Education, College of the Mainland, 1200 Amburn Rd, Texas City, TX 77591. Funds drawn on non-U.S. banks must be remitted in U.S. dollars on a FOREIGN DRAFT or INTERNATIONAL MONEY ORDER.



CONFERENCE NOTES

CONFERENCE NOTES



CONFERENCE NOTES



**International Symposium on
Teaching & Learning:**

Changing with the Times



**COLLEGE
READING &
LEARNING
ASSOCIATION**

April 18, 19 & 20, 1996

Kananaskis, Alberta, Canada

The Lodge at Kananaskis

(in the beautiful Canadian Rockies west of Calgary)





Board Minutes
Tempe, AZ
Attach. G
Apr. 3-9, 1995



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|----|---------------------------------|---------------|---------------|----------|-----------------|---|
| 1 | | Actual Amount | Actual Amount | 1993-94 | 1994-95 | |
| 2 | Accounts | 91-92 | 92-93 | Actual | FINAL | |
| 3 | | | | | | |
| 4 | 4000 INCOME | | | | | |
| 5 | 4900 Misc. Income | | | 524.39 | | |
| 6 | 4901 CRLA Acct Transfer | | 51220.96 | 0.00 | | |
| 7 | 5001 Dues | | 27958.00 | 20415.00 | 30000.00 | |
| 8 | 5002 JDE | | | 0.00 | | |
| 9 | 5003 RRIDE | | | 0.00 | | |
| 10 | 5004 Both JDE & RRIDE | | | 0.00 | | |
| 11 | 5011 Interest Income/Cr Union | | | 1352.87 | 1400.00 | |
| 12 | 5012 JCRL | | | 925.00 | 800.00 | |
| 13 | 5014 SIGS | | | | | |
| 14 | 5005 Unidentified SIGs | | | 1655.00 | | |
| 15 | 5015 SIG1 Cognitive Psych | | | 30.00 | | |
| 16 | 5025 SIG2 College Reading | | | 125.00 | | |
| 17 | 5035 SIG3 Computer Technology | | | 20.00 | | |
| 18 | 5045 SIG4 Couns/Guidance Supp | | | 0.00 | | |
| 19 | 5055 SIG5 Critical Thinking | | | 60.00 | | |
| 20 | 5065 SIG6 Dev/Basic Writing | | | 55.00 | | |
| 21 | 5075 SIG7 Emot/MotivAspects | | | 60.00 | | |
| 22 | 5085 SIG8 EFL/ESL | | | 30.00 | | |
| 23 | 5095 SIG9 Research & Eval | | | 25.00 | | |
| 24 | 5096 SIG10 LC Management | | | 70.00 | | |
| 25 | 5097 SIG11 LearningDisabilities | | | 80.00 | | |
| 26 | 5098 SIG12 Libr'l Arts Colleges | | | 10.00 | | |
| 27 | 5099 SIG13 Math Tutorial Progs | | | 20.00 | | |
| 28 | 5142 SIG14 Multicultural | | | 5.00 | | |
| 29 | 5143 SIG15 Peer Tutoring | | | 55.00 | | |
| 30 | 5144 SIG16 Placement Bureaus | | | 0.00 | | |
| 31 | 5145 SIG17 TRIO | | | 0.00 | | |
| 32 | 5146 SIG18 Whole Language | | | 0.00 | | |

Income 150

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. H

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|----|---|--------------|--------------|----------|----------|----------------|
| 33 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 34 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 35 | | | | | | |
| 36 | 5147 SIG19 Workplace Literacy | | | 15.00 | | |
| 37 | 5148 SIG20 Teaching Excellence | | | 25.00 | | |
| 38 | 5149 SIG21 HyperCard | | | 5.00 | | |
| 39 | Total SIGS | | | 2345.00 | 2300.00 | |
| 40 | | | | | | |
| 41 | 5006 Internat'l Tutor Certification Program (ITCP) | | | 3287.36 | 2000.00 | |
| 42 | 5007 Registry/Tutor | | | 1125.00 | 500.00 | |
| 43 | 5008 CU Interest (OK to delete this duplicate) | | | 119.41 | 0.00 | |
| 44 | 5009 NFC Coverage | | | -5.00 | 0.00 | |
| 45 | 5010 Awards Donations | | | 361.00 | 250.00 | |
| 46 | 5013 Glossary | | | 5.00 | | |
| 47 | | | | | | |
| 48 | | | | | | |
| 49 | Total INCOME | | | 30455.03 | 37250.00 | |
| 50 | | | | | | |
| 51 | 5000 EXPENSES | | | | | |
| 52 | 5100 Board | | | | | |
| 53 | 5101 President | | | | | |
| 54 | 5102 P Travel | 1163.00 | 1559.32 | 420.00 | 700.00 | 1000.00 |
| 55 | 5103 P Hotels & Food | 1204.00 | 1174.95 | 333.89 | 750.00 | 1000.00 |
| 56 | 5104 P Telephone Expense | 0.00 | 0.00 | 156.01 | 2500.00 | 2000 |
| 57 | 5105 P Postage | 0.00 | 84.64 | 194.66 | 200.00 | 300 |
| 58 | 5106 P Printing & Publishing | 0.00 | 11.40 | 3.81 | 0.00 | 100 |
| 59 | 5107 P Clerical Assistance | 0.00 | 0.00 | 125.00 | 0.00 | 500 |
| 60 | 5108 P Supplies | 0.00 | 1.90 | 4.38 | 0.00 | 200 |
| 61 | 5109 P Misc expenses | | 0.00 | 0.00 | 0.00 | |
| 62 | 5110 P Other (Specify) | | | 4 | | 250 |
| 63 | MAILING SERVICE | | | | | |
| 64 | 5112 P Other Conf Regist.as Bd R | 295.00 | 55.00 | 0.00 | 250.00 | |

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|----|-------------------------------|--------------|--------------|---------|-----------------|--------|
| 65 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 66 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 67 | | | | | | |
| 68 | Total P Other (Specify) | | | 0.00 | | |
| 69 | | | | | | |
| 70 | TOTAL PRESIDENT | 2662.00 | 2887.21 | 1241.75 | 4400.00 | 5100 |
| 71 | | | | | | |
| 72 | 5111 President-Elect | | | | | |
| 73 | 5113 PE Travel | 804.00 | 314.00 | 996.18 | 750.00 | |
| 74 | 5114 PE Hotels & Food | 815.00 | 733.30 | 0.00 | 500.00 | |
| 75 | 5115 PE Telephone Expense | 0.00 | 196.56 | 371.22 | 0.00 | |
| 76 | 5116 PE Postage | 0.00 | 0.00 | 0.00 | 0.00 | |
| 77 | 5117 PE Printing & Publishing | | 0.00 | 0.00 | | |
| 78 | 5118 PE Wages & Fees | | 0.00 | 0.00 | | |
| 79 | 5119 PE Supplies | 135.00 | 0.00 | 0.00 | 200.00 | |
| 80 | 5120 PE Misc expenses | | 0.00 | 20.00 | | |
| 81 | 5122 PE Other (Specify) | | 0.00 | | | |
| 82 | MAILING SERVICE | 0.00 | 0.00 | | | |
| 83 | 5150 PE Promotional Photos | | | 35.80 | | |
| 84 | Total PE Other (Specify) | | | 35.80 | | |
| 85 | | | | | | |
| 86 | | | | | | |
| 87 | TOTAL President-Elect | 1754.00 | 1243.86 | 1423.20 | 1450.00 | |
| 88 | | | | | | |
| 89 | 5121 Secretary | | | | | |
| 90 | 5123 S Travel | 272.00 | 0.00 | 0.00 | 100.00 | |
| 91 | 5124 S Hotels & Food | 49.00 | 0.00 | 0.00 | 150.00 | |
| 92 | 5125 S Telephone Expense | | 0.00 | 7.22 | 50.00 | 100.00 |
| 93 | 5126 S Postage | 42.00 | 30.36 | 64.46 | 100.00 | 200.00 |
| 94 | 5127 S Printing & Publishing | 0.00 | 53.16 | 138.78 | 150.00 | |
| 95 | 5128 S Supplies | 2.00 | 52.67 | 18.63 | 50.00 | |
| 96 | Clerical | | | 43.50 | 150.00 | |

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|-----|----------------------------------|--------------|--------------|------------------|-----------------|----------------|
| 97 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 98 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 99 | | | | | | |
| 100 | 5129 S Other (Specify) | | | | | |
| 101 | | | | AppleCare | 300.00 | |
| 102 | 5130 S Baggage & Shipping | 55.00 | 0.00 | 20.75 | | |
| 103 | MAILING SERVICE | 0.00 | 0.00 | | | |
| 104 | TOTAL Secretary | 420.00 | 136.19 | 293.34 | 1050.00 | <i>1350.00</i> |
| 105 | | | | | | |
| 106 | 5131 Treasurer | | | | | |
| 107 | 5132 T Travel | 100.00 | 0.00 | 221.70 | 50.00 | |
| 108 | 5133 T Hotel & Food | 100.00 | 0.00 | 280.06 | 50.00 | |
| 109 | 5134 T Telephone Expense | 92.00 | 120.01 | 69.47 | 150.00 | |
| 110 | 5135 T Postage | 177.00 | 291.56 | 101.31 | 150.00 | |
| 111 | 5136 T Printing & Publishing | 0.00 | 27.78 | 7.64 | 30.00 | |
| 112 | 5137 T Clerical Assistance | 1328.00 | 2017.63 | 1728.38 | 700.00 | |
| 113 | 5138 T Supplies | | 11.13 | 116.98 | 250.00 | |
| 114 | 5139 T Misc Expenses | | 0.00 | 24.00 | | |
| 115 | 5140 T Other (Specify) | | 0.00 | Auditor | 1400.00 | |
| 116 | | | | Printer | 300 | |
| 117 | | | | Oregon trip | 500.00 | |
| 118 | MAILING SERVICE | | | | | |
| 119 | TOTAL Treasurer | 1797.00 | 2468.11 | 2549.54 | 3580.00 | <i>3080.00</i> |
| 120 | | | | | | |
| 121 | 5141 Gen. Board Expenses | | | | | |
| 122 | 5151 GB Travel | 3420.00 | 2139.48 | 1177.69 | 4200.00 | |
| 123 | 5152 GB Hotel & Food | 5363.00 | 4490.73 | 7817.68 | 5700.00 | |
| 124 | 5153 GB Telephone Expenses | 5.00 | 11.63 | 777.08 | 50.00 | |
| 125 | 5154 GB Postage | | 42.68 | 2.90 | 50.00 | |
| 126 | 5155 GB Printing & Publishing | | 0.00 | 28.81 | 50.00 | |
| 127 | 5156 GB Wages & Fees | | 0.00 | 0.00 | 0.00 | |
| 128 | 5157 GB Supplies <i>(Stamps)</i> | | 0.00 | 0.00 | 0.00 | <i>100</i> |

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|-----|--------------------------------------|--------------|--------------|----------|-----------------|-------------------------------|
| 129 | 5158 GB Misc expenses | 44.00 | 29.85 | 657.45 | 50.00 | |
| 130 | 5159 GB Other (Specify) | | 125.00 | 0.00 | | |
| 131 | 5160 GB UPS shipping | | | 0.00 | | |
| 132 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 133 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 134 | | | | | | |
| 135 | 5700 Banking/Check Expenses | | 58.23 | 5.00 | 100.00 | |
| 136 | 5705 Plaques | | | 279.40 | moved | |
| 137 | Teleconferences (new account) | | | | 900.00 | |
| 138 | Parking | 46.00 | | | moved | |
| 139 | Conference Registration | 115.00 | | | moved | |
| 140 | TOTAL Gen. Board Expenses | 8993.00 | 6897.60 | 10746.01 | 11100.00 | |
| 141 | TOTAL BOARD EXPENSES | 15626.00 | 13632.97 | 16253.84 | 21580.00 | |
| 142 | | | | | | |
| 143 | 5200 Publications | | | | | |
| 144 | 5201 Newsletter | | | | | |
| 145 | 5202 NL Travel | | 0.00 | 0.00 | | |
| 146 | 5203 NL Hotels & Food | | 0.00 | 29.96 | | |
| 147 | 5204 NL Telephone & Fax | 13.00 | 17.63 | 35.27 | 75.00 | 50.00 |
| 148 | 5205 NL Postage | 45.00 | 76.05 | 588.03 | 75.00 | |
| 149 | 5206 NL Printing & publishing | 5191.00 | 3982.00 | 6203.73 | 5000.00 | 4000.00 5000.00 |
| 150 | 5207 NL Wages & Fees | | 0.00 | 0.00 | | |
| 151 | 5208 NL Supplies | 6.00 | 0.00 | 0.00 | 40.00 | 40 |
| 152 | 5209 NL Other (Specify) | | | | | |
| 153 | 5226 Camera-ready Art Prep | | | 0.00 | 1000.00 | 1450 |
| 154 | 5210 NL Mail Service | 551.00 | 665.99 | 348.45 | 750.00 | |
| 155 | 5212 NL UPS | | | 62.48 | 60.00 | 60. |
| 156 | Total NL Other (Specify) | | | 410.93 | | |
| 157 | | | | | | |
| 158 | TOTAL Newsletter | 5806.00 | 4741.67 | 7267.92 | 7000.00 | 5625 |
| 159 | | | | | | |
| 160 | 5211 JCRL | | | | | |

CAS

Travel 100
Hotel/Food 300
Registration 125
Miscellaneous 75
Membership 200

Requests (State/Region)
3500.00

Travel (Board or Rep
to State/Region
Conf.)

3500.00

Standards

Total 750

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|-----|--------------------------------|-----------------|-----------------|-----------------|-----------------|---|
| 161 | 5213 J Travel | 317.00 | 0.00 | 0.00 | 400.00 | |
| 162 | 5214 J Hotels & Food | 468.00 | 500.00 | 0.00 | 500.00 | |
| 163 | 5215 J Telephone expenses | 83.00 | 68.02 | 0.00 | 75.00 | |
| 164 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 165 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 166 | | | | | | |
| 167 | 5216 J Postage | 224.00 | 792.26 | 0.00 | 400.00 | |
| 168 | 5217 J Printing & Publishing | 7283.00 | 8654.23 | 4713.23 | 9215.00 | |
| 169 | 5218 J Clerical Assistance | 140.00 | 70.00 | 0.00 | 150.00 | |
| 170 | 5219 J Supplies | 4.00 | 16.50 | 0.00 | 50.00 | |
| 171 | 5220 J Misc expenses | | 0.00 | 0.00 | | |
| 172 | 5222 Other (Specify) | | | new project | 500.00 | |
| 173 | 5223 J Mailing Service | 173.00 | 0.00 | 0.00 | | |
| 174 | 5224 J Conference Registration | 115.00 | 0.00 | 0.00 | 125.00 | |
| 175 | 5225 Business Cards | | 269.00 | 0.00 | | |
| 176 | | | | | | |
| 177 | Total Other; 5222 (Specify) | | | | | |
| 178 | | | | | | |
| 179 | TOTAL JCRL | 8807.00 | 10370.01 | 4713.23 | 11415.00 | |
| 180 | | | | | | |
| 181 | 5221 Monographs | | | | | |
| 182 | 5231 M Graphics | 180.00 | 0.00 | 0.00 | 0.00 | |
| 183 | 5232 M Printing & Publishing | 700.00 | 8.85 | 0.00 | 0.00 | |
| 184 | 5233 M Advertising/ Promotion | 0.00 | 0.00 | 0.00 | 0.00 | |
| 185 | 5234 M Postage | 0.00 | 0.00 | 0.00 | 0.00 | |
| 186 | TOTAL Monographs | 880.00 | 8.85 | 0.00 | 0.00 | |
| 187 | | | | | | |
| 188 | TOTAL Publications | 15493.00 | 15120.53 | 11981.15 | 13475.00 | |
| 189 | | | | | | |
| 190 | 5300 Gen'l Org. Expenses | | | | | |
| 191 | 5301 General Expenses | | | | | |
| 192 | 5431 G Postage | 100.00 | 0.00 | 47.29 | 50.00 | |

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|-----|-------------------------------------|--------------|--------------|---------|-----------------|---|
| 193 | 5441 G Printing & Publishing | | | | | |
| 194 | 5451 G Wages Fees | | | | | |
| 195 | 5461 G Supplies | | 0.00 | 0.00 | 0.00 | |
| 196 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 197 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 198 | | | | | | |
| 199 | 5471 G *Promo Media distribution | | 0.00 | 5.37 | 500.00 | |
| 200 | 5481 G Misc expenses | 157.00 | 2115.25 | 5424.02 | 150.00 | |
| 201 | 5491 G Other (Specify) | | | | | |
| 202 | 5501 Oxford Mailing Service | | 0.00 | 0.00 | 0.00 | |
| 203 | 5511 Membership Service | 2693.00 | 516.00 | 0.00 | 0.00 | |
| 204 | 5521 Bond | 132.00 | 0.00 | 132.00 | 450.00 | |
| 205 | 5531 Stationery | 63.00 | 567.59 | 200.22 | moved | |
| 206 | 5541 Scholarship | 1000.00 | 1500.00 | 29.97 | 1000.00 | |
| 207 | 5542 Research Awards | 600.00 | 350.00 | 188.35 | 600.00 | |
| 208 | *Research Grants | | | 0.00 | moved to 5502 | |
| 209 | 5543 Brochure | 671.00 | 0.00 | 508.00 | moved | |
| 210 | 5544 JDE Subscription | 112.00 | 60.97 | 0.00 | 0.00 | |
| 211 | Anniversary pins | 415.00 | | | | |
| 212 | 5545 Comm for Acad Stdds Membership | | 200.00 | 200.00 | moved | |
| 213 | | | | | | |
| 214 | 5546 San Diego Zoo | | 500.00 | 0.00 | 0.00 | |
| 215 | 5550 Dues Refunds | | | 25.00 | | |
| 216 | 5555 Powerbook for treasurer | | | 1152.84 | | |
| 217 | Total G Other (Specify) | | | 2436.38 | | |
| 218 | | | | | | |
| 219 | TOTAL General Expenses | 5943.00 | 5809.81 | 7913.06 | 2750.00 | |
| 220 | | | | | | |
| 221 | Total Gen'l Org. Expenses | | | 7913.06 | 2750.00 | |
| 222 | 5400 Committees | | | | | |
| 223 | 5402 Awards & Fund Raising | | | | | |
| 224 | 5403 AF Supplies | 0.00 | 0.00 | 0.00 | 0.00 | |

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|-----|--------------------------------------|--------------------------------|--------------|---------|----------|---------|
| 225 | 5404 AF Telephone Expenses | 0.00 | 0.00 | 0.00 | 0.00 | 50.00 |
| 226 | 5405 AF Postage | 0.00 | 12.00 | 0.00 | 50.00 | 50.00 |
| 227 | 5406 AF Printing & Publishing | 0.00 | 42.45 | 0.00 | 50.00 | 320.00 |
| 228 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 229 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 230 | | | | | | |
| 231 | 5407 AF Sale Items | 570.00 | 0.00 | 0.00 | 0.00 | |
| 232 | 5408 AF Raffle | 9.00 | 15.17 | 0.00 | 30.00 | 100.00 |
| 233 | 5409 AF Plaques | 341.00 | 224.24 | 0.00 | 500.00 | 350.00 |
| 234 | Mailing Service | 0.00 | 0.00 | | | |
| 235 | TOTAL Awards & Fund Raisi | 920.00 | 293.86 | 0.00 | 630.00 | 850.00 |
| 236 | | | | | | |
| 237 | 5412 Archives | | | | | |
| 238 | 5413 AR Telephone Expenses | 0.00 | 0.00 | 0.00 | | |
| 239 | 5414 AR Postage/Shipping | 60.00 | 151.11 | 4.94 | 75.00 | |
| 240 | 5415 AR Supplies | 0.00 | 39.05 | 49.06 | 60.00 | |
| 241 | 5416 AR Other (Specify) | | | | | |
| 242 | 5420 AR Miscellaneous | | | 0.00 | 100.00 | |
| 243 | 5428 Moving Services | 680.00 | | 0.00 | | |
| 244 | 5417 Conversion | 0.00 | 0.00 | 0.00 | 500.00 | |
| 245 | Total AR Other (Specify) | | | 0.00 | | |
| 246 | TOTAL Archives | 740.00 | 190.16 | 54.00 | 735.00 | |
| 247 | | | | | | |
| 248 | 5422 Site Selection | MOVE OVER TO CONFERENCE | | | | |
| 249 | 5423 SS Travel | 700.00 | 143.42 | 408.39 | 700.00 | |
| 250 | 5424 SS Hotels & Food | 150.00 | 30.34 | 250.84 | 150.00 | 750.00 |
| 251 | 5425 SS Telephone Expenses | 50.00 | 0.00 | 0.00 | 50.00 | 300.00 |
| 252 | 5426 SS Postage | 50.00 | 0.00 | 0.00 | 50.00 | 25.00 |
| 253 | 5427 SS Supplies | 50.00 | 0.00 | 0.00 | 50.00 | — |
| 254 | Total Site Selection | 0.00 | 173.76 | 659.23 | 0.00 | 1100.00 |
| 255 | | | | | | |
| 256 | 5432 Nominations & Elections | | | | | |

*no change**Susan Dease-Roberts*

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|-----|---|--------------|--------------|---------|----------|---------|
| 257 | 5433 NE Telephone Expenses | 0.00 | 0.00 | 0.00 | 50.00 | 50.00 |
| 258 | 5434 NE Postage | 0.00 | 0.00 | 243.90 | 200.00 | 350.00 |
| 259 | 5435 NE Printing & Publishing | 391.00 | 297.17 | 35.00 | 200.00 | 300.00 |
| 260 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 261 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 262 | | | | | | |
| 263 | 5436 NE Supplies | 0.00 | 0.00 | 0.00 | 0.00 | |
| 264 | 5437 NE Wages & Fees | 0.00 | 0.00 | 100.00 | 0.00 | |
| 265 | 5438 NE Misc expenses | | 100.00 | 0.00 | | |
| 266 | 5439 NE Other (Specify) | | 0.00 | 0.00 | | |
| 267 | MAILING SERVICE | | | | 0.00 | |
| 268 | Total Nominations & Election | 391.00 | 397.17 | 378.90 | 450.00 | |
| 269 | | | | | | |
| 270 | 5442 Tutor Certification <i>add Phone 100</i> | | | | | |
| 271 | 5452 TC Postage | 650.00 | 480.72 | 505.60 | 500.00 | 650.00 |
| 272 | 5453 TC Printing & Publishing | 74.00 | 21.54 | 0.00 | 0.00 | . |
| 273 | 5454 TC Supplies | | 0.00 | 229.88 | 75.00 | 100.00 |
| 274 | 5455 TC Misc expenses | | 0.00 | 0.00 | | |
| 275 | 5456 TC Other (Specify) REWRITE | | 0.00 | manual | 750.00 | 1500 |
| 276 | Layout | | | -279.00 | | |
| 277 | Tom Pasternack Scholarship | | | | 250.00 | 250 |
| 278 | Plaque for Scholarship | | | | 50.00 | 65 |
| 279 | Total TC Other, 5436 (Specify) | | | -279.00 | 0.00 | |
| 280 | | | | | | |
| 281 | Total Tutor Certification | 724.00 | 502.26 | 456.48 | 1625.00 | 2665.00 |
| 282 | | | | | | |
| 283 | 5465 Membership Coordinator | | | | | |
| 284 | 5470 MC Telephone & FAX | | | 0.00 | 1000.00 | |
| 285 | 5475 MC Postage | | | 0.00 | 2000.00 | |
| 286 | 5480 MC Printing & Publishing | | | 0.00 | 300.00 | |
| 287 | 5485 MC Computer Supplies | | | 0.00 | 800.00 | |
| 288 | 5490 MC Office Supplies, misc. | | | 0.00 | 500.00 | |


CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|-----|--------------------------------------|-------------------------|--------------|---------------------|-----------------|---------|
| 289 | 5495 MC Clerical Assistance | | | 0.00 | 0.00 | |
| 290 | | | | Brochure/Stationery | 700.00 | |
| 291 | | Travel | | | 400.00 | |
| 292 | | Hotel & Food | | | 250.00 | |
| 293 | | Contract Services | | | 0.00 | |
| 294 | *Total Membership Coordinator | | | 0.00 | 5950.00 | |
| 295 | | | | | | |
| 296 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 297 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 298 | | | | | | |
| 299 | 5502 Sponsored Research Comm | | | 0.00 | 50.00 | |
| 300 | 5510 Prof. Assoc. Liaison Coord | | | 0.00 | 50.00 | |
| 301 | 5520 Political Action Coord. | | | 0.00 | 50.00 | |
| 302 | 5530 Incoming President-elect | | | 474.16 | | |
| 303 | | CAS Representative | | | | |
| 304 | | Rep Travel to CAS | | | 100 | |
| 305 | | Rep Hotel & Food | | | 300 | |
| 306 | | Rep Registration | | | 125 | |
| 307 | | CAS Membership for CRLA | | | 200 | |
| 308 | | Rep's Misc | | | 75 | |
| 309 | | Total CAS Rep | | | 800 | |
| 310 | | | | | | |
| 311 | Total Committees | 2775.00 | 1557.21 | 2022.77 | 10340.00 | |
| 312 | | | | | | |
| 313 | 5500 States & Regions | | | | | |
| 314 | 5600 Coordinators | | | | | |
| 315 | 5601 CO Travel | 786.00 | 243.00 | 440.00 | 350.00 | 650.00 |
| 316 | 5602 CO Hotels & Food | 24.00 | 0.00 | 37.11 | 200.00 | |
| 317 | 5603 CO Telephone Expenses | 13.00 | 0.00 | 0.00 | 150.00 | |
| 318 | 5604 CO Postage | 40.00 | 0.00 | 0.00 | 100.00 | |
| 319 | 5605 CO Printing & Publishing | 14.00 | 179.97 | 0.00 | 150.00 | — |
| 320 | 5606 CO Supplies | 0.00 | 0.00 | 35.68 | 30.00 | — |
| 321 | 5607 CO Misc expenses | | 0.00 | 17.42 | | |
| 322 | 5608 CO Other (Specify) | | 0.00 | 0.00 | | |
| 323 | Total Coordinators | 877.00 | 422.97 | 530.21 | 980.00 | 1100.00 |

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|-----|---|--------------|--------------|---------|-----------------|------|
| 324 | | | | | | |
| 325 | 5610 Directors | E DIRECTORS | | | | |
| 326 | 5611 DI Misc expenses <i>Stamp</i> | | 0.00 | 0.00 | | 400 |
| 327 | 5612 DI Other (Specify) | | | | | |
| 328 | 5613 DI Special Requests | 0.00 | 700.00 | 1643.60 | 2000.00 | 3500 |
| 329 | 5614 DI Regular Group @\$50ea | 293.00 | 168.00 | 0.00 | 200.00 | 1400 |
| 330 | 5615 DI Mailing <i>(Stamp)</i> | 0.00 | 0.00 | 0.00 | 0.00 | 1 |
| 331 | Total DI Other (Specify) | | | 1643.60 | | |
| 332 | Total Directors | 293.00 | 868.00 | 1643.60 | 2200.00 | |
| 333 | | | | | | |
| 334 | 5620 SIG Coordinator | | | | | |
| 335 | 5621 SC Postage | | 61.38 | 115.13 | 125.00 | |
| 336 | | | | | | |
| 337 | | | | | | |
| 338 | | | | | | |
| 339 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 340 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 341 | | | | | | |
| 342 | 5622 SC Printing | | 0.00 | 0.00 | 0.00 | |
| 343 | 5623 SC Supplies | | 0.00 | 10.32 | 25.00 | |
| 344 | 5624 SC Telephone expenses | | 20.01 | 0.00 | 25.00 | |
| 345 | Total SIG Coordinator | 0.00 | 81.39 | 125.45 | 175.00 | |
| 346 | | | | | | |
| 347 | 5630 SIG Leaders | | | | | |
| 348 | 5640 SL Postage | 274.00 | 481.46 | 620.19 | 700.00 | |
| 349 | 5641 SL Printing & Publishing | 325.00 | 551.69 | 687.60 | 700.00 | |
| 350 | 5642 SL Supplies | 6.00 | 32.49 | 21.07 | 100.00 | |
| 351 | 5643 SL Misc expenses <i>Public Stamp</i> | 32.00 | 0.00 | 7.64 | | 400 |
| 352 | 5644 SL Other (Specify) | | | | | |
| 353 | TWENTY GROUPS | 155.00 | | | | |
| 354 | 5645 SL Special Requests | | 224.22 | 0.00 | 0.00 | |
| 355 | Total SL Other (Specify) | | | 0.00 | | |

CRLA Operating Fund Worksheet (b)

| | A | B | C | D | E | F |
|-----|-----------------------------------|---------------------|---------------------|----------------|-----------------|---|
| 356 | | | | | | |
| 357 | Total SIG Leaders | 792.00 | 1289.86 | 1336.50 | 1500.00 | |
| 358 | | | | | | |
| 359 | TOTAL States & Regions | 1962.00 | 2662.22 | 3635.76 | 4855.00 | |
| 360 | | | | | | |
| 361 | | | | | | |
| 362 | Miscellaneous Expenses | | | | | |
| 363 | 5800 Conf Accts Checking, to | | 50.00 | 1000.00 | 0.00 | |
| 364 | 5801 Conf Accts Savings, to | | 25.00 | 0.00 | 0.00 | |
| 365 | 5901 Conf exp,charged in error | | 276.21 | 0.00 | 0.00 | |
| 366 | 5900 Misc. Expenses | | | 0.00 | | |
| 367 | TOTAL Miscellaneous Expens | 0.00 | 351.21 | 1000.00 | 0.00 | |
| 368 | | | | | | |
| 369 | | | | | | |
| 370 | | | | | | |
| 371 | Operating Budget Worksheet | Amount Spent | Amount Spent | 1993-94 | 1994-95 | |
| 372 | Accounts | 91-92 | 92-93 | Actual | Proposed | |
| 373 | | | | | | |
| 374 | Summary Totals | | | | |  |

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

INCOME:

| | |
|-----------------------|--------------|
| CRLA Account Transfer | 49,611.66 |
| Dues | 5,490.00 |
| SIG Membership | 1,060.00 |
| Tutor Certification | 1,750.00 |
| Journal | 150.00 |
| Registry | 400.00 |
| Glossary | 5.00 |
| Awards Donations | 71.00 |
| Interest Income | 230.33 |
| Miscellaneous Income | <u>25.02</u> |
| | \$58,793.01 |

EXPENSES:

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

\$44,678.57

Transaction Report for Operating Fund - checking

Page 1 of 2

CRLA Operating Budget

Saturday, March 18, 1995

| Date | Number | To/From | Distribution Account | Deposit | Check/ Withdrawal |
|--|--------|--------------------------|------------------------|-----------|-------------------|
| Funding account: Operating Fund - checking | | | | | |
| 8/2/94 | | Sandra Evans | CRLA Acct Transfer | 1,000.00 | |
| 8/27/94 | 101 | State Corp. Commissi... | GB Wages & Fees | | 10.00 |
| 8/27/94 | 102 | Nancy Moreland | 2 accounts | | 240.30 |
| 8/27/94 | 103 | Karan Hancock | TC Postage | | 84.59 |
| 8/27/94 | 104 | Susan Deese-Roberts | 2 accounts | | 150.20 |
| 8/27/94 | 105 | Roz Bethke | 2 accounts | | 353.54 |
| 8/29/94 | | Sandra Evans | CRLA Acct Transfer | 10,000.00 | |
| 8/30/94 | | CRLA Membership | 20 accounts | 2,590.00 | |
| 8/31/94 | | | GB Banking/Check E... | | 30.90 |
| 8/31/94 | | Bank of America | Interest Income/Cr ... | 2.63 | |
| 9/17/94 | 106 | Tom Gier | 3 accounts | | 2,540.28 |
| 9/17/94 | 107 | Karan Hancock | 2 accounts | | 97.03 |
| 9/17/94 | 108 | English Dept./UAA | GB Other (Specify) | | 244.80 |
| 9/17/94 | 109 | Patricia Mulcahy-Ernt | GB Travel | | 405.00 |
| 9/17/94 | 110 | Sandra Evans | 3 accounts | | 314.03 |
| 9/17/94 | 111 | Rosa Hall | 6 accounts | | 566.28 |
| 9/17/94 | 112 | Micheal F. O'Hear | 2 accounts | | 44.32 |
| 9/17/94 | 113 | Tom Gier | 2 accounts | | 374.83 |
| 9/17/94 | 114 | Council for the Advan... | GB Other (Specify) | | 200.00 |
| 9/17/94 | 115 | Karan Hancock | 2 accounts | | 49.52 |
| 9/17/94 | 116 | Pat Jonason | 2 accounts | | 125.47 |
| 9/26/94 | | CRLA Membership | 16 accounts | 1,180.02 | |
| 9/30/94 | | Bank of America | Interest Income/Cr ... | 15.32 | |
| 10/11/94 | 117 | JoAnn Mullen | 2 accounts | | 122.17 |
| 10/11/94 | 118 | Karan Hancock | TC Supplies | | 23.47 |
| 10/11/94 | 119 | Randolph - Macon Wo... | NL Postage | | 52.94 |
| 10/11/94 | 120 | Karan Hancock | TC Postage | | 51.63 |
| 10/12/94 | 121 | Tom Gier | P Telephone Expense | | 208.50 |
| 10/19/94 | | Sandra Evans | CRLA Acct Transfer | 38,611.66 | |
| 10/19/94 | | CRLA Membership | 14 accounts | 560.00 | |
| 10/25/94 | 122 | Karan Hancock | TC Postage | | 39.03 |
| 10/25/94 | 123 | Nancy Moreland | 2 accounts | | 273.74 |
| 10/25/94 | 124 | State Corporation Co... | GB Printing & Publi... | | 5.00 |
| 10/25/94 | 125 | Elizabeth T. Johnen | GB Other (Specify) | | 408.73 |
| 10/31/94 | | Bank of America | Interest Income/Cr ... | 32.45 | |
| 10/31/94 | 126 | JoAnn Mullen | 3 accounts | | 368.52 |
| 10/31/94 | 127 | NCDE | P Postage | | 58.65 |
| 11/18/94 | 128 | Karan Hancock | TC Postage | | 33.99 |
| 11/18/94 | 129 | AT&A | PE Telephone Expense | | 9.22 |
| 11/19/94 | 130 | Tom Gier | P Telephone Expense | | 148.37 |
| 11/19/94 | 131 | Karan Hancock | 2 accounts | | 105.65 |
| 11/21/94 | | CRLA Membership | 15 accounts | 2,061.00 | |
| 11/28/94 | 132 | Nancy Moreland | S Postage | | 40.53 |
| 11/29/94 | 133 | Tom Gier | GB Other (Specify) | | 402.80 |
| 11/29/94 | 134 | Karan Hancock | TC Postage | | 41.39 |
| 11/30/94 | | Bank of America | Interest Income/Cr ... | 58.24 | |
| 12/3/94 | 135 | Office Depot | T Other (Specify) | | 261.08 |
| 12/4/94 | 136 | Sandra Evans | T Postage | | 9.10 |
| 12/4/94 | 137 | Karan Hancock | TC Postage | | 6.40 |
| 12/4/94 | 138 | Anna Marie Schlender | SL Postage | | 8.70 |
| 12/4/94 | 139 | AT&T | 4 accounts | | 165.76 |
| 12/18/94 | 140 | Sandra Evans | T Supplies | | 115.52 |
| 12/27/94 | 141 | DKO Associates | Camera-ready Art ... | | 300.00 |

Transaction Report for Operating Fund - checking

Page 2 of 2

CRLA Operating Budget

Saturday, March 18, 1995

| Date | Number | To/From | Distribution Account | Deposit | Check/ Withdrawal |
|--------------------------------|--------|-------------------------|------------------------|-----------|-------------------|
| 12/28/94 | | CRLA Membership | 7 accounts | 180.00 | |
| 12/31/94 | | Bank of America | Interest Income/Cr ... | 60.59 | |
| 1/2/95 | 142 | JoAnn Mullen | 2 accounts | | 26.68 |
| 1/2/95 | 143 | Karan Hancock | 2 accounts | | 92.44 |
| 1/2/95 | 144 | Tom Gier | TC Misc expenses | | 250.00 |
| 1/15/95 | 145 | AT&T | 5 accounts | | 607.34 |
| 1/15/95 | 146 | Gladys R. Shaw | T Other (Specify) | | 1,200.00 |
| 1/15/95 | 147 | VOID | Misc. Expenses | | 0.00 |
| 1/15/95 | 148 | Pat Mulcahy-Ernt | GB Other (Specify) | | 403.12 |
| 1/21/95 | 149 | Pat Mulcahy-Ernt | GB Other (Specify) | | 594.83 |
| 1/21/95 | 150 | University Counselin... | 3 accounts | | 380.94 |
| 1/21/95 | 151 | Joyce Weinsheimer | NE Printing & Publi... | | 80.03 |
| 1/21/95 | 152 | Karan Hancock | 2 accounts | | 65.97 |
| 1/29/95 | 153 | Capital Press | MC Printing & Publi... | | 881.48 |
| 1/29/95 | 154 | Karan Hancock | TC Postage | | 58.63 |
| 1/29/95 | 155 | Joyce Weinsheimer | GB Other (Specify) | | 381.00 |
| 1/30/95 | | CRLA Membership | 24 accounts | 2,380.00 | |
| 1/31/95 | | Bank of America | Interest Income/Cr ... | 61.10 | |
| Grand Total of 71 transactions | | | Operating Fund - ch... | 58,793.01 | 14,114.44 |
| Net of 71 transactions | | | Operating Fund - ch... | 44,678.57 | |

Income Statement

Page 1 of 7

CRLA Operating Budget

Saturday, March 18, 1995

| Accounts | Total Balances |
|---------------------------------|-------------------|
| <u>4000 INCOME</u> | |
| 4900 Misc. Income | 25.02 |
| 4901 CRLA Acct Transfer | 49,611.66 |
| 5001 Dues | 5,490.00 |
| 5002 JDE | 0.00 |
| 5003 RRIDE | 0.00 |
| 5004 Both JDE & RRIDE | 0.00 |
| 5011 Interest Income/Cr Union | 230.33 |
| 5012 JCRL | 150.00 |
| 5014 SIGS | |
| 5005 Unidentified SIGs | 0.00 |
| 5015 SIG1 Cognitive Psych | 55.00 |
| 5025 SIG10 College Reading | 160.00 |
| 5035 SIG2 Computer Technology | 40.00 |
| 5045 SIG11 Couns/Guidance Supp | 5.00 |
| 5055 SIG3 Critical Thinking | 70.00 |
| 5065 SIG12 Dev/Basic Writing | 95.00 |
| 5075 SIG4 Emot/MotivAspects | 65.00 |
| 5085 SIG13 EFL/ESL | 55.00 |
| 5095 SIG8 Research & Eval | 40.00 |
| 5096 SIG5 LC Management | 115.00 |
| 5097 SIG14 LearningDisabilities | 125.00 |
| 5098 SIG6 Libr'I Arts Colleges | 30.00 |
| 5099 SIG15 Math Tutorial Progs | 40.00 |
| 5142 SIG7 Multicultural | 15.00 |
| 5143 SIG16 Peer Tutoring | 115.00 |
| 5144 SIG Placement Bureaus | 0.00 |
| 5145 SIG TRIO | 0.00 |
| 5146 SIG Whole Language | 0.00 |
| 5147 SIG9 Workplace Literacy | 10.00 |
| 5148 SIG17 Teaching Excellence | 20.00 |
| 5149 SIG18 HyperCard | 5.00 |
| Total SIGS | 1,060.00 |
| 5006 Tutor Certification | 1,750.00 |
| 5007 Registry/Tutor | 400.00 |
| 5008 CU Interest | 0.00 |
| 5009 NFC Coverage | 0.00 |
| 5010 Awards Donations | 71.00 |
| 5013 Glossary | 5.00 |
| 5163 Accounts Receivable | 0.00 |
| 5227 Gift Shop Items | 0.00 |
| Total INCOME | 58,793.01 |
| <u>5000 EXPENSES</u> | |
| 5100 Board | |
| 5101 President | |
| 5102 P Travel | 0.00 |
| 5103 P Hotels & Food | 0.00 |
| 5104 P Telephone Expense | 1,444.38 |
| 5105 P Postage | 58.65 |
| 5106 P Printing & Publishing | 0.00 |
| 5107 P Clerical Assistance | 0.00 |
| 5108 P Supplies | 0.00 |

Income Statement

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CRLA Operating Budget

Saturday, March 18, 1995

| Accounts | Total Balances |
|-------------------------------|---------------------------|
| 5109 P Misc expenses | 0.00 |
| 5110 P Other (Specify) | |
| 5112 P Conference Registr... | 0.00 |
| 5162 P Plaque | 0.00 |
| Total P Other (Specify) | 0.00 |
| Total President | 1,503.03 |
| 5111 President-Elect | |
| 5113 PE Travel | 0.00 |
| 5114 PE Hotels & Food | 0.00 |
| 5115 PE Telephone Expense | 137.29 |
| 5116 PE Postage | 0.00 |
| 5117 PE Printing & Publishing | 0.00 |
| 5118 PE Wages & Fees | 0.00 |
| 5119 PE Supplies | 0.00 |
| 5120 PE Misc expenses | 0.00 |
| 5122 PE Other (Specify) | |
| 5150 PE Promotional Photos | 0.00 |
| Total PE Other (Specify) | 0.00 |
| Total President-Elect | 137.29 |
| 5121 Secretary | |
| 5123 S Travel | 0.00 |
| 5124 S Hotels & Food | 0.00 |
| 5125 S Telephone Expense | 0.00 |
| 5126 S Postage | 54.62 |
| 5127 S Printing & Publishing | 0.00 |
| 5128 S Supplies | 0.00 |
| 5161 S Clerical | 0.00 |
| 5129 S Other (Specify) | |
| 5130 S Baggage & Shipping | 0.00 |
| Total S Other (Specify) | 0.00 |
| Total Secretary | 54.62 |
| 5131 Treasurer | |
| 5132 T Travel | 0.00 |
| 5133 T Hotel & Food | 0.00 |
| 5134 T Telephone Expense | 41.74 |
| 5135 T Postage | 73.61 |
| 5136 T Printing & Publishing | 9.09 |
| 5137 T Clerical Assistance | 0.00 |
| 5138 T Supplies | 132.17 |
| 5139 T Misc Expenses | 0.00 |
| 5140 T Other (Specify) | 1,704.98 |
| Total Treasurer | 1,961.59 |

Income Statement**CRLA Operating Budget**

Page 3 of 7

Saturday, March 18, 1995

| Accounts | Total Balances |
|----------------------------------|---------------------------|
| 5141 Gen. Board Expenses | |
| 5151 GB Travel | 1,819.22 |
| 5152 GB Hotel & Food | 1,776.57 |
| 5153 GB Telephone Expenses | 0.00 |
| 5154 GB Postage | 0.00 |
| 5155 GB Printing & Publishing | 47.30 |
| 5156 GB Wages & Fees | 10.00 |
| 5157 GB Supplies | 0.00 |
| 5158 GB Misc expenses | 0.00 |
| 5159 GB Other (Specify) | 3,532.00 |
| 5160 GB UPS shipping | 0.00 |
| 5700 GB Banking/Check Expen... | 30.90 |
| 5705 GB Plaques | 0.00 |
| Total Gen. Board Expenses | 7,215.99 |
| Total Board | 10,872.52 |
| 5200 Publications | |
| 5201 Newsletter | |
| 5202 NL Travel | 0.00 |
| 5203 NL Hotels & Food | 0.00 |
| 5204 NL Telephone & Fax | 0.00 |
| 5205 NL Postage | 52.94 |
| 5206 NL Printing & publishing | 0.00 |
| 5207 NL Wages & Fees | 0.00 |
| 5208 NL Supplies | 0.00 |
| 5209 NL Other (Specify) | |
| 5226 Camera-ready Art Pr... | 300.00 |
| 5210 NL Mail Service | 0.00 |
| 5212 NL UPS | 0.00 |
| Total NL Other (Specify) | 300.00 |
| Total Newsletter | 352.94 |
| 5211 JCRL | |
| 5213 J Travel | 0.00 |
| 5214 J Hotels & Food | 0.00 |
| 5215 J Telephone expenses | 0.00 |
| 5216 J Postage | 0.00 |
| 5217 J Printing & Publishing | 0.00 |
| 5218 J Clerical Assistance | 0.00 |
| 5219 J Supplies | 0.00 |
| 5220 J Misc expenses | 0.00 |
| 5222 Other (Specify) | |
| 5223 J Mailing Service | 0.00 |
| 5224 J Conference Registr... | 0.00 |
| 5225 Business Cards | 0.00 |
| Total Other (Specify) | 0.00 |
| Total JCRL | 0.00 |

Income Statement

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CRLA Operating Budget

Saturday, March 18, 1995

| Accounts | Total Balances |
|-------------------------------|-------------------|
| 5221 Monographs | |
| 5231 M Graphics | 0.00 |
| 5232 M Printing & Publishing | 0.00 |
| 5233 M Advertising/ Promotion | 0.00 |
| 5234 M Postage | 0.00 |
| Total Monographs | 0.00 |
| Total Publications | 352.94 |
| 5300 Gen'l Org. Expenses | |
| 5301 General Expenses | |
| 5431 G Postage | 0.00 |
| 5461 G Supplies | 0.00 |
| 5471 G Promo Media Distrib. | 0.00 |
| 5481 G Misc expenses | 0.00 |
| 5491 G Other (Specify) | |
| 5501 Oxford Mailing Service | 0.00 |
| 5511 Membership Service | 0.00 |
| 5521 Bond | 0.00 |
| 5531 Stationery | 0.00 |
| 5541 Scholarship | 0.00 |
| 5542 Research Awards | 0.00 |
| 5547 Research Grants | 0.00 |
| 5543 Brochure | 0.00 |
| 5544 JDE Subscription | 0.00 |
| 5545 CAS Membership | 0.00 |
| 5546 San Diego Zoo | 0.00 |
| 5550 Dues Refunds | 0.00 |
| 5555 PowerBook for Treas... | 0.00 |
| Total G Other (Specify) | 0.00 |
| Total General Expenses | 0.00 |
| Total Gen'l Org. Expenses | 0.00 |
| 5400 Committees | |
| 5402 Awards & Fund Raising | |
| 5403 AF Supplies | 0.00 |
| 5404 AF Telephone Expenses | 0.00 |
| 5405 AF Postage | 0.00 |
| 5406 AF Printing & Publishing | 0.00 |
| 5407 AF Sale Items | 0.00 |
| 5408 AF Raffle | 0.00 |
| 5409 AF Plaques | 0.00 |
| Total Awards & Fund Raising | 0.00 |
| 5412 Archives | |
| 5413 AR Telephone Expenses | 0.00 |
| 5414 AR Postage/Shipping | 0.00 |

Income Statement**CRLA Operating Budget**

Page 5 of 7

Saturday, March 18, 1995

| Accounts | Total Balances |
|---------------------------------|---------------------------|
| 5415 AR Supplies | 0.00 |
| 5416 AR Other (Specify) | |
| 5420 AR Miscellaneous | 0.00 |
| 5428 Moving Services | 0.00 |
| 5417 Conversion | 0.00 |
| Total AR Other (Specify) | 0.00 |
| Total Archives | 0.00 |
| 5422 Site Selection | |
| 5423 SS Travel | 143.00 |
| 5424 SS Hotels & Food | 7.20 |
| 5425 SS Telephone Expenses | 0.00 |
| 5426 SS Postage | 0.00 |
| 5427 SS Supplies | 0.00 |
| Total Site Selection | 150.20 |
| 5432 Nominations & Elections | |
| 5433 NE Telephone Expenses | 0.00 |
| 5434 NE Postage | 133.46 |
| 5435 NE Printing & Publishing | 284.01 |
| 5436 NE Supplies | 43.50 |
| 5437 NE Wages & Fees | 0.00 |
| 5438 NE Misc expenses | 0.00 |
| 5439 NE Other (Specify) | 0.00 |
| Total Nominations & Elections | 460.97 |
| 5442 Tutor Certification | |
| 5452 TC Postage | 630.26 |
| 5453 TC Printing & Publishing | 0.00 |
| 5454 TC Supplies | 53.73 |
| 5455 TC Misc expenses | 281.91 |
| 5456 TC Other (Specify) | |
| 5460 Tutor Certificates | 0.00 |
| Total TC Other (Specify) | 0.00 |
| Total Tutor Certification | 965.90 |
| 5465 Membership Coordinator | |
| 5470 MC Telephone & FAX | 0.00 |
| 5475 MC Postage | 0.00 |
| 5480 MC Printing & Publishing | 881.48 |
| 5485 MC Computer Supplies | 0.00 |
| 5490 MC Office Supplies, misc. | 0.00 |
| 5495 MC Clerical Assistance | 0.00 |
| Total Membership Coordinator | 881.48 |
| 5502 Sponsored Research Comm | 0.00 |
| 5510 Prof. Assoc. Liaison Coord | 0.00 |

Income Statement**CRLA Operating Budget**

Page 6 of 7

Saturday, March 18, 1995

| Accounts | Total Balances |
|-----------------------------------|---------------------------|
| 5520 Political Action Coord. | 0.00 |
| 5530 In-coming President-elect | 0.00 |
| Total Committees | 2,458.55 |
| 5500 States & Regions | |
| 5600 Coordinators | |
| 5601 CO Travel | 0.00 |
| 5602 CO Hotels & Food | 0.00 |
| 5603 CO Telephone Expenses | 96.30 |
| 5604 CO Postage | 121.80 |
| 5605 CO Printing & Publishing | 0.00 |
| 5606 CO Supplies | 0.00 |
| 5607 CO Misc expenses | 0.00 |
| 5608 CO Other (Specify) | 0.00 |
| Total Coordinators | 218.10 |
| 5610 Directors | |
| 5611 DI Misc expenses | 0.00 |
| 5612 DI Other (Specify) | |
| 5613 DI Special Requests | 0.00 |
| 5614 DI Regular Group @\$5... | 0.00 |
| 5615 DI Mailing | 0.00 |
| Total DI Other (Specify) | 0.00 |
| Total Directors | 0.00 |
| 5620 SIG Coordinator | |
| 5621 SC Postage | 115.15 |
| 5622 SC Printing | 0.00 |
| 5623 SC Supplies | 10.32 |
| 5624 SC Telephone expenses | 0.00 |
| Total SIG Coordinator | 125.47 |
| 5630 SIG Leaders | |
| 5640 SL Postage | 67.48 |
| 5641 SL Printing & Publishing | 19.38 |
| 5642 SL Supplies | 0.00 |
| 5643 SL Misc expenses | 0.00 |
| 5644 SL Other (Specify) | |
| 5645 SL Special Requests | 0.00 |
| Total SL Other (Specify) | 0.00 |
| Total SIG Leaders | 86.86 |
| Total States & Regions | 430.43 |
| 5800 Conf Accts Checking, to | 0.00 |
| 5801 Conf Accts Savings, to | 0.00 |

Income Statement

Page 7 of 7

CRLA Operating Budget

Saturday, March 18, 1995

| Accounts | Total Balances |
|--------------------------------|---------------------------|
| 5901 Conf exp,charged in error | 0.00 |
| 5900 Misc. Expenses | 0.00 |
| <hr/> | |
| Total EXPENSES | 14,114.44 |
| NET INCOME | 44,678.57 |

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

INCOME:

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

EXPENSES:

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

\$53,288.12

Transaction Report for CRLA Conference/94-95

Page 1 of 1

CRLA Conference

Sunday, March 19, 1995

| Date | Number | To/From | Distribution Account | Deposit | Check/ Withdrawal |
|--|--------|-----------------------|----------------------|-----------|-------------------|
| Funding account: CRLA Conference/94-95 | | | | | |
| 8/1/94 | | | Trans fr old accts | 1,000.00 | |
| 8/12/94 | | | Banking/Check E... | | 107.11 |
| 8/29/94 | | | Trans fr old accts | 5,000.00 | |
| 8/31/94 | | | Interest Income | 1.75 | |
| 9/26/94 | | | Exhibitor Fees | 1,600.00 | |
| 9/30/94 | | | Interest Income | 7.54 | |
| 10/11/94 | 1001 | Pat Mulcahy-Ernt | 5 accounts | | 1,032.73 |
| 10/19/94 | | | Trans fr old accts | 50,489.20 | |
| 10/19/94 | | | Misc. Income | 74.50 | |
| 10/31/94 | | | Interest Income | 36.00 | |
| 11/18/94 | 1002 | D. C. Heath | EX Misc | | 300.00 |
| 11/19/94 | 1003 | International Read... | ON Adver & Pro... | | 475.00 |
| 11/19/94 | 1004 | Journal of Develop... | ON Adver & Pro... | | 430.20 |
| 11/29/94 | 1005 | Pat Mulcahy-Ernt | CA Printing & Pu... | | 103.88 |
| 11/30/94 | | | Interest Income | 69.89 | |
| 12/31/94 | | | Interest Income | 70.97 | |
| 1/15/95 | 1006 | Constance E. Grace | CH Computer lay... | | 550.00 |
| 1/15/95 | 1007 | Rapid Repro | CA Printing & Pu... | | 2,208.00 |
| 1/15/95 | 1008 | Pat Mulcahy-Ernt | 2 accounts | | 228.99 |
| 1/19/95 | 1009 | WCSU CRLA | CA Postage | | 192.69 |
| 1/19/95 | 1010 | WCSU CRLA | CH Clerical Assis... | | 400.00 |
| 1/21/95 | 1011 | Pat Mulcahy-Ernt | 4 accounts | | 303.44 |
| 1/30/95 | | | Exhibitor Fees | 1,200.00 | |
| 1/31/95 | | | Interest Income | 70.31 | |
| Grand Total of 24 transactions | | | CRLA Conferenc... | 59,620.16 | 6,332.04 |
| Net of 24 transactions | | | CRLA Conferenc... | 53,288.12 | |

Income Statement

Page 1 of 8

Sunday, March 19, 1995

CRLA Conference

| Accounts | Total Balances |
|---------------------------------------|-------------------|
| 4000 INCOME | |
| 4100 Exhibitor Fees | 2,800.00 |
| 4101 Trans fr old accts | 56,489.20 |
| 4102 Accounts Receivable | 0.00 |
| 5701 Funds to Trans frm OpFund | 0.00 |
| 4202 Transfer to Op Fund | 0.00 |
| 4301 Tutor Registry at Conf | 0.00 |
| 4302 Badge covers | 0.00 |
| 4402 Book sales/Pat Cross | 0.00 |
| 4500 T-shirts/tote bags | 0.00 |
| 4602 Scholarships & Awards | |
| 4211 Donations/Awards w/conf | 0.00 |
| 4512 Refund donated to Award | 0.00 |
| 4502 Raffle | 0.00 |
| 4503 Refund converted to raffle | 0.00 |
| Total Scholarships & Awards | 0.00 |
| 4220 SIG/Mem Dues with Conf | |
| 4246 SIG memberships | |
| 4221 SIG1/Cog-Psych | 0.00 |
| 4223 SIG2/Computer Tech | 0.00 |
| 4225 SIG3/Critical Thinking | 0.00 |
| 4227 SIG4/Emot/MotivAspects | 0.00 |
| 4231 SIG5/LC Management | 0.00 |
| 4233 SIG6/Lib'l Arts Colleges | 0.00 |
| 4235 SIG7/Multicultural | 0.00 |
| 4229 SIG8/Research & Eval | 0.00 |
| 4241 SIG9/Workplace Literacy | 0.00 |
| 4222 SIG10/College Reading | 0.00 |
| 4224 SIG11/Couns/Guidance | 0.00 |
| 4226 SIG12/Dev-Basic Writ... | 0.00 |
| 4228 SIG13/EFL/ESL | 0.00 |
| 4232 SIG14/Learning Disabi... | 0.00 |
| 4234 SIG15/Math Tutorial P... | 0.00 |
| 4236 SIG16/Peer Tutoring | 0.00 |
| 4242 SIG17/Teaching Excel... | 0.00 |
| 4243 SIG18/HyperCard | 0.00 |
| 4237 SIG Placement Bureaus | 0.00 |
| 4238 SIG TRIO | 0.00 |
| 4239 SIG Whole Languages | 0.00 |
| 4253 Unnamed SIGs | 0.00 |
| Total SIG memberships | 0.00 |
| 4210 Membership with Conf | 0.00 |
| Total SIG/Mem Dues with Conf | 0.00 |
| 4200 Conference Fees | |
| 4230 Registration | 0.00 |
| 4245 One day registration | 0.00 |
| 4252 Misc Onsite Registration | 0.00 |
| 4244 Institutes | |
| 4254 Inst1 | 0.00 |
| 4255 Inst2 | 0.00 |

Income Statement

Page 2 of 8

CRLA Conference

Sunday, March 19, 1995

| Accounts | Total Balances |
|--------------------------------|-------------------|
| 4256 Inst3 | 0.00 |
| 4257 Inst4 | 0.00 |
| 4258 Inst5 | 0.00 |
| 4259 Inst6 | 0.00 |
| 4275 Inst7 | 0.00 |
| 4276 Inst8 | 0.00 |
| 4277 Inst9 | 0.00 |
| 4278 Inst10 | 0.00 |
| 4279 Inst11 | 0.00 |
| 4281 Inst12 | 0.00 |
| 4285 Inst13 | 0.00 |
| 4282 Inst14 | 0.00 |
| 4283 Inst15 | 0.00 |
| 4286 Inst16 | 0.00 |
| 4290 Inst17 | 0.00 |
| 4284 Unnamed Institutes | 0.00 |
| Total Institutes | 0.00 |
| 4268 SIG Breakfasts | |
| 4273 BSIG1/Peer Tutoring | 0.00 |
| 4262 BSIG2/College Reading | 0.00 |
| 4269 BSIG3/Computer Tech | 0.00 |
| 4274 BSIG4/Teaching Excel... | 0.00 |
| 4271 BSIG5/Critical Thinking | 0.00 |
| 4280 Unnamed BSIG | 0.00 |
| Total SIG Breakfasts | 0.00 |
| 4260 SIG Luncheons | |
| 4288 LSIG6/ Math Tutorial | 0.00 |
| 4267 LSIG7/Workplace Lit'rcy | 0.00 |
| 4263 LSIG8/Emotional Asp... | 0.00 |
| 4291 LSIG9/LC Management | 0.00 |
| 4272 LSIG10/EFL/ESL | 0.00 |
| 4265 LSIG11/Learning Disabl | 0.00 |
| 4261 LSIG12/Cog Psych | 0.00 |
| 4264 93 LSIG/HyperCard | 0.00 |
| 4266 93 LSIG Libr'l Arts Coll | 0.00 |
| 4270 Unnamed LSIG | 0.00 |
| Total SIG Luncheons | 0.00 |
| 4300 Lunch With Mentors | |
| 4310 Hughes, Brad M1 | 0.00 |
| 4311 Agee, Karen M2 | 0.00 |
| 4312 Weinsheimer, Joyce M3 | 0.00 |
| 4313 Hancock, Karan M4 | 0.00 |
| 4314 Dorwart, Faye M5 | 0.00 |
| 4315 Harrington, Judy M6 | 0.00 |
| 4316 Batenhorst, Elaine M7 | 0.00 |
| 4317 Johnen, Becky M8 | 0.00 |
| 4318 Haney, Judi M9 | 0.00 |
| 4319 Sandberg, Kate M10 | 0.00 |
| 4320 Krause, Nancy M11 | 0.00 |
| 4325 Shaw, Gladys M12 | 0.00 |

Income Statement

Page 3 of 8

Sunday, March 19, 1995

CRLA Conference

| Accounts | Total Balances |
|---|---------------------------|
| 4330 Jonason, Pat M13 | 0.00 |
| 4335 Carpenter, Kathy M14 | 0.00 |
| 4340 Bayerkohler/Tieman M15 | 0.00 |
| 5002 Unnamed Mentor Lunch | 0.00 |
| Total Lunch With Mentors | 0.00 |
| 4321 Special Events & Ent... | |
| 4333 SE1 Southwestern Tour | 0.00 |
| 4341 SE2 Miramar Tour | 0.00 |
| 4345 SE3 Zoo Tour & Dinner | 0.00 |
| 4350 SE4 Tijuana Tour | 0.00 |
| 4240 SE5 Banquet | 0.00 |
| 4251 SE6 Dinner on the Town | 0.00 |
| 4250 SE7 Brunch/Awards... | 0.00 |
| 4334 SE8 Harbor Cruise | 0.00 |
| 4331 93 Historic Tour | 0.00 |
| 4332 93 Art Tour | 0.00 |
| Total Special Events & Entnmnt | 0.00 |
| 4201 Refund | 0.00 |
| Total Conference Fees | 0.00 |
| 4900 Misc. Income | 74.50 |
| 4901 CRLA Acct Transfer | 0.00 |
| 5001 Interest Income | 256.46 |
| Total INCOME | 59,620.16 |
| <u>5000 EXPENSES</u> | |
| 5100 Conf Management | |
| 5110 Chair | |
| 5111 CH Travel | 0.00 |
| 5112 CH Hotels & Food | 0.00 |
| 5113 CH Telephone | 0.00 |
| 5134 CH Postage | 348.22 |
| 5114 CH Photocopying | 0.00 |
| 5115 CH Clerical Assistance | 400.00 |
| 5116 CH Supplies | 121.41 |
| 5117 CH Misc | 0.00 |
| 5118 CH Other (Specify) | |
| 5119 CH Committee Exp | 133.26 |
| 5121 CH Call Pprs/Print | 80.27 |
| 5122 CH Call Pprs/Post | 0.00 |
| 5135 CH Computer layout | 725.00 |
| 5149 Plaques | 0.00 |
| Total CH Other (Specify) | 938.53 |
| Total Chair | 1,808.16 |
| 5120 On-site Manager | |
| 5123 ON Travel | 0.00 |

Income Statement

Page 4 of 8

CRLA Conference

Sunday, March 19, 1995

| Accounts | Total Balances |
|--------------------------------|-------------------|
| 5124 ON Hotels & Food at ... | 0.00 |
| 5125 ON Telephone | 0.00 |
| 5126 ON Postage | 0.00 |
| 5127 ON Photocopying | 0.00 |
| 5128 ON Wages & Fees | 0.00 |
| 5131 ON Supplies | 0.00 |
| 5132 ON Misc | 0.00 |
| 5133 ON Other (Specify) | |
| 5138 Signs for Conf | 0.00 |
| Total ON Other (Specify) | 0.00 |
| Total On-site Manager | 0.00 |
| 5136 Reserv/depos:Tours & Ent | 0.00 |
| 5130 Exhibits Chair | |
| 5140 EX Telephone | 0.00 |
| 5141 EX Postage | 0.00 |
| 5142 EX Misc | 300.00 |
| 5143 EX Other (Specify) | |
| 5144 EX Printing | 0.00 |
| 5145 EX Decoration | 0.00 |
| 5146 EX Exhibit Hall | 0.00 |
| 5147 Keynote Speaker's ... | 0.00 |
| 5148 EX Supplies | 0.00 |
| Total EX Other (Specify) | 0.00 |
| Total Exhibits Chair | 300.00 |
| Total Conf Management | 2,108.16 |
| 5200 Gen Conf Expenses | |
| 5201 Programs | |
| 5202 PR Postage | 0.00 |
| 5203 PR Printing & Publishing | 0.00 |
| 5204 PR Misc | 0.00 |
| 5205 PR Other (Specify) | 0.00 |
| Total Programs | 0.00 |
| 5211 Reg Packets | |
| 5212 RE Printing & Publishing | 0.00 |
| 5213 RE Supplies | 0.00 |
| 5214 RE Misc | 0.00 |
| 5215 RE Other (Specify) | |
| 5216 RE Ribbons | 0.00 |
| Total RE Other (Specify) | 0.00 |
| Total Reg Packets | 0.00 |

Income Statement

Page 5 of 8

CRLA Conference

Sunday, March 19, 1995

| Accounts | Total Balances |
|---------------------------------|-------------------|
| 5221 Calls to Conference | |
| 5222 CA Telephone | 0.00 |
| 5223 CA Postage | 192.69 |
| 5224 CA Printing & Publish... | 2,939.88 |
| 5225 CA Misc | 0.00 |
| 5226 CA Other (Specify) | |
| 5227 CA JDE Advert for ... | 0.00 |
| 5235 Journal of Reading ... | 0.00 |
| Total CA Other (Specify) | 0.00 |
| Total Calls to Conference | 3,132.57 |
| 5231 Other Gen Expenses | |
| 5241 OT Supplies | 0.00 |
| 5242 OT Postage | 0.00 |
| 5243 OT Printing | 0.00 |
| 5244 OT Misc | 0.00 |
| 5245 OT Other (Specify) | |
| 5246 OT Xerox rental | 0.00 |
| 5247 OT Decorations | 0.00 |
| 5248 OT Film & Process... | 0.00 |
| 5249 OT Entertainment | 0.00 |
| 5250 OT Audiovisual & ... | 0.00 |
| 5251 OT Evaluation | 0.00 |
| 5252 OT Phone Equipment | 0.00 |
| 5129 ON Adver & Prom... | 984.20 |
| 5137 OT Sales Items at R... | 0.00 |
| Total OT Other (Specify) | 984.20 |
| Total Other Gen Expenses | 984.20 |
| Total Gen Conf Expenses | 4,116.77 |
| 5300 Conference Program | |
| 5301 Speakers | |
| 5311 SP Travel | 0.00 |
| 5312 SP Hotels & Food | 0.00 |
| 5313 SP Wages & Fees | 0.00 |
| 5314 SP Misc | 0.00 |
| 5315 SP Other (Specify) | |
| 5320 Special Event Fees | 0.00 |
| 5325 Handouts/copying | 0.00 |
| Total SP Other (Specify) | 0.00 |
| Total Speakers | 0.00 |
| 5401 Invited Institutes | |
| 5411 II Travel | 0.00 |
| 5412 II Hotels & Food | 0.00 |

Income Statement

Page 6 of 8

Sunday, March 19, 1995

CRLA Conference

| Accounts | Total Balances |
|--|---------------------------|
| 5413 II Wages & Fees | 0.00 |
| 5414 II Misc | 0.00 |
| 5415 II Other (Speciy) | 0.00 |
| Total Invited Institutes | 0.00 |
| 5501 Institutes | |
| 5511 I Materials (14 @ \$50) | 0.00 |
| 5512 I Misc | 0.00 |
| 5513 I Other (Specify) | 0.00 |
| Total Institutes | 0.00 |
| 5601 Computer Fair | |
| 5611 CF Wages & Fees | 0.00 |
| 5612 CF Misc | 0.00 |
| 5613 CF Other (Specify) | |
| 5614 CF Electrical Hook... | 0.00 |
| 5616 CF Travel | 0.00 |
| 5624 CF Supplies | 0.00 |
| 5625 CF Computer Rentals | 0.00 |
| 5630 CF Portorage | 0.00 |
| Total CF Other (Specify) | 0.00 |
| Total Computer Fair | 0.00 |
| 5615 Tours & Entertainment | 0.00 |
| Total Conference Program | 0.00 |
| 5400 Food Functions | |
| 5500 Hospitality | |
| 5502 HO Food & Drink | 0.00 |
| 5503 HO Other (Specify) | |
| 5504 HO Hotel Room | 0.00 |
| Total HO Other (Specify) | 0.00 |
| Total Hospitality | 0.00 |
| 5510 Publisher's Brk. | |
| 5516 PB Food | 0.00 |
| 5514 PB Misc | 0.00 |
| 5515 Other (Specify) | 0.00 |
| Total Publisher's Brk. | 0.00 |
| 5410 LL Ldrshp Lunch SD... | |
| 5420 LL Food | 0.00 |
| Total LL Ldrshp Lunch SD&SL | 0.00 |
| 5520 Editor's Lunch | |

Income Statement

Page 7 of 8

Sunday, March 19, 1995

CRLA Conference

| Accounts | Total Balances |
|-------------------------------------|-------------------|
| 5521 EL Food | 0.00 |
| 5522 EL Misc | 0.00 |
| 5523 EL Other (Specify) | 0.00 |
| Total Editor's Lunch | 0.00 |
| 5530 State Dir Dinner/See... | |
| 5531 SD Food | 0.00 |
| 5532 SD Misc | 0.00 |
| 5533 SD Other (Specify) | 0.00 |
| Total State Dir Dinner/See5420 | 0.00 |
| 5540 Coffee Breaks | |
| 5541 CB Food | 0.00 |
| 5543 CB Misc | 0.00 |
| 5544 CB Other (Specify) | 0.00 |
| Total Coffee Breaks | 0.00 |
| 5550 Newcomer's Reception | |
| 5551 NR Food | 0.00 |
| 5552 NR Misc | 0.00 |
| 5553 NR Other (Specify) | 0.00 |
| Total Newcomer's Reception | 0.00 |
| 5560 Past Board Lunch | |
| 5561 PBd Food | 0.00 |
| 5562 PB Misc | 0.00 |
| 5563 PB Other (Specify) | 0.00 |
| Total Past Board Lunch | 0.00 |
| 5570 Tutor Cert. Lunch | |
| 5571 TC Food | 0.00 |
| 5572 TC Misc | 0.00 |
| 5573 TC Other (Specify) | 0.00 |
| Total Tutor Cert. Lunch | 0.00 |
| 5580 Planning Breakfast | |
| 5581 PL Food/see 5560 | 0.00 |
| 5582 PL Misc | 0.00 |
| 5583 PL Other (Specify) | 0.00 |
| Total Planning Breakfast | 0.00 |
| 5590 SIG Leader's Bfkfst/... | |
| 5591 SL Food | 0.00 |
| 5592 SL Misc | 0.00 |
| 5593 Other (Specify) | 0.00 |
| Total SIG Leader's Bfkfst/Lunch | 0.00 |
| 5600 Lunch With Mentor | |

Income StatementCRLA Conference

Page 8 of 8

Sunday, March 19, 1995

| Accounts | Total Balances |
|------------------------------------|-------------------|
| 5602 LM Food | 0.00 |
| 5603 LM Misc | 0.00 |
| 5604 LM Other (Specify) | 0.00 |
| Total Lunch With Mentor | 0.00 |
| 5610 SIG Social (moved) | |
| 5620 SS Food | 0.00 |
| 5621 SS Misc | 0.00 |
| 5622 SS Other (Specify) | 0.00 |
| Total SIG Social (moved) | 0.00 |
| 5623 Banquet/Awards dinner | 0.00 |
| 5633 Awards Brunch | 0.00 |
| 5640 Past/Present Site Lunch | 0.00 |
| 5651 Kellog Reception | 0.00 |
| Total Food Functions | 0.00 |
| 5650 Other Expenses | |
| 5700 Banking/Check Expenses | 107.11 |
| 5702 OpFund exps pd byConf | 0.00 |
| 5800 Previous Conf. expense | 0.00 |
| 5811 Next Conference Account | 0.00 |
| 5810 Next Conf Chair Exp... | |
| 5820 NCC Printing & Publi... | 0.00 |
| 5822 NCC Postage | 0.00 |
| 5825 NCC Advertising & Pr... | 0.00 |
| Total Next Conf Chair Expenses | 0.00 |
| 5815 Site Selection | |
| 5821 SS Travel | 0.00 |
| 5826 Hotels & Food | 0.00 |
| 5830 SS Telephone Expenses | 0.00 |
| 5835 SS Postage | 0.00 |
| 5840 SS Supplies | 0.00 |
| Total Site Selection | 0.00 |
| 5900 Misc. Expenses | 0.00 |
| Total Other Expenses | 107.11 |
| Total EXPENSES | 6,332.04 |
| NET INCOME | 53,288.12 |

Spring 1996 CRLA Canadian Symposium
Financial Statement

September 1, 1994 to January 31, 1995

INCOME:

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

EXPENSES:

| | |
|--------------|---------------|
| Travel | 867.41 |
| Hotel & Food | 544.81 |
| Telephone | 451.78 |
| Supplies | <u>130.63</u> |
| | \$1994.63 |

\$3533.34



Handwritten signature

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. L

BILL DATE: MARCH 19, 1995

ACCOUNT NUMBER: P03 950 6000 847

| PREVIOUS BALANCE | PAYMENTS/ADJUSTMENTS | BALANCE | CURRENT CHARGES | AMOUNT DUE |
|------------------|-------------------------------|---------|-----------------|------------|
| \$460.42 | ** THANK YOU ** \$460.42CR | \$0.00 | \$483.12 | \$483.12 |

Dial 1 800 CALL ATT(SM) for one consistent way to make all your calls.

All you have to do is use your AT&T Calling Card and always dial 1 800 CALL ATT before the number you're calling. That way, you'll be sure all your calls --- even local --- will be carried over the AT&T Network.

| | | |
|--|--------|--------|
| AT&T CALLING CARD CALLS - (SEE PAGE 2) | 463.96 | |
| SURCHARGES/TAXES - (SEE PAGE 2) | 19.16 | |
| TOTAL CURRENT CHARGES | | 483.12 |

| | | |
|---------------------------------------|----------|----------|
| PREVIOUS BALANCE | 460.42 | |
| PAYMENTS/ADJUSTMENTS - (SEE PAGE 2) | 460.42CR | |
| BALANCE | | 0.00 |
| TOTAL AMOUNT DUE (PAYABLE ON RECEIPT) | | \$483.12 |

For Billing Inquiries, Call AT&T Toll Free at 1 (800) 342-5288
From Outside the U.S., Call Collect at (301) 527-5000

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ACCOUNT NUMBER: P03 950 6000 847

BILL DATE: MARCH 19, 1995

AMOUNT DUE \$483.12

Please enter new address here:

NAME/Address

Address

City State Zip

()

Contact Number

C R L A
ATTN SANDRA J EVANS
1200 AMBURN RD
TEXAS CITY TX 77591

AT&T
P. O. BOX 8103
FOX VALLEY, IL 60598-8103

FC X

00395060008474340800000048312000004831200000000003



AT&T CALLING CARD

ACCOUNT NUMBER: P03 950 6000 847

BILL DATE: MARCH 19, 1995

PAGE: 2

PAYMENTS AND ADJUSTMENTS

DESCRIPTION

PAYMENT RECEIVED ON 03/16/95

CHARGE

460.42CR

TOTAL PAYMENTS AND ADJUSTMENTS

\$460.42CR

ITEMIZED CALL SUMMARY

| | CALLS | HRS:MINS | CHARGES | DISCOUNT | SURCH/ TAXES | AMOUNT DUE |
|------------------------|-------|----------|---------|----------|-----------------|---------------|
| INTERSTATE OTHER | 128 | 16:57 | 358.54 | 0.00 | 14.28 | 372.82 |
| INTERNATIONAL OTHER | 9 | 1:21 | 83.34 | 0.00 | 2.50 | 85.84 |
| INTRASTATE OTHER | 4 | 1:02 | 16.34 | 0.00 | 1.75 | 18.09 |
| INTRALATA OTHER | 1 | :23 | 5.74 | 0.00 | 0.63 | 6.37 |
| TOTALS | 142 | 19:43 | 463.96 | 0.00 | 19.16 | 483.12 |

TOTAL CHARGE FOR AT&T CARD CALLS (EXCLUDING TAX)

\$463.96

TAXES AND SURCHARGES

| | FEDERAL | STATE | LOCAL | TOTAL |
|-----------------------------|---------|-------|-------|---------|
| AT&T CARD CALLS | | | | |
| TX POISON CONTROL SURCHARGE | 0.00 | 0.04 | 0.00 | 0.04 |
| TX 9-1-1 SURCHARGE | 0.00 | 0.04 | 0.00 | 0.04 |
| TX POISON CONTROL SURCHARGE | 0.00 | 0.02 | 0.00 | 0.02 |
| TX 9-1-1 SURCHARGE | 0.00 | 0.02 | 0.00 | 0.02 |
| TAXES | 13.75 | 5.06 | 0.23 | 19.04 |
| TOTALS | 13.75 | 5.18 | 0.23 | 19.16 |
| TOTAL TAXES AND SURCHARGES | | | | \$19.16 |



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. M

SIG COORDINATOR REPORT
SUBMITTED BY PAT JONASON
APRIL 4, 1995
TEMPE, ARIZONA

STATUS OF SPECIAL INTEREST GROUPS:

In terms of the membership numbers, I have no new numbers to share since I submitted my summer report.

There have been several changes in leadership.

| <u>SIG</u> | <u>OUTGOING LEADER</u> | <u>NEW LEADER</u> |
|-----------------------|------------------------|---------------------|
| Computer Technology | LaVern Schroeder | not yet named |
| Critical Thinking | Craig Stern | Judith Olson-Fallon |
| Emotional/Mot. | Glen Hirsch | Charlotte Babcock |
| LAC Management | Carolyn Smith | Jan Norton |
| Learning Disabilities | Lorraine Peniston | Zanetta Douglas |
| Research & Evaluation | Michael O'Hear | not yet named |

In both cases where a SIG's has an unnamed leader, there is someone who has indicated a willingness to serve. I expect that those names will be confirmed at Tempe.

During the last year, a complete listing of the SIG's and their leaders have been published in the *CRLA Newsletter*. That was a suggestion made at last year's conference by a SIG leader.

CONFERENCE ACTIVITIES:

All SIG's have activities scheduled. Those scheduled activities include

breakfasts, lunches, ice cream socials, institutes, sessions, roundtables, or business meetings.

CONCERNS/SUGGESTIONS/RECOMMENDATIONS:

- SIG coordinator needs regular information from Board and membership coordinator. I would like to request that my name be added to the distribution list for minutes of meetings and treasurer's reports. This past year was much better in those two areas than my first year as coordinator.

In the area of membership, I have serious concerns. These concerns are on-going from last year. At last year's conference, I met with the membership coordinator. We agreed that she could send me updated membership lists for the SIG's and that she or someone on her staff would send me a copy of new applications for SIG membership. This would allow me to send a welcoming letter. To expedite this, I sent her 30 self-adhesive mailing labels.

Since last year's conference, I have not received a single application from her. Does that mean not a single person has joined a SIG during the current year?

In addition, I have only received one updated membership list. I received that only after I requested it in order to complete my summer report. This list still contained the names of people whose membership expired in 1993. I received a note at that time said the next quarterly report would be cleared of those people who did not renew their memberships.

I have heard nothing summer of 1994, even though I requested updated SIG membership lists in order to complete this report.

- In light of the changes from spring to fall annual conferences, I would suggest that some sort of timeline be established (and maybe it has). What sort of deadlines can the SIG leaders expect in terms of information needed from them by conference chairs for spring and fall of 1996? Will the CRLA membership year change? Dues will be from when to when? SIG leaders terms will run from when to when? Fiscal year will run from when to when?

- In order for the communication that comes from the SIG leaders to be easily identified as a CRLA/SIG mailing, I have two suggestions:
 1. Each SIG leader should have a camera-ready CRLA letterhead that can be used whenever they make copies of their newsletters/communications/mailings.
 2. Each SIG leader should be supplied with a small (1") self-inking stamp that has the CRLA logo. If every envelope containing CRLA information had a CRLA stamp, recipients would know immediately that the contents of that envelope would be related to their professional organization. Using a small inconspicuous stamp/mark added to college envelopes would allow those people distributing mailings to continue to use their college envelopes. I have ordered one for my own use. If it arrives before the conference concludes, I would like to have the Board consider this purchase.

Attachments:

I have attached an revised *SIG Directory* and *SIG Leaders Handbook*.

At next year's conference, I plan to up-date these two items and to present a SIG coordinator's handbook.

BOARD MINUTES
TEMPE, AZ
Apr. 3 - 9, 1995
Attach. **N**

**COLLEGE READING AND LEARNING
ASSOCIATION**

**SIG
DIRECTORY**

1995

CRLA's Special Interest Groups

**SPECIAL INTEREST GROUPS
COLLEGE READING AND LEARNING ASSOCIATION
1995**

Special interest groups (SIG's) were developed to provide CRLA with a means of networking throughout the year, not just during the conference. Each group reflects the current issues and interests of CRLA membership and maintains the flexibility, openness, and commitment to professionalism of the organization. CRLA members are encouraged to visit with Board members or with the SIG coordinator (Pat Jonason) regarding the formation of new SIG's that might reflect current issues related to CRLA.

Membership in each SIG is \$5.00, payable with CRLA membership fees. General information regarding each SIG is listed below. For more specific information, contact the leader of each SIG.

Cognitive Psychology

Jan Swinton
Spokane Falls Community College, M.S. 3050
3410 West Ft. Geo. Wright Dr.
Spokane, WA 99204
W: (509) 533-3603
FAX: (509) 533-3433
E-mail:

Purpose: To share research about learning processes, especially research, related to how adults learn in an academic setting. The SIG publishes a newsletter that informs members about current research in reading theory and instruction, in reading processes, adult literacy, problem solving, cognitive models describing how adults learn and remember. It also serves as an important communications tool among SIG members about research ideas, events, and periodicals pertinent to the SIG and to CRLA professional interests.

Activities include an interactive newsletter and SIG-sponsored institutes, sessions, roundtables and the annual CRLA conference.

College Reading

Carol Wills
381 Nova Lane
Menlo Park, CA 94025
W: (415) 325-0268
FAX: (415) 328-5147
E-mail:

Purpose: To provide a vehicle for sharing ideas about various methods of teaching reading and study skills at the college level.

Activities include exchange and sharing of ideas through SIG-sponsored conference activities and newsletter.



Computer Technology

LaVern Schroeder
Learning Resource Center
Beloit College
700 College St.
Beloit, WI 53511
W: (608) 363-2572
FAX: (608) 363-2718
E-mail: learnrc@beloit.edu

Purpose: To share information, exchange news of methods, techniques, and technology to promote effective use of computers to deliver instruction.

Activities include exchange and sharing of ideas through E-mail, using an electronic distribution list, LRNASST, on the Internet and through SIG-sponsored conference activities, including a SIG breakfast and a roundtable.

A change in leadership is expected for this SIG at the 1995 CRLA conference in Tempe.

Counseling and Helping Relationships

Diane Crary
Coordinator Adult LD Program
California State University/Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-2001
W: (310) 985-4430
FAX:
E-mail:

Purpose: To provide a discussion and resource forum for counselors and learning assistance personnel working in the areas of guidance, developmental studies, non-traditional student services, and learning support.

Activities include publishing a newsletter to provide a forum for counseling issues and a source of successful ideas for counselors interested in developmental education and student success.



Critical Thinking

Judith Olson-Fallon
Educational Support Services
Case Western Reserve University
10900 Euclid Avenue
Cleveland, OH 44106-7062
W: (216) 368-8825
FAX: (216) 368-8826
E-mail: jko2@po.cwru.edu

Purpose: To stimulate, encourage, and enhance the processes of critical awareness in the individual; to promote professional recognition of the importance of critical awareness---socially and educationally; to contribute to the development and exchange of strategies and curriculum designed for the infusion of critical awareness in the education process.

Activities include the publication of a SIG newsletter and the exchange and sharing of ideas through SIG-sponsored conference activities, including institutes, sessions, roundtables, and a SIG luncheon.

Developmental/Basic Writing

Margaret Clark
Department of English
University of Houston-Downtown
#1 Main Street
Houston, TX 77002
W: (713) 221-8097
FAX:
E-mail:

Purpose: To promote a more global understanding of the issues in developmental writing and to promote the advancement of more dynamic strategies for addressing the challenges. To engage members in discussion of pressing concerns in the field. To examine the multicultural nature of basic writing classrooms and address those challenges. To consider the place of developmental writing in graduate programs in rhetoric and composition. To respond to concerns of all SIG members as they are presented.

Activities include a newsletter and the exchange and sharing of ideas through SIG - sponsored conference activities.



Emotional/Motivational Aspects of Learning

Charlotte Babcock
Learning Assistance Center
Northern Arizona University
Box 6035
Flagstaff, AZ 86011-6035
W: (612) 624-2564
FAX:
E-mail:

Purpose: To provide a vehicle for the exchange of resources and ideas on helping students with motivational and emotional aspects of student effectiveness.

Activities include the publication of a SIG newsletter and the exchange and sharing of ideas through SIG-sponsored conference activities, including institutes, sessions, roundtables, and a SIG luncheon.

English as a Foreign/Second Language

Anna-Maria Schlender
Holy Names College
Humanities Division
3500 Mountain Boulevard
Oakland, CA 94619
W: (510) 436-1064
FAX:
E-mail:

Purpose: To exchange information on testing, textbooks, techniques of teaching EFL/ESL. To evaluate and act as a clearing house for materials and resources.

Activities include the publication of a SIG newsletter, serving as a clearing house for materials and resources, and the exchange and sharing of ideas through SIG-sponsored conference activities .



HyperCard

Richard Holdredge
Los Angeles Valley College Learning
Center
5800 Fulton Avenue
Van Nuys, CA 91401
W: (818) 781-1200 Ext. 407
FAX: (818) 785-4672
E-mail: holdrere@accd.cc.ca.us.edu

Purpose: To create a network of HyperCard users and interested parties. Provide a forum for sharing of stack development, stack, reviews, and related literature.

Activities include a newsletter and the exchange and sharing of ideas through SIG-sponsored conference activities, including sessions, a SIG luncheon, and a roundtable.

Learning Assistance Center Management

Jan Norton
Missouri Western State College
4525 Downs Drive
St. Joseph, MO 64507
W: (816) 271-4524
FAX: (816) 271-4574
E-mail: norton@griffon.mwsc.edu

Purpose: To provide a forum that will allow the membership to build a collaborative, interdependent, and supportive network of members united by the goals of improving individual performance as well as meeting learning center management goals and needs.

Activities include a newsletter and the exchange and sharing of ideas through SIG-sponsored conference activities, including sessions and an ice cream social.



Learning Disabilities

Zanetta Douglas
Westark Community College
5210 Grand Avenue, Vines 112A
P.O. Box 3649
Fort Smith, AR 72913-3649
W: (501) 788-7667
H: (501) 452-2665
FAX: 501-788-7003
E-mail: adouglas@systema.westark.edu

Purpose: To share information, exchange ideas, and develop techniques to assist the student with a learning disability to acquire skills and knowledge for success in higher education. To share information on policies and procedures used in accommodating learning disabled students created in accordance with the ADA law.

Activities include publishing an interactive newsletter and a membership directory, sponsor institute at 1995 CRLA Conference, and encouraging participation in the 1995 CRLA Conference by offering related sessions. This SIG encourages members to form a network for formulating, creating, and sharing policies and procedures for accommodations.

Liberal Arts Colleges and Universities

Kelly Hudgins
Austin College
AC Suite 61531
P. O. Box 1177
Sherman, TX 75091-1177
W: (512) 483-7000
FAX:
E-mail:

Purpose: To foster communication and networking among educators involved in academic support programs in a liberal arts setting.

Activities include publishing a newsletter and a membership directory.



Mathematics Tutorial Programs

Margaret Rogers
Math Learning Center
Shoreline Community College
16101 Greenwood Avenue N.
Seattle, WA 98133
W: (206) 546-5825
FAX:
E-mail: MRogers@ctc.ctc.edu

Purpose: To provide an opportunity for communication among those providing tutorial services in mathematics. To encourage presentation of papers at CRLA conference and participation in related conference activities.

Activities include publishing a newsletter and a membership list and the exchange and sharing of ideas through SIG-sponsored conference activities, including sessions, a SIG luncheon, and a roundtable.

Multicultural Issues

Patti Dozen
Moorpark College
7075 Campus Road
Moorpark, CA 93021
W: (805) 378-1400
FAX: (805) 378-1499
E-mail:

Purpose: To increase awareness of and to provide a means of sharing various multicultural issues.

Activities include publishing a newsletter and membership list and the exchange and sharing of ideas through networking at the conference and through SIG-sponsored conference activities, such as a SIG-luncheon, sessions, and a roundtable.



Peer Tutoring

Karan Hancock
8102 Harvest Circle
Anchorage, AK 99502
W: (907) 786-4362
FAX: (907) 786-4383
E-mail:

To improve peer tutoring programs by providing information which will increase tutor recruitment, improve tutor training, improve tutor education, increase faculty involvement, improve tutor delivery systems, explore different types of tutoring programs, assist in setting up new tutoring programs, and keep informed about the latest research concerning tutoring.

Activities include publishing a SIG newsletter *The Tutor Exchange*, coordinating institutes and/or sessions at the national conference, serving as a clearing house for tutoring ideas, and promoting the CRLA Tutor Certification Program.

Research and Evaluation

Michael O'Hear
Ass't. Dean, Arts and Sciences
Indiana University-Purdue University
at Fort Wayne
Fort Wayne, IN 46805
W: (219) 481-6817
FAX: (219) 481-6880
E-mail: ohear@ipfw.cvax.indiana.edu

Purpose: To encourage CRLA members to become researchers, to aid in the development of a research base in developmental education, and to disseminate information on current research and evaluation issues.

Activities include publishing a newsletter and membership list, creating a bibliography of research articles by SIG members, and sponsoring conference activities such as a roundtable and business meeting.

A change in leadership is expected for this SIG at the 1995 CRLA conference in Tempe.



Teaching Excellence

Kate O'Dell
School of Education
University of Alaska
3211 Providence Dr.
Anchorage, Alaska 99508
W: (907) 786-4777
FAX: (907) 786-1749
E-mail:

Purpose: To provide a vehicle for the exchange of ideas to foster excellence in teaching.

Activities include publishing a newsletter and a membership directory and promoting opportunities to network at the national conference through the SIG luncheon.

Workforce Literacy

Sinda Slagle
Truckee Meadows Community College
Education Center, B-6
4001 S. Virginia Street
Reno, NV 89502
W: (702) 673-7000
FAX: (702) 747-2556
E-mail:

Purpose: To network, sharing workforce literacy ideas nationally.

Activities include publishing a newsletter and membership list and the exchange and sharing of ideas at SIG-related activities.

**SIG Coordinator**

Pat Jonason
Academic Achievement Center
Johnson County Community College
12345 College Boulevard
Overland Park, KS 66210
W: (913) 469-8500 Ext. 3351
FAX: (913) 469-4409
E-mail: pjonason@johnco.cc.ks.us

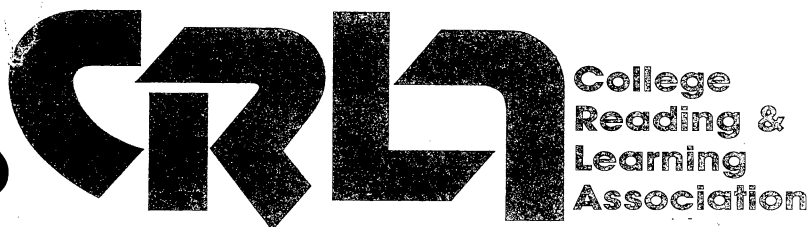
Questions or concerns regarding SIG membership or activities or ideas regarding the formation of a new SIG should be directed to the SIG coordinator or to the CRLA Board members. The SIG's are in existence to promote the interests of CRLA members and to provide an opportunity to network with professionals who share interests.

This SIG directory will be revised again after the 1995 CRLA Tempe in order to reflect the changes in leadership of some of the SIG's. If you would like a revised copy, send your request to Pat Jonason, SIG coordinator. (See address above.)

**COLLEGE READING AND LEARNING
ASSOCIATION**

**SIG
LEADER
HANDBOOK
1995**

CRLA's Special Interest Groups



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Johnson County Community College, EMC227, 12345 College Blvd., Overland Park, KS 66210

Dear SIG Leader,

Thank you for making the commitment to serve as a Special Interest Group (SIG) leader. Your willingness to share of yourself and to devote your time to this organization contribute to making CRLA the viable organization that it is.

The SIG's were developed to provide CRLA members with a means of networking throughout the year. The SIG's are timely, each reflecting the current issues and interests of the CRLA members. Some SIG's may be in existence for several years; others may fulfill their purpose in one or two years. The SIG's are flexible, open, and committed to the professionalism of the organization.

As SIG leader you play a vital role in the Association. This handbook has been put together to assist you in your role. It contains information which both new and not-so-new leaders can use. As a general guideline, the yellow pages at the end of this handbook are for you to complete and return to me. Other sections are informational. Samples of newsletters/communications are included.

As SIG coordinator, I am here to be of whatever assistance I can. I also serve as to link the SIG's with the Board and with the President-elect, who has program responsibilities for the next national conference. Please call on me.

I hope that you have an enjoyable, exciting, and rewarding year. The very best to you in your endeavors with your SIG and with CRLA.

Sincerely,

Pat Jonason, SIG Coordinator

(913) 469-8500 Ext. 3351

FAX (913) 469-4409

E-mail: pjonason@johnco.cc.ks.us

CRLA Job Description

SPECIAL INTEREST GROUP LEADER

Page 1 of 2

1. Make application for the position of SIG Leader, demonstrating your qualifications and support from your institution. After appointment by the Board, serve a term of two years. Report to SIG Coordinator.
2. Produce at least two mailings to SIG membership annually (before and after the annual conference):
 - a. List names, addresses, and telephone/fax numbers of members;
 - b. Review significant research and scholarly activity in the SIG area of interest;
 - c. Publish an annotated bibliography of relevant resources;
 - d. Include articles on new information and technologies;
 - e. Profile persons important to the purpose of the SIG;
 - f. Review materials useful to those interested in the SIG area; and
 - g. In the first year of a new SIG, publish at least a membership list with addresses and telephone/fax numbers and produce an announcement for the *Newsletter* about the new SIG, its purpose, and the key concerns it has been formed to explore.
3. Communicate regularly with SIG members concerning the design and agenda of the SIG meeting at the annual conference.
4. Provide information for the *Newsletter*:
 - a. Annually provide the goals and purposes of the SIG, the name(s), address(es), and telephone/fax numbers of its Leader(s);
 - b. Update that information whenever necessary; and
 - c. Contribute at least one brief article annually from your SIG.
5. Promote the annual conference among SIG membership.
6. Keep SIG Coordinator informed of changes and help identify potential new Leaders as appropriate.

CRLA Job Description

SPECIAL INTEREST GROUP LEADER

Page 2 of 2

7. Participate in conference planning and attend the annual conference (or send a designee):
 - a. Encourage SIG membership to submit program proposals;
 - b. Assist with program proposal review as requested by President-Elect;
 - c. Attend the SIG symposium at the conference led by the SIG Coordinator;
 - d. Sponsor SIG sessions;
 - e. Attend SIG meeting or meal function to facilitate discussion. Have an appropriate agenda, including an activity that will benefit all members. Evaluate past year and revise goals; and
 - f. Bring items for display table at conference.
8. Send copies of all SIG correspondence to SIG Coordinator.
9. Send copies of all newsletters to all Board members and Archivist.
10. At end of term, make suggestions to SIG Coordinator for revision of this job description.
11. Retain membership in both the Association and in the SIG you lead.

CONFERENCE PLANNING

SIG leaders play a key role in assisting with conference planning. Please refer to #7 under SIG Leader CRLA Job Description.

I have included in this section "Duties of the SIG Leader." This was written by Becky Johnen and was also included in the 1991-1992 SIG Leader Packet. While this certainly gives a sense of the duties of a SIG leader and provides some overview of a timeline that a SIG leader might expect to follow to complete the responsibilities of this position, I caution you to use it only to give an overview.

The next 19-20 months will see CRLA switching from the spring conference to the fall conference. The CRLA Canadian Symposium will be held in April of 1996 and the first fall conference will be held in Albuquerque in late October-early November in 1996. Even though much work has already gone on in preparation of the meeting in Canada, two years worth of conference work will be completed between now and the fall of 1996.

As soon as I have a sense of the chronology of the planning involved, I will share that with you. I think that we must all be ready for some quick turn-around deadlines on conference-related activities.

Duties of the SIG Leader

April-July

1. If possible, submit a brief article concerning your SIG to the Summer issue of the CRLA Newsletter, deadline May 1st.
2. Complete the "CRLA Special Interest Group Guidelines." Send a copy of this to the SIG Coordinator by June 15th. The SIG Coordinator will sign it, return a copy to you, and forward a copy to the Executive Board Secretary of CRLA.
3. If you are requesting funds for your SIG, then fill out and submit a "CRLA Funding Request" to the CRLA President by June 30th.
4. Write to the new President-Elect to relate your SIG's plans for next year's conference. Include desired meeting places and times, special equipment needs, sectional or institute plans, extra activities, etc.

5. If possible, submit a brief article concerning your SIG to the Fall issue of the CRLA Newsletter, deadline July 31st.

August-December

1. Write to all members in your SIG. Include a membership list and some item of interest to your members. Encourage an exchange of expertise.
2. Write to the President-Elect to confirm conference plans.
3. If possible, submit a brief article concerning your SIG to the Winter issue of the CRLA Newsletter, deadline Oct 1st.

January-March

1. If possible, submit a brief article concerning your SIG to the Spring issue of the CRLA Newsletter, deadline Jan 5th.
2. Make final arrangements for the conference.
3. 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.
4. If you cannot attend the conference and/or continue as SIG Leader, contact another SIG member who will attend the conference. Explain in detail to this person what the SIG leader will have to do at the conference and then have this person take over the Leader's conference responsibilities. Please immediately notify the SIG Coordinator and the President-Elect of this change.

Conference

Attend all your SIG's meetings to facilitate the discussion. Have an appropriate agenda including an activity, which will benefit all members, and revised goals.

FINAL COMMENTS

1. 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.
2. If at any time during the year you are unable to continue as SIG leader please:
a) find a replacement; and b) notify the SIG Coordinator.
3. Please send a copy of all SIG correspondence to the SIG Coordinator.

Mailings/Newsletters/Communications

I hope that you enjoy the mailings/newsletters/communications that are included in this section of the handbook. I selected the most recent communication that each of you mailed to your membership this year.

The SIG Leader Job Description (#2) makes the following suggestions:

Produce at least two mailings to SIG membership annually (before and after the annual conference.):

- a. List names, addresses, and telephone/fax numbers of members;*
- b. Review significant research and scholarly activity in the SIG area of interest;*
- c. Publish an annotated bibliography of relevant resources;*
- d. Include articles on new information to the purpose of the SIG;*
- e. Profile persons important to the SIG;*
- f. Review materials useful to those interested in the SIG area;*
- g. In the first year of a new SIG, publish at least a membership list with the addresses; fax numbers and produce an announcement for the Newsletter about the new SIG, its purpose, and the key concerns it has been formed to explore.*

Some of the mailings that the SIG leaders produce are extremely sophisticated while others are not. Much depends on each leader's resources and expertise with desktop publishing. The key factor is that you communicate with the membership of your SIG at least twice a year.

I would like to add to the suggestion list above.

- a. Each communication should clearly be identified as a publication of your particular SIG.
- b. Each communication should clearly be identified as a CRLA publication.
- c. Prominently display your name, mailing address, and phone, fax, and E-mail numbers so that members or other individuals can easily contact you.
- d. A copy of each mailing should be sent to the SIG Coordinator, the CRLA President, and the CRLA archivist. (I have requested that labels for each of these individuals be included with the rest of your membership labels.)

Those needed addresses are as follows:

SIG Coordinator:

Pat Jonason
Johnson County Community College
12345 College Boulevard
Overland Park, KS 66216
W: (913) 469-8500 Ext. 3351
FAX: (913) 469-4409
E-mail: pjonason@johnco.cc.ks.us

President:

Patricia Mulcahy-Ernt
Department of Education
and Educational Psychology
Western Connecticut State University
West Side Campus
Danbury, CT 06810
W: (203) 327-8515

Archivist:

Karen Smith
Rutgers University
Kreeger Learning Resource Center
College Avenue Campus
P.O. Box 5062
New Brunswick, NJ 08903
W: (908) 932-1443
FAX: (908) 932-1453

To request mailing labels, contact the membership coordinator:

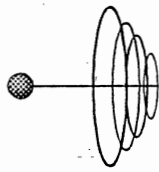
Robin Bischof
Developmental Education Department
Chemeketa Community College
P.O. Box 14007
Salem, OR 97309
W: (503) 399-3911
FAX: (503) 399-5214

To submit articles for the *Newsletter*, Contact the editor:

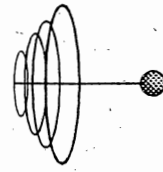
Roz Bethke
Johnson County Community College
12345 College Boulevard
Overland Park, KS 66216
W: (913) 469-8500 Ext. 3792
FAX: (913) 469-4409



College Reading Learning Association



Cog Notes



Issue One

Volume One

September 1994

How do you like the new look of the Cognitive Psychology SIG newsnotes? As the heading implies, the Cognitive Psychology newsletter has been reincarnated as "notes." Since a primary purpose of our SIG is to communicate with each other, I decided that I could best serve all of you as coordinator by facilitating that communication. Thus, the emphasis of this issue of *Cog Notes* is on how we can contact each other via Internet (see Dave Caverly's "notes") and via the national CRLA Conference in Phoenix, April 5 - 9, 1995.

One of the best forums for investigating various facets of research in reading, memory, learning, writing, and problem solving is the national CRLA conference. I'd like you to consider submitting a proposal as a part of the Cognitive Psychology SIG strand. Please indicate that yours is a "Cognitive Psychology" topic when you submit your proposal, and call me at work (509-533-3603) or at home (509-534-8121) if you have questions about your proposal for inclusion in our SIG strand. Last year we had an outstanding Cognitive Psychology SIG program, and I'd like to continue our efforts by offering at least four SIG-sponsored sessions. For your convenience, I have enclosed a form for your program proposal; please note that the deadline for 3-hour institutes is **September 16**, and the deadline for 1-hour sessions is **September 30**.

In addition, this year's call-for-proposals asks for topics and members willing to lead Roundtable Discussions. I will be submitting a proposal for a Roundtable Discussion to be held immediately after the Cognitive Psychology luncheon. I would like your help in determining the questions or topics to be discussed. Please send me (or phone me) your suggestions by **September 20**. Also, please let me know if you are willing to help lead a discussion.

State and regional conferences also offer excellent opportunities for networking. The Washington/Idaho Regional CRLA Conference will be held in Spokane, WA, October 28-29. Dr. Glenn David Rosen, whose research on the neurology of brain disorders was summarized in the August 29 issues of *Time* and *Newsweek*, will conduct a 3-hour workshop on Saturday, Oct. 29. For conference registration information, contact Lorraine Dreiblatt (206-643-2636) or me.

I'm hoping that this informal format will encourage you to send me contributions for future issues of *Cog Notes* without feeling the pressures or time demands of writing an article. Please send a short note for inclusion in our winter newsletter about:

- any articles or books about the learning process that you've recently read;
- the highlights of your research if you are currently conducting a study;
- suggestions for teaching reading, writing, math, problem solving, critical thinking...
- related up-coming conferences, events, workshops;
- your reflections about research that you are studying;
- any other notes that you would like to share with SIG members

Please send your notes to me by November 1, 1994 at the following address:

JAN SWINTON
SPOKANE FALLS COMMUNITY COLLEGE, M.S. 3050
3410 WEST FT. GEORGE WRIGHT DRIVE
SPOKANE, WA 99204

Cognitive Psychology Discussion Group via Internet by David Caverly

One of the best resources I have found to keep up with current ideas surfacing in cognitive psychology and applications for teaching developmental education is to use a listserv on the Internet. From the listserves I belong to, I receive almost daily discussions on current topics. There are two of interest to this Cognitive Psychology SIG. AERA-C, managed by Gene Glass out of Arizona State University, is one of several listserv discussion groups based upon those who participate in the AERA professional organization. The discussion groups fall into eleven areas of interest and they are known as AERA-A, AERA-B etc.

- Division A: Administration
- Division B: Curriculum Studies
- Division C: Learning and Instruction
- Division D: Measurement and Research
Methodology

Division E: Counseling and Human Development
Division F: History and Historiography
Division G: Social Context of Education
Division H: School Evaluation and Program Development
Division I: Education in the Professions
Division J: Postsecondary Education
Division K: Teaching and Teacher Education

Another very useful listserv is the LRNASST listserv out of the University of Arizona; one specifically designed for developmental educators.

To subscribe to any of these discussion groups, follow these steps. Send an e-mail message to the listserv that you want to subscribe. Enter what is in lowercase. The prompts you will receive from your computer are in uppercase. What is in parentheses are my comments, *not to be entered*. For the AERA listserv, (in this example AERA-C) you would do the following:

MAIL> send
TO: in% "listserv@asu.edu"
(you may not need the in% or the quotation marks at your school)
SUBJ: (leave blank)
subscribe area-c firstname lastname

(fill in your name usually with first letters capitalized and with a blank space where they fall here; on our computer, all of this can be done in upper or lower case; your machine may be different)

Then when you want to initiate a message to this discussion, you send an e-mail message to:
area-c@Asu.edu

Include in the SUBJ: line a short description of the message. You would subscribe to the other listservs the same way, changing what is after the hyphen on the name of the discussion group.

A sample message I got the other day from this listserv was the following:

Jean Pierce asks if Palinscar and Brown's reciprocal teaching is one of the best applications of Vygotsky's theory?

I think it is, although I don't think it is the only appropriate way of applying Vygotsky. Specifically, I'm thinking of an article by Wertsch and Bivens in the Quarterly Newsletter of the Laboratory of Comparative Human Cognition (April, 1992, Vol. 14, No. 2, pp. 35-44) in which they differentiate between two kinds of valid takes on Vygotsky. One kind, such as that put forth by Palinscar and Brown, emphasizes the child's ability to learn from others by MODELING what the other does—calling it, after Lotman, the "univocal function"—and another kind of learning—called the "dialogic function"—where the child's ability to CREATE new meanings with another is emphasized. Now they see any communication, or text, as involving both kinds of

processes, but emphasis on one pole or the other varies according to the activity.

So, I'd say that's at least two ways of getting at Vygotsky and education. There are also some other interesting examples in the recent book *CONTEXTS FOR LEARNING*. I will be interested to see, however, what we find about Vygotsky's views when some of his work on pedology is translated.

In some ways, though, the sketchiness of Vygotsky's work is truly generative, in that it allows people to go off in many directions.

What do you—and anyone else out there listening—think of these interpretations? Which one do you like best? Has anyone really gotten Vygotsky's message for education yet? And, if it has been nailed down, can it be reconciled with Piaget's message for education?

CLARKE FOWLER
ELIOT-PEARSON DEPARTMENT OF CHILD STUDY
TUFTS UNIVERSITY
MEDFORD, MA 02155
RFOWLER@PEARL.TUFTS.EDU

To subscribe to the LRNASST listserv, you would send a subscription notice to the listserver at "listserv@arizvm1.ccit.arizona.edu" the same as you did for the AERA-C listserv. Then, to send a message to the LRNASST listserv, send a message to "lrnasst@arizvm1.cct.arizona.edu" adding to the SUBJ: line a brief comment about the message.

Send me an e-mail message about useful information you find. Enjoy!

DAVID CAVERLY
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FEB 9 1995

February 15, 1995

To: CRLA Computer Technology SIG Members

From: LaVern Schroeder, Director
Learning Resource Center

Re: SIG Breakfast, Roundtable, Search for New Chair

As leader of the CRLA Computer Technology SIG, I am writing to you with a three-fold purpose. First of all, I want to remind you about the breakfast scheduled on Friday, April 7 from 7:30 - 8:15 am for our group at the conference in Tempe. We look forward to exchanging ideas and getting acquainted at that time. The breakfast is noted in the conference bulletin and is one of the options available to you in pre-registration.

Secondly, I would like to call your attention to the Roundtable discussion sponsored by our group on Saturday, April 8 from 10:45 - 11:45 am. David Caverly, Fran England, Ann Faulkner, Lucy McDonald, and Kathy Thayer have agreed to participate in the session entitled "Determining Direction and Charting Pathways in Computer Learning Centers". We encourage you be there to stimulate discussion and take part in the sharing so important to our group.

The third reason for my letter is the need for a volunteer. It is time for the group to have a new chair. As I view it, the job is primarily that of a coordinator and communicator. The opportunities are many, but two of the most meaningful ones for me have been connecting with those whose interests are similar and learning about this rapidly expanding field. Please let me know if you are interested.

Thank you. I look forward to seeing you at CRLA in Tempe.

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- CRLA Conference News 11

SIG Leader and Newsletter editor:

Craig Stern
Learning Assistance Center
Northern AZ Univ. — Box 6035
Flagstaff AZ 86011

SIG dues (\$5.00 for each SIG) are paid in conjunction with annual CRLA membership fees (\$40+SIG dues).

SIG LEADER COLUMN

by Craig Stern

My apologies for getting this newsletter out late. I had hoped to "pass the torch" of the SIG leadership last year, but wasn't able to find a replacement (see New SIG Leader Needed!!! on page 2). Then life got in the way; a long story, the short of which is that the newsletter is now two+ months later than anticipated (December came and went; I know because the calendar no longer worked).

This issue will not be long (I hope), but I think will have some interesting pieces. To begin, I would like to thank Monica Grecu

continued on page 2

FEATURE ARTICLE

CRITICAL THINKING INSTRUCTION: CONVINCING THE "ACADEMIC ESTABLISHMENT" OR THE "ACADEMICALLY ESTABLISHED"

Monica Grecu, PhD

Coordinator of Academic Assistance Programs
University of Nevada — Reno

Introduction: Dr. Grecu holds a doctorate in Comparative Literature from her native Romania, and an Advanced Diploma in British Civilization and ESL from Oxford. She came to the United States in the early 1980s to escape the political oppression and persecution of intellectuals that was taking place under the brutal Ceausescu regime. She recently received an invitation to return home and present a paper on critical thinking at the International Conference of the Romanian Academy, held in Sinaia, Romania on May 24 through 27. I asked her to write a brief commentary about her experience presenting paper on developmentally focused strategies to the predominantly male membership of the Academy, a group that might be described as stodgy, chauvinistic, and somewhat elitist. She was very uncertain how she would be received, but was pleasantly surprised at their reaction.

I entitled my conference paper,

"Critical Thinking — The Basis for Academic and Life Skills."

The objective of the study that generated this paper sprang out of the need for in-depth, organized *assistance* and *direction* for students who were overly challenged by the rapid pace of modern society, particularly the progress of science and technology, and by the stressful nature of contemporary life rhythms in general. The result of these diverse pressures was that many students were unsuccessful in meeting university demands.

The study explored a variety of issues that seemed to be causing the current generation of students frustration as they attempt to competently face the challenges of the 21st century. Paramount among these was the possibility of eliminating *language-knowledge limitations*, thus permitting students to better understand parallel developments in the sciences, in technological progress, in widening socio-political horizons, and the in the related expansion of university requirements. Critical thinking skills development was important, especially in the context of academic disciplines where such skills were lacking in many ways, and in the ability to analyze and interpret facts. Life skills, such as time management, realistic goal setting, and motivation, also needed to be addressed.

I used Richard Paul as a reference indicating his view that critical thinking goals should center on the question of apprehending and assenting to standards and values inherent in

continued on page 2

EITHER/OR continued

Commentary: This is a marvelous little text that was originally a series of five broadcasts for the CBC (Canadian Broadcasting Corporation). Ms. Lessing offers the reader some acute observations on the peculiarities and fallibilities of human nature. This passage (one of many "real-world" examples used in the book) presents us with some appropriate food for thought as somewhat of a Postscript to the text alluded to in the Book Briefs piece.

No doubt the two came
gun to square off in
believed that the
as they are
the

ii. egoc notes the psy sioned ci tion; or in cation at al expectations that we on an otherwise pleasant and u ing day. Given this rather benign "experiment," it doesn't take much extrapolation to see how apartheid, ethnic cleansing, terrorist bombings, and similar atrocities can seem perfectly "logical" to the misguided souls who commit them.

Stanley Milgram's famous experiments on authority showed how "normal" people could be enticed to do similar things for \$5.00 an hour in a research setting (giving people simulated electric shock, sometimes at harmful levels, simply for wrong answers on a practice test). Let us all be on guard, for this is means through which Political Correctness becomes legitimized oppression, and human nature becomes bestial.

Excerpt from

Prisons We Choose to Live Inside
by Doris Lessing
(New York: Harper and Row, 1987)

Calling all SIG members --

Its time for a change!

ne for a new direction!

ie to take charge!

**How is that for a
series of cliches?**

Do give some thought to coming

forward and volunteering to be

SIG Leader;

It's challenging. . . and fun!



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Emotional / Motivational
SIG
Aspects of Learning

Volume 4, Number 2

March 1995

**SPRING IS
CONFERENCE
AND SIG TIME!**

This April 4-9th the National CRLA Conference will be held in Phoenix, Arizona. Word has it that this will be the largest CRLA gathering ever. (If any of you tried to make hotel reservations from February 1st on, you undoubtedly assumed as much!) The weather should be delightful in the desert that time of year with probable temperatures in the 80s and 90s during the day and in the 50s-60s at night.

Please note that there will be a SIG Luncheon on Friday, April 7th. Please make sure to register to be there. This time offers us the opportunity to network, share ideas and concerns, concerns and come up with directions and topics for the newsletter. The purpose of the newsletter, as well as the luncheon, is to provide us with a forum in which we can dialogue and grow as service providers for our students.

At this conference we will also be bidding a fond farewell to Glenn Hirsch who for the last five years has been at the helm of this SIG, guiding it through the murky and treacherous waters of its initial formation and growth. Thank you Glenn for all your selfless work in helping us all to network on the important issues of emotional and motivational aspects of learning! He will, of course, remain an active member, but he can now enjoy a well deserved respite!

We will be producing another newsletter next fall and would like to begin to solicit articles for that publication now. Since at the last National Conference in San Diego

many of you indicated that you wished to learn more about motivation, that topic will be the main topic addressed in the fall newsletter. Please consider submitting an article.

Since most of our readers are educators or counselors, articles containing practical tips and suggestions or program descriptions are eagerly read. Descriptions of research, book reviews or theoretical articles are also welcome. Articles should be from 200-600 words in length. We would appreciate receiving your article by June 30, 1995 to give us enough editing time for an early fall publishing date.

Please send all articles to SIG Leader and Newsletter Editor:

Charlotte Babcock
Learning Assistance Center
Northern Arizona University
Box 6035
Flagstaff, AZ 86011-6035

A REMINDER

SIG dues (\$5.00 per year) are paid in conjunction with annual CRLA membership fees.

Alleviating Math Anxiety

Kristen Daniels

Graduate Assistant in
Reading and Study Skills Instruction
Northern Arizona University
Learning Assistance Center

When a student seeks help with math anxiety the case usually falls into one of two categories: either the student is in a panic due to lack of studying and preparation for the test, or the student is well prepared but cannot seem to demonstrate his/her knowledge in a test situation. In the case of the unprepared student the quickest cure for anxiety would be a good dose of increased study time. Familiarity through consistent and often additional practice can alleviate student stress in most of these cases, especially for those kinesthetic learners who process information best by "doing." However, if the student demonstrates solid study habits and seems to possess adequate knowledge at all times other than the test-taking periods, the problem can be diagnosed as math test anxiety.

In dealing with math test anxiety the place to begin is with the student's self-esteem and attitude toward math. A useful exercise for this is to have the student make a list of all the negative statements that come to mind concerning either math or him/herself as a math learner. It is especially important to document the negative

Continued on Page 2, Math Anxiety

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- **Alleviating Math Anxiety** page 1
- **Book Review of *Conquering Math Anxiety* by Cynthia Arem** page 2
- **Helping Students Undo the Ritual of Test Anxiety** page 3
- **A Student Handout on Motivation** page 3
- **A Tool to Aid Student Self-Motivation and Metacognition in Reading** page 4

8. Find Rewards --

Improve your positive outlook. When you are doing something that you feel good about, give yourself a small reward.

9. Learn to Believe In Yourself --

We get into the habit of conning ourselves. By being realistic, etc., you get to the point where you lie to yourself less.

10. Explore the Problems Behind the Problem --

Why do you behave the way you do? Some ways of exploring:

- Reflection
- Discussion with friends
- Reading books on the subject
- Individual or group counseling

A Tool to Aid Student Self-Motivation and Metacognition in Reading

Charlotte Babcock

Reading and Study Skills Specialist
Northern Arizona University
Learning Assistance Center

Many of the students with whom I work find that they are clearly unmotivated to do the work required of them, especially in the area of reading. They know they should be doing more, but they simply can't get themselves to want to do more. For some it is a time factor, but for the majority it is truly an issue of procrastination and lack of interest. Many students want the teachers, the text or the class to be the motivating factor; few want to take responsibility for their own motivation. Most students can begin to see that they have no power or control over their teacher, text or class in college. Once their focus begins to shift from external to internal control, the next step is to get students to discern what role they can play in motivating themselves. Toward this end I have found that unless students know what they are currently doing or not doing to motivate themselves to read efficiently (metacognition), they don't

see or feel the need for any strategies I might suggest. It is for this reason that we developed the Reading Behaviors Checklist on pages 5-6. This checklist is designed to help students more specifically identify attitudes and actions that either promote motivation and comprehension or actually detract from them. This checklist takes a student about five minutes to complete and gives both the teacher and the student the opportunity to see where in the reading process additional strategies may need to be applied. To begin this assessment, a student must have just read or be able to recall reading a passage from a difficult text. That passage needs to be identified and noted in the blank following *Content field passage is from:* _____.

The behaviors are grouped into before, during and after stages of the reading process and include both positive and negative actions and attitudes. If students have few before strategies circled or have circled only item 12, they can clearly see that they aren't doing much at all to motivate themselves to complete the reading. I share with students that preparing to read is as essential to motivation and efficient reading as moistening a sponge is to its being able to soak up a spill. I remind them that a sponge that isn't moistened floats on the spill until it has some of that moisture in it. Then and only then does it begin to absorb the liquid more rapidly. Most students can relate to "floating" on what they are trying to read. I then model for them how to do a survey of the chapter, how the questions that come when we look at pictures can motivate us to do the reading, how figuring out the structure of the chapter can motivate us to read to find details that explain the main concepts. If students begin a map or matrix of the chapter by using the chapter outline and then read to fill it in, I find their motivation is even higher. One student claimed that reading the chapter then became "like filling in a crossword puzzle." Of course, students need to be made aware that the time they spend on surveying, beginning

the map or outline of the chapter before they begin to read must be also be considered *studying* or they will only see these strategies as additional work and not do them. I let them know that if they survey the pictures, read the summary, study the organization and begin a map of the chapter contents, they have *studied* that information at least three times before even reading the text. This appeals to many of them since I also share with them that the average adult human needs to review information 5-7 times before it is learned. Some students will counter that they don't consider these activities studying since they aren't getting a complete picture. However, I point out to them that the incomplete picture is in itself a motivating factor since it creates questions and predictions in the mind of the reader which need to be answered or checked out.

If students circle any of items 17-20 in the *during* part of the checklist, I usually find that they did little before they began to read. Items 17-19 often indicate a real lack of motivation; whereas items 21-26, 31-36 all indicate that the student is highly motivated and engaged with the reading. If a student isn't doing these behaviors, s/he might want to begin adding them one at a time. Also, if a student circles items 37 or 41, s/he might be reading too slowly to maintain motivation. In that case, the student may need some help from a reading specialist on how to speed up his/her reading.

In the *after* part of the checklist, if a student circles item 48, it is likely that the student wasn't motivated or engaged in the reading. Items 58-63 also help students determine motivation level as does the interest assessment at the bottom of the page.

This metacognitive exercise helps students not only assess their level of interest and motivation but also the effectiveness of their reading strategies. It can guide the student to work on that part of the reading process which is weak in order to become a motivated and efficient study reader.

p. 1 & 4 of a 6 page newsletter



THE HYPERCARD SIG NEWSLETTER

The College Reading and Learning Association

Volume 2, Issue 1

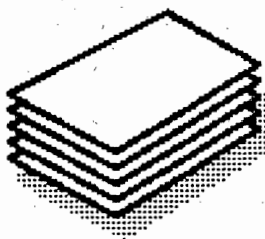
March, 1995

28th Annual Conference in Tempe, Arizona



Multimedia Round Table scheduled at CRLA Conference

You've no doubt heard of the theme of this year's conference, "Time for Transformations," April 5 through April 9. But if you haven't received your registration materials yet, contact Rick Sheets at Paradise Valley Community College, (602) 493-2925. Rick's FAX number is (602) 493-2981, or you can send e-mail at the following address: sheets_r@pvc.maricopa.edu

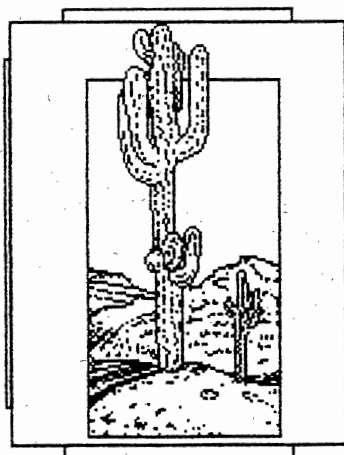


One of the new-fangled roundtable discussions scheduled for the CRLA conference in Tempe, Arizona will be for educators exploring the area of multimedia development. Entitled "Multimedia: Transforming from Dilettantes to Developers," participants will be able to share their recent adventures, or misadventures with the many available multimedia-related computer applications, and aspects of designing for education arenas. Finding fellow travelers for networking seems to be a vital tool for survival in these undiscovered countries.

It would be great to find someone who has come from our ranks to publish computer tutorials or multimedia titles. Their journey would be good to hear. An instructor at a nearby college is designing a HyperCard-based kiosk for general college information, but his unfinished efforts have exceeded the original time estimate by a factor of five! 🍎

HyperCard SIG plans Gala Lunch!

We've reserved a room for our own lunch, and you can show a stack on equipment while we eat! Let Rich Holdredge know if you have a stack you'd like to share via projected images during the luncheon, and he'll arrange for equipment.





HyperCard 2.2 has Color! (Sort of)

Since this organ appeared last, HyperCard presented its Version 2.2, and some of us rushed out to get the upgraded developer's kit. It has some wonderful new features, including color. But this management of color may keep users yearning for version 3.0.

The current color tools will allow you to place a PICT file in the background or the card level. They also allow you to colorize various objects: buttons, field, and rectangles of color as graphics. But aspiring developers may find that after they have authored a smart looking stack in black & white, and then decide to add color to spiff it up, the nifty transitions are suddenly lost in a whole new paradigm shift. Color tools bring with them their own limited selection of card transitions that will cancel origin B&W transition. There won't be any smooth dissolves. And sometimes a color rectangle will be carried over to another card. Those of you who have explored third party color tools, like Heizer's "InColor" may enlightened us with hope for easier color management. Otherwise, HyperCard authors will be frantically searching the stack scripts to de-activate the scripting installed with the color tools

so they can get their B&W transitions back. Yes, there is hope.

One of the great plusses of HyperCard 2.2 is the QuickTime Tools stack. The set of power tools will help integrate QuickTime movies into any stack, along with specific parameters for window style, location on the screen, and choices for displaying the QuickTime

"One of the great
plusses of
HyperCard 2.2 is the
QuickTime Tools
stack."

controls, among other options.

Adding QuickTime movies to a stack adds a whole new dimension to HyperCard, and exemplifies the HyperCard promise as a multimedia platform. But producing decent QuickTime movies beyond a single-shot clip requires an editing application like Adobe "Premiere." And if you need an animation, Macromedia "Director" is the most widely used application. While AddMotion has shipped with packages of HyperCard 2.2, and can be used to accomplish similar motion

effects in HyperCard, it lacks color. It is possible to launch a Director movie from HyperCard with Director's full color and motion effects, even though the original HyperCard stack is not using the HyperCard color tools.

Computer adventurers who have traveled in "Myst" are aware of the virtually seamless success of the color animations within the gorgeous color images, but the creators of "Myst" have produced a special color interface that we probably won't get close to. 🍏

Survey should help SIG members network

Accompanying this newsletter is a SIG member survey designed to augment members' knowledge of each other, and to provide some direction for newsletter articles and plans for the future of the SIG. A member roster is included with this issue, but the addition of members' e-mail addresses should make communications a lot easier. What if you haven't got e-mail yet? Start a movement on your campus to get it for you and your colleagues, or get into it at home.

You can reach SIG leader Rich Holdredge at: edgecombe@aol.com OR now at his recently fixed address at Los Angeles Valley College where he's known as holdrere@laccd.cc.ca.us.edu. 🍏

*Survey and mailing
list were attached
to this newsletter.*



College
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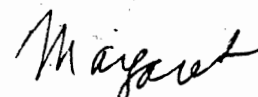
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MATH TUTORIAL SIG INFORMATION EXCHANGE

March 10, 1995

I kept delaying sending out an *Information Exchange*, hoping for to hear from members of the Math Tutorial SIG. Unfortunately, no such luck. I will therefore devote this issue to news about the upcoming conference in Tempe, my own ramblings, and a thought-provoking handout I received from SIG member, Rosalind Lee, a couple of years ago.

I now have an E-mail number and I am ready to cruise on the Information Highway. You can now E-mail your thoughts and comments to me at **MRogers@ctc.ctc.edu**. I promise to respond to any E-mail messages and I welcome items which could be included in the next *Information Exchange*.


Margaret Rogers

CONFERENCE UPDATE

I hope to see many of you in Tempe. Several math-related presentations are scheduled. There are also two opportunities where I would particularly appreciate your valuable input.

1) Rosalind Lee and I are offering a roundtable discussion entitled "**Math Learning: How Are We Making a Difference?**" at 10:45 on Friday, April 7. We hope you will join in this discussion. If there are special topics you want explored, please send me an E-mail message.

2) The **Math SIG Lunch** is scheduled for noon on Friday, April 7. I hope you will come ready to suggest topics for the *Information Exchange*. Even if you did not include the \$15 charge with your registration mailing, I suspect that you can still be included if you make arrangements at the registration desk.

TOPIC FOR DISCUSSION: USE OF CALCULATORS

Instructors at Shoreline Community College are sharply divided on their use of calculators. For example, in our lowest level of arithmetic one instructor requires students to buy calculators and the other prohibits their use. What do you and your colleagues think? We would appreciate hearing from you.

VIEWS OF TEACHING AND LEARNING

Children's Learning in Science project
Headed by Rosalind Driver

1



A piece of clay is being moulded by the potter.

4



Many people work on the building site. They are involved clearing, carrying, building, planning and supervising.

2



A guide and a traveller are moving through hilly terrain. There are a lot of hills, and one or two are very tall indeed. The view of the landscape changes as they ascend to higher ground.

5



A child is throwing stones into a pond, and watching ripples spread outwards.

3



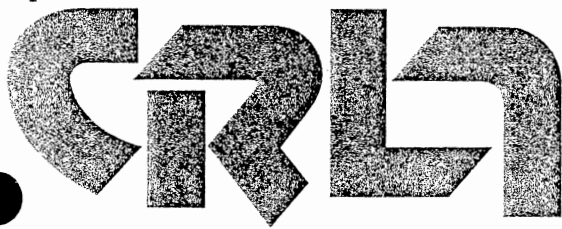
A petrol pump attendant is putting petrol into a car. The driver, who sometimes uses self-service stations, will soon be able to drive away.

6



A gardener, surrounded by a range of garden equipment, is tending some of the different types of plants in the garden. He prefers the garden as it is, but realizes that there are many types of gardens.

*mailing list end page 2
were part of this newsletter*



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Reading &
Learning
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

March 15, 1995

Dear Multicultural SIG members,

I hope you are having a good year. I hope to see many of you at the CRLA annual conference in Tempe, Arizona. If you are not already aware, there is a SIG lunch scheduled for Friday, 12 to 1:15 pm. The cost is \$15. I believe this activity may provide a better opportunity for Multicultural SIG members to meet and discuss topics of interest.

If you wish to share information, please be prepared to bring at least twenty handouts about multicultural issues that you have collected or any activity that is occurring on your campus. If you have any announcements you might like to make, please let me know ahead of time.

If you have not sent in your conference registration, Sandra Evans, the treasurer, has informed me that the deadline for the full conference registration of \$75 has been extended to March 22.

Attached is a list of the past and present members in the Multicultural SIG. Please find your name to determine if you are a current member. If you are not a current member and wish to remain in this SIG, please fill out the attached form and send it to treasurer Sandra Evans. I have informed Sandra and Robin Bischoff that the Multicultural SIG is not listed on the current application. Therefore, please write in the words Multicultural and put a check by the word to indicate that you wish to be a member of that SIG.

I hope we can meet together at the conference in Arizona.

Sincerely,

Patti Dozen
Multicultural SIG Chair



College
Reading &
Learning
Association

APPLICATION FOR 1995 MEMBERSHIP

Name: Mr. _____
Ms. _____
Dr. _____

Home Address: _____ No. _____ Street _____ Work Address: _____ No. _____ Street _____

City _____ State _____ ZIP _____ City _____ State _____ ZIP _____

Phone () _____ Phone () _____

Fax # _____ E-Mail Address _____

Current Position/Title _____

Please send mail to: ☐ Home ☐ Work ☐ New Membership ☐ Renewal Membership ☐ Update/Change of Info

SIG Membership Information: Dues for each SIG are \$5.00 per year. (Must be a paid member of CRLA to join SIGs).

I would like to join the following Special Interest Groups:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Cognitive Psychology | <input type="checkbox"/> Developmental/Basic Writing | <input type="checkbox"/> Evaluation/Research | <input type="checkbox"/> Liberal Arts Univ./College |
| <input type="checkbox"/> College Reading | <input type="checkbox"/> Emotional/Motivational | <input type="checkbox"/> Hypercard | <input type="checkbox"/> Mathematics Tutorial |
| <input type="checkbox"/> Computer Technology | <input type="checkbox"/> Aspects of Learning | <input type="checkbox"/> Learning Assist Center | <input type="checkbox"/> Peer Tutoring |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> English as a Foreign/Second Language | <input type="checkbox"/> Management | <input type="checkbox"/> Teaching Excellence |
| <input checked="" type="checkbox"/> <i>multicultural</i> | | <input type="checkbox"/> Learning Disabilities | <input type="checkbox"/> Workforce Literacy |

CRLA Scholarship Fund ☐ \$1.00 ☐ \$5.00 ☐ \$10.00 ☐ \$ _____ other

I hereby give CRLA permission to give/sell my name and address to organizations and publications for educational purposes:

☐ Yes ☐ No Initial here _____

Date _____ Signature _____

Please make check payable to C.R.L.A. & mail to CRLA, c/o Sandra Evans, Learning Adult Basic Education, College of the Mainland, 1200 Amburn Rd., Texas City, TX 77591. Funds drawn on non-U.S. banks must be remitted in U.S. dollars on a FOREIGN DRAFT or INTERNATIONAL MONEY ORDER.

Membership dues \$40.00 per year.

Membership _____

SIG(s) _____

TOTAL _____



THE TUTORING EXCHANGE

NEWSLETTER OF THE CRLA
PEER TUTOR SIG



●●FALL/WINTER, 1994●●

I sure am looking forward to the 28th Annual Conference of CRLA to be held in Tempe, Arizona April 5 - 9, 1995. Here in Anchorage we had 16 inches of "snow flurries" yesterday and more "snow flurries" today! The early spring in sunny, warm Tempe is something I don't want to miss. Aside from the prospect of beautiful weather, the upcoming conference is offering professional stimulation that I don't want to miss either. The conference theme is "Time for Transformations of literacy communities, our knowledge about adult learning, of beliefs and practices in college learning assistance programs, ourselves."

The opening keynote speaker will be Dr. Peter Mosenthal, Professor and Chair of the Reading Language Arts Center at Syracuse University. Dr. Mosenthal will speak on Friday, April 7 and his address, titled "Transforming Our Adult Literacy Agenda: None for One and One for All," will focus on the social, technological, educational, and political changes impacting literacy communities.

The closing keynote address to be given on Saturday, April 8 at the Awards Banquet will be given by Dr. S. Jay Samuels, Professor of Educational Psychology at the University of Minnesota. Dr. Samuels' address will highlight findings from national surveys on teacher excellence and characteristics of successful academic programs. Dr. Samuels will also present a post-conference institute on Sunday, April 9.

Karin Winnard, Program Director of the Tutorial Program at Sonoma State University, Rohnert Park, California will present an institute titled: "Resources and Methods for Training Tutors." The institute will feature a variety of interactive group processes and a wealth of materials. Ms. Winnard is a very active member of the Peer Tutor SIG and an evaluator for the CRLA International Tutor Certification Program. Members of the Peer Tutor SIG will not want to miss this institute.

As always the Conference will offer us all time to "play" and to "network." Just imagine yourself "networking" in beautiful Sedona, Arizona or at the Grand Canyon. Tempe also offers the conference attendees an opportunity to visit the Desert Botanical Gardens, the Heard Museum which features the art and culture of the Native Americans of the Southwest.

The Radisson Tempe Mission Palms Hotel is about an 8 - 10 minute walk from Arizona State University and about a 2 minute walk from Old Tempe where you will find wonderful bookstores, shops, boutiques, movies, cafes, deli's, restaurants, coffee shops, etc., etc. (The walking terrain is flat but you will want comfy shoes and don't forget your sun block and a hat.)

Need I say more to entice you to start making your plans now to attend the 28th Annual CRLA Conference?

ROLE-PLAYING AND TUTOR TRAINING

FROM: DR. KARAN HANCOCK, Editor THE TUTORING EXCHANGE

A popular component of tutor training is role-playing situations. Veteran tutors can assume the role of the tutee while new/novice tutors assume the role of the tutor. Role-playing offers the new tutors an opportunity to "try on" ideas and behaviors in a non-threatening arena and it offers the veteran tutors an opportunity to share their expertise. The following are some suggestions for role-playing scenarios.

1. The tutee/client has set unrealistic, academic goals.
2. The tutee is an "older, non-traditional student" and requests an "adult" tutor.
3. The tutee wants to date the tutor.
4. The tutee is hearing-impaired and is accompanied by his/her signer. The tutor has never worked with a signer and keeps asking the signer: "What does he/she want, what is the difficulty he/she is having, etc."
5. The tutor finds that she/he is working harder than the tutee.
6. A professor goes to your supervisor commenting about your work with one of the students.
7. The tutee brings his/her two pre-school age children to the tutoring session.
8. The tutee has a chronic case of: "Yes, but I-tis."
9. The tutee "just doesn't get it."
10. The tutee is required to come to the tutoring center by a professor, coach, etc. The tutee obviously does not want tutoring and may not believe he/she needs it. The projected attitude of the tutee is: "Okay, here I am, now tutor me."

(Editor: Do you have some role-playing situations that have been helpful for your tutors--if so, send them in.)

BOOKS, BOOKS, BOOKS

Some books you may want to add to your tutoring library include:

Hacker, Diana (1993). A pocket style manual. New York: St. Martin's Press, 175 Fifth Avenue, NY, NY 10010. (A handy, quick reference for writers). (ISBN 0-312-11494-X)

RESEARCH AND EVALUATION NEWSLETTER 7 -- NOVEMBER 1994

New APA Manual

The Fourth Edition of Publication Manual of the American Psychological Association is just out. The new version is longer and more complete than the Third Edition. Major differences include: a lengthy section on guidelines for bias reduction; appendices to the third chapter giving examples of references in APA style and references to legal material. The section on manuscript submission includes headings both for paper submission and electronic manuscript submission. There is an appendix on turning a dissertation into a journal article, a checklist for manuscript submission, and a transmittal section for manuscripts submitted for electronic production.

Style differences include: minimum 1 inch margins on all sides of all pages; no right justification; use of underline, not italics, for material to appear in italics; indentation for each paragraph; running head placed before title; indented first line of each reference entry and continuous underline through title and volume number; significant increase in guidelines for avoiding bias; when reporting means, associated measures such as standard deviation also needed; reporting of

Does anyone else in the group know of discussion groups that would be valuable for members to join? Send information to me at:
ohear@cvax.ipfw.indiana.edu.

Some issues of Jossey-Bass' New Directions in Program Evaluation that might be of interest to group members are: "Multiple Methods in Program Evaluation" (PE#35); "Using Program Theory in Evaluation" (PE#33); "Advances in Quasi-Experimental Design and Analysis" (PE#31); "The Qualitative-Quantitative Debate: New Perspectives" (PE#61). Each of these issues costs \$17.95. Jossey-Bass has another publication called Assessment Update, which features articles on the latest in assessment research and practice. This publication is looking for 1,500-word articles on assessment. The yearly cost of \$65 is high, but it might be worth checking out for evaluation ideas.

Important Dates and Information

We are now about five months from Tempe (April 5-9). This is my fourth and last year as SIG leader. Since I have already stayed in this position longer than allowed by CRLA rules, someone else will need to volunteer to take over as of April. Please contact me if you are willing to serve (a simple e-mail will do). Don't forget our SIG meeting at the Tempe conference (date and time to be announced). Please get involved and help this group to continue.

p 1 & 4 of a 4 page newsletter

TEACHING EXCELLENCE SPECIAL INTEREST GROUP

Newsletter
August, 1994

Tom Pasternak Outstanding Tutor Award

You may have heard the sad news that our recent CRLA Newsletter editor, Tom Pasternak, died while travelling in France this summer. In Tom's honor CRLA is instituting an award for the year's outstanding tutor. Details of the criteria and nomination process will be published soon. A special section of the fall Newsletter will be devoted to CRLA members' tributes to Tom and his work.

Teaching Excellence SIG Activities

To get an information exchange going among members, SIG leader Kate O'Dell proposes beginning with the following:

- 1) What are some titles of books/articles/monographs which are particularly interesting? This may be classic works which describe basic concepts or philosophy, or they may be the most current publications reflecting research and practice. If you wish to comment specifically about a title, a critical review or annotation would be helpful.
- 2) What research is especially interesting? Again, any evaluative comments from you will be useful to colleagues who might be using the information.
- 3) What conferences/institutes have you attended that you found useful? If these are annual, please include information about this year's event.
- 4) Do you belong to other organizations of particular interest to Teaching Excellence SIG members? Should we propose that CRLA become officially associated with the organization?

You need not confine your information to these areas, of course. Please send all responses to Kate O'Dell until we can get our more interactive exchange mechanisms established.

SIG Membership

Please check the attached membership roster for your name, correct address, and phone number(s). Contact Kate O'Dell with changes or additions.

Tempe Conference Chairpersons Needed

The Coordinator of Chairpersons for Tempe is requesting volunteers to serve as conference chairpersons. These behind-the-scenes people keep the conference running smoothly and are an invaluable support for the presenters.

Chairpersons must attend one of the brief orientation sessions at the conference before chairing a session. So, the amount of time you need to devote to the task is small. However, the benefits to CRLA are great.

If you are interested, please check your Summer 1994 issue of the CRLA Newsletter for the Chairperson Application form, or contact Judith Olson-Fallon, Educational Support Services, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, OH 44106-7062.

Area and Topic Location for Teaching Excellence

I notice that in the Tempe Conference Call for Papers, teaching excellence is in Area II: Program Administration, Management, and Supervision. Does anyone know why teaching excellence appears in Area II? My first reaction is that it belongs either in Area I: Instructional Theory and Practice, or in Area III: Student Populations, Contexts, and Learning Environments. If SIG members think our area designation should be changed, and we can reach consensus on where we should appear, we can effect this action at the 1995 Conference.

*mailing list and conference
materials were attached.*



truckee meadows community college

November 1, 1994

Dear SIG Members:

Lots of enclosures for you!

I am enclosing a membership list for the Workplace SIG. This is everyone who paid their dues for this academic year (and a few extras!). If you need to conduct a survey or get further workplace information, I would encourage you to write the membership directly.

Also enclosed is a copy of a letter I received from Paul Jurmo of Literacy Partnerships in New Jersey. He has a new electronic list for workplace educators. If you need further information, Paul's various addresses are on the letter.

Lastly, I have enclosed information about the 28th Annual Conference of CRLA in Tempe in April. You should have an announcement flyer, a Call for Papers, and an Invitation to Chair Sessions.

Unless someone writes me directly with information for the membership to distribute, this will probably be the last you hear from me until the conference. Have a great year!!

Sinda J. Slagle, SIG Leader

Literacy Partnerships

14 Griffin Street

East Brunswick, NJ 08816-4806

Tel. 908/254-2237

TO: Workplace educators in the U.S., Canada,

FROM: Paul Jurmo 

SUBJECT: New electronic list for workplace educators

DATE: 9/29/94

The Workplace Education Collaborative invites you to subscribe to a new "electronic list" (bulletin board) for workplace educators. WEC is an informal network of workplace educators developing new approaches to workplace basic skills education. These approaches emphasize active participation by all stakeholders in the planning, implementation, and continuous improvement of an organization's education and related programs. This collaborative approach is intended to support participants' personal growth, improved quality of work life and productivity in the workplace, and a more democratic and equitable economy and community.

The new electronic list is an experiment in using telecommunications to facilitate communication among those developing these new forms of workplace education. To participate in this discussion, you need a computer, modem, and access to the Internet.

With those tools in place, you can first find out more about the list by sending a message to listserv@netcom.com. The message should read *info wec-l*.

If after reading that message you want to subscribe to this (free) list, send a second message to listserv@netcom.com. The second message should read *subscribe wec-l*. Shortly thereafter you will be formally added to the list. (Note that the last digit in the list's name is not a "1" [one] but, rather, the letter "l".)

Once you are subscribed, whenever someone posts a message to the list, you'll get it in your e-mail. If you want to post a message to the list, send it to wec-1@netcom.com.

This experiment is based on a similar list which the National Literacy Alliance has been running since spring. That "NLA list" enables adult literacy educators to communicate regarding literacy policy issues. (Contact David Rosen at 617/782-8956.) Both of these lists are run on a volunteer basis, with a small budget for basic costs provided by the Literacy Network.

If you have questions, feel free to call during work hours. Hope to see you on the new "WEC-l" list.

*membership list, conference
information, and ^{and} add page
from Literacy Partnerships were
included in this newsletter*

FORMS

Three (3) copies of the reimbursement form are included in this section. Reimbursements for this fiscal year should be to Sandra Evans no later than May 31, 1995. I have included her address on the form. It is necessary that you attach documentation. While the CRLA treasurer is a very trusting person, the auditor requires receipts. Please keep one of these as an original, making your copies from it.

I have also enclosed a report form. Please complete this and return to me no later than June 15, 1995. If your purpose is the same as stated in the SIG Directory, just indicate that; don't feel like you need to rewrite everything. Please sign the second page and mail to me. I will sign it and send it to CRLA President as part of the summer SIG report.

I have also enclosed a membership survey form that Becky Johnen used when she served as SIG leader. If you decide to survey your membership, this will provide some ideas for you.

I have also added a copy of a SIG leader report to the Board that was made at the spring Board meeting during the San Diego Conference.

COLLEGE READING AND LEARNING ASSOCIATION
REIMBURSEMENT FORM
(IRS #95-3177-158)

Please Print or Type Information

From: _____ Make payment to: _____
Address: _____ Address: _____

Total Amount Requested _____

1. Please list below the items for which reimbursement/payment is requested or for which a check is to be issued. Attach receipts or bills always.
2. Specifically budgeted expenses can be paid directly to the vendor by the Treasurer without additional authorization so long as the original invoice is submitted. Your out-of-pocket expenses must receive prior authorization. If you are a Committee Head, send this completed form and receipt(s) to the CRLA President for authorization. If you are a State Director, send this completed form and your receipt(s) to the Coordinator of State Directors for authorization. Others should obtain prior authorization from the Board member to whom they are reporting. The Treasurer will not issue a check without proper authorization.
3. All requests for reimbursement/payment must be made within 90 days after the expense is incurred and no later than May 31 of a given year for reimbursement within that fiscal year.

Description of Expenses or Services:

| | | | |
|-----------------------|----------|-------------------------|----------|
| Travel and/or Mileage | \$ _____ | Fees, Wages, Honoraria | \$ _____ |
| Hotels and Food | \$ _____ | Supplies | \$ _____ |
| Telephone | \$ _____ | Advertising & Promotion | \$ _____ |
| Postage | \$ _____ | Other (Specify) | _____ |
| Printing, Duplicating | \$ _____ | | \$ _____ |
| | | | \$ _____ |

How did this expenditure benefit CRLA?

Is this a SIG Expense? _____ If so, how many members are in the Group? _____ What Fees per member are charged? \$ _____ If fees are charged, please briefly justify this additional expense:

Signature/Person Submitting _____

Signature/Officer _____

Office Held: _____

Office Held: _____

Date: _____

Date: _____

Check Number: _____ Date Issued: _____ Budget Category: IE4 (SIG Leader)

COLLEGE READING AND LEARNING ASSOCIATION
REIMBURSEMENT FORM
(IRS #95-3177-158)

Please Print or Type Information

From: _____ Make payment to: _____
Address: _____ Address: _____

Total Amount Requested _____

1. Please list below the items for which reimbursement/payment is requested or for which a check is to be issued. Attach receipts or bills always.
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Description of Expenses or Services:

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|-----------------------|----------|-------------------------|----------|
| Travel and/or Mileage | \$ _____ | Fees, Wages, Honoraria | \$ _____ |
| Hotels and Food | \$ _____ | Supplies | \$ _____ |
| Telephone | \$ _____ | Advertising & Promotion | \$ _____ |
| Postage | \$ _____ | Other (Specify) | _____ |
| Printing, Duplicating | \$ _____ | | \$ _____ |
| | | | \$ _____ |

How did this expenditure benefit CRLA?

Is this a SIG Expense? _____ If so, how many members are in the Group? _____ What Fees per member are charged? \$ _____ If fees are charged, please briefly justify this additional expense:

Signature/Person Submitting

Signature/Officer

Office Held: _____

Office Held: _____

Date: _____

Date: _____

Check Number: _____ Date Issued: _____ Budget Category: IE4 (SIG Leads)

COLLEGE READING AND LEARNING ASSOCIATION
REIMBURSEMENT FORM
(IRS #95-3177-158)

Please Print or Type Information

From: _____ Make payment to: _____
Address: _____ Address: _____

Total Amount Requested _____

1. Please list below the items for which reimbursement/payment is requested or for which a check is to be issued. Attach receipts or bills always.
2. Specifically budgeted expenses can be paid directly to the vendor by the Treasurer without additional authorization so long as the original invoice is submitted. Your out-of-pocket expenses must receive prior authorization. If you are a Committee Head, send this completed form and receipt(s) to the CRLA President for authorization. If you are a State Director, send this completed form and your receipt(s) to the Coordinator of State Directors for authorization. Others should obtain prior authorization from the Board member to whom they are reporting. The Treasurer will not issue a check without proper authorization.
3. All requests for reimbursement/payment must be made within 90 days after the expense is incurred and no later than May 31 of a given year for reimbursement within that fiscal year.

Description of Expenses or Services:

| | | | |
|-----------------------|----------|-------------------------|----------|
| Travel and/or Mileage | \$ _____ | Fees, Wages, Honoraria | \$ _____ |
| Hotels and Food | \$ _____ | Supplies | \$ _____ |
| Telephone | \$ _____ | Advertising & Promotion | \$ _____ |
| Postage | \$ _____ | Other (Specify) | _____ |
| Printing, Duplicating | \$ _____ | | \$ _____ |
| | | | \$ _____ |

How did this expenditure benefit CRLA?

Is this a SIG Expense? _____ If so, how many members are in the Group? _____ What Fees per member are charged? \$ _____ If fees are charged, please briefly justify this additional expense:

Signature/Person Submitting _____

Signature/Officer _____

Office Held: _____

Office Held: _____

Date: _____

Date: _____

Check Number: _____ Date Issued: _____ Budget Category: IE4 (SIG Leads)

**CRLA SPECIAL INTEREST GROUP REPORT FORM
1994-1995**

DIRECTIONS: Please complete this form and return to the SIG Coordinator. The collected report forms will be sent to the CRLA President for submission to the Executive Board as part of the summer SIG report.

Deadline: June 15, 1995

SIG Name: _____

1994-1995 Leader:

Name: _____

Address: _____

Work Phone: _____

FAX: _____

E-mail: _____

SIG PURPOSE:

GOALS FOR 1995-1996:

PROPOSED ACTIVITIES FOR 1995-1996:

Please attach a current membership list.

SIG LEADER:

DATE:

SIG COORDINATOR:

DATE:

**CRLA SPECIAL INTEREST GROUP REPORT FORM
1994-1995**

DIRECTIONS: Please complete this form and return to the SIG Coordinator. The collected report forms will be sent to the CRLA President for submission to the Executive Board as part of the summer SIG report.

Deadline: June 15, 1995

SIG Name: _____

1994-1995 Leader:

Name: _____

Address: _____

Work Phone: _____

FAX: _____

E-mail: _____

SIG PURPOSE:

GOALS FOR 1995-1996:

PROPOSED ACTIVITIES FOR 1995-1996:

Please attach a current membership list.

SIG LEADER:

DATE:

SIG COORDINATOR:

DATE:

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Graduate School of Education • 10 Seminary Place • New Brunswick • New Jersey 08903

To: CRLA Board, Pat Jonason, Jan Swinton
From: Pat Mulcahy-Ernt
Re: Board Report from the Cognitive Psychology SIG
Date: March 13, 1994

As this CRLA year comes to a close, there are several changes occurring in the Cognitive Psychology SIG. First of all, as many of you already know, at the close of this conference year I will no longer be coordinating this SIG. I am pleased that Jan Swinton has volunteered to serve as the new coordinator. Consequently, the SIG Newsletter format, SIG goals, and SIG activities will change under the new leadership.

To summarize the current status of the SIG:

Membership

The December 1993 CRLA membership report listed seventy (70) Cognitive Psychology SIG members; however, I've also received correspondence from one additional SIG member whose name did not appear on the listing. During the conference last year I also received the names of several other CRLA members who noted that they wished to be included in the SIG. As best as I can surmise, the membership ranges from seventy (70) to ninety (90) members.

SIG Goals

- (1) During the summer I published an "anniversary" packet containing all the newsletters from 1988 to 1993. A copy of this was given to Dr. Karen Smith for the CRLA Archives.
- (2) A winter/spring newsletter was published; I'm attaching copies for you.
- (3) During the conference several SIG members are presenting sessions. To summarize the activities of SIG members in both SIG-sponsored sessions and SIG-related sessions, I've published the second annual "SIG Conference Planning Guide;" I'm also attaching a copy for you.

In Retrospect

When this SIG was formed during the 1986 CRLA Annual Conference, there was just a handful of CRLA members who voiced the need for research about learning processes. The purpose of this SIG was to offer a forum for interested CRLA members in networking, for questioning, for investigating various facets of research in reading, memory, learning, writing, and problem solving. In 1988 the SIG was small, informal, conversational, with most of the members participating in some aspect of the SIG. Today the SIG is surprisingly large; the topics and goals of this SIG have helped to form a research backbone within CRLA. However, as popular as this SIG is, the majority of the members do not contribute to the activity of the SIG; ironically, there is still only a core group of active CRLA members in this SIG. Ideally, membership would include more than paying \$5; I am concerned that the members who pay \$5 feel that they are paying for a newsletter, just as one would pay for a good paperback. The purpose of the SIG, however, is not to publish but to network with each other. There are other vehicles for communicating with each other, including E-Mail, Fax Machines, as well as the telephone.

In sum, I am proud of the newsletters that the Cognitive Psychology SIG published over the past few years, as well as the efforts of the dedicated core group who have kept this SIG alive. However, as all the SIGs re-formulate their goals for 1994-95, I believe that it is important to communicate to potential members the purposes of the SIG, particularly regarding the investment that each SIG member needs to make to contribute to its growth.

Last but not least, I would like to extend a special thank-you to all the CRLA Board members and SIG members, past as well as current, who have so loyally supported the goals of this SIG throughout the past eight years.

CRLA
LEARNING DISABILITIES SPECIAL INTEREST GROUP

Membership Survey

Please take a few minutes to respond to the following. Returning this to:
Becky Johnen
Chemeketa Community College
Developmental Education,
P.O. Box 14007
Salem, Oregon 97309

will insure your membership in this S.I.G. and place your name on the mailing list.

Date: _____
Name: _____
Mailing Address: _____
Phone: _____
Institutional Affiliation: _____
Main job responsibility: _____

Briefly state what types of activities you feel this group should pursue which will be helpful to you in your current position. _____

What type of information would you like to see included in the monthly mailing? _____

State one goal for this group. _____

Optional:

Please check any items you would like to get involved with:

- _____ write articles
- _____ act as a state liaison
- _____ help establish a working network
- _____ send chairperson information and articles on learning disabilities
- _____ act as a "link" to other professional organizations

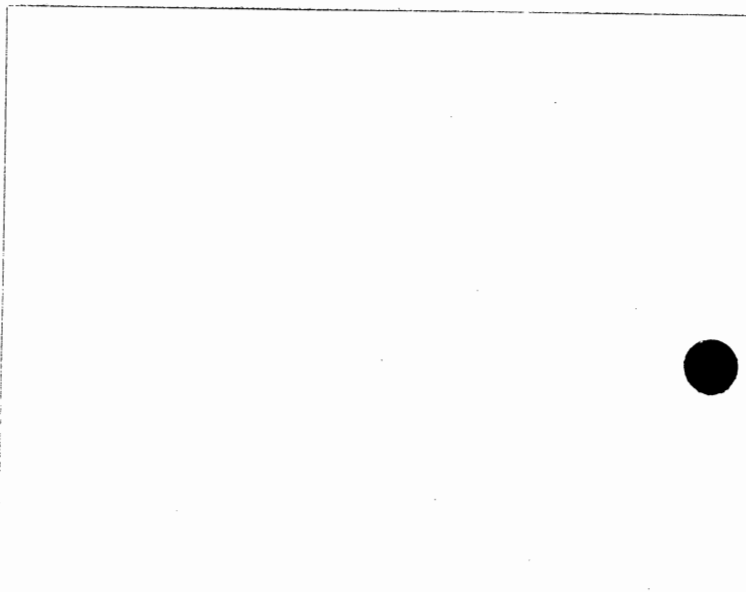
Page 2

List any other services you would be willing to provide to the group.

List the name and address of any CRLA member you think might be interested in this S.I.G.

From whom or where did you learn of this group?

Thank you for your input. It will help this S.I.G. to provide quality services to you.



**Coordinator of Chapters/States/Regions
Annual Report to the CRLA Board of Directors
March, 1995**

submitted by
Jo-Ann Mullen
Outgoing Coordinator of Chapters/States/Regions

Introduction

During 1994-95 CRLA's chapters and state and regional groups continued to provide the Association with a means of extending its services throughout/beyond the country by providing opportunities for networking and information sharing via local conferences, newsletters and mailings and by assisting with membership recruitment.

Membership Information

A chart showing membership by area is attached to this report.

1994-95 Chapter Presidents

| | |
|-----------------|--------------------|
| California | Lonna Smith |
| Iowa/Missouri | Jan Norton |
| Nebraska/Kansas | Judy Harrington |
| New Mexico | Nico Cameron |
| Oregon | June Benson |
| Texas | Gail Platt |
| Washington | Lorraine Dreiblatt |

1994-95 State/Region Directors

| | |
|------------------------------------|-------------------|
| Alaska | Genie Babb |
| Arizona | JoLynne Richter |
| Arkansas/Louisiana | Marilyn Broughton |
| Canada | Karl Olsen |
| Colorado | Jo Berger |
| Great Lakes (IL,MI,WI) | Susan Farmer |
| Hawaii | Gwen Kimura |
| Idaho | Karen Holt |
| Mid-Atlantic (DC,DE,MD, VA, WV) | Anna Crockett |

| | |
|---------------------------------------|-----------------------------------|
| Mid-South (AL, MS, TN) | Barbara Bekis |
| Minnesota | Deb Harless |
| Montana | Joan Stottlemeyer |
| Nevada | Sinda Slagle |
| Northeast (CT, MA, ME, NY, RI, VT) | Becky Johnen, Acting |
| North/South Dakota | Marilyn Worner and Dave Dakken |
| Ohio River Valley (IN, KY, OH) | Kathleen Thayer |
| Oklahoma | Bess Jenkins |
| PA/New Jersey | Becky Johnen |
| Southeast | no leader |
| Utah | Peg Pasin |
| Wyoming | Carmen Springer-Davis |

Annual Reports

Annual reports were submitted by the following:

Chapters:

California
Iowa/Missouri
Nebraska/Kansas
Oregon
Texas
Washington

States/Regions:

Arizona
Canada
Colorado
Great Lakes (IL, MI, WI)
Hawaii
Minnesota
Montana
Pa, New Jersey, Northeast
Wyoming

Regional/State Conferences

Colorado

Hawaii (March, 1994)
Mid-Atlantic
Nebraska/Kansas
New Mexico
Oregon
PA/NJ/Northeast
Texas
Washington

Highlights of 1994-95

- *Iowa/Missouri achieved full CRLA Chapter status
- *Texas Constitution modifications were passed by the CRLA Board
- *Washington Chapter By-laws amendments were passed by the CRLA Board
- *Policies regarding Board funding of visitations to local events and sponsoring of speakers was discussed and clarified. However, this needs to be examined further and relates to the overall purpose of Board financial support and to issue #1 in the next section

Challenges/Issues

- *Should funding to states be proportional according to membership?
- *Is there a point at which states or regions should be "reviewed" due to lack of activity? Should state or regional leadership, if any, of these inactive groups be given certificates and/or letters of acknowledge and thanks from CRLA?
- *How can CRLA Leadership ideas best reach directors/presidents who do not attend the annual conference?
- *Should the state director/chapter president terms of service coincide with the annual conference?
- *How can local leaders increase membership?
- *What are advantages and disadvantages of co-sponsoring local meetings with other organizations? What are the most successful and most recommended co-sponsorship models or structures?
- *What is the relationship between CRLA and NADE in various localities? How can/should CRLA be pro-active regarding this relationship in the future?

**YEAR TO DATE
CRLA MEMBERS BY STATE
AS OF 12/31/94**

| | | | | | |
|----|----------------|-----|----|---------------|----|
| CA | California | 190 | WI | Wisconsin | 7 |
| TX | Texas | 93 | HI | Hawaii | 11 |
| OR | Oregon | 43 | OK | Oklahoma | 7 |
| KS | Kansas | 17 | PA | Pennsylvania | 9 |
| NM | New Mexico | 61 | GA | Georgia | 9 |
| WA | Washington | 28 | MD | Maryland | 4 |
| MO | Missouri | 21 | MT | Montana | 8 |
| | Canada | 33 | AK | Arkansas | 0 |
| NE | Nebraska | 15 | FL | Florida | 4 |
| AZ | Arizona | 29 | ID | Indiana | 6 |
| CO | Colorado | 14 | | Other | 3 |
| IL | Illinois | 22 | NV | Nevada | 6 |
| NJ | New Jersey | 17 | CT | Connecticut | 6 |
| AK | Alaska | 17 | ME | Maine | 4 |
| IA | Iowa | 13 | WY | Wyoming | 3 |
| OH | Ohio | 23 | KY | Kentucky | 2 |
| UT | Utah | 17 | NH | New Hampshire | 2 |
| NY | New York | 10 | MS | Mississippi | 1 |
| MN | Minnesota | 10 | VT | Vermont | 1 |
| MI | Michigan | 9 | WV | West Virginia | 1 |
| VA | Virginia | 8 | AL | Alabama | 0 |
| NC | North Carolina | 8 | DE | Delaware | 0 |
| TN | Tennessee | 10 | ND | North Dakota | 1 |
| ID | Idaho | 21 | RI | Rhode Island | 0 |
| LA | Louisiana | 6 | SD | South Dakota | 0 |
| MA | Massachusetts | 8 | | | |
| SC | South Carolina | 6 | | | |

TOTAL CURRENT MEMBERS : 844

**CRLA CHAPTER PRESIDENTS
STATE/REGION DIRECTORS**

1995-96

CHAPTER PRESIDENTS

CALIFORNIA

Lonna Smith
San Jose State University
One Washington Square
San Jose, CA 95192-0093
(408)924-4431 (w)
(408)629-8384 (h)

Beginning Nov 1995

Dennis Spare
Mira Costa College
827 Hilo Way
Vista, CA 92083
(619)757-2212X256
(619)758-9381 (home)
(619)721-8671 (Fax)

IOWA/MISSOURI

Linda Blatt
Chapter Convener
Central College
812 University
Pella, IA 50219
E Mail: blattl@central.edu.

NEBRASKA/KANSAS

Judy Harrington
University of Nebraska at Omaha
Annex 39 Goodrich Program
Omaha, NE 68182
(402) 554-2874 (w)
(402) 397-5384 (h)

NEW MEXICO

Nico Cameron
Chapter Convener
Eastern New Mexico University
Station 34
Portales, NM 88130
(505) 562-2285 (w)

OREGON

June Benson
Chemeketa Community College
4000 Lancaster Drive NE
P.O. Box 14007
Salem, OR 97309
(503) 399-6048 (w)

TEXAS

Gail Platt
South Plains College
1401 College Avenue
Levellard, TX 79336
(806)894-9611 x240 (w)
(806)793-4537 (h)

Beginning Oct 1995

Lane Johnson
North Harris County College
2700 W. Thorne
Houston, TX 77073

WASHINGTON

Lorraine Dreiblatt
5265 Jung Frau Pl. NW
Issaquah, WA 98027
(206) 643-2636 (h)

STATE/REGION DIRECTORS

ALASKA

Genie Babb
University of Alaska Anchorage
English Department
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1731 (w)

ARIZONA

JoLynne Richter
4960 N. Tonto Way
Prescott Valley, AZ 86314
(602) 775-5116 (h)

ARKANSAS/LOUISIANA

Marilyn Broughton
SE Louisiana University
P.O. Box 529-SLU
Hammond, LA 70402
(504) 549-3886 (w)

CANADA

Karl Olsen
SAIT
1301 - 16th Avenue NW
Calgary, AB
Canada T2M 0L4
E-mail: Karl.olsen@sait.ab.ca

COLORADO

Jo Berger
Pikes Peak Community College
Developmental Studies
5675 S.Academy Blvd.
Colorado Springs, CO
80906-5498
(719)576-7711

GREAT LAKES

(IL, MI, WI)
Susan Farmer
Wm Rainey Harper College
1200 W. Algonquin Road
Palatine, ILL 60067
(708) 397-3000 x2324 (w)
(708) 358-1986 (h)

HAWAII

Gwen Kimura
Hawaii Community College
General Education Division
523 West Lanikaula Street
Hilo, HI 96720-4091
(808) 933-3503 (w)
(808) 959-4827 (h)

IDAHO

Susan Hill
Acad. Skills Development
College of Technology
Room TS-215
Boise State University
Boise, ID 83723

MID-ATLANTIC

(DC, DE, MD, VA, WV)
Anna Crockett
Learning Center-Lejeune Hall
Virginia Military Institute
Lexington, VA 24450
(703) 464-7766 (W)

MID-SOUTH

(AL, MS, TN)
Barbara Bekis
Memphis State University
Dunn 143
Memphis, TN 38017
(901) 678-2704 (w)

**CRLA CHAPTER PRESIDENTS
STATE/REGION DIRECTORS**

1995-96 Page 2

STATE/REGION DIRECTORS
(CONTINUED)

MINNESOTA
(NO DIRECTOR)

MONTANA

Joan Stottlemeyer
Carroll College
Helena, MT 59625-0099
(406) 447-4300 (w)
(406) 449-2996 (h)

NEVADA

Sinda Slagle
Old Town Mall
Education Center
Room B6
4001 S. Virginia Street
Reno, NV 89501
(702) 747-2556 (h)

NORTHEAST

(CT, MA, ME, NY, RI, VT)
Saundra Villafane
Whitman Hall
St. Lawrence University
Canton, NY
(315) 379-5600

NORTH DAKOTA/

SOUTH DAKOTA

Marilyn Worner & Dave Dakken
Mayville State Univ.
330 3rd St. NE
Mayville, ND 58257
(701) 786-4733 (w)

OHIO RIVER VALLEY

(IN, KY, OH)
(NO DIRECTOR)

OKLAHOMA

Bess Jenkins
Redlands Community College
Box 370
El Reno, OK 73036

**PENNSYLVANIA/
NEW JERSEY**

Becky Johnen
HACC-Lebanon Campus
731 Cumberland Street
Lebanon, PA 17042
(717) 270-6310 (w)
(717) 228-1545 (h)
(717) 270-6385 (FAX)

SOUTHEAST

(FL, GA, NC, SC)

Jim Gullede
Pfeiffer College
Highway 52 North
Misenheimer, NC 28109
(704) 463-1360 X260

UTAH

Peggy Pasin
Utah Valley Comm. College
800 W 1200 S
Orem, UT 84058
(801) 222-8000 X 8524 (w)
(801) 225-5073 (h)

WYOMING

Carmen Springer-Davis
Casper College
125 College Drive
Casper, WY 82601



READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

TO: CRLA BOARD
FROM: Nancy Moreland, Secretary
SUBJECT: Secretary's Report
DATE: March 4, 1995

- I. Regular Secretary Business Conducted
 - A. Minutes from Summer and Spring Board Meetings
 - B. Minutes from Board Conference Calls
 - C. Updated Job Descriptions
 - D. Put By-Laws on computer
 - E. Converted files developed for DOS by Karen Agee to MAC
 - F. Updated Files of Committees and Conference
 - G. Represented Board at state conferences in Oklahoma and Texas
- II. Recommendations
 - A. Maintain the current secretary's budget for Rosalind Lee's first year
 - B. Send microfiche reader and film to Archivist
- III. Information needed by Secretary
 - A. Copies of Federal Income Tax Files
 - B. Annual Non-Profit Corporate Report for 1994
 - C. Updated list of CRLA Liaisons working with other organizations
 - D. List of members receiving Certificates of Appreciation 1994, 1995
 - E. List of Election Committee Members 1994, 1995

Board Minutes

Tempe, AZ

Apr. 3-9, 1995

Attach. S

**1994-95 Annual Report
for the
Professional Association Liaison Committee
of the
College Reading and Learning Association**

By

**Gladys R. Shaw
Committee Chair**

**1994-95 ANNUAL REPORT
FOR THE
PROFESSIONAL ASSOCIATION LIAISON COMMITTEE
OF THE
COLLEGE READING AND LEARNING ASSOCIATION**

Committee Chair: Gladys R. Shaw, Director
Tutoring and Learning Center
U.T. El Paso
915-747-5366 (Office Phone)
915-747-5486 (Office Fax)

Committee members: Kathy Carpenter, Rosanne Cook, Dorothy Gray, Becky Johnen, Patricia Mulcahy-Ernt, Jolynne Richter, Bonnie Easley, Dr. JoAnn Carter-Wells, Betty Myers

(NOTE: PALs who did not respond this year have been removed from the directory which is attached.)

Committee Goals

General Goals. The continuing goals of the Professional Association Liaison Committee are to

1. identify professional organizations having similar or related goals.
2. assign a committee member as liaison to each identified organization.
3. develop agreements of mutual cooperation with identified organizations.
4. cooperate with identified organizations on issues of mutual interest or concerns.
5. maintain a directory of identified organizations.
6. provide a Professional Association Liaison Forum at each national conference of CRLA to make new professional contacts and identify current issues of mutual interest or concerns.

1994-95 Objectives

Status Summary

- | | |
|--|--|
| 1. Cooperatively formulate goals for the year. | Done |
| 2. Formalize agreements with 2-5 organizations. | Done |
| 3. Implement the formal reporting procedure. | Done - Form attached |
| 4. Add four to five new committee members and organizations. | Added four but removed three who did not respond |

- | | |
|---|---|
| 5. Identify one issue of mutual interest with one or more organizations if possible and collaborate on addressing that issue. | Tutor Certification with National TutoringOrg. |
| 6. Develop one or more traveling displays for use at other conferences. | Given Banner from Becky Johnen. Each PAL was sent sample journals, newsletters& membership forms. No displayboard received. |
| 7. Have at least three presentations made by committee members at other organizations conferences. | Done (at least 5) |

Actions and Activities since the San Diego Conference

1. Five committee members were recruited at the San Diego Conference.
2. A formal collaboration agreement has been obtained from Commission XVI of the American College Personnel Association.
3. The agreement with NADE has been received.
4. CRLA Archivist Karen Smith has agreed to help us put together one or more traveling displays for PAL use.
5. The committee was given a CRLA banner to use by Becky Johnen.
6. Copies of journals, newsletters, and membership brochures are being gathered to be used for information packets for the PALs use.
7. A recruitment ad has been submitted to the newsletter.
8. A survey has been distributed to PALs for the Task Force on Communications and Public Relations.
9. A list of professional conferences submitted by PALs was sent to the newsletter for publication.
10. PALs have been asked to write liaison profiles for the newsletter.
11. PALs have been asked to invite their liaisons in other organizations to our conference.

12. P.R. packets sent to each PAL.
13. Recruitment letter sent to States and Regions.
14. Recruitment AD placed in the CRLA Newsletter.
15. Survey results sent to TASK Force on Communications and Public Relations.
16. A second list of professional conferences reported by PALs was sent to the CRLA Newsletter editor.
17. Several organizations were contacted by PALs. Summaries of those contacts are as follow:

Jolynne Richter is CRLA's PAL and the contact for and has assured agreements with CADRE, AALL, Arizona Transition Team, and SWADE. She has four more in progress.

Dr. JoAnn Carter-Wells has made a definite liaison with the College Board. For ethical reasons at her suggestion we have discontinued pursuing NCECT.

Becky Johnen has a formal agreement pending with AHEAD and has agreed to liaison with AACE.

Dr. Kathy Carpenter and Dr. Patricia Mulcahy-Ernt have maintained good liaisons with IRA. A formal agreement has been solicited. IRA invited co-sponsored presentation at the Annual Conference which has been accepted by Kathy and Patricia.

Gladys Shaw completed a formal agreement with Commission XVI of ACPA and will represent CRLA at the Annual Conference of the National Tutoring Organization. She will present an institute for NTO and will discuss an agreement and endorsement of CRLA's Tutor Training Certification with their Executive Board members.

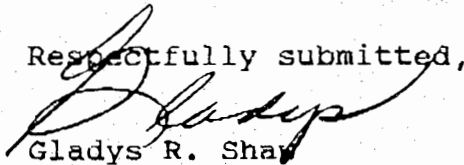
Bonnie Easley reports that a formal agreement with ACCTLA is pending. A grant in consortium with ACCTLA is planned to disseminate successful tutorial and learning activities.

Betty Myers is liaisoning with LRACCC (Learning Resources Association of California Community Colleges.) The Dean of her center served on their Board of Directors. They have a National Learning Resources Directory of Administrators at two-year colleges if we feel CRLA can make use of that. Betty also sent information on the February 22-24 conference in San Francisco.

Dorothy Gray reports that she has contacted her four organizations in Canada without much effect. She believes that the 1996 Spring Symposium will provide the essential visibility to establish beneficial links.

Please communicate to me any suggestions, particular concerns or special interests the Board may have on which we can be of service.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read 'Gladys R. Shaw', is written over the typed name. The signature is fluid and cursive, with a large initial 'G'.

Gladys R. Shaw

CRLA PROFESSIONAL LIAISON REPORT

Report Date: (Check one only) June 30____ or Jan. 31____

I. LIAISON ORGANIZATION NAME, ADDRESS, AND CONTACT PERSON

II. STATUS OF FORMAL AGREEMENT (CHECK ONLY ONE): SIGNED____;
PENDING____; NOT SOLICITED YET____

III. LIAISON'S PRODUCED OR SPONSORED PUBLICATION/S:

IV. COOPERATIVE EFFORTS/LINKAGES/CONTACTS COMPLETED:

V. COOPERATIVE EFFORTS/LINKAGES/CONTACTS PLANNED:

VI. UPCOMING EVENTS AND THEIR DATES:

HAVE YOU SUBMITTED THIS INFORMATION TO OUR NEWSLETTER?
____YES ____NO IF NOT, SHOULD IT BE SUBMITTED BY THE
COORDINATOR? ____YES ____NO

VII. COMMENTS, SUGGESTIONS:

SIGNATURE OF LIAISON

SYMPOSIUM REGISTRATION

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. T

**International Symposium on
Teaching & Learning:**
Changing with the Times



**COLLEGE
READING &
LEARNING
ASSOCIATION**

**April 18, 19 & 20, 1996
Kananaskis, Alberta, Canada
The Lodge at Kananaskis**
(in the beautiful Canadian Rockies west of Calgary)



SYMPOSIUM AT A GLANCE

WEDNESDAY 4:00 pm - 10:00 pm Registration
APRIL 17 6:00 pm - 10:00 pm Hospitality

THURSDAY 8:00 am - 6:00 pm Registration
APRIL 18 9:00 am - 12:00 pm Symposia #1 - #4
12:00 pm - 2:00 pm Lunch "on your own"
2:00 pm - 5:00 pm Symposia #5 - #8
5:00 pm - 7:00 pm Dinner "on your own"
7:00 pm - 8:00 pm *Welcome to Canada* Reception

FRIDAY 8:00 am - 12:00 pm Registration
APRIL 19 9:00 am - 12:00 pm Symposia #9 - #12
12:00 pm - 2:00 pm Lunch "on your own"
2:00 pm - 5:00 pm Symposia #13 - #16
6:00 pm - 9:00 pm Banquet and Keynote Speaker
6:00 pm - 6:45 pm No Host Bar
6:45 pm - 8:00 pm Banquet
8:00 pm - 9:00 pm Symposium Speaker
Reception after, Room 3016

SATURDAY 9:00 am - 10:15 am Roundtable Presentations #1 - #4
APRIL 20 10:30 am - 11:45 am Roundtable Presentations #5 - #8
12:00 pm - 10:00 pm "Independent Education
Exploration & Discovery"

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| | |
|---|------------------------|
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WELCOME

*Welcome to the **CRLA** Symposium Kananaskis, Canada*
from the On-Site Chair, Perry Franklin...

Three Firsts

I am pleased and honored to invite you to the

- first CRLA held in the Canadian Rockies;
- first CRLA that is a symposia format;
- First CRLA to have as the main speaker, the President of the DeVry Institute; and

One Last

- the last CRLA Conference to be held in the Spring.

Implications for these differences are many and exciting:

- If you have never been to the Canadian Rockies, you have a real treat in store for you. The air is crisp and clean, the scenery is breath-taking, the lodging is outstanding, and the people are the friendliest in all of North America. And don't forget the US dollar is worth \$1.40 Cdn. With a deal like this, bring the whole family!
- The symposium format implies a working conference. Less listening, more doing, more discussing than in the conference presentation format. We already have obtained many outstanding "in-house educators" to help you or your focus group expedite your solutions.
- John Ballheim, the President of DeVry Institute in Calgary, President of the Alberta Chamber of Commerce, and advocate of efficiency in post-secondary education, will be the keynote speaker—at the apex of the symposium—on Friday night. He is a promoter of the concept that post-secondary education must ❶ have a high completion rate for its programs, and ❷ these programs must lead immediately to employment. Don't miss this pragmatic approach to education. And be ready to discuss your favorite educational ideas with John couched in an entrepreneurial setting.
- Thoughts of the Easter bunny, CRLA spring innovations, and of "The Boys of Summer" will be *la nada grande*. (A big nothing.)

I want to see you at Kananaskis next Spring. Remember, I know—or can find out—where you live.

Finally, Pascal, the mathematician, said, "God is in the details." So please do two things immediately:

- ✓ start planning your trip to Kananaskis **now**; and
- ✓ contact me (or Pascal) for any details. **E-mail:** pfranklin@mtroyal.ab.ca; **voice/mail:** (403) 240-5934; **FAX:** (403) 240-6698; however, forget it, if you have to use Snail Mail.

Your CRLA servant,

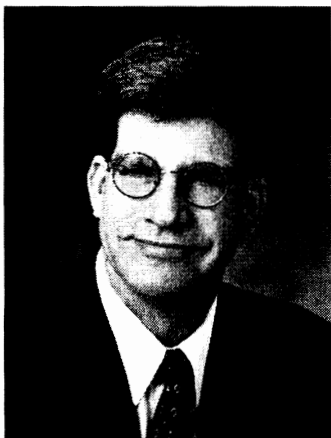


FEATURED SPEAKER

John Ballheim

President, DeVry Institute of Technology, Calgary
President, Alberta Chamber of Commerce, 1994-95
Director, Canadian Chamber of Commerce, 1994-95

John Ballheim is an Albertan who is involved in many leadership activities. He is an educator and business person with extensive experience in the private sector. He has also been influential in public policy development at the local and provincial levels.



John is married to Cynthia Ballheim, a highly recognized math educator. They have two sons, Justin who is 12 and Adam, 6. John holds citizenship in both the U.S. and Canada.

Leadership Experience

Senior Management

- President of Calgary's DeVry Institute of Technology since 1984.
- International operations manager for Bell & Howell Company in the early 1980's.
- Three deanships at two colleges in the middle 1970's to early 1980's.

Recent Highlights of Public Policy and Advisory Activities

- President, Alberta Chamber of Commerce, 1994-95.
- Board of Management, Alberta Economic Development Authority, 1994-95.
- Director, Canadian Chamber of Commerce, 1994-95.
- Executive Member of Board of Directors, Alberta Chamber of Commerce, 1992-95.
- Chairperson, Minister's Consultative Committee on Labour Market Development, Alberta Government, 1992-93.
- Liaison, University of Calgary, Faculty of Management, 1991-93.
- Member, Minister's Consultative Committee on Strategic Options for Post-Secondary Education, Alberta Government, 1992.
- Member, Mayor's (Calgary) Task Force on the Future of Education, 1991-92.

Recent Public Service Activities

- Director, Calgary Educational Partnership Foundation, 1990-95.
- Director, Calgary Boys Choir, 1992-94.
- President, son's Elementary School Council, 1991-92.
- He has delivered dozens of presentations and workshops to local and provincial groups on a wide variety of topics such as the debt and deficit issue, economic development activities, educational developments and labour market trends, and labour market conditions.
- He has lectured extensively on the topic of leadership.

Post Secondary Education

- Loyola University of Chicago
Completed Residency Requirements for Ph.D. in Higher Education.
- University of Illinois Graduate School at Champaign/Urbana
Master of Education in Educational Administration.
Another masters degree program completed in counselling psychology.
- University of Northern Iowa
B.A., History



MEMBERSHIP INFORMATION

CRLA Membership coincides with the calendar year. Memberships for 1996 are payable by January 1, 1996. If you have not already done so, please take this opportunity to send in your membership dues for 1996.

Make cheques payable to CRLA. Send forms on pages S-1 and S-2 with dues to:

Sandra Evans, CRLA Treasurer
Adult Basic Education
College of the Mainland
1200 Amburn Road
Texas City, TX 77591
W: (409) 938-1211 Ext. 293 FAX: (409) 938-8918

All funds drawn on non-U.S. banks must be remitted in U.S. dollars on a Foreign Draft or International Money Order.

PURCHASE ORDERS CANNOT BE ACCEPTED



For any questions regarding membership in the CRLA, please contact:

Robin Bischof, CRLA Membership Coordinator
Developmental Education Department
Chemeketa Community College
P.O. Box 14007
Salem, OR 97309
W: (503) 399-3911 FAX: (503) 399-5214
H: (503) 390-7423 E-mail: RBISCHOF@AOL.COM or
BISR@chemek.cc.or.us

INVITATION TO CHAIR A SESSION

If you would like to be a contributing CRLA participant by chairing a session, please provide the appropriate information and mail, **by February 1, 1996** to:

Dorothy H. Gray
Division of Arts and Science
Grant MacEwan Community College
10700 - 104th Avenue
Edmonton, Alberta T5J 4S2
Canada

FAX: (403) 497-5347
Phone: (403) 497-5353

E-mail: JEANNOTTEL@ADMIN.GMCC.AB.CA

- ☐ Yes, I will CHAIR a session by
- welcoming session attendees
 - introducing and thanking presenters or members of a panel or symposium
 - coordinating the panel or symposium discussion
 - distributing and collecting evaluation forms
 - attending to room preparation for presenters
 - distributing handouts/materials
- ☐ Thursday, April 18 ☐ a.m. ☐ p.m.
☐ Friday, April 19 ☐ a.m. ☐ p.m.
☐ Saturday, April 20 ☐ a.m.

Name: _____

Institution: _____

Mailing Address: _____

City, Province/State, Postal/ZIP Code: _____

Work Phone: _____ FAX: _____

Home Phone: _____ E-mail: _____

If you want a letter of recognition sent to your institution, please complete the following:

Name of person receiving letter: _____

Title: _____

Institution: _____

Address: _____

City, Province/State, Postal/ZIP Code: _____

LODGE INFORMATION

The **Lodge at Kananaskis** is situated in the heart of Alberta's Kananaskis Country. Kananaskis means "place where two rivers meet." The name was given to the river which flows through the Bow Valleys by explorer Captain John Palliser who led a British scientific expedition through the area between 1857 and 1860. Nestled in the majestic beauty and natural serenity of the Canadian Rockies, The Lodge at Kananaskis is a modern alpine resort designed for conference and vacation fun.

The Lodge has 251 comfortable bedroom units featuring two double or queen size beds. All rooms are superbly appointed suites with mountain views. Each room includes a variety of amenities. Additional guest room conveniences include remote control color television, in-room movies, alarm clock, ensuite mini-bar, and coffee machine.

The Lodge at Kananaskis features a full facilities health club including an indoor swimming pool, indoor/outdoor whirlpool, sauna, steam room, aerobics room and equipped exercise room with showers and change rooms. Associated amenities include a beauty salon with tanning beds, massage service, a games room and video arcade.

Dining at The Lodge is a culinary experience. Savor Western cuisine in the Peaks Dining Room or gather with friends for cocktails and excellent menu selections in the Big Horn Lobby Lounge. Two more smaller but unique restaurants offer epicurean fare to satisfy your taste buds.

Kananaskis Country has a variable, dry alpine climate. Even in the summer, weather and temperature can change suddenly and extremely. Lightweight clothing may be suitable for day wear, but warmer weather-resistant apparel is strongly recommended for your comfort and safety.



**COLLEGE
READING &
LEARNING
ASSOCIATION**

1996 Membership Form

(continued)

Special Interest Groups (SIGs) provide networking on selected topics throughout the year through quality newsletters/mailings. Dues for each SIG are \$5.00 U.S. yearly. (You must be a CRLA member to join a SIG.) SIGs are also active during CRLA conferences and symposiums. Indicate the SIGs you would like to join or renew membership in.

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

Dues of \$40 U.S. per year include 2 issues of the
Journal of College Reading and Learning
and 3 issues of the *CRLA Newsletter*

ON-SITE SYMPOSIUM ACTIVITIES

Mirage Adventure Tours Ltd., in its eighth year of operation, is committed to top quality programs. Located in the shopping mall of The Lodge at Kananaskis, the company provides on-site tour reservations, equipment rentals and a comprehensive retail selection of outdoor wear and equipment as well as souvenir items. Instructors and guides have extensive recreational leadership backgrounds.

Kananaskis Country Adventure Tours include the following:

Hiking Tours

Horseback Riding

Sightseeing Tours

Mountain Bike Rentals

- Kananaskis Trail to the Lakes
- Excursion to Banff

Photo Shoots

Village Interpretive Walk

Tennis

Cross-Country Skiing

Basketball

Helicopter Tours

Clothing/Dress/Accessories

Remember that April is Springtime in the Canadian Rockies. Bring warm coats, light jackets, hiking boots, binoculars, sun glasses, cameras, swim suits athletic gear (jogging and exercise clothes)... to be comfortably outfitted.

So Much to Do and See...

While you're attending the International Symposium, your family will enjoy The Lodge and surrounding activities. Make it a holiday—there's so much to do and see! With 2 hours free at noon and 2 free evenings, you can join your family or friends and **experience** a Canadian Rockies getaway.

HOW TO REGISTER AT THE LODGE AT KANANASKIS

Each individual attending the CRLA's 1996 International Symposium at The Lodge at Kananaskis April 17-20, 1996 is responsible for contacting The Lodge and making his/her own reservations.

Identify yourself as a member of the CRLA and request the European Plan (accommodation only, no meals) convention rate (single \$79.00 Cdn., Twin \$79.00 Cdn.).

Phone Numbers:

| | |
|-------------------|----------------|
| Room Reservations | (403) 591-6240 |
| Main Switchboard | (403) 591-7711 |
| FAX | (403) 591-7770 |

All major credit cards are accepted.

Pre and Post Symposium Rates

For individuals and families planning pre and post stay, The Lodge at Kananaskis and Hotel Kananaskis will be happy to extend the European Plan convention rate (single \$79.00 Cdn., twin \$79.00 Cdn.).

Children Policy

Children sharing with parents:

| | Accommodation | Meals and Gratuity |
|----------|----------------------|---|
| under 18 | complimentary | full price |
| under 12 | complimentary | half price |
| under 5 | complimentary | complimentary (<i>based on children's menu</i>) |

Meal Plans

The above rates reflect European Plan (accommodation only, no meals).

Please note that Modified American Plan (M.A.P. includes breakfast and dinner) and the Full American Plan (F.A.P. includes breakfast, lunch and dinner) are also available, offering the flexibility of dining in The Lodge's regular dining rooms off its table d'hôte menus on an individual charge basis. Please inquire for prices upon registration.

Tax and Service Charges

Please note that room rates of \$79.00 per night is in CANADIAN DOLLARS for luxury accommodations. Taxes and gratuities are not included in these rates. There is an additional \$7.00 Cdn. per person, daily charge to cover maids, convention services and portage. Currently all room rates are subject to a 5% Provincial Hotel Room Tax and 7% Goods and Services Tax.

Parking

Parking charges are not included in the above rates. The Lodge at Kananaskis and Hotel Kananaskis offer heated underground parking at a nominal charge. Outdoor parking is offered complimentary.

Check-IN / Check-OUT

Attendees are advised that although rooms are available throughout the day, check-in time is 4:00 p.m. The Lodge will do their utmost to assign rooms as they become available to guests arriving prior to this time. Check-out time is 12:00 noon.

Rooms will be held until 6:00 p.m. on the day of arrival unless guaranteed to the Master Account or by a one night deposit, company guarantee, or major credit card guarantee.

TRANSPORTATION

Air Accessibility

The Calgary International Airport is served by several carriers including Air Canada, Canadian, Canada 3000, Delta, American, and United. Consult your travel agent.

Automobile Rentals

Automobile rentals, to drive the scenic Trans Canada Highway, are obtainable at Calgary International Airport or downtown Calgary. Limited car rentals are available at The Lodge at Kananaskis. You may want to rent a car at the Calgary International Airport to drive to The Lodge at Kananaskis and visit such sites as Banff, Lake Louise, Canmore, Calgary and the nearby '88 Olympic sites with your family.

Ground Transportation

Kananaskis Village is approximately 90 minutes (by car) from the Calgary International Airport via the Trans Canada Highway and Kananaskis Trail (Highway 40). To help you make your ground transportation arrangements, the following information will assist.

Car Rental

Contact any of the major car rental firms in Calgary or at the airport for your rental needs:

| | | | |
|---------|----------------|----|------------------|
| *Budget | 1-800-267-0505 | or | 226-1550 locally |
| Thrifty | 1-800-367-2277 | or | 221-1961 airport |
| Avis | 1-800-879-2847 | or | 221-1700 airport |
| Hertz | 1-800-654-3131 | or | 221-1676 airport |
| Dollar | 1-800-800-4000 | or | 221-1888 locally |

**Budget has a special weekly rate for CRLA members. Just quote the CRLA 1996 Symposium at The Lodge at Kananaskis April 17-20, 1996 to obtain this preferred rate.*

Brewster Transportation

Brewster offers bus transportation daily to The Lodge at Kananaskis at 3:30 p.m. and 6:00 p.m. for \$30 Cdn., one way, per person and can be reached locally at the Calgary International Airport at (403) 221-8242 or internationally at 1-800-661-1152.

The Checker Group

A flat taxi rate one way, per car, to or from The Lodge at Kananaskis from the Calgary International Airport is \$90 Cdn. Vans (holding up to 15 persons) are also available for \$150 plus 7% GST, one way, per van. Contact **The Checker Group** main reception in Calgary at (403) 299-4999 to make your own or group arrangements. A contact person at **The Checker Group** is **Tom Brown** (403) 299-4951. Use the name **CRLA 1996 International Symposium at The Lodge at Kananaskis**. We will be supplying Tom Brown with your arrival/departure information from your 1996 Symposium Registration Form.

International Travellers (i.e. U.S. citizens) should obtain customs and currency exchange information before leaving the U.S.A. and carry with them a valid passport or original birth certificate. Consult with your travel agent regarding regulations on leaving the U.S.A. and re-entry to the U.S.A. prior to your departure.

Chateau Airport

If you arrive late in the evening, rooms at the Chateau Airport are available for a conference rate of \$115.00 Cdn. double or single. Reservations may be made directly with the Chateau Airport by phoning (403) 291-2600.

1996 INTERNATIONAL SYMPOSIUM

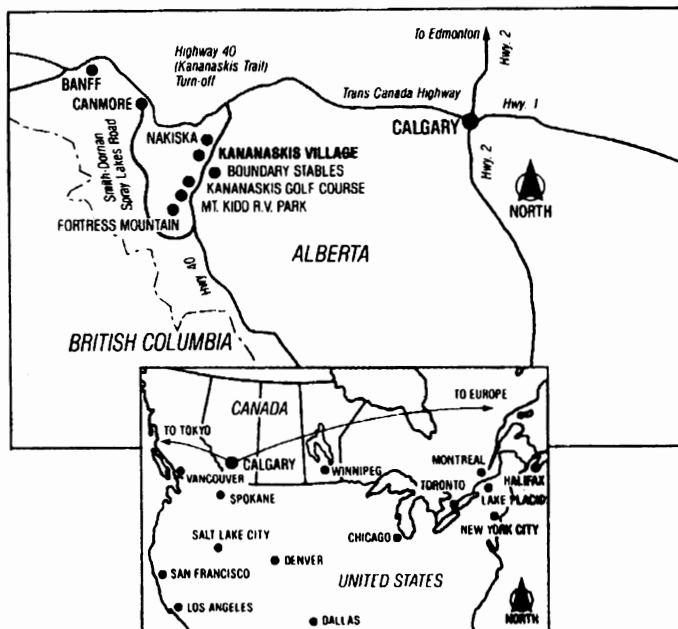
REGISTRATION CHECKLIST

- ☐ I have completed and submitted my
- | <i>Completed</i> | <i>Submitted</i> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1996 CRLA Membership Form (page S-1) |
| <input type="checkbox"/> | <input type="checkbox"/> | SIG Membership Form (page S-2) |
| <input type="checkbox"/> | <input type="checkbox"/> | 1996 Symposium Registration Form (pages S-3 & S-4) |
| <input type="checkbox"/> | <input type="checkbox"/> | Acceptance to Chair a Session (page 7) |
- ☐ I have registered at The Lodge at Kananaskis
- ☐ I have made travel arrangements
- ☐ to Calgary
 - ☐ for ground transportation to/from Kananaskis



Kananaskis Village Resort

IN THE CANADIAN ROCKIES



1996 INTERNATIONAL SYMPOSIUM

PLANNING COMMITTEE

On-Site Chair:

Perry Franklin
Learning Skills Centre
Mount Royal College
4825 Richard Road S.W.
Calgary, Alberta T3E 6K6
Canada

W: (403) 240-5934 FAX: (403) 240-5954
E-mail: PFRANKLIN@MTROYAL.AB.CA

Associate On-Site Chair:

Shân Robertson
Learning Skills Centre
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Program Co-Chair:

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Division of Arts and Science
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Program Co-Chair:

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W: (403) 284-7050 FAX: (403) 284-8728
E-mail: karl.olsen@sait.ab.ca

Symposium Manager:

Tom Gier
English Department
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508
U.S.A.

W: (907) 786-4362 FAX: (907) 786-4383

Associate Symposium Manager:

Karan Hancock
8102 Harvest Circle
Anchorage, AK 99502
U.S.A.

W: (907) 786-1926 FAX: (907) 786-4383

STATE TECH MEMPHIS

State Technical Institute at Memphis
5983 Macon Cove
Memphis, Tennessee 38134-7693
901/383-4111

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. U

MEMORANDUM

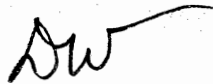
TO: DR. Tom Gier
FROM: Donna Wood
SUBJECT: CRLA By-Laws Report
DATE: March 10, 1995

TOM: The report from the By-Laws chair is rather short. Since taking office there has been no special activity. Nancy Moreland sent me a copy of the CRLA By-Laws and copies of the minutes from two board meetings. All of this material I have read.

If there is something further you want me to do as part of my By-Laws duties, please let me know.

I am looking forward to seeing my professional family in Phoenix. In the meantime, give my best to Karan.

Donna





Santa Barbara City College

Santa Barbara Community College District

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. V

721 Cliff Drive □ Santa Barbara, Calif. 93109-2394 □ (805) 965-0581/FAX (805) 963-7222

March 10, 1995

Dr. Tom Gier, President, CRLA
English Department
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK, 99508

Dear Tom,

It is with regret that I submit my resignation as Political Action Chairperson, effective immediately. I am so sorry for letting you and CRLA down. My intentions were honorable but unfortunately overwhelming circumstances in my life have gotten the better of me. Please forgive me for not being able to juggle everything.

I am planning to attend the conference and hope to see you there.

Thanks again for the opportunity.

Sincerely,

Trish Dupart

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

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

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

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

Timeliness vs. Deadlines

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

Membership Procedures

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

Newsletter Survey/Suggestions

I would appreciate hearing your ideas and opinions about the last two CRLA Newsletters. Thanks!

--Roz Bethke, editor

1. Would you like more or less information about the following?

| Topics | More Information | Satisfactory | Less Information |
|---|------------------|--------------|------------------|
| National Conference Information? | | | |
| News from States and Regions? | | | |
| News from SIGs? | | | |
| CRLA National Board Activities? | | | |
| Research on Issues Related to Teaching? | | | |
| More Human Interest--Spotlight on CRLA Members? | | | |
| Other? Write comments. | | | |

2. So far, timeliness has been a problem because deadlines pass before members get the newsletter. I apologize for this and am addressing it. What other ideas or suggestions do you have?

3. Is there a CRLA member you would like to recommend for Spotighting? (This could be someone who has contributed a great deal to CRLA without receiving much credit over the years. Also, it could just be an extremely interesting individual. IDEAS? (Please tell your reasons for the recommendation.)

4. If you are interested in writing for the newsletter, please get in touch with me.

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. Y

March 27, 1995

TO: CRLA Board
FROM: Susan Deese-Roberts
RE: Annual Report 1994 - 1995

As all of you know, 1994 - 1995 was an interesting year for me personally because of the extended medical leave I had to take from work. Luckily, I was able to do some CRLA site selection work from home using the phone. I didn't accomplish all of my goals as listed in my 1993 -- 1994 report, but was able to make progress on most of them.

Report on 1993 - 1994 Goals

1. Select sites for Fall 1997 and Fall 1998 conference. Complete hotel selection for the Fall 1997 conference and make presentation to Board at 1995 annual conference.

I completed work on the Fall 1996 site and the Albuquerque Hyatt Regency was selected as the hotel site. (As you probably remember, we were looking at El Paso as the 1996 site at this time last year. El Paso proved to be an unsuitable site because of lack of appropriate meeting space.) We receive no bids from local groups to host the 1997 site. Tom Gier did some preliminary work with Washington State, but they did not feel able to host the conference at this time. Tom Gier suggested that I contact Tom Dayton in Northern California. Tom was excited about the prospect and has received support from other local area members. I am working with Tom on Sacramento as the conference site for the 1997 conference. I have been in contact with personnel from the Sacramento Visitors and Convention Bureau. They are assisting Tom in preliminary hotel site selection. I expect to travel to Sacramento in May or June and make a hotel recommendation to Pat and begin hotel negotiations. I have started corresponding with Denise McGinty Swann at University of Texas at Austin to explore Austin as a site for the 1998 conference. The Austin area group is the only group (with the exceptions of Albuquerque and Sacramento) that has expressed interest in hosting an upcoming CRLA conference.

2. Work with 1994 - 995 President Tom Gier on choice of next Site Selection Chairperson so that I can mentor that person during my last year in office which will be 1995 - 1996.

After the summer Board meeting and support from the Board to think about how I would like to proceed, I have a proposal for your consideration. I propose that I work alone to finalize the 1997 and 1998 sites and complete that work before the Albuquerque pre-conference Board meeting in 1996. (I'm still assuming

that the traditional 'summer' board meeting will take place early in 1996 in Albuquerque.) At that time, I would like for the Board to name my successor so that I can work with that person on selection for the 1999 site. That person and I could work together during most of 1996 and make the formal transition at the 1996 Annual Conference. Again, I suggest a former Board member for this position because I believe that Board members have a broad understanding of the implications of site selection of the financial and "enjoyment" success of a conference. If the Board accepts this proposal, I would be willing to offer names as possible replacements and/or to update the job description.

3. Explore and report to Board the possibility of signing a contract with a hotel chain.

I explored this type of contractual agreement with two hotel chains: Marriott and Hilton. There are some scheduling benefits associated with a contract. We might also be given some financial consideration on room rates, but local markets still dictate the final hotel contract. The biggest disadvantage is the limitation of conference sites. It's hard enough now to get local groups to take on the challenge of hosting a conference. By going with a hotel chain contract we would limit the cities in which we could hold conferences and would have to ask certain local groups to regularly host the conference. Also, these contracts limit the number of times that you can opt to choose another hotel without violating the contract. If a local CRLA group wanted to host the conference but did not have a Marriott, for example, in the local area, we would be restricted to the number of times we could choose a hotel other than Marriott. Of course, the people who are trying to sell you these continuing contracts are persuasive, but I don't think that CRLA is currently positioned to take advantage of an exclusive hotel contract.

4. Work with CRLA Newsletter editor to include future conference dates and sites in each issue of the newsletter.

I did not accomplish this during 1994 - 1995 but expect to begin with this information in the next issue of the Newsletter.

1994 - 1995 Activities

In May, I traveled to El Paso, Texas and visited three possible hotel sites. I also met with Gladys Shaw as the local area representative. Unfortunately, each hotel was deemed inappropriate for a CRLA conference due to either poor upkeep of facilities, limited meeting space, or meeting space not designed for a large number of breakout sessions.

I worked with Tom Gier on determining other possible sites for 1996. The Austin, Texas, group expressed interest in hosting a conference but did not feel ready to do so in 1996. As a New Mexico CRLA member, I conferred with CRLA members at both University of New Mexico, Albuquerque T-VI, and with the CRLA State Director to determine interest in an Albuquerque group hosting the

1996 conference. Support was widespread and I began working with the Visitors and Convention Bureau to identify possible hotel sites. At the same time, I began working with colleagues at Albuquerque T-VI to determine an appropriate on-site manager. (In 1987, UNM had hosted the conference and it seemed appropriate to ask T-VI about their interest in hosting or co-hosting the conference in 1996. Also, the number of CRLA members at T-VI has grown steadily in the past few years.) Because of changes in upper level administration at the institution, the T-VI members were unable to get the needed letters of institutional support during the Fall 1994 semester. Because of the large number of CRLA members at T-VI and because they were host of the 1995 New Mexico CRLA meeting, we held out hope that they could get institutional support this spring. Unfortunately, that has not proven to be true. I appreciate the cooperation that I received from Deborah Weaver Parker and Merrie Courtwright at T-VI. After T-VI could not get support, I turned to my colleagues at UNM and approached Karen Olson, Interim Director, Center for Academic Program Support, about becoming on-site manager. I assured her that I would provide support and guidance based upon my role as on-site manager at the 1987 conference. We are in the process of getting institution letters of support from UNM. I hope that we may still be able to get some letters of support from T-VI. I know that many of their CRLA members will participate in local arrangements work. The University is in the middle of budget preparation and the letters may not be available until after the Tempe conference. Verbal support has been given. **(I wanted to include this explanation in detail because of the question noted in the January conference call about my role in the on-site manager selection process. If there are any other questions, please let me know.)**

I continue to receive many inquiries from Visitor and Convention Bureaus around the country. The San Mateo area of California is very interested in CRLA returning to that area. As I mentioned last year, many of the offers are directed at profit-making groups (those traveling on expense accounts and with large conference budgets) rather than the non-profit sector.

I met with the Board in Tempe in early August. (It was several weeks later that a neurologist diagnosed the post-concussion syndrome that my primary care physician suspected and put me on medical leave for the fall 1994 semester.) I don't remember much of that meeting, but with my notes and the minutes was able to recover most of what we discussed. One topic that we did discuss at that meeting was how our conference size and scheduling fits with hotel sites and contracts. If the Board is interested, I would like to do a brief workshop (no more than 90 minutes) at one of the Albuquerque Board meetings on the issues facing the Association in terms of site selection and to describe in some detail the hotel contract negotiation process. A related issue is that during the two years that I have been working in this role, no local CRLA group has made a bid to host an annual conference. The Board and/or I have made all of the initial contacts with local groups. Our current bid process assumes that more than one site bids for each conference. That assumption has not proven to be valid. I think that it might be wise to revise our selection process to indicate the large role the Board and site-selection chairperson play in soliciting a bid.

I appreciate the support the Board has given me in this role; I have learned a great deal. I would be especially effective if the upcoming on-site managers could also participate in the workshop.

Goals for 1995 - 1996

1. *Finish site selection and hotel negotiations for 1997 and 1998 conference.*
2. *Complete site selection guidelines for discussion with Board and for use with future site selection chairperson.*
3. *Provide input to Board as needed for selection of next site selection chairperson.*
4. *Develop guide for on-site managers and presidents-elect for interpreting hotel contracts.*

COLLEGE READING AND LEARNING ASSOCIATION

"CRLA INTERNATIONAL TUTOR CERTIFICATION PROGRAM REPORT: SPRING 1995"

**PRESENTED
BY**

KARAN HANCOCK & GLADYS R. SHAW

COORDINATORS

**CRLA INTERNATIONAL TUTOR CERTIFICATION PROGRAM
8102 HARVEST CIRCLE
ANCHORAGE, ALASKA 99502**

AN UPDATE

Since March 1989 a total of 210 college and university tutorial programs have received national tutor certification through CRLA. Over 600 tutor programs throughout the US and Canada have received tutor certification packets and have begun the certification process. It should be mentioned that three of the tutor programs that have received certification are high school programs. The CRLA International Tutor Certification Program has set up a rigorous standard that will enable a limited number of such outstanding high school programs to be so certified.

The Coordinator and Assistant Coordinator are very proud to announce that a new handbook that will be published in October 1995. The title of this text is: The College Reading & Learning Association's Tutor Training Handbook. Special thanks are extended to the Board for all their assistance in funding this project and thus enabling its production. Without the Board's assistance this new handbook would not have been possible.

NAME CHANGE

In the Fall of 1992 the Board approved the name change from: *CRLA Tutor Certification Committee* to *CRLA International Tutor Certification Program*. This name change more accurately reflects the activities of this program. The change has been, and will continue to be, incorporated into all ITCP documents and forms.

CERTIFICATION FORMS & FEES

The CRLA International Tutor Certification Program 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.

The CRLA International Tutor Certification Program completed, in June 1992, a new, simplified tutor verification form to be used for both the initial one year certification and the five year recertification.

LIST OF CRLA CERTIFIED TUTOR PROGRAMS

Attached is a list of the tutor programs that have been certified by the CRLA International Tutor Certification Program as of 2/10/95. Since the 1994 CRLA Conference 50 new programs have been certified, for a current total of 210 certified programs in the United States and Canada.

ITCP COMMITTEE POSITIONS

Since the 1993 Conference the duties of the ITCP Coordinator has been divided into three. There is now a Coordinator (Karan Hancock), an Assistant Coordinator (Gladys R. Shaw), and a Records Manager (Tom Gier.)

A FINAL NOTE TO THE BOARD

We again want to voice our appreciation of the CRLA Board's fantastic support of the International Tutor Certification Program. The Board's support and input has proven invaluable time and time again. It is always a pleasure to be work with you. Thank you.

CRLA INTERNATIONAL TUTOR CERTIFICATION PROGRAM: **LIST OF CERTIFIED PROGRAMS**

by
Dr. Karan Hancock, Coordinator
College Reading and Learning Association
International Tutor Certification Program

The following is an updated, 2/10/95, listing of the colleges and universities that have received CRLA tutor certification, their period of certification and whether they need to have a three year renewal (Renew) or a five year recertification (Recert) at the end of their certification period. [Note: an asterisk indicates that a program is in the process of being recertified.]

- 1) University of Nebraska at Kearney, Kearney, NE: Regular, Advanced, and Master. (6/30/98 Recert)
- 2) Univ of Texas at El Paso, El Paso, TX: Regular, Advanced, and Master. (6/30/98 Recert)
- 3) University of Montana, Missoula, MT: Regular, Advanced, and Master. (6/30/98 Recert)
- 4) University of Alaska, Anchorage's Eng Dep: Regular, Advanced, and Master. (6/30/98 Recert)
- 5) University of Alaska, Anchorage's Learning Center: Regular. (6/30/98 Recert)
- 6) University of New Mexico, Albuquerque, New Mexico: Regular, Advanced, and Master levels. (6/30/98 Recert)
- 7) Eastern New Mexico University, Portales, NM: Regular, Advanced and Master Levels. (6/30/99 Recert)
- 8) Fairmont State, Fairmont, West Virginia: Regular and Advanced levels. (6/30/98 Recert)
- 9) Leland High School, San Jose, California: Regular level and CRLA "MODEL HIGH SCHOOL TUTOR PROGRAM." (6/30/98 Recert)
- 10) Endicott College, Beverly, MA. was certified at the Regular and Advanced levels. (6/30/99 Recert)
- 11) Chaminade University of Honolulu, Honolulu, HI: Regular, Advanced and Master levels. (6/30/98 Recert)
- 12) West Hills College, Coalinga, CA.: Regular and Advanced levels. (6/30/99 Recert)
- 13) Pfeiffer College, Misenheimer, North Carolina: Regular, Advanced, and Master levels. (6/30/99 Recert)

- 14) Yukon College, Whitehorse, Yukon, Canada: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 15) Maysville Community College, Maysville, Kentucky: Regular level. (DECERTIFIED 10/16/94)
- 16) Tulane University, New Orleans, LA: Regular and Advanced levels. (6/30/99 Recert)
- 17) Southern Alberta Institute of Technology, Calgary, Alberta, Canada: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 18) Chemeketa Community College, Salem, Oregon: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 19) Louisiana State University, Student Support Services Program, Baton Rouge, LA: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 20) Windward Community College, Kaneohe, HI: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 21) Kenai Peninsula College, Kenai, AK: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 22) Kachemak Bay Branch, Kenai Peninsula College, Homer, AK: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 23) Casper College, Casper, WY: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 24) Pima Community College, East Campus, Tucson, AZ: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 25) Northern Essex Community College, Haverhill, MA: Regular level. (6/30/99 Recert)
- 26) Wayne State College, Wayne, NE: Regular, Advanced, and Master levels. (6/30/95 Recert)
- 27) Sonoma State University, Rohnert Park, CA: Regular level. (6/30/99 Recert)
- 28) New Mexico State University, Las Cruces, NM: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 29) Glendale Community College, Glendale, CA: Regular and Advanced. (6/30/99 Recert)
- 30) Schreiner College, Kerrville, Texas: Regular level. (6/30/99 Recert)
- 31) Austin College, Sherman, Texas: Regular and Advanced. (6/30/99 Recert)
- 32) University of Vermont, Burlington, VT: Regular, Advanced, and Master levels. (6/30/99 Recert)

- 33) Oakton Community College, Des Plaines, IL: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 34) Ricks College Tutoring Center, Rexburg, ID: Regular and Advanced level. (6/30/99 Recert)
- 35) Ricks College Reading Lab, Rexburg, ID: Regular, Advanced and Master. (6/30/99 Recert)
- 36) Idaho State University - Developmental Mathematics, Pocatello, ID: Regular and Advanced levels. (6/30/99 Recert)
- 37) Idaho State University - Writing Lab, Pocatello, ID: Regular and Advanced levels. (6/30/99 Recert)
- 38) Fresno City College, Fresno, CA: Regular and Advanced. (6/30/99 Recert)
- 39) Lakeland College, Vermilion, AB, Canada: Regular level. (6/30/99 Recert)
- 40) Miami University, Oxford Ohio: Regular Level. (DECERTIFIED 9/17/91)
- 41) University of Hawaii at Manoa, Honolulu, Hawaii: Regular level. (DECERTIFIED 10/16/94)
- 42) Paradise Valley Community College, Phoenix, AZ: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 43) Mankato State University, Mankato, MN: Regular level. (6/30/99 Recert)
- 44) Mendocino College, Ukiah, CA: Regular, Advanced, and Master levels. (6/30/99 Recert)
- 45) Northeast Texas Community College, Mt. Pleasant, TX: Regular, Advanced, and Master levels. (6/30/95 Recert)
- 46) University of Texas at Austin, Austin, TX: Regular and Advanced. (6/30/95 Recert)
- 47) Ashland Community College, Ashland, KY: Regular level. (6/30/95 Recert)
- 48) Campbellsville College, Campbellsville, KY: Regular level. (DECERTIFIED 8/3/92)
- 49) Eastern Kentucky University, Richmond, KY: Regular level. (DECERTIFIED 8/3/92)
- 50) Hazard Community College, Hazard, KY: Regular level. (6/30/95 Recert)
- 51) Morehead State University, Operation Graduation, Morehead, KY: Regular level. (DECERTIFIED 8/3/92)
- 52) Pikeville College, Pikeville, KY: Regular level. (DECERTIFIED 8/3/92)

- 53) Prestonsburg Community College, Prestonsburg, KY: Regular level.
(DECERTIFIED 8/3/92)
- 54) Somerset Community College, Somerset, KY: Regular level. (DECERTIFIED 8/3/92)
- 55) Southeast Community College, Cumberland, KY: Regular level.
(DECERTIFIED 8/3/92)
- 56) Sue Bennett College, London, KY: Regular level. (DECERTIFIED 8/3/92)
- 57) Western Kentucky University, Bowling Green, KY: Regular level.
(DECERTIFIED 8/3/92)
- 58) Pacific Lutheran University, Tacoma, WA: Regular and Advanced levels.
(6/30/95 Recert)
- 59) Massachusetts Bay community College, Wellesley Hills, MA: Regular, Advanced, and Master levels. (6/30/95 Recert)
- 60) Des Moines Area Community College, Ankeny, Iowa: Regular and Advanced levels. (6/30/95 Recert)
- 61) Adirondack Community College, Queensbury, NY: Regular level.
(DECERTIFIED 8/3/92)
- 62) California State University, Los Angeles, CA: Regular level. (6/30/95 Recert)
- 63) GateWay Community College, Phoenix, AZ: Regular, Advanced, and Master levels. (6/30/95 Recert)
- 64) Modesto Junior College, Modesto, CA: Regular and Advanced levels.
(6/30/95 Recert)
- 65) Black Hawk College, Moline, IL: Regular level. (6/30/95 Recert)
- 66) Rock Valley College, Rockford, IL: Regular, Advanced, and Master levels.
(6/30/95 Recert)
- 67) Central Washington University, Ellensburg, WA: Regular level. (6/30/95 Recert)
- 68) Wilmington College, Wilmington, OH: Regular level. (6/30/95 Recert)
- 69) St. Ambrose University, Davenport, Iowa: Regular and Advanced levels.
(6/30/96 Recert)
- 70) Central Arizona College, Coolidge, AZ: Regular and Advanced levels.
(6/30/95 Recert)
- 71) University of Northern Colorado, Greeley, CO: Regular, Advanced, and Master levels. (6/30/95 Recert)

- 72) University of Houston, Houston, TX: Regular, Advanced, & Master levels.
(6/30/95 Recert)
- 73) Sheridan College, Sheridan, WY: Regular and Advanced levels.(6/30/95
Recert)
- 74) Kingwood College, Kingwood, TX: Regular Level.(6/30/95 Recert)
- 75) University of Southern California, University Park Campus, Los Angeles,
CA: Regular, Advanced, & Master levels.(6/30/96 Recert)
- 76) Morehead State University, Special Services/Academic Services, Morehead,
KY: Regular level. (6/30/96 Recert)
- 77) State University of New York at Plattsburgh, Plattsburgh, NY: Regular,
Advanced, & Master levels. (6/30/97 Recert)
- 78) York Technical College, Rock Hill, SC: Regular level. (6/30/96 Recert)
- 79) Colorado State University, Fort Collins, CO: Regular and Advanced levels.
(6/30/96 Recert)
- 80) Navajo Community College, Tsaile, AZ: Regular, Advanced, & Master
levels.(6/30/96 Recert)
- 81) Slippery Rock University, Slippery Rock, PA: Regular level. (6/30/96
Recert)
- 82) The University of Akron/Wayne College, Orrville, OH: Regular, Advanced,
& Master levels.(6/30/96 Recert)
- 83) College of Charleston, Writing Lab, Charleston, SC: Regular & Advanced
levels. (6/30/97 Recert)
- 84) University of Houston, The Challenger Program, Houston, TX: Regular,
Advanced, & Master levels.(6/30/96 Recert)
- 85) Louisiana State University, Learning Assistance Center Tutor Program,
Baton Rouge, LA: Regular & Advanced levels. (6/30/96 Recert)
- 86) Brigham Young University, Provo, Utah: Regular, Advanced, & Master
levels.(6/30/96 Recert)
- 87) College of Charleston, Languages Tutoring Lab, Charleston, SC: Regular
level. (6/30/96 Recert)
- 88) College of Charleston, Math Lab, Charleston, SC: Regular level.
(6/30/96 Recert)
- 89) Austin Community College, Northridge, Austin, TX: Regular, Advanced, &
Master levels.(6/30/99 Recert)
- 90) University of Southern Indiana, Academic Skills, Writing Workshop,
Evansville, IN: Regular level. (6/30/96 Recert)

- 91) University of Southern Indiana, Academic Skills, Math Clinic, Evansville, IN: Regular level. (6/30/96 Recert)
- 92) University of Southern Indiana, Academic Skills, Learning Center, Evansville, IN: Regular level. (6/30/96 Recert)
- 93) Boise State University, Boise, ID: Regular level. (6/30/96 Recert)
- 94) Jamestown Community College, Olean, NY: Regular and Advanced levels. (6/30/96 Recert)
- 95) Austin Community College, Southwest Campus, Austin, TX: Regular, Advanced, & Master levels. (6/30/96 Recert)
- 96) Southern Virginia College For Women, Peer Tutoring Program, Buena Vista, Virginia: Regular level. (6/30/96 Recert)
- 97) Hesser College, Manchester, NH: Regular level. (6/30/96 Recert)
- 98) Tyler Junior College, Tyler, TX: Regular level. (6/30/96 Recert)
- 99) Wayne State University, Detroit, MI: Regular, Advanced, & Master levels. (6/30/96 Recert)
- 100) University of Arkansas, Fayetteville, AR: Regular level. (6/30/96 Recert)
- 101) Missouri Western State College, St. Joseph, MO: Regular, Advanced, & Master levels. (6/30/96 Recert)
- 102) Columbia College, Disabled Student Services & Programs, Columbia, CA: Regular level. (6/30/96 Recert)
- 103) Columbia College, Learning Skills Center, Columbia, CA: Regular level. (6/30/96 Recert)
- 104) Briar Cliff College, Sioux City, IA: Regular level. (6/30/96 Recert)
- 105) St. Edward's University, Austin, Texas: Regular, Advanced, & Master levels. (6/30/96 Recert)
- 106) Yentura College, Yentura, CA: Regular level. (6/30/96 Recert)
- 107) Minneapolis Community College, Minneapolis, MN: Regular, Advanced, & Master levels. (6/30/97 Recert)
- 108) Wake Forest University, Winston-Salem, NC: Regular level. (6/30/97 Recert)
- 109) Boston College, Learning Resources For Student Athletes, Chestnut Hill, MA: Regular, Advanced, & Master levels. (6/30/97 Recert)

- 110) University of Wisconsin-River Falls, River Falls, WI: Regular level.
(6/30/97 Recert)
- 111) Saint Xavier University, Chicago, IL: Regular level. (6/30/97 Recert)
- 112) Albuquerque Technical-Vocational Institute, Albuquerque, NM: Regular
and Advanced levels. (6/30/97 Recert)
- 113) Harding University, Searcy, Arkansas: Regular level. (6/30/97 Recert)
- 114) University of Houston-Downtown, Houston, TX: Regular level.
(DECERTIFIED 10/16/94)
- 115) University of Pittsburgh, Pittsburgh, PA: Regular and Advanced
levels.(6/30/97 Recert)
- 116) Weber State University, Student Support Services, Ogden, UT: Regular
and Advanced levels.(6/30/97 Recert)
- 117) Dona Ana Branch Community College, Las Cruces, NM: Regular, Advanced,
& Master levels.(6/30/97 Recert)
- 118) Mt. Hood Community College, Gresham, OR: Regular, Advanced, &
Master levels.(6/30/97 ReCERT)
- 119) Rutgers University, New Brunswick, NJ: Regular and Advanced levels.
(6/30/95 Renew)
- 120) Suffolk University, Boston, MA: Regular, Advanced, & Master
levels.(6/30/97 Recert)
- 121) Cedar Valley College of the Dallas County Community College District,
Dallas, TX: Regular level. (6/30/96 Recert)
- 122) King's College, Wilkes-Barre, PA: Regular level. (6/30/97 Recert)
- 123) Dona Ana Branch Community College, Tutorial Services, Las Cruces, NM:
Regular level. (6/30/97 Recert)
- 124) Dona Ana Branch Community College, Adult Basic Education Tutor
Program, Las Cruces, NM: Regular level. (6/30/97 Recert)
- 125) Boston College, Academic Development Center Tutoring Program, Chestnut
Hill, MA: Regular level. (6/30/97 Recert)
- 126) Patrick Henry Community College, Student Support Services Tutoring
Program, Martinsville, VA: Regular, Advanced, & Master levels.
(6/30/97 Recert)
- 127) Quinnipiac College, Learning Resources Center, Hamden, CT: Regular,
Advanced, & Master levels. (6/30/97 Recert)

- 128) The Citadel, The Writing Center, Charleston, SC: Regular, Advanced, & Master levels. (6/30/94 Recert)
- 129) McLennan Community College, Support Services, Program, Waco, TX: Regular level. (DECERTIFIED 10/16/94)
- 130) Bronx Community College of the City University of New York, PASS Center, Bronx, NY: Regular level. (6/30/97 Renew)
- 131) University of New Hampshire at Manchester, the Learning Center's Tutor Training Program, Manchester, NH: Regular & Advanced levels. (6/30/97 Recert)
- 132) University of Findlay, English 130: Writing Lab Practicum, Findlay, OH: Regular and Advanced levels. (6/30/97 Recert)
- 133) Muhlenberg College, Peer Tutoring Program, Allentown, PA: Regular level. (6/30/97 Recert)
- 134) Washington State University, Pullman, WA: Regular, Advanced, & Master levels. (6/30/97 Recert)
- 135) Salt Lake Community College, Salt Lake City, Utah: Regular level. (6/30/97 Recert)
- 136) The University of Charleston, Charleston, WY: Regular level. (6/30/97 Recert)
- 137) Weber State University, Tutoring Services, Ogden, UT: Regular & Advanced levels. (6/30/97 Recert)
- 138) Oxnard College, Oxnard, CA: Regular level. (6/30/94 Renew)
- 139) Brigham Young University-Hawaii, Laie, HI: Regular & Advanced levels. (6/30/97 Recert)
- 140) Northern Arizona University, Flagstaff, AZ: Regular, Advanced, & Master levels. (6/30/97 Recert)
- 141) Valley City State University, Valley City, ND: Regular level. (DECERTIFIED 10/16/94)
- 142) University of Pittsburgh, Learning Skills Center, Pittsburgh, PA: (6/30/97 Recert)
- 143) Jackson State Community College, Jackson, TN: Regular level. (6/30/97 Recert)
- 144) Loyola University Chicago, Chicago, IL: Regular, Advanced, & Master levels. (6/30/97 Recert)
- 145) University of Texas at Arlington, Arlington, TX: Regular, Advanced, & Master levels. (6/30/97 Recert)

- 146) Garden City Community College, Garden City, KS: Regular and Advanced levels. (6/30/97 Recert)
- 147) Bakersfield College, Bakersfield, CA: Regular and Advanced levels. (6/30/95 Renew)
- 148) University of New England, Biddeford, ME: Regular and Advanced levels. (6/30/95 Renew)
- 149) Appalachian State University, Boone, NC: Regular, Advanced, & Master levels. (6/30/95 Renew)
- 150) North Seattle Community College, Seattle, WA: Regular, Advanced, & Master levels. (6/30/95 Renew)
- 151) St. Louis Community College at Florissant Valley, St. Louis, MO: Regular level. (6/30/95 Renew)
- 152) East Central University, Ada, OK: Regular and Advanced levels. (6/30/95 Renew)
- 153) University of Massachusetts at Lowell, Lowell, MA: Regular and Advanced levels. (6/30/95 Renew)
- 154) Clovis Community College, Clovis, NM: Regular level. (6/30/95 Renew)
- 155) St. Philip's College, San Antonio, TX: Regular, Advanced, & Master levels. (6/30/95 Renew)
- 156) University of Arizona, Tucson, AZ: Regular, Advanced, & Master levels. (6/30/95 Renew)
- 157) South Plains College, Levelland, TX: Regular level. (6/30/95 Renew)
- 158) Trenton State College, Trenton, NJ: Regular and Advanced Levels. (6/30/95)
- 159) Peace College, Raleigh, NC: Regular level. (6/30/95 Renew)
- 160) Northeastern Junior College, Sterling, CO: Regular level. (6/30/95 Renew)
- 161) Johnson County Community College, Overland Park, KS: Regular and Advanced Levels. (6/30/95)
- 162) Bradford College, Bradford, MA: Regular level. (6/30/95 Renew)
- 163) San Diego State University, San Diego, CA: Regular level. (6/30/95 Renew)
- 164) Miami University, Oxford, OH: Regular, Advanced, & Master levels. (6/30/95 Renew)

- 165) Franklin University, Columbus, OH: Regular, Advanced, & Master levels.
(6/30/95 Renew)
- 166) Monroe County Community College, Monroe, MI: Regular level. (6/30/95
Renew)
- 167) Long Island University, Brooklyn Campus, Brooklyn, NY: Regular level.
(6/30/95 Renew)
- 168) Seward County Community College, Liberal, KS: Regular and Advanced
Levels. (6/30/95)
- 169) Lake Tahoe Community College, S. Lake Tahoe, CA: Regular level.
(6/30/95 Renew)
- 170) Cabrillo College, EOPS Tutorial Program, Aptos, CA: Regular and Advanced
Levels. (6/30/95)
- 171) University of Akron, Dep of Dev Ed - Tutorial Program, Akron, OH:
Regular level. (6/30/95 Renew)
- 172) Triton College, Learning Assistance Center, River Grove, IL: Regular and
Advanced Levels. (6/30/95)
- 173) Paine College, Tutorial and Enrichment Center, Augusta, GA: Regular and
Advanced Levels. (6/30/95)
- 174) Lorain County Community College, The Individualized Learning Support
Center, Elyria, OH: Regular level. (6/30/95 Renew)
- 175) Nyack College, Office of Academic Development Tutoring Program, Nyack,
NY: Regular level. (6/30/95 Renew)
- 176) New Hampshire Technical College, CACD Peer Tutoring Program, Berlin,
NH: Regular level. (6/30/95 Renew)
- 177) Linn-Benton Community College, Tutoring Program, Albany, OR:
Regular level. (6/30/95 Renew)
- 178) Middle Tennessee State University, Developmental Studies Tutoring
Program, Murfreesboro, TN: Regular level. (6/30/95 Renew)
- 179) Southwest Texas State University, Student Learning Assistance Center,
San Marcos, TX: Regular, Advanced, & Master levels. (6/30/96 Renew)
- 180) State Technical Institute at Memphis, DUCKS Peer Tutoring Program,
Memphis, TN: Regular, Advanced, & Master levels. (6/30/96 Renew)
- 181) Baker College of Flint, Learning Support Center, Flint, MI: Regular,
Advanced, & Master levels. (6/30/96 Renew)
- 182) University of Massachusetts - Amherst, Learning Resource Center,
Amherst, MA: Regular & Advanced levels. (6/30/96 Renew)

- 183) The Learning Center at Lesley College, Programs A and B, Cambridge, MA:
Regular & Advanced levels. (6/30/96 Renew)
- 184) Muskingum Area Technical College, Peer Tutoring Program, Zaneville, OH:
Regular & Advanced levels. (6/30/96 Renew)
- 185) Kapi'olani Community College, Learning Assistance Center, Honolulu, HI:
Regular level. (6/30/96 Renew)
- 186) University of Minnesota - Duluth, Tutoring Program, Duluth, MN:
Regular & Advanced levels. (6/30/96 Renew)
- 187) Arizona State University-West, Learning Enrichment Center, Student
Support Services Program, Phoenix, AZ: Regular level. (6/30/96 Renew)
- 188) Antelope Valley College, Integrated Learning Center Program, Lancaster,
CA: Regular, Advanced, & Master levels. (6/30/96 Renew)
- 189) Fisk University, Hughes Science Learning Center/Scholars Academic
Mastery Tutor Program, Nashville, TN: Regular level. (6/30/96 Renew)
- 190) Blackburn College, Blackburn College Tutor/SI Program, Carlinville, IL:
Regular & Advanced levels. (6/30/96 Renew)
- 191) Blackburn College, , Carlinville, IL: Blackburn College Writing
Assistants Program Regular & Advanced levels, Carlinville, IL: (6/30/96
Renew)
- 192) Southern Illinois University at Carbondale, Tutor Training Program,
Southern Illinois University Writing Center, Carbondale, IL: Regular &
Advanced levels. (6/30/96 Renew)
- 193) Rose State College, Student Services Tutoring Program, Midwest City, OK:
Regular level. (6/30/96 Renew)
- 194) US Coast Guard Academy, Peer Tutor Program, New London, CT: Regular
level. (6/30/96 Renew)
- 195) Kent State University, Mathematics Tutoring Program, Kent, OH: Regular
level. (6/30/96 Renew)
- 196) Kent State University, Reading/Study Skills Tutoring Program, Kent, OH:
Regular level. (6/30/96 Renew)
- 197) Harding University, Student Support Services Tutor Training Program,
Searcy, Arkansas: Regular & Advanced levels. (6/30/96 Renew)
- 198) Rocky Mountain, Services for Academic Success, Billings, MT: Regular
level. (6/30/96 Renew)
- 199) California Polytechnic State University, Engineering Technical Study
Center, San Luis Obispo, CA: Regular, Advanced, and Master levels.
(6/30/96 Renew)

- 200) Joint School District #251, Tutorial Staff of Migrant & Chapter One Tutors, Rigby, ID: Regular and Advanced levels. (6/30/96 Renew)
- 201) Joint School District #251, High School Cross Age Tutors, Rigby, ID: Regular level. (6/30/96 Renew)
- 202) University of Northern British Columbia, Learning Skills Centre Tutoring Program, Prince George, BC, Canada: Regular level. (6/30/96 Renew)
- 203) California State Polytechnic University, Educational Opportunity Program, Pomona, CA: Regular level. (6/30/96 Renew)
- 204) Rider University, Learning Center Education Enhancement Program, Lawrenceville, NJ: Regular, Advanced, and Master levels. (6/30/96 Renew)
- 205) Augustana College, First Year Experience Academic Associates, Sioux Falls, SD: Regular level. (6/30/96 Renew)
- 206) Augustana College, Writing Center, Sioux Falls, SD: Regular level. (6/30/96 Renew)
- 207) Johnson State College, Academic Support Services, Learning Resource Center, Johnson, VT: Regular level. (6/30/96 Renew)
- 208) Indiana University Northwest, The Occupational Development Program, Gary, IN: Regular level. (6/30/96 Renew)
- 209) Western Nevada Community College, Tutorial Program - Carson City Campus, Carson City, NV: Regular, Advanced, and Master levels. (6/30/96 Renew)
- 210) Assumption College, Academic Support Center, Worcester, MA: Regular and Advanced levels. (6/30/96 Renew)



Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. AA

February 14, 1995

Dr. Tom Gier
Department of English
University of Alaska-Anchorage
3211 Providence Drive
Anchorage, AK 99508

Dear Tom:

Enclosed is an update of the LAC Design & Development Task Force. I have asked Frank to convene the task force at the 1995 CRLA Conference as I will not be attending this year due to other commitments.

I hope the attached update clarifies where we are and where we need to go. I'm sorry that I will be unable to join all of you in Phoenix this year, but I trust you will rise to the occasion as you always do and address my concerns and yours so that we can move ahead with this project.

Have a great conference! Keep in touch. I look forward to bringing this project to a fruitful conclusion soon.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carolyn", is written over the typed name.

Carolyn B. Smith
Coordinator of Academic Skills

Enclosures

The following is a working document which, we hope, will eventually provide this committee with the materials needed to fulfill our charge.

ORGANIZATION: (Joyce suggested that the materials might be organization in the following manner. Thanks, Joyce. P.S. I did revise a bit, but then it's a working document. Everyone may decided I should have left it alone, but I split her original Item #3 into #3 and #4).

- I. Rationale for a Center
 - II. Mission Statement
 - III. Logistics and Location
 - IV. Management and Staffing
 - V. Image Development
 - VI. Needs Assessment
 - VII. Program Design
 - VIII. Balancing Expectations and Resources
 - IX. Evaluation
- Appendix - Bibliographies
Publications
Personnel
Software, etc.

GUIDELINES FOR DESIGNING A LEARNING ASSISTANCE PROGRAM: (The first 13 items are courtesy of Karen Smith; the next 6 items came from Becky Johnen; additional items may be added).

The following list is simply that--a list which we may add to or delete from as we, the Task Force, see the need. They are not prioritized further than the first 13 came from Karen, the last 6 from Becky.

1. The motivating factors behind a decision to implement such a decision (retention, recruitment, increased GPA, assistance for targeted groups, etc.).
2. Administrative expectations (supervising agency/department, funding sources).
3. Balance for conflicting expectations (faculty vs. administration vs. athletics vs. minority students vs. honors, etc.).
4. Access of power to accomplish goals (departmental, faculty power, financial power, etc.).
5. Needs assessment (completed research? new design? whom to include? how? funding?).
6. Program elements to be established to respond to varying student needs.
7. Design of program parameters (definition of qualifying learners, programs limitations).
8. Staffing pattern
9. Staff qualifications.
10. Location in college/university (organizationally, structurally, physically)
11. Program evaluation and assessment (role, design, expectations, data collection, purpose).
12. Management of LAC (organization, program development, decision-making, style, communication, etc.).
13. LAC image development (name, presentation logo, publications, advertising, public relation events, etc.).
14. Integration with rest of campus.
15. Gaining faculty and administrative support.

16. Budget.
17. Grant resources.
18. Sample job descriptions.
19. Marketing plans.

RESPONSES RECEIVED TO 13 GUIDELINES: See the attached handout.

In most cases, the responses reinforce Karen's original 13 categories (sorry, I was tempted to refer to them as colonies) with one exception from Lori Nielsen. She suggested the following category:

Determining needs for curricula, materials, and equipment that need to be created and/or developed and/or ordered.

Hopefully, by now, Karen has been deluged with responses.

BIBLIOGRAPHY: (As of Valentine's Day, Frank has a bibliography; he has also offered to help with personnel resources. Martha offered to assist Frank, so I asked the two of them to get together and to divide the work).

Frank also suggested that we might want to circulate Karen's list at the conference in a survey format and then compile results. Comments, ideas, suggestions. Anyone willing to take this one on in time for Phoenix?

TIMELINE: (The original timeline called for a first draft of packet to the Board by the 1994 Summer board meeting--Oops! And, a final packet to Board at 1995 Conference at Phoenix--Double oops!)

In addition, our proposal "LAC DESIGN & DEVELOPMENT TASK FORCE REPORTS" has been accepted for presentation at Calgary, Saturday, April 20, 1996, as a roundtable discussion. Karen, Joyce, and Martha have all agreed to join me for this presentation.

UPDATE: 1995 CRLA Conference--Phoenix, AZ

I have asked Frank to convene this meeting as I will be out of the country during the month of April. At that time, Frank will have the bibliography mentioned earlier for which I am eternally grateful. In addition, I would like the Task Force to revise, consolidate, or expand the guidelines and to reorganize them under the 8 (or more or less headings that Joyce suggested). Ironically, there are eight members of the Task Force, so if we could all take the responsibility for one of the headings, set a deadline for submission of that material to me for summary, with the understanding that we would all contribute to items for the appendix.

We also need to decide if we intend to have a completed packet before Calgary or if we want to report our findings to that point, take the input for those attending the Calgary Conference and add that information as appropriate, and then submit our final packet to the Board by the summer board meeting 1996.

If other methods of achieving this same end are worked out at Phoenix, that's fine. I'm not locked into anything except the commitment to provide the board with a final report within a reasonable length of time. I understand we are all busy people. Just last week, I was named as co-chair of the assessment sub-committee for our NCA site visit evaluation for 1996. I know this assignment will take over my life; however, I want very much to come to closure with this project as quickly, efficiently, and accurately as possible. Please accept my appreciation for services rendered and services about to be rendered.

I will be off-campus from April 7, 1995 until May 1, 1995. Let me publicly thank Frank for agreeing to convene this group at the 1995 CRLA Conference in Phoenix. Frank will advise all of you of the time and place. Good luck! Good conference!

E-mail responses to CRLA query on LRNASST

From: "Jim Bell, Mount Royal College, Learning Skills Centre, Calgary, AB" <JBELL@mtroyal.ab.ca>
Subject: Re: Guidelines for Designing a Learning Assistance Program
Comments: To: LRNASST@ARIZVM1.ccit.arizona.edu
To: Multiple recipients of list LRNASST <LRNASST@arizvm1.bitnet>

Great idea! If the CRLA task force needs any new people, I would be happy to volunteer.

Although some of the 13 issues are general enough to cover a lot, I'd like to see books and software resources added to the list. When the walls are bare and the shelves brand new, you want to know the answers to questions such as "With only x dollars to spend on a reading comprehension program for the Macintoshes, what is the best buy?" or "Is there a new workbook on spelling to replace that old Feinstein Programed Spelling Demons that I've been using for decades?"

Jim bell

Date: Mon, 6 Jun 1994 15:46:30 -0500
Reply-To: Open Forum for Learning Assistance Professionals
<LRNASST@arizvm1.bitnet>
Sender: Open Forum for Learning Assistance Professionals
<LRNASST@arizvm1.bitnet>
From: ANDERSONI <ANDERSONI@am.ccv.vsc.edu>
Subject: Re: Guidelines for Designing a Learning Assistance Program
Comments: To: Open Forum for Learning Assistance Professionals
<LRNASST@ARIZVM1.ccit.arizona.edu>
To: Multiple recipients of list LRNASST <LRNASST@arizvm1.bitnet>

The thirteen points look quite comprehensive. I'd like to see in addition some pointers that reference the size of the school population. My campus, for example, has only about 350 students (one of twelve sites for our community college statewide). How do you see this issue reflected in your thirteen points, compared to serving a campus of 10,000 or more? In other words, I look forward to the results of your work and I would like it to feel pertinent to my situation.

Thanks, Ina Anderson andersoni@am.ccv.vsc.edu

Message 65 (1670 chars)
Date: Tue, 7 Jun 1994 20:43:06 -0400 (EDT)
From: Larry McCarthy <larrymc@polaris.nova.edu>
Subject: Designing Learning Assistance Programs
To: kgs@gandalf.rutgers.edu
Mime-Version: 1.0
Content-Type: TEXT/PLAIN; charset=US-ASCII

Saw the posting on this matter on MCLCA.

I'm now into the third year of a program to develop academic support services at multiple sites (all relatively small) which Nova Univ. has around Florida. One piece of advice which was given to me at the beginning from an on-campus academic support coordinator involved the need to really integrate academic support into the fabric of instructional delivery (e.g., gain faculty support). She was quite correct. I would add, based on my experiences, integration into the various levels and types of decision making as well.

You may have this concept included in your items on conflicting expectations and access to power, but I think a plan for "institutionalizing" academic support, developed very early so that the integration actually begins as the program is developed, is critical to initial and, more importantly, long term success and might warrant its own category

Larry McCarthy
Coordinator, Dade Academic Support Center
Nova Southeastern Univ
Miami, FL

internet: larrymc@polaris.nova.edu
voice: 305-267-1960

Message 68 (2774 chars)
Date: Thu, 9 Jun 1994 09:29:00 -0700
Reply-To: Open Forum for Learning Assistance Professionals
<LRNASST@arizvm1.bitnet>
Sender: Open Forum for Learning Assistance Professionals
<LRNASST@arizvm1.bitnet>
From: "Rick A. Sheets 493-2772" <SHEETS.RICK@a1.pvc.maricopa.edu>
Subject: Out of the black hole!
Comments: To: Lmasst@arizvm1.ccit.arizona.edu
To: Multiple recipients of list LRNASST <LRNASST@arizvm1.bitnet>

Hi all.

It is good to be back in the real world. I successfully completed the defense of my dissertation last week. For the last six months, I have felt out of touch and in a "black hole" filled with data, words, and rewrites. I have spent this last week catching up on the myriad of interesting questions and discussions through our listserve. It was great to see all the new members and hear that we now have about 100 members.

I am looking forward to being able to respond to future discussions. Comments in response to two past messages are as follows:

1) Regarding the task force "Guidelines for designing ..."

-another area to consider would be that of faculty involvement in the program and the importance of networking with the whole campus community.

Message 74 (3737 chars)
Date: Fri, 10 Jun 1994 15:07:07 CDT

Reply-To: Open Forum for Learning Assistance Professionals

<LRNASST@arizvm1.bitnet>

Sender: Open Forum for Learning Assistance Professionals

<LRNASST@arizvm1.bitnet>

From: "Ms. Lori Nielsen" <LNIELSEN@acad2.dana.edu>

Organization: Dana College

Subject: Guidelines for Designing a Learning Assistance Program

Comments: To: lmasst@arizvm1.ccit.arizona.edu

To: Multiple recipients of list LRNASST <LRNASST@arizvm1.bitnet>

Guidelines from CRLA for designing and developing a Learning Center are absolutely necessary and I look forward to receiving further information about them!!

I was hired two years ago to expand and develop the Learning Center here, so when I started, we were in a small room upstairs in the college library, and I believe that only students on academic probation used the L.C., and their attendance was required. Previously, I had developed and directed a small writing lab and taught English at a community college, so shifting gears and entering a new though related field was challenging. Among the materials I inherited, I came across information regarding CRLA and NADE, which I immediately joined, but there wasn't a single, evident source to help me in my task here. I visited with colleagues at other colleges, whose assistance has been invaluable, but clear and specific guidelines would have helped tremendously, for I knew I was "reinventing the wheel," but didn't know where to look--or have time to look--for more help! So the mission of this Task Force is important, and the document or handbook they produce necessary!

Regarding the 13 issues listed:

A sample job description, or a menu of tasks, would be helpful, and this relates to items 1 & 2.

New directors should have faculty status, and should be ad hoc members of one or more academic departments (item 3?).

Items 5 & 6 seem to relate--include suggestions for how to assess needs, how to interpret results of assessment, how to identify faculty's and students' needs, and how to enlist faculty support & participation.

Items 8 & 9: also, how to persuade administration that additional staff is needed!

Item 12: how to manage a budget and anticipate needs.

Item 13: how to develop a marketing plan for the learning center and for academic support services. To succeed, a L.C. must avoid the reputation of being a resource only for the students who are failing--how do you do that?

I also suggest including, somewhere in the 13 issues, determining needs for curricula, materials (such as reading tests, study skills inventories, etc.), and equipment that need to be created and/or developed and/or ordered.

Finally--many thanks to those who have recommended references for developing a tutor training program! I wasn't aware that CRLA certified programs, so I plan to look into that. I'm also grateful for this forum, since I'm on my own here, and it will be nice to have colleagues to visit with and to learn from (sorry for the dangling prepositions, but it's summer and I don't HAVE to write good when I'm on vacation!).

Lori Nielsen

Academic Support Services

Dana College

Blair, NE 68008

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. AB

TOM--THIS IS MARCH 20. WE SAW THIS MORNING THAT THIS FAX WAS
UNABLE TO REACH THE ENGLISH DEPARTMENT (NO ANSWER THREE TIMES). I
HAD BETTER LEARN TO CHECK EACH ONE--I AM SORRY.

March 3, 1995

TO: Tom Gier
FROM: Kate Sandberg
RE: CRLA Stuff

Tom, I think that a "CRLA Mailperson" is a wonderful idea. From
the little work that I did for Pat this spring, I know that it is
labor intensive work which we do not really need to do. It takes
no brains, but does take lots of time, organization,
dependability.

I suggest a person who can work for 20 hours a week. It is a
perfect solution for all concerned.

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. AC

March 10, 1995

TO: Tom Gler 907/786-4383

FROM: Kat Sandberg

RE: CRLA Information

Tom, I just learned from Sue Shattuck that Elaine Cohen has been diagnosed with lymphoma. Elaine was President of CRLA around 1976-77 and still works at Diablo Valley College near San Francisco. Sue works there as well.

Do you think that it would be appropriate to have CRLA do something--like send a card or best wishes for a quick recovery? She was diagnosed this week, so it is brand new to her.

Also what books do you and Karan plan on using for 120 next year? Are you still using *Beyond Feelings*? Do you use one for creative thinking?

I know that this won't reach you until after Spring Break. At least, I hope not -- because that means that you are in the office. Take care.

Thurs.

SUBSCRIPTION AGREEMENT

BETWEEN

APPALACHIAN STATE UNIVERSITY

AND

COLLEGE READING AND LEARNING ASSOCIATION

This Agreement is made by and between APPALACHIAN STATE UNIVERSITY, a state-supported institution of higher education and constituent member of The University of North Carolina (hereinafter referred to as "the School"), and COLLEGE READING AND LEARNING ASSOCIATION (hereinafter referred to as "CRLA").

The School, through its National Center for Developmental Education (hereinafter "NCDE"), desires to provide copies of the publications, Journal of Developmental Education (hereinafter "JDE") and/or Research in Developmental Education (hereinafter "RiDE"), to participating members of the CRLA and provide certain other services to CRLA as specified in this agreement.

The CRLA desires to provide benefits to its members in the form of discounted subscription rates for NCDE publications.

For and in consideration of the mutual promises and covenants expressed herein, the parties have agreed and do agree as follows:

1. The term of this agreement shall be a period during which the parties shall conduct all activities related to the JDE, Volumes 19-21, and RiDE, Volumes 13-15, as specified in this agreement.

2. NCDE agrees to provide the JDE and/or RiDE to CRLA members on an annual, voluntary subscription basis. Subscription prices will be based upon the attached tables for percentage over base price cost resulting from the previous year's percentage of CRLA members subscribing to each publication.

3. CRLA subscriber information will be sent directly to the NCDE, with payments made payable to the NCDE. NCDE publications offices will process forms, maintain lists, and generate mailing labels for CRLA subscribers to the JDE and RiDE.

4. In the event an issue of either publication is not received by a CRLA subscriber, and the subscription is verified on the in-house list or by cancelled check, 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.

Page Two

5. CRLA shall receive a preferred discount of ten percent (10%) according to JDE's published advertising rates if CRLA enters into a standard JDE advertising contract to purchase advertising space of at least 1/6 page for a given volume (three-time insertion) and does so on or before June 1 of each year during the term of this agreement. If CRLA desires specific preferred placement (not already under contract) for the ad, commitment must be received in writing no later than April 15 of each year during the term of this agreement. 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.

6. The NCDE shall cooperate with the promotional efforts of CRLA in the following ways:

- a. upon request, supervise the production of insert cards aimed at prospective members of CRLA and insert them into one issue per year of the JDE. CRLA shall bear the cost of producing the cards but will not be charged for the labor of inserting them;
- b. provide up to 1/2 page of space under the heading "CRLA News" or a similar title in one issue per volume of the JDE 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 (Issue 1: June 1; Issue 2: July 15; and Issue 3: September 15) but will incur no cost for production. Written commitment to use this space on a volume basis shall be made by CRLA on or before June 1 of each year during the term of this agreement; and
- c. include CRLA on the JDE Readers' Service Card without charge so long as CRLA advertising appears in the volume in which the card is produced.

7. CRLA shall include references to discounted JDE and RiDE subscriptions in literature distributed to CRLA members.

8. At least one promotional packet for NCDE publications shall be sent each year to CRLA members with mailing labels provided by CRLA at no charge. The NCDE shall provide labor at no charge for assembling said mailing and shall bill CRLA for 1/2 of the postal charges for mailing of such promotions within thirty (30) days after mailing. CRLA shall pay to NCDE the invoice amount within thirty (30) days after the date of each such invoice.

Bulk Rate

Page Three

9. 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.

10. No covenant or condition of this agreement can be waived except by written consent of the parties hereto. A waiver of any covenant or condition on one occasion shall not be deemed a waiver of said covenant or condition on any subsequent occasion unless such fact is specifically stated in the waiver. Forbearance or indulgence by one party in any regard whatsoever shall not constitute a waiver of any covenant or condition to be performed by the other party.

11. Time is of the essence relating to any deadlines specified in this agreement.

12. 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.

IN WITNESS WHEREOF, the parties have executed this agreement on the dates set forth opposite their signatures below.

APPALACHIAN STATE UNIVERSITY

By:

Dr. Harvey R. Durham
Provost and Vice Chancellor
for Academic Affairs

Date

By:

Dr. Hunter R. Boylan, Director
National Center for Developmental
Education

Date

By:

Dr. Milton G. Spann, Jr.
Editor, Journal of Developmental
Education

Date

COLLEGE READING & LEARNING ASSOCIATION

By:

Dr. Patricia Mulcahy-Ernt
President

Date

TABLE 1

Journal of Developmental Education

Published 3 times per year
Academic Years 1995-96 through 1997-98

| Participation Rate | | Vol. 19 | Vol. 20 | Vol. 21 |
|--------------------|----------------|-------------------------------|-------------------------------|-------------------------------|
| 75% plus | base cost + 5% | \$6.32 | \$6.56 | \$6.81 |
| 51-74% | base cost + 7% | \$6.44 | \$6.69 | \$6.94 |
| 50% or less | base cost + 9% | \$6.56 | \$6.81 | \$7.07 |
| | | *base cost \$6.02 issue | *base cost \$6.25 issue | *base cost \$6.49 issue |

*NOTE: NADE agreement states base cost plus +5% to any other organization.

NADE base cost increases annually.

TABLE 2

Research in Developmental Education

Published 5 times per year
Academic Years 1995-97

| Participation Rate | | Unit Cost Volume |
|--------------------|----------|---------------------|
| 75% plus | cost or | \$1.62 |
| 51-74% | cost +5% | \$1.70 |
| 50% or less | cost +7% | \$1.73 |

NOTE: Base price of Volume is \$1.62 per issue.

NOTE: Retail Journal of Developmental Education for academic years 1994-1996: \$21.00 (Volumes 18 and 19)

Retail Research in Developmental Education for academic years 1995-1997: \$12.00 (Volumes 12 and 13)

DRAFT -- COMPONENTS OF CRLA'S STRATEGIC PLAN -- DRAFT

Vision: CRLA is a dynamic community of leaders in the fields of reading, learning assistance, developmental education, and tutorial services. We seek to give practical application to research and to promote the implementation of innovative strategies to enhance student learning and to make a positive difference in the lives of students.

Mission: to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

Values: Inclusive: we recognize the uniqueness of individuals. We celebrate our differences as well as our similarities. We seek a membership diverse in nature. We seek to develop a sense of community.

Collaborative: we seek resourceful and cooperative arrangements with each other and others in the field.

Creative: We are innovative in our approaches to teaching and learning.

Supportive: we create and sustain a climate of caring and respect for all members of our profession. We are facilitative, responsive, and friendly in approach.

Goals: to provide opportunities for dialogue among professionals; to cooperate and coordinate with other professional organizations in the fields of and related to reading; to increase the quantity and enhance the quality of strategies and techniques used to improve student learning; to provide information and consultants to groups enacting legislation directly related to college reading, learning assistance, developmental education, and tutorial services; and, to act to ensure an environment where effective learning can take place.

Strengths: openness, inclusiveness, responsiveness to members' needs and input, collegiality, friendliness, unpretentious, collaboration, supportive, professional development, diversity of interests and activities, networking, purpose, sharing of resources, size, multi-disciplined, innovative, creative, quality of people and ideas, professionalism, inspirational, dedication of its members to student success, special interest groups, history of the organization, scholarships, and

publications.

Weaknesses: marketing of the association/building of name recognition, the use of technology as a communication tool, newsletter to focus on national trends, membership/participation of 4-year research universities, increase state-level participation, liaisons with other organizations, wider distribution of information, cultural diversity, better delineation of conference strands, more balanced, comprehensive presentation in conference programming, and political action.

Opportunities: collaboration with the National Association of Developmental Education, joint conferences, linkage with teacher education schools, networking, increasing institutional memberships, sharing of information and expertise, use of grants to support association activities, access to research, and the development of stronger state-level organizations.

Threats or barriers: rapid growth of the association and the loss of the closeness, lack of institution resources to fund travel to conferences, conference costs, state-level budget cuts, stigma associated with the profession, and many regional and national associations with the same purpose and mission--fragmentation of the field.

Strategic Issues: decreasing fiscal resources, state and national legislation, diversity of student needs, attitudes toward the profession, and impact of technology on delivery.

Visions for the Future: maintain the high quality of leadership and professionalism already exhibited by the Association; have a focus as the major force in getting the academic world to recognize learning assistance as a discipline (being seen as the proactive force that influences and shapes the profession); more cultural diversity in the membership; more of an international organization; increased use of electronic mail as a means of communicating within the membership; broadening the perspective (become more inclusive) of the Association; more recognition on the national level--become the most desired professional organization; more networking; more collaboration with other organizations; and more presence in political issues and lobbying.

Working Document for the Revision of the CAS Standards for Learning Assistance Programs

Structure of the Working Documents

The document has been broken down into 13 separate packets, one packet for each of the 13 topics that make up the document. These are:

- I. Mission
- II. Program
- III. Leadership
- IV. Organization and Management
- V. Human Resources
- VI. Financial Resources
- VII. Facilities and Equipment
- VIII. Legal Responsibilities
- IX. Equal Opportunity, Access, and Affirmative Action
- X. Campus and Community Relations
- XI. Diversity
- XII. Ethics
- XIII. Assessment and Evaluation

The purpose of the individual packets is to give review groups the flexibility to work either on specific sections of the document or on the entire document if they choose to do so.

Components of Each Working Document

Each topic document consists of three components:

1. The General Standard Statement is boxed and written in caps. The General Standards give the minimal and required standards of practice that apply to all specialty programs or functions.
2. Specialty Standard Statements for Learning Assistance Programs are in **bold** print and often contain the word "must". These are considered to be the minimal and required standard for Learning Assistance programs and services.
3. Guidelines for Learning Assistance Programs are in normal print. Guidelines are recommendations or suggestions for interpreting and implementing the Standard for Learning Assistance Programs but are not required.

Working Document Type Elements

underlined statement, word, or phrase

These are controversial items that were never deleted or corrected in the original version.

~~strike-through~~

Suggested deletion usually for rewording or rephrasing an original statement.

italics

Suggested rewording of statement.

double underlining

A suggested addition of statement, phrase, or word not contained in the original document.

Revision of CAS Standards for Learning Assistance Programs

Items for revision of the CAS Standards

1. Resubmit revisions of major items that were recommended for revision in 1984 but that CAS had not approved.
2. Edit terminology to be consistent with the glossary of terms developed by Mary Rubin
3. Examine the specialty standards developed by the NADE Standards Committee and identify common elements that exist among all the documents. Check that these common elements are addressed in the CAS Standards for Learning Assistance Programs.
4. Incorporate reference pertinent specialty standards of other professional organizations in appropriate sections of the CAS Standards for Learning Assistance Programs. For example, NCTM Standards (Math), Standards for Writing Programs, Bill White's document on Faculty Standards for Learning Assistance, AHEAD's Standards for disabilities services and for learning disabilities, to name a few.
5. Examine the curriculum of the graduate programs at Grambling State, National Louis University, Appalachian State, and Southwest Texas State. Extract common and basic elements to include in the section of the CAS document on professional preparation.
6. Examine major research on developmental education and learning assistance that address necessary and basic practices/factors known to be indicative of programs that are successful and of good quality. For example, the Exxon study, Brinda Van's research, Martha Maxwell's work, etc. Make sure the research findings are reflected in the Standards and Guidelines in the Learning Assistance Program document.
7. Update practices, theory, procedures, etc. that are missing (pedagogy) or new to the field (computer-assisted learning, supplemental instruction, collaborative learning, ADA regulations, etc.) since the publication of the original document.
8. Reword or rephrase original statements for greater clarity, precision, or conciseness.
9. How well do the Standards for Learning Assistance Programs reflect the major elements contain in the revised CAS General Standards?

I. MISSION

DRAFT #1

GENERAL STANDARDS

EACH PROGRAM AND SERVICE IN HIGHER EDUCATION MUST DEVELOP, RECORD, DISSEMINATE, IMPLEMENT AND REGULARLY REVIEW ITS MISSION AND GOALS. MISSION STATEMENTS MUST BE CONSISTENT WITH THE MISSIONS AND GOALS OF THE INSTITUTION AND WITH THE STANDARDS IN THIS DOCUMENT.

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

The mission of a learning assistance program must be to (a) provide instruction and services that support the development of skills that are necessary for students to adjust to the college environment and to achieve in the college classroom, (b) provide ancillary support to students enrolled in particular disciplines, (c) support faculty and staff in making classroom instruction maximally effective for students, and (d) support the academic standards of its parent institution by helping students to achieve the level of skills required to meet those standards. The learning assistance program must share its understanding and knowledge of the learning needs of the student population with faculty, staff, and administrators as a collaborative partner in the improvement of the learning. The learning assistance program must have a written mission and goals statement.

(This is a significant rewording of the original statement. Your comments are important and appreciated)

Models of learning assistance programs vary significantly. This variance is a positive reflection of programs that are customized to address such factors as the mission and goals of the institution, the role the learning assistance program is intended to serve on campus, the administrative or academic division under which it is organized, and the demographics of the student population. Although there are many models and forms of learning assistance programs, collectively learning assistance programs should share some common goals which are:

1-A •to assure that learners are the central focus of the learning assistance program. Learners can be defined as any member of the campus community who desires to maximize his/her personal potential for learning;

1-B •to provide instruction and services that acknowledge learning as consisting of cognitive, affective, and psychomotor domains and, thus, involves attention to the whole person;

1-C •to teach skills which assist students in becoming confident, independent, and successful learners;

1-D •to provide students the opportunity to practice the transfer of skills they are developing to actual classroom learning situations;

1-E •to incorporate various pedagogical approaches in its instructional and service offerings;

1-F •to help students develop positive attitudes and confidence in their ability to learn;

- 1- H
1- i
- provide services and resources that can enhance and support classroom instruction; and
 - to assist its parent institution in maintaining standards of academic excellence through its programs and services.

The learning assistance program mission and goal statement:

- 1- J
- is in written form and periodically disseminated;
- 1- J<
- addresses the purpose of the program, its relationship to its institutional mission and goals, the population it is intended to serve, the extent of its instructional programs and services, and what it plans to accomplish; and
- 1- L
- is reviewed annually and revised accordingly.

I. MISSION *Draft #2*

GENERAL STANDARDS

EACH PROGRAM AND SERVICE IN HIGHER EDUCATION MUST DEVELOP, RECORD, DISSEMINATE, IMPLEMENT AND REGULARLY REVIEW ITS MISSION AND GOALS. MISSION STATEMENTS MUST BE CONSISTENT WITH THE MISSIONS AND GOALS OF THE INSTITUTION AND WITH THE STANDARDS IN THIS DOCUMENT.

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

The mission of a learning assistance program must be to provide instruction and services that support the development of skills that are necessary for students to make a positive adjustment to the college classroom and to become confident, independent, and successful learners. The instruction and services of the learning assistance program must also support the academic standards of its parent institution by helping students to achieve the level of skills required to meet those standards. The learning assistance program must share its understanding and knowledge of the learning needs of the student population with faculty, staff, and administrators as a collaborative partner in the improvement of the learning environment. The learning assistance program must have a written mission and goals statement. (This is a significant rewording of the original statement. Your comments are important and appreciated)

1-C
Models of learning assistance programs vary significantly. This variance is a positive reflection of programs that are customized to address such factors as the mission and goals of the institution, the role the learning assistance program is intended to serve on campus, the administrative or academic division under which it is organized, and the demographics of the student population. Although there are many models and forms of learning assistance programs, collectively learning assistance programs should share some common goals which are:

- 1-D* •to assure that learners are the central focus of the learning assistance program and that learners can be any member of the campus community who desires to maximize his/her personal potential for learning;
- 1-C* •to provide instruction and services that acknowledge learning as consisting of cognitive, affective, and psychomotor domains and, thus, involves attention to the whole person;
- 1-D* •to teach skills which maximize the learning potential, academic performance, and adjustment of students;
- 1-E* •to provide students the opportunity to practice the transfer of skills they are developing to actual classroom learning situations;
- 1-F* •to offer a variety of instructional approaches;
- 1-G* •to help students develop positive attitudes and confidence in their ability to learn;

- to provide services and resources that can enhance and support classroom instruction; and
- to assist its parent institution in maintaining standards of academic excellence through its programs and services.

1 - L< The learning assistance program mission and goal statement:

- 1 - L • is in written form and periodically disseminated;
- 1 - M • addresses the purpose of the program, its relationship to its institutional mission and goals, the population it is intended to serve, the extent of its instructional programs and services, and what it plans to accomplish; and
- 1 - N • is reviewed annually and revised accordingly.

II. PROGRAM

GENERAL STANDARDS

THE FORMAL EDUCATION OF STUDENTS IS PURPOSEFUL, HOLISTIC, AND CONSISTS OF THE CURRICULUM AND CO-CURRICULUM.

CO-CURRICULAR PROGRAMS AND SERVICES MUST BE (A) INTENTIONAL, (B) COHERENT, (C) BASED ON THEORIES AND KNOWLEDGE OF LEARNING AND HUMAN DEVELOPMENT; (D) REFLECTIVE OF DEVELOPMENTAL AND DEMOGRAPHIC PROFILES OF THE STUDENT POPULATION, AND (E) RESPONSIVE TO THE SPECIAL NEEDS OF INDIVIDUALS.

PROGRAMS AND SERVICES MUST PROMOTE LEARNING AND DEVELOPMENT IN STUDENTS BY ENCOURAGING OUTCOMES SUCH AS INTELLECTUAL GROWTH, ABILITY TO COMMUNICATE EFFECTIVELY, REALISTIC SELF-APPRAISAL, ENHANCED SELF-ESTEEM, CLARIFICATION OF VALUES, APPROPRIATE CAREER CHOICES, LEADERSHIP DEVELOPMENT, PHYSICAL FITNESS, MEANINGFUL INTERPERSONAL RELATIONS, ABILITY TO WORK INDEPENDENTLY AND COLLABORATIVELY, SOCIAL RESPONSIBILITY, SATISFYING AND PRODUCTIVE LIFESTYLES, APPRECIATION OF AESTHETIC AND CULTURAL DIVERSITY, AND ACHIEVEMENT OF PERSONAL GOALS.

SHOULD THIS BE ADDED to General Standards II. (computational (quantitative) and critical thinking (or analytical skills) should also be addressed)?

II A STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

A learning assistance program must provide ~~services and programs~~ *instruction and services* designed to help students build cognitive and affective skills for effective learning. These programs and services must include:

II B •diagnosis of cognitive and affective skills;

The program should ~~provide for and/or~~ use diagnostic tests and interviews *instruments and processes* to determine the cognitive and affective needs of students.

II C •instruction and ~~activities services~~ which enable students to become independent and confident learners;

II D ~~Learning assistance programs include instruction and activities services for developing learning skills. The scope of the learning assistance program's instruction and services is determined by its mission and goals. Depending on the scope of the program, skill development. Some programs teach basic skills courses for credit; others do not give credit. Some offer voluntary classes; others require basic skills classes. Some focus on assisting specific student populations; others serve the entire student population.~~

II E In general, learning assistance programs should address include instruction and services for the development of reading, mathematics, writing, critical thinking, problem solving, and study skills. *The program should foster student metacognitive awareness, self-monitoring strategies, and learning style preferences.* Subject matter tutoring, adjunct learning skills and Supplemental Instruction groups, time management, freshman seminars, and

preparation for graduate and professional school admissions exams and for relevant professional certification exams, may also be offered. Math, reading and writing laboratories can also be part of a learning assistance program.

II F The program should provide, either directly or by referral to appropriate *campus resources* units, instruction and services which address affective needs that impact learning. These often include: stress and test anxiety reduction, assertiveness training, values clarification, educational and cultural adjustment, concentration improvement, motivation improvement, and other topics that have a positive effect on a student's confidence, self-concept, and ability to achieve.

11-14

II F (Alternative) Staff members should make referrals to appropriate campus offices for support with personal problems, learning disabilities, financial difficulties and other areas of need outside the purview of the learning assistance program.

The program should be a resource to other members of the campus community who are interested in knowing and learning about the skills needs of students and how to help students achieve their learning goals. Some of the ways in which learning assistance programs promote this understanding include:

- establishing advisory boards consisting of members from key segments of the campus community;
- holding periodic informational meetings with staff, faculty, and administrator;
- extending consultation services to staff, faculty, and administrators concerning the recognition of, understanding of, and response to the learning needs of their students;
- participate in staff and faculty development and in-service training programs on curriculum and instructional approaches that foster the development of learning skills, behaviors, and attitudes;*
- encouraging the use of learning assistance program resources, materials, instruction and services as integral or adjunct classroom activities;

•support in applying appropriate learning and affective skills to the student's formal academic environment;

II G The program should provide feedback concerning the student's progress in reaching his/her learning skills and affective goals. Students should be given the opportunity to practice the application and transfer of skills they are learning to actual classroom learning tasks.

•referrals to needed programs and services not offered by the learning assistance program.

II H The learning assistance program should make referrals, when appropriate, for: alcoholism or other addiction treatment; counseling; baby and child care; learning disabilities; and psychiatric or psychological help; job placement; financial aid; academic advising; and other types of assistance.

I The learning assistance program must ~~conduct~~ *participate in* programs and activities which promote understanding of the learning needs of the student population and the *program's role of the learning assistance program in* accomplishing supporting the academic mission of the institution. Staff must share *their* knowledge of *helping how to help* students to develop appropriate learning skills, attitudes, and behaviors with faculty, staff, and administrators.

Alternative:

II-i The learning Assistance Program should assist campus personnel (via programs, services, discussion groups, and the like) in recognizing student learning needs and both
-the role of the LAP and
-the potential contribution of faculty and staff toward helping
students develop appropriate learning skills, attitudes, and behaviors to
enhance academic success.

- II-J •training and supervising paraprofessionals and preprofessionals to work in such capacities as tutors, peer mentors, and advisors;
- II-K •providing jobs, practica, courses, internships, and assistantships for graduate students professionally interested learning assistance and related careers; and
- II-L •disseminating information on the availability of services through college publications (e.g., catalogs, student handbooks, and brochures); through informational presentations to students, staff and faculty members; and through campus and local media announcements.

III. LEADERSHIP

GENERAL STANDARDS

EFFECTIVE AND ETHICAL LEADERSHIP IS ESSENTIAL TO THE SUCCESS OF ALL ORGANIZATIONS. INSTITUTIONS MUST APPOINT, POSITION AND EMPOWER LEADERS WITHIN THE ADMINISTRATIVE STRUCTURE TO ACCOMPLISH STATED MISSIONS. LEADERS AT VARIOUS LEVELS MUST BE SELECTED ON THE BASIS OF FORMAL EDUCATION AND TRAINING, RELEVANT WORK EXPERIENCE, PERSONAL ATTRIBUTES AND OTHER PROFESSIONAL CREDENTIALS. INSTITUTIONS MUST DETERMINE EXPECTATIONS OF ACCOUNTABILITY FOR LEADERS AND FAIRLY ASSESS THEIR PERFORMANCE.

LEADERS OF PROGRAMS AND SERVICES MUST EXERCISE AUTHORITY OVER RESOURCES FOR WHICH THEY ARE RESPONSIBLE TO ACHIEVE THEIR RESPECTIVE MISSIONS. LEADERS MUST ARTICULATE A VISION FOR THEIR ORGANIZATION; SET GOALS AND OBJECTIVES, PRESCRIBE AND PRACTICE ETHICAL BEHAVIOR, RECRUIT, SELECT, SUPERVISE, AND DEVELOP OTHERS IN THE ORGANIZATION; MANAGE PLAN, BUDGET AND EVALUATE; COMMUNICATE EFFECTIVELY; AND MARSHAL COOPERATIVE ACTION FROM COLLEAGUES, EMPLOYEES, OTHER INSTITUTIONAL CONSTITUENCIES, AND PERSONS OUTSIDE THE ORGANIZATION. LEADERS MUST ADDRESS INDIVIDUAL, ORGANIZATIONAL, OR ENVIRONMENTAL CONDITIONS THAT INHIBIT GOAL ACHIEVEMENT. LEADERS MUST IMPROVE PROGRAMS AND SERVICES CONTINUOUSLY IN RESPONSE TO CHANGING NEEDS OF STUDENTS AND INSTITUTIONAL PRIORITIES.

The CAS General Standards statement on LEADERSHIP is a restructuring of a section that appeared in the original document entitled LEADERSHIP AND MANAGEMENT. Therefore, no LEADERSHIP statement existed in the original Standards and Guidelines for Learning Assistance Programs. A draft of a statement is given below.

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

The director of the program should be an educator who is well qualified and experienced in the field of learning assistance and who has chosen to work with students in helping them to realize their full learning potential.

The director of the Learning Assistance Program must have administrative control over the program curriculum, funding, and support services.

The Learning Assistance Program Director must have the responsibility for recruiting, selecting, hiring, and firing staff.

The Learning Assistance Program Director must have an appropriate position in the hierarchy of the institutional structure and be given the opportunity to contribute to decisions affecting student policies.

OR (see next p.)

III A-D (Alternative)

III AThe director of the program should be an educator holding an advanced degree in an appropriate field who is well qualified in the field of learning assistance or a related academic support, who has been successful in managing or rendering service in a similar capacity, and who has chosen to work with students who have learning needs.

III B-The director should have full administrative control over the program services, budget and staff.

III C-The director is responsible for recruiting selecting, hiring, training, evaluating, and, if necessary, terminating staff in accordance with institutional personnel policies and procedures.

III D-The director should hold a significant position in the institution's administrative hierarchy so as to have a role in policy-making that affects students' academic success.
(GR 3/95)

Should we add the following?

III E-The director should have strong management skills (ability to plan, implement, and evaluate a program, manage personnel, manage fiscal resources) and leadership skills.
(GR 3/95)

III F-A sound understanding of the learning needs of students in higher education and a vision for successfully addressing those needs is critical; demonstrated leadership in the field through professional research, publication, presentation, consultation are highly desirable.(GR 3/95).

IV. ORGANIZATION AND MANAGEMENT

GENERAL STANDARDS

PROGRAMS AND SERVICES MUST BE STRUCTURED PURPOSEFULLY AND MANAGED EFFECTIVELY TO ACHIEVE STATED GOALS. EVIDENCE OF APPROPRIATE STRUCTURE MUST INCLUDE CURRENT AND ACCESSIBLE POLICIES AND PROCEDURES, WRITTEN PERFORMANCE EXPECTATIONS FOR ALL EMPLOYEES, FUNCTIONAL WORK FLOW GRAPHICS OR ORGANIZATIONAL CHARGES, AND SERVICE DELIVERY EXPECTATIONS. EVIDENCE OF EFFECTIVE MANAGEMENT MUST INCLUDE CLEAR SOURCES AND CHANNELS OF AUTHORITY, EFFECTIVE COMMUNICATION PRACTICES, DECISION-MAKING AND CONFLICT RESOLUTION PROCEDURES, RESPONSIVENESS TO CHANGING CONDITIONS, ACCOUNTABILITY SYSTEMS AND RECOGNITION AND REWARD PROCESSES.

PROGRAMS AND SERVICES MUST PROVIDE CHANNELS WITHIN THE ORGANIZATION FOR REGULAR REVIEW OF ADMINISTRATIVE POLICIES AND PROCEDURES.

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE CENTERS

IV-A

Learning assistance programs are frequently components of either a student affairs or academic affairs division. Regardless of the institutional division in which the program is located, it is important that the program communicates with key units in both student affairs and academic affairs. One method for promoting effective communication is to invite representatives of the faculty, staff, and administration to serve as members of a learning assistance program advisory council or to serve as consultants to the program.

Alternative to IV A

Although typically LAP's are placed within either the Student Affairs or the Academic Affairs Division on a campus, the nature of the program requires that it communicate and interact effectively with key units in both divisions. Whether the program is delivered by professional staff or faculty, full or part-time, the input of representatives from both divisions can be assured, for example, by a broadly constituted advisory board or by the involvement of consultants to the program from across the campus. (GR)

Should we add?

IV B It is desirable that the learning assistance program have departmental or divisional status.

IV C The learning assistance program must have status in the institution that ensures that it is represented on major-policy-making committees.

V. HUMAN RESOURCES

GENERAL STANDARDS

EACH PROGRAM AND SERVICE MUST BE STAFFED ADEQUATELY BY INDIVIDUALS QUALIFIED TO ACCOMPLISH ITS MISSION AND GOALS. PROGRAMS AND SERVICES MUST ESTABLISH PROCEDURES FOR STAFF SELECTION, TRAINING, AND EVALUATION; SET EXPECTATIONS FOR SUPERVISION, AND PROVIDE APPROPRIATE PROFESSIONAL DEVELOPMENT OPPORTUNITIES.

PROFESSIONAL STAFF MEMBERS MUST HOLD AN EARNED GRADUATE DEGREE IN A FIELD RELEVANT TO THE POSITION DESCRIPTION OR MUST POSSESS AN APPROPRIATE COMBINATION OF EDUCATION AND EXPERIENCE.

DEGREE OR CREDENTIAL SEEKING INTERNS OR OTHERS IN TRAINING MUST BE QUALIFIED BY ENROLLMENT IN AN APPROPRIATE FIELD OF STUDY AND RELEVANT EXPERIENCE. THESE INDIVIDUALS MUST BE TRAINED AND SUPERVISED ADEQUATELY BY PROFESSIONAL STAFF MEMBERS.

STUDENT EMPLOYEES AND VOLUNTEERS MUST BE CAREFULLY SELECTED, TRAINED, SUPERVISED, AND EVALUATED. WHEN THEIR KNOWLEDGE AND SKILLS ARE NOT ADEQUATE FOR PARTICULAR SITUATIONS, THEY MUST REFER STUDENTS AND OTHERS IN NEED OF ASSISTANCE TO QUALIFIED PROFESSIONAL STAFF.

EACH ORGANIZATIONAL UNIT MUST HAVE SECRETARIAL AND TECHNICAL STAFF ADEQUATE TO ACCOMPLISH ITS MISSION. SUCH STAFF MUST BE TECHNOLOGICALLY PROFICIENT TO PERFORM ACTIVITIES INCLUDING RECEPTION DUTIES, OFFICE EQUIPMENT OPERATION, RECORDS MAINTENANCE, AND MAIL HANDLING.

APPROPRIATE SALARY LEVELS AND FRINGE BENEFITS FOR ALL STAFF MEMBERS MUST BE COMMENSURATE WITH THOSE FOR COMPARABLE POSITIONS WITHIN THE INSTITUTION, IN SIMILAR INSTITUTIONS, AND IN THE RELEVANT GEOGRAPHIC AREA.

TO REFLECT THE DIVERSITY OF THE STUDENT POPULATION, TO ENSURE THE EXISTENCE OF READILY IDENTIFIABLE ROLE MODELS FOR STUDENTS AND TO ENRICH THE CAMPUS COMMUNITY, INSTITUTIONS MUST INTENTIONALLY EMPLOY A DIVERSE STAFF.

AFFIRMATIVE ACTION MUST OCCUR IN HIRING AND PROMOTION PRACTICES AS REQUIRED TO ENSURE DIVERSE STAFFING PROFILES.

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

The professional staff must include persons competent in learning skills, human relations skills, and compensatory needs and programs for students with learning disabilities.

Add to V-A.— While learning assistance professionals must possess expertise in teaching the particular areas assigned to them, other skills are valuable in the execution of their duties: counseling and advising abilities to respond appropriately to the more holistic needs students report, experience in training and consultation required for their interaction with colleagues throughout the campus community. (GR 3/95)

V-B All professional staff members must be knowledgeable in learning theory and competent in written and oral communication skills, diagnosis and assessment, organizational and planning skills, and program evaluation.

Learning assistance program services require professional staff who have expertise to instruct a specific learning skill. Because the professional encounters other issues in the process of teaching students, counseling and advising abilities are also helpful. Experience in training, evaluation, and consultation is valuable in working with other members of the campus community including faculty, staff, administrators, and paraprofessionals.

The size, scope, and role of the program staff depend on the mission of the learning assistance program and the student population it serves. Some learning assistance programs are designed to service specific student populations, such as remedial or nontraditional college students, and other centers are charged with serving the entire student population. Staff-to-student ratios, therefore, must be based on factors such as:

- the types of specific learning skills programs offered;
- the skill level and needs of the student population being served;
- institutional commitment to special populations, such as minority, disadvantaged, foreign, athletes, and adult students and, students with physical and learning disabilities;
- institutional emphasis on specific academic disciplines; and
- the number of contact and instructional hours needed to properly assist students.

Should this be added?

V-E To reflect the diversity of the student population, LAPs should seek to employ a similarly diverse staff. Establishing and maintaining that diversity should be goals in hiring and promoting staff at all professional and paraprofessional levels. (GR 3/95).

Is it redundant to have the following statement here and in the "Leadership" section?

The director should have an earned graduate degree and professional experience in learning assistance programs and administration.

Learning assistance program professional staff members should have earned degrees from relevant academic programs such as reading, language arts, English, mathematics, student personnel/development, guidance and counseling, psychology, or education.

V-G

Courses of study in content areas relevant to learning assistance program practice should include but not be limited to:

- adult development theory,
- counseling theory and techniques,
- administration and interpretation of diagnostic tests,
- learning disabilities and special education,
- cognitive psychology including cognitive processes, memory, metacognition, etc.
- design and presentation of group workshops in areas such as time management and stress management, anxiety reduction
- group leadership and dynamics, group processes,
- curriculum and supervision,
- administration and management,
- instructional technology and computer-assisted instruction,
- English as a second language,
- human relations training,
- instructional and media design and management ,
- speech.

Should we substitute for V-G

Some of the most recognized courses of study applicable to learning assistance practice include but are not limited to:

V-H

Adequate time and financial support should be allocated for professional development activities. Research and publishing professional papers that contribute to the knowledge and practice of the profession are encouraged.

Add: To V-H

as is attendance at professional conferences and workshops." (GR)

V-i

For professional staff, it is desirable that previous experience include:

- working with college students, faculty, and administrators;
- coordination between academic and student affairs;
- college teaching; and
- the design and implementation of instructional strategies including collaborative learning, cooperative learning, and reciprocal teaching.

V-j

Experience in training and supervising paraprofessionals

Work in a culturally and academically diverse setting.

V-K

Paraprofessional and preprofessional staff must be used only in appropriate roles when providing services or programs to students or support to the program.

V-L

Paraprofessional staff can be undergraduate or graduate students. Adequate training and supervision are essential and required. Paraprofessional staff or graduate students may perform professional duties if properly trained and supervised by professional staff.

NOTE: Should reference be made to CRLA Tutor Certification and to NADE Self-Evaluation Guide for Tutor Program? (MM 1-14-95) (See Below)

V-M

If joint appointments are employed to supplement program staff, the individuals must be committed to the mission, philosophy, objectives, and priorities of the program as well as possess the expertise necessary for the assignment.

add

V-L

In designing training for paraprofessional staff, professional organizations are valuable resources, as some have developed guidelines and procedures to assist programs in these processes such as the discussion of tutor training in the Tutor Certification Program guidelines of the College Reading and Learning Association(CRLA) and in the National Association of Developmental Education's Self-evaluation Guidelines.) (GR)

VI. FINANCIAL RESOURCES

GENERAL STANDARDS

EACH PROGRAM AND SERVICE MUST HAVE ADEQUATE FUNDING TO ACCOMPLISH ITS MISSION AND GOALS. PRIORITIES, WHETHER SET PERIODICALLY OR AS A RESULT OF EXTRAORDINARY CONDITIONS, MUST BE DETERMINED WITHIN THE CONTEXT OF THE STATED MISSION, GOALS, AND RESOURCES.

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

✓VI-A There is no standard statement for Learning Assistance Programs. Should one be introduced or do the guidelines below suffice?

✓VI-B Adequate budget allocations should be provided from regular institutional funds for:

- professional and clerical staff salaries, and where applicable, paraprofessional and preprofessional staff salaries;
- purchase and maintenance of office and instructional furnishings, supplies, materials and equipment;
- printing and media expenses;
- phone and postage costs;
- institutional memberships in professional organizations;
- subscriptions to professional publications;
- attendance at conferences, workshops, and other activities that contribute to the professional development of Learning Assistance Program staff;
- library of professional materials for staff and tutors;
- on-campus technical support for computer hardware and software maintenance, troubleshooting, and repair;
- on-site training of learning assistance center personnel in the use and operation of all existing and new equipment, computer hardware and software; and
- training to meet newly mandated requirements for services.

✓VI-C When substantial changes occur in the mission, goals, and programs of the Learning Assistance Program resulting in program and service expansion or substantial changes, budget modifications must occur in the salary and operational financial resources to sustain the program growth or alterations.

VI-D Prior to implementing new program additions or expansion, a financial analysis should be performed to determine the financial resources that will be necessary to support salaries and operation costs.

VI-E If a program is successful in obtaining external funding, these funds should not be substituted for regular institutional funding to support standard salary and operational budgets.

VI-F If institutional funds are decreased resulting in diminished salary and operational budgets, the mission and goals of the Learning Assistance Program must be revised to reflect resulting program alterations.

VI-G Decisions on program and service reductions should reflect an analysis of actions that will have the least detrimental impact on altering the mission and goals of the Learning Assistance Center.

VII. FACILITIES AND EQUIPMENT

GENERAL STANDARDS

EACH PROGRAM AND SERVICE MUST HAVE ADEQUATE, SUITABLY LOCATED FACILITIES AND EQUIPMENT TO SUPPORT ITS MISSION AND GOALS. FACILITIES AND EQUIPMENT MUST BE IN COMPLIANCE WITH RELEVANT FEDERAL, STATE, PROVINCIAL, AND LOCAL REQUIREMENTS TO PROVIDE FOR ACCESS, HEALTH, AND SAFETY.

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

VII-A There is no standard statement for Learning Assistance Programs. Should one be introduced or do the guidelines below suffice?

VII-B Facilities for the learning assistance program should:

- VII-C
 - be conducive to the types of instructional methods used, including classroom, laboratory, small group, and one-to-one instruction; and should include appropriate and adequate acoustics, lighting, ventilation;
- VII-D
 - provide private, sound-proofed areas for affective skills programming, testing, counseling, and other activities that require confidentiality or intense concentration;
- VII-E
 - provide essential instructional materials and equipment, including texts and workbooks, filmstrips, audio and videotape equipment, computers and printers, calculators, projection equipment, chalk boards, and appropriate storage and electrical outlets necessary for the various kinds of equipment;
- VII-F
 - have adequate office space, supplies, and equipment (e.g., word processor or computers, copy machine, telephones) available for professional, preprofessional, paraprofessional, and clerical staff;
- VII-G
 - have adequate storage and security for equipment, instructional and testing materials, and confidential data;
- VII-H
 - be designed to allow for presenting simultaneous activities without confusion, disorder, discomfort, or loss of confidentiality;
- VII-I
 - have a prominent reception and information area; and
- VII-K
 - be accessible and appropriate for physically challenged students and students with learning disabilities as required by the Americans with Disabilities Act (ADA).

VIII. LEGAL RESPONSIBILITIES

GENERAL STANDARDS

STAFF MEMBERS MUST BE KNOWLEDGEABLE ABOUT AND RESPONSIVE TO LAW AND REGULATIONS THAT RELATE TO THEIR RESPECTIVE PROGRAM OR SERVICE. SOURCES FOR LEGAL OBLIGATIONS AND LIMITATIONS ARE: CONSTITUTIONAL, FEDERAL, AND STATUTORY, REGULATORY, AND CASE LAW, MANDATORY LAWS AND ORDERS EMANATING FROM FEDERAL, STATE, PROVINCIAL AND LOCAL GOVERNMENTS AND THE INSTITUTION THROUGH ITS POLICIES.

STAFF MEMBERS MUST USE REASONABLE AND INFORMED PRACTICES TO LIMIT THE LIABILITY EXPOSURE OF THE INSTITUTION, ITS OFFICERS, EMPLOYEES, AND AGENTS. STAFF MEMBERS MUST BE INFORMED ABOUT INSTITUTIONAL POLICIES REGARDING PERSONAL LIABILITY AND RELATED INSURANCE COVERAGE OPTIONS.

THE INSTITUTION MUST INFORM STAFF AND STUDENTS, IN A TIMELY AND SYSTEMATIC FASHION, ABOUT EXTRAORDINARY OR CHANGING LEGAL OBLIGATIONS AND POTENTIAL LIABILITIES.

In the original document, there were no legal standards or guidelines specific to learning assistance programs. The reader was referred to the CAS General Standards legal responsibilities statement. Should legal responsibilities standards and guidelines be written specifically to address learning assistance programs?

IX. EQUAL OPPORTUNITY, ACCESS AND AFFIRMATIVE ACTION

GENERAL STANDARDS

STAFF MEMBERS MUST ENSURE THAT SERVICES AND PROGRAMS ARE PROVIDED ON A FAIR AND EQUITABLE BASIS. EACH PROGRAM AND SERVICE MUST BE ACCESSIBLE. HOURS OF OPERATION MUST BE RESPONSIVE TO THE NEEDS OF ALL STUDENTS.

EACH PROGRAM AND SERVICE MUST ADHERE TO THE SPIRIT AND INTENT OF EQUAL OPPORTUNITY LAWS.

PROGRAMS AND SERVICES MUST NOT BE DISCRIMINATORY ON THE BASIS OF AGE, COLOR, DISABILITY, GENDER, NATIONAL ORIGIN, RACE, RELIGIOUS CREED, SEXUAL ORIENTATION AND/OR VETERAN STATUS. EXCEPTIONS ARE APPROPRIATE ONLY WHERE PROVIDED BY RELEVANT LAW INSTITUTIONAL POLICY.

CONSISTENT WITH THEIR MISSION AND GOALS, PROGRAM AND SERVICES MUST TAKE AFFIRMATIVE ACTION TO REMEDY SIGNIFICANT IMBALANCES IN STUDENT PARTICIPATION AND STAFFING PATTERNS.

In the original document, there were no equal opportunity standards or guidelines specific to learning assistance programs. The reader was referred to the CAS General Standards equal opportunity statement. Should equal opportunity standards and guidelines be written specifically to address learning assistance programs?

X. CAMPUS AND COMMUNITY RELATIONS

GENERAL STANDARDS

PROGRAMS AND SERVICES MUST ESTABLISH, MAINTAIN, AND PROMOTE EFFECTIVE RELATIONS WITH RELEVANT CAMPUS OFFICES AND EXTERNAL AGENCIES.

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

There is no specific standards for learning assistance programs for this section, only guidelines. Should a standard statement be created?

The learning assistance program should:

- establish communication with all key academic and student services units
 - to encourage the exchange of ideas, knowledge, and expertise,
 - to provide mutual consultation, as needed, on student cases;
 - to expedite student referrals to and from the learning assistance program; and
 - to collaborate on programs and services that most efficiently and effectively address the needs of students.
- know pertinent academic and other institutional policies and procedures;
- educate the academic community by providing current information about available learning assistance programs and activities;
- provide information about the unique characteristics and special needs of the learning assistance programs' clientele to the campus and community;
- encourage academic and student service units to work together and share their knowledge and expertise about the needs of students and how to assist them;
- establish a relationship with the local community in order to facilitate the development of learning assistance resources such as volunteers for tutoring and technical support.

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XI. DIVERSITY

GENERAL STANDARDS

WITHIN THE CONTEXT OF EACH INSTITUTION'S UNIQUE MISSION, MULTI-DIMENSIONAL DIVERSITY ENRICHES THE COMMUNITY AND ENHANCES THE COLLEGE EXPERIENCE FOR ALL; THEREFORE, PROGRAMS AND SERVICES MUST NURTURE ENVIRONMENTS WHERE SIMILARITIES AND DIFFERENCES AMONG PEOPLE ARE RECOGNIZED AND HONORED.

PROGRAMS AND SERVICES MUST PROMOTE CULTURAL EDUCATIONAL EXPERIENCES THAT ARE CHARACTERIZED BY OPEN AND CONTINUOUS COMMUNICATION, THAT DEEPEN UNDERSTANDING OF ONE'S OWN CULTURE AND HERITAGE, AND THAT RESPECT AND EDUCATE ABOUT SIMILARITIES, DIFFERENCES AND HISTORIES OF CULTURES.

PROGRAMS AND SERVICES MUST ADDRESS THE CHARACTERISTICS AND NEEDS OF A DIVERSE POPULATION WHEN ESTABLISHING AND IMPLEMENTING POLICIES AND PROCEDURES.

In the original document, there were no diversity standards or guidelines specific to learning assistance programs. The reader was referred to the CAS General Standards diversity statement. Should diversity standards and guidelines be written specifically to address learning assistance programs?

XII. ETHICS

GENERAL STANDARDS

ALL PERSONS INVOLVED IN THE DELIVERY OF PROGRAMS AND SERVICES TO STUDENTS MUST ADHERE TO THE HIGHEST STANDARDS OF ETHICAL BEHAVIOR. PROGRAMS AND SERVICES MUST DEVELOP OR ADOPT AND IMPLEMENT STATEMENTS OF ETHICAL PRACTICE ADDRESSING THE ISSUES UNIQUE TO EACH PROGRAM AND SERVICE. PROGRAMS AND SERVICES MUST PUBLISH THESE STATEMENTS AND INSURE THEIR PERIODIC REVIEW BY ALL CONCERNED.

ALL STAFF MEMBERS MUST ENSURE THAT CONFIDENTIALITY IS MAINTAINED WITH RESPECT TO ALL COMMUNICATIONS AND RECORDS CONSIDERED CONFIDENTIAL UNLESS EXEMPTED BY LAW.

INFORMATION DISCLOSED IN INDIVIDUAL COUNSELING SESSIONS MUST REMAIN CONFIDENTIAL UNLESS WRITTEN PERMISSION TO DISCLOSE THE INFORMATION IS GIVEN BY THE STUDENT. HOWEVER, ALL STAFF MEMBERS MUST DIVULGE TO THE APPROPRIATE AUTHORITIES INFORMATION JUDGED TO BE OF AN EMERGENCY NATURE, ESPECIALLY WHERE THE SAFETY OF THE INDIVIDUAL OR OTHERS IS INVOLVED. INFORMATION CONTAINED IN STUDENTS' EDUCATIONAL RECORDS MUST NOT BE DISCLOSED TO NON-INSTITUTIONAL THIRD PARTIES WITHOUT APPROPRIATE CONSENT, UNLESS CLASSIFIED AS "DIRECTORY" INFORMATION OR WHEN THE INFORMATION IS SUBPOENAED BYLAW. PROGRAMS AND SERVICES MUST APPLY A SIMILAR DEDICATION TO PRIVACY AND CONFIDENTIALITY TO RESEARCH DATA CONCERNING INDIVIDUALS. ALL STAFF MEMBERS MUST BE AWARE OF AND COMPLY WITH THE PROVISIONS CONTAINED IN THE INSTITUTION'S HUMAN SUBJECTS RESEARCH POLICY AND IN OTHER RELEVANT INSTITUTIONAL POLICIES ADDRESSING ETHICAL PRACTICES.

ALL STAFF MEMBERS MUST RECOGNIZE AND AVOID PERSONAL CONFLICT OF INTEREST OR THE APPEARANCE THEREOF IN THEIR TRANSACTIONS WITH STUDENTS AND OTHERS. STAFF MEMBERS MUST STRIVE TO INSURE THE FAIR, OBJECTIVE AND IMPARTIAL TREATMENT OF ALL PERSONS WITH WHOM THEY DEAL.

WHEN HANDLING INSTITUTIONAL FUNDS, ALL STAFF MEMBERS MUST ENSURE THAT SUCH FUNDS ARE MANAGED IN ACCORDANCE WITH ESTABLISHED AND RESPONSIBLE ACCOUNTING PROCEDURES.

STAFF MEMBERS MUST NOT PARTICIPATE IN ANY FORM OF HARASSMENT THAT DEMEANS PERSONS OR CREATES AN INTIMIDATING, HOSTILE OR OFFENSIVE CAMPUS ENVIRONMENT.

ALL STAFF MEMBERS MUST PERFORM THEIR DUTIES WITHIN THE LIMITS OF THEIR TRAINING, EXPERTISE, AND COMPETENCE. WHEN THESE LIMITS ARE EXCEEDED, INDIVIDUALS IN NEED OF FURTHER ASSISTANCE MUST BE REFERRED TO PERSONS POSSESSING APPROPRIATE QUALIFICATIONS.

ALL STAFF MEMBERS MUST USE SUITABLE MEANS TO CONFRONT AND OTHERWISE HOLD ACCOUNTABLE OTHER STAFF MEMBERS WHO EXHIBIT UNETHICAL BEHAVIOR.

In the original document, there were no ethics standards or guidelines specific to learning assistance programs. The reader was referred to the CAS General Standards ethics statement. Should ethical standards and guidelines be written specifically to address learning assistance programs?

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

XII-A The Learning Assistance Program must have a written statement of ethical standards for staff, tutors, and others working in the program.

other topics to consider addressing in new statements (GM 2-14-95)

- accounting procedures
- statement that reminds of the scope and limits of duties and responsibilities

XIII. ASSESSMENT AND EVALUATION

GENERAL STANDARDS

PROGRAMS AND SERVICES MUST REGULARLY CONDUCT SUSTEMATIC QUALITATIVE AND QUANTITATIVE EVALUATIONS OF PROGRAM QUALITY TO DETERMINE AND WHAT DEGREE THE STATED MISSION AND GOALS ARE BEING MET. ALTHOUGH METHODS OF ASSESSMENT VARY, PROGRAMS AND SERVICES MUST EMPLOY A SUFFICIENT RANGE OF MEASURES TO INSURE OBJECTIVITY AND COMPREHENSIVENESS. DATA COLLECTED MUST INCLUDE RESPONSES FROM STUDETNS AND OTHER AFFECTED CONSTITUENCIES. RESULTS OF THESE EVALUATIONS MUST BE USED IN REVISING AND IMPROVING PROGRAMS AND SERVICES AND IN RECOGNIZING PERFORMANCE.

STANDARDS AND GUIDELINES FOR LEARNING ASSISTANCE PROGRAMS

- XIII-A There is no specific standards for learning assistance programs for this section, only guidelines. Should a standard statement be created?
- XIII-B A data collection systems should be implemented for the purpose of evaluation. Evaluation activities should include, but not be limited to:
- XIII-C evaluation of programs and services by users; including students, staff, and faculty.
- XIII-D collection of or access to data on the characteristics and needs of student populations and analysis of trends to determine implications for learning services.
- XIII-E assessment of program effectiveness, that can range from the impact of specific services on individual students to the effect of the center's activities on the campus retention rate; and
- XIII-F feedback from users about the strengths and weaknesses of the programs in which they participated as a means of determining necessary changes or improvements.
- XIII-G Qualititative data gathered from interviews, observations, case studies and questionnaires.
- XIII-H When appropriate, follow-up studies on students' grades in mainstream courses. GPA's and retention figures should be complied and analyzed.
- XIII-I Evaluation of the program by outside expert(s) sohould be encouraged.
- XIII-J Data should be collected on:
- Number of students referred by faculty.
 - Number and kinds of student-staff interactions.
 - Learning center lab utilization.
 - Number of students enrolled in the learning assistance program and those on the waiting list.

Substitute for XIII -C ?

-user's qualitative evaluation of the program and services they utilized (users may include students, staff and faculty or administrators; the evaluation may be anonymous or signed, utilizing a standard evaluation form or a personal interview or questionnaire.

Substitute for XIII-D?

-data (collected by the LAP or accessed from institutional research) indicating the characteristics and needs of student populations and analyses of trends that impact planning. (GR)

Substitute for XIII-E?

-information reflective of program impact (on individuals or groups, measures by various criteria ranging from each student's performance to impact on the campus' retention rate. (GR)

Substitute for XIII-G?

-information drawn from case studies, observation, or supervision of services provided.

Substitute for XIII-i?

Internal (campus) and external (outside expert) evaluation of the program should be encouraged at reasonable intervals. (GR)

Substitute for XIII-J?

-quantitative data on the size of the user population, numbers utilizing particular services offered, the sources of student referrals to the program, numbers of students who could not be serviced and their needs -- data reflective of a given time period and longitudinal information indicating trends. (GR)

Add as XIII-K?

The LAP should have a process for periodically reviewing and revising its particular goals and services in the light of evaluation information and institutional goals, priorities, and needs. (GR)

Please send your comments and suggestions to Georgine Materniak, Director, Learning Skills Center, 311 William Pitt Union, University of Pittsburgh, PA 15260.
e-mail gmater+@PITT.EDU



Task Force on Communications

One year charge: 1994

Submitted to the Board of Directors by Karen Smith

April 6, 1995

This Task Force was created by Patricia Mulcahy-Ernt in March 1994, with approval of the Board of Directors on March 23, 1994. The charge was to gather information from the membership regarding issues or problems regarding CRLA communication mechanisms, marketing, advertising, public relations, and professional image.

The comments which follow are presented in random order and do not reflect any indication of priority or need.

central mailing

- a permanent address for all correspondence to CRLA is crucial
- officers and others need easy and ready access to membership records and to central mailing personnel during all regular work hours
- membership records should track membership over time
- officers and other designated individuals should have ready access to member phone numbers when necessary
- central mailing can accommodate ready access of all major mailing for the organization, freeing the editors of this job. Have the printing firms ship the completed product directly to the mailing service, which will prepare and complete the mailing process and keep surplus newsletters and journals on file
- central mailing can accept membership fees, make direct deposits, send records to the treasurer, or send the fees on to the treasurer as part of the process of forwarding mail to the appropriate individual on a daily or weekly basis
- central mailing will provide a great service to overworked Board members and editors of the association's publications by freeing them from unnecessary secretarial issues and will help CRLA respond to the members more readily and in a more timely manner

marketing and presenting the organization

- publicizing CRLA and membership in relevant journals
- publicizing CRLA conference in Chronicle and other journals
- develop a plan to help state/regional officers do a better job of marketing membership in the association through the state and regional organizations

activities such as the annual conference should be announced more, in each copy of the newsletter, in letters to the membership, in preconference mailings -- CRLA appears to have become stingy in its communication with members. A personal letter mailed first-class to every member will cost less than \$200! Direct communication from the Board with the members is crucial and is not happening now!

professional image

professional presentation of CRLA in brochure (good), newsletter (good), journal (good and improving), and other publications (some good, some pretty bad)

regular publish date of newsletters and journals -- seen as too erratic by many membership should run for 12 months, beginning on the date the membership fee is received. CRLA is seen by many members as having moved back into dark ages, from a professional image to the image of an amateur organization.

we lose members because they don't get published materials, they are dropped from the roster, and it doesn't pay to join in mid-year because the dues will be effective only until 12/31.

most members now renew their membership when they register for the conference. If they don't attend the conference, renewal information should be sent immediately and should be professionally developed registration information for the upcoming conference should be included in the spring issue of the newsletter which should arrive in February.



Board Minutes
Apr. 3-9, 1995
Tempe, AZ
Attach. AJ

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Archives Annual Report - 1994

TO: Board of Directors
FROM: Karen Smith
DATE: April 6, 1995

Organization of the Archives:

Materials collected in the Archives were all reorganized after the Archivist's move to Louisiana. The move to New Jersey has created another organizational headache. Materials are always removed from file cabinets before moving, and after I had left Tulane, the CRLA archival materials were randomly put in boxes to be shipped to me along with the file cabinets. To my dismay, my wonderful organizational system has been destroyed.

Due to the pressures of my new position (creating 5 new learning centers in 3 cities), I have not completed the very tedious process of reorganizing the archives. Consequently, when calls come for a specific piece of information, I am often unable to locate the material or information either because of the constraints of my job which do not allow for large chunks of time being spent in the archives or because I simply cannot find the document.

Questions addressed to the Archivist and left unanswered:

1. I was asked to complete a listing of all recipients of scholarships and awards, including the kind of award and the date. To locate that information, I must look at three sources: Summer Newsletters, Winter and/or Spring Board minutes, and correspondence of the presidents. Earlier Boards did not always record their decisions and actions in the minutes of a formal meeting. I have not completed this search.
2. Early IRS reports (1967 - 1978) have not been located. As a matter of fact, early budgetary records are very messy and not easily sorted by year. The search for the IRS reports began because of the need to demonstrate designation by IRS as a non-profit organization in our formative years. The fact that CRLA is chartered in New Mexico as a non-profit organization through the NM Corporation Commission is not relevant to the U.S. Post Office.

3. Jo-Ann requested photocopies of state charters. I could locate only two state charters. With some exceptions, the state and regional organizations do not send copies of their information to me. Most of the records regarding state and regional activities that are in the archives are part of the reports of the Coordinators of States/Regions. Some Coordinators have kept better records than others, and therefore, the materials in the archives reflect the good or poor organizational skills of the officers and appointed officials.

Issues of concern to the Archivist:

1. Each officer should organize his/her correspondence and records and when leaving office, pass the year's data on to the next officer. However, records from an earlier officer should then be packaged and mailed to me for placement in the archives. I believe some valuable materials and information are traveling from officer to officer to officer over time. I fear these materials may be lost and will not become a permanent part of the history of the organization.

2. When labels are prepared for officers, a sheetful with the address of the Archivist should be sent to each relevant person as well.

3. Other individuals appointed by the President, such as the Chair of Scholarship & Awards, must be directed to send completed files on for archival filing. Records from only two Scholarship Chairs reside in the archives.

4. The Coordinator of States and Regions must explain to the state/regional officers the purpose of the CRLA archives. A clean copy of all flyers and brochures announcing state conferences and meetings should be sent for placement in the archives. Too often, the copies that I receive have "for the Archives" written across the document, or the document was addressed to me, tossed into the mail, and received all tattered and shredded.

5. The Coordinator of SIGs should encourage all SIG Leaders to send clean copies of newsletters and other correspondence to the Archivist. Actually, the group of SIG Leaders have send information to me more regularly than the state organizations.

5. The Conference Site Chairperson should be submitting files and records for keeping. Some information comes from the President-Elect
Annual Report, Archivist, 1994 -p.2

who chaired the program, but there is currently a dearth of information regarding other conference activities which are the province of the Site Chair.

7. The CRLA Display is freshly prepared using Pat Mulcahy-Ernt's conference theme. It is packaged and ready for shipment to state and regional conferences. The Coordinator of States/Regions should determine the schedule for shipment and must provide clear directions on shipping via UPS in a timely manner.

Last year's posters, an alternate CRLA Display which focused on Tom Gier's conference theme, has been enclosed in a cardboard package and is ready for shipment via UPS. Both displays can travel around and should travel well if each member who is responsible for shipping to the next site is careful and packs well and securely.

Two other traveling displays can be prepared using the previous two years' posters. The protective acetate will need to be replaced on each display, but at the Board's direction, I can make them ready within a short time.

CRLA (WCRA, WCRLA) OFFICERS

| | | |
|-------|--|--|
| 95-96 | President: President Elect Secretary Treasurer Coord. St/Reg | Pat Mulcahy-Ernt Vince Orlando Rosalind Lee Sandra Evans Tom Gier |
| 94-95 | President: President Elect Secretary Treasurer Coord. St/Reg | Tom Gier Pat Mulcahy-Ernt Nancy Moreland Sandra Evans Jo-Ann Mullen |
| 93-94 | President: President Elect Secretary Treasurer Coord. St/Reg | Jo-Ann Mullen Tom Gier Nancy Moreland Rosa Hall Becky Johnen |
| 92-93 | President: President Elect Secretary Treasurer Coord. St/Reg | Becky Johnen Jo-Ann Mullen Karen Agee Rosa Hall Joyce Weinsheimer |
| 91-92 | President: President Elect Secretary Treasurer Coord. St/Reg | Joyce Weinsheimer Becky Johnen Karen Agee Kathy Carpenter Dee Tadlock |
| 90-91 | President: President Elect Secretary Treasurer Coord. St/Reg | Dee Tadlock Joyce Weinsheimer Denise McGinty Kathy Carpenter Becky Patterson |
| 89-90 | President: President Elect Secretary Treasurer Coord. St/Reg | Becky Patterson Dee Tadlock Denise McGinty Carol Clymer Susan Deese |
| 88-89 | President: President Elect Secretary Treasurer Coord. St/Reg | Susan Deese Becky Patterson Becky Johnen Carol Clymer Gwyn Enright |

| | | |
|-------|--|---|
| 87-88 | President: President Elect Secretary Treasurer Coord. St/Reg | Gwyn Enright Susan Deese Becky Johnen Gladys Shaw Wes Brown |
| 86-87 | President: President Elect Secretary Treasurer Coord. St/Reg | Wes Brown Gwyn Enright Jane Lehmann Gladys Shaw Susan Brown |
| 85-86 | President: President Elect Secretary Treasurer Coord. St/Reg | Susan Brown Wes Brown Jane Lehmann Harold Fillyaw Carole Bogue |
| 84-85 | President: President Elect Secretary Treasurer Coord. St/Reg | Carole Bogue Susan Brown Suzanne McKewon Harold Fillyaw Karen Smith |
| 83-84 | President: President Elect Secretary Treasurer Coord. St/Reg | Karen Smith Carole Bogue Suzanne McKewon Carrie Walker Dick Lyman |
| 82-83 | President: President Elect Secretary Treasurer Coord. St/Reg | Dick Lyman Karen Smith Mitch Kaman Carrie Walker Ann Faulkner |
| 81-82 | President: President Elect Secretary Treasurer Coord. St/Reg | Ann Faulkner Dick Lyman Mitch Kaman Don Yamomoto Betty Levinson |
| 80-81 | President: President Elect Secretary Treasurer Coord. St/Reg | Betty Levinson Ann Faulkner Ann Coil Don Yamomoto Elaine Cohen |
| 79-80 | President: President Elect Secretary Treasurer Coord. St/Reg | Elaine Cohen Betty Levinson Jacquie Bonner Jim Baugh Pat Heard |

CRLA Officers

| | | |
|-------|--|--|
| 78-79 | President: President Elect Secretary Treasurer Coord. St/Reg | Pat Heard Elaine Cohen Jacquie Bonner John Woolley Margaret Coda-Messerle |
| 77-78 | President: President Elect Secretary Treasurer Coord. St/Reg | Margaret Coda-Messerle Pat Heard Mike McHargue Seymour Prog W. Royce Adams |
| 76-77 | President: President Elect Secretary Treasurer Coord. St/Reg | W. Royce Adams Margaret Coda-Messerle (Devirian) Barbara Oakman Seymour Prog June Dempsey |
| 75-76 | President: President Elect Secretary Treasurer Coord. St/Reg | June Dempsey W. Royce Adams Margaret Devirian (Coda-Messerle) Seymour Prog Elizabeth Johnson |
| 74-75 | President: President Elect Secretary Treasurer Coord. St/Reg | Elizabeth Johnson June Dempsey E. Ann Holmes Ruth Purdy Jerry Rainwater |
| 73-74 | President: President Elect Secretary Treasurer Coord. St/Reg | Jerry Rainwater Elizabeth Johnson Mary Hess E. Ann Holmes Paul Hollingsworth |
| 72-73 | President: President Elect Secretary Treasurer Coord. St/Reg | Paul Hollingsworth Jerry Rainwater E. Ann Holmes Midori Hiyama Gene Kersteins |
| 71-72 | President: President Elect Secretary Treasurer *Coord. St/Reg | Gene Kersteins Paul Hollingsworth Avis Agin Elizabeth Johnson Ned Marksheffel (new position title) |
| 70-71 | President: *President Elect Secretary Treasurer Past President | Ned Marksheffel Gene Kersteins (new position title) H. O. Beldin Mary Cunningham Irwin Joffe |

CRLA Officers

| | | |
|-------|--|--|
| 69-70 | President: Vice President Secretary Treasurer Past President | Irwin Joffe Ned Marksheffel Loretta Newman Mary Cunningham Frank Christ |
| 68-69 | President: Vice President Secretary Treasurer Past President | Frank Christ Irwin Joffe Loretta Newman Elizabeth Johnson Robert Griffin |
| 67-68 | President: Vice President Secretary Treasurer | Robert Griffin Frank Christ Loretta Newman Gil Williams |

**CRLA (WCRA, WCRLA) CONFERENCES
Sites & Site Managers**

Board Minutes
Apr 3-9, 1995
Tempe, AZ
Attach. AL

| | |
|------|--|
| 1968 | Ramada Inn, Phoenix, Arizona |
| 1969 | Airport Hilton, San Francisco, California |
| 1970 | Benson Hotel, Portland, Oregon |
| 1971 | Airport Marina Hotel, Los Angeles, California |
| 1972 | John Ascuaga's Nugget, Reno, Nevada |
| 1973 | Albuquerque Hilton Inn, Albuquerque, New Mexico |
| 1974 | Edgewater Hyatt House, Oakland, California |
| 1975 | Quality Inn, Anaheim, California Debbie Osen (first Conference Manager named) |
| 1976 | Ramada Inn, Tucson, Arizona Louise Haugh & Barbara Oakman |
| 1977 | Cosmopolitan Hotel, Denver, Colorado Elaine Cohen & Natalie Hoffman |
| 1978 | H.M.S. Queen Mary, Long Beach, California Sallie Brown & Sally Garcia |
| 1979 | Hyatt Regency, Honolulu, Hawaii Liz d'Argy |
| 1980 | Hyatt on Union Square, San Francisco, California Rose Wassman |
| 1981 | North Park Inn, Dallas, Texas Delryn Fleming |
| 1982 | Bahia-by-the-Bay, San Diego, California Beryl Brown |
| 1983 | Portland Marriott, Portland, Oregon Lucy MacDonald |
| 1984 | San Jose Hyatt, San Jose, California Chuck Hunter |
| 1985 | Lakewood Sheraton Inn, Denver, Colorado Sally Conway & Vince Orlando |
| 1986 | USC Hilton, Los Angeles, California Delores Akins |

| | |
|------|--|
| 1987 | Albuquerque Marriott, Albuquerque, New Mexico Susan Deese |
| 1988 | Capital Plaza Holiday Inn, Sacramento, California Nancy Tooker |
| 1989 | Stouffer Madison Hotel, Seattle, Washington Dee Tadlock & Bernie Rihn |
| 1990 | Irvine Hilton Hotel, Irvine, California Bill Broderick |
| 1991 | Hyatt Regency Hotel, San Antonio, Texas Frances McMurtry |
| 1992 | San Francisco Airport Marriott, San Francisco, California Shirley Sloan |
| 1993 | Overland Park Marriott, Overland Park, Kansas Pat Jonason |
| 1994 | Red Lion Hotel, San Diego, California Karen Lim |
| 1995 | Radisson Tempe Mission Palms, Tempe, Arizona Rick Sheets |

CRLA (WCRA, WCRLA) Conference Themes, Host City, Year

Board Minutes
Apr. 3-9, 1995
Tempe, AZ
Attach. AM

| | | |
|------|---|---------------|
| 1970 | <u>College Reading: Goals for the 70's</u> | Portland |
| 1971 | <u>Interdisciplinary Aspects of Reading Instruction</u> | Los Angeles |
| 1972 | <u>Reading: Putting All the Cards on the Table</u> | Reno |
| 1973 | <u>Technological Alternatives in Learning</u> | Albuquerque |
| 1974 | <u>Reading: Update -- Ideals to Reality</u> | Oakland |
| 1975 | <u>College Learning Skills: Today & Tomorrowland</u> | Anaheim |
| 1976 | <u>The Spirit of '76: Revolutionizing College Learning Skills</u> | Tucson |
| 1977 | <u>Personalizing Learning Systems: Ecologies & Strategies</u> | Denver |
| 1978 | <u>Learning Assistance: Charting Our Course</u> | Long Beach |
| 1979 | <u>Learning Assistance for All: One At a Time Together</u> | Honolulu |
| 1980 | <u>The 1980's: New Sources of Energy for Learning</u> | San Francisco |
| 1981 | <u>Challenge, Reassessment, Affirmation</u> | Dallas |
| 1982 | <u>Focus on You: Professional Growth, Personal Well-Being, Service to Your Students</u> | San Diego |
| 1983 | <u>WCRA on the New Frontiers of Learning</u> | Portland |
| 1984 | <u>Coming of Age in the 80's</u> | San Jose |
| 1985 | <u>Challenging Yourself to New Heights</u> | Denver |
| 1986 | <u>Preparing for the Year 2001</u> | Los Angeles |
| 1987 | <u>Back to the Future</u> | Albuquerque |
| 1988 | <u>Evaluation: Essential for Excellence</u> | Sacramento |
| 1989 | <u>Collaboration, Communication, Creativity: Learning Assistance in the 90's</u> | Seattle |
| 1990 | <u>Finding One's Voice: A Prerequisite for Learning and Critical Thinking</u> | Irvine |
| 1991 | <u>Promises to Keep: From Intention to Action</u> | San Antonio |
| 1992 | <u>Celebrating the Diversity in Teaching and Learning</u> | San Francisco |
| 1993 | <u>Collaborating, Reflecting, Leading, Adapting</u> | Overland Park |
| 1994 | <u>Exploring Possibilities, Realizing Potential, Sharing Success</u> | San Diego |
| 1995 | <u>Time for Transformations: of literacy communities, our knowledge about adult learning, of beliefs and practices in college learning assistance programs, ourselves</u> | Tempe |



**College
Reading &
Learning
Association**

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

Board Minutes
Tempe, AZ
Apr. 3-9, 1995
Attach. AN

April 2, 1995

To: Tom Gier, CRLA President

From: Joyce Weinsheimer, Elections Chair

Re: Election Committee Report

Our conversations during the year have kept you informed (and involved!) with the work of the Election Committee, but let me summarize our efforts for the year as well as make a recommendation for the CRLA Board to consider.

Members of the 1994 Election Committee included Karen Agee, University of Northern Iowa; Nico Cameron, Eastern New Mexico University; Tom Dayton, American River College; Becky Johnen, Harrisburg Area Community College; Jo-Ann Mullen, University of Northern Colorado; and Shirley Sloan, Evergreen Valley College. The committee members represented several regions of the country and both community colleges and four-year colleges and universities. This diversity served the committee well as it put together a slate of candidates for the Board to consider.

The initial slate that the Board approved for the Election included Tom Pasternack and Rick Sheets running for President-Elect and Nancy Krause and Rosalind Lee running for Secretary. When Tom Pasternack died of a heart attack during the summer, CRLA lost a valuable colleague, a good friend, and a candidate who was very much looking forward to the possibility of serving our organization as President-Elect.

The Election Committee returned to work and contacted several possible candidates for President-Elect. With approval from the Board, the new slate read as follows:

Nominees for President-Elect:

Vince Orlando
Metropolitan State College of Denver
Denver, Colorado

Rick Sheets
Paradise Valley Community College
Phoenix, Arizona

Nominees for Secretary:

Nancy Krause
Johnson County Community College
Overland Park, Kansas

Rosalind Lee
Kwantlen College
British Columbia, Canada

Ballots were mailed to all CRLA members in early October. The elections were closed at the end of the day on November 18. Two-hundred-sixty-three members voted in the election; tally of the votes is indicated below

President-Elect Nominees:

Vince Orlando 152 votes
Rick Sheets 108 votes

*Three additional votes were invalid because no preference for President-Elect was indicated.

Secretarial Nominees:

Rosalind Lee 133 votes
Nancy Krause 122 votes

*Eight additional votes were invalid because no preference for Secretary was indicated.

The election itself went smoothly, with ballots to CRLA members in the United States going out through bulk mail and to our international members by first class mail. However, CRLA members in Alaska seemed to receive their election ballots considerably later than everyone else; I recommend that next year we send ballots to Alaska members by first class mail, too.

As the Board reviews the Election Committee report, I would like to propose one additional item for discussion that pertains to the issue of who should chair the Election Committee.

Serving as chair of the election committee is currently the last official responsibility of the individual who undertakes the presidential sequence of duties. While I do agree that past-presidents are well-suited for this responsibility because they know the membership at large and they know the duties of the various officers on the Board, I also think that there are good reasons to consider assigning this responsibility to another CRLA member.

(1) Many candidates interested in running for President-Elect are concerned about the length of their responsibilities. Uncertain about whether they will continue to work in their current job or whether they will be working for the same supportive boss, potential candidates worry about making a long-term commitment to the Board. Three years to serve as President-Elect, President, and Past President seems feasible to people, and beyond three years often appears risky.

Such concerns seem legitimate, given the experience of recent Board members. While I have kept my same position at the University of Minnesota, my job has changed considerably and my boss has changed. Dee Tadlock had left higher education altogether by the time she became Election Chair, and Becky Johnen has changed colleges. If so much change is typical of our profession today, we might want to take that detail into account.

(2)Because the Election Chair works so closely with the Board, this position may not need to be held by a former Board member. CRLA is sometimes criticized for having a small group of people provide service over and over again; the positions of leadership change, but the people do not. It seems to me that allowing another CRLA member to serve as Election Chair would help us meet our goal of getting more members actively involved in CRLA. The job is specific and, since the person must work closely with the Board, contains its own element of quality control.

(3)So much of the Presidential sequence involves figuring out the job as you do it and then moving on. One of the benefits of appointing an Election Chair from the general membership is that we can make it a three-year assignment as we do with the chairs of our other committees; this gives an individual time to learn the job, make suggestions to improve procedures, and then implement the new policies.

My thanks to you and the Board for your help with the election process this year and for your support of me as the Election Chair. My best wishes to you as you continue your contributions of leadership and service to CRLA!

BOARD MINUTES

TEMPE, AZ

Apr. 3 - 9, 1995

Attach. 40

JOURNAL OF COLLEGE READING AND LEARNING
EDITORIAL REPORT
MARCH 17, 1995

EDITOR: JO ANN CARTER-WELLS

**EDITORIAL ADVISORY BOARD: KAREN AGEE, RHEA ASHMORE, KATHY CARPENTER,
JANE HOPPER, KAY KINCAID, VINCENT ORLANDO, TOM UPTON, JOHN WILSON**

ACCOMPLISHMENTS SINCE 1994 CONFERENCE REPORT

1. Developed an author copyright and contract process with galley review (also enclosed); this was done in extensive consultation with some editors of larger national journals - need final board approval;
2. Sent for and received an ISSN number - 1074-0195 - for the journal through the Library of Congress (no fee and 6 monthy process) which would make the journal a nationally recognized publication and would greatly facilitate library and institutional purchases as well as listing in national data bases;
3. Submitted a report to the CRLA Communications Task Force representing our collective concerns and ideas about enhancing PR and communications for CRLA;
4. Developed feedback postcards for prospective authors;
5. Changed the logo ID and developed a return address procedure for the journal;
6. Discussed with Robin Bischof, Membership Coordinator (and recently awarded CRLA central mailing service) the possibility of developing a self-addressed return postcard system that we can put in the journal for easier ordering - have not received confirmation of self-address information;
7. Talleyed existing stock of journals with Robin's archives and the journals that Vince sent to me for currency in the ordering list in the back of the journal;
8. Included a budget item for a proposed brochure for the journal that will greatly help with PR - this was approved at the August board meeting; have draft of brochure which will be shared with advisory board at conference and presented to board for feedback;
9. Nurtured potential future policy authors (new section in the journal)- Beth Jones, National Center for Postsecondary Teaching, Learning, and Assessment on national Delphi research related to outcomes for college graduates and Gladys Shaw on national professional standards for our field based on her leadership and liaison with other related organizations - Becky Johnen has an article in the in-press issue as an extension of her presidential address in Kansas City;
10. Begun to develop a networking list for future authors and/or a policy section that is international in representation; will send them a general information sheet on writing guidelines along with brochure when approved; have already sent information to about 5 international inquires.
11. Renewed JCRL Inclusion in IRA booklet of reading journals;

JOURNAL OF COLLEGE READING AND LEARNING -2-

12. Pursued costs and expanded labor implications for mailing the journals in small manila envelopes(6 1/2 X 9 1/2) upon the board's request after the August meeting;

13. Plan to personally support an editorial advisory board luncheon at the 1995 conference if not funded by the board; scheduled for Friday, April 7, from 12-1:15;

14. Roz Bethke put an article about the journal in the spring CRLA newsletter;

15. Have secured a regular spot as a "service element" on the conference program for a "Writing for CRLA Publications" presentation to include the editors of the journal and newsletter ; on program for 1995 conference;

16. Wrote to the Copyright Clearance Center for information on journal participation and have signed Publisher's Agreements last fall; finally received copies on March 14, 1995;

17. Have worked on obtaining a "non-profit" designation for CRLA from the US Post Office for over 1 1/2 years; rejected in fall, 1994, because the Post Office in Tennessee had determined that **CRLA was not an educational organization** - wrote letter of appeal- currently under review in Washington, D.C. as of March 10, 1995; costs; Karen Smith to meet with Evelyn Stein at D.C. headquarters;

18. Solicited potential authors/articles and distributed journals in my professional travels this summer including personal conversations with Alexander Astin, UCLA; Cliff Adelman, U.S. Department of Education, Sal Corrallo, National Center for Education Statistics, Office of Educational Improvement and Innovation; and Patrick Terenzini, Center for Study of Higher Education, Penn State University;

19. Established a liaison relationship with the College Board (ads, etc. ?);

20. Dedicated the Winter/Spring, 1994/95 issue to the memory of Tom Pasternack.

21. Developed new process for Summer/Fall, 1995, issue - softer cover design using lines that are screened, scan articles rather than typeset (cheaper production costs) and use matte cover stock instead of coated - more professional and understated look;

22. Revised Author's Guidelines to include 4th edition of APA and 2 sentence Biography statement to put at end of article;

23. Discussed exchange of journal ads (JCRL brochure copy) with the editors of the *Journal of General Education*.

GOALS

1. Locate an Executive Editor - Jane Hopper is graciously willing to do this on an emergency interim basis but has too many other conflicting commitments for a full time appointment;

2. Expand advisory board membership - 2 or 3 outside CRLA who represent broader national audiences - create more awareness about the journal, expand subscription and author pools.

3. Create more timely feedback for prospective authors;

4. Need board decisions regarding author copyright form, future envelope mailing procedures; brochure copy; other journal ad exchanges.

5. Expand policy section and international author pools.

6. Solicit institutional subscriptions and database inclusion of previous journals.

COLLEGE READING & LEARNING ASSOCIATION

QUICK REFERENCE LIST: FEBRUARY 1995

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**CRLA Board Meeting Agenda
Radisson Tempe Mission Palms Hotel
Sunday, April 9, 1995
10:00 am - 12 noon**

1. Elections Report (Jo-Ann Mullen)
2. JCRL (Jo Ann Carter-Wells)
3. Communications Task Force (Pat Mulcahy-Ernt)
 - A) Calendar
 - B) Membership
 - C) Leadership Workshop
 - D) Additional Items
4. Standards Task Force (Pat Mulcahy-Ernt)
5. Board Representation at State/Regional Meetings
6. Board Meetings
 - A) Conference Calls
 - B) Albuquerque
7. Additional Items

memo:

To: CRLA Board
From: Lucy MacDonald, as incoming Computer Tech SIG Leader
Re: Information item for World Wide Web Page for
Learning Assistance
Date: April 8, 1995

The Computer SIG has requested a World Wide Web page for Learning Assistance. I am requesting

- approval of the concept from the CRLA board and
- permission to put CRLA information on the Web Page, including such things as the logo, table of contents from the journals, and conference notifications, local chapters and addresses of chair or president and any other information that the board might deem appropriate.

JOURNAL OF COLLEGE READING AND LEARNING
EDITORIAL ADVISORY BOARD MEETING
CRLA CONFERENCE - TEMPE, ARIZONA
12-1:15 P.M. APRIL 7, 1995

AGENDA

1. UPDATE ON ADDRESSES, PHONE, FAX AND E-MAIL INFORMATION
2. REVIEW OF BOARD REPORT WITH RECOMMENDATIONS/COMMENTS FOR BOARD MEETING ON SUNDAY, APRIL 9, 1995

3. SUGGESTIONS FOR :

ADDITIONAL EDITORIAL ADVISORY BOARD MEMBERS- OUTSIDE CRLA????/
EXECUTIVE EDITOR
OTHER JOURNAL LIAISONS
PROSPECTIVE AUTHOR POOLS - CONFERENCE PROGRAMS
INTERNATIONAL AUTHOR POOL
POLICY IDEAS AND AUTHORS

4. CONFIRMATION OF:

ANNUAL WORKING SESSION AT CONFERENCE SEPARATE FROM A LUNCHEON
"WRITING FOR CRLA PUBLICATIONS" PRESENTATION W/ NEWSLETTER
EDITOR

5. WHATEVER ELSE YOU WOULD LIKE TO DISCUSS???

6. THANK YOU FOR BEING THERE AND FOR YOUR HELP WITH THE JOURNAL

EDITOR
JO ANN CARTER-WELLS
California State University,
Fullerton

**EDITORIAL
ADVISORY BOARD**

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University of Northern Iowa

RHEA ASHMORE
University of Montana

KATHY CARPENTER
Kearney State College

TOMALIER Univ. of Alaska, Fairbanks

JANE HOPPER
University of California, Irvine

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For faculty, administrators, and policymakers, the *Journal of College Reading and Learning* (JCRL) is a refereed journal published by the College and Reading Association. It has been a forum for over twenty-five years for current theory, research, practice, and policy reflecting the voice of professionals dedicated to postsecondary reading and learning.

Topics

JCRL is recognized internationally for being a professional forum for research, practice and policy related to college reading learning assistance, developmental education, and tutorial services.

Topics recently featured in JCRL include:

- the development of teaching excellence and staff development programs
- research in metacognitive training of community college students
- national workforce literacy partnerships and peer tutor training
- international reading and study strategy programs
- policy related to national education goals and professional standards
- assessment of reading practices and attitudes and research portfolios

Contributor Guidelines

Potential authors are invited to submit manuscripts limited to 12 to 15 typewritten pages, double-spaced throughout, with camera ready tables and figures (as necessary). Consult the *Publication Manual of the American Psychological Association* (4th edition) on matters of organization, documentation, and style. Submit four clearly typed copies and computer disk copy (if possible) using Word or Word for Windows. In addition, submit one cover sheet using the title of the article, and full name, affiliation address, telephone, fax and e-mail numbers of the author(s). Publication decisions are usually made within 3-5 months after manuscripts are reviewed. Please contact the editor, JoAnn Carter-Wells, at (714) 773-3357-voice mail or (714) 773-3314-FAX for further information.

Annual Conference Information

The College Reading and Learning Association sponsors an annual conference during the fall at various sites around the country and in Canada. These conferences provide a true learning environment for college educators through a variety of forums including institutes, symposiums, roundtable discussions, workshops, training and leadership sessions, publishers' and technology exhibits, Special Interest Group and mentor activities along with conference credit and additional pre and post conference activities. Many of the articles in JCRL reflect the research, innovative programs, teaching and learning strategies and keynote speeches that are presented at the annual conference.

Subscription Information

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MEMORANDUM

TO: DR. Tom Gier
FROM: Donna Wood
SUBJECT: CRLA By-Laws Report
DATE: March 10, 1995

TOM: The report from the By-Laws chair is rather short. Since taking office there has been no special activity. Nancy Moreland sent me a copy of the CRLA By-Laws and copies of the minutes from two board meetings. All of this material I have read.

If there is something further you want me to do as part of my By-Laws duties, please let me know.

I am looking forward to seeing my professional family in Phoenix. In the meantime, give my best to Karan.

Donna

