

COLLEGE READING AND LEARNING ASSOCIATION

**CONFERENCE CALL
July 12, 1999**

List of Attachments to Minutes

- A. Agenda
- B. CAS Learning Assistance Programs, Standards and Guidelines
- C. Doubletree Hotel Contract, Spokane, Washington
- D. Strategic Plan
- E. Susan Deese-Roberts, Application

Subj: Agenda for July 12

Date: 6/28/99 8:48:49 AM Pacific Daylight Time

From: OHEAR@ipfw.edu (OHeard,Michael)

To: pjonason@jccc.net, carpenterk@unk.edu, gstarks@stcloudstate.edu, ldreiblatt@aol.com, rosalind@kwantlen.bc.ca, orlandov@mscd.edu, rbethke@jccc.net, Ohear@ipfw.edu, tomdayton@aol.com, papineau@ginetworks.com, vspephen@crab.rutgers.edu, vstephen@crab.rutgers.edu

Our conference call for July has been scheduled for 2:00 EDT, 1:00 CDT, 12:00 MDT, 11:00 PDT, Monday, July 12. The call in number is 303-633-0618. For those joining us for the first time, a reminder! Charges for this call will be billed to you. You can send a copy of your phone bill to Gretchen, with a CRLA reimbursement form, to be reimbursed for the expense.

Here is a preliminary agenda. Let me know if you have additional items. Also, if you are missing documents that will be discussed, let me know.

AGENDA

1. Acceptance of agenda.
2. Acceptance of minutes if we have copies by that date.
3. Response to Frank's proposal. At this point, we have seen responses from Jan Norton and several members of POC. Since there is no consensus on whether to start a new organization, it seems to me that there are two main options: (1) spotlight a day pre-conference institutes on learning assistance management at the Reno conference to see if we get new potential members to attend and ask Jan to encourage her group's members to submit session proposals so that there can be a strong learning assistance thread in the conference; (2) ask for a detailed proposal on the whats and hows of putting together a learning assistance group that would appeal to large school people. I hope we can put this issue to rest at this meeting.
4. Vacant positions
 - A. JCRL. David Lemire is the only candidate for this position. I believe that we need to vote him up or down at this meeting.
 - B. ITCP/IMCP. Although Helen Baril and Elaine Wright are considering applying, it is not yet certain that they will do so. There are presently no other applicants in sight.
 - C. Executive Assistant. We will defer this discussion to the end of the meeting. We now have two candidates since Susan Deese has sent in an application. While it is not necessary that we reach closure on this issue at this meeting, we should move the discussion forward so that we can vote on candidates at the next meeting.
5. Symposium update. Becky Patterson has joined the committee. Gladys has indicated a place and a timetable for finishing work.
6. Conference Update—Pat.

7. CAS Statement. I didn't receive any suggestions from anyone else, so I forwarded my comments on the CAS statement to Becky. She should be sending us a draft of the new statement in the near future.
8. LAC book update. H&H is moving ahead with set up of text. I don't know if Frank has submitted the last bits of information to H&H. It looks less and less likely that we will have a text at the conference. I would suggest we think of appointing an editor to be in overall charge of future book projects if we are thinking that we want to do a series of publications. This might speed up the process.
9. Spokane update. We now have a formal proposal for the 2001 conference from Spokane.
10. Awards. So far, there have been no applicants for this year's awards and scholarships. I have given Kamal a few suggestions and have even mentioned a couple of names, but clearly she may need more help to get nominations. Also, we need to start thinking of people to get the Board awards. Send me your nominations. I hope that we can discuss nominees at our next call.
11. Alcohol at conferences—Vince. There are liability issues involved with serving alcohol at conferences. We have had no troubles in this area, but we need to be aware of the potential for problems. Vince will speak to this issue.
12. Strategic Plan Action Statements. We should probably start to discuss the initial draft of the action plan sent to you.
13. Time and date of next meeting.

Headers

Return-Path: <OHEAR@ipfw.edu>

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Received: from nt10.ipfw.edu (nt10.ipfw.edu [149.164.187.16]) by rly-yh05.mx.aol.com (vx) with SMTP; Mon, 28 Jun 1999 11:48:29 -0400

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Message-ID: <00043441.C21227@ipfw.edu>

From: OHEAR@ipfw.edu (OHeard,Michael)

Subject: Agenda for July 12

To: pjonason@jccc.net, carpenterk@unk.edu, gstarks@stcloudstate.edu, ldreiblatt@aol.com, rosalind@kwantlen.bc.ca, orlandov@mscd.edu, rbethke@jccc.net, Ohear@ipfw.edu, tomdayton@aol.com, papineau@ginetworks.com, vspephen@crab.rutgers.edu, vstephen@crab.rutgers.edu

Content-Type: text/plain; charset="US-ASCII"

CAS COUNCIL for the **ADVANCEMENT** of **STANDARDS** in **HIGHER EDUCATION**

ADDENDUM TO **THE CAS BOOK OF PROFESSIONAL STANDARDS FOR HIGHER EDUCATION 1997**

CAS LEARNING ASSISTANCE PROGRAMS STANDARDS AND GUIDELINES

Contextual Statement

Learning assistance programs provide student-centered instruction and services for developing skills, strategies, and behaviors that increase the efficiency and effectiveness of the processes that improve learning outcomes. By helping students achieve their learning potential and succeed academically, learning assistance programs significantly influence student retention.

The history of learning assistance programs extends back to 1900, when "how to study books" were first published for underprepared entering freshmen. The reading clinics and study methods laboratories of the 1930s and 1940s and the self-help programs, learning modules, and programmed instruction of the reading and study skills laboratories of the 1950s and 1960s formed part of the historical foundation. By the 1970s, these programs had merged with educational technology and tutoring centers and offered services for the many new nontraditional students. At selective colleges and universities, these services were organized under the auspices of student affairs and typically were open to any student who requested help. At community colleges and institutions with open admissions policies, remedial courses and related services were usually offered under the auspices of either an academic department or a separate developmental education unit.

By the mid-1970s, professionals involved with learning assistance had initiated national organizations. One of these groups, Commission XVI: Learning Centers in Higher Education, was charged by its parent organization, the American

College Personnel Association (ACPA), to participate in drafting the CAS Standards and Guidelines for Learning Assistance Programs. Conscious that Commission XVI represented primarily a student affairs-based learning center model, the leadership solicited input and involvement from constituents in other professional organizations to assure broad representation of institutional types and program models. The principle guiding the project was that standards for the profession must address aspects common to all quality programs, but be broad enough to encompass the various models for, and the multi-disciplinary nature of, learning assistance programs. After five years and numerous drafts, the CAS Standards and Guidelines for Learning Assistance Programs were completed and adopted in 1986. This first major document articulating universal concepts, beliefs, and practices for learning assistance practitioners and their programs also confirmed that learning assistance programs had become permanent professional components in higher education.

The initial CAS Standards and Guidelines for Learning Assistance Programs had two major limitations. First, it did not contain a pedagogical component to directly address the teaching function of learning assistance programs. Second, its broad based purpose did not address standards for specific functions and content areas of learning assistance. Recognition of these limitations produced greater interest in standards and the movement gained momentum in professional organizations.

The National Association for Developmental

This CAS Learning Assistance Programs Standards and Guidelines statement supersedes pages 118-125 published in *The CAS Book of Professional Standards for Higher Education 1997* by the Council for the Advancement of Standards in Higher Education.

Education (NADE), with help of other learning assistance associations including the College Reading and Learning Association (CRLA), Commission XVI of the American College Personnel Association (ACPA), the Midwest College Learning Center Association (MCLCA), and the New York College Learning Skills Association (NYCLSA), sponsored standards development initiatives that culminated in the 1995 publication of the *NADE Self-Evaluation Guides: Models for Assessing Learning Assistance/Developmental Education Programs*. Using the CAS Standards and Guidelines format as a template, this document applied the CAS process to specific programs, such as tutoring services, adjunct instructional programs, and developmental coursework. To address the profession's pedagogical component, it also included a section on program factors influencing the teaching/learning process. In 1989, CRLA had initiated the Tutor Certification Program to assure that minimum standards for tutor training were being met. As this and subsequent projects satisfy the profession's requirements for content and practice-specific standards, the CAS Standards and Guidelines for Learning Assistance Programs continue to provide a process for conducting a systematic self-study of the essential components of an entire learning assistance program.

In the early 1990s, both NADE and CRLA joined the CAS enterprise and committed to active participation in the revision of the CAS Standards and Guidelines for Learning Assistance Programs. The revision process was conducted over a two-year period and involved input from over 150 professional learning assistance practitioners representing numerous professional bodies. The document that follows is the product of that collaboration and represents professional consensus of the role and importance of learning assistance programs in higher education.

Recommended Readings and Resources

Casazza, M. E., & Silverman, S. L. (1996). *Learning assistance and developmental education: A guide for effective practice*. San Francisco: Jossey-Bass.

Hashway, R. M. (Spring 1989). Developmental learning center designs. *Research and Teaching in Developmental Education*, 5(2), 25-38.

Lowenstein, S. (1993). Using advisory boards for learning assistance programs. *New York College Learning Skills Association: Perspectives on practice in Developmental Education*. 93-99.

Maxwell, M. (Ed.) (1994). *From access to success: A book of reading on college developmental education and learning assistance programs*. Clearwater, FL: H&H Publishing Co.

Maxwell, M. (1996). *Evaluating academic skills programs: A sourcebook—3rd revision*. Kensington, MD: MM Associates.

Maxwell, M. (1997). *Improving student learning skills*. (revised ed.) Clearwater, FL: H&H Publishing Co.

National Association for Developmental Education. (1994). *NADE self-evaluation guidelines for adjunct skills programs: Tutoring, developmental courses, and teaching and learning and developmental courses*. Clearwater, FL: H&H Publishing Company.

New York College Learning Skills Association Ethics and Standards Committee. (revised, April 1994). *Statement of ethics and general guidelines for learning assistance programs*. New York: New York College Learning Skills Association.

Robert, E. R. & Thompson, G. (Spring 1994). Learning assistance and the success of underprepared students at Berkeley. *Journal of Developmental Education*, 17(3), 4-15.

Stahl, N. A., Brozo, W. G., & Gordon, B. (1984). The professional preparation of college reading and study-skills specialists. In G. McNinch (Ed.) *Reading teacher education: Yearbook of the 4th Annual conference of the American Reading Forum*. Carrollton, GA: West Georgia College. ERIC #248-761.

White, W. G., Jr., & Schnuth, M. L. (1990). College learning assistance centers: Places for learning. In R. M. Hashway (Ed.), *Handbook of developmental education*. New York: Praeger Press, 157-177.

White, W. G., Jr., Kyzar, B., & Lane, K. E. (1990). College learning assistance centers: Spaces for learning. In R. M. Hashway (Ed.), *Handbook of developmental education*. New York: Praeger Press, 179-195.

COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION**Executive Summary
April 30, May 1 Meeting
Annapolis, MD**

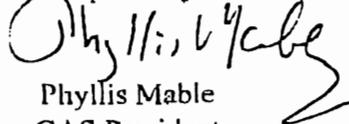
This was a Special CAS Occasion as the Board of Directors and Alternates welcomed four Associations as Members: American Association for Collegiate Independent Study, Association of Collegiate Conference and Events Directors--International, National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender Resources in Higher Education (Associate Member), and Network for the Elimination of Drug and Alcohol Abuse. Additionally, the CAS Board approved New Standards: TRIO and Other Educational Opportunity Programs. Revised Standards were also approved for Counseling Services Standards and Guidelines.

This year is the 20th Year of CAS Contributions. A "package celebration" is planned. During the November Meeting in Washington (November 1 and 2), a special luncheon occasion will recognize CAS Directors and their work (November 1). The CAS Colloquium will be designed and managed. Additionally, a CAS Marketing Effort will become part of the higher education community.

Currently, CAS Committees are working on New Standards for Campus Information and Visitor Services and for Distance Education. The Career Services Standards are being revised. The CAS Quality Assurance Committee continues its work. CAS Member Associations will be asked to respond to a survey regarding their initiatives and efforts. Matters regarding the potential of a Registry will continue to be considered and explored.

CAS is proud to announce that Carmen Neuberger will serve as Treasurer for another three year term. CAS Directors elected to one year terms on the Executive Committee are Ted Miller (Past President), Bud Thomas (Past Secretary), and Jan Arminio. Marianne Phelps was elected to another one year term as CAS Public Director. The CAS Board enjoyed a special Power Point presentation about the CAS vision, direction, and strategies (prepared by Don Gehring and Ted Miller). This presentation could be used by CAS Directors as Member Associations are fully informed about the focus and future of CAS.

Prepared by:



Phyllis Mable
CAS President
May 6, 1999

SPOKANE CITY CENTER

DOUBLETREE HOTEL SPOKANE CITY CENTER
CONVENTION AND MEETING CONTRACT

322 N. SPOKANE FALLS COURT
SPOKANE, WASHINGTON 99201
509 455-9600
SALES FAX 509 744-2343
EMAIL sales@doubletreespokane.com

The staff and management of the Doubletree Hotel Spokane City Center are pleased to have an opportunity to host the College Reading & Learning Association.

The following information constitutes a binding agreement between the Doubletree Hotel Spokane City Center and the College Reading & Learning Association. Signatures at the end of this document by representatives of both parties indicate mutual agreement of the arrangements contained herein.

ORGANIZATION: College Reading & Learning Association
FUNCTION: College Reading & Learning Association
TODAY'S DATE: July 13, 1999
CONTACT: Sue Brown
ADDRESS: New Mexico State University
Hardman Hall Room 210
PO Box 3001, Dept. 5278
Las Cruces, NM 88003
TELEPHONE: 505-646-3137
FAX: 505-646-8082
HOTEL SALES CONTACT: Anne Santistevan
TITLE: Director of Sales
HEADQUARTER HOTEL: Doubletree Hotel Spokane City Center
OFFICIAL DATES: October 8, 2001 - October 14, 2001
GUEST ROOM COMMITMENT: 835 Room Nights

ROOM NIGHT PATTERN:

| DAY: | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|---------|---------|-----------|----------|----------|----------|
| DATE: | 10/8/01 | 10/9/01 | 10/10/01 | 10/11/01 | 10/12/01 | 10/13/01 |
| ROOMS: | 10 | 100 | 175 | 225 | 200 | 125 |

Rooms in this block are standard accommodations.

The Hotel will monitor the guest room pick-up prior to your arrival. If a trend develops that points to a need for more or fewer rooms over your dates, we will work with you to adjust the guest room block as deemed appropriate. Additional guest rooms would be subject to date and rate availability.

CHECK IN/CHECK OUT TIME:

Our check-in time is 3:00pm; check-out is 12:00pm. Guests arriving before 3:00pm will be accommodated, as rooms become available. Our Bell Captain can arrange to check baggage for those arriving early when rooms are not available, and for guests attending functions on their day of departure.

PARKING:

The Doubletree Hotel Spokane City Center offers the convenience of hotel parking complimentary to our overnight guests, as well as complimentary airport shuttle service.

For maximum convenience, valet parking is available for an additional \$5.00. (Parking prices are subject to change.)

ROOM RATES

We are pleased to confirm the following net, non-commissionable rates on standard rooms:

| | | | |
|----------|---------|----------|---------|
| Singles: | \$88.00 | Triples: | \$98.00 |
| Doubles: | \$88.00 | Quads: | \$98.00 |

We agree to honor the group rate (3) days prior and (3) days after official convention dates.

TAX:

The Doubletree Hotel Spokane City Center rates are subject to the applicable State and City taxes at the time of check in. Currently, these taxes are 10.1%.

SUITES:

This room commitment includes the following suites:

| <u>Quantity</u> | <u>Suite Type</u> | <u>Arrival Date</u> | <u>Departure Date</u> | <u>Rate</u> |
|-----------------|-------------------|---------------------|-----------------------|---------------|
| 1 | Presidential | 10/8/01 | 10/14/01 | Complimentary |

CUT-OFF DATE:

We request all reservations be received by September 3, 2001. Reservations submitted after the cut-off date will be accepted on a space and rate availability basis only and may not be guaranteed at the contracted rates.

COMPLIMENTARY ROOMS:

You will be entitled to one complimentary room (unit) for every 50 rooms actually occupied and paid for at the convention rate. Should the block of rooms outlined in this agreement be 100% utilized, you will be entitled to 16 complimentary room nights.

A room night is one room occupied for one night, i.e., two rooms occupied for three nights equals six room nights.

Suites are rated on a daily basis as follows:

| | | |
|---------------------------|---|-----------------------|
| Statesman or Parlor Suite | = | 2 Complimentary Units |
| Presidential Suite | = | 3 Complimentary Units |

Each additional bedroom added to the above suites will be equal to one complimentary room unit.

Complimentary rooms must be utilized during this program. We will not rebate any unused complimentary rooms to the master account. Also, complimentary rooms will be figured on full revenue rooms, not on staff rooms or any reduced rate rooms.

PRE-CONVENTION COMPLIMENTARY POLICY:

We agree to host lodging and meeting space for (12) individuals, maximum of (7) guestrooms, for a 2-day weekend. Pre-conventions comps do not include any food and beverage. Comps are expected to be utilized in a (6) month window prior to the official convention dates.

VIP'S:

To assist with welcoming VIP's to Spokane, the Hotel will provide welcome amenities for a maximum of 10 people. The designated VIP's will be upgraded to premium guestrooms at no additional cost to the group rate.

RESERVATIONS:

It is our understanding that reservations will be made by reservation cards. The Doubletree Hotel Spokane City Center will provide 1500 reservation cards. These reservation cards will be printed with the name of your meeting, rates, dates and cut-off date.

GUARANTEED RESERVATIONS:

Please note that all reservation requests must be guaranteed by a first night's room deposit, a major credit card, or by College Reading & Learning Association. Our guarantee policy states that we will not hold any reservations unless guaranteed by one of the above methods. Cancellation prior to 24 hours before arrival is required for a refund or credit to apply.

GUEST ROOM ATTRITION CLAUSE:

This agreement and its contents are based upon the occupancy of 825 room nights over the dates of October 8, 2001 - October 14, 2001. This number may be reduced by 20% without penalty. Any reduction greater than 20% will result in the following charges:

Difference between agreed upon room nights less 20% and actual consumed room nights multiplied by the average rate of \$88.00.

PAYMENT ARRANGEMENTS:

We understand your attendees will be responsible for their own room, tax and incidental charges upon check-out. To establish charging privileges, guests will be asked to provide a credit card or deposit upon check-in.

MASTER BILL & PAYMENT:

A credit verification form has been enclosed for your completion. Please complete the entire form and return it no later than October 1, 2000.

CONVENTION SERVICE OPERATIONS:

We will contact you at the appropriate time to introduce our Convention Services Manager who will coordinate your entire event. The Convention Services Manager will orchestrate your overall program including all meal functions, room sets, and VIP arrangements. He or she will also chair the pre-convention meeting, at which time you will be introduced to all department managers.

FUNCTION SPACE:

Included in our agreement is the function agenda outlining the space we are holding based on your requirements as we currently understand them. We understand that this is a broad outline. We request that a more accurate agenda be submitted (6) months prior to your convention's official dates.

SCHEDULED ACTIVITIES:

| <u>DAY</u> | <u>DATE</u> | <u>TIME</u> | <u>FUNCTION</u> | <u>#PPL</u> | <u>SETUP</u> |
|---------------|----------------|---------------------|----------------------|-------------|-------------------|
| Monday | 10/8/01 | 8am-24 Hours | Board Meeting | 14 | Conference |
| Tuesday | 10/9/01 | | Holding all Space | | |
| Wednesday | 10/10/01 | | Holding all Space | | |
| Thursday | 10/11/01 | | Holding all Space | | |
| Friday | 10/12/01 | | Holding all Space | | |
| Saturday | 10/13/01 | | Holding all Space | | |
| Sunday | 10/14/01 | 24hr-5pm | Board Meeting | 14 | Conference |
| <i>Sunday</i> | <i>10/7/01</i> | <i>8am-24 Hours</i> | <i>Board Meeting</i> | <i>14</i> | <i>Conference</i> |

With the above agenda, it is necessary that we hold all meeting facilities/space.

FACILITIES SERVICE FEE:

Based on the particular requirements of your group, we will be pleased to waive/reduce the customary facilities service fee for your event. However, the Hotel reserves the right to add a facilities service fee should the guest room pick-up fall below 85% of the room block. In the event of a shortfall in guest room pick-up, a facilities service fee will be assessed based upon the following sliding scale:

TOTAL GUEST ROOM PICK-UP

FACILITIES SERVICE FEE

701 - 825+
595 - 700
<594

Waived
\$3000.00
\$6000.00

FOOD AND BEVERAGE COMMITMENT:

We understand that continental breakfast, luncheon, and or dinner may be added to the agenda. In addition to our restaurants, we will maintain concessions in our lobby areas to service breakfast and lunch times.

In order to assure you of a smooth and successful function we ask that you confirm your attendance figures at least 3 business days in advance. This will be considered your minimum guarantee and is not subject to reduction. If no guarantee is received, the original anticipated attendance from the agenda portion of this contract will be used as your minimum. The hotel will set and prepare for 3-5% over the minimum guarantee as a contingency (5% for groups under 100, 3% for groups over 100). The food and beverage guarantee does not pertain to concessions.

IN-HOUSE HOTEL EQUIPMENT:

The Doubletree Hotel Spokane City Center will provide at no charge an appropriate amount of equipment, (i.e., chairs, tables, risers, etc.). This complimentary arrangement does not include extraordinary formats. The host organization may be financially responsible for rental charges of additional equipment required for extraordinary formats. Equipment rental charges, if any, can be confirmed by your Convention Services Manager at the time the organization supplies their finalized agenda with anticipated attendance for each event.

AUDIO/VISUAL SERVICES:

Presentation Services is our exclusive in-house audio/visual supplier. They have an office on property and are completely familiar with our hotel's capabilities. Should College Reading & Learning Association decide to use an outside vendor for audio/visual needs, the Hotel will require College Reading & Learning Association to pay a 20% surcharge of the total audio/visual charges.

EXHIBITS:

THE DOUBLETREE HOTEL SPOKANE CITY CENTER WILL PROVIDE:

1. The exhibit facility as programmed.
2. General maintenance of aisles, hotel lighting, heating and ventilation.

THE SERVICES LISTED BELOW CAN BE PROVIDED BY AN OUTSIDE VENDOR:

1. Drayage and placement of display equipment.
2. Decoration and related services
3. Guard services.
4. Labor, i.e., carpenters, electricians and drapery men.
5. Storage of any exhibit related materials.
6. Extra lighting and electrical power.
7. Extra gas or water supply.

AMERICANS WITH DISABILITIES ACT (ADA):

The Doubletree Hotel Spokane City Center will use its best efforts to ensure that the meeting rooms and banquet facilities to be used by and services to be provided to the College Reading & Learning Association participants meet the standards set forth in the Americans With Disabilities Act ("ADA") to the extent currently required by the ADA and will hold College Reading & Learning Association, its officers and agents harmless in the event any claim is made against the Doubletree Hotel Spokane

AMERICANS WITH DISABILITIES ACT (ADA) (continued):

City Center asserting its noncompliance with ADA with respect to the meeting rooms and banquet facilities. In like manner, College Reading & Learning Association will comply with the requirements by ADA for those who wish to attend Group's event and shall hold the Doubletree Hotel Spokane City Center, its officers and agents harmless in the event any claim is made against College Reading & Learning Association asserting its noncompliance with ADA with respect to the Group's event.

CHANGES, ADDITIONS, STIPULATIONS OR LINING OUT:

Any changes, additions, stipulations or corrective lining out by College Reading & Learning Association will not be binding to the Hotel until such additions, clauses or stipulations have been approved by means of a corrected contract addendum prepared and signed by the Hotel.

INDEMNIFICATION AND HOLD HARMLESS:

The Hotel shall indemnify, defend and hold harmless College Reading & Learning Association and its officers, directors, partners, agents, members and employees from and against any and all demands, claims, damages to persons or property, losses and liabilities, including reasonable attorney's fees (collectively "Claims") arising out of or caused by the Hotel's negligence in connection with the provision of the Hotel facilities (except to the extent and percentage attributable to College Reading & Learning Association's negligence) or the Hotel's noncompliance with its ADA responsibilities that are described in the ADA section of this Group Booking Contract.

College Reading & Learning Association shall indemnify, defend and hold harmless the Hotel and its officers, directors, partners, agents, members and employees from and against any and all demands, claims, damages to persons or property, losses and disabilities, including reasonable attorney's fees (collectively "Claims") arising out of or caused by College Reading & Learning Association's or its members' negligence in connection with the use of the Hotel facilities (except to the extent and percentage attributable to the Hotel's negligence) or College Reading & Learning Association's noncompliance with its ADA responsibilities that are described in the ADA section of the Group Booking Contract.

LIMITED RECOURSE:

Anything to the contrary contained herein or elsewhere notwithstanding, College Reading & Learning Association hereby agrees that (I) neither the general partners of Doubletree, any successor general partner of Doubletree, nor any of the limited partners of Doubletree shall have any personal liability for the performance of any of Doubletree's obligations hereunder, and (II) any liability or obligation of Doubletree arising hereunder shall be limited to and satisfied only out of the property of Doubletree.

IMPOSSIBILITY OF PERFORMANCE:

This Contract will terminate without Liability to either party if substantial performance of either party's obligation is prevented by an unforeseeable cause reasonably beyond that party's control. Such causes include, but are not limited to: acts of God; regulations, or orders of government authorities; fire, flood or explosion; war, disaster, civil disorder, curtailment of transportation facilities or service necessary in order to hold the Meeting; any delay in necessary and essential construction or renovation of the Hotel; strike, lockout, or work stoppage or other restraint of labor, either partial or general, from whatever cause.

CANCELLATION BY DOUBLETREE HOTEL:

Doubletree Hotel Spokane City Center's agreement to provide the service and rooms outlined in this contract is based upon certain material representations made by Doubletree Hotel Spokane City Center by College Reading & Learning Association. If material representations made by College Reading & Learning Association are not true or if College Reading & Learning Association fails to make any material representations in Doubletree Hotel Spokane City Center's sole discretion, Doubletree Hotel Spokane City Center may immediately cancel this contract.

CANCELLATION:

College Reading & Learning Association agrees that should it change its meeting site to another hotel, or otherwise cancel this commitment, actual damages would be difficult to determine. The following schedule represents a reasonable effort on behalf of the Hotel to establish the actual liquidated damages resulting from such a cancellation. The following policy assures the long term viability of the Hotel and thus exists in the interest of both parties:

- Cancellation of agreement after signature.
25% of anticipated total guest room nights, times the single convention rate of \$88.00 will be applied for a total of \$18,150.00.
- Cancellation of agreement after January 1, 2000.
50% of anticipated total guest room nights, times the single convention rate of \$88.00 will be applied for a total of \$36,300.00.
- Cancellation of agreement after January 1, 2001.
70% of anticipated total guest room nights, times the single convention rate of \$88.00 will be applied for a total of \$50,820.00

All cancellation fees are due within thirty (30) days of cancellation.

ACCEPTANCE:

Enclosed is a duplicate copy for your convenience. By signing and returning the original by July 30, 1999 you will enable the Hotel to establish these arrangements on a definite basis. After this deadline, the terms of the Agreement are subject to change. If a facsimile transmittal is used by either party, the FAX copy shall serve as an original unless an actual original is executed and received by both parties within ten (10) days.

Please sign and date in the space provided below to indicate your acceptance. Once again, thank you for allowing the Doubletree Hotel Spokane City Center to serve you. We look forward to working with you and your staff in the months to come to make this convention one of your best events.

ORGANIZATION: College Reading & Learning Association

SIGNATURE: Michael O'Hear 7-15-99

NAME: Michael O'Hear

Date:

TITLE:

President

HOTEL:

Doubletree Hotel Spokane City Center

SIGNATURE: _____

NAME:

Anne Santistevan

July 13, 1999

TITLE:

Director of Sales

Approved by: _____

| COLLEGE READING AND LEARNING ASSOCIATION STRATEGIC PLAN 1999-2001 | | |
|--|----------------------------|---|
| GOALS/OBJECTIVES/ACTION PLANS | S T A G E S | NARRATIVE DISCUSSION |
| (ACTION PLAN MANAGER) | 3 | KEY 1=Planning 2=Implementing 3=Accomplished |

| | | |
|--|--|--|
| <p>1. By 2001, <i>Provide high quality professional development opportunities</i></p> <p>A. Annually hold conference to serve as a premier opportunity for learning about current research, pedagogy, programs, and emerging technology relevant to the organization's focus in post-secondary education. (President-Elect)</p> <p>B. Annually promote networking and collaboration at the state chapter and regional level. (Past President)</p> <p>C. Encourage annual regional and state conferences in each geographical area of North America (Past President)</p> <p>D. On an ongoing basis, maintain current special interest groups and develop new groups based on specific interests of the membership (SIG Leader).</p> <p>E. On an ongoing basis, inform the membership of research in the field and activities of the organization via the <i>Newsletter</i>, <i>JCRL</i>, and web sites (Editors and Web site coordinator)</p> | <p>3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> | <p>The annual conference is something we do particularly well. As far as permitted by facilities and proposals received, the conference represents a representative look at the profession and its concerns.</p> <p>Through the annual leadership workshop and continuing communications between the Past President and the states/regions, communication is kept up between people as different levels.</p> <p>State and regional meetings are now occurring in areas which contain a sufficient number of members. Some such meetings (notably Texas) include other professional organizations. Probably the two areas which will make for more state/regional meetings would be increasing membership in weak areas and developing leadership within these areas.</p> <p>Special Interest Groups (SIGS) are a dynamic element within the organization. Some disappear, and others are created to suit changing interests and needs within the organization. Not all are as active as we might desire, but most maintain newsletters and draw a number of people to their annual meetings.</p> <p>This is currently being done to some extent. The <i>Newsletter</i> has a continuing ERIC column; <i>JCRL</i> contains several current research articles; the Web site may in future carry research references, now does not do so. Both publications and the Web site contain information on current professional events run by CRLA. We need to develop a way to list other professional events for members, though if organizations make us aware of activities, it is</p> |
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F. By November of 1999, explore the possibilities of offering symposia on teaching and learning (Special Committees appointed by the Board).

2. By 2001, foster inquiry on topics that influence student learning in post-secondary environments and disseminate findings to the educational community.

A. On an ongoing basis, encourage research and presentations through all components of the organization (journal, newsletter, SIGs, task force groups, monographs, conferences) (Board).

B. By November 2000, expand the CRLA award for distinguished research, with one award presented for qualitative and one for quantitative research. (Board)

C. By November 2001, encourage SIGs to initiate research and inquiry into their specific and unique areas of interest and to publicize findings (SIG Coordinator)

D. By November 1999, investigate the feasibility of publishing member research with a dedicated professional publisher. (Board)

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likely that we would publish information as we did with the SWT institute this past spring.

The first joint symposium sponsored by NADE and CRLA will be held in June 2000. A joint committee has worked all year to set up the meeting and will continue to organize it through the rest of this year. Whether future meetings are held will depend to some degree on the success of the symposium.

Annual conferences and *JCRL* both encourage on-going research. The *Newsletter* disseminates research in the ERIC summaries. The Board has increased the research awards and now gives specific awards for both quantitative and qualitative work. The CRLA monographs series will get started with the volume on LACs due out later this year.

The Board has inaugurated these awards effective with awards given at the 1999 conference. The Awards and Scholarship chair is seeking applicants for these awards.

At present we are exploring a relationship with H&H that may have such a result. We have signed a contract for the upcoming LAC book. We hope to explore the possibility of a series of CRLA books with H&H. Two future volumes have already received some discussion (the tutor training manual and a new edition of Martha Maxwell's book on program evaluation).

COLLEGE READING AND LEARNING ASSOCIATION
STRATEGIC PLAN 1999-2001

| GOALS/OBJECTIVES/ACTION PLANS | NARRATIVE DISCUSSION |
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| (ACTION PLAN MANAGER) | <p>KEY 1=Planning 2=Implementing 3=Accomplished</p> |
| <p>E. On an ongoing basis, encourage members to identify key topics on new developments in learning. (Address through the task forces or conference strands) (President-Elect, SIG Coordinator)</p> <p>3. <i>Promote the effective and ethical use of technology.</i> A. By November 1999, develop the CRLA Web site and expand its informational base, including the listing of officers, state and regional leaders, SIG leaders, and committee chairs with their addresses, phone numbers, and e-mail addresses and a description of each of the committees. (CRLA Webmaster)</p> | <p>2 To some extent, this is being done through invited sessions and workshops at the annual conference. Various SIGs have tried to do this through the years (e.g. Craig Stern's work on research and evaluation). The <i>Newsletter</i> has reviewed new texts and has brought forward current ideas for discussion through its ERIC section.</p> <p>2 The CRLA Web site is now more complete than ever. It contains officer information, information on SIGs and committees, and conference material, among other things. While the Web site is still developing, it is now a reality we can be proud to call our own.</p> |

COLLEGE READING AND LEARNING ASSOCIATION
STRATEGIC PLAN 1999-2001

| COLLEGE READING AND LEARNING ASSOCIATION STRATEGIC PLAN 1999-2001 | |
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| GOALS/OBJECTIVES/ACTION PLANS | NARRATIVE DISCUSSION |
| (ACTION PLAN MANAGER) | KEY 1=Planning 2=Implementing 3=Accomplished |
| B. By March 2000, use merged Web sites to promote the conference and conference presentations (Executive Assistant, Webmaster) | 3 We are ahead of schedule with this. Currently, the two Web sites have been merged. Conference information and other CRLA material are together in one place. |
| C. By June 2000, update SIG developments and States/Regions activities through the Web (SIG Coordinator, Past President, Webmaster) | 2 Certain SIG and state information is already available on the Web site. We still need to determine how to keep up with state and SIG activities on the site. Still, given what is currently in place, there is not likely to be much needed to make this goal a reality. |
| D. By November 2000, support/enhance existing electronic list of resources, people, and sites using emerging technologies for the purpose of encouraging members to educate themselves with regard to learning about new technological developments (?) | 2 Exec. assistant |
| E. By June 2000, promote communication with sister organizations through the Web site (Webmaster) | 2 |
| F. By June 2000, encourage investigation of the Internet as a teaching tool and the implications that this development will have on the provision of services by members in their institutions. (President-Elect) | 2 Presentations and/or workshops each year attempt to make members aware of ways the net is changing the profession. In 1998, the luncheon speaker devoted her time to explaining the workings of Governor's State University. We will continue to feature such presentations in future. |
| COLLEGE READING AND LEARNING ASSOCIATION STRATEGIC PLAN 1999-2001 | |

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| <p>G. By November 2000, promote research to assess the effectiveness of on-line courses, services, and programs <i>Grant - \$500 - Awards Chair 1 yr.</i></p> | <p>1</p> | <p>CRLA yearly encourages research through its various research awards. It is apparent that someone or some group must receive an award to filter the research on on-line instruction and services.</p> |
| <p>H. By November 2000, support responsible and ethical use of technology for teaching and conducting research <i>Awards Chair</i></p> | <p>1 2</p> | <p>I wonder whether we could ask the appropriate SIG (s) to look into this issue and to report on findings?</p> |
| <p>I. By 2001, explore video conferencing possibilities</p> | <p>2</p> | <p>I am not sure who should assume this responsibility. Should this be a POC matter after the 2000 symposium?</p> |
| <p>J. On an ongoing basis, support the use of e-mail as a communication means for SIGs, task forces, committees, and State/Regional organizations (SIG director, Past President)</p> | <p>3</p> | |
| <p>K. By November 1999, investigate the implications of and support the development of electronic forums for discussion among the membership (LRNASST) (Webmaster)</p> | <p>3</p> | <p>Several of these forums already exist..The potential for expanding the use of such forums probably exists best among the SIG's and state/regional groups. There is no long range reason why such forums don't come into being if they will serve special interests well.</p> |
| <p>L. By November 1999, explore the need for and potential use of dedicated listsservs to focus on specific areas of learning success <i>SIG Leaders</i></p> | <p>2</p> | |
| <p>M. By November 2000, explore new methods and procedures for providing Web site learners with assistance; learn about research and exploration capacities through the Web <i>SIG Leaders</i></p> | <p>1 2</p> | |
| <p>N. By November 1999, establish a group to evaluate software and hardware, communicate educators'</p> | <p>2</p> | <p>This may turn out to be a lower priority since we are in the midst of the symposium plans and have other more immediate issues.</p> |

technology needs to designers, and educate members on the latest technology trends and issues.

4. By 2001, collaborate with other professional organizations in order to promote dialogue, political activism, research, and professional development.

A. On an ongoing basis, support collaborative efforts to those in the field, including national research conferences and institutes (PALS Coordinator, President)

B. On a periodic basis, conduct joint conferences, symposiums, seminars at the state, regional, and national level with organizations of similar interests (Past President, PALS Coordinator, State/regional chapter Directors/Presidents)

C. On an ongoing basis, support the efforts on the American Council of Developmental Education Associations (Send an Executive Board member to all meetings; host a council meeting at each annual conference) (President)

D. On an ongoing basis, support the efforts of the Council for the Advancement of Standards (Disseminate endorsed guidelines and standards) (CAS Representative)

Could this be made a mission of the computer technology SIG? Perhaps this could be a continuing activity at each year's conference.

1

While this is a specific responsibility associated with PALS, it is also an activity carried on through ACDEA. This year, for the first time, the Board has supported a financial contribution to this counsel of developmental education and learning assistance organizations. The upcoming symposium is another first collaboration that may be the start of a major relationship with NADE.

2

The 2000 symposium is the first national combined conference, though CRLA is involved in the quadrennial national research conference. Various local organizations run conferences in collaboration with NADE subsidiaries.

3

This is already done. Along with NADE, CRLA hosts a semi-annual meeting of the Council and will continue to do so.

2

CRLA has continually supported CAS standards and will disseminate endorsed guidelines at the 1999 conference.

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| <p>F. Annually, establish at least five new collaborative agreements with organizations of similar professional interest (PALS COORDINATOR).</p> | <p>1</p> | <p>While five new relationships a year is an ambitious standard, we have several initiatives by members aimed at establishing these relationships.</p> |
| <p>G. On an ongoing basis, represent the organization at annual conferences, display information, promote the organization through an exhibit or conference session, meet the leaders of that organization, and report outcomes (PALS rep with formal agreement) (PALS Coordinator, President)</p> | <p>2</p> | <p>The President is responsible for seeing that CRLA is represented at ACDEA member conferences. This year I have attended NADE and NTA; Kathy attended MCLCA. This responsibility extends to regional conferences when CRLA is asked to send a representative. The PALS Coordinator and designated PALS representatives are responsible for other conferences held by PALS member groups.</p> |
| <p>H. By November 2000, hold a training program for Association members and leaders concerning political advocacy. (Political Action Coordinator).</p> | <p>1</p> | <p>Last year was the first time state and regional chapters were urged to send representatives to a political action meeting. We hope to have political action as a more visible effort in New Orleans. We hope to have a workshop on political action at Reno.</p> |
| <p>I. By June 2000, establish a political liaison network (Political Action Coordinator).</p> | <p>1</p> | |
| <p>J. On a periodic basis, disseminate information concerning policy issues and pending legislation to all members and collaborating organizations (Political Action Coordinator).</p> | <p>2</p> | |
| <p>K. Annually, share information related to the Association's efforts with policy makers at the state and national level (President). <i>Political Action Coordinator</i></p> | <p>2</p> | <p>Nothing has been done to implement this action item. I recommend an ongoing discussion between the Political Action Coordinator and the President to highlight state and national issues to which response would be appropriate and follow through by the President on contacting policy-makers related to these issues.</p> |

the Association to developmental education, learning assistance, and tutorial programs (Membership Coordinator)

6. Increase the visibility of Association projects, programs, and publications.

A. By June 1999, participate on the LRNASST listserv (Executive Board).

2

At present, this is informally done by Board members as the need arises to push CRLA programs. Perhaps we need a more formal structure for doing this with perhaps the Executive Assistant assuming this responsibility.

B. Annually, increase the number of placements for *JCRL* in college and university libraries by at least three (*JCRL* editor).

1

C. By March 2000, have the *Journal* indexed in leading indices (*Journal* Editor).

3

We have just received news that the *Journal* will be indexed by two important sources. This is great progress toward this goal.

D. On an ongoing basis, market the International Tutor and Mentor Certification programs (ITCP, IMCP Coordinator).

3

~~E. On an ongoing basis, market the Glossary of Terms (?)~~

-

I think we have generally agreed to let the Glossary go out of print, so this marketing challenge no longer exists.

F. On an ongoing basis, market the Learning Center Management monograph

1

When the LAC monograph comes out, it will continually need to be marketed in our conference booths and perhaps advertised in *JCRL* and possibly other journals. Since we are thinking of more publications, we might want to appoint a publications director to negotiate contracts, check manuscripts, and publicize monographs.

Pub. Coord

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| <p>7. <i>Enhance the effective and efficient management of the association.</i></p> | | |
| <p>A., By 2001, establish an organization address (Membership Chair).</p> | 3 | <p>As of now, this has been done. The mailing service even handles <i>Journal</i> submissions at this point. While we have been burned too many times to assure that the address will not change, we are a long way toward meeting this goal.</p> |
| <p>B. Establish an 800 number (Membership Chair).</p> | 1 | <p>At present, there remains some disagreement about use of an 800 number and about whether it would be rendered unnecessary by improvements in the Web site. This issue will need to be revisited.</p> |
| <p>C. Yearly review and update the strategic plan (B. Johnen).</p> | 1 | |
| <p>D. By June 1999, create a standardized format for committee and organization annual reports (President).</p> | 2 | <p>Last year, Kathy Carpenter established a format for people to follow in annual reports. I believe that this format will be followed in future years, unless it is found inadequate in some ways.</p> |
| <p>E. By June 1999, develop strategies to disseminate board actions and committee reports to all members (President).</p> | 2 | <p>I have started using my <i>Newsletter</i> column to inform members about Board actions. As of last year, committee reports were bound together and given to members. I hope we will continue this process.</p> |
| <p>F. By March 1999, appoint an Executive Assistant who will promote smooth leadership transitions and timely job performance (President).</p> | 2 | <p>Vince Orlando has filled this function during the present year on a temporary basis. We presently have two candidates for this position and assume a seamless transition at the New Orleans conference.</p> |
| <p>G. Create a master calendar of national and regional</p> | 3 | |

COLLEGE READING AND LEARNING ASSOCIATION
STRATEGIC PLAN 1999-2001

GOALS/OBJECTIVES/ACTION PLANS

NARRATIVE DISCUSSION

(ACTION PLAN MANAGER)

KEY

1=Planning 2=Implementing 3=Accomplished

events and publish in the *Newsletter*.
Newsletter Ed.

H. By November 1999, increase use of electronic communication for ongoing general membership dialogue to be initiated by Board members, committee chairs, chapter presidents, regional directors, and SIG leaders.

President

2

Two major steps toward this goal—at minimum—were accomplished this year. The Web site improvements have allowed members greater ease of access to officers, SIG leaders, and state leaders. Second, invited discussion of matters before the Board was carried on through e-mail. There is no evidence at this moment to suggest that people have taken great advantage of this opportunity.

I. By November 1999, investigate means of increasing revenue in order to support new initiatives (Treasurer).

2

Attempts to get conference sponsors have increased revenue through the last two years. The availability of VISA/Mastercard registration for conferences and the temporary decrease in fees for Canadian members are all means devised to increase revenues.

June 14, 1999

Michael O'Hear
President, College Reading and Learning Association
Indiana University-Purdue University
2102 E. Coliseum Blvd.
Fort Wayne, IN 46805

Dear Michael,

Please accept this packet as my application for the position of Executive Assistant to the CRLA Board. I meet the minimum qualifications with more than 16 years of membership in the organization; extensive knowledge of CRLA, its mission and its activities (delineated below); and institutional support.

After reviewing the responsibilities of the Executive Assistant, I believe that my experiences with several professional associations have prepared me well for the expectations and duties outlined in the position notice. The most relevant CRLA experiences include service as President of CRLA (1988-89); On-Site Manager for one annual conference and Registration Chair for another; and Scholarship Committee Chair and Site Selection Chair as well as membership on several SIGs and committees including current service on the International Tutor Certification Program Committee and Past Officers Council. These experiences allow me to understand the nuances of many of the duties of the Executive Assistant including the importance of tracking CRLA self-inking stamps!

In addition to CRLA, I am an active member of both the New Mexico Library Association (NMLA) and the American Library Association (ALA). Within NMLA, I am a non-voting member of the Board of Directors for my service as Conference Site Coordinator. NMLA is approximately one-half the size of CRLA and its Board deals primarily with issues such as membership drives, annual conferences, newsletter editors—finding and keeping them—, and mailing services. ALA, on the other hand, has approximately 50,000 members; I serve on a committee within a Section, within a Division. ALA issues focus primarily on information-related legislation and policy decisions at the local, state, and national levels. ALA also has a large professional staff that, among other things, provides support and training to Association members. At the annual ALA conference later this month, I will be the New Mexico representative at a day-long membership development workshop for Sections and state associations.

Because of my experience on the CRLA Board, I believe that I understand many of the issues that have led the Board to seek an Executive Assistant. In my opinion, CRLA is one of the best examples of a volunteer-based, professional association. Dedicated members provide the heart, soul, and hard work that make CRLA strong and keep it growing. I think that a major challenge, if not the major challenge, is establishing and maintaining continuity of information at all levels of leadership. For example, many CRLA board members have worked on updating job descriptions and on maintaining, what was called at one time, the On-Site Manager's Guide. In many instances, those efforts were duplicated within a year or two because the revised information did not become part of the permanent record. My experiences within CRLA have convinced me that a strong information infrastructure is critical in terms of Association

effectiveness. If the infrastructure is not in place, the work of committees, SIGs and even the Board can become focused on gathering needed information (often re-inventing the wheel) rather than on the mission of the Association. CRLA's success lies within living its mission; effectively providing opportunities for practitioners to improve their practice should be where energy is expended.

For almost 20 years, I have had the pleasure of working in a large, academic library directing learning center and library instruction services. Though not trained as a librarian, I have learned a great deal about information management and can bring that knowledge to the Executive Assistant position. I have recently ended a term on the University's Academic Freedom and Tenure Committee and am in the last year of service on NMLA and ALA committees. Those commitments among others, including a book manuscript deadline, kept me from applying for the Executive Assistant position when it first became available. I am excited that the opportunity exists to apply at this time.

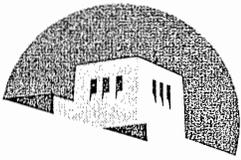
Please let me know if there is any additional information that I can provide.

Sincerely yours,

A handwritten signature in cursive script that reads "Susan".

Susan Deese-Roberts
Director, Education Programs and Services
University of New Mexico General Library

Enclosures (2)



The University of New Mexico

General Library
Albuquerque, NM 87131-1466
(505) 277-4241

June 14, 1999

Michael O'Hear
President, College Reading and Learning Association
Indiana University-Purdue University
2102 E. Coliseum Blvd.
Fort Wayne, IN 46805

Dear Dr. O'Hear:

Dr. Susan Deese-Roberts has discussed with me her interest in applying for the Executive Assistant to the College Reading and Learning Association (CRLA) Board position. I support her application and know that, if chosen, she will serve the Board well.

As a faculty member at the University of New Mexico, service in professional organizations is an appropriate activity for Associate Professor Deese-Roberts. The institution provides professional leave for service activities with varying levels of support for service-related travel expenses. Use of computers, office equipment, email, fax, etc. is available for routine correspondence and other service-related activities.

I know that Dr. Deese-Roberts previously served on the CRLA Board. That service provided benefit to our institution, to Dr. Deese-Roberts, and to CRLA. I believe that her service to the CRLA Board as Executive Assistant will be another beneficial relationship for all involved.

Sincerely yours,

Robert L. Migneault
Dean of Library Services