M E M O R A N D U M

TO: WCRLA Board Members
Officer/Guests Reporting to the Board

FROM: Susan Deese

DATE: March 6, 1989

SUBJECT: WCRLA Board Meetings Agenda
1989 Conference

This memo confirms the times and issues you requested for the Board agenda. The Board will meet on Monday, Tuesday, Wednesday, and Saturday during the times listed below:

Monday	Tuesday	Wednesday	Saturday
3:30-6:30pm	9:00am-9:00pm	8:00am-noon	2:00-5:00pm
7:00pm dinner			

Please note that we will begin on Monday at 3:30 instead of 3:00. I will not be arriving at the hotel until after 2:00.

pla

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Monday
March 13, 1989
Room ~~2270~~
2720

3:30 - 6:30 pm

1. Call to Order
2. Approve Agenda/Additions
3. Approve Minutes
4. Reports
   Secretary's Report - Becky Johnen
   Treasurer's Report - Carol Clymer
   President's Report - Susan Deese
   Coordinator of State/Region
   Director's Report - Gwyn Enright
   (accept new chapters)
5. Membership Survey
6. Awards + Scholarships

Tuesday
March 14, 1989
Room ~~2270~~
2720

9:00 am - noon	1. Membership Survey - plenary session - name change - student dues - conference with NADE
noon - 1:00 pm	LUNCH
1:00 - 5:00 pm	2. JDE/RRIDE Agreement 3 Vince Orland - JCRL (Tues. eve or Wed AM) 4. Board Travel Policy 5. President-Elect's Report 6. On-Site Conference Co-Chair's Report 7. Elections Committee
5:00 - 6:30 pm	DINNER
6:30 - 9:00 pm	8. Gladys Shaw - Liaison Report 9. Bill Broderick - On-Site Manager/Computer Tech 2:00 10. Tom Gier - Tutor Certification 11. Karen Smith - Archivist 12. Patti Glenn - By Laws Constitution

Wednesday
March 15, 1989
Room ~~2270~~
2720

8:00 - 11:30 am

1. **Wes Brown - Site Selection**
2. **Wes Brown - MAC**
3. **Anna Marie Schlender - Placement**
4. Gwyn Enright

Saturday
March 18, 1989
Room ~~2270~~ ~~2730~~
State Dining Room - 2

2:00 - 5:00 pm

1. **Schedule Summer Board Meeting Dates**

2:45 2. **National Center for Developmental Education** (Hunter Boylan)

3:15 3. Awards + Scholarships - Joyce W.

3:00 4. Mary Rubin - Terminology

2:30 5. Tom Gier - SIG

2:00 6. Wayne Herlin - Newsletter

2:15 7. Vince Orlando
JoAnn Mullen } JCRL

WCRLA BOARD
SATURDAY
MARCH 18, 1989
STATE DINING ROOM

1. Summer Board meeting Aug. 3-5
budgets submitted by June 15
agenda items submitted by June 15

2:00 Publications
Vince Orlando & JoAnn Mullen
Wayne Herlin

2:30 SIG's
Tom Gier
Pat Mulcahey

2:45 National Center for Developmental Educ.
Hunter Boylan

3:00 Task force on terminology
Mary Rubin

3:15 Scholarships & Awards
Joyce Weinsheimer

3:30 California community college resolution
Jim Prager

4-5 Other business
name change

MARKETING? WHAT'S THAT?

If the circus conducts a study that locates towns that have 4.5 children per family, only one major event a year, and a mayor who loves elephants, that's **research.**

If the circus is coming to town and you pay for a sign saying "Circus Coming to the Fairground Saturday," that's **advertising.**

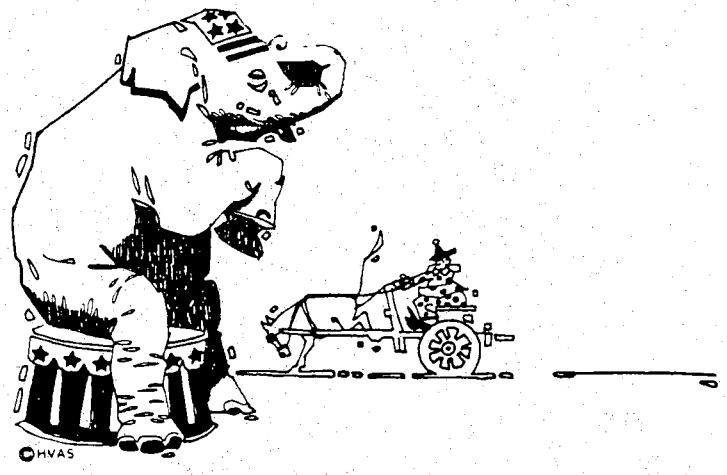
If you put the sign on the back of an elephant, walk him into town, that's **promotion.**

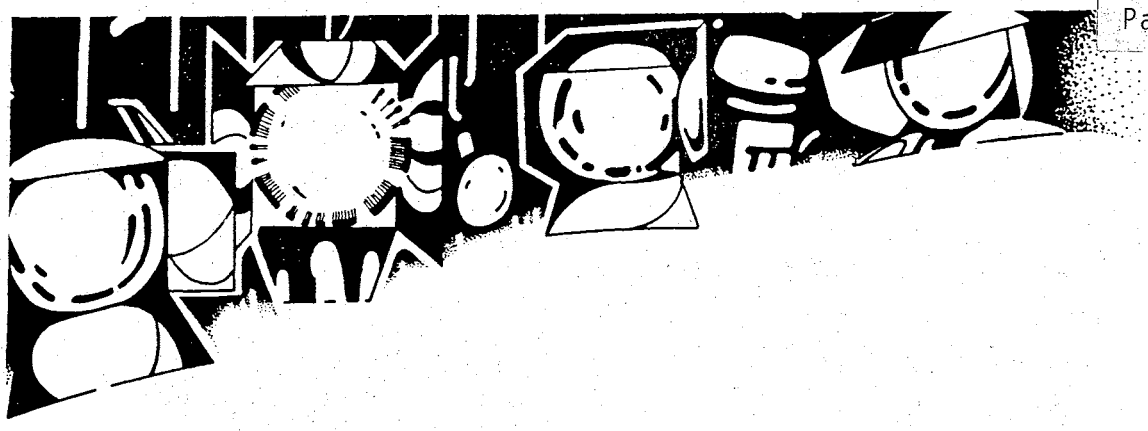
If the elephant walks through the mayor's flower bed, that's **publicity.**

And if you can get the mayor to laugh about it, that's **public relations.**

If you can then sell him a ticket, that's **sales.**

And if he and the city council invite you back next year with <u>two</u> elephants, that's **marketing.**





Here are the formal definitions:

Advertising. Any paid form of nonpersonal presentation and promotion of ideas, goods, and services by an identified sponsor.

Promotion. Broadly, the coordinated efforts initiated by the seller to establish channels of information and persuasion to foster the sale of goods or services, or the acceptance of ideas or points of view.

Publicity. Nonpersonal stimulation of demand for a product, service, or business unit by commercially significant news about it in a publication or favorable presentation of it on radio, television, or stage that is not paid for by the product or service's sponsor.

Public Relations. A programmed or planned effort by management to shape and affect the attitudes and behavior of the public. An attempt to earn the understanding and goodwill of the firm's customers, employees, resellers, the government, and the general public.

Marketing. All activities involved in the movement of goods and services from the manufacturer to the ultimate consumer in order to facilitate the exchange process satisfactorily.

Source: Marketing by Rom J. Markin; published by John Wiley & Sons, Inc.

A BRIEF INTRO TO MARKETING

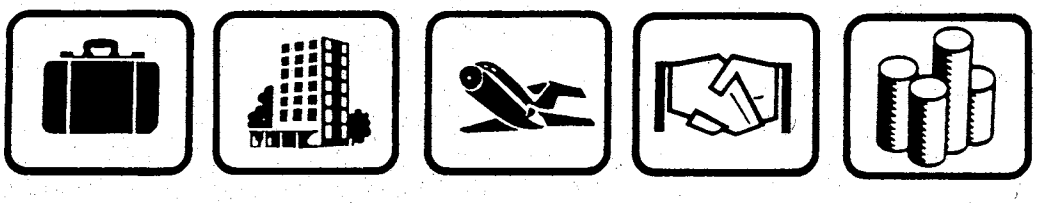
Marketing. All activities involved in the movement of goods and services from the manufacturer to the ultimate consumer in order to facilitate the exchange process satisfactorily.

The eight marketing activities or functions consist of:

1. Buying
2. Selling
3. Transportation
4. Storage
5. Risk taking
6. Financing
7. Grading and Standardization
8. Marketing information

Target Market. The group of people we wish to sell our goods and services to.

Market Segmentation. Homogeneous (similar) groups that are defined by specific attributes such as economic, demographic, psychographic (life-style), and geographic considerations.



Marketing Mix. The 4 P's. Satisfying customer needs by the right combination of:

- Product - Developing the right product for the target market.
- Place - Getting the right product to the target market.
- Promotion - Telling the target market about the product.
- Price - Determining the product cost.

Market Concept. To satisfy customer needs and wants at a profit.

Key to Successful Marketing. Flexibility.

STRATEGIC MARKETING PLANNING (SMP)

Strategies. Action oriented programs patterned so as to give the organization a unified direction toward achieving goals.

Tactics. Shorter range action plans necessary to implement strategies.

Benefits of SMP. (1) Coordinates activities that strengthen enterprise; (2) specifies expected developments; (3) eliminates surprises; (4) creates climate for managing change.

SMP Process.
1. Assessing the situation
2. Developing goals
3. Identifying constraints
4. Selecting strategies to achieve goals
5. Implementing stategies
6. Controlling the process (follow-up)
7. Obtaining feedback

SMP Opportunities.
1. Market penetration - increase sales in present market
2. Market development - selling present products in new markets
3. Product development - offering new/improved products in present market
4. Product differentiation - changing the image of your present product
5. Combination - mixing two or more of the above opportunities
6. Segmenting - identifying a submarket that can be served

TIP Develop support in-house first. If your institution doesn't know or recognize your worth, who else will?

KEY ELEMENTS OF MARKETING STRATEGIES

Market Segmentation. Selecting groups of consumers who would probably be most receptive to a given product and directing the marketing effort specifically to them.

Market Penetration. Determining how to acquire a share of the market.

Market Positioning. Creating a strong identity or image and communicating it.

Market Share Analysis. Analyzing how to increase market share.

TIP Review all publications:
Do they tell who and what you do?
Do they give you a consistent image?
Are your contact numbers easy to find?
Most important, are they written to your audience?

TIP Compile a support portfolio of all letters, memos, thank you's, awards, articles, etc. Use when needed to build or show credibility.

STRATEGIC MARKETING PLANNING

Target Market:
Segment:

Brief Situation Assessment:

Problem Areas or Contraints:

STRATEGY:			
	Tactic (include needs)	Assigned to	Time Frame

In-depth Analysis

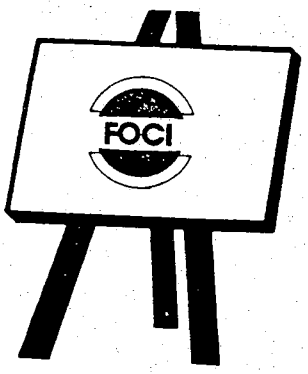
Enhance or Improve
Reduce or Eliminate
Keep as-is
Re-Evaluate
Develop and Establish
Resolve

PROMOTION AND PUBLIC RELATIONS

Tables at conferences, fairs, local events
Sponsor breakfast meetings
Serve as guest speaker to groups
Loan staff members to community groups
Have students make presentations
Conduct workshops in area of expertise
Make classroom presentations
Conduct new student orientations
Receptions for new employees
Sponsor academic clubs and sports teams
Develop your own club or activity group
Sponsor career day with a different focus
Have an open house for parents
Be on a radio or TV talk show
Conduct tours
Make telephone calls to interested people
Have an awards or recognition event
Have a contest for participants, students
Write thank you cards to everyone who deserves them

Develop any of the following to have on hand:

Portable display
Exhibit
Tent cards
Posters
Name tags
Flip charts
Bulletin board
Bumper stickers
T-shirts
Signs
Banners



Novelty items:

Pens, pencils, calendars, mugs, buttons, stickers
Bookmarks, caps, balloons, road maps, rulers, memo books

PROMOTION

SELF-HELP PROMOTION SERVICES

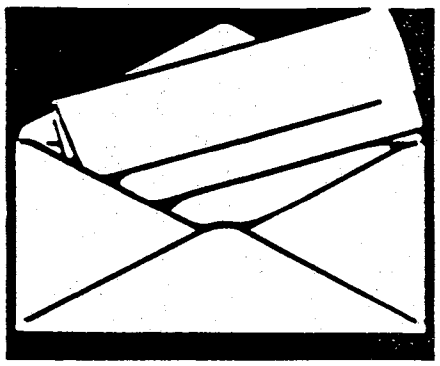
PAID ADVERTISING

Newspapers
Magazines
Radio
TV
Transit - bus, trains
Billboards
Theatre programs
Yearbooks

PRESS RELEASES

Newspapers - local, small rural, high school
Magazines - write story
Radio - target those with the right audience
TV and telecourses
Newsletters - alumni, government, civic, service, professional

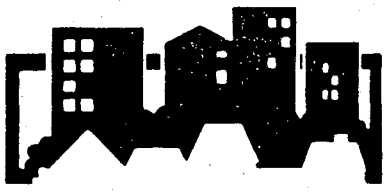
PRINTED MATERIALS



Brochures
Booklets
Catalogs
Personalized form letters
Sales portfolios
Fliers
Direct mailings
Blanket mailings
Periodicals
Inserts
Manuals
Newsletters

PROMOTION

SELF-HELP PROMOTION SERVICES



BIRDDOGS

PEOPLE YOU KNOW WELL

- Your friends
- Your family & relations
- Your present customers
- Members of groups or clubs
- Business people

PEOPLE YOU COME IN CONTACT WITH ON A REGULAR BASIS

- Grocery clerks
- Doctors
- Veterinarians
- Bank clerks
- Mechanics
- Hair dressers
- Social & civic leaders
- Workers at health clubs

NETWORKING SOURCES and RESOURCE LISTS

- Chamber of Commerce
- Better Business Bureau
- Professional Associations
- Civic Organizations
- Community Groups
- Conferences
- Church groups
- Alumni Associations
- Health Clubs
- Hospitals
- Colleges and Universities
- Hotel and Motel Associations
- Booster Club
- Junior Achievement
- Hobby Groups
- Welcome Wagon
- High School Graduates
- YMCA
- YWCA
- Retirement Centers
- Conservation Groups
- Unions
- Parents Groups
- Support Groups
- Singles Clubs

PUBLICATIONS FOR PROSPECT LISTS

- Telephone Directories
- Newspapers
- Business Publications
- Magazines
- School Newspapers
- Business Newsletters
- Contacts Influential
- Alumni Publications

NEWSPAPER SECTIONS

- Education
- Sports
- Arts & Leisure
- Travel
- Life
- County
- Marriages
- Births
- Deaths
- Classifieds
- Amusement
- Garden
- Comics
- Business

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF RECEIPTS AND DISBURSEMENTS

As of

February 28, 1989

Receipts and Disbursements

Receipts: July 1, 1988-February 28, 1989	$20,570.63
Expenditures: July 1, 1988-February 28, 1989	24,922.58
Net Disbursements over Receipts	<4,351.95>

does not reflect conference income

Funds on Hand at February 28, 1989

Balance in El Paso Teachers Federal Credit Union Checking	$10,660.12
Balance in El Paso Teachers Federal Credit Union Savings	25.00
Certificate of Deposit	26,500.00
Scholarship Fund, Sears Savings	892.79
TOTAL FUNDS ON HAND	$38,077.91

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT February 28, 1989

BALANCE PER BANK STATEMENT	$12,566.48
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<1,906.36>
Other (specify):	
CORRECTED BALANCE	$10,660.12
BALANCE PER BOOKS	10,625.26
Add: Unrecorded deposits	
Other (specify):	
Interest	34.86
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$10,660.12

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT January 31, 1989

BALANCE PER BANK STATEMENT	$10,259.30
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<298.94>
Other (specify):	
CORRECTED BALANCE	$ 9,960.36
BALANCE PER BOOKS	9,951.27
Add: Unrecorded deposits	
Other (specify):	
Interest	9.09
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$ 9,960.36

CASH STATUS

Checking	$ 9,960.36
Savings	26,525.00
	$36,485.36

C.D. @ $26,500.00

425 8.50+
540 200.00+
565 90.44+
003

298.94*

January 31, 1989

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT December 31, 1988

BALANCE PER BANK STATEMENT	$1,169.21
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<384.86>
Other (specify):	
CORRECTED BALANCE	$ 784.35
BALANCE PER BOOKS	776.26
Add: Unrecorded deposits	
Other (specify):	
Interest	8.09
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$ 784.35

495	8.50+
540	200.00+
557	24.49+
558	100.00+
560	51.87+
005	
	384.86*

December 31

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT November 30, 1988

BALANCE PER BANK STATEMENT		$1,744.93
Add:	Deposits in transit	
	Other (specify):	
Deduct:	Outstanding Checks	<1,628.85>
	Other (specify):	
CORRECTED BALANCE		$ 116.08
BALANCE PER BOOKS		63.09
Add:	Unrecorded deposits	
	Other (specify):	
	Correction from 10/31 NSF	25.00
	Check deducted incorrectly	
	Interest	27.18
Deduct:	Service Charges	
	NSF Checks	
	Other (specify):	
CORRECTED BALANCE		$ 116.08

Nov. 30, 1988

0.*
12.00+
8.50+
200.00+
98.30+
1,119.41+
190.64+
1,628.85*

410
425
540
547
548
549
006

1989 WCRLA STATE/REGION DIRECTORS

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Coordinator of State/Regional Directors
Report to the WCRLA Board of Directors
March 1989

WCRLA Membership Growth

State/Region	Spring 86	Spring 87	Spring 89
So. California	133	134	134
No. California	63	68	107
Texas	75	51	78
Washington	18	51	42
Oregon	27	30	27
Canada	15	17	26
Colorado	26	20	24
Arizona	31	23	22
Nebraska-Kansas	10	23	21
New Mexico	25	23	15
Alaska	12	11	15
Idaho	7	6	12
Hawaii	8	9	11
Great Lakes*	13	10	11
Iowa-Missouri*	5	6	11
Montana	2	7	10
Southeast*	15	11	10
Arkansas-Louisiana*	5	4	9
Utah	18	10	8
Wyoming	8	7	8
Ohio River Valley*	6	7	8
MidAtlantic*	3	3	8
Northeast*	9	6	7
Nevada	4	5	7
Oklahoma	6	6	6
Pennsylvania-New Jersey*	1	2	5
Midsouth*	2	1	5
Hong Kong**	0	0	1
England**	0	0	1
France**	0	0	1
Total	547	551	650

Notes:
Spring 1988 membership was not available.
* Called "At Large" before 1988
** Not a formally recognized region

Annual Reports Submitted

Alaska	Southern California	Tennessee
Arizona	Northern California	Nebraska-Kansas
Canada	Mid Atlantic	Montana
Hawaii	Texas	

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State/Regional Activities

Chapters Chartered
Texas
Kansas-Nebraska
Washington

Regional Conferences

Southern California	October 29	Los Angeles
Washington	October 27-28	Spokane
Nebraska-Kansas	October 6-7	Grand Island

Co-sponsored Conferences

Arizona and AZADE	October 28-29	Phoenix
Canada and AAAL	November 17-19	Calgary
Texas and TADE		
Texas (Academic Support Conference)		El Paso

Newsletters
Texas

Mass Mailings from the State/Regional Director

Alaska	MidAtlantic
Canada	Hawaii
Southern California	Montana
Northern California	Arizona

Articles printed in the WCRLA Newsletter

Alaska	Colorado
Canada	Iowa-Missouri
Southern California	Montana
Northern California	Washington
Arizona	

Special Funding

State/Region	Requested	Granted	Purpose
Arizona	$500	$500	Conference
Kansas-Nebraska	500	500	Conference
Washington	500	500	Conference
Texas	500	500	Reception

Submitted to the WCRLA Board of Directors
by Gwyn Enright
March 13, 1989 Gwyn Enright

WCRLA Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Texas Chapter and covering the following geographic area: the state of Texas.

The purpose and objectives of the chapter will be as follows:

1) to provide a state-wide educational vehicle for members in the areas of reading, learning assistance, developmental education and tutorial services.

2) to provide a network for members

3) to promote membership in WCRLA

Name of person facilitating the organization of the chapter Delryn Fleming

Address 1503 Jackson Street

Carrollton, TX 75006 Phone (214) 245-5305

Date submitted _____

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

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3/88

PETITIONING FOR CHAPTER STATUS

TEXAS

Name	Address	College
1. Nancy Moreland	6508 Sandie Dr. Amarillo, TX 79109	Amarillo College
2. Mary Lee Davis	4325 Olivia Amarillo, Tx 79109	Amarillo College
3. Janice L. Drake	5221 84th St Lubbock, TX 79424	Texas Tech University
4. Judy Stocks	8108 Elkridge Lubbock, Texas 79423	Texas Tech University
5. Linda Colorado	1614 70th Place Lubbock, Texas 79412	South Plains College

PETITION FOR CHAPTER STATUS

6. Frances McMurtray
7. Marcia Epner
8. MaryAnn DeArmond for San Antonio College, Chair of Reading & Education
9. Mary F. Muller
10. Mary Jane W. Howe
11. MaryAnn DeArmond
12. Ann Wiesner

PETITIONING FOR CHAPTER STATUS

TEXAS

Name	Address	College
1. [illegible]	6570 Sandie Amarillo, TX 79109	Amarillo College
2. [illegible]	4329 Alicia Amarillo, TX 79109	Amarillo College
#3. Sue H. Cross	10135 Chistover Dallas, TX 75229	Brookhaven College
#4 Joe CORTINA	12800 Abrams Rd. Dallas, TX 75243	Richland College

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

	Name	Address	College
15.	Patricia Heard	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
16.	Denise McGinty	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
17.	Arthur Rauch	LSC A332 Jester Center, U.T., Austin, Texas 78705	University of Texas at Austin
18.	Ann B. Faulkner	LSC Mountain View College 4849 W. Illinois Ave. Dallas, TX 75211	←
19.	Patricia Feldman	1431 Northridge Dr. Carrollton, TX 75006	SMU, Reading & Learning Center
20.	Delwyn Fleming	1503 Jackson Street Carrollton, TX 75006	Brookhaven College DCCCD

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
~~Patricia Neal~~	~~LSC - A332 Jester - U.T.~~ Austin, Texas 78705	~~Univ. of Texas~~ at Austin
~~Denise McGinty~~	~~LSC - A332 Jester U.T.~~ Austin, Texas 78705	~~University of Texas~~ at Austin
~~Arthur Rauch~~	~~LSC A332 Jester~~ Center, U.T., ~~Austin, Texas 78705~~	~~University of Texas~~ at Austin
21. ~~Mrs H Gillyam~~	P.O. Box 632 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
22. Mattie Dilmer-Moore	13623 Indian Creek Houston, TX 77079	U of H-Clear Lake

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Katheen Heard	LSC A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauch	LSC A332 Jester Center, U.T., Austin, Texas 78705	University of Texas at Austin
23. James E. Walker	Texas Woman's University PO Box 23029 Denton, TX 76204	Texas Woman's University

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

24. Joan M. Smith - Coordenator, El Centro College Learning Assistance Center

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Kathleen Head	LSC-A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauck	LSC A332 Jester Center, U.T. Austin, Texas 78705	University of Texas at Austin
Kris Gilligan	P.O. Box 632 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
25. Sylvia Bowman	University of Houston-Downtown One Main Street Houston, TX 77002	←

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Patricia Hunt	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC - A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauch	LSC A332 Jester Corder, U.T. Austin, Texas 78705	University of Texas at Austin
Kris Gilligan	P.O. Box 422 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
26. Gladys R. Shaw	105 W. Union UT El Paso El Paso, TX 79968	U.T. El Paso
27. Carol Clymer	El Paso Community College P.O. Box 20500 El Paso, TX 79998	EPCC

File: wcrla.data
Report: wcrla.tx

[illegible]WMAN, SYLVIA
U. OF HOUSTON, ONE MAIN STREET
HOUSTON, TX
77002
?

CLYMER, CAROL
61600 LOS ROBLE
EL PASO, TX
79912
Feb 28 89

CORONADO, LINDA
1614 70TH PLACE
LUBBOCK, TX
79412
Mar 31 89

CORTINA, JOSEPH
RICHLAND COLLEGE, 12800 ABRAMS RD.
DALLAS, TX
75243
Apr 30 89

CROSS, SUE
[illegible]0135 CRESTOVER
[illegible] LAS, TX
7[illegible]229
Oct 31 88

DE ARMOND, MARY ANN
4523 MAYBROOK WOODS
SAN ANTONIO, TX
78249
Mar 31 89

DILLNER-MOORE, MARTHA
13623 INDIAN CREEK
HOUSTON, TX
77079
Mar 31 89

DRAKE, JANICE L.
TEXAS TECH UNIVERSITY, PASS, 205 WEST HALL
LUBBOCK, TX
79424
Sep 30 88

EPNER, MARCIA
403 SQUIRES ROW
[illegible]AN ANTONIO, TX
[illegible]R213
[illegible] 30 88

FAULKNER, ANN
MT. VIEW COLLEGE, 4849 W. ILLINOIS
DALLAS, TX
75211

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Report: wcrla.tx

FELDMAN, PATRICIA M.
31 NORTHRIDGE DR.
CARROLLTON, TX
75006
Apr 30 89

FILLYAW, HAROLD
155014 ELMONT DR.
HOUSTON, TX
77095
Jan 31 89

FLEMING, DELRYN
1503 JACKSON STREET
CARROLLTON, TX
75006
Mar 31 91

HEARD, PATRICIA
UNIV OF TEXAS, LEARN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Dec 31 99

HOWE, MARY JANE
SAC, 1300 SAN PEDRO (MCCH 112)
SAN ANTONIO, TX
78284
Sep 30 88

MCGINTY, DENISE
UNIV OF TEX/LRN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Nov 30 88

MCMURTRAY, FRANCES
13826 BRAYS FOREST
SAN ANTONIO, TX
78217
Oct 31 88

MORELAND, NANCY
6508 SANDIE DR.
AMARILLO, TX
79109
Sep 30 90

MULLER, MARY F
719 OBLATE
SAN ANTONIO, TX
78216
31 88

RAUCH, ARTHUR M.
UNIV OF TEX/LRN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Sep 30 88

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AN ANTONIO COLLEGE
1 O SAN PEDRO
SAN ANTONIO, TX
78284
?

SHAW, GLADYS R.
UNIV. OF TX, STUDY SKILLS & TUTR SVC
EL PASO, TX
79902
Mar 31 89

SMITH, JOAN
6938 WESTLAKE
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STOCKS, JUDY K.
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79423
Sep 30 88

TAYLOR, MARY LEE
MARILLO COLLEGE, BOX 447
A RILLO, TX
7>178
Oct 31 88

WALKER, JAMES E.
TWU, BOX 23029
DENTON, TX
76204
Mar 31 89

WEESNER, ANN
14211 ROWE
SAN ANTONIO, TX
78217
Feb 28 89

CONSTITUTION
OF THE
TEXAS CHAPTER, WESTERN COLLEGE READING AND LEARNING ASSOCIATION

ARTICLE I: The name of the Association will be the Texas Chapter, Western College Reading and Learning Association. It will be a non-profit organization.

ARTICLE II: The objectives of the Association are three fold:

1. to provide a state-wide educational vehicle for members in the areas of reading, learning assistance, developmental education and tutorial services.

2. to provide a network for members.

3. to promote membership in WCRLA.

ARTICLE III: Membership.

1. Any individual who is qualified and is interested in college reading, learning assistance, developmental education, and tutorial services is eligible for membership upon joining WCRLA.

2. The membership shall have one class of membership; the voting privileges shall be equal.

3. No dues will be assessed in addition to regular WCRLA dues.

ARTICLE IV: Officers.

1. The elective offices of the Association shall be a President-Elect and Secretary. The previous President-Elect becomes the President and the previous President becomes the Immediate Past President.

2. The apppointed officer of the Association shall be the State Director. The appointment shall be made by the WCRLA chair for State Directors.

3. All officers shall be elected for one (1) year, to hold office from conclusion of the fall conference.

4. General Duties of Elected Officers:

   a. They shall serve as members of the Texas Chapter, Western College Reading and Learning Association Board of Directors.

   b. They shall act in an advisory capacity to the President.

5. Duties of the President

   a. He/she shall act as chair and presiding officer of the Board of Directors.

   b. He/she shall act as presiding officer of general meetings.

   c. He/she shall appoint the chair of-standing and special committees.

   d. He/she shall appoint a Parliamentarian to serve for one (1) year.

   e. He/she shall approve the personnel of committees.

   f. He/she shall call special meetings of the Board of Directors.

6. Duties of the President-Elect:

   a. He/she shall act as presiding officer in the absence of the President.

   b. He/she shall act as chair of the Program Committee.

7. Duties of the Immediate Past President:

   a. He/she shall act as presiding officer in the absence of the President and President-Elect

   b. He/she shall act in a general capacity as adviser to the President upon the affairs of the Association.

   c. He/she shall be chair of the nominating committee.

   d. He/she shall do other work as assigned by the President.

8. Duties of the Secretary

a. He/she shall act as presiding officer in the absence of the President, President-Elect, and the Past President.

b. He/she shall record the proceedings of all meetings of the Board of Directors and the General Meetings.

c. He/she shall carry out the general secretarial duties of the Association.

9. Duties of the State Director

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

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

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

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

e. He/she shall serve a term of one year unless reappointed by the WCRLA Coordinator of State and Regions.

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

g. An annual report will be submitted to the Board of Directors by May 1.

ARTICLE V: Board of Directors

1. The Texas Chapter, Western College Reading and Learning Association Board of Directors is the executive and administrative body of the Association, and shall be made up of the President, the President-Elect, the Secretary, the State Director and the Immediate Past President provided that he/she is still eligible for membership.

2. Powers and Duties

a. It shall conduct, manage and control business and affairs of the Association.

b. It shall approve the annual budget.

c. It shall approve the expenditures of any funds before the financial obligation is incurred.

d. All decisions shall be made by a majority vote of those present. A quorum is required.

ARTICLE VI: Vacancies.

1. In case the President cannot serve his/her term, the President-Elect shall assume the duties of the unexpired term.

2. Unexpired term of any officer may be appointed by the President.

3. All appointments must meet the qualifications established for eligibility.

4. If a vacancy occurs in the office of President-Elect, an acting program chair will be appointed by the President with the approval of the Board of Directors. In this event, an election for the office President and President-Elect shall be held at the annual Fall Conference.

ARTICLES VII: Meetings.

1. There shall be at least one (1) General Meeting each year of the Association.

2. There shall be at least two (2) regular meetings each year of the Board of Directors.

3. Special meetings may be called by the President and shall be called at the request of any three (3) directors.

4. Members of the Texas Chapter shall have the right to attend all meetings of the Association.

5. Notice of the General Meeting shall be sent to all members of the Association at least one (1) month prior to the actual meeting.

ARTICLE VIII: Quorum.

1. A quorum of the Association for any open meeting shall be at least 10% of the membership of the Association.

2. A quorum of the Board of Directors shall be three of its members.

ARTICLE IX: Nomination and Election of Officers.

1. The Immediate Past President is chair for the Nomination Committee. The chair shall appoint a Nominating Committee consisting of three (3) other members to be approved by the President.

2. The Nominations Committee shall submit a a slate of nominees for each of the following officers: President-Elect and Secretary. A place for write-in candidates will be provided on the ballot

3. All officers except the President and Immediate Past President shall be elected by mail ballot prior to the Fall General Meeting.

   a. The Nomination Committee will make their report at the May Board Meeting

   b. The mail-ballot procedure established in Article VII, Section III of the Bylaws will be followed.

   c. Voting shall be by secret ballot, and a majority of the votes cast shall be necessary for election.

4. Results of the voting will be made known at the General Business Meeting.

ARTICLE X: Dues.

1. Membership in the Texas Chapter, WCRLA is automatic with membership in WCRLA. No other dues will be assessed on the state level.

2. All members shall pay the full WCRLA dues.

ARTICLE XI: Initiative, Referendum, and Recall

1. A petition signed by one-sixth (1/6) of the members shall bring to vote of the membership at a General Meeting an initiative, referendum, or recall action.

2. Recall, initiative or referendum action shall require a noticed motion and a majority vote of the membership or a two-thirds (2/3) vote of those present at any annual meeting of the Association.

3. Initiative and referendum actions must also be authorized by a two-thirds (2/3) vote of those present.

ARTICLE XII: Affiliations.

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE XIII: Parliamentary Authority.

1. The rules contained in Robert's Rules of Order, Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Articles and Bylaws.

2. In all meetings any member may demand a roll-call vote except for the election of officers.

ARTICLE XIV: A choice of method of voting shall be made at the discretion of the members of the Board of Directors.

ARTICLE XV: Amendments.

1. Proposed amendments shall be submitted to the Board of Directors for review and recommendation.

2. These proposed amendments and ballots shall be mailed to the General Membership one month prior to the next General Meeting.

3. An amendment shall be declared passed if it is approved by two-thirds (2/3) of those members present at any annual meeting of the Association.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Nebraska/Kansas Chapter and covering the following geographic area: Kansas and Nebraska.

The purpose and objectives of the chapter will be as follows: To advance the knowledge and interest of postsecondary developmental educators.

Name or person facilitating the organization of the chapter Judi L. Haney

Address 1205 East 3rd

McCook, Nebraska 69001 Phone 308-345-6303 ex 40

Date submitted October 11, 1988

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, or those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

RECEIVED MAR 13 1989

I/We, the undersigned, are members in good standing of WCRLA, and wish to petition to form the Nebraska/Kansas Chapter of WCRLA:-

1. Elaine Batenhorst
2. Kathy Carpenter
3. Faye Dorear
4. Teri Gibson
5. Carol Grell
6. Layla Holyan
7. Judith L. Haney
8. Paula J. Hanley
9. Pat Jonson
10. Nella Kincaid
11. Dorothy McLain
12. James R Mealey
13. K M Pacey
14. Nina A. Nelson
15. Pat Phillips
16. Sherry Reid
17. Mary Schlueter
18. Theresa Wachal
19. Dorothy J. Weber
20. Ruth Wohler
21. Linda Wolf
22. David M. DeFrain
23. Janice M. Green
24. Ann Reynolds
25. Judy Warington

NEBRASKA/KANSAS CHAPTER OF THE WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BYLAWS

ARTICLE I

Name

The name of this organization shall be the Nebraska/Kansas Chapter of the Western College Reading and Learning Association, hereinafter referred to as "the Chapter".

ARTICLE II

OBJECT

The object of this Chapter shall be, in accordance with the policies and programs of the Western College Reading and Learning Association, hereafter referred to as "WCRLA," to advance the knowledge and interest of postsecondary developmental educators.

ARTICLE III

MEMBERSHIP

The chapter will include a minimum of 25 members of WCRLA.

ARTICLE IV

OFFICERS

Section 1. The Officers of the Chapter shall be President, Vice-President, Secretary/Treasurer, and Past-President. The Board of Directors shall consist of these previously mentioned officers plus the current Site Chair and Program Chair for the upcoming fall conference.

Section 2. Only regular members in good standing shall be eligible for office. Only a person who has previously served as a member of the Board of Directors of the Chapter shall be eligible to serve as President.

Section 3. Each officer shall serve a term of two administrative years or until their successors are elected. The officers' terms of office shall begin two

weeks after the conclusion of the spring meeting of the Western College Reading and Learning Association on even numbered years.

Section 4. Vacancies:

A. A vacancy in the in the office of President shall be filled by the Vice-President.

B. If a vacancy occurs in the office of the President and Vice-President, the Past-President shall call a meeting of the Board of Directors for the purpose of electing from the eligible members a president to fill the unexpired term of President.

C. A vacancy in the office of Vice-President or Secretary/Treasurer shall be filled by appointment of the President with the approval of the Board of Directors. Such appointed officers shall serve until their successors are elected.

Section 5. No officer shall be eligible to serve more than two consecutive terms in the same office. An officer having served two consecutive terms may serve again in the same office after the expiration of 2 years.

Section 6. These officers shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and by the directives of the parent organization, WCRLA.

ARTICLE V

MEETINGS

Section 1. The Chapter shall hold at least two regular yearly meetings at a time and place fixed by the Board of Directors.

Section 2. The regular meeting in the fall shall be known as the annual meeting and shall be for the purpose of receiving reports of officers and committees, and any other business that may arise. The spring meeting will be held in conjunction with the parent organization's spring conference.

Section 3. Special meetings may be called by the President or a majority of the Board of Directors.

Section 4. A quorum shall consist of 20% of the members of the Chapter.

Section 5. The President, or the Board of Directors by a two-thirds vote, may cancel or postpone any meeting when such action is deemed necessary.

ARTICLE VI

REPRESENTATION AND VOTING

The Board of Directors will ascertain that the Chapter shall be represented at the spring meetings of the Western College Reading and Learning Association.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. The Board of Directors shall consist of the officers of the Chapter, the current Site Chair and the current Program Chair for the upcoming fall conference.

Section 2. Only regular members in good standing shall be eligible to serve on the Board of Directors.

Section 3. Vacancies:

A. If the immediate Past-President is unable to serve on the Board of Directors, the most recent Past-President who consents to serve shall fill this vacancy.

B. Other vacancies on the Board of Directors not previously provided for shall be filled by appointment of the President with the approval of the Board of Directors. Such directors shall serve until their successors are elected or appointed (as in the case of the Site Chair and Program Chair.)

Section 4. Each member of the Board of Directors shall serve as Chair of such standing committees as may be assigned by the President and approved by the Board of Directors.

Section 5. Meetings:

A. The Board of Directors shall hold meetings at the descretion of the President. Conference calls may be utilized for Board of Directors meetings when time and distance necessitate such actions.

B. Special meetings may be called at any time by the President or at the request of a majority of the Board of Directors.

C. A majority of the Board of Directors shall constitute a quorum.

Section 6. The Board of Directors shall perform the duties as described by these bylaws and by the parliamentary authority adopted by the Chapter.

ARTICLE VIII

COMMITTEES

Section 1. The Executive Committee shall be composed of the officers of the Chapter.

Section 2: Standing committees shall be the Membership committee, the Nominating committee, the fall conference Site committee and the fall conference Program committee.

A. The Chair of the fall conference Site committee and the Chair of the fall conference Program committee shall be appointed by the President. The Vice-President will be the Chair of the Membership committee, and the immediate Past-President will be the Chair of the Nominating committee.

B. Members of the committees shall be selected by the respective chairs with the approval of the President.

Section 3. Special committees may be appointed by the President whenever deemed necessary for the welfare and/or development of the Chapter.

Section 4. The President of the Chapter shall be an ex-officio member of all committees except the Nominating committee.

Section 5. These committees shall perform the duties as prescribed in these bylaws and those assigned by the Chapter president.

ARTICLE IX

NOMINATIONS AND ELECTIONS

Section 1. The Nominating committee shall consist of the immediate Past-President and two regular members appointed by the President.

Section 2. The chair of this committee shall be the immediate Past-President.

Section 3. This committee shall report their nominations for officers at the regular fall meeting in odd numbered years. Additional nominees may be made from the floor, provided that consent of the nominated members have been obtained.

Section 4. Election of officers shall be held during the fall conference in odd numbered years and the elected officers will assume office two weeks after the next spring meeting of the parent organization.

Section 5. The officers shall be elected by ballot. If there is only one candidate for each office, the President shall declare the slate elected.

ARTICLE X

ADMINISTRATION

Section 1. The administration of the affairs of the Chapter shall be vested in the Board of Directors who shall be responsible for carrying out the directives of the membership or any duties prescribed in these bylaws.

Section 2. The Executive Committee shall carry out the instructions of the Board of Directors and conduct the affairs of the Chapter between meetings.

Section 3. The fiscal and administrative year of the Chapter shall begin exactly two weeks after the conclusion of the yearly spring meeting of the parent organization, WCRLA.

Section 4. The records of the treasurer shall be audited or reviewed for each fiscal year by an auditor appointed by the president.

ARTICLE XI

DUES

Section 1. Annual dues of regular and associate members shall be $5.00 per year. In addition, members will be responsible for paying their dues to the national organization. Members who attend the fall Chapter conference shall have their $5.00 Chapter membership dues waived for that year.

Section 2. Chapter dues shall become payable during the fall Chapter conference each year and shall become delinquent sixty days after the final day of the conference. Any member whose dues have not been paid within this time shall be dropped from membership. A member of the Membership committee will contact members prior to the expiration date of membership to encourage

them to pay their dues. Reinstatement within the fiscal year may be granted upon payment of $5.00.

ARTICLE XII

DISSOLUTION

Section 1. This Chapter will be dissolved if its active membership drops below 25 members. It can also be dissolved by a two-thirds vote of the members present and voting at a fall conference meeting, and a majority vote of the Board of Directors at the same meeting. Notice of such a vote must be submitted to each Chapter member in writing at least thirty days in advance.

Section 2. Within thirty days from the date this Chapter is declared inactive by its members and Board of Directors, it shall notify the parent organization, WCRLA. The Coordinator of State/Regions of the WCRLA will appoint a person to the position of regional director.

Section 3. In the event of dissolution of this Chapter, the remaining Chapter funds will be surrendered to the appointed regional director. If no individual can be found to serve as the regional director, all remaining Chapter funds will revert to WCRLA.

ARTICLE XIII

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Chapter in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Chapter may adopt.

ARTICLE XIV

AMENDMENTS

Section 1. These bylaws may be amended at any fall meeting of the Chapter, by a two-thirds vote, provided the amendment as been submitted to each Chapter member in writing at least thirty days in advance.

Section 2. All amendments adopted by this chapter shall be submitted to WCRLA for approval before becoming effective.

Section 3. When amendments to WCRLA bylaws shall have an effect on this Chapter's bylaws, such amendments shall become automatically effective for this Chapter. Notice in writing shall be sent to the membership.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Washington State Chapter and covering the following geographic area: Washington State.

The purpose and objectives of the chapter will be as follows:

to facilitate professional development

to provide networking opportunities for members

to sponsor an annual conference

to promote membership in the National Association

Name of person facilitating the organization of the chapter Dr. Dee Tadlock

Address Yakima Valley Community College
Post Office Box 1647
Yakima, Washington 98907

Phone 509/575-2027

Date submitted December 21, 1988

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

RECEIVED MAR 1 3 1989

1988 WCRLA Participants

1988 WCRLA Participants

Ashmore, Rhea
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Bickley, Susan
Yakima Valley Community College
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Yakima, WA 98902

Branson, Helen
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Coeur D'Alene, ID 83814

Breneman, Marti
Spokane Falls Community College
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Spokane, WA 99204

Bunge, Jean
Eastern Washington University
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Burns, Mike
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Spokane, WA 99207

Burns, Sunny
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Carman, Kathy
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Drabek, Jane
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Falk, Cheryl
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Fish, Susan
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Furman, Gail
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Spokane, WA 99204

Harp, John
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1988 WCRLA Participants

1988 WCRLA Participants

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X Krause, Anne
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X Massey, Teresa
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X Mundy, Carol Molitor
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X Nasburg, Pat
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X Nealy, Joann
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X Nelson, Alexis
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X Sinclair, Carla
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X Swinton, Jan
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1988 WCRLA Participants

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Wallin, Tina
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Wall, Carolyn
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Wiens, Ken
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WCRLA BYLAWS 1988

ARTICLE I - NAME

The name of the Association shall be the Washington State Chapter of the Western College Reading and Learning Association.

ARTICLE II - MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the Association, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.

2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading, writing, thinking, and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined form time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.

3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his/her annual dues within sixty days after the date they have become payable, shall be deemed to have abandoned membership in the Association.

ARTICLE III - MEETINGS

1. The annual meeting of the membership of the Association shall be held in October of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors, or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.

2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.

3. All members of the Association may have the right to attend all membership meetings, annual, regular, or special. They may attend other than general meetings as non-voting observers only.

ARTICLE IV - BOARD OF DIRECTORS, SECTION 1

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

   A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

   If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occurafter the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect shall assume all other duties of that office.

   Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with these Bylaws or any provision of law.

3. The title of all property of the Association shall be vested in the Association, and the signatures of the president and the secretary, when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase of sale of property or for the investment or other disposal of funds which are subject to the control of the Association.

4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than once each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meeting has been called.

5. Three members shall constitute a quorum of the Board of Directors.

ARTICLE V - OFFICERS

1. The officers of the Association shall be a president, a president-elect, a past president, a secretary and a treasurer. The president-elect shall be elected for a one year term by the membership via writtten ballots at the annual general meeting. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect. The president-elect shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's term of office shall be for one year; the treasurer's term of office shall be for two years. The secretary and treasurer shall be elected by the membership via written ballots at the annual general meeting.

2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.

3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:

   a. Appoint chairpersons of standing and special committees.

   b. Call special meetings of the Board of .....Directors

   c. Appoint an acting secretary or treasurer in the event of incapacity or consistent non-performance of duty on the part of the officer(s) elected to serve in that capacity(ies). Appointments shall be made only with the approval of the Board of Directors.

4. The president-elect shall act as presiding officer in the absence of the president and shall act as chairperson of the program committee for the annual conference.

5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect and shall act in a general capacity as advisor to the president upon the affairs of the Association.

6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past-president.

7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures.

ARTICLE VII - PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised, shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these By-Laws.

2. In all meetings any member may demand a roll call vote except for those procedures which provide for a written ballot including the election of officers.

3. The Board of Directors shall name two candidates for each office for which there exists a vacancy. If two candidates are not secured, nominations for additional candidates will be sought from the floor at the general membership meeting prior to the written election.

ARTICLE VIII - QUORUM

A quorum for any regular or special membership meeting or for a written ballot shall be at least ten percent (10%) of the memberhip of the Association as of December 31st prior to the annual conference.

ARTICLE IX - AFFILIATIONS

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE X - INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth (1/6) of the members of the Association. Any action or initiative, referendum, or recall shall require a noticed motion and a majority vote of the membership or two-thirds (2/3) vote of those members present at any annual meeting of the Association.

ARTICLE XI - DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner, or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

ARTICLE XII - AMENDMENTS

1. These By-laws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.

2. No amendment may be adopted unless it is approved by a two-thirds (2/3) majority of the votes cast.

NOTE: The numbers in parenthesis, indicate the percent of responses.

WCRLA MEMBERSHIP SURVEY

DEMOGRAPHICS

1. Please check the WCRLA state or region in which you live.

(2.5) __7_ Alaska
(5.1) _14_ Arizona
(1.5) __4_ Arkansas/Louisiana
(15.3) _42_ California-North
(15.3) _42_ California-South
(5.8) _16_ Canada
(3.6) _10_ Colorado
(2.2) __6_ Great Lakes (Wisconsin, Illinois, Michigan)
(0.4) __1_ Hawaii
(1.8) __5_ Idaho
(1.8) __5_ Iowa/Missouri
(4.0) _11_ New Mexico
(1.5) __4_ Mid-Atlantic (West Virginia, Delaware, Virginia, DC, Maryland)
(1.1) __3_ Mid-South (Mississippi, Tennessee, Alabama)
(1.8) __5_ Minnesota
(2.5) __7_ Montana
(3.3) __9_ Nebraska/Kansas
(0.7) __2_ Nevada
(0.0) __0_ North/South Dakota
(1.5) __3_ Northeast (Maine, New York, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island)
(0.4) __4_ Ohio River Valley (Ohio, Indiana, Kentucky)
(5.1) __1_ Oklahoma
(1.1) _14_ Oregon
(1.5) __3_ Pennsylvania/New Jersey
(1.5) __4_ Southeast (North Carolina, South Carolina, Georgia, Florida)
(10.5) _29_ Texas
(2.2) __6_ Utah
(5.8) _16_ Washington
(0.7) __2_ Wyoming

2. Your gender: Female 197 (71.6)
Male 64 (23.3)
No Response 14 (5.1)

3. Your age: (0.7) __2_ 20 - 29
(21.8) _60_ 30 - 39
(48.4) 133_ 40 - 49
(22.5) _62_ 50 - 59
(5.8) _16_ 60 - 69
(0.4) __1_ 70 +
(0.4) __1_ No Response

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4. Your highest educational level: (1.1) __3_ AA/AS
(8.4) _23_ BA/BS
(60.0) 165_ MA/MS
(30.2) _83_ EdD/PhD
(0.4) __1_ EdS

Major:				
Education	44	(16.0)	Biology	1 (0.4)
Reading	55	(20.0)	History	3 (1.1)
Educ Admin	6	(2.2)	Amer Studies	1 (0.4)
Educ Psych	9	(3.3)	Ag Business	1 (0.4)
Art Educ	2	(0.7)	French	1 (0.4)
Guidance/Couns	8	(2.9)	Student Personnel	2 (0.7)
C & I	22	(8.0)	HPER	1 (0.4)
English	46	(16.7)	Nursing Educ	1 (0.4)
Spec Educ	6	(2.2)	Info Science	1 (0.4)
Humanities	2	(0.7)	Bus Admin	1 (0.4)
Psychology	5	(1.8)	Music	1 (0.4)
Bus Educ	1	(0.4)	Theatre Arts	1 (0.4)
Linguistics	5	(1.8)	Social Sci	2 (0.7)
Devel Educ	2	(0.7)	Math	1 (0.4)
Communications	2	(0.7)	Library Sci	2 (0.7)
Adult/Higher Ed	13	(4.7)	Geology	1 (0.4)
Elem Educ	8	(2.9)	ESL	1 (0.4)
Language Comm	4	(1.5)	Philosophy	1 (0.4)
Literature	6	(2.2)	Speech	1 (0.4)
			No Response	4 (1.5)

5. How many years have you been a WCRLA member? (13.8) _38_ First year
(44.4) 122_ 2 - 5 years
(20.4) _56_ 6 - 10 years
(15.6) _43_ 11 - 15 years
(5.8) _16_ 16+ years

6. At what type of institution are you employed?

(7.3) _20_ 2 year	public 114_(41.5)	private __4_(1.5)
(1.1) __3_ 4 year baccalaureate only	public _14_(5.1)	private _10_(3.6)
(0.4) __1_ 4 year Masters only	public _24_(8.7)	private __7_(2.5)
(4.4) _12_ 4 year doctoral	public _36_(13.1)	private __7_(2.5)
(0.7) __2_ private sector		
(0.4) __1_ other..... Educational Agency (nfp)		1 (0.4)
Vocational Technical		1 (0.4)
Store Front Literacy Project		1 (0.4)
Retired		3 (1.1)

(4.7) _13_ No Response

7. How would you describe the type of program in which you work?

(24.4) _67_ classroom instruction--developmental
(5.1) _14_ classroom instruction--traditional
(17.8) _49_ learning assistance--tutorial
(2.5) __7_ adult basic education
(0.4) __1_ vocational

(0.0) __0_ retention
(4.7) _13_ other .....

Comprehensive LAC	7	(2.5)
Multicultural Ed	1	(0.4)
Individualized	1	(0.4)
Literacy Program	2	(0.7)
Non-trad Devel Ed	1	(0.4)
Testing Organization	1	(0.4)
Distance Education	2	(0.7)
Training/Research	1	(0.4)
Counseling Ctr	1	(0.4)
1,2 above	19	(6.9)
1,3 above	28	(10.2)
1,4 above	3	(1.1)
1,6 above	3	(1.1)
2,3 above	6	(2.2)
3,4 above	2	(0.7)
3,6 above	6	(2.2)
4,5 above	1	(0.4)
1,2,3 above	6	(2.2)
1,2,4 above	1	(0.4)
1,3,4 above	4	(1.5)
1,3,6 above	4	(1.5)
1,2,3,4 above	1	(0.4)
1,2,3,5 above	1	(0.4)
1,3,4,5 above	2	(0.7)
1,3,5,6 above	1	(0.4)
1,2,3,4,5 above	1	(0.4)
1,2,3,4,6 above	2	(0.7)

(5.8) _16_ No Response

8. How long have you been employed in the profession?

(1.8) __5_ first year
(16.7) _46_ 2 - 5 years
(21.5) _59_ 6 - 10 years
(21.5) _59_ 11 - 15 years
(33.5) _92_ 16+ years
(5.1) _14_ No Response

9. Indicate the percent of time you spend in the following activities.

classroom instruction --	1-25%	(33.3)	70
	26-50%	(21.9)	46
	51-75%	(15.3)	32
	76-100%	(29.5)	62
administration ---------	1-25%	(40.1)	73
	26-50%	(18.7)	34
	51-75%	(15.4)	28
	76-100%	(25.8)	47
other ----------	1-25%	(43.9)	54
	26-50%	(27.6)	34
	51-75%	(17.1)	21
	76-100%	(11.4)	14

10. What is the administrative location of the program in which you work?

(52.7) _145 academic affairs
(17.1) __47 student affairs
(9.5) __26 other .....

Both of above	(2.2)	6
Gen Studies	(1.5)	4
Learning Resources	(1.8)	5
ABE/GED	(0.7)	2
Hum/Lang Arts/Engl	(4.0)	11
Decentralized/ Interdisciplenary	(0.4)	1

(10.2) __28 No Response

11. Do you work part-time (13.1) __36_ or full-time (81.1) _223_?
(5.8) __16_ No Response

12. What is your salary?

(15.3)	__42	up to $19,999
(24.7)	__68	$20,000 - $29,999
(26.5)	__73	$30,000 - $39,999
(18.9)	__52	$40,000 - $49,999
(6.5)	__18	$50,000 - $59,999
(1.5)	___4	$60,000 - $69,999
(0.0)	___0	$70,000 +
(6.5)	__18	No Response

13. Do you belong to other related professional organizations?

Yes (79.6) 219No (13.5) 37

If yes, which ones?

No Response	(6.9)	19
(21.5)	59	No Response
(38.5)	106	IRA
(2.9)	8	NRC
(4.0)	11	TESOL
(10.9)	30	NCTE
(5.1)	14	PDK
(25.8)	71	NADE
(3.6)	10	TADE
(2.5)	7	CCCC
(5.5)	15	NCCRA
(6.9)	19	CRA
(4.0)	11	ACCTLA
(1.8)	5	OCRA
(1.8)	5	WADE
(2.5)	7	ACPA
(2.2)	6	AAWCJ
(59.3)	163	Belong to other organizations (less than 5 each) list below:

ODSO -- 4
TJCTA -- 2
AFT -- 1
MLA -- 3
NASPA -- 4
DKG -- 3
AAUW --2
SRCE --1

Utah Academy -- 1
ASHE -- 1
NCEDA -- 2
NAWC -- 1
NEA -- 3
Computer Using Educators - 1
NYCLSA -- 1
SCRC -- 1
MRADE -- 1
Iowa RA -- 1
PKP -- 3
SCAPE -- 1
AAAL -- 4
MATELA -- 1
ASCD -- 2
NCDA -- 1
NRCA -- 1
CATESOL -- 4
AAACE -- 2
AAEA -- 1
NASFA -- 1
MWWCA -- 1
NRMERA -- 1
ARA -- 1
SCMLA -- 1
ASCCC -- 1
OEA -- 1
WORD -- 2
MPSRA -- 1
CACC -- 1
NAAA -- 1
ABE-ABC -- 2
AZADE -- 1
NAFE -- 1
ATE -- 1
NACADA -- 2
OTHERS -- 44

CRTA -- 1
NSB -- 1
ASPIRE -- 3
CIE -- 2
CEA -- 1
ICCE -- 1
AERA -- 1
ACEAN -- 1
LARC -- 1
ISPA -- 1
PLT -- 2
NYCLA -- 1
INADE -- 1
Tenn NADE -- 1
AACD -- 3
NRA -- 1
NCCE -- 1
ACTE -- 2
NWAEA -- 1
AACD -- 3
NETS -- 1
5-Valleys RA -- 1
PBD -- 1
ISA -- 1
NCADS -- 2
CPA -- 1
LCCEA -- 1
NAAA -- 1
STT -- 1
AACJE -- 2
APA -- 1
Project Literacy of B. C. -- 1
NVCEA -- 1
SVI of BC -- 1
ATCLA -- 2

14. Do you regularly select textbooks for classroom use? Yes (70.9) 195
No (28.4) 78
No Response (0.7) 2

14a. If yes, how many textbooks do you order each year?
(32.7) 90 Between 1 - 50
(4.7) 13 Between 51 - 100
(7.3) 20 Between 101 - 200
(8.7) 24 Between 201 - 500
(7.3) 20 501 +

14b. If yes, do the publisher's exhibits at the annual conference help you in this process? YES (57.1) 157
NO (8.7) 24
No Response (34.2) 94

If no, why not?

(2.9)	8	Not comprehensive enough
(0.4)	1	Very disappointing (size)
(1.5)	4	Needs exam copies to closely eval.
(0.4)	1	Too much Community College material
(0.4)	1	Not related to English teaching
(1.1)	3	Usually don't have time to look
(1.1)	3	Need more publishers with greater variety, incl computer courseware
(0.4)	1	Selects books/texts in another field
(1.1)	3	Don't attend

MEMBER SERVICES

Annual Conference

15. Have you attended at least one annual conference in the past 3 years?

Yes	(79.3)	218
No	(20.0)	55

(If yes, please go to question #15a. If no, go to #16.)

15a. Check the factors that are most related to your decision to attend the annual conference.

(14.9) _41_ program theme
(45.1) 124_ quality of program topics
(44.0) 121_ location of conference
(17.1) _47_ featured/keynote speakers
(25.8) _71_ cost
(26.2) _72_ having proposal accepted for presentation
(12.0) _33_ date
(31.3) _86_ I plan on attending the conference each year and would only miss the conference in case of a personal or work emergency.

Other:

(2.5)	7	Best hands-on colleagues in the business
(1.1)	3	Funding from department
(0.4)	1	Presentations by "practicing" colleagues
(0.4)	1	Need more timely information to apply for travel, etc.
(0.4)	1	Wanted to check-out the organization
(0.4)	1	Relevance of the organization
(0.7)	2	Networking
(0.4)	1	As long as it is in March

15b. Who pays your conference costs?

(12.7) _35_ self
(27.3) _75_ employer
(42.9) 118_ combination of above
(0.0) __0_ other
(17.1) _47_ no response

15c. Should the following conference activities be increased (I), decreased (D), or remain the same (S)?

I (0.4) __1_ general business sessions
D (14.9) _41_
S (51.6) 142_

I (6.5) _18_ social activities
D (2.9) __8_
S (58.9) 162_

I (16.4) _45_ section meetings conducted by WCRLA members
D (3.3) __9_
S (47.3) 130_

I (26.9) _74_ section meetings conducted by featured speakers
D (2.9) __8_
S (38.9) 107_

I (12.0) _33_ institutes conducted by WCRLA members
D (7.3) _20_
S (46.5) 128_

I (26.5) _73_ institutes conducted by featured speakers
D (5.8) _16_
S (34.5) _95_

I (20.7) _57_ exhibit viewing
D (2.9) __8_
S (45.5) 125_

I (24.4) _67_ career opportunities
D (4.0) _11_
S (37.8) 104_

I (10.2) _28_ state/region meetings
D (5.5) _15_
S (52.0) 143_

I (17.1) _47_ Special Interest Group meetings
D (2.2) __6_
S (49.5) 136_

I (8.0) _22_ keynote speakers
D (1.8) __5_
S (56.7) 156_

I (16.0) _44_ plenary sessions for discussion of issues
D (5.1) _14_
S (45.5) 125_

15d. Have you made a presentation at an annual conference? Yes (45.1) 124
No (37.1) 102

If no, why not?	(3.3)	9	No topic
	(8.0)	22	No available time
	(1.1)	3	Not knowing if I can attend until last minute
	(2.2)	6	No interest
	(2.9)	8	Will in the future
	(0.4)	1	Would do more if computers were available for instruction

(0.7) 2 Reluctance to speak to group
(2.9) 8 New member
(0.4) 1 More interested in listening

GO TO QUESTION #17.

16. Please check the factors relating to the fact that you have not attended an annual conference in the past 3 years.

(12.4) _34_ personal/employer budget constraints
(5.1) _14_ inconvenient locations
(2.5) __7_ too expensive
(7.3) _20_ inconvenient scheduling
(0.7) __2_ theme not of interest
(0.4) __1_ quality of speakers
(0.7) __2_ employer does not give time off
(9.1) _25_ attended conferences other than WCRLA
(1.1) __3_ lack of timely information
(1.5) __4_ had been disappointed in previous conferences

Other

(1.1) 3 Attend other conferences
(0.4) 1 Will attend if budget allows
(0.4) 1 Not wanting to take time away from class time
(2.5) 7 New member
(0.4) 1 Others attend from my organization
(0.7) 2 Other (not specified)

Please respond to the following factors related to conference scheduling and location with strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD).

17. The conference site should be in California every other year.

SA	(18.2)	50
A	(13.8)	38
N	(27.6)	76
D	(19.6)	54
SD	(13.5)	37

18. The conference schedule should be rotating (as it is now) rather than fixed (same week each year).

SA	(17.1)	47
A	(26.9)	74
N	(25.1)	69
D	(16.7)	46
SD	(6.2)	17

19. The conference should be in the spring (as it is now) rather than in the fall.

SA	(38.5)	106
A	(31.6)	87
N	(16.7)	46
D	(4.0)	11
SD	(1.8)	5

20. If the conference dates were fixed, in what month should the conference be scheduled?

(4.4)	12	February
(32.4)	89	March
(14.2)	39	April
(3.3)	9	May
(1.8)	5	June
(0.4)	1	July
(0.4)	1	August
(5.5)	15	October
(2.5)	7	November
(0.4)	1	December

21. If you have suggestions for conference locations, please note them here:

(2.9)	8	San Fransico	(1.8)	5	El Paso
(0.7)	2	San Jose	(1.8)	5	San Antonio
(0.4)	1	Pacific Grove	(0.7)	2	Dallas
(4.4)	12	San Diego	(0.4)	1	Austin
(0.4)	1	Fresno	(1.8)	5	Texas (generic)
(0.7)	2	Disneyland	(1.4)	4	Tucson
(0.7)	2	Santa Barbara	(1.1)	3	Phoenix
(1.4)	4	Sacramento	(0.7)	2	Arizona (generic)
(0.4)	1	Oakland	(1.1)	3	Las Vegas
(0.7)	2	Long Beach	(1.8)	5	Reno
(0.4)	1	Anaheim	(0.4)	1	Santa Fe
(1.1)	3	California (generic)	(1.8)	5	Albuquerque
(2.2)	6	Denver	(0.4)	1	Minnesota (generic)
(0.4)	1	Salt Lake City	(0.4)	1	Idaho
(2.9)	8	Portland, Or	(0.4)	1	Indiana
(1.1)	3	Oregon (generic)	(0.7)	2	Mid-west
(1.4)	4	Seattle	(0.4)	1	Burlingame
(0.4)	1	Spokane	(0.4)	1	Orlando, Fl
(0.7)	2	Anchorage	(1.8)	5	Hawaii
(0.4)	1	Sitka	(1.1)	3	Calgary
(1.4)	4	Alaska (generic)	(0.4)	1	Toronto
(1.1)	3	Kansas City	(1.1)	3	Vancouver, B.C.
(1.1)	3	Minneapolis/St Paul	(0.4)	1	Victoria
			(0.4)	1	Canada (generic)

Publications

Please rate the Newsletter and Journal of College Reading and Learning as not read (NR), somewhat valuable (SV), valuable (V), or very valuable (VV).

22. Newsletter

NR	(4.4)	12
SV	(26.2)	72
V	(31.6)	87
VV	(14.2)	39

(If read, complete #22a, b, and c. If not read, go to #23.)

22a. If read, what sections are most useful?

(16.7)	46	SIG News
(12.0)	33	Reviews
(3.3)	9	State/Regional News
(5.1)	14	Feature/Research articles

(7.6)	21	General Info/Presidents report
(11.3)	31	Conference News
(3.6)	10	Practical techniques
(2.2)	6	Activities
(10.1)	28	All

22b. What features should be added?

(2.5)	7	Position Listings
(2.5)	7	More reviews incl books, materials, software
(2.2)	6	More State/Regional News, Canadian news, calendar of conferences
(1.1)	3	Updates on programs
(3.3)	9	Research
(2.2)	6	Issues in education (incl political)
(0.7)	2	Other related conference info, dates
(4.4)	12	More practical techniques, strategies, how-to-do, etc
(0.7)	2	Profiles of individuals

22c. What features should be discontinued?

(0.4)	1	Presidents report -- make shorter
(0.4)	1	Overall -- very dull
(0.4)	1	Should be cut back in size (WCRLA business only)
(0.4)	1	Revise format -- too cluttered now
(0.4)	1	Less on tutoring
(0.4)	1	"Gossipy" articles
(0.7)	2	State/Regional News
(0.4)	1	Sig Info
(0.4)	1	Eric news

23. Journal of College Reading and Learning

NR	(10.5)	29
SV	(15.3)	42
V	(22,9)	63
VV	(17.8)	49

23a. Have you ever submitted an article to JCRL?

Yes	(18.9)	52
No	(62.2)	171

24. Did you select the Journal of Developmental Education and/or RRIDE options?

Yes	(29.8)	82
No	(53.5)	147

24a. If no, why not?

(25.8)	_71_	already receive publications
(7.3)	_20_	too expensive
(10.2)	_28_	publications not of value to me
(11.6)	_32_	publications unknown to me

Other:

(1.1)	3	Cutting back on subscriptions
(0.7)	2	Time constraints
(1.5)	4	Available in library or dept
(0.4)	1	Never followed up
(0.4)	1	Not aware of options

Placement Service

25. Have you ever used the WCRLA placement service? Yes (6.2) 17
No (92.7) 255

(If yes, complete 25a, b, c. If no, go to 25c.)

25a. Was the service useful? Yes (4.7) 13
No (1.5) 4

25b. If no, why not? (0.7) 2 Information sporadic and not complete
(0.4) 1 Tends to be for community college positions

25c. Would you be willing to pay a fee for expanded placement services such as a toll-free number? YES (17.5) 48
No (17.8) 49

PUBLIC RELATIONS

Please respond to the following statements with strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD).

26. The name of the Association should be changed.

SA	(13.5)	37
A	(16.4)	45
N	(19.3)	53
D	(17.8)	49
SD	(10.2)	28
No Response	(22.9)	63

(If you strongly agree or agree, complete #26a, b, c, and d. If you have no opinion, disagree or strongly disagree, go to question #27.)

26a. Name should be changed to eliminate the word Western.

SA	(18.5)	51
A	(17.5)	48
N	(6.5)	18
D	(5.8)	6
SD	(4.4)	12
No Response	(47.3)	130

26b. Name should be changed to eliminate the word Reading.

SA	(8.7)	24
A	(6.5)	18
N	(9.8)	27
D	(9.1)	25
SD	(14.2)	39
No Response	(51.6)	142

26c. Name should be changed to eliminate the word Learning

SA	(1.8)	5
A	(1.8)	5
N	(10.2)	28
D	(13.5)	37
SD	(16.7)	46
No Response	(56.0)	154

26d. Suggestion for new name:

(1.5)	4	College Learning Association
(0.4)	1	College Reading Association
(4.7)	13	College Reading and Learning Association
(0.4)	1	The College Academic Skills Association (or Organization
(0.4)	1	Higher Education Learning Professionals (HELP)
(0.4)	1	North American Association of Learning Professionals
(0.4)	1	Association of College Learning Assistance Professionals
(0.4)	1	Western College Learning Association
(0.4)	1	North American College Reading and Learning Assoc.
(0.4)	1	Learning Assistance Association
(0.7)	2	College Learning Assistance Association
(0.4)	1	American College Learning Assistance Assoc.
(0.4)	1	College/University Resource Association
(0.4)	1	Assoc for the Development of College Learning Skills
(0.4)	1	Western Association of Developmental Education
(0.4)	1	National Learning Assistance Association
(0.4)	1	International College Reading & Learning Assoc.
(0.4)	1	College and University Reading, Tutoring & Learning Association
(0.4)	1	National College Reading and Learning Association
(0.4)	1	National College Learning Association
(0.4)	1	College and Adult Basic Learning Association
(0.4)	1	National Association of Essential Skills Specialists
(0.4)	1	College Association of Reading and Learning
(0.4)	1	College Learning Assistance and Reading Association
(0.4)	1	National College Learning Assistance and Reading Association
(0.4)	1	Western Learning Assistance Association
(0.4)	1	National Conference of College Reading and Learning
(0.4)	1	Symposium for Adult Learning Strategies
(0.4)	1	National Reading and Learning Association
(0.4)	1	National College Reading and Learning Assistance Association
(0.4)	1	Western College Reading Association
(0.4)	1	National Association for College Learning

27. WCRLA should consider a one-time joint annual conference with NADE with separate conference programs but joint keynote speakers and publisher's exhibits.

SA	(21.5)	59
A	(30.2)	83
N	(21.1)	58
D	(9.8)	27
SD	(8.4)	23

Dues

28. For the purpose of increasing member benefits, membership dues should be increased.

SA	(2.5)	7
A	(14.2)	39
N	(22.5)	62
D	(37.8)	104
SD	(16.0)	44

(If you strongly agree or agree, complete #28 a, b, c, and d. If you have no opinion, disagree or strongly disagree, go to question #29.)

28a. Dues should be increased to support additional scholarships.

SA	(0.7)	2
A	(5.8)	16
N	(4.7)	13
D	(8.0)	22
SD	(4.4)	12

28b. Dues should be increased to support additional issues of JCRL.

SA	(3.6)	10
A	(10.5)	29
N	(3.6)	10
D	(2.5)	7
SD	(3.6)	10

28c. Dues should be increased to raise additional funds for conference speakers.

SA	(1.8)	5
A	(9.5)	26
N	(4.7)	13
D	(4.7)	13
SD	(3.3)	9

28d. Dues should be increased to support additional advertising of the Association.

SA	(1.8)	5
A	(8.7)	24
N	(6.5)	18
D	(10.9)	30
SD	(4.7)	13

29. Reduced membership dues should be available for student members.

SA	(24.7)	68
A	(46.5)	128
N	(12.4)	34
D	(5.1)	14
SD	(1.8)	5

OTHER COMMENTS:

30. Please list any topics that you believe should be discussed at the plenary session at the Seattle conference.

(0.4)	1	One day conference fees based on percentage of total...
(0.4)	1	Effective methods
(0.4)	1	Trend away from "college" and "reading" toward K-12 basic skills
(4.0)	11	Name change
(0.7)	2	Joint conference
(0.4)	1	Conference month
(0.4)	1	Attitude of the Academic community toward "learning assistance"
(1.8)	5	Political action (eg. English only amendments)
(0.4)	1	Academic prep for learning assistance personnel (degree?)

(0.7)	2	Reduced dues for retired members
(0.4)	1	Minority literature
(0.7)	2	Merger with NADE
(0.7)	2	Long range plans for 21st century
(0.7)	2	Mission for 1990's
(0.4)	1	Select time for conference so it doesn't come too close to NADE
(0.7)	2	The results of this survey -- with a hand out of results
(0.4)	1	Increase in dues and benefits
(0.7)	2	Assessment
(0.4)	1	Value added education
(0.4)	1	Developmental vs. remedial issues
(0.4)	1	Conference rates for students
(0.4)	1	Call for papers on specific subjects (that are lacking)
(0.4)	1	More emphasis on programs at 4-year schools
(0.4)	1	Faculty development in field of learning assistance
(0.7)	2	Increasing professionalism of the organizations membership
(0.7)	2	Cooperative relationships with other organizations
(0.4)	1	Tutor certification
(0.4)	1	Keep class room teaching as a prime concern
(0.4)	1	Lack of "leadership" by Canadian regional director(s), dominated by Alberta...
(0.4)	1	Thinks conference costs are high...
(0.4)	1	Grant writing/opportunities to supplement program funding
(0.4)	1	Teaching of study skills, time management, etc.
(0.4)	1	Diagnostic testing for placement...

31. Additional comments:

(4.7)	13	Very helpful professional organization
(2.5)	7	Enjoys conference
(1.1)	3	Friendly people
(0.4)	1	Does not like charging extra for institute attendance at conf.
(0.7)	2	WCRLA less important now that focus is on learning/tutorial, etc
(0.4)	1	Too much emphasis on "gadgetry" programs
(0.4)	1	Too much emphasis on "low-level" learning
(0.4)	1	Cooperation with other organizations on mutual issues
(0.7)	2	Marketing further east...
(0.4)	1	Conference sessions - inaccurate discriptions
(0.4)	1	Networking
(0.4)	1	WCRLA seems to be a "good old boy" system
(0.4)	1	Never ask for volunteers
(0.4)	1	Informantion on dyslexia
(0.4)	1	Courses combining reading and writing instruction
(0.4)	1	May want to look into certification of learning assistance practioners...
(0.4)	1	Minority issues/academic performance
(0.4)	1	Need to advertise nationally about tutor training certification
(1.1)	3	Good questionaire -- do yearly
(0.4)	1	Last years conference (in Sacramento) was excellent
(0.4)	1	Likes Saturday ending
(0.4)	1	Schedule tours on Saturday afternoon (following conference)
(0.4)	1	What about sponsoring teleconference on given topics (with NADE)
(0.4)	1	Don't merge with NADE!
(0.4)	1	Co-sponser a joint conference with CRA

(0.4)	1	Keep cost down
(0.4)	1	Have evening discussion groups at conf. based on current topics
(0.4)	1	Have speakers hold discussion sessions to continue with their speeches with those interested
(1.1)	3	Like to see more discussion/research on testing college reading skills
(0.4)	1	Journal should appear quarterly
(0.4)	1	Uould like to see summer institutes
(0.4)	1	Develop and distribute WCRLA brochure
(0.4)	1	Needs to be less emphasis on results of "special projects" which can't be applied elsewhere
(0.4)	1	More serious emphasis on math education at future conferences
(0.4)	1	Recruiting students to LAC's -- gaining faculty support
(0.4)	1	Scholarship of members
(0.4)	1	Will drop membership if organization becomes more developmental
(0.4)	1	Involve more people (task forces, planning, etc)
(0.4)	1	A better mechanism to select SIG leaders (Critical Thinking SIG)
(0.4)	1	Allow conference presenters the option of presenting twice...
(0.4)	1	Don't clump similar topic sections on same day and time
(0.4)	1	More discussion on the reading/writing connection
(0.4)	1	Board does too much "back slapping" -- "How great thou art" Should not be done in general sessions-- save for board mtg.
(0.4)	1	Some conference presenters are "awful"! Hopes that conf. evaluations keep bad presenters from presenting again...
(0.4)	1	Confused about membership renewal
(0.7)	2	Trouble getting the journal
(0.4)	1	Would like to see emphasis on minority member recruitment
(0.4)	1	Wants a national scope (not regional as is now...)

WCRLA/NCDE SUBSCRIPTION AGREEMENT

AGREEMENT

The National Center for Developmental Education (NCDE) of Appalachian State University, Boone, NC, and the Western College Reading and Learning Association (WCRLA) hereby make a subscription agreement. For consideration, the NCDE will provide copies of the JOURNAL OF DEVELOPMENTAL EDUCATION (JDE) and/or REVIEW of RESEARCH IN DEVELOPMENTAL EDUCATION (RRiDE) to participating members of the WCRLA and provide certain other services to WCRLA as specified in the agreement. Specific procedures are listed below.

Hunter R. Boylan, Director
Nat'l Ctr. for Developmental Ed.
Appalachian State University

Dr. Susan Deese
President, Western College
Reading & Learning Assoc.

Milton G. Spann, Jr., Editor
JOURNAL OF DEVELOPMENTAL
EDUCATION

Clinton Parker, Assoc. Vice Chancellor
for Academic Affairs
Appalachian State University

****

1. NCDE agrees to enter into a term agreement to provide the JDE and/or RRide to WCRLA members on a voluntary participation basis through a two-year renewable agreement, this term covering volumes 13-14 and 7-8, respectively. Subscription prices will be calculated using the attached table for percentage over base price cost resulting from percentage of

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WCRLA participation. WCRLA will provide mailing labels for all participating members for every issue of the chosen publication and a mailing requested under item #3. NCDE will request mailing labels in advance from WCRLA for each issue.

2. With each issue of either publication, NCDE will send WCRLA's mailing service, copies numbering up to 15, or 5%, of total participation. This number shall be decreased if experience proves that fewer are needed; WCRLA guarantees that copies of the publication will not be allowed to accumulate unused.

3. In the event an issue of either publication is not received by a WCRLA subscriber, and the subscription is verified through the WCRLA list, the NCDE will send a replacement issue or provide a credit for an additional issue should replacement be impossible. If the mailing of all copies of a given issue is untimely, the NCDE will send written communication to subscribers about the delay.

4. WCRLA shall receive a preferred discount of no less than 10% according to JDE's published advertising rates if the organization commits in writing to a particular size for a given volume (three time insertion) and does so on or before June 15. If WCRLA desires specific preferred placement for the ad, commitment must be received in writing no later than April 15. Specific content of the ad need not be determined at that time; however, WCRLA must meet camera-ready deadlines for each issue of the publication.

5. The NCDE shall cooperate with the promotional efforts of WCRLA in the following way:

a. The publication shall, upon request, supervise the production of insert cards aimed at prospective members of WCRLA and insert them into as many as two issues per year of the publication. WCRLA shall bear the cost of producing the cards but will not be charged for the labor of inserting them.

b. The publication will provide up to 1/2 page of space under the heading "WCRLA Update" or a similar title in one issue per volume of the JOURNAL if participation falls between the minimum and 66%, in two issues per volume if participation falls between 67% and 99%, and in all three issues per volume if 100% of the membership subscribes. This space shall be used to report news from the organization and will not overlap with or have any bearing on any WCRLA advertising. WCRLA shall provide copy for the space by the column deadline for that particular issue (issue 1:

June 1, issue 2, July 15, issue 3, September 15) but will incur no cost for production. Written commitment to use this space on a volume basis shall be made on or before June 15.

c. WCRLA shall be included on the publication's Readers' Service Card without charge so long as WCRLA advertising appears in the volume in which the card is produced.

6. The NCDE shall bill WCRLA for both publication's subscriptions after mailing lists for the volume have been established for each, and cost thereby determined. Once the list and charges are computed, the NCDE will invoice WCRLA for the initial subscription total for each publication. WCRLA will pay that bill within 60 days of its receipt. Any subscribers added to either list after the initial invoice will be sent all issues of the current volume of either publication. The WCRLA labeling service will provide separate labels for new subscribers, as well as the master list on which they will be included, three weeks prior to the next mailing of either publication. At the volume's conclusion, WCRLA will be billed for total added subscriptions at the original rate calculated from the original percentage.

7. The following conditions shall allow for the cancellation of this agreement:

a. In the event of the dissolution of the WCRLA, publications will be sent to subscribers included on the paid annual list to complete the volume year in which the dissolution is announced. WCRLA will provide labels for any remaining issues of the volume for both publications.

b. In the event of the dissolution of JDE/RRiDE, the NCDE will supply the remaining issues within the volume year in which the dissolution occurs. If this cannot be fulfilled, the NCDE publications will refund to WCRLA subscription fees for any publications not provided to subscribing members during the volume year in which the dissolution is announced.

8. 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.

JOURNAL OF DEVELOPMENTAL EDUCATION
published 3 times per year
Academic year 1989-90

Participation Rate		Unit Cost JDE/Vol. 13	Unit Cost JDE/Vol. 14
75% plus	cost + 5%	$4.58	$5.04
65%	cost + 7%	4.67	5.13
55%	cost + 9%	4.76	5.23
45%	cost + 12%	4.89	5.37
35% or less	cost + 15%	5.02	5.52
		*Base cost $4.37/issue	*Base cost $4.80/issue

*NOTE: NADE agreement states base cost plus + 5% to any other organization.

RRiDE
published 5 times per year
Academic year 1989-90

Participation Rate		Unit cost Vol. 7
75% plus	cost or	$1.26
65%	cost + 5%	1.32
55%	cost + 7%	1.35
45%	cost + 9%	1.37
35% or less	cost + 12%	1.41

NOTE: Base price of Volume 7 is $1.26 per issue.

NOTE: Retail JOURNAL OF DEVELOPMENTAL EDUCATION for academic year 1989-90 = $17.00

Retail RRiDE for academic year 1989-90 = $9.50

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

Report of the President-elect, 1988-89

Dr. Becky Patterson

March 10, 1989

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PROGRAM CHAIR

My primary duty (and second full-time job) this year was to serve as Program Chair for the Seattle 1989 conference. All the indications now are that it will be one of the biggest conferences we've had in the last couple of years; it represents the concerted efforts of an energetic on-site chairman (Dee Tadlock), a dedicated program/steering committee (Tom Gier, Karan Hancock, Kate O'Dell, and Kate Sandberg), tremendous institutional support from University of Alaska Anchorage, and conscientious chairmen (Rose Wassman--evaluations, Jane Lehmann--chairpersons, Karen Agee--newcomers, Sue Shattuck--lunch with mentors, Tom Gier--SIG's).

One of my primary jobs was to get material out in a timely and continual manner. I had Calls for Proposals at the 1988 conference. This meant choosing the theme and the strands within one month after the election. The Call for Proposals were buried in a Sacramento packet and I got little response, but that was a fluke. The proposal deadlines were September 1 for institutes and September 15 for sectionals. These deadlines worked well and I strongly encourage these dates as a WCRLA tradition.

Shortly after the conference--and after much consultation--I called two keynoters. Carol Tavris agreed to present the keynote address on Thursday and Frank Smith agreed to present two institutes on Wednesday. Since his institutes have both filled (at $25 per person), this is obviously a program innovation that has been successful.

During the summer I wrote letters to people I consider strong in the field and encouraged them to submit proposals for institutes. I also wrote key people in WCRLA about submitting proposals for sectionals and/or encouraging people in their state to submit. I asked Tom to write all the SIG's about submitting proposals (this was quite productive) and wrote every liason about guaranteeing a session for them.

I did a mass mailing of Calls for Proposals by May 15th (since many colleges get out shortly after that). I used the WCRLA mailing list, the CRI list (from Vince Orlando), the WADE list (from Bernie), a Student Success conference list (from Sue Shattuck), the WCRLA list of expired members, and any other names I could get my hands on. The printing and mailing (about 2000 were sent out) ~~was~~ were paid for by UAA. This year, because of my agreement with NADE, the president-elect should also have the NADE mailing list by early May.

The third call for papers was published in the WCRLA Newsletter.

We got 110 proposals for sectionals (and at least 10 more that came in too late to be considered) and accepted 78 for the program. The program committee--since we are all at the same institution--circulated them as they came in and wrote comments on yellow stick-ons before they were returned during our weekly meetings. This system worked well and precluded any last-minute panic of trying to evaluate 110 proposals in one day. I should also mention that we only had about 60 proposals the week before the deadline; they all came in at the last moment (college teachers support Federal Express).

We had 20 proposals for institutes and chose 10 of them. The other 10 all agreed to present as sectionals with the exception of one presenter who wanted an institute or nothing. We scheduled the institutes on Wednesday morning and afternoon and Saturday afternoon. We had gotten quite a bit of feedback about not scheduling institutes at the same time as sectionals and I also got several requests for more conference activities on Wednesday. People who arrived Tuesday night or early Wednesday had little to do until Thursday morning before. We have scheduled institutes all day and several conference activities on Wednesday (including a Newcomer's Reception).

Three presenters cancelled (Joe Martinez, Dennis Wright, and William Carrick) and I recommend they not be accepted next year. Joe gave us plenty of warning but Dennis and William gave me less than a week and they were both scheduled at Thursday 10:40 a.m. Frank Christ agreed to give his LINDEX presentation during that time slot as well as during his Saturday scheduled time.

We followed much of the conference overview from last year since it had seemed to work so well. We are starting earlier Wednesday and ending with a Saturday luncheon and afternoon institutes. I have done everything I can to encourage Saturday attendance for people in the Northwest who may have to work during the rest of the conference and we have scheduled an especially full schedule for that day. I'll let you know if it works. We continued the plenary session and the luncheon schedules.

The registration area is large and will include a few exhibits (such as the SIGS and a Canadian literacy group).

The publishers' room will be full, with 21 tables (including

one for NADE).

The conference registration form included a column with Canadian amounts because this conference is close to Canada. I have received positive feedback from our Canadian colleagues.

Two things I planned were especially helpful at generating the large attendance we will have this year in Seattle (our goal is 500 people). One was having weekly one- to two-hour meetings with the Steering Committee (Kate Sandberg, Tom Gier, Karan Hancock, Kate O'Dell) from late August until one month before the conference. We spent quite a bit of time at first on program proposals but we also planned what else was needed and divided up tasks. Because this is a high-energy group that worked extremely well together, we generally did more publicity and had more planned than if I had been working on my own. They could see things that I missed (such as preparing a conference overview--which then turned out to be due to the Newsletter within a few days). I also value spreading the responsibilities because it also spreads the commitment. This group has twisted the arms of friends and we have 9 attendees to WCRLA from Alaska this year! Because of them, I had a tentative program ready in January--a move which helped immeasurably with our meeting with Karen Muller at the Stouffer Madison.

The second successful activity was our plan to have something in the mail at least every two months. This was partially helpful because of UAA's support and a work-study student who got very good at the intricacies of bulk mailing. We sent out 3 Calls for Papers and the May mailout went to a wide net. We also mailed Calls to Conferences in September and a big one (4000 people) in December that included the registration form. I sent a copy of the conference overview and titles of the sectionals to all State Directors in January and asked them to communicate the information to everyone in their state. I wrote lots of personal appeals (please come, please bring your colleagues) in January and February. Confirmations for presenters were sent as soon after the deadline as we could get them out and included an NCR form for AV confirmation. We also wrote all presenters with confirmation of their presentation times as soon as we had them in December.

My biggest mistakes were not putting my WCRLA title on the mailouts (they should know they're dealing with the president-elect), not putting my telephone number on the mailouts, and not getting out more information about sectionals at a much earlier date. Several people told me that MORE information EARLIER makes the difference in

conference attendance.

NEWSLETTER

I think it is VITAL that our Newsletter get out in a more timely fashion and the president-elect needs to get materials in well before each deadline if possible. By May 1, I sent the names of the committee chairs, the theme, initial plans, and a Call for Proposals.

By July 31st, I sent another Call for Proposals and pictures/information about the keynote speakers.

By October 15th (the KILLER one for the president-elect), I sent descriptions of each institute (pictures would be nice), the registration form (which includes banquets, SIG functions, leisure activities, etc.), and the conference overview. It was when the Steering Committee did the conference overview that we decided to change the sectionals from 50 minutes to one hour. We will find out if that is successful. Hotel registration also went in this one, as did the chairperson's announcement. In each issue, the on-site chairman should send something too.

By mid-December, I sent descriptions of the sectionals and asked the chairman to submit something about Lunch with a Mentor. This is an important deadline for the on-site chairman.

NADE

I met with the Board of Directors at the NADE conference March 2-4, 1989 and was extremely pleased with the results of our collaboration. We agreed to continue the registration waiver for the president-elect of each organization, the free exhbiit table at each other's conferences, the WCRLA or NADE-sponsored sectional at each conference, and the exchange of newsletter columns by the presidents. The NADE deadline is August 25th. We decided to exchange TWO sets of mailing labels, one in April/May (for calls for papers) and the second in early Fall. I have notified Hal of this and their conference chairperson will contact him. Dee should contact their mailing person as soon after the WCRLA conference as possible (NADE, P.O. Box 60227, Chicago, IL 60660). We all agreed the president-elect should meet with the other Board at the conference; this meeting was helpful.

We also discussed possibilities and problems with a concurrent conference in San Antonio in 1992 (a problem for WCRLA since that is our year to meet in California). We

envisioned sharing keynoters and exhibitors but having separate registrations and separate programs--perhaps with 4 tickets that allow WCRLA members to go to 4 (arbitrary number) NADE sessions and vice versa.

We want our Newlsetter editors to make sure each is on the others' mailing list. We also talked about publications we could exchange. Could NADE, for instance, let their members know about the Journal of College Reading and Learning and have it available to them as an option? We brainstormed ideas about officers sharing ideas about how each office works, exchanging our constitutions and policies and procedures manual (they are in the process of revising the latter), and planning a joint Research Symposium or Leadership Institute for officers of NADE and WCRLA. The Research Symposium is a special idea of Diane's and she would like to get it started. We also talked about authors' awards for JDE, joint state conferences, and joint state receptions for legislators.

I personally found it too much to be in charge of the exhibits table (which I reallly did not have time to sit at--but the materials were ALL gone), a sectional (mine had 50 people and was a great chance to mention WCRLA), and the Board liasons. I would recommend dividing those duties up with WCRLA members who also attend NADE. Mary Rubin helped at the Exhibits quite a bit, for instance, and that was invaluable.

WCRLA MINUTES
March 13-18, 1989
Seattle, WA
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IRVINE HILTON AND TOWERS

REVISED CONTRACT PROPOSAL

NOVEMBER 7, 1988

PREPARED FOR: WESTERN COLLEGE READING ~~ASSOCIATION~~ and LEARNING

FILE NUMBER: RC821028

SUBMITTED TO:
Ms. Susan Deese
President
WESTERN COLLEGE READING ASSOCIATION
Zimmerman Library
University of New Mexico
Albuquerque, New Mexico 87131

PREPARED BY:
Ms. Diane Ashby
Sales Manager
Irvine Hilton and Towers
17900 Jamboree Boulevard
Irvine, CA 92714
(714) 863-3111

HILTON NATIONAL SALES OFFICE CONTACT: Los Angeles National Sales Office

FUNCTION: Annual Convention

OFFICIAL DATES: April 3 - 8, 1990

ANTICIPATED ATTENDANCE: 400 - 600 attendees

ROOM COMMITMENT BY DAY:

DAY	DATE	ROOM COMMITMENT
Tuesday	April 3, 1990	50
Wednesday	April 4, 1990	175
Thursday	April 5, 1990	175
Friday	April 6, 1990	175
Saturday	April 7, 1990	50

The preceding room commitment is inclusive of total Suite and staff room requirements.

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RATES:

We are pleased to confirm your special convention rates to apply over the above dates as follows:

Singles:	$ 74.00
Doubles:	$ 74.00
Twins:	$ 74.00

SUITES AND TOWERS ROOMS AVAILABLE BY SPECIAL REQUEST.

NOTE: All rates are net noncommissionable and are subject to prevailing taxes which currently total 8%.

FAMILY PLAN: Children stay free when occupying the same room as their parents - regardless of age.

COMPLIMENTARY ROOM COMMITMENT:

One (1) complimentary room night for each 50 room nights over the conference. Or one room night in a suite for every 100 room nights, occupied by the WESTERN COLLEGE READING AND LEARNING ASSOCIATION. The complimentary rooms will be available Tuesday night through Saturday night of the conference. Assignment of complimentary rooms will be made by the President according to the order of presidential succession: President, President-Elect, Immediate Past President, Secretary, Treasurer.

One complimentary hospitality suite will be made available to WESTERN COLLEGE READING AND LEARNING ASSOCIATION Tuesday through Friday night of the conference. Provision of this suite is neither contingent on, nor influenced by, room pickup of the organization during the conference. The WESTERN COLLEGE READING AND LEARNING ASSOCIATION will provide napkins, glasses, mixes, and ice. Members will provide alcoholic beverages, if desired: no corkage fee will be charged. This will be allowed in the hospitality suite only. This does not pertain to banquet facilities.

RESERVATIONS:

The Irvine Hilton and Towers will provide reservation cards in an amount double the room block. Additional reservation cards may be ordered at hotel cost (a nominal charge). Confirmation notices will be sent by the hotel when reservations are received.

Check in time is 3:00 PM and check out time is 1:00 PM. Guests arriving after 6:00 PM must make a one-night deposit or credit card guarantee to hold the room. Guests attending functions the day of their departure, will check out prior to 1:00 PM and the Bell Desk will arrange to hold luggage until they are ready to leave the hotel.

RESERVATION DEADLINE:

On March 20, 1990 we will release the unused portion of your room block but will continue to accept reservations on the basis of availability.

MEETING/FUNCTION SPACE:

The attached anticipated schedule of events specifically outlines meeting and function space held for your activity.

We reserve the right to reassign meeting and function space should attendance projections fall below current estimates.

It is agreed no space will be released without your approval or until we have been provided your final program requirements. We require a tentative program one (1) year prior, and a final program six (6) months prior, to your official dates.

MEETING SPACE RENTAL:

Based on your anticipated guest room pickup, scheduled food and beverage functions and your anticipated schedule of events, the IRVINE HILTON AND TOWERS is pleased to waive customary rentals and provide required meeting and function space on a complimentary basis.

MEETING SPACE RENTAL: (CONT'D)

Should future projections indicate the necessity to lower room commitments and/or revise program requirements, it is agreed total requirements will be re-evaluated and rental charges may be applied and terms confirmed in writing prior to your activity.

SUMMER BOARD MEETING: The IRVINE HILTON will provide complimentary lodging and meeting space for 12 people for the WESTERN COLLEGE READING AND LEARNING ASSOCIATION Board of Directors Summer meeting on Thursday, Friday, and Saturday in July, 1989. Exact dates will be mutually agreed on at least two months before the meeting. The maximum number of rooms required for lodging will be 8.

REGISTRATION IN LOBBY: Space and tables for registration in the lobby or another mutually agreed upon area with convenient telephone service for conference registration. The area will be staffed by WESTERN COLLEGE READING AND LEARNING ASSOCIATION personnel.

PARKING: The Irvine Hilton & Towers will provide parking to WESTERN COLLEGE READING AND LEARNING ASSOCIATION Conference at a discounted rate.

OVERFLOW HOTELS: It is understood that the Irvine Hilton & Towers will increase WESTERN COLLEGE READING AND LEARNING ASSOCIATION's room block from 175 rooms to 250 to accommodate unanticipated growth of your organization. In the event additional rooms are necessary, and not available at the Irvine Hilton & Towers, we will assist WRCLA in securing rooms at other local hotels, but cannot guarantee the terms and conditions at these hotels.

TRANSPORTATION: The Irvine Hilton & Towers provides complimentary transportation to and from the Orange County/John Wayne airport. We also provide complimentary transportation within a five mile radius of the hotel for your attendees. This includes many theaters, restaurants, and shopping. Transportation is on an availability basis.

In the lobby of the Irvine Hilton & Towers there is a Hertz Rental Car desk if your attendees should require additional transportation.

VIP AMENITIES: The Irvine Hilton & Towers will provide up to ten VIP courtesy baskets or trays, depending on the usual hotel courtesy, and will upgrade VIPs to the Towers Floors that offer complimentary continental breakfast and complimentary evening hors d'oeurvres.

MASTER ACCOUNT: The Irvine Hilton & Towers will establish a master account for the WESTERN COLLEGE READING AND LEARNING ASSOCIATION based on credit approval. THe types of charges posted to this account, names of authorized signers, and billing address will be provided in advance. All charges to the master account are payable in full upon receipt or within (30) days.

AMPLIFICATION: The Irvine Hilton & Towers will provide two (2) complimentary microphones in the Ballroom and one (1) complimentary microphone in any other meeting room equipped with a public address system. The prevailing rate will be charged for additional microphones.

The Irvine Hilton & Towers will provide at no charge a reasonable amount of normal meeting equipment, i.e. chairs to capacity, tables, blackboards, easels, etc. (does not include microphones or audio-visual equipment), as long as demand does not exceed the in-house supply.

ANTICIPATED SCHEDULE OF EVENTS

DATE	HOURS	FUNCTION	ATTENDANCE
MONDAY, APRIL 2, 1990			
	3:00 PM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
TUESDAY, APRIL 3, 1990			
	7:00 AM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
WEDNESDAY, APRIL 4, 1990			
	8:00 AM - 5:00 PM	Registration	
	8:00 AM - 3:00 PM	General Session Theater Style	350pp
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
	3:00 PM - 6:00 PM	(1) Breakout (6) Breakouts	120pp 40pp ea.
	4:30 PM - 10:00 PM (24 HOURS BASIS)	Table Top Display	
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Computer Room	
THURSDAY, APRIL 5, 1990			
	8:00 AM - 5:00 PM	Registration	Flow
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
	8:00 PM - 10:00 PM (24 HOURS BASIS)	Computer Room	
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Table Top	
	1:00 PM - 3:00 PM	General Session Theater Style	350pp
	8:00 - [redacted] - 5:00 PM	(1) Breakout (6) Breakouts	125pp 40pp ea.
	6:00 PM - 10:00 PM	Reception/Dinner	360pp

ANTICIPATED SCHEDULE OF EVENTS (CONTINUED)

DATE	HOURS	FUNCTION	ATTENDANCE
FRIDAY, APRIL 6, 1990			
	8:00 AM - 5:00 PM	Registration	Flow
	8:00 AM - 5:00 PM	1 Breakout	125pp
	8:00 AM - 5:00 PM (24 HOURS BASIS)	Meeting	15pp
	8:00 AM - 5:00 PM	7 Breakouts	40pp ea.
	8:00 AM - 6:00 PM	Table Top Display	Flow
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Computer Room	
	1:00 PM - 3:00 PM	General Session Theater Style	350pp
SATURDAY, APRIL 7, 1990			
	8:00 AM - 10:00 AM	(6) Breakouts	40 pp ea.
		(3) Breakouts	60 pp ea.
	8:00 AM - 5:00 PM	Computer Room	
	8:00 AM - 6:00 PM	Meeting	
	10:00 AM - 1:00 PM	Brunch/Meeting Theater Style	150pp

CANCELLATION POLICY:

We request notice of cancellation 60 days prior to your function to permit us the opportunity to reoccupy space held for your group. Should you fail to advise us in that appropriate time frame, a cancellation fee amounting to the retail value of the function space we held for your group will be billed to your company, if we are unable to resell the space.

Accepted and Agreed to:

By: Susan A Doose

Title: President, WCRLA

Date: 12-14-88

IRVINE HILTON AND TOWERS

Diane Ashby

Diane Ashby
Sales Manager
November 7, 1988

IRVINE HILTON AND TOWERS

ADDENDUM TO CONTRACT PROPOSAL

DATED NOVEMBER 7, 1988

The following points will serve as an Addendum to the above Contract Proposal for the WESTERN COLLEGE READING ASSOCIATION, Annual Convention, April 3 - 8, 1990:

RESERVATIONS

The IRVINE HILTON AND TOWERS will also hold luggage through the Bell Desk prior to check in time on the date of arrival.

COMPLIMENTARY ROOM

The IRVINE HILTON AND TOWERS will provide on a complimentary basis, one room for one night in January of 1990, for the President Elect to finalize the conference program.

OVERFLOW HOTELS

It is understood that the 175 rooms being held are for Wednesday through Friday, April 4 - 6, 1990.

AMPLIFICATION

The IRVINE HILTON AND TOWERS will provide one (1) easel, one (1) white/black board, and one (1) head table for each meeting room.

Accepted and Agreed to:

By: Susan Deere

Title: President

Date: 12-14-88

IRVINE HILTON AND TOWERS

Diane Ashby

Diane Ashby
Sales Manager
December 12, 1988

TO: The Board
WCRLA

SUBJECT: Progress Report on Liaison with ACPA Commission XVI and the NADE Professional Standards and Evaluation Committee

During 1988-89 to date, the following activities have been accomplished or begun.

(1) A draft of ACPA's CAS Learning Assistance Programs Self-Assessment was reviewed by NADE committee members. The committees responses will be prepared and dessiminated to CAS and NADE.

(2) Because the self-assessment is very general, sub-committees were formed within the NADE committee to design self assessments targeting specific programs. The following programs are being addressed: Tutor Programs, Developmental Courses, Supplemental Instruction, and Faculty Development.

Three quality related topics are also included: Ethics, Redagogy and Terminology.

(3) I was asked to coordinate the self-assessment for Tutor Programs. I prepared a first working draft to send to the NADE conference.

I have enlisted the assistance of Tom Gier and the Tutoring SIG to help with the revision and editing of this assessment.

(4) At my request Susan Clark Thayer who chairs the NADE PS&E committee contacted Mary Rubin to establish collaboration on the Terminology Project.

(5) In the Commission XVI Directorate, I am working with Georgine Materniak and Audrey Williams on the CAS Standards.

Georgine has advised me that Ted Miller, CAS President, believes the Standards will be revised this year.

I will be meeting with the Commission XVI Directorate the end of March and they have asked me to bring a progress report on both Terminology and Standards.

A meeting is planned with Mary Rubin and Becky Patterson at the WCRLA conference to bring me up to date on the Terminology project and I will be conferring with Tom Gier and the Tutoring SIG on the Tutoring Program Self-Assessment.

Respectfully submitted,

Gladys R. Shaw

Gladys R. Shaw

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

"WCRLA TUTOR CERTIFICATION COMMITTEE REPORT: SPRING 1989"

PRESENTED
BY

TOM GIER
CHAIR, WCRLA TUTOR CERTIFICATION COMMITTEE
ENGLISH DEPARTMENT - BLDG K
UNIVERSITY OF ALASKA ANCHORAGE
3211 PROVIDENCE DRIVE
ANCHORAGE, ALASKA 99508

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INTRODUCTION

During the WCRLA Los Angeles conference in 1986 a member of the Peer Tutoring SIG made a suggestion concerning the SIG sponsoring/establishing a national tutoring certificate(s). This idea for establishing national tutoring certificates was published in the summer issue of The Tutoring Exchange. Subsequent input from SIG members led to a presentation to WCRLA's Board at the 1987 Albuquerque conference. Input was also received from SIG members at the Albuquerque conference during two SIG business meetings. Based upon members' input plus the Board's response and suggestions additional research and contacts were made in the area of tutor certification. In keeping with this effort to gather as much additional information as possible, a presentation was made at the ACCTLA conference in November, 1987 in San Francisco concerning guidelines for tutor certification. The feedback from this conference plus the research, contacts, and input from SIG members led to a presentation to the Board at the 1988 Sacramento conference. Further input from the board at that time and from various WCRLA members during the spring and summer of 1988 led to a presentation at the August, 1988 Board meeting.

The following documents and forms grew out of that August, 1988 presentation plus a tremendous amount of input from the members of WCRLA's Tutor Certification Committee plus valuable input from those institutions who are/have been having their tutor programs evaluated and certified. After three years of time and effort, the WCRLA Tutor Certification Program is "fine tuned" and ready to go. Six (6) tutor programs at five universities/colleges have already been certified. Another ten (10) programs at seven universities/colleges are going through the certification process. In addition, there are requests from nine (9) universities/colleges to begin the tutor certification process once the program has received final approval from the Board.

I would like to take this oppportunity to give a very sincere and heartfelt thank you to all the members of WCRLA's Tutor Certification Committee (see handout "WCRLA's Tutor Certification Committee Members") and the all the WCRLA Board members, past and present, who have so generously given of their valuable time and assistance thus making this Tutor Certification Program possible.

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1. WCRLA's Tutor Certification Committee Members (1 page).

2. COLLEGES/UNIVERSITIES THAT HAVE REQUESTED TO HAVE THEIR TUTOR PROGRAMS EVALUATED BY THE WCRLA Tutor Certification Committee (1 page).

3. INITIAL COVER LETTER to colleges/universities requesting certification (1 page).

4. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S CERTIFICATION OF TUTOR PROGRAMS: PURPOSE, PROCEDURES, & GUIDELINES (2 pages).

5. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S APPLICATION FOR CERTIFICATION OF TUTOR PROGRAM(S) (3 pages).

6. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS (3 pages).

7. VERIFICATION OF TUTOR PROGRAMS: LEVELS 1, 2, & 3 (6 pages).

8. DOCUMENTATION CHECKLIST letter (1 page).

9. EVALUATOR FORM: FINAL EVALUATION REPORT (4 pages).

10. CONGRATULATIONS letter (1 page).

11. ADDITIONAL INFORMATION REQUIRED letter (1 page).

12. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S CERTIFICATION OF TUTOR PROGRAMS, ANNUAL UPDATE (1 page).

WCRLA Tutor Certification Committee Members

KATHY CARPENTER, DIRECTOR
LEARNING CENTER
KEARNEY STATE COLLEGE
905 WEST 25TH STREET
KEARNEY, NE 68849

GLADYS R. SHAW
105 WEST UNION
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EL PASO, TX 79968

BARBARA KING
SPECIAL PROGRAMS
TSSC #107
UNIVERSITY OF NEVADA-RENO
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15744 GOLDEN WEST STREET
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UNIVERSITY OF MONTANA
MISSOULA, MONTANA 59812

TOM GIER
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UNIVERSITY OF ALASKA ANCHORAGE
3211 PROVIDENCE DRIVE
ANCHORAGE, AK 99508

DONNA WOOD
STATE TECHNICAL INSTITUTE
5983 MACON COVE
MEMPHIS, TN 38134

KARL F. OLSEN/MAUREEN SMITH
SOUTHERN ALBERTA INSTITUTE
of TECHNOLOGY
LEARNING SKILLS CENTRE
1301 - 16TH AVENUE NW
CALGARY, ALBERTA
T2M 0L4
CANADA

BETTY MYERS
GLENDALE COMMUNITY COLLEGE
1500 NORTH VERDUGO ROAD
GLENDALE, CA 91208

COLLEGES/UNIVERSITIES
THAT HAVE REQUESTED TO HAVE THEIR TUTOR PROGRAMS EVALUATED BY THE WCRLA Tutor Certification Committee

1. KEARNEY STATE COLLEGE, KEARNEY NE. - ONE PROGRAM
   (CERTIFIED AT LEVELS 1, 2, and 3)

2. UNIVERSITY OF TEXAS, EL PASO, EL PASO, TX. - ONE PROGRAM
   (CERTIFIED AT LEVELS 1, 2, and 3)

3. UNIVERSITY OF NEVADA-RENO, RENO, NEVADA - ONE PROGRAM

4. LAKELAND COLLEGE, VERMILION, ALBERTA, CANADA - ONE PROGRAM

5. GOLDEN WEST COLLEGE, HUNTINGTON BEACH, CA - TWO PROGRAMS

6. UNIVERSITY OF MONTANA, MISSOULA, MONTANA - ONE PROGRAM
   (CERTIFIED AT LEVELS 1, 2, and 3)

7. SOUTHERN ALBERTA INSTITUTE of TECHNOLOGY, ALBERTA, CANADA- 1 PROGRAM

8. GLENDALE COMMUNITY COLLEGE, GLENDALE, CA. - THREE PROGRAMS

9. EASTERN NEW MEXICO UNIVERSITY, PORTALES, NM - ONE PROGRAM CERTIFIED

10. BUTLER COUNTY COMMUNITY COLLEGE, EL DORADO, KANSAS - ONE PROGRAM

11. UNIVERSITY OF ALASKA ANCHORAGE, ANCHORAGE, ALASKA - TWO PROGRAMS
    (PROGRAM ONE CERTIFIED AT LEVELS 1 and 2)
    (PROGRAM TWO CERTIFIED AT LEVEL 1)

12. University of N.M. - CERTIFIED

WCRLA Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

BYLAWS CHANGES PROPOSED

The Bylaws Committee, with the approval of the Board of Directors, hereby submits a proposal to amend the WCRLA bylaws. The changes detailed are a result of the Association's policy on the formation of state/regional chapters.

The membership is asked to study the changes in the bylaws. Voting on the amendments will be at the Membership Business Meeting at the 1989 Seattle conference.

Patricia Glenn, Chairman, Bylaws Committee
Becky Johnen, Secretary, WCRLA

PRESENT LANGUAGE	PROPOSED LANGUAGE	RATIONALE
Article III - Meetings - Sec. 3 State directors will be encouraged to call an annual, state or regional meeting.	Article III - Meetings - Sec. 3 State/**regional** directors and **chapter presidents** will be encouraged to call an annual, state or regional meeting.	Change to regional makes language consistent with what the position is actually called. Addition of chapter presidents allows for recognition of that office.
Article V - Officers - Sec. 3e Appoint state directors and director(s)-at-large within thirty (30) days prior to the annual meeting.	Article V - Officers - Sec. 3e Appoint state/**regional** directors and director(s)-at-large within thirty (30) days prior to the annual meeting **unless the state or region is a chapter. If the state or region is a chapter, request the chapter president to assume the duties of the state/regional director for the geographical area encompassed by the chapter.**	Change to regional makes language consistent with what the position is actually called. Language on chapters recognizes their formation.
Article V - Officers - Sec. 3f Appoint an acting secretary, treasurer, program chair, and, or coordinator of state/province directors.....	Article V - Officers - Sec. 3f Appoint an acting secretary, treasurer, program chair, and, or coordinator of state/**regional** directors.....	Makes language consistent with what the position is actually called.
Article V - Officers - Sec. 5 The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/province directors...	Article V - Officers - Sec. 5 The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/**regional** directors...	Makes language consistent with what the position is actually called.
Article V - Officers - Sec. 8 Each state director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state director shall serve as the membership chairperson for his/her state to the Board of Directors...	Article V - Officers - Sec. 8 Each state director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state director **or chapter president** shall serve as the membership chairperson for his/her state to the Board of Directors...	Allows for the recognition of a duty of chapter presidents.
Article XIII - Chapters NEW	Article XIII - Chapters **The membership in any state, region, province or territory may petition the Board of Directors to form a chapter of the Association, and upon approval of the Board chapters may be established. Chapters must comply with the provisions set forth in the Board policy on the formation of state/regional chapters.**	Allows the Association to recognize the formation of chapters in states, regions, provinces or territories.

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WCRLA MINUTES
March 13-18, 1989
Seattle, WA
Attachment P
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Alameda Plaza

Topological Map of Kansas City

Downtown Kansas City (KC) is approximately 45 minutes from the Kansas City International Airport by car. The KCI Express is a bus service from the airport to various location in the downtown area. The cost various with the destination.

Most of the central downtown is located within a 15 by 10 block area, 1st through 15th street. With the exception of several interspersed named streets, KC streets are consecutively numbered from downtown into the hundreds. Most of the "action" in KC is located in Crown Center at approximately 23 street, in Westport just off 43rd street, and in the Plaza near 50th street. There is a trolley system that begins operation in March that transports people around KC for $2. For this price one person may de-trolley and re-board twice.

Location

The Alameda Plaza Hotel (APH) is located across the street from the Plaza area. KCI bus service will transport individuals for $11 one way. Parking in the APH 600 car capacity garage is free.

Dining Facilities

The APH operates an all purpose dining room that seats approximately 175 persons for breakfast, lunch, and dinner and a fine dining restaurant that seats 120 for lunch and dinner. There are many additional eateries across the street in the Plaza area.

Diability Accomodations

APH has one room fully equipped for individuals with physical disabilities; there are no special adaptive features for either the blind or the deaf, except the elevators are marked in braille.

Personal

For a number of years the APH has been owned by an individual who is described as a personable individual who takes a great deal of interest in the hotel employees; as a result, many of the employees have worked at the APH for a number of years. Margaret Basso in Sales has worked for APH for 13 years; Jane Williams began as desk clerk and is now in Sales. Unfortunately, the APH has been sold to a corporation. The sale will result in a considerable amount of renovations, and the staff hopes for a continuation of the previous owners "howdy rounds" type attitude and concern for staff well being. Margaret Basso feels the new management will make the already fine staff and service better.

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Currently, the Sales person acts as the contact for all of the on-site arrangements except catering. According to Margaret Basso, they like the person who negotiates the contract to work with their client until the function is completed.

I didn't meet Margaret Basso, I did meet Jane Williams who conducted our tour of the hotel. She is very pleasant and businesslike.

Faciltities

Between Alameda A, B, and C, Board Rooms 1, 2, and 3, the Cortez, DeSoto, Sierra, and Balboa, the APH offer plenty od space for meeting rooms and A-V storage. One possibility for the computer Fair and the Publisher's exhibits is to placed them in the Diplomat Room next to the International Ballroom. Jane mentioned that the Board can be cloistered in a suite away from the "maddening crowd" and the general conference hustle and bustle.

Hyatt Regency Kansas City

Location

The Hyatt Regency Kansas City (HRKC) is directly across the street from the Crown Center and all of its shopping and dining pleasures. In fact, the two buildings are joined by a glass enclosed walkway that allows shoppers and hotel guasts to easily move between the two very easily during inclimate weather. Transportation from the airport via KCI airport express is $10 one way or $19 round trip, parking at the hotel is $8 a day, although Diedre McMillan, the Director of Sales, says the parking rate is negotiable. HRKC will reduce their guest rates approximately $15 a room on the week before Easter, and Deidra McMillan believes she can also offer greater flexability with the meeting space during this week.

Dining Faciltities

The Terrace all purpose restaurant seats 175, and the fine dining Pepperduck restaurant seats 134. Unfortunately (or fortunately, depending on your point of view), the Pepperduck operates a Chocolate Bar that features scrumptious chocolate goodies that will make even the most ardent WCRLA supporter miss sessions.

Special Accomodations

The HRKC reserves 5 floors for non-smokers. The elevators are marked in braille, and the hotel operator will blink the message light when ringing a deaf guest when requested to do so.

Faciltities

The HRKC provides a great deal of meeting space that can be arranged in a variety of ways to offer the Program Chair some flexability in scheduling sessions and other conference activities (see diagram). Although the Board room is located on the same floor as the meeting rooms, the Board room is away from the main conference activities. One of the most attractive features of the meeting facilities is the open central core of both floors that overlooks the lobby. I think this openness will contribute to a sense of connectedness between the highly intellectual people clamoring for knowledge in the meeting area and the lounge lizards in the lobby area the hotel.

Another excellent feature of the HRKC is the large Exhibition Hall on the lobby floor. This more than enough space for both the Publisher's Exhibits and the Computer Fair can be molded to our space requirements. The room also has large roll-up doors for outside deliveries of Publishers equipment, computers, or any other cumbersome or heavy objects.

Allis Plaza Hotel

The location of the Allis Plaza Hotel (APH) in downtown Kansas City, is somewhat disadvantageous, given the location of three of the major attractions of the city--Crown Plaza, Westport, the Plaza. Downtown Kansas City is somewhat depressing after hours, i.e., approximately 7 o'clock.

In spite of its many impressive and attractive features, the arrangement of meeting rooms on one floor along one narrow hallway offsets its many benefits. As I mentiones with the Hilton property in San Antonio, I don't think there is much that can compensate for the potential congestion and chaos this design will ultimately cause before and after meetings. At least not when we consider the Hyatt Regency has a Chocolate Bar.

Personal

This is no reflection of Diedra McMillan, but when I started writing this report I realized that I had completely forgotten everything about her--what she looks like, her personality, everthing. I do remember, however, that she does enjoy chocolate.

HILTON PALACIO dEL RIO

Location

The Hilton Palacio del Rio (HPR) is located one block from the MRH in downtown San Antonio, which means that is also near the Riverwalk tourist attractions.

Meeting Rooms

This will be brief since I believe the HPR is entirely inadequate (see diagram). Most of the meeting space is located on the second floor and is laid out very similar to that of the USC Hilton in Los Angeles. Although the meeting room square footage seems large enough, the rooms are narrow and give a cramped feeling. The hallway is long and narrow and doesn't offer a great deal of room for loitering and lounging about. There is additional meeting space on the 22nd floor.

If we are interested in the downtown area, the Marriot is a far better bet.

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MARRTIOTS RIVERWALK HOTEL

Location

The Marriot Riverwalk Hotel (MRH) is ideally located in downtown San Antonio within easy walking distance of most tourist attractions: the Alamo, Riverwalk, RiverCenter, HemisFair Plaza, the Convention Center. MRH is approximately 15-20 minutes from the airport, and although it does not offer free ground transportation, guests may hire a shuttle for $6 a person (two can hire a taxi for approximately $12). Parking in the hotel garage is $6, although guest may park across the street in the Convention Center parking lot for $3.50.

Meeting Space

The Ballroom and most of the meeting rooms are located on the second floor with easy access from the lobby by stairway or elevator. The Austin is located on the third floor. There are11 meeting rooms in all (see diagram). The Crockett and Bonham at 375 sq.ft. each are just barely adequate for section meetings, depending on the number attending. Only one will have to be used for meetings; the other may be used for AV storage. The Austin, at 300 sq.ft., will serve nicely for the Board meeting room. Any of the Salons (ABEF) are ideal for both the publisher's exhibits and the Computer Fair, leaving the remaining two for meeting space.

Like the Albuquerque Marriott, MRH has an enclosed area specifically for conference registration near the hub of conference activities. The area around the meeting rooms is spacious and will be ideal for people who wish to lounge about and talk. The lobby is currently quite small, but it is under construction that will nearly triple its size. According to the Sales Manager, the "new" MRH lobby will be light and airy with plenty of louging chairs; it will also have a lobby bar.

In the event we need additional meeting space, or all of the available meeting space is not available when we negotiate a contract, meeting rooms are available at the Convention Center across the street (see diagram B). Tom Watkins showed me Centro ABCD, Plaza ABCD, and rooms 205 to 210, but, as you can see from the square footage indicated on the diagram, they are of adequate size for meetings, exhibits, or the computer fair. Meeting rooms in the Convention Center is within easy walking diistance, approximately a brisk 5 minutes from the MRH lobby. The cost of renting convention Center rooms is high ($750 to $1000 a day), but the MRH will split the cost with us and take care of all negotiations and paperwork.

Dining

MRH has one multipurpose dining facility of approximately 135 capacity. Breakfast overflow can eat at Denny's a block away, and lunch and dinner is available at numerous dining places in the vacinity. The Gambit lounge downstairs offers drinks and appetizers in the early evening and dancing in the late evening; a limited dining menu is also available.

Additionals

MRH has set aside 3 floors, approximately 60 rooms, for non-smoking guests. Only the elevator is marked in braile, but there are 10 rooms minimally equippped for the disabled--mostly bathroom fixtures. Tom indicated that it is possible, on request, to have the operator flash the message light for incoming calls to deaf guests.

Personal

Tom Watkins is a "corporate man." He joined Marriots after completing college in Pennsylvania where he majored in Hotel Management. He speaks very highly of the Marriots corporate "credo" and the individual plan and incentive to achieve individual goals each Marriots manager is given when they begin with the corporation. Tom is also a salesman, but not in the slick abrasive way. He really doesn't have to be since the property is ideally located; it sells itself. He's down to earth, very busnesslike, and seems to be very interested in getting our business.

Wyndham San Antonio

Location

The Wyndham San Antonio (WSA) is located outside of the downtown area in a semi residential neighborhood about 10 to 15 minutes from the Riverwalk area and the International airport (see attached A). WSA provides free shuttle service to and from the airport. Parking is free. Although WSA is away from the downtown area, Susan Mossberger, the WSA Sales Manager, said the hotel will provide round trip transportation to the Riverwalk on two separate nights free of charge. The hotel parking is free and is equipped to handle approximately 300 cars.

WSA's tentative proposal lists March 20-23, 1991 as the dates of the conference and quotes $78 and up as room rates in 1989.

The WSA lobby is open, light, and airy with a 30 ft. ceiling and a look of real elegance. Most of the available seating for relaxing and conversation in this area is located in the lobby bar (see attached B).

Meeting Space

The Wyndham Ballroom (CDE) and meeting rooms (ABFG) are located on the ground floor near the WSA lobby (see attached C). There is enough area around the these rooms for sitting and talking (although more tables and chairs will be needed) and for setting up a registration table.

Meeting room G is only accessible through meeting room F, although there is a service entrance that is not for public use. The best use for these two rooms is the publisher's exhibits and the computer fair.

Meeting Rooms A& B are located on the second floor (see attached D), which is accessible by elevator and stairway, although the stairway is hidden from view by a door. Each room is nearly 200 sq. ft. larger than the three smallest meeting rooms at the MRH (i.e., Crockett, Bonham & Austin) and about 100 sq. ft. larger than the two smallest meeting rooms at the Hilton (i.e., LaDuquesa & LaPrincesa). One of these room will probably have to be used for AV storage.

Conference Center A & B, also on the second floor, are permanently arranged in classroom seating with a capacity of around 50 each (tables are permanent, chairs may be added). Both rooms are equipped with screens, but the AV equipment is not provided (see attached AV list and prices, attached E).

The Colonade Ballroom ABC are located on the 20th floor, away from the main conference area (see attached F). All three are large and very light (the outside wall of each is floor to ceiling plate glass with an excellent view). There are four elevators.

WSA has agreed to substitute a Parlor Suite for the Board Room so that the Board meetings may be held away from regular conference activities. The Board Room is the only meeting space equipped with a "white board" (for use with a marking pen). We will have to supply chalkboards, easels, etc., for presenters.

Dining

WSA has a 176 person capacity multipurpose dining room serving breakfast, lunch, and dinner and 67 person capacity fine dining restaurant. There are many additional restaurants within walking distance of the hotel (see attached G & H).

Additionals

WSA has four rooms equppied for the physically handicapped. The elevator is marked in braile, and the WSA has agreed to manually ring telephones for deaf guests with a blinking light--on request. There are no non-smoking rooms, although the Sales Manager is pushing to convert some. WSA operates a fully equipped health club, indoor and outdoor jacuzzi and pool, sauna, and provides discount guest passes to racquetball facilities nearby.

Personal

I like the WSA. The lobby area is impressive with its high ceiling and walls of marble and wood. The rooms are tastefully decorated with the muted colors typical of contemporary hotels. Nothing out of the ordinary. The area surrounding the WSA is more developed with shopping, restaurants, and other such amentities than the area surrounding the Irvine Hilton.

In addition to its semi-residential location, another downside of the WSA is the location of three of the meeting rooms on the 20th floor. I do think, however, the four elevators are adequate to handle the traffic and spreading the sessions over three separate floors may reduce some of the congestion in the corridors and much of the external noise competing with presenters.

The major benefit of the WSA is the seeming willingness of Susan Mossberger to negotiate a contract. WSA's location is an obvious detriment to attracting convention business in San Antonio and the administrative and sales staff know it. In the original proposal, for example, Susan Mossberger agreed to provide one nights transportation to the downtown area. When I mentioned that the Irvine Hilton agreed to provide shuttle service for a 5 mile radius of the hotel, she upped the one night to two nights and indicated that this number, as well as other items in a contract, are open to negotiation. The hotel is eager for our business.

Susan Mossberger is not a career hotel saleswoman. She was born, raised, and college educated in San Antonio where she continues to live. She is very personable and very much a "down-to-earth" kind of person. She seems very comfortable in the hotel and is very friendly with the staff, although she ultimately plans to leave the hotel industry for some kind of personnel work. I like her but then I like most women.

Personally, I think she believes increassing the WSA's convention business will be not only good for the hotel but will be good for the surrounding businesses and community as well.

SECRETARY REPORT
SECOND GENERAL SESSION
MARCH 17, 1989

The Association has been very busy and active since the 1988 Sacramento conference. Highlights of Board, state/regional/chapter, committee and special interest group activities form the past year include:

1. The formation of WCRLA chapters in Texas, Washington and Kansas/Nebraska with Texas having the honor of establishing the FIRST state chapter.

2. The development of a national tutor certification program. Seven tutor training programs in six institutions have been certified. This program resulted from an idea that was suggested at a Peer Tutoring SIG meeting and that was brought to fruition by Tom Gier and his Tutor Certification Committee.

3. The appointment of Gladys Shaw as the liaison to NADE's Standards and Ethics Committee. Among other tasks, this committee will be drafting a response to the Council for Advancement of Standards on its proposed stands and guidelines for learning assistance programs.

4. The development of a preliminary draft of proposed definitions for developmental education terms by Mary Rubin's Professional Language for College Reading and Learning task force.

5. The addition of 2 new special interest groups, College Reading and Math, to bring the total number of SIGs to 10. SIGS have been proactive in sponsoring and assisting conference institutes and sessions and in developing information networks throughout North America.

6. Increased collaboration with other professional organizations has resulted in the exchange of newsletter columns by the Presidents of WCRLA and NADE and the co-sponsoring of conferences in Arizona with AZADE, Canada with AAAL, Texas with TADE and the Academic Support Conference, Washington with WADE and Oregon with the Oregon Developmental Studies Organization.

7. A 17% increase in membership has been seen over the past two years. Promotional efforts such as the placement of advertisements in the Journal of Developmental Education and the financial support to states/regions (as Kansas/Nebraska, Washington, Texas and Arizona received in the past year) to assist with conference speakers and membership recruiting activities remain a high priority for the Association to continue.

8. And, finally, President Deese conducted a survey of the membership the results of which will be used by the Board to assist with future decision making for the Association.

Details on these activities and more can be found in minute summaries which are buried on the message board.

Next Carol Clymer will present the treasurer's report.

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF RECEIPTS AND DISBURSEMENTS

As of

February 28, 1989

Receipts and Disbursements

Receipts: July 1, 1988-February 28, 1989	$20,570.63
Expenditures: July 1, 1988-February 28, 1989	24,922.58
Net Disbursements over Receipts	<4,351.95>

Funds on Hand at February 28, 1989

Balance in El Paso Teachers Federal Credit Union Checking	$10,660.12
Balance in El Paso Teachers Federal Credit Union Savings	25.00
Certificate of Deposit	26,500.00
Scholarship Fund, Sears Savings	892.79
TOTAL FUNDS ON HAND	$38,077.91

NOTE: The numbers in parenthesis, indicate the percent of responses.

WCRLA MEMBERSHIP SURVEY (selected responses)

DEMOGRAPHICS

1. Geography - All states and regions were represented except North/South Dakota. 30% of the respondents are from California; 10% are from Texas.

2. Your highest educational level:
(1.1) __3_ AA/AS
(8.4) _23_ BA/BS
(60.0) 165_ MA/MS
(30.2) _83_ EdD/PhD
(0.4) __1_ EdS

3. At what type of institution are you employed?
(50.2) 138_ 2 year
(9.8) _27_ 4 year baccalaureate only
(11.6) _32_ 4 year Masters only
(20.0) _55_ 4 year doctoral
(0.7) __2_ private sector
(1.4) __4_ other
(1.0) __3_ retired
(4.7) _13_ No Response

4. How would you describe the type of program in which you work?
(24.4) _67_ classroom instruction--developmental
(5.1) _14_ classroom instruction--traditional
(17.8) _49_ learning assistance--tutorial
(2.5) __7_ adult basic education
(0.4) __1_ vocational
(0.0) __0_ retention
(44.0) 121_ other
(5.8) _16_ No Response

5. What is the administrative location of the program in which you work?
(52.7) _145 academic affairs
(17.1) __47 student affairs
(9.5) __26 other
(10.2) __28 No Response

6. Do you work part-time? (13.1) __36_ or full-time (81.1) _223_?
(5.8) __16_ No Response

7. What is your salary?
(15.3) __42 up to $19,999
(24.7) __68 $20,000 - $29,999
(26.5) __73 $30,000 - $39,999
(18.9) __52 $40,000 - $49,999
(6.5) __18 $50,000 - $59,999
(1.5) ___4 $60,000 - $69,999
(0.0) ___0 $70,000 +
(6.5) __18 No Response

8. Do you belong to other related professional organizations?
Yes (79.6) 219
No (13.5) 37
No Response (6.9) 19

9. Do you regularly select textbooks for classroom use?
Yes (70.9) 195
No (28.4) 78
No Response (0.7) 2

MEMBER SERVICES

Annual Conference

10. Have you attended at least one annual conference in the past 3 years? Yes (79.3) 218
No (20.0) 551

10d. Have you made a presentation at an annual conference? Yes (45.1) 124
No (37.1) 102

strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD)

11. The conference site should be in California every other year. SA (18.2) 50
A (13.8) 38
N (27.6) 76
D (19.6) 54
SD (13.5) 37

12. The conference schedule should be rotating (as it is now) rather than fixed (same week each year). SA (17.1) 47
A (26.9) 74
N (25.1) 69
D (16.7) 46
SD (6.2) 17

Publications

not read (NR), somewhat valuable (SV), valuable (V), or very valuable (VV)

13. Newsletter NR (4.4) 12
SV (26.2) 72
V (31.6) 87
VV (14.2) 39

14. Journal of College Reading and Learning NR (10.5) 29
SV (15.3) 42
V (22.9) 63
VV (17.8) 49

14a. Have you ever submitted an article to JCRL? Yes (18.9) 52
No (62.2) 171

Placement Service

15. Have you ever used the WCRLA placement service? Yes (6.2) 17
No (92.7) 255

PUBLIC RELATIONS

strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD)

16. WCRLA should consider a one-time joint annual conference with NADE with separate conference programs but joint keynote speakers and publisher's exhibits. SA (21.5) 59
A (30.2) 83
N (21.1) 58
D (9.8) 27
SD (8.4) 23

Dues

17. Reduced membership dues should be available for student members. SA (24.7) 68
A (46.5) 128
N (12.4) 34
D (5.1) 14
SD (1.8) 5

WESTERN COLLEGE READING and LEARNING ASSOCIATION

"SPECIAL INTEREST GROUP COORDINATOR'S ANNUAL REPORT: 1988-89"

by

TOM GIER
SPECIAL INTEREST GROUP COORDINATOR
University of Alaska Anchorage
3211 Providence DRIVE
Anchorage, Alaska 99508

RECEIVED MAR 1 8 1989

BRIEF SUMMARY OF 1988 SIG ACTIVITIES

1. NEW SIGs:
   -COLLEGE READING
   -MATHEMATICS
   -INTERNATIONAL LEARNING PROCESSES

2. SIGs THAT WENT INACTIVE:
   -INTERNATIONAL LEARNING PROCESSES

3. CHANGES IN SIG LEADERSHIP:
   -SUSANNE MANOVILL became new SIG leader for CRITICAL THINKING AND PROBLEM SOLVING

   -DOROTHY POULSEN became new SIG leader for LEARNING ASSISTANCE CENTER MANAGEMENT

   -WES BROWN became new SIG leader for EVALUATION/RESEARCH

4. FUTURE PLANS FOR THE SIGs/SIG Coordinator:
   -to continue to sponsor and assist in presenting institutes and presentations during the 1990 conference;

   -to continue to add new SIGs to meet the needs of WCRLA members;

   -to continue to disband SIGs when they have "run their course;" in other words, to allow these SIGs to become officially inactive; and

   -to respond to the needs of the WCRLA Board and membership.

The following is a current listing of the ten active SIGs, their leaders, and mailing addresses as of 1 March 1989.

COGNITIVE PSYCHOLOGY
Pat Mulcahy
Rutgers University
Dept. of Learning & Teaching
Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08903

COLLEGE READING
Char Mansfield and Tom Gier
SIG Contact:
Tom Gier
English Department-Bldg K
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

CRITICAL THINKING AND PROBLEM SOLVING
Susanne Manovill
University of Prince Edward Island
Charlottetown, PEI
Canada C1A 4P3

COMPUTER TECHNOLOGY
Bill Broderick
32405 Windsong Rd
Wildomar, CA 92395

LEARNING ASSISTANCE CENTER MANAGEMENT
Dorothy Poulsen
Learning Center
Carrol College
Helena, MT 59625

HISPANIC INTERESTS
Manuel Olgin
Student Services
California State Univ., Fresno
Fresno, CA 93740

LEARNING DISABILITIES
Mary Lee Taylor
Amarillo College
Box 447
Amarillo, Texas 79178

PEER TUTORING
Tom Gier
English Department-Bldg K
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

EVALUATION/RESEARCH
Wes Brown
Learning Resources Center
CI 2150
California State University, Hayward
Hayward, CA 94542

MATHEMATICS
Joseph G. R. Martinez
Educational Foundations
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

WESTERN COLLEGE READING and LEARNING ASSOCIATION

PEER TUTORING S.I.G. ANNUAL REPORT: 1988-1989

by

TOM GIER
PEER TUTORING S.I.G. GROUP LEADER
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

RECEIVED MAR 1 8 1989

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

This SIG has grown in just four years from the original dozen members at the Denver conference to 95 professional educators in 34 states, 3 Canadian provinces and Hong Kong.

The following is a summary of various S.I.G. activities for 1988-89.

1. MEMBERSHIP

Currently, there are 95 members.

2. GROWTH

Membership has grown from 12 (March '85) to 95 (February '89.)

3. FUNDS

This SIG just started charging an annual $3.00 fee in July, 1988. There is currently a balance of $75.00 (February 1st, 1989).

4. ACTIVITIES

Breakfast Meetings at the Sacramento and Seattle conferences.

Business Meetings at the Sacramento and Seattle conferences.

Institute and sectional presentations: presented "Tutor Training: *More* Techniques That Really Work" at the Sacramento conference and will present an institute at the Seattle conference titled "Tutoring Solutions for the '90s: An Interactive Institute." A Sectional, "WCRLA Tutor Certification," will also be presented. Additionally, the SIG leader will be involved with "Lunch With A Mentors" and present a discussion titled "Tutor Topics: From Getting Started To Getting Certified."

5. COMMUNICATION

The PEER TUTORING S.I.G. Newsletter, "The Tutoring Exchange," as of February 1989, is being mailed to 95 professional educators in 34 states, 3 Canadian provinces and Hong Kong.

6. MISC.

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

7. GOALS

1) continued exchange of ideas through the "The Tutoring Exchange" and
2) presentation at the 1990 conference of a sectional and/or institute.

8. ENCLOSURES

"The Tutoring Exchange" mailing list by state, province, etc.
"The Tutoring Exchange" Vol. 5, #2, the latest issue.

PEER TUTORING S.I.G./THE TUTORING EXCHANGE COUNT
(1 FEBRUARY 1989: 95)

	STATES	NUMBER
1.	ALASKA	10
2.	ARIZONA	3
3.	ARKANSAS	1
4.	CALIFORNIA	15
5.	COLORADO	3
6.	FLORIDA	2
7.	HAWAII	1
8.	IDAHO	2
9.	ILLINOIS	1
10.	INDIANA	2
11.	IOWA	1
12.	KANSAS	1
13.	KENTUCKY	1
14.	LOUISIANA	2
15.	MARYLAND	1
16.	MASSACHUSETTS	2
17.	MICHIGAN	2
18.	MONTANA	3
19.	NEBRASKA	1
20.	NEVADA	1
21.	NEW JERSEY	2
22.	NEW MEXICO	3
23.	NEW YORK	3
24.	NORTH CAROLINA	2
25.	OHIO	4
26.	OREGON	1
27.	PENNSYLVANIA	1
28.	SOUTH CAROLINA	1
29.	TENNESEE	2
30.	TEXAS	10
31.	UTAH	1
32.	VIRGINIA	1
33.	WASHINGTON	1
34.	WYOMING	1

CANADIAN PROVINCES:		
1.	ALBERTA	4
2.	QUEBEC	1
3.	YUKON	1

OTHERS:	
HONG KONG	1

WESTERN COLLEGE READING and LEARNING ASSOCIATION

COLLEGE READING S.I.G. ANNUAL REPORT: 1988-1989

by

CHAR MANSFIELD and TOM GIER
COLLEGE READING S.I.G. GROUP LEADERS
SIG CONTACT:
TOM GIER
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

RECEIVED MAR 1 8 1989

The COLLEGE READING SIG was founded at the 1988 Sacramento conference. It has grown from an initial half dozen members to twenty members as of February 1,1989.

The following is a summary of various S.I.G. activities for 1988-89.

1. MEMBERSHIP

Currently, there are 20 members.

2. GROWTH

Membership has grown from 6 (March '88) to 20 (February '89.)

3. FUNDS

This SIG currently has a balance of $20.00 (February 1st, 1989).

4. ACTIVITIES

Luncheon Meeting is planned for the Seattle conference.

5. COMMUNICATION

The COLLEGE READING S.I.G. Newsletter, as of February 1989, is being mailed to 20 professional educators.

6. GOALS

1) to expand membership;
2) to continue to exchange ideas through the COLLEGE READING S.I.G. Newsletter; and
3) to make a a sectional and/or institute presentation at the 1990 conference.

7. ATTACHMENTS

The first two issues of the COLLEGE READING S.I.G. Newsletter are attached.

SUMMARY OF THE EXXON EDUCATION FOUNDATION RESEARCH GRANT

The forthcoming Exxon Education Foundation grant represents one of the largest research grants ever awarded to Appalachian State University. The grant provides $698,000 over a three year period to investigate the following questions:

1. how are developmental education services delivered in colleges and universities;

2. how effective are these services in improving student performance;

3. what delivery methods are most effective for which students;

4. what delivery methods are most effective in which institutions;

5. which methods of delivering developmental education seem to be most cost-effective; and

6. what is known and not known about developmental education?

The research project will gather data on approximately 15,000 students at 150 colleges and universities. As a consequence, Appalachian State University will have one of the largest data bases in the country on college student performance. It is anticipated that this will allow the Reich College of Education to compete successfully for further research funding once the initial research project has been completed.

The initial installment of Exxon funding will arrive before the end of October. This installment, in the amount of $315,000, may be expended for the following:

1. two faculty positions (at least one of which will be assigned to the Department of Leadership & Higher Education);

2. three graduate assistants and additional support staff;

3. data collection activities;

4. consulting services;

5. computer and data processing services; and

6. office supplies, communications, and equipment.

RECEIVED MAR 1 8 1989

Consultation & Technical Assistance
Information Brokering Service
Journal of Developmental Education

National Center for Developmental Education
Reich College of Education
Appalachian State University
Boone, North Carolina 28608
704/262-3057

Kellogg Institute
Review of Research in Developmental Education
Telementoring Project

WCRLA MINUTES
March 13 - 18, 1989
Seattle, WA
Attachment X
Page 2 of 18

February 21, 1989

Dr. Susan Deese
Center for Academic
Program Support
Zimmerman Library
University of New Mexico
Albuquerque, NM 87131

Dear Susan:

Thank you for your recent telephone call and your invitation to submit a proposal for the WCRLA Executive Board to review regarding participation in the Exxon Developmental Education Research Project. Actually, I had no particular "proposal" in mind. I was simply hoping to discuss some ways in which WCRLA might wish to be involved in the Exxon project.

I have enclosed a copy of the grant proposal that resulted in Exxon funding. In brief, the proposal calls for collection of data on approximately 15,000 to 20,000 students involved in developmental education and learning assistance programs at 160 different institutions. Data will be collected on students' educational background, demographic background, and performance in college. Survey data will also be collected from the programs in which these students participate. It is anticipated that collection of student data coupled with analysis of the programs in which they participate will enable us to:

1. determine what works for which students;

2. identify exemplary practices in the field;

3. assess the "state of the art" in developmental education and learning assistance;

4. determine the cost-effectiveness of various techniques: and

5. develop a research agenda for the future.

The Exxon Research Project represents the largest empirical study ever attempted in developmental education and learning assistance. With a funding level of $697,000, it also represents one of the largest higher education research grants to be awarded in the decade of the 1980s.

Because of the massive scale of this research and the potential importance of its results for all of us, I would like to make sure that all those involved in developmental education and learning assistance are aware of the project and have an opportunity to participate as they see fit. Some examples of potential participation include the following:

1. NADE and the Center are planning a joint conference on research in developmental education for the fall of 1991 (WCRLA may wish to co-sponser the conference, assist in planning, or participate in some other way);

2. NCEOP and NADE will both be co-authoring research monographs based on our data for dissemination to their members and to the field at large (WCRLA might wish to work with the center in analyzing data relating to reading and study skills programs and publishing the results in conjunction with the Center);

3. We hope to be able to put most of our raw data on computer disks and share this with researchers (WCRLA's Evaluation and Research SIG might want us to share this with them); or

4. Our grant provides for several graduate research assistantships which we might allocate to professional associations to send one or more of their members to Appalachian State in order to do graduate work or participate in the research project (we might allocate one of these to WCRLA to open up to their members on a competitive basis).

As you can see, the potential for involvement with our research project is "open-ended." The WCRLA Executive Board might have some specific ideas regarding how the association can profit from participation or it might decide not to participate at all. I just want to make sure that those professional associations which share an interest in developmental education and learning assistance have the opportunity to be involved if they so desire. That is my purpose in asking for some time to meet with your Executive Board. I am not "asking" for anything except for WCRLA to consider how or if they wish to be involved in the Exxon Research Project.

I hope that this letter explains my request. If you have any questions or you need any clarification, please give me a call. Otherwise, I will look forward to seeing you in Seattle.

Yours sincerely,

Hunter R. Boylan, Ph.D.
Director,
National Center for
Developmental Education

cc: Becky Patterson

PROPOSAL TO CONDUCT A NATIONAL STUDY OF DEVELOPMENTAL EDUCATION

Submitted by Hunter R. Boylan, Ph.D., Director, National Center for Developmental Education, Appalachian State University

Introduction

Developmental education is a generic term used to describe efforts to assist underprepared college students develop the skills necessary for success in their chosen field of study. Such efforts may range from the offering of a few remedial courses to the provision of a comprehensive learning center offering diagnostic testing, academic advising, personal counseling, tutoring and individualized instruction. Developmental students may come from any racial, age or economic background. They have in common only the fact that they are either absolutely or relatively underprepared for some level of college work.

Those who are relatively underprepared need only to develop skills in a particular area so that they can either pursue more advanced courses in that area or become more effective students generally. An example might be an engineering student who shows promise in mathematics and science but has weak writing skills. Those who are absolutely underprepared need to develop a wide range of skills -- not only in academic areas but also in such things as time management, study skills, or self-concept -- if they are to have any chance of being successful in college.

In general, students are classified as "underprepared" according to some criteria set by the institution -- usually on the basis of high school performance, standardized college

achievement tests, placement tests, faculty observations or some combination of all of these. This means that underpreparedness is more a function of institutional standards than of student characteristics. A student considered to be well-prepared for a local state college might be considered relatively underprepared by a highly selective university in the same state. A student considered to be well-prepared by the local community college might be considered absolutely underprepared by a highly selective state university. In either case, the institution accepting such a student would normally provide some sort of support to develop that student's level of preparation.

Efforts to assist underprepared college students are not new to higher education. Brier (1985) reports that the first such program was established at the University of Wisconsin in 1849. It was called the College Preparatory Program and it still exists in a modified form on the University of Wisconsin campus. Brier also reports that, by 1889, 80% of the colleges and universities in the United States had established some sort of organized college preparatory program to teach basic skills to students who were not fully prepared for college-level work.

For the past hundred years, this 80% figure has remained constant. The U.S. Commissioner of Education reported in 1913 that 80% of the colleges and universities in the country offered college preparatory programs (Maxwell, 1979). Sixty-five years later, a survey of American colleges and universities revealed that about 80% of them offered remedial and developmental programs and courses (Cross, 1976). The National Center for Education Statistics reported similar findings as recently as

1984 (Wright).

Clearly, underpreparedness is not a new problem in American higher education. Efforts for coping with this problem through developmental education activities have been ongoing for at least the past 140 years.

The only difference between past developmental education efforts and current ones is in the nature of the population served by these efforts. Until the late 1960s, the clients of developmental programs tended to be traditional age college students who were underprepared relative to the particular curriculum in which they were enrolled. The expanded numbers of college age students resulting from the World War II "Baby Boom" enabled most colleges and universities to be highly selective in their admissions standards. During the early 1960's, most of those who entered college had taken college preparatory courses in high school, presented strong college aptitude scores, and had good grades in high school. Most of these students were also white and middle class. Developmental education programs served this group by helping better than average students improve their study skills and test taking skills or by providing tutoring for some of their more difficult courses.

By the late 1960's, however, a national emphasis on educational opportunity and affirmative action brought about increased pressures for "open admissions" or at least "alternative admissions" standards designed to enable non-traditional students to attend college. Furthermore, the Higher Education Act of 1965 provided vast amounts of federal financial

aid to the poor and the disadvantaged. These combined factors brought a substantial influx of non-traditional students into American higher education.

As a result, the clientele of developmental programs began to change rapidly. Non-traditional students of varying races, ages, and economic backgrounds began to fill developmental classrooms and laboratories. The population of developmental programs changed from a homogeneous one of predominately white, middle-class students to a greatly diversified population -- many of whom had minimal preparation for college, marginal high school grades, and comparatively low college aptitude test scores. Furthermore, many of these non-traditional students were not only underprepared relative to their chosen area of study, but they also were absolutely underprepared in the basic skills necessary for college success. This change in service population created a tremendous drain on the resources of existing developmental programs and resulted in the establishment of new or expanded programs on campuses where they had not existed previously.

A rapid expansion in both the number and the size of developmental education programs took place between 1965 and 1975. This expansion has continued, albeit at a slower pace, well into the 1980s.

At present, it is estimated that there are approximately three million undergraduates in American colleges and universities enrolled in some form of developmental education courses and services (Boylan, 1986). It is also estimated that between 40,000 and 45,000 faculty and staff are involved directly or indirectly in the delivery of these courses and services to

American college students (Boylan, 1986). The Chronicle of Higher Education reported in 1986 that developmental education was the "... fastest growing curriculum in higher education."

Developmental education is obviously a substantial field of endeavor in American higher education. Unfortunately, the state of research, literature and practice in the field remains comparatively primitive. There is little information available regarding the relative effectiveness of developmental programs or the techniques which enable them to be successful. This is particularly true insofar as services to non-traditional students are concerned. While developmental programs have demonstrated success in helping the average student, little evidence indicates they have been successful in helping the truly disadvantaged college student.

Furthermore, there is little serious empirical research to guide the practitioner. Only a handful of national studies of developmental education have been undertaken and these were designed, primarily, to describe what exists rather than to analyze its effectiveness or to assess developmental education activities in depth. To date, no large-scale empirical research has been attempted to determine what techniques and methods are most effective in the practice of developmental education. No serious efforts have yet been undertaken to explore how developmental education programs work or why those programs are successful or unsuccessful. No one appears to know for sure what works for different types of students at different institutions.

As a result, the knowledge base for the practice of

developmental education is minimal. A major venture in higher education, therefore, is undertaken without sufficient knowledge of what needs to be done and how to do it. Each year, millions of dollars and countless hours of effort are often wasted because there is only a limited knowledge of how best to accomplish the objectives of developmental education. The end result of this shortcoming is that thousands of students who might be successful in college instead become drop outs. As a consequence, the talents of many young people, particularly minorities, are never fully realized.

All these factors argue for a national research study of developmental education. The primary purpose of this study is to explore not only what works in developmental education, but also to determine what works for whom. A secondary purpose of this study is to disseminate the results to the higher education community in general and to developmental education practitioners in particular. Armed with this information, it is anticipated that developmental education practitioners can increase their effectiveness through improved practice. In so doing, they can contribute to the academic success and long-term retention of hundreds of thousands of college students who might otherwise be lost.

Goals of the proposed study

While a great deal of literature exists on how developmental education is delivered, there is very little sound research information on which of these techniques show the most promise for improving student performance and retention. Furthermore,

there is almost no information available on which techniques work best with which students and at which institutions.

Some techniques used in developmental education may, for instance, be more effective with adult learners than with traditional age college students. Some may work more effectively with Black students than Hispanic or Anglo students. Some may be more effective with open admissions students while others may be more effective with students enrolled at selective institutions. The proposed study will, therefore, accomplish the following goals:

1. to describe how developmental education programs intend to deliver their services in representative American colleges and universities;

2. to assess the effectiveness of this delivery in improving student academic performance (i.e., grade point averages, and grades in specific courses);

3. to assess the effectiveness of this delivery in improving student retention and graduation rates;

4. to determine which delivery methods are most successful with which students;

5. to determine which delivery methods are most successful in which institutions;

6. to determine the cost-effectiveness of the best, average and worst practices in the field;

7. to determine what is not known about developmental education; and

8. to establish a new research agenda for the field of de-

velopmental education based on the findings of this study.

Subjects of the proposed study

The proposed study will investigate developmental education activities and the students they serve at five different types of institutions. The institutions will represent the various types of college and university settings in which developmental eduction activities typically take place. These institutions will include:

1. open admissions two-year colleges;
2. selective four-year colleges;
3. non-selective four-year colleges;
4. selective comprehensive universities; and
5. major research universities.

These institutional types will be further sub-divided into public and private institutions. The only exception to this will be in the case of two-year colleges where the existing number of private institutions is considered to be too small to be of significance.

Open-admissions two-year colleges are defined as those which accept all applicants possessing a high school diploma or its equivalent. An example of such an institution might be Minneapolis Community College in Minnesota.

Non-selective four-year colleges are defined as those institutions with minimal admissions criteria and which offer primarily undergraduate studies. An example of such an institution might be Findlay College in Ohio.

Selective four-year colleges are defined as those institutions only accepting students meeting more rigorous admissions criteria and which offer primarily undergraduate studies. An example of such an institution might be Davidson College in North Carolina.

Comprehensive universities are defined as those institutions having moderately high admissions criteria but which also admit many minority students from disadvantaged backgrounds who may not meet existing admissions standards. Such institutions usually offer a wide range of undergraduate and graduate programs. An example of such an institution might be Oregon State University.

Major research universities are defined as those institutions offering a wide range of graduate programs with an emphasis on scientific, scholarly and doctoral level research. Such institutions are ususally highly selective in their admissions practices -- particularly at the graduate level. An example of such an institution would be Harvard University.

In addition to the general institutional types noted above, efforts also will be made to study those institutions which serve predominantly minority populations. Examples of such institutions would include historically Black colleges such as Grambling State University in Louisiana or predominantly Chicano colleges such as Pan-American University in Texas.

A directory of developmental programs and a description of their services is available through Sullivan's Guide to Learning Assistance Programs and The National Directory of Exemplary Developmental Education Programs. Institutions will be selected through consultation between the National Association for

Developmental Education and the National Center for Developmental Education. A total of 160 institutions representing each of the types noted above will be included in the study. It is anticipated that the criteria for selection will include:

1. the extent to which institutions are representative of the types proposed for study;

2. the extent to which the institutional population represents the types of students proposed for study;

3. the extent to which the institutions are geographically representative; and

4. the extent to which the institution is capable of providing the types of data required for this study.

In addition to the different types of institutions, the subjects of the proposed study will also include different types of students. Attempts will be made to determine the impact of developmental education for various types of developmental students including those who are classified as "developmental" in some relative or absolute sense. This study, therefore, will include the following groups of students:

1. Black students who are either relatively or absolutely underprepared;

2. white students who are either relatively or absolutely underprepared; and

3. Hispanic students who are either relatively or absolutely underprepared representing Cuban, Puerto Rican and Chicano backgrounds.

A total of six major groups of students will, therefore, be studied. Within these groups, efforts also will be made to include a combination of adult and traditional-age college students. Furthermore, it is anticipated that other minority groups such as native-Americans and Asian-Americans will also be found in sufficient numbers to make some determinations about institutions and techniques which are most efficient for them.

This study will also examine various types of program models used to deliver developmental education. The most common models used to deliver developmental education include the following:

1. Remedial - provision of only remedial courses in basic skill areas;

2. Developmental - provision of a wider range of courses supported by counseling, advising and tutoring; and

3. Learning Assistance - provision of a learning laboratory offering a variety of tutoring services, individualized instruction activities, and topical workshops.

These three models will be used to identify program types. Each of the programs participating in the study will be representative of one of these types. The study will explore the effects of these various types of programs in contributing to the success of various types of students.

This range of institutional, student, and program types will provide data not only on developmental education activities at various types of institutions, but also will provide information on the impact of these activities. In addition, it will provide a representative picture of the broad range of developmental

education activities taking place in American colleges and universities.

Methodology

The methodology of this project will involve a combination of qualitative and quantitative research techniques. Each institution selected for inclusion in this study will provide a variety of demographic and academic performance data on students participating in developmental programs. Each insitution also will complete a series of questionnaires regarding developmental education programs and activities.

A total of 160 institutions will be sampled in this study. Selection of the sample will be proportional to the number of institutional types represented in the general population of colleges and universities. In other words, since there are a great many two-year institutions and relatively few major research universities, the sample will include forty of the former and only ten of the latter.

Institutions also will be selected on the basis of geographical representation. The sample of institutions will be drawn from four regions of the United States: northeast, mid-west, south, and far west. Approximately forty institutions will be included from each region.

In order to validate the sampling procedure, data will be collected using a series of replicated sub-samples. In this procedure, the sampling population will be divided into five sub-samples of thirty two institutions each. These thirty two

institutions will be representative of the various regions, institutional, and program types to be explored in the study. In essence, data will be collected and analyzed from one fifth of the sample at a time and this process of sampling will take place over time.

A random sample of students participating in the developmental program also will be drawn from each institution selected. It is anticipated that the size of the sample drawn from each institution will range from 50 to 200 students depending upon the size of the developmental program. It is anticipated that the size of the student sample will range from 15,000 to 20,000. A variety of demographic and academic performance data will then be collected for each student in this sample.

The demographic data to be collected will include information on student age, sex, race, high school background, entrance test scores, and socio-economic background. Academic performance data will include grade point averages (GPA), grades in selected courses, number of semesters of continuous enrollment, and graduation rates.

The data on student performance and retention will be collected not only for those participating in developmental programs but also for each institution as a whole. This procedure will enable comparison between the performance of the students in developmental programs and that of the general student population at each institution.

Each developmental program also will provide data through feedback on various questionnaires. The questionnaires will be

developed during the planning period and field-tested prior to their use with institutions participating in this study.

The questionnaires will help to determine such things as program organization, delivery models, level of staffing, instructional techniques, material resources, program maturity, staff morale and a host of other variables which might be expected to affect the quality of developmental education activities.

It is anticipated that this quantitative or objective data will enable the investigators to make some judgements about the impact of developmental education activities on various students at various institutions. Further, it will enable the investigators to determine what program features are related to the quality of impact on student performance and retention.

The majority of the actual data collection will be performed by graduate assistants or part time employees of the participating institutions. Institutions will either be reimbursed for hiring part-time employees to gather the necessary data or paid a fee for the provision of data.

This data will include a review of admissions and performance records for a selected random sample of students entering the institution's developmental program in 1984. This retrospective analysis will enable the investigators to trace students through 1989 or a full five years of possible college participation.

A profile based on high school background, admissions test scores, and demographic factors will then be developed for each

sample group and each individual within that group. The academic performance of each student will then be traced through the entire five year period to determine such things as student grade point average, retention, and graduation.

Using a questionnaire, two profiles will be developed for each program -- an activity profile and a context profile. The program activity profile will include such things as a description of services offered, an analysis of how they are delivered, and information about what takes place in developmental education classrooms and laboratories. The context profile will include such things as the level of financial and material support provided to the program, the qualifications of the program's staff, the structure of program organization and the facilities of the program.

After the initial data have been collected and program profiles developed, the results will be analyzed using correlation, regression and multivariate statistics. Initially, correlations between student profile, student performance, program profile and institutional type will be developed. As these correlations reveal significant relationships, further statistical analysis will be performed. The exact nature of the variables to be analyzed and the statistical techniques to be employed will be determined by a panel of advisors who will plan the specifics of the study in conjunction with project staff.

MEMO DATE: February 2, 1989

MEMO TO: Members of Taskforce for Professional Language for College Reading & Learning

MEMO FROM: Mary Rubin, Coordinator Mary

MEMO RE: Preliminary results of Taskforce, 1988-89

1. Attached you will find 12 pages of definitions and comments made by taskforce members for terms identified so far. We initially identified groups to work different sets of terms. As you can see, some terms have many definitions and some are undefined. Some taskforce members who were not at last year's WCRLA meeting found the groups disorganized and confusing. Therefore, I have done some reorganization, and request that all taskforce members now look at all terms.

2. Included in the packet you will find a template to use in reviewing the definitions. Please indicate your feeling about the available definitions. You may add or edit definitions if you wish. Please return this template to me by February 25, if possible. Then I will be able to revise the definition packets before NADE and WCRLA meetings in March.

3. I will be at the NADE conference Feb 28-Mar 2 in Cincinnati. Hopefully, many of you who are unable to attend WCRLA will be at NADE and we can meet to discuss the taskforce. I will be staying at the Hyatt Regency for the NADE conference, and leave late afternoon on Mar 2. I will be in Seattle for WCRLA Mar 15-19 and plan to stay at the Stouffer Madison Hotel.

4. Jane Lehmann, Ladessa Yuthas and Jo Ann Cope have requested that they be removed from the taskforce. Otherwise the roster I enclosed last time is accurate.

5. I have not received any response from several taskforce members on either of the fall mailings. Since mail is not being returned to me, I presume that it is getting through. If you just did not understand what your role was regarding the definitions, perhaps it will become clearer with this mailing. If there is a problem, please let me know and I will attempt to rectify it.

6. I have also included several schematics. One I prepared to reclassify terms on our list. The others were prepared by taskforce members to try to organize various items on the list. If they help, use them. If not, and you have something that works for you, please share it with me and I will pass it on.

7. Thanks for your efforts. I think we are really getting some excellent input. At the upcoming WCRLA and NADE conferences, I will present what we have at this point, invite comment from any interested members, and organize efforts for year 3 and the potential publication of a glossary. If I have not heard from you by the WCRLA conference and you have not responded to any mailings in the past year, I will consider that you are unable to continue on the taskforce.

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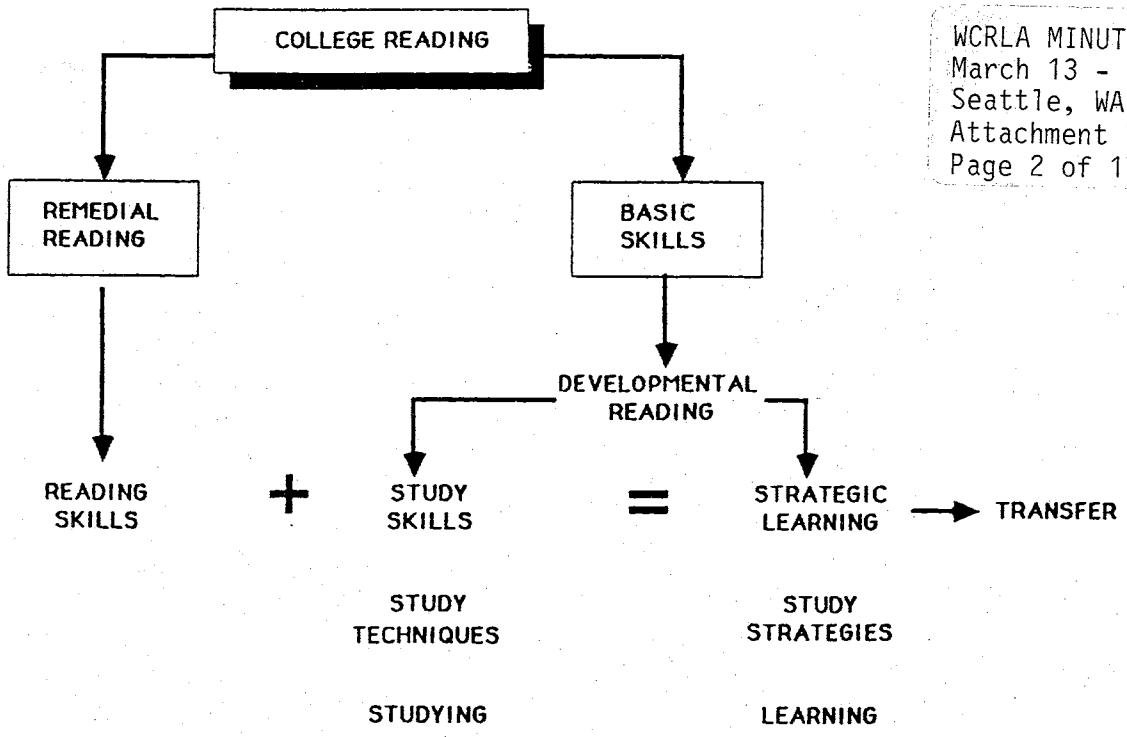


S>L> ;NIST

PROFESSIONAL LANGUAGE FOR COLLEGE READING & LEARNING

ASSESSMENT EVALUATION TERMS

assessment
diagnosis
evaluation
placement

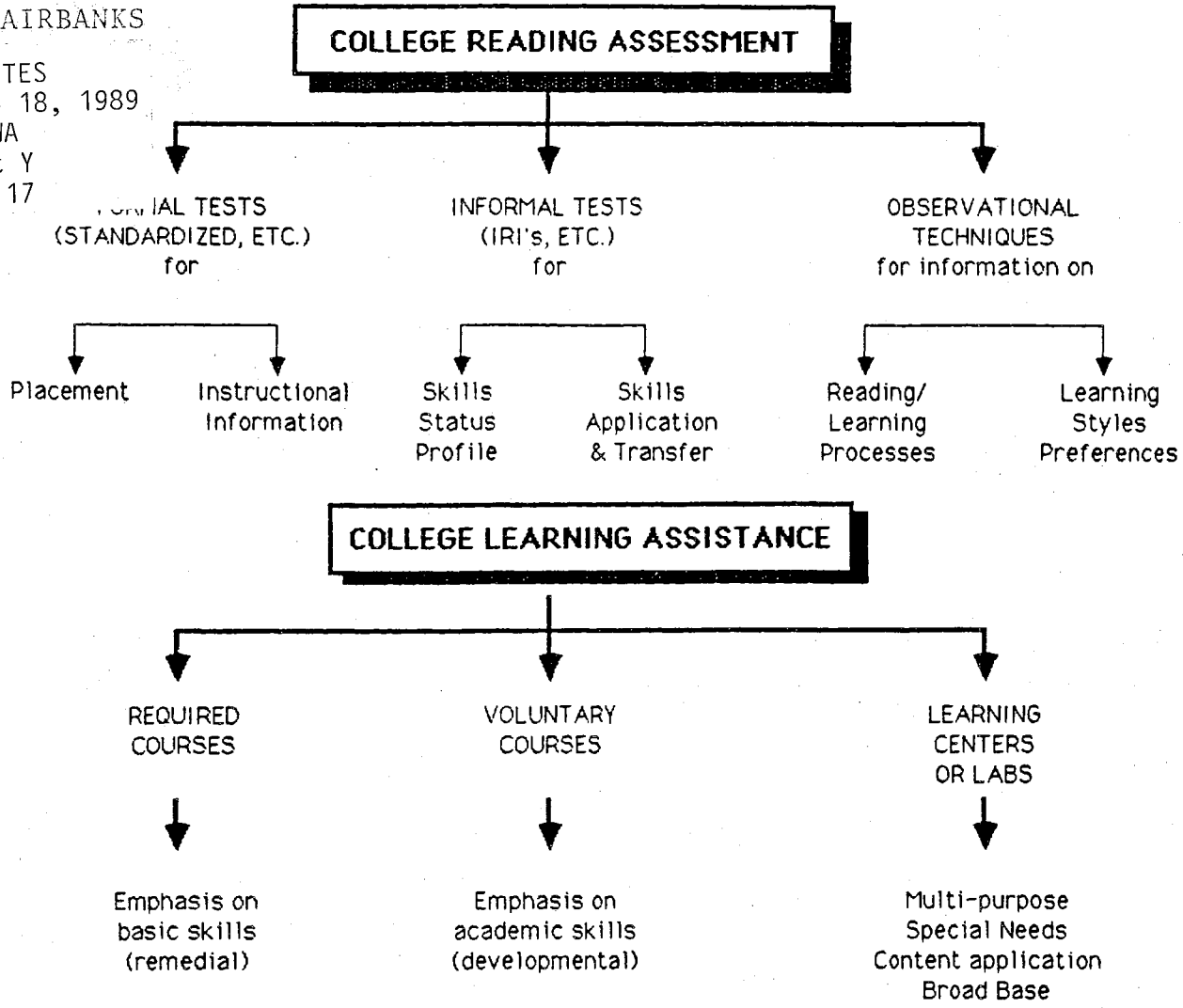
TERMS OFTEN USED FOR POLITICAL PURPOSES (Funding, Academic Credit, etc.) ⟷ PROGRAM RELATED

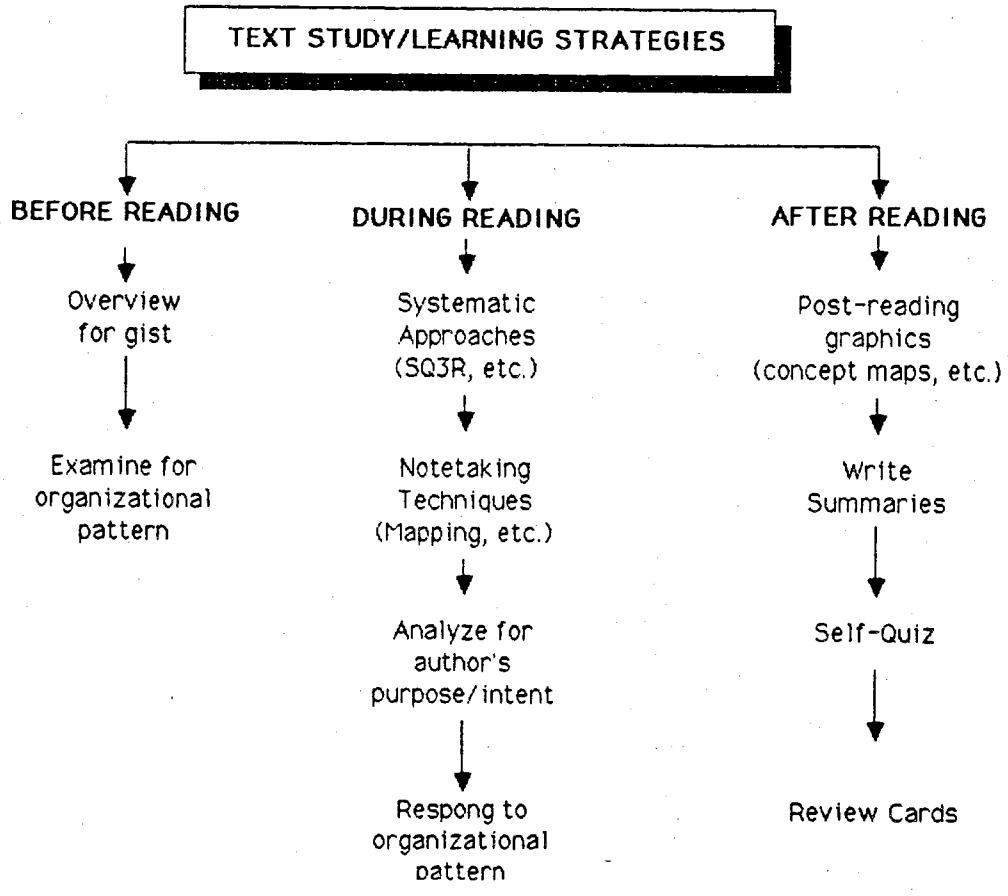
skills (basic, academic)
  reading (higher, lower, college)
  thinking (higher, lower, college)
college level -
  students, programs, courses
  reading, reading skills
critical reading, thinking
cultural literacy
developmental -
  courses, students, programs, education
  education, educators, reading
learning assistance (centers)
literacy -
  illiteracy, functional
networking
reading skills -
  higher, lower, college
remedial -
  courses, education, educators,
  programs, reading, reading
  programs, students
thinking skills -
  higher, lower, college
tutoring

PROCESSES AND TECHNIQUES USED FOR LEARNING

advance organizers
associating
concentration
comprehension monitoring
elaborating
encoding
graphic post-organizers
interacting with text
learning -
  skills, styles
memory (long & short term)
mapping
metacognition
metacomprehension
motivation
organizational patterns
prereading
reading, writing process
strategies -
  reading, thinking, study
speed reading -
  skim, scan
schemata
specialized vocabulary
summarize
visualizing

RUBIN


COLLEGE READING ASSESSMENT
FORMAL TESTS (STANDARDIZED, ETC.) for
INFORMAL TESTS (IRI's, ETC.) for
OBSERVATIONAL TECHNIQUES for information on
Placement
Instructional Information
Skills Status Profile
Skills Application & Transfer
Reading/ Learning Processes
Learning Styles Preferences
COLLEGE LEARNING ASSISTANCE
REQUIRED COURSES
VOLUNTARY COURSES
LEARNING CENTERS OR LABS
Emphasis on basic skills (remedial)
Emphasis on academic skills (developmental)
Multi-purpose
Special Needs
Content application
Broad Base


TEXT STUDY/LEARNING STRATEGIES
BEFORE READING
DURING READING
AFTER READING
Overview for gist
Examine for organizational pattern
Systematic Approaches (SQ3R, etc.)
Notetaking Techniques (Mapping, etc.)
Analyze for author's purpose/intent
Respong to organizational pattern
Post-reading graphics (concept maps, etc.)
Write Summaries
Self-Quiz
Review Cards

DEFINITIONS PROPOSED FOR DEVELOPMENTAL EDUCATION TERMS
Taskforce on Professional Language for College Reading & Learning - WCRLA
Preliminary Draft for Discussion 1/31/89

WCRLA MINUTES
March 13 - 18, 1989
Seattle, WA
Attachment Y
Page 4 of 17

academic skills
see basic skills.

advance organizers
1. a learning strategy developed by D. Ausubel in which a passage is written to enhance the learning of other material and is presented prior to the other material. NOTE: The advance organizer may be written to draw parallels between something the reader already knows about the new material; or it may restate the new material at a different and often higher level of abstraction, generalizability and inclusiveness. IRA, Harris
2. educational technology term for short introductory texts presented to a student at the beginning of a course to enable him/her to structure the course material and put it in perspective. Page & Thomas
3. (Ed. psych) an overview of new material presented in advance so as to counteract the effects of proactive inhibition; the term grows out of Ausubel's theory of meaningful verbal learning. Good

assessment
1. The act or process of gathering data in order to better understand some topic or area of knowledge, as through observation, testing, interviews, etc; especially, the gathering of data to include strengths and weaknesses in learning. NOTE: Some writers use the term "assessment" to refer also to the judgments or evaluation made after the data are gathered. IRA, Harris
2. Administration of a test to check the student's mastery of a skill as stated in the performance objective; an evaluation at any aspect or educational function. Bush & Andrews
3. (1) In education, the process by which one attempts to measure the quality and quantity of learning and teaching using various assessment techniques, e.g., assignments, projects, continuous assessment, objective-type tests, final examinations and standardized tests. (2) in psychology, that branch of applied psychology concerned with testing in educational, occupational, clinical or other settings, e.g.; the psychological assessment of mental and physical handicaps. Page & Thomas
4. the process of determining students' strengths and weaknesses prior to treatment.
5. the act of assessing, or taking a measurement, i.e., counting, rating, estimating the amount of a skill, ability, knowledge, etc., possessed by an individual. Assessment should be as objective as possible (value-free), as opposed to EVALUATION -- which suggests that valuing has been added. Assessment does not assume, in advance, what is good, worthwhile, or desirable. In analogy to science, assessment is observation. Although objectivity is always relative, it is important to attempt to separate the measurement from the interpretation of its meaning.
6. formal and informal measures and techniques used (1) to ascertain students' current strengths and weaknesses in the reading/learning/study skills associated with academic success in college, and (2) to gain knowledge about students' current study processes and learning styles.
COMMENTS: Need to clarify and distinguish from diagnostic. Some people use these terms interchangeably, but I think diagnostic is very specific leading to a prescriptive program while assessment is broader and used to determine interests, progress, etc.

associating
1. (1) the process of connecting a written symbol with its meaning referent, usually a spoken word, in beginning reading. (2) the process of connecting what is presently being read to prior reading and/or experience. IRA, Harris
2. Coordination or relationship between ideas and emotions, free or induced. Bush & Andrews
3. (association) general psychological term referring to any connection formed through learning where the two ideas connected shall be attended to together as parts of a continuous mental process. Popular at one time to refer to the law of association and to associative learning. Page & Thomas
4. (associative learning) ability to associate meaning with printed symbols, thereby showing that items experienced together enter into a connect whereby one tends to reinstate the other. Eastridge & Price

basic skills
1. a general term which refers to those skills, primarily cognitive and language-related, which are needed for many school learning tasks. Speaking, reading, and mathematics, as well as listening and writing, are commonly considered to be basic skills. IRA, Harris
2. skills that enable people to communicate and learn; includes reading, writing, listening, speaking & study skills.
3. Those minimal cognitive skills needed in daily tasks required of college students. These skills would included possessing decoding, comprehending, listening, speaking, writing, and mathematical skills. Those who would not possess these rudimentary skills would be deemed as remedial.
4. fundamental learning proficiency in reading, writing, computation. Bush & Andrews
(fundamental skill) A skill basic to the mastery of a particular subject. Thus, addition and subtraction skills are basic to arithmetic. Page & Thomas.
6. A skill that is basic to the mastery of a school subject; such as addition or subtraction is to arithmetic. Good

7. activities such as reading, writing, calculating, and reasoning considered to be essential to success in college but not always specifically taught in the regular academic curriculum.
8. those considered to be the prerequisite foundation or starting point for further learning. What those skills, or abilities, may be will depend on which starting point one is discussing! It should be noted that in education, at least, the word "skills" is used for a synonym for "knowledges" and "understandings," rather than in the sense of "learned tasks." For "college-level" study, they may include reading, writing, elementary algebra, computer literacy, etc., as well as study habits and attitudes. Basic skills of interpersonal communication, "life coping," and the like will yield very different lists.
9. skills that enable people to communicate and learn; includes reading, writing, listening, speaking and study skills.
COMMENTS: 1) need to include personal development; need for definition of oneself and relation to environment before meaningful communication can occur; 2) is there some one or more terms, phrases, etc. we can use to clarify this terms when used to discuss level? Are we talking about entry, exit or what?

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

college level students
1. "prepared to accomplish the reading and study tasks required of them in the regular college classroom **Briggs, J Dev & Rem Educ. VII, pp.6-7
2. those students possessing the necessary prerequisite skills upon entry to a college curriculum.
3. those whose level of skill attainment, reasoning ability, etc., are such that they are developmentally ready to pursue courses of study leading to a baccalaureate degree or those applicable for transfer to such a program.
4. students who have met basic requirements for college entrance, and are enrolled in regular college or university programs.

college reading
1. readings students are expected to do to complete their college assignments. (textbooks in all disciplines, supplementary texts, fiction & non-fiction, library books and materials, syllabi, and other course handouts, and examinations.) To improve college reading students need to acquire insights and strategies to improve their reading comprehension, speed, and critical skills.
2. Any formal remedial or developmental reading/studying instruction which occurs at a post-secondary institution where the goal is to enable students to become proficient in processing and learning college level material both visually and aurally.
COMMENTS: 1) Of what is shown I would go with 2, but eliminate the term remedial as remedial indicates to me they did not have entry-level reading skills for college while developmental says to me they're continuing to improve entry-level skills while there. 2) I like the second definition.

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

comprehension monitoring
1. regulation of one's reading behaviors to recognize problems and promote understanding (a metacognitive skill).

concentration
1. exclusive persistent focusing on a given task or object. Bush & Andrews
2. Ability to become absorbed in a task and continue in it despite distractions. Page & Thomas
3. (1) the state or act characterized by the centering or focusing of attention upon a task or problem or upon certain elements of an experience; the conscious and intense application of mental or physical forces, or both, in an effort to perform a task or activity or to solve a problem. Good
4. The conscious and intensive centering or focusing attention on a limited object or aspect of an object, task or problem. Eastridge & Price

critical reading
1. the process of making judgments in reading, evaluating relevancy and adequacy of what is read; an act of reading in which a questioning attitude, logical analysis and inference are used to judge the worth of what is read according to an established standard. IRA Dictionary, Harris
2. The process of questioning and making judgements in reading; evaluating ideas, recognizing assumptions, seeing relationships in form and content, reading analytically and distinguishing fact and opinion.

3. A reading process in which it is mandatory that the reader interpret, thoughtfully evaluate, compare two or more sources of information, test the reasonableness, probability, make inferences, draw conclusions, and anticipate the author's meaning. Eastridge & Price
4. evaluating the quality, the value, the accuracy and the truthfulness of what is read. Bush & Andrews
5. reading in which the reader evaluates content in terms of its authenticity, beauty, usefulness, or some other criteria. Good

critical thinking
1. (1) the process of integrating newly acquired information with previously know information for the purpose of making judgements; (2) the process of evaluating facts, figures, and information in a logical fashion.

cultural literacy
1. the network of information that all competent readers possess.
2. The cumulative database of knowledge a reader brings to the current reading exercise that either permits or prevents the reader from questioning, evaluating and/or associating the material at hand.
3. facts, themes, ideas, and other information comprising the heritage of a given nation, culture, or ethnic group.
4. an ability to function within a culture because of an ability to utilize technical skills to interact with a literary environment. (cultural level)
COMMENTS: 1)the definition given is a Hirst-like and elitist definition that is inconsistent with most definitions of education. The notion of "level" in this context is judgmental and bias laden.

developmental
1. instruction designed to improve a student's competencies in the basic skills areas to facilitate effective learning and communication.
2. implies stages individuals progress reaching different stages at different times or ages; some individuals progressing to higher stages than others. **Nist in J Dev Educ. VIII, 3, p. 9.
3. All instruction; developmental instruction includes remedial as one portion of the instruction given; the terms are neither synonymous nor points on a continuum; remedial is a sub-category of developmental. I have lost the reference for this -- does anyone claim it?
4. pertaining to, or characteristic of, the process of development; general term applied to many types of age, growth, or maturation, such as mental, anatomical, physiological, educational or social. Good
5. in the normal/expected sequence of learning. Usually used in counterdistinction to accelerated and/or remedial learning. Use of the term in college education assumes/takes cognizance of the notion that there is a gap between "high school" and "college" that needs to be filled in for many students. The claim is, thus, that these students need to learn skills they have not previously been taught (in high school) and that the fault is not with their ability, but with their preparation. Compare with REMEDIAL, a term that suggests that skills have been taught, but not learned (or not learned correctly), and that, therefore, the student must be retaught. The use of the term developmental in education has its origins in psychology, which, in turn, took it from medicine. Development is defined as the process of growth, unfolding, activation, etc. Thus, expected "normal" growth is developmental. In medical terms, there can be developmental "delay," as well.
6. represents a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.
7. higher-level skills needed for college level academic tasks that students have not been exposed to, or had instruction in.
COMMENTS: and increased mastery over the student's environment should be added to 1.;

developmental courses
1. (1) any course or series of courses designed to build upon existing skills in order to prepare students for more advanced academic work; (2) any course organized according to the principles of cognitive and student development and designed to promote both affective and cognitive development.
2. courses which represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.
3. voluntary courses which permit the student to assess his/her own needs, with guidance, and receive instruction and assistance with higher-level skills needed for college level academic tasks that students have not been exposed to, or had instruction in.

developmental education.
1. (1) a sub-discipline of the field of education concerned with improving the performance of underprepared students; (2) a field of research, teaching and practice designed to improve academic performance; (3) a process utilizing principles of developmental theory to facilitate learning.
2. education which represents a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental educators
1. (1) educational professionals who work in programs designed to enhance the academic and personal growth of students; (2) educational professionals who employ the principles of cognitive and affective development in designing and delivering instruction.
2. educators who represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental programs
1. the academically capable student is given group instruction in a wide range of reading skills **Ahrendt, Community College Reading Programs, IRA, 1975, pp16-17.
2. programs to provide opportunities for students to improve their academic and personal growth.
3. (1) an organized system for delivering instruction, academic support, and personal development activities to college students; (2) any program designed according to the principles of developmental theory for the purpose of promoting intellectual and personal growth.
4. programs which represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental reading
1. Any reading instruction at the college level that is not remedial and includes the study skills and strategic learning devices necessary to handle college level material efficiently and effectively. Most college students would find this instruction beneficial since they have not be systematically exposed to a process for studying.
2. the on-going process of reading development from pre-school to adulthood -- for all individuals.
3. (1) reading instruction, except remedial, for students at all levels. (2) reading instruction, except remedial, for all students beyond the elementary school level. NOTE: According to N. B. Smith (1965), this is the earliest meaning of the term in reading literature. (3) a comprehensive school program of remedial and nonremedial reading instruction for all students. (4) remedial reading instruction in high school and college, a misuse of the term. IRA, Harris
4. classroom instruction to improve the child's reading skills systematically in tune with the standard levels of progress of the particular school. Bush & Andrews
5. reading instruction designed to develop reading skills progressively and sequentially. Page and Thomas
6. reading instruction in which the primary purpose is to build upon existing reading skills.
7. reading instruction which represents a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental students
1. those students who have not been exposed to advanced reading skills, or been given an opportunity to learn and practice them **Nist in J Dev Educ, VIII, 3, p.9
2. students who need or want to improve their academic and personal skills.
3. (1) students assessed as having potential for success if appropriate enrichment opportunities are provided; (2) students who because of socio-economic circumstances have previously been denied access to college; (3) students who, while meeting college admissions requirements, are not yet fully prepared to succeed in one or more introductory courses.
4. Students in programs which represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

diagnosis
1. (1) The act, or result, of identifying disorders from their symptoms. NOTE: Diagnosis technically means only the identification and labeling of a disorder, but as the term is used in education, it often includes the planning of instruction based on the evaluation of the problems and consideration of their causes. There are different levels of diagnostic study, ranging from a casual observation that a student appears to be nearsighted to a clinical detection of aniseikonia; from a vague realization that a student is having difficulty in reading to an astute analysis of the process by which he gains meaning, significance, enjoyment, and value from printed sources -- R. Strang (2) the classification of people or things into established categories, as an educational diagnosis. (3) negative diagnosis; the identification of a disorder by the recognition of what is not. A diagnosis of dyslexia is usually a negative diagnosis; i.e., there is no alternative explanation of the reading difficulty. IRA, Harris
2. analysis of available information, subjective and objective, to determine the nature, etiology and pattern of a disability; such activity has as its goal the development of a prescriptive program for correction. Bush & Andrews
3. (1) the procedure by which the nature of a disorder, whether physical, mental or social, is determined by discriminating study of the history of the disorder and of the symptoms present; (2) in guidance, the analyzing of performance of clients and development of tests which elicit maximum information; also, the results obtained by these activities; (3) (curric.) the process of determining the existing capabilities of a student by analyzing his performance of a hierarchy of essential tasks

Learning Assistance Center
1. a place on campus which offers help to any student experiencing academic difficulties. Assistance is usually individualized but can be either remedial or developmental in nature; usually ancillary to a remedial and/or developmental program or course.
2. a place where the learner gets tutorial help; a referral agency to toher helping agencies such as medical, psychological, financial and spiritual; a library of basic study aids in the content field; a training facility for paraprofessionals, peer counselors and tutors; and as an information clearinghouse to update faculty in the latest learning research and methodologies. F. Christ in 4th Proceeding of WCRA
3. a place where tutorials, workshops, and classes are available to students to help them acquire new knowledge, remediate skills inadequate for prescribed proficiencies and develop new skills.
4. (1) an organized, multifaceted program providing comprehensive academic enhancement activities outside of the traditional classroom setting; (2) a centralized area wherein tutorial and study skills assistance is provided.
5. an organizational entity designed to produce learning assistance and interests of members of the institution.

learning skills

learning styles
1. preferred mode of problem-solving, thinking or learning used by an individual. Sometimes called cognitive style, and may be conscious, unconscious, or specific to many or only a small number of tasks. Page & Thomas
2. (1) a combination of affective and cognitive processes and preferences governing individual approaches to the acquisition of knowledge; (2) a preference for a particular instructional methodology.

literacy
1. the skill, the control, the interest and the ability to form an opinion or to make a decision which is worthy.
2. the ability to read and write at the level required for making reasoned, thoughtful, evaluated decisions.
3. (1) the ability to read. (2) the ability to read and write a language, and sometimes to perform arithmetic operations. (3) see functional literacy. (4) the possession of reading, writing and sometimes arithmetic skills to a degree though desirable by a society. (5) competency in a technical field, as computer literacy. IRA, Harris
5. Relative term. Commonly defined in terms of a reading age of 9 1/2 or as equated with five years of schooling. Gray, writing for UNESCO in 1969, defined it as followed: "A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group." This ability is often referred to in connection with the norm for an individual age range. Note the distinction often made between functional literacy and organic literacy. Page & Thomas
6. (1) strictly, the bare ability to read and write; (2) more broadly, ability to read and write at the level of the average fourth-grade pupil (The term is relative and usually implies the comparison of the individual's ability to read and write with the average ability found at his social or economic level.) Good
7. (1) a body of communication skills required to function in society; (2) a body of knowledge generally found in educated persons.
8. an ability to utilize technical skills to interact with a literary environment.
9. the ability to read, communicate, compute, make judgments, and take actions resulting from them. Graham, P. Literacy: A goal for secondary schools, Daedalus, 1982, p. 128.
COMMENT: We may need to add functional literacy to the list.

long-term memory (LTM)
1. That aspect of memory lasting over a long period of time that has great capacity and has structured, or chunked, information into patterns. Long term memory occurs when a person can remember the gist of a story long after it has been read, and from that can work out the details. NOTE: LTM is assumed to develop from continued or repeated short-term memory episodes. This process may result in some telescoping or distortions of the original matter. IRA, Harris
2. relatively permanent stored information which is capable of retrieval through association. Bush & Andrews
3. Term in memory research distinguishing short term memory from long term memory. LTM is seen as a store of permanent memories with a vast capacity. Sometimes called secondary memory. Page & Thomas

lower level reading skills

lower level thinking skills

mapping
1. (1) n. the formation of one or more hypotheses or expectancies in attempting to solve a problem. (2) see cognitive map. (3) v. to survey material before careful reading to get an overview of its nature an organization. IRA, Harris
2. a pattern of symbols that corresponds exactly with a physical feature, geography, or a system of events such as brain waves. Bush & Andrews
3. a correspondence established between the members of one set and the members of another, usually synonymous with function and transformation, for some writers, the term mapping carries a geometric connotation, in contrast to any algebraic description which might be given for the correspondence. Good

in a specific subject, such as mathematics or music, with the intent of facilitating his learning by assigning appropriate remedial or advanced learning tasks. Good
4. Analysis of reading behavior intended to aid in identifying the causes of reading retardation or disability and understanding the present reading performances are a projection of the reader's self-concept, and reflect physical and emotional adjustments to academic demands. Eastridge & Price

elaborating
1. (1) the process, or result, of expanding in detail or complexity a simpler object or ideas. Your theme is excellent but needs elaboration. (2) the "extra processing" one does that results in additional, related or redundant propositions, the better will be the "memory" for the material processed. -- L. Reder (1980). IRA, Harris
2. extension by the addition of variations of associated movements or ideas. Bush & Andrews

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

evaluation
1. the decision-making process of interpreting test/assessment results, deciding what is "good," or "good enough," "effective," etc. Thus, in EVALUATION, an important component is subjective and philosophical.
2. a many faceted process for meeting an audience's requirements for information. Evaluations may take formative, summative, or political form. syn. assessment. Clowes, D. A. Evaluation methodologies for learning assistance programs, in C. C. Walveker (Ed.). New Directions for College Learning Assistance Services, no. 5. San Francisco: Jossey-Bass, 1981.

graphic post-organizers

higher level reading skills
COMMENTS: ??

higher level thinking skills

interacting with the text

learning
1. Acquisition of skills, information, values and attitudes both intentionally and unintentionally by individuals.

learning assistance
1. "supportive activities, supplementary to the regular curriculum, that promote the understanding, learning and remembering of new material; includes study skills instruction, tutoring, reviews, supplemental instruction, study groups, special topic workshops, exam preparation, and various types of self-paced instruction, including computer-assisted instruction. Usually provided in a center that can be staffed with professionals and/or peers.
2. programs include instruction and activities for developing learning skills ... study skills, reading, mathematics, writing, critical thinking and problem solving. Subject matter tutoring, graduate exam preparation courses and time management workshops may also be offered. CAS Standards
3. aid provided by one or more individuals to the acquisition of skills, information, values and attitudes both intentionally and unintentionally by individuals.
4. (1) a field of endeavor concerned with the enhancement of academic skills; (2) the act of providing academic enhancement activities outside of the traditional classroom sitting; (3) a service or collections of services designed to facilitate the acquisition of knowledge not normally included in the college curriculum.
COMMENTS: 1) Add to Def. 1, after "remembering of... " new knowledge, remediation for prescribed entry and exit levels of academic proficiency, and the development of new skills. Then delete the rest of #1; 2) Umbrella term for what we do; 3) this seems to me the most suitable term under which to organize definitions of all reading/study programs at the college level, because it refers to the purpose of the programs (remedial and developmental assistance) rather than focusing on inadequacies of students.

COMMENTS: Do we want the definition for cognitive mapping? IRA says "a concept, first advanced by E.C. Tolman in studies of maze learning by rate, referring to a pattern of relationships formed in the mind to explain learning in problem-solving tasks."

metacognition
adj. referring to those theories and principles used in the study of thought processes. IRA, Harris
knowledge that takes as its object or regulates any aspect of cognitive endeavor. Flavell, J.H. Metacognitive development. In J. M. Scandura and C. J. Brainerd (Eds). Structural/process theories of complex human behavior. Alphen a. d. Rijn, The Netherlands: Sifthoff & Noordhoff, 1978.

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

motivation
1. arousing or stimulating, in a student, an interest or inward urge to perform a task willingly and to complete it with sustained enthusiasm. Eastridge & Price
2. n. (1) the forces within an organism that arouse and direct behavior, as internal sensory stimulation, ego needs, etc. (2) the process by which such forces arouse and direct behavior in one direction rather than another. (3) activity by one person that produces need-goal behavior in another. IRA, Harris
3. arousing inner stimulation to learning or action. Bush & Andrews
4. Psychological term referring to the behavior brought about by physiological or social needs, and directed toward goals. Theories of motivation are biogenic or sociogentic and famous theorists of motivation include Hull, Maslow, McClelland and McDougall.
5. (1) psych. broadly considered, the process of arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetics of behavior or purposive regulation; (2) the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way; usually designates the act of choosing study materials of such a sort and presenting them in such a way that they appeal to the pupil's interests and cause him to attack the work at hand willingly and to complete it with sustained enthusiasm; also designates the use of various devices such as the offering of rewards or an appeal to the desire to excel. Good.

networking

organizational patterns

placement
1. The assignment of a person to a suitable class, course, job training institution or educational institution in accordance with his aims, capabilities, readiness, educational background, and aspirations. Good
2. the process of identifying the location -- along a presumed continuum of ability or achievement -- of a particular person's level of that ability or achievement. Usually, placement is made into specific courses of study that form part of a hierarchy -- in foreign language or mathematics, for example -- or that are prerequisite to entrance into a degree program. Placement can be made on the basis of past grades, scores on admissions or entrance tests, or on the basis of tests specifically designed for placement purposes.

pre-reading
1. (1) n. reading something silently before oral reading to determine the type of expression, pacing and voice projection needed for oral interpretation. (2) adj. having to do with activities before learning to read or before the act of reading, as prereading skills, a prereading introduction to an author. IRA, Harris
2. A quick survey, prior to formal reading, giving specific attention to title, introductory and concluding paragraph, locating quickly the main divisions and subdivisions, not any parts set off by contrasting print, etc., find out something about the writer, review the thesis and general organization of the whole article, but no attempt at full comprehension. Eastridge & Price

reading process
1. an operation or change which takes place in the act of reading. IRA, Harris
2. the act of reading, involving primarily the recognition of printed symbols and the meaningful reaction of the reader to these symbols; such reaction may include the reader's interpretation, appraisal, and attitudinal responses as determined by his purposes and needs. Good

reading strategies

remedial
instruction designed to remove a student's deficiencies in the basic skills areas in order to make him/her competitive with peers.
2. corrective or reeducative, as remedial spelling, remedial reading. IRA, Harris

3. instruction aimed at correcting faulty habits or establishing habits when none exists, thus increasing the efficiency and accuracy or performance. Eastridge & Price
4. (1) any instructional activity which must be undertaken as a precondition for entry into a particular course or curriculum; (2) a course for which credit is not awarded.
5. designed to correct faulty learning, or to reteach what has not been correctly learned, or to counteract bad habits. The assumption is that students have already been taught (or at least been exposed to learning), but that the teaching was not effective and must be repeated.
6. represents a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.
COMMENTS: 1. I object to this term for two reasons: (1) it focuses on the reading per se rather than reading as a part of the learning process and (2) it has so many undesirable connotations...I would prefer to see this term excluded from learning assistance terminology 2. I agree with Def. 1 except I would specify "deficiencies in basic entry or exit level skills of a prescribed level of proficiency

remedial courses
1. courses which represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial education
1. (1) one of several tools in the process of developmental education, (2) instructional activities designed to teach basic skills to students who, for a variety of reasons, may not possess such skills (as opposed to activities designed to build upon previously existing skills).
2. education which represents a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial educators
1. educators who represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial programs
1. programs which represents a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial reading
1. College reading programs designed for those students who have not yet mastered the basic decoding and comprehension skills necessary to effectively read college level texts, even though their past educational program has repeatedly and systematically exposed them to these skills. Without intensive intervention, such students will be unable to meet even basic reading demands placed on them while in attendance at post-secondary institutions.
2. (1) any specialized reading instruction adjusted to the needs of a student who does not perform satisfactorily with regular reading instruction; (2) intensive, specialized reading instruction for students reading considerably below expectancy; (3) reading instruction more specialized than corrective reading in the classroom but not as specialized as that in definition (2). (4) developmental reading instruction set at a different pace and designed for an individual student or a selected group. IRA, Harris
3. (1) college reading programs designed for those students who have not yet mastered the basic decoding and comprehension skills necessary to begin effectively reading college level texts. (2) specialized reading instruction for students who do not meet entry or exit levels of a prescribed proficiency.
4. individual or group instruction, usually clinical, in which particular effort is made to establish acceptable habits or to discover and correct faulty reading habits, which increases the efficiency and accuracy of performance. Eastridge & Price
5. instruction provided students with generalized reading deficiency by reading specialist outside the regular classroom; the clinical approach seeks the cause(s) of the disability and designs and conducts a program to correct or ameliorate the cause(s). Bush & Andrews
6. in reading instruction, activities planned for individuals or groups of pupils in order to provide for both the diagnosis of reading difficulties and their correction; usually carried on in a special remedial class. Good
7. instruction designed to remove a student's deficiencies in the basic skills areas in order to make him/her competitive with peers.
8. reading programs which represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial reading programs
1. program for student who score in the lower quartile on the entrance examination or on a standardized reading test and whose reading inadequacies impede their learning **Ahrendt in Community College Reading Programs, IRA, 1975, p. 16-17."
2. (1) the curriculum and operation of a program designed to provide intensive remediation in reading, usually by a teacher with advanced training and in a setting that allows flexible adjustment of materials and methods to individual differences.

(2) any set curriculum or material for the remediation of reading skill deficits, usually commercially prepared, into which the student is fitted. IRA, Harris
3. an organized instructional program based on comprehensive diagnosis and designed to correct or eliminate factors contributing to inadequate or faulty reading development and to increase efficiency and accuracy in reading. Good.
4. programs providing specialized reading instruction to help students meet entry or exit levels of prescribed proficiencies.

remedial students
1. those students lacking rudimentary reading skills to which they have certainly been exposed **Nist in J Dev Ed, VIII, 3, p.9."
2. students who require specialized reading instruction in order to meet entry or exit levels of prescribed proficiencies.
3. (1) students who are required to participate in academic enrichment activities as a condition of entry to college; (2) students who are unable to perform successfully without substantial improvement in their basic skills.
4. students in programs which represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

review
1. (1) v. to study again for better understanding and/or retention, as review a lesson. (2)n. the act of studying again. (3)n. a critical report, as a book review, a drama review. (4) v. to so report, (5)v. to make a survey of something, as review the research on reading readiness. (6)n. the report of a survey. (7)v. to look back upon, as review one's experiences in reading. IRA, Harris
2. reexamination of material previously presented or studied. Good

scan reading
1. over-all reading in which the reader looks specifically for structure, as a clue to the pattern of the ideas, including the relationship of major and subordinate ideas. Eastridge & Price

scanning
1. the act of scrutinizing closely for certain known particulars as the eye runs quickly over the printed material. Eastridge & Price
2. (1) v. to examine or read something quickly, but selectively, for a particular purpose; skim; as scan an article for the general idea, scan a directory for a telephone number. (2)v. to examine or read something carefully; look at closely. Please scan this drawing for flaws. He proceeded to scan the text for clues to the murderer. (3) n. the act or result of making a detailed survey, as a brain scan. (4)v. to analyze the metrical structure of verse. (5)v. to follow, in verse, the rules of meter. The poem scans well. (6)v. to make a visual, electronic or mechanical search of computer data, as scan the computer printout. IRA, Harris
3. very rapid reading to locate specific words or ideas. Bush & Andrews
4. (1) in reading, the rapid perusal of written material; sometimes used as a strategy for making later reading of the material more efficient. Good
COMMENTS: The IRA definitions are unclear and don't clearly distinguish scanning from skimming;

schemata
1. the conceptual plans or structures that readers bring to their understanding(s) of the (a) text.
2. the pattern, plan, design or system and individual is able to discern from the available information.
3. an ordered plan or structure; in written form, a schematization. Bush & Andrews
4. (1) framework or outline to show recorded date. (2) number of concepts or ideas presented as a coherent plan. Used in this sense by Piaget, but with a number of distinctions. Page & Thomas
5. Piaget's term for the sensory-motor coordination present within the child at birth. Good

short-term memory (STM)
1. that aspect of memory that lasts only briefly, has rapid input and output, is very limited in capacity, and depends directly on stimulation for its form, as memory developed after one has attended to a stimulus array but before one has mastered all the details. In current models of reading behavior, STM enables the reader to keep parts of the reading material in mind until enough material has been processed to make sense. IRA, Harris
2. limited capacity memory of short duration which dissipates with time or is replaced by new information. Bush & Andrews
3. That activity in remembering where retention is limited to a few minutes. Where capacity for retention is limited. Used by Broadbent and others as distinct from long-term memory. Short term memories exist as activity traces in the short-term store. Opinion is divided on whether short-term memory is a meaningful concept and any different in kind or function. Page & Thomas

skill(s)
1. behavior that can be developed through instruction and practice.
2. (1)n. an acquired ability to perform well; proficiency. NOTE: the term skill often refers primarily to motor acts, especially to finely-coordinated, complex ones that are the result of perceptual-motor learning, as handwriting, golf, or pottery. However, skill is also used to refer to acts that are primarily intellectual, as comprehension skills, thinking skills. Special

types of skill, as study skills, are given under the describing term. (2)n. a craft or activity requiring a high degree of competence, as the skill of making fine jewelry. IRA, Harris
3. efficient execution of mental or physical tasks. Bush & Andrews
4. systematic and coordinated patter of mental and/or physical activity, usually involving both receptor processes (senses which receive stimuli) and effector processes (muscles and/or glands which provide responses). Skills may be perceptual, motor, manual, intellectual, social, etc., according to context or dominant aspect of the skill pattern. Page & Thomas
5. used in the singular, the ability to use one's knowledge effectively and readily in execution or performance. In the plural, the word "skills" suggests specific, learned tasks, rather than more generic performance. In reading, sets of presumed "skills" have been identified, mastery of which, in theory, should lead to "skill" in reading. Research findings have largely discredited the notion that there are discrete "skills" that must be mastered before one can be a skillful reader. Today the emphasis is on learning STRATEGIES, rather than SKILLS. See Strategy.
See also specific skills as: academic, basic, higher level reading, study, thinking.
COMMENTS: 1)??; 2) Skills cannot be defined in absence of the context in which they are relevant; i.e., not behavior developed but behavior potential

skimming
1. a method of rapid reading in which the reader attempts to get the general idea of the passage rather than attempt to read the complete text. Eastridge & Price
2. (1) NOTE: Skim shares only the first of two primary meanings of scan; to read rapidly and selectively, but purposefully, rather than to read carefully. IRA, Harris
3. rapidly going over (reading) an entire passage to get a general impression or overview. Bush & Andrews
4. (1) a method of reading according to which the reader looks for certain items but does not read the complete text; (2)a method of reading according to which the reader attempts to get the general meaning without attention to details. Good

specialized vocabulary

speed reading
1. instruction focused on increasing rate of comprehension, often with the aid of such mechanical devices as pacers, tachistoscopes, etc. NOTE: Too often such instruction aims merely at one high rate of reading without considering either comprehension to an adequate degree or the desirability of developing flexibility of reading rate with speeds adjusted to the reader's purpose, the level of difficulty of the subject matter, and the reader's knowledge and background. IRA, Harris
2. techniques for improving speed and comprehension in reading. Page & Thomas

strategic learning
1. Possessing the reading and study skills necessary for efficiently and effectively learning college level information. Strategic learners have both procedural and declarative knowledge in that they are not only knowledgeable of reading and studying skills but also know when and how to apply them. Strategic learning also implies a change in behavior (i.e., the way one learns) through the application of efficient and effective strategies.
2. The variation, selection and application of specific skills to suit the learning task at hand.

students

study habits
1. a person's usual ways of applying study skills, effective or otherwise. IRA, Harris
2. the basic features involved in the application of the mind to a problem or subject; the characteristic pattern which an individual follows in learning about things and people. Good

study reading

study skills
1. special skills, habits, and abilities that facilitate learning. Includes time management and organizational skills, improved or changed behaviors such as regular, planned study and effective concentration, and well-developed communication skills to send and receive information in an academic setting,
2. Specific content-area reading strategies used to help locate, learn and remember important information. syn. study techniques.
3. a general term for those techniques and strategies which help a person read or listen for specific purposes with the intent to remember. NOTE: Although reading specialists may differ in terms of the specific skills to be included, study skills commonly include following directions; locating, selecting, organizing, and retaining information; interpreting typographic and graphic aids; and reading flexibility. IRA, Harris
4. learned skills that are common to all study situations such as following directions, locating, selecting and evaluating, which have been practiced under the guidance of experienced teachers. Eastridge & Price
5. abilities essential in locating, evaluating, selecting, organizing, retaining, and communicating knowledge in the subject fields, these include common skills applicable to all fields and specialized skills applicable to only a specific content. Bush and Andrews

6. skills a student needs to develop in order to study successfully. Page & Thomas
7. a special ability used in study such as reading, outlining, summarizing or locating material. Good
8. the applied reading and organizational skills needed for the successful completion of required academic tasks.

COMMENTS: Is there any difference between study skills and study strategies?

strategy

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

study strategies

1. The thoughtful and appropriate application of study skills depending on the text, the task and student characteristics.
2. a systematic process for the intensive study of a selection for retention and recall. SQ3R is a study strategy. IRA, Harris
3. behavior and procedures that are applied to learning tasks to improve the acquisition, understanding and application of knowledge and skills.

studying

1. activities directed to understanding, learning and remembering new materials.
2. The purposeful interaction between a text (not necessarily a textbook) and a student in such a way that problems are solved and/or information is learned, retained, and recalled. Studying usually results in a testing situation where students must demonstrate the results of their studying.
3. application of the mind (attending) to learning material for problem-solving, acquiring knowledge, or skill development. Bush & Andrews
4. a special form of reading. The way that studying differs from "ordinary reading" is that studying is associated with the requirement to perform identifiable cognitive and/or procedural tasks. Anderson, T. H. and Armbruster, B. R. Studying, Chapter 21 in Pearson, D. (Ed), Handbook of reading research. New York: Longman, 1984.

summarize

1. oral or written condensing of material read; generally recognized as a study skill. Good

surveying

1. SURVEY standardized reading tests designed to provide a measure of basic vocabulary, general comprehension, specific comprehension, speed of reading and accuracy. Eastridge & Price
2. (1)n. the overview of a field to determine its status and the trends and issues surrounding it. (2)n. a sampling of individual responses to a question, topic, etc., as a survey of television use. (3)n. an overall examination of performance, as a reading survey. (4)v. to make a comprehensive overview, as survey a textbook. IRA, Harris
3. an investigation of a field to discover current practices, trends, and/or norms; may or may not include recommendations based on the data gathered. Good

thinking skills

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

transfer

1. The ability to strategically and independently apply reading and study skills to college level materials from a variety of disciplines.
2. the ability to recognize, relate and explain the similarities, differences and relationships of information from different disciplines, time periods and events.
3. (1)n. in general, the carryover process, or effect, of one response or set of responses upon another, as the transfer of reading skills to writing skills. NOTE: The carryover may be positive, negative, or zero. Special types of transfer, as negative transfer are given under the describing term. (2)v. to so transfer. (3)n. the process, or effect, of the carryover of grammatical forms from language to language, often in an interfering way. (4)n. the change of speech symbols into another medium of expression, as writing (5)n. a metaphor (6)n. a design to be carried over onto another surface, as by a printing press, a decal, etc. (7)n. one who changes from school to school (8)v. to so change. IRA, Harris
4. carryover of learning into a situation which differs from the original learning situation. Bush & Andrews
5. (1)Technical term in stimulus-response psychology to indicate the effects of previous experience on later learning, e.g., in learning a specific physical skill such as planing wood , a student learns coordination and balance which is helpful in a related but different skill such as filing metal. This is termed horizontal transfer. In vertical transfer, one type of association is a prerequisite for a higher type of association, for example, discrimination between right-angled and other types of triangles is a prerequisite to solving problems using Pythagoras' Theorem. See also *generalization* which differs insofar as it takes place without additional teaching or deliberate learning. (2) to change from one school to another before completion of a degree program or before finishing the highest grade given in a school. (3) as in teacher transfer, to change from one school to another within the same system. Page & Thomas

SYN. transfer of training (TRANSFER OF TRAINING: the influence that the existence of an established habit, skill, idea or ideal exerts on the acquisition, performance, or relearning of another similar characteristic; such influence may facilitate new learning (positive transfer), retard or inhibit new learning (negative transfer), or be of negligible effect on new learning (zero or indeterminate transfer).) Good

tutoring
1. one-to-one instruction that explains, clarifies and exemplifies a topic and, ultimately, promotes independent learning.
2. Instruction provided to students experiencing learning difficulties in a specific subject area; individualized in nature and usually one of the services offered by a learning assistance center.
3. (TUTOR) (1)v. to instruct on an individual basis, often privately. (2)n. a person who so instructs. IRA, Harris
4. a process of instruction used in some colleges in which a tutor acts as general advisor to a small number of individuals and supervises the pursuit of knowledge in a specific subject area. Good
5. (1) individual or group activities designed to supplement formalized instruction; (2) an individualized instructional technique.

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

writing process

DICTIONARIES USED THROUGHOUT THIS DOCUMENT:

Bush, C. L. & Andrews, R. C., (Eds.). (1980). Dictionary of reading and learning disabilities. Los Angeles: Western Psychological Services.

Eastridge, G., & Price, U., (Eds.). (1969). Reading dictionary. Lenoir, NC: Smith Printing Co.

Good, G. T. & Thomas, J. B., (Eds.). (1945) Dictionary of education. New York: McGraw Hill.

Harris, T. L. & Hodges, R. E. (Eds.). (1981). A dictionary of reading and related terms. Newark, Del: International Reading Association.

Page, G. T. & Thomas, J. B., (Eds.). (1980). International dictionary of education. Cambridge, Mass: MIT Press.

DEFINITIONS PROPOSED FOR DEVELOPMENTAL EDUCATION TERMS
Taskforce on Professional Language for College Reading & Learning - WCRLA
Organizing Template 1/31/89

Directions: If you agree with the definition, mark +. If you feel the definition is inappropriate for our use, mark 0. If you are neutral or have no opinion, mark ?. Attach any comments and return to Mary Rubin, Department of Education & Psychology, Cameron University, Lawton, OK 73505

academic skills
1. _____

advance organizers
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3. _____

assessment
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associating
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basic skills
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college level
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college level students
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college reading
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college reading skills
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comprehension monitoring
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concentration
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critical reading
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critical thinking
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cultural literacy
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developmental
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developmental education.
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developmental students
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diagnosis
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elaborating
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encoding
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evaluation
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graphic post-organizers

higher level reading skills

higher level thinking skills

interacting with the text

learning
1. _____

learning assistance
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Learning Assistance Center
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learning skills

learning styles
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literacy
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long-term memory (LTM)
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lower level reading skills

lower level thinking skills

mapping
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metacognition
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metacomprehension

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motivation
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networking

organizational patterns

placement
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pre-reading
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reading process
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reading strategies

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remedial reading programs
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scan reading
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scanning
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schemata
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short-term memory (STM)
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3. _____

skill(s)

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skimming
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4. _____

specialized vocabulary

speed reading
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2. _____

strategic learning
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students

study habits
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study reading

study skills

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strategy
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study strategies

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studying
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summarize
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surveying
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thinking skills
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visualizing
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2. _____

writing process

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

March 18, 1989

Karen Grosz, President
CCC Academic Senate
1107 Ninth St.
Sacramento, Ca.

Dear Karen

During the Western College Reading & Learning Assistance (WCRLA) Conference held in Seattle March 14-18, fifty California community college reading instructors held a special session to discuss the Senate's proposed minimum qualifications for teaching reading. We are pleased with the primary degree requirements of a Master's in Education with a Specialization in Reading, or a Master's in Teaching of Reading. However, we strongly disagree with the alternative requirements of a Bachelor's in English or Psychology with a Reading Certificate and a Master's in an English-related field as the only substitute degrees because we believe this to be unnecessarily restrictive.

Our primary concern is that California community college reading instructors possess a core body of knowledge about the theoretical constructs of reading instruction. Thus, we believe the sound academic preparation entailed in any Bachelor's plus Master's degree program together with specific training in the teaching of reading would address our concern. We recommend the following change to the alternative requirements:

> Bachelor's and Master's in any academic discipline, with a Reading Certificate that requires a minimum of 24 units.

We believe these requirements will ensure that California community college reading programs will provide the best instruction for the increasing number of students who need this preparation.

Sincerely

Jim Prager, WCRLA Northern California Director

cc: Mike Anker, Disciplines Project Coordinator
Norbert Bischoff, Chairman Educational Policy
Susan Deese, President WCRLA

March 10, 1989

To: Susan Deese, WCRLA President
From: Joyce Weinsheimer, Awards & Scholarship Committee Chair

Here's a recap of our telephone conversation that you can use to update the Board on Awards & Scholarship Committee information. I will meet with you and the Board on Saturday at 3:00 to address any concerns or answer any questions that might come up.

1. I would like to resign as chair of the Awards & Scholarship Committee in order to devote more time to my position as State Director for Minnesota. I would be glad to assist the new chair during the transition period if that is helpful.

2. This year the one nominee for the Long & Outstanding Service Award was Ann Faulkner. Ann received several nominations and I am including her letters of recommendation with this report. I have purchased the award plaque and will give it to you in Seattle to present.

3. The one applicant for the scholarship award was Patti Glenn. Patti's application shows that she meets all the criteria for the scholarship. In addition, several WCRLA members wrote letters encouraging our organization's support of Patti's graduate work; I am including those letters with this report.

4. The committee did not receive any applications for the Research Assistance Award or the Distinguished Research Award this year. I recommend that we mail the WCRLA membership an announcement of application procedures for these awards in a separate mailing toward the end of next summer. Apparently including the announcement in the newsletter does not get the attention we need; when we advertised the awards in a separate mailing the previous year, however, we received several applications. Such a mailing may be necessary until the awards are more permanently established.

5. Volunteer for chair of next year's committee: Bonnie Easley
Director, Learning Assistance Center
Los Angeles Harbor College
Wilmington, Ca. 90744 213-518-1000

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

December 7, 1988

Dr. Joyce Weinsheimer, Chair
WCRLA Awards Committee
University of Minnesota
Minneapolis, Minn.

Dear Dr. Weinsheimer,

Ann Faulkner continues to be an outstanding member of the Western College Reading and Learning Association; therefore, it is with great pride that I nominate Ann for the Long and Outstanding Service Award.

Ann has introduced WCRLA to many members but has been particularly influential for some of us. When she began working at Mt. View College, she could not believe that the Division Chair of Developmental Studies, in charge of reading, writing, math and study skills, was not a member of the "Best Thing Going." Because I didn't know, I joined and followed Ann's advice to become involved. Later I was to talk with others such as Delryn Fleming and Joe Cortina who were guided into WCRLA by Ann.

President:
W. H. Jordan

Vice President of Instruction:
Linda Stegall

Vice President of Student Development:
John H. Nelson

Vice President of Business Services:
Bob Brown

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

LETTERS OF NOMINATION
FOR THE LONG & OUTSTANDING SERVICE AWARD

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

President:
W. H. Jordan

Vice President
of Instruction:
Linda Stegall

Vice President
of Student
Development:
John H. Nelson

Vice President
of Business
Services:
Bob Brown

DALLAS COUNTY
COMMUNITY
COLLEGE
DISTRICT

Of course, many of us became joined because we saw Ann as an effective leader and active participant and growing in her discipline because of her participation. Every time I've turned around, she was doing something: state director, manager/chair of national conferences and two state conferences, President, SIG Coordinator, mentor. Ann is always willing to tackle any other duties when asked. Furthermore, she has worked on major state committees designed to influence and establish greater reading and writing skills at the college level. In fact, she presently serves on the 15-20 member blue-ribbon advisory council charged with planning and implementing the Texas Academic Skills Program as Co-Chair. Her special assignment is Chair of the Academic Skills Development Committee, the group responsible for surveying currrent developmental programs and recommending model programs. TASP is a test that will be administered state-wide as a diagnostic and placement test for all Texas colleges and universities to aid in establishing entrance scores. Thanks to Ann's leadership and involvment, TASP sees WCRLA as the professional organization best suited to advise and train new developmental faculty.

WCRLA MINUTES
March 13 - 18, 1989
Seattle, WA
Attachment AA
Page 5 of 15

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

President:
W. H. Jordan

Vice President of Instruction:
Linda Stegall

Vice President of Student Development:
John H. Nelson

Vice President of Business Services:
Bob Brown

At her home campus, Mountain View College, Ann's title is Coordinator of the Learning Skills Center. However, that means that she works with students much of the day, finds time to do all the paper work, committee work, and counseling with peers. Furthermore, she is a sponsor of the local Phi Theta Kappa, a national two-year college honor society, and because of her leadership, the chapter has received the Outstanding Chapter Award, and she has received the National Outstanding Sponsor.

I personally believe that members of WCRLA are all cream of the crop. However, Ann's significant contributions, her desire for a strong and effective association and her personal caring for each member of the association give reasons for Ann Faulkner to be recognized with the Long and Outstanding Service Award.

Sincerely,

Spencer Olesen
Developmental Studies
and English Instructor

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

WCRLA Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

18 January 1989

Joyce Weinsheimer
WCRLA Awards Committee
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, MN 55455

Dear Joyce,

You certainly were right that October would become February before we know it! I have been mentally planning this letter since I read your column in the WCRLA Newsletter last fall. This is one well-thought-out letter!! I was not sure if you intended a broad or a narrow interpretation of "contributions," so I have written about the well rounded aspects of my nominee in her many dimensions. If you intended only WCRLA contributions, please read only paragraph five below.

I would like to nominate Ann Faulkner for the Long and Outstanding Service Award. I can think of no more deserving candidate.

I first met Ann in 1974 when she applied for an assistant's position in Eastfield's CRASH Lab, an early and immature form of the now familiar learning skills center. The "now familiar" recognition credit goes largely to Ann Faulkner. She adapted her experience at the University of Texas Reading and Study Skills Lab (RASSL) to the community college as she taught us the potential of a learning skills center in meeting student needs. Mt. View College quickly recognized her value and offered her a full time position in 1975. She was temporarily "on loan" to El Centro College, another campus in our district, for the purpose of setting up <u>their</u> learning skills center. Ann has established the model for learning centers in the Dallas County Community College District and is the acknowledged leader in this area.

She did not leave Eastfield, however, before I observed her excellent individualized work with students. I at first doubted her ability to communicate with students, especially

WCRLA Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

developmental students, because of her "Mensa qualifying" vocabulary. My worries had no reality, however, as she communicated clearly with students, preserving both her own and the student's integrity. Perhaps because she never lowers standards, students work to meet her expectations, appreciating Ann's respect for them as learners.

In addition to possessing quality teaching skills, Ann has excelled in contributions to WCRLA. I do not know what year she joined, but know she attended the first Albuquerque conference. She served as State Director from 1976 to 1981 at which time our membership elected her President Elect. She organized the national conference in Dallas for 1981, served as President, Coordinator of State and Province Directors, Site Selection Chair and Nominations Chair. She initiated the organization's mail-in ballot, encouraged me as editor to broaden the journal entries from conference proceedings to nationally solicited and juried papers, strengthened the liaison with other professional organizations and established the expertise network nationwide. She has long supported the concept of state chapters and encouraged Texas members to organize and apply for chapter status. Her contributions to WCRLA have set her apart from others.

Her most recent service on our state's Higher Education Coordinating Board's Texas Academic Skills Program (TASP) Council has been a credit to our organization and a benefit to the state. Establishing a statewide assessment instrument for public colleges and universities has required research, diplomacy, negotiation, and patience in dealing with the questions and apprehensions of faculty and administrators. Ann has never failed to be articulate and informed. She is the most frequently invited speaker to meetings involving a discussion of TASP and usually assuages fears with her thorough comprehension of the goals and designs of the new program. When she does not know answers, she promises to find out if possible and follows through. She has contributed to making a difficult transition more humane and consistent.

WCRLA Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

I do not know a member who has made more of a contribution to students, the teaching profession, and our organization than Ann Faulkner. She would be an excellent selection by your committee.

Sincerely,

Delryn R. Fleming

Delryn R. Fleming
President, Texas Chapter of WCRLA

LETTERS OF SUPPORT
FOR THE SCHOLARSHIP APPLICANT

University of Northern Iowa
Academic Advising Services
Student Services Center
Cedar Falls, Iowa 50614
Telephone (319) 273-6023

January 5, 1989

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

Re: WCRLA Scholarship for Patricia Glenn

Dear Joyce:

I am writing to request that you and your committee grant the 1989 WCRLA scholarship to Patricia Glenn, who is pursuing a doctoral program at New Mexico State University. I have known Patti for six years and quite sincerely cannot think of anyone more deserving of our support.

Patti has been an educator for many years, and at NMSU's Center for Learning Assistance she invaluably assisted Karen Smith and Sue Brown to create and maintain thriving programs there; I am sure Karen and Sue will write you about Patti's contributions in great detail. Both personally and professionally Patti supported me as a graduate assistant in the CLA and fostered my good spirits as I struggled with my dissertation and committee. In addition, she generously shared her experience and knowledge of working with underprepared college students. Frankly, Patti has the expertise to be directing a large learning center of her own.

All of us have made some financial sacrifice to take academic careers, but I submit to you that Patti's sacrifice has been greater than most. To continue to assist Sue Brown and NMSU students in her present position every year has meant accepting a salary few of us would countenance. The WCRLA scholarship would provide at least some tangible support for Patti's academic endeavor.

Moreover, we in WCRLA should be supporting precisely the kind of scholarly work Patti wants to undertake: an examination of the psycholinguistic characteristics of poor spellers. As I understand the thrust of her proposed research, it will provide for those of us who work with poor spellers a better understanding of how they perceive and process print, leading to the pedagogical methods that do and do not seem efficacious with "word blind" spellers. Patti's idea, that the spelling disabled "see" words in manuscript (on their mental chalkboards) whereas good spellers "see" typescript, is original and exciting. We in WCRLA must see the results of this research!

Patricia is certainly the scholar to be working in this area. Eschewing formal graduate courses, she has been reading in linguistics for many years and is delightfully conversant on

linguistic topics at the graduate level. Now that she is taking the doctoral coursework, she is mastering the research tools she will need for this undertaking. If Patti is granted the WCRLA scholarship, she will report her findings to our group, and we will be the first to benefit from this intriguing study.

I am leaving out all mention of Patti's superb organizational skills (She is never late!), her strong morality (without pretentious moralizing), and her unique combination of sincere seriousness with a robust sense of humor. Also, in this letter of support, I can hardly do justice to an explanation of her loyalty to WCRLA, since she has been a member and active leader at the local, state, and international level since before my own membership. I can testify to her taking upon herself additional professional burdens during the presidencies of both Karen Smith and Sue Brown, both at NMSU and within the official and unofficial labors of WCRLA.

It will be grand to address her soon as Dr. Glenn. Please, let WCRLA play a part in helping Patricia achieve the doctorate she deserves.

Sincerely yours,

Karen S. Agee

Karen S. Agee

CENTER FOR LEARNING ASSISTANCE

Box 30001, Department 5278
Las Cruces, New Mexico 88003-0001
Telephone (505) 646-3136

December 15, 1988

Joyce Weinsheimer, Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422

Dear Joyce:

Patti Glenn is a very dedicated professional to the field of Learning Assistance. For the past seven years, at the Center for Learning Assistance at New Mexico State University, she has had a wide variety of experiences developing and delivering services, designing curriculum, completing research, conducting staff development workshops and being responsible for administrative duties. Patti has developed and coordinated both individualized and group classes for credit and has taught both types of classes; she has coordinated a drop-in service for students needing learning assistance; she has assisted in hiring and training graduate students as learning facilitators and has supervised their progress over the year; and she has designed and developed curriculum and materials for the courses that she teaches and supervises.

Patti has a strong interest in identifying and meeting students' needs. For example, she recognized a need to help students with difficult content courses and interviewed faculty members to gain their insight into appropriate study techniques. From these interviews, she designed booklets and worksheets for students to use to learn how to do well in physics, accounting, chemistry, history, math, and biology. In addition, she has designed specific activities to increase motivation and has developed diagnostic materials to use with students.

NMSU
1888 Centennial Celebration 1988

Patti is a very scholarly person. She enjoys reading and research. She has conducted several research studies in the Center to help us evaluate the program. Whatever project Patti works on, she is extremely task oriented and very conscientious. The result is that she completes everything in a timely, thorough and professional manner. She has a deep interest in the English language and her writing skills are excellent.

Patti has been actively involved in WCRLA over the past seven years. She has presented papers, chaired sessions, served as the Coordinator of Chairpersons and as the Parliamentarian. She continually promotes the organization.

Personally Patti is fun to work with. She has a wonderful sense of humor and always helps to put things in proper perspective. She has developed excellent rapport with both students and staff.

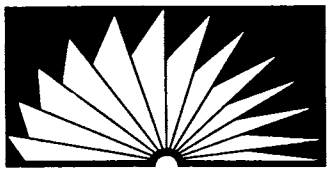
Patti would make an outstanding recipient of the scholarship. She is devoted to learning assistance and she has a strong desire to increase her own knowledge. She always completes what she sets out to do. Through her advanced degree, she will continue to contribute to the field of learning assistance and to WCRLA. She is the type of person that WCRLA will be proud to have assisted.

Sincerely,

Susan Brown

Susan C. Brown
Director

jp



Educational Resource Center

December 12,1988

Joyce Weinsheimer, Awards & Scholarship Chair
Western College Reading and Learning Association
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, MN 55422

RE: Nomination for Patricia A. Glenn
WCRLA Scholarship

Dear Joyce:

This letter is written in support of Patti Glenn's application for the WCRLA scholarship. Since I hired Patti and worked closely with her for six years, I can attest to her abilities and skills as a professional in learning assistance.

Patti Glenn is a superb teacher and mentor for the university student. She is a bright-minded individual who demands and motivates her students to reach and perform at new levels of ability. She is a perfectionist in her expectations of herself, and she is no less demanding of others. On the other hand, Patti is a caring and empathetic educator who relates well to her students and also understands the limitations and imperfections in all.

In her prior position as Program Coordinator and now as Assistant Director, Patti is responsible for the supervision of the degree-credit courses in the Center for Learning Assistance. In that role as supervisor, she refined the curriculum, wrote and produced instructional materials, defined and developed the competency tests we used, and trained and supervised the teaching assistants who shared in the direct instruction. In addition, Patti both teaches some sections of the small-group class and works with some students enrolled in the individualized study skills development course.

If organizational skills and task management were the sole criteria for being named as recipient of the WCRLA scholarship, only Patti would deserve the award. I have never worked with anyone else who is as task

CRLA BYLAWS 1989

ARTICLE I--NAME

The name of the Association shall be College Reading and Learning Association.

ARTICLE II--MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the corporation, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.

2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined from time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.

3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his/her annual dues within sixty days after the date they have become payable shall be deemed to have abandoned membership in the Association.

ARTICLE III--MEETINGS

1. The annual meeting of the membership of the Association shall be held in March or April of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.

2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.

3. State/regional directors and chapter presidents will be encouraged to call an annual, state, or regional meeting.

4. All members of the Association may have the right to attend all membership meetings--annual, regular, or special. They may attend other than general meetings as nonvoting observers only.

5. All annual, regular, or special meetings of the Association must be held within the western geographical region established by the Association.

6. No reimbursements will be made to any committee member without prior approval by the Board of Directors.

ARTICLE IV--BOARD OF DIRECTORS, SECTION 1

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary, and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

   A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

   If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occur after the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect and the appointed program chair shall become co-chairs of the program committee. The new president-elect shall assume all other duties of that office.

   Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs, and funds of the Association, and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with the Articles of Incorporation, these Bylaws, or any provision of law.

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

4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than twice each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meeting has been called, and at such meeting no business other than that in the notice shall be transacted.

5. Three members shall constitute a quorum of the Board of Directors.

ARTICLE V--OFFICERS

1. The officers of the Association shall be a president, a president-elect, a past president, a secretary, and a treasurer. The president-elect shall be elected for a one year term in compliance with the mail-ballot procedure established in Article VII, Section III of the Bylaws. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect and shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's and the treasurer's term of office shall be for two years with each office to be elected in alternating years by mail ballot.

2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.

3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:

   a. Appoint chairpersons of standing and special committees.

   b. Appoint a parliamentarian.

   c. Approve personnel of committees.

   d. Call special meetings of the Board of Directors.

   e. Appoint state/regional directors and director(s)-at-large within thirty (30) days prior to the annual CRLA meeting unless the state or region is a chapter. If the state or region is a chapter, request the chapter president to assume the duties of the state/regional director for the geographical area encompassed by the chapter.

   f. Appoint an acting secretary, treasurer, program chair, and/or coordinator of state/regional directors to serve in that role/office in the event of incapacity or consistent nonperformance of duty on the part of the officer(s) elected to serve in the capacity(ies). Appointments shall be made only with the approval of the Board of Directors.

4. The president-elect shall act as presiding officer in the absence of the president and shall act as chairperson of the program committee.

5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/regional directors, and shall act in a general capacity as advisor to the president upon the affairs of the Association.

6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past president.

7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures. At the end of each fiscal year there shall be a review of the financial records by a committee of three members to be appointed by the president.

8. Each state/regional director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state/regional director or chapter president shall serve as the membership chairperson for his/her state to the Board of Directors not later than February 1 of each year.

ARTICLE VI--FISCAL YEAR

The fiscal year shall be determined by the Board of Directors.

ARTICLE VII--PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these Bylaws.

2. In all meetings, any member may demand a roll call vote except for those procedures which provide for a mail ballot, including the election of officers.

3. Not later than twelve (12) months prior to the beginning of election balloting, the president shall appoint a past president, who served a one year term as committee member, as chairperson of the election committee for the next nomination and election cycle. The chairperson shall recommend for approval by the president such appointments as needed to complete the committee membership. The committee shall proceed as follows:

   a. The election committee shall confer in a face-to-face meeting and select from the membership at least two (2) members for each of the offices of president-elect and secretary or treasurer.

   b. The committee shall make available to each nominee and his/her institution the duties and responsibilities of the office. The candidate for office must give his/her written consent to run for that office so nominated.

   c. The election committee shall submit to the Board of Directors the names of at least two (2) members for each of the offices of president-elect and secretary or treasurer in time for action at the summer Board meeting.

   d. Information about all candidates, one official ballot, and a properly addressed return envelope will be mailed by January 3 to all members in good standing as of December 31.

   e. All officers except the president and immediate past president shall be elected by mail ballot.

f. The election committee will hold at least one open meeting during the annual conference to give the membership the opportunity to propose potential nominees for each elective office.

g. Voting shall be by secret mail ballot. All votes received on or before February 15 will be included in the final count. A majority of the votes cast shall be necessary for election.

h. Ballots shall be sealed immediately following the count and be available for verification as requested in writing for thirty (30) days from the day of the election.

4. Should a quorum as defined by Article VIII of the Bylaws not be represented in the mail ballot for election of officers, the election will be conducted during the business meeting at the next annual conference. If a quorum is not present at the scheduled general business meetings, business other than election of officers requiring voting shall be conducted by mail ballot sent to the general membership.

ARTICLE VIII--QUORUM

A quorum for any regular or special membership meeting or for a mail ballot shall be at least ten percent (10%) of the membership of the Association as of December 31 prior to the annual conference.

ARTICLE IX--AFFILIATIONS

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE X--INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated, or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth (1/6) of the members of the Association. Any action or initiative, referendum, or recall shall require a noticed motion and a majority vote of the membership or two-thirds (2/3) vote of those members present at any annual meeting of the Association.

ARTICLE XI--DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

ARTICLE XII--AMENDMENTS

1. These Bylaws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.

2. No amendment may be adopted unless it is approved by a two-thirds (2/3) majority of the votes cast.

ARTICLE XIII--CHAPTERS

The membership in any state, region, province, or territory may petition the Board of Directors to form a chapter of the Association, and upon approval of the Board, chapters may be established. Chapters must comply with the provision set forth in the Board policy on the formation of state/regional chapters.

JANICE LEWIS, Ph.D.
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Fullerton, CA 92634

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Department Phone: (714)773-3356
Home Phone: (714)633-2894
Social Security: #251-52-6328

EDUCATIONAL BACKGROUND

Institution	Degree Earned/Major	Date
Claremont Graduate School	Ph.D., Education	1989
California State University, Fullerton	M. A. Education/Reading	1977
California State University, Fullerton	CA Rdg. Specialist Credential	1977
California State University, Fullerton	Junior College Credential	1980
California State University, Fullerton	Secondary Teaching Credential	1977
Brigham Young University, Utah	B.A., English/Spanish	1959
Brigham Young University, Utah	Utah Secondary Tchg. Credential	1959

PROFESSIONAL EMPLOYMENT

Employer	Position	Date
California State University, Fullerton	Lecturer B/Associate Professor	Currently
Long Beach City College, Long Beach	Instructor	1980
Yorba Junior High School	ESL Teacher	1980-1981
Private Clinic	Private Reading Tutor	1975-1977
Garden Grove Unified School District	Secondary Teacher	1968-1969
Provo City Schools (Utah)	Secondary Teacher	1962-1965
Beaver County School District (Utah)	Secondary Teacher	1960-1962
Nebo City School District (Utah)	Secondary Teacher	1959-1960

TEACHING EXPERIENCE: UNIVERSITY

Graduate Courses

Current Trends in Secondary and College Reading Programs

Analysis of Reading Practices: Assessment of Reading Specialist Competencies

Teacher Preparation Course

Instruction in Reading for Secondary School Teaching

TEACHING EXPERIENCE: UNIVERSITY (continued)

Undergraduate Courses

Reading Development
Critical Reading
Reading Speed and Efficiency
Academic Reading Analysis and Strategies
Vocabulary Cognition and Reading Comprehension
Critical Reading as Critical Thinking
Power Reading: Rate and Critical Interpretation
Developmental Writing

Courses for Special Populations

Academic Reading Skills/Strategies for underprepared athletes
Reading & Vocabulary Development for Educational Opportunities Program students
Critical Reading for pre-med students

TEACHING EXPERIENCE: JUNIOR COLLEGE

Power Reading

TEACHING EXPERIENCE: SECONDARY (Junior High & High School)

English and Social Studies (ESL)
Literature
Composition
English
Spanish
Speech
Physical Education

PUBLICATIONS

Doctoral Dissertation

A Study of Theoretical and Instructional Support for Integrated College Freshman Reading and Writing Courses. Claremont Graduate School, 1989.

Refereed & Invited Publications

Co-Author, The Essential Connections, Critical Thinking, Reading, & Writing. Wadsworth Publishing Co. (In progress)

"Commentary: Redefining College Reading for College Critical Thinking Courses," Journal of Reading, March 1991.

"Halpern's Thought and Knowledge," College Reading and Learning Association: Cognitive Psychology Special Interest Group Newsletter. October, 1990.

"Response to Dr. Tarule's Commencement Address" Perspectives, School of Human Development and Community Service, California State University, Fullerton, Spring 91.

Co-author, "A Causal Model of Reading Achievement and Expository Writing Performance Among Selected College Freshmen," Journal of College Reading and Learning, 1987.

"Materials Review: Forms of Intellectual and Ethical Development by William G. Perry," Western College Reading and Learning Association Newsletter, Spring, 1986.

"Support for Reading and Writing as Shared Developmental Processes," Journal of College Reading and Learning, 1985.

"Support for Reading and Writing as Shared Developmental Processes," Eric Clearinghouse Reading and Communication Skills, ED 254 826, 1985.

Co-author, "Relationship of GPA, English Placement Testing and Reading Achievement of Selected Freshmen," Journal of College Reading and Learning, 1984.

"Influence of Cognitive and Ethical Development on Critical Reading," Western College Reading Association Proceedings, 1983.

RESEARCH

Research Papers Presented at Regional or National Conferences

Co-Presenter, Use of Protocol Analysis in Critical Reading/Thinking Research and Instruction - Part II, College Reading and Learning Association Annual Conference, San Francisco, CA, 1992

Co-Presenter, Use of Protocol Analysis in Reading and Critical Thinking Research, College Reading and Learning Association Annual Conference, San Antonio, TX, 1991.

Theoretical and Practical Implications of Combined Writing/Reading Courses at the College Level, California Reading Association Annual Conference, San Jose, CA, 1989.

Research Papers Presented at Regional or National Conferences (continued)

Are We Really Committed to Integrated Reading and Writing Instruction? Western College Reading and Learning Association Conference, Sacramento, CA, 1988.

Co-Presenter. A Causal Model of Reading Performance and Expository Writing Among Selected College Freshmen. Western College Reading and Learning Association Conference, Albuquerque, New Mexico, 1987.

Empirical Support for Teaching Reading and Writing Together. California Reading Association Annual Conference, Anaheim, CA, 1985.

Co-Presenter. Relationship of GPA, English Placement Testing and Reading Achievement of Selected Freshmen. Western College Reading and Learning Association Conference, San Jose, CA, 1984.

Faculty Guided Student Research

Masters Project Committee. Metacomprehension and College Students: A Handbook of Metacomprehension Techniques. Barbara Ann Kashi, Graduate Reading Program, CSU, Fullerton, 1992.

Masters Thesis Committee. The Effect of Summary Writing on Junior High School Remedial Readers. Carol Enos, Graduate Reading Program, CSU, Fullerton, 1987.

PROFESSIONAL ACTIVITIES

Presentations at State, Regional, and National Conferences

Co-Presenter, Use of Protocol Analysis in Critical Reading/Thinking Research and Instruction - Part II, College Reading and Learning Association Annual Conference, San Francisco, CA, 1992. (Proposal Accepted).

Presenter, Implications of Protocol Analysis for College Reading and Critical Thinking Instruction, California Reading Association Annual Conference, Sacramento, CA, 1991.

Co-Presenter, Use of Protocol Analysis in Reading and Critical Thinking Research, College Reading and Learning Association Annual Conference, San Antonio, TX, 1991.

Workshop Presenter, Integrating Writing & Critical Thinking Instruction, CSU Critical Thinking Council Meeting, San Jose State University, CA, 1991.

Presentations at State, Regional, and National Conferences (continued)

Presenter, We Need to Update the Definition of Critical Reading, California Reading Association Annual Conference, Anaheim, CA, 1990.

Presenter, Is Reading Critical Thinking?, College Reading and Learning Association Annual Conference, Irvine, CA, 1990.

Presenter, Theoretical and Practical Implications of Combined Writing/Reading Courses at the College Level, California Reading Association Annual Conference, San Jose, CA, 1989.

Co-Presenter, Critical Reading/Thinking Curriculum Development: Theoretical, Political and Evaluation Issues, College Reading and Learning Association Annual Conference, Seattle, WA, 1989.

Co-Presenter, Concomitant Development of Metacognitive Study Reading Strategies and Critical Thinking, California Reading Association Annual Conference, San Diego, CA, 1988.

Presenter, Are We Really Committed to Integrated Reading and Writing Instruction?, Western College Reading Association Annual Conference, Sacramento, CA, 1988.

Co-Presenter, Academic Preparation for College: Integrating Reading/Writing/Studying, California Reading Association Annual Conference, Sacramento, CA, 1987.

Co-Presenter, A Causal Model of Reading Achievement and Expository Writing Performance Among Selected College Freshmen, Western College Reading and Learning Association Annual Conference, Albuquerque, NM, 1987.

Co-Presenter, Critical Thinking and Study Strategies: Moving Students Toward Commitment, Western College Reading and Learning Association Annual Conference, Albuquerque, NM, 1987.

Co-Presenter, Academic Preparation for College: Skills and Strategies, International Reading Association Annual Conference, Anaheim, CA, 1987.

Co-Presenter, Critical Thinking and The Development of Personalized Study Reading Strategies, Western College Reading and Learning Association Annual Conference, Los Angeles, CA, 1986.

Presenter, Empirical Support for Teaching Reading and Writing Together, California Reading Association Annual Conference, Anaheim, CA, 1985.

Presentations at State, Regional, and National Conferences (continued)

Presenter, Support for Reading and Writing as Shared Developmental Processes, Western College Reading and Learning Association Annual Conference, Denver, CO, 1985.

Presenter, Relationship of GPA, English Placement Testing and Reading Achievement, Western College Reading and Learning Association Annual Conference, San Jose, CA, 1984.

Presenter, Influence of Cognitive and Ethical Development on Critical Reading, Western College Reading and Learning Association Annual Conference, Portland, OR, 1983.

Presentations at Local Institutions

Presenter, School of Human Development and Community Service Research Colloquy, An Integrated Reading and Writing Course: In Search of Theory To Inform Practice, 1988.

Presenter, Faculty Workshop, Instructional Implications of William Perry's Model of Intellectual and Ethical Development During The College Years, Fullerton Community College, January, 1987.

Lecturer, William Perry's Model of Intellectual and Ethical Development During The College Years, Fullerton Community College, January, 1987.

Presenter, Role of Cognitive and Ethical Development in Critical Reading, Southern California Western College Reading and Learning Association Conference, Pamono, CA, 1984.

External Consultant Activities

Marcie Porter, Professor of Education, California State University, Los Angeles, CA, 1991.

Angela Gantner, English and Reading Editor, Wadsworth Publishing Company, Bellmont, CA, 1990.

Lonna Smith, School of Education. Division of Special Education & Rehabilitative Services, San Jose State University, San Jose, CA, 1990.

Sally Wood, De Anza College, Cupertino, CA, 1990.

Uelaine Lengefeld, Learning Center Director, Citrus College, Glendora, CA, 1988.

External Consultant Activities (continued)

Carol Mohr, Townsend Press, West Berlin, NJ, 1987.

Emily U. Hartzell, Richmond Technical College, Hamlet, North Carolina, 1986.

John A. Mateja, Department of English, Arizona State University, Tempe, Az, 1985.

A. Garr Cranney, College of Education, Department of Secondary Education, Brigham Young University, Provo, UT, 1985.

Norma Yoshida, Office of International Programs, Lewis and Clark College, Portland, OR, 1983.

Jacquie Bonner, University of Oregon, Educational Opportunities Program, College of Arts and Science, 1983.

Active Involvement in Professional Organizations

Chairperson, College Reading and Learning Annual Conference, San Francisco, CA, 1992

Registration Committee, College Reading and Learning Annual Conference, Irvine, CA, 1990.

Presider, California Reading Association Annual Conference, San Jose, CA, 1989.

Presider, California Reading Association Annual Conference, San Diego, CA, 1988.

Chairperson, Western College Reading and Learning Annual Conference, Albuquerque, NM, 1987.

Registration Committee, Western College Reading and Learning Annual Conference, Los Angeles, CA, 1986.

Chairperson, Western College Reading and Learning Annual Conference, Los Angeles, CA, 1986.

Hospitality Volunteer, International Reading Association Annual Conference, Anaheim CA, 1983.

Section Chairperson, Western College Reading and Learning Annual Conference, Portland, OR, 1983.

Attendance at Professional Conferences and Workshops

CSU Critical Thinking Council Semi-Annual Meeting, 1990, 1991, 1992.

The Teaching and Learning Exchange, Institute for Teaching and Learning, CSU, 1992.

Regional Meeting of the National Council for Excellence in Critical Thinking Instruction, Los Angeles, CA, 1992.

Classroom Assessment: Putting It Into Practice, The Institute for Teaching and Learning, CSUF, 1991.

College Reading and Learning Association Annual Conference, 1978-1992.

California Reading Association Annual Conference, 1985, 1987, 1988, 1989, 1991.

International Conference on Critical Thinking and Educational Reform, Center for Critical Thinking & Moral Critique, Sonoma State University, Summers, 1987, 1989, 1990.

Mentor Workshop, CSU, Fullerton, 1990.

Jill Tarule Faculty Workshop, Women's Ways of Knowing. School of Human Development and Community Services, CSU, Fullerton, Fall, 1988.

Workshop, Analyzing Writing Problems of ESL Students, Presented by the Writing Center and conducted by Maria Montana-Harmon, CSU, Fullerton, 1988.

International Reading Association Annual Conference, Anaheim, CA, 1987.

World Reading Conference, London England, 1986.

Faculty Workshop, Improving Students Writing In All Disciplines, Tom Klammer and Carol Holder, English Department, CSU, Fullerton, Spring 1985.

Workshop, Office of Organizational Development, Seminar on Critical Thinking Across The Disciplines, CSU, Fullerton, Spring 1985

Developmental Writing Program Writing Workshop, Teaching Writing to ESL Students, CSU, Fullerton, Spring, Fall, 1985.

National Reading Conference, San Diego, CA, 1985.

Attendance at Professional Conferences and Workshops (continued)

Faculty/Student Research Seminar, The Claremont Graduate School, Spring, 1984.

Southern California, Western College Reading and Learning Conference, Cypress College, Cypress, CA, 1984.

Honors and Awards

Outstanding Alumna, Reading Department, California State University, Fullerton, Spring, 1989.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

International Reading Association

College Reading and Learning Association

California Reading Association

Orange County Reading Association

Reading Educators Guild

National Reading Conference

National Council of Teachers of English

California State University Critical Thinking Council

CRLA Cognitive Psychology Special Interest Group

8. Duties of the Treasurer:

   a. He/she shall receive and record the receipts of all dues and other income.

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

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

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

9. Duties of the State/Providence Director(s) and Director(s)-at-Large

   a. He/she shall serve a term of one year.

   b. Upon appointment he/she shall appoint an assistant state director who will succeed the state director.

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

   d. An annual report will be submitted to the Board of Directors by Feb. 1.

Article V: Board of Directors

1. The Western College Reading Association Board of Directors is the executive and administrative body of the Association, and shall be made up of the President, the President-Elect, the Secretary, the Treasurer and the Immediate Past President, provided that he/she is still eligible for membership.

2. Powers and Duties.

   a. It shall conduct, manage and control business and affairs of the Association.

   b. It shall approve the annual budget.

   c. It shall approve the expenditures of any funds before the financial obligation is incurred.

   d. All decisions shall be made by a majority vote of those present. A quorum is required.

   e. The title of all property of the Association shall be vested in the Association.

Article VI: Vacancies.

1. In case the President cannot serve his/her term, the President-Elect shall assume the duties for the unexpired term.

2. Unexpired term may be appointed by the President. with 1 majority approval of the board

3. All appointments must meet the qualifications established for eligibility.

4. If a vacancy occurs in the office of President-Elect an acting program Chairperson will be appointed by the President with the approval of the Board of Directors. In this event an election for the office of President and President-Elect shall be held at the annual Spring Conference.

Article VII: Meetings.

1. There shall be at least one (1) General Meeting each year of the Association.

2. There shall be at least two (2) regular meetings each year of the Board of Directors.

3. Special meetings may be called by the President and shall be called at the request of any three (3) directors. Notice of any special meeting shall be given to each Director at least 5 days before the date of any special meeting. Notification of meeting shall be confirmed by the President in writing to all Directors. The notice shall state the purpose for the transaction for which the special meeting has been called and at such meeting no business other than that in the notice shall be transacted.

4. Members of the WCRA shall have the right to attend all meetings of the Association.

5. Notice of the General Meeting shall be sent to all members of the Association at least one (1) month prior to the actual meeting.

Article VIII: Quorum.

1. A quorum of the Association for any open meeting shall be at least 10% of the membership of the Association.

2. A quorum of the WCRA Board of Directors shall be three of its members.

Article IX: Nomination and Election of Officers. TOO SHORT NOTICE!

1. Not later than thirty (30) days prior to the dates of the annual Spring Conference the President shall appoint a Nominating Committee Chairperson selected from the available Past Presidents. The Chairperson shall appoint a Nominating Committee consisting of two (2) more available recent Past Presidents plus two (2) other members to be approved by the President.

2. The Nominations Committee shall submit at least two members for each of the following officers: President-Elect, Secretary and Treasurer.

3. All officers except the President and Immediate Past President shall be elected at the Spring General Meeting.

   a. After the report of the Nominating Committee, the President shall give an opportunity to propose nominations from the floor for each election.

   b. Voting shall be by secret ballot, and a majority of the votes cast shall be necessary for election

4. Results of the voting will be made known at the General Business Meeting.

Article X: Dues. when?

1. The amount of the dues of the Association and the time of payment shall be determined by the Board of Directors.

2. All members shall pay the full dues.

Article XI: Initiative, Referendum, and Recall.

1. A petition signed by one-sixth (1/6) of the members shall bring to vote of the membership at a General Meeting an initiative, referendum, or recall action.

2. Recall, initiative or referendum action shall require a noticed motion and a majority vote of the membership or a two-thirds (2/3) vote of those present at any annual meeting of the Association.

3. Initiative and referendum actions must also be authorized by a two-thirds (2/3) vote of those present.

Article XII: Affiliations.

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

Article XIII: Parliamentary Authority.

1. The rules contained in Robert's Rules of Order, Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Articles and By-Laws.

2. In all meetings any member may demand a roll-call vote except for the election of officers.

Article XIV: A choice of methods of voting shall be made at the discretion of the members of the Board of Directors.

Article XV: Amendments.

1. Proposed amendments shall be submitted to the Board of Directors for review and recommendation.

2. These proposed amendments and ballots shall be mailed to the General Membership one month prior to the next General Meeting.

3. An amendment shall be declared passed if it is approved by two-thirds (2/3) of those members present at any annual meeting of the Association.

ARTICLES OF INCORPORATION

WESTERN COLLEGE READING ASSOCIATION
A Nonprofit Corporation

KNOW ALL MEN BY THESE PRESENTS, that the undersigned, being three natural persons of full age, have associated, and do hereby associate themselves together, for the purpose of forming a nonprofit corporation pursuant to the authority contained in Chapter 112, Laws of 1957, State of New Mexico (being codified as Sections 51-14-22 through 51-14-40, New Mexico Statutes Annotated 1953 Compilation, said authority hereinafter being designated as "the Act").

ARTICLE I

NAME

The name of the corporation shall be Western College Reading Association.

ARTICLE II

PURPOSES

1. The purposes and objects for which the corporation is formed are:

   a. to exchange ideas and techniques with regard to college reading and study skills programs.

   b. to propose and encourage the adoption of certain specific qualifications for teachers of college reading and study skills programs.

2. The corporation is formed for a purpose which does not involve pecuniary gain to its members, incidentally or otherwise, and the corporation shall pay no dividends or other pecuniary remuneration, directly or indirectly, to its members, and shall have no capital stock. Nothing contained in these articles shall be construed so as to prohibit the corporation from paying to an employee such salary as may, from time to time,

be determined by the board of directors of the corporation, for services actually rendered by the corporation.

ARTICLE III

DURATION

The period of duration of the existence of the corporation shall be one hundred years.

ARTICLE IV

REGISTERED OFFICE

The registered office of the corporation shall be at 716 Mitchell Street, Clovis, New Mexico 88101, and the person in charge thereof, and upon whom process may be served, is Harry L. Patton.

ARTICLE V

INCORPORATORS

The names and addresses of the original incorporators are as follows:

Jerry A. Rainwater, 816 West [illegible]th Street, Portales, New Mexico 88130
Charlotte Gressett, 1304 Sout[illegible] Avenue I, Portales, New Mexico 88130
Leroy Montoya, 322 South Avenue E, Portales, New Mexico 88130

ARTICLE VI

MEMBERSHIP

The members of this corporation shall consist of the persons hereinabove named as incorporators, all other persons who are presently members of the Western College Reading Association, an unincorporated nonprofit association, and such other persons as from time to time shall apply for membership and be admitted to membership in the manner provided by the bylaws of the corporation.

ARTICLE VII

BOARD OF DIRECTORS

The first board of directors shall be five in number. The first board shall serve until the first annual general meeting of the membership of

the corporation. The members of the first board of directors shall be as follows:

Gene Kerstiens, El Camino College, Torrence, California 90506
Paul Hollingsworth, University of Nevada, Reno, Nevada 89507
Jerry A. Rainwater, 816 West 16th Street, Portales, New Mexico 88130
Elizabeth A. Holmes, University of Oklahoma, Operation Threshold, 530 Elm Street, Norman, Oklahoma 73069
Midori Hiyama, Sacramento City College, Sacramento, California 95822

ARTICLE VIII

POWERS

The corporation shall have the corporate powers set out in Section 11 of the Act, and shall have the authority to exercise those powers in any state of the United States of America, or in any province of Canada.

ARTICLE IX

AMENDMENTS

The provisions of these Articles of Incorporation may be amended at any annual general meeting of the membership of the corporation. No amendment may be presented for adoption to the annual meeting unless the proposed amendment shall have been furnished to all of the members of the corporation at least thirty days prior to the annual meeting. Amendments may be adopted by two-thirds of at least twenty-five per cent of the entire membership of the corporation.

IN WITNESS WHEREOF, the original incorporators of Western College Reading Association have executed these Articles of Incorporation this 16th day of October, 1972.

Jerry A. Rainwater

Charlotte Gressett

Leroy Montoya

STATE OF NEW MEXICO)
) ss.
THE COUNTY OF CURRY)

The foregoing instrument was acknowledged before me this 16th day of October, 1972, by Jerry A. Rainwater, Charlotte Gressett and Leroy Montoya.

Notary Public

(S E A L)

My Commission Expires:

July 27, 1975

... just "fyi" at the moment.....

RESULTS OF CONFERENCE "STRAW VOTE" RE: WCRA NAME CHANGE (72 returned in all)

Leave it as it is (WCRA) ---- 33

Add sub-titles to the old name -- 16

Change the name ---------- 23

Suggested changes: (17 responses)

- Western College Learning Assistance Association (3)
- Western College Reading and Learning Association (2)
- Western Learning Assistance Association
- College Learning Skills Association
- College Reading and Learning Skills Association
- WORLD - Western Organization for Reading and Learning Development
- Western Reading Association (include high school)
- Western College Learning Association
- "need to reflect the wider scope of WCRA - other than reading"
- "3/4 of our conference papers deal with topics other than reading - so Learning Skills is more appropriate"
- "developmental composition should be included"
- "eliminate Western and add Learning Center"
- "something with learning abilities or learning skills?"
- "something to reflect the Learning Assistance component of the organization"

WCRA GOALS, PURPOSES, DIRECTIONS

The Western College Reading Association is a group of student-oriented professionals active in the fields of reading, learning-assistance, developmental education, and tutorial services at the college-adult level. Inherently diverse in membership, WCRA'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.

WCRA members give practical application to their research and work toward the implementation of innovative strategies to enhance student learning. In a spirit of commumity, members share each other's successful experience so that they can benefit from it and learn from each other's critical research so they will not be condemned to repeat it.

WCRA offers the following services to its diverse membership: opportunities to share research and ideas through publications - the annual Proceedings, the quarterly Newsletter, and the occasional journal WCRA Insights; opportunities for job improvement and professional growth - the annual WCRA conference, regional meetings, conference institutes, publishers' exhibits, a career placement service, and an annual scholarship award; opportunities to adopt and adapt practices - campus program exhibits, on-site tours, program guidelines, and program evaluation services; opportunities to contribute to a growing professional organization through the membership resources directory.

The directions of the WCRA are to continue to provide occasions and mediums for dialogue among professionals; to cooperate and, when feasible, 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 members' professional fields; and to act whenever necessary to insure an environment where effective learning can take place.

25 July 1988

SUSAN DEESE
CENTER for ACADEMIC PROGRAM SUPPORT
ZIMMERMAN LIBRARY
UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

Susan:

Please find the following enclosed:

1) "Recommendations For National Certification Of Tutor Programs: An Update" (three pages);

2) "Western College Reading & Learning Association's National Certification Of Tutor Programs: Purpose, Procedures, & Guidelines" (one page);

3) "Western College Reading & Learning Association's Application For Certification Of Tutor Programs" (two pages);

4) "Western College Reading & Learning Association's Requirements For National Certification Of Tutor Programs" (three pages);

5) "Western College Reading & Learning Association's National Certification Of Tutor Programs, Annual Verification Update" (one page);

6) a variety of rough draft "tutoring certificates" that include two institutional/program certificates plus one for each of the three levels for individual tutors; and

7) the "Special Interest Group Guidelines" from the Critical Thinking and Problem Solving SIG, this information arrived too late to be included in the SIG packet I sent you on 22 July 1988.

Susan, I am very proud of the work that my committee, the WCRLA National Tutor Certification (NTC) Committee, did in updating and developing the enclosed guidelines, procedures, and forms. The input you gave, in addition to that of Barbara King, Gladys Shaw, Becky Johnen, Alene Showers, and Elaine Smith, was outstanding. This input was varied and diverse enough so that I was able to develop what I believe is a series of documents that are both excellent in depth and flexibility.

I realize that there will still be problems to deal with as the certification process progresses but I believe that with the recommendations, procedures, etc. that I have proposed and with the assistance of the NTC Committee I will able to meet and successfully solve these problems. In fact, I look forward to the unforeseen because they will help make this a better and stronger process.

Please call me if there are any questions I can answer concerning any of the enclosed documents.

Sincerely,

Tom Gier

Tom Gier, Chair WCRLA National Tutor Certification Committee
UNIVERSITY OF ALASKA ANCHORAGE
WEST CAMPUS, BUILDING B
2533 PROVIDENCE AVENUE
ANCHORAGE, ALASKA 99508
home phone: (907) 349-7128
office phone: (907) 786-1926

CC: Becky Johnen
Becky Patterson

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

"RECOMMENDATIONS FOR NATIONAL CERTIFICATION OF TUTOR PROGRAMS: AN UPDATE"

PRESENTED
BY

TOM GIER
CHAIR, WCRLA NATIONAL TUTOR CERTIFICATION COMMITTEE
UNIVERSITY OF ALASKA ANCHORAGE
2533 PROVIDENCE AVENUE
ANCHORAGE, ALASKA 99508-4670

"RECOMMENDATIONS FOR NATIONAL CERTIFICATION OF TUTOR PROGRAMS: AN UPDATE"

First of all, I would like to take this opportunity to offer a sincere and heartfelt thank you to the members of my committee without whom these recommendations and forms would have not been possible. The members of the WCRLA National Tutor Certification Committee of whom I am so indebted are: Susan Deese, Barbara King, Gladys Shaw, and the "Chemeketa Group" Becky Johnen, Alene Showers, and Elaine Smith. I, also, wish to mention the excellent work Barbara King did in designing the "Annual Verification Update" form and the input she made in the design of the application form.

1. RECOMMENDATIONS

1) That this committee, the WCRLA National Tutor Certification Committee, which is now an "Ad Hoc" committee, be made a permament/regular committee with the current members being asked to serve on this permament/regular committee and with the addition of new members to expand the committee to approximately nine members;

2) that a permament chair be selected for this committee (I would be willing to continue serve in this capacity, if this pleases the Board) and that this chair make an annual report to the Board at the WCRLA Conference; and

3) that the Board should establish a nominal application fee, $10.00, to cover the expense of mailing and xeroxing of the documents sent in to be evaluated by the committee; that additional cost of the certificates, the institution/program and three different level certificates for the individual tutors, will be charged separately to the institution/program at cost plus shipping.

2. PROSPOSED SEQUENCE OF EVENTS

1) This committee will incorporate whatever changes, additions, deletions, etc. the Board makes to the attached documents;

2) after these changes have been incorporated, the committee will make the National Certification of Tutor Programs packet available this Fall to a limited and select group of colleges and universities, a dozen at most, in order to field test the certification process and get any "kinks" out of the system before opening the process up nationally next Spring;

3) the committee chair will submit a proposal to the Seattle Program Committee to present a session at the 1989 conference titled "How Your Tutor Program Can Be Nationally Certified;"

4) if the above proposal is accepted, the committee chair and as many committee members as possible will make a presentation in Seattle; and

5) the committee chair will make a report to the Board during the Seattle Conference.

3. CERTIFICATION PROCEDURES

1) An institution/program seeking program certification will submit the certification application form ~~will be submitted~~ to the committee chair who will make copies and send them to at least two other members of the committee;

2) the application will then be evaluated by ~~the committee chair and~~ at least ~~two~~ other committee members;

3) the committee chair will compile the committee's results and forward certification approval or a request for further documentation to the applicant;

4) if an application does not meet the requirements of a certain level it is the committee chair's ~~responsibility to offer assistance and advice~~ on how to meet the requirements;

5) the committee will not leave an applicant "high and dry" wondering why his/her program did not get certified and wondering how to correct the situation; and

6) following the Seattle Conference, and with the approval of the Board, the certification process will be opened up to all interested colleges and universities.

4. NATIONAL CERTIFICATION OF TUTOR PROGRAM: ENCLOSURES

Enclosed please find the following documents:

1) "WESTERN COLLEGE READING & LEARNING ASSOCIATION'S NATIONAL CERTIFICATION OF TUTOR PROGRAMS: PURPOSE, PROCEDURES, & GUIDELINES" (one page);

2) "WESTERN COLLEGE READING & LEARNING ASSOCIATION'S APPLICATION FOR CERTIFICATION OF TUTOR PROGRAMS" (two pages);

3) "WESTERN COLLEGE READING & LEARNING ASSOCIATION'S REQUIREMENTS FOR NATIONAL CERTIFICATION OF TUTOR PROGRAMS" (three pages);

4) "WESTERN COLLEGE READING & LEARNING ASSOCIATION'S NATIONAL CERTIFICATION OF TUTOR PROGRAMS, ANNUAL VERIFICATION UPDATE" (one page); and

5) a variety of rough draft "tutoring certificates" that include two institutional/program certificates and certificates for each of the three levels (these are just rough and the regular WCRLA logo would be used in any formal certificates).

5. FINAL COMMENT

The Chair of this committee realizes that something may arise that is not specifically covered in these recommendations and procedures but the chair has total confidence in the ability of this committee to successfully deal with any such challenges. In fact, it is the adapting to and coping with the new and the unexpected that will make this committee and the WCRLA National Certificates so successful and, to this Chair, so rewarding.

WESTERN COLLEGE READING & LEARNING ASSOCIATION'S

NATIONAL CERTIFICATION OF TUTOR PROGRAMS:
PURPOSE, PROCEDURES, & GUIDELINES

1. PURPOSE. The purpose of establishing a series of tutoring certificates is twofold. First, it allows tutors to receive recognition and positive reinforcement for their successful work from a national organization, WCRLA. Secondly, the certificates help set up a standard for the minimum skills and training a tutor needs to be successful.

2. PROCEDURES FOR HAVING A PROGRAM CERTIFIED.

A) An institute that wishes to have a tutor program certified should designate one individual per tutor program or group of tutor programs who will act as liaison between the WCRLA Tutoring Certification Committee and that institution's program or programs;

B) the designated individual will then complete the "WCRLA Application For Certification Of Tutor Programs" and then submit it and the necessary documentation concerning how the institution's tutor program(s) meets the criteria outlined in **"WCRLA's REQUIREMENTS FOR NATIONAL CERTIFICATION OF TUTOR PROGRAMS" to the WCRLA Tutoring Certification Committee;**

C) the application and documentation concerning an institution's tutor training program(s) will remain on file with the WCRLA Tutoring Certification Committee;

D) once the Tutoring Certification Committee has certified an institution's program(s) and designated an individual who will act as liaison, then the appropriate number and type of tutoring certificates will be issued to that institution.

3. GENERAL INFORMATION

A) Once an institution's tutor program is certified that program will receive a certificate and be authorized to issue individual WCRLA tutoring certificates.

B) There are three levels of individual certification: Regular/Level 1; Advanced/Level 2; and Master/Level 3.

C) The initial institutional certification will be for a one year period.

D) Each subsequent institutional renewal certification will be for three years.

E) During the initial certification period certification of tutors will be retroactive for only one full semester or two full quarters from date of certification.

F) A yearly verification update form will be completed and submitted by the liaison of each certified program.

4. IMPORTANT NOTE: WCRLA certifies programs not individual tutors. In other words, WCRLA certifies that a particular tutor training program is qualified to issue WCRLA certificates to individual tutors at a certain level or levels. The responsibility lies with the institution's tutoring program(s) to keep track of individual tutor's training, tutoring hours, etc. and to issue certificates when an individual completes the necessary requirements for a certain level. Each institution is required to keep a record for each of its tutors that receives a WCRLA certificate. These records, however, will be reviewed by the WCRLA Tutor Certification Committee only when a need arises.

WESTERN COLLEGE READING & LEARNING ASSOCIATION'S

APPLICATION FOR

CERTIFICATION OF TUTOR PROGRAMS

---

1. GENERAL INFORMATION

INSTITUTION : _____

ADDRESS : _____

_____

_____

_____

PHONE NUMBER : _____

PROGRAM(S) TO BE CERTIFIED : _____

_____

_____

CERTIFICATION LEVELS (please check appropriate box/boxes) :

☐ REGULAR/LEVEL 1 ☐ ADVANCED/LEVEL 2 ☐ MASTER/LEVEL 3

PROGRAM LIAISON/CONTACT PERSON : _____

_____

---

2. DESCRIPTION OF THE TUTOR PROGRAM(S) TO BE CERTIFIED

Please submit a brief narrative explaining how your tutor training program(s) fulfills the requirements of the level or levels checked. This should be just a general description of your program(s) in order to give the reviewing committee a better idea of how your program(s) functions. Please include a brief history of the program(s).

revised effective date _____

3. VERIFICATION OF THE TUTOR PROGRAM(S)

The following is an example of the 3 step procedure to be followed when submitting information and documentation to be verified for a certification level. Please refer to page one of the document titled "WCRLA'S REQUIREMENTS FOR NATIONAL CERTIFICATION OF TUTOR PROGRAMS, 1. REQUIREMENTS FOR REGULAR/LEVEL 1 CERTIFICATION" for a complete listing of all the LEVEL 1 requirements.

The "necessary documentation" called for in point #3 of letters A-E could/should include any or all of the following: 1) course syllabi; 2) training manuals or titles of textbooks used; 3) flyers/posters/memos; 4) sample worksheets; & 5) any handouts, worksheets, etc. that can help the WCRLA Tutor Certification Committee verify your program(s). The better documentation you provide the easier it will be for the committee to certify your program(s).

LEVEL 1: A. AMOUNT/DURATION OF TUTOR TRAINING

1) state the number of hours involved in your tutor training;
2) state how this number fulfills the requirements of Level 1,A; and
3) submit the necessary documentation to verify the above.

B. MODES OF TUTOR TRAINING

1) state which modes you use in your training;
2) state how these modes fulfill the requirements of Level 1,B; and
3) submit the necessary documentation to verify the above.

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING

1) state which topics you cover in your training;
2) state how these topics fulfill the requirements of Level 1,C; and
3) submit the necessary documentation to verify the above.

D. REQUIRED TUTORING EXPEREINCE

1) state how you keep track of your tutors actual tutoring;
2) state how this documentation system fulfills the requirements of Level 1,D; and
3) submit the necessary documentation the above.

E. NECESSARY APPROVAL

1) state how tutors obtain necessary approval;
2) state how this approval fulfills the requirements of Level 1,E; and
3) submit the necessary documentation to verify the above.

The above three step procedure should be followed for each of the letters, A-E, in each level you are applying to be certified. Furthermore, these steps should be followed separately for each program you are seeking to have certified. For example, if you wish to have Program A certified at Levels 1 & 2 then you would go through the above procedure for both Levels 1 & 2. If you had a Program B that you wished to have cerified at Level 1 then you would complete the above separately for Level 1. The exception would be when you wish to have two or more programs certified and these programs have the same training requirements, methods, etc. Then you would use the above procedure just once for the appropriate levels for the programs after explaining that they have the same training requirements, methods, etc.

WESTERN COLLEGE READING & LEARNING ASSOCIATION'S

REQUIREMENTS FOR NATIONAL CERTIFICATION
OF TUTOR PROGRAMS

I. REQUIREMENTS FOR REGULAR/LEVEL 1 CERTIFICATION

A. AMOUNT/DURATION OF TUTOR TRAINING:(one or more of the following)
1. Minimum of ten hours of tutor training
2. a quarter/semester tutor training course
3. a quarter/semester of tutor training (non-course work)

B. MODES OF TUTOR TRAINING
1. Classroom and/or workshop instruction

PLUS any combination of the following
2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

6. Role Plays

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:
(a minimum of eight (8) of the following topics should be covered in Level 1 training)
1. Definition of tutoring and tutor responsibilities
2. Basic tutoring guidelines
3. Techniques for successfully beginning and ending a tutor session
4. Some basic Tutoring Do's
5. Some basic Tutoring Don'ts
6. Role Playing Modeling
7. Setting Goals/Planning
8. Communication Skills
9. Active listening and paraphrasing
10. Referral Skills
11. Study Skills
12. Critical Thinking Skills
13. Compliance with the Ethics and Philosophy of the Tutor Program
14. Modeling problem solving
15. Other (please specify)

D. REQUIRED TUTORING EXPERIENCE
25 hours of actual tutoring

E. ~~NECESSARY APPROVAL~~ Selection Procedures
1. Written approval of a content/skill instructor

AND/OR
2. Endorsement of tutor trainer/supervisor

PLUS at least one of the following:
3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3
5. Satisfactory tutor evaluation data

Job description

F. Evaluation Criteria

II. REQUIREMENTS FOR ADVANCED/LEVEL 2 CERTIFICATION

(NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 CERTIFICATION REQUIREMENTS)

A. AMOUNT/DURATION OF TUTOR TRAINING: (one or more of the following)

1. Minimum of 10 additional hours of tutor training (a minimum of 20 cumulative hours of tutor training)
2. a second quarter/semester tutor training course
3. a second quarter/semester of tutor training (non-course work)

B. MODES OF TUTOR TRAINING

1. Classroom and/or workshop instruction

PLUS any combination of the following

2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:
(in addition to reviewing the topics covered in Level 1 a minimun of four (4) of the following topics should be covered in Level 2 training)

1. Review of Level 1 topics
2. Use of probing questions
3. Characteristics of adult learners/Learning Styles
4. Cultural Awareness and inter-cultural communications
5. Identifying and using resources
6. Tutoring in specific skill/subject areas
7. Record Keeping/Documentation
8. Other (please specify)

D. REQUIRED TUTORING EXPERIENCE

25 additional hours of actual tutoring after completion of all Level 1 requirements (a minimum of 50 cumulative hours of actual tutoring)

E. NECESSARY APPROVAL

1. Written approval of a content/skill instructor

AND/OR

2. Endorsement of tutor trainer/supervisor

PLUS at least one of the following:

3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3
5. Satisfactory tutor evaluation data

III. REQUIREMENTS FOR MASTER/LEVEL 3 CERTIFICATION

(NOTE: TUTOR MUST HAVE COMPLETED LEVEL 1 and 2 CERTIFICATION REQUIREMENTS)

A. AMOUNT/DURATION OF TUTOR TRAINING: (one or more of the following)

1. Minimum of 10 additional hours of tutor training (a minimum of 30 cumulative hours of tutor training)
2. a third quarter/semester tutor training course
3. a third quarter/semester of tutor training (non-course work)

B. MODES OF TUTOR TRAINING

1. Classroom and/or workshop instruction

PLUS any combination of the following

2. Tutor training videotapes
3. Conferences with tutor trainer/supervisor
4. Special tutor projects
5. Other

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING:

(in addition to reviewing the topics covered in Level 1 and 2 a minimun of four (4) of the following topics should be covered in Level 3 training)

1. Review of Level 1 and Level 2 topics
2. Assertiveness training
3. How to tutor/deal with Target Populations
4. How to administer and interpret a Learning Style Inventory
5. Structuring the learning experience
6. Training and supervising other tutors (supervisory skills)
7. Group management skills (group interaction and group dynamics)
8. Other (please specify)

D. REQUIRED TUTORING EXPERIENCE

25 additional hours of actual tutoring after completion of all Level 1 and Level 2 requirements (a minimum of 75 cumulative hours of actual tutoring)

E. NECESSARY APPROVAL

1. Written approval of a content/skill instructor

AND/OR

2. Endorsement of tutor trainer/supervisor

PLUS at least one of the following:

3. Grade of "A" or "B" in subject content being tutored
4. Documented experience equivalent to #3
5. Satisfactory tutor evaluation data

WESTERN COLLEGE READING & LEARNING ASSOCIATION'S

NATIONAL CERTIFICATION OF TUTOR PROGRAMS
ANNUAL VERIFICATION UPDATE

1. INSTITUTION/PROGRAM: _____

2. LIAISON: _____

3. NUMBER OF CERTIFICATES GRANTED: _____ 19__ TO _____ 19__

LEVEL 1 _____

LEVEL 2 _____

LEVEL 3 _____

4. PROJECTED CHANGES IN YOUR TUTOR TRAINING PROGRAM IN THE UPCOMING ACADEMIC YEAR? If so, please submit necessary documentation to verify continued adherence to level guidelines.

5. Please submit any and all concerns/issues, pros and cons, that arose in the administration of certification requirements.

6. How has the certification process benefited your tutors/tutorial program and institution? (Your comments are a valuable resources toward improving the quality of this national effort and, likewise, assisting in the improvement of each individual institution's tutor training component. Thank you for your cooperation.)

CRLA JOB DESCRIPTIONS

Archivist 1

Audit Committee 2

Awards Committee 3

Bylaws Committee Chair 4

Conference Site Selection Chairperson 5

Coordinator of States and Regions 6

Elections Committee Chair 10

JCRL Editor 14

JCRL Executive Editor 15

Liaison 16

MAC Chair 17

Newsletter Editor 19

Parliamentarian 20

Placement Bureau Director 21

President 22

President-elect 26

Secretary 28

SIG Coordinator 31

SIG Leader 32

Standing Committees 33

State/Regional Director; Chapter President 35

Treasurer 39

Revised July, 1989

Job Description

College Reading & Learning Association

Job Title
ARCHIVIST

Timeframe	Work Performed

1. The office of Archivist shall be an appointive position and such appointment should be considered relatively long-term.

2. It shall be the responsibility of the Archivist:

   A. to store, organize, and perserve in an appropriate manner any minutes, papers, documents, letters, publications, tapes, pictures, memorabilia, or any other records representing CRLA activities or business;

   B. to solicit, by any appropriate means, the retrieval of otherwise fugitive past materials that are representative of the history and development of the Association;

   C. to formulate and follow a systemized procedure to assure the collection of appropriate materials that will represent the Association's activities during the Archivist's term of office;

   D. to keep, at his/her discretion, confidential and not allow for routine inspection and/or duplication any sensitive materials in his/her care;

   E. to submit, at the yearly Conference meeting, a budget to the Board for the operation and maintenance of this Office;

   F. to submit, at the yearly Conference meeting, a budget to the Board covering the operations of the Office;

   G. to transmit the archives to his/her successor together with a thorough and appropriate explanation of the collection's organization as well as policies and procedures for collecting, managing, and copying materials.

   H. to recommend to the Board a records management procedure.

Job Description

College Reading & Learning Association

Job Title
AUDIT COMMITTEE

Timeframe	Work Performed
	1. Read the Annual Report of the Treasurer carefully. 2. Look at entries in the checkbook to make sure they correspond with information in the Annual Report. 3. Look at both savings account passbooks and at all records of deposits and withdrawals to make sure they correspond with information in the Annual Report. 4. Check bank statements against the checkbook and the Annual Report. 5. Look at all deposit slips (both those from Oxford Mailing Service and those initiated by the Treasuretr and check them against the entries in the checkbook and in the Annual Report. 6. Look at files of bills paid by the Treasurer. 7. Review Treasurer's investment decisions and/or vehicles to determine if any changes should be recommended to the Board. 8. Look at current tax returns.

Job Description

College Reading & Learning Association

Job Title	AWARDS COMMITTEE

Timeframe	Work Performed

1. Form a committee to review awards (3-4 people). The President will have names of possible candidates. Selecting one or two people from your region is advisable.

2. Assume responsibility for disseminating information regarding CRLA scholarships and awards.

   a. Write and article for each Newsletter including specific information about the awards. Put application for the scholarship in the summer Newsletter. In the fall Newsletter, solicit nominations for the Long and Outstanding Service award.
   b. Make the scholarship application form available at the annual conference too as well as the information regarding nominations for the Long and Outstanding Service award.

3. On an annual basis, recommend recipients for award(s) and scholarship(s). When you receive applications and/or nominations, distribute them to your committee with the appropriate evaluation form(s). When evaluating scholarship applications, request certification of the selected recipient's enrollment in a graduate program. Collect information from the committee and make recommendations to the Executive Board for all awards at least one month prior to the conference. The President will announce awards during the annual conference.

4. After a person is awarded the scholarship, suggest the awardee report on his/her progress towards degree completion. If a person is awarded a grant to do research, request the awardee report his/her progress and final results as well.

5. Award plagues for Long and Outstanding Service and for the outgoing President need to be purchased. Coordinate the Long and Outstanding Service plaque with the President and the outgoing President's plague with the Past-President. Have plaques prepared in advance; bring them to the spring conference.

6. Coordinate any scholarship or award fund-raising activities to take place at the annual conference with the On-Site Conference Manager or his/her designee. Activities should be both profitable and appropriate.

7. Request a projected budget prior to July 1 since the annual budget is established at the summer/fall Board meeting. The cost of the two should be submitted at about $35.00 each. Include some estimates for supplies above and beyond what your institution can provide.

Job Description

College Reading & Learning Association

Job Title
BY-LAWS COMMITTEE CHAIR

Timeframe	Work Performed
	1. Appointed by CRLA president at beginning of year with Board consent; report to the Board. 2. Appoint committee members if deemed necessary, i.e., if numerous and/or many changes are anticipated. 3. Undertake tasks delineated by the Board; communicate with Bi-laws Committee as often as necessary to complete tasks. 4. With committee, recommend changes to the Board; all changes must be voted on by the membership in accordance with appropriate parliamentary procedure. 5. Report to membership at least at the annual Conference and more often through the Newsletter or mailings. 6. Maintain accounting for entire budget allocation; submit financial report to Board at one of the meetings scheduled during the annual conference.

Job Description

College Reading & Learning Association

Job Title
CONFERENCE SITE SELECTION CHAIRPERSON

Timeframe	Work Performed
As out-going Coordinator of State Directors	Use the annual conference as a good occasion to informally solicit and feel out interest in conference sponsorship among the state directors and other members.
Before the Mid-Year Board Meeting	Review the current conference site and hotel selection guidelines and prepare to propose any necessary revisions at the Board Meeting.
Fall Newsletter Deadline	Write an article (if appropriate and/or needed) requesting that prospective conference site bidders contact you for more info. This rarely gets response, but it's worth a try if you don't have any other leads.
Mid-October	Write to possible bidders, enclose copies of the revised site and hotel selection guidelines, and ask that they let you know immediately if they're at least interested in contemplating a bidg. Explain that the bid would have to be completed and mailed to you by late January to allow time for necessary follow-up work before being presented to the Board at the next annual conference. To those who are really interested, send sample copies of previous bids and hotel evaluation notes, etc., to facilitate their task.
November-January	Lend whatever encouragement and support is necessary via phone and mail.
February-March	Receive and examine the site and hotel bids in detail. Work with the bidders (via phone, mail, and in person if the CRLA budget permits) to polish the bids into final form. Send copies of the bids and summary evaluations to the CRLA Board members for their study as early as possible before the annual conference. Arrange for the bidders to meet with the Board at the annual conference to present and discuss their bids.
At the conference	Coordinate the presentation of bids to the Board. Remind the new President to respond officially to the bidding institutions after the conference; preliminary hotel contracts should also be finalized and signed by the new President after the conference.

Job Description

College Reading & Learning Association

Job Title COORDINATOR OF STATES AND REGIONS

Timeframe	Work Performed
	As Out-Going President:
February	1. Check with the current Coordinator of States and Regions for recommendations of new State/Regional Directors to appoint and for confirmations of continuing State/Regional Directors to reappoint.
	2. Write letters of appointment to new State/Regional Directors: a. Ask them to send you the name and address of an administrator at their school if they wish to send a letter of acknowledgment. b. Invite (strongly encourage) them to attend the State/Regional Directors' meetings at the upcoming conference to facilitate the transition between current and new State/Regional Directors.
For the Conference	3. Assist the current Coordinator of States and Regions in planning the State/Regional Directors workshop.
At the Conference	4. Attend State/Regional Directors' (Chapter Presidents') meetings at the annual conference.
As Coordinator of States and Regions (Past-President):	
	5. Remind Secretary to send summaries of Board meetings to State/Regional Directors (Chapter Presidents).
Right after Conference	6. Contact the CRLA Mailing Service to have an undated list of members and labels in zip code order sent to you. Mail the relevant list to each State/Regional Director (Chapter President) as soon as possible.
April/May	7. Write letters to noncontinuing State/Regional Directors, thanking them for their services and asking that they forward their CRLA materials and records to their successors.
	8. Write letters of acknowledgment to institutional administrators designated by new State/Regional Directors.
By Mid-May	9. Send an initial "group letter" to all State/Regional Directors (Chapter Presidents): a. Include any follow-up information from recent conference. b. Checklist of materials and supplies they should have on hand (acquired from predecessor or request extras from you).

Job Description

College Reading & Learning Association

Job Title Coordinator of States and Regions

Timeframe	Work Performed
	c. Suggest they start making plans for fall mini-conference now. d. Tell them they should have received (or will) updated mailing lists and summaries of minutes. e. Mention budget and reimbursement procedures. f. Send them lists of any members who have indicated on Membership Resources Form a willingness to help with state/regional activities (or do this in second letter). g. Remind them to send you (and the Newsletter) copies of agenda and news from state mini-conferences, etc.
Late August	10. Send a second updated membership list or labels to all State/Regional Directors (Chapter Presidents) the first week in September.
Early September	11. Remind Secretary to send summaries from summer/fall Board meeting to State/Regional Directors (Chapter Presidents). Remind President-elect to send extras of conference mailings to State/Regional Directors (Chapter Presidents) to be used in recruiting new members.
	12. Work with Program Chair and Conference Manager to arrange for State/Regional Directors' (Chapter Presidents') workshop and luncheon and state/regional meetings at the annual conference.
	13. Send a second "group letter" to all State/Regional Directors (Chapter Presidents): a. Highlight early conference information and any other important news/issues from the summer/fall Board meeting. b. Tell them to send new membership recruitment letters, now. c. Tell them to contact nonrenewals when they receive their updated mailing list. d. Remind them of membership benefits. e. Ask for news of their fall meetings. f. Remind them that they can request additional updated mailing lists (or labels) if needed during the year, but that cost will come from their budget.
Late December/ Early January	14. Send a third "group letter": a. Ask them about availability/recommendations for next year's State/Regional Directors' appointment. Enclose self-addressed postcard for prompt response. b. Remind them of February 1 deadline for annual report. c. Request items for State/Regional Directors' (Chapter Presidents') meeting agenda at the conference and issues for Board agenda, too.

Job Description

College Reading & Learning Association

Job Title Coordinator of States and Regions

Timeframe	Work Performed
	15. Request one complete updated membership list from CRLA Mailing Service to represent the membership as of December 31 to be mailed to you in early January. This will give you the information to report the year's base membership count in various state/regions to the Board at the annual conference. It will also provide the figure for determining a quorum of the Association, should that be needed at the annual conference.
Early February	16. Contact members whom you wish to appoint as State/Regional Directors for the coming year. Request recommendations from outgoing State/Regional Directors, consult Membership Resources Forms, etc. 17. Write letters to prospective State/Regional Directors: a. Ask if they are interested in serving. b. Enclose a copy of the State/Regional Director's job description. c. Ask them to respond in writing within a given deadline (self-addressed postcards facilitate this process). d. Ask them to send you their home and office addresses and phone numbers. 18. Send recommendations for next year's State/Regional Directors' appointments to current President. Send items for Board agenda, too. 19. Prepare a list of names, addresses, and phone numbers of all appointed State/Regional Directors and distribute this list to CRLA Board members, the Newsletter editor, other State/Regional Directors, and the CRLA Mailing Service.
Late February	20. Send a fourth "group letter": a. Ask for annual reports if not yet received. b. Finalize meeting times for State/Regional Directors (Chapter Presidents) at conference. c. Enclose a self-addressed postcard to indicate if State/Regional Directors (Chapter President) will be there or who substitute will be. d. Mention some agenda items for the meetings. e. Final request for reimbursement of expenses on this year's budget must be in by May 31. f. Save and transfer your materials to your successor. 21. Contact the President and brief him or her on the State/Regional Directors' (Chapter Presidents') workshop planned for the conference. Arrange for current and recent Board members to attend state/regional meetings at annual conference to represent the Board and act as resource persons re: Association issues.

Job Description

College Reading & Learning Association

Job Title Coordinator of States and Regions

Timeframe	Work Performed
At the Conference	22. Conduct State/Regional Directors' (Chapter Presidents') meeting/workshop: a. Summarize state/regional annual reports. b. Summarize items from pre-conference Board meetings. c. Suggest agenda items for their state/regional meetings. d. Ask for their evaluations, recommendations.
	23. Coordinate State/Regional Directors' (Chapter Presidents') meeting with CRLA Board.
After the Conference	24. Assemble files and transfer to next Coordinator of State Directors.
	25. Breathe a sigh of relief and fade away . . . before moving into the role of Conference Site-Selection Chairperson!
Ongoing	26. Retain correspondence and office-related information for three years; items four years and older go to archivist.
Periodically as Needed:	
	27. Serve as advisor to current President.

Province changed to Regional, April 1987
Director dropped from title, March 1988
Revised July 1989

Job Description

College Reading & Learning Association

Job Title ELECTIONS COMMITTEE CHAIRPERSON

Timeframe	Work Performed
Pre-Conference:	
October	1. By this time, President should have appointed new Chair who, ideally, should be the same Past-President who served as a member of the committee the previous year.
November	2. Check upcoming Newsletter deadlines, and write a brief article encouraging suggestions for nominations and informing members of the open meeting at the conference. There are usually few, if any, responses to this article, but at least all members will have been invited to submit nominations if they wish.
January	3. Work with the President-elect/Program Chair to schedule at least two committee meetings at the annual conference. Try to avoid times when State Directors and/or the Board meet because of scheduling conflicts with prospective committee members. Typically, the first of these meetings is not listed in the conference program and is for committee members to set ground rules, make tentative procedural plans, etc. The second meeting should be set toward the end of the conference at a time when conflicts are few, so that the first half-hour may be listed in the conference program as an open meeting for members to make suggestions for nominations. The second part of this meeting, which is closed to all but committee members, lasts as long as necessary to develop a prioritized list of candidates.
	4. Begin to select committee members and secure Presidential approval of committee composition. NOTE: The Bylaws are presently silent on the composition of the committee, except to indicate the inclusion of a Past-President who can take over the chairpersonship in the following year. Most recent committees have had five or six members including the Chair. Factors such as geographic location, two-year/four-year college, ethnicity, sex, length of WCRLA membership, service to the Association and familiarity with its membership can be considered in assembling a representative committee. However, try to avoid appointing someone to the committee who is a likely candidate for office since that person would have to resign from the committee at the moment his/her name was considered for nomination.
ebruary	5. Remind President that a brief introduction of Election Committee members should be included on agenda of first general session.
During the Conference:	
	6. Make final arrangements with President to introduce the Elections Committee members at the first general session.

Job Description

College Reading & Learning Association

Job Title Elections Committee Chairperson

Timeframe	Work Performed
<u>During the Conference</u>: (cont.)	
	7. The initial committee meeting should include a discussion of the ways in which the committee will work, particularly stressing the confidential nature of the work and that, while talking to various members to ascertain their interest in running for office, committee members should make it clear that these are initial inquiries only and that any actual offer of nomination will ultimately be made by the Chair after the committee deliberates. A very initial list of possible candidates might also be "brainstormed" at this meeting just to begin to get as many names as possible for ultimate consideration.
	8. The second meeting should be "open" for a half-hour as indicated in the conference program to hear from any members who wish to suggest nominees. The confidential session follows at which priority lists for nominees are developed. The committee should strive to develop as long a list of truly acceptable potential nominees as possible and should leave the Chair with some general guidelines for developing as balanced a slate as possible depending upon which potential nominees accept/reject candidacy as the Chair proceeds through the prioritized lists after the conference.
<u>Post-Conference</u>:	
April	9. Obtain from the CRLA Mailing Service an updated membership list with names, addresses, phone numbers (home and work) for those on priority lists.
April - October	10. Contact potential candidates in priority order, provide those considering nomination with job description information and updated copy of Bylaws, and obtain written consent from those candidates who agree to run for office.
May	11. Respond to request from President to prepare and submit a budget request for the next fiscal year prior to the Board's summer meeting.
Oct. 1 or Earlier	12. Submit to the Board for approval a slate containing two candidates for each elective office and the Elections Committee Report. When approved, notify candidates and request information and photos for the election mailing.
October	13. Send a copy of this job description to the <u>next</u> Elections Committee Chairperson so that he/she can begin pre-conference preparations for selecting the <u>next</u> slate of candidates.

Job Description

College Reading & Learning Association

Job Title Elections Committee Chairperson

Timeframe	Work Performed
Post-Conference: (cont.)	
	14. It is also helpful to update and send copies of two items from the Elections Committee notebook: the list of winning/losing candidates in recent elections and the list of members of past Elections committees.
November - December	15. Prepare ballot, candidate information brochure, and return envelopes, and arrange for printing. (Check with CRLA Mailing Service for estimate of number needed and forewarn them that a complete set of mailing labels will be needed on December 15.)
December 15	16. CRLA Mailing Service prepares and sends an updated set of mailing labels to the Elections Committee Chair, keeping in mind holiday addresses and mail delays. Arrangements are made to update the list, if necessary, with a phone call in early January so that all members as of Dec. 31 will actually receive ballots. (There are usually three or four new names plus a few address changes.)
On or before January 15	17. Elections Committee Chair mails ballots for return by February 15. A final letter to candidates advises them of dates for mailing, return, and counting of ballots--and that they will be notified of results by CRLA President. Candidates for President-elect are also advised to begin thinking of a conference theme so that, if elected, they can work quickly with the next On-Site Conference Manager to prepare a one page publicity flyer to be distributed at the preceding (upcoming) conference.
February 15 +	18. If sufficient envelopes are returned to constitute a quorum (10% of the membership as of December 31), all ballots received on or before February 15 are counted by the Committee Chair and at least two other CRLA members in the Chair's locale. Inform the President of the election results by phone and send the counted ballots to the President who will hold them, unopened, through the installation of officers at the annual conference. If there is a challenge to the election results, the President will open the ballots and order a re-count.
	19. President announces the results to the candidates. Remind President to (a) invite new officers to all pre-conference and conference Board meetings, (b) send new officers a complete set of minutes from the Board meetings of the most recent year in order to prepare them for these meetings, and (c) put new President-elect in touch with the next year's conference On-Site Manager to begin working on a promotional conference flyer.

Job Description

College Reading & Learning Association

Job Title Elections Committee Chairperson

Timeframe	Work Performed
March/April	20. The out-going Chair prepares an article for the post-conference Newsletter announcing the election results, updates the Election Chair's job description, if necessary, and updates the Elections notebook before passing it on to the incoming Chair.
	RELAX! This is really the last official responsibility of CRLA Past-, Past-, Past-Presidents!

Job Description

College Reading & Learning Association

Job Title MULTICULTURAL AFFAIRS COMMITTEE (MAC) CHAIRPERSON

Timeframe	Work Performed
	1. Serve as liaison between MAC and the CRLA Board of Directors; appoint five to seven MAC members to serve on MAC. 2. Appoint MAC member to serve as leader of the MAC Special Interest Group. 3. Submit a current list of the MAC (committee) members to the Board at the Spring Board Meeting. Also submit the name of the leader of the MAC Special Interest Group. 4. Work with the MAC SIG leader in attaining Membership Resource Forms from MAC members each year so that the President has access to individuals name and interests when making appointments. 5. Through MAC, encourage minorities in each state to contact the State Director or Chapter President to offer assistance in preparing for the State meeting and/or make a presentation at that meeting. 6. Survey the MAC membership and recommend to the President-Elect and to the Nominating Committee individuals who have significant contributions to make to CRLA as program chairpersons and/or program committee members. 7. Solicit minorities to join various SIG groups in addition to the MAC Special Interest Group; advise them to contact SIG chairpersons and offer assistance in generating momentum and/or offer to chair SIG's. 8. Encourage minorities to submit articles to all CRLA publications (Newsletter, Journal of College Reading and Learning). 9. Solicit minorities to submit proposals for institutes and/or section meetings. 10. Encourage minorities living in the area where the conference is held to volunteer to serve on one or more committees. 11. Insure that MAC develops and submits to the Board a list of recommended keynote speakers. 12. Make all recommendations and appointments in a timely manner. Secure all deadlines regarding the conference and other meetings. 13. Attend all CRLA Board Meetings from beginning to end. 14. Commit to open communication and dialogue with CRLA President. 15. Assume that meeting reimbursements will be made for hotel and meals in the same manner that all other Board members are reimbursed.

Job Description

College Reading & Learning Association

Job Title
MULTICULTURAL AFFAIRS COMMITTEE (MAC) CHAIRPERSON

Timeframe	Work Performed
	16. Apprise MAC of CRLA Board actions that deal with minority concerns. 17. Integrate MAC membership concerns with those of CRLA through research, SIG group, and special reports. 18. Implement the MAC luncheon. 19. Complete request for funds form for MAC activities. 20. Report expenditures and actions of this committee to the CRLA Board. 21. Perform any other duties that complement CRLA/Multicultural Affairs.

Job Description

College Reading & Learning Association

Job Title JCRL EDITOR

Timeframe	Work Performed
Annually until May 1	1. Solicit manuscripts for possible publication in JCRL.
May 1 - Sept. 1	2. Distribute manuscripts for review, editing to assistant editors.
	3. Correspond with authors as needed regarding content of articles.
	4. Write acceptance/rejection letters to authors.
	5. Correspond with editor of "other" articles (other than those presented at conference) for incorporation of those articles into JCRL.
	6. Proofread and compile entire volume.
	7. Write front and end pages, index articles, and arrange order for presentation to printer.
Sept. - December	8. Proofread first galleys and blue line of volume.
	9. Consult with Executive Editor on overall design and length.
	10. Correspond with President-elect regarding convention (keynote speakers, letter to presenters, cover sheet, editorial luncheon).
January - March	11. Select new editors and/or reappoint current editors.
	12. Chair the Editorial Advisory Board and preside at the editorial luncheon.
Throughout Year	13. Write the articles for Newsletter.

Job Description

College Reading & Learning Association

Job Title	JCRL EXECUTIVE EDITOR

Timeframe	Work Performed
Until May	1. Solicit advertisers interested in placing ads in JCRL.
May - September	2. Select printer with reasonable bid.
	3. Prepare JCRL budget for summer Board meeting.
Sept. - December	4. Correspond with Oxford Mailing Service regarding complimentary copies, expected completion date.
	5. Consult with JCRL editor on cover design and length of volume.
December - March	6. Place ads for new JCRL volume and for library sets of past volume.
	7. Arrange for shipping JCRL to Oxford Mailing.
	8. Prepare annual report to WCRLA Board of Directors.
Throughout Year	9. Authorize payment of JCRL related expenses.
	10. Authorize complementary copies of JCRL for increased exposure of the journal.

Job Description

College Reading & Learning Association

Job Title
LIAISON

Timeframe	Work Performed
	The over-all objective of the liaison function is to keep CRLA members better informed of the potential resources within other organizations and vice versa. Many of the specifics, however, must be left to the individual judgment of the person serving in this capacity regarding the other organization's dynamics, etc. The following list of activities summarizes, in general, how one serving in the role of official liaison to another professional organization might proceed: a. Let the CRLA president-elect/program chairperson know about particularly good people/presentations encountered at the other association's conference; it might be suggested that some of them present at CRLA's conference as well. b. Work with CRLA's president-elect to arrange a CRLA co-sponsored meetings during annual or regional meetings of the association to which one is liaison. d. Keep the CRLA Newsletter informed about the following items learned from the other association: new publications available; upcoming conference dates and locations; and names and specialities of good resource people in the other association (and vice versa). e. Attend the board meetings of other association and describe CRLA and its commitment to the liaison function with regard to other organizations. f. Be available as a general resource person about the other association for CRLA officers who may need to know more about it and names of its current officers and editors. Report the other association's decisions and policies related to professional issues of common concern to CRLA's president. g. Remain alert to professional issues in both associations which might be facilitated by joint effort/approaches.

Job Description

College Reading & Learning Association

Job Title NEWSLETTER EDITOR

Timeframe	Work Performed
	1. Submit a proposed annual budget for consideration at the Summer Board Meeting. 2. Prepare an annual report to the Board for the Conference Board meeting. 3. Attend Board meetings as requested. 4. Obtain institutional support (if possible) for mail and telephone services. 5. Establish contact with a competent printer. 6. Solicit volunteers from membership subgroups to generate copy. 7. Notify regular and occasional contributors before each deadline. 8. Receive, evaluate, proofread and assign headings to submitted copy before transmittal to printer; proof-read typeset copy, proof-read reset copy, paste-up copy (in rough form) for printer, proof-read final paste-up. 9. Deliver printed Newsletter to mailing service. 10. Mail multiple copies to officers and conference manager, single copies to NADE officers. 11. Maintain files of copy, photos and correspondence.

Job Description

College Reading & Learning Association

Job Title
PARLIAMENTARIAN

Timeframe	Work Performed
	1. Appointed by CRLA President at beginning of year with Board consent; serve as ex-officio member of the Board. 2. Serve as ex-officio member of any ad hoc By-laws committee whose chair has been appointed by the President. 3. Maintain on file the most up-to-date copies of CRLA By-laws. 4. Serve as consultant for ALL questions of procedure relating to the By-laws or conducting a meeting. 5. Route suggestions for By-laws revision through the Board. 6. Attend all official meetings of the general membership. 7. Maintain records for budget allocation when provided; submit financial report to the Board during one of the Annual Spring Board meetings.

Job Description

College Reading & Learning Association

Job Title
PLACEMENT BUREAU DIRECTOR

Timeframe	Work Performed
	Required: 1. Disseminate information about available jobs to interested members. 2. Check job listings and/or opportunities in papers, schools, etc. 3. Send placement bureau application to interested persons. 4. Research job-related information for use in writing column. 5. Prepare a bulletin board job display at annual conference. 6. Present report to Board upon request. Desirable: Present workshops and/or institutes at annual conference.

Job Description

College Reading & Learning Association

Job Title	President

Timeframe	Work Performed
Prior to Conference	1. In concert with outgoing President, determine chairpersons who will be reappointed and those who need to be replaced. Correspond with new designees to get their approval prior to conference, if possible. Forward new chairs job descriptions, specific directives and/or goals, and time frames for the forthcoming year. Standing Committee Chairs Conference site chairperson (Past, Past President) Nominations (Past, Past - Past President) Awards Editor, JCRL Multicultural Affairs Standing Positions (work without committees) State Directors (appointed by outgoing President; Past President serves as Coordinator) Archivist Chair of SIG leaders By-laws Parliamentarian Liaisons Editor, Newsletter
At the Conference	2. Preside at the final Executive Board meeting at the close of the annual conference. a. Introduce new officers and obtain address and phone list of all Board members. Obtain list of new officers' presidents and deans and their institutional addresses. b. Call for transfer of officers' notebooks to new officers. Each of these notebooks should include a description of duties and possible annual budgetary needs of the office. c. Determine stationery and brochure needs of officers. d. Select date and site for Fall Board meeting with Board approval. e. Call for new business. 3. Write President's Message for Spring Newsletter.

Job Description

College Reading & Learning Association

Job Title President

Timeframe	Work Performed
	4. Write thank you letters to conference participants and offer to send letters to their presidents and deans informing them of participation of their faculty and/or staff member(s) at the conference and thanking them for their institutional support. 5. Write thank you letters to presidents and deans as described. 6. Write a thank you letter to the outgoing President and to his/her president and dean. 7. Write letters of congratulation to new officers. Offer to send a letter informing the new officers' presidents and/or deans of their election. Remind the administrative officers of the institutional support needed. 8. Write letters of recognition to the section meeting chairpersons' presidents and/or deans. Get a list of their names and addresses from the Chair of Chairpersons. 9. Write a letter(s) to hotel management thanking those involved for accommodations provided. 10. Revise and/or supply signature to the WCRLA mailing service so updated letters can be sent to new members and renewals. 11. Sign membership cards and forward to the mailing service. 12. Handle any issues needing immediate attention raised at the Spring Conference Board meetings.
Early Summer	13. Plan agenda for Summer/Fall Board meeting; send in advance to all Board members by July 15 or earlier: a. Ask for additional suggestions for the agenda. b. Communicate information desired from each officer at the Fall Board meeting. c. Remind the President-Elect to prepare conference budget for approval at the Summer/Fall Board meeting; remind him/her to contact Conference Manager in devising a budget.

Job Description

College Reading & Learning Association

Job Title President

Timeframe	Work Performed
	d. Make sure that the previous Conference Manager has communicated with the Treasurer (who was in office at the time of the conference) and has submitted a detailed accounting of conference income and expenditures. e. Remind all officers, task force chairpersons, committee chairs, etc., who had made expenditures the previous year, to submit a report providing a final accounting to the Treasurer. The Treasurer's books need to be closed for the fiscal year prior to the Summer/Fall Board meeting since his/her fiscal report needs to be distributed and discussed at that meeting. f. Inform nominations chair that names of nominees are due for Summer/Fall meeting.
Summer	14. Write President's Message for Summer Newsletter. 15. Conduct Summer/Fall Board meeting. 16. Complete follow-up correspondence as required by Board action at the Summer/Fall Board meeting. 17. Begin working and/or communicating with site selection chair regarding conference site selection for three years in the future. 18. Communicate with Committee Chairs, SIG Chairperson, etc., as needed. 19. Write President's Message for Fall Newsletter. 20. Conduct Conference Call Board meetings as needed. Send agenda for each call in advance and ask for additional items.
Late Winter	Correspond with Coordinator of S/R-D's about recommendations as to who should be reappointed and who should be replaced. In case of new appointees, secure consent prior to conference and extend invitations, etc., to attend S/R-D meetings, etc.
Spring	21. Appoint elections committee chairperson for next year's officers. a. Make sure the chairperson has an outline of the responsibilities required of each officer to be provided to prospective nominee for consideration in accepting the nomination.

Job Description

College Reading & Learning Association

Job Title	President

Timeframe	Work Performed
	b. Nominees should be advised to consult with their administrative officers for institutional support. In the case of President-Elect, this should include desired financial support as well as institutional services needed.
	c. Nominees' names need to be submitted for Board approval at the following Summer/Fall Board meeting.
	22. Plan agenda for Spring Conference Board meetings.
	Schedule State Directors, SIG Chairperson, and SIG leaders time to give reports.
	23. Conduct Spring Conference Board meetings and preside at General Sessions.
	24. Add incoming President's name to the Presidential plaque given to that person with the gavel at the Third General Session.
	25. Update officers' notebook of duties before transferring to incoming President. Prepare and submit file folders to incoming President containing important previous communication and unfinished business.
	26. Write Past-President's Message for Spring Newsletter.
Ongoing	27. Retain correspondence and office--related information for three years; items four years and older go to the archivist.

Job Description

College Reading & Learning Association

Job Title	President-Elect

Timeframe	Work Performed
Immediately Following the Annual Conference	1. Act as presiding officer in the absence of the President 2. Serve as program chair. a. Determine conference theme and areas to receive special emphasis. b. Contract keynote speakers. c. Prepare specific documents for Board approval at the annual Fall Board meeting. (1) Conference Budget including input and projected amounts for conference manager (2) Conference Timeline of Events (3) Conference Schedule d. Appoint Conference Committee Chairpersons. (1) Coordinator/Chair of Chairpersons (2) Evaluation Chair - Assist this chair (3) Newcomer Functions Chair e. Appoint Program Committee to help review and accept/or reject program proposals; send letters of acceptance and rejection (if the latter is necessary). f. Prepare publicity for forthcoming conference. (1) Advance registration form for inclusion in fliers, brochure, and CRLA Newsletter. (2) Conference advertisement to be submitted to appropriate journals and other publications in timely manner; arrange for their payment. (3) Fliers and brochures advertising the conference to be submitted to members and general mailing. (4) Advertisement for institutes in the Newsletter. (5) Column for each issue of the Newsletter addressing conference and related information. g. Design and write the program; make arrangements for its printing and delivery to conference manager and registration committee. 3. Sell advertising space in Conference program booklet if possible.

Job Description

College Reading & Learning Association

Job Title	President-Elect

Timeframe	Work Performed
	4. Coordinate program preparation with Conference Manager activities.
Prior to Forthcoming Conference	5. In concert with outgoing President, reappoint and/or appoint new committee chairs for forthcoming year:
	a. Archivist
	b. Awards
	c. Liaisons
	d. Multicultural Affairs
	e. Parliamentarian
	f. Chair of SIG Leaders
	g. Editor, JCRL
	h. Editor, Newsletter
	6. Establish file of information for incoming President-Elect.
	a. Fall Board meeting documents (specified above)
	b. Sample fliers and brochures
	c. Copy of letters providing sample communication with keynoters, presenters, journal editors, publishing company representatives, etc.
	7. Prepare report to submit at a Spring Conference Board meeting itemizing expenditures of funds from President-Elect's account.
	8. Determine goals for CRLA for the forthcoming year and report to membership during the conference.
Ongoing	9. Retain correspondence and office related information for three years; items four years and older go to the archivist.

Job Description

College Reading & Learning Association

Job Title	Secretary

Timeframe	Work Performed

1. Duties

   a. Write, distribute, and microfiche official minutes of all Board meetings including telephone conference calls. (See Procedures of details.) Minutes are to be distributed within a month of the meeting.
   b. Write, distribute, and microfiche summaries of the minutes of all official meetings.
   c. Keep official records updated and bring them to Board meetings. (See Records for details.)
   d. Maintain a "To Do" list for Board members of pertinent items that are discussed in Board meetings.
   e. Display at the Annual Conference, copies of the minutes from the Summer Board meeting and any other meetings that have occurred since the previous Annual Conference.
   f. Present an oral report at the Annual Conference General Session, summarizing the highlights of Board activity since the last conference.
   g. Make a narrative report to present to interim Board meeting, including a financial statement of receipts and expenditures, itemized on a standard form. Send the financial report to the Treasurer before May 31.
   h. Maintain banking records and return all unused funds by end of fiscal year. Allocations and advances are to be used only for authorized purchases such as supplies, stamps, copying, telephone calls to conduct CRLA business, typing, and bank services.
   i. ensure that renewal forms are filed with the New Mexico State Corporation Commission by the Associations appointed representative prior to September 15th.
   j. Stamp date received and keep in orderly fashion all correspondence for at least two years after end of term of office.
   k. Send copy of any newly approved by-laws, signed by the Secretary and the President with $1.00 to Eric P. Serra (1986) Chrm., New Mexico Corporation Committee, PO Box Drawer 1269, Santa Fe, New Mexico, 87501. (There is no special form for sending the by-laws).
   l. Add phone meeting information (other than conference calls) to minutes or write up as unofficial minutes.
   m. Submit original state chapter paperwork to archivist.
   n. Retain correspondence and office-related information for three years; items four years and older go to archivist.

Job Description

College Reading & Learning Association

Job Title Duties of Secretary cont.

Timeframe	Work Performed

2. Procedures for Keeping the Minutes

   a. The minutes are to be typed with a recall column for easy reference.
   b. Each secretary indexes the minutes and attachments he or she writes and keeps the index current.
   c. All pages of the minutes are to be numbered, including each page of all attachments. The page number should appear on the top or bottom of the page. Be consistent.
   d. The date and place of the conference should appear on each page of minutes and on the first page of each attachment.
   e. Attachments are to be numbered consecutively at the top, right-hand corner in a bold manner for viewing. Attachments should be noted in the minutes in this manner: (Attachment No.___).
   f. Minutes are to be corrected by the Board, signed by the Secretary, and dated at the time of approval.

3. Records to be Kept and Brought to Board Meetings

   a. Hard copies of all minutes from the previous year and the microfiche copies of all minutes.
   b. Copy of the by-laws and constitution.
   c. Current list of officers, state directors, and past presidents.
   d. Current membership list.
   e. One copy of each Newsletter.
   f. Copy of the index.
   g. Policies and Procedures Manual.
   h. Secretary's Handbook.
   i. Copies of IRS forms.
   J. Board Blanket Fidelity Bond.

4. Records to be Updated

   a. By-laws when necessary.
   b. List of committee members.
   c. Index.
   d. List of members receiving awards.
   e. Lists of members serving CRLA.
   f. Policies and Procedures Manual.
   g. Lists of Board members.
   h. Microfiche copies.

Job Description

College Reading & Learning Association

Job Title Duties of Secretary cont.

Timeframe	Work Performed

5. Distribution of Minutes

   a. Copies of the minutes are to be sent out as soon as possible to:
      (1) All Board members.
      (2) Newsletter editor.
      (3) Current and future conference managers (without attachments).
      (4) Incoming officers upon their election.

   b. Microfiche are to be sent to:
      (1) President.
      (2) Archivist.

   c. Summaries of the minutes are to be written, signed, "These minutes have not yet been approved," and sent out as soon as possible to:

      (1) All Board members.
      (2) State/regional directors and chapter presidents.
      (3) Past presidents.
      (4) Committee chairpersons.
      (5) Archivist.
      (6) Newsletter editor (for publication in the next Newsletter)
      (7) SIG leaders.
      (8) Next conference manager.
      (9) Journal editor.

   d. Send an updated copy of the index to Board members and the archivist each year.

   e. Make copies of pertinent information from the minutes and send it to respective committee chairs and state directors for inclusion in their handbooks.

6. Helpful Hints for Board Meetings

   a. Bring: tape recorder, extension cord, and 12-15 hours of tape.
   b. Bring: pencils, paper clips, extra paper, transparent tape, stapler.
   c. Bring: calculator, spelling dictionary.
   d. Bring: microfiche reader.

Job Description

College Reading & Learning Association

Job Title
SPECIAL INTEREST GROUP (SIG) COORDINATOR

Timeframe	Work Performed
	Special Interest Groups (SIG's) exist in CRLA to foster year-long membership participation in areas of similar interest. Themes which identify SIG's from all other groups in CRLA are: 1) topics of professional interest which may change periodically; 2) intentionally loose governing guidelines freeing each SIG to grow as it sees fit; 3) information and experience exchange within its membership. A SIG Coordinator facilitates the operation of the groups during the year and at the annual conerence. Each SIG is led by one or two leaders who are the liaison to the SIG Coordinator.
April/May	1. Write to all SIG Leaders to outline what information needs to be given to the President-Elect for next year's conference. President-Elect should have meeting times, places, special equipment list, and other planned activities by July 1 from the Leaders. Also include a Leader name/address list in your mailing. Encourage articles in CRLA newsletter. Coordinator needs a copy of pertinent correspondence from each Leader. 2. Keep a file to include all SIG correspondence during the upcoming year.
June	1. Gather SIG Guidelines from SIG Leaders and submit to the President.
September	1. Submit article to CRLA Newsletter to solicit SIG membership. 2. Send a list of all Sig Leaders to Coordinator of State Directors. 3. Send short reminder letter to SIG Leaders.
January	1. Write to SIG Leaders to have conference plans finalized. (See SIG Leader description.) 2. Write to conference chairperson to make sure information booth/sign-up board will be done to your specifications.
Conference	1. Make appropriate announcements. 2. Attend beginning of each SIG meeting to make sure that Leader is present and prepared, facilitaties are satisfactory. 3. Talk with each SIG Leader during the conference to discuss the past year and the future of her/his SIG. 4. Report to Board after #1-3 had been accomplished. Include eavluation of the past year for SIG's in general and any specific problems or successes which have occurred. Speak to future of SIG's in CRLA and how to foster growth in these groups.

Job Description

College Reading & Learning Association

Job Title
SPECIAL INTEREST GROUP (SIG) LEADER

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

Job Description

College Reading & Learning Association

Job Title
STANDING COMMITTEES

Timeframe	Work Performed

1. COMMITTEE MEMBERSHIP

   a. The committee chairperson shall be appointed by the President.

   b. The committee shall consist of 5-7 CRLA members.

   c. Personnel for the committee shall be selected by the chairperson subject to approval by the President.

   d. Committee membership shall continue at the discretion of the President with consideration for continuity.

2. MEETINGS

   a. Meetings shall be held on call at the discretion of the chairperson.

   b. No reimbursement will be made to any committee member without prior approval of the Board of Directors. Upon written request of the committee member and approval of the chairperson, these costs will be reimbursed.

3. DUTIES AND RESPONSIBILITIES

   a. To carry out charges as given by the President.

   b. To keep records and make reports and/or recommendations to the Board of Directors.

4. DUTIES OF THE CHAIRPERSON

   a. The chairperson is responsible for following the charges of the President.

   b. The chairperson shall carry out the business of the committee in a judicious manner.

5. COMMITTEE PROCEDURE

   a. Notice of called meetings shall be made by the chairperson and received by all committee members at least 15 days in advance of that meeting. Notice shall include the date, place and charges.

Job Description

College Reading & Learning Association

Job Title
STANDING COMMITTEES

Timeframe	Work Performed
	5. COMMITTEE PROCEDURE (continued) b. Recommendations of the committee shall be by consensus. If consensus is not reached, a minority report shall be submitted to the Board of Directors.

Job Description

College Reading & Learning Association

Job Title STATE/REGIONAL DIRECTOR/CHAPTER PRESIDENT

Timeframe	Work Performed
	The duties of State/Regional Directors/Chapter Presidents are those necessary to coordinate CRLA activities in the various states and regions. These duties include but are not limited to membership recruitment, communication among local members, communication between the Board and the local membership, liaison with appropriate professional organizations whose membership is similar to that of WCRLA, and organization of local conferences. State/Region Directors are appointed on a yearly basis at the discretion of the Coordinator of State/Regional Directors. Appointment to a second and third term may be appropriate. Directors/Chapter Presidents (D/CP) report to the Board through the Coordinator of State/Regional Directors, who is responsible for providing the D/CP with appropriate support from the board, primarily in the form of communication, funding, and access to the full range of CRLA resources. Membership
Membership Records	The D/CP is responsible for maintaining a record of local CRLA members, both active and lapsed, and a record of prospective members. The Director should contact those members whose membership has lapsed in order to encourage them to renew membership. Membership lists and notification of new memberships and renewed memberships will be provided at least twice yearly (August 31 and December 31) to the Directors by the Coordinator of State/Regional Directors.
Membership recruitment	The D/CP is responsible for membership recruitment within the state/region. In states which conduct conferences or other major activities, the D/CP may appoint a Membership Coordinator, who shall have formal recognition by the Board. Generally, a major membership drive is encouraged at the beginning of each school year or at the time major local activities are planned but prior to the Annual Conference in the spring. Each D/CP should set an annual goal for membership recruitment and is expected to include membership figures in the annual report to the Board. Communication
Local communication	D/CP are responsible for the maintenance of communication among the local members. They are encouraged to develop local newsletters which should not compete with the CRLA Newsletter. They are also encouraged to provide opportunitites for members to get together at appropriate state/regional professional meetings in which there are a significant number of members in attendance.

Job Description

College Reading & Learning Association

Job Title
STATE/REGIONAL DIRECTOR/CHAPTER PRESIDENT

Timeframe	Work Performed
Communication with the Board	The D/CP is responsible for keeping the Board informed of state/regional activities and concerns and for sharing communication from the Board with the local membership. Such communcation with the Board is to be conducted through the Coordinator of State/Regional Directors.
Annual Report	The D/CP is responsible for submitting an annual report to the board through the Coordinator of State/Regional Directors. Information to be included in the report includes a report of the state/regional membership, membership growth during the year, a summary of local activities and of those remaining, recommendations to the Board from the local membership regarding local affairs or CRLA as an association, and goals for the state/regional for the coming year. The D/CP should also indicate whether she/he is willing to continue in the State/Regional Director position for another year.
Publicity for the Annual Conference	The D/CP has the responsibility regarding local communication about the Annual Conference. Duties include publicity, encouraging proposals for presentations and for chairpersons, locating group travel rates or ride-sharing, and locating individuals interested in room-sharing at the conference. When the conference is in the D/CP state/regional, she/he is expected to work closely with the Conference Manager to provide local support for the conference.
State/Regional Directors'/Chapter Presidents' Workshop	At the Annual Conference, the D/CP should attend the Director's Workshop and in cooperation with the Coordinator of State/Regional Directors plan and conduct a state/regional meeting. The D/CP may also choose to attend Board meetings and is welcome to address the Board at such meetings. If unable to attend the Conference, the D/CP is expected to provide a suitable replacement to assume the D/CP duties during the Conference.
Cooperative	The D/CP is encouraged to serve as liaison and to develop cooperative efforts with related local professional organizations. This liaison may include shared activities, if appropriate, and cooperative and shared communications.
Cooperative activities	The D/CP is encouraged to serve as liaison and to develop cooperative efforts with related local professional organizations. This liaison may include shared activities, if appropriate, and cooperative and shared communications.
Newsletter	The D/CP is responsible for regular contributions to the CRLA Newsletter. Included in articles should be an accurate address and phone number for the D/CP, notice of local activities, and news about local members. The D/CP does not necessarily need to personally write the Newsletter contributions but may designate another to do so.

Job Description

College Reading & Learning Association

Job Title
STATE/REGIONAL DIRECTOR/CHAPTER PRESIDENT

Timeframe	Work Performed
Placement Bureau	The D/CP should keep informed of available jobs and is responsible for providing information about such positions to the Director of the Placement Bureau. The D/CP should also encourage local members and institutions to use the placement service.
Recommendation for replacement	If the Director chooses not to continue for another year, she/he should locate one or more members to recommend to the incoming Coordinator of State/Regional Directors. This should be done by the end of January so that a new Director can be selected and can attend the Directors' Workshop at the Annual Conference. It must be clarified with any recommended replacement that the selection of the Director is the responsibility of the Coordinator of State/Regional Directors and that a recommendation is not necessarily an appointment.
Handbook	The D/CP is responsible for updating the "State/Regional Director's Handbook" at the end of each year and for presenting the state's/regional's Handbook to the next D/CP.
	Local Conference
Local or regional conference	When appropriate and feasible, D/CP are responsible for planning annual local conferences or other meetings. D/CP are encouraged to cooperate with other D/CP to plan regional conferences or to encourage participation in nearby state or regional conferences. Cooperation might include publicity, special guest presentations, special meetings for guest delegations, or similar cooperative efforts.
Annual Conference	The D/CP should encourage individuals or groups wihtin the state/regional or may her/himself submit a bid for hosting the Annual Conference or a Summer Institute. Such individuals or groups should be put in contact with the Conference Site Chairperson.
	Funding
CRLA regular funding	An allocation is budgeted each year to each State/Regional Director/Chapter President for communication purposes. The allocation is determined at the Summer/Fall Board meeting when the CRLA fiscal budget is set and is available for use between July 1 and June 30 of the year. The D/CP is responsible for the use of the state/regional allocation and must account for all funds received from or budgeted fromt he CRLA treasury. No funds will be disbursed without receipts or other appropriate verification. Requests for reimbursement may be submitted at any time a total amount of at least $25 is due or every 90 days, whichever is sooner. Directors are encouraged to accumulate small amounts for a single disbursement but to submit requests in a timely manner. See "Guidelines for Funding of State/Regional Special Projects."

Job Description

College Reading & Learning Association

Job Title
STATE/REGIONAL DIRECTOR/CHAPTER PRESIDENT

Timeframe	Work Performed
Special funding	D/CP pplanning special projects requiring funding should familiarize themselves with the "Guideline for Funding of State/Regional Special Projects." Except in emergencies, proposals for special funding are submitted on the CRLA Funding Request Form to the President with a copy to the Coordinator of State/Regional Directors and must be submitted prior to July 1 for consideration.
Bank accounts	D/CP who generate more than $25 of local CRLA income should open a passbook savings account or similar low cost bank account. An accurate accounting of all local funds should be included in the annual report to the Board. This report should include verification from at least one member other than the D/CP as to the accuracy of the accounting. Retiring Directors or outgoing presidents must arrange for accounts to be turned over to the appointed replacement. Accounts should be in the name of CRLA and are considered the property of the of the local CRLA membership.

Approved: April 8, 1984
Province changed to regional, April 1987

Job Description

College Reading & Learning Association

Job Title Treasurer

Timeframe	Work Performed

Overview:

The Treasurer is elected for a two-year term of office beginning with the Summer Board meeting where the transition will be made and is a voting member of the Board of Directors. The Treasurer receives and records all income of the Association and issues checks for and records all authorized expenditures. The Treasurer makes a financial report at each general and special meeting of the membership and the Board of Directors and prepares end-of-the-year fiscal reports. The Treasurer advises the Board on all financial matters and monitors all accounts. At the Summer Board meeting, the Treasurer presents all Association financial records for review by an audit committee appointed by the President. This job description is to be reviewed by each outgoing Treasurer and recommended changes presented to the Board.

Detailed comments on specific duties:

The new Treasurer should meet with the outgoing Treasurer for at least one-half day at the Summer Board meeting so that he/she can explain the Treasurer's job in some detail. The outgoing Treasurer should show the new Treasurer the checkbook and how it works, the various entries in the Annual Report and what they mean, the records on deposits, savings accounts/ investments, the tax records, and various aspects of the Treasurer's yearly correspondence. The outgoing Treasurer should also explain how the CRLA Treasurer interacts with (1) the other members of the Board and (2) Hal McCune of Oxford Mailing Service.

Routine bills from contracted services such as mailing service, printing, and publications may be paid by the Treasurer without further authorization up to the budgeted total. Billings in excess of the budgeted totals should be approved by the Board prior to payment.

All other bills must be accompanied by a signed Reimbursement Form (attachment) and the related invoices or receipts plus Presidential authorization. All such requests must be made within 90 days after the expense is incurred and no later than two weeks prior to the Summer Board meeting.

All checks over $1,000 must have two signatures--that of the Treasurer and that of the President (a Barney & Barney requirement for bonding).

Job Description

College Reading & Learning Association

Job Title Duties of the Treasurer: (cont.)

Timeframe	Work Performed
	The Treasurer should send a xeroxed copy of the bank statement and reconciliation to the CRLA President every month (a Barney & Barney requirement). The approved Treasurer should keep records according to the bookkeeping system by CRLA. The Treasurer should maintain a low balance in the checkbook at all times, thus assuring that CRLA's money is in savings/ investment accounts where it can earn interest. However, safety of principal should at all times be the Treasurer's primary concern, not gaining the highest possible rate of return. The Treasurer should make note of the due date on any three or six month deposits and roll the money over--or put it into another investment if the situation seems to warrant a change --immediately so that the Association does not lose any potential interest. The Treasurer should balance the checkbook after every entry (deposit or withdrawal) and should check the bank statement every month to make sure his/her balance in the checkbook agrees with the bank statement. Board members should be sent copies of the monthly reconciliations. The Treasurer should keep a careful record of all deposits made by the Mailing Service as well as a record of any made by the Treasurer. If applicable, a new Treasurer should advise the Mailing Service of the new bank and account number and send a supply of deposit slips as soon as possible. The Treasurer is responsible for seeing that the Association files a Federal Income Tax Return every year as required by IRS. Our organization has a tax exempt on status under Section 501 (c) (6) of the IRS Code. Our IRS employer identification number is 95-3177-158. A copy of the tax return should be sent to the President and Secretary. When the Treasurer pays a bill he/she should make a note on the bill itself saying when the bill was paid and what the check number was. (Noting this information in the checkbook alone is not sufficient.) This information should also be noted in the Chart of Accounts. All paid bills should then be filed either according to date or according to budget category.

Job Description

College Reading & Learning Association

Job Title Duties of the Treasurer: (cont.)

Timeframe	Work Performed
	The Treasurer should attend to all the necessary correspondence of his/her office including, but not limited to, letters to members of the Association, members of the Board of Directors, the tax accountant, businesses to whom the Association pays bills, and Oxford Mailing Services. The Treasurer should keep on file xeroxed copies of all these letters. The Treasurer should work closely with event chairpersons each year to make sure accurate records of all conference income and expenditures are kept. Advances to event chairpersons should be made in increments of no more than $1,000 in order not to deplete interest bearing balances more than necessary. An accounting of advanced funds should be submitted within 60 days after the termination of the event for which the funds were advanced or by June 15 and should be accompanied by a check for unused funds. Any refunds made with regard to the event should be made by the chairperson prior to submission of the final accounting. The operating budget for CRLA is set each year at the Summer/Fall Board meeting. The Treasurer should make a copy of this budget within two weeks of this meeting and send it to all members of the Board to make sure all are in agreement about how the money has been allocated. The Treasurer should attend all sessions of the two Board meetings (Summer/Fall and Spring) and the incoming Treasurer should attend all meetings of the Board on Sunday at the Spring Board meeting at which he/she is elected. The Treasurer should at all times be both fiscally responsible and fiscally conservative with the Association's funds. He/she should encourage all other members of the Board in this direction. Proposals to the Board which include significant financial implications for CRLA must be reviewed by the Treasurer prior to voting. The Treasurer should prepare a complete and accurate report for the Board twice a year; once for the Spring Board meeting (the Mid-Year Report) and once for the Summer/Fall Board meeting (the Annual Report). The CRLA fiscal year runs from July 1 to June 30. The Treasurer's signature and the current President's signature should both appear on the CRLA bank account and on both savings accounts. This means a signature change every year for a new President and every two years for a new Treasurer.

Job Description

College Reading & Learning Association

Job Title Duties of the Treasurer: (cont.)

Timeframe	Work Performed
	The Treasurer should maintain two savings/investment accounts, a regular account, and a separate account for the Scholarship Fund. The outgoing Treasurer will serve as a consultant to the Board for a period of one year. The Summer Board meeting, which follows the election of the new Treasurer, will be attended by the outgoing Treasurer. He/she will serve as an advisor to the Audit Committee. The Audit Committee will be appointed by the President from CRLA members who live near the site of the Summer/Fall Board meeting, and who can be available during that Board meeting to conduct the audit. The Treasurer should make sure that all CRLA officers (especially the Treasurer him/herself) are bonded. The Treasurer should compare the revenue generated by annual dues against Association expenditures and make recommendations to the Board concerning possible changes in dues. At the request of the Board, the Treasurer will reevaluate services of the Oxford Mailing Service. The Treasurer will retain correspondence and office-related information for three years; items four years and older go to the archivist.

BOARD POLICY ON THE FORMATION OF STATE/REGIONAL CHAPTERS

1. Upon approval of the Board of Directors, a chapter or chapters of the Association may be established in any area within a state, region, province, or territory on the petition of 25 members of the Association within the area. To maintain chapter status, membership in the Association must be equal to or greater than the number at the time of chapter initiation.

2. A chapter must adopt its own bylaws which will be compatible with the Constitution and Bylaws of the Association.

3. All members of the chapter must be members of the Association.

4. Elected officers shall consist of at least the president (chair), vice president (vice-chair/chair-elect), and a recorder (secretary and treasurer duties).

5. The president of the chapter will assume the duties and function of the state/regional director position.

6. Each chapter shall hold at least one chapter meeting a year. A report of its meeting(s) shall be sent to the Coordinator of State/Regions of the Association within one month following the meeting(s).

7. State chapters shall not be affiliated with any other organization.

8. A chapter may be dissolved at its request or by the Board of Directors of CRLA and shall be so dissolved by the Board if it becomes inactive or fails to comply with the provisions of this article for one conference year. Any treasury funds must be disbursed in accordance with state law. If there is no state law for this situation, then funds will be disbursed by the Board of Directors of the Association.

9. If a state, region, or area chooses not to have a chapter, the position of state/regional director will continue. In the event of the dissolution of a state, regional, or area chapter, the Coordinator of State/Regions of the Association will appoint a person to the position of state/regional director.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Texas Chapter and covering the following geographic area: the state of Texas.

The purpose and objectives of the chapter will be as follows:

1) to provide a state-wide educational vehicle for members in the areas of reading, learning assistance, developmental education and tutorial services.

2) to provide a network for members

3) to promote membership in WCRLA

Name of person facilitating the organization of the chapter Delryn Fleming

Address 1503 Jackson Street

Carrollton, TX 75006 Phone (214) 245-5305

Date submitted _____

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

RECEIVED MAR 1 3 1989

PETITIONING FOR CHAPTER STATUS

TEXAS

	Name	Address	College
1.	Nancy Moreland	6508 Sandie Dr. Amarillo, TX 79109	Amarillo College
2.	Mary Lee Dayton	4325 Alicia Amarillo, Tx 79109	Amarillo College
3.	Janice L. Drake	5221 84th St. Lubbock, Tx 79424	Texas Tech University
4.	Judy Stocks	8108 Elbridge Lubbock, Texas 79423	Texas Tech University
5.	Linda Colorado	1614 70th Place Lubbock, Texas 79412	South Plains College

PETITION FOR CHAPTER STATUS

6. Frances McMurtray
7. Marcia Epner
8. MaryAnn DeArmond for San Antonio College, Chair of Reading & Education
9. Mary F. Muller
10. Mary Jane W. Howe
11. MaryAnn DeArmond
12. Ann Weesner

PETITIONING FOR CHAPTER STATUS

TEXAS

Name	Address	College
[illegible]	6508 Sandie Dr Amarillo, TX 79109	Amarillo College
[illegible]	4328 Alicia Amarillo, TX 79109	Amarillo College
#13. Sue H. Cross	10135 Chestover Dallas, TX 75229	Brookhaven College
#14 Joe CORTINA	12800 Abrams Rd. Dallas, TX 75243	Richland College

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

	Name	Address	College
15.	Patricia Heard	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
16.	Denise McGinty	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
17.	Arthur Rauch	LSC A332 Jester Center, U.T., Austin, Texas 78705	University of Texas at Austin
18.	Ann B. Faulkner	LSC Mountain View College 4849 W. Illinois Ave. Dallas, TX 75211	←
19.	Patricia Feldman	1431 Northridge Dr. Carrollton, TX 75006	SMU, Reading & Learning Center
20.	Delwyn Fleming	1503 Jackson Street Carrollton, TX 75006	Brookhaven College DCCCD

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Patricia Head	LSC - ~~A332 Jester - U.T.~~ Austin, Texas 78705	~~Univ. of Texas~~ at Austin
Denise McGinty	LSC - ~~A332 Jester U.T.~~ Austin, Texas 78705	~~University of Texas~~ at Austin
Arthur Rauch	LSC A332 Jester Center, U.T., ~~Austin, Texas 78705~~	~~University of Texas~~ at Austin
21. Ira H. Gilligan	P.O. Box 632 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
22. Mattie Dillon-Moore	13623 Indian Creek Houston, TX 77079	U of H-Clear Lake

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Kathleen Heard	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauch	LSC A332 Jester Center, U.T., Austin, Texas 78705	University of Texas at Austin
23. James E. Walker	Texas Woman's University PO Box 23029 Denton, TX 76204	Texas Woman's University

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

24. Joan M. Smith - Coordenator, El Centro College Learning Assistance Center

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Katherine Heard	LSC-A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauck	LSC A332 Jester Center, U.T. Austin, Texas 78705	University of Texas at Austin
Mrs. H. Gilyard	P.O. Box 632 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
25. Sylvia Bowman	University of Houston-Downtown One Main Street Houston, TX 77002	←

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Patricia Hart	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC - A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauck	LSC A332 Jester Center, U.T. Austin, Texas 78705	University of Texas at Austin
Tim Fitzgerald	P.O. Box 632 Prairie View, A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
26. Gladys R. Shaw	105 A. Union UT El Paso El Paso, TX 79968	U.T. El Paso
27. Carol Clymer	El Paso Community College P.O. Box 20500 El Paso, TX 79998	EPCC

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Report: wcrla.tx

BOWMAN, SYLVIA
U[redacted]V. OF HOUSTON, ONE MAIN STREET
HOUSTON, TX
77002
?

CLYMER, CAROL
61600 LOS ROBLE
EL PASO, TX
79912
Feb 28 89

CORONADO, LINDA
1614 70TH PLACE
LUBBOCK, TX
79412
Mar 31 89

CORTINA, JOSEPH
RICHLAND COLLEGE, 12800 ABRAMS RD.
DALLAS, TX
75243
Apr 30 89

CROSS, SUE
10135 CRESTOVER
D[redacted]LAS, TX
7[redacted]229
Oct 31 88

DE ARMOND, MARY ANN
4523 MAYBROOK WOODS
SAN ANTONIO, TX
78249
Mar 31 89

DILLNER-MOORE, MARTHA
13623 INDIAN CREEK
HOUSTON, TX
77079
Mar 31 89

DRAKE, JANICE L.
TEXAS TECH UNIVERSITY, PASS, 205 WEST HALL
LUBBOCK, TX
79424
Sep 30 88

EPNER, MARCIA
403 SQUIRES ROW
SAN ANTONIO, TX
78213
S[redacted] 30 88

FAULKNER, ANN
MT. VIEW COLLEGE, 4849 W. ILLINOIS
DALLAS, TX
75211
Dec 31 99

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Report: wcrla.tx

FELDMAN, PATRICIA M.
[redacted]31 NORTHRIDGE DR.
CARROLLTON, TX
75006
Apr 30 89

FILLYAW, HAROLD
155014 ELMONT DR.
HOUSTON, TX
77095
Jan 31 89

FLEMING, DELRYN
1503 JACKSON STREET
CARROLLTON, TX
75006
Mar 31 91

HEARD, PATRICIA
UNIV OF TEXAS, LEARN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Dec 31 99

HOWE, MARY JANE
SAC, 1300 SAN PEDRO (MCCH 112)
S[redacted] ANTONIO, TX
78284
Sep 30 88

MCGINTY, DENISE
UNIV OF TEX/LRN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Nov 30 88

MCMURTRAY, FRANCES
13826 BRAYS FOREST
SAN ANTONIO, TX
78217
Oct 31 88

MORELAND, NANCY
6508 SANDIE DR.
AMARILLO, TX
79109
Sep 30 90

MULLER, MARY F
719 OBLATE
SAN ANTONIO, TX
78216
[redacted] 31 88

RAUCH, ARTHUR M.
UNIV OF TEX/LRN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Sep 30 88

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Report: wcrla.tx

SAN ANTONIO COLLEGE
1[illegible]O SAN PEDRO
SAN ANTONIO, TX
78284
?

SHAW, GLADYS R.
UNIV. OF TX, STUDY SKILLS & TUTR SVC
EL PASO, TX
79902
Mar 31 89

SMITH, JOAN
6938 WESTLAKE
DALLAS, TX
75214
Feb 28 89

STOCKS, JUDY K.
8108 ELKRIDGE AVE
LUBBOCK, TX
79423
Sep 30 88

TAYLOR, MARY LEE
AMARILLO COLLEGE, BOX 447
A[illegible]RILLO, TX
79178
Oct 31 88

WALKER, JAMES E.
TWU, BOX 23029
DENTON, TX
76204
Mar 31 89

WEESNER, ANN
14211 ROWE
SAN ANTONIO, TX
78217
Feb 28 89

CONSTITUTION
OF THE
TEXAS CHAPTER, WESTERN COLLEGE READING AND LEARNING ASSOCIATION

ARTICLE I: The name of the Association will be the Texas Chapter, Western College Reading and Learning Association. It will be a non-profit organization.

ARTICLE II: The objectives of the Association are three fold:

1. to provide a state-wide educational vehicle for members in the areas of reading, learning assistance, developmental education and tutorial services.

2. to provide a network for members.

3. to promote membership in WCRLA.

ARTICLE III: Membership.

1. Any individual who is qualified and is interested in college reading, learning assistance, developmental education, and tutorial services is eligible for membership upon joining WCRLA.

2. The membership shall have one class of membership; the voting privileges shall be equal.

3. No dues will be assessed in addition to regular WCRLA dues.

ARTICLE IV: Officers.

1. The elective offices of the Association shall be a President-Elect and Secretary. The previous President-Elect becomes the President and the previous President becomes the Immediate Past President.

2. The apppointed officer of the Association shall be the State Director. The appointment shall be made by the WCRLA chair for State Directors.

3. All officers shall be elected for one (1) year, to hold office from conclusion of the fall conference.

4. General Duties of Elected Officers:

   a. They shall serve as members of the Texas Chapter, Western College Reading and Learning Association Board of Directors.

   b. They shall act in an advisory capacity to the President.

5. Duties of the President

   a. He/she shall act as chair and presiding officer of the Board of Directors.

   b. He/she shall act as presiding officer of general meetings.

   c. He/she shall appoint the chair of-standing and special committees.

   d. He/she shall appoint a Parliamentarian to serve for one (1) year.

   e. He/she shall approve the personnel of committees.

   f. He/she shall call special meetings of the Board of Directors.

6. Duties of the President-Elect:

   a. He/she shall act as presiding officer in the absence of the President.

   b. He/she shall act as chair of the Program Committee.

7. Duties of the Immediate Past President:

   a. He/she shall act as presiding officer in the absence of the President and President-Elect

   b. He/she shall act in a general capacity as adviser to the President upon the affairs of the Association.

   c. He/she shall be chair of the nominating committee.

   d. He/she shall do other work as assigned by the President.

8. Duties of the Secretary

a. He/she shall act as presiding officer in the absence of the President, President-Elect, and the Past President.

b. He/she shall record the proceedings of all meetings of the Board of Directors and the General Meetings.

c. He/she shall carry out the general secretarial duties of the Association.

9. Duties of the State Director

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

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

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

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

e. He/she shall serve a term of one year unless reappointed by the WCRLA Coordinator of State and Regions.

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

g. An annual report will be submitted to the Board of Directors by May 1.

ARTICLE V: Board of Directors

1. The Texas Chapter, Western College Reading and Learning Association Board of Directors is the executive and administrative body of the Association, and shall be made up of the President, the President-Elect, the Secretary, the State Director and the Immediate Past President provided that he/she is still eligible for membership.

2. Powers and Duties

a. It shall conduct, manage and control business and affairs of the Association.

b. It shall approve the annual budget.

c. It shall approve the expenditures of any funds before the financial obligation is incurred.

d. All decisions shall be made by a majority vote of those present. A quorum is required.

ARTICLE VI: Vacancies.

1. In case the President cannot serve his/her term, the President-Elect shall assume the duties of the unexpired term.

2. Unexpired term of any officer may be appointed by the President.

3. All appointments must meet the qualifications established for eligibility.

4. If a vacancy occurs in the office of President-Elect, an acting program chair will be appointed by the President with the approval of the Board of Directors. In this event, an election for the office President and President-Elect shall be held at the annual Fall Conference.

ARTICLES VII: Meetings.

1. There shall be at least one (1) General Meeting each year of the Association.

2. There shall be at least two (2) regular meetings each year of the Board of Directors.

3. Special meetings may be called by the President and shall be called at the request of any three (3) directors.

4. Members of the Texas Chapter shall have the right to attend all meetings of the Association.

5. Notice of the General Meeting shall be sent to all members of the Association at least one (1) month prior to the actual meeting.

ARTICLE VIII: Quorum.

1. A quorum of the Association for any open meeting shall be at least 10% of the membership of the Association.

2. A quorum of the Board of Directors shall be three of its members.

ARTICLE IX: Nomination and Election of Officers.

1. The Immediate Past President is chair for the Nomination Committee. The chair shall appoint a Nominating Committee consisting of three (3) other members to be approved by the President.

2. The Nominations Committee shall submit a a slate of nominees for each of the following officers: President-Elect and Secretary. A place for write-in candidates will be provided on the ballot

3. All officers except the President and Immediate Past President shall be elected by mail ballot prior to the Fall General Meeting.

   a. The Nomination Committee will make their report at the May Board Meeting

   b. The mail-ballot procedure established in Article VII, Section III of the Bylaws will be followed.

   c. Voting shall be by secret ballot, and a majority of the votes cast shall be necessary for election.

4. Results of the voting will be made known at the General Business Meeting.

ARTICLE X: Dues.

1. Membership in the Texas Chapter, WCRLA is automatic with membership in WCRLA. No other dues will be assessed on the state level.

2. All members shall pay the full WCRLA dues.

ARTICLE XI: Initiative, Referendum, and Recall

1. A petition signed by one-sixth (1/6) of the members shall bring to vote of the membership at a General Meeting an initiative, referendum, or recall action.

2. Recall, initiative or referendum action shall require a noticed motion and a majority vote of the membership or a two-thirds (2/3) vote of those present at any annual meeting of the Association.

3. Initiative and referendum actions must also be authorized by a two-thirds (2/3) vote of those present.

ARTICLE XII: Affiliations.

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE XIII: Parliamentary Authority.

1. The rules contained in Robert's Rules of Order, Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Articles and Bylaws.

2. In all meetings any member may demand a roll-call vote except for the election of officers.

ARTICLE XIV: A choice of method of voting shall be made at the discretion of the members of the Board of Directors.

ARTICLE XV: Amendments.

1. Proposed amendments shall be submitted to the Board of Directors for review and recommendation.

2. These proposed amendments and ballots shall be mailed to the General Membership one month prior to the next General Meeting.

3. An amendment shall be declared passed if it is approved by two-thirds (2/3) of those members present at any annual meeting of the Association.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Nebraska/Kansas Chapter and covering the following geographic area: Kansas and Nebraska.

The purpose and objectives of the chapter will be as follows: To advance the knowledge and interest of postsecondary developmental educators.

Name or person facilitating the organization of the chapter Judi L. Haney

Address 1205 East 3rd

McCook, Nebraska 69001 Phone 308-345-6303 ex 40

Date submitted October 11, 1988

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

RECEIVED MAR 13 1989

We, the undersigned, are members in good standing of WCRLA, and wish to petition to form the Nebraska/Kansas Chapter of WCRLA:-

1. Elaine Batenhorst
2. Kathy Carpenter
3. Faye Dorcas
4. Jeri Gibson
5. Carol Grell
6. Kayla Krotzer
7. Judith L. Haney
8. Paula J. Hanley
9. Pat Jones
10. Nella Kincaid
11. Dorothy McLain
12. Jolene R. Manley
13. [illegible]
14. Nina G. Nelson
15. Pat Phillips
16. Sherry Reid
17. Mary Schlueter
18. Theresa Wachal
19. Dorothy J. Weber
20. Ruth Wohler
21. Linda Wolf
22. David M. DeFrain
23. Janice M. Green
24. Ann Reynolds
25. Judy Warrington

NEBRASKA/KANSAS CHAPTER OF THE WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BYLAWS

ARTICLE I

Name

The name of this organization shall be the Nebraska/Kansas Chapter of the Western College Reading and Learning Association, hereinafter referred to as "the Chapter".

ARTICLE II

OBJECT

The object of this Chapter shall be, in accordance with the policies and programs of the Western College Reading and Learning Association, hereafter referred to as "WCRLA," to advance the knowledge and interest of postsecondary developmental educators.

ARTICLE III

MEMBERSHIP

The chapter will include a minimum of 25 members of WCRLA.

ARTICLE IV

OFFICERS

Section 1. The Officers of the Chapter shall be President, Vice-President, Secretary/Treasurer, and Past-President. The Board of Directors shall consist of these previously mentioned officers plus the current Site Chair and Program Chair for the upcoming fall conference.

Section 2. Only regular members in good standing shall be eligible for office. Only a person who has previously served as a member of the Board of Directors of the Chapter shall be eligible to serve as President.

Section 3. Each officer shall serve a term of two administrative years or until their successors are elected. The officers' terms of office shall begin two

weeks after the conclusion of the spring meeting of the Western College Reading and Learning Association on even numbered years.

Section 4. Vacancies:

A. A vacancy in the in the office of President shall be filled by the Vice-President.

B. If a vacancy occurs in the office of the President and Vice-President, the Past-President shall call a meeting of the Board of Directors for the purpose of electing from the eligible members a president to fill the unexpired term of President.

C. A vacancy in the office of Vice-President or Secretary/Treasurer shall be filled by appointment of the President with the approval of the Board of Directors. Such appointed officers shall serve until their successors are elected.

Section 5. No officer shall be eligible to serve more than two consecutive terms in the same office. An officer having served two consecutive terms may serve again in the same office after the expiration of 2 years.

Section 6. These officers shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and by the directives of the parent organization, WCRLA.

ARTICLE V

MEETINGS

Section 1. The Chapter shall hold at least two regular yearly meetings at a time and place fixed by the Board of Directors.

Section 2. The regular meeting in the fall shall be known as the annual meeting and shall be for the purpose of receiving reports of officers and committees, and any other business that may arise. The spring meeting will be held in conjunction with the parent organization's spring conference.

Section 3. Special meetings may be called by the President or a majority of the Board of Directors.

Section 4. A quorum shall consist of 20% of the members of the Chapter.

Section 5. The President, or the Board of Directors by a two-thirds vote, may cancel or postpone any meeting when such action is deemed necessary.

ARTICLE VI

REPRESENTATION AND VOTING

The Board of Directors will ascertain that the Chapter shall be represented at the spring meetings of the Western College Reading and Learning Association.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. The Board of Directors shall consist of the officers of the Chapter, the current Site Chair and the current Program Chair for the upcoming fall conference.

Section 2. Only regular members in good standing shall be eligible to serve on the Board of Directors.

Section 3. Vacancies:

A. If the immediate Past-President is unable to serve on the Board of Directors, the most recent Past-President who consents to serve shall fill this vacancy.

B. Other vacancies on the Board of Directors not previously provided for shall be filled by appointment of the President with the approval of the Board of Directors. Such directors shall serve until their successors are elected or appointed (as in the case of the Site Chair and Program Chair.)

Section 4. Each member of the Board of Directors shall serve as Chair of such standing committees as may be assigned by the President and approved by the Board of Directors.

Section 5. Meetings:

A. The Board of Directors shall hold meetings at the descretion of the President. Conference calls may be utilized for Board of Directors meetings when time and distance necessitate such actions.

B. Special meetings may be called at any time by the President or at the request of a majority of the Board of Directors.

C. A majority of the Board of Directors shall constitute a quorum.

Section 6. The Board of Directors shall perform the duties as described by these bylaws and by the parliamentary authority adopted by the Chapter.

ARTICLE VIII

COMMITTEES

Section 1. The Executive Committee shall be composed of the officers of the Chapter.

Section 2: Standing committees shall be the Membership committee, the Nominating committee, the fall conference Site committee and the fall conference Program committee.

A. The Chair of the fall conference Site committee and the Chair of the fall conference Program committee shall be appointed by the President. The Vice-President will be the Chair of the Membership committee, and the immediate Past-President will be the Chair of the Nominating committee.

B. Members of the committees shall be selected by the respective chairs with the approval of the President.

Section 3. Special committees may be appointed by the President whenever deemed necessary for the welfare and/or development of the Chapter.

Section 4. The President of the Chapter shall be an ex-officio member of all committees except the Nominating committee.

Section 5. These committees shall perform the duties as prescribed in these bylaws and those assigned by the Chapter president.

ARTICLE IX

NOMINATIONS AND ELECTIONS

Section 1. The Nominating committee shall consist of the immediate Past-President and two regular members appointed by the President.

Section 2. The chair of this committee shall be the immediate Past-President.

Section 3. This committee shall report their nominations for officers at the regular fall meeting in odd numbered years. Additional nominees may be made from the floor, provided that consent of the nominated members have been obtained.

Section 4. Election of officers shall be held during the fall conference in odd numbered years and the elected officers will assume office two weeks after the next spring meeting of the parent organization.

Section 5. The officers shall be elected by ballot. If there is only one candidate for each office, the President shall declare the slate elected.

ARTICLE X

ADMINISTRATION

Section 1. The administration of the affairs of the Chapter shall be vested in the Board of Directors who shall be responsible for carrying out the directives of the membership or any duties prescribed in these bylaws.

Section 2. The Executive Committee shall carry out the instructions of the Board of Directors and conduct the affairs of the Chapter between meetings.

Section 3. The fiscal and administrative year of the Chapter shall begin exactly two weeks after the conclusion of the yearly spring meeting of the parent organization, WCRLA.

Section 4. The records of the treasurer shall be audited or reviewed for each fiscal year by an auditor appointed by the president.

ARTICLE XI

DUES

Section 1. Annual dues of regular and associate members shall be $5.00 per year. In addition, members will be responsible for paying their dues to the national organization. Members who attend the fall Chapter conference shall have their $5.00 Chapter membership dues waived for that year.

Section 2. Chapter dues shall become payable during the fall Chapter conference each year and shall become delinquent sixty days after the final day of the conference. Any member whose dues have not been paid within this time shall be dropped from membership. A member of the Membership committee will contact members prior to the expiration date of membership to encourage

them to pay their dues. Reinstatement within the fiscal year may be granted upon payment of $5.00.

ARTICLE XII

DISSOLUTION

Section 1. This Chapter will be dissolved if its active membership drops below 25 members. It can also be dissolved by a two-thirds vote of the members present and voting at a fall conference meeting, and a majority vote of the Board of Directors at the same meeting. Notice of such a vote must be submitted to each Chapter member in writing at least thirty days in advance.

Section 2. Within thirty days from the date this Chapter is declared inactive by its members and Board of Directors, it shall notify the parent organization, WCRLA. The Coordinator of State/Regions of the WCRLA will appoint a person to the position of regional director.

Section 3. In the event of dissolution of this Chapter, the remaining Chapter funds will be surrendered to the appointed regional director. If no individual can be found to serve as the regional director, all remaining Chapter funds will revert to WCRLA.

ARTICLE XIII

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Chapter in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Chapter may adopt.

ARTICLE XIV

AMENDMENTS

Section 1. These bylaws may be amended at any fall meeting of the Chapter, by a two-thirds vote, provided the amendment as been submitted to each Chapter member in writing at least thirty days in advance.

Section 2. All amendments adopted by this chapter shall be submitted to WCRLA for approval before becoming effective.

Section 3. When amendments to WCRLA bylaws shall have an effect on this Chapter's bylaws, such amendments shall become automatically effective for this Chapter. Notice in writing shall be sent to the membership.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Washington State Chapter and covering the following geographic area: Washington State.

The purpose and objectives of the chapter will be as follows:

to facilitate professional development

to provide networking opportunities for members

to sponsor an annual conference

to promote membership in the National Association

Name of person facilitating the organization of the chapter Dr. Dee Tadlock

Address Yakima Valley Community College
Post Office Box 1647
Yakima, Washington 98907

Phone 509/575-2027

Date submitted December 21, 1988

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

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1988 WCRLA Participants

1988 WCRLA Participants

WCRLA MINUTES
March 13-18, 1989
Seattle, WA
Attachment H
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Jim Bauer

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Yakima, WA 98902
Susan J Bickley

Branson, Helen
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Coeur D'Alene, ID 83814

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Spokane, WA 99204
Marti Breneman

Bunge, Jean
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Burns, Mike
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Spokane, WA 99207

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Joanne Burris

X Carman, Kathy
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X Drabek, Jane
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Walla Walla, WA 99362
Jane Drabek

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WCRLA MINUTES
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Seattle, WA
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Walla Walla, WA 99362

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Wilson, Gail Gail Wilson
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Regan, Susan Susan Regan
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Spokane, WA 99204

Yakima Valley CC Lee Tadlock
P.O. Box 1647
Yakima, WA 98901

Jim Barrat
SFCC Friday

WCRLA BYLAWS 1988

ARTICLE I - NAME

The name of the Association shall be the Washington State Chapter of the Western College Reading and Learning Association.

ARTICLE II - MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the Association, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.

2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading, writing, thinking, and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined form time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.

3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his/her annual dues within sixty days after the date they have become payable, shall be deemed to have abandoned membership in the Association.

ARTICLE III - MEETINGS

1. The annual meeting of the membership of the Association shall be held in October of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors, or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.

2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.

3. All members of the Association may have the right to attend all membership meetings, annual, regular, or special. They may attend other than general meetings as non-voting observers only.

ARTICLE IV - BOARD OF DIRECTORS, SECTION 1

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

   A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

   If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occurafter the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect shall assume all other duties of that office.

   Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with these Bylaws or any provision of law.

3. The title of all property of the Association shall be vested in the Association, and the signatures of the president and the secretary, when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase of sale of property or for the investment or other disposal of funds which are subject to the control of the Association.

4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than once each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meeting has been called.

5. Three members shall constitute a quorum of the Board of Directors.

ARTICLE V - OFFICERS

1. The officers of the Association shall be a president, a president-elect, a past president, a secretary and a treasurer. The president-elect shall be elected for a one year term by the membership via writtten ballots at the annual general meeting. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect. The president-elect shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's term of office shall be for one year; the treasurer's term of office shall be for two years. The secretary and treasurer shall be elected by the membership via written ballots at the annual general meeting.

2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.

3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:

    a. Appoint chairpersons of standing and special committees.

    b. Call special meetings of the Board of .....Directors

    c. Appoint an acting secretary or treasurer in the event of incapacity or consistent non-performance of duty on the part of the officer(s) elected to serve in that capacity(ies). Appointments shall be made only with the approval of the Board of Directors.

4. The president-elect shall act as presiding officer in the absence of the president and shall act as chairperson of the program committee for the annual conference.

5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect and shall act in a general capacity as advisor to the president upon the affairs of the Association.

6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past-president.

7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures.

ARTICLE VII - PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised, shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these By-Laws.

2. In all meetings any member may demand a roll call vote except for those procedures which provide for a written ballot including the election of officers.

3. The Board of Directors shall name two candidates for each office for which there exists a vacancy. If two candidates are not secured, nominations for additional candidates will be sought from the floor at the general membership meeting prior to the written election.

ARTICLE VIII - QUORUM

A quorum for any regular or special membership meeting or for a written ballot shall be at least ten percent (10%) of the memberhip of the Association as of December 31st prior to the annual conference.

ARTICLE IX - AFFILIATIONS

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE X - INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth (1/6) of the members of the Association. Any action or initiative, referendum, or recall shall require a noticed motion and a majority vote of the membership or two-thirds (2/3) vote of those members present at any annual meeting of the Association.

ARTICLE XI - DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner, or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

ARTICLE XII - AMENDMENTS

1. These By-laws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.

2. No amendment may be adopted unless it is approved by a two-thirds (2/3) majority of the votes cast.

CRLA BOARD MEETING
SUMMARY OF MINUTES
Stouffer Madison Hotel
Seattle, Washington
March 13 - 18, 1989

Board Members Present: Susan Deese, president; Becky Patterson, president-elect; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Carol Clymer, treasurer

Month:Date/Page

3:13/1 1. Minutes of the August, 1988 Board meeting and December 7, 1988 telephone conference call were approved as submitted. (Moved, Seconded and Passed: MSP)

3:13/2 2. Portable microfiche reader purchased. Use of the reader will eliminate the transportation of years of hard copies of minutes. Becky Johnen is cross referencing all minutes to the microfiche.

3:13/2 3. A public relations kit is being designed for the Association.

3:13/2 4. Carol Clymer, treasurer, reported a balance of $38,077.91 in the certificate of deposit. Board approves the establishment of a conference account for the exhibits chair.

3:13/3 5. Board approves the hiring of an external CPA to conduct audits and to file income tax returns. (MSP)

3:13/4 6. Texas, Kansas/Nebraska and Washington receive approval for chapter status. (MSP)

3:13/6 7. Membership survey results yield valuable information and assists Board with decision making.

3:14/2 8. Joint/concurrent conference with NADE considered for 1993.

3:14/5 9. Board approves the continuation of Journal of Developmental Education and Review of Research in Developmental Education as benefits of membership.

Month:Date/Page

3:14/8 10. The 1990 conference will be held at the Irvine Hilton. Bill Broderick will serve as on site conference manager.

3:14/10 11. Gladys Shaw is the Association's representative to the ACPA Commission XVI and the NADE Professional Standards and Evaluations Committee.

3:15/1 12. Election ballots are to be reviewed by candidates prior to distribution to ensure accuracy of information.

3:15/3 13. The Board accepts a bid from San Antonio for the 1991 conference; extends 1993 bid to Kansas City, with possibility of the 1997 conference operating concurrently with NADE. 1992 conference scheduled for Northern California. (MSP)

3:15/5 14. Placement service coordinator concerned about timely receipt of job information; use of an answering machine or message service being explored.

3:17/1 15. Six tutor training programs receive certification: University of Texas, El Paso; University of Montana; University of Alaska, Anchorage; Learning Center, University of Alaska, Anchorage; University of New Mexico; and, Eastern New Mexico University.

3:17/2 16. Bylaws amended to include the addition of an article on state/regional chapters. (MSP)

3:17/2-5 17. Association name changed to College Reading and Learning Association. (MSP)

3:18/gs* 18. Patricia A. Glenn was the recipient of the CRLA Scholarship. The Long and Outstanding Award went to Ann Faulkner.

3:18/gs 19. New officers installed: Denise McGinty, secretary, 1989-91 by Becky Johnen; Becky Patterson, president, 1989-90 by Gwyn Enright; and, Dee Tadlock, president-elect, 1989-90 by Becky Patterson.

3:18/1-2 20. Vince Orlando, Executive Editor for the Journal reported that a record number (41) of manuscripts were submitted; 17 will be published in the spring journal. Four will be seen in the fall journal. Journal reputation changing from proceedings to a juried publication. Non-CRLA members approved to serve on journal editorial advisory board.

3:18/4 21. Special interest group (SIG) coordinator Tom Gier reported 10 active SIGs in 1988-89 with 2 new groups formed at the conference.

3:18/4 22. Exxon Foundation awards the National Center for Developmental Education a $698,000 grant to assist with researching the impact of developmental education and related services.

3:18/5 23. Preliminary results of the professional language task force, chaired by Mary Rubin, available.

3:18/6 24. Board endorses members' proposed alternative requirements for teaching reading in California that will be presented to the legislature. (MSP)

3:18/7 25. The summer board meeting is to be held at the Irvine Hilton August 3-5.

* general session

Respectfully submitted

Becky Johnen

Becky Johnen, Secretary
(These minutes have not been approved.)

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Seattle, Washington
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24. Board endorses members' proposed alternative requirements for teaching reading in California that will be presented to the legislature. (MSP)

25. The summer board meeting is to be held at the Irvine Hilton August 3-5.

Respectfully submitted

Becky Johnen, Secretary
(These minutes have not been approved.)

CRLA AGENDA
SUMMER BOARD MEETING
IRVINE HILTON
IRVINE, CALIFORNIA
August 3-5, 1989

Thursday, August 3

12-5 p.m. 1. Approve agenda/additions
8-3-89* 2. Approve 1988-89 minutes
8-4-89 3. Reports:

Secretary Becky J & Denise
- update on microfiche
- public relations kit
- index of minutes
- job descriptions

Treasurer Carol
- conference accounting system
- bookkeeping services
- bonding issues
- status of audit needs
- Canadian checks

Newsletter Wayne
- Grinols' questionnaire

JCRL Vince
- cost for 2/year?

MAC
- leaders? What next?

Tutor Certification Tom

Parliamentarian Becky J

Bylaws Patti G

Archives Karen S
- portable display--Dee
- banner--Wes

Awards Gladys
- publicity

Elections Wes
- candidates for 1990-91

Placement Anna Marie
- phone line & machine
- brochure

Site Selection Gwyn

New logo & stationery Sue Brown
- who has it? who needs it?

4. 1989 Conference Managers' Reports--Dee
   - refund policy
   - United Airlines
5. 1989 Conference Evaluations--Rose
   (** BOARD--please bring the copy of this that I sent to you; I am not bringing extra copies since you already have had a chance to read it)
6. 1989 Conference committee reports

7 p.m. Dinner in Irvine

Thursday 8-3-89

Friday, August 4th

9 a.m. - 12 noon

* 1. 1990 Conference--Program Chair Dee
plenary session? topics?
* 2. 1990 On-site Manager's Report Bill
* 3. Review Irvine Hotel contract

12-1 Lunch

1-5

1. IRA
Atlanta--anyone else going? panel?
Washington D.C.--publicity
2. Exxon grant & Kellogg Institute
Carol Clymer as our rep
action on other items?
authors' award
3. JDE
deadlines & who responsible for what
4. CRLA/NADE--Becky P
joint conference in 1993?
5. Publications
Length of term-editors
other policies/procedures?
6. Membership Resource forms--Becky P
any need to revise?
suggestions for use
other demographic information we need
7. State/region report--Susan D
job description revisions
mailing services-directors/pres.
special funding requests
Illinois
8. SIGS--Tom G & Becky J
9. Task force on terminology--Mary R
10. Membership survey & follow-up
how to use this information

Saturday, August 5, 1989

8:30-11:30

1. Any changes for CRLA Quick Reference List
2. Budget 1989-90
3. Any other new business

COLLEGE READING & LEARNING ASSOCIATION'S
APPLICATION FOR
RECERTIFICATION OF TUTOR PROGRAM(S)

---

1. GENERAL INFORMATION

(PLEASE TYPE or PRINT THE FOLLOWING INFORMATION)

PROGRAM LIAISON/CONTACT PERSON and MAILING ADDRESS:

_____

_____

_____

_____

_____

PHONE NUMBER(S): _____

INSTITUTION and PROGRAM(S) TO BE RECERTIFIED: _____

_____

RECERTIFICATION LEVELS (please check appropriate box/boxes):

☐ REGULAR/LEVEL 1 ☐ ADVANCED/LEVEL 2 ☐ MASTER/LEVEL 3

---

2. APPLICATION FEE FOR RECERTIFICATION: $15.00

Please submit a check for $15.00 payable to "CRLA/TUTOR RECERTIFICATION." Attach check to this application form. Thank you.

---

3. OVERVIEW/NARRATIVE OF THE TUTOR PROGRAM(S) TO BE RECERTIFIED

Please attach 1-2 page overview/narrative explaining how your tutor training program(s) fulfills the requirements of the level or levels checked. This should be just a general description of your program(s) in order to give the reviewing committee a better idea of how your program(s) functions. Please include a brief history of the program(s).

4. TUTOR PROGRAM RECERTIFICATION

Please complete the packet "COLLEGE READING & LEARNING ASSOCIATION'S TUTOR PROGRAM RECERTIFCIATION" for each program you are applying to be recertified. Please refer to the document titled "CRLA'S REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS" for a complete listing of all the LEVEL 1, 2, and 3 requirements.

The "necessary documentation" called for in point #3 of letters A-F could/should include any or all of the following: 1) course syllabi; 2) training manuals or titles of textbooks used; 3) flyers/posters/memos; 4) sample worksheets; and 5) any handouts, worksheets, etc. that can help the CRLA Tutor Certification Committee recertify your program(s). The better documentation you provide the easier it will be for the committee to recertify your program(s).

---

5. SUBMISSION OF DOCUMENTATION

Please submit the originals and three (3) copies of: 1)"CRLA Application For Recertification Of Tutor Programs," page one, and 1-2 page overivew/narrative plus the $15 Recertification Application Fee; 2) the necessary "Tutor Program Recertification" forms; 3) plus the necessary documentation concerning how the institution's tutor program(s) meets/meet the criteria outlined in "CRLA's REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS" to the Chair of the CRLA Tutor Certification Committee (see address below). If it is not possible to submit three (3) copies of certain documents concerning how the institution's tutor program(s) meet certain criteria then send one copy of the documentation and note this fact in both your 1-2 page overivew of the tutor program and where appropriate in the "Tutor Program Recertification" forms. If a problem or question arises please do not hesitate to contact the Chair of the CRLA Tutor Certification Committee by letter or phone.

---

6. PLEASE SEND ALL DOCUMENTATION/CORRESPONDENCE TO:

TOM GIER, CHAIR
CRLA TUTOR CERTIFICATION COMMITTEE
ENGLISH DEPARTMENT-BLDG K
UNIVERSITY OF ALASKA ANCHORAGE
3211 PROVIDENCE DRIVE
ANCHORAGE, ALASKA 99508

OFFICE PHONE: (907) 786-1926
HOME PHONE: (907) 349-7128

COLLEGE READING & LEARNING ASSOCIATION'S TUTOR PROGRAM RECERTIFICATION

INSTITUTION/PROGRAM: _____

PROGRAM LIAISON/CONTACT PERSON: _____

RECERTIFICATION LEVEL(S):

☐ REGULAR/LEVEL 1 ☐ ADVANCED/LEVEL 2 ☐ MASTER/LEVEL 3

A. AMOUNT/DURATION OF TUTOR TRAINING

1) list the number of hours involved in your tutor training for each level that is to be recertified:

2) explain how this number fulfills the requirements for each level that is to be recertified:

3) attach and label the necessary documentation to verify the above.

INSTITUTION/PROGRAM:_____

B. MODES OF TUTOR TRAINING

1) list which modes you use in your training for each level that is to be recertified:

2) explain how these modes fulfill the requirements for each level that this to be recertified:

3) attach and label the necessary documentation to verify the above.

INSTITUTION/PROGRAM: _____

C. AREAS/TOPICS TO BE COVERED IN TUTOR TRAINING

1) list which topics you cover in your training for each level that is to be recertified:

2) explain how these topics fulfill the requirements for each level that is to be recertified:

3) attach and label the necessary documentation to verify the above.

INSTITUTION/PROGRAM:

D. REQUIRED TUTORING EXPERIENCE

1) explain how you keep track of your tutors' actual tutoring for each level that this to be recertified:

2) explain how this documentation system fulfills the requirements for each level that this to be recertified:

3)attach and label the necessary documentation to verify the above.

INSTITUTION/PROGRAM: _____

E. TUTOR SELECTION CRITERIA

1) explain the basis for the selection of your tutors for each level that this to be recertified:

2) explain how this selection fulfills the requirements for each level that this to be recertified:

3) attach and label the necessary documentation to verify the above.

INSTITUTION/PROGRAM:

F. TUTOR EVALUATION CRITERIA

1) explain how your tutors are evaluated for each level that this to be recertified:

2) explain how this evaluation fulfills the requirements for each level that this to be recertified:

3) attach and label the necessary documentation to verify the above.

WCRLA BOARD MINUTES
Seattle, Washington
Stouffer Madison Hotel
March 15, 1989

Board Members Present: Becky Patterson, president-elect; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Carol Clymer, treasurer.

Others Present: Denise McGinty, Wes Brown, Frances McMurtray, Pat Jonason, Nancy Krause, Anna Marie Schlender

Becky Patterson, in the absence of Susan Deese who was called away with a family emergency, called the meeting to order at 8:05 a.m.

I. Old Business

A. Elections Committee

Election ballots to be reviewed by candidate prior to distribution

Becky Patterson informed Wes Brown that election ballots are to be shown to candidates prior to distribution. Proofing by them will be done to ensure that information is accurate.

B. WCRLA Banner

WCRLA banner to be made

Wes will coordinate getting a new banner made.

II. Multicultural Affairs Committee

Wes Brown agreed to chair this committee only if the group will focus on multicultural education and related issues. He has had no response to his correspondence this year.

Multicultural affairs committee to focus on educational issues

III. Site Selection

Wes Brown, site selection chair, presented proposals from Kansas City (Attachment P) and San Antonio (Attachment Q). Pat Jonason, representing Kansas City, was introduced, and she responded to the Board's questions on information contained in the proposal.

Kansas City considered as future conference site

Benefits of going to Kansas City include: central location; historic atmosphere; city already handles many conventioneers each year; Johnson County Community College is willing to provide support; and, there is a consortium in the area eager to host the conference.

Support in the Midwest is high for a conference

Pat indicated that the people in the Midwest want a conference; they are eager and supportive. The administration at Johnson County Community College are willing to provide Pat with a budget to cover expenses not covered by WCRLA.

Kansas City willing to be flexible in actual date of conference

Gwyn Enright inquired whether support from Kansas City is tied to a particular year or was there flexibility in going in 1993 instead of 1991. Pat expressed disappointment in a wait until 1993, but felt support would still be there.

[Pat Jonason and Nancy Krause left the meeting at this time.]

San Antonio considered as future conference site

Area colleges support conference notion

Frances McMurtray, representing San Antonio, reviewed that city's proposal (See Attachment Q). Her comments paralleled Pat Jonason's in that people are eager to host a conference, there is the same support available from the Alamo Community College District as well as presidential support for in-kind contributions like printing, phone, etc. This area is flexible as far as date of conference goes.

[Frances McMurtray left the meeting at this time.]

Time needed to cultivate a spirit for a conference in Kansas City

The Board discussed the advantages of being in San Antonio in 1991 and of attempting a concurrent conference with NADE in Kansas City in 1993. We would not be able to go to San Antonio in 1993 due to the IRA conference already scheduled there in 1993. The Board reviewed the risk involved in holding a conference in Kansas City because of how far East it is. It was felt that time was needed to cultivate enthusiasm and a spirit to go there.

San Antonio bid accepted for the 1991 conference

(M) Carol Clymer: to accept the San Antonio bid as the site for the 1991 WCRLA annual conference and to hold the conference at the Marriott
(S) Gwyn Enright

PASSED

Kansas City to be offered 1993 bid

(M) Becky Johnen: to offer the 1993 site to Kansas City, informing of the potential of a concurrent conference with NADE
(S) Gwyn Enright

PASSED

1992 conference to be held in Northern California

Northern California was discussed as the area for the 1992 conference. Locations and potential conference managers were brainstormed. Becky Patterson voiced concern over conference managers not coming from the area the conference is held. Concern was also expressed by the Board over asking areas or people to host conferences when the interest hasn't been generated by them. Gwyn will present the situation to the California directors and solicit bids. [Wes Brown left the meeting at this time.]

IV. Comment by Gwyn Enright

Gwyn reviewed her expectations of the Board at the state/regional director's meeting.

Gwyn Enright bids farewell to the Board

Gwyn officially bid farewell to the Board and reviewed her time on it. She was endearingly named "old wisdom" because of her indepth knowledge of the Association. The Board informed Gwyn that it would no doubt be calling upon her in the future for guidance. Becky Patterson, on behalf of the Board, expressed gratitude for Gwyn and her service.

V. Presidential Column Exchange

Board suggests several topics for the presidential column exchange with NADE

At the request of Becky Patterson the Board provided the following suggestions for her NADE newsletter article: special interest groups, tutor certification and naming the programs that have received certification, state chapters and highlighting exemplary programs.

****The Board adjourned at 9:55 AM for a break and reconvened at 10:35 AM.

VI. Placement Report

High cost of toll free and 976 numbers prohibitive to the placement bureau

Anna Marie Schlender informed the Board that she has been investigating toll free and 976 numbers for the placement bureau. She provided detailed information on costs. Due to costs she recommended that the Association not pursue either of these options, but rather go to an answering machine-type service. In that way it is the consumer who is incurring the costs rather than the Association. Carol Clymer will get information to Anna Marie on message services that may work well for this need.

Answering machine and message services to be investigated

75 members currently accessing the placement service

The placement service currently has 75 "members" and the need for the service is seasonal.

Aggressive marketing of service called for

Gwyn Enright expressed a need to become more aggressive in this area of service. Current methods of publicizing the service were reviewed. Anna

Marie indicated that she has attempted to share job descriptions with NADE, but that that organization has not been reciprocal in efforts.

Becky Patterson asked that Anna Marie send to her by June 15 a report indicating current users of the placement service, marketing methods and current costs.

The meeting was adjourned at 11:15 AM.

Respectfully submitted

Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA BOARD MINUTES
Seattle, Washington
Stouffer Madison Hotel
March 14, 1989

Board Members Present: Susan Deese, president; Becky Patterson, president-elect; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Carol Clymer, treasurer.

Others Present: Denise McGinty, Bill Broderick, Gladys Shaw, Tom Gier, Patti Glenn, Karen Smith

Susan Deese called the meeting to order at 9:35 a.m.

I. Old Business

Board members discussed policy of comp rooms at the conference.

Board approves plan to pick up cost of all Board members' rooms at the conference

(M) Becky Patterson: that the Association pick up the cost of all Board members' rooms at the conference even if the number of rooms exceeds the number of comp rooms.
(S) Carol Clymer

PASSED

II. Membership Survey

The Board reviewed in detail the membership survey (Attachment I) conducted by President Deese.

Results of membership survey assist Board with decision making

A. Membership dues for student members

Student membership fee considered

The idea of a discount for student members was discussed. The amount of such a discount would need to be substantial enough to make a difference. Becky Patterson recommended that an item on "full-time student" be added to the

membership resource form to determine how many individuals would qualify. Discussion on this issue will continue at the summer Board meeting.

B. Conference with NADE
Susan Deese provided background information on this issue. Becky Patterson reported that incoming NADE president, Kaylene Gebert, is committed to San Antonio in 1992. (1992 is a California year for WCRLA.) IRA is holding its annual convention in San Antonio in 1993 and local WCRLA members have expressed concern about doing 2 major conferences within a year.

Joint/concurrent conference with NADE considered for 1993

Advantages to a concurrent conference with NADE identified by the Board include: sharing keynoters, sharing exhibitors and enhancing the awareness of each Association.

Carol, Gladys and Denise pointed out the sensitive nature of the entire issue in Texas and stressed the importance of defining the purpose and structure of a concurrent conference early on.

It was decided that the issue of a concurrent conference with NADE merited discussion by the membership and will be a plenary session topic.

It was the general consensus of the Board that when a concurrent conference with NADE occurs it should take

place in a neutral area (like Kansas City). A proposed date for such a venture was 1993.

C. Name Change

Membership contemplates dropping the word "Western" from the title of the Association

This item was the most requested as a plenary session topic. "Western" is the word that most people expressed concern about. A strategy for how to work the membership through a name change is needed. The idea that a motion for name change could come from the floor at a general session was discussed.

D. Futures Group

The discussion of a long range plan for and the future of the Association will be the third plenary topic.

E. Structure for Plenary Session

Plenary session to focus on future direction, concurrent activities with NADE, name change, political action and marketing and promotion.

Carol will lead the futures group; Becky Patterson, concurrent items with NADE; Susan, name change; Gwyn, political action; and, Becky Johnen, promotion and marketing.

Topics will be advertised at the registration table and in the hospitality room. Susan will provide an overview at the beginning of the session. Each group will have 30 minutes to discuss the issue. Closure will be provided by the Board member summarizing the discussion and presenting to all present at the end of the session.

Susan was complimented by the Board for her efforts with the

survey. Susan commented that some members wanted the survey to be done every year. Susan recommended that a follow-up survey be conducted in a few years and evaluate at that time how often a survey needs to be done.

****The Board adjourned at 11:10 AM for a break and reconvened at 11:13.

III. Board Travel Policy

Board travel policy reviewed

Gwyn Enright provided an historical perspective on Board travel policy. The proctive of sending Board member to states/regions begin during Sue Brown's term of office; rationale for this practice being the membership would grow and visibility created.

Factors other than membership growth in an area should be considered when analyzing effectiveness of Board travel

The existing travel policy needs review because membership growth reports indicate less than 1% growth in areas Board is traveling to. Many Board members felt as if things other than just growth needed to be looked at when analyzing the effectiveness of Board travel.

There was a general consensus that officer travel to states/regions is beneficial, that travel shouldn't be a reward for service and that the policy needs better defined.

(M) Gwyn Enright: that guidelines for requests be developed (approval would depend on funding a state/region has received in the past; the importance to the organization as a whole -- first time conference, concurrent conference, location, etc; areas would request an officer but not specify which one; flexibility) and that these be distributed at the same time as budget requests.
(S) Becky Patterson

Board approves guidelines for travel to be developed

PASSED

****The Board adjourned at 11:55 AM for lunch and reconvened at 1:55 PM.

IV. JDE/RRIDE Agreement

Changes in the agreement (See Attachment J) were reviewed. certificate of deposit. These include: a 2-year renewable agreement; the receipt of a preferred discount of no less than 10% according to JDE's published rates if the organization commits in writing to a particular size for a given volume and does so on or before June 15; commitment for preferred placement of ads must be received by April 15; subscribers added to either list after the initial invoice will be sent all issues of the current volume of either publication.

JDE/RRIDE agreement reviewed

[Bill Broderick entered the meeting at this time.]

Flat rate preferred by Board

It was the preference of the Board to establish a flat rate for cost of these journals rather than a sliding rate.

Board approves the continuation of JDE and RRIDE as benefits of membership

(M) Gwyn Enright: that the Association continue to offer JDE and RRIDE to its members at reduced rates for the next 2 years per the agreement in Attachment J.
(S) Carol Clymer

PASSED

Becky Patterson will work with Hal on procedure for renewals to JDE and RRIDE.

V. President-Elect's Report

President-elect highlights year's activities

The written report (Attachment K) was reviewed by the Board. Highlighted items include: recruiting key people as presenters by sending personal letters; the SIG coordinator working with SIG leaders; use of the expired membership list as a mailing list; phoning of institute presenters prior to written follow-up; offering of sectionals to institute proposals not accepted; weekly meeting with steering committee.

Becky Patterson found that having the AV confirmation form due by November 1 worked extremely well. She recommended that advance notice on sectionals be disseminated early. If that can not be done, then

information on topics be distributed. The October 15 deadline is crucial for finalizing banquets, tours, SIG functions, etc.)

There was discussion on conference information that appears in the spring newsletter and the timing of the distribution of that issue. The Board recommended that Becky P. speak to Wayne is an earlier deadline is desired.

Becky P. indicated that she has already passed the president-elect notebook on to Dee Tadlock.

Susan thanked Becky P. for her report and complimented her on a job well done.

VI. On-Site Conference Chair Report

Seattle conference registration stands at 390

Dee Tadlock reported that to date there are 390 registrations; 118 newcomers, 68 of whom plan to attend the newcomer reception. Institute registration is healthy; food functions are also doing well. Forty-eight tickets have been sold for the Victoria trip. $37,700 has been collected to date.

Exhibits chair to begin work for Irvine conference immediately

Dee relayed a concern from the exhibits chair on the difficulty of getting names of appropriate publishers. Becky P. encouraged Bill Broderick to get this chair appointed early and to start work

immediately as publishers plan one year in advance for conference. The exhibits chair is to establish his/her own account so s/he will not have to go through 3 people.

Yakima Community College provided overheads and slide projectors. All other equipment was rented from the company housed in the hotel.

VII. 1990 On-Site Manager's Report

Summer board set for early August

Dates for summer Board were set for August 3 (noon) through August 5 (noon).

Budget deadlines set

The budget deadline was revised to accommodate Carol's summer schedule. Budget information will go out by May 15 and is to be returned to Carol by June 15. The May 31 deadline for state/region directors and chapter presidents will remain.

1990 conference to be held at the Irvine Hilton

The conference will be held at Irvine Hilton and Bill commented that hotel staff have been most helpful to date with brochures, a video and the provision of 200 oranges for this conference. The hotel is located directly across from the Orange County Airport.

A revised contract proposal was submitted and is contained in Attachment L. We are committed to 175 rooms and if we feel we need more that decision will need to be made at summer board.

VIII. Computer Technology SIG Report

Computer Technology SIG to sponsor a session at the conference

Bill Broderick, SIG chair, reported that the SIG has 150 members, 40 of whom have paid a $3 fee. He and Dave Caverly are conducting an institute and will be giving participants demo disks, material and a software guide containing over 700 reviews.

Bill Broderick resigns as SIG chair

Bill informed the Board that due to his on-site manager duties he will be stepping down as SIG chair.

He recommended that this SIG have a meal function next year.

Bill was thanked for his efforts on behalf of the Board by Susan Deese.

[Bill and Dee Tadlock left the meeting at this time.]

IX. Elections Committee

Wes Brown will be chairing.

Wes Brown to chair elections committee

Nominees will be asked to proof copy of candidate information

Due to an editing problem, information distributed on this year's ballots was not quite accurate. Susan recommended that Wes change the timelines of receiving candidate information so that a draft can be sent to each nominee to proof.

****The Board adjourned at 5:00 for dinner and reconvened at 7:05.

X. Liaison Report

Association voices opinions on standards and evaluations committees

Gladys Shaw has been working with the ACPA Commission XVI and the NADE Professional Standards and Evaluations Committee. A written report on her 1988-89 activities is contained in Attachment M.

XI. Tutor Certification

Seven programs to receive certification of tutor training programs

Tom Gier, chair of the Tutor Certification Committee, submitted a written report. See Attachment N. Seven programs will receive certification at this conference. One program is currently undergoing evaluation and 20 programs have requested that information be sent to them on the service. Programs will be certified from March 17, 1989 to June 30, 1990. Renewal will be good for a 3-year period. Tutors can be certified for one year prior to the program certification.

Linda St. Claire is to be added to the committee membership list. Gwyn Enright complimented Tom on the geographical distribution of committee members.

Board approves certification of programs that use high school students as tutors

Tom has received inquiries about certifying programs that use high school students as tutors. It was the consensus of the Board that this would be O.K. to do as long as the same standards were met. Tom was given permission to make program by program decisions. This will not be a publicized

service, however.

Tom Gier appointed to coordinate the Tutor Certification Committee through 1992

The Board appointed Tom to continue to coordinate the Tutor Certification Committee through August, 1992 with an option for renewal at that time.

On behalf of the Board, Susan complimented Tom on his contributions to the Association, his energy and his enthusiasm.

XII. Archivist Report

Portable display being developed

Karen Smith reported that the Association display needs to be reconstructed. She is considering hiring someone to develop a portable display.

Policy established on information that goes to archivist

Karen is lacking correspondence from state/region activities. She clarified that correspondence from an outgoing officer go to the new officer for the past 3 years; beyond that, they go to Karen. Conference photos since San Jose are needed. Original state chapter paperwork goes to Karen.

Karen has a microfiche file of minutes and does not need a hard copy for her files.

XIII. Bylaws

State chapter language to be added to the bylaws

Patti Glenn reported that action on the addition of language to the bylaws to cover state chapters will take place at the business meeting. She will make the formal motion for this to be done

with Becky Johnen providing an explanation and rationale.

Patti clarified that if action is to be taken at a conference business meeting no information needs to be sent to membership. This only needs to occur if a mail ballot is being conducted.

Only mail ballot changes to bylaws need prior information sent to membership

Amended bylaws must be sent to the New Mexico Corporation. Susan Deese will do this.

Patti was charged with reviewing the Association's constitution and making suggestions on editing information that is contained in the bylaws.

The meeting was adjourned at 6:30 p.m.

Respectfully submitted

Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA BOARD MINUTES
Seattle, Washington
Stouffer Madison Hotel
March 13, 1989

Board Members Present: Susan Deese, president; Becky Patterson, president-elect; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Carol Clymer, treasurer.

Others Present: Dee Tadlock, co-conference manager and 1989-90 president-elect

Susan Deese called the meeting to order at 3:45 p.m.

I. Welcome

Agenda approved

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

II. Approval of Minutes of August 1988, Board Meeting and December 7, 1988 telephone conference call.

August, 1988 and December, 1988 minutes approved

The minutes of the board meeting held August 5-7, 1988, and the December 7, 1988 telephone conference call were approved as submitted.

(M) Carol Clymer: to approve the minutes as presented.
(S) Gwyn Enright

PASSED

III. Secretary Report

Chemeketa Community College continues to support secretary position

Becky Johnen commented on the continued support she has received from Chemeketa in her role as WCRLA secretary. Support has included release time, secretarial and work study support, word

processing, supplies and printing and the ordering of the microfiche reader through the library with its discount.

Association receives portable microfiche reader

Becky provided a brief demonstration of the new portable microfiche reader and she commented that she is in the process of cross referencing all minutes to the microfiche.

Public relations kit being designed for the Association

Work is continuing on the public relations kit (See Attachment B) and it should be ready for review at the summer board meeting. Other projects of Becky's include the updating of the minute index and of job descriptions.

IV. Treasurer's Report

Association remains financially solvent

Carol Clymer distributed a receipts and disbursements statement (See Attachment C). There is $38,077.91 in the certificate of deposit.

Board approves concept of exhibits chair having own conference account

Carol commented on the cumbersome nature of the existing method of exhibitor fees going to her and reservation monies going to the exhibit chair. It was the consensus of the board that the exhibit chair should handle the collection of both fees and should open his/her own WCRLA account for this.

Discussion ensued on the exhibitors the conference attracts and on ways to make publishers feel more comfortable at the conference.

Carol commented that 21 publishers are exhibiting at this conference and that a few exhibitors had to be turned away due to lack of space.

Association searching for new insurance carrier

Carol informed the Board that our insurance agency dropped the organization as a client because it felt that the organization didn't have enough controls on its money. Having a CPA audit the books would be viewed as a positive thing by the insurance company. WCRLA is currently uninsured; however, since the conference is in a site that is insured, the organization is covered if anything should occur. Discussion centered on the need to get officers bonded, having a CPA audit the books with the change in treasurers and having a CPA file the Association's income tax return.

Board approves the hiring of an external CPA to conduct audits and to file income tax return

(M) Gwyn Enright: that WCRLA should hire an external CPA to file the Association's tax return and to audit the books in accordance with the insurance company's requirements (annually or with the change of treasurers). (S) Carol Clymer

PASSED

[Dee Tadlock joined the group at this time.]

Carol requested that all bills and correspondence be sent to her home address to avoid a delay created if sent to school.

Receipt of Canadian checks still an issue

According to Carol there is still a problem with Canadian checks. 25-30 Canadian checks have been received and there is a five dollar charge to process each unless the check has a corresponding U.S. bank. Gwyn reminded the Board that the Association has a large Canadian membership and that the issue needs to be resolved without offending the Canadian membership. It was decided that Carol should attend the state/regional meeting and talk to Dorothy Gray about the issue.

Carol informed the Board that the second installment has been given to the 1988 Research Award winners and that a presentation on the research is being presented at the conference.

V. Coordinator of State/Region Director's Report

Association numbers on the increase

Attachment E contains the written report presented by Gwyn Enright; Attachment D the list of 1989 state/region directors and chapter presidents. As of January the Association had 650 members.

Texas, Kansas/Nebraska and Washington receive approval for chapter status

Gwyn presented the required paperwork for chapter status from Texas (Attachment F), Kansas/Nebraska (Attachment G) and Washington (Attachment H). Chapter charters are to be presented at Friday's general session during Gwyn's report.

(M) Becky Patterson: that chapter status for Texas, Kansas/Nebraska and Washington be approved.
(S) Becky Johnen

PASSED

Original paperwork for chapter status to be housed by the archivist

Following Board approval of chapter status, submitted paperwork will go to the secretary for inclusion in the minutes, with the originals being sent to the archivist.

Non-profit organization postage rated being considered

Postage for non-profit organizations: Gwyn has been working with Hal and has submitted documentation to the postal service so that the Association can receive discounted bulk mailing rates.

VI. Awards and Scholarships

Awards and Scholarships nominees approved

Ann Faulkner is the committee's recommendation for the Long and Outstanding Award, and Patti Glenn is the recommended recipient for the Scholarship Award. There were no applicants for the Research Award.

(M) Gwyn Enright: to accept the committee's recommendations for the Long and Outstanding and the Scholarship Awards.
(S) Carol Clymer

PASSED

VII. President's Report

Association gains valuable information from membership survey

Susan distributed the results of the membership survey (Attachment I) and it was reviewed in detail. Susan received a commendation from the Board on a fine job with the survey.

The meeting was adjourned at 6:30 p.m.

Respectfully submitted

Becky Johnen

Becky Johnen, Secretary

(These minutes have not been approved.)

CRLA BOARD MINUTES
Seattle, Washington
Stouffer Madison Hotel
March 18, 1989

Board Members Present: Becky Patterson, president; Dee Tadlock, president-elect; Becky Johnen, secretary; Denise McGinty, secretary 1989-91; Carol Clymer, treasurer.

Others Present: Wayne Herlin, JoAnn Mullen, Vince Orlando, Tom Gier, Hunter Boylan, Mary Rubin, Rhoda Casey, Jim Praeger, Sue Brown

Becky Patterson called the meeting to order at 2:25 p.m.

I. Publications

Record number (41) of articles submitted to JCRL

Vince Orlando and JoAnn Mullen updated the Board on the Journal of College Reading and Learning (JCRL). The current issue is at the binders. Forty-one articles, the most ever, were submitted. Seventeen are being published in this issue; 4 will go into the October issue. There will be a themed section on critical thinking, which will include Richard Paul's address, in this journal. The variety of people submitting was discussed. The first international paper was received - from Nigeria.

JCRL to publish two issue 1989; second one due out in the fall

This will be the first year for two issues of JCRL. They will be called fall and spring issues rather than referred to by the month of publication. The fall issue will have a gold and white cover.

The issue of journal editors' travel to conferences was discussed. JoAnn described her trip to NADE and her feeling that it was very worthwhile.

Journal editor travel reviewed; supported if it meets intended purpose

Becky Patterson indicated that the Board is supportive of journal editor travel if it is an efficient means of article solicitation as well as an effective means of promoting the Association. Becky Johnen relayed the need to be accountable for results of travel efforts and to avoid "overkill" at any one organization's conference. Becky Patterson recommended that budget requests be submitted for proposed conference attendance. Submission of a budget request does not imply automatic approval.

Journal reputation changing from conference proceedings to a juried publication

Vince indicated that the cover of the journal will be changed to highlight the journal rather than the Association. Becky Patterson and Dee Tadlock indicated that the journal needs to be viewed as a juried publication rather than a proceedings. JoAnn indicated the inclusion of articles by non-CRLA members will assist with this. Having non-CRLA members serve on the advisory board would also assist with this endeavor. The Board gave approval for the latter to occur.

Non-CRLA members approved to serve on journal editorial advisory board

Vince and JoAnn indicated that their 3-year commitment as editors of the journal was drawing to a close. Both will provide decisions to the Board by summer board as to whether they plan to continue in those roles.

Appreciation was extended to Vince and JoAnn and Becky Patterson asked that they let the Board know how it can be of assistance to them.

II. Newsletter

Association pays 6.25% sales tax on newsletter due to Utah regulations

Wayne Herlin, newsletter editor, as a follow-up to a board request provided information on Utah state sales tax. Since only religious, governmental and charitable organizations are the only ones exempt from the state tax, CRLA pays 6.25% annually.

Impact of name change on the newsletter's masthead was discussed. It was decided that the style would remain the same; the 'W' would just be dropped. Wayne recommended use of teal blue and black as colors.

Research articles to be solicited from the Research SIG

Wayne will solicit research articles for the newsletter from Wes Brown who heads the Research SIG. The column that Becky Patterson writes for the NADE newsletter will not appear in CRLA's newsletter. Articles and columns by state and regional directors, chapter presidents and SIG leaders will continue.

Wayne indicated that he has been the journal editor for 2 years and he is willing to relinquish the role if the Board so desires. He is willing to remain in the position for up to 6 years. The Board indicated that it would prefer Wayne to continue.

Becky Patterson extended the Board's thanks to Wayne.

III. SIG Coordinator's Report

SIGs continue to meet needs of the Association membership.

TRIO/Special Services SIG initiated

Tom Gier presented a written report (See Attachment U) to the Board. Two new SIGs were started at the conference: TRIO, headed by Suzy Hampton and Special Services by Dorothy Barren. Carol Clymer recommended that these two SIGs combine since special services is a component of TRIO. Tom commented on how SIGs are working and meeting the needs of the Association.

Becky indicated to Tom that SIG Guidelines are due to her by July 1. Tom was thanked for his super work as SIG Coordinator.

Tom submitted written reports on the Peer Tutoring SIG (Attachment V) and the College Reading SIG (Attachment W).

III. National Center for Developmental Education

Exxon Foundation award of $698,000 to assist with researching impact of developmental education and related services

Hunter Boylan was present to inform the Board of the Center's award of a $698,000 grant from the Exxon Education Foundation to answer: how developmental education services are delivered in colleges and universities; how effective these services are what delivery methods are most effective; what delivery methods are most cost-effective; and, what is known and not known about developmental education. Attachment X details grant information.

CRLA Board supports idea of having one of its members serve on an advisory committee to the Exxon research project

Carol Clymer recommended that a CRLA board member serve on the project's advisory board. Lengthy discussion was held on this and the general topic of the project's advisory board as well as the method of research being proposed.

The Board will deal with this issue further at its summer board meeting.

IV. Taskforce for Professional Language for College Reading and Learning

Preliminary results of the professional language taskforce available

Attachment Y contains the preliminary results of this taskforce. Mary requested that a note of thanks be sent to her department chair for the support provided on this project.

Mary indicated that she needs assistance in getting the results published. Becky Johnen suggested that she work with Vince Orlando and JoAnn Mullen in this endeavor.

Board approves release of draft of professional language taskforce terms

The Board approved the release of terms to individuals working on the standards issue on the following conditions: that anything be labeled DRAFT and that CRLA get appropriate recognition.

Mary was asked to submit an article to the newsletter updating the membership of the progress of the taskforce.

Professional language taskforce results may be presented to NADE's Standards and Ethics Committee

Mary indicated that she will be invited to the NADE conference to report to its Standards and Ethics Committee. The Board indicated that she should submit a budget request to Becky Patterson by May 31.

V. California Community College Resolution

Board endorses members' proposed alternative requirements for teaching reading in California

Jim Praeger and Rhoda Casey informed the Board of proposed legislation in California regarding qualifications for teaching reading and requested support for the stand taken in the letter to the president of the Community College Academic Senate (Attachment Z).

(M) Carol Clymer: to have Becky Patterson endorse a letter in support of alternative requirements as presented by Jim Praeger for teaching reading in California
(S) Becky Johnen

PASSED

VI. Other Business

Logo on brochure to remain the same

A. Name Change
Sue Brown requested direction for the reprinting of the Association brochure in light of the name change. It was the consensus of the Board to leave the logo the same, drop the 'W', put formerly WCRLA in the first paragraph and in the history if appropriate.

Stationery will be white with dark turquoise lettering.

WCRLA checks will be used until the supply is depleted. Upon re-order, the name will be changed.

B. Summer Board
Summer board meeting will be held August 3-5. Eight comp rooms are available: Becky Patterson, Dee Tadlock, Susan Deese, Denise McGinty, Carol Clymer, Becky Johnen, Wayne Herlin and Bill Broderick.

Summer board scheduled at the Irvine Hilton August 3-5

Final conference report will be an agenda item. Carol closes the books on June 30 so all conference expense items are due to her as soon as possible. Carol requested that an accounting system for the conference be developed.

C. Awards and Scholarships
Becky Johnen submitted a written report by Joyce Weinsheimer (Attachment AA) who was unable to attend this board meeting.

D. CRLA Display
Discussion on the need for a traveling display followed a brief presentation on the Cognitive Psychology SIG done by Becky Johnen for Pat Mulcahy. Pat, as part of her SIG information sharing at the conference, developed a portable display. Dee Tadlock volunteered to research and design. Denise McGinty shared that the University of Texas at Austin has a wonderful traveling display. She is

Portable display for the Association to be researched and designed

willing to coordinate efforts with Dee in the design of the display. It was suggested that the display be housed with the president-elect.

The meeting was adjourned at 5:14 p.m.

Respectfully submitted

Becky Johnen

Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA
First General Session
Seattle, Washington
Stouffer Madison Hotel
March 16, 1989

I. Welcome

President-elect Becky Patterson, presiding in the absence of President Susan Deese, called the meeting to order at 1:35 p.m. She welcomed the members to Seattle and to the twenty-second annual conference of WCRLA. President-elect Patterson informed the membership of President Deese's family emergency and encouraged individuals to write to Susan. Appreciation was extended to the program committee. Board members, Dr. Gwyn Enright, Becky Johnen and Carol Clymer, were introduced. The newly elected officers were introduced: Dee Tadlock, president-elect, 1989 and Denise McGinty, secretary, 1989-91.

President-elect Patterson introduced Dee Tadlock and Bernie Rihn, conference co-managers. Dee gave special recognition to the arrangements committee members. Bernie Rihn introduced Dr. John Terry, Former Executive Director, Washington Board for Community College Education who welcomed the Association and its members to Seattle.

II. Nominations and Elections Committee

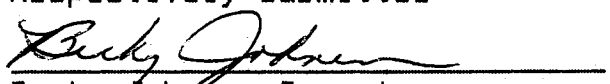
Wes Brown, Chair of the Nominations and Elections Committee, was introduced by Becky Patterson. Wes announced the members of his committee and invited WCRLA members to an open meeting of the Nominations and Elections Committee on Friday, March 17, at 7:30 a.m. in the East Room. Committee members are Jane Lehmann, Joe Cortina, Donna Mansky and Gwyn Enright.

III. Keynote Speaker

Kate Sandberg introduced the keynote speaker, Dr. Carol Travis. Dr. Travis's speech was titled, "Thinking Critically About Learning: Do Emotions Aid Learning or Get in the Way?".

The meeting was adjourned at 3:10 p.m.

Respectively submitted



Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA
Second General Session
Seattle, Washington
Stouffer Madison Hotel
March 17, 1989

I. President-elect Becky Patterson presided in the absence of President Susan Deese. The meeting was called to order at 1:55 p.m.

II. President-elect Patterson introduced Becky Johnen, secretary who highlighted Association activities since the annual conference in Sacramento (1988) in the secretary report. (See Attachment R).

III. Secretary Johnen introduced Carol Clymer, treasurer, who presented the treasurer's report (See Attachment S). Carol announced that the Association is solvent; funds on hand as of February 28, 1989 were $38,077.91

IV. Treasurer Clymer introduced Gwyn Enright, Coordinator of State/Region Directors, who presented the report on state/region activities. There are 650 members in 27 different states and regions.

Gwyn then presented charters to the first three state/region chapters of WCRLA. Accepting for Texas was Delyrn Fleming; Kansas/Nebraska, Judy Haney; Washington, Dee Tadlock.

V. Tom Gier, Chair of the Tutor Certification Committee, was introduced by Becky Patterson. Tom reviewed the National Tutor Certification program which has been three years in its development. Tom thanked the Board and members of the committee who were instrumental in getting the program operational.

Tutor training programs were certified at the following institutions: University of Texas, El Paso (regular-R, advanced-A, master-M level), accepted by Gladys Shaw; University of Montana (R, A, M), Suzy Hampton; University of Alaska Anchorage (R, A), Kate Sandberg; Learning Center, University of Alaska Anchorage (R), Karan Hancock; University of New Mexico (R, A, M), Linda St. Claire; and, Eastern New Mexico University (R, A).

VI. New Business

Susan Brown acknowledged that a quorum was present at the meeting. Becky Patterson introduced Patti Glenn, Bylaws Chair, who discussed the proposed addition of an article on state/regional chapters and related amendments.

(M) Patti Glenn: that proposed Article XIII on chapters be added to the bylaws.
(S) Ann Faulkner
The motion passed unanimously.

(M) Patti Glenn: that the proposed amendments to Article III, Section 3 and Article V, Sections 3 e,f, 5 and 8 to add language relating to chapter presidents and state/regional directors be approved.
(S) Gladys Shaw
The motion passed unanimously.

VII. Other Business

Lucy MacDonald moved to amend Article I of the WCRLA bylaws to read, "The name of the Association shall be College Reading and Learning Association" instead of Western College Reading and Learning Association.

The motion was seconded by Tom Gier.

[In the absence of the parliamentarian, President-elect Patterson appointed Becky Johnen to serve in that capacity for the action on this motion.]

Speaking for the motion:
1. Lucy MacDonald: cited experiences as the 1983 conference manager and difficulties she had with negotiating hotel contracts and getting publishers to attend because the Association was perceived as a regional rather than a national group; she urged the change so the Association will receive the credibility it deserves.

2. Bill Broderick: association is national; its scope is beyond Western; Bill, who serves as chair of the Computer Technology SIG, cited membership in his SIG from Florida, New Jersey and New York; the organization

should reflect its stature.

3. Pat Jonason: the Association needs to be future oriented and the proposed changes reflects the future; Western is the past.

4. Mary Rubin: is employed at an institution that makes decisions on positions based on organizations one presents papers at; Western is limiting; a change is needed.

5. Tom Pasternak: is from Virginia and he personally does not object to belonging to WCRLA; however, if it is the goal to be viewed as a national organization, then western needs to be dropped.

6. Karen Smith: discussed regional implication with western in the title and how that does affect funding for attendance at some institutions; the size of the Association will not be negatively affected by the proposed title change.

7. Kathy Carpenter: has been a member since 1974 and this is the first year she has received any institutional support to attend the conference; funding was limited because of the perception that it is a regional group; the name change is beneficial to those traveling from the East, South and Midwest; it isn't the size of the organization that determines how close its members feel; it is the people.

Speaking against the motion:
1. Rhoda Casey: feels the Association will lose its uniqueness; sounds too much like CRA; organization started in the West and its predominance is still in the West; people come despite the word Western in the title.

2. Pat Benner: remembers why she first came to WCRLA; close knit group; small enough to get to know one another; fears getting too big and losing that special quality; doesn't want to see WCRLA become like IRA.

Speaking in favor of a name change, but having changes to the original motion:
1. Michelle _____: agreed with the sentiment that the name needs changed and recommended it be College/University Reading and Learning Association because CRLA sounds too similar to the College Reading Association (CRA).

2. Jim Walker: serves as liaison to the CRA and he pointed out the dilemma with the similarity in the 2 names.

3. Ann Bradstreet-Reynolds: is from Illinois and had to justify that the Association had membership from states other than just the west in order to receive funding to attend; she proposed that the name be International College Reading and Learning Association.

4. Monica Greco: supports a name change and offered College Writing Learning and Reading Association.

5. Carolyn Clark: supports a name change and offered World College Reading and Learning Association so that the acronym of WCRLA could be retained.

Discussion on the motion was halted after Kate Sandberg called for the question to do so.

Michelle Marincovich moved to amend the original motion and add University to the name, so that the Association would be called College/University Reading and Learning Association.

The motion was seconded by Patrick Daniel.

Speaking in support of the motion were Michelle Marincovich, Patrick Daniel and Lois Burrell. Speaking in opposition were Delyrn Fleming, Rhoda Casey, Phyllis Cunningham and Wayne Herlin. Most speaking for the opposition cited the common generic use of the word college.

Kate O'Dell called for a vote on the amended motion. Six supported; the majority opposed. Motion defeated.

A vote was then taken on the original motion. Sixty-two (62) voted in favor; twenty-six (26) opposed; six (6) abstained from voting. Motion passed.

VIII. Susan Deese's presidential address was going to focus on a summary of the membership survey results. In Susan's absence, Becky Patterson asked members to refer to the summary of the survey (Attachment T).

The meeting was adjourned at 3:00 p.m.

Respectively submitted

Becky Johnen, Secretary

(These minutes have not been approved.)

CRLA
Third General Session
Seattle, Washington
Stouffer Madison Hotel
March 18, 1989

Becky Patterson called the third general session to order at 12:55 p.m.

I. Presentation of Awards

Joyce Weinsheimer thanked members for their support of the awards and scholarship program. She explained the four awards - research assistance, distinguished research, scholarship and long and outstanding.

Becky Patterson announced the following recipients:
CRLA Scholarship, $500, to Patricia A. Glenn

Long and Outstanding to Ann Faulkner.

There were no applicants for the research awards.

II. Presentation of Certificates of Appreciation

Becky Patterson presented certificates of appreciation to the following:

Conference Program Steering Committee
Tom Gier
Karan Hancock
Kate Sandberg
Kate O'Dell

On-site Managers
Dee Tadlock
Bernie Rihn

Conference Committee Chairs
Jane Lehman
Rose Wassman
Sue Shattuck
Karen Agee
Sue Bickley
Jane Drabek
Jan Swinton

Committee Chairs, SIG leaders, State, regional directors and chapter presidents
Manual Olgin, Pat Mulcahy, Bill Broderick, Char Mansfield, Mary Lee Taylor, Dorothy Poulsen, Sue Manovill, Wes Brown, Donna Mansky, JoAnn Mullen, Vince Orlando, Wayne Herlin, Anna Marie Schlender, Patti Glenn, Joyce Weinsheimer, Betty Myers, Gladys Shaw,

Maureen Smith, Karl Olsen, Dee Mancina, Suzy Hampton, Rosalind Wild, Barbara King, Kathy Carpenter, Sue Brown, Karen Smith, Donna Wood, Dennis VanDam, Rhea Ashmore, Sydney Stansbury, MaryLou Sheldon, Stephan Bosworth, Tom Parker

III. Installation of New Officers

Becky Johnen introduced incoming secretary, Denise McGinty. Appropriate symbols of office were passed on to Denise.

Gwyn Enright presented the gavel and presidential plaque to Becky Patterson, president 1989-90.

Becky spoke of three goals she has for the coming year: collaboration - to continue current efforts with professional organizations; communication - to listen to membership concerns and to continue to address the issues; creativity - to remain open and flexible.

Becky Patterson installed Dee Tadlock as president-elect, 1989-90. Dee encouraged support of the 1990 conference, to be held in Irvine, California early April, and announced that the theme will be, "Finding One's Voice: A Prerequisite for Learning and Critical Thinking".

IV. 1990 Conference

Becky Patterson introduced Bill Broderick who will serve as Irvine conference manager. Luncheon participants were treated to a video presentation highlighting the Irvine area. Fresh California oranges were also available for everyone.

The third general session was adjourned at 1:50 p.m.

Respectively submitted

Becky Johnen, Secretary

(These minutes have not been approved.)

M E M O R A N D U M

TO: WCRLA Board Members
Officer/Guests Reporting to the Board

FROM: Susan Deese

DATE: March 6, 1989

SUBJECT: WCRLA Board Meetings Agenda
1989 Conference

This memo confirms the times and issues you requested for the Board agenda. The Board will meet on Monday, Tuesday, Wednesday, and Saturday during the times listed below:

Monday	Tuesday	Wednesday	Saturday
3:30-6:30pm	9:00am-9:00pm	8:00am-noon	2:00-5:00pm
7:00pm dinner			

Please note that we will begin on Monday at 3:30 instead of 3:00. I will not be arriving at the hotel until after 2:00.

pla

RECEIVED MAR 1 3 1989

Monday
March 13, 1989
Room ~~2270~~ 2720

3:30 - 6:30 pm

1. Call to Order
2. Approve Agenda/Additions
3. Approve Minutes
4. Reports
   Secretary's Report - Becky Johnen
   Treasurer's Report - Carol Clymer
   President's Report - Susan Deese
   Coordinator of State/Region
   Director's Report - Gwyn Enright
   (accept new chapters)
5. Membership Survey
6. Awards & Scholarships

Tuesday
March 14, 1989
Room ~~2270~~
2720

9:00 am - noon	1. Membership Survey - plenary session - name change - student dues - conference with NADE
noon - 1:00 pm	LUNCH
1:00 - 5:00 pm	2. JDE/RRIDE Agreement 3 Vince Orland - JCRL (Tues. eve or Wed AM) 4. Board Travel Policy 5. President-Elect's Report 6. On-Site Conference Co-Chair's Report 7. Elections Committee
5:00 - 6:30 pm	DINNER
6:30 - 9:00 pm	8. Gladys Shaw - Liaison Report 9. Bill Broderick - On-Site Manager/Computer Tech 2:00 10. Tom Gier - Tutor Certification 11. Karen Smith - Archivist 12. Patti Glenn - By Laws Constitution

Wednesday
March 15, 1989
Room ~~2270~~
2720

8:00 - 11:30 am

1. **Wes Brown - Site Selection**
2. **Wes Brown - MAC**
3. **Anna Marie Schlender - Placement**
4. Gwyn Enright

Saturday
March 18, 1989
Room ~~2270~~
~~2732~~
State Dining Room - 2

2:00 - 5:00 pm

1. **Schedule Summer Board Meeting Dates**

2:45 2. **National Center for Developmental Education** (Hunter Boylan)

3:15 3 Awards + Scholarships - Joyce W.

3:00 4 Mary Robin - Terminology

2:30 5. Tom Gier - SIG

2:00 6. Wayne Herlin - Newsletter

2:15 7. Vince Orlando
JoAnn Mullen > JCRL

WCRLA BOARD
SATURDAY
MARCH 18, 1989
STATE DINING ROOM

1. Summer Board meeting Aug. 3-5
budgets submitted by June 15
agenda items submitted by June 15

2:00 Publications
Vince Orlando & JoAnn Miller
Wayne Herlin

2:30 SIG's
Tom Gier
Pat Mulcahey

2:45 National Center for Developmental Educ.
Hunter Boylan

3:00 Task force on terminology
Mary Rubin

3:15 Scholarships & Awards
Joyce Weinsheimer

3:30 California community college resolution
Jim Draper

4-5 Other business
name change

MARKETING? WHAT'S THAT?

If the circus conducts a study that locates towns that have 4.5 children per family, only one major event a year, and a mayor who loves elephants, that's **research.**

If the circus is coming to town and you pay for a sign saying "Circus Coming to the Fairground Saturday," that's **advertising.**

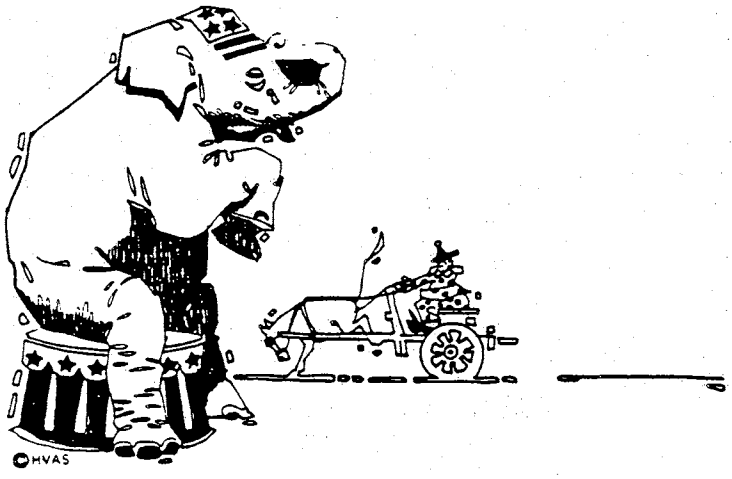
If you put the sign on the back of an elephant, walk him into town, that's **promotion.**

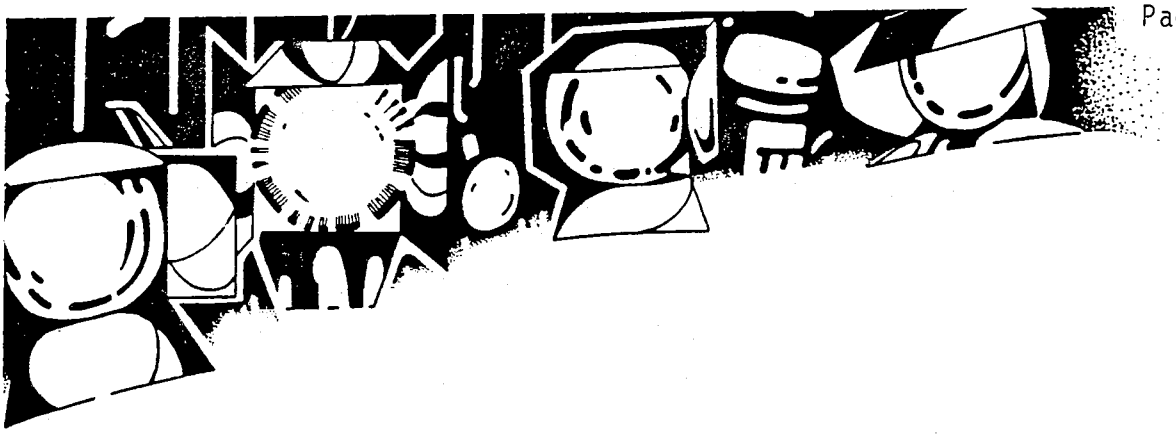
If the elephant walks through the mayor's flower bed, that's **publicity.**

And if you can get the mayor to laugh about it, that's **public relations.**

If you can then sell him a ticket, that's **sales.**

And if he and the city council invite you back next year with <u>two</u> elephants, that's **marketing.**





Here are the formal definitions:

Advertising. Any paid form of nonpersonal presentation and promotion of ideas, goods, and services by an identified sponsor.

Promotion. Broadly, the coordinated efforts initiated by the seller to establish channels of information and persuasion to foster the sale of goods or services, or the acceptance of ideas or points of view.

Publicity. Nonpersonal stimulation of demand for a product, service, or business unit by commercially significant news about it in a publication or favorable presentation of it on radio, television, or stage that is not paid for by the product or service's sponsor.

Public Relations. A programmed or planned effort by management to shape and affect the attitudes and behavior of the public. An attempt to earn the understanding and goodwill of the firm's customers, employees, resellers, the government, and the general public.

Marketing. All activities involved in the movement of goods and services from the manufacturer to the ultimate consumer in order to facilitate the exchange process satisfactorily.

Source: Marketing by Rom J. Markin; published by John Wiley & Sons, Inc.

A BRIEF INTRO TO MARKETING

Marketing. All activities involved in the movement of goods and services from the manufacturer to the ultimate consumer in order to facilitate the exchange process satisfactorily.

The eight marketing activities or functions consist of:

1. Buying
2. Selling
3. Transportation
4. Storage
5. Risk taking
6. Financing
7. Grading and Standardization
8. Marketing information

Target Market. The group of people we wish to sell our goods and services to.

Market Segmentation. Homogeneous (similar) groups that are defined by specific attributes such as economic, demographic, psychographic (life-style), and geographic considerations.

Marketing Mix. The 4 P's. Satisfying customer needs by the right combination of:

Product	- Developing the right product for the target market.
Place	- Getting the right product to the target market.
Promotion	- Telling the target market about the product.
Price	- Determining the product cost.

Market Concept. To satisfy customer needs and wants at a profit.

Key to Successful Marketing. Flexibility.

STRATEGIC MARKETING PLANNING (SMP)

Strategies. Action oriented programs patterned so as to give the organization a unified direction toward achieving goals.

Tactics. Shorter range action plans necessary to implement strategies.

Benefits of SMP. (1) Coordinates activities that strengthen enterprise; (2) specifies expected developments; (3) eliminates surprises; (4) creates climate for managing change.

SMP Process.
1. Assessing the situation
2. Developing goals
3. Identifying constraints
4. Selecting strategies to achieve goals
5. Implementing stategies
6. Controlling the process (follow-up)
7. Obtaining feedback

SMP Opportunities.
1. Market penetration - increase sales in present market
2. Market development - selling present products in new markets
3. Product development - offering new/improved products in present market
4. Product differentiation - changing the image of your present product
5. Combination - mixing two or more of the above opportunities
6. Segmenting - identifying a submarket that can be served

TIP Develop support in-house first. If your institution doesn't know or recognize your worth, who else will?

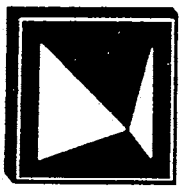
KEY ELEMENTS OF MARKETING STRATEGIES

Market Segmentation. Selecting groups of consumers who would probably be most receptive to a given product and directing the marketing effort specifically to them.

Market Penetration. Determining how to acquire a share of the market.

Market Positioning. Creating a strong identity or image and communicating it.

Market Share Analysis. Analyzing how to increase market share.



TIP Review all publications:
Do they tell who and what you do?
Do they give you a consistent image?
Are your contact numbers easy to find?
Most important, are they written to your audience?

TIP Compile a support portfolio of all letters, memos, thank you's, awards, articles, etc. Use when needed to build or show credibility.

STRATEGIC MARKETING PLANNING

Target Market:
Segment:

Brief Situation Assessment:

Problem Areas or Contraints:

STRATEGY:			
	Tactic (include needs)	Assigned to	Time Frame

In-depth Analysis

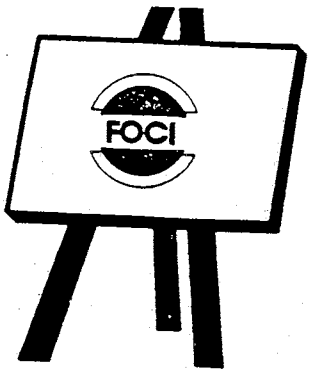
Enhance or Improve
Reduce or Eliminate
Keep as-is
Re-Evaluate
Develop and Establish
Resolve

PROMOTION AND PUBLIC RELATIONS

Tables at conferences, fairs, local events
Sponsor breakfast meetings
Serve as guest speaker to groups
Loan staff members to community groups
Have students make presentations
Conduct workshops in area of expertise
Make classroom presentations
Conduct new student orientations
Receptions for new employees
Sponsor academic clubs and sports teams
Develop your own club or activity group
Sponsor career day with a different focus
Have an open house for parents
Be on a radio or TV talk show
Conduct tours
Make telephone calls to interested people
Have an awards or recognition event
Have a contest for participants, students
Write thank you cards to everyone who deserves them

Develop any of the following to have on hand:

Portable display
Exhibit
Tent cards
Posters
Name tags
Flip charts
Bulletin board
Bumper stickers
T-shirts
Signs
Banners



Novelty items:

Pens, pencils, calendars, mugs, buttons, stickers
Bookmarks, caps, balloons, road maps, rulers, memo books

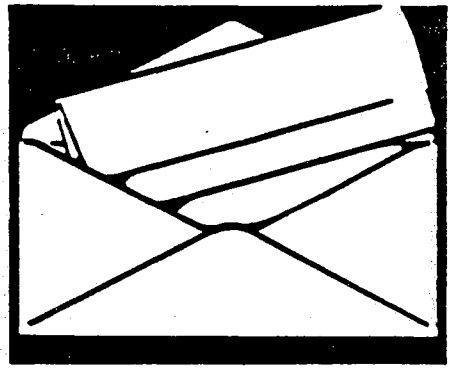
PAID ADVERTISING

Newspapers
Magazines
Radio
TV
Transit - bus, trains
Billboards
Theatre programs
Yearbooks

PRESS RELEASES

Newspapers - local, small rural, high school
Magazines - write story
Radio - target those with the right audience
TV and telecourses
Newsletters - alumni, government, civic, service, professional

PRINTED MATERIALS



Brochures
Booklets
Catalogs
Personalized form letters
Sales portfolios
Fliers
Direct mailings
Blanket mailings
Periodicals
Inserts
Manuals
Newsletters

BIRDDOGS

PEOPLE YOU KNOW WELL

- Your friends
- Your family & relations
- Your present customers
- Members of groups or clubs
- Business people

PEOPLE YOU COME IN CONTACT WITH ON A REGULAR BASIS

- Grocery clerks
- Doctors
- Veterinarians
- Bank clerks
- Mechanics
- Hair dressers
- Social & civic leaders
- Workers at health clubs

NETWORKING SOURCES and RESOURCE LISTS

- Chamber of Commerce
- Better Business Bureau
- Professional Associations
- Civic Organizations
- Community Groups
- Conferences
- Church groups
- Alumni Associations
- Health Clubs
- Hospitals
- Colleges and Universities
- Hotel and Motel Associations
- Booster Club
- Junior Achievement
- Hobby Groups
- Welcome Wagon
- High School Graduates
- YMCA
- YWCA
- Retirement Centers
- Conservation Groups
- Unions
- Parents Groups
- Support Groups
- Singles Clubs

PUBLICATIONS FOR PROSPECT LISTS

- Telephone Directories
- Newspapers
- Business Publications
- Magazines
- School Newspapers
- Business Newsletters
- Contacts Influential
- Alumni Publications

NEWSPAPER SECTIONS

- Education
- Sports
- Arts & Leisure
- Travel
- Life
- County
- Marriages
- Births
- Deaths
- Classifieds
- Amusement
- Garden
- Comics
- Business

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF RECEIPTS AND DISBURSEMENTS

As of

February 28, 1989

Receipts and Disbursements

Receipts: July 1, 1988-February 28, 1989	$20,570.63
Expenditures: July 1, 1988-February 28, 1989	24,922.58
Net Disbursements over Receipts	<4,351.95>

does not reflect conference income

Funds on Hand at February 28, 1989

Balance in El Paso Teachers Federal Credit Union Checking	$10,660.12
Balance in El Paso Teachers Federal Credit Union Savings	25.00
Certificate of Deposit	26,500.00
Scholarship Fund, Sears Savings	892.79
TOTAL FUNDS ON HAND	$38,077.91

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT February 28, 1989

BALANCE PER BANK STATEMENT	$12,566.48
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<1,906.36>
Other (specify):	
CORRECTED BALANCE	$10,660.12
BALANCE PER BOOKS	10,625.26
Add: Unrecorded deposits	
Other (specify):	
Interest	34.86
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$10,660.12

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT January 31, 1989

BALANCE PER BANK STATEMENT	$10,259.30
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<298.94>
Other (specify):	
CORRECTED BALANCE	$ 9,960.36
BALANCE PER BOOKS	9,951.27
Add: Unrecorded deposits	
Other (specify):	
Interest	9.09
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$ 9,960.36

CASH STATUS

Checking	$ 9,960.36
Savings	26,525.00
	$36,485.36

C.D. @ $26,500.00

8.50+
200.00+
90.44+
003
298.94*

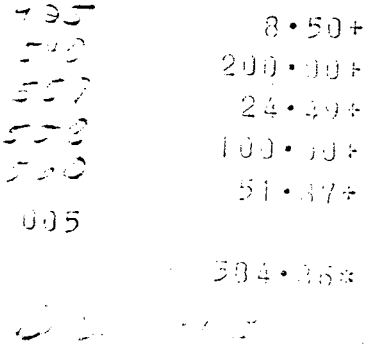
WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT December 31, 1988

BALANCE PER BANK STATEMENT	$1,169.21
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<384.86>
Other (specify):	
CORRECTED BALANCE	$ 784.35
BALANCE PER BOOKS	776.26
Add: Unrecorded deposits	
Other (specify):	
Interest	8.09
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$ 784.35



WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT November 30, 1988

BALANCE PER BANK STATEMENT	$1,744.93
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<1,628.85>
Other (specify):	
CORRECTED BALANCE	$ 116.08
BALANCE PER BOOKS	63.09
Add: Unrecorded deposits	
Other (specify):	
Correction from 10/31 NSF	25.00
Check deducted incorrectly	
Interest	27.18
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$ 116.08

Nov. 30, 1988

0.*
12.00+
8.50+
200.00+
98.50+
1,119.41+
190.64+
1,628.85*

410
425
540
547
548
549
006

1989 WCRLA STATE/REGION DIRECTORS

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(GE:doc15)

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Coordinator of State/Regional Directors
Report to the WCRLA Board of Directors
March 1989

WCRLA Membership Growth

State/Region	Spring 86	Spring 87	Spring 89
So. California	133	134	134
No. California	63	68	107
Texas	75	51	78
Washington	18	51	42
Oregon	27	30	27
Canada	15	17	26
Colorado	26	20	24
Arizona	31	23	22
Nebraska-Kansas	10	23	21
New Mexico	25	23	15
Alaska	12	11	15
Idaho	7	6	12
Hawaii	8	9	11
Great Lakes*	13	10	11
Iowa-Missouri*	5	6	11
Montana	2	7	10
Southeast*	15	11	10
Arkansas-Louisiana*	5	4	9
Utah	18	10	8
Wyoming	8	7	8
Ohio River Valley*	6	7	8
MidAtlantic*	3	3	8
Northeast*	9	6	7
Nevada	4	5	7
Oklahoma	6	6	6
Pennsylvania-New Jersey*	1	2	5
Midsouth*	2	1	5
Hong Kong**	0	0	1
England**	0	0	1
France**	0	0	1
Total	547	551	650

Notes:
Spring 1988 membership was not available.
* Called "At Large" before 1988
** Not a formally recognized region

Annual Reports Submitted

Alaska	Southern California	Tennessee
Arizona	Northern California	Nebraska-Kansas
Canada	Mid Atlantic	Montana
Hawaii	Texas	

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State/Regional Activities

Chapters Chartered
Texas
Kansas-Nebraska
Washington

Regional Conferences

Southern California	October 29	Los Angeles
Washington	October 27-28	Spokane
Nebraska-Kansas	October 6-7	Grand Island

Co-sponsored Conferences

Arizona and AZADE	October 28-29	Phoenix
Canada and AAAL	November 17-19	Calgary
Texas and TADE		
Texas (Academic Support Conference)		El Paso

Newsletters
Texas

Mass Mailings from the State/Regional Director

Alaska	MidAtlantic
Canada	Hawaii
Southern California	Montana
Northern California	Arizona

Articles printed in the WCRLA Newsletter

Alaska	Colorado
Canada	Iowa-Missouri
Southern California	Montana
Northern California	Washington
Arizona	

Special Funding

State/Region	Requested	Granted	Purpose
Arizona	$500	$500	Conference
Kansas-Nebraska	500	500	Conference
Washington	500	500	Conference
Texas	500	500	Reception

Submitted to the WCRLA Board of Directors
by Gwyn Enright
March 13, 1989

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Texas Chapter and covering the following geographic area: the state of Texas.

The purpose and objectives of the chapter will be as follows:

1) to provide a state-wide educational vehicle for members in the areas of reading, learning assistance, developmental education and tutorial services.

2) to provide a network for members

3) to promote membership in WCRLA

Name or person facilitating the organization of the chapter Delryn Fleming

Address 1503 Jackson Street

Carrollton, TX 75006 Phone (214) 245-5305

Date submitted _____

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

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PETITIONING FOR CHAPTER STATUS

TEXAS

Name	Address	College
1. Nancy Moreland	6508 Sandie Dr. Amarillo, TX 79109	Amarillo College
2. Mary Lee Dayton	4325 Olivia Amarillo, Tx 79109	Amarillo College
3. Janice L. Drake	5221 84th St Lubbock, TX 79424	Texas Tech University
4. Cindy Stacks	8108 Elkridge Lubbock, Texas 79423	Texas Tech University
5. Linda Coronado	1614 70th Place Lubbock, Texas 79412	South Plains College

PETITION FOR CHAPTER STATUS

7. Frances McMurray
8. Marcia Epner
9. MaryAnn Reimanned for San Antonio College, Chair of Reading & Education
10. Mary F. Muller
11. Mary Jane W. Howe
12. MaryAnn Reimanned
13. Ann Weisner

PETITIONING FOR CHAPTER STATUS

TEXAS

	Name	Address	College
1.	[illegible]	6500 Sandie Dr. Amarillo, TX 79109	Amarillo College
2.	[illegible]	4325 [illegible] Amarillo, TX 79109	Amarillo College
#13.	Sue H. Cross	10135 Chestover Dallas, TX 75229	Brookhaven College
#14	Joe CORTINA	12800 Abrams Rd. Dallas, TX 75243	Richland College

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

	Name	Address	College
15.	Patricia Heard	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
16.	Denise McGinty	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
17.	Arthur Rauch	LSC A332 Jester Center, U.T., Austin, Texas 78705	University of Texas at Austin
18.	Ann B. Faulkner	LSC Mountain View College 4849 W. Illinois Ave. Dallas, TX 75211	←
19.	Patricia Feldman	1431 Northridge Dr. Carrollton, TX 75006	SMU, Reading & Learning Center
20.	Delwyn Fleming	1503 Jackson Shut Carrollton, TX 75006	Brookhaven College DCCCD

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Patricia Head	LSC - ~~A223 Jester - U.T.~~ Austin, Texas 78705	~~Univ. of Texas~~ at Austin
Denise McGinty	ASC - ~~A332 Jester U.T.~~ Austin, Texas 78705	~~Univ. of Texas~~ at Austin
Arthur Rauch	LSC ~~A332~~ Jester Center, U.T., ~~Austin, Texas 78705~~	University of Texas at Austin
21. Sandra Gillyard	P.O. Box 632 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
22. Martha Dillard-Moore	13623 Indian Creek Houston, TX 77079	U of H-Clear Lake

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

	Name	Address	College
	Katheen Heard	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
	Denise McGinty	LSC - A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
	Arthur Rauch	LSC A332 Jester Center, U.T., Austin, Texas 78705	University of Texas at Austin
23.	James E. Walker	Texas Woman's University PO Box 23029 Denton, TX 76204	Texas Woman's University

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

24. Joan M. Smith - Coordinator, El Centro College Learning Assistance Center

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Kathleen Heard	LSC-A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauck	LSC A332 Jester Center, U.T. Austin, Texas 78705	University of Texas at Austin
Kris Hilligan	P.O. Box 632 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
25. Sylvia Bozeman	University of Houston-Downtown One Main Street Houston, TX 77002	←

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Patricia Hunt	LSC-A332 Jester-U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC-A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauch	LSC A332 Jester Corder, U.T. Austin, Texas 78705	University of Texas at Austin
Ken Gilligan	P.O. Box 632 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
26. Gladys R. Shaw	105 W. Union UT El Paso El Paso, TX 79968	U.T. El Paso
27. Carol Clymer	El Paso Community College P.O. Box 20500 El Paso, TX, 79998	EPCC

File: wcrla.data
Report: wcrla.tx

BOWMAN, SYLVIA
U. OF HOUSTON, ONE MAIN STREET
HOUSTON, TX
77002
?

CLYMER, CAROL
61600 LOS ROBLE
EL PASO, TX
79912
Feb 28 89

CORONADO, LINDA
1614 70TH PLACE
LUBBOCK, TX
79412
Mar 31 89

CORTINA, JOSEPH
RICHLAND COLLEGE, 12800 ABRAMS RD.
DALLAS, TX
75243
Apr 30 89

CROSS, SUE
10135 CRESTOVER
DALLAS, TX
75229
Oct 31 88

DE ARMOND, MARY ANN
4523 MAYBROOK WOODS
SAN ANTONIO, TX
78249
Mar 31 89

DILLNER-MOORE, MARTHA
13623 INDIAN CREEK
HOUSTON, TX
77079
Mar 31 89

DRAKE, JANICE L.
TEXAS TECH UNIVERSITY, PASS, 205 WEST HALL
LUBBOCK, TX
79424
Sep 30 88

EPNER, MARCIA
403 SQUIRES ROW
SAN ANTONIO, TX
78213
Sep 30 88

FAULKNER, ANN
MT. VIEW COLLEGE, 4849 W. ILLINOIS
DALLAS, TX
75211
Dec 31 99

File: wcrla.data
Report: wcrla.tx

FELDMAN, PATRICIA M.
31 NORTHRIDGE DR.
CARROLLTON, TX
75006
Apr 30 89

FILLYAW, HAROLD
155014 ELMONT DR.
HOUSTON, TX
77095
Jan 31 89

FLEMING, DELRYN
1503 JACKSON STREET
CARROLLTON, TX
75006
Mar 31 91

HEARD, PATRICIA
UNIV OF TEXAS, LEARN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Dec 31 99

HOWE, MARY JANE
SAC, 1300 SAN PEDRO (MCCH 112)
SAN ANTONIO, TX
78284
Sep 30 88

MCGINTY, DENISE
UNIV OF TEX/LRN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Nov 30 88

MCMURTRAY, FRANCES
13826 BRAYS FOREST
SAN ANTONIO, TX
78217
Oct 31 88

MORELAND, NANCY
6508 SANDIE DR.
AMARILLO, TX
79109
Sep 30 90

MULLER, MARY F
719 OBLATE
SAN ANTONIO, TX
78216
Oct 31 88

RAUCH, ARTHUR M.
UNIV OF TEX/LRN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Sep 30 88

File: wcrla.data
Report: wcrla.tx

SAN ANTONIO COLLEGE
1 O SAN PEDRO
SAN ANTONIO, TX
78284
?

SHAW, GLADYS R.
UNIV. OF TX, STUDY SKILLS & TUTR SVC
EL PASO, TX
79902
Mar 31 89

SMITH, JOAN
6938 WESTLAKE
DALLAS, TX
75214
Feb 28 89

STOCKS, JUDY K.
8108 ELKRIDGE AVE
LUBBOCK, TX
79423
Sep 30 88

TAYLOR, MARY LEE
AMARILLO COLLEGE, BOX 447
A RILLO, TX
7?178
Oct 31 88

WALKER, JAMES E.
TWU, BOX 23029
DENTON, TX
76204
Mar 31 89

WEESNER, ANN
14211 ROWE
SAN ANTONIO, TX
78217
Feb 28 89

CONSTITUTION
OF THE
TEXAS CHAPTER, WESTERN COLLEGE READING AND LEARNING ASSOCIATION

ARTICLE I: The name of the Association will be the Texas Chapter, Western College Reading and Learning Association. It will be a non-profit organization.

ARTICLE II: The objectives of the Association are three fold:

1. to provide a state-wide educational vehicle for members in the areas of reading, learning assistance, developmental education and tutorial services.

2. to provide a network for members.

3. to promote membership in WCRLA.

ARTICLE III: Membership.

1. Any individual who is qualified and is interested in college reading, learning assistance, developmental education, and tutorial services is eligible for membership upon joining WCRLA.

2. The membership shall have one class of membership; the voting privileges shall be equal.

3. No dues will be assessed in addition to regular WCRLA dues.

ARTICLE IV: Officers.

1. The elective offices of the Association shall be a President-Elect and Secretary. The previous President-Elect becomes the President and the previous President becomes the Immediate Past President.

2. The apppointed officer of the Association shall be the State Director. The appointment shall be made by the WCRLA chair for State Directors.

3. All officers shall be elected for one (1) year, to hold office from conclusion of the fall conference.

4. General Duties of Elected Officers:

   a. They shall serve as members of the Texas Chapter, Western College Reading and Learning Association Board of Directors.

   b. They shall act in an advisory capacity to the President.

5. Duties of the President

   a. He/she shall act as chair and presiding officer of the Board of Directors.

   b. He/she shall act as presiding officer of general meetings.

   c. He/she shall appoint the chair of-standing and special committees.

   d. He/she shall appoint a Parliamentarian to serve for one (1) year.

   e. He/she shall approve the personnel of committees.

   f. He/she shall call special meetings of the Board of Directors.

6. Duties of the President-Elect:

   a. He/she shall act as presiding officer in the absence of the President.

   b. He/she shall act as chair of the Program Committee.

7. Duties of the Immediate Past President:

   a. He/she shall act as presiding officer in the absence of the President and President-Elect

   b. He/she shall act in a general capacity as adviser to the President upon the affairs of the Association.

   c. He/she shall be chair of the nominating committee.

   d. He/she shall do other work as assigned by the President.

8. Duties of the Secretary

a. He/she shall act as presiding officer in the absence of the President, President-Elect, and the Past President.

b. He/she shall record the proceedings of all meetings of the Board of Directors and the General Meetings.

c. He/she shall carry out the general secretarial duties of the Association.

9. Duties of the State Director

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

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

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

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

e. He/she shall serve a term of one year unless reappointed by the WCRLA Coordinator of State and Regions.

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

g. An annual report will be submitted to the Board of Directors by May 1.

ARTICLE V: Board of Directors

1. The Texas Chapter, Western College Reading and Learning Association Board of Directors is the executive and administrative body of the Association, and shall be made up of the President, the President-Elect,the Secretary, the State Director and the Immediate Past President provided that he/she is still eligible for membership.

2. Powers and Duties

a. It shall conduct, manage and control business and affairs of the Association.

b. It shall approve the annual budget.

c. It shall approve the expenditures of any funds before the financial obligation is incurred.

d. All decisions shall be made by a majority vote of those present. A quorum is required.

ARTICLE VI: Vacancies.

1. In case the President cannot serve his/her term, the President-Elect shall assume the duties of the unexpired term.

2. Unexpired term of any officer may be appointed by the President.

3. All appointments must meet the qualifications established for eligibility.

4. If a vacancy occurs in the office of President-Elect, an acting program chair will be appointed by the President with the approval of the Board of Directors. In this event, an election for the office President and President-Elect shall be held at the annual Fall Conference.

ARTICLES VII: Meetings.

1. There shall be at least one (1) General Meeting each year of the Association.

2. There shall be at least two (2) regular meetings each year of the Board of Directors.

3. Special meetings may be called by the President and shall be called at the request of any three (3) directors.

4. Members of the Texas Chapter shall have the right to attend all meetings of the Association.

5. Notice of the General Meeting shall be sent to all members of the Association at least one (1) month prior to the actual meeting.

ARTICLE VIII: Quorum.

1. A quorum of the Association for any open meeting shall be at least 10% of the membership of the Association.

2. A quorum of the Board of Directors shall be three of its members.

ARTICLE IX: Nomination and Election of Officers.

1. The Immediate Past President is chair for the Nomination Committee. The chair shall appoint a Nominating Committee consisting of three (3) other members to be approved by the President.

2. The Nominations Committee shall submit a a slate of nominees for each of the following officers: President-Elect and Secretary. A place for write-in candidates will be provided on the ballot

3. All officers except the President and Immediate Past President shall be elected by mail ballot prior to the Fall General Meeting.

   a. The Nomination Committee will make their report at the May Board Meeting

   b. The mail-ballot procedure established in Article VII, Section III of the Bylaws will be followed.

   c. Voting shall be by secret ballot, and a majority of the votes cast shall be necessary for election.

4. Results of the voting will be made known at the General Business Meeting.

ARTICLE X: Dues.

1. Membership in the Texas Chapter, WCRLA is automatic with membership in WCRLA. No other dues will be assessed on the state level.

2. All members shall pay the full WCRLA dues.

ARTICLE XI: Initiative, Referendum, and Recall

1. A petition signed by one-sixth (1/6) of the members shall bring to vote of the membership at a General Meeting an initiative, referendum, or recall action.

2. Recall, initiative or referendum action shall require a noticed motion and a majority vote of the membership or a two-thirds (2/3) vote of those present at any annual meeting of the Association.

3. Initiative and referendum actions must also be authorized by a two-thirds (2/3) vote of those present.

ARTICLE XII: Affiliations.

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE XIII: Parliamentary Authority.

1. The rules contained in Robert's Rules of Order, Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Articles and Bylaws.

2. In all meetings any member may demand a roll-call vote except for the election of officers.

ARTICLE XIV: A choice of method of voting shall be made at the discretion of the members of the Board of Directors.

ARTICLE XV: Amendments.

1. Proposed amendments shall be submitted to the Board of Directors for review and recommendation.

2. These proposed amendments and ballots shall be mailed to the General Membership one month prior to the next General Meeting.

3. An amendment shall be declared passed if it is approved by two-thirds (2/3) of those members present at any annual meeting of the Association.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Nebraska/Kansas Chapter and covering the following geographic area: Kansas and Nebraska.

The purpose and objectives of the chapter will be as follows: To advance the knowledge and interest of postsecondary developmental educators.

Name of person facilitating the organization of the chapter Judi L. Haney

Address 1205 East 3rd

McCook, Nebraska 69001 Phone 308-345-6303 ex 40

Date submitted October 11, 1988

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Dawn Enright, Coordinator of State Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

RECEIVED MAR 13 1989

We, the undersigned, are members in good standing of WCRLA, and wish to petition to form the Nebraska/Kansas Chapter of WCRLA. -

1. Elaine Batenhorst
2. Kathy Carpenter
3. Faye Dorcas
4. Lori Gibson
5. Carol Grell
6. Faye Grogan
7. Judith L. Haney
8. Paula J. Hanley
9. Pat Jonson
10. Nella Kincaid
11. Dorothy McLain
12. Joan K Medley
13. [illegible]
14. Nina G. Nelson
15. Pat Phillips
16. Sherry Reid
17. Mary Schlueter
18. Theresa Wachal
19. Dorothy J. Weber
20. Ruth Wohler
21. Linda Wolf
22. David M. DeFrain
23. Janice M. Green
24. Ann Reynolds
25. Judy Warrington

NEBRASKA/KANSAS CHAPTER OF THE WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BYLAWS

ARTICLE I

Name

The name of this organization shall be the Nebraska/Kansas Chapter of the Western College Reading and Learning Association, hereinafter referred to as "the Chapter".

ARTICLE II

OBJECT

The object of this Chapter shall be, in accordance with the policies and programs of the Western College Reading and Learning Association, hereafter referred to as "WCRLA," to advance the knowledge and interest of postsecondary developmental educators.

ARTICLE III

MEMBERSHIP

The chapter will include a minimum of 25 members of WCRLA.

ARTICLE IV

OFFICERS

Section 1. The Officers of the Chapter shall be President, Vice-President, Secretary/Treasurer, and Past-President. The Board of Directors shall consist of these previously mentioned officers plus the current Site Chair and Program Chair for the upcoming fall conference.

Section 2. Only regular members in good standing shall be eligible for office. Only a person who has previously served as a member of the Board of Directors of the Chapter shall be eligible to serve as President.

Section 3. Each officer shall serve a term of two administrative years or until their successors are elected. The officers' terms of office shall begin two

weeks after the conclusion of the spring meeting of the Western College Reading and Learning Association on even numbered years.

Section 4. Vacancies:

A. A vacancy in the in the office of President shall be filled by the Vice-President.

B. If a vacancy occurs in the office of the President and Vice-President, the Past-President shall call a meeting of the Board of Directors for the purpose of electing from the eligible members a president to fill the unexpired term of President.

C. A vacancy in the office of Vice-President or Secretary/Treasurer shall be filled by appointment of the President with the approval of the Board of Directors. Such appointed officers shall serve until their successors are elected.

Section 5. No officer shall be eligible to serve more than two consecutive terms in the same office. An officer having served two consecutive terms may serve again in the same office after the expiration of 2 years.

Section 6. These officers shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and by the directives of the parent organization, WCRLA.

ARTICLE V

MEETINGS

Section 1. The Chapter shall hold at least two regular yearly meetings at a time and place fixed by the Board of Directors.

Section 2. The regular meeting in the fall shall be known as the annual meeting and shall be for the purpose of receiving reports of officers and committees, and any other business that may arise. The spring meeting will be held in conjunction with the parent organization's spring conference.

Section 3. Special meetings may be called by the President or a majority of the Board of Directors.

Section 4. A quorum shall consist of 20% of the members of the Chapter.

Section 5. The President, or the Board of Directors by a two-thirds vote, may cancel or postpone any meeting when such action is deemed necessary.

ARTICLE VI

REPRESENTATION AND VOTING

The Board of Directors will ascertain that the Chapter shall be represented at the spring meetings of the Western College Reading and Learning Association.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. The Board of Directors shall consist of the officers of the Chapter, the current Site Chair and the current Program Chair for the upcoming fall conference.

Section 2. Only regular members in good standing shall be eligible to serve on the Board of Directors.

Section 3. Vacancies:

A. If the immediate Past-President is unable to serve on the Board of Directors, the most recent Past-President who consents to serve shall fill this vacancy.

B. Other vacancies on the Board of Directors not previously provided for shall be filled by appointment of the President with the approval of the Board of Directors. Such directors shall serve until their successors are elected or appointed (as in the case of the Site Chair and Program Chair.)

Section 4. Each member of the Board of Directors shall serve as Chair of such standing committees as may be assigned by the President and approved by the Board of Directors.

Section 5. Meetings:

A. The Board of Directors shall hold meetings at the descretion of the President. Conference calls may be utilized for Board of Directors meetings when time and distance necessitate such actions.

B. Special meetings may be called at any time by the President or at the request of a majority of the Board of Directors.

C. A majority of the Board of Directors shall constitute a quorum.

Section 6. The Board of Directors shall perform the duties as described by these bylaws and by the parliamentary authority adopted by the Chapter.

ARTICLE VIII

COMMITTEES

Section 1. The Executive Committee shall be composed of the officers of the Chapter.

Section 2: Standing committees shall be the Membership committee, the Nominating committee, the fall conference Site committee and the fall conference Program committee.

A. The Chair of the fall conference Site committee and the Chair of the fall conference Program committee shall be appointed by the President. The Vice-President will be the Chair of the Membership committee, and the immediate Past-President will be the Chair of the Nominating committee.

B. Members of the committees shall be selected by the respective chairs with the approval of the President.

Section 3. Special committees may be appointed by the President whenever deemed necessary for the welfare and/or development of the Chapter.

Section 4. The President of the Chapter shall be an ex-officio member of all committees except the Nominating committee.

Section 5. These committees shall perform the duties as prescribed in these bylaws and those assigned by the Chapter president.

ARTICLE IX

NOMINATIONS AND ELECTIONS

Section 1. The Nominating committee shall consist of the immediate Past-President and two regular members appointed by the President.

Section 2. The chair of this committee shall be the immediate Past-President.

Section 3. This committee shall report their nominations for officers at the regular fall meeting in odd numbered years. Additional nominees may be made from the floor, provided that consent of the nominated members have been obtained.

Section 4. Election of officers shall be held during the fall conference in odd numbered years and the elected officers will assume office two weeks after the next spring meeting of the parent organization.

Section 5. The officers shall be elected by ballot. If there is only one candidate for each office, the President shall declare the slate elected.

ARTICLE X

ADMINISTRATION

Section 1. The administration of the affairs of the Chapter shall be vested in the Board of Directors who shall be responsible for carrying out the directives of the membership or any duties prescribed in these bylaws.

Section 2. The Executive Committee shall carry out the instructions of the Board of Directors and conduct the affairs of the Chapter between meetings.

Section 3. The fiscal and administrative year of the Chapter shall begin exactly two weeks after the conclusion of the yearly spring meeting of the parent organization, WCRLA.

Section 4. The records of the treasurer shall be audited or reviewed for each fiscal year by an auditor appointed by the president.

ARTICLE XI

DUES

Section 1. Annual dues of regular and associate members shall be $5.00 per year. In addition, members will be responsible for paying their dues to the national organization. Members who attend the fall Chapter conference shall have their $5.00 Chapter membership dues waived for that year.

Section 2. Chapter dues shall become payable during the fall Chapter conference each year and shall become delinquent sixty days after the final day of the conference. Any member whose dues have not been paid within this time shall be dropped from membership. A member of the Membership committee will contact members prior to the expiration date of membership to encourage

them to pay their dues. Reinstatement withi year may be granted upon payment of $5.00.

ARTICLE XII

DISSOLUTION

Section 1. This Chapter will be dissolved if its active membership drops below 25 members. It can also be dissolved by a two-thirds vote of the members present and voting at a fall conference meeting, and a majority vote of the Board of Directors at the same meeting. Notice of such a vote must be submitted to each Chapter member in writing at least thirty days in advance.

Section 2. Within thirty days from the date this Chapter is declared inactive by its members and Board of Directors, it shall notify the parent organization, WCRLA. The Coordinator of State/Regions of the WCRLA will appoint a person to the position of regional director.

Section 3. In the event of dissolution of this Chapter, the remaining Chapter funds will be surrendered to the appointed regional director. If no individual can be found to serve as the regional director, all remaining Chapter funds will revert to WCRLA.

ARTICLE XIII

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Chapter in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Chapter may adopt.

ARTICLE XIV

AMENDMENTS

Section 1. These bylaws may be amended at any fall meeting of the Chapter, by a two-thirds vote, provided the amendment as been submitted to each Chapter member in writing at least thirty days in advance.

Section 2. All amendments adopted by this chapter shall be submitted to WCRLA for approval before becoming effective.

Section 3. When amendments to WCRLA bylaws shall have an effect on this Chapter's bylaws, such amendments shall become automatically effective for this Chapter. Notice in writing shall be sent to the membership.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Washington State Chapter and covering the following geographic area: Washington State.

The purpose and objectives of the chapter will be as follows:

to facilitate professional development

to provide networking opportunities for members

to sponsor an annual conference

to promote membership in the National Association

Name of person facilitating the organization of the chapter Dr. Dee Tadlock

Address Yakima Valley Community College
Post Office Box 1647
Yakima, Washington 98907

Phone 509/575-2027

Date submitted December 21, 1988

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

RECEIVED MAR 13 1989

1988 WCRLA Participants

1988 WCRLA Participants

Ashmore, Rhea
University of Montana
Corbin Hall
Missoula, MT 59812

Bauer, Jim
Spokane Community College
Mail Stop 2010
Spokane, WA 99207

X Bickley, Susan
Yakima Valley Community College
16th & Nob Hill
Yakima, WA 98902

Branson, Helen
1000 W. Garden Avenue
Coeur D'Alene, ID 83814

X Breneman, Marti
Spokane Falls Community College
3410 Ft. George Wright Dr.
Spokane, WA 99204

Bunge, Jean
Eastern Washington University
Monroe Hall 206
Mail Stop 172
Cheney, WA 99004

Burns, Mike
Spokane Community College
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Spokane, WA 99207

Burns, Sunny
Spokane Community College
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Spokane, WA 99207

X Burris, Joanne
815 Wauna Vista
Walla Walla, WA 99362

X Carman, Kathy
South 4125 Altamont
Spokane, WA 99223

X Drabek, Jane
721 University
Walla Walla, WA 99362

X Eglin, Leslie
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X Falk, Cheryl
1212 South 46th Ave.
Yakima, WA 98908

Federici, Peggy
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Harrison, ID 83833

X Fish, Susan
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Moses Lake, WA 98837

Furman, Gail
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X Gaiser, Sherry
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Spokane, WA 99204

X Harp, John
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Yakima, WA 98907

1988 WCRLA Participants

1988 WCRLA Participants

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Hytien, Patty
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X Keen, Dennis
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X Krause, Anne
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X Massey, Teresa
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X Mundy, Carol Molitor
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X Nasburg, Pat
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Spokane, WA 99218

X Nealy, Joann
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X Nelson, Alexis
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Patterson, Becky
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X Reames, Steve
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Spokane, WA 99204

X Rihn, Bernie
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X Scherler, Klaus
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Spokane, WA 99203

X Seubert, Sharon
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Spokane, WA 99207

X Simons, Josephine
North 5203 Walnut St.
Spokane, WA 99205

X Sinclair, Carla
Community Colleges of Spokane AEC
Mail Stop 1070
Spokane, WA 99205

X Swinton, Jan
E. 2319 34th Ave.
Spokane, WA 99203

1988 WCRLA Participants

1988 WCRLA Participants

Van Meeter, ~~June~~ Jane
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Spokane, WA 99204

Vaughn, Sherry
Washington State University
Department of Elem/Sec Educ.
Pullman, WA 99164-2122

Versteeg, Tom
Spokane Falls ~~Community College~~
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Spokane, WA 99204

Wallin, Tina
Walla Walla Community College
Walla Walla, WA 99362

Wall, Carolyn
Spokane Community College
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Spokane, WA 99207

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Wiens, Ken
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Canada

Wilson, Gail
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Tammivaara, Julie
4319 So. Miami
Spokane, WA 99223

Regan, Susan
Spokane Falls Community College
Mail Stop 3050
Spokane, WA 99204

Matis, Rose
Spokane Falls Community College
Mail Stop 3050
Spokane, WA 99204

Yakima Valley CC
P.O. Box 1647
Yakima, WA 98901

Jim Barrat
SFCC Friday

WCRLA BYLAWS 1988

ARTICLE I - NAME

The name of the Association shall be the Washington State Chapter of the Western College Reading and Learning Association.

ARTICLE II - MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the Association, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.

2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading, writing, thinking, and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined form time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.

3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his/her annual dues within sixty days after the date they have become payable, shall be deemed to have abandoned membership in the Association.

ARTICLE III - MEETINGS

1. The annual meeting of the membership of the Association shall be held in October of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors, or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.

2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.

3. All members of the Association may have the right to attend all membership meetings, annual, regular, or special. They may attend other than general meetings as non-voting observers only.

ARTICLE IV - BOARD OF DIRECTORS, SECTION 1

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

   A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

   If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occurafter the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect shall assume all other duties of that office.

   Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with these Bylaws or any provision of law.

3. The title of all property of the Association shall be vested in the Association, and the signatures of the president and the secretary, when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase of sale of property or for the investment or other disposal of funds which are subject to the control of the Association.

4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than once each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meeting has been called.

5. Three members shall constitute a quorum of the Board of Directors.

ARTICLE V - OFFICERS

1. The officers of the Association shall be a president, a president-elect, a past president, a secretary and a treasurer. The president-elect shall be elected for a one year term by the membership via writtten ballots at the annual general meeting. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect. The president-elect shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's term of office shall be for one year; the treasurer's term of office shall be for two years. The secretary and treasurer shall be elected by the membership via written ballots at the annual general meeting.

2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.

3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:

    a. Appoint chairpersons of standing and special committees.

    b. Call special meetings of the Board of .....Directors

    c. Appoint an acting secretary or treasurer in the event of incapacity or consistent non-performance of duty on the part of the officer(s) elected to serve in that capacity(ies). Appointments shall be made only with the approval of the Board of Directors.

4. The president-elect shall act as presiding officer in the absence of the president and shall act as chairperson of the program committee for the annual conference.

5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect and shall act in a general capacity as advisor to the president upon the affairs of the Association.

6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past-president.

7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures.

ARTICLE VII - PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised, shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these By-Laws.

2. In all meetings any member may demand a roll call vote except for those procedures which provide for a written ballot including the election of officers.

3. The Board of Directors shall name two candidates for each office for which there exists a vacancy. If two candidates are not secured, nominations for additional candidates will be sought from the floor at the general membership meeting prior to the written election.

ARTICLE VIII - QUORUM

A quorum for any regular or special membership meeting or for a written ballot shall be at least ten percent (10%) of the memberhip of the Association as of December 31st prior to the annual conference.

ARTICLE IX - AFFILIATIONS

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE X - INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth (1/6) of the members of the Association. Any action or initiative, referendum, or recall shall require a noticed motion and a majority vote of the membership or two-thirds (2/3) vote of those members present at any annual meeting of the Association.

ARTICLE XI - DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner, or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

ARTICLE XII - AMENDMENTS

1. These By-laws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.

2. No amendment may be adopted unless it is approved by a two-thirds (2/3) majority of the votes cast.

NOTE: The numbers in parenthesis, indicate the percent of responses.

WCRLA MEMBERSHIP SURVEY

DEMOGRAPHICS

1. Please check the WCRLA state or region in which you live.

(2.5) __7_ Alaska
(5.1) _14_ Arizona
(1.5) __4_ Arkansas/Louisiana
(15.3) _42_ California-North
(15.3) _42_ California-South
(5.8) _16_ Canada
(3.6) _10_ Colorado
(2.2) __6_ Great Lakes (Wisconsin, Illinois, Michigan)
(0.4) __1_ Hawaii
(1.8) __5_ Idaho
(1.8) __5_ Iowa/Missouri
(4.0) _11_ New Mexico
(1.5) __4_ Mid-Atlantic (West Virginia, Delaware, Virginia, DC, Maryland)
(1.1) __3_ Mid-South (Mississippi, Tennessee, Alabama)
(1.8) __5_ Minnesota
(2.5) __7_ Montana
(3.3) __9_ Nebraska/Kansas
(0.7) __2_ Nevada
(0.0) __0_ North/South Dakota
(1.5) __3_ Northeast (Maine, New York, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island)
(0.4) __4_ Ohio River Valley (Ohio, Indiana, Kentucky)
(5.1) __1_ Oklahoma
(1.1) _14_ Oregon
(1.5) __3_ Pennsylvania/New Jersey
(1.5) __4_ Southeast (North Carolina, South Carolina, Georgia, Florida)
(10.5) _29_ Texas
(2.2) __6_ Utah
(5.8) _16_ Washington
(0.7) __2_ Wyoming

2. Your gender: Female 197 (71.6)
Male 64 (23.3)
No Response 14 (5.1)

3. Your age: (0.7) __2_ 20 - 29
(21.8) _60_ 30 - 39
(48.4) 133_ 40 - 49
(22.5) _62_ 50 - 59
(5.8) _16_ 60 - 69
(0.4) __1_ 70 +
(0.4) __1_ No Response

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4. Your highest educational level: (1.1) __3_ AA/AS
(8.4) _23_ BA/BS
(60.0) 165_ MA/MS
(30.2) _83_ EdD/PhD
(0.4) __1_ EdS

Major:					
Education	44	(16.0)	Biology	1	(0.4)
Reading	55	(20.0)	History	3	(1.1)
Educ Admin	6	(2.2)	Amer Studies	1	(0.4)
Educ Psych	9	(3.3)	Ag Business	1	(0.4)
Art Educ	2	(0.7)	French	1	(0.4)
Guidance/Couns	8	(2.9)	Student Personnel	2	(0.7)
C & I	22	(8.0)	HPER	1	(0.4)
English	46	(16.7)	Nursing Educ	1	(0.4)
Spec Educ	6	(2.2)	Info Science	1	(0.4)
Humanities	2	(0.7)	Bus Admin	1	(0.4)
Psychology	5	(1.8)	Music	1	(0.4)
Bus Educ	1	(0.4)	Theatre Arts	1	(0.4)
Linguistics	5	(1.8)	Social Sci	2	(0.7)
Devel Educ	2	(0.7)	Math	1	(0.4)
Communications	2	(0.7)	Library Sci	2	(0.7)
Adult/Higher Ed	13	(4.7)	Geology	1	(0.4)
Elem Educ	8	(2.9)	ESL	1	(0.4)
Language Comm	4	(1.5)	Philosophy	1	(0.4)
Literature	6	(2.2)	Speech	1	(0.4)
			No Response	4	(1.5)

5. How many years have you been a WCRLA member? (13.8) _38_ First year
(44.4) 122_ 2 - 5 years
(20.4) _56_ 6 - 10 years
(15.6) _43_ 11 - 15 years
(5.8) _16_ 16+ years

6. At what type of institution are you employed?

(7.3) _20_ 2 year	public 114_(41.5)	private __4_(1.5)
(1.1) __3_ 4 year baccalaureate only	public _14_(5.1)	private _10_(3.6)
(0.4) __1_ 4 year Masters only	public _24_(8.7)	private __7_(2.5)
(4.4) _12_ 4 year doctoral	public _36_(13.1)	private __7_(2.5)
(0.7) __2_ private sector		
(0.4) __1_ other..... Educational Agency (nfp)		1 (0.4)
Vocational Technical		1 (0.4)
Store Front Literacy Project		1 (0.4)
Retired		3 (1.1)

(4.7) _13_ No Response

7. How would you describe the type of program in which you work?

(24.4) _67_ classroom instruction--developmental
(5.1) _14_ classroom instruction--traditional
(17.8) _49_ learning assistance--tutorial
(2.5) __7_ adult basic education
(0.4) __1_ vocational

(0.0) __0_ retention
(4.7) _13_ other .....

Comprehensive LAC	7	(2.5)
Multicultural Ed	1	(0.4)
Individualized	1	(0.4)
Literacy Program	2	(0.7)
Non-trad Devel Ed	1	(0.4)
Testing Organization	1	(0.4)
Distance Education	2	(0.7)
Training/Research	1	(0.4)
Counseling Ctr	1	(0.4)
1,2 above	19	(6.9)
1,3 above	28	(10.2)
1,4 above	3	(1.1)
1,6 above	3	(1.1)
2,3 above	6	(2.2)
3,4 above	2	(0.7)
3,6 above	6	(2.2)
4,5 above	1	(0.4)
1,2,3 above	6	(2.2)
1,2,4 above	1	(0.4)
1,3,4 above	4	(1.5)
1,3,6 above	4	(1.5)
1,2,3,4 above	1	(0.4)
1,2,3,5 above	1	(0.4)
1,3,4,5 above	2	(0.7)
1,3,5,6 above	1	(0.4)
1,2,3,4,5 above	1	(0.4)
1,2,3,4,6 above	2	(0.7)

(5.8) _16_ No Response

8. How long have you been employed in the profession?

(1.8) __5_ first year
(16.7) _46_ 2 - 5 years
(21.5) _59_ 6 - 10 years
(21.5) _59_ 11 - 15 years
(33.5) _92_ 16+ years
(5.1) _14_ No Response

9. Indicate the percent of time you spend in the following activities.

classroom instruction —	1-25%	(33.3)	70
	26-50%	(21.9)	46
	51-75%	(15.3)	32
	76-100%	(29.5)	62
administration ————	1-25%	(40.1)	73
	26-50%	(18.7)	34
	51-75%	(15.4)	28
	76-100%	(25.8)	47
other ————————	1-25%	(43.9)	54
	26-50%	(27.6)	34
	51-75%	(17.1)	21
	76-100%	(11.4)	14

10. What is the administrative location of the program in which you work?

(52.7) _145 academic affairs
(17.1) __47 student affairs
(9.5) __26 other .....

Both of above	(2.2)	6
Gen Studies	(1.5)	4
Learning Resources	(1.8)	5
ABE/GED	(0.7)	2
Hum/Lang Arts/Engl	(4.0)	11
Decentralized/ Interdisciplenary	(0.4)	1

(10.2) __28 No Response

11. Do you work part-time (13.1) __36_ or full-time (81.1) _223_?
(5.8) __16_ No Response

12. What is your salary?

(15.3)	__42	up to $19,999
(24.7)	__68	$20,000 - $29,999
(26.5)	__73	$30,000 - $39,999
(18.9)	__52	$40,000 - $49,999
(6.5)	__18	$50,000 - $59,999
(1.5)	___4	$60,000 - $69,999
(0.0)	___0	$70,000 +
(6.5)	__18	No Response

13. Do you belong to other related professional organizations?

Yes (79.6) 219No (13.5) 37

If yes, which ones?

No Response (6.9)	19	
(21.5)	59	No Response
(38.5)	106	IRA
(2.9)	8	NRC
(4.0)	11	TESOL
(10.9)	30	NCTE
(5.1)	14	PDK
(25.8)	71	NADE
(3.6)	10	TADE
(2.5)	7	CCCC
(5.5)	15	NCCRA
(6.9)	19	CRA
(4.0)	11	ACCTLA
(1.8)	5	OCRA
(1.8)	5	WADE
(2.5)	7	ACPA
(2.2)	6	AAWCJ
(59.3)	163	Belong to other organizations (less than 5 each) list below:

ODSO — 4
TJCTA — 2
AFT — 1
MLA — 3
NASPA — 4
DKG — 3
AAUW —2
SRCE —1

Utah Academy — 1
ASHE — 1
NCEDA — 2
NAWC — 1
NEA — 3
Computer Using Educators - 1
NYCLSA — 1
SCRC — 1
MRADE — 1
Iowa RA — 1
PKP — 3
SCAPE — 1
AAAL — 4
MATELA — 1
ASCD — 2
NCDA — 1
NRCA — 1
CATESOL — 4
AAACE — 2
AAEA — 1
NASFA — 1
MWWCA — 1
NRMERA — 1
ARA — 1
SCMLA — 1
ASCCC — 1
OEA — 1
WORD — 2
MPSRA — 1
CACC — 1
NAAA — 1
ABE-ABC — 2
AZADE — 1
NAFE — 1
ATE — 1
NACADA — 2
OTHERS — 44

CRTA — 1
NSB — 1
ASPIRE — 3
CTE — 2
CEA — 1
ICCE — 1
AERA — 1
ACEAN — 1
LARC — 1
ISPA — 1
PLT — 2
NYCLA — 1
INADE — 1
Tenn NADE — 1
AACD — 3
NRA — 1
NCCE — 1
ACTE — 2
NWAEA — 1
AACD — 3
NETS — 1
5-Valleys RA — 1
PBD — 1
ISA — 1
NCADS — 2
CPA — 1
LCCEA — 1
NAAA — 1
STT — 1
AACJE — 2
APA — 1
Project Literacy
of B. C. — 1
NVCEA — 1
SVI of BC — 1
ATCLA — 2

14. Do you regularly select textbooks for classroom use? Yes (70.9) 195
No (28.4) 78
No Response (0.7) 2

14a. If yes, how many textbooks do you order each year?

(32.7)	90	Between 1 - 50
(4.7)	13	Between 51 - 100
(7.3)	20	Between 101 - 200
(8.7)	24	Between 201 - 500
(7.3)	20	501 +

14b. If yes, do the publisher's exhibits at the annual conference help you in this process? YES (57.1) 157
NO (8.7) 24
No Response (34.2) 94

If no, why not?

(0.4) 1 Very disappointing (size)
(1.5) 4 Needs exam copies to closely eval.
(0.4) 1 Too much Community College material
(0.4) 1 Not related to English teaching
(1.1) 3 Usually don't have time to look
(1.1) 3 Need more publishers with greater variety, incl computer courseware
(0.4) 1 Selects books/texts in another field
(1.1) 3 Don't attend
(2.9) 8 Not comprehensive enough

MEMBER SERVICES

Annual Conference

15. Have you attended at least one annual conference in the past 3 years?

Yes (79.3) 218
No (20.0) 55

(If yes, please go to question #15a. If no, go to #16.)

15a. Check the factors that are most related to your decision to attend the annual conference.

(14.9) _41_ program theme
(45.1) 124_ quality of program topics
(44.0) 121_ location of conference
(17.1) _47_ featured/keynote speakers
(25.8) _71_ cost
(26.2) _72_ having proposal accepted for presentation
(12.0) _33_ date
(31.3) _86_ I plan on attending the conference each year and would only miss the conference in case of a personal or work emergency.

Other:

(2.5) 7 Best hands-on colleagues in the business
(1.1) 3 Funding from department
(0.4) 1 Presentations by "practicing" colleagues
(0.4) 1 Need more timely information to apply for travel, etc.
(0.4) 1 Wanted to check-out the organization
(0.4) 1 Relevance of the organization
(0.7) 2 Networking
(0.4) 1 As long as it is in March

15b. Who pays your conference costs?

(12.7) _35_ self
(27.3) _75_ employer
(42.9) 118_ combination of above
(0.0) __0_ other
(17.1) _47_ no response

15c. Should the following conference activities be increased (I), decreased (D), or remain the same (S)?

I (0.4) __1_ general business sessions
D (14.9) _41_
S (51.6) 142_

I (6.5) _18_ social activities
D (2.9) __8_
S (58.9) 162_

I (16.4) _45_ section meetings conducted by WCRLA members
D (3.3) __9_
S (47.3) 130_

I (26.9) _74_ section meetings conducted by featured speakers
D (2.9) __8_
S (38.9) 107_

I (12.0) _33_ institutes conducted by WCRLA members
D (7.3) _20_
S (46.5) 128_

I (26.5) _73_ institutes conducted by featured speakers
D (5.8) _16_
S (34.5) _95_

I (20.7) _57_ exhibit viewing
D (2.9) __8_
S (45.5) 125_

I (24.4) _67_ career opportunities
D (4.0) _11_
S (37.8) 104_

I (10.2) _28_ state/region meetings
D (5.5) _15_
S (52.0) 143_

I (17.1) _47_ Special Interest Group meetings
D (2.2) __6_
S (49.5) 136_

I (8.0) _22_ keynote speakers
D (1.8) __5_
S (56.7) 156_

I (16.0) _44_ plenary sessions for discussion of issues
D (5.1) _14_
S (45.5) 125_

15d. Have you made a presentation at an annual conference? Yes (45.1) 124
No (37.1) 102

If no, why not?

(3.3)	9	No topic
(8.0)	22	No available time
(1.1)	3	Not knowing if I can attend until last minute
(2.2)	6	No interest
(2.9)	8	Will in the future
(0.4)	1	Would do more if computers were available for instruction

(0.7) 2 Reluctance to speak to group
(2.9) 8 New member
(0.4) 1 More interested in listening

GO TO QUESTION #17.

16. Please check the factors relating to the fact that you have not attended an annual conference in the past 3 years.

(12.4) _34_ personal/employer budget constraints
(5.1) _14_ inconvenient locations
(2.5) __7_ too expensive
(7.3) _20_ inconvenient scheduling
(0.7) __2_ theme not of interest
(0.4) __1_ quality of speakers
(0.7) __2_ employer does not give time off
(9.1) _25_ attended conferences other than WCRLA
(1.1) __3_ lack of timely information
(1.5) __4_ had been disappointed in previous conferences

Other
- (1.1) 3 Attend other conferences
- (0.4) 1 Will attend if budget allows
- (0.4) 1 Not wanting to take time away from class time
- (2.5) 7 New member
- (0.4) 1 Others attend from my organization
- (0.7) 2 Other (not specified)

Please respond to the following factors related to conference scheduling and location with strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD).

17. The conference site should be in California every other year.

SA	(18.2)	50
A	(13.8)	38
N	(27.6)	76
D	(19.6)	54
SD	(13.5)	37

18. The conference schedule should be rotating (as it is now) rather than fixed (same week each year).

SA	(17.1)	47
A	(26.9)	74
N	(25.1)	69
D	(16.7)	46
SD	(6.2)	17

19. The conference should be in the spring (as it is now) rather than in the fall.

SA	(38.5)	106
A	(31.6)	87
N	(16.7)	46
D	(4.0)	11
SD	(1.8)	5

20. If the conference dates were fixed, in what month should the conference be scheduled?

(4.4)	12	February
(32.4)	89	March
(14.2)	39	April
(3.3)	9	May
(1.8)	5	June
(0.4)	1	July
(0.4)	1	August
(5.5)	15	October
(2.5)	7	November
(0.4)	1	December

21. If you have suggestions for conference locations, please note them here:

(2.9)	8	San Fransico
(0.7)	2	San Jose
(0.4)	1	Pacific Grove
(4.4)	12	San Diego
(0.4)	1	Fresno
(0.7)	2	Disneyland
(0.7)	2	Santa Barbara
(1.4)	4	Sacramento
(0.4)	1	Oakland
(0.7)	2	Long Beach
(0.4)	1	Anaheim
(1.1)	3	California (generic)
(2.2)	6	Denver
(0.4)	1	Salt Lake City
(2.9)	8	Portland, Or
(1.1)	3	Oregon (generic)
(1.4)	4	Seattle
(0.4)	1	Spokane
(0.7)	2	Anchorage
(0.4)	1	Sitka
(1.4)	4	Alaska (generic)
(1.1)	3	Kansas City
(1.1)	3	Minneapolis/St Paul
(1.8)	5	El Paso
(1.8)	5	San Antonio
(0.7)	2	Dallas
(0.4)	1	Austin
(1.8)	5	Texas (generic)
(1.4)	4	Tucson
(1.1)	3	Phoenix
(0.7)	2	Arizona (generic)
(1.1)	3	Las Vegas
(1.8)	5	Reno
(0.4)	1	Santa Fe
(1.8)	5	Albuquerque
(0.4)	1	Minnesota (generic)
(0.4)	1	Idaho
(0.4)	1	Indiana
(0.7)	2	Mid-west
(0.4)	1	Burlingame
(0.4)	1	Orlando, Fl
(1.8)	5	Hawaii
(1.1)	3	Calgary
(0.4)	1	Toronto
(1.1)	3	Vancouver, B.C.
(0.4)	1	Victoria
(0.4)	1	Canada (generic)

Publications

Please rate the Newsletter and Journal of College Reading and Learning as not read (NR), somewhat valuable (SV), valuable (V), or very valuable (VV).

22. Newsletter

NR	(4.4)	12
SV	(26.2)	72
V	(31.6)	87
VV	(14.2)	39

(If read, complete #22a, b, and c. If not read, go to #23.)

22a. If read, what sections are most useful?

(16.7)	46	SIG News
(12.0)	33	Reviews
(3.3)	9	State/Regional News
(5.1)	14	Feature/Research articles

(7.6)	21	General Info/Presidents report
(11.3)	31	Conference News
(3.6)	10	Practical techniques
(2.2)	6	Activities
(10.1)	28	All

22b. What features should be added?

(2.5)	7	Position Listings
(2.5)	7	More reviews incl books, materials, software
(2.2)	6	More State/Regional News, Canadian news, calendar of conferences
(1.1)	3	Updates on programs
(3.3)	9	Research
(2.2)	6	Issues in education (incl political)
(0.7)	2	Other related conference info, dates
(4.4)	12	More practical techniques, strategies, how-to-do, etc
(0.7)	2	Profiles of individuals

22c. What features should be discontinued?

(0.4)	1	Presidents report -- make shorter
(0.4)	1	Overall -- very dull
(0.4)	1	Should be cut back in size (WCRLA business only)
(0.4)	1	Revise format -- too cluttered now
(0.4)	1	Less on tutoring
(0.4)	1	"Gossipy" articles
(0.7)	2	State/Regional News
(0.4)	1	Sig Info
(0.4)	1	Eric news

23. Journal of College Reading and Learning

NR	(10.5)	29
SV	(15.3)	42
V	(22,9)	63
VV	(17.8)	49

23a. Have you ever submitted an article to JCRL?

Yes	(18.9)	52
No	(62.2)	171

24. Did you select the Journal of Developmental Education and/or RRIDE options?

Yes	(29.8)	82
No	(53.5)	147

24a. If no, why not?

(25.8)	_71_	already receive publications
(7.3)	_20_	too expensive
(10.2)	_28_	publications not of value to me
(11.6)	_32_	publications unknown to me

Other:

(1.1)	3	Cutting back on subscriptions
(0.7)	2	Time constraints
(1.5)	4	Available in library or dept
(0.4)	1	Never followed up
(0.4)	1	Not aware of options

Placement Service

25. Have you ever used the WCRLA placement service? Yes (6.2) 17
No (92.7) 255

(If yes, complete 25a, b, c. If no, go to 25c.)

25a. Was the service useful? Yes (4.7) 13
No (1.5) 4

25b. If no, why not? (0.7) 2 Information sporadic and not complete
(0.4) 1 Tends to be for community college positions

25c. Would you be willing to pay a fee for expanded placement services such as a toll-free number? YES (17.5) 48
No (17.8) 49

PUBLIC RELATIONS

Please respond to the following statements with strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD).

26. The name of the Association should be changed.

SA	(13.5)	37
A	(16.4)	45
N	(19.3)	53
D	(17.8)	49
SD	(10.2)	28
No Response	(22.9)	63

(If you strongly agree or agree, complete #26a, b, c, and d. If you have no opinion, disagree or strongly disagree, go to question #27.)

26a. Name should be changed to eliminate the word Western.

SA	(18.5)	51
A	(17.5)	48
N	(6.5)	18
D	(5.8)	6
SD	(4.4)	12
No Response	(47.3)	130

26b. Name should be changed to eliminate the word Reading.

SA	(8.7)	24
A	(6.5)	18
N	(9.8)	27
D	(9.1)	25
SD	(14.2)	39
No Response	(51.6)	142

26c. Name should be changed to eliminate the word Learning

SA	(1.8)	5
A	(1.8)	5
N	(10.2)	28
D	(13.5)	37
SD	(16.7)	46
No Response	(56.0)	154

26d. Suggestion for new name:

(1.5)	4	College Learning Association
(0.4)	1	College Reading Association
(4.7)	13	College Reading and Learning Association
(0.4)	1	The College Academic Skills Association (or Organization
(0.4)	1	Higher Education Learning Professionals (HELP)
(0.4)	1	North American Association of Learning Professionals
(0.4)	1	Association of College Learning Assistance Professionals
(0.4)	1	Western College Learning Association
(0.4)	1	North American College Reading and Learning Assoc.
(0.4)	1	Learning Assistance Association
(0.7)	2	College Learning Assistance Association
(0.4)	1	American College Learning Assistance Assoc.
(0.4)	1	College/University Resource Association
(0.4)	1	Assoc for the Development of College Learning Skills
(0.4)	1	Western Association of Developmental Education
(0.4)	1	National Learning Assistance Association
(0.4)	1	International College Reading & Learning Assoc.
(0.4)	1	College and University Reading, Tutoring & Learning Association
(0.4)	1	National College Reading and Learning Association
(0.4)	1	National College Learning Association
(0.4)	1	College and Adult Basic Learning Association
(0.4)	1	National Association of Essential Skills Specialists
(0.4)	1	College Association of Reading and Learning
(0.4)	1	College Learning Assistance and Reading Association
(0.4)	1	National College Learning Assistance and Reading Association
(0.4)	1	Western Learning Assistance Association
(0.4)	1	National Conference of College Reading and Learning
(0.4)	1	Symposium for Adult Learning Strategies
(0.4)	1	National Reading and Learning Association
(0.4)	1	National College Reading and Learning Assistance Association
(0.4)	1	Western College Reading Association
(0.4)	1	National Association for College Learning

27. WCRLA should consider a one-time joint annual conference with NADE with separate conference programs but joint keynote speakers and publisher's exhibits.

SA	(21.5)	59
A	(30.2)	83
N	(21.1)	58
D	(9.8)	27
SD	(8.4)	23

Dues

28. For the purpose of increasing member benefits, membership dues should be increased.

SA	(2.5)	7
A	(14.2)	39
N	(22.5)	62
D	(37.8)	104
SD	(16.0)	44

(If you strongly agree or agree, complete #28 a, b, c, and d. If you have no opinion, disagree or strongly disagree, go to question #29.)

28a. Dues should be increased to support additional scholarships.

SA	(0.7)	2
A	(5.8)	16
N	(4.7)	13
D	(8.0)	22
SD	(4.4)	12

28b. Dues should be increased to support additional issues of JCRL.

SA	(3.6)	10
A	(10.5)	29
N	(3.6)	10
D	(2.5)	7
SD	(3.6)	10

28c. Dues should be increased to raise additional funds for conference speakers.

SA	(1.8)	5
A	(9.5)	26
N	(4.7)	13
D	(4.7)	13
SD	(3.3)	9

28d. Dues should be increased to support additional advertising of the Association.

SA	(1.8)	5
A	(8.7)	24
N	(6.5)	18
D	(10.9)	30
SD	(4.7)	13

29. Reduced membership dues should be available for student members.

SA	(24.7)	68
A	(46.5)	128
N	(12.4)	34
D	(5.1)	14
SD	(1.8)	5

OTHER COMMENTS:

30. Please list any topics that you believe should be discussed at the plenary session at the Seattle conference.

(0.4)	1	One day conference fees based on percentage of total...
(0.4)	1	Effective methods
(0.4)	1	Trend away from "college" and "reading" toward K-12 basic skills
(4.0)	11	Name change
(0.7)	2	Joint conference
(0.4)	1	Conference month
(0.4)	1	Attitude of the Academic community toward "learning assistance"
(1.8)	5	Political action (eg. English only amendments)
(0.4)	1	Academic prep for learning assistance personnel (degree?)

(0.7)	2	Reduced dues for retired members
(0.4)	1	Minority literature
(0.7)	2	Merger with NADE
(0.7)	2	Long range plans for 21st century
(0.7)	2	Mission for 1990's
(0.4)	1	Select time for conference so it doesn't come too close to NADE
(0.7)	2	The results of this survey -- with a hand out of results
(0.4)	1	Increase in dues and benefits
(0.7)	2	Assessment
(0.4)	1	Value added education
(0.4)	1	Developmental vs. remedial issues
(0.4)	1	Conference rates for students
(0.4)	1	Call for papers on specific subjects (that are lacking)
(0.4)	1	More emphasis on programs at 4-year schools
(0.4)	1	Faculty development in field of learning assistance
(0.7)	2	Increasing professionalism of the organizations membership
(0.7)	2	Cooperative relationships with other organizations
(0.4)	1	Tutor certification
(0.4)	1	Keep class room teaching as a prime concern
(0.4)	1	Lack of "leadership" by Canadian regional director(s), dominated by Alberta...
(0.4)	1	Thinks conference costs are high...
(0.4)	1	Grant writing/opportunities to supplement program funding
(0.4)	1	Teaching of study skills, time management, etc.
(0.4)	1	Diagnostic testing for placement...

31. Additional comments:

(4.7)	13	Very helpful professional organization
(2.5)	7	Enjoys conference
(1.1)	3	Friendly people
(0.4)	1	Does not like charging extra for institute attendance at conf.
(0.7)	2	WCRLA less important now that focus is on learning/tutorial, etc
(0.4)	1	Too much emphasis on "gadgetry" programs
(0.4)	1	Too much emphasis on "low-level" learning
(0.4)	1	Cooperation with other organizations on mutual issues
(0.7)	2	Marketing further east...
(0.4)	1	Conference sessions - inaccurate discriptions
(0.4)	1	Networking
(0.4)	1	WCRLA seems to be a "good old boy" system
(0.4)	1	Never ask for volunteers
(0.4)	1	Informantion on dyslexia
(0.4)	1	Courses combining reading and writing instruction
(0.4)	1	May want to look into certification of learning assistance practioners...
(0.4)	1	Minority issues/academic performance
(0.4)	1	Need to advertise nationally about tutor training certification
(1.1)	3	Good questionaire -- do yearly
(0.4)	1	Last years conference (in Sacramento) was excellent
(0.4)	1	Likes Saturday ending
(0.4)	1	Schedule tours on Saturday afternoon (following conference)
(0.4)	1	What about sponsoring teleconference on given topics (with NADE)
(0.4)	1	Don't merge with NADE!
(0.4)	1	Co-sponser a joint conference with CRA

(0.4)	1	Keep cost down
(0.4)	1	Have evening discussion groups at conf. based on current topics
(0.4)	1	Have speakers hold discussion sessions to continue with their speeches with those interested
(1.1)	3	Like to see more discussion/research on testing college reading skills
(0.4)	1	Journal should appear quarterly
(0.4)	1	Uould like to see summer institutes
(0.4)	1	Develop and distribute WCRLA brochure
(0.4)	1	Needs to be less emphasis on results of "special projects" which can't be applied elsewhere
(0.4)	1	More serious emphasis on math education at future conferences
(0.4)	1	Recruiting students to LAC's -- gaining faculty support
(0.4)	1	Scholarship of members
(0.4)	1	Will drop membership if organization becomes more developmental
(0.4)	1	Involve more people (task forces, planning, etc)
(0.4)	1	A better mechanism to select SIG leaders (Critical Thinking SIG)
(0.4)	1	Allow conference presenters the option of presenting twice...
(0.4)	1	Don't clump similar topic sections on same day and time
(0.4)	1	More discussion on the reading/writing connection
(0.4)	1	Board does too much "back slapping" -- "How great thou art" Should not be done in general sessions-- save for board mtg.
(0.4)	1	Some conference presenters are "awful"! Hopes that conf. evaluations keep bad presenters from presenting again...
(0.4)	1	Confused about membership renewal
(0.7)	2	Trouble getting the journal
(0.4)	1	Would like to see emphasis on minority member recruitment
(0.4)	1	Wants a national scope (not regional as is now...)

WCRLA/NCDE SUBSCRIPTION AGREEMENT

AGREEMENT

The National Center for Developmental Education (NCDE) of Appalachian State University, Boone, NC, and the Western College Reading and Learning Association (WCRLA) hereby make a subscription agreement. For consideration, the NCDE will provide copies of the JOURNAL OF DEVELOPMENTAL EDUCATION (JDE) and/or REVIEW of RESEARCH IN DEVELOPMENTAL EDUCATION (RRiDE) to participating members of the WCRLA and provide certain other services to WCRLA as specified in the agreement. Specific procedures are listed below.

Hunter R. Boylan, Director
Nat'l Ctr. for Developmental Ed.
Appalachian State University

Dr. Susan Deese
President, Western College
Reading & Learning Assoc.

Milton G. Spann, Jr., Editor
JOURNAL OF DEVELOPMENTAL
EDUCATION

Clinton Parker, Assoc. Vice Chancellor
for Academic Affairs
Appalachian State University

****

1. NCDE agrees to enter into a term agreement to provide the JDE and/or RRide to WCRLA members on a voluntary participation basis through a two-year renewable agreement, this term covering volumes 13-14 and 7-8, respectively. Subscription prices will be calculated using the attached table for percentage over base price cost resulting from percentage of

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WCRLA participation. WCRLA will provide mailing labels for all participating members for every issue of the chosen publication and a mailing requested under item #3. NCDE will request mailing labels in advance from WCRLA for each issue.

2. With each issue of either publication, NCDE will send WCRLA's mailing service, copies numbering up to 15, or 5%, of total participation. This number shall be decreased if experience proves that fewer are needed; WCRLA guarantees that copies of the publication will not be allowed to accumulate unused.

3. In the event an issue of either publication is not received by a WCRLA subscriber, and the subscription is verified through the WCRLA list, the NCDE will send a replacement issue or provide a credit for an additional issue should replacement be impossible. If the mailing of all copies of a given issue is untimely, the NCDE will send written communication to subscribers about the delay.

4. WCRLA shall receive a preferred discount of no less than 10% according to JDE's published advertising rates if the organization commits in writing to a particular size for a given volume (three time insertion) and does so on or before June 15. If WCRLA desires specific preferred placement for the ad, commitment must be received in writing no later than April 15. Specific content of the ad need not be determined at that time; however, WCRLA must meet camera-ready deadlines for each issue of the publication.

5. The NCDE shall cooperate with the promotional efforts of WCRLA in the following way:

a. The publication shall, upon request, supervise the production of insert cards aimed at prospective members of WCRLA and insert them into as many as two issues per year of the publication. WCRLA shall bear the cost of producing the cards but will not be charged for the labor of inserting them.

b. The publication will provide up to 1/2 page of space under the heading "WCRLA Update" or a similar title in one issue per volume of the JOURNAL if participation falls between the minimum and 66%, in two issues per volume if participation falls between 67% and 99%, and in all three issues per volume if 100% of the membership subscribes. This space shall be used to report news from the organization and will not overlap with or have any bearing on any WCRLA advertising. WCRLA shall provide copy for the space by the column deadline for that particular issue (issue 1:

June 1, issue 2, July 15, issue 3, September 15) but will incur no cost for production. Written commitment to use this space on a volume basis shall be made on or before June 15.

c. WCRLA shall be included on the publication's Readers' Service Card without charge so long as WCRLA advertising appears in the volume in which the card is produced.

6. The NCDE shall bill WCRLA for both publication's subscriptions after mailing lists for the volume have been established for each, and cost thereby determined. Once the list and charges are computed, the NCDE will invoice WCRLA for the initial subscription total for each publication. WCRLA will pay that bill within 60 days of its receipt. Any subscribers added to either list after the initial invoice will be sent all issues of the current volume of either publication. The WCRLA labeling service will provide separate labels for new subscribers, as well as the master list on which they will be included, three weeks prior to the next mailing of either publication. At the volume's conclusion, WCRLA will be billed for total added subscriptions at the original rate calculated from the original percentage.

7. The following conditions shall allow for the cancellation of this agreement:

a. In the event of the dissolution of the WCRLA, publications will be sent to subscribers included on the paid annual list to complete the volume year in which the dissolution is announced. WCRLA will provide labels for any remaining issues of the volume for both publications.

b. In the event of the dissolution of JDE/RRiDE, the NCDE will supply the remaining issues within the volume year in which the dissolution occurs. If this cannot be fulfilled, the NCDE publications will refund to WCRLA subscription fees for any publications not provided to subscribing members during the volume year in which the dissolution is announced.

8. 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.

JOURNAL OF DEVELOPMENTAL EDUCATION
published 3 times per year
Academic year 1989-90

Participation Rate		Unit Cost JDE/Vol. 13	Unit Cost JDE/Vol. 14
75% plus	cost + 5%	$4.58	$5.04
65%	cost + 7%	4.67	5.13
55%	cost + 9%	4.76	5.23
45%	cost + 12%	4.89	5.37
35% or less	cost + 15%	5.02	5.52
		*Base cost $4.37/issue	*Base cost $4.80/issue

*NOTE: NADE agreement states base cost plus + 5% to any other organization.

RRiDE
published 5 times per year
Academic year 1989-90

Participation Rate		Unit cost Vol. 7
75% plus	cost or	$1.26
65%	cost + 5%	1.32
55%	cost + 7%	1.35
45%	cost + 9%	1.37
35% or less	cost + 12%	1.41

NOTE: Base price of Volume 7 is $1.26 per issue.

NOTE: Retail JOURNAL OF DEVELOPMENTAL EDUCATION for academic year 1989-90 = $17.00

Retail RRiDE for academic year 1989-90 = $9.50

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

Report of the President-elect, 1988-89

Dr. Becky Patterson

March 10, 1989

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PROGRAM CHAIR

My primary duty (and second full-time job) this year was to serve as Program Chair for the Seattle 1989 conference. All the indications now are that it will be one of the biggest conferences we've had in the last couple of years; it represents the concerted efforts of an energetic on-site chairman (Dee Tadlock), a dedicated program/steering committee (Tom Gier, Karan Hancock, Kate O'Dell, and Kate Sandberg), tremendous institutional support from University of Alaska Anchorage, and conscientious chairmen (Rose Wassman--evaluations, Jane Lehmann--chairpersons, Karen Agee--newcomers, Sue Shattuck--lunch with mentors, Tom Gier--SIG's).

One of my primary jobs was to get material out in a timely and continual manner. I had Calls for Proposals at the 1988 conference. This meant choosing the theme and the strands within one month after the election. The Call for Proposals were buried in a Sacramento packet and I got little response, but that was a fluke. The proposal deadlines were September 1 for institutes and September 15 for sectionals. These deadlines worked well and I strongly encourage these dates as a WCRLA tradition.

Shortly after the conference--and after much consultation--I called two keynoters. Carol Tavris agreed to present the keynote address on Thursday and Frank Smith agreed to present two institutes on Wednesday. Since his institutes have both filled (at $25 per person), this is obviously a program innovation that has been successful.

During the summer I wrote letters to people I consider strong in the field and encouraged them to submit proposals for institutes. I also wrote key people in WCRLA about submitting proposals for sectionals and/or encouraging people in their state to submit. I asked Tom to write all the SIG's about submitting proposals (this was quite productive) and wrote every liason about guaranteeing a session for them.

I did a mass mailing of Calls for Proposals by May 15th (since many colleges get out shortly after that). I used the WCRLA mailing list, the CRI list (from Vince Orlando), the WADE list (from Bernie), a Student Success conference list (from Sue Shattuck), the WCRLA list of expired members, and any other names I could get my hands on. The printing and mailing (about 2000 were sent out) ~~was~~ were paid for by UAA. This year, because of my agreement with NADE, the president-elect should also have the NADE mailing list by early May.

The third call for papers was published in the WCRLA Newsletter.

We got 110 proposals for sectionals (and at least 10 more that came in too late to be considered) and accepted 78 for the program. The program committee--since we are all at the same institution--circulated them as they came in and wrote comments on yellow stick-ons before they were returned during our weekly meetings. This system worked well and precluded any last-minute panic of trying to evaluate 110 proposals in one day. I should also mention that we only had about 60 proposals the week before the deadline; they all came in at the last moment (college teachers support Federal Express).

We had 20 proposals for institutes and chose 10 of them. The other 10 all agreed to present as sectionals with the exception of one presenter who wanted an institute or nothing. We scheduled the institutes on Wednesday morning and afternoon and Saturday afternoon. We had gotten quite a bit of feedback about not scheduling institutes at the same time as sectionals and I also got several requests for more conference activities on Wednesday. People who arrived Tuesday night or early Wednesday had little to do until Thursday morning before. We have scheduled institutes all day and several conference activities on Wednesday (including a Newcomer's Reception).

Three presenters cancelled (Joe Martinez, Dennis Wright, and William Carrick) and I recommend they not be accepted next year. Joe gave us plenty of warning but Dennis and William gave me less than a week and they were both scheduled at Thursday 10:40 a.m. Frank Christ agreed to give his LINDEX presentation during that time slot as well as during his Saturday scheduled time.

We followed much of the conference overview from last year since it had seemed to work so well. We are starting earlier Wednesday and ending with a Saturday luncheon and afternoon institutes. I have done everything I can to encourage Saturday attendance for people in the Northwest who may have to work during the rest of the conference and we have scheduled an especially full schedule for that day. I'll let you know if it works. We continued the plenary session and the luncheon schedules.

The registration area is large and will include a few exhibits (such as the SIGS and a Canadian literacy group).

The publishers' room will be full, with 21 tables (including

one for NADE).

The conference registration form included a column with Canadian amounts because this conference is close to Canada. I have received positive feedback from our Canadian colleagues.

Two things I planned were especially helpful at generating the large attendance we will have this year in Seattle (our goal is 500 people). One was having weekly one- to two-hour meetings with the Steering Committee (Kate Sandberg, Tom Gier, Karan Hancock, Kate O'Dell) from late August until one month before the conference. We spent quite a bit of time at first on program proposals but we also planned what else was needed and divided up tasks. Because this is a high-energy group that worked extremely well together, we generally did more publicity and had more planned than if I had been working on my own. They could see things that I missed (such as preparing a conference overview--which then turned out to be due to the Newsletter within a few days). I also value spreading the responsibilities because it also spreads the commitment. This group has twisted the arms of friends and we have 9 attendees to WCRLA from Alaska this year! Because of them, I had a tentative program ready in January--a move which helped immeasurably with our meeting with Karen Muller at the Stouffer Madison.

The second successful activity was our plan to have something in the mail at least every two months. This was partially helpful because of UAA's support and a work-study student who got very good at the intricacies of bulk mailing. We sent out 3 Calls for Papers and the May mailout went to a wide net. We also mailed Calls to Conferences in September and a big one (4000 people) in December that included the registration form. I sent a copy of the conference overview and titles of the sectionals to all State Directors in January and asked them to communicate the information to everyone in their state. I wrote lots of personal appeals (please come, please bring your colleagues) in January and February. Confirmations for presenters were sent as soon after the deadline as we could get them out and included an NCR form for AV confirmation. We also wrote all presenters with confirmation of their presentation times as soon as we had them in December.

My biggest mistakes were not putting my WCRLA title on the mailouts (they should know they're dealing with the president-elect), not putting my telephone number on the mailouts, and not getting out more information about sectionals at a much earlier date. Several people told me that MORE information EARLIER makes the difference in

conference attendance.

NEWSLETTER

I think it is VITAL that our Newsletter get out in a more timely fashion and the president-elect needs to get materials in well before each deadline if possible. By May 1, I sent the names of the committee chairs, the theme, initial plans, and a Call for Proposals.

By July 31st, I sent another Call for Proposals and pictures/information about the keynote speakers.

By October 15th (the KILLER one for the president-elect), I sent descriptions of each institute (pictures would be nice), the registration form (which includes banquets, SIG functions, leisure activities, etc.), and the conference overview. It was when the Steering Committee did the conference overview that we decided to change the sectionals from 50 minutes to one hour. We will find out if that is successful. Hotel registration also went in this one, as did the chairperson's announcement. In each issue, the on-site chairman should send something too.

By mid-December, I sent descriptions of the sectionals and asked the chairman to submit something about Lunch with a Mentor. This is an important deadline for the on-site chairman.

NADE

I met with the Board of Directors at the NADE conference March 2-4, 1989 and was extremely pleased with the results of our collaboration. We agreed to continue the registration waiver for the president-elect of each organization, the free exhbiit table at each other's conferences, the WCRLA or NADE-sponsored sectional at each conference, and the exchange of newsletter columns by the presidents. The NADE deadline is August 25th. We decided to exchange TWO sets of mailing labels, one in April/May (for calls for papers) and the second in early Fall. I have notified Hal of this and their conference chairperson will contact him. Dee should contact their mailing person as soon after the WCRLA conference as possible (NADE, P.O. Box 60227, Chicago, IL 60660). We all agreed the president-elect should meet with the other Board at the conference; this meeting was helpful.

We also discussed possibilities and problems with a concurrent conference in San Antonio in 1992 (a problem for WCRLA since that is our year to meet in California). We

envisioned sharing keynoters and exhibitors but having separate registrations and separate programs--perhaps with 4 tickets that allow WCRLA members to go to 4 (arbitrary number) NADE sessions and vice versa.

We want our Newlsetter editors to make sure each is on the others' mailing list. We also talked about publications we could exchange. Could NADE, for instance, let their members know about the Journal of College Reading and Learning and have it available to them as an option? We brainstormed ideas about officers sharing ideas about how each office works, exchanging our constitutions and policies and procedures manual (they are in the process of revising the latter), and planning a joint Research Symposium or Leadership Institute for officers of NADE and WCRLA. The Research Symposium is a special idea of Diane's and she would like to get it started. We also talked about authors' awards for JDE, joint state conferences, and joint state receptions for legislators.

I personally found it too much to be in charge of the exhibits table (which I reallly did not have time to sit at--but the materials were ALL gone), a sectional (mine had 50 people and was a great chance to mention WCRLA), and the Board liasons. I would recommend dividing those duties up with WCRLA members who also attend NADE. Mary Rubin helped at the Exhibits quite a bit, for instance, and that was invaluable.

IRVINE HILTON AND TOWERS

REVISED CONTRACT PROPOSAL

NOVEMBER 7, 1988

PREPARED FOR: WESTERN COLLEGE READING AND LEARNING ASSOCIATION

FILE NUMBER: RC821028

SUBMITTED TO: Ms. Susan Deese
President
WESTERN COLLEGE READING ASSOCIATION
Zimmerman Library
University of New Mexico
Albuquerque, New Mexico 87131

PREPARED BY: Ms. Diane Ashby
Sales Manager
Irvine Hilton and Towers
17900 Jamboree Boulevard
Irvine, CA 92714
(714) 863-3111

HILTON NATIONAL SALES OFFICE CONTACT: Los Angeles National Sales Office

FUNCTION: Annual Convention

OFFICIAL DATES: April 3 - 8, 1990

ANTICIPATED ATTENDANCE: 400 - 600 attendees

ROOM COMMITMENT BY DAY:

DAY	DATE	ROOM COMMITMENT
Tuesday	April 3, 1990	50
Wednesday	April 4, 1990	175
Thursday	April 5, 1990	175
Friday	April 6, 1990	175
Saturday	April 7, 1990	50

The preceding room commitment is inclusive of total Suite and staff room requirements.

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WESTERN COLLEGE READING ASSN.
Revised Contract Proposal
November 7, 1988
Page 2

RATES:

We are pleased to confirm your special convention rates to apply over the above dates as follows:

Singles:	$ 74.00
Doubles:	$ 74.00
Twins:	$ 74.00

SUITES AND TOWERS ROOMS AVAILABLE BY SPECIAL REQUEST.

NOTE: All rates are net noncommissionable and are subject to prevailing taxes which currently total 8%.

FAMILY PLAN: Children stay free when occupying the same room as their parents - regardless of age.

COMPLIMENTARY ROOM COMMITMENT:

One (1) complimentary room night for each 50 room nights over the conference. Or one room night in a suite for every 100 room nights, occupied by the WESTERN COLLEGE READING AND LEARNING ASSOCIATION. The complimentary rooms will be available Tuesday night through Saturday night of the conference. Assignment of complimentary rooms will be made by the President according to the order of presidential succession: President, President-Elect, Immediate Past President, Secretary, Treasurer.

One complimentary hospitality suite will be made available to WESTERN COLLEGE READING AND LEARNING ASSOCIATION Tuesday through Friday night of the conference. Provision of this suite is neither contingent on, nor influenced by, room pickup of the organization during the conference. The WESTERN COLLEGE READING AND LEARNING ASSOCIATION will provide napkins, glasses, mixes, and ice. Members will provide alcoholic beverages, if desired: no corkage fee will be charged. This will be allowed in the hospitality suite only. This does not pertain to banquet facilities.

RESERVATIONS:

The Irvine Hilton and Towers will provide reservation cards in an amount double the room block. Additional reservation cards may be ordered at hotel cost (a nominal charge). Confirmation notices will be sent by the hotel when reservations are received.

Check in time is 3:00 PM and check out time is 1:00 PM. Guests arriving after 6:00 PM must make a one-night deposit or credit card guarantee to hold the room. Guests attending functions the day of their departure, will check out prior to 1:00 PM and the Bell Desk will arrange to hold luggage until they are ready to leave the hotel.

RESERVATION DEADLINE:

On March 20, 1990 we will release the unused portion of your room block but will continue to accept reservations on the basis of availability.

MEETING/FUNCTION SPACE:

The attached anticipated schedule of events specifically outlines meeting and function space held for your activity.

We reserve the right to reassign meeting and function space should attendance projections fall below current estimates.

It is agreed no space will be released without your approval or until we have been provided your final program requirements. We require a tentative program one (1) year prior, and a final program six (6) months prior, to your official dates.

MEETING SPACE RENTAL:

Based on your anticipated guest room pickup, scheduled food and beverage functions and your anticipated schedule of events, the IRVINE HILTON AND TOWERS is pleased to waive customary rentals and provide required meeting and function space on a complimentary basis.

MEETING SPACE RENTAL: (CONT'D)

Should future projections indicate the necessity to lower room commitments and/or revise program requirements, it is agreed total requirements will be re-evaluated and rental charges may be applied and terms confirmed in writing prior to your activity.

SUMMER BOARD MEETING: The IRVINE HILTON will provide complimentary lodging and meeting space for 12 people for the WESTERN COLLEGE READING AND LEARNING ASSOCIATION Board of Directors Summer meeting on Thursday, Friday, and Saturday in July, 1989. Exact dates will be mutually agreed on at least two months before the meeting. The maximum number of rooms required for lodging will be 8.

REGISTRATION IN LOBBY: Space and tables for registration in the lobby or another mutually agreed upon area with convenient telephone service for conference registration. The area will be staffed by WESTERN COLLEGE READING AND LEARNING ASSOCIATION personnel.

PARKING: The Irvine Hilton & Towers will provide parking to WESTERN COLLEGE READING AND LEARNING ASSOCIATION Conference at a discounted rate.

OVERFLOW HOTELS: It is understood that the Irvine Hilton & Towers will increase WESTERN COLLEGE READING AND LEARNING ASSOCIATION's room block from 175 rooms to 250 to accommodate unanticipated growth of your organization. In the event additional rooms are necessary, and not available at the Irvine Hilton & Towers, we will assist WRCLA in securing rooms at other local hotels, but cannot guarantee the terms and conditions at these hotels.

TRANSPORTATION: The Irvine Hilton & Towers provides complimentary transportation to and from the Orange County/John Wayne airport. We also provide complimentary transportation within a five mile radius of the hotel for your attendees. This includes many theaters, restaurants, and shopping. Transportation is on an availability basis.

In the lobby of the Irvine Hilton & Towers there is a Hertz Rental Car desk if your attendees should require additional transportation.

VIP AMENITIES: The Irvine Hilton & Towers will provide up to ten VIP courtesy baskets or trays, depending on the usual hotel courtesy, and will upgrade VIPs to the Towers Floors that offer complimentary continental breakfast and complimentary evening hors d'oeurvres.

MASTER ACCOUNT: The Irvine Hilton & Towers will establish a master account for the WESTERN COLLEGE READING AND LEARNING ASSOCIATION based on credit approval. THe types of charges posted to this account, names of authorized signers, and billing address will be provided in advance. All charges to the master account are payable in full upon receipt or within (30) days.

AMPLIFICATION: The Irvine Hilton & Towers will provide two (2) complimentary microphones in the Ballroom and one (1) complimentary microphone in any other meeting room equipped with a public address system. The prevailing rate will be charged for additional microphones.

The Irvine Hilton & Towers will provide at no charge a reasonable amount of normal meeting equipment, i.e. chairs to capacity, tables, blackboards, easels, etc. (does not include microphones or audio-visual equipment), as long as demand does not exceed the in-house supply.

ANTICIPATED SCHEDULE OF EVENTS

DATE	HOURS	FUNCTION	ATTENDANCE
MONDAY, APRIL 2, 1990			
	3:00 PM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
TUESDAY, APRIL 3, 1990			
	7:00 AM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
WEDNESDAY, APRIL 4, 1990			
	8:00 AM - 5:00 PM	Registration	
	8:00 AM - 3:00 PM	General Session Theater Style	350pp
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
	3:00 PM - 6:00 PM	(1) Breakout (6) Breakouts	120pp 40pp ea.
	4:30 PM - 10:00 PM (24 HOURS BASIS)	Table Top Display	
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Computer Room	
THURSDAY, APRIL 5, 1990			
	8:00 AM - 5:00 PM	Registration	Flow
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
	8:00 PM - 10:00 PM (24 HOURS BASIS)	Computer Room	
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Table Top	
	1:00 PM - 3:00 PM	General Session Theater Style	350pp
8:00 - [redacted]	- 5:00 PM	(1) Breakout (6) Breakouts	125pp 40pp ea.
	6:00 PM - 10:00 PM	Reception/Dinner	360pp

ANTICIPATED SCHEDULE OF EVENTS (CONTINUED)

DATE	HOURS	FUNCTION	ATTENDANCE
FRIDAY, APRIL 6, 1990			
	8:00 AM - 5:00 PM	Registration	Flow
	8:00 AM - 5:00 PM	1 Breakout	125pp
	8:00 AM - 5:00 PM (24 HOURS BASIS)	Meeting	15pp
	8:00 AM - 5:00 PM	7 Breakouts	40pp ea.
	8:00 AM - 6:00 PM	Table Top Display	Flow
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Computer Room	
	1:00 PM - 3:00 PM	General Session Theater Style	350pp
SATURDAY, APRIL 7, 1990			
	8:00 AM - 10:00 AM	(6) Breakouts	40 pp ea.
		(3) Breakouts	60 pp ea.
	8:00 AM - 5:00 PM	Computer Room	
	8:00 AM - 6:00 PM	Meeting	
	10:00 AM - 1:00 PM	Brunch/Meeting Theater Style	150pp

CANCELLATION POLICY:

We request notice of cancellation 60 days prior to your function to permit us the opportunity to reoccupy space held for your group. Should you fail to advise us in that appropriate time frame, a cancellation fee amounting to the retail value of the function space we held for your group will be billed to your company, if we are unable to resell the space.

Accepted and Agreed to:

By: Susan A Doose

Title: President, WCRLA

Date: 12-14-88

IRVINE HILTON AND TOWERS

Diane Ashby

Diane Ashby
Sales Manager
November 7, 1988

IRVINE HILTON AND TOWERS

ADDENDUM TO CONTRACT PROPOSAL

DATED NOVEMBER 7, 1988

The following points will serve as an Addendum to the above Contract Proposal for the WESTERN COLLEGE READING ASSOCIATION, Annual Convention, April 3 - 8, 1990:

RESERVATIONS

The IRVINE HILTON AND TOWERS will also hold luggage through the Bell Desk prior to check in time on the date of arrival.

COMPLIMENTARY ROOM

The IRVINE HILTON AND TOWERS will provide on a complimentary basis, one room for one night in January of 1990, for the President Elect to finalize the conference program.

OVERFLOW HOTELS

It is understood that the 175 rooms being held are for Wednesday through Friday, April 4 - 6, 1990.

AMPLIFICATION

The IRVINE HILTON AND TOWERS will provide one (1) easel, one (1) white/black board, and one (1) head table for each meeting room.

Accepted and Agreed to:

By: Susan Deere

Title: President

Date: 12-14-88

IRVINE HILTON AND TOWERS

Diane Ashby

Diane Ashby
Sales Manager
December 12, 1988

TO: The Board
WCRLA

SUBJECT: Progress Report on Liaison with ACPA Commission XVI and the NADE Professional Standards and Evaluation Committee

During 1988-89 to date, the following activities have been accomplished or begun.

(1) A draft of ACPA's CAS Learning Assistance Programs Self-Assessment was reviewed by NADE committee members. The committees responses will be prepared and dessiminated to CAS and NADE.

(2) Because the self-assessment is very general, sub-committees were formed within the NADE committee to design self assessments targeting specific programs. The following programs are being addressed: Tutor Programs, Developmental Courses, Supplemental Instruction, and Faculty Development.

Three quality related topics are also included: Ethics, Pedagogy and Terminology.

(3) I was asked to coordinate the self-assessment for Tutor Programs. I prepared a first working draft to send to the NADE conference.

I have enlisted the assistance of Tom Gier and the Tutoring SIG to help with the revision and editing of this assessment.

(4) At my request Susan Clark Thayer who chairs the NADE PS&E committee contacted Mary Rubin to establish collaboration on the Terminology Project.

(5) In the Commission XVI Directorate, I am working with Georgine Materniak and Audrey Williams on the CAS Standards.

Georgine has advised me that Ted Miller, CAS President, believes the Standards will be revised this year.

I will be meeting with the Commission XVI Directorate the end of March and they have asked me to bring a progress report on both Terminology and Standards.

A meeting is planned with Mary Rubin and Becky Patterson at the WCRLA conference to bring me up to date on the Terminology project and I will be conferring with Tom Gier and the Tutoring SIG on the Tutoring Program Self-Assessment.

Respectfully submitted,

Gladys R. Shaw

Gladys R. Shaw

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

"WCRLA TUTOR CERTIFICATION COMMITTEE REPORT: SPRING 1989"

PRESENTED
BY

TOM GIER
CHAIR, WCRLA TUTOR CERTIFICATION COMMITTEE
ENGLISH DEPARTMENT - BLDG K
UNIVERSITY OF ALASKA ANCHORAGE
3211 PROVIDENCE DRIVE
ANCHORAGE, ALASKA 99508

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INTRODUCTION

During the WCRLA Los Angeles conference in 1986 a member of the Peer Tutoring SIG made a suggestion concerning the SIG sponsoring/establishing a national tutoring certificate(s). This idea for establishing national tutoring certificates was published in the summer issue of The Tutoring Exchange. Subsequent input from SIG members led to a presentation to WCRLA's Board at the 1987 Albuquerque conference. Input was also received from SIG members at the Albuquerque conference during two SIG business meetings. Based upon members' input plus the Board's response and suggestions additional research and contacts were made in the area of tutor certification. In keeping with this effort to gather as much additional information as possible, a presentation was made at the ACCTLA conference in November, 1987 in San Francisco concerning guidelines for tutor certification. The feedback from this conference plus the research, contacts, and input from SIG members led to a presentation to the Board at the 1988 Sacramento conference. Further input from the board at that time and from various WCRLA members during the spring and summer of 1988 led to a presentation at the August, 1988 Board meeting.

The following documents and forms grew out of that August, 1988 presentation plus a tremendous amount of input from the members of WCRLA's Tutor Certification Committee plus valuable input from those institutions who are/have been having their tutor programs evaluated and certified. After three years of time and effort, the WCRLA Tutor Certification Program is "fine tuned" and ready to go. Six (6) tutor programs at five universities/colleges have already been certified. Another ten (10) programs at seven universities/colleges are going through the certification process. In addition, there are requests from nine (9) universities/colleges to begin the tutor certification process once the program has received final approval from the Board.

I would like to take this oppportunity to give a very sincere and heartfelt thank you to all the members of WCRLA's Tutor Certification Committee (see handout "WCRLA's Tutor Certification Committee Members") and the all the WCRLA Board members, past and present, who have so generously given of their valuable time and assistance thus making this Tutor Certification Program possible.

TABLE OF CONTENTS

1. WCRLA's Tutor Certification Committee Members (1 page).

2. COLLEGES/UNIVERSITIES THAT HAVE REQUESTED TO HAVE THEIR TUTOR PROGRAMS EVALUATED BY THE WCRLA Tutor Certification Committee (1 page).

3. INITIAL COVER LETTER to colleges/universities requesting certification (1 page).

4. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S CERTIFICATION OF TUTOR PROGRAMS: PURPOSE, PROCEDURES, & GUIDELINES (2 pages).

5. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S APPLICATION FOR CERTIFICATION OF TUTOR PROGRAM(S) (3 pages).

6. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS (3 pages).

7. VERIFICATION OF TUTOR PROGRAMS: LEVELS 1, 2, & 3 (6 pages).

8. DOCUMENTATION CHECKLIST letter (1 page).

9. EVALUATOR FORM: FINAL EVALUATION REPORT (4 pages).

10. CONGRATULATIONS letter (1 page).

11. ADDITIONAL INFORMATION REQUIRED letter (1 page).

12. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S CERTIFICATION OF TUTOR PROGRAMS, ANNUAL UPDATE (1 page).

WCRLA Tutor Certification Committee Members

KATHY CARPENTER, DIRECTOR
LEARNING CENTER
KEARNEY STATE COLLEGE
905 WEST 25TH STREET
KEARNEY, NE 68849

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105 WEST UNION
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5983 MACON COVE
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KARL F. OLSEN/MAUREEN SMITH
SOUTHERN ALBERTA INSTITUTE
of TECHNOLOGY
LEARNING SKILLS CENTRE
1301 - 16TH AVENUE NW
CALGARY, ALBERTA
T2M 0L4
CANADA

BETTY MYERS
GLENDALE COMMUNITY COLLEGE
1500 NORTH VERDUGO ROAD
GLENDALE, CA 91208

COLLEGES/UNIVERSITIES
THAT HAVE REQUESTED TO HAVE THEIR TUTOR PROGRAMS EVALUATED BY THE WCRLA Tutor Certification Committee

1. KEARNEY STATE COLLEGE, KEARNEY NE. - ONE PROGRAM
   (CERTIFIED AT LEVELS 1, 2, and 3)
2. UNIVERSITY OF TEXAS, EL PASO, EL PASO, TX. - ONE PROGRAM
   (CERTIFIED AT LEVELS 1, 2, and 3)
3. UNIVERSITY OF NEVADA-RENO, RENO, NEVADA - ONE PROGRAM
4. LAKELAND COLLEGE, VERMILION, ALBERTA, CANADA - ONE PROGRAM
5. GOLDEN WEST COLLEGE, HUNTINGTON BEACH, CA - TWO PROGRAMS
6. UNIVERSITY OF MONTANA, MISSOULA, MONTANA - ONE PROGRAM
   (CERTIFIED AT LEVELS 1, 2, and 3)
7. SOUTHERN ALBERTA INSTITUTE of TECHNOLOGY, ALBERTA, CANADA- 1 PROGRAM
8. GLENDALE COMMUNITY COLLEGE, GLENDALE, CA. - THREE PROGRAMS
9. EASTERN NEW MEXICO UNIVERSITY, PORTALES, NM - ONE PROGRAM CERTIFIED
10. BUTLER COUNTY COMMUNITY COLLEGE, EL DORADO, KANSAS - ONE PROGRAM
11. UNIVERSITY OF ALASKA ANCHORAGE, ANCHORAGE, ALASKA - TWO PROGRAMS
    (PROGRAM ONE CERTIFIED AT LEVELS 1 and 2)
    (PROGRAM TWO CERTIFIED AT LEYEL 1)

12. University of N.M. - CERTIFIED

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

BYLAWS CHANGES PROPOSED

The Bylaws Committee, with the approval of the Board of Directors, hereby submits a proposal to amend the WCRLA bylaws. The changes detailed are a result of the Association's policy on the formation of state/regional chapters.

The membership is asked to study the changes in the bylaws. Voting on the amendments will be at the Membership Business Meeting at the 1989 Seattle conference.

Patricia Glenn, Chairman, Bylaws Committee
Becky Johnen, Secretary, WCRLA

PRESENT LANGUAGE	PROPOSED LANGUAGE	RATIONALE
Article III - Meetings - Sec. 3 State directors will be encouraged to call an annual, state or regional meeting.	Article III - Meetings - Sec. 3 State/**regional** directors and **chapter presidents** will be encouraged to call an annual, state or regional meeting.	Change to regional makes language consistent with what the position is actually called. Addition of chapter presidents allows for recognition of that office.
Article V - Officers - Sec. 3e Appoint state directors and director(s)-at-large within thirty (30) days prior to the annual meeting.	Article V - Officers - Sec. 3e Appoint state/**regional** directors and director(s)-at-large within thirty (30) days prior to the annual meeting **unless the state or region is a chapter. If the state or region is a chapter, request the chapter president to assume the duties of the state/regional director for the geographical area encompassed by the chapter.**	Change to regional makes language consistent with what the position is actually called. Language on chapters recognizes their formation.
Article V - Officers - Sec. 3f Appoint an acting secretary, treasurer, program chair, and, or coordinator of state/province directors.....	Article V - Officers - Sec. 3f Appoint an acting secretary, treasurer, program chair, and, or coordinator of state/**regional** directors.....	Makes language consistent with what the position is actually called.
Article V - Officers - Sec. 5 The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/province directors...	Article V - Officers - Sec. 5 The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/**regional** directors...	Makes language consistent with what the position is actually called.
Article V - Officers - Sec. 8 Each state director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state director shall serve as the membership chairperson for his/her state to the Board of Directors...	Article V - Officers - Sec. 8 Each state director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state director **or chapter president** shall serve as the membership chairperson for his/her state to the Board of Directors...	Allows for the recognition of a duty of chapter presidents.
Article XIII - Chapters NEW	Article XIII - Chapters **The membership in any state, region, province or territory may petition the Board of Directors to form a chapter of the Association, and upon approval of the Board chapters may be established. Chapters must comply with the provisions set forth in the Board policy on the formation of state/regional chapters.**	Allows the Association to recognize the formation of chapters in states, regions, provinces or territories.

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Alameda Plaza

Topological Map of Kansas City

Downtown Kansas City (KC) is approximately 45 minutes from the Kansas City International Airport by car. The KCI Express is a bus service from the airport to various location in the downtown area. The cost various with the destination.

Most of the central downtown is located within a 15 by 10 block area, 1st through 15th street. With the exception of several interspersed named streets, KC streets are consecutively numbered from downtown into the hundreds. Most of the "action" in KC is located in Crown Center at approximately 23 street, in Westport just off 43rd street, and in the Plaza near 50th street. There is a trolley system that begins operation in March that transports people around KC for $2. For this price one person may de-trolley and re-board twice.

Location

The Alameda Plaza Hotel (APH) is located across the street from the Plaza area. KCI bus service will transport individuals for $11 one way. Parking in the APH 600 car capacity garage is free.

Dining Facilities

The APH operates an all purpose dining room that seats approximately 175 persons for breakfast, lunch, and dinner and a fine dining restaurant that seats 120 for lunch and dinner. There are many additional eateries across the street in the Plaza area.

Diability Accomodations

APH has one room fully equipped for individuals with physical disabilities; there are no special adaptive features for either the blind or the deaf, except the elevators are marked in braille.

Personal

For a number of years the APH has been owned by an individual who is described as a personable individual who takes a great deal of interest in the hotel employees; as a result, many of the employees have worked at the APH for a number of years. Margaret Basso in Sales has worked for APH for 13 years; Jane Williams began as desk clerk and is now in Sales. Unfortunately, the APH has been sold to a corporation. The sale will result in a considerable amount of renovations, and the staff hopes for a continuation of the previous owners "howdy rounds" type attitude and concern for staff well being. Margaret Basso feels the new management will make the already fine staff and service better.

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Currently, the Sales person acts as the contact for all of the on-site arrangements except catering. According to Margaret Basso, they like the person who negotiates the contract to work with their client until the function is completed.

I didn't meet Margaret Basso, I did meet Jane Williams who conducted our tour of the hotel. She is very pleasant and businesslike.

Faciltities

Between Alameda A, B, and C, Board Rooms 1, 2, and 3, the Cortez, DeSoto, Sierra, and Balboa, the APH offer plenty od space for meeting rooms and A-V storage. One possibility for the computer Fair and the Publisher's exhibits is to placed them in the Diplomat Room next to the International Ballroom. Jane mentioned that the Board can be cloistered in a suite away from the "maddening crowd" and the general conference hustle and bustle.

Hyatt Regency Kansas City

Location

The Hyatt Regency Kansas City (HRKC) is directly across the street from the Crown Center and all of its shopping and dining pleasures. In fact, the two buildings are joined by a glass enclosed walkway that allows shoppers and hotel guasts to easily move between the two very easily during inclimate weather. Transportation from the airport via KCI airport express is $10 one way or $19 round trip, parking at the hotel is $8 a day, although Diedre McMillan, the Director of Sales, says the parking rate is negotiable. HRKC will reduce their guest rates approximately $15 a room on the week before Easter, and Deidra McMillan believes she can also offer greater flexability with the meeting space during this week.

Dining Faciltities

The Terrace all purpose restaurant seats 175, and the fine dining Pepperduck restaurant seats 134. Unfortunately (or fortunately, depending on your point of view), the Pepperduck operates a Chocolate Bar that features scrumptious chocolate goodies that will make even the most ardent WCRLA supporter miss sessions.

Special Accomodations

The HRKC reserves 5 floors for non-smokers. The elevators are marked in braille, and the hotel operator will blink the message light when ringing a deaf guest when requested to do so.

Faciltities

The HRKC provides a great deal of meeting space that can be arranged in a variety of ways to offer the Program Chair some flexability in scheduling sessions and other conference activities (see diagram). Although the Board room is located on the same floor as the meeting rooms, the Board room is away from the main conference activities. One of the most attractive features of the meeting facilities is the open central core of both floors that overlooks the lobby. I think this openness will contribute to a sense of connectedness between the highly intellectual people clamoring for knowledge in the meeting area and the lounge lizards in the lobby area the hotel.

Another excellent feature of the HRKC is the large Exhibition Hall on the lobby floor. This more than enough space for both the Publisher's Exhibits and the Computer Fair can be molded to our space requirements. The room also has large roll-up doors for outside deliveries of Publishers equipment, computers, or any other cumbersome or heavy objects.

Allis Plaza Hotel

The location of the Allis Plaza Hotel (APH) in downtown Kansas City, is somewhat disadvantageous, given the location of three of the major attractions of the city--Crown Plaza, Westport, the Plaza. Downtown Kansas City is somewhat depressing after hours, i.e., approximately 7 o'clock.

In spite of its many impressive and attractive features, the arrangement of meeting rooms on one floor along one narrow hallway offsets its many benefits. As I mentiones with the Hilton property in San Antonio, I don't think there is much that can compensate for the potential congestion and chaos this design will ultimately cause before and after meetings. At least not when we consider the Hyatt Regency has a Chocolate Bar.

Personal

This is no reflection of Diedra McMillan, but when I started writing this report I realized that I had completely forgotten everything about her--what she looks like, her personality, everthing. I do remember, however, that she does enjoy chocolate.

HILTON PALACIO dEL RIO

Location

The Hilton Palacio del Rio (HPR) is located one block from the MRH in downtown San Antonio, which means that is also near the Riverwalk tourist attractions.

Meeting Rooms

This will be brief since I believe the HPR is entirely inadequate (see diagram). Most of the meeting space is located on the second floor and is laid out very similar to that of the USC Hilton in Los Angeles. Although the meeting room square footage seems large enough, the rooms are narrow and give a cramped feeling. The hallway is long and narrow and doesn't offer a great deal of room for loitering and lounging about. There is additional meeting space on the 22nd floor.

If we are interested in the downtown area, the Marriot is a far better bet.

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MARRTIOTS RIVERWALK HOTEL

Location

The Marriot Riverwalk Hotel (MRH) is ideally located in downtown San Antonio within easy walking distance of most tourist attractions: the Alamo, Riverwalk, RiverCenter, HemisFair Plaza, the Convention Center. MRH is approximately 15-20 minutes from the airport, and although it does not offer free ground transportation, guests may hire a shuttle for $6 a person (two can hire a taxi for approximately $12). Parking in the hotel garage is $6, although guest may park across the street in the Convention Center parking lot for $3.50.

Meeting Space

The Ballroom and most of the meeting rooms are located on the second floor with easy access from the lobby by stairway or elevator. The Austin is located on the third floor. There are11 meeting rooms in all (see diagram). The Crockett and Bonham at 375 sq.ft. each are just barely adequate for section meetings, depending on the number attending. Only one will have to be used for meetings; the other may be used for AV storage. The Austin, at 300 sq.ft., will serve nicely for the Board meeting room. Any of the Salons (ABEF) are ideal for both the publisher's exhibits and the Computer Fair, leaving the remaining two for meeting space.

Like the Albuquerque Marriott, MRH has an enclosed area specifically for conference registration near the hub of conference activities. The area around the meeting rooms is spacious and will be ideal for people who wish to lounge about and talk. The lobby is currently quite small, but it is under construction that will nearly triple its size. According to the Sales Manager, the "new" MRH lobby will be light and airy with plenty of louging chairs; it will also have a lobby bar.

In the event we need additional meeting space, or all of the available meeting space is not available when we negotiate a contract, meeting rooms are available at the Convention Center across the street (see diagram B). Tom Watkins showed me Centro ABCD, Plaza ABCD, and rooms 205 to 210, but, as you can see from the square footage indicated on the diagram, they are of adequate size for meetings, exhibits, or the computer fair. Meeting rooms in the Convention Center is within easy walking diistance, approximately a brisk 5 minutes from the MRH lobby. The cost of renting convention Center rooms is high ($750 to $1000 a day), but the MRH will split the cost with us and take care of all negotiations and paperwork.

Dining

MRH has one multipurpose dining facility of approximately 135 capacity. Breakfast overflow can eat at Denny's a block away, and lunch and dinner is available at numerous dining places in the vacinity. The Gambit lounge downstairs offers drinks and appetizers in the early evening and dancing in the late evening; a limited dining menu is also available.

Additionals

MRH has set aside 3 floors, approximately 60 rooms, for non-smoking guests. Only the elevator is marked in braile, but there are 10 rooms minimally equippped for the disabled—mostly bathroom fixtures. Tom indicated that it is possible, on request, to have the operator flash the message light for incoming calls to deaf guests.

Personal

Tom Watkins is a "corporate man." He joined Marriots after completing college in Pennsylvania where he majored in Hotel Management. He speaks very highly of the Marriots corporate "credo" and the individual plan and incentive to achieve individual goals each Marriots manager is given when they begin with the corporation. Tom is also a salesman, but not in the slick abrasive way. He really doesn't have to be since the property is ideally located; it sells itself. He's down to earth, very busnesslike, and seems to be very interested in getting our business.

Wyndham San Antonio

Location

The Wyndham San Antonio (WSA) is located outside of the downtown area in a semi residential neighborhood about 10 to 15 minutes from the Riverwalk area and the International airport (see attached A). WSA provides free shuttle service to and from the airport. Parking is free. Although WSA is away from the downtown area, Susan Mossberger, the WSA Sales Manager, said the hotel will provide round trip transportation to the Riverwalk on two separate nights free of charge. The hotel parking is free and is equipped to handle approximately 300 cars.

WSA's tentative proposal lists March 20-23, 1991 as the dates of the conference and quotes $78 and up as room rates in 1989.

The WSA lobby is open, light, and airy with a 30 ft. ceiling and a look of real elegance. Most of the available seating for relaxing and conversation in this area is located in the lobby bar (see attached B).

Meeting Space

The Wyndham Ballroom (CDE) and meeting rooms (ABFG) are located on the ground floor near the WSA lobby (see attached C). There is enough area around the these rooms for sitting and talking (although more tables and chairs will be needed) and for setting up a registration table.

Meeting room G is only accessible through meeting room F, although there is a service entrance that is not for public use. The best use for these two rooms is the publisher's exhibits and the computer fair.

Meeting Rooms A& B are located on the second floor (see attached D), which is accessible by elevator and stairway, although the stairway is hidden from view by a door. Each room is nearly 200 sq. ft. larger than the three smallest meeting rooms at the MRH (i.e., Crockett, Bonham & Austin) and about 100 sq. ft. larger than the two smallest meeting rooms at the Hilton (i.e., LaDuquesa & LaPrincesa). One of these room will probably have to be used for AV storage.

Conference Center A & B, also on the second floor, are permanently arranged in classroom seating with a capacity of around 50 each (tables are permanent, chairs may be added). Both rooms are equipped with screens, but the AV equipment is not provided (see attached AV list and prices, attached E).

The Colonade Ballroom ABC are located on the 20th floor, away from the main conference area (see attached F). All three are large and very light (the outside wall of each is floor to ceiling plate glass with an excellent view). There are four elevators.

WSA has agreed to substitute a Parlor Suite for the Board Room so that the Board meetings may be held away from regular conference activities. The Board Room is the only meeting space equipped with a "white board" (for use with a marking pen). We will have to supply chalkboards, easels, etc., for presenters.

Dining

WSA has a 176 person capacity multipurpose dining room serving breakfast, lunch, and dinner and 67 person capacity fine dining restaurant. There are many additional restaurants within walking distance of the hotel (see attached G & H).

Additionals

WSA has four rooms equppied for the physically handicapped. The elevator is marked in braile, and the WSA has agreed to manually ring telephones for deaf guests with a blinking light–on request. There are no non-smoking rooms, although the Sales Manager is pushing to convert some. WSA operates a fully equipped health club, indoor and outdoor jacuzzi and pool, sauna, and provides discount guest passes to racquetball facilities nearby.

Personal

I like the WSA. The lobby area is impressive with its high ceiling and walls of marble and wood. The rooms are tastefully decorated with the muted colors typical of contemporary hotels. Nothing out of the ordinary. The area surrounding the WSA is more developed with shopping, restaurants, and other such amentities than the area surrounding the Irvine Hilton.

In addition to its semi-residential location, another downside of the WSA is the location of three of the meeting rooms on the 20th floor. I do think, however, the four elevators are adequate to handle the traffic and spreading the sessions over three separate floors may reduce some of the congestion in the corridors and much of the external noise competing with presenters.

The major benefit of the WSA is the seeming willingness of Susan Mossberger to negotiate a contract. WSA's location is an obvious detriment to attracting convention business in San Antonio and the administrative and sales staff know it. In the original proposal, for example, Susan Mossberger agreed to provide one nights transportation to the downtown area. When I mentioned that the Irvine Hilton agreed to provide shuttle service for a 5 mile radius of the hotel, she upped the one night to two nights and indicated that this number, as well as other items in a contract, are open to negotiation. The hotel is eager for our business.

Susan Mossberger is not a career hotel saleswoman. She was born, raised, and college educated in San Antonio where she continues to live. She is very personable and very much a "down-to-earth" kind of person. She seems very comfortable in the hotel and is very friendly with the staff, although she ultimately plans to leave the hotel industry for some kind of personnel work. I like her but then I like most women.

Personally, I think she believes increassing the WSA's convention business will be not only good for the hotel but will be good for the surrounding businesses and community as well.

SECRETARY REPORT
SECOND GENERAL SESSION
MARCH 17, 1989

The Association has been very busy and active since the 1988 Sacramento conference. Highlights of Board, state/regional/chapter, committee and special interest group activities form the past year include:

1. The formation of WCRLA chapters in Texas, Washington and Kansas/Nebraska with Texas having the honor of establishing the FIRST state chapter.

2. The development of a national tutor certification program. Seven tutor training programs in six institutions have been certified. This program resulted from an idea that was suggested at a Peer Tutoring SIG meeting and that was brought to fruition by Tom Gier and his Tutor Certification Committee.

3. The appointment of Gladys Shaw as the liaison to NADE's Standards and Ethics Committee. Among other tasks, this committee will be drafting a response to the Council for Advancement of Standards on its proposed stands and guidelines for learning assistance programs.

4. The development of a preliminary draft of proposed definitions for developmental education terms by Mary Rubin's Professional Language for College Reading and Learning task force.

5. The addition of 2 new special interest groups, College Reading and Math, to bring the total number of SIGs to 10. SIGS have been proactive in sponsoring and assisting conference institutes and sessions and in developing information networks throughout North America.

6. Increased collaboration with other professional organizations has resulted in the exchange of newsletter columns by the Presidents of WCRLA and NADE and the co-sponsoring of conferences in Arizona with AZADE, Canada with AAAL, Texas with TADE and the Academic Support Conference, Washington with WADE and Oregon with the Oregon Developmental Studies Organization.

7. A 17% increase in membership has been seen over the past two years. Promotional efforts such as the placement of advertisements in the Journal of Developmental Education and the financial support to states/regions (as Kansas/Nebraska, Washington, Texas and Arizona received in the past year) to assist with conference speakers and membership recruiting activities remain a high priority for the Association to continue.

8. And, finally, President Deese conducted a survey of the membership the results of which will be used by the Board to assist with future decision making for the Association.

Details on these activities and more can be found in minute summaries which are buried on the message board.

Next Carol Clymer will present the treasurer's report.

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF RECEIPTS AND DISBURSEMENTS

As of

February 28, 1989

Receipts and Disbursements

Receipts: July 1, 1988-February 28, 1989	$20,570.63
Expenditures: July 1, 1988-February 28, 1989	24,922.58
Net Disbursements over Receipts	<4,351.95>

Funds on Hand at February 28, 1989

Balance in El Paso Teachers Federal Credit Union Checking	$10,660.12
Balance in El Paso Teachers Federal Credit Union Savings	25.00
Certificate of Deposit	26,500.00
Scholarship Fund, Sears Savings	892.79
TOTAL FUNDS ON HAND	$38,077.91

NOTE: The numbers in parenthesis, indicate the percent of responses.

WCRLA MEMBERSHIP SURVEY (selected responses)

DEMOGRAPHICS

1. Geography - All states and regions were represented except North/South Dakota. 30% of the respondents are from California; 10% are from Texas.

2. Your highest educational level:
(1.1) __3_ AA/AS
(8.4) _23_ BA/BS
(60.0) 165_ MA/MS
(30.2) _83_ EdD/PhD
(0.4) __1_ EdS

3. At what type of institution are you employed?
(50.2) 138_ 2 year
(9.8) _27_ 4 year baccalaureate only
(11.6) _32_ 4 year Masters only
(20.0) _55_ 4 year doctoral
(0.7) __2_ private sector
(1.4) __4_ other
(1.0) __3_ retired
(4.7) _13_ No Response

4. How would you describe the type of program in which you work?
(24.4) _67_ classroom instruction--developmental
(5.1) _14_ classroom instruction--traditional
(17.8) _49_ learning assistance--tutorial
(2.5) __7_ adult basic education
(0.4) __1_ vocational
(0.0) __0_ retention
(44.0) 121_ other
(5.8) _16_ No Response

5. What is the administrative location of the program in which you work?
(52.7) _145 academic affairs
(17.1) __47 student affairs
(9.5) __26 other
(10.2) __28 No Response

6. Do you work part-time? (13.1) __36_ or full-time (81.1) _223_?
(5.8) __16_ No Response

7. What is your salary?
(15.3) __42 up to $19,999
(24.7) __68 $20,000 - $29,999
(26.5) __73 $30,000 - $39,999
(18.9) __52 $40,000 - $49,999
(6.5) __18 $50,000 - $59,999
(1.5) ___4 $60,000 - $69,999
(0.0) ___0 $70,000 +
(6.5) __18 No Response

8. Do you belong to other related professional organizations?
Yes (79.6) 219
No (13.5) 37
No Response (6.9) 19

9. Do you regularly select textbooks for classroom use?
Yes (70.9) 195
No (28.4) 78
No Response (0.7) 2

MEMBER SERVICES

Annual Conference

10. Have you attended at least one annual conference in the past 3 years? Yes (79.3) 218
No (20.0) 551

10d. Have you made a presentation at an annual conference? Yes (45.1) 124
No (37.1) 102

strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD)

11. The conference site should be in California every other year. SA (18.2) 50
A (13.8) 38
N (27.6) 76
D (19.6) 54
SD (13.5) 37

12. The conference schedule should be rotating (as it is now) rather than fixed (same week each year). SA (17.1) 47
A (26.9) 74
N (25.1) 69
D (16.7) 46
SD (6.2) 17

Publications

not read (NR), somewhat valuable (SV), valuable (V), or very valuable (VV)

13. Newsletter NR (4.4) 12
SV (26.2) 72
V (31.6) 87
VV (14.2) 39

14. Journal of College Reading and Learning NR (10.5) 29
SV (15.3) 42
V (22,9) 63
VV (17.8) 49

14a. Have you ever submitted an article to JCRL? Yes (18.9) 52
No (62.2) 171

Placement Service

15. Have you ever used the WCRLA placement service? Yes (6.2) 17
No (92.7) 255

PUBLIC RELATIONS

strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD)

16. WCRLA should consider a one-time joint annual conference with NADE with separate conference programs but joint keynote speakers and publisher's exhibits. SA (21.5) 59
A (30.2) 83
N (21.1) 58
D (9.8) 27
SD (8.4) 23

Dues

17. Reduced membership dues should be available for student members. SA (24.7) 68
A (46.5) 128
N (12.4) 34
D (5.1) 14
SD (1.8) 5

WESTERN COLLEGE READING and LEARNING ASSOCIATION

"SPECIAL INTEREST GROUP COORDINATOR'S ANNUAL REPORT: 1988-89"

by

TOM GIER
SPECIAL INTEREST GROUP COORDINATOR
University of Alaska Anchorage
3211 Providence DRIVE
Anchorage, Alaska 99508

RECEIVED MAR 1 8 1989

BRIEF SUMMARY OF 1988 SIG ACTIVITIES

1. NEW SIGs:
   -COLLEGE READING
   -MATHEMATICS
   -INTERNATIONAL LEARNING PROCESSES

2. SIGs THAT WENT INACTIVE:
   -INTERNATIONAL LEARNING PROCESSES

3. CHANGES IN SIG LEADERSHIP:
   -SUSANNE MANOVILL became new SIG leader for CRITICAL THINKING AND PROBLEM SOLVING

   -DOROTHY POULSEN became new SIG leader for LEARNING ASSISTANCE CENTER MANAGEMENT

   -WES BROWN became new SIG leader for EVALUATION/RESEARCH

4. FUTURE PLANS FOR THE SIGs/SIG Coordinator:
   -to continue to sponsor and assist in presenting institutes and presentations during the 1990 conference;

   -to continue to add new SIGs to meet the needs of WCRLA members;

   -to continue to disband SIGs when they have "run their course;" in other words, to allow these SIGs to become officially inactive; and

   -to respond to the needs of the WCRLA Board and membership.

The following is a current listing of the ten active SIGs, their leaders, and mailing addresses as of 1 March 1989.

COGNITIVE PSYCHOLOGY
Pat Mulcahy
Rutgers University
Dept. of Learning & Teaching
Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08903

COLLEGE READING
Char Mansfield and Tom Gier
SIG Contact:
Tom Gier
English Department-Bldg K
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

CRITICAL THINKING AND PROBLEM SOLVING
Susanne Manovill
University of Prince Edward Island
Charlottetown, PEI
Canada C1A 4P3

COMPUTER TECHNOLOGY
Bill Broderick
32405 Windsong Rd
Wildomar, CA 92395

LEARNING ASSISTANCE CENTER MANAGEMENT
Dorothy Poulsen
Learning Center
Carrol College
Helena, MT 59625

HISPANIC INTERESTS
Manuel Olgin
Student Services
California State Univ., Fresno
Fresno, CA 93740

LEARNING DISABILITIES
Mary Lee Taylor
Amarillo College
Box 447
Amarillo, Texas 79178

PEER TUTORING
Tom Gier
English Department-Bldg K
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

EVALUATION/RESEARCH
Wes Brown
Learning Resources Center
CI 2150
California State University, Hayward
Hayward, CA 94542

MATHEMATICS
Joseph G. R. Martinez
Educational Foundations
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

WESTERN COLLEGE READING and LEARNING ASSOCIATION

PEER TUTORING S.I.G. ANNUAL REPORT: 1988-1989

by

TOM GIER
PEER TUTORING S.I.G. GROUP LEADER
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

RECEIVED MAR 1 8 1989

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

This SIG has grown in just four years from the original dozen members at the Denver conference to 95 professional educators in 34 states, 3 Canadian provinces and Hong Kong.

The following is a summary of various S.I.G. activities for 1988-89.

1. MEMBERSHIP

Currently, there are 95 members.

2. GROWTH

Membership has grown from 12 (March '85) to 95 (February '89.)

3. FUNDS

This SIG just started charging an annual $3.00 fee in July, 1988. There is currently a balance of $75.00 (February 1st, 1989).

4. ACTIVITIES

Breakfast Meetings at the Sacramento and Seattle conferences.

Business Meetings at the Sacramento and Seattle conferences.

Institute and sectional presentations: presented "Tutor Training: *More* Techniques That Really Work" at the Sacramento conference and will present an institute at the Seattle conference titled "Tutoring Solutions for the '90s: An Interactive Institute." A Sectional, "WCRLA Tutor Certification," will also be presented. Additionally, the SIG leader will be involved with "Lunch With A Mentors" and present a discussion titled "Tutor Topics: From Getting Started To Getting Certified."

5. COMMUNICATION

The PEER TUTORING S.I.G. Newsletter, "The Tutoring Exchange," as of February 1989, is being mailed to 95 professional educators in 34 states, 3 Canadian provinces and Hong Kong.

6. MISC.

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

7. GOALS

1) continued exchange of ideas through the "The Tutoring Exchange" and
2) presentation at the 1990 conference of a sectional and/or institute.

8. ENCLOSURES

"The Tutoring Exchange" mailing list by state, province, etc.
"The Tutoring Exchange" Vol. 5, #2, the latest issue.

PEER TUTORING S.I.G./THE TUTORING EXCHANGE COUNT
(1 FEBRUARY 1989: 95)

	STATES	NUMBER
1.	ALASKA	10
2.	ARIZONA	3
3.	ARKANSAS	1
4.	CALIFORNIA	15
5.	COLORADO	3
6.	FLORIDA	2
7.	HAWAII	1
8.	IDAHO	2
9.	ILLINOIS	1
10.	INDIANA	2
11.	IOWA	1
12.	KANSAS	1
13.	KENTUCKY	1
14.	LOUISIANA	2
15.	MARYLAND	1
16.	MASSACHUSETTS	2
17.	MICHIGAN	2
18.	MONTANA	3
19.	NEBRASKA	1
20.	NEVADA	1
21.	NEW JERSEY	2
22.	NEW MEXICO	3
23.	NEW YORK	3
24.	NORTH CAROLINA	2
25.	OHIO	4
26.	OREGON	1
27.	PENNSYLVANIA	1
28.	SOUTH CAROLINA	1
29.	TENNESEE	2
30.	TEXAS	10
31.	UTAH	1
32.	VIRGINIA	1
33.	WASHINGTON	1
34.	WYOMING	1

CANADIAN PROVINCES:		
1.	ALBERTA	4
2.	QUEBEC	1
3.	YUKON	1

OTHERS:	
HONG KONG	1

WESTERN COLLEGE READING and LEARNING ASSOCIATION

COLLEGE READING S.I.G. ANNUAL REPORT: 1988-1989

by

CHAR MANSFIELD and TOM GIER
COLLEGE READING S.I.G. GROUP LEADERS
SIG CONTACT:
TOM GIER
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

RECEIVED MAR 1 8 1989

The COLLEGE READING SIG was founded at the 1988 Sacramento conference. It has grown from an initial half dozen members to twenty members as of February 1,1989.

The following is a summary of various S.I.G. activities for 1988-89.

1. MEMBERSHIP

Currently, there are 20 members.

2. GROWTH

Membership has grown from 6 (March '88) to 20 (February '89.)

3. FUNDS

This SIG currently has a balance of $20.00 (February 1st, 1989).

4. ACTIVITIES

Luncheon Meeting is planned for the Seattle conference.

5. COMMUNICATION

The COLLEGE READING S.I.G. Newsletter, as of February 1989, is being mailed to 20 professional educators.

6. GOALS

1) to expand membership;
2) to continue to exchange ideas through the COLLEGE READING S.I.G. Newsletter; and
3) to make a a sectional and/or institute presentation at the 1990 conference.

7. ATTACHMENTS

The first two issues of the COLLEGE READING S.I.G. Newsletter are attached.

SUMMARY OF THE EXXON EDUCATION FOUNDATION RESEARCH GRANT

The forthcoming Exxon Education Foundation grant represents one of the largest research grants ever awarded to Appalachian State University. The grant provides $698,000 over a three year period to investigate the following questions:

1. how are developmental education services delivered in colleges and universities;

2. how effective are these services in improving student performance;

3. what delivery methods are most effective for which students;

4. what delivery methods are most effective in which institutions;

5. which methods of delivering developmental education seem to be most cost-effective; and

6. what is known and not known about developmental education?

The research project will gather data on approximately 15,000 students at 150 colleges and universities. As a consequence, Appalachian State University will have one of the largest data bases in the country on college student performance. It is anticipated that this will allow the Reich College of Education to compete successfully for further research funding once the initial research project has been completed.

The initial installment of Exxon funding will arrive before the end of October. This installment, in the amount of $315,000, may be expended for the following:

1. two faculty positions (at least one of which will be assigned to the Department of Leadership & Higher Education);

2. three graduate assistants and additional support staff;

3. data collection activities;

4. consulting services;

5. computer and data processing services; and

6. office supplies, communications, and equipment.

RECEIVED MAR 1 8 1989

Consultation & Technical Assistance
Information Brokering Service
Journal of Developmental Education

National Center for Developmental Education
Reich College of Education
Appalachian State University
Boone, North Carolina 28608
704/262-3057

Kellogg Institute
Review of Research in Developmental Education
Telementoring Project

February 21, 1989

Dr. Susan Deese
Center for Academic
Program Support
Zimmerman Library
University of New Mexico
Albuquerque, NM 87131

Dear Susan:

Thank you for your recent telephone call and your invitation to submit a proposal for the WCRLA Executive Board to review regarding participation in the Exxon Developmental Education Research Project. Actually, I had no particular "proposal" in mind. I was simply hoping to discuss some ways in which WCRLA might wish to be involved in the Exxon project.

I have enclosed a copy of the grant proposal that resulted in Exxon funding. In brief, the proposal calls for collection of data on approximately 15,000 to 20,000 students involved in developmental education and learning assistance programs at 160 different institutions. Data will be collected on students' educational background, demographic background, and performance in college. Survey data will also be collected from the programs in which these students participate. It is anticipated that collection of student data coupled with analysis of the programs in which they participate will enable us to:

1. determine what works for which students;

2. identify exemplary practices in the field;

3. assess the "state of the art" in developmental education and learning assistance;

4. determine the cost-effectiveness of various techniques: and

5. develop a research agenda for the future.

The Exxon Research Project represents the largest empirical study ever attempted in developmental education and learning assistance. With a funding level of $697,000, it also represents one of the largest higher education research grants to be awarded in the decade of the 1980s.

Because of the massive scale of this research and the potential importance of its results for all of us, I would like to make sure that all those involved in developmental education and learning assistance are aware of the project and have an opportunity to participate as they see fit. Some examples of potential participation include the following:

1. NADE and the Center are planning a joint conference on research in developmental education for the fall of 1991 (WCRLA may wish to co-sponser the conference, assist in planning, or participate in some other way);

2. NCEOP and NADE will both be co-authoring research monographs based on our data for dissemination to their members and to the field at large (WCRLA might wish to work with the center in analyzing data relating to reading and study skills programs and publishing the results in conjunction with the Center);

3. We hope to be able to put most of our raw data on computer disks and share this with researchers (WCRLA's Evaluation and Research SIG might want us to share this with them); or

4. Our grant provides for several graduate research assistantships which we might allocate to professional associations to send one or more of their members to Appalachian State in order to do graduate work or participate in the research project (we might allocate one of these to WCRLA to open up to their members on a competitive basis).

As you can see, the potential for involvement with our research project is 'open-ended." The WCRLA Executive Board might have some specific ideas regarding how the association can profit from participation or it might decide not to participate at all. I just want to make sure that those professional associations which share an interest in developmental education and learning assistance have the opportunity to be involved if they so desire. That is my purpose in asking for some time to meet with your Executive Board. I am not "asking" for anything except for WCRLA to consider how or if they wish to be involved in the Exxon Research Project.

I hope that this letter explains my request. If you have any questions or you need any clarification, please give me a call. Otherwise, I will look forward to seeing you in Seattle.

Yours sincerely,

Hunter R. Boylan, Ph.D.
Director,
National Center for
Developmental Education

cc: Becky Patterson

PROPOSAL TO CONDUCT A NATIONAL STUDY OF DEVELOPMENTAL EDUCATION

Submitted by Hunter R. Boylan, Ph.D., Director, National Center for Developmental Education, Appalachian State University

Introduction

Developmental education is a generic term used to describe efforts to assist underprepared college students develop the skills necessary for success in their chosen field of study. Such efforts may range from the offering of a few remedial courses to the provision of a comprehensive learning center offering diagnostic testing, academic advising, personal counseling, tutoring and individualized instruction. Developmental students may come from any racial, age or economic background. They have in common only the fact that they are either absolutely or relatively underprepared for some level of college work.

Those who are relatively underprepared need only to develop skills in a particular area so that they can either pursue more advanced courses in that area or become more effective students generally. An example might be an engineering student who shows promise in mathematics and science but has weak writing skills. Those who are absolutely underprepared need to develop a wide range of skills -- not only in academic areas but also in such things as time management, study skills, or self-concept -- if they are to have any chance of being successful in college.

In general, students are classified as "underprepared" according to some criteria set by the institution -- usually on the basis of high school performance, standardized college

achievement tests, placement tests, faculty observations or some combination of all of these. This means that underpreparedness is more a function of institutional standards than of student characteristics. A student considered to be well-prepared for a local state college might be considered relatively underprepared by a highly selective university in the same state. A student considered to be well-prepared by the local community college might be considered absolutely underprepared by a highly selective state university. In either case, the institution accepting such a student would normally provide some sort of support to develop that student's level of preparation.

Efforts to assist underprepared college students are not new to higher education. Brier (1985) reports that the first such program was established at the University of Wisconsin in 1849. It was called the College Preparatory Program and it still exists in a modified form on the University of Wisconsin campus. Brier also reports that, by 1889, 80% of the colleges and universities in the United States had established some sort of organized college preparatory program to teach basic skills to students who were not fully prepared for college-level work.

For the past hundred years, this 80% figure has remained constant. The U.S. Commissioner of Education reported in 1913 that 80% of the colleges and universities in the country offered college preparatory programs (Maxwell, 1979). Sixty-five years later, a survey of American colleges and universities revealed that about 80% of them offered remedial and developmental programs and courses (Cross, 1976). The National Center for Education Statistics reported similar findings as recently as

1984 (Wright).

Clearly, underpreparedness is not a new problem in American higher education. Efforts for coping with this problem through developmental education activities have been ongoing for at least the past 140 years.

The only difference between past developmental education efforts and current ones is in the nature of the population served by these efforts. Until the late 1960s, the clients of developmental programs tended to be traditional age college students who were underprepared relative to the particular curriculum in which they were enrolled. The expanded numbers of college age students resulting from the World War II "Baby Boom" enabled most colleges and universities to be highly selective in their admissions standards. During the early 1960's, most of those who entered college had taken college preparatory courses in high school, presented strong college aptitude scores, and had good grades in high school. Most of these students were also white and middle class. Developmental education programs served this group by helping better than average students improve their study skills and test taking skills or by providing tutoring for some of their more difficult courses.

By the late 1960's, however, a national emphasis on educational opportunity and affirmative action brought about increased pressures for "open admissions" or at least "alternative admissions" standards designed to enable non-traditional students to attend college. Furthermore, the Higher Education Act of 1965 provided vast amounts of federal financial

aid to the poor and the disadvantaged. These combined factors brought a substantial influx of non-traditional students into American higher education.

As a result, the clientele of developmental programs began to change rapidly. Non-traditional students of varying races, ages, and economic backgrounds began to fill developmental classrooms and laboratories. The population of developmental programs changed from a homogeneous one of predominately white, middle-class students to a greatly diversified population -- many of whom had minimal preparation for college, marginal high school grades, and comparatively low college aptitude test scores. Furthermore, many of these non-traditional students were not only underprepared relative to their chosen area of study, but they also were absolutely underprepared in the basic skills necessary for college success. This change in service population created a tremendous drain on the resources of existing developmental programs and resulted in the establishment of new or expanded programs on campuses where they had not existed previously.

A rapid expansion in both the number and the size of developmental education programs took place between 1965 and 1975. This expansion has continued, albeit at a slower pace, well into the 1980s.

At present, it is estimated that there are approximately three million undergraduates in American colleges and universities enrolled in some form of developmental education courses and services (Boylan, 1986). It is also estimated that between 40,000 and 45,000 faculty and staff are involved directly or indirectly in the delivery of these courses and services to

American college students (Boylan, 1986). The Chronicle of Higher Education reported in 1986 that developmental education was the "... fastest growing curriculum in higher education."

Developmental education is obviously a substantial field of endeavor in American higher education. Unfortunately, the state of research, literature and practice in the field remains comparatively primitive. There is little information available regarding the relative effectiveness of developmental programs or the techniques which enable them to be successful. This is particularly true insofar as services to non-traditional students are concerned. While developmental programs have demonstrated success in helping the average student, little evidence indicates they have been successful in helping the truly disadvantaged college student.

Furthermore, there is little serious empirical research to guide the practitioner. Only a handful of national studies of developmental education have been undertaken and these were designed, primarily, to describe what exists rather than to analyze its effectiveness or to assess developmental education activities in depth. To date, no large-scale empirical research has been attempted to determine what techniques and methods are most effective in the practice of developmental education. No serious efforts have yet been undertaken to explore how developmental education programs work or why those programs are successful or unsuccessful. No one appears to know for sure what works for different types of students at different institutions.

As a result, the knowledge base for the practice of

developmental education is minimal. A major venture in higher education, therefore, is undertaken without sufficient knowledge of what needs to be done and how to do it. Each year, millions of dollars and countless hours of effort are often wasted because there is only a limited knowledge of how best to accomplish the objectives of developmental education. The end result of this shortcoming is that thousands of students who might be successful in college instead become drop outs. As a consequence, the talents of many young people, particularly minorities, are never fully realized.

All these factors argue for a national research study of developmental education. The primary purpose of this study is to explore not only what works in developmental education, but also to determine what works for whom. A secondary purpose of this study is to disseminate the results to the higher education community in general and to developmental education practitioners in particular. Armed with this information, it is anticipated that developmental education practitioners can increase their effectiveness through improved practice. In so doing, they can contribute to the academic success and long-term retention of hundreds of thousands of college students who might otherwise be lost.

Goals of the proposed study

While a great deal of literature exists on how developmental education is delivered, there is very little sound research information on which of these techniques show the most promise for improving student performance and retention. Furthermore,

there is almost no information available on which techniques work best with which students and at which institutions.

Some techniques used in developmental education may, for instance, be more effective with adult learners than with traditional age college students. Some may work more effectively with Black students than Hispanic or Anglo students. Some may be more effective with open admissions students while others may be more effective with students enrolled at selective institutions. The proposed study will, therefore, accomplish the following goals:

1. to describe how developmental education programs intend to deliver their services in representative American colleges and universities;

2. to assess the effectiveness of this delivery in improving student academic performance (i.e., grade point averages, and grades in specific courses);

3. to assess the effectiveness of this delivery in improving student retention and graduation rates;

4. to determine which delivery methods are most successful with which students;

5. to determine which delivery methods are most successful in which institutions;

6. to determine the cost-effectiveness of the best, average and worst practices in the field;

7. to determine what is not known about developmental education; and

8. to establish a new research agenda for the field of de-

velopmental education based on the findings of this study.

Subjects of the proposed study

The proposed study will investigate developmental education activities and the students they serve at five different types of institutions. The institutions will represent the various types of college and university settings in which developmental eduction activities typically take place. These institutions will include:

1. open admissions two-year colleges;
2. selective four-year colleges;
3. non-selective four-year colleges;
4. selective comprehensive universities; and
5. major research universities.

These institutional types will be further sub-divided into public and private institutions. The only exception to this will be in the case of two-year colleges where the existing number of private institutions is considered to be too small to be of significance.

Open-admissions two-year colleges are defined as those which accept all applicants possessing a high school diploma or its equivalent. An example of such an institution might be Minneapolis Community College in Minnesota.

Non-selective four-year colleges are defined as those institutions with minimal admissions criteria and which offer primarily undergraduate studies. An example of such an institution might be Findlay College in Ohio.

Selective four-year colleges are defined as those institutions only accepting students meeting more rigorous admissions criteria and which offer primarily undergraduate studies. An example of such an institution might be Davidson College in North Carolina.

Comprehensive universities are defined as those institutions having moderately high admissions criteria but which also admit many minority students from disadvantaged backgrounds who may not meet existing admissions standards. Such institutions usually offer a wide range of undergraduate and graduate programs. An example of such an institution might be Oregon State University.

Major research universities are defined as those institutions offering a wide range of graduate programs with an emphasis on scientific, scholarly and doctoral level research. Such institutions are ususally highly selective in their admissions practices -- particularly at the graduate level. An example of such an institution would be Harvard University.

In addition to the general institutional types noted above, efforts also will be made to study those institutions which serve predominantly minority populations. Examples of such institutions would include historically Black colleges such as Grambling State University in Louisiana or predominantly Chicano colleges such as Pan-American University in Texas.

A directory of developmental programs and a description of their services is available through Sullivan's Guide to Learning Assistance Programs and The National Directory of Exemplary Developmental Education Programs. Institutions will be selected through consultation between the National Association for

Developmental Education and the National Center for Developmental Education. A total of 160 institutions representing each of the types noted above will be included in the study. It is anticipated that the criteria for selection will include:

1. the extent to which institutions are representative of the types proposed for study;

2. the extent to which the institutional population represents the types of students proposed for study;

3. the extent to which the institutions are geographically representative; and

4. the extent to which the institution is capable of providing the types of data required for this study.

In addition to the different types of institutions, the subjects of the proposed study will also include different types of students. Attempts will be made to determine the impact of developmental education for various types of developmental students including those who are classified as "developmental" in some relative or absolute sense. This study, therefore, will include the following groups of students:

1. Black students who are either relatively or absolutely underprepared;

2. white students who are either relatively or absolutely underprepared; and

3. Hispanic students who are either relatively or absolutely underprepared representing Cuban, Puerto Rican and Chicano backgrounds.

A total of six major groups of students will, therefore, be studied. Within these groups, efforts also will be made to include a combination of adult and traditional-age college students. Furthermore, it is anticipated that other minority groups such as native-Americans and Asian-Americans will also be found in sufficient numbers to make some determinations about institutions and techniques which are most efficient for them.

This study will also examine various types of program models used to deliver developmental education. The most common models used to deliver developmental education include the following:

1. Remedial - provision of only remedial courses in basic skill areas;

2. Developmental - provision of a wider range of courses supported by counseling, advising and tutoring; and

3. Learning Assistance - provision of a learning laboratory offering a variety of tutoring services, individualized instruction activities, and topical workshops.

These three models will be used to identify program types. Each of the programs participating in the study will be representative of one of these types. The study will explore the effects of these various types of programs in contributing to the success of various types of students.

This range of institutional, student, and program types will provide data not only on developmental education activities at various types of institutions, but also will provide information on the impact of these activities. In addition, it will provide a representative picture of the broad range of developmental

education activities taking place in American colleges and universities.

Methodology

The methodology of this project will involve a combination of qualitative and quantitative research techniques. Each institution selected for inclusion in this study will provide a variety of demographic and academic performance data on students participating in developmental programs. Each insitution also will complete a series of questionnaires regarding developmental education programs and activities.

A total of 160 institutions will be sampled in this study. Selection of the sample will be proportional to the number of institutional types represented in the general population of colleges and universities. In other words, since there are a great many two-year institutions and relatively few major research universities, the sample will include forty of the former and only ten of the latter.

Institutions also will be selected on the basis of geographical representation. The sample of institutions will be drawn from four regions of the United States: northeast, mid-west, south, and far west. Approximately forty institutions will be included from each region.

In order to validate the sampling procedure, data will be collected using a series of replicated sub-samples. In this procedure, the sampling population will be divided into five sub-samples of thirty two institutions each. These thirty two

institutions will be representative of the various regions, institutional, and program types to be explored in the study. In essence, data will be collected and analyzed from one fifth of the sample at a time and this process of sampling will take place over time.

A random sample of students participating in the developmental program also will be drawn from each institution selected. It is anticipated that the size of the sample drawn from each institution will range from 50 to 200 students depending upon the size of the developmental program. It is anticipated that the size of the student sample will range from 15,000 to 20,000. A variety of demographic and academic performance data will then be collected for each student in this sample.

The demographic data to be collected will include information on student age, sex, race, high school background, entrance test scores, and socio-economic background. Academic performance data will include grade point averages (GPA), grades in selected courses, number of semesters of continuous enrollment, and graduation rates.

The data on student performance and retention will be collected not only for those participating in developmental programs but also for each institution as a whole. This procedure will enable comparison between the performance of the students in developmental programs and that of the general student population at each institution.

Each developmental program also will provide data through feedback on various questionnaires. The questionnaires will be

developed during the planning period and field-tested prior to their use with institutions participating in this study.

The questionnaires will help to determine such things as program organization, delivery models, level of staffing, instructional techniques, material resources, program maturity, staff morale and a host of other variables which might be expected to affect the quality of developmental education activities.

It is anticipated that this quantitative or objective data will enable the investigators to make some judgements about the impact of developmental education activities on various students at various institutions. Further, it will enable the investigators to determine what program features are related to the quality of impact on student performance and retention.

The majority of the actual data collection will be performed by graduate assistants or part time employees of the participating institutions. Institutions will either be reimbursed for hiring part-time employees to gather the necessary data or paid a fee for the provision of data.

This data will include a review of admissions and performance records for a selected random sample of students entering the institution's developmental program in 1984. This retrospective analysis will enable the investigators to trace students through 1989 or a full five years of possible college participation.

A profile based on high school background, admissions test scores, and demographic factors will then be developed for each

sample group and each individual within that group. The academic performance of each student will then be traced through the entire five year period to determine such things as student grade point average, retention, and graduation.

Using a questionnaire, two profiles will be developed for each program -- an activity profile and a context profile. The program activity profile will include such things as a description of services offered, an analysis of how they are delivered, and information about what takes place in developmental education classrooms and laboratories. The context profile will include such things as the level of financial and material support provided to the program, the qualifications of the program's staff, the structure of program organization and the facilities of the program.

After the initial data have been collected and program profiles developed, the results will be analyzed using correlation, regression and multivariate statistics. Initially, correlations between student profile, student performance, program profile and institutional type will be developed. As these correlations reveal significant relationships, further statistical analysis will be performed. The exact nature of the variables to be analyzed and the statistical techniques to be employed will be determined by a panel of advisors who will plan the specifics of the study in conjunction with project staff.

MEMO DATE: February 2, 1989

MEMO TO: Members of Taskforce for Professional Language for College Reading & Learning

MEMO FROM: Mary Rubin, Coordinator

MEMO RE: Preliminary results of Taskforce, 1988-89

1. Attached you will find 12 pages of definitions and comments made by taskforce members for terms identified so far. We initially identified groups to work different sets of terms. As you can see, some terms have many definitions and some are undefined. Some taskforce members who were not at last year's WCRLA meeting found the groups disorganized and confusing. Therefore, I have done some reorganization, and request that all taskforce members now look at all terms.

2. Included in the packet you will find a template to use in reviewing the definitions. Please indicate your feeling about the available definitions. You may add or edit definitions if you wish. Please return this template to me by February 25, if possible. Then I will be able to revise the definition packets before NADE and WCRLA meetings in March.

3. I will be at the NADE conference Feb 28-Mar 2 in Cincinnati. Hopefully, many of you who are unable to attend WCRLA will be at NADE and we can meet to discuss the taskforce. I will be staying at the Hyatt Regency for the NADE conference, and leave late afternoon on Mar 2. I will be in Seattle for WCRLA Mar 15-19 and plan to stay at the Stouffer Madison Hotel.

4. Jane Lehmann, Ladessa Yuthas and Jo Ann Cope have requested that they be removed from the taskforce. Otherwise the roster I enclosed last time is accurate.

5. I have not received any response from several taskforce members on either of the fall mailings. Since mail is not being returned to me, I presume that it is getting through. If you just did not understand what your role was regarding the definitions, perhaps it will become clearer with this mailing. If there is a problem, please let me know and I will attempt to rectify it.

6. I have also included several schematics. One I prepared to reclassify terms on our list. The others were prepared by taskforce members to try to organize various items on the list. If they help, use them. If not, and you have something that works for you, please share it with me and I will pass it on.

7. Thanks for your efforts. I think we are really getting some excellent input. At the upcoming WCRLA and NADE conferences, I will present what we have at this point, invite comment from any interested members, and organize efforts for year 3 and the potential publication of a glossary. If I have not heard from you by the WCRLA conference and you have not responded to any mailings in the past year, I will consider that you are unable to continue on the taskforce.

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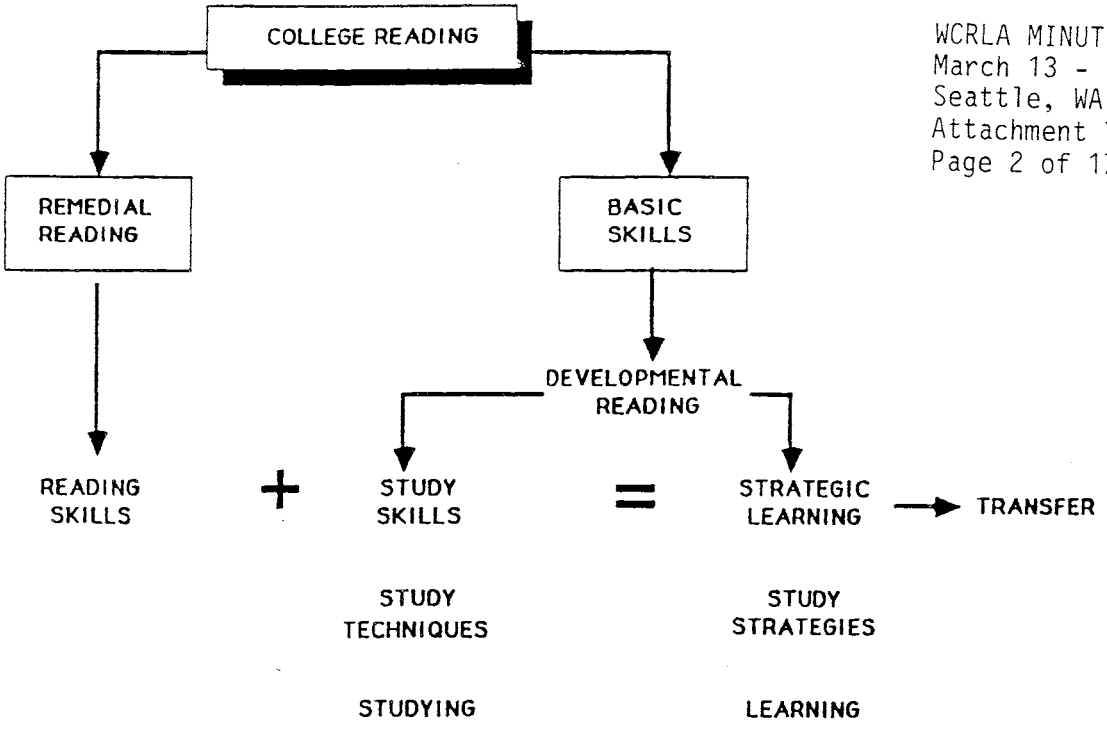

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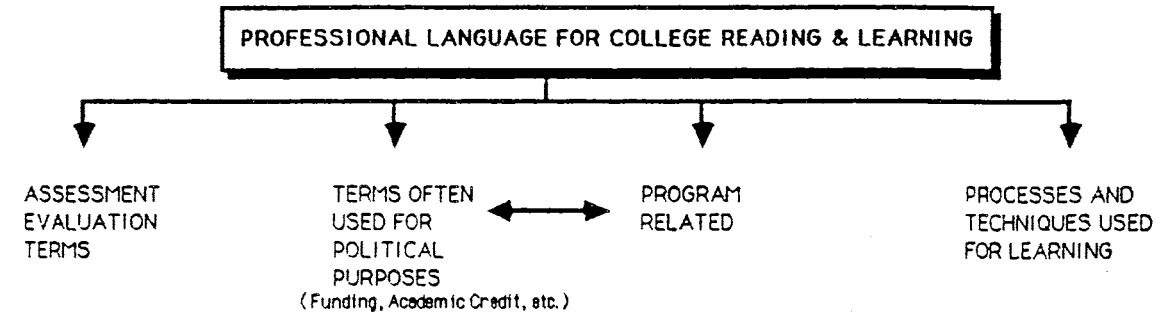
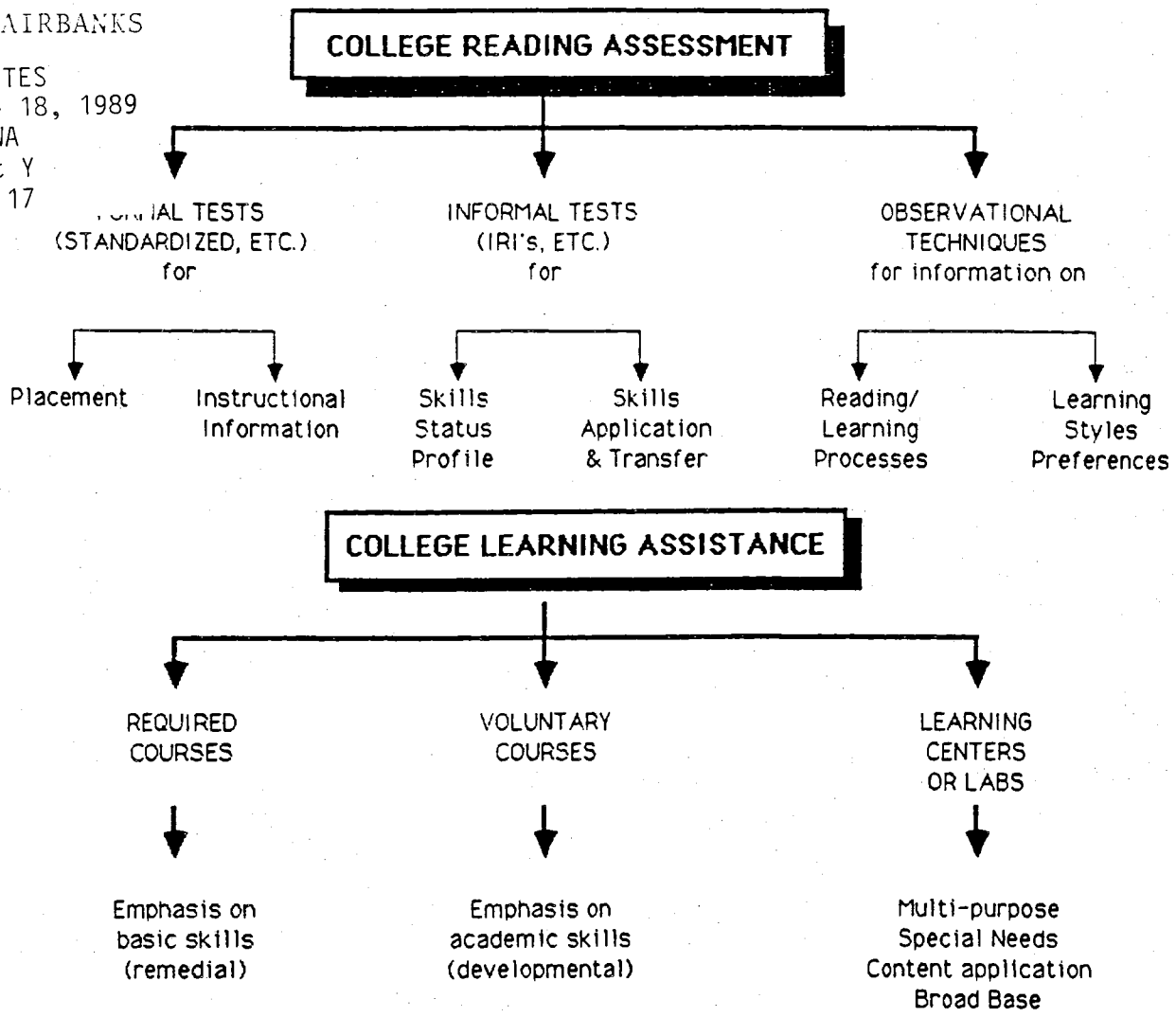


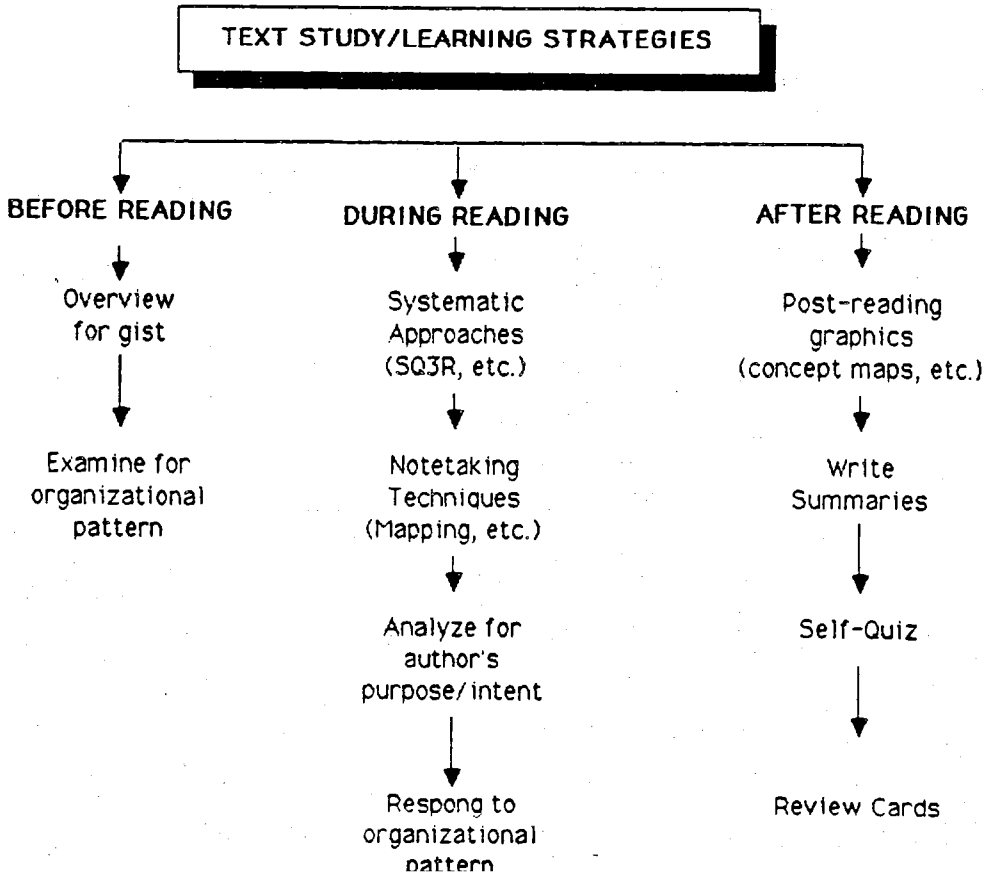
assessment
diagnosis
evaluation
placement

skills (basic, academic)
reading (higher, lower, college)
thinking (higher, lower, college)
college level -
students, programs, courses
reading, reading skills
critical reading, thinking
cultural literacy
developmental -
courses, students, programs, education
education, educators, reading
learning assistance (centers)
literacy -
illiteracy, functional
networking
reading skills -
higher, lower, college
remedial -
courses, education, educators,
programs, reading, reading
programs, students
thinking skills -
higher, lower, college
tutoring

advance organizers
associating
concentration
comprehension monitoring
elaborating
encoding
graphic post-organizers
interacting with text
learning -
skills, styles
memory (long & short term)
mapping
metacognition
metacomprehension
motivation
organizational patterns
prereading
reading, writing process
strategies -
reading, thinking, study
speed reading -
skim, scan
schemata
specialized vocabulary
summarize
visualizing

RUBIN


COLLEGE READING ASSESSMENT
FORMAL TESTS (STANDARDIZED, ETC.) for
INFORMAL TESTS (IRI's, ETC.) for
OBSERVATIONAL TECHNIQUES for information on
Placement
Instructional Information
Skills Status Profile
Skills Application & Transfer
Reading/ Learning Processes
Learning Styles Preferences
COLLEGE LEARNING ASSISTANCE
REQUIRED COURSES
VOLUNTARY COURSES
LEARNING CENTERS OR LABS
Emphasis on basic skills (remedial)
Emphasis on academic skills (developmental)
Multi-purpose
Special Needs
Content application
Broad Base


TEXT STUDY/LEARNING STRATEGIES
BEFORE READING
DURING READING
AFTER READING
Overview for gist
Examine for organizational pattern
Systematic Approaches (SQ3R, etc.)
Notetaking Techniques (Mapping, etc.)
Analyze for author's purpose/intent
Respong to organizational
Post-reading graphics (concept maps, etc.)
Write Summaries
Self-Quiz
Review Cards

DEFINITIONS PROPOSED FOR DEVELOPMENTAL EDUCATION TERMS
Taskforce on Professional Language for College Reading & Learning - WCRLA
Preliminary Draft for Discussion 1/31/89

WCRLA MINUTES
March 13 - 18, 1989
Seattle, WA
Attachment Y
Page 4 of 17

academic skills
see basic skills.

advance organizers
1. a learning strategy developed by D. Ausubel in which a passage is written to enhance the learning of other material and is presented prior to the other material. NOTE: The advance organizer may be written to draw parallels between something the reader already knows about the new material; or it may restate the new material at a different and often higher level of abstraction, generalizability and inclusiveness. IRA, Harris
2. educational technology term for short introductory texts presented to a student at the beginning of a course to enable him/her to structure the course material and put it in perspective. Page & Thomas
3. (Ed. psych) an overview of new material presented in advance so as to counteract the effects of proactive inhibition; the term grows out of Ausubel's theory of meaningful verbal learning. Good

assessment
1. The act or process of gathering data in order to better understand some topic or area of knowledge, as through observation, testing, interviews, etc; especially, the gathering of data to include strengths and weaknesses in learning. NOTE: Some writers use the term "assessment" to refer also to the judgments or evaluation made after the data are gathered. IRA, Harris
2. Administration of a test to check the student's mastery of a skill as stated in the performance objective; an evaluation at any aspect or educational function. Bush & Andrews
3. (1) In education, the process by which one attempts to measure the quality and quantity of learning and teaching using various assessment techniques, e.g., assignments, projects, continuous assessment, objective-type tests, final examinations and standardized tests. (2) in psychology, that branch of applied psychology concerned with testing in educational, occupational, clinical or other settings, e.g.; the psychological assessment of mental and physical handicaps. Page & Thomas
4. the process of determining students' strengths and weaknesses prior to treatment.
5. the act of assessing, or taking a measurement, i.e., counting, rating, estimating the amount of a skill, ability, knowledge, etc., possessed by an individual. Assessment should be as objective as possible (value-free), as opposed to EVALUATION -- which suggests that valuing has been added. Assessment does not assume, in advance, what is good, worthwhile, or desirable. In analogy to science, assessment is observation. Although objectivity is always relative, it is important to attempt to separate the measurement from the interpretation of its meaning.
6. formal and informal measures and techniques used (1) to ascertain students' current strengths and weaknesses in the reading/learning/study skills associated with academic success in college, and (2) to gain knowledge about students' current study processes and learning styles.
COMMENTS: Need to clarify and distinguish from diagnostic. Some people use these terms interchangeably, but I think diagnostic is very specific leading to a prescriptive program while assessment is broader and used to determine interests, progress, etc.

associating
1. (1) the process of connecting a written symbol with its meaning referent, usually a spoken word, in beginning reading. (2) the process of connecting what is presently being read to prior reading and/or experience. IRA, Harris
2. Coordination or relationship between ideas and emotions, free or induced. Bush & Andrews
3. (association) general psychological term referring to any connection formed through learning where the two ideas connected shall be attended to together as parts of a continuous mental process. Popular at one time to refer to the law of association and to associative learning. Page & Thomas
4. (associative learning) ability to associate meaning with printed symbols, thereby showing that items experienced together enter into a connect whereby one tends to reinstate the other. Eastridge & Price

basic skills
1. a general term which refers to those skills, primarily cognitive and language-related, which are needed for many school learning tasks. Speaking, reading, and mathematics, as well as listening and writing, are commonly considered to be basic skills. IRA, Harris
2. skills that enable people to communicate and learn; includes reading, writing, listening, speaking & study skills.
3. Those minimal cognitive skills needed in daily tasks required of college students. These skills would included possessing decoding, comprehending, listening, speaking, writing, and mathematical skills. Those who would not possess these rudimentary skills would be deemed as remedial.
4. fundamental learning proficiency in reading, writing, computation. Bush & Andrews
(fundamental skill) A skill basic to the mastery of a particular subject. Thus, addition and subtraction skills are basic to arithmetic. Page & Thomas.
6. A skill that is basic to the mastery of a school subject; such as addition or subtraction is to arithmetic. Good

7. activities such as reading, writing, calculating, and reasoning considered to be essential to success in college but not always specifically taught in the regular academic curriculum.
8. those considered to be the prerequisite foundation or starting point for further learning. What those skills, or abilities, may be will depend on which starting point one is discussing! It should be noted that in education, at least, the word "skills" is used for a synonym for "knowledges" and "understandings," rather than in the sense of "learned tasks." For "college-level" study, they may include reading, writing, elementary algebra, computer literacy, etc., as well as study habits and attitudes. Basic skills of interpersonal communication, "life coping," and the like will yield very different lists.
9. skills that enable people to communicate and learn; includes reading, writing, listening, speaking and study skills.
COMMENTS: 1) need to include personal development; need for definition of oneself and relation to environment before meaningful communication can occur; 2) is there some one or more terms, phrases, etc. we can use to clarify this terms when used to discuss level? Are we talking about entry, exit or what?

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

college level students
1. "prepared to accomplish the reading and study tasks required of them in the regular college classroom **Briggs, J Dev & Rem Educ, VII, pp.6-7
2. those students possessing the necessary prerequisite skills upon entry to a college curriculum.
3. those whose level of skill attainment, reasoning ability, etc., are such that they are developmentally ready to pursue courses of study leading to a baccalaureate degree or those applicable for transfer to such a program.
4. students who have met basic requirements for college entrance, and are enrolled in regular college or university programs.

college reading
1. readings students are expected to do to complete their college assignments. (textbooks in all disciplines, supplementary texts, fiction & non-fiction, library books and materials, syllabi, and other course handouts, and examinations.) To improve college reading students need to acquire insights and strategies to improve their reading comprehension, speed, and critical skills.
2. Any formal remedial or developmental reading/studying instruction which occurs at a post-secondary institution where the goal is to enable students to become proficient in processing and learning college level material both visually and aurally.
COMMENTS: 1) Of what is shown I would go with 2, but eliminate the term remedial as remedial indicates to me they did not have entry-level reading skills for college while developmental says to me they're continuing to improve entry-level skills while there. 2) I like the second definition.

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

comprehension monitoring
1. regulation of one's reading behaviors to recognize problems and promote understanding (a metacognitive skill).

concentration
1. exclusive persistent focusing on a given task or object. Bush & Andrews
2. Ability to become absorbed in a task and continue in it despite distractions. Page & Thomas
3. (1) the state or act characterized by the centering or focusing of attention upon a task or problem or upon certain elements of an experience; the conscious and intense application of mental or physical forces, or both, in an effort to perform a task or activity or to solve a problem. Good
4. The conscious and intensive centering or focusing attention on a limited object or aspect of an object, task or problem. Eastridge & Price

critical reading
1. the process of making judgments in reading, evaluating relevancy and adequacy of what is read; an act of reading in which a questioning attitude, logical analysis and inference are used to judge the worth of what is read according to an established standard. IRA Dictionary, Harris
2. The process of questioning and making judgements in reading; evaluating ideas, recognizing assumptions, seeing relationships in form and content, reading analytically and distinguishing fact and opinion.

3. A reading process in which it is mandatory that the reader interpret, thoughtfully evaluate, compare two or more sources of information, test the reasonableness, probability, make inferences, draw conclusions, and anticipate the author's meaning. Eastridge & Price
4. evaluating the quality, the value, the accuracy and the truthfulness of what is read. Bush & Andrews
5. reading in which the reader evaluates content in terms of its authenticity, beauty, usefulness, or some other criteria. ›od

critical thinking
1. (1) the process of integrating newly acquired information with previously know information for the purpose of making judgements; (2) the process of evaluating facts, figures, and information in a logical fashion.

cultural literacy
1. the network of information that all competent readers possess.
2. The cumulative database of knowledge a reader brings to the current reading exercise that either permits or prevents the reader from questioning, evaluating and/or associating the material at hand.
3. facts, themes, ideas, and other information comprising the heritage of a given nation, culture, or ethnic group.
4. an ability to function within a culture because of an ability to utilize technical skills to interact with a literary environment. (cultural level)
COMMENTS: 1)the definition given is a Hirst-like and elitist definition that is inconsistent with most definitions of education. The notion of "level" in this context is judgmental and bias laden.

developmental
1. instruction designed to improve a student's competencies in the basic skills areas to facilitate effective learning and communication.
2. implies stages individuals progress reaching different stages at different times or ages; some individuals progressing to higher stages than others. **Nist in J Dev Educ. VIII, 3, p. 9.
3. All instruction; developmental instruction includes remedial as one portion of the instruction given; the terms are neither synonymous nor points on a continuum; remedial is a sub-category of developmental. I have lost the reference for this -- does anyone claim it?
4. pertaining to, or characteristic of, the process of development; general term applied to many types of age, growth, or maturation, such as mental, anatomical, physiological, educational or social. Good
5. in the normal/expected sequence of learning. Usually used in counterdistinction to accelerated and/or remedial learning. Use of the term in college education assumes/takes cognizance of the notion that there is a gap between "high ›hool" and "college" that needs to be filled in for many students. The claim is, thus, that these students need to learn skills they have not previously been taught (in high school) and that the fault is not with their ability, but with their preparation. Compare with REMEDIAL, a term that suggests that skills have been taught, but not learned (or not learned correctly), and that, therefore, the student must be retaught. The use of the term developmental in education has its origins in psychology, which, in turn, took it from medicine. Development is defined as the process of growth, unfolding, activation, etc. Thus, expected "normal" growth is developmental. In medical terms, there can be developmental "delay," as well.
6. represents a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.
7. higher-level skills needed for college level academic tasks that students have not been exposed to, or had instruction in.
COMMENTS: and increased mastery over the student's environment should be added to 1.;

developmental courses
1. (1) any course or series of courses designed to build upon existing skills in order to prepare students for more advanced academic work; (2) any course organized according to the principles of cognitive and student development and designed to promote both affective and cognitive development.
2. courses which represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.
3. voluntary courses which permit the student to assess his/her own needs, with guidance, and receive instruction and assistance with higher-level skills needed for college level academic tasks that students have not been exposed to, or had instruction in.

developmental education.
1. (1) a sub-discipline of the field of education concerned with improving the performance of underprepared students; (2) a field of research, teaching and practice designed to improve academic performance; (3) a process utilizing principles of ›elopmental theory to facilitate learning.
2. education which represents a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental educators
1. (1) educational professionals who work in programs designed to enhance the academic and personal growth of students; (2) educational professionals who employ the principles of cognitive and affective development in designing and delivering instruction.
2. educators who represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental programs
1. the academically capable student is given group instruction in a wide range of reading skills **Ahrendt, Community College Reading Programs, IRA, 1975, pp16-17.
2. programs to provide opportunities for students to improve their academic and personal growth.
3. (1) an organized system for delivering instruction, academic support, and personal development activities to college students; (2) any program designed according to the principles of developmental theory for the purpose of promoting intellectual and personal growth.
4. programs which represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental reading
1. Any reading instruction at the college level that is not remedial and includes the study skills and strategic learning devices necessary to handle college level material efficiently and effectively. Most college students would find this instruction beneficial since they have not be systematically exposed to a process for studying.
2. the on-going process of reading development from pre-school to adulthood -- for all individuals.
3. (1) reading instruction, except remedial, for students at all levels. (2) reading instruction, except remedial, for all students beyond the elementary school level. NOTE: According to N. B. Smith (1965), this is the earliest meaning of the term in reading literature. (3) a comprehensive school program of remedial and nonremedial reading instruction for all students. (4) remedial reading instruction in high school and college, a misuse of the term. IRA, Harris
4. classroom instruction to improve the child's reading skills systematically in tune with the standard levels of progress of the particular school. Bush & Andrews
5. reading instruction designed to develop reading skills progressively and sequentially. Page and Thomas
6. reading instruction in which the primary purpose is to build upon existing reading skills.
7. reading instruction which represents a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental students
1. those students who have not been exposed to advanced reading skills, or been given an opportunity to learn and practice them **Nist in J Dev Educ, VIII, 3, p.9
2. students who need or want to improve their academic and personal skills.
3. (1) students assessed as having potential for success if appropriate enrichment opportunities are provided; (2) students who because of socio-economic circumstances have previously been denied access to college; (3) students who, while meeting college admissions requirements, are not yet fully prepared to succeed in one or more introductory courses.
4. Students in programs which represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

diagnosis
1. (1) The act, or result, of identifying disorders from their symptoms. NOTE: Diagnosis technically means only the identification and labeling of a disorder, but as the term is used in education, it often includes the planning of instruction based on the evaluation of the problems and consideration of their causes. There are different levels of diagnostic study, ranging from a casual observation that a student appears to be nearsighted to a clinical detection of aniseikonia; from a vague realization that a student is having difficulty in reading to an astute analysis of the process by which he gains meaning, significance, enjoyment, and value from printed sources -- R. Strang (2) the classification of people or things into established categories, as an educational diagnosis. (3) negative diagnosis; the identification of a disorder by the recognition of what is not. A diagnosis of dyslexia is usually a negative diagnosis; i.e., there is no alternative explanation of the reading difficulty. IRA, Harris
2. analysis of available information, subjective and objective, to determine the nature, etiology and pattern of a disability; such activity has as its goal the development of a prescriptive program for correction. Bush & Andrews
3. (1) the procedure by which the nature of a disorder, whether physical, mental or social, is determined by discriminating study of the history of the disorder and of the symptoms present; (2) in guidance, the analyzing of performance of clients and development of tests which elicit maximum information; also, the results obtained by these activities; (3) (curric.) the process of determining the existing capabilities of a student by analyzing his performance of a hierarchy of essential tasks

Learning Assistance Center
1. a place on campus which offers help to any student experiencing academic difficulties. Assistance is usually individualized but can be either remedial or developmental in nature; usually ancillary to a remedial and/or developmental program or course.
2. a place where the learner gets tutorial help; a referral agency to toher helping agencies such as medical, psychological, financial and spiritual; a library of basic study aids in the content field; a training facility for paraprofessionals, peer counselors and tutors; and as an information clearinghouse to update faculty in the latest learning research and methodologies. F. Christ in 4th Proceeding of WCRA
3. a place where tutorials, workshops, and classes are available to students to help them acquire new knowledge, remediate skills inadequate for prescribed proficiencies and develop new skills.
4. (1) an organized, multifaceted program providing comprehensive academic enhancement activities outside of the traditional classroom setting; (2) a centralized area wherein tutorial and study skills assistance is provided.
5. an organizational entity designed to produce learning assistance and interests of members of the institution.

learning skills

learning styles
1. preferred mode of problem-solving, thinking or learning used by an individual. Sometimes called cognitive style, and may be conscious, unconscious, or specific to many or only a small number of tasks. Page & Thomas
2. (1) a combination of affective and cognitive processes and preferences governing individual approaches to the acquisition of knowledge; (2) a preference for a particular instructional methodology.

literacy
1. the skill, the control, the interest and the ability to form an opinion or to make a decision which is worthy.
2. the ability to read and write at the level required for making reasoned, thoughtful, evaluated decisions.
3. (1) the ability to read. (2) the ability to read and write a language, and sometimes to perform arithmetic operations. (3) see functional literacy. (4) the possession of reading, writing and sometimes arithmetic skills to a degree though desirable by a society. (5) competency in a technical field, as computer literacy. IRA, Harris
5. Relative term. Commonly defined in terms of a reading age of 9 1/2 or as equated with five years of schooling. Gray, writing for UNESCO in 1969, defined it as followed: "A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group." This ability is often referred to in connection with the norm for an individual age range. Note the distinction often made between functional literacy and organic literacy. Page & Thomas
(1) strictly, the bare ability to read and write; (2) more broadly, ability to read and write at the level of the average fourth-grade pupil (The term is relative and usually implies the comparison of the individual's ability to read and write with the average ability found at his social or economic level.) Good
7. (1) a body of communication skills required to function in society; (2) a body of knowledge generally found in educated persons.
8. an ability to utilize technical skills to interact with a literary environment.
9. the ability to read, communicate, compute, make judgments, and take actions resulting from them. Graham, P. Literacy: A goal for secondary schools, Daedalus, 1982, p. 128.
COMMENT: We may need to add functional literacy to the list.

long-term memory (LTM)
1. That aspect of memory lasting over a long period of time that has great capacity and has structured, or chunked, information into patterns. Long term memory occurs when a person can remember the gist of a story long after it has been read, and from that can work out the details. NOTE: LTM is assumed to develop from continued or repeated short-term memory episodes. This process may result in some telescoping or distortions of the original matter. IRA, Harris
2. relatively permanent stored information which is capable of retrieval through association. Bush & Andrews
3. Term in memory research distinguishing short term memory from long term memory. LTM is seen as a store of permanent memories with a vast capacity. Sometimes called secondary memory. Page & Thomas

lower level reading skills

lower level thinking skills

mapping
1. (1) n. the formation of one or more hypotheses or expectancies in attempting to solve a problem. (2) see cognitive map. (3) v. to survey material before careful reading to get an overview of its nature an organization. IRA, Harris
2. a pattern of symbols that corresponds exactly with a physical feature, geography, or a system of events such as brain waves. Bush & Andrews
a correspondence established between the members of one set and the members of another, usually synonymous with function and transformation, for some writers, the term mapping carries a geometric connotation, in contrast to any algebraic description which might be given for the correspondence. Good

in a specific subject, such as mathematics or music, with the intent of facilitating his learning by assigning appropriate remedial or advanced learning tasks. Good
4. Analysis of reading behavior intended to aid in identifying the causes of reading retardation or disability and understanding the present reading performances are a projection of the reader's self-concept, and reflect physical and emotional adjustments to academic demands. Eastridge & Price

elaborating
1. (1) the process, or result, of expanding in detail or complexity a simpler object or ideas. Your theme is excellent but needs elaboration. (2) the "extra processing" one does that results in additional, related or redundant propositions, the better will be the "memory" for the material processed. -- L. Reder (1980). IRA, Harris
2. extension by the addition of variations of associated movements or ideas. Bush & Andrews

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

evaluation
1. the decision-making process of interpreting test/assessment results, deciding what is "good," or "good enough," "effective," etc. Thus, in EVALUATION, an important component is subjective and philosophical.
2. a many faceted process for meeting an audience's requirements for information. Evaluations may take formative, summative, or political form. syn. assessment. Clowes, D. A. Evaluation methodologies for learning assistance programs, in C. C. Walveker (Ed.). New Directions for College Learning Assistance Services, no. 5. San Francisco: Jossey-Bass, 1981.

graphic post-organizers

higher level reading skills
COMMENTS: ? ?

higher level thinking skills

interacting with the text

learning
1. Acquisition of skills, information, values and attitudes both intentionally and unintentionally by individuals.

learning assistance
1. "supportive activities, supplementary to the regular curriculum, that promote the understanding, learning and remembering of new material; includes study skills instruction, tutoring, reviews, supplemental instruction, study groups, special topic workshops, exam preparation, and various types of self-paced instruction, including computer-assisted instruction. Usually provided in a center that can be staffed with professionals and/or peers.
2. programs include instruction and activities for developing learning skills ... study skills, reading, mathematics, writing, critical thinking and problem solving. Subject matter tutoring, graduate exam preparation courses and time management workshops may also be offered. CAS Standards
3. aid provided by one or more individuals to the acquisition of skills, information, values and attitudes both intentionally and unintentionally by individuals.
4. (1) a field of endeavor concerned with the enhancement of academic skills; (2) the act of providing academic enhancement activities outside of the traditional classroom sitting; (3) a service or collections of services designed to facilitate the acquisition of knowledge not normally included in the college curriculum.
COMMENTS: 1) Add to Def. 1, after "remembering of... " new knowledge, remediation for prescribed entry and exit levels of academic proficiency, and the development of new skills. Then delete the rest of #1; 2) Umbrella term for what we do; 3) this seems to me the most suitable term under which to organize definitions of all reading/study programs at the college level, because it refers to the purpose of the programs (remedial and developmental assistance) rather than focusing on inadequacies of students.

COMMENTS: Do we want the definition for cognitive mapping? IRA says "a concept, first advanced by E.C. Tolman in studies of maze learning by rate, referring to a pattern of relationships formed in the mind to explain learning in problem-solving tasks."

metacognition
adj. referring to those theories and principles used in the study of thought processes. IRA, Harris
.. knowledge that takes as its object or regulates any aspect of cognitive endeavor. Flavell, J.H. Metacognitive development. In J. M. Scandura and C. J. Brainerd (Eds). Structural/process theories of complex human behavior. Alphen a. d. Rijn, The Netherlands: Sifthoff & Noordhoff, 1978.

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

motivation
1. arousing or stimulating, in a student, an interest or inward urge to perform a task willingly and to complete it with sustained enthusiasm. Eastridge & Price
2. n. (1) the forces within an organism that arouse and direct behavior, as internal sensory stimulation, ego needs, etc. (2) the process by which such forces arouse and direct behavior in one direction rather than another. (3) activity by one person that produces need-goal behavior in another. IRA, Harris
3. arousing inner stimulation to learning or action. Bush & Andrews
4. Psychological term referring to the behavior brought about by physiological or social needs, and directed toward goals. Theories of motivation are biogenic or sociogentic and famous theorists of motivation include Hull, Maslow, McClelland and McDougall.
5. (1) psych. broadly considered, the process of arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetics of behavior or purposive regulation; (2) the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way; usually designates the act of choosing study materials of such a sort and presenting them in such a way that they appeal to the pupil's interests and cause him to attack the work at hand willingly and to complete it with sustained enthusiasm; also designates the use of various devices such as the offering of rewards or an appeal to the desire to excel. Good.

networking

ganizational patterns

placement
1. The assignment of a person to a suitable class, course, job training institution or educational institution in accordance with his aims, capabilities, readiness, educational background, and aspirations. Good
2. the process of identifying the location -- along a presumed continuum of ability or achievement -- of a particular person's level of that ability or achievement. Usually, placement is made into specific courses of study that form part of a hierarchy -- in foreign language or mathematics, for example -- or that are prerequisite to entrance into a degree program. Placement can be made on the basis of past grades, scores on admissions or entrance tests, or on the basis of tests specifically designed for placement purposes.

pre-reading
1. (1) n. reading something silently before oral reading to determine the type of expression, pacing and voice projection needed for oral interpretation. (2) adj. having to do with activities before learning to read or before the act of reading, as prereading skills, a prereading introduction to an author. IRA, Harris
2. A quick survey, prior to formal reading, giving specific attention to title, introductory and concluding paragraph, locating quickly the main divisions and subdivisions, not any parts set off by contrasting print, etc., find out something about the writer, review the thesis and general organization of the whole article, but no attempt at full comprehension. Eastridge & Price

reading process
1. an operation or change which takes place in the act of reading. IRA, Harris
2. the act of reading, involving primarily the recognition of printed symbols and the meaningful reaction of the reader to these symbols; such reaction may include the reader's interpretation, appraisal, and attitudinal responses as determined by his purposes and needs. Good

reading strategies

remedial
instruction designed to remove a student's deficiencies in the basic skills areas in order to make him/her competitive ..h peers.
2. corrective or reeducative, as remedial spelling, remedial reading. IRA, Harris

3. instruction aimed at correcting faulty habits or establishing habits when none exists, thus increasing the efficiency and accuracy or performance. Eastridge & Price
4. (1) any instructional activity which must be undertaken as a precondition for entry into a particular course or curriculum; (2) a course for which credit is not awarded.
5. designed to correct faulty learning, or to reteach what has not been correctly learned, or to counteract bad habits. The assumption is that students have already been taught (or at least been exposed to learning), but that the teaching was not effective and must be repeated.
6. represents a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.
COMMENTS: 1. I object to this term for two reasons: (1) it focuses on the reading per se rather than reading as a part of the learning process and (2) it has so many undesirable connotations...I would prefer to see this term excluded from learning assistance terminology 2. I agree with Def. 1 except I would specify "deficiencies in basic entry or exit level skills of a prescribed level of proficiency

remedial courses
1. courses which represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial education
1. (1) one of several tools in the process of developmental education, (2) instructional activities designed to teach basic skills to students who, for a variety of reasons, may not possess such skills (as opposed to activities designed to build upon previously existing skills).
2. education which represents a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial educators
1. educators who represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial programs
1. programs which represents a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial reading
1. College reading programs designed for those students who have not yet mastered the basic decoding and comprehension skills necessary to effectively read college level texts, even though their past educational program has repeatedly and systematically exposed them to these skills. Without intensive intervention, such students will be unable to meet even basic reading demands placed on them while in attendance at post-secondary institutions.
2. (1) any specialized reading instruction adjusted to the needs of a student who does not perform satisfactorily with regular reading instruction; (2) intensive, specialized reading instruction for students reading considerably below expectancy; (3) reading instruction more specialized than corrective reading in the classroom but not as specialized as that in definition (2). (4) developmental reading instruction set at a different pace and designed for an individual student or a selected group. IRA, Harris
3. (1) college reading programs designed for those students who have not yet mastered the basic decoding and comprehension skills necessary to begin effectively reading college level texts. (2) specialized reading instruction for students who do not meet entry or exit levels of a prescribed proficiency.
4. individual or group instruction, usually clinical, in which particular effort is made to establish acceptable habits or to discover and correct faulty reading habits, which increases the efficiency and accuracy of performance. Eastridge & Price
5. instruction provided students with generalized reading deficiency by reading specialist outside the regular classroom; the clinical approach seeks the cause(s) of the disability and designs and conducts a program to correct or ameliorate the cause(s). Bush & Andrews
6. in reading instruction, activities planned for individuals or groups of pupils in order to provide for both the diagnosis of reading difficulties and their correction; usually carried on in a special remedial class. Good
7. instruction designed to remove a student's deficiencies in the basic skills areas in order to make him/her competitive with peers.
8. reading programs which represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial reading programs
1. program for student who score in the lower quartile on the entrance examination or on a standardized reading test and whose reading inadequacies impede their learning **Ahrendt in Community College Reading Programs, IRA, 1975, p. 16-17."
2. (1) the curriculum and operation of a program designed to provide intensive remediation in reading, usually by a teacher with advanced training and in a setting that allows flexible adjustment of materials and methods to individual differences.

(2) any set curriculum or material for the remediation of reading skill deficits, usually commercially prepared, into which the student is fitted. IRA, Harris
3. an organized instructional program based on comprehensive diagnosis and designed to correct or eliminate factors contributing to inadequate or faulty reading development and to increase efficiency and accuracy in reading. Good.
4. programs providing specialized reading instruction to help students meet entry or exit levels of prescribed proficiencies.

remedial students
1. those students lacking rudimentary reading skills to which they have certainly been exposed "Nist in J Dev Ed, VIII, 3, p.9."
2. students who require specialized reading instruction in order to meet entry or exit levels of prescribed proficiencies.
3. (1) students who are required to participate in academic enrichment activities as a condition of entry to college; (2) students who are unable to perform successfully without substantial improvement in their basic skills.
4. students in programs which represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

review
1. (1) v. to study again for better understanding and/or retention, as review a lesson. (2)n. the act of studying again. (3)n. a critical report, as a book review, a drama review. (4) v. to so report, (5)v. to make a survey of something, as review the research on reading readiness. (6)n. the report of a survey. (7)v. to look back upon, as review one's experiences in reading. IRA, Harris
2. reexamination of material previously presented or studied. Good

scan reading
1. over-all reading in which the reader looks specifically for structure, as a clue to the pattern of the ideas, including the relationship of major and subordinate ideas. Eastridge & Price

scanning
1. the act of scrutinizing closely for certain known particulars as the eye runs quickly over the printed material. Eastridge & Price
2. (1) v. to examine or read something quickly, but selectively, for a particular purpose; skim; as scan an article for the general idea, scan a directory for a telephone number. (2)v. to examine or read something carefully; look at closely. Please scan this drawing for flaws. He proceeded to scan the text for clues to the murderer. (3) n. the act or result of taking a detailed survey, as a brain scan. (4)v. to analyze the metrical structure of verse. (5)v. to follow, in verse, the rules of meter. The poem scans well. (6)v. to make a visual, electronic or mechanical search of computer data, as scan the computer printout. IRA, Harris
3. very rapid reading to locate specific words or ideas. Bush & Andrews
4. (1) in reading, the rapid perusal of written material; sometimes used as a strategy for making later reading of the material more efficient. Good
COMMENTS: The IRA definitions are unclear and don't clearly distinguish scanning from skimming;

schemata
1. the conceptual plans or structures that readers bring to their understanding(s) of the (a) text.
2. the pattern, plan, design or system and individual is able to discern from the available information.
3. an ordered plan or structure; in written form, a schematization. Bush & Andrews
4. (1) framework or outline to show recorded date. (2) number of concepts or ideas presented as a coherent plan. Used in this sense by Piaget, but with a number of distinctions. Page & Thomas
5. Piaget's term for the sensory-motor coordination present within the child at birth. Good

short-term memory (STM)
1. that aspect of memory that lasts only briefly, has rapid input and output, is very limited in capacity, and depends directly on stimulation for its form, as memory developed after one has attended to a stimulus array but before one has mastered all the details. In current models of reading behavior, STM enables the reader to keep parts of the reading material in mind until enough material has been processed to make sense. IRA, Harris
2. limited capacity memory of short duration which dissipates with time or is replaced by new information. Bush & Andrews
3. That activity in remembering where retention is limited to a few minutes. Where capacity for retention is limited. Used by Broadbent and others as distinct from long-term memory. Short term memories exist as activity traces in the short-term store. Opinion is divided on whether short-term memory is a meaningful concept and any different in kind or function. Page & Thomas

skill(s)
behavior that can be developed through instruction and practice.
2. (1)n. an acquired ability to perform well; proficiency. NOTE: the term skill often refers primarily to motor acts, especially to finely-coordinated, complex ones that are the result of perceptual-motor learning, as handwriting, golf, or pottery. However, skill is also used to refer to acts that are primarily intellectual, as comprehension skills, thinking skills. Special

types of skill, as study skills, are given under the describing term. (2)n. a craft or activity requiring a high degree of competence, as the skill of making fine jewelry. IRA, Harris
3. efficient execution of mental or physical tasks. Bush & Andrews
4. systematic and coordinated patter of mental and/or physical activity, usually involving both receptor processes (senses which receive stimuli) and effector processes (muscles and/or glands which provide responses). Skills may be perceptual, motor, manual, intellectual, social, etc., according to context or dominant aspect of the skill pattern. Page & Thomas
5. used in the singular, the ability to use one's knowledge effectively and readily in execution or performance. In the plural, the word "skills" suggests specific, learned tasks, rather than more generic performance. In reading, sets of presumed "skills" have been identified, mastery of which, in theory, should lead to "skill" in reading. Research findings have largely discredited the notion that there are discrete "skills" that must be mastered before one can be a skillful reader. Today the emphasis is on learning STRATEGIES, rather than SKILLS. See Strategy.
See also specific skills as: academic, basic, higher level reading, study, thinking.
COMMENTS: 1)??; 2) Skills cannot be defined in absence of the context in which they are relevant; i.e., not behavior developed but behavior potential

skimming
1. a method of rapid reading in which the reader attempts to get the general idea of the passage rather than attempt to read the complete text. Eastridge & Price
2. (1) NOTE: Skim shares only the first of two primary meanings of scan; to read rapidly and selectively, but purposefully, rather than to read carefully. IRA, Harris
3. rapidly going over (reading) an entire passage to get a general impression or overview. Bush & Andrews
4. (1) a method of reading according to which the reader looks for certain items but does not read the complete text; (2)a method of reading according to which the reader attempts to get the general meaning without attention to details. Good

specialized vocabulary

speed reading
1. instruction focused on increasing rate of comprehension, often with the aid of such mechanical devices as pacers, tachistoscopes, etc. NOTE: Too often such instruction aims merely at one high rate of reading without considering either comprehension to an adequate degree or the desirability of developing flexibility of reading rate with speeds adjusted to the reader's purpose, the level of difficulty of the subject matter, and the reader's knowledge and background. IRA, Harris
2. techniques for improving speed and comprehension in reading. Page & Thomas

strategic learning
1. Possessing the reading and study skills necessary for efficiently and effectively learning college level information. Strategic learners have both procedural and declarative knowledge in that they are not only knowledgeable of reading and studying skills but also know when and how to apply them. Strategic learning also implies a change in behavior (i.e., the way one learns) through the application of efficient and effective strategies.
2. The variation, selection and application of specific skills to suit the learning task at hand.

students

study habits
1. a person's usual ways of applying study skills, effective or otherwise. IRA, Harris
2. the basic features involved in the application of the mind to a problem or subject; the characteristic pattern which an individual follows in learning about things and people. Good

study reading

study skills
1. special skills, habits, and abilities that facilitate learning. Includes time management and organizational skills, improved or changed behaviors such as regular, planned study and effective concentration, and well-developed communication skills to send and receive information in an academic setting,
2. Specific content-area reading strategies used to help locate, learn and remember important information. syn. study techniques.
3. a general term for those techniques and strategies which help a person read or listen for specific purposes with the intent to remember. NOTE: Although reading specialists may differ in terms of the specific skills to be included, study skills commonly include following directions; locating, selecting, organizing, and retaining information; interpreting typographic and graphic aids; and reading flexibility. IRA, Harris
4. learned skills that are common to all study situations such as following directions, locating, selecting and evaluating, which have been practiced under the guidance of experienced teachers. Eastridge & Price
5. abilities essential in locating, evaluating, selecting, organizing, retaining, and communicating knowledge in the subject fields, these include common skills applicable to all fields and specialized skills applicable to only a specific content. Bush and Andrews

6. skills a student needs to develop in order to study successfully. Page & Thomas
7. a special ability used in study such as reading, outlining, summarizing or locating material. Good
8. the applied reading and organizational skills needed for the successful completion of required academic tasks.
COMMENTS: Is there any difference between study skills and study strategies?

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

study strategies
1. The thoughtful and appropriate application of study skills depending on the text, the task and student characteristics.
2. a systematic process for the intensive study of a selection for retention and recall. SQ3R is a study strategy. IRA, Harris
3. behavior and procedures that are applied to learning tasks to improve the acquisition, understanding and application of knowledge and skills.

studying
1. activities directed to understanding, learning and remembering new materials.
2. The purposeful interaction between a text (not necessarily a textbook) and a student in such a way that problems are solved and/or information is learned, retained, and recalled. Studying usually results in a testing situation where students must demonstrate the results of their studying.
3. application of the mind (attending) to learning material for problem-solving, acquiring knowledge, or skill development. Bush & Andrews
4. a special form of reading. The way that studying differs from "ordinary reading" is that studying is associated with the requirement to perform identifiable cognitive and/or procedural tasks. Anderson, T. H. and Armbruster, B. R. Studying, Chapter 21 in Pearson, D. (Ed), Handbook of reading research. New York: Longman, 1984.

summarize
1. oral or written condensing of material read; generally recognized as a study skill. Good

surveying
1. SURVEY standardized reading tests designed to provide a measure of basic vocabulary, general comprehension, specific comprehension, speed of reading and accuracy. Eastridge & Price
2. (1)n. the overview of a field to determine its status and the trends and issues surrounding it. (2)n. a sampling of individual responses to a question, topic, etc., as a survey of television use. (3)n. an overall examination of performance, as a reading survey. (4)v. to make a comprehensive overview, as survey a textbook. IRA, Harris
3. an investigation of a field to discover current practices, trends, and/or norms; may or may not include recommendations based on the data gathered. Good

thinking skills
1. (1) the basic intellectual tools used for the acquisition, processing, organization and application of knowledge; (2) a series of strategies for improving content mastery.

transfer
1. The ability to strategically and independently apply reading and study skills to college level materials from a variety of disciplines.
2. the ability to recognize, relate and explain the similarities, differences and relationships of information from different disciplines, time periods and events.
3. (1)n. in general, the carryover process, or effect, of one response or set of responses upon another, as the transfer of reading skills to writing skills. NOTE: The carryover may be positive, negative, or zero. Special types of transfer, as negative transfer are given under the describing term. (2)v. to so transfer. (3)n. the process, or effect, of the carryover of grammatical forms from language to language, often in an interfering way. (4)n. the change of speech symbols into another medium of expression, as writing (5)n. a metaphor (6)n. a design to be carried over onto another surface, as by a printing press, a decal, etc. (7)n. one who changes from school to school (8)v. to so change. IRA, Harris
4. carryover of learning into a situation which differs from the original learning situation. Bush & Andrews
5. (1)Technical term in stimulus-response psychology to indicate the effects of previous experience on later learning, e.g., in learning a specific physical skill such as planing wood , a student learns coordination and balance which is helpful in a related but different skill such as filing metal. This is termed horizontal transfer. In vertical transfer, one type of association is a prerequisite for a higher type of association, for example, discrimination between right-angled and other types of triangles is a prerequisite to solving problems using Pythagoras' Theorem. See also *generalization* which differs insofar as it takes place without additional teaching or deliberate learning. (2) to change from one school to another before completion of a degree program or before finishing the highest grade given in a school. (3) as in teacher transfer, to change from one school to another within the same system. Page & Thomas
SYN. transfer of training (TRANSFER OF TRAINING: the influence that the existence of an established habit, skill, idea or ideal exerts on the acquisition, performance, or relearning of another similar characteristic; such influence may facilitate new learning (positive transfer), retard or inhibit new learning (negative transfer), or be of negligible effect on new learning (zero or indeterminate transfer).) Good

tutoring
1. one-to-one instruction that explains, clarifies and exemplifies a topic and, ultimately, promotes independent learning.
2. Instruction provided to students experiencing learning difficulties in a specific subject area; individualized in nature and usually one of the services offered by a learning assistance center.
3. (TUTOR) (1)v. to instruct on an individual basis, often privately. (2)n. a person who so instructs. IRA, Harris
4. a process of instruction used in some colleges in which a tutor acts as general advisor to a small number of individuals and supervises the pursuit of knowledge in a specific subject area. Good
5. (1) individual or group activities designed to supplement formalized instruction; (2) an individualized instructional technique.

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

writing process

DICTIONARIES USED THROUGHOUT THIS DOCUMENT:

Bush, C. L. & Andrews, R. C., (Eds.). (1980). Dictionary of reading and learning disabilities. Los Angeles: Western Psychological Services.

Eastridge, G., & Price, U., (Eds.). (1969). Reading dictionary. Lenoir, NC: Smith Printing Co.

Good, G. T. & Thomas, J. B., (Eds.). (1945) Dictionary of education. New York: McGraw Hill.

Harris, T. L. & Hodges, R. E. (Eds.). (1981). A dictionary of reading and related terms. Newark, Del: International Reading Association.

Page, G. T. & Thomas, J. B., (Eds.). (1980). International dictionary of education. Cambridge, Mass: MIT Press.

DEFINITIONS PROPOSED FOR DEVELOPMENTAL EDUCATION TERMS
Taskforce on Professional Language for College Reading & Learning - WCRLA
Organizing Template 1/31/89

Directions: If you agree with the definition, mark +. If you feel the definition is inappropriate for our use, mark 0. If you are neutral or have no opinion, mark ?. Attach any comments and return to Mary Rubin, Department of Education & Psychology, Cameron University, Lawton, OK 73505

academic skills
1. _____

advance organizers
1. _____
2. _____
3. _____

assessment
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

associating
1. _____
2. _____
3. _____
4. _____

basic skills
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

college level
1. _____

college level students
1. _____
2. _____
3. _____
4. _____

college reading

1. _____
2. _____

college reading skills
1. _____
2. _____

comprehension monitoring
1. _____

concentration
1. _____
2. _____
3. _____
4. _____

critical reading
1. _____
2. _____
3. _____
4. _____
5. _____

critical thinking
1. _____

cultural literacy

1. _____
2. _____
3. _____
4. _____

developmental
1. _____
2. _____
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7. _____

developmental courses
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3. _____

developmental education.
1. _____
2. _____

developmental educators
1. _____
2. _____

developmental programs
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2. _____
3. _____
4. _____

developmental reading
1. _____
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6. _____
7. _____

developmental students
1. _____
2. _____
3. _____
4. _____

diagnosis
1. _____
2. _____
3. _____
4. _____

elaborating
1. _____
2. _____

encoding
1. _____
2. _____
3. _____

evaluation
1. _____
2. _____

graphic post-organizers

higher level reading skills

higher level thinking skills

interacting with the text

learning
1. _____

learning assistance

1. _____
2. _____
3. _____
4. _____

Learning Assistance Center
1. _____
2. _____
3. _____
4. _____
5. _____

learning skills

learning styles
1. _____
2. _____

literacy
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9. _____

long-term memory (LTM)
1. _____
2. _____
3. _____

lower level reading skills

lower level thinking skills

mapping
1. _____
2. _____
3. _____

metacognition
1. _____
2. _____

metacomprehension

1. _____
2. _____

motivation
1. _____
2. _____
3. _____
4. _____
5. _____

networking

organizational patterns

placement
1. _____
2. _____

pre-reading
1. _____
2. _____

reading process
1. _____
2. _____

reading strategies

remedial
1. _____
2. _____
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6. _____

remedial courses
1. _____

remedial education
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2. _____

remedial educators
1. _____

remedial programs
1. _____

remedial reading
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7. _____
8. _____

remedial reading programs
1. _____
2. _____
3. _____
4. _____

remedial students
1. _____
2. _____
3. _____
4. _____

review
1. _____
2. _____

scan reading
1. _____

scanning
1. _____
2. _____
3. _____
4. _____

schemata
1. _____
2. _____
3. _____
4. _____
5. _____

short-term memory (STM)
1. _____
2. _____
3. _____

skill(s)

1. _____
2. _____
3. _____
4. _____
5. _____

skimming
1. _____
2. _____
3. _____
4. _____

specialized vocabulary

speed reading
1. _____
2. _____

strategic learning
1. _____
2. _____

students

study habits
1. _____
2. _____

study reading

study skills

1. _____
2. _____
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4. _____
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7. _____
8. _____

strategy
1. _____

study strategies

1. _____
2. _____
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studying
1. _____
2. _____
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4. _____

summarize
1. _____

surveying
1. _____
2. _____
3. _____

thinking skills
1. _____

transfer
1. _____
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4. _____
5. _____
6. _____

tutoring
1. _____
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3. _____
4. _____
5. _____

visualizing
1. _____
2. _____

writing process

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

March 18, 1989

Karen Grosz, President
CCC Academic Senate
1107 Ninth St.
Sacramento, Ca.

Dear Karen

During the Western College Reading & Learning Assistance (WCRLA) Conference held in Seattle March 14-18, fifty California community college reading instructors held a special session to discuss the Senate's proposed minimum qualifications for teaching reading. We are pleased with the primary degree requirements of a Master's in Education with a Specialization in Reading, or a Master's in Teaching of Reading. However, we strongly disagree with the alternative requirements of a Bachelor's in English or Psychology with a Reading Certificate and a Master's in an English-related field as the only substitute degrees because we believe this to be unnecessarily restrictive.

Our primary concern is that California community college reading instructors possess a core body of knowledge about the theoretical constructs of reading instruction. Thus, we believe the sound academic preparation entailed in any Bachelor's plus Master's degree program together with specific training in the teaching of reading would address our concern. We recommend the following change to the alternative requirements:

> Bachelor's and Master's in any academic discipline, with a Reading Certificate that requires a minimum of 24 units.

We believe these requirements will ensure that California community college reading programs will provide the best instruction for the increasing number of students who need this preparation.

Sincerely

Jim Prager, WCRLA Northern California Director

cc: Mike Anker, Disciplines Project Coordinator
Norbert Bischoff, Chairman Educational Policy
Susan Deese, President WCRLA

March 10, 1989

To. Susan Deese, WCRLA President
From. Joyce Weinsheimer, Awards & Scholarship Committee Chair

Here's a recap of our telephone conversation that you can use to update the Board on Awards & Scholarship Committee information. I will meet with you and the Board on Saturday at 3:00 to address any concerns or answer any questions that might come up.

1. I would like to resign as chair of the Awards & Scholarship Committee in order to devote more time to my position as State Director for Minnesota. I would be glad to assist the new chair during the transition period if that is helpful.

2. This year the one nominee for the Long & Outstanding Service Award was Ann Faulkner. Ann received several nominations and I am including her letters of recommendation with this report. I have purchased the award plaque and will give it to you in Seattle to present.

3. The one applicant for the scholarship award was Patti Glenn. Patti's application shows that she meets all the criteria for the scholarship. In addition, several WCRLA members wrote letters encouraging our organization's support of Patti's graduate work; I am including those letters with this report.

4. The committee did not receive any applications for the Research Assistance Award or the Distinguished Research Award this year. I recommend that we mail the WCRLA membership an announcement of application procedures for these awards in a separate mailing toward the end of next summer. Apparently including the announcement in the newsletter does not get the attention we need; when we advertised the awards in a separate mailing the previous year, however, we received several applications. Such a mailing may be necessary until the awards are more permanently established.

5. Volunteer for Chair of next year's committee: Bonnie Easley
Director, Learning Assistance Center
Los Angeles Harbor College
Wilmington, Ca. 90744 213 518-1000

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

President:
W. H. Jordan

Vice President of Instruction:
Linda Stegall

Vice President of Student Development:
John H. Nelson

Vice President of Business Services:
Bob Brown

December 7, 1988

Dr. Joyce Weinsheimer, Chair
WCRLA Awards Committee
University of Minnesota
Minneapolis, Minn.

Dear Dr. Weinsheimer,

Ann Faulkner continues to be an outstanding member of the Western College Reading and Learning Association; therefore, it is with great pride that I nominate Ann for the Long and Outstanding Service Award.

Ann has introduced WCRLA to many members but has been particularly influential for some of us. When she began working at Mt. View College, she could not believe that the Division Chair of Developmental Studies, in charge of reading, writing, math and study skills, was not a member of the "Best Thing Going." Because I didn't know, I joined and followed Ann's advice to become involved. Later I was to talk with others such as Delryn Fleming and Joe Cortina who were guided into WCRLA by Ann.

LETTERS OF NOMINATION
FOR THE LONG & OUTSTANDING SERVICE AWARD

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

President:
W. H. Jordan

Vice President of Instruction:
Linda Stegall

Vice President of Student Development:
John H. Nelson

Vice President of Business Services:
Bob Brown

Of course, many of us became joined because we saw Ann as an effective leader and active participant and growing in her discipline because of her participation. Every time I've turned around, she was doing something: state director, manager/chair of national conferences and two state conferences, President, SIG Coordinator, mentor. Ann is always willing to tackle any other duties when asked. Furthermore, she has worked on major state committees designed to influence and establish greater reading and writing skills at the college level. In fact, she presently serves on the 15-20 member blue-ribbon advisory council charged with planning and implementing the Texas Academic Skills Program as Co-Chair. Her special assignment is Chair of the Academic Skills Development Committee, the group responsible for surveying currrent developmental programs and recommending model programs. TASP is a test that will be administered state-wide as a diagnostic and placement test for all Texas colleges and universities to aid in establishing entrance scores. Thanks to Ann's leadership and involvment, TASP sees WCRLA as <u>the</u> professional organization best suited to advise and train new developmental faculty.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

President:
W. H. Jordan

Vice President of Instruction:
Linda Stegall

Vice President of Student Development:
John H. Nelson

Vice President of Business Services:
Bob Brown

At her home campus, Mountain View College, Ann's title is Coordinator of the Learning Skills Center. However, that means that she works with students much of the day, finds time to do all the paper work, committee work, and counseling with peers. Furthermore, she is a sponsor of the local Phi Theta Kappa, a national two-year college honor society, and because of her leadership, the chapter has received the Outstanding Chapter Award, and she has received the National Outstanding Sponsor.

I personally believe that members of WCRLA are all cream of the crop. However, Ann's significant contributions, her desire for a strong and effective association and her personal caring for each member of the association give reasons for Ann Faulkner to be recognized with the Long and Outstanding Service Award.

Sincerely,

Spencer Olesen
Developmental Studies
and English Instructor

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

18 January 1989

Joyce Weinsheimer
WCRLA Awards Committee
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, MN 55455

Dear Joyce,

You certainly were right that October would become February before we know it! I have been mentally planning this letter since I read your column in the WCRLA Newsletter last fall. This is one well-thought-out letter!! I was not sure if you intended a broad or a narrow interpretation of "contributions," so I have written about the well rounded aspects of my nominee in her many dimensions. If you intended only WCRLA contributions, please read only paragraph five below.

I would like to nominate Ann Faulkner for the Long and Outstanding Service Award. I can think of no more deserving candidate.

I first met Ann in 1974 when she applied for an assistant's position in Eastfield's CRASH Lab, an early and immature form of the now familiar learning skills center. The "now familiar" recognition credit goes largely to Ann Faulkner. She adapted her experience at the University of Texas Reading and Study Skills Lab (RASSL) to the community college as she taught us the potential of a learning skills center in meeting student needs. Mt. View College quickly recognized her value and offered her a full time position in 1975. She was temporarily "on loan" to El Centro College, another campus in our district, for the purpose of setting up <u>their</u> learning skills center. Ann has established the model for learning centers in the Dallas County Community College District and is the acknowledged leader in this area.

She did not leave Eastfield, however, before I observed her excellent individualized work with students. I at first doubted her ability to communicate with students, especially

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

developmental students, because of her "Mensa qualifying" vocabulary. My worries had no reality, however, as she communicated clearly with students, preserving both her own and the student's integrity. Perhaps because she never lowers standards, students work to meet her expectations, appreciating Ann's respect for them as learners.

In addition to possessing quality teaching skills, Ann has excelled in contributions to WCRLA. I do not know what year she joined, but know she attended the first Albuquerque conference. She served as State Director from 1976 to 1981 at which time our membership elected her President Elect. She organized the national conference in Dallas for 1981, served as President, Coordinator of State and Province Directors, Site Selection Chair and Nominations Chair. She initiated the organization's mail-in ballot, encouraged me as editor to broaden the journal entries from conference proceedings to nationally solicited and juried papers, strengthened the liaison with other professional organizations and established the expertise network nationwide. She has long supported the concept of state chapters and encouraged Texas members to organize and apply for chapter status. Her contributions to WCRLA have set her apart from others.

Her most recent service on our state's Higher Education Coordinating Board's Texas Academic Skills Program (TASP) Council has been a credit to our organization and a benefit to the state. Establishing a statewide assessment instrument for public colleges and universities has required research, diplomacy, negotiation, and patience in dealing with the questions and apprehensions of faculty and administrators. Ann has never failed to be articulate and informed. She is the most frequently invited speaker to meetings involving a discussion of TASP and usually assuages fears with her thorough comprehension of the goals and designs of the new program. When she does not know answers, she promises to find out if possible and follows through. She has contributed to making a difficult transition more humane and consistent.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

I do not know a member who has made more of a contribution to students, the teaching profession, and our organization than Ann Faulkner. She would be an excellent selection by your committee.

Sincerely,

Delryn R. Fleming

Delryn R. Fleming
President, Texas Chapter of WCRLA

LETTERS OF SUPPORT
FOR THE SCHOLARSHIP APPLICANT

University of Northern Iowa
Academic Advising Services

Student Services Center
Cedar Falls, Iowa 50614
Telephone (319) 273-6023

January 5, 1989

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

Re: WCRLA Scholarship for Patricia Glenn

Dear Joyce:

I am writing to request that you and your committee grant the 1989 WCRLA scholarship to Patricia Glenn, who is pursuing a doctoral program at New Mexico State University. I have known Patti for six years and quite sincerely cannot think of anyone more deserving of our support.

Patti has been an educator for many years, and at NMSU's Center for Learning Assistance she invaluably assisted Karen Smith and Sue Brown to create and maintain thriving programs there; I am sure Karen and Sue will write you about Patti's contributions in great detail. Both personally and professionally Patti supported me as a graduate assistant in the CLA and fostered my good spirits as I struggled with my dissertation and committee. In addition, she generously shared her experience and knowledge of working with underprepared college students. Frankly, Patti has the expertise to be directing a large learning center of her own.

All of us have made some financial sacrifice to take academic careers, but I submit to you that Patti's sacrifice has been greater than most. To continue to assist Sue Brown and NMSU students in her present position every year has meant accepting a salary few of us would countenance. The WCRLA scholarship would provide at least some tangible support for Patti's academic endeavor.

Moreover, we in WCRLA should be supporting precisely the kind of scholarly work Patti wants to undertake: an examination of the psycholinguistic characteristics of poor spellers. As I understand the thrust of her proposed research, it will provide for those of us who work with poor spellers a better understanding of how they perceive and process print, leading to the pedagogical methods that do and do not seem efficacious with "word blind" spellers. Patti's idea, that the spelling disabled "see" words in manuscript (on their mental chalkboards) whereas good spellers "see" typescript, is original and exciting. We in WCRLA must see the results of this research!

Patricia is certainly the scholar to be working in this area. Eschewing formal graduate courses, she has been reading in linguistics for many years and is delightfully conversant on

linguistic topics at the graduate level. Now that she is taking the doctoral coursework, she is mastering the research tools she will need for this undertaking. If Patti is granted the WCRLA scholarship, she will report her findings to our group, and we will be the first to benefit from this intriguing study.

I am leaving out all mention of Patti's superb organizational skills (She is never late!), her strong morality (without pretentious moralizing), and her unique combination of sincere seriousness with a robust sense of humor. Also, in this letter of support, I can hardly do justice to an explanation of her loyalty to WCRLA, since she has been a member and active leader at the local, state, and international level since before my own membership. I can testify to her taking upon herself additional professional burdens during the presidencies of both Karen Smith and Sue Brown, both at NMSU and within the official and unofficial labors of WCRLA.

It will be grand to address her soon as Dr. Glenn. Please, let WCRLA play a part in helping Patricia achieve the doctorate she deserves.

Sincerely yours,

Karen S. Agee

Karen S. Agee

CENTER FOR LEARNING ASSISTANCE

Box 30001, Department 5278
Las Cruces, New Mexico 88003-0001
Telephone (505) 646-3136

December 15, 1988

Joyce Weinsheimer, Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422

Dear Joyce:

Patti Glenn is a very dedicated professional to the field of Learning Assistance. For the past seven years, at the Center for Learning Assistance at New Mexico State University, she has had a wide variety of experiences developing and delivering services, designing curriculum, completing research, conducting staff development workshops and being responsible for administrative duties. Patti has developed and coordinated both individualized and group classes for credit and has taught both types of classes; she has coordinated a drop-in service for students needing learning assistance; she has assisted in hiring and training graduate students as learning facilitators and has supervised their progress over the year; and she has designed and developed curriculum and materials for the courses that she teaches and supervises.

Patti has a strong interest in identifying and meeting students' needs. For example, she recognized a need to help students with difficult content courses and interviewed faculty members to gain their insight into appropriate study techniques. From these interviews, she designed booklets and worksheets for students to use to learn how to do well in physics, accounting, chemistry, history, math, and biology. In addition, she has designed specific activities to increase motivation and has developed diagnostic materials to use with students.

NMSU
1888 Centennial Celebration 1988

Patti is a very scholarly person. She enjoys reading and research. She has conducted several research studies in the Center to help us evaluate the program. Whatever project Patti works on, she is extremely task oriented and very conscientious. The result is that she completes everything in a timely, thorough and professional manner. She has a deep interest in the English language and her writing skills are excellent.

Patti has been actively involved in WCRLA over the past seven years. She has presented papers, chaired sessions, served as the Coordinator of Chairpersons and as the Parliamentarian. She continually promotes the organization.

Personally Patti is fun to work with. She has a wonderful sense of humor and always helps to put things in proper perspective. She has developed excellent rapport with both students and staff.

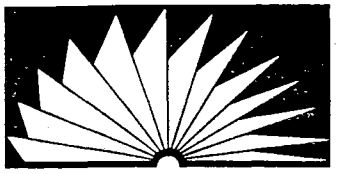
Patti would make an outstanding recipient of the scholarship. She is devoted to learning assistance and she has a strong desire to increase her own knowledge. She always completes what she sets out to do. Through her advanced degree, she will continue to contribute to the field of learning assistance and to WCRLA. She is the type of person that WCRLA will be proud to have assisted.

Sincerely,

Susan Brown

Susan C. Brown
Director

jp



Educational Resource Center

December 12,1988

Joyce Weinsheimer, Awards & Scholarship Chair
Western College Reading and Learning Association
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, MN 55422

RE: Nomination for Patricia A. Glenn
WCRLA Scholarship

Dear Joyce:

This letter is written in support of Patti Glenn's application for the WCRLA scholarship. Since I hired Patti and worked closely with her for six years, I can attest to her abilities and skills as a professional in learning assistance.

Patti Glenn is a superb teacher and mentor for the university student. She is a bright-minded individual who demands and motivates her students to reach and perform at new levels of ability. She is a perfectionist in her expectations of herself, and she is no less demanding of others. On the other hand, Patti is a caring and empathetic educator who relates well to her students and also understands the limitations and imperfections in all.

In her prior position as Program Coordinator and now as Assistant Director, Patti is responsible for the supervision of the degree-credit courses in the Center for Learning Assistance. In that role as supervisor, she refined the curriculum, wrote and produced instructional materials, defined and developed the competency tests we used, and trained and supervised the teaching assistants who shared in the direct instruction. In addition, Patti both teaches some sections of the small-group class and works with some students enrolled in the individualized study skills development course.

If organizational skills and task management were the sole criteria for being named as recipient of the WCRLA scholarship, only Patti would deserve the award. I have never worked with anyone else who is as task

specific as Patti, and this enables her to handle and complete an excessive amount of projects and responsibilities. For instance, she became the resident CAI expert in the Center when the rest of us were "thinking about" getting involved. As such, she developed the computer-managed program evaluation systems still used in the Center. And, just two years ago in the middle of her other projects, Patti surveyed all the teaching assistants who had worked with us over a ten year period and put together a CLA Staff Yearbook for distribution.

Involvement in WCRLA has been a part of Patti's professional life since the 1983 conference. She has served as Parliamentarian, Chair of the By-Laws Committee and Coordinator of Chairpersons. She has presented at the conferences, and served willingly and well many times as session chairperson. In addition, Patti provided a great deal of assistance and special support both for me and for Sue Brown when we served as officers in WCRLA. It's hard for me to imagine having served out my terms without Patti's support and sage advice.

Please consider seriously this nomination of Patti Glenn for the WCRLA Scholarship. She is the epitome of the WCRLA professional: knowledgeable, intelligent, committed, empathetic, and deserving of recognition for her skills and her expertise. I respect her highly.

Sincerely,

Karen G. Smith, Ed.D.
Director

M E M O R A N D U M

TO: WCRLA Board Members
Officer/Guests Reporting to the Board

FROM: Susan Deese

DATE: March 6, 1989

SUBJECT: WCRLA Board Meetings Agenda
1989 Conference

This memo confirms the times and issues you requested for the Board agenda. The Board will meet on Monday, Tuesday, Wednesday, and Saturday during the times listed below:

Monday	Tuesday	Wednesday	Saturday
3:30-6:30pm	9:00am-9:00pm	8:00am-noon	2:00-5:00pm
7:00pm dinner			

Please note that we will begin on Monday at 3:30 instead of 3:00. I will not be arriving at the hotel until after 2:00.

pla

RECEIVED MAR 1 3 1989

Monday
March 13, 1989
Room ~~2270~~ 2720

3:30 - 6:30 pm

1. Call to Order
2. Approve Agenda/Additions
3. Approve Minutes
4. Reports
   Secretary's Report - Becky Johnen
   Treasurer's Report - Carol Clymer
   President's Report - Susan Deese
   Coordinator of State/Region
   Director's Report - Gwyn Enright
   (accept new chapters)
5. Membership Survey
6. Awards & Scholarships

Tuesday
March 14, 1989
Room ~~2270~~
2720

9:00 am - noon	1. Membership Survey - plenary session - name change - student dues - conference with NADE
noon - 1:00 pm	LUNCH
1:00 - 5:00 pm	2. JDE/RRIDE Agreement 3 Vince Orland - JCRL (Tues. eve or Wed AM) 4. Board Travel Policy 5. President-Elect's Report 6. On-Site Conference Co-Chair's Report 7. Elections Committee
5:00 - 6:30 pm	DINNER
6:30 - 9:00 pm	8. Gladys Shaw - Liaison Report 9. Bill Broderick - On-Site Manager/Computer Tech 2:00 10. Tom Gier - Tutor Certification 11. Karen Smith - Archivist 12. Patti Glenn - By Laws Constitution

Wednesday
March 15, 1989
Room ~~2270~~
2720

8:00 - 11:30 am

1. **Wes Brown - Site Selection**
2. **Wes Brown - MAC**
3. **Anna Marie Schlender - Placement**
4. Gwyn Enright

Saturday
March 18, 1989
Room ~~2270~~ ~~2732~~
State Dining Room - 2

2:00 - 5:00 pm

1. **Schedule Summer Board Meeting Dates**

2:45 2. **National Center for Developmental Education** (Hunter Boylan)

3:15 3 Awards + Scholarships - Joyce W.

3:00 4 Mary Rubin - Terminology

2:30 5. Tom Gier - SIG

2:00 6. Wayne Herlin - Newsletter

2:15 7. Vince Orlando
JoAnn Mullen } JCRL

WCRLA BOARD
SATURDAY
MARCH 18, 1989
STATE DINING ROOM

1. Summer Board meeting Aug. 3-5
budgets submitted by June 15
agenda items submitted by June 15

2:00 Publications
Vince Orlando & JoAnn Miller
Wayne Herlin

2:30 SIG's
Tom Gier
Pat Mulcahey

2:45 National Center for Developmental Educ.
Hunter Boylan

3:00 Task force on terminology
Mary Rubin

3:15 Scholarships & Awards
Joyce Weinsheimer

3:30 California community college resolution
Jim Prager

4-5 Other business
name change

MARKETING? WHAT'S THAT?

If the circus conducts a study that locates towns that have 4.5 children per family, only one major event a year, and a mayor who loves elephants, that's **research.**

If the circus is coming to town and you pay for a sign saying "Circus Coming to the Fairground Saturday," that's **advertising.**

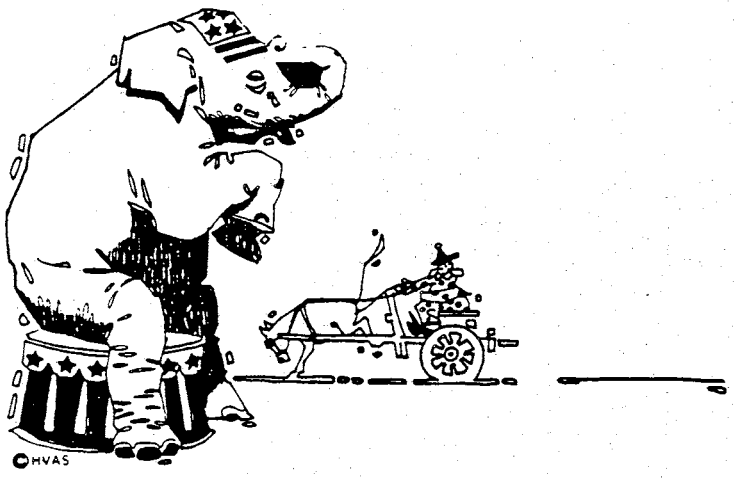
If you put the sign on the back of an elephant, walk him into town, that's **promotion.**

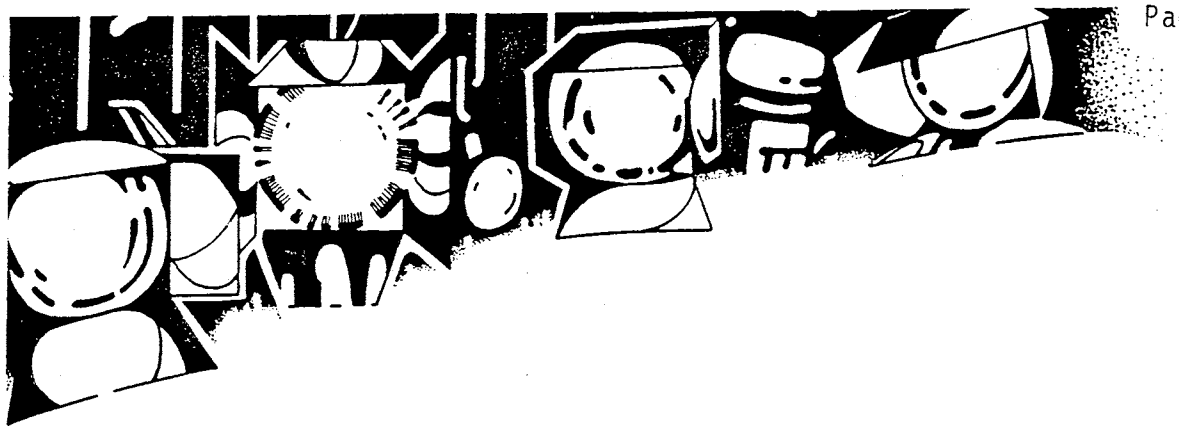
If the elephant walks through the mayor's flower bed, that's **publicity.**

And if you can get the mayor to laugh about it, that's **public relations.**

If you can then sell him a ticket, that's **sales.**

And if he and the city council invite you back next year with <u>two</u> elephants, that's **marketing.**





Here are the formal definitions:

Advertising. Any paid form of nonpersonal presentation and promotion of ideas, goods, and services by an identified sponsor.

Promotion. Broadly, the coordinated efforts initiated by the seller to establish channels of information and persuasion to foster the sale of goods or services, or the acceptance of ideas or points of view.

Publicity. Nonpersonal stimulation of demand for a product, service, or business unit by commercially significant news about it in a publication or favorable presentation of it on radio, television, or stage that is not paid for by the product or service's sponsor.

Public Relations. A programmed or planned effort by management to shape and affect the attitudes and behavior of the public. An attempt to earn the understanding and goodwill of the firm's customers, employees, resellers, the government, and the general public.

Marketing. All activities involved in the movement of goods and services from the manufacturer to the ultimate consumer in order to facilitate the exchange process satisfactorily.

Source: Marketing by Rom J. Markin; published by John Wiley & Sons, Inc.

A BRIEF INTRO TO MARKETING

Marketing. All activities involved in the movement of goods and services from the manufacturer to the ultimate consumer in order to facilitate the exchange process satisfactorily.

The eight marketing activities or functions consist of:

1. Buying
2. Selling
3. Transportation
4. Storage
5. Risk taking
6. Financing
7. Grading and Standardization
8. Marketing information

Target Market. The group of people we wish to sell our goods and services to.

Market Segmentation. Homogeneous (similar) groups that are defined by specific attributes such as economic, demographic, psychographic (life-style), and geographic considerations.

Marketing Mix. The 4 P's. Satisfying customer needs by the right combination of:

Product	- Developing the right product for the target market.
Place	- Getting the right product to the target market.
Promotion	- Telling the target market about the product.
Price	- Determining the product cost.

Market Concept. To satisfy customer needs and wants at a profit.

Key to Successful Marketing. Flexibility.

STRATEGIC MARKETING PLANNING (SMP)

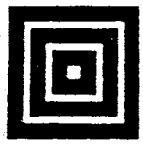
Strategies. Action oriented programs patterned so as to give the organization a unified direction toward achieving goals.

Tactics. Shorter range action plans necessary to implement strategies.

Benefits of SMP. (1) Coordinates activities that strengthen enterprise; (2) specifies expected developments; (3) eliminates surprises; (4) creates climate for managing change.

SMP Process.
1. Assessing the situation
2. Developing goals
3. Identifying constraints
4. Selecting strategies to achieve goals
5. Implementing stategies
6. Controlling the process (follow-up)
7. Obtaining feedback

SMP Opportunities.
1. Market penetration - increase sales in present market
2. Market development - selling present products in new markets
3. Product development - offering new/improved products in present market
4. Product differentiation - changing the image of your present product
5. Combination - mixing two or more of the above opportunities
6. Segmenting - identifying a submarket that can be served



TIP Develop support in-house first. If your institution doesn't know or recognize your worth, who else will?

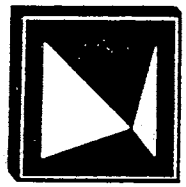
KEY ELEMENTS OF MARKETING STRATEGIES

Market Segmentation. Selecting groups of consumers who would probably be most receptive to a given product and directing the marketing effort specifically to them.

Market Penetration. Determining how to acquire a share of the market.

Market Positioning. Creating a strong identity or image and communicating it.

Market Share Analysis. Analyzing how to increase market share.



TIP Review all publications:
Do they tell who and what you do?
Do they give you a consistent image?
Are your contact numbers easy to find?
Most important, are they written to your audience?

TIP Compile a support portfolio of all letters, memos, thank you's, awards, articles, etc. Use when needed to build or show credibility.

STRATEGIC MARKETING PLANNING

Target Market:
Segment:

Brief Situation Assessment:

Problem Areas or Contraints:

STRATEGY:		
Tactic (include needs)	Assigned to	Time Frame

In-depth Analysis

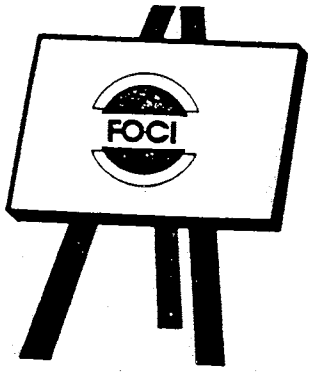
Enhance or Improve
Reduce or Eliminate
Keep as-is
Re-Evaluate
Develop and Establish
Resolve

PROMOTION AND PUBLIC RELATIONS

Tables at conferences, fairs, local events
Sponsor breakfast meetings
Serve as guest speaker to groups
Loan staff members to community groups
Have students make presentations
Conduct workshops in area of expertise
Make classroom presentations
Conduct new student orientations
Receptions for new employees
Sponsor academic clubs and sports teams
Develop your own club or activity group
Sponsor career day with a different focus
Have an open house for parents
Be on a radio or TV talk show
Conduct tours
Make telephone calls to interested people
Have an awards or recognition event
Have a contest for participants, students
Write thank you cards to everyone who deserves them

Develop any of the following to have on hand:

Portable display
Exhibit
Tent cards
Posters
Name tags
Flip charts
Bulletin board
Bumper stickers
T-shirts
Signs
Banners



Novelty items:

Pens, pencils, calendars, mugs, buttons, stickers
Bookmarks, caps, balloons, road maps, rulers, memo books

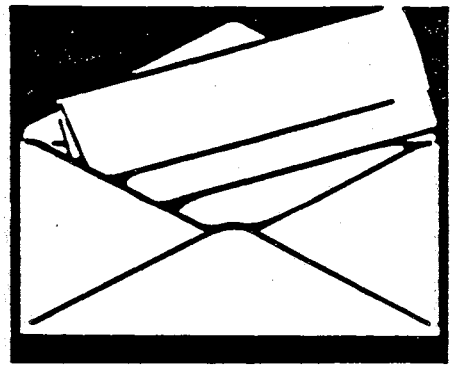
PAID ADVERTISING

Newspapers
Magazines
Radio
TV
Transit - bus, trains
Billboards
Theatre programs
Yearbooks

PRESS RELEASES

Newspapers - local, small rural, high school
Magazines - write story
Radio - target those with the right audience
TV and telecourses
Newsletters - alumni, government, civic, service, professional

PRINTED MATERIALS



Brochures
Booklets
Catalogs
Personalized form letters
Sales portfolios
Fliers
Direct mailings
Blanket mailings
Periodicals
Inserts
Manuals
Newsletters

BIRDDOGS

PEOPLE YOU KNOW WELL

- Your friends
- Your family & relations
- Your present customers
- Members of groups or clubs
- Business people

PEOPLE YOU COME IN CONTACT WITH ON A REGULAR BASIS

- Grocery clerks
- Doctors
- Veterinarians
- Bank clerks
- Mechanics
- Hair dressers
- Social & civic leaders
- Workers at health clubs

NETWORKING SOURCES and RESOURCE LISTS

- Chamber of Commerce
- Better Business Bureau
- Professional Associations
- Civic Organizations
- Community Groups
- Conferences
- Church groups
- Alumni Associations
- Health Clubs
- Hospitals
- Colleges and Universities
- Hotel and Motel Associations
- Booster Club
- Junior Achievement
- Hobby Groups
- Welcome Wagon
- High School Graduates
- YMCA
- YWCA
- Retirement Centers
- Conservation Groups
- Unions
- Parents Groups
- Support Groups
- Singles Clubs

PUBLICATIONS FOR PROSPECT LISTS

- Telephone Directories
- Newspapers
- Business Publications
- Magazines
- School Newspapers
- Business Newsletters
- Contacts Influential
- Alumni Publications

NEWSPAPER SECTIONS

- Education
- Sports
- Arts & Leisure
- Travel
- Life
- County
- Marriages
- Births
- Deaths
- Classifieds
- Amusement
- Garden
- Comics
- Business

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF RECEIPTS AND DISBURSEMENTS

As of

February 28, 1989

Receipts and Disbursements

Receipts: July 1, 1988-February 28, 1989	$20,570.63
Expenditures: July 1, 1988-February 28, 1989	24,922.58
Net Disbursements over Receipts	<4,351.95>

does not reflect conference income

Funds on Hand at February 28, 1989

Balance in El Paso Teachers Federal Credit Union Checking	$10,660.12
Balance in El Paso Teachers Federal Credit Union Savings	25.00
Certificate of Deposit	26,500.00
Scholarship Fund, Sears Savings	892.79
TOTAL FUNDS ON HAND	$38,077.91

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT February 28, 1989

BALANCE PER BANK STATEMENT	$12,566.48
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<1,906.36>
Other (specify):	
CORRECTED BALANCE	$10,660.12
BALANCE PER BOOKS	10,625.26
Add: Unrecorded deposits	
Other (specify):	
Interest	34.86
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$10,660.12

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT January 31, 1989

BALANCE PER BANK STATEMENT	$10,259.30
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<298.94>
Other (specify):	
CORRECTED BALANCE	$ 9,960.36
BALANCE PER BOOKS	9,951.27
Add: Unrecorded deposits	
Other (specify):	
Interest	9.09
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$ 9,960.36

CASH STATUS

Checking	$ 9,960.36
Savings	26,525.00
	$36,485.36

C.D. @ $26,500.00

8.50+
200.00+
90.44+
003
298.94*

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT December 31, 1988

BALANCE PER BANK STATEMENT	$1,169.21
Add: Deposits in transit	
Other (specify):	
Deduct: Outstanding Checks	<384.86>
Other (specify):	
CORRECTED BALANCE	$ 784.35
BALANCE PER BOOKS	776.26
Add: Unrecorded deposits	
Other (specify):	
Interest	8.09
Deduct: Service Charges	
NSF Checks	
Other (specify):	
CORRECTED BALANCE	$ 784.35

495 8.50+
500 200.00+
501 24.29+
502 100.00+
503 51.37+
005
384.86*

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BANK STATEMENT RECONCILIATION

FOR ACCOUNT NO. 34710 - El Paso Teacher's Federal Credit Union

AT November 30, 1988

BALANCE PER BANK STATEMENT		$1,744.93
Add:	Deposits in transit	
	Other (specify):	
Deduct:	Outstanding Checks	<1,628.85>
	Other (specify):	
CORRECTED BALANCE		$ 116.08
BALANCE PER BOOKS		63.09
Add:	Unrecorded deposits	
	Other (specify):	
	Correction from 10/31 NSF	25.00
	Check deducted incorrectly	
	Interest	27.18
Deduct:	Service Charges	
	NSF Checks	
	Other (specify):	
CORRECTED BALANCE		$ 116.08

Nov. Bank Recs

0 *
12.00+
8.50+
200.00+
98.30+
1,119.41+
190.64+
1,628.85*

410
425
540
547
548
549
006

1989 WCRLA STATE/REGION DIRECTORS

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(GE:doc15)

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Coordinator of State/Regional Directors
Report to the WCRLA Board of Directors
March 1989

WCRLA Membership Growth

State/Region	Spring 86	Spring 87	Spring 89
So. California	133	134	134
No. California	63	68	107
Texas	75	51	78
Washington	18	51	42
Oregon	27	30	27
Canada	15	17	26
Colorado	26	20	24
Arizona	31	23	22
Nebraska-Kansas	10	23	21
New Mexico	25	23	15
Alaska	12	11	15
Idaho	7	6	12
Hawaii	8	9	11
Great Lakes*	13	10	11
Iowa-Missouri*	5	6	11
Montana	2	7	10
Southeast*	15	11	10
Arkansas-Louisiana*	5	4	9
Utah	18	10	8
Wyoming	8	7	8
Ohio River Valley*	6	7	8
MidAtlantic*	3	3	8
Northeast*	9	6	7
Nevada	4	5	7
Oklahoma	6	6	6
Pennsylvania-New Jersey*	1	2	5
Midsouth*	2	1	5
Hong Kong**	0	0	1
England**	0	0	1
France**	0	0	1
Total	547	551	650

Notes:
Spring 1988 membership was not available.
* Called "At Large" before 1988
** Not a formally recognized region

Annual Reports Submitted

Alaska	Southern California	Tennessee
Arizona	Northern California	Nebraska-Kansas
Canada	Mid Atlantic	Montana
Hawaii	Texas	

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State/Regional Activities

Chapters Chartered
Texas
Kansas-Nebraska
Washington

Regional Conferences

Southern California	October 29	Los Angeles
Washington	October 27-28	Spokane
Nebraska-Kansas	October 6-7	Grand Island

Co-sponsored Conferences

Arizona and AZADE	October 28-29	Phoenix
Canada and AAAL	November 17-19	Calgary
Texas and TADE		
Texas (Academic Support Conference)		El Paso

Newsletters
Texas

Mass Mailings from the State/Regional Director

Alaska	MidAtlantic
Canada	Hawaii
Southern California	Montana
Northern California	Arizona

Articles printed in the WCRLA Newsletter

Alaska	Colorado
Canada	Iowa-Missouri
Southern California	Montana
Northern California	Washington
Arizona	

Special Funding

State/Region	Requested	Granted	Purpose
Arizona	$500	$500	Conference
Kansas-Nebraska	500	500	Conference
Washington	500	500	Conference
Texas	500	500	Reception

Submitted to the WCRLA Board of Directors
by Gwyn Enright
March 13, 1989

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Texas Chapter and covering the following geographic area: the state of Texas.

The purpose and objectives of the chapter will be as follows:

1) to provide a state-wide educational vehicle for members in the areas of reading, learning assistance, developmental education and tutorial services.

2) to provide a network for members

3) to promote membership in WCRLA

Name of person facilitating the organization of the chapter Delryn Fleming

Address 1503 Jackson Street

Carrollton, TX 75006 Phone (214) 245-5305

Date submitted _____

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

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3/88

PETITIONING FOR CHAPTER STATUS

TEXAS

Name	Address	College
1. Nancy Moreland	6508 Sandie Dr. Amarillo, TX 79109	Amarillo College
2. Mary Lee Dayton	4325 Alicia Amarillo, Tx 79109	Amarillo College
3. Janice L. Drake	5221 84th St Lubbock, TX 79424	Texas Tech University
4. Cindy Stacks	8108 Elkridge Lubbock, Texas 79423	Texas Tech University
5. Linda Colorado	1614 70th Place Lubbock, Texas 79412	South Plains College

PETITION FOR CHAPTER STATUS

6. Frances McMurray
7. Marcia Epner
8. MaryAnn Redmond for San Antonio College, Chair of Reading & Education
9. Mary F. Muller
10. Mary Jane M. Hoover
11. MaryAnn Redmond
12. Ann Weesner

PETITIONING FOR CHAPTER STATUS

TEXAS

	Name	Address	College
12.	[illegible]	6576 Sandie Amarillo, TX 79109	Amarillo College
	[illegible]	4325 [illegible] Amarillo, TX 79109	Amarillo College
#13.	Sue H. Cross	10135 Chestover Dallas, TX 75229	Brookhaven College
14	Joe CORTINA	12800 Abrams Rd. Dallas, TX 75243	Richland College

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

	Name	Address	College
15.	Patricia Heard	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
16.	Denise McGinty	LSC - A332, Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
17.	Arthur Rauch	LSC A332 Jester Center, U.T., Austin, Texas 78705	University of Texas at Austin.
18.	Ann B Faulkner	LSC Mountain View College ← 4849 W. Illinois Ave. Dallas, TX 75211	
19.	Patricia Feldman	1431 Northridge Dr. Carrollton, TX 75006	SMU, Reading & Learning Center
20.	Delwyn Fleming	1503 Jackson Street Carrollton, TX 75006	Brookhaven College DCCCD

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Patricia Adams	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC - A332, Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauch	LSC A332 Jester Center, U.T., Austin, Texas 78705	University of Texas at Austin
21. Ira H. Gilyard	P.O. Box 632 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
22. Mattie Dillon-Moore	13623 Indian Creek Houston, TX 77079	U of H-Clear Lake

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

	Name	Address	College
	Kathleen Heard	LSC A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
	Denise McGinty	LSC A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
	Arthur Rauch	LSC A332 Jester Center, U.T., Austin, Texas 78705	Univ. of Texas at Austin
23.	James E. Walker	Texas Woman's University PO Box 23029 Denton, TX 76204	Texas Woman's University

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

24. Joan M. Smith - Coordinator, El Centro College Learning Assistance Center

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Katherine Heard	LSC-A332 Jester, U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Rauch	LSC A332 Jester Center, U.T. Austin, Texas 78705	University of Texas at Austin
Mrs. H. Gilligan	P.O. Box 632 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
25. Sylvia Brannan	University of Houston-Downtown One Main Street Houston, TX 77002	←

PETITIONING FOR CHAPTER STATUS

TEXAS CHAPTER

W C R L A

Name	Address	College
Patricia Hunt	LSC - A332 Jester - U.T. Austin, Texas 78705	Univ. of Texas at Austin
Denise McGinty	LSC - A332 Jester U.T. Austin, Texas 78705	Univ. of Texas at Austin
Arthur Kauck	LSC A332 Jester Center, U.T. Austin, Texas 78705	University of Texas at Austin
Mrs. J. Fillyaw	P.O. Box 422 Prairie View A&M Univ. Prairie View, Texas 77446	Prairie View A&M Univ.
26. Gladys R. Shaw	105 W Union UT El Paso El Paso, TX 79968	U.T. El Paso
27. Carol Clymer	El Paso Community College P.O. Box 20500 El Paso, TX, 79998	EPCC

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Report: wcrla.tx

BOWMAN, SYLVIA
U. OF HOUSTON, ONE MAIN STREET
HOUSTON, TX
77002
?

CLYMER, CAROL
61600 LOS ROBLE
EL PASO, TX
79912
Feb 28 89

CORONADO, LINDA
1614 70TH PLACE
LUBBOCK, TX
79412
Mar 31 89

CORTINA, JOSEPH
RICHLAND COLLEGE, 12800 ABRAMS RD.
DALLAS, TX
75243
Apr 30 89

CROSS, SUE
10135 CRESTOVER
DALLAS, TX
75229
Oct 31 88

DE ARMOND, MARY ANN
4523 MAYBROOK WOODS
SAN ANTONIO, TX
78249
Mar 31 89

DILLNER-MOORE, MARTHA
13623 INDIAN CREEK
HOUSTON, TX
77079
Mar 31 89

DRAKE, JANICE L.
TEXAS TECH UNIVERSITY, PASS, 205 WEST HALL
LUBBOCK, TX
79424
Sep 30 88

EPNER, MARCIA
403 SQUIRES ROW
SAN ANTONIO, TX
78213
Sep 30 88

FAULKNER, ANN
MT. VIEW COLLEGE, 4849 W. ILLINOIS
DALLAS, TX
75211
Dec 31 99

File: wcrla.data
Report: wcrla.tx

FELDMAN, PATRICIA M.
31 NORTHRIDGE DR.
CARROLLTON, TX
75006
Apr 30 89

FILLYAW, HAROLD
155014 ELMONT DR.
HOUSTON, TX
77095
Jan 31 89

FLEMING, DELRYN
1503 JACKSON STREET
CARROLLTON, TX
75006
Mar 31 91

HEARD, PATRICIA
UNIV OF TEXAS, LEARN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Dec 31 99

HOWE, MARY JANE
SAC, 1300 SAN PEDRO (MCCH 112)
SAN ANTONIO, TX
78284
Sep 30 88

MCGINTY, DENISE
UNIV OF TEX/LRN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Nov 30 88

MCMURTRAY, FRANCES
13826 BRAYS FOREST
SAN ANTONIO, TX
78217
Oct 31 88

MORELAND, NANCY
6508 SANDIE DR.
AMARILLO, TX
79109
Sep 30 90

MULLER, MARY F
719 OBLATE
SAN ANTONIO, TX
78216
Oct 31 88

RAUCH, ARTHUR M.
UNIV OF TEX/LRN SKL CTR, A332 JESTER
AUSTIN, TX
78705
Sep 30 88

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Report: wcrla.tx

SAN ANTONIO COLLEGE
1 O SAN PEDRO
SAN ANTONIO, TX
78284
?

SHAW, GLADYS R.
UNIV. OF TX, STUDY SKILLS & TUTR SVC
EL PASO, TX
79902
Mar 31 89

SMITH, JOAN
6938 WESTLAKE
DALLAS, TX
75214
Feb 28 89

STOCKS, JUDY K.
8108 ELKRIDGE AVE
LUBBOCK, TX
79423
Sep 30 88

TAYLOR, MARY LEE
AMARILLO COLLEGE, BOX 447
A RILLO, TX
7>178
Oct 31 88

WALKER, JAMES E.
TWU, BOX 23029
DENTON, TX
76204
Mar 31 89

WEESNER, ANN
14211 ROWE
SAN ANTONIO, TX
78217
Feb 28 89

CONSTITUTION
OF THE
TEXAS CHAPTER, WESTERN COLLEGE READING AND LEARNING ASSOCIATION

ARTICLE I: The name of the Association will be the Texas Chapter, Western College Reading and Learning Association. It will be a non-profit organization.

ARTICLE II: The objectives of the Association are three fold:

1. to provide a state-wide educational vehicle for members in the areas of reading, learning assistance, developmental education and tutorial services.

2. to provide a network for members.

3. to promote membership in WCRLA.

ARTICLE III: Membership.

1. Any individual who is qualified and is interested in college reading, learning assistance, developmental education, and tutorial services is eligible for membership upon joining WCRLA.

2. The membership shall have one class of membership; the voting privileges shall be equal.

3. No dues will be assessed in addition to regular WCRLA dues.

ARTICLE IV: Officers.

1. The elective offices of the Association shall be a President-Elect and Secretary. The previous President-Elect becomes the President and the previous President becomes the Immediate Past President.

2. The apppointed officer of the Association shall be the State Director. The appointment shall be made by the WCRLA chair for State Directors.

3. All officers shall be elected for one (1) year, to hold office from conclusion of the fall conference.

4. General Duties of Elected Officers:

   a. They shall serve as members of the Texas Chapter, Western College Reading and Learning Association Board of Directors.

   b. They shall act in an advisory capacity to the President.

5. Duties of the President

   a. He/she shall act as chair and presiding officer of the Board of Directors.

   b. He/she shall act as presiding officer of general meetings.

   c. He/she shall appoint the chair of-standing and special committees.

   d. He/she shall appoint a Parliamentarian to serve for one (1) year.

   e. He/she shall approve the personnel of committees.

   f. He/she shall call special meetings of the Board of Directors.

6. Duties of the President-Elect:

   a. He/she shall act as presiding officer in the absence of the President.

   b. He/she shall act as chair of the Program Committee.

7. Duties of the Immediate Past President:

   a. He/she shall act as presiding officer in the absence of the President and President-Elect

   b. He/she shall act in a general capacity as adviser to the President upon the affairs of the Association.

   c. He/she shall be chair of the nominating committee.

   d. He/she shall do other work as assigned by the President.

8. Duties of the Secretary

a. He/she shall act as presiding officer in the absence of the President, President-Elect, and the Past President.

b. He/she shall record the proceedings of all meetings of the Board of Directors and the General Meetings.

c. He/she shall carry out the general secretarial duties of the Association.

9. Duties of the State Director

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

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

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

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

e. He/she shall serve a term of one year unless reappointed by the WCRLA Coordinator of State and Regions.

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

g. An annual report will be submitted to the Board of Directors by May 1.

ARTICLE V: Board of Directors

1. The Texas Chapter, Western College Reading and Learning Association Board of Directors is the executive and administrative body of the Association, and shall be made up of the President, the President-Elect,the Secretary, the State Director and the Immediate Past President provided that he/she is still eligible for membership.

2. Powers and Duties

   a. It shall conduct, manage and control business and affairs of the Association.

   b. It shall approve the annual budget.

   c. It shall approve the expenditures of any funds before the financial obligation is incurred.

   d. All decisions shall be made by a majority vote of those present. A quorum is required.

ARTICLE VI: Vacancies.

1. In case the President cannot serve his/her term, the President-Elect shall assume the duties of the unexpired term.

2. Unexpired term of any officer may be appointed by the President.

3. All appointments must meet the qualifications established for eligibility.

4. If a vacancy occurs in the office of President-Elect, an acting program chair will be appointed by the President with the approval of the Board of Directors. In this event, an election for the office President and President-Elect shall be held at the annual Fall Conference.

ARTICLES VII: Meetings.

1. There shall be at least one (1) General Meeting each year of the Association.

2. There shall be at least two (2) regular meetings each year of the Board of Directors.

3. Special meetings may be called by the President and shall be called at the request of any three (3) directors.

4. Members of the Texas Chapter shall have the right to attend all meetings of the Association.

5. Notice of the General Meeting shall be sent to all members of the Association at least one (1) month prior to the actual meeting.

ARTICLE VIII: Quorum.

1. A quorum of the Association for any open meeting shall be at least 10% of the membership of the Association.

2. A quorum of the Board of Directors shall be three of its members.

ARTICLE IX: Nomination and Election of Officers.

1. The Immediate Past President is chair for the Nomination Committee. The chair shall appoint a Nominating Committee consisting of three (3) other members to be approved by the President.

2. The Nominations Committee shall submit a a slate of nominees for each of the following officers: President-Elect and Secretary. A place for write-in candidates will be provided on the ballot

3. All officers except the President and Immediate Past President shall be elected by mail ballot prior to the Fall General Meeting.

   a. The Nomination Committee will make their report at the May Board Meeting

   b. The mail-ballot procedure established in Article VII, Section III of the Bylaws will be followed.

   c. Voting shall be by secret ballot, and a majority of the votes cast shall be necessary for election.

4. Results of the voting will be made known at the General Business Meeting.

ARTICLE X: Dues.

1. Membership in the Texas Chapter, WCRLA is automatic with membership in WCRLA. No other dues will be assessed on the state level.

2. All members shall pay the full WCRLA dues.

ARTICLE XI: Initiative, Referendum, and Recall

1. A petition signed by one-sixth (1/6) of the members shall bring to vote of the membership at a General Meeting an initiative, referendum, or recall action.

2. Recall, initiative or referendum action shall require a noticed motion and a majority vote of the membership or a two-thirds (2/3) vote of those present at any annual meeting of the Association.

3. Initiative and referendum actions must also be authorized by a two-thirds (2/3) vote of those present.

ARTICLE XII: Affiliations.

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE XIII: Parliamentary Authority.

1. The rules contained in Robert's Rules of Order, Revised shall govern the organization in all cases to which they are applicable and in which they are not inconsistent with these Articles and Bylaws.

2. In all meetings any member may demand a roll-call vote except for the election of officers.

ARTICLE XIV: A choice of method of voting shall be made at the discretion of the members of the Board of Directors.

ARTICLE XV: Amendments.

1. Proposed amendments shall be submitted to the Board of Directors for review and recommendation.

2. These proposed amendments and ballots shall be mailed to the General Membership one month prior to the next General Meeting.

3. An amendment shall be declared passed if it is approved by two-thirds (2/3) of those members present at any annual meeting of the Association.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Nebraska/Kansas Chapter and covering the following geographic area: Kansas and Nebraska.

The purpose and objectives of the chapter will be as follows: To advance the knowledge and interest of postsecondary developmental educators.

Name of person facilitating the organization of the chapter Judi L. Haney

Address 1205 East 3rd

McCook, Nebraska 69001 Phone 308-345-6303 ex 40

Date submitted October 11, 1988

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

RECEIVED MAR 1 3 1989

We, the undersigned, are members in good standing of WCRLA, and wish to petition to form the Nebraska/Kansas Chapter of WCRLA. -

1. Claire Batenhorst
2. Kathy Carpenter
3. Faye Doreau
4. Lori Gibson
5. Carol Grell
6. Faye Shojai
7. Judith L. Haney
8. Paula J. Hanley
9. Pat Jensen
10. Nella Kincaid
11. Dorothy McLain
12. Jean K. Neeley
13. K M Penny
14. Nina F. Nelson
15. Pat Phillips
16. Sherry Reid
17. Mary Schuster
18. Theresa Wachal
19. Dorothy J. Weber
20. Ruth Wanier
21. Linda Wolf
22. Davis R. DeFrain
23. Janice M. Green
24. Ann Reynolds
25. Judy Warrington

NEBRASKA/KANSAS CHAPTER OF THE WESTERN COLLEGE READING AND LEARNING ASSOCIATION

BYLAWS

ARTICLE I

Name

The name of this organization shall be the Nebraska/Kansas Chapter of the Western College Reading and Learning Association, hereinafter referred to as "the Chapter".

ARTICLE II

OBJECT

The object of this Chapter shall be, in accordance with the policies and programs of the Western College Reading and Learning Association, hereafter referred to as "WCRLA," to advance the knowledge and interest of postsecondary developmental educators.

ARTICLE III

MEMBERSHIP

The chapter will include a minimum of 25 members of WCRLA.

ARTICLE IV

OFFICERS

Section 1. The Officers of the Chapter shall be President, Vice-President, Secretary/Treasurer, and Past-President. The Board of Directors shall consist of these previously mentioned officers plus the current Site Chair and Program Chair for the upcoming fall conference.

Section 2. Only regular members in good standing shall be eligible for office. Only a person who has previously served as a member of the Board of Directors of the Chapter shall be eligible to serve as President.

Section 3. Each officer shall serve a term of two administrative years or until their successors are elected. The officers' terms of office shall begin two

weeks after the conclusion of the spring meeting of the Western College Reading and Learning Association on even numbered years.

Section 4. Vacancies:

A. A vacancy in the in the office of President shall be filled by the Vice-President.

B. If a vacancy occurs in the office of the President and Vice-President, the Past-President shall call a meeting of the Board of Directors for the purpose of electing from the eligible members a president to fill the unexpired term of President.

C. A vacancy in the office of Vice-President or Secretary/Treasurer shall be filled by appointment of the President with the approval of the Board of Directors. Such appointed officers shall serve until their successors are elected.

Section 5. No officer shall be eligible to serve more than two consecutive terms in the same office. An officer having served two consecutive terms may serve again in the same office after the expiration of 2 years.

Section 6. These officers shall perform the duties as described by these bylaws, by the parliamentary authority adopted by the Chapter, and by the directives of the parent organization, WCRLA.

ARTICLE V

MEETINGS

Section 1. The Chapter shall hold at least two regular yearly meetings at a time and place fixed by the Board of Directors.

Section 2. The regular meeting in the fall shall be known as the annual meeting and shall be for the purpose of receiving reports of officers and committees, and any other business that may arise. The spring meeting will be held in conjunction with the parent organization's spring conference.

Section 3. Special meetings may be called by the President or a majority of the Board of Directors.

Section 4. A quorum shall consist of 20% of the members of the Chapter.

Section 5. The President, or the Board of Directors by a two-thirds vote, may cancel or postpone any meeting when such action is deemed necessary.

ARTICLE VI

REPRESENTATION AND VOTING

The Board of Directors will ascertain that the Chapter shall be represented at the spring meetings of the Western College Reading and Learning Association.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. The Board of Directors shall consist of the officers of the Chapter, the current Site Chair and the current Program Chair for the upcoming fall conference.

Section 2. Only regular members in good standing shall be eligible to serve on the Board of Directors.

Section 3. Vacancies:

A. If the immediate Past-President is unable to serve on the Board of Directors, the most recent Past-President who consents to serve shall fill this vacancy.

B. Other vacancies on the Board of Directors not previously provided for shall be filled by appointment of the President with the approval of the Board of Directors. Such directors shall serve until their successors are elected or appointed (as in the case of the Site Chair and Program Chair.)

Section 4. Each member of the Board of Directors shall serve as Chair of such standing committees as may be assigned by the President and approved by the Board of Directors.

Section 5. Meetings:

A. The Board of Directors shall hold meetings at the descretion of the President. Conference calls may be utilized for Board of Directors meetings when time and distance necessitate such actions.

B. Special meetings may be called at any time by the President or at the request of a majority of the Board of Directors.

C. A majority of the Board of Directors shall constitute a quorum.

Section 6. The Board of Directors shall perform the duties as described by these bylaws and by the parliamentary authority adopted by the Chapter.

ARTICLE VIII

COMMITTEES

Section 1. The Executive Committee shall be composed of the officers of the Chapter.

Section 2: Standing committees shall be the Membership committee, the Nominating committee, the fall conference Site committee and the fall conference Program committee.

A. The Chair of the fall conference Site committee and the Chair of the fall conference Program committee shall be appointed by the President. The Vice-President will be the Chair of the Membership committee, and the immediate Past-President will be the Chair of the Nominating committee.

B. Members of the committees shall be selected by the respective chairs with the approval of the President.

Section 3. Special committees may be appointed by the President whenever deemed necessary for the welfare and/or development of the Chapter.

Section 4. The President of the Chapter shall be an ex-officio member of all committees except the Nominating committee.

Section 5. These committees shall perform the duties as prescribed in these bylaws and those assigned by the Chapter president.

ARTICLE IX

NOMINATIONS AND ELECTIONS

Section 1. The Nominating committee shall consist of the immediate Past-President and two regular members appointed by the President.

Section 2. The chair of this committee shall be the immediate Past-President.

Section 3. This committee shall report their nominations for officers at the regular fall meeting in odd numbered years. Additional nominees may be made from the floor, provided that consent of the nominated members have been obtained.

Section 4. Election of officers shall be held during the fall conference in odd numbered years and the elected officers will assume office two weeks after the next spring meeting of the parent organization.

Section 5. The officers shall be elected by ballot. If there is only one candidate for each office, the President shall declare the slate elected.

ARTICLE X

ADMINISTRATION

Section 1. The administration of the affairs of the Chapter shall be vested in the Board of Directors who shall be responsible for carrying out the directives of the membership or any duties prescribed in these bylaws.

Section 2. The Executive Committee shall carry out the instructions of the Board of Directors and conduct the affairs of the Chapter between meetings.

Section 3. The fiscal and administrative year of the Chapter shall begin exactly two weeks after the conclusion of the yearly spring meeting of the parent organization, WCRLA.

Section 4. The records of the treasurer shall be audited or reviewed for each fiscal year by an auditor appointed by the president.

ARTICLE XI

DUES

Section 1. Annual dues of regular and associate members shall be $5.00 per year. In addition, members will be responsible for paying their dues to the national organization. Members who attend the fall Chapter conference shall have their $5.00 Chapter membership dues waived for that year.

Section 2. Chapter dues shall become payable during the fall Chapter conference each year and shall become delinquent sixty days after the final day of the conference. Any member whose dues have not been paid within this time shall be dropped from membership. A member of the Membership committee will contact members prior to the expiration date of membership to encourage

them to pay their dues. Reinstatement withi
year may be granted upon payment of $5.00.

ARTICLE XII

DISSOLUTION

Section 1. This Chapter will be dissolved if its active membership drops below 25 members. It can also be dissolved by a two-thirds vote of the members present and voting at a fall conference meeting, and a majority vote of the Board of Directors at the same meeting. Notice of such a vote must be submitted to each Chapter member in writing at least thirty days in advance.

Section 2. Within thirty days from the date this Chapter is declared inactive by its members and Board of Directors, it shall notify the parent organization, WCRLA. The Coordinator of State/Regions of the WCRLA will appoint a person to the position of regional director.

Section 3. In the event of dissolution of this Chapter, the remaining Chapter funds will be surrendered to the appointed regional director. If no individual can be found to serve as the regional director, all remaining Chapter funds will revert to WCRLA.

ARTICLE XIII

PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Chapter in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Chapter may adopt.

ARTICLE XIV

AMENDMENTS

Section 1. These bylaws may be amended at any fall meeting of the Chapter, by a two-thirds vote, provided the amendment as been submitted to each Chapter member in writing at least thirty days in advance.

Section 2. All amendments adopted by this chapter shall be submitted to WCRLA for approval before becoming effective.

Section 3. When amendments to WCRLA bylaws shall have an effect on this Chapter's bylaws, such amendments shall become automatically effective for this Chapter. Notice in writing shall be sent to the membership.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

PETITIONING FOR CHAPTER STATUS

The following persons hereby petition for chapter status in the Western College Reading and Learning Association, under the name Washington State Chapter and covering the following geographic area: Washington State.

The purpose and objectives of the chapter will be as follows:

to facilitate professional development

to provide networking opportunities for members

to sponsor an annual conference

to promote membership in the National Association

Name of person facilitating the organization of the chapter Dr. Dee Tadlock

Address Yakima Valley Community College
Post Office Box 1647
Yakima, Washington 98907

Phone 509/575-2027

Date submitted December 21, 1988

Please return this petition along with signatures of at least 25 WCRLA members and a typed alphabetical list, with complete addresses, of those petitioning for chapter status to:

Gwyn Enright, Coordinator of State/Regional Directors
English Department
San Diego City College
1313 Twelfth Avenue
San Diego, CA 92101

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1988 WCRLA Participants

1988 WCRLA Participants

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University of Montana
Corbin Hall
Missoula, MT 59812

Bauer, Jim
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Spokane, WA 99207

X Bickley, Susan
Yakima Valley Community College
16th & Nob Hill
Yakima, WA 98902

Branson, Helen
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Coeur D'Alene, ID 83814

X Breneman, Marti
Spokane Falls Community College
3410 Ft. George Wright Dr.
Spokane, WA 99204

Bunge, Jean
Eastern Washington University
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Cheney, WA 99004

Burns, Mike
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Spokane, WA 99207

Burns, Sunny
Spokane Community College
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Spokane, WA 99207

X Burris, Joanne
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Walla Walla, WA 99362

X Carman, Kathy
South 4125 Altamont
Spokane, WA 99223

X Drabek, Jane
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Walla Walla, WA 99362

X Eglin, Leslie
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X Falk, Cheryl
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Yakima, WA 98908

Federici, Peggy
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Harrison, ID 83833

X Fish, Susan
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Furman, Gail
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X Gaiser, Sherry
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Spokane, WA 99204

X Harp, John
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Yakima, WA 98907

1988 WCRLA Participants

1988 WCRLA Participants

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X Krause, Anne
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X Massey, Teresa
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X Mundy, Carol Molitor
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X Nasburg, Pat
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X Nealy, Joann
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X Nelson, Alexis
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X Scherler, Klaus
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X Seubert, Sharon
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X Simons, Josephine
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X Sinclair, Carla
Community Colleges of Spokane AEC
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X Swinton, Jan
E. 2319 34th Ave.
Spokane, WA 99203

1988 WCRLA Participants

1988 WCRLA Participants

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Versteeg, Tom
Spokane Falls ~~Community College~~
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Wallin, Tina
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Walla Walla, WA 99362

Wall, Carolyn
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Wiens, Ken
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Canada

Wilson, Gail
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Tammivaara, Julie
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Regan, Susan
Spokane Falls Community College
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Spokane, WA 99204

Matis, Rose
Spokane Falls Community College
Mail Stop 3050
Spokane, WA 99204

Yakima Valley CC
P.O. Box 1647
Yakima, WA 98907

Jim Barrat
SFCC Friday

WCRLA BYLAWS 1988

ARTICLE I - NAME

The name of the Association shall be the Washington State Chapter of the Western College Reading and Learning Association.

ARTICLE II - MEMBERSHIP

1. Members of the Association shall be of one class, and each member shall have the same rights, duties, and privileges and responsibilities as every other member. Each member of the Association shall be qualified to originate and take part in any subject that may properly come before any meeting of the Association, to vote on each such subject, and to hold office in the Association to which he/she may be elected or appointed.

2. Subject to all the provisions of these Bylaws, any individual who has interest in college reading, writing, thinking, and learning skills programs is eligible for membership. Applications for membership shall be in writing, in a form prescribed by the Board of Directors. The amount of dues to be paid by the members of the Association, and the time of payment thereof, shall be determined form time to time by the Board of Directors. No person shall become a member of the Association until the full amount of dues shall have been paid.

3. Membership may be renewed from year to year without submitting any application thereafter, by payment of the annual dues. Any member who has not paid his/her annual dues within sixty days after the date they have become payable, shall be deemed to have abandoned membership in the Association.

ARTICLE III - MEETINGS

1. The annual meeting of the membership of the Association shall be held in October of each year at a time and location specified by the Board of Directors. Other regular meetings of the membership may be held at such regular intervals as may be prescribed from time to time by the Board of Directors, or by the membership at any annual meeting. Notice of the annual meeting, and of all the other meetings established by the Board of Directors, shall be sent to all members of the Association at least one month prior to the meeting.

2. Special meetings of the Association may be called by the president and shall be called by the president at the written request of any fifty members of the Association.

3. All members of the Association may have the right to attend all membership meetings, annual, regular, or special. They may attend other than general meetings as non-voting observers only.

ARTICLE IV - BOARD OF DIRECTORS, SECTION 1

1. The affairs of the Association shall be conducted by the Board of Directors, consisting of five directors. The five directors shall be the president, the immediate past president, the president-elect, the secretary and the treasurer. The term of each director shall correspond with his/her term in the office which qualifies him/her as a director. Whenever any director ceases to be a member of the Association or ceases to hold the office that qualifies him/her as a director, there shall be created a vacancy as a director.

   A vacancy in the office of president shall immediately be filled by the president-elect, who may appoint a program chair if desired.

   If a vacancy occurs in the office of president-elect, a special election will be held by mail ballot at the earliest possible date. If the special election will occur before the end of the fiscal year, the new president-elect shall assume the office and all its duties. If the special election will occurafter the end of the fiscal year, the president shall appoint a program chair to initiate or continue the conference plans. The new president-elect shall assume all other duties of that office.

   Vacancies in the offices of secretary and treasurer shall be filled by appointment by the president with the approval of the Board.

2. The administrative powers of the Association shall be vested in the Board of Directors, who shall have charge, control, and management of the property, affairs and funds of the Association and which shall have the power and authority on behalf of the Association to do and perform all acts and functions not inconsistent with these Bylaws or any provision of law.

3. The title of all property of the Association shall be vested in the Association, and the signatures of the president and the secretary, when authorized at any meeting of the Board of Directors, shall constitute proper authority for the purchase of sale of property or for the investment or other disposal of funds which are subject to the control of the Association.

4. Meetings of the Board of Directors shall be regular and special. A regular meeting shall be held not less often than once each year, at a time and place designated by the Board. Special meetings may be called by the president and shall be called at the request of any three directors. Sufficient notice of any special meeting shall be given to each director at least five days before the date of any such special meeting. Notification of meeting shall be confirmed by the president in writing to all directors. The notice shall state the business for the transaction of which the special meeting has been called.

5. Three members shall constitute a quorum of the Board of Directors.

ARTICLE V - OFFICERS

1. The officers of the Association shall be a president, a president-elect, a past president, a secretary and a treasurer. The president-elect shall be elected for a one year term by the membership via writtten ballots at the annual general meeting. The president-elect shall become the president of the Association at the next annual meeting of the membership of the Association following his/her term of office as president-elect. The president-elect shall serve a term of one year as president. The president shall, at the expiration of his/her term as president, serve an additional term of one year as immediate past president. The secretary's term of office shall be for one year; the treasurer's term of office shall be for two years. The secretary and treasurer shall be elected by the membership via written ballots at the annual general meeting.

2. The five officers of the Association shall constitute its Board of Directors and shall act in an advisory capacity to the president.

3. The president shall act as chairperson and presiding officer of the Board of Directors and shall act as presiding officer at every meeting of the membership of the Association. In addition, the president shall:

    a. Appoint chairpersons of standing and special committees.

    b. Call special meetings of the Board of .....Directors

    c. Appoint an acting secretary or treasurer in the event of incapacity or consistent non-performance of duty on the part of the officer(s) elected to serve in that capacity(ies). Appointments shall be made only with the approval of the Board of Directors.

4. The president-elect shall act as presiding officer in the absence of the president and shall act as chairperson of the program committee for the annual conference.

5. The immediate past president shall act as presiding officer in the absence of the president and the president-elect and shall act in a general capacity as advisor to the president upon the affairs of the Association.

6. The secretary shall be the official custodian of all documents belonging to the corporation, shall record the proceedings of all general and special meetings of the membership and of the Board of Directors, and shall carry out the general secretarial duties of the Association. He/she shall act as presiding officer in the absences of the president, president-elect, and immediate past-president.

7. The treasurer shall receive and record the receipts of all dues and other income of the Association. He/she shall make a financial report at each general and special meeting of the membership and of the Board of Directors and shall write and sign all checks for all authorized expenditures.

ARTICLE VII - PARLIAMENTARY PROCEDURE

1. The rules contained in Roberts Rules of Order, Revised, shall govern all meetings of the Association in all cases where they are applicable, unless any such rule shall be inconsistent with the Article of Incorporation or these By-Laws.

2. In all meetings any member may demand a roll call vote except for those procedures which provide for a written ballot including the election of officers.

3. The Board of Directors shall name two candidates for each office for which there exists a vacancy. If two candidates are not secured, nominations for additional candidates will be sought from the floor at the general membership meeting prior to the written election.

ARTICLE VIII - QUORUM

A quorum for any regular or special membership meeting or for a written ballot shall be at least ten percent (10%) of the memberhip of the Association as of December 31st prior to the annual conference.

ARTICLE IX - AFFILIATIONS

The Association may affiliate with other teacher and allied organizations by a majority vote of the membership. Affiliations may be revoked in the same manner.

ARTICLE X - INITIATIVE, REFERENDUM, AND RECALL

Any officer of the Association may be recalled, any proposed action on behalf of the Association may be initiated or any previous action taken by the Board of Directors on behalf of the Association may be referred by means of a properly worded petition setting forth the action requested. The petition must be signed by one-sixth (1/6) of the members of the Association. Any action or initiative, referendum, or recall shall require a noticed motion and a majority vote of the membership or two-thirds (2/3) vote of those members present at any annual meeting of the Association.

ARTICLE XI - DISSOLUTION

Upon the dissolution of the Association, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Association, dispose of all of the assets of the Association exclusively for the purpose of the Association in such manner, or to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 as the Board of Directors shall determine.

ARTICLE XII - AMENDMENTS

1. These By-laws may be amended at any regular or special meeting of the membership of the Association, or they may be amended by mail ballot at the discretion of the Board of Directors.

2. No amendment may be adopted unless it is approved by a two-thirds (2/3) majority of the votes cast.

NOTE: The numbers in parenthesis, indicate the percent of responses.

WCRLA MEMBERSHIP SURVEY

DEMOGRAPHICS

1. Please check the WCRLA state or region in which you live.

(2.5) __7_ Alaska
(5.1) _14_ Arizona
(1.5) __4_ Arkansas/Louisiana
(15.3) _42_ California-North
(15.3) _42_ California-South
(5.8) _16_ Canada
(3.6) _10_ Colorado
(2.2) __6_ Great Lakes (Wisconsin, Illinois, Michigan)
(0.4) __1_ Hawaii
(1.8) __5_ Idaho
(1.8) __5_ Iowa/Missouri
(4.0) _11_ New Mexico
(1.5) __4_ Mid-Atlantic (West Virginia, Delaware, Virginia, DC, Maryland)
(1.1) __3_ Mid-South (Mississippi, Tennessee, Alabama)
(1.8) __5_ Minnesota
(2.5) __7_ Montana
(3.3) __9_ Nebraska/Kansas
(0.7) __2_ Nevada
(0.0) __0_ North/South Dakota
(1.5) __3_ Northeast (Maine, New York, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island)
(0.4) __4_ Ohio River Valley (Ohio, Indiana, Kentucky)
(5.1) __1_ Oklahoma
(1.1) _14_ Oregon
(1.5) __3_ Pennsylvania/New Jersey
(1.5) __4_ Southeast (North Carolina, South Carolina, Georgia, Florida)
(10.5) _29_ Texas
(2.2) __6_ Utah
(5.8) _16_ Washington
(0.7) __2_ Wyoming

2. Your gender: Female 197 (71.6)
Male 64 (23.3)
No Response 14 (5.1)

3. Your age: (0.7) __2_ 20 - 29
(21.8) _60_ 30 - 39
(48.4) 133_ 40 - 49
(22.5) _62_ 50 - 59
(5.8) _16_ 60 - 69
(0.4) __1_ 70 +
(0.4) __1_ No Response

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4. Your highest educational level: (1.1) __3_ AA/AS
(8.4) _23_ BA/BS
(60.0) 165_ MA/MS
(30.2) _83_ EdD/PhD
(0.4) __1_ EdS

Major:					
Education	44	(16.0)	Biology	1	(0.4)
Reading	55	(20.0)	History	3	(1.1)
Educ Admin	6	(2.2)	Amer Studies	1	(0.4)
Educ Psych	9	(3.3)	Ag Business	1	(0.4)
Art Educ	2	(0.7)	French	1	(0.4)
Guidance/Couns	8	(2.9)	Student Personnel	2	(0.7)
C & I	22	(8.0)	HPER	1	(0.4)
English	46	(16.7)	Nursing Educ	1	(0.4)
Spec Educ	6	(2.2)	Info Science	1	(0.4)
Humanities	2	(0.7)	Bus Admin	1	(0.4)
Psychology	5	(1.8)	Music	1	(0.4)
Bus Educ	1	(0.4)	Theatre Arts	1	(0.4)
Linguistics	5	(1.8)	Social Sci	2	(0.7)
Devel Educ	2	(0.7)	Math	1	(0.4)
Communications	2	(0.7)	Library Sci	2	(0.7)
Adult/Higher Ed	13	(4.7)	Geology	1	(0.4)
Elem Educ	8	(2.9)	ESL	1	(0.4)
Language Comm	4	(1.5)	Philosophy	1	(0.4)
Literature	6	(2.2)	Speech	1	(0.4)
			No Response	4	(1.5)

5. How many years have you been a WCRLA member? (13.8) _38_ First year
(44.4) 122_ 2 - 5 years
(20.4) _56_ 6 - 10 years
(15.6) _43_ 11 - 15 years
(5.8) _16_ 16+ years

6. At what type of institution are you employed?

(7.3) _20_ 2 year	public 114_(41.5)	private __4_(1.5)
(1.1) __3_ 4 year baccalaureate only	public _14_(5.1)	private _10_(3.6)
(0.4) __1_ 4 year Masters only	public _24_(8.7)	private __7_(2.5)
(4.4) _12_ 4 year doctoral	public _36_(13.1)	private __7_(2.5)

(0.7) __2_ private sector
(0.4) __1_ other..... Educational Agency (nfp) 1 (0.4)
Vocational Technical 1 (0.4)
Store Front Literacy Project 1 (0.4)
Retired 3 (1.1)
(4.7) _13_ No Response

7. How would you describe the type of program in which you work?

(24.4) _67_ classroom instruction--developmental
(5.1) _14_ classroom instruction--traditional
(17.8) _49_ learning assistance--tutorial
(2.5) __7_ adult basic education
(0.4) __1_ vocational

(0.0) __0_ retention
(4.7) _13_ other ..... Comprehensive LAC 7 (2.5)
Multicultural Ed 1 (0.4)
Individualized 1 (0.4)
Literacy Program 2 (0.7)
Non-trad Devel Ed 1 (0.4)
Testing Organization 1 (0.4)
Distance Education 2 (0.7)
Training/Research 1 (0.4)
Counseling Ctr 1 (0.4)
1,2 above 19 (6.9)
1,3 above 28 (10.2)
1,4 above 3 (1.1)
1,6 above 3 (1.1)
2,3 above 6 (2.2)
3,4 above 2 (0.7)
3,6 above 6 (2.2)
4,5 above 1 (0.4)
1,2,3 above 6 (2.2)
1,2,4 above 1 (0.4)
1,3,4 above 4 (1.5)
1,3,6 above 4 (1.5)
1,2,3,4 above 1 (0.4)
1,2,3,5 above 1 (0.4)
1,3,4,5 above 2 (0.7)
1,3,5,6 above 1 (0.4)
1,2,3,4,5 above 1 (0.4)
1,2,3,4,6 above 2 (0.7)
(5.8) _16_ No Response

8. How long have you been employed in the profession?

(1.8) __5_ first year
(16.7) _46_ 2 - 5 years
(21.5) _59_ 6 - 10 years
(21.5) _59_ 11 - 15 years
(33.5) _92_ 16+ years
(5.1) _14_ No Response

9. Indicate the percent of time you spend in the following activities.

classroom instruction --	1-25%	(33.3)	70
	26-50%	(21.9)	46
	51-75%	(15.3)	32
	76-100%	(29.5)	62
administration ----------	1-25%	(40.1)	73
	26-50%	(18.7)	34
	51-75%	(15.4)	28
	76-100%	(25.8)	47
other ----------	1-25%	(43.9)	54
	26-50%	(27.6)	34
	51-75%	(17.1)	21
	76-100%	(11.4)	14

10. What is the administrative location of the program in which you work?

(52.7) _145 academic affairs
(17.1) __47 student affairs
(9.5) __26 other .....

Both of above	(2.2)	6
Gen Studies	(1.5)	4
Learning Resources	(1.8)	5
ABE/GED	(0.7)	2
Hum/Lang Arts/Engl	(4.0)	11
Decentralized/ Interdisciplenary	(0.4)	1

(10.2) __28 No Response

11. Do you work part-time (13.1) __36_ or full-time (81.1) _223_?
(5.8) __16_ No Response

12. What is your salary?

(15.3)	__42	up to $19,999
(24.7)	__68	$20,000 - $29,999
(26.5)	__73	$30,000 - $39,999
(18.9)	__52	$40,000 - $49,999
(6.5)	__18	$50,000 - $59,999
(1.5)	___4	$60,000 - $69,999
(0.0)	___0	$70,000 +
(6.5)	__18	No Response

13. Do you belong to other related professional organizations?

Yes (79.6) 219No (13.5) 37

If yes, which ones?

No Response	(6.9)	19
(21.5)	59	No Response
(38.5)	106	IRA
(2.9)	8	NRC
(4.0)	11	TESOL
(10.9)	30	NCTE
(5.1)	14	PDK
(25.8)	71	NADE
(3.6)	10	TADE
(2.5)	7	CCCC
(5.5)	15	NCCRA
(6.9)	19	CRA
(4.0)	11	ACCTLA
(1.8)	5	OCRA
(1.8)	5	WADE
(2.5)	7	ACPA
(2.2)	6	AAWCJ
(59.3)	163	Belong to other organizations (less than 5 each) list below:

ODSO — 4
TJCTA — 2
AFT — 1
MLA — 3
NASPA — 4
DKG — 3
AAUW —2
SRCE —1

Utah Academy — 1
ASHE — 1
NCEDA — 2
NAWC — 1
NEA — 3
Computer Using Educators - 1
NYCLSA — 1
SCRC — 1
MRADE — 1
Iowa RA — 1
PKP — 3
SCAPE — 1
AAAL — 4
MATELA — 1
ASCD — 2
NCDA — 1
NRCA — 1
CATESOL — 4
AAACE — 2
AAEA — 1
NASFA — 1
MWWCA — 1
NRMERA — 1
ARA — 1
SCMLA — 1
ASCCC — 1
OEA — 1
WORD — 2
MPSRA — 1
CACC — 1
NAAA — 1
ABE-ABC — 2
AZADE — 1
NAFE — 1
ATE — 1
NACADA — 2
OTHERS — 44

CRTA — 1
NSB — 1
ASPIRE — 3
CTE — 2
CEA — 1
ICCE — 1
AERA — 1
ACEAN — 1
LARC — 1
ISPA — 1
PLT — 2
NYCLA — 1
INADE — 1
Tenn NADE — 1
AACD — 3
NRA — 1
NCCE — 1
ACTE — 2
NWAEA — 1
AACD — 3
NETS — 1
5-Valleys RA — 1
PBD — 1
ISA — 1
NCADS — 2
CPA — 1
LCCEA — 1
NAAA — 1
STT — 1
AACJE — 2
APA — 1
Project Literacy
of B. C. — 1
NVCEA — 1
SVI of BC — 1
ATCLA — 2

14. Do you regularly select textbooks for classroom use? Yes (70.9) 195
No (28.4) 78
No Response (0.7) 2

14a. If yes, how many textbooks do you order each year?
(32.7) 90 Between 1 - 50
(4.7) 13 Between 51 - 100
(7.3) 20 Between 101 - 200
(8.7) 24 Between 201 - 500
(7.3) 20 501 +

14b. If yes, do the publisher's exhibits at the annual conference help you in this process? YES (57.1) 157
NO (8.7) 24
No Response (34.2) 94

If no, why not?

(2.9)	8	Not comprehensive enough
(0.4)	1	Very disappointing (size)
(1.5)	4	Needs exam copies to closely eval.
(0.4)	1	Too much Community College material
(0.4)	1	Not related to English teaching
(1.1)	3	Usually don't have time to look
(1.1)	3	Need more publishers with greater variety, incl computer courseware
(0.4)	1	Selects books/texts in another field
(1.1)	3	Don't attend

MEMBER SERVICES

Annual Conference

15. Have you attended at least one annual conference in the past 3 years?

Yes	(79.3)	218
No	(20.0)	55

(If yes, please go to question #15a. If no, go to #16.)

15a. Check the factors that are most related to your decision to attend the annual conference.

(14.9) _41_ program theme
(45.1) 124_ quality of program topics
(44.0) 121_ location of conference
(17.1) _47_ featured/keynote speakers
(25.8) _71_ cost
(26.2) _72_ having proposal accepted for presentation
(12.0) _33_ date
(31.3) _86_ I plan on attending the conference each year and would only miss the conference in case of a personal or work emergency.

Other:

(2.5)	7	Best hands-on colleagues in the business
(1.1)	3	Funding from department
(0.4)	1	Presentations by "practicing" colleagues
(0.4)	1	Need more timely information to apply for travel, etc.
(0.4)	1	Wanted to check-out the organization
(0.4)	1	Relevance of the organization
(0.7)	2	Networking
(0.4)	1	As long as it is in March

15b. Who pays your conference costs?

(12.7) _35_ self
(27.3) _75_ employer
(42.9) 118_ combination of above
(0.0) __0_ other
(17.1) _47_ no response

15c. Should the following conference activities be increased (I), decreased (D), or remain the same (S)?

I (0.4) __1_ general business sessions
D (14.9) _41_
S (51.6) 142_

I (6.5) _18_ social activities
D (2.9) __8_
S (58.9) 162_

I (16.4) _45_ section meetings conducted by WCRLA members
D (3.3) __9_
S (47.3) 130_

I (26.9) _74_ section meetings conducted by featured speakers
D (2.9) __8_
S (38.9) 107_

I (12.0) _33_ institutes conducted by WCRLA members
D (7.3) _20_
S (46.5) 128_

I (26.5) _73_ institutes conducted by featured speakers
D (5.8) _16_
S (34.5) _95_

I (20.7) _57_ exhibit viewing
D (2.9) __8_
S (45.5) 125_

I (24.4) _67_ career opportunities
D (4.0) _11_
S (37.8) 104_

I (10.2) _28_ state/region meetings
D (5.5) _15_
S (52.0) 143_

I (17.1) _47_ Special Interest Group meetings
D (2.2) __6_
S (49.5) 136_

I (8.0) _22_ keynote speakers
D (1.8) __5_
S (56.7) 156_

I (16.0) _44_ plenary sessions for discussion of issues
D (5.1) _14_
S (45.5) 125_

15d. Have you made a presentation at an annual conference? Yes (45.1) 124
No (37.1) 102

If no, why not?	(3.3)	9	No topic
	(8.0)	22	No available time
	(1.1)	3	Not knowing if I can attend until last minute
	(2.2)	6	No interest
	(2.9)	8	Will in the future
	(0.4)	1	Would do more if computers were available for instruction

(0.7) 2 Reluctance to speak to group
(2.9) 8 New member
(0.4) 1 More interested in listening

GO TO QUESTION #17.

16. Please check the factors relating to the fact that you have not attended an annual conference in the past 3 years.

(12.4) _34_ personal/employer budget constraints
(5.1) _14_ inconvenient locations
(2.5) __7_ too expensive
(7.3) _20_ inconvenient scheduling
(0.7) __2_ theme not of interest
(0.4) __1_ quality of speakers
(0.7) __2_ employer does not give time off
(9.1) _25_ attended conferences other than WCRLA
(1.1) __3_ lack of timely information
(1.5) __4_ had been disappointed in previous conferences

Other

(1.1) 3 Attend other conferences
(0.4) 1 Will attend if budget allows
(0.4) 1 Not wanting to take time away from class time
(2.5) 7 New member
(0.4) 1 Others attend from my organization
(0.7) 2 Other (not specified)

Please respond to the following factors related to conference scheduling and location with strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD).

17. The conference site should be in California every other year.

SA	(18.2)	50
A	(13.8)	38
N	(27.6)	76
D	(19.6)	54
SD	(13.5)	37

18. The conference schedule should be rotating (as it is now) rather than fixed (same week each year).

SA	(17.1)	47
A	(26.9)	74
N	(25.1)	69
D	(16.7)	46
SD	(6.2)	17

19. The conference should be in the spring (as it is now) rather than in the fall.

SA	(38.5)	106
A	(31.6)	87
N	(16.7)	46
D	(4.0)	11
SD	(1.8)	5

20. If the conference dates were fixed, in what month should the conference be scheduled?

(4.4)	12	February
(32.4)	89	March
(14.2)	39	April
(3.3)	9	May
(1.8)	5	June
(0.4)	1	July
(0.4)	1	August
(5.5)	15	October
(2.5)	7	November
(0.4)	1	December

21. If you have suggestions for conference locations, please note them here:

(2.9)	8	San Fransico	(1.8)	5	El Paso
(0.7)	2	San Jose	(1.8)	5	San Antonio
(0.4)	1	Pacific Grove	(0.7)	2	Dallas
(4.4)	12	San Diego	(0.4)	1	Austin
(0.4)	1	Fresno	(1.8)	5	Texas (generic)
(0.7)	2	Disneyland	(1.4)	4	Tucson
(0.7)	2	Santa Barbara	(1.1)	3	Phoenix
(1.4)	4	Sacramento	(0.7)	2	Arizona (generic)
(0.4)	1	Oakland	(1.1)	3	Las Vegas
(0.7)	2	Long Beach	(1.8)	5	Reno
(0.4)	1	Anaheim	(0.4)	1	Santa Fe
(1.1)	3	California (generic)	(1.8)	5	Albuquerque
(2.2)	6	Denver	(0.4)	1	Minnesota (generic)
(0.4)	1	Salt Lake City	(0.4)	1	Idaho
(2.9)	8	Portland, Or	(0.4)	1	Indiana
(1.1)	3	Oregon (generic)	(0.7)	2	Mid-west
(1.4)	4	Seattle	(0.4)	1	Burlingame
(0.4)	1	Spokane	(0.4)	1	Orlando, Fl
(0.7)	2	Anchorage	(1.8)	5	Hawaii
(0.4)	1	Sitka	(1.1)	3	Calgary
(1.4)	4	Alaska (generic)	(0.4)	1	Toronto
(1.1)	3	Kansas City	(1.1)	3	Vancouver, B.C.
(1.1)	3	Minneapolis/St Paul	(0.4)	1	Victoria
			(0.4)	1	Canada (generic)

Publications

Please rate the Newsletter and Journal of College Reading and Learning as not read (NR), somewhat valuable (SV), valuable (V), or very valuable (VV).

22. Newsletter

NR	(4.4)	12
SV	(26.2)	72
V	(31.6)	87
VV	(14.2)	39

(If read, complete #22a, b, and c. If not read, go to #23.)

22a. If read, what sections are most useful?

(16.7)	46	SIG News
(12.0)	33	Reviews
(3.3)	9	State/Regional News
(5.1)	14	Feature/Research articles

(7.6)	21	General Info/Presidents report
(11.3)	31	Conference News
(3.6)	10	Practical techniques
(2.2)	6	Activities
(10.1)	28	All

22b. What features should be added?

(2.5)	7	Position Listings
(2.5)	7	More reviews incl books, materials, software
(2.2)	6	More State/Regional News, Canadian news, calendar of conferences
(1.1)	3	Updates on programs
(3.3)	9	Research
(2.2)	6	Issues in education (incl political)
(0.7)	2	Other related conference info, dates
(4.4)	12	More practical techniques, strategies, how-to-do, etc
(0.7)	2	Profiles of individuals

22c. What features should be discontinued?

(0.4)	1	Presidents report -- make shorter
(0.4)	1	Overall -- very dull
(0.4)	1	Should be cut back in size (WCRLA business only)
(0.4)	1	Revise format -- too cluttered now
(0.4)	1	Less on tutoring
(0.4)	1	"Gossipy" articles
(0.7)	2	State/Regional News
(0.4)	1	Sig Info
(0.4)	1	Eric news

23. Journal of College Reading and Learning

NR	(10.5)	29
SV	(15.3)	42
V	(22,9)	63
VV	(17.8)	49

23a. Have you ever submitted an article to JCRL?

Yes	(18.9)	52
No	(62.2)	171

24. Did you select the Journal of Developmental Education and/or RRIDE options?

Yes	(29.8)	82
No	(53.5)	147

24a. If no, why not?

(25.8)	_71_	already receive publications
(7.3)	_20_	too expensive
(10.2)	_28_	publications not of value to me
(11.6)	_32_	publications unknown to me

Other:

(1.1)	3	Cutting back on subscriptions
(0.7)	2	Time constraints
(1.5)	4	Available in library or dept
(0.4)	1	Never followed up
(0.4)	1	Not aware of options

Placement Service

25. Have you ever used the WCRLA placement service? Yes (6.2) 17
No (92.7) 255

(If yes, complete 25a, b, c. If no, go to 25c.)

25a. Was the service useful? Yes (4.7) 13
No (1.5) 4

25b. If no, why not? (0.7) 2 Information sporadic and not complete
(0.4) 1 Tends to be for community college positions

25c. Would you be willing to pay a fee for expanded placement services such as a toll-free number? YES (17.5) 48
No (17.8) 49

PUBLIC RELATIONS

Please respond to the following statements with strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD).

26. The name of the Association should be changed.

SA	(13.5)	37
A	(16.4)	45
N	(19.3)	53
D	(17.8)	49
SD	(10.2)	28
No Response	(22.9)	63

(If you strongly agree or agree, complete #26a, b, c, and d. If you have no opinion, disagree or strongly disagree, go to question #27.)

26a. Name should be changed to eliminate the word Western.

SA	(18.5)	51
A	(17.5)	48
N	(6.5)	18
D	(5.8)	6
SD	(4.4)	12
No Response	(47.3)	130

26b. Name should be changed to eliminate the word Reading.

SA	(8.7)	24
A	(6.5)	18
N	(9.8)	27
D	(9.1)	25
SD	(14.2)	39
No Response	(51.6)	142

26c. Name should be changed to eliminate the word Learning

SA	(1.8)	5
A	(1.8)	5
N	(10.2)	28
D	(13.5)	37
SD	(16.7)	46
No Response	(56.0)	154

26d. Suggestion for new name:

(1.5)	4	College Learning Association
(0.4)	1	College Reading Association
(4.7)	13	College Reading and Learning Association
(0.4)	1	The College Academic Skills Association (or Organization
(0.4)	1	Higher Education Learning Professionals (HELP)
(0.4)	1	North American Association of Learning Professionals
(0.4)	1	Association of College Learning Assistance Professionals
(0.4)	1	Western College Learning Association
(0.4)	1	North American College Reading and Learning Assoc.
(0.4)	1	Learning Assistance Association
(0.7)	2	College Learning Assistance Association
(0.4)	1	American College Learning Assistance Assoc.
(0.4)	1	College/University Resource Association
(0.4)	1	Assoc for the Development of College Learning Skills
(0.4)	1	Western Association of Developmental Education
(0.4)	1	National Learning Assistance Association
(0.4)	1	International College Reading & Learning Assoc.
(0.4)	1	College and University Reading, Tutoring & Learning Association
(0.4)	1	National College Reading and Learning Association
(0.4)	1	National College Learning Association
(0.4)	1	College and Adult Basic Learning Association
(0.4)	1	National Association of Essential Skills Specialists
(0.4)	1	College Association of Reading and Learning
(0.4)	1	College Learning Assistance and Reading Association
(0.4)	1	National College Learning Assistance and Reading Association
(0.4)	1	Western Learning Assistance Association
(0.4)	1	National Conference of College Reading and Learning
(0.4)	1	Symposium for Adult Learning Strategies
(0.4)	1	National Reading and Learning Association
(0.4)	1	National College Reading and Learning Assistance Association
(0.4)	1	Western College Reading Association
(0.4)	1	National Association for College Learning

27. WCRLA should consider a one-time joint annual conference with NADE with separate conference programs but joint keynote speakers and publisher's exhibits.

SA	(21.5)	59
A	(30.2)	83
N	(21.1)	58
D	(9.8)	27
SD	(8.4)	23

Dues

28. For the purpose of increasing member benefits, membership dues should be increased.

SA	(2.5)	7
A	(14.2)	39
N	(22.5)	62
D	(37.8)	104
SD	(16.0)	44

(If you strongly agree or agree, complete #28 a, b, c, and d. If you have no opinion, disagree or strongly disagree, go to question #29.)

28a. Dues should be increased to support additional scholarships.

SA	(0.7)	2
A	(5.8)	16
N	(4.7)	13
D	(8.0)	22
SD	(4.4)	12

28b. Dues should be increased to support additional issues of JCRL.

SA	(3.6)	10
A	(10.5)	29
N	(3.6)	10
D	(2.5)	7
SD	(3.6)	10

28c. Dues should be increased to raise additional funds for conference speakers.

SA	(1.8)	5
A	(9.5)	26
N	(4.7)	13
D	(4.7)	13
SD	(3.3)	9

28d. Dues should be increased to support additional advertising of the Association.

SA	(1.8)	5
A	(8.7)	24
N	(6.5)	18
D	(10.9)	30
SD	(4.7)	13

29. Reduced membership dues should be available for student members.

SA	(24.7)	68
A	(46.5)	128
N	(12.4)	34
D	(5.1)	14
SD	(1.8)	5

OTHER COMMENTS:

30. Please list any topics that you believe should be discussed at the plenary session at the Seattle conference.

(0.4)	1	One day conference fees based on percentage of total...
(0.4)	1	Effective methods
(0.4)	1	Trend away from "college" and "reading" toward K-12 basic skills
(4.0)	11	Name change
(0.7)	2	Joint conference
(0.4)	1	Conference month
(0.4)	1	Attitude of the Academic community toward "learning assistance"
(1.8)	5	Political action (eg. English only amendments)
(0.4)	1	Academic prep for learning assistance personnel (degree?)

(0.7)	2	Reduced dues for retired members
(0.4)	1	Minority literature
(0.7)	2	Merger with NADE
(0.7)	2	Long range plans for 21st century
(0.7)	2	Mission for 1990's
(0.4)	1	Select time for conference so it doesn't come too close to NADE
(0.7)	2	The results of this survey -- with a hand out of results
(0.4)	1	Increase in dues and benefits
(0.7)	2	Assessment
(0.4)	1	Value added education
(0.4)	1	Developmental vs. remedial issues
(0.4)	1	Conference rates for students
(0.4)	1	Call for papers on specific subjects (that are lacking)
(0.4)	1	More emphasis on programs at 4-year schools
(0.4)	1	Faculty development in field of learning assistance
(0.7)	2	Increasing professionalism of the organizations membership
(0.7)	2	Cooperative relationships with other organizations
(0.4)	1	Tutor certification
(0.4)	1	Keep class room teaching as a prime concern
(0.4)	1	Lack of "leadership" by Canadian regional director(s), dominated by Alberta...
(0.4)	1	Thinks conference costs are high...
(0.4)	1	Grant writing/opportunities to supplement program funding
(0.4)	1	Teaching of study skills, time management, etc.
(0.4)	1	Diagnostic testing for placement...

31. Additional comments:

(4.7)	13	Very helpful professional organization
(2.5)	7	Enjoys conference
(1.1)	3	Friendly people
(0.4)	1	Does not like charging extra for institute attendance at conf.
(0.7)	2	WCRLA less important now that focus is on learning/tutorial, etc
(0.4)	1	Too much emphasis on "gadgetry" programs
(0.4)	1	Too much emphasis on "low-level" learning
(0.4)	1	Cooperation with other organizations on mutual issues
(0.7)	2	Marketing further east...
(0.4)	1	Conference sessions - inaccurate discriptions
(0.4)	1	Networking
(0.4)	1	WCRLA seems to be a "good old boy" system
(0.4)	1	Never ask for volunteers
(0.4)	1	Informantion on dyslexia
(0.4)	1	Courses combining reading and writing instruction
(0.4)	1	May want to look into certification of learning assistance practioners...
(0.4)	1	Minority issues/academic performance
(0.4)	1	Need to advertise nationally about tutor training certification
(1.1)	3	Good questionaire -- do yearly
(0.4)	1	Last years conference (in Sacramento) was excellent
(0.4)	1	Likes Saturday ending
(0.4)	1	Schedule tours on Saturday afternoon (following conference)
(0.4)	1	What about sponsoring teleconference on given topics (with NADE)
(0.4)	1	Don't merge with NADE!
(0.4)	1	Co-sponser a joint conference with CRA

(0.4)	1	Keep cost down
(0.4)	1	Have evening discussion groups at conf. based on current topics
(0.4)	1	Have speakers hold discussion sessions to continue with their speeches with those interested
(1.1)	3	Like to see more discussion/research on testing college reading skills
(0.4)	1	Journal should appear quarterly
(0.4)	1	Uould like to see summer institutes
(0.4)	1	Develop and distribute WCRIA brochure
(0.4)	1	Needs to be less emphasis on results of "special projects" which can't be applied elsewhere
(0.4)	1	More serious emphasis on math education at future conferences
(0.4)	1	Recruiting students to IAC's -- gaining faculty support
(0.4)	1	Scholarship of members
(0.4)	1	Will drop membership if organization becomes more developmental
(0.4)	1	Involve more people (task forces, planning, etc)
(0.4)	1	A better mechanism to select SIG leaders (Critical Thinking SIG)
(0.4)	1	Allow conference presenters the option of presenting twice...
(0.4)	1	Don't clump similar topic sections on same day and time
(0.4)	1	More discussion on the reading/writing connection
(0.4)	1	Board does too much "back slapping" -- "How great thou art" Should not be done in general sessions-- save for board mtg.
(0.4)	1	Some conference presenters are "awful"! Hopes that conf. evaluations keep bad presenters from presenting again...
(0.4)	1	Confused about membership renewal
(0.7)	2	Trouble getting the journal
(0.4)	1	Would like to see emphasis on minority member recruitment
(0.4)	1	Wants a national scope (not regional as is now...)

WCRLA/NCDE SUBSCRIPTION AGREEMENT

AGREEMENT

The National Center for Developmental Education (NCDE) of Appalachian State University, Boone, NC, and the Western College Reading and Learning Association (WCRLA) hereby make a subscription agreement. For consideration, the NCDE will provide copies of the JOURNAL OF DEVELOPMENTAL EDUCATION (JDE) and/or REVIEW of RESEARCH IN DEVELOPMENTAL EDUCATION (RRiDE) to participating members of the WCRLA and provide certain other services to WCRLA as specified in the agreement. Specific procedures are listed below.

Hunter R. Boylan, Director
Nat'l Ctr. for Developmental Ed.
Appalachian State University

Dr. Susan Deese
President, Western College
Reading & Learning Assoc.

Milton G. Spann, Jr., Editor
JOURNAL OF DEVELOPMENTAL
EDUCATION

Clinton Parker, Assoc. Vice Chancellor
for Academic Affairs
Appalachian State University

****

1. NCDE agrees to enter into a term agreement to provide the JDE and/or RRide to WCRLA members on a voluntary participation basis through a two-year renewable agreement, this term covering volumes 13-14 and 7-8, respectively. Subscription prices will be calculated using the attached table for percentage over base price cost resulting from percentage of

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WCRLA participation. WCRLA will provide mailing labels for all participating members for every issue of the chosen publication and a mailing requested under item #3. NCDE will request mailing labels in advance from WCRLA for each issue.

2. With each issue of either publication, NCDE will send WCRLA's mailing service, copies numbering up to 15, or 5%, of total participation. This number shall be decreased if experience proves that fewer are needed; WCRLA guarantees that copies of the publication will not be allowed to accumulate unused.

3. In the event an issue of either publication is not received by a WCRLA subscriber, and the subscription is verified through the WCRLA list, the NCDE will send a replacement issue or provide a credit for an additional issue should replacement be impossible. If the mailing of all copies of a given issue is untimely, the NCDE will send written communication to subscribers about the delay.

4. WCRLA shall receive a preferred discount of no less than 10% according to JDE's published advertising rates if the organization commits in writing to a particular size for a given volume (three time insertion) and does so on or before June 15. If WCRLA desires specific preferred placement for the ad, commitment must be received in writing no later than April 15. Specific content of the ad need not be determined at that time; however, WCRLA must meet camera-ready deadlines for each issue of the publication.

5. The NCDE shall cooperate with the promotional efforts of WCRLA in the following way:

a. The publication shall, upon request, supervise the production of insert cards aimed at prospective members of WCRLA and insert them into as many as two issues per year of the publication. WCRLA shall bear the cost of producing the cards but will not be charged for the labor of inserting them.

b. The publication will provide up to 1/2 page of space under the heading "WCRLA Update" or a similar title in one issue per volume of the JOURNAL if participation falls between the minimum and 66%, in two issues per volume if participation falls between 67% and 99%, and in all three issues per volume if 100% of the membership subscribes. This space shall be used to report news from the organization and will not overlap with or have any bearing on any WCRLA advertising. WCRLA shall provide copy for the space by the column deadline for that particular issue (issue 1:

June 1, issue 2, July 15, issue 3, September 15) but will incur no cost for production. Written commitment to use this space on a volume basis shall be made on or before June 15.

c. WCRLA shall be included on the publication's Readers' Service Card without charge so long as WCRLA advertising appears in the volume in which the card is produced.

6. The NCDE shall bill WCRLA for both publication's subscriptions after mailing lists for the volume have been established for each, and cost thereby determined. Once the list and charges are computed, the NCDE will invoice WCRLA for the initial subscription total for each publication. WCRLA will pay that bill within 60 days of its receipt. Any subscribers added to either list after the initial invoice will be sent all issues of the current volume of either publication. The WCRLA labeling service will provide separate labels for new subscribers, as well as the master list on which they will be included, three weeks prior to the next mailing of either publication. At the volume's conclusion, WCRLA will be billed for total added subscriptions at the original rate calculated from the original percentage.

7. The following conditions shall allow for the cancellation of this agreement:

a. In the event of the dissolution of the WCRLA, publications will be sent to subscribers included on the paid annual list to complete the volume year in which the dissolution is announced. WCRLA will provide labels for any remaining issues of the volume for both publications.

b. In the event of the dissolution of JDE/RRiDE, the NCDE will supply the remaining issues within the volume year in which the dissolution occurs. If this cannot be fulfilled, the NCDE publications will refund to WCRLA subscription fees for any publications not provided to subscribing members during the volume year in which the dissolution is announced.

8. 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.

JOURNAL OF DEVELOPMENTAL EDUCATION
published 3 times per year
Academic year 1989-90

Participation Rate		Unit Cost JDE/Vol. 13	Unit Cost JDE/Vol. 14
75% plus	cost + 5%	$4.58	$5.04
65%	cost + 7%	4.67	5.13
55%	cost + 9%	4.76	5.23
45%	cost + 12%	4.89	5.37
35% or less	cost + 15%	5.02	5.52
		*Base cost $4.37/issue	*Base cost $4.80/issue

*NOTE: NADE agreement states base cost plus + 5% to any other organization.

RRiDE
published 5 times per year
Academic year 1989-90

Participation Rate		Unit cost Vol. 7
75% plus	cost or	$1.26
65%	cost + 5%	1.32
55%	cost + 7%	1.35
45%	cost + 9%	1.37
35% or less	cost + 12%	1.41

NOTE: Base price of Volume 7 is $1.26 per issue.

NOTE: Retail JOURNAL OF DEVELOPMENTAL EDUCATION for academic year 1989-90 = $17.00

Retail RRiDE for academic year 1989-90 = $9.50

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

Report of the President-elect, 1988-89

Dr. Becky Patterson

March 10, 1989

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PROGRAM CHAIR

My primary duty (and second full-time job) this year was to serve as Program Chair for the Seattle 1989 conference. All the indications now are that it will be one of the biggest conferences we've had in the last couple of years; it represents the concerted efforts of an energetic on-site chairman (Dee Tadlock), a dedicated program/steering committee (Tom Gier, Karan Hancock, Kate O'Dell, and Kate Sandberg), tremendous institutional support from University of Alaska Anchorage, and conscientious chairmen (Rose Wassman--evaluations, Jane Lehmann--chairpersons, Karen Agee--newcomers, Sue Shattuck--lunch with mentors, Tom Gier--SIG's).

One of my primary jobs was to get material out in a timely and continual manner. I had Calls for Proposals at the 1988 conference. This meant choosing the theme and the strands within one month after the election. The Call for Proposals were buried in a Sacramento packet and I got little response, but that was a fluke. The proposal deadlines were September 1 for institutes and September 15 for sectionals. These deadlines worked well and I strongly encourage these dates as a WCRLA tradition.

Shortly after the conference--and after much consultation--I called two keynoters. Carol Tavris agreed to present the keynote address on Thursday and Frank Smith agreed to present two institutes on Wednesday. Since his institutes have both filled (at $25 per person), this is obviously a program innovation that has been successful.

During the summer I wrote letters to people I consider strong in the field and encouraged them to submit proposals for institutes. I also wrote key people in WCRLA about submitting proposals for sectionals and/or encouraging people in their state to submit. I asked Tom to write all the SIG's about submitting proposals (this was quite productive) and wrote every liason about guaranteeing a session for them.

I did a mass mailing of Calls for Proposals by May 15th (since many colleges get out shortly after that). I used the WCRLA mailing list, the CRI list (from Vince Orlando), the WADE list (from Bernie), a Student Success conference list (from Sue Shattuck), the WCRLA list of expired members, and any other names I could get my hands on. The printing and mailing (about 2000 were sent out) ~~was~~ were paid for by UAA. This year, because of my agreement with NADE, the president-elect should also have the NADE mailing list by early May.

The third call for papers was published in the WCRLA Newsletter.

We got 110 proposals for sectionals (and at least 10 more that came in too late to be considered) and accepted 78 for the program. The program committee--since we are all at the same institution--circulated them as they came in and wrote comments on yellow stick-ons before they were returned during our weekly meetings. This system worked well and precluded any last-minute panic of trying to evaluate 110 proposals in one day. I should also mention that we only had about 60 proposals the week before the deadline; they all came in at the last moment (college teachers support Federal Express).

We had 20 proposals for institutes and chose 10 of them. The other 10 all agreed to present as sectionals with the exception of one presenter who wanted an institute or nothing. We scheduled the institutes on Wednesday morning and afternoon and Saturday afternoon. We had gotten quite a bit of feedback about not scheduling institutes at the same time as sectionals and I also got several requests for more conference activities on Wednesday. People who arrived Tuesday night or early Wednesday had little to do until Thursday morning before. We have scheduled institutes all day and several conference activities on Wednesday (including a Newcomer's Reception).

Three presenters cancelled (Joe Martinez, Dennis Wright, and William Carrick) and I recommend they not be accepted next year. Joe gave us plenty of warning but Dennis and William gave me less than a week and they were both scheduled at Thursday 10:40 a.m. Frank Christ agreed to give his LINDEX presentation during that time slot as well as during his Saturday scheduled time.

We followed much of the conference overview from last year since it had seemed to work so well. We are starting earlier Wednesday and ending with a Saturday luncheon and afternoon institutes. I have done everything I can to encourage Saturday attendance for people in the Northwest who may have to work during the rest of the conference and we have scheduled an especially full schedule for that day. I'll let you know if it works. We continued the plenary session and the luncheon schedules.

The registration area is large and will include a few exhibits (such as the SIGS and a Canadian literacy group).

The publishers' room will be full, with 21 tables (including

one for NADE).

The conference registration form included a column with Canadian amounts because this conference is close to Canada. I have received positive feedback from our Canadian colleagues.

Two things I planned were especially helpful at generating the large attendance we will have this year in Seattle (our goal is 500 people). One was having weekly one- to two-hour meetings with the Steering Committee (Kate Sandberg, Tom Gier, Karan Hancock, Kate O'Dell) from late August until one month before the conference. We spent quite a bit of time at first on program proposals but we also planned what else was needed and divided up tasks. Because this is a high-energy group that worked extremely well together, we generally did more publicity and had more planned than if I had been working on my own. They could see things that I missed (such as preparing a conference overview--which then turned out to be due to the Newsletter within a few days). I also value spreading the responsibilities because it also spreads the commitment. This group has twisted the arms of friends and we have 9 attendees to WCRLA from Alaska this year! Because of them, I had a tentative program ready in January--a move which helped immeasurably with our meeting with Karen Muller at the Stouffer Madison.

The second successful activity was our plan to have something in the mail at least every two months. This was partially helpful because of UAA's support and a work-study student who got very good at the intricacies of bulk mailing. We sent out 3 Calls for Papers and the May mailout went to a wide net. We also mailed Calls to Conferences in September and a big one (4000 people) in December that included the registration form. I sent a copy of the conference overview and titles of the sectionals to all State Directors in January and asked them to communicate the information to everyone in their state. I wrote lots of personal appeals (please come, please bring your colleagues) in January and February. Confirmations for presenters were sent as soon after the deadline as we could get them out and included an NCR form for AV confirmation. We also wrote all presenters with confirmation of their presentation times as soon as we had them in December.

My biggest mistakes were not putting my WCRLA title on the mailouts (they should know they're dealing with the president-elect), not putting my telephone number on the mailouts, and not getting out more information about sectionals at a much earlier date. Several people told me that MORE information EARLIER makes the difference in

conference attendance.

NEWSLETTER

I think it is VITAL that our Newsletter get out in a more timely fashion and the president-elect needs to get materials in well before each deadline if possible. By May 1, I sent the names of the committee chairs, the theme, initial plans, and a Call for Proposals.

By July 31st, I sent another Call for Proposals and pictures/information about the keynote speakers.

By October 15th (the KILLER one for the president-elect), I sent descriptions of each institute (pictures would be nice), the registration form (which includes banquets, SIG functions, leisure activities, etc.), and the conference overview. It was when the Steering Committee did the conference overview that we decided to change the sectionals from 50 minutes to one hour. We will find out if that is successful. Hotel registration also went in this one, as did the chairperson's announcement. In each issue, the on-site chairman should send something too.

By mid-December, I sent descriptions of the sectionals and asked the chairman to submit something about Lunch with a Mentor. This is an important deadline for the on-site chairman.

NADE

I met with the Board of Directors at the NADE conference March 2-4, 1989 and was extremely pleased with the results of our collaboration. We agreed to continue the registration waiver for the president-elect of each organization, the free exhbiit table at each other's conferences, the WCRLA or NADE-sponsored sectional at each conference, and the exchange of newsletter columns by the presidents. The NADE deadline is August 25th. We decided to exchange TWO sets of mailing labels, one in April/May (for calls for papers) and the second in early Fall. I have notified Hal of this and their conference chairperson will contact him. Dee should contact their mailing person as soon after the WCRLA conference as possible (NADE, P.O. Box 60227, Chicago, IL 60660). We all agreed the president-elect should meet with the other Board at the conference; this meeting was helpful.

We also discussed possibilities and problems with a concurrent conference in San Antonio in 1992 (a problem for WCRLA since that is our year to meet in California). We

envisioned sharing keynoters and exhibitors but having separate registrations and separate programs--perhaps with 4 tickets that allow WCRLA members to go to 4 (arbitrary number) NADE sessions and vice versa.

We want our Newlsetter editors to make sure each is on the others' mailing list. We also talked about publications we could exchange. Could NADE, for instance, let their members know about the Journal of College Reading and Learning and have it available to them as an option? We brainstormed ideas about officers sharing ideas about how each office works, exchanging our constitutions and policies and procedures manual (they are in the process of revising the latter), and planning a joint Research Symposium or Leadership Institute for officers of NADE and WCRLA. The Research Symposium is a special idea of Diane's and she would like to get it started. We also talked about authors' awards for JDE, joint state conferences, and joint state receptions for legislators.

I personally found it too much to be in charge of the exhibits table (which I reallly did not have time to sit at--but the materials were ALL gone), a sectional (mine had 50 people and was a great chance to mention WCRLA), and the Board liasons. I would recommend dividing those duties up with WCRLA members who also attend NADE. Mary Rubin helped at the Exhibits quite a bit, for instance, and that was invaluable.

IRVINE HILTON AND TOWERS

REVISED CONTRACT PROPOSAL

NOVEMBER 7, 1988

PREPARED FOR: WESTERN COLLEGE READING AND LEARNING ASSOCIATION

FILE NUMBER: RC821028

SUBMITTED TO:
Ms. Susan Deese
President
WESTERN COLLEGE READING ASSOCIATION
Zimmerman Library
University of New Mexico
Albuquerque, New Mexico 87131

PREPARED BY:
Ms. Diane Ashby
Sales Manager
Irvine Hilton and Towers
17900 Jamboree Boulevard
Irvine, CA 92714
(714) 863-3111

HILTON NATIONAL SALES OFFICE CONTACT: Los Angeles National Sales Office

FUNCTION: Annual Convention

OFFICIAL DATES: April 3 - 8, 1990

ANTICIPATED ATTENDANCE: 400 - 600 attendees

ROOM COMMITMENT BY DAY:

DAY	DATE	ROOM COMMITMENT
Tuesday	April 3, 1990	50
Wednesday	April 4, 1990	175
Thursday	April 5, 1990	175
Friday	April 6, 1990	175
Saturday	April 7, 1990	50

The preceding room commitment is inclusive of total Suite and staff room requirements.

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RATES:

We are pleased to confirm your special convention rates to apply over the above dates as follows:

Singles:	$ 74.00
Doubles:	$ 74.00
Twins:	$ 74.00

SUITES AND TOWERS ROOMS AVAILABLE BY SPECIAL REQUEST.

NOTE: All rates are net noncommissionable and are subject to prevailing taxes which currently total 8%.

FAMILY PLAN: Children stay free when occupying the same room as their parents - regardless of age.

COMPLIMENTARY ROOM COMMITMENT:

One (1) complimentary room night for each 50 room nights over the conference. Or one room night in a suite for every 100 room nights, occupied by the WESTERN COLLEGE READING AND LEARNING ASSOCIATION. The complimentary rooms will be available Tuesday night through Saturday night of the conference. Assignment of complimentary rooms will be made by the President according to the order of presidential succession: President, President-Elect, Immediate Past President, Secretary, Treasurer.

One complimentary hospitality suite will be made available to WESTERN COLLEGE READING AND LEARNING ASSOCIATION Tuesday through Friday night of the conference. Provision of this suite is neither contingent on, nor influenced by, room pickup of the organization during the conference. The WESTERN COLLEGE READING AND LEARNING ASSOCIATION will provide napkins, glasses, mixes, and ice. Members will provide alcoholic beverages, if desired: no corkage fee will be charged. This will be allowed in the hospitality suite only. This does not pertain to banquet facilities.

RESERVATIONS:

The Irvine Hilton and Towers will provide reservation cards in an amount double the room block. Additional reservation cards may be ordered at hotel cost (a nominal charge). Confirmation notices will be sent by the hotel when reservations are received.

Check in time is 3:00 PM and check out time is 1:00 PM. Guests arriving after 6:00 PM must make a one-night deposit or credit card guarantee to hold the room. Guests attending functions the day of their departure, will check out prior to 1:00 PM and the Bell Desk will arrange to hold luggage until they are ready to leave the hotel.

RESERVATION DEADLINE:

On March 20, 1990 we will release the unused portion of your room block but will continue to accept reservations on the basis of availability.

MEETING/FUNCTION SPACE:

The attached anticipated schedule of events specifically outlines meeting and function space held for your activity.

We reserve the right to reassign meeting and function space should attendance projections fall below current estimates.

It is agreed no space will be released without your approval or until we have been provided your final program requirements. We require a tentative program one (1) year prior, and a final program six (6) months prior, to your official dates.

MEETING SPACE RENTAL:

Based on your anticipated guest room pickup, scheduled food and beverage functions and your anticipated schedule of events, the IRVINE HILTON AND TOWERS is pleased to waive customary rentals and provide required meeting and function space on a complimentary basis.

MEETING SPACE RENTAL: (CONT'D)

Should future projections indicate the necessity to lower room commitments and/or revise program requirements, it is agreed total requirements will be re-evaluated and rental charges may be applied and terms confirmed in writing prior to your activity.

SUMMER BOARD MEETING: The IRVINE HILTON will provide complimentary lodging and meeting space for 12 people for the WESTERN COLLEGE READING AND LEARNING ASSOCIATION Board of Directors Summer meeting on Thursday, Friday, and Saturday in July, 1989. Exact dates will be mutually agreed on at least two months before the meeting. The maximum number of rooms required for lodging will be 8.

REGISTRATION IN LOBBY: Space and tables for registration in the lobby or another mutually agreed upon area with convenient telephone service for conference registration. The area will be staffed by WESTERN COLLEGE READING AND LEARNING ASSOCIATION personnel.

PARKING: The Irvine Hilton & Towers will provide parking to WESTERN COLLEGE READING AND LEARNING ASSOCIATION Conference at a discounted rate.

OVERFLOW HOTELS: It is understood that the Irvine Hilton & Towers will increase WESTERN COLLEGE READING AND LEARNING ASSOCIATION's room block from 175 rooms to 250 to accommodate unanticipated growth of your organization. In the event additional rooms are necessary, and not available at the Irvine Hilton & Towers, we will assist WRCLA in securing rooms at other local hotels, but cannot guarantee the terms and conditions at these hotels.

TRANSPORTATION: The Irvine Hilton & Towers provides complimentary transportation to and from the Orange County/John Wayne airport. We also provide complimentary transportation within a five mile radius of the hotel for your attendees. This includes many theaters, restaurants, and shopping. Transportation is on an availability basis.

In the lobby of the Irvine Hilton & Towers there is a Hertz Rental Car desk if your attendees should require additional transportation.

VIP AMENITIES: The Irvine Hilton & Towers will provide up to ten VIP courtesy baskets or trays, depending on the usual hotel courtesy, and will upgrade VIPs to the Towers Floors that offer complimentary continental breakfast and complimentary evening hors d'oeurvres.

MASTER ACCOUNT: The Irvine Hilton & Towers will establish a master account for the WESTERN COLLEGE READING AND LEARNING ASSOCIATION based on credit approval. THe types of charges posted to this account, names of authorized signers, and billing address will be provided in advance. All charges to the master account are payable in full upon receipt or within (30) days.

AMPLIFICATION: The Irvine Hilton & Towers will provide two (2) complimentary microphones in the Ballroom and one (1) complimentary microphone in any other meeting room equipped with a public address system. The prevailing rate will be charged for additional microphones.

The Irvine Hilton & Towers will provide at no charge a reasonable amount of normal meeting equipment, i.e. chairs to capacity, tables, blackboards, easels, etc. (does not include microphones or audio-visual equipment), as long as demand does not exceed the in-house supply.

WESTERN COLLEGE READING ASSN.
Revised Contract Proposal
November 7, 1988
Page 6

ANTICIPATED SCHEDULE OF EVENTS

DATE	HOURS	FUNCTION	ATTENDANCE
MONDAY, APRIL 2, 1990			
	3:00 PM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
TUESDAY, APRIL 3, 1990			
	7:00 AM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
WEDNESDAY, APRIL 4, 1990			
	8:00 AM - 5:00 PM	Registration	
	8:00 AM - 3:00 PM	General Session Theater Style	350pp
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
	3:00 PM - 6:00 PM	(1) Breakout (6) Breakouts	120pp 40pp ea.
	4:30 PM - 10:00 PM (24 HOURS BASIS)	Table Top Display	
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Computer Room	
THURSDAY, APRIL 5, 1990			
	8:00 AM - 5:00 PM	Registration	Flow
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Meeting	15pp
	8:00 PM - 10:00 PM (24 HOURS BASIS)	Computer Room	
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Table Top	
	1:00 PM - 3:00 PM	General Session Theater Style	350pp
	8:00 - [redacted] - 5:00 PM	(1) Breakout (6) Breakouts	125pp 40pp ea.
	6:00 PM - 10:00 PM	Reception/Dinner	360pp

ANTICIPATED SCHEDULE OF EVENTS (CONTINUED)

DATE	HOURS	FUNCTION	ATTENDANCE
FRIDAY, APRIL 6, 1990			
	8:00 AM - 5:00 PM	Registration	Flow
	8:00 AM - 5:00 PM	1 Breakout	125pp
	8:00 AM - 5:00 PM (24 HOURS BASIS)	Meeting	15pp
	8:00 AM - 5:00 PM	7 Breakouts	40pp ea.
	8:00 AM - 6:00 PM	Table Top Display	Flow
	8:00 AM - 10:00 PM (24 HOURS BASIS)	Computer Room	
	1:00 PM - 3:00 PM	General Session Theater Style	350pp
SATURDAY, APRIL 7, 1990			
	8:00 AM - 10:00 AM	(6) Breakouts	40 pp ea.
		(3) Breakouts	60 pp ea.
	8:00 AM - 5:00 PM	Computer Room	
	8:00 AM - 6:00 PM	Meeting	
	10:00 AM - 1:00 PM	Brunch/Meeting Theater Style	150pp

CANCELLATION POLICY: We request notice of cancellation 60 days prior to your function to permit us the opportunity to reoccupy space held for your group. Should you fail to advise us in that appropriate time frame, a cancellation fee amounting to the retail value of the function space we held for your group will be billed to your company, if we are unable to resell the space.

Accepted and Agreed to:

By: Susan A Deese

Title: President, WCRLA

Date: 12.14.88

IRVINE HILTON AND TOWERS

Diane Ashby

Diane Ashby
Sales Manager
November 7, 1988

IRVINE HILTON AND TOWERS

ADDENDUM TO CONTRACT PROPOSAL

DATED NOVEMBER 7, 1988

The following points will serve as an Addendum to the above Contract Proposal for the WESTERN COLLEGE READING ASSOCIATION, Annual Convention, April 3 - 8, 1990:

RESERVATIONS

The IRVINE HILTON AND TOWERS will also hold luggage through the Bell Desk prior to check in time on the date of arrival.

COMPLIMENTARY ROOM

The IRVINE HILTON AND TOWERS will provide on a complimentary basis, one room for one night in January of 1990, for the President Elect to finalize the conference program.

OVERFLOW HOTELS

It is understood that the 175 rooms being held are for Wednesday through Friday, April 4 - 6, 1990.

AMPLIFICATION

The IRVINE HILTON AND TOWERS will provide one (1) easel, one (1) white/black board, and one (1) head table for each meeting room.

Accepted and Agreed to:

By: Susan Deere

Title: President

Date: 12-14-88

IRVINE HILTON AND TOWERS

Diane Ashby

Diane Ashby
Sales Manager
December 12, 1988

TO: The Board
WCRLA

SUBJECT: Progress Report on Liaison with ACPA Commission XVI and the NADE Professional Standards and Evaluation Committee

During 1988-89 to date, the following activities have been accomplished or begun.

(1) A draft of ACPA's CAS Learning Assistance Programs Self-Assessment was reviewed by NADE committee members. The committees responses will be prepared and dessiminated to CAS and NADE.

(2) Because the self-assessment is very general, sub-committees were formed within the NADE committee to design self assessments targeting specific programs. The following programs are being addressed: Tutor Programs, Developmental Courses, Supplemental Instruction, and Faculty Development.

Three quality related topics are also included: Ethics, Pedagogy and Terminology.

(3) I was asked to coordinate the self-assessment for Tutor Programs. I prepared a first working draft to send to the NADE conference.

I have enlisted the assistance of Tom Gier and the Tutoring SIG to help with the revision and editing of this assessment.

(4) At my request Susan Clark Thayer who chairs the NADE PS&E committee contacted Mary Rubin to establish collaboration on the Terminology Project.

(5) In the Commission XVI Directorate, I am working with Georgine Materniak and Audrey Williams on the CAS Standards.

Georgine has advised me that Ted Miller, CAS President, believes the Standards will be revised this year.

I will be meeting with the Commission XVI Directorate the end of March and they have asked me to bring a progress report on both Terminology and Standards.

A meeting is planned with Mary Rubin and Becky Patterson at the WCRLA conference to bring me up to date on the Terminology project and I will be conferring with Tom Gier and the Tutoring SIG on the Tutoring Program Self-Assessment.

Respectfully submitted,

Gladys R. Shaw

Gladys R. Shaw

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WESTERN COLLEGE READING AND LEARNING ASSOCIATION

"WCRLA TUTOR CERTIFICATION COMMITTEE REPORT: SPRING 1989"

PRESENTED
BY

TOM GIER
CHAIR, WCRLA TUTOR CERTIFICATION COMMITTEE
ENGLISH DEPARTMENT - BLDG K
UNIVERSITY OF ALASKA ANCHORAGE
3211 PROVIDENCE DRIVE
ANCHORAGE, ALASKA 99508

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INTRODUCTION

During the WCRLA Los Angeles conference in 1986 a member of the Peer Tutoring SIG made a suggestion concerning the SIG sponsoring/establishing a national tutoring certificate(s). This idea for establishing national tutoring certificates was published in the summer issue of The Tutoring Exchange. Subsequent input from SIG members led to a presentation to WCRLA's Board at the 1987 Albuquerque conference. Input was also received from SIG members at the Albuquerque conference during two SIG business meetings. Based upon members' input plus the Board's response and suggestions additional research and contacts were made in the area of tutor certification. In keeping with this effort to gather as much additional information as possible, a presentation was made at the ACCTLA conference in November, 1987 in San Francisco concerning guidelines for tutor certification. The feedback from this conference plus the research, contacts, and input from SIG members led to a presentation to the Board at the 1988 Sacramento conference. Further input from the board at that time and from various WCRLA members during the spring and summer of 1988 led to a presentation at the August, 1988 Board meeting.

The following documents and forms grew out of that August, 1988 presentation plus a tremendous amount of input from the members of WCRLA's Tutor Certification Committee plus valuable input from those institutions who are/have been having their tutor programs evaluated and certified. After three years of time and effort, the WCRLA Tutor Certification Program is "fine tuned" and ready to go. Six (6) tutor programs at five universities/colleges have already been certified. Another ten (10) programs at seven universities/colleges are going through the certification process. In addition, there are requests from nine (9) universities/colleges to begin the tutor certification process once the program has received final approval from the Board.

I would like to take this oppportunity to give a very sincere and heartfelt thank you to all the members of WCRLA's Tutor Certification Committee (see handout "WCRLA's Tutor Certification Committee Members") and the all the WCRLA Board members, past and present, who have so generously given of their valuable time and assistance thus making this Tutor Certification Program possible.

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1. WCRLA's Tutor Certification Committee Members (1 page).

2. COLLEGES/UNIVERSITIES THAT HAVE REQUESTED TO HAVE THEIR TUTOR PROGRAMS EVALUATED BY THE WCRLA Tutor Certification Committee (1 page).

3. INITIAL COVER LETTER to colleges/universities requesting certification (1 page).

4. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S CERTIFICATION OF TUTOR PROGRAMS: PURPOSE, PROCEDURES, & GUIDELINES (2 pages).

5. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S APPLICATION FOR CERTIFICATION OF TUTOR PROGRAM(S) (3 pages).

6. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S REQUIREMENTS FOR CERTIFICATION OF TUTOR PROGRAMS (3 pages).

7. VERIFICATION OF TUTOR PROGRAMS: LEVELS 1, 2, & 3 (6 pages).

8. DOCUMENTATION CHECKLIST letter (1 page).

9. EVALUATOR FORM: FINAL EVALUATION REPORT (4 pages).

10. CONGRATULATIONS letter (1 page).

11. ADDITIONAL INFORMATION REQUIRED letter (1 page).

12. WESTERN COLLEGE READING & LEARNING ASSOCIATION'S CERTIFICATION OF TUTOR PROGRAMS, ANNUAL UPDATE (1 page).

WCRLA Tutor Certification Committee Members

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LEARNING CENTER
KEARNEY STATE COLLEGE
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5983 MACON COVE
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of TECHNOLOGY
LEARNING SKILLS CENTRE
1301 - 16TH AVENUE NW
CALGARY, ALBERTA
T2M 0L4
CANADA

BETTY MYERS
GLENDALE COMMUNITY COLLEGE
1500 NORTH VERDUGO ROAD
GLENDALE, CA 91208

COLLEGES/UNIVERSITIES THAT HAVE REQUESTED TO HAVE THEIR TUTOR PROGRAMS EVALUATED BY THE WCRLA Tutor Certification Committee

1. KEARNEY STATE COLLEGE, KEARNEY NE. - ONE PROGRAM
   (CERTIFIED AT LEVELS 1, 2, and 3)

2. UNIVERSITY OF TEXAS, EL PASO, EL PASO, TX. - ONE PROGRAM
   (CERTIFIED AT LEVELS 1, 2, and 3)

3. UNIVERSITY OF NEVADA-RENO, RENO, NEVADA - ONE PROGRAM

4. LAKELAND COLLEGE, YERMILION, ALBERTA, CANADA - ONE PROGRAM

5. GOLDEN WEST COLLEGE, HUNTINGTON BEACH, CA - TWO PROGRAMS

6. UNIVERSITY OF MONTANA, MISSOULA, MONTANA - ONE PROGRAM
   (CERTIFIED AT LEVELS 1, 2, and 3)

7. SOUTHERN ALBERTA INSTITUTE of TECHNOLOGY, ALBERTA, CANADA- 1 PROGRAM

8. GLENDALE COMMUNITY COLLEGE, GLENDALE, CA. - THREE PROGRAMS

9. EASTERN NEW MEXICO UNIVERSITY, PORTALES, NM - ONE PROGRAM CERTIFIED

10. BUTLER COUNTY COMMUNITY COLLEGE, EL DORADO, KANSAS - ONE PROGRAM

11. UNIVERSITY OF ALASKA ANCHORAGE, ANCHORAGE, ALASKA - TWO PROGRAMS
    (PROGRAM ONE CERTIFIED AT LEVELS 1 and 2)
    (PROGRAM TWO CERTIFIED AT LEVEL 1)

12. University of N.M. - CERTIFIED

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

BYLAWS CHANGES PROPOSED

The Bylaws Committee, with the approval of the Board of Directors, hereby submits a proposal to amend the WCRLA bylaws. The changes detailed are a result of the Association's policy on the formation of state/regional chapters.

The membership is asked to study the changes in the bylaws. Voting on the amendments will be at the Membership Business Meeting at the 1989 Seattle conference.

Patricia Glenn, Chairman, Bylaws Committee
Becky Johnen, Secretary, WCRLA

PRESENT LANGUAGE	PROPOSED LANGUAGE	RATIONALE
Article III - Meetings - Sec. 3 State directors will be encouraged to call an annual, state or regional meeting.	Article III - Meetings - Sec. 3 State/**regional** directors and **chapter presidents** will be encouraged to call an annual, state or regional meeting.	Change to **regional** makes language consistent with what the position is actually called. Addition of chapter presidents allows for recognition of that office.
Article V - Officers - Sec. 3e Appoint state directors and director(s)-at-large within thirty (30) days prior to the annual meeting.	Article V - Officers - Sec. 3e Appoint state/**regional** directors and director(s)-at-large within thirty (30) days prior to the annual meeting **unless the state or region is a chapter. If the state or region is a chapter, request the chapter president to assume the duties of the state/regional director for the geographical area encompassed by the chapter.**	Change to **regional** makes language consistent with what the position is actually called. Language on chapters recognizes their formation.
Article V - Officers - Sec. 3f Appoint an acting secretary, treasurer, program chair, and, or coordinator of state/province directors.....	Article V - Officers - Sec. 3f Appoint an acting secretary, treasurer, program chair, and, or coordinator of state/**regional** directors.....	Makes language consistent with what the position is actually called.
Article V - Officers - Sec. 5 The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/province directors...	Article V - Officers - Sec. 5 The immediate past president shall act as presiding officer in the absence of the president and the president-elect, shall serve as coordinator of state/**regional** directors...	Makes language consistent with what the position is actually called.
Article V - Officers - Sec. 8 Each state director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state director shall serve as the membership chairperson for his/her state to the Board of Directors...	Article V - Officers - Sec. 8 Each state director shall serve a term of one conference year. The past president shall fill any vacancies for the remainder of that conference year. The state director **or chapter president** shall serve as the membership chairperson for his/her state to the Board of Directors...	Allows for the recognition of a duty of chapter presidents.
Article XIII - Chapters NEW	Article XIII - Chapters **The membership in any state, region, province or territory may petition the Board of Directors to form a chapter of the Association, and upon approval of the Board chapters may be established. Chapters must comply with the provisions set forth in the Board policy on the formation of state/regional chapters.**	Allows the Association to recognize the formation of chapters in states, regions, provinces or territories.

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Alameda Plaza

Topological Map of Kansas City

Downtown Kansas City (KC) is approximately 45 minutes from the Kansas City International Airport by car. The KCI Express is a bus service from the airport to various location in the downtown area. The cost various with the destination.

Most of the central downtown is located within a 15 by 10 block area, 1st through 15th street. With the exception of several interspersed named streets, KC streets are consecutively numbered from downtown into the hundreds. Most of the "action" in KC is located in Crown Center at approximately 23 street, in Westport just off 43rd street, and in the Plaza near 50th street. There is a trolley system that begins operation in March that transports people around KC for $2. For this price one person may de-trolley and re-board twice.

Location

The Alameda Plaza Hotel (APH) is located across the street from the Plaza area. KCI bus service will transport individuals for $11 one way. Parking in the APH 600 car capacity garage is free.

Dining Facilities

The APH operates an all purpose dining room that seats approximately 175 persons for breakfast, lunch, and dinner and a fine dining restaurant that seats 120 for lunch and dinner. There are many additional eateries across the street in the Plaza area.

Diability Accomodations

APH has one room fully equipped for individuals with physical disabilities; there are no special adaptive features for either the blind or the deaf, except the elevators are marked in braille.

Personal

For a number of years the APH has been owned by an individual who is described as a personable individual who takes a great deal of interest in the hotel employees; as a result, many of the employees have worked at the APH for a number of years. Margaret Basso in Sales has worked for APH for 13 years; Jane Williams began as desk clerk and is now in Sales. Unfortunately, the APH has been sold to a corporation. The sale will result in a considerable amount of renovations, and the staff hopes for a continuation of the previous owners "howdy rounds" type attitude and concern for staff well being. Margaret Basso feels the new management will make the already fine staff and service better.

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Currently, the Sales person acts as the contact for all of the on-site arrangements except catering. According to Margaret Basso, they like the person who negotiates the contract to work with their client until the function is completed.

I didn't meet Margaret Basso, I did meet Jane Williams who conducted our tour of the hotel. She is very pleasant and businesslike.

Faciltities

Between Alameda A, B, and C, Board Rooms 1, 2, and 3, the Cortez, DeSoto, Sierra, and Balboa, the APH offer plenty od space for meeting rooms and A-V storage. One possibility for the computer Fair and the Publisher's exhibits is to placed them in the Diplomat Room next to the International Ballroom. Jane mentioned that the Board can be cloistered in a suite away from the "maddening crowd" and the general conference hustle and bustle.

Hyatt Regency Kansas City

Location

The Hyatt Regency Kansas City (HRKC) is directly across the street from the Crown Center and all of its shopping and dining pleasures. In fact, the two buildings are joined by a glass enclosed walkway that allows shoppers and hotel guasts to easily move between the two very easily during inclimate weather. Transportation from the airport via KCI airport express is $10 one way or $19 round trip, parking at the hotel is $8 a day, although Diedre McMillan, the Director of Sales, says the parking rate is negotiable. HRKC will reduce their guest rates approximately $15 a room on the week before Easter, and Deidra McMillan believes she can also offer greater flexability with the meeting space during this week.

Dining Faciltities

The Terrace all purpose restaurant seats 175, and the fine dining Pepperduck restaurant seats 134. Unfortunately (or fortunately, depending on your point of view), the Pepperduck operates a Chocolate Bar that features scrumptious chocolate goodies that will make even the most ardent WCRLA supporter miss sessions.

Special Accomodations

The HRKC reserves 5 floors for non-smokers. The elevators are marked in braille, and the hotel operator will blink the message light when ringing a deaf guest when requested to do so.

Faciltities

The HRKC provides a great deal of meeting space that can be arranged in a variety of ways to offer the Program Chair some flexability in scheduling sessions and other conference activities (see diagram). Although the Board room is located on the same floor as the meeting rooms, the Board room is away from the main conference activities. One of the most attractive features of the meeting facilities is the open central core of both floors that overlooks the lobby. I think this openness will contribute to a sense of connectedness between the highly intellectual people clamoring for knowledge in the meeting area and the lounge lizards in the lobby area the hotel.

Another excellent feature of the HRKC is the large Exhibition Hall on the lobby floor. This more than enough space for both the Publisher's Exhibits and the Computer Fair can be molded to our space requirements. The room also has large roll-up doors for outside deliveries of Publishers equipment, computers, or any other cumbersome or heavy objects.

Allis Plaza Hotel

The location of the Allis Plaza Hotel (APH) in downtown Kansas City, is somewhat disadvantageous, given the location of three of the major attractions of the city–Crown Plaza, Westport, the Plaza. Downtown Kansas City is somewhat depressing after hours, i.e., approximately 7 o'clock.

In spite of its many impressive and attractive features, the arrangement of meeting rooms on one floor along one narrow hallway offsets its many benefits. As I mentiones with the Hilton property in San Antonio, I don't think there is much that can compensate for the potential congestion and chaos this design will ultimately cause before and after meetings. At least not when we consider the Hyatt Regency has a Chocolate Bar.

Personal

This is no reflection of Diedra McMillan, but when I started writing this report I realized that I had completely forgotten everything about her–what she looks like, her personality, everthing. I do remember, however, that she does enjoy chocolate.

HILTON PALACIO dEL RIO

Location

The Hilton Palacio del Rio (HPR) is located one block from the MRH in downtown San Antonio, which means that is also near the Riverwalk tourist attractions.

Meeting Rooms

This will be brief since I believe the HPR is entirely inadequate (see diagram). Most of the meeting space is located on the second floor and is laid out very similar to that of the USC Hilton in Los Angeles. Although the meeting room square footage seems large enough, the rooms are narrow and give a cramped feeling. The hallway is long and narrow and doesn't offer a great deal of room for loitering and lounging about. There is additional meeting space on the 22nd floor.

If we are interested in the downtown area, the Marriot is a far better bet.

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MARRTIOTS RIVERWALK HOTEL

Location

The Marriot Riverwalk Hotel (MRH) is ideally located in downtown San Antonio within easy walking distance of most tourist attractions: the Alamo, Riverwalk, RiverCenter, HemisFair Plaza, the Convention Center. MRH is approximately 15-20 minutes from the airport, and although it does not offer free ground transportation, guests may hire a shuttle for $6 a person (two can hire a taxi for approximately $12). Parking in the hotel garage is $6, although guest may park across the street in the Convention Center parking lot for $3.50.

Meeting Space

The Ballroom and most of the meeting rooms are located on the second floor with easy access from the lobby by stairway or elevator. The Austin is located on the third floor. There are11 meeting rooms in all (see diagram). The Crockett and Bonham at 375 sq.ft. each are just barely adequate for section meetings, depending on the number attending. Only one will have to be used for meetings; the other may be used for AV storage. The Austin, at 300 sq.ft., will serve nicely for the Board meeting room. Any of the Salons (ABEF) are ideal for both the publisher's exhibits and the Computer Fair, leaving the remaining two for meeting space.

Like the Albuquerque Marriott, MRH has an enclosed area specifically for conference registration near the hub of conference activities. The area around the meeting rooms is spacious and will be ideal for people who wish to lounge about and talk. The lobby is currently quite small, but it is under construction that will nearly triple its size. According to the Sales Manager, the "new" MRH lobby will be light and airy with plenty of louging chairs; it will also have a lobby bar.

In the event we need additional meeting space, or all of the available meeting space is not available when we negotiate a contract, meeting rooms are available at the Convention Center across the street (see diagram B). Tom Watkins showed me Centro ABCD, Plaza ABCD, and rooms 205 to 210, but, as you can see from the square footage indicated on the diagram, they are of adequate size for meetings, exhibits, or the computer fair. Meeting rooms in the Convention Center is within easy walking diistance, approximately a brisk 5 minutes from the MRH lobby. The cost of renting convention Center rooms is high ($750 to $1000 a day), but the MRH will split the cost with us and take care of all negotiations and paperwork.

Dining

MRH has one multipurpose dining facility of approximately 135 capacity. Breakfast overflow can eat at Denny's a block away, and lunch and dinner is available at numerous dining places in the vacinity. The Gambit lounge downstairs offers drinks and appetizers in the early evening and dancing in the late evening; a limited dining menu is also available.

Additionals

MRH has set aside 3 floors, approximately 60 rooms, for non-smoking guests. Only the elevator is marked in braile, but there are 10 rooms minimally equippped for the disabled--mostly bathroom fixtures. Tom indicated that it is possible, on request, to have the operator flash the message light for incoming calls to deaf guests.

Personal

Tom Watkins is a "corporate man." He joined Marriots after completing college in Pennsylvania where he majored in Hotel Management. He speaks very highly of the Marriots corporate "credo" and the individual plan and incentive to achieve individual goals each Marriots manager is given when they begin with the corporation. Tom is also a salesman, but not in the slick abrasive way. He really doesn't have to be since the property is ideally located; it sells itself. He's down to earth, very busnesslike, and seems to be very interested in getting our business.

Wyndham San Antonio

Location

The Wyndham San Antonio (WSA) is located outside of the downtown area in a semi residential neighborhood about 10 to 15 minutes from the Riverwalk area and the International airport (see attached A). WSA provides free shuttle service to and from the airport. Parking is free. Although WSA is away from the downtown area, Susan Mossberger, the WSA Sales Manager, said the hotel will provide round trip transportation to the Riverwalk on two separate nights free of charge. The hotel parking is free and is equipped to handle approximately 300 cars.

WSA's tentative proposal lists March 20-23, 1991 as the dates of the conference and quotes $78 and up as room rates in 1989.

The WSA lobby is open, light, and airy with a 30 ft. ceiling and a look of real elegance. Most of the available seating for relaxing and conversation in this area is located in the lobby bar (see attached B).

Meeting Space

The Wyndham Ballroom (CDE) and meeting rooms (ABFG) are located on the ground floor near the WSA lobby (see attached C). There is enough area around the these rooms for sitting and talking (although more tables and chairs will be needed) and for setting up a registration table.

Meeting room G is only accessible through meeting room F, although there is a service entrance that is not for public use. The best use for these two rooms is the publisher's exhibits and the computer fair.

Meeting Rooms A& B are located on the second floor (see attached D), which is accessible by elevator and stairway, although the stairway is hidden from view by a door. Each room is nearly 200 sq. ft. larger than the three smallest meeting rooms at the MRH (i.e., Crockett, Bonham & Austin) and about 100 sq. ft. larger than the two smallest meeting rooms at the Hilton (i.e., LaDuquesa & LaPrincesa). One of these room will probably have to be used for AV storage.

Conference Center A & B, also on the second floor, are permanently arranged in classroom seating with a capacity of around 50 each (tables are permanent, chairs may be added). Both rooms are equipped with screens, but the AV equipment is not provided (see attached AV list and prices, attached E).

The Colonade Ballroom ABC are located on the 20th floor, away from the main conference area (see attached F). All three are large and very light (the outside wall of each is floor to ceiling plate glass with an excellent view). There are four elevators.

WSA has agreed to substitute a Parlor Suite for the Board Room so that the Board meetings may be held away from regular conference activities. The Board Room is the only meeting space equipped with a "white board" (for use with a marking pen). We will have to supply chalkboards, easels, etc., for presenters.

Dining

WSA has a 176 person capacity multipurpose dining room serving breakfast, lunch, and dinner and 67 person capacity fine dining restaurant. There are many additional restaurants within walking distance of the hotel (see attached G & H).

Additionals

WSA has four rooms equppied for the physically handicapped. The elevator is marked in braile, and the WSA has agreed to manually ring telephones for deaf guests with a blinking light--on request. There are no non-smoking rooms, although the Sales Manager is pushing to convert some. WSA operates a fully equipped health club, indoor and outdoor jacuzzi and pool, sauna, and provides discount guest passes to racquetball facilities nearby.

Personal

I like the WSA. The lobby area is impressive with its high ceiling and walls of marble and wood. The rooms are tastefully decorated with the muted colors typical of contemporary hotels. Nothing out of the ordinary. The area surrounding the WSA is more developed with shopping, restaurants, and other such amentities than the area surrounding the Irvine Hilton.

In addition to its semi-residential location, another downside of the WSA is the location of three of the meeting rooms on the 20th floor. I do think, however, the four elevators are adequate to handle the traffic and spreading the sessions over three separate floors may reduce some of the congestion in the corridors and much of the external noise competing with presenters.

The major benefit of the WSA is the seeming willingness of Susan Mossberger to negotiate a contract. WSA's location is an obvious detriment to attracting convention business in San Antonio and the administrative and sales staff know it. In the original proposal, for example, Susan Mossberger agreed to provide one nights transportation to the downtown area. When I mentioned that the Irvine Hilton agreed to provide shuttle service for a 5 mile radius of the hotel, she upped the one night to two nights and indicated that this number, as well as other items in a contract, are open to negotiation. The hotel is eager for our business.

Susan Mossberger is not a career hotel saleswoman. She was born, raised, and college educated in San Antonio where she continues to live. She is very personable and very much a "down-to-earth" kind of person. She seems very comfortable in the hotel and is very friendly with the staff, although she ultimately plans to leave the hotel industry for some kind of personnel work. I like her but then I like most women.

Personally, I think she believes increassing the WSA's convention business will be not only good for the hotel but will be good for the surrounding businesses and community as well.

SECRETARY REPORT
SECOND GENERAL SESSION
MARCH 17, 1989

The Association has been very busy and active since the 1988 Sacramento conference. Highlights of Board, state/regional/chapter, committee and special interest group activities form the past year include:

1. The formation of WCRLA chapters in Texas, Washington and Kansas/Nebraska with Texas having the honor of establishing the FIRST state chapter.

2. The development of a national tutor certification program. Seven tutor training programs in six institutions have been certified. This program resulted from an idea that was suggested at a Peer Tutoring SIG meeting and that was brought to fruition by Tom Gier and his Tutor Certification Committee.

3. The appointment of Gladys Shaw as the liaison to NADE's Standards and Ethics Committee. Among other tasks, this committee will be drafting a response to the Council for Advancement of Standards on its proposed stands and guidelines for learning assistance programs.

4. The development of a preliminary draft of proposed definitions for developmental education terms by Mary Rubin's Professional Language for College Reading and Learning task force.

5. The addition of 2 new special interest groups, College Reading and Math, to bring the total number of SIGs to 10. SIGS have been proactive in sponsoring and assisting conference institutes and sessions and in developing information networks throughout North America.

6. Increased collaboration with other professional organizations has resulted in the exchange of newsletter columns by the Presidents of WCRLA and NADE and the co-sponsoring of conferences in Arizona with AZADE, Canada with AAAL, Texas with TADE and the Academic Support Conference, Washington with WADE and Oregon with the Oregon Developmental Studies Organization.

7. A 17% increase in membership has been seen over the past two years. Promotional efforts such as the placement of advertisements in the Journal of Developmental Education and the financial support to states/regions (as Kansas/Nebraska, Washington, Texas and Arizona received in the past year) to assist with conference speakers and membership recruiting activities remain a high priority for the Association to continue.

8. And, finally, President Deese conducted a survey of the membership the results of which will be used by the Board to assist with future decision making for the Association.

Details on these activities and more can be found in minute summaries which are buried on the message board.

Next Carol Clymer will present the treasurer's report.

WESTERN COLLEGE READING AND LEARNING ASSOCIATION

STATEMENT OF RECEIPTS AND DISBURSEMENTS

As of

February 28, 1989

Receipts and Disbursements

Receipts: July 1, 1988-February 28, 1989	$20,570.63
Expenditures: July 1, 1988-February 28, 1989	24,922.58
Net Disbursements over Receipts	<4,351.95>

Funds on Hand at February 28, 1989

Balance in El Paso Teachers Federal Credit Union Checking	$10,660.12
Balance in El Paso Teachers Federal Credit Union Savings	25.00
Certificate of Deposit	26,500.00
Scholarship Fund, Sears Savings	892.79
TOTAL FUNDS ON HAND	$38,077.91

NOTE: The numbers in parenthesis, indicate the percent of responses.

WCRLA MEMBERSHIP SURVEY (selected responses)

DEMOGRAPHICS

1. Geography - All states and regions were represented except North/South Dakota. 30% of the respondents are from California; 10% are from Texas.

2. Your highest educational level:
(1.1) __3_ AA/AS
(8.4) _23_ BA/BS
(60.0) 165_ MA/MS
(30.2) _83_ EdD/PhD
(0.4) __1_ EdS

3. At what type of institution are you employed?
(50.2) 138_ 2 year
(9.8) _27_ 4 year baccalaureate only
(11.6) _32_ 4 year Masters only
(20.0) _55_ 4 year doctoral
(0.7) __2_ private sector
(1.4) __4_ other
(1.0) __3_ retired
(4.7) _13_ No Response

4. How would you describe the type of program in which you work?
(24.4) _67_ classroom instruction--developmental
(5.1) _14_ classroom instruction--traditional
(17.8) _49_ learning assistance--tutorial
(2.5) __7_ adult basic education
(0.4) __1_ vocational
(0.0) __0_ retention
(44.0) 121_ other
(5.8) _16_ No Response

5. What is the administrative location of the program in which you work?
(52.7) _145 academic affairs
(17.1) __47 student affairs
(9.5) __26 other
(10.2) __28 No Response

6. Do you work part-time? (13.1) __36_ or full-time (81.1) _223_?
(5.8) __16_ No Response

7. What is your salary?
(15.3) __42 up to $19,999
(24.7) __68 $20,000 - $29,999
(26.5) __73 $30,000 - $39,999
(18.9) __52 $40,000 - $49,999
(6.5) __18 $50,000 - $59,999
(1.5) ___4 $60,000 - $69,999
(0.0) ___0 $70,000 +
(6.5) __18 No Response

8. Do you belong to other related professional organizations?
Yes (79.6) 219
No (13.5) 37
No Response (6.9) 19

9. Do you regularly select textbooks for classroom use?
Yes (70.9) 195
No (28.4) 78
No Response (0.7) 2

MEMBER SERVICES

Annual Conference

10. Have you attended at least one annual conference in the past 3 years? Yes (79.3) 218
No (20.0) 551

10d. Have you made a presentation at an annual conference? Yes (45.1) 124
No (37.1) 102

strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD)

11. The conference site should be in California every other year.
SA (18.2) 50
A (13.8) 38
N (27.6) 76
D (19.6) 54
SD (13.5) 37

12. The conference schedule should be rotating (as it is now) rather than fixed (same week each year).
SA (17.1) 47
A (26.9) 74
N (25.1) 69
D (16.7) 46
SD (6.2) 17

Publications

not read (NR), somewhat valuable (SV), valuable (V), or very valuable (VV)

13. Newsletter
NR (4.4) 12
SV (26.2) 72
V (31.6) 87
VV (14.2) 39

14. Journal of College Reading and Learning
NR (10.5) 29
SV (15.3) 42
V (22,9) 63
VV (17.8) 49

14a. Have you ever submitted an article to JCRL? Yes (18.9) 52
No (62.2) 171

Placement Service

15. Have you ever used the WCRLA placement service? Yes (6.2) 17
No (92.7) 255

PUBLIC RELATIONS

strongly agree (SA), agree (A), no opinion (N), disagree (D), or strongly disagree (SD)

16. WCRLA should consider a one-time joint annual conference with NADE with separate conference programs but joint keynote speakers and publisher's exhibits.
SA (21.5) 59
A (30.2) 83
N (21.1) 58
D (9.8) 27
SD (8.4) 23

Dues

17. Reduced membership dues should be available for student members.
SA (24.7) 68
A (46.5) 128
N (12.4) 34
D (5.1) 14
SD (1.8) 5

WESTERN COLLEGE READING and LEARNING ASSOCIATION

"SPECIAL INTEREST GROUP COORDINATOR'S ANNUAL REPORT: 1988-89"

by

TOM GIER
SPECIAL INTEREST GROUP COORDINATOR
University of Alaska Anchorage
3211 Providence DRIVE
Anchorage, Alaska 99508

RECEIVED MAR 1 8 1989

BRIEF SUMMARY OF 1988 SIG ACTIVITIES

1. NEW SIGs:
   -COLLEGE READING
   -MATHEMATICS
   -INTERNATIONAL LEARNING PROCESSES

2. SIGs THAT WENT INACTIVE:
   -INTERNATIONAL LEARNING PROCESSES

3. CHANGES IN SIG LEADERSHIP:
   -SUSANNE MANOVILL became new SIG leader for CRITICAL THINKING AND PROBLEM SOLVING

   -DOROTHY POULSEN became new SIG leader for LEARNING ASSISTANCE CENTER MANAGEMENT

   -WES BROWN became new SIG leader for EVALUATION/RESEARCH

4. FUTURE PLANS FOR THE SIGs/SIG Coordinator:
   -to continue to sponsor and assist in presenting institutes and presentations during the 1990 conference;

   -to continue to add new SIGs to meet the needs of WCRLA members;

   -to continue to disband SIGs when they have "run their course;" in other words, to allow these SIGs to become officially inactive; and

   -to respond to the needs of the WCRLA Board and membership.

The following is a current listing of the ten active SIGs, their leaders, and mailing addresses as of 1 March 1989.

COGNITIVE PSYCHOLOGY
Pat Mulcahy
Rutgers University
Dept. of Learning & Teaching
Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08903

COLLEGE READING
Char Mansfield and Tom Gier
SIG Contact:
Tom Gier
English Department-Bldg K
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

CRITICAL THINKING AND PROBLEM SOLVING
Susanne Manovill
University of Prince Edward Island
Charlottetown, PEI
Canada C1A 4P3

COMPUTER TECHNOLOGY
Bill Broderick
32405 Windsong Rd
Wildomar, CA 92395

LEARNING ASSISTANCE CENTER MANAGEMENT
Dorothy Poulsen
Learning Center
Carrol College
Helena, MT 59625

HISPANIC INTERESTS
Manuel Olgin
Student Services
California State Univ., Fresno
Fresno, CA 93740

LEARNING DISABILITIES
Mary Lee Taylor
Amarillo College
Box 447
Amarillo, Texas 79178

PEER TUTORING
Tom Gier
English Department-Bldg K
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

EVALUATION/RESEARCH
Wes Brown
Learning Resources Center
CI 2150
California State University, Hayward
Hayward, CA 94542

MATHEMATICS
Joseph G. R. Martinez
Educational Foundations
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

WESTERN COLLEGE READING and LEARNING ASSOCIATION

PEER TUTORING S.I.G. ANNUAL REPORT: 1988-1989

by

TOM GIER
PEER TUTORING S.I.G. GROUP LEADER
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

RECEIVED MAR 1 8 1989

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

This SIG has grown in just four years from the original dozen members at the Denver conference to 95 professional educators in 34 states, 3 Canadian provinces and Hong Kong.

The following is a summary of various S.I.G. activities for 1988-89.

1. MEMBERSHIP

Currently, there are 95 members.

2. GROWTH

Membership has grown from 12 (March '85) to 95 (February '89.)

3. FUNDS

This SIG just started charging an annual $3.00 fee in July, 1988. There is currently a balance of $75.00 (February 1st, 1989).

4. ACTIVITIES

Breakfast Meetings at the Sacramento and Seattle conferences.

Business Meetings at the Sacramento and Seattle conferences.

Institute and sectional presentations: presented "Tutor Training: *More* Techniques That Really Work" at the Sacramento conference and will present an institute at the Seattle conference titled "Tutoring Solutions for the '90s: An Interactive Institute." A Sectional, "WCRLA Tutor Certification," will also be presented. Additionally, the SIG leader will be involved with "Lunch With A Mentors" and present a discussion titled "Tutor Topics: From Getting Started To Getting Certified."

5. COMMUNICATION

The PEER TUTORING S.I.G. Newsletter, "The Tutoring Exchange," as of February 1989, is being mailed to 95 professional educators in 34 states, 3 Canadian provinces and Hong Kong.

6. MISC.

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

7. GOALS

1) continued exchange of ideas through the "The Tutoring Exchange" and
2) presentation at the 1990 conference of a sectional and/or institute.

8. ENCLOSURES

"The Tutoring Exchange" mailing list by state, province, etc.
"The Tutoring Exchange" Vol. 5, #2, the latest issue.

PEER TUTORING S.I.G./THE TUTORING EXCHANGE COUNT
(1 FEBRUARY 1989: 95)

	STATES	NUMBER
1.	ALASKA	10
2.	ARIZONA	3
3.	ARKANSAS	1
4.	CALIFORNIA	15
5.	COLORADO	3
6.	FLORIDA	2
7.	HAWAII	1
8.	IDAHO	2
9.	ILLINOIS	1
10.	INDIANA	2
11.	IOWA	1
12.	KANSAS	1
13.	KENTUCKY	1
14.	LOUISIANA	2
15.	MARYLAND	1
16.	MASSACHUSETTS	2
17.	MICHIGAN	2
18.	MONTANA	3
19.	NEBRASKA	1
20.	NEVADA	1
21.	NEW JERSEY	2
22.	NEW MEXICO	3
23.	NEW YORK	3
24.	NORTH CAROLINA	2
25.	OHIO	4
26.	OREGON	1
27.	PENNSYLVANIA	1
28.	SOUTH CAROLINA	1
29.	TENNESEE	2
30.	TEXAS	10
31.	UTAH	1
32.	VIRGINIA	1
33.	WASHINGTON	1
34.	WYOMING	1

CANADIAN PROVINCES:		
1.	ALBERTA	4
2.	QUEBEC	1
3.	YUKON	1

OTHERS:	
HONG KONG	1

WESTERN COLLEGE READING and LEARNING ASSOCIATION

COLLEGE READING S.I.G. ANNUAL REPORT: 1988-1989

by

CHAR MANSFIELD and TOM GIER
COLLEGE READING S.I.G. GROUP LEADERS
SIG CONTACT:
TOM GIER
University of Alaska Anchorage
3211 Providence Drive
Anchorage, Alaska 99508

RECEIVED MAR 1 8 1989

The COLLEGE READING SIG was founded at the 1988 Sacramento conference. It has grown from an initial half dozen members to twenty members as of February 1,1989.

The following is a summary of various S.I.G. activities for 1988-89.

1. MEMBERSHIP

Currently, there are 20 members.

2. GROWTH

Membership has grown from 6 (March '88) to 20 (February '89.)

3. FUNDS

This SIG currently has a balance of $20.00 (February 1st, 1989).

4. ACTIVITIES

Luncheon Meeting is planned for the Seattle conference.

5. COMMUNICATION

The COLLEGE READING S.I.G. Newsletter, as of February 1989, is being mailed to 20 professional educators.

6. GOALS

1) to expand membership;
2) to continue to exchange ideas through the COLLEGE READING S.I.G. Newsletter; and
3) to make a a sectional and/or institute presentation at the 1990 conference.

7. ATTACHMENTS

The first two issues of the COLLEGE READING S.I.G. Newsletter are attached.

SUMMARY OF THE EXXON EDUCATION FOUNDATION RESEARCH GRANT

The forthcoming Exxon Education Foundation grant represents one of the largest research grants ever awarded to Appalachian State University. The grant provides $698,000 over a three year period to investigate the following questions:

1. how are developmental education services delivered in colleges and universities;

2. how effective are these services in improving student performance;

3. what delivery methods are most effective for which students;

4. what delivery methods are most effective in which institutions;

5. which methods of delivering developmental education seem to be most cost-effective; and

6. what is known and not known about developmental education?

The research project will gather data on approximately 15,000 students at 150 colleges and universities. As a consequence, Appalachian State University will have one of the largest data bases in the country on college student performance. It is anticipated that this will allow the Reich College of Education to compete successfully for further research funding once the initial research project has been completed.

The initial installment of Exxon funding will arrive before the end of October. This installment, in the amount of $315,000, may be expended for the following:

1. two faculty positions (at least one of which will be assigned to the Department of Leadership & Higher Education);

2. three graduate assistants and additional support staff;

3. data collection activities;

4. consulting services;

5. computer and data processing services; and

6. office supplies, communications, and equipment.

RECEIVED MAR 1 8 1989

Consultation & Technical Assistance
Information Brokering Service
Journal of Developmental Education

National Center for Developmental Education
Reich College of Education
Appalachian State University
Boone, North Carolina 28608
704/262-3057

Kellogg Institute
Review of Research in Developmental Education
Telementoring Project

February 21, 1989

Dr. Susan Deese
Center for Academic
Program Support
Zimmerman Library
University of New Mexico
Albuquerque, NM 87131

Dear Susan:

Thank you for your recent telephone call and your invitation to submit a proposal for the WCRLA Executive Board to review regarding participation in the Exxon Developmental Education Research Project. Actually, I had no particular "proposal" in mind. I was simply hoping to discuss some ways in which WCRLA might wish to be involved in the Exxon project.

I have enclosed a copy of the grant proposal that resulted in Exxon funding. In brief, the proposal calls for collection of data on approximately 15,000 to 20,000 students involved in developmental education and learning assistance programs at 160 different institutions. Data will be collected on students' educational background, demographic background, and performance in college. Survey data will also be collected from the programs in which these students participate. It is anticipated that collection of student data coupled with analysis of the programs in which they participate will enable us to:

1. determine what works for which students;

2. identify exemplary practices in the field;

3. assess the "state of the art" in developmental education and learning assistance;

4. determine the cost-effectiveness of various techniques: and

5. develop a research agenda for the future.

The Exxon Research Project represents the largest empirical study ever attempted in developmental education and learning assistance. With a funding level of $697,000, it also represents one of the largest higher education research grants to be awarded in the decade of the 1980s.

Because of the massive scale of this research and the potential importance of its results for all of us, I would like to make sure that all those involved in developmental education and learning assistance are aware of the project and have an opportunity to participate as they see fit. Some examples of potential participation include the following:

1. NADE and the Center are planning a joint conference on research in developmental education for the fall of 1991 (WCRLA may wish to co-sponser the conference, assist in planning, or participate in some other way);

2. NCEOP and NADE will both be co-authoring research monographs based on our data for dissemination to their members and to the field at large (WCRLA might wish to work with the center in analyzing data relating to reading and study skills programs and publishing the results in conjunction with the Center);

3. We hope to be able to put most of our raw data on computer disks and share this with researchers (WCRLA's Evaluation and Research SIG might want us to share this with them); or

4. Our grant provides for several graduate research assistantships which we might allocate to professional associations to send one or more of their members to Appalachian State in order to do graduate work or participate in the research project (we might allocate one of these to WCRLA to open up to their members on a competitive basis).

As you can see, the potential for involvement with our research project is "open-ended." The WCRLA Executive Board might have some specific ideas regarding how the association can profit from participation or it might decide not to participate at all. I just want to make sure that those professional associations which share an interest in developmental education and learning assistance have the opportunity to be involved if they so desire. That is my purpose in asking for some time to meet with your Executive Board. I am not "asking" for anything except for WCRLA to consider how or if they wish to be involved in the Exxon Research Project.

I hope that this letter explains my request. If you have any questions or you need any clarification, please give me a call. Otherwise, I will look forward to seeing you in Seattle.

Yours sincerely,

Hunter R. Boylan, Ph.D.
Director,
National Center for
Developmental Education

cc: Becky Patterson

PROPOSAL TO CONDUCT A NATIONAL STUDY OF DEVELOPMENTAL EDUCATION

Submitted by Hunter R. Boylan, Ph.D., Director, National Center for Developmental Education, Appalachian State University

Introduction

Developmental education is a generic term used to describe efforts to assist underprepared college students develop the skills necessary for success in their chosen field of study. Such efforts may range from the offering of a few remedial courses to the provision of a comprehensive learning center offering diagnostic testing, academic advising, personal counseling, tutoring and individualized instruction. Developmental students may come from any racial, age or economic background. They have in common only the fact that they are either absolutely or relatively underprepared for some level of college work.

Those who are relatively underprepared need only to develop skills in a particular area so that they can either pursue more advanced courses in that area or become more effective students generally. An example might be an engineering student who shows promise in mathematics and science but has weak writing skills. Those who are absolutely underprepared need to develop a wide range of skills -- not only in academic areas but also in such things as time management, study skills, or self-concept -- if they are to have any chance of being successful in college.

In general, students are classified as "underprepared" according to some criteria set by the institution -- usually on the basis of high school performance, standardized college

achievement tests, placement tests, faculty observations or some combination of all of these. This means that underpreparedness is more a function of institutional standards than of student characteristics. A student considered to be well-prepared for a local state college might be considered relatively underprepared by a highly selective university in the same state. A student considered to be well-prepared by the local community college might be considered absolutely underprepared by a highly selective state university. In either case, the institution accepting such a student would normally provide some sort of support to develop that student's level of preparation.

Efforts to assist underprepared college students are not new to higher education. Brier (1985) reports that the first such program was established at the University of Wisconsin in 1849. It was called the College Preparatory Program and it still exists in a modified form on the University of Wisconsin campus. Brier also reports that, by 1889, 80% of the colleges and universities in the United States had established some sort of organized college preparatory program to teach basic skills to students who were not fully prepared for college-level work.

For the past hundred years, this 80% figure has remained constant. The U.S. Commissioner of Education reported in 1913 that 80% of the colleges and universities in the country offered college preparatory programs (Maxwell, 1979). Sixty-five years later, a survey of American colleges and universities revealed that about 80% of them offered remedial and developmental programs and courses (Cross, 1976). The National Center for Education Statistics reported similar findings as recently as

1984 (Wright).

Clearly, underpreparedness is not a new problem in American higher education. Efforts for coping with this problem through developmental education activities have been ongoing for at least the past 140 years.

The only difference between past developmental education efforts and current ones is in the nature of the population served by these efforts. Until the late 1960s, the clients of developmental programs tended to be traditional age college students who were underprepared relative to the particular curriculum in which they were enrolled. The expanded numbers of college age students resulting from the World War II "Baby Boom" enabled most colleges and universities to be highly selective in their admissions standards. During the early 1960's, most of those who entered college had taken college preparatory courses in high school, presented strong college aptitude scores, and had good grades in high school. Most of these students were also white and middle class. Developmental education programs served this group by helping better than average students improve their study skills and test taking skills or by providing tutoring for some of their more difficult courses.

By the late 1960's, however, a national emphasis on educational opportunity and affirmative action brought about increased pressures for "open admissions" or at least "alternative admissions" standards designed to enable non-traditional students to attend college. Furthermore, the Higher Education Act of 1965 provided vast amounts of federal financial

aid to the poor and the disadvantaged. These combined factors brought a substantial influx of non-traditional students into American higher education.

As a result, the clientele of developmental programs began to change rapidly. Non-traditional students of varying races, ages, and economic backgrounds began to fill developmental classrooms and laboratories. The population of developmental programs changed from a homogeneous one of predominately white, middle-class students to a greatly diversified population -- many of whom had minimal preparation for college, marginal high school grades, and comparatively low college aptitude test scores. Furthermore, many of these non-traditional students were not only underprepared relative to their chosen area of study, but they also were absolutely underprepared in the basic skills necessary for college success. This change in service population created a tremendous drain on the resources of existing developmental programs and resulted in the establishment of new or expanded programs on campuses where they had not existed previously.

A rapid expansion in both the number and the size of developmental education programs took place between 1965 and 1975. This expansion has continued, albeit at a slower pace, well into the 1980s.

At present, it is estimated that there are approximately three million undergraduates in American colleges and universities enrolled in some form of developmental education courses and services (Boylan, 1986). It is also estimated that between 40,000 and 45,000 faculty and staff are involved directly or indirectly in the delivery of these courses and services to

American college students (Boylan, 1986). The Chronicle of Higher Education reported in 1986 that developmental education was the "... fastest growing curriculum in higher education."

Developmental education is obviously a substantial field of endeavor in American higher education. Unfortunately, the state of research, literature and practice in the field remains comparatively primitive. There is little information available regarding the relative effectiveness of developmental programs or the techniques which enable them to be successful. This is particularly true insofar as services to non-traditional students are concerned. While developmental programs have demonstrated success in helping the average student, little evidence indicates they have been successful in helping the truly disadvantaged college student.

Furthermore, there is little serious empirical research to guide the practitioner. Only a handful of national studies of developmental education have been undertaken and these were designed, primarily, to describe what exists rather than to analyze its effectiveness or to assess developmental education activities in depth. To date, no large-scale empirical research has been attempted to determine what techniques and methods are most effective in the practice of developmental education. No serious efforts have yet been undertaken to explore how developmental education programs work or why those programs are successful or unsuccessful. No one appears to know for sure what works for different types of students at different institutions.

As a result, the knowledge base for the practice of

developmental education is minimal. A major venture in higher education, therefore, is undertaken without sufficient knowledge of what needs to be done and how to do it. Each year, millions of dollars and countless hours of effort are often wasted because there is only a limited knowledge of how best to accomplish the objectives of developmental education. The end result of this shortcoming is that thousands of students who might be successful in college instead become drop outs. As a consequence, the talents of many young people, particularly minorities, are never fully realized.

All these factors argue for a national research study of developmental education. The primary purpose of this study is to explore not only what works in developmental education, but also to determine what works for whom. A secondary purpose of this study is to disseminate the results to the higher education community in general and to developmental education practitioners in particular. Armed with this information, it is anticipated that developmental education practitioners can increase their effectiveness through improved practice. In so doing, they can contribute to the academic success and long-term retention of hundreds of thousands of college students who might otherwise be lost.

Goals of the proposed study

While a great deal of literature exists on how developmental education is delivered, there is very little sound research information on which of these techniques show the most promise for improving student performance and retention. Furthermore,

there is almost no information available on which techniques work best with which students and at which institutions.

Some techniques used in developmental education may, for instance, be more effective with adult learners than with traditional age college students. Some may work more effectively with Black students than Hispanic or Anglo students. Some may be more effective with open admissions students while others may be more effective with students enrolled at selective institutions. The proposed study will, therefore, accomplish the following goals:

1. to describe how developmental education programs intend to deliver their services in representative American colleges and universities;

2. to assess the effectiveness of this delivery in improving student academic performance (i.e., grade point averages, and grades in specific courses);

3. to assess the effectiveness of this delivery in improving student retention and graduation rates;

4. to determine which delivery methods are most successful with which students;

5. to determine which delivery methods are most successful in which institutions;

6. to determine the cost-effectiveness of the best, average and worst practices in the field;

7. to determine what is not known about developmental education; and

8. to establish a new research agenda for the field of de-

velopmental education based on the findings of this study.

Subjects of the proposed study

The proposed study will investigate developmental education activities and the students they serve at five different types of institutions. The institutions will represent the various types of college and university settings in which developmental eduction activities typically take place. These institutions will include:

1. open admissions two-year colleges;
2. selective four-year colleges;
3. non-selective four-year colleges;
4. selective comprehensive universities; and
5. major research universities.

These institutional types will be further sub-divided into public and private institutions. The only exception to this will be in the case of two-year colleges where the existing number of private institutions is considered to be too small to be of significance.

Open-admissions two-year colleges are defined as those which accept all applicants possessing a high school diploma or its equivalent. An example of such an institution might be Minneapolis Community College in Minnesota.

Non-selective four-year colleges are defined as those institutions with minimal admissions criteria and which offer primarily undergraduate studies. An example of such an institution might be Findlay College in Ohio.

Selective four-year colleges are defined as those institutions only accepting students meeting more rigorous admissions criteria and which offer primarily undergraduate studies. An example of such an institution might be Davidson College in North Carolina.

Comprehensive universities are defined as those institutions having moderately high admissions criteria but which also admit many minority students from disadvantaged backgrounds who may not meet existing admissions standards. Such institutions usually offer a wide range of undergraduate and graduate programs. An example of such an institution might be Oregon State University.

Major research universities are defined as those institutions offering a wide range of graduate programs with an emphasis on scientific, scholarly and doctoral level research. Such institutions are ususally highly selective in their admissions practices -- particularly at the graduate level. An example of such an institution would be Harvard University.

In addition to the general institutional types noted above, efforts also will be made to study those institutions which serve predominantly minority populations. Examples of such institutions would include historically Black colleges such as Grambling State University in Louisiana or predominantly Chicano colleges such as Pan-American University in Texas.

A directory of developmental programs and a description of their services is available through Sullivan's Guide to Learning Assistance Programs and The National Directory of Exemplary Developmental Education Programs. Institutions will be selected through consultation between the National Association for

Developmental Education and the National Center for Developmental Education. A total of 160 institutions representing each of the types noted above will be included in the study. It is anticipated that the criteria for selection will include:

1. the extent to which institutions are representative of the types proposed for study;

2. the extent to which the institutional population represents the types of students proposed for study;

3. the extent to which the institutions are geographically representative; and

4. the extent to which the institution is capable of providing the types of data required for this study.

In addition to the different types of institutions, the subjects of the proposed study will also include different types of students. Attempts will be made to determine the impact of developmental education for various types of developmental students including those who are classified as "developmental" in some relative or absolute sense. This study, therefore, will include the following groups of students:

1. Black students who are either relatively or absolutely underprepared;

2. white students who are either relatively or absolutely underprepared; and

3. Hispanic students who are either relatively or absolutely underprepared representing Cuban, Puerto Rican and Chicano backgrounds.

A total of six major groups of students will, therefore, be studied. Within these groups, efforts also will be made to include a combination of adult and traditional-age college students. Furthermore, it is anticipated that other minority groups such as native-Americans and Asian-Americans will also be found in sufficient numbers to make some determinations about institutions and techniques which are most efficient for them.

This study will also examine various types of program models used to deliver developmental education. The most common models used to deliver developmental education include the following:

1. Remedial - provision of only remedial courses in basic skill areas;

2. Developmental - provision of a wider range of courses supported by counseling, advising and tutoring; and

3. Learning Assistance - provision of a learning laboratory offering a variety of tutoring services, individualized instruction activities, and topical workshops.

These three models will be used to identify program types. Each of the programs participating in the study will be representative of one of these types. The study will explore the effects of these various types of programs in contributing to the success of various types of students.

This range of institutional, student, and program types will provide data not only on developmental education activities at various types of institutions, but also will provide information on the impact of these activities. In addition, it will provide a representative picture of the broad range of developmental

education activities taking place in American colleges and universities.

Methodology

The methodology of this project will involve a combination of qualitative and quantitative research techniques. Each institution selected for inclusion in this study will provide a variety of demographic and academic performance data on students participating in developmental programs. Each insitution also will complete a series of questionnaires regarding developmental education programs and activities.

A total of 160 institutions will be sampled in this study. Selection of the sample will be proportional to the number of institutional types represented in the general population of colleges and universities. In other words, since there are a great many two-year institutions and relatively few major research universities, the sample will include forty of the former and only ten of the latter.

Institutions also will be selected on the basis of geographical representation. The sample of institutions will be drawn from four regions of the United States: northeast, mid-west, south, and far west. Approximately forty institutions will be included from each region.

In order to validate the sampling procedure, data will be collected using a series of replicated sub-samples. In this procedure, the sampling population will be divided into five sub-samples of thirty two institutions each. These thirty two

institutions will be representative of the various regions, institutional, and program types to be explored in the study. In essence, data will be collected and analyzed from one fifth of the sample at a time and this process of sampling will take place over time.

A random sample of students participating in the developmental program also will be drawn from each institution selected. It is anticipated that the size of the sample drawn from each institution will range from 50 to 200 students depending upon the size of the developmental program. It is anticipated that the size of the student sample will range from 15,000 to 20,000. A variety of demographic and academic performance data will then be collected for each student in this sample.

The demographic data to be collected will include information on student age, sex, race, high school background, entrance test scores, and socio-economic background. Academic performance data will include grade point averages (GPA), grades in selected courses, number of semesters of continuous enrollment, and graduation rates.

The data on student performance and retention will be collected not only for those participating in developmental programs but also for each institution as a whole. This procedure will enable comparison between the performance of the students in developmental programs and that of the general student population at each institution.

Each developmental program also will provide data through feedback on various questionnaires. The questionnaires will be

developed during the planning period and field-tested prior to their use with institutions participating in this study.

The questionnaires will help to determine such things as program organization, delivery models, level of staffing, instructional techniques, material resources, program maturity, staff morale and a host of other variables which might be expected to affect the quality of developmental education activities.

It is anticipated that this quantitative or objective data will enable the investigators to make some judgements about the impact of developmental education activities on various students at various institutions. Further, it will enable the investigators to determine what program features are related to the quality of impact on student performance and retention.

The majority of the actual data collection will be performed by graduate assistants or part time employees of the participating institutions. Institutions will either be reimbursed for hiring part-time employees to gather the necessary data or paid a fee for the provision of data.

This data will include a review of admissions and performance records for a selected random sample of students entering the institution's developmental program in 1984. This retrospective analysis will enable the investigators to trace students through 1989 or a full five years of possible college participation.

A profile based on high school background, admissions test scores, and demographic factors will then be developed for each

sample group and each individual within that group. The academic performance of each student will then be traced through the entire five year period to determine such things as student grade point average, retention, and graduation.

Using a questionnaire, two profiles will be developed for each program -- an activity profile and a context profile. The program activity profile will include such things as a description of services offered, an analysis of how they are delivered, and information about what takes place in developmental education classrooms and laboratories. The context profile will include such things as the level of financial and material support provided to the program, the qualifications of the program's staff, the structure of program organization and the facilities of the program.

After the initial data have been collected and program profiles developed, the results will be analyzed using correlation, regression and multivariate statistics. Initially, correlations between student profile, student performance, program profile and institutional type will be developed. As these correlations reveal significant relationships, further statistical analysis will be performed. The exact nature of the variables to be analyzed and the statistical techniques to be employed will be determined by a panel of advisors who will plan the specifics of the study in conjunction with project staff.

MEMO DATE: February 2, 1989

MEMO TO: Members of Taskforce for Professional Language for College Reading & Learning

MEMO FROM: Mary Rubin, Coordinator

MEMO RE: Preliminary results of Taskforce, 1988-89

1. Attached you will find 12 pages of definitions and comments made by taskforce members for terms identified so far. We initially identified groups to work different sets of terms. As you can see, some terms have many definitions and some are undefined. Some taskforce members who were not at last year's WCRLA meeting found the groups disorganized and confusing. Therefore, I have done some reorganization, and request that all taskforce members now look at all terms.

2. Included in the packet you will find a template to use in reviewing the definitions. Please indicate your feeling about the available definitions. You may add or edit definitions if you wish. Please return this template to me by February 25, if possible. Then I will be able to revise the definition packets before NADE and WCRLA meetings in March.

3. I will be at the NADE conference Feb 28-Mar 2 in Cincinnati. Hopefully, many of you who are unable to attend WCRLA will be at NADE and we can meet to discuss the taskforce. I will be staying at the Hyatt Regency for the NADE conference, and leave late afternoon on Mar 2. I will be in Seattle for WCRLA Mar 15-19 and plan to stay at the Stouffer Madison Hotel.

4. Jane Lehmann, Ladessa Yuthas and Jo Ann Cope have requested that they be removed from the taskforce. Otherwise the roster I enclosed last time is accurate.

5. I have not received any response from several taskforce members on either of the fall mailings. Since mail is not being returned to me, I presume that it is getting through. If you just did not understand what your role was regarding the definitions, perhaps it will become clearer with this mailing. If there is a problem, please let me know and I will attempt to rectify it.

6. I have also included several schematics. One I prepared to reclassify terms on our list. The others were prepared by taskforce members to try to organize various items on the list. If they help, use them. If not, and you have something that works for you, please share it with me and I will pass it on.

7. Thanks for your efforts. I think we are really getting some excellent input. At the upcoming WCRLA and NADE conferences, I will present what we have at this point, invite comment from any interested members, and organize efforts for year 3 and the potential publication of a glossary. If I have not heard from you by the WCRLA conference and you have not responded to any mailings in the past year, I will consider that you are unable to continue on the taskforce.

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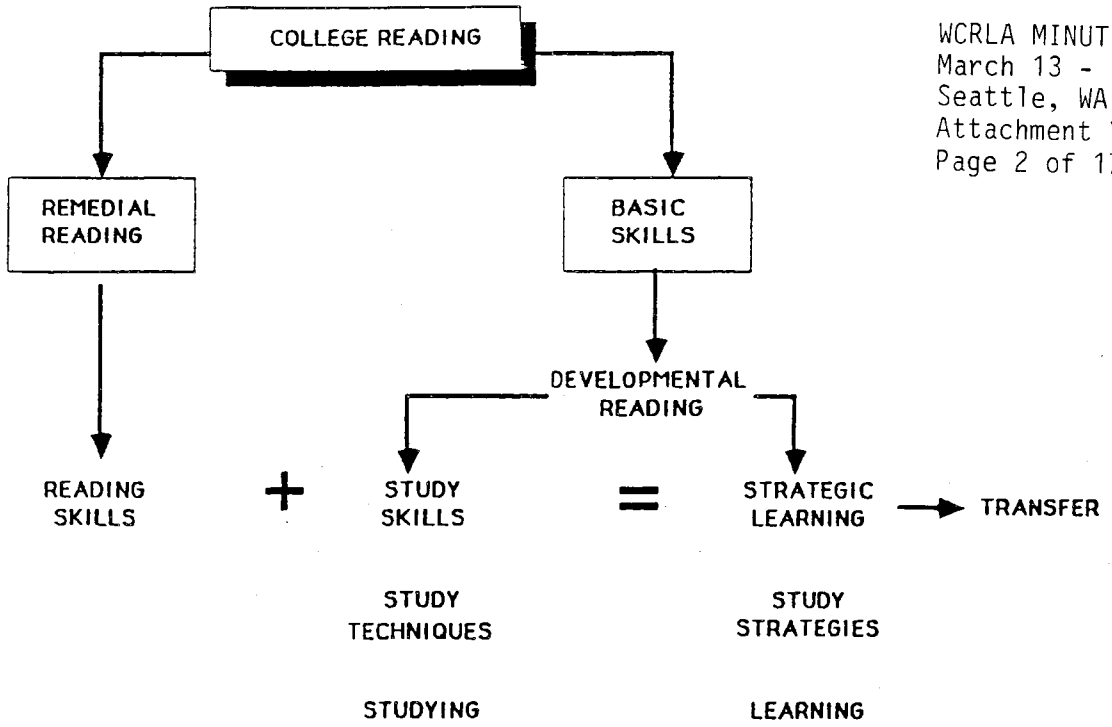

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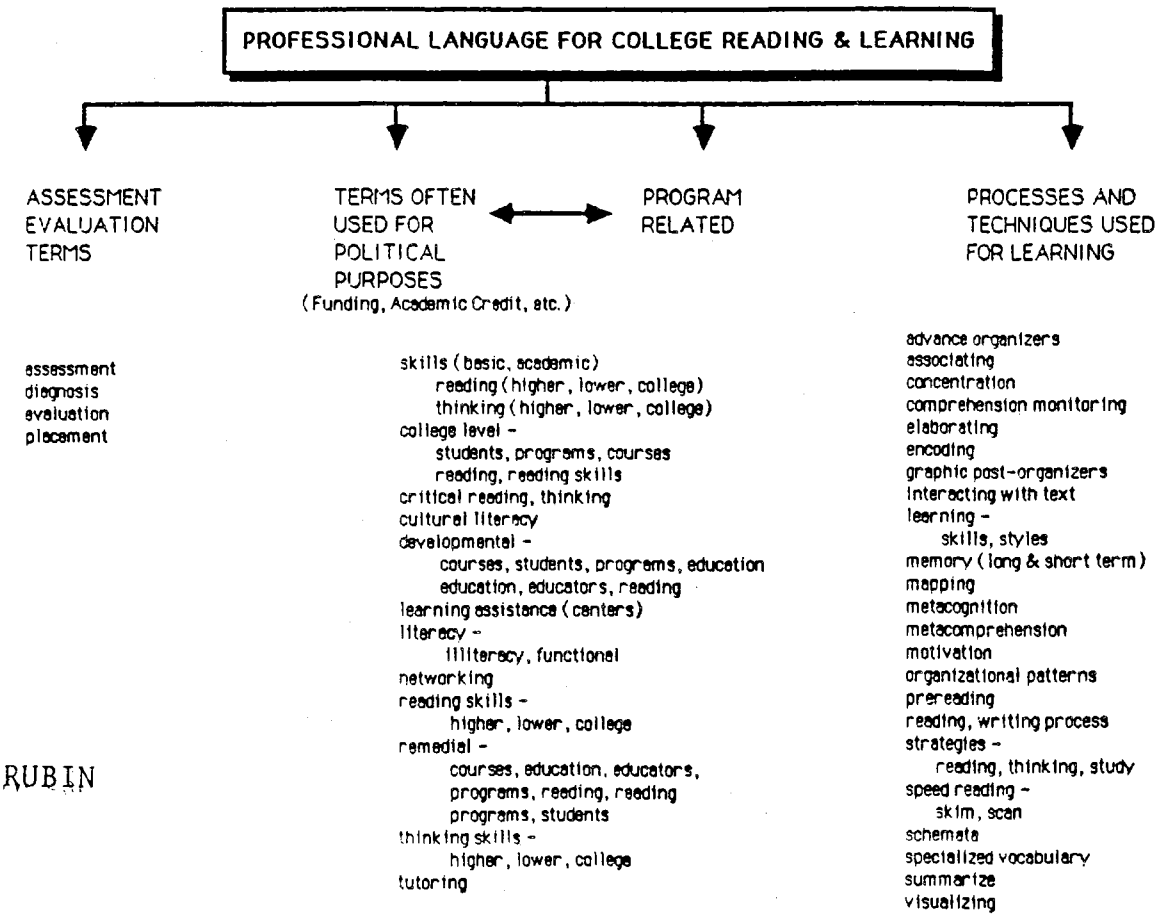

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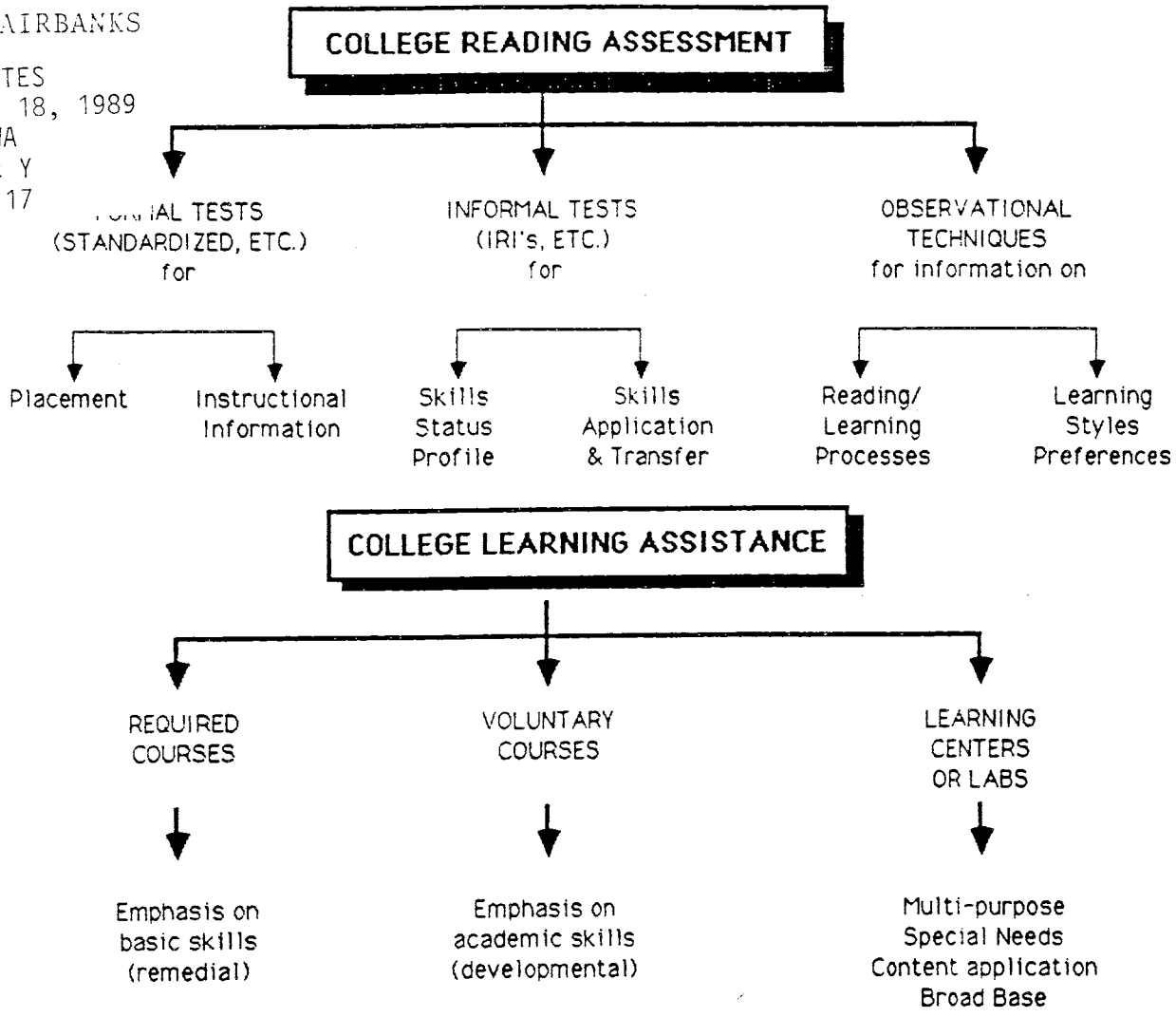
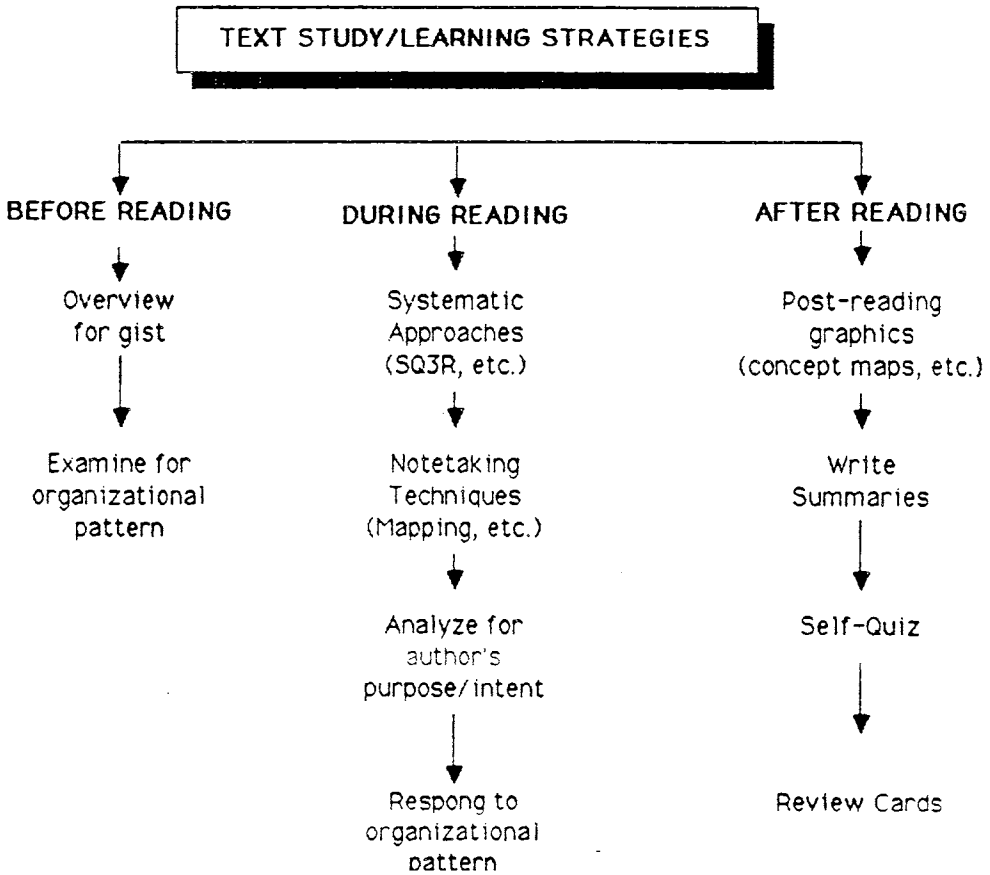

COLLEGE READING ASSESSMENT
FORMAL TESTS (STANDARDIZED, ETC.) for
INFORMAL TESTS (IRI's, ETC.) for
OBSERVATIONAL TECHNIQUES for information on
Placement
Instructional Information
Skills Status Profile
Skills Application & Transfer
Reading/ Learning Processes
Learning Styles Preferences
COLLEGE LEARNING ASSISTANCE
REQUIRED COURSES
VOLUNTARY COURSES
LEARNING CENTERS OR LABS
Emphasis on basic skills (remedial)
Emphasis on academic skills (developmental)
Multi-purpose
Special Needs
Content application
Broad Base


TEXT STUDY/LEARNING STRATEGIES
BEFORE READING
DURING READING
AFTER READING
Overview for gist
Examine for organizational pattern
Systematic Approaches (SQ3R, etc.)
Notetaking Techniques (Mapping, etc.)
Analyze for author's purpose/intent
Respong to organizational pattern
Post-reading graphics (concept maps, etc.)
Write Summaries
Self-Quiz
Review Cards

DEFINITIONS PROPOSED FOR DEVELOPMENTAL EDUCATION TERMS
Taskforce on Professional Language for College Reading & Learning - WCRLA
Preliminary Draft for Discussion 1/31/89

WCRLA MINUTES
March 13 - 18, 1989
Seattle, WA
Attachment Y
Page 4 of 17

academic skills
see basic skills.

advance organizers
1. a learning strategy developed by D. Ausubel in which a passage is written to enhance the learning of other material and is presented prior to the other material. NOTE: The advance organizer may be written to draw parallels between something the reader already knows about the new material; or it may restate the new material at a different and often higher level of abstraction, generalizability and inclusiveness. IRA, Harris
2. educational technology term for short introductory texts presented to a student at the beginning of a course to enable him/her to structure the course material and put it in perspective. Page & Thomas
3. (Ed. psych) an overview of new material presented in advance so as to counteract the effects of proactive inhibition; the term grows out of Ausubel's theory of meaningful verbal learning. Good

assessment
1. The act or process of gathering data in order to better understand some topic or area of knowledge, as through observation, testing, interviews, etc; especially, the gathering of data to include strengths and weaknesses in learning. NOTE: Some writers use the term "assessment" to refer also to the judgments or evaluation made after the data are gathered. IRA, Harris
2. Administration of a test to check the student's mastery of a skill as stated in the performance objective; an evaluation at any aspect or educational function. Bush & Andrews
3. (1) In education, the process by which one attempts to measure the quality and quantity of learning and teaching using various assessment techniques, e.g., assignments, projects, continuous assessment, objective-type tests, final examinations and standardized tests. (2) in psychology, that branch of applied psychology concerned with testing in educational, occupational, clinical or other settings, e.g.; the psychological assessment of mental and physical handicaps. Page & Thomas
4. the process of determining students' strengths and weaknesses prior to treatment.
5. the act of assessing, or taking a measurement, i.e., counting, rating, estimating the amount of a skill, ability, knowledge, etc., possessed by an individual. Assessment should be as objective as possible (value-free), as opposed to EVALUATION -- which suggests that valuing has been added. Assessment does not assume, in advance, what is good, worthwhile, or desirable. In analogy to science, assessment is observation. Although objectivity is always relative, it is important to attempt to separate the measurement from the interpretation of its meaning.
6. formal and informal measures and techniques used (1) to ascertain students' current strengths and weaknesses in the reading/learning/study skills associated with academic success in college, and (2) to gain knowledge about students' current study processes and learning styles.
COMMENTS: Need to clarify and distinguish from diagnostic. Some people use these terms interchangeably, but I think diagnostic is very specific leading to a prescriptive program while assessment is broader and used to determine interests, progress, etc.

associating
1. (1) the process of connecting a written symbol with its meaning referent, usually a spoken word, in beginning reading. (2) the process of connecting what is presently being read to prior reading and/or experience. IRA, Harris
2. Coordination or relationship between ideas and emotions, free or induced. Bush & Andrews
3. (association) general psychological term referring to any connection formed through learning where the two ideas connected shall be attended to together as parts of a continuous mental process. Popular at one time to refer to the law of association and to associative learning. Page & Thomas
4. (associative learning) ability to associate meaning with printed symbols, thereby showing that items experienced together enter into a connect whereby one tends to reinstate the other. Eastridge & Price

basic skills
1. a general term which refers to those skills, primarily cognitive and language-related, which are needed for many school learning tasks. Speaking, reading, and mathematics, as well as listening and writing, are commonly considered to be basic skills. IRA, Harris
2. skills that enable people to communicate and learn; includes reading, writing, listening, speaking & study skills.
3. Those minimal cognitive skills needed in daily tasks required of college students. These skills would included possessing decoding, comprehending, listening, speaking, writing, and mathematical skills. Those who would not possess these rudimentary skills would be deemed as remedial.
4. fundamental learning proficiency in reading, writing, computation. Bush & Andrews
(fundamental skill) A skill basic to the mastery of a particular subject. Thus, addition and subtraction skills are basic to arithmetic. Page & Thomas.
6. A skill that is basic to the mastery of a school subject; such as addition or subtraction is to arithmetic. Good

7. activities such as reading, writing, calculating, and reasoning considered to be essential to success in college but not always specifically taught in the regular academic curriculum.
8. those considered to be the prerequisite foundation or starting point for further learning. What those skills, or abilities, may be will depend on which starting point one is discussing! It should be noted that in education, at least, the word "skills" is used for a synonym for "knowledges" and "understandings," rather than in the sense of "learned tasks." For "college-level" study, they may include reading, writing, elementary algebra, computer literacy, etc., as well as study habits and attitudes. Basic skills of interpersonal communication, "life coping," and the like will yield very different lists.
9. skills that enable people to communicate and learn; includes reading, writing, listening, speaking and study skills.
COMMENTS: 1) need to include personal development; need for definition of oneself and relation to environment before meaningful communication can occur; 2) is there some one or more terms, phrases, etc. we can use to clarify this terms when used to discuss level? Are we talking about entry, exit or what?

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

college level students
1. "prepared to accomplish the reading and study tasks required of them in the regular college classroom **Briggs, J Dev & Rem Educ. VII, pp.6-7
2. those students possessing the necessary prerequisite skills upon entry to a college curriculum.
3. those whose level of skill attainment, reasoning ability, etc., are such that they are developmentally ready to pursue courses of study leading to a baccalaureate degree or those applicable for transfer to such a program.
4. students who have met basic requirements for college entrance, and are enrolled in regular college or university programs.

college reading
1. readings students are expected to do to complete their college assignments. (textbooks in all disciplines, supplementary texts, fiction & non-fiction, library books and materials, syllabi, and other course handouts, and examinations.) To improve college reading students need to acquire insights and strategies to improve their reading comprehension, speed, and critical skills.
2. Any formal remedial or developmental reading/studying instruction which occurs at a post-secondary institution where the goal is to enable students to become proficient in processing and learning college level material both visually and aurally.
COMMENTS: 1) Of what is shown I would go with 2, but eliminate the term remedial as remedial indicates to me they did not have entry-level reading skills for college while developmental says to me they're continuing to improve entry-level skills while there. 2) I like the second definition.

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

comprehension monitoring
1. regulation of one's reading behaviors to recognize problems and promote understanding (a metacognitive skill).

concentration
1. exclusive persistent focusing on a given task or object. Bush & Andrews
2. Ability to become absorbed in a task and continue in it despite distractions. Page & Thomas
3. (1) the state or act characterized by the centering or focusing of attention upon a task or problem or upon certain elements of an experience; the conscious and intense application of mental or physical forces, or both, in an effort to perform a task or activity or to solve a problem. Good
4. The conscious and intensive centering or focusing attention on a limited object or aspect of an object, task or problem. Eastridge & Price

critical reading
1. the process of making judgments in reading, evaluating relevancy and adequacy of what is read; an act of reading in which a questioning attitude, logical analysis and inference are used to judge the worth of what is read according to an established standard. IRA Dictionary, Harris
2. The process of questioning and making judgements in reading; evaluating ideas, recognizing assumptions, seeing relationships in form and content, reading analytically and distinguishing fact and opinion.

3. A reading process in which it is mandatory that the reader interpret, thoughtfully evaluate, compare two or more sources of information, test the reasonableness, probability, make inferences, draw conclusions, and anticipate the author's meaning. Eastridge & Price
4. evaluating the quality, the value, the accuracy and the truthfulness of what is read. Bush & Andrews
5. reading in which the reader evaluates content in terms of its authenticity, beauty, usefulness, or some other criteria. ›od

critical thinking
1. (1) the process of integrating newly acquired information with previously know information for the purpose of making judgements; (2) the process of evaluating facts, figures, and information in a logical fashion.

cultural literacy
1. the network of information that all competent readers possess.
2. The cumulative database of knowledge a reader brings to the current reading exercise that either permits or prevents the reader from questioning, evaluating and/or associating the material at hand.
3. facts, themes, ideas, and other information comprising the heritage of a given nation, culture, or ethnic group.
4. an ability to function within a culture because of an ability to utilize technical skills to interact with a literary environment. (cultural level)
COMMENTS: 1)the definition given is a Hirst-like and elitist definition that is inconsistent with most definitions of education. The notion of "level" in this context is judgmental and bias laden.

developmental
1. instruction designed to improve a student's competencies in the basic skills areas to facilitate effective learning and communication.
2. implies stages individuals progress reaching different stages at different times or ages; some individuals progressing to higher stages than others. **Nist in J Dev Educ. VIII, 3, p. 9.
3. All instruction; developmental instruction includes remedial as one portion of the instruction given; the terms are neither synonymous nor points on a continuum; remedial is a sub-category of developmental. I have lost the reference for this -- does anyone claim it?
4. pertaining to, or characteristic of, the process of development; general term applied to many types of age, growth, or maturation, such as mental, anatomical, physiological, educational or social. Good
5. in the normal/expected sequence of learning. Usually used in counterdistinction to accelerated and/or remedial learning. Use of the term in college education assumes/takes cognizance of the notion that there is a gap between "high ›ool" and "college" that needs to be filled in for many students. The claim is, thus, that these students need to learn skills they have not previously been taught (in high school) and that the fault is not with their ability, but with their preparation. Compare with REMEDIAL, a term that suggests that skills have been taught, but not learned (or not learned correctly), and that, therefore, the student must be retaught. The use of the term developmental in education has its origins in psychology, which, in turn, took it from medicine. Development is defined as the process of growth, unfolding, activation, etc. Thus, expected "normal" growth is developmental. In medical terms, there can be developmental "delay," as well.
6. represents a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.
7. higher-level skills needed for college level academic tasks that students have not been exposed to, or had instruction in.
COMMENTS: and increased mastery over the student's environment should be added to 1.;

developmental courses
1. (1) any course or series of courses designed to build upon existing skills in order to prepare students for more advanced academic work; (2) any course organized according to the principles of cognitive and student development and designed to promote both affective and cognitive development.
2. courses which represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.
3. voluntary courses which permit the student to assess his/her own needs, with guidance, and receive instruction and assistance with higher-level skills needed for college level academic tasks that students have not been exposed to, or had instruction in.

developmental education.
1. (1) a sub-discipline of the field of education concerned with improving the performance of underprepared students; (2) a field of research, teaching and practice designed to improve academic performance; (3) a process utilizing principles of ›elopmental theory to facilitate learning.
2. education which represents a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental educators
1. (1) educational professionals who work in programs designed to enhance the academic and personal growth of students; (2) educational professionals who employ the principles of cognitive and affective development in designing and delivering instruction.
2. educators who represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental programs
1. the academically capable student is given group instruction in a wide range of reading skills **Ahrendt, Community College Reading Programs, IRA, 1975, pp16-17.
2. programs to provide opportunities for students to improve their academic and personal growth.
3. (1) an organized system for delivering instruction, academic support, and personal development activities to college students; (2) any program designed according to the principles of developmental theory for the purpose of promoting intellectual and personal growth.
4. programs which represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental reading
1. Any reading instruction at the college level that is not remedial and includes the study skills and strategic learning devices necessary to handle college level material efficiently and effectively. Most college students would find this instruction beneficial since they have not be systematically exposed to a process for studying.
2. the on-going process of reading development from pre-school to adulthood -- for all individuals.
3. (1) reading instruction, except remedial, for students at all levels. (2) reading instruction, except remedial, for all students beyond the elementary school level. NOTE: According to N. B. Smith (1965), this is the earliest meaning of the term in reading literature. (3) a comprehensive school program of remedial and nonremedial reading instruction for all students. (4) remedial reading instruction in high school and college, a misuse of the term. IRA, Harris
4. classroom instruction to improve the child's reading skills systematically in tune with the standard levels of progress of the particular school. Bush & Andrews
5. reading instruction designed to develop reading skills progressively and sequentially. Page and Thomas
6. reading instruction in which the primary purpose is to build upon existing reading skills.
7. reading instruction which represents a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

developmental students
1. those students who have not been exposed to advanced reading skills, or been given an opportunity to learn and practice them **Nist in J Dev Educ, VIII, 3, p.9
2. students who need or want to improve their academic and personal skills.
3. (1) students assessed as having potential for success if appropriate enrichment opportunities are provided; (2) students who because of socio-economic circumstances have previously been denied access to college; (3) students who, while meeting college admissions requirements, are not yet fully prepared to succeed in one or more introductory courses.
4. Students in programs which represent a counseling orientation where growth and attainment of potential are the keynotes; this represents a concentration upon the human dimension of the individual with an implied process of growth and development involving guidance and nurturance.

diagnosis
1. (1) The act, or result, of identifying disorders from their symptoms. NOTE: Diagnosis technically means only the identification and labeling of a disorder, but as the term is used in education, it often includes the planning of instruction based on the evaluation of the problems and consideration of their causes. There are different levels of diagnostic study, ranging from a casual observation that a student appears to be nearsighted to a clinical detection of aniseikonia; from a vague realization that a student is having difficulty in reading to an astute analysis of the process by which he gains meaning, significance, enjoyment, and value from printed sources -- R. Strang (2) the classification of people or things into established categories, as an educational diagnosis. (3) negative diagnosis; the identification of a disorder by the recognition of what is not. A diagnosis of dyslexia is usually a negative diagnosis; i.e., there is no alternative explanation of the reading difficulty. IRA, Harris
2. analysis of available information, subjective and objective, to determine the nature, etiology and pattern of a disability; such activity has as its goal the development of a prescriptive program for correction. Bush & Andrews
3. (1) the procedure by which the nature of a disorder, whether physical, mental or social, is determined by discriminating study of the history of the disorder and of the symptoms present; (2) in guidance, the analyzing of performance of clients and development of tests which elicit maximum information; also, the results obtained by these activities; (3) (curric.) the process of determining the existing capabilities of a student by analyzing his performance of a hierarchy of essential tasks

Learning Assistance Center
1. a place on campus which offers help to any student experiencing academic difficulties. Assistance is usually individualized but can be either remedial or developmental in nature; usually ancillary to a remedial and/or developmental program or course.
2. a place where the learner gets tutorial help; a referral agency to toher helping agencies such as medical, psychological, financial and spiritual; a library of basic study aids in the content field; a training facility for paraprofessionals, peer counselors and tutors; and as an information clearinghouse to update faculty in the latest learning research and methodologies. F. Christ in 4th Proceeding of WCRA
3. a place where tutorials, workshops, and classes are available to students to help them acquire new knowledge, remediate skills inadequate for prescribed proficiencies and develop new skills.
4. (1) an organized, multifaceted program providing comprehensive academic enhancement activities outside of the traditional classroom setting; (2) a centralized area wherein tutorial and study skills assistance is provided.
5. an organizational entity designed to produce learning assistance and interests of members of the institution.

learning skills

learning styles
1. preferred mode of problem-solving, thinking or learning used by an individual. Sometimes called cognitive style, and may be conscious, unconscious, or specific to many or only a small number of tasks. Page & Thomas
2. (1) a combination of affective and cognitive processes and preferences governing individual approaches to the acquisition of knowledge; (2) a preference for a particular instructional methodology.

literacy
1. the skill, the control, the interest and the ability to form an opinion or to make a decision which is worthy.
2. the ability to read and write at the level required for making reasoned, thoughtful, evaluated decisions.
3. (1) the ability to read. (2) the ability to read and write a language, and sometimes to perform arithmetic operations. (3) see functional literacy. (4) the possession of reading, writing and sometimes arithmetic skills to a degree though desirable by a society. (5) competency in a technical field, as computer literacy. IRA, Harris
5. Relative term. Commonly defined in terms of a reading age of 9 1/2 or as equated with five years of schooling. Gray, writing for UNESCO in 1969, defined it as followed: "A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group." This ability is often referred to in connection with the norm for an individual age range. Note the distinction often made between functional literacy and organic literacy. Page & Thomas
(1) strictly, the bare ability to read and write; (2) more broadly, ability to read and write at the level of the average fourth-grade pupil (The term is relative and usually implies the comparison of the individual's ability to read and write with the average ability found at his social or economic level.) Good
7. (1) a body of communication skills required to function in society; (2) a body of knowledge generally found in educated persons.
8. an ability to utilize technical skills to interact with a literary environment.
9. the ability to read, communicate, compute, make judgments, and take actions resulting from them. Graham, P. Literacy: A goal for secondary schools, Daedalus, 1982, p. 128.
COMMENT: We may need to add functional literacy to the list.

long-term memory (LTM)
1. That aspect of memory lasting over a long period of time that has great capacity and has structured, or chunked, information into patterns. Long term memory occurs when a person can remember the gist of a story long after it has been read, and from that can work out the details. NOTE: LTM is assumed to develop from continued or repeated short-term memory episodes. This process may result in some telescoping or distortions of the original matter. IRA, Harris
2. relatively permanent stored information which is capable of retrieval through association. Bush & Andrews
3. Term in memory research distinguishing short term memory from long term memory. LTM is seen as a store of permanent memories with a vast capacity. Sometimes called secondary memory. Page & Thomas

lower level reading skills

lower level thinking skills

mapping
1. (1) n. the formation of one or more hypotheses or expectancies in attempting to solve a problem. (2) see cognitive map. (3) v. to survey material before careful reading to get an overview of its nature an organization. IRA, Harris
2. a pattern of symbols that corresponds exactly with a physical feature, geography, or a system of events such as brain waves. Bush & Andrews
3. a correspondence established between the members of one set and the members of another, usually synonymous with function and transformation, for some writers, the term mapping carries a geometric connotation, in contrast to any algebraic description which might be given for the correspondence. Good

in a specific subject, such as mathematics or music, with the intent of facilitating his learning by assigning appropriate remedial or advanced learning tasks. Good
4. Analysis of reading behavior intended to aid in identifying the causes of reading retardation or disability and understanding the present reading performances are a projection of the reader's self-concept, and reflect physical and emotional adjustments to academic demands. Eastridge & Price

elaborating
1. (1) the process, or result, of expanding in detail or complexity a simpler object or ideas. Your theme is excellent but needs elaboration. (2) the "extra processing" one does that results in additional, related or redundant propositions, the better will be the "memory" for the material processed. -- L. Reder (1980). IRA, Harris
2. extension by the addition of variations of associated movements or ideas. Bush & Andrews

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

evaluation
1. the decision-making process of interpreting test/assessment results, deciding what is "good," or "good enough," "effective," etc. Thus, in EVALUATION, an important component is subjective and philosophical.
2. a many faceted process for meeting an audience's requirements for information. Evaluations may take formative, summative, or political form. syn. assessment. Clowes, D. A. Evaluation methodologies for learning assistance programs, in C. C. Walveker (Ed.). New Directions for College Learning Assistance Services, no. 5. San Francisco: Jossey-Bass, 1981.

graphic post-organizers

higher level reading skills
COMMENTS: ? ?

higher level thinking skills

interacting with the text

learning
1. Acquisition of skills, information, values and attitudes both intentionally and unintentionally by individuals.

learning assistance
1. "supportive activities, supplementary to the regular curriculum, that promote the understanding, learning and remembering of new material; includes study skills instruction, tutoring, reviews, supplemental instruction, study groups, special topic workshops, exam preparation, and various types of self-paced instruction, including computer-assisted instruction. Usually provided in a center that can be staffed with professionals and/or peers.
2. programs include instruction and activities for developing learning skills ... study skills, reading, mathematics, writing, critical thinking and problem solving. Subject matter tutoring, graduate exam preparation courses and time management workshops may also be offered. CAS Standards
3. aid provided by one or more individuals to the acquisition of skills, information, values and attitudes both intentionally and unintentionally by individuals.
4. (1) a field of endeavor concerned with the enhancement of academic skills; (2) the act of providing academic enhancement activities outside of the traditional classroom sitting; (3) a service or collections of services designed to facilitate the acquisition of knowledge not normally included in the college curriculum.
COMMENTS: 1) Add to Def. 1, after "remembering of... " new knowledge, remediation for prescribed entry and exit levels of academic proficiency, and the development of new skills. Then delete the rest of #1; 2) Umbrella term for what we do; 3) this seems to me the most suitable term under which to organize definitions of all reading/study programs at the college level, because it refers to the purpose of the programs (remedial and developmental assistance) rather than focusing on inadequacies of students.

COMMENTS: Do we want the definition for cognitive mapping? IRA says "a concept, first advanced by E.C. Tolman in studies of maze learning by rate, referring to a pattern of relationships formed in the mind to explain learning in problem-solving tasks."

metacognition
adj. referring to those theories and principles used in the study of thought processes. IRA, Harris
knowledge that takes as its object or regulates any aspect of cognitive endeavor. Flavell, J.H. Metacognitive development. In J. M. Scandura and C. J. Brainerd (Eds). Structural/process theories of complex human behavior. Alphen a. d. Rijn, The Netherlands: Sifthoff & Noordhoff, 1978.

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

motivation
1. arousing or stimulating, in a student, an interest or inward urge to perform a task willingly and to complete it with sustained enthusiasm. Eastridge & Price
2. n. (1) the forces within an organism that arouse and direct behavior, as internal sensory stimulation, ego needs, etc. (2) the process by which such forces arouse and direct behavior in one direction rather than another. (3) activity by one person that produces need-goal behavior in another. IRA, Harris
3. arousing inner stimulation to learning or action. Bush & Andrews
4. Psychological term referring to the behavior brought about by physiological or social needs, and directed toward goals. Theories of motivation are biogenic or sociogentic and famous theorists of motivation include Hull, Maslow, McClelland and McDougall.
5. (1) psych. broadly considered, the process of arousing, sustaining and regulating activity, a concept limited to some aspect such as the energetics of behavior or purposive regulation; (2) the practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way; usually designates the act of choosing study materials of such a sort and presenting them in such a way that they appeal to the pupil's interests and cause him to attack the work at hand willingly and to complete it with sustained enthusiasm; also designates the use of various devices such as the offering of rewards or an appeal to the desire to excel. Good.

networking

ganizational patterns

placement
1. The assignment of a person to a suitable class, course, job training institution or educational institution in accordance with his aims, capabilities, readiness, educational background, and aspirations. Good
2. the process of identifying the location -- along a presumed continuum of ability or achievement -- of a particular person's level of that ability or achievement. Usually, placement is made into specific courses of study that form part of a hierarchy -- in foreign language or mathematics, for example -- or that are prerequisite to entrance into a degree program. Placement can be made on the basis of past grades, scores on admissions or entrance tests, or on the basis of tests specifically designed for placement purposes.

pre-reading
1. (1) n. reading something silently before oral reading to determine the type of expression, pacing and voice projection needed for oral interpretation. (2) adj. having to do with activities before learning to read or before the act of reading, as prereading skills, a prereading introduction to an author. IRA, Harris
2. A quick survey, prior to formal reading, giving specific attention to title, introductory and concluding paragraph, locating quickly the main divisions and subdivisions, not any parts set off by contrasting print, etc., find out something about the writer, review the thesis and general organization of the whole article, but no attempt at full comprehension. Eastridge & Price

reading process
1. an operation or change which takes place in the act of reading. IRA, Harris
2. the act of reading, involving primarily the recognition of printed symbols and the meaningful reaction of the reader to these symbols; such reaction may include the reader's interpretation, appraisal, and attitudinal responses as determined by his purposes and needs. Good

reading strategies

remedial
instruction designed to remove a student's deficiencies in the basic skills areas in order to make him/her competitive with peers.
2. corrective or reeducative, as remedial spelling, remedial reading. IRA, Harris

3. instruction aimed at correcting faulty habits or establishing habits when none exists, thus increasing the efficiency and accuracy or performance. Eastridge & Price
4. (1) any instructional activity which must be undertaken as a precondition for entry into a particular course or curriculum; (2) a course for which credit is not awarded.
5. designed to correct faulty learning, or to reteach what has not been correctly learned, or to counteract bad habits. The assumption is that students have already been taught (or at least been exposed to learning), but that the teaching was not effective and must be repeated.
6. represents a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.
COMMENTS: 1. I object to this term for two reasons: (1) it focuses on the reading per se rather than reading as a part of the learning process and (2) it has so many undesirable connotations...I would prefer to see this term excluded from learning assistance terminology 2. I agree with Def. 1 except I would specify "deficiencies in basic entry or exit level skills of a prescribed level of proficiency

remedial courses
1. courses which represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial education
1. (1) one of several tools in the process of developmental education, (2) instructional activities designed to teach basic skills to students who, for a variety of reasons, may not possess such skills (as opposed to activities designed to build upon previously existing skills).
2. education which represents a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial educators
1. educators who represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial programs
1. programs which represents a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial reading
1. College reading programs designed for those students who have not yet mastered the basic decoding and comprehension skills necessary to effectively read college level texts, even though their past educational program has repeatedly and systematically exposed them to these skills. Without intensive intervention, such students will be unable to meet even basic reading demands placed on them while in attendance at post-secondary institutions.
2. (1) any specialized reading instruction adjusted to the needs of a student who does not perform satisfactorily with regular reading instruction; (2) intensive, specialized reading instruction for students reading considerably below expectancy; (3) reading instruction more specialized than corrective reading in the classroom but not as specialized as that in definition (2). (4) developmental reading instruction set at a different pace and designed for an individual student or a selected group. IRA, Harris
3. (1) college reading programs designed for those students who have not yet mastered the basic decoding and comprehension skills necessary to begin effectively reading college level texts. (2) specialized reading instruction for students who do not meet entry or exit levels of a prescribed proficiency.
4. individual or group instruction, usually clinical, in which particular effort is made to establish acceptable habits or to discover and correct faulty reading habits, which increases the efficiency and accuracy of performance. Eastridge & Price
5. instruction provided students with generalized reading deficiency by reading specialist outside the regular classroom; the clinical approach seeks the cause(s) of the disability and designs and conducts a program to correct or ameliorate the cause(s). Bush & Andrews
6. in reading instruction, activities planned for individuals or groups of pupils in order to provide for both the diagnosis of reading difficulties and their correction; usually carried on in a special remedial class. Good
7. instruction designed to remove a student's deficiencies in the basic skills areas in order to make him/her competitive with peers.
8. reading programs which represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

remedial reading programs
1. program for student who score in the lower quartile on the entrance examination or on a standardized reading test and whose reading inadequacies impede their learning **Ahrendt in Community College Reading Programs, IRA, 1975, p. 16-17."
2. (1) the curriculum and operation of a program designed to provide intensive remediation in reading, usually by a teacher with advanced training and in a setting that allows flexible adjustment of materials and methods to individual differences.

(2) any set curriculum or material for the remediation of reading skill deficits, usually commercially prepared, into which the student is fitted. IRA, Harris
3. an organized instructional program based on comprehensive diagnosis and designed to correct or eliminate factors contributing to inadequate or faulty reading development and to increase efficiency and accuracy in reading. Good.
4. programs providing specialized reading instruction to help students meet entry or exit levels of prescribed deficiencies.

remedial students
1. those students lacking rudimentary reading skills to which they have certainly been exposed **Nist in J Dev Ed, VIII, 3, p.9."
2. students who require specialized reading instruction in order to meet entry or exit levels of prescribed proficiencies.
3. (1) students who are required to participate in academic enrichment activities as a condition of entry to college; (2) students who are unable to perform successfully without substantial improvement in their basic skills.
4. students in programs which represent a medical orientation where emphasis is upon weaknesses or ills, their identification, treatment, and elimination.

review
1. (1) v. to study again for better understanding and/or retention, as review a lesson. (2)n. the act of studying again. (3)n. a critical report, as a book review, a drama review. (4) v. to so report, (5)v. to make a survey of something, as review the research on reading readiness. (6)n. the report of a survey. (7)v. to look back upon, as review one's experiences in reading. IRA, Harris
2. reexamination of material previously presented or studied. Good

scan reading
1. over-all reading in which the reader looks specifically for structure, as a clue to the pattern of the ideas, including the relationship of major and subordinate ideas. Eastridge & Price

scanning
1. the act of scrutinizing closely for certain known particulars as the eye runs quickly over the printed material. Eastridge & Price
2. (1) v. to examine or read something quickly, but selectively, for a particular purpose; skim; as scan an article for the general idea, scan a directory for a telephone number. (2)v. to examine or read something carefully; look at closely. Please scan this drawing for flaws. He proceeded to scan the text for clues to the murderer. (3) n. the act or result of making a detailed survey, as a brain scan. (4)v. to analyze the metrical structure of verse. (5)v. to follow, in verse, the rules of meter. The poem scans well. (6)v. to make a visual, electronic or mechanical search of computer data, as scan the computer printout. IRA, Harris
3. very rapid reading to locate specific words or ideas. Bush & Andrews
4. (1) in reading, the rapid perusal of written material; sometimes used as a strategy for making later reading of the material more efficient. Good
COMMENTS: The IRA definitions are unclear and don't clearly distinguish scanning from skimming;

schemata
1. the conceptual plans or structures that readers bring to their understanding(s) of the (a) text.
2. the pattern, plan, design or system and individual is able to discern from the available information.
3. an ordered plan or structure; in written form, a schematization. Bush & Andrews
4. (1) framework or outline to show recorded date. (2) number of concepts or ideas presented as a coherent plan. Used in this sense by Piaget, but with a number of distinctions. Page & Thomas
5. Piaget's term for the sensory-motor coordination present within the child at birth. Good

short-term memory (STM)
1. that aspect of memory that lasts only briefly, has rapid input and output, is very limited in capacity, and depends directly on stimulation for its form, as memory developed after one has attended to a stimulus array but before one has mastered all the details. In current models of reading behavior, STM enables the reader to keep parts of the reading material in mind until enough material has been processed to make sense. IRA, Harris
2. limited capacity memory of short duration which dissipates with time or is replaced by new information. Bush & Andrews
3. That activity in remembering where retention is limited to a few minutes. Where capacity for retention is limited. Used by Broadbent and others as distinct from long-term memory. Short term memories exist as activity traces in the short-term store. Opinion is divided on whether short-term memory is a meaningful concept and any different in kind or function. Page & Thomas

skill(s)
behavior that can be developed through instruction and practice.
2. (1)n. an acquired ability to perform well; proficiency. NOTE: the term skill often refers primarily to motor acts, especially to finely-coordinated, complex ones that are the result of perceptual-motor learning, as handwriting, golf, or pottery. However, skill is also used to refer to acts that are primarily intellectual, as comprehension skills, thinking skills. Special

types of skill, as study skills, are given under the describing term. (2)n. a craft or activity requiring a high degree of competence, as the skill of making fine jewelry. IRA, Harris
3. efficient execution of mental or physical tasks. Bush & Andrews
4. systematic and coordinated patter of mental and/or physical activity, usually involving both receptor processes (senses which receive stimuli) and effector processes (muscles and/or glands which provide responses). Skills may be perceptual, motor, manual, intellectual, social, etc., according to context or dominant aspect of the skill pattern. Page & Thomas
5. used in the singular, the ability to use one's knowledge effectively and readily in execution or performance. In the plural, the word "skills" suggests specific, learned tasks, rather than more generic performance. In reading, sets of presumed "skills" have been identified, mastery of which, in theory, should lead to "skill" in reading. Research findings have largely discredited the notion that there are discrete "skills" that must be mastered before one can be a skillful reader. Today the emphasis is on learning STRATEGIES, rather than SKILLS. See Strategy.
See also specific skills as: academic, basic, higher level reading, study, thinking.
COMMENTS: 1)??; 2) Skills cannot be defined in absence of the context in which they are relevant; i.e., not behavior developed but behavior potential

skimming
1. a method of rapid reading in which the reader attempts to get the general idea of the passage rather than attempt to read the complete text. Eastridge & Price
2. (1) NOTE: Skim shares only the first of two primary meanings of scan; to read rapidly and selectively, but purposefully, rather than to read carefully. IRA, Harris
3. rapidly going over (reading) an entire passage to get a general impression or overview. Bush & Andrews
4. (1) a method of reading according to which the reader looks for certain items but does not read the complete text; (2)a method of reading according to which the reader attempts to get the general meaning without attention to details. Good

specialized vocabulary

speed reading
1. instruction focused on increasing rate of comprehension, often with the aid of such mechanical devices as pacers, tachistoscopes, etc. NOTE: Too often such instruction aims merely at one high rate of reading without considering either comprehension to an adequate degree or the desirability of developing flexibility of reading rate with speeds adjusted to the reader's purpose, the level of difficulty of the subject matter, and the reader's knowledge and background. IRA, Harris
2. techniques for improving speed and comprehension in reading. Page & Thomas

strategic learning
1. Possessing the reading and study skills necessary for efficiently and effectively learning college level information. Strategic learners have both procedural and declarative knowledge in that they are not only knowledgeable of reading and studying skills but also know when and how to apply them. Strategic learning also implies a change in behavior (i.e., the way one learns) through the application of efficient and effective strategies.
2. The variation, selection and application of specific skills to suit the learning task at hand.

students

study habits
1. a person's usual ways of applying study skills, effective or otherwise. IRA, Harris
2. the basic features involved in the application of the mind to a problem or subject; the characteristic pattern which an individual follows in learning about things and people. Good

study reading

study skills
1. special skills, habits, and abilities that facilitate learning. Includes time management and organizational skills, improved or changed behaviors such as regular, planned study and effective concentration, and well-developed communication skills to send and receive information in an academic setting,
2. Specific content-area reading strategies used to help locate, learn and remember important information. syn. study techniques.
3. a general term for those techniques and strategies which help a person read or listen for specific purposes with the intent to remember. NOTE: Although reading specialists may differ in terms of the specific skills to be included, study skills commonly include following directions; locating, selecting, organizing, and retaining information; interpreting typographic and graphic aids; and reading flexibility. IRA, Harris
4. learned skills that are common to all study situations such as following directions, locating, selecting and evaluating, which have been practiced under the guidance of experienced teachers. Eastridge & Price
5. abilities essential in locating, evaluating, selecting, organizing, retaining, and communicating knowledge in the subject fields, these include common skills applicable to all fields and specialized skills applicable to only a specific content. Bush and Andrews

6. skills a student needs to develop in order to study successfully. Page & Thomas
7. a special ability used in study such as reading, outlining, summarizing or locating material. Good
8. the applied reading and organizational skills needed for the successful completion of required academic tasks.
COMMENTS: Is there any difference between study skills and study strategies?

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

study strategies
1. The thoughtful and appropriate application of study skills depending on the text, the task and student characteristics.
2. a systematic process for the intensive study of a selection for retention and recall. SQ3R is a study strategy. IRA, Harris
3. behavior and procedures that are applied to learning tasks to improve the acquisition, understanding and application of knowledge and skills.

studying
1. activities directed to understanding, learning and remembering new materials.
2. The purposeful interaction between a text (not necessarily a textbook) and a student in such a way that problems are solved and/or information is learned, retained, and recalled. Studying usually results in a testing situation where students must demonstrate the results of their studying.
3. application of the mind (attending) to learning material for problem-solving, acquiring knowledge, or skill development. Bush & Andrews
4. a special form of reading. The way that studying differs from "ordinary reading" is that studying is associated with the requirement to perform identifiable cognitive and/or procedural tasks. Anderson, T. H. and Armbruster, B. R. Studying, Chapter 21 in Pearson, D. (Ed), Handbook of reading research. New York: Longman, 1984.

summarize
1. oral or written condensing of material read; generally recognized as a study skill. Good

surveying
1. SURVEY standardized reading tests designed to provide a measure of basic vocabulary, general comprehension, specific comprehension, speed of reading and accuracy. Eastridge & Price
2. (1)n. the overview of a field to determine its status and the trends and issues surrounding it. (2)n. a sampling of individual responses to a question, topic, etc., as a survey of television use. (3)n. an overall examination of performance, as a reading survey. (4)v. to make a comprehensive overview, as survey a textbook. IRA, Harris
3. an investigation of a field to discover current practices, trends, and/or norms; may or may not include recommendations based on the data gathered. Good

thinking skills
1. (1) the basic intellectual tools used for the acquisition, processing, organization and application of knowledge; (2) a series of strategies for improving content mastery.

transfer
1. The ability to strategically and independently apply reading and study skills to college level materials from a variety of disciplines.
2. the ability to recognize, relate and explain the similarities, differences and relationships of information from different disciplines, time periods and events.
3. (1)n. in general, the carryover process, or effect, of one response or set of responses upon another, as the transfer of reading skills to writing skills. NOTE: The carryover may be positive, negative, or zero. Special types of transfer, as negative transfer are given under the describing term. (2)v. to so transfer. (3)n. the process, or effect, of the carryover of grammatical forms from language to language, often in an interfering way. (4)n. the change of speech symbols into another medium of expression, as writing (5)n. a metaphor (6)n. a design to be carried over onto another surface, as by a printing press, a decal, etc. (7)n. one who changes from school to school (8)v. to so change. IRA, Harris
4. carryover of learning into a situation which differs from the original learning situation. Bush & Andrews
5. (1)Technical term in stimulus-response psychology to indicate the effects of previous experience on later learning, e.g., in learning a specific physical skill such as planing wood , a student learns coordination and balance which is helpful in a related but different skill such as filing metal. This is termed horizontal transfer. In vertical transfer, one type of association is a prerequisite for a higher type of association, for example, discrimination between right-angled and other types of triangles is a prerequisite to solving problems using Pythagoras' Theorem. See also *generalization* which differs insofar as it takes place without additional teaching or deliberate learning. (2) to change from one school to another before completion of a degree program or before finishing the highest grade given in a school. (3) as in teacher transfer, to change from one school to another within the same system. Page & Thomas

SYN. transfer of training (TRANSFER OF TRAINING: the influence that the existence of an established habit, skill, idea or ideal exerts on the acquisition, performance, or relearning of another similar characteristic; such influence may facilitate new learning (positive transfer), retard or inhibit new learning (negative transfer), or be of negligible effect on new learning (zero or indeterminate transfer).) Good

tutoring
1. one-to-one instruction that explains, clarifies and exemplifies a topic and, ultimately, promotes independent learning.
2. Instruction provided to students experiencing learning difficulties in a specific subject area; individualized in nature and usually one of the services offered by a learning assistance center.
3. (TUTOR) (1)v. to instruct on an individual basis, often privately. (2)n. a person who so instructs. IRA, Harris
4. a process of instruction used in some colleges in which a tutor acts as general advisor to a small number of individuals and supervises the pursuit of knowledge in a specific subject area. Good
5. (1) individual or group activities designed to supplement formalized instruction; (2) an individualized instructional technique.

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

writing process

DICTIONARIES USED THROUGHOUT THIS DOCUMENT:

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DEFINITIONS PROPOSED FOR DEVELOPMENTAL EDUCATION TERMS
Taskforce on Professional Language for College Reading & Learning - WCRLA
Organizing Template 1/31/89

Directions: If you agree with the definition, mark +. If you feel the definition is inappropriate for our use, mark 0. If you are neutral or have no opinion, mark ?. Attach any comments and return to Mary Rubin, Department of Education & Psychology, Cameron University, Lawton, OK 73505

academic skills
1. _____

advance organizers
1. _____
2. _____
3. _____

assessment
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

associating
1. _____
2. _____
3. _____
4. _____

basic skills
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

college level
1. _____

college level students
1. _____
2. _____
3. _____
4. _____

college reading
1. _____
2. _____

college reading skills
1. _____
2. _____

comprehension monitoring
1. _____

concentration
1. _____
2. _____
3. _____
4. _____

critical reading
1. _____
2. _____
3. _____
4. _____
5. _____

critical thinking
1. _____

cultural literacy
1. _____
2. _____
3. _____
4. _____

developmental
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4. _____
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7. _____

developmental courses
1. _____
2. _____
3. _____

developmental education.
1. _____
2. _____

developmental educators
1. _____
2. _____

developmental programs
1. _____
2. _____
3. _____
4. _____

developmental reading
1. _____
2. _____
3. _____
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5. _____
6. _____
7. _____

developmental students
1. _____
2. _____
3. _____
4. _____

diagnosis
1. _____
2. _____
3. _____
4. _____

elaborating
1. _____
2. _____

encoding
1. _____
2. _____
3. _____

evaluation
1. _____
2. _____

graphic post-organizers

higher level reading skills

higher level thinking skills

interacting with the text

learning
1. _____

learning assistance
1. _____
2. _____
3. _____
4. _____

Learning Assistance Center
1. _____
2. _____
3. _____
4. _____
5. _____

learning skills

learning styles
1. _____
2. _____

literacy
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
9. _____

long-term memory (LTM)
1. _____
2. _____
3. _____

lower level reading skills

lower level thinking skills

mapping
1. _____
2. _____
3. _____

metacognition
1. _____
2. _____

metacomprehension

1. _____
2. _____

motivation
1. _____
2. _____
3. _____
4. _____
5. _____

networking

organizational patterns

placement
1. _____
2. _____

pre-reading
1. _____
2. _____

reading process
1. _____
2. _____

reading strategies

remedial
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

remedial courses
1. _____

remedial education
1. _____
2. _____

remedial educators
1. _____

remedial programs
1. _____

remedial reading
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

remedial reading programs
1. _____
2. _____
3. _____
4. _____

remedial students
1. _____
2. _____
3. _____
4. _____

review
1. _____
2. _____

scan reading
1. _____

scanning
1. _____
2. _____
3. _____
4. _____

schemata
1. _____
2. _____
3. _____
4. _____
5. _____

short-term memory (STM)
1. _____
2. _____
3. _____

skill(s)

1. _____
2. _____
3. _____
4. _____
5. _____

skimming
1. _____
2. _____
3. _____
4. _____

specialized vocabulary

speed reading
1. _____
2. _____

strategic learning
1. _____
2. _____

students

study habits
1. _____
2. _____

study reading

study skills

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

strategy
1. _____

study strategies

1. _____
2. _____
3. _____

studying
1. _____
2. _____
3. _____
4. _____

summarize
1. _____

surveying
1. _____
2. _____
3. _____

thinking skills
1. _____

transfer
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

tutoring
1. _____
2. _____
3. _____
4. _____
5. _____

visualizing
1. _____
2. _____

writing process

Western
College
Reading &
Learning
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

March 18, 1989

Karen Grosz, President
CCC Academic Senate
1107 Ninth St.
Sacramento, Ca.

Dear Karen

During the Western College Reading & Learning Assistance (WCRLA) Conference held in Seattle March 14-18, fifty California community college reading instructors held a special session to discuss the Senate's proposed minimum qualifications for teaching reading. We are pleased with the primary degree requirements of a Master's in Education with a Specialization in Reading, or a Master's in Teaching of Reading. However, we strongly disagree with the alternative requirements of a Bachelor's in English or Psychology with a Reading Certificate and a Master's in an English-related field as the only substitute degrees because we believe this to be unnecessarily restrictive.

Our primary concern is that California community college reading instructors possess a core body of knowledge about the theoretical constructs of reading instruction. Thus, we believe the sound academic preparation entailed in any Bachelor's plus Master's degree program together with specific training in the teaching of reading would address our concern. We recommend the following change to the alternative requirements:

> Bachelor's and Master's in any academic discipline, with a Reading Certificate that requires a minimum of 24 units.

We believe these requirements will ensure that California community college reading programs will provide the best instruction for the increasing number of students who need this preparation.

Sincerely

Jim Prager, WCRLA Northern California Director

cc: Mike Anker, Disciplines Project Coordinator
Norbert Bischoff, Chairman Educational Policy
Susan Deese, President WCRLA

March 10, 1989

To. Susan Deese, WCRLA President
From. Joyce Weinsheimer JW Awards & Scholarship Committee Chair

Here's a recap of our telephone conversation that you can use to update the Board on Awards & Scholarship Committee information. I will meet with you and the Board on Saturday at 3:00 to address any concerns or answer any questions that might come up.

1. I would like to resign as chair of the Awards & Scholarship Committee in order to devote more time to my position as State Director for Minnesota. I would be glad to assist the new chair during the transition period if that is helpful.

2. This year the one nominee for the Long & Outstanding Service Award was Ann Faulkner. Ann received several nominations and I am including her letters of recommendation with this report. I have purchased the award plaque and will give it to you in Seattle to present.

3. The one applicant for the scholarship award was Patti Glenn. Patti's application shows that she meets all the criteria for the scholarship. In addition, several WCRLA members wrote letters encouraging our organization's support of Patti's graduate work, I am including those letters with this report.

4. The committee did not receive any applications for the Research Assistance Award or the Distinguished Research Award this year. I recommend that we mail the WCRLA membership an announcement of application procedures for these awards in a separate mailing toward the end of next summer. Apparently including the announcement in the newsletter does not get the attention we need; when we advertised the awards in a separate mailing the previous year, however, we received several applications. Such a mailing may be necessary until the awards are more permanently established.

5. Volunteer for chair of next year's committee: Bonnie Easley
Director, Learning Assistance Center
Los Angeles Harbor College
Wilmington, Ca. 90744 213-

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

President:
W. H. Jordan

Vice President of Instruction:
Linda Stegall

Vice President of Student Development:
John H. Nelson

Vice President of Business Services:
Bob Brown

December 7, 1988

Dr. Joyce Weinsheimer, Chair
WCRLA Awards Committee
University of Minnesota
Minneapolis, Minn.

Dear Dr. Weinsheimer,

Ann Faulkner continues to be an outstanding member of the Western College Reading and Learning Association; therefore, it is with great pride that I nominate Ann for the Long and Outstanding Service Award.

Ann has introduced WCRLA to many members but has been particularly influential for some of us. When she began working at Mt. View College, she could not believe that the Division Chair of Developmental Studies, in charge of reading, writing, math and study skills, was not a member of the "Best Thing Going." Because I didn't know, I joined and followed Ann's advice to become involved. Later I was to talk with others such as Delryn Fleming and Joe Cortina who were guided into WCRLA by Ann.

LETTERS OF NOMINATION
FOR THE LONG & OUTSTANDING SERVICE AWARD

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

President:
W. H. Jordan

Vice President of Instruction:
Linda Stegall

Vice President of Student Development:
John H. Nelson

Vice President of Business Services:
Bob Brown

Of course, many of us became joined because we saw Ann as an effective leader and active participant and growing in her discipline because of her participation. Every time I've turned around, she was doing something: state director, manager/chair of national conferences and two state conferences, President, SIG Coordinator, mentor. Ann is always willing to tackle any other duties when asked. Furthermore, she has worked on major state committees designed to influence and establish greater reading and writing skills at the college level. In fact, she presently serves on the 15-20 member blue-ribbon advisory council charged with planning and implementing the Texas Academic Skills Program as Co-Chair. Her special assignment is Chair of the Academic Skills Development Committee, the group responsible for surveying currrent developmental programs and recommending model programs. TASP is a test that will be administered state-wide as a diagnostic and placement test for all Texas colleges and universities to aid in establishing entrance scores. Thanks to Ann's leadership and involvment, TASP sees WCRLA as <u>the</u> professional organization best suited to advise and train new developmental faculty.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Mountain View College

4849 W. Illinois Ave.
Dallas, Texas
75211-6599

214-333-8600

President:
W. H. Jordan

Vice President of Instruction:
Linda Stegall

Vice President of Student Development:
John H. Nelson

Vice President of Business Services:
Bob Brown

At her home campus, Mountain View College, Ann's title is Coordinator of the Learning Skills Center. However, that means that she works with students much of the day, finds time to do all the paper work, committee work, and counseling with peers. Furthermore, she is a sponsor of the local Phi Theta Kappa, a national two-year college honor society, and because of her leadership, the chapter has received the Outstanding Chapter Award, and she has received the National Outstanding Sponsor.

I personally believe that members of WCRLA are all cream of the crop. However, Ann's significant contributions, her desire for a strong and effective association and her personal caring for each member of the association give reasons for Ann Faulkner to be recognized with the Long and Outstanding Service Award.

Sincerely,

Spencer Olesen
Developmental Studies
and English Instructor

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

18 January 1989

Joyce Weinsheimer
WCRLA Awards Committee
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, MN 55455

Dear Joyce,

You certainly were right that October would become February before we know it! I have been mentally planning this letter since I read your column in the WCRLA Newsletter last fall. This is one well-thought-out letter!! I was not sure if you intended a broad or a narrow interpretation of "contributions," so I have written about the well rounded aspects of my nominee in her many dimensions. If you intended only WCRLA contributions, please read only paragraph five below.

I would like to nominate Ann Faulkner for the Long and Outstanding Service Award. I can think of no more deserving candidate.

I first met Ann in 1974 when she applied for an assistant's position in Eastfield's CRASH Lab, an early and immature form of the now familiar learning skills center. The "now familiar" recognition credit goes largely to Ann Faulkner. She adapted her experience at the University of Texas Reading and Study Skills Lab (RASSL) to the community college as she taught us the potential of a learning skills center in meeting student needs. Mt. View College quickly recognized her value and offered her a full time position in 1975. She was temporarily "on loan" to El Centro College, another campus in our district, for the purpose of setting up <u>their</u> learning skills center. Ann has established the model for learning centers in the Dallas County Community College District and is the acknowledged leader in this area.

She did not leave Eastfield, however, before I observed her excellent individualized work with students. I at first doubted her ability to communicate with students, especially

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

developmental students, because of her "Mensa qualifying" vocabulary. My worries had no reality, however, as she communicated clearly with students, preserving both her own and the student's integrity. Perhaps because she never lowers standards, students work to meet her expectations, appreciating Ann's respect for them as learners.

In addition to possessing quality teaching skills, Ann has excelled in contributions to WCRLA. I do not know what year she joined, but know she attended the first Albuquerque conference. She served as State Director from 1976 to 1981 at which time our membership elected her President Elect. She organized the national conference in Dallas for 1981, served as President, Coordinator of State and Province Directors, Site Selection Chair and Nominations Chair. She initiated the organization's mail-in ballot, encouraged me as editor to broaden the journal entries from conference proceedings to nationally solicited and juried papers, strengthened the liaison with other professional organizations and established the expertise network nationwide. She has long supported the concept of state chapters and encouraged Texas members to organize and apply for chapter status. Her contributions to WCRLA have set her apart from others.

Her most recent service on our state's Higher Education Coordinating Board's Texas Academic Skills Program (TASP) Council has been a credit to our organization and a benefit to the state. Establishing a statewide assessment instrument for public colleges and universities has required research, diplomacy, negotiation, and patience in dealing with the questions and apprehensions of faculty and administrators. Ann has never failed to be articulate and informed. She is the most frequently invited speaker to meetings involving a discussion of TASP and usually assuages fears with her thorough comprehension of the goals and designs of the new program. When she does not know answers, she promises to find out if possible and follows through. She has contributed to making a difficult transition more humane and consistent.

Western College Reading & Learning Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

I do not know a member who has made more of a contribution to students, the teaching profession, and our organization than Ann Faulkner. She would be an excellent selection by your committee.

Sincerely,

Delryn R. Fleming

Delryn R. Fleming
President, Texas Chapter of WCRLA

LETTERS OF SUPPORT
FOR THE SCHOLARSHIP APPLICANT

University of Northern Iowa
Academic Advising Services

Student Services Center
Cedar Falls, Iowa 50614
Telephone (319) 273-6023

January 5, 1989

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

Re: WCRLA Scholarship for Patricia Glenn

Dear Joyce:

I am writing to request that you and your committee grant the 1989 WCRLA scholarship to Patricia Glenn, who is pursuing a doctoral program at New Mexico State University. I have known Patti for six years and quite sincerely cannot think of anyone more deserving of our support.

Patti has been an educator for many years, and at NMSU's Center for Learning Assistance she invaluably assisted Karen Smith and Sue Brown to create and maintain thriving programs there; I am sure Karen and Sue will write you about Patti's contributions in great detail. Both personally and professionally Patti supported me as a graduate assistant in the CLA and fostered my good spirits as I struggled with my dissertation and committee. In addition, she generously shared her experience and knowledge of working with underprepared college students. Frankly, Patti has the expertise to be directing a large learning center of her own.

All of us have made some financial sacrifice to take academic careers, but I submit to you that Patti's sacrifice has been greater than most. To continue to assist Sue Brown and NMSU students in her present position every year has meant accepting a salary few of us would countenance. The WCRLA scholarship would provide at least some tangible support for Patti's academic endeavor.

Moreover, we in WCRLA should be supporting precisely the kind of scholarly work Patti wants to undertake: an examination of the psycholinguistic characteristics of poor spellers. As I understand the thrust of her proposed research, it will provide for those of us who work with poor spellers a better understanding of how they perceive and process print, leading to the pedagogical methods that do and do not seem efficacious with "word blind" spellers. Patti's idea, that the spelling disabled "see" words in manuscript (on their mental chalkboards) whereas good spellers "see" typescript, is original and exciting. We in WCRLA must see the results of this research!

Patricia is certainly the scholar to be working in this area. Eschewing formal graduate courses, she has been reading in linguistics for many years and is delightfully conversant on

linguistic topics at the graduate level. Now that she is taking the doctoral coursework, she is mastering the research tools she will need for this undertaking. If Patti is granted the WCRLA scholarship, she will report her findings to our group, and we will be the first to benefit from this intriguing study.

I am leaving out all mention of Patti's superb organizational skills (She is never late!), her strong morality (without pretentious moralizing), and her unique combination of sincere seriousness with a robust sense of humor. Also, in this letter of support, I can hardly do justice to an explanation of her loyalty to WCRLA, since she has been a member and active leader at the local, state, and international level since before my own membership. I can testify to her taking upon herself additional professional burdens during the presidencies of both Karen Smith and Sue Brown, both at NMSU and within the official and unofficial labors of WCRLA.

It will be grand to address her soon as Dr. Glenn. Please, let WCRLA play a part in helping Patricia achieve the doctorate she deserves.

Sincerely yours,

Karen S. Agee

Karen S. Agee

CENTER FOR LEARNING ASSISTANCE

Box 30001, Department 5278
Las Cruces, New Mexico 88003-0001
Telephone (505) 646-3136

December 15, 1988

Joyce Weinsheimer, Awards & Scholarship Chair
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, Minnesota 55422

Dear Joyce:

Patti Glenn is a very dedicated professional to the field of Learning Assistance. For the past seven years, at the Center for Learning Assistance at New Mexico State University, she has had a wide variety of experiences developing and delivering services, designing curriculum, completing research, conducting staff development workshops and being responsible for administrative duties. Patti has developed and coordinated both individualized and group classes for credit and has taught both types of classes; she has coordinated a drop-in service for students needing learning assistance; she has assisted in hiring and training graduate students as learning facilitators and has supervised their progress over the year; and she has designed and developed curriculum and materials for the courses that she teaches and supervises.

Patti has a strong interest in identifying and meeting students' needs. For example, she recognized a need to help students with difficult content courses and interviewed faculty members to gain their insight into appropriate study techniques. From these interviews, she designed booklets and worksheets for students to use to learn how to do well in physics, accounting, chemistry, history, math, and biology. In addition, she has designed specific activities to increase motivation and has developed diagnostic materials to use with students.

Patti is a very scholarly person. She enjoys reading and research. She has conducted several research studies in the Center to help us evaluate the program. Whatever project Patti works on, she is extremely task oriented and very conscientious. The result is that she completes everything in a timely, thorough and professional manner. She has a deep interest in the English language and her writing skills are excellent.

Patti has been actively involved in WCRLA over the past seven years. She has presented papers, chaired sessions, served as the Coordinator of Chairpersons and as the Parliamentarian. She continually promotes the organization.

Personally Patti is fun to work with. She has a wonderful sense of humor and always helps to put things in proper perspective. She has developed excellent rapport with both students and staff.

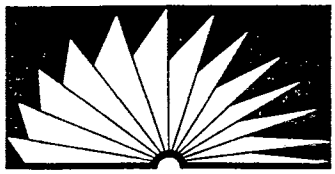
Patti would make an outstanding recipient of the scholarship. She is devoted to learning assistance and she has a strong desire to increase her own knowledge. She always completes what she sets out to do. Through her advanced degree, she will continue to contribute to the field of learning assistance and to WCRLA. She is the type of person that WCRLA will be proud to have assisted.

Sincerely,

Susan Brown

Susan C. Brown
Director

jp



Educational Resource Center

December 12,1988

Joyce Weinsheimer, Awards & Scholarship Chair
Western College Reading and Learning Association
Learning and Academic Skills Center
University of Minnesota, 104 Eddy Hall
Minneapolis, MN 55422

RE: Nomination for Patricia A. Glenn
WCRLA Scholarship

Dear Joyce:

This letter is written in support of Patti Glenn's application for the WCRLA scholarship. Since I hired Patti and worked closely with her for six years, I can attest to her abilities and skills as a professional in learning assistance.

Patti Glenn is a superb teacher and mentor for the university student. She is a bright-minded individual who demands and motivates her students to reach and perform at new levels of ability. She is a perfectionist in her expectations of herself, and she is no less demanding of others. On the other hand, Patti is a caring and empathetic educator who relates well to her students and also understands the limitations and imperfections in all.

In her prior position as Program Coordinator and now as Assistant Director, Patti is responsible for the supervision of the degree-credit courses in the Center for Learning Assistance. In that role as supervisor, she refined the curriculum, wrote and produced instructional materials, defined and developed the competency tests we used, and trained and supervised the teaching assistants who shared in the direct instruction. In addition, Patti both teaches some sections of the small-group class and works with some students enrolled in the individualized study skills development course.

If organizational skills and task management were the sole criteria for being named as recipient of the WCRLA scholarship, only Patti would deserve the award. I have never worked with anyone else who is as task

specific as Patti, and this enables her to handle and complete an excessive amount of projects and responsibilities. For instance, she became the resident CAI expert in the Center when the rest of us were "thinking about" getting involved. As such, she developed the computer-managed program evaluation systems still used in the Center. And, just two years ago in the middle of her other projects, Patti surveyed all the teaching assistants who had worked with us over a ten year period and put together a CLA Staff Yearbook for distribution.

Involvement in WCRLA has been a part of Patti's professional life since the 1983 conference. She has served as Parliamentarian, Chair of the By-Laws Committee and Coordinator of Chairpersons. She has presented at the conferences, and served willingly and well many times as session chairperson. In addition, Patti provided a great deal of assistance and special support both for me and for Sue Brown when we served as officers in WCRLA. It's hard for me to imagine having served out my terms without Patti's support and sage advice.

Please consider seriously this nomination of Patti Glenn for the WCRLA Scholarship. She is the epitome of the WCRLA professional: knowledgeable, intelligent, committed, empathetic, and deserving of recognition for her skills and her expertise. I respect her highly.

Sincerely,

Karen G. Smith, Ed.D.
Director

CRLA BOARD MEETING
SUMMARY OF MINUTES
Stouffer Madison Hotel
Seattle, Washington
March 13 - 18, 1989

Board Members Present: Susan Deese, president; Becky Patterson, president-elect; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Carol Clymer, treasurer

Month:Date/Page

3:13/1 1. Minutes of the August, 1988 Board meeting and December 7, 1988 telephone conference call were approved as submitted. (Moved, Seconded and Passed: MSP)

3:13/2 2. Portable microfiche reader purchased. Use of the reader will eliminate the transportation of years of hard copies of minutes. Becky Johnen is cross referencing all minutes to the microfiche.

3:13/2 3. A public relations kit is being designed for the Association.

3:13/2 4. Carol Clymer, treasurer, reported a balance of $38,077.91 in the certificate of deposit. Board approves the establishment of a conference account for the exhibits chair.

3:13/3 5. Board approves the hiring of an external CPA to conduct audits and to file income tax returns. (MSP)

3:13/4 6. Texas, Kansas/Nebraska and Washington receive approval for chapter status. (MSP)

3:13/6 7. Membership survey results yield valuable information and assists Board with decision making.

3:14/2 8. Joint/concurrent conference with NADE considered for 1993.

3:14/5 9. Board approves the continuation of Journal of Developmental Education and Review of Research in Developmental Education as benefits of membership.

Month:Date/Page

3:14/8 10. The 1990 conference will be held at the Irvine Hilton. Bill Broderick will serve as on site conference manager.

3:14/10 11. Gladys Shaw is the Association's representative to the ACPA Commission XVI and the NADE Professional Standards and Evaluations Committee.

3:15/1 12. Election ballots are to be reviewed by candidates prior to distribution to ensure accuracy of information.

3:15/3 13. The Board accepts a bid from San Antonio for the 1991 conference; extends 1993 bid to Kansas City, with possibility of the 1997 conference operating concurrently with NADE. 1992 conference scheduled for Northern California. (MSP)

3:15/5 14. Placement service coordinator concerned about timely receipt of job information; use of an answering machine or message service being explored.

3:17/1 15. Six tutor training programs receive certification: University of Texas, El Paso; University of Montana; University of Alaska, Anchorage; Learning Center, University of Alaska, Anchorage; University of New Mexico; and, Eastern New Mexico University.

3:17/2 16. Bylaws amended to include the addition of an article on state/regional chapters. (MSP)

3:17/2-5 17. Association name changed to College Reading and Learning Association. (MSP)

3:18/gs* 18. Patricia A. Glenn was the recipient of the CRLA Scholarship. The Long and Outstanding Award went to Ann Faulkner.

3:18/gs 19. New officers installed: Denise McGinty, secretary, 1989-91 by Becky Johnen; Becky Patterson, president, 1989-90 by Gwyn Enright; and, Dee Tadlock, president-elect, 1989-90 by Becky Patterson.

3:18/1-2 20. Vince Orlando, Executive Editor for the Journal reported that a record number (41) of manuscripts were submitted; 17 will be published in the spring journal. Four will be seen in the fall journal. Journal reputation changing from proceedings to a juried publication. Non-CRLA members approved to serve on journal editorial advisory board.

3:18/4 21. Special interest group (SIG) coordinator Tom Gier reported 10 active SIGs in 1988-89 with 2 new groups formed at the conference.

3:18/4 22. Exxon Foundation awards the National Center for Developmental Education a $698,000 grant to assist with researching the impact of developmental education and related services.

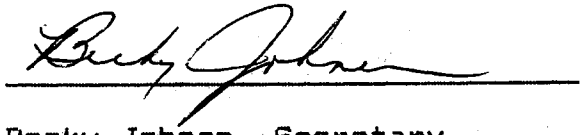
3:18/5 23. Preliminary results of the professional language task force, chaired by Mary Rubin, available.

3:18/6 24. Board endorses members' proposed alternative requirements for teaching reading in California that will be presented to the legislature. (MSP)

3:18/7 25. The summer board meeting is to be held at the Irvine Hilton August 3-5.

* general session

Respectfully submitted



Becky Johnen, Secretary
(These minutes have not been approved.)

WCRLA BOARD MINUTES
Seattle, Washington
Stouffer Madison Hotel
March 13, 1989

Board Members Present: Susan Deese, president; Becky Patterson, president-elect; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Carol Clymer, treasurer.

Others Present: Dee Tadlock, co-conference manager and 1989-90 president-elect

Susan Deese called the meeting to order at 3:45 p.m.

I. Welcome

Agenda approved

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

II. Approval of Minutes of August 1988, Board Meeting and December 7, 1988 telephone conference call.

August, 1988 and December, 1988 minutes approved

The minutes of the board meeting held August 5-7, 1988, and the December 7, 1988 telephone conference call were approved as submitted.

(M) Carol Clymer: to approve the minutes as presented.
(S) Gwyn Enright

PASSED

III. Secretary Report

Chemeketa Community College continues to support secretary position

Becky Johnen commented on the continued support she has received from Chemeketa in her role as WCRLA secretary. Support has included release time, secretarial and work study support, word

processing, supplies and printing and the ordering of the microfiche reader through the library with its discount.

Association receives portable microfiche reader

Becky provided a brief demonstration of the new portable microfiche reader and she commented that she is in the process of cross referencing all minutes to the microfiche.

Public relations kit being designed for the Association

Work is continuing on the public relations kit (See Attachment B) and it should be ready for review at the summer board meeting. Other projects of Becky's include the updating of the minute index and of job descriptions.

IV. Treasurer's Report

Association remains financially solvent

Carol Clymer distributed a receipts and disbursements statement (See Attachment C). There is $38,077.91 in the certificate of deposit.

Board approves concept of exhibits chair having own conference account

Carol commented on the cumbersome nature of the existing method of exhibitor fees going to her and reservation monies going to the exhibit chair. It was the consensus of the board that the exhibit chair should handle the collection of both fees and should open his/her own WCRLA account for this.

Discussion ensued on the exhibitors the conference attracts and on ways to make publishers feel more comfortable at the conference.

Carol commented that 21 publishers are exhibiting at this conference and that a few exhibitors had to be turned away due to lack of space.

Association searching for new insurance carrier

Carol informed the Board that our insurance agency dropped the organization as a client because it felt that the organization didn't have enough controls on its money. Having a CPA audit the books would be viewed as a positive thing by the insurance company. WCRLA is currently uninsured; however, since the conference is in a site that is insured, the organization is covered if anything should occur. Discussion centered on the need to get officers bonded, having a CPA audit the books with the change in treasurers and having a CPA file the Association's income tax return.

Board approves the hiring of an external CPA to conduct audits and to file income tax return

(M) Gwyn Enright: that WCRLA should hire an external CPA to file the Association's tax return and to audit the books in accordance with the insurance company's requirements (annually or with the change of treasurers).
(S) Carol Clymer

PASSED

[Dee Tadlock joined the group at this time.]

Carol requested that all bills and correspondence be sent to her home address to avoid a delay created if sent to school.

Receipt of Canadian checks still an issue

According to Carol there is still a problem with Canadian checks. 25-30 Canadian checks have been received and there is a five dollar charge to process each unless the check has a corresponding U.S. bank. Gwyn reminded the Board that the Association has a large Canadian membership and that the issue needs to be resolved without offending the Canadian membership. It was decided that Carol should attend the state/regional meeting and talk to Dorothy Gray about the issue.

Carol informed the Board that the second installment has been given to the 1988 Research Award winners and that a presentation on the research is being presented at the conference.

V. Coordinator of State/Region Director's Report

Association numbers on the increase

Attachment E contains the written report presented by Gwyn Enright; Attachment D the list of 1989 state/region directors and chapter presidents. As of January the Association had 650 members.

Texas, Kansas/Nebraska and Washington receive approval for chapter status

Gwyn presented the required paperwork for chapter status from Texas (Attachment F), Kansas/Nebraska (Attachment G) and Washington (Attachment H). Chapter charters are to be presented at Friday's general session during Gwyn's report.

(M) Becky Patterson: that chapter status for Texas, Kansas/Nebraska and Washington be approved.
(S) Becky Johnen

PASSED

Original paperwork for chapter status to be housed by the archivist

Following Board approval of chapter status, submitted paperwork will go to the secretary for inclusion in the minutes, with the originals being sent to the archivist.

Non-profit organization postage rated being considered

Postage for non-profit organizations: Gwyn has been working with Hal and has submitted documentation to the postal service so that the Association can receive discounted bulk mailing rates.

VI. Awards and Scholarships

Awards and Scholarships nominees approved

Ann Faulkner is the committee's recommendation for the Long and Outstanding Award, and Patti Glenn is the recommended recipient for the Scholarship Award. There were no applicants for the Research Award.

(M) Gwyn Enright: to accept the committee's recommendations for the Long and Outstanding and the Scholarship Awards.
(S) Carol Clymer

PASSED

VII. President's Report

Association gains valuable information from membership survey

Susan distributed the results of the membership survey (Attachment I) and it was reviewed in detail. Susan received a commendation from the Board on a fine job with the survey.

The meeting was adjourned at 6:30 p.m.

Respectfully submitted

Becky Johnen

Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA BOARD MINUTES
Seattle, Washington
Stouffer Madison Hotel
March 14, 1989

Board Members Present: Susan Deese, president; Becky Patterson, president-elect; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Carol Clymer, treasurer.

Others Present: Denise McGinty, Bill Broderick, Gladys Shaw, Tom Gier, Patti Glenn, Karen Smith

Susan Deese called the meeting to order at 9:35 a.m.

I. Old Business

Board members discussed policy of comp rooms at the conference.

Board approves plan to pick up cost of all Board members' rooms at the conference

(M) Becky Patterson: that the Association pick up the cost of all Board members' rooms at the conference even if the number of rooms exceeds the number of comp rooms.
(S) Carol Clymer

PASSED

II. Membership Survey

Results of membership survey assist Board with decision making

The Board reviewed in detail the membership survey (Attachment I) conducted by President Deese.

A. Membership dues for student members

Student membership fee considered

The idea of a discount for student members was discussed. The amount of such a discount would need to be substantial enough to make a difference. Becky Patterson recommended that an item on "full-time student" be added to the

membership resource form to determine how many individuals would qualify. Discussion on this issue will continue at the summer Board meeting.

B. Conference with NADE
Susan Deese provided background information on this issue. Becky Patterson reported that incoming NADE president, Kaylene Gebert, is committed to San Antonio in 1992. (1992 is a California year for WCRLA.) IRA is holding its annual convention in San Antonio in 1993 and local WCRLA members have expressed concern about doing 2 major conferences within a year.

Joint/concurrent conference with NADE considered for 1993

Advantages to a concurrent conference with NADE identified by the Board include: sharing keynoters, sharing exhibitors and enhancing the awareness of each Association.

Carol, Gladys and Denise pointed out the sensitive nature of the entire issue in Texas and stressed the importance of defining the purpose and structure of a concurrent conference early on.

It was decided that the issue of a concurrent conference with NADE merited discussion by the membership and will be a plenary session topic.

It was the general consensus of the Board that when a concurrent conference with NADE occurs it should take

place in a neutral area (like Kansas City). A proposed date for such a venture was 1993.

C. Name Change

Membership contemplates dropping the word "Western" from the title of the Association

This item was the most requested as a plenary session topic. "Western" is the word that most people expressed concern about. A strategy for how to work the membership through a name change is needed. The idea that a motion for name change could come from the floor at a general session was discussed.

D. Futures Group

The discussion of a long range plan for and the future of the Association will be the third plenary topic.

E. Structure for Plenary Session

Plenary session to focus on future direction, concurrent activities with NADE, name change, political action and marketing and promotion.

Carol will lead the futures group; Becky Patterson, concurrent items with NADE; Susan, name change; Gwyn, political action; and, Becky Johnen, promotion and marketing.

Topics will be advertised at the registration table and in the hospitality room. Susan will provide an overview at the beginning of the session. Each group will have 30 minutes to discuss the issue. Closure will be provided by the Board member summarizing the discussion and presenting to all present at the end of the session.

Susan was complimented by the Board for her efforts with the

survey. Susan commented that some members wanted the survey to be done every year. Susan recommended that a follow-up survey be conducted in a few years and evaluate at that time how often a survey needs to be done.

****The Board adjourned at 11:10 AM for a break and reconvened at 11:13.

III. Board Travel Policy

Board travel policy reviewed

Gwyn Enright provided an historical perspective on Board travel policy. The proctive of sending Board member to states/regions begin during Sue Brown's term of office; rationale for this practice being the membership would grow and visibility created.

Factors other than membership growth in an area should be considered when analyzing effectiveness of Board travel

The existing travel policy needs review because membership growth reports indicate less than 1% growth in areas Board is traveling to. Many Board members felt as if things other than just growth needed to be looked at when analyzing the effectiveness of Board travel.

There was a general consensus that officer travel to states/regions is beneficial, that travel shouldn't be a reward for service and that the policy needs better defined.

Board approves guidelines for travel to be developed

(M) Gwyn Enright: that guidelines for requests be developed (approval would depend on funding a state/region has received in the past; the importance to the organization as a whole -- first time conference, concurrent conference, location, etc; areas would request an officer but not specify which one; flexibility) and that these be distributed at the same time as budget requests.
(S) Becky Patterson

PASSED

****The Board adjourned at 11:55 AM for lunch and reconvened at 1:55 PM.

IV. JDE/RRIDE Agreement

JDE/RRIDE agreement reviewed

Changes in the agreement (See Attachment J) were reviewed. certificate of deposit. These include: a 2-year renewable agreement; the receipt of a preferred discount of no less than 10% according to JDE's published rates if the organization commits in writing to a particular size for a given volume and does so on or before June 15; commitment for preferred placement of ads must be received by April 15; subscribers added to either list after the initial invoice will be sent all issues of the current volume of either publication.

[Bill Broderick entered the meeting at this time.]

Flat rate preferred by Board

It was the preference of the Board to establish a flat rate for cost of these journals rather than a sliding rate.

Board approves the continuation of JDE and RRIDE as benefits of membership

(M) Gwyn Enright: that the Association continue to offer JDE and RRIDE to its members at reduced rates for the next 2 years per the agreement in Attachment J.
(S) Carol Clymer

PASSED

Becky Patterson will work with Hal on procedure for renewals to JDE and RRIDE.

V. President-Elect's Report

President-elect highlights year's activities

The written report (Attachment K) was reviewed by the Board. Highlighted items include: recruiting key people as presenters by sending personal letters; the SIG coordinator working with SIG leaders; use of the expired membership list as a mailing list; phoning of institute presenters prior to written follow-up; offering of sectionals to institute proposals not accepted; weekly meeting with steering committee.

Becky Patterson found that having the AV confirmation form due by November 1 worked extremely well. She recommended that advance notice on sectionals be disseminated early. If that can not be done, then

information on topics be distributed. The October 15 deadline is crucial for finalizing banquets, tours, SIG functions, etc.)

There was discussion on conference information that appears in the spring newsletter and the timing of the distribution of that issue. The Board recommended that Becky P. speak to Wayne is an earlier deadline is desired.

Becky P. indicated that she has already passed the president-elect notebook on to Dee Tadlock.

Susan thanked Becky P. for her report and complimented her on a job well done.

VI. On-Site Conference Chair Report

Seattle conference registration stands at 390

Dee Tadlock reported that to date there are 390 registrations; 118 newcomers, 68 of whom plan to attend the newcomer reception. Institute registration is healthy; food functions are also doing well. Forty-eight tickets have been sold for the Victoria trip. $37,700 has been collected to date.

Exhibits chair to begin work for Irvine conference immediately

Dee relayed a concern from the exhibits chair on the difficulty of getting names of appropriate publishers. Becky P. encouraged Bill Broderick to get this chair appointed early and to start work

immediately as publishers plan one year in advance for conference. The exhibits chair is to establish his/her own account so s/he will not have to go through 3 people.

Yakima Community College provided overheads and slide projectors. All other equipment was rented from the company housed in the hotel.

VII. 1990 On-Site Manager's Report

Summer board set for early August

Dates for summer Board were set for August 3 (noon) through August 5 (noon).

Budget deadlines set

The budget deadline was revised to accommodate Carol's summer schedule. Budget information will go out by May 15 and is to be returned to Carol by June 15. The May 31 deadline for state/region directors and chapter presidents will remain.

1990 conference to be held at the Irvine Hilton

The conference will be held at Irvine Hilton and Bill commented that hotel staff have been most helpful to date with brochures, a video and the provision of 200 oranges for this conference. The hotel is located directly across from the Orange County Airport.

A revised contract proposal was submitted and is contained in Attachment L. We are committed to 175 rooms and if we feel we need more that decision will need to be made at summer board.

VIII. Computer Technology SIG Report

Bill Broderick, SIG chair, reported that the SIG has 150 members, 40 of whom have paid a $3 fee. He and Dave Caverly are conducting an institute and will be giving participants demo disks, material and a software guide containing over 700 reviews.

Computer Technology SIG to sponsor a session at the conference

Bill Broderick resigns as SIG chair

Bill informed the Board that due to his on-site manager duties he will be stepping down as SIG chair.

He recommended that this SIG have a meal function next year.

Bill was thanked for his efforts on behalf of the Board by Susan Deese.

[Bill and Dee Tadlock left the meeting at this time.]

IX. Elections Committee

Wes Brown will be chairing.

Wes Brown to chair elections committee

Nominees will be asked to proof copy of candidate information

Due to an editing problem, information distributed on this year's ballots was not quite accurate. Susan recommended that Wes change the timelines of receiving candidate information so that a draft can be sent to each nominee to proof.

****The Board adjourned at 5:00 for dinner and reconvened at 7:05.

X. Liaison Report

Association voices opinions on standards and evaluations committees

Gladys Shaw has been working with the ACPA Commission XVI and the NADE Professional Standards and Evaluations Committee. A written report on her 1988-89 activities is contained in Attachment M.

XI. Tutor Certification

Seven programs to receive certification of tutor training programs

Tom Gier, chair of the Tutor Certification Committee, submitted a written report. See Attachment N. Seven programs will receive certification at this conference. One program is currently undergoing evaluation and 20 programs have requested that information be sent to them on the service. Programs will be certified from March 17, 1989 to June 30, 1990. Renewal will be good for a 3-year period. Tutors can be certified for one year prior to the program certification.

Linda St. Claire is to be added to the committee membership list. Gwyn Enright complimented Tom on the geographical distribution of committee members.

Board approves certification of programs that use high school students as tutors

Tom has received inquiries about certifying programs that use high school students as tutors. It was the consensus of the Board that this would be O.K. to do as long as the same standards were met. Tom was given permission to make program by program decisions. This will not be a publicized

service, however.

Tom Gier appointed to coordinate the Tutor Certification Committee through 1992

The Board appointed Tom to continue to coordinate the Tutor Certification Committee through August, 1992 with an option for renewal at that time.

On behalf of the Board, Susan complimented Tom on his contributions to the Association, his energy and his enthusiasm.

XII. Archivist Report

Portable display being developed

Karen Smith reported that the Association display needs to be reconstructed. She is considering hiring someone to develop a portable display.

Policy established on information that goes to archivist

Karen is lacking correspondence from state/region activities. She clarified that correspondence from an outgoing officer go to the new officer for the past 3 years; beyond that, they go to Karen. Conference photos since San Jose are needed. Original state chapter paperwork goes to Karen.

Karen has a microfiche file of minutes and does not need a hard copy for her files.

XIII. Bylaws

State chapter language to be added to the bylaws

Patti Glenn reported that action on the addition of language to the bylaws to cover state chapters will take place at the business meeting. She will make the formal motion for this to be done

with Becky Johnen providing an explanation and rationale.

Patti clarified that if action is to be taken at a conference business meeting no information needs to be sent to membership. This only needs to occur if a mail ballot is being conducted.

Only mail ballot changes to bylaws need prior information sent to membership

Amended bylaws must be sent to the New Mexico Corporation. Susan Deese will do this.

Patti was charged with reviewing the Association's constitution and making suggestions on editing information that is contained in the bylaws.

The meeting was adjourned at 6:30 p.m.

Respectfully submitted

Becky Johnen

Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA BOARD MINUTES
Seattle, Washington
Stouffer Madison Hotel
March 15, 1989

Board Members Present: Becky Patterson, president-elect; Gwyn Enright, coordinator of state/regional directors; Becky Johnen, secretary; Carol Clymer, treasurer.

Others Present: Denise McGinty, Wes Brown, Frances McMurtray, Pat Jonason, Nancy Krause, Anna Marie Schlender

Becky Patterson, in the absence of Susan Deese who was called away with a family emergency, called the meeting to order at 8:05 a.m.

I. Old Business

A. Elections Committee

Election ballots to be reviewed by candidate prior to distribution

Becky Patterson informed Wes Brown that election ballots are to be shown to candidates prior to distribution. Proofing by them will be done to ensure that information is accurate.

B. WCRLA Banner

WCRLA banner to be made

Wes will coordinate getting a new banner made.

II. Multicultural Affairs Committee

Multicultural affairs committee to focus on educational issues

Wes Brown agreed to chair this committee only if the group will focus on multicultural education and related issues. He has had no response to his correspondence this year.

III. Site Selection

Wes Brown, site selection chair, presented proposals from Kansas City (Attachment P) and San Antonio (Attachment Q). Pat Jonason, representing Kansas City, was introduced, and she responded to the Board's questions on information contained in the proposal.

Kansas City considered as future conference site

Benefits of going to Kansas City include: central location; historic atmosphere; city already handles many conventioneers each year; Johnson County Community College is willing to provide support; and, there is a consortium in the area eager to host the conference.

Support in the Midwest is high for a conference

Pat indicated that the people in the Midwest want a conference; they are eager and supportive. The administration at Johnson County Community College are willing to provide Pat with a budget to cover expenses not covered by WCRLA.

Kansas City willing to be flexible in actual date of conference

Gwyn Enright inquired whether support from Kansas City is tied to a particular year or was there flexibility in going in 1993 instead of 1991. Pat expressed disappointment in a wait until 1993, but felt support would still be there.

[Pat Jonason and Nancy Krause left the meeting at this time.]

San Antonio considered as future conference site

Area colleges support conference notion

Frances McMurtray, representing San Antonio, reviewed that city's proposal (See Attachment Q). Her comments paralleled Pat Jonason's in that people are eager to host a conference, there is the same support available from the Alamo Community College District as well as presidential support for in-kind contributions like printing, phone, etc. This area is flexible as far as date of conference goes.

[Frances McMurtray left the meeting at this time.]

Time needed to cultivate a spirit for a conference in Kansas City

The Board discussed the advantages of being in San Antonio in 1991 and of attempting a concurrent conference with NADE in Kansas City in 1993. We would not be able to go to San Antonio in 1993 due to the IRA conference already scheduled there in 1993. The Board reviewed the risk involved in holding a conference in Kansas City because of how far East it is. It was felt that time was needed to cultivate enthusiasm and a spirit to go there.

San Antonio bid accepted for the 1991 conference

(M) Carol Clymer: to accept the San Antonio bid as the site for the 1991 WCRLA annual conference and to hold the conference at the Marriott
(S) Gwyn Enright

PASSED

Kansas City to be offered 1993 bid

(M) Becky Johnen: to offer the 1993 site to Kansas City, informing of the potential of a concurrent conference with NADE
(S) Gwyn Enright

PASSED

1992 conference to be held in Northern California

Northern California was discussed as the area for the 1992 conference. Locations and potential conference managers were brainstormed. Becky Patterson voiced concern over conference managers not coming from the area the conference is held. Concern was also expressed by the Board over asking areas or people to host conferences when the interest hasn't been generated by them. Gwyn will present the situation to the California directors and solicit bids. [Wes Brown left the meeting at this time.]

IV. Comment by Gwyn Enright

Gwyn reviewed her expectations of the Board at the state/regional director's meeting.

Gwyn Enright bids farewell to the Board

Gwyn officially bid farewell to the Board and reviewed her time on it. She was endearingly named "old wisdom" because of her indepth knowledge of the Association. The Board informed Gwyn that it would no doubt be calling upon her in the future for guidance. Becky Patterson, on behalf of the Board, expressed gratitude for Gwyn and her service.

V. Presidential Column Exchange

Board suggests several topics for the presidential column exchange with NADE

At the request of Becky Patterson the Board provided the following suggestions for her NADE newsletter article: special interest groups, tutor certification and naming the programs that have received certification, state chapters and highlighting exemplary programs.

****The Board adjourned at 9:55 AM for a break and reconvened at 10:35 AM.

VI. Placement Report

High cost of toll free and 976 numbers prohibitive to the placement bureau

Anna Marie Schlender informed the Board that she has been investigating toll free and 976 numbers for the placement bureau. She provided detailed information on costs. Due to costs she recommended that the Association not pursue either of these options, but rather go to an answering machine-type service. In that way it is the consumer who is incurring the costs rather than the Association.

Answering machine and message services to be investigated

Carol Clymer will get information to Anna Marie on message services that may work well for this need.

75 members currently accessing the placement service

The placement service currently has 75 "members" and the need for the service is seasonal.

Aggressive marketing of service called for

Gwyn Enright expressed a need to become more aggressive in this area of service. Current methods of publicizing the service were reviewed. Anna

Marie indicated that she has attempted to share job descriptions with NADE, but that that organization has not been reciprocal in efforts.

Becky Patterson asked that Anna Marie send to her by June 15 a report indicating current users of the placement service, marketing methods and current costs.

The meeting was adjourned at 11:15 AM.

Respectfully submitted

Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA
First General Session
Seattle, Washington
Stouffer Madison Hotel
March 16, 1989

I. Welcome

President-elect Becky Patterson, presiding in the absence of President Susan Deese, called the meeting to order at 1:35 p.m. She welcomed the members to Seattle and to the twenty-second annual conference of WCRLA. President-elect Patterson informed the membership of President Deese's family emergency and encouraged individuals to write to Susan. Appreciation was extended to the program committee. Board members, Dr. Gwyn Enright, Becky Johnen and Carol Clymer, were introduced. The newly elected officers were introduced: Dee Tadlock, president-elect, 1989 and Denise McGinty, secretary, 1989-91.

President-elect Patterson introduced Dee Tadlock and Bernie Rihn, conference co-managers. Dee gave special recognition to the arrangements committee members. Bernie Rihn introduced Dr. John Terry, Former Executive Director, Washington Board for Community College Education who welcomed the Association and its members to Seattle.

II. Nominations and Elections Committee

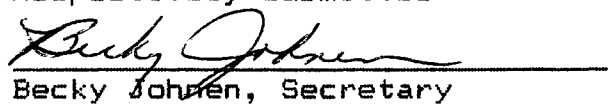
Wes Brown, Chair of the Nominations and Elections Committee, was introduced by Becky Patterson. Wes announced the members of his committee and invited WCRLA members to an open meeting of the Nominations and Elections Committee on Friday, March 17, at 7:30 a.m. in the East Room. Committee members are Jane Lehmann, Joe Cortina, Donna Mansky and Gwyn Enright.

III. Keynote Speaker

Kate Sandberg introduced the keynote speaker, Dr. Carol Travis. Dr. Travis's speech was titled, "Thinking Critically About Learning: Do Emotions Aid Learning or Get in the Way?".

The meeting was adjourned at 3:10 p.m.

Respectively submitted



Becky Johnen, Secretary

(These minutes have not been approved.)

WCRLA
Second General Session
Seattle, Washington
Stouffer Madison Hotel
March 17, 1989

I. President-elect Becky Patterson presided in the absence of President Susan Deese. The meeting was called to order at 1:55 p.m.

II. President-elect Patterson introduced Becky Johnen, secretary who highlighted Association activities since the annual conference in Sacramento (1988) in the secretary report. (See Attachment R).

III. Secretary Johnen introduced Carol Clymer, treasurer, who presented the treasurer's report (See Attachment S). Carol announced that the Association is solvent; funds on hand as of February 28, 1989 were $38,077.91

IV. Treasurer Clymer introduced Gwyn Enright, Coordinator of State/Region Directors, who presented the report on state/region activities. There are 650 members in 27 different states and regions.

Gwyn then presented charters to the first three state/region chapters of WCRLA. Accepting for Texas was Delyrn Fleming; Kansas/Nebraska, Judy Haney; Washington, Dee Tadlock.

V. Tom Gier, Chair of the Tutor Certification Committee, was introduced by Becky Patterson. Tom reviewed the National Tutor Certification program which has been three years in its development. Tom thanked the Board and members of the committee who were instrumental in getting the program operational.

Tutor training programs were certified at the following institutions: University of Texas, El Paso (regular-R, advanced-A, master-M level), accepted by Gladys Shaw; University of Montana (R, A, M), Suzy Hampton; University of Alaska Anchorage (R, A), Kate Sandberg; Learning Center, University of Alaska Anchorage (R), Karan Hancock; University of New Mexico (R, A, M), Linda St. Claire; and, Eastern New Mexico University (R, A).

VI. New Business

Susan Brown acknowledged that a quorum was present at the meeting. Becky Patterson introduced Patti Glenn, Bylaws Chair, who discussed the proposed addition of an article on state/regional chapters and related amendments.

(M) Patti Glenn: that proposed Article XIII on chapters be added to the bylaws.
(S) Ann Faulkner
The motion passed unanimously.

(M) Patti Glenn: that the proposed amendments to Article III, Section 3 and Article V, Sections 3 e,f, 5 and 8 to add language relating to chapter presidents and state/regional directors be approved.
(S) Gladys Shaw
The motion passed unanimously.

VII. Other Business

Lucy MacDonald moved to amend Article I of the WCRLA bylaws to read, "The name of the Association shall be College Reading and Learning Association" instead of Western College Reading and Learning Association.

The motion was seconded by Tom Gier.

[In the absence of the parliamentarian, President-elect Patterson appointed Becky Johnen to serve in that capacity for the action on this motion.]

Speaking for the motion:
1. Lucy MacDonald: cited experiences as the 1983 conference manager and difficulties she had with negotiating hotel contracts and getting publishers to attend because the Association was perceived as a regional rather than a national group; she urged the change so the Association will receive the credibility it deserves.

2. Bill Broderick: association is national; its scope is beyond Western; Bill, who serves as chair of the Computer Technology SIG, cited membership in his SIG from Florida, New Jersey and New York; the organization

should reflect its stature.

3. Pat Jonason: the Association needs to be future oriented and the proposed changes reflects the future; Western is the past.

4. Mary Rubin: is employed at an institution that makes decisions on positions based on organizations one presents papers at; Western is limiting; a change is needed.

5. Tom Pasternak: is from Virginia and he personally does not object to belonging to WCRLA; however, if it is the goal to be viewed as a national organization, then western needs to be dropped.

6. Karen Smith: discussed regional implication with western in the title and how that does affect funding for attendance at some institutions; the size of the Association will not be negatively affected by the proposed title change.

7. Kathy Carpenter: has been a member since 1974 and this is the first year she has received any institutional support to attend the conference; funding was limited because of the perception that it is a regional group; the name change is beneficial to those traveling from the East, South and Midwest; it isn't the size of the organization that determines how close its members feel; it is the people.

Speaking against the motion:
1. Rhoda Casey: feels the Association will lose its uniqueness; sounds too much like CRA; organization started in the West and its predominance is still in the West; people come despite the word Western in the title.

2. Pat Benner: remembers why she first came to WCRLA; close knit group; small enough to get to know one another; fears getting too big and losing that special quality; doesn't want to see WCRLA become like IRA.

Speaking in favor of a name change, but having changes to the original motion:
1. Michelle _____: agreed with the sentiment that the name needs changed and recommended it be College/University Reading and Learning Association because CRLA sounds too similar to the College Reading Association (CRA).

2. Jim Walker: serves as liaison to the CRA and he pointed out the dilemma with the similarity in the 2 names.

3. Ann Bradstreet-Reynolds: is from Illinois and had to justify that the Association had membership from states other than just the west in order to receive funding to attend; she proposed that the name be International College Reading and Learning Association.

4. Monica Greco: supports a name change and offered College Writing Learning and Reading Association.

5. Carolyn Clark: supports a name change and offered World College Reading and Learning Association so that the acronym of WCRLA could be retained.

Discussion on the motion was halted after Kate Sandberg called for the question to do so.

Michelle Marincovich moved to amend the original motion and add University to the name, so that the Association would be called College/University Reading and Learning Association.

The motion was seconded by Patrick Daniel.

Speaking in support of the motion were Michelle Marincovich, Patrick Daniel and Lois Burrell. Speaking in opposition were Delyrn Fleming, Rhoda Casey, Phyllis Cunningham and Wayne Herlin. Most speaking for the opposition cited the common generic use of the word college.

Kate O'Dell called for a vote on the amended motion. Six supported; the majority opposed. Motion defeated.

A vote was then taken on the original motion. Sixty-two (62) voted in favor; twenty-six (26) opposed; six (6) abstained from voting. Motion passed.

VIII. Susan Deese's presidential address was going to focus on a summary of the membership survey results. In Susan's absence, Becky Patterson asked members to refer to the summary of the survey (Attachment T).

The meeting was adjourned at 3:00 p.m.

Respectively submitted

Becky Johnen, Secretary

(These minutes have not been approved.)

CRLA
Third General Session
Seattle, Washington
Stouffer Madison Hotel
March 18, 1989

Becky Patterson called the third general session to order at 12:55 p.m.

I. Presentation of Awards
Joyce Weinsheimer thanked members for their support of the awards and scholarship program. She explained the four awards - research assistance, distinguished research, scholarship and long and outstanding.

Becky Patterson announced the following recipients:
CRLA Scholarship, $500, to Patricia A. Glenn

Long and Outstanding to Ann Faulkner.

There were no applicants for the research awards.

II. Presentation of Certificates of Appreciation
Becky Patterson presented certificates of appreciation to the following:

Conference Program Steering Committee
Tom Gier
Karan Hancock
Kate Sandberg
Kate O'Dell

On-site Managers
Dee Tadlock
Bernie Rihn

Conference Committee Chairs
Jane Lehman
Rose Wassman
Sue Shattuck
Karen Agee
Sue Bickley
Jane Drabek
Jan Swinton

Committee Chairs, SIG leaders, State, regional directors and chapter presidents
Manual Olgin, Pat Mulcahy, Bill Broderick, Char Mansfield, Mary Lee Taylor, Dorothy Poulsen, Sue Manovill, Wes Brown, Donna Mansky, JoAnn Mullen, Vince Orlando, Wayne Herlin, Anna Marie Schlender, Patti Glenn, Joyce Weinsheimer, Betty Myers, Gladys Shaw,

Maureen Smith, Karl Olsen, Dee Mancina, Suzy Hampton, Rosalind Wild, Barbara King, Kathy Carpenter, Sue Brown, Karen Smith, Donna Wood, Dennis VanDam, Rhea Ashmore, Sydney Stansbury, MaryLou Sheldon, Stephan Bosworth, Tom Parker

III. Installation of New Officers

Becky Johnen introduced incoming secretary, Denise McGinty. Appropriate symbols of office were passed on to Denise.

Gwyn Enright presented the gavel and presidential plaque to Becky Patterson, president 1989-90.

Becky spoke of three goals she has for the coming year: collaboration - to continue current efforts with professional organizations; communication - to listen to membership concerns and to continue to address the issues; creativity - to remain open and flexible.

Becky Patterson installed Dee Tadlock as president-elect, 1989-90. Dee encouraged support of the 1990 conference, to be held in Irvine, California early April, and announced that the theme will be, "Finding One's Voice: A Prerequisite for Learning and Critical Thinking".

IV. 1990 Conference

Becky Patterson introduced Bill Broderick who will serve as Irvine conference manager. Luncheon participants were treated to a video presentation highlighting the Irvine area. Fresh California oranges were also available for everyone.

The third general session was adjourned at 1:50 p.m.

Respectively submitted

Becky Johnen, Secretary

(These minutes have not been approved.)

CRLA BOARD MINUTES
Seattle, Washington
Stouffer Madison Hotel
March 18, 1989

Board Members Present: Becky Patterson, president; Dee Tadlock, president-elect; Becky Johnen, secretary; Denise McGinty, secretary 1989-91; Carol Clymer, treasurer.

Others Present: Wayne Herlin, JoAnn Mullen, Vince Orlando, Tom Gier, Hunter Boylan, Mary Rubin, Rhoda Casey, Jim Praeger, Sue Brown

Becky Patterson called the meeting to order at 2:25 p.m.

I. Publications

Record number (41) of articles submitted to JCRL

Vince Orlando and JoAnn Mullen updated the Board on the Journal of College Reading and Learning (JCRL). The current issue is at the binders. Forty-one articles, the most ever, were submitted. Seventeen are being published in this issue; 4 will go into the October issue. There will be a themed section on critical thinking, which will include Richard Paul's address, in this journal. The variety of people submitting was discussed. The first international paper was received - from Nigeria.

JCRL to publish two issue 1989; second one due out in the fall

This will be the first year for two issues of JCRL. They will be called fall and spring issues rather than referred to by the month of publication. The fall issue will have a gold and white cover.

The issue of journal editors' travel to conferences was discussed. JoAnn described her trip to NADE and her feeling that it was very worthwhile.

Journal editor travel reviewed; supported if it meets intended purpose

Becky Patterson indicated that the Board is supportive of journal editor travel if it is an efficient means of article solicitation as well as an effective means of promoting the Association. Becky Johnen relayed the need to be accountable for results of travel efforts and to avoid "overkill" at any one organization's conference. Becky Patterson recommended that budget requests be submitted for proposed conference attendance. Submission of a budget request does not imply automatic approval.

Journal reputation changing from conference proceedings to a juried publication

Vince indicated that the cover of the journal will be changed to highlight the journal rather than the Association. Becky Patterson and Dee Tadlock indicated that the journal needs to be viewed as a juried publication rather than a proceedings. JoAnn indicated the inclusion of articles by non-CRLA members will assist with this. Having non-CRLA members serve on the advisory board would also assist with this endeavor. The Board gave approval for the latter to occur.

Non-CRLA members approved to serve on journal editorial advisory board

Vince and JoAnn indicated that their 3-year commitment as editors of the journal was drawing to a close. Both will provide decisions to the Board by summer board as to whether they plan to continue in those roles.

Appreciation was extended to Vince and JoAnn and Becky Patterson asked that they let the Board know how it can be of assistance to them.

II. Newsletter

Wayne Herlin, newsletter editor, as a follow-up to a board request provided information on Utah state sales tax. Since only religious, governmental and charitable organizations are the only ones exempt from the state tax, CRLA pays 6.25% annually.

Association pays 6.25% sales tax on newsletter due to Utah regulations

Impact of name change on the newsletter's masthead was discussed. It was decided that the style would remain the same; the 'W' would just be dropped. Wayne recommended use of teal blue and black as colors.

Research articles to be solicited from the Research SIG

Wayne will solicit research articles for the newsletter from Wes Brown who heads the Research SIG. The column that Becky Patterson writes for the NADE newsletter will not appear in CRLA's newsletter. Articles and columns by state and regional directors, chapter presidents and SIG leaders will continue.

Wayne indicated that he has been the journal editor for 2 years and he is willing to relinquish the role if the Board so desires. He is willing to remain in the position for up to 6 years. The Board indicated that it would prefer Wayne to continue.

Becky Patterson extended the Board's thanks to Wayne.

III. SIG Coordinator's Report

SIGs continue to meet needs of the Association membership.

TRIO/Special Services SIG initiated

Tom Gier presented a written report (See Attachment U) to the Board. Two new SIGs were started at the conference: TRIO, headed by Suzy Hampton and Special Services by Dorothy Barren. Carol Clymer recommended that these two SIGs combine since special services is a component of TRIO. Tom commented on how SIGs are working and meeting the needs of the Association.

Becky indicated to Tom that SIG Guidelines are due to her by July 1. Tom was thanked for his super work as SIG Coordinator.

Tom submitted written reports on the Peer Tutoring SIG (Attachment V) and the College Reading SIG (Attachment W).

III. National Center for Developmental Education

Exxon Foundation award of $698,000 to assist with researching impact of developmental education and related services

Hunter Boylan was present to inform the Board of the Center's award of a $698,000 grant from the Exxon Education Foundation to answer: how developmental education services are delivered in colleges and universities; how effective these services are what delivery methods are most effective; what delivery methods are most cost-effective; and, what is known and not known about developmental education. Attachment X details grant information.

CRLA Board supports idea of having one of its members serve on an advisory committee to the Exxon research project

Carol Clymer recommended that a CRLA board member serve on the project's advisory board. Lengthy discussion was held on this and the general topic of the project's advisory board as well as the method of research being proposed.

The Board will deal with this issue further at its summer board meeting.

IV. Taskforce for Professional Language for College Reading and Learning

Preliminary results of the professional language taskforce available

Attachment Y contains the preliminary results of this taskforce. Mary requested that a note of thanks be sent to her department chair for the support provided on this project.

Mary indicated that she needs assistance in getting the results published. Becky Johnen suggested that she work with Vince Orlando and JoAnn Mullen in this endeavor.

Board approves release of draft of professional language taskforce terms

The Board approved the release of terms to individuals working on the standards issue on the following conditions: that anything be labeled DRAFT and that CRLA get appropriate recognition.

Mary was asked to submit an article to the newsletter updating the membership of the progress of the taskforce.

Mary indicated that she will be invited to the NADE conference to report to its Standards and Ethics Committee. The Board indicated that she should submit a budget request to Becky Patterson by May 31.

Professional language taskforce results may be presented to NADE's Standards and Ethics Committee

V. California Community College Resolution

Jim Praeger and Rhoda Casey informed the Board of proposed legislation in California regarding qualifications for teaching reading and requested support for the stand taken in the letter to the president of the Community College Academic Senate (Attachment Z).

Board endorses members' proposed alternative requirements for teaching reading in California

(M) Carol Clymer: to have Becky Patterson endorse a letter in support of alternative requirements as presented by Jim Praeger for teaching reading in California
(S) Becky Johnen

PASSED

VI. Other Business

A. Name Change
Sue Brown requested direction for the reprinting of the Association brochure in light of the name change. It was the consensus of the Board to leave the logo the same, drop the 'W', put formerly WCRLA in the first paragraph and in the history if appropriate.

Logo on brochure to remain the same

Stationery will be white with dark turquoise lettering.

WCRLA checks will be used until the supply is depleted. Upon re-order, the name will be changed.

B. Summer Board
Summer board meeting will be held August 3-5. Eight comp rooms are available: Becky Patterson, Dee Tadlock, Susan Deese, Denise McGinty, Carol Clymer, Becky Johnen, Wayne Herlin and Bill Broderick.

Summer board scheduled at the Irvine Hilton August 3-5

Final conference report will be an agenda item. Carol closes the books on June 30 so all conference expense items are due to her as soon as possible. Carol requested that an accounting system for the conference be developed.

C. Awards and Scholarships
Becky Johnen submitted a written report by Joyce Weinsheimer (Attachment AA) who was unable to attend this board meeting.

D. CRLA Display
Discussion on the need for a traveling display followed a brief presentation on the Cognitive Psychology SIG done by Becky Johnen for Pat Mulcahy. Pat, as part of her SIG information sharing at the conference, developed a portable display. Dee Tadlock volunteered to research and design. Denise McGinty shared that the University of Texas at Austin has a wonderful traveling display. She is

Portable display for the Association to be researched and designed

willing to coordinate efforts with Dee in the design of the display. It was suggested that the display be housed with the president-elect.

The meeting was adjourned at 5:14 p.m.

Respectfully submitted

Becky Johnen

Becky Johnen, Secretary

(These minutes have not been approved.)

CRLA Board Minutes
Irvine Hilton
Irvine, California
April 2, 1990

Board Members Present: Becky Patterson, President; Dee Tadlock, President-Elect; Susan Deese, Coordinator of State/Regional Directors; Denise McGinty, Secretary; Carol Clymer, Treasurer.

Others Present: Joyce Weinsheimer, 1990-91 President-Elect.

Becky Patterson called the meeting to order at 2:35 p.m.

I. Welcome

Becky Patterson welcomed everyone.

Agenda approved

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

(M) Dee Tadlock moves to approve the minutes as corrected.
(S) Carol Clymer

PASSED

August, 1989 minutes approved

III. Approval of Minutes of August 3-5, 1989
The minutes of board meetings held August 3-5, 1989 were approved.

(M) Susan Deese
(S) Carol Clymer

PASSED

III. Secretary's Report
Denise McGinty reported that her institution was supporting her role as Secretary. The following updates to the Secretary's information have been accomplished: 1) all indices have been computerized on the MAC; (2) all minutes including August, 1989 have been microfiched (3) cross-referencing of the minutes is up-to-date.

Secretary notes that all minutes have been microfiched and cross-referenced.

Denise asked the Board for permission to cross-reference the minutes by page number only and to discontinue the cross-referencing using the

microfiche reader. Using the reader is not time or cost efficient. Information can be found by the page number referenced. The Board agreed.

The Board also decided that it is to the discretion of the President whether or not s/he should receive a copy of the minutes on microfiche.

IV. Treasurer's Report

A. Exxon Grant

Carol Clymer expresses concern over the vagueness of the Exxon Grant.

Carol reported on her meeting with the Advisory Board for the Exxon Grant. She expressed concern over the vagueness of the research design. She stated that the research design and the review of the literature were not congruent. There was no mention about a joint monograph as a result of this research.

B. CRLA Items for Sale

The Board will consider ordering CRLA items, e.g., pens, pins, to be available for members to purchase.

Carol and Gladys Shaw looked into the possibility of purchasing items with a CRLA logo on them to have available for members to buy. They found that there would be difficulty because certain quantities of an item have to be ordered, and someone would have to be responsible for storing and selling the items.

The Board thought that notepads or pencils with the logo would sell. Also, that members might like a CRLA pin. Gladys and Carol will look into a limited number of CRLA items.

C. Costs for Mailing Service

The Board would wait until Tuesday when they will speak with Tammy Van Voorhis from Oxford Mailing Service.

D. Official Audit

CRLA books have been officially audited by an accounting firm.

Carol presented the official audit of CRLA books to the Board which had been done by Gladys Shaw's Accounting firm (Attachment B).
The organization made $3,000 on the Seattle conference after expenses had been taken out and with increased member services. Susan Deese recommended that a statement should be sent twice a year to Board members. It was agreed that a report regarding finances should be sent to the President to sign.

E. Conference registration
Gladys and Carol have developed a cash advance auditing form.

Conference registrants who are not CRLA members and did not pay the additional registration fee for non-members were sent letters by the treasurer. If someone became a new CRLA member, Carol forwarded the membership forms to Oxford Mailing Service.

The Treasurer reports that it has been easier to deal with conference expenses since taking over registration.

Carol reported that it has been easier to deal with conference expenses since taking over registration and that this is a good role for the Treasurer. The Board agreed that it was important for the Treasurer and Board to have good communication with On-Site Conference Managers so that they did not have unrealistic expectations as to when they might receive conference registration information.

The Board thanked Denise and Carol for their work.

V. President Becky Patterson- Overview of Key Items

63 certificates of appreciation are to be given out.

A. Certificates of Appreciation
Becky noted that 63 certificates of appreciation will be given out this conference and that she will do so by groups. Of the 63 certificates 9 will go to SIG leaders, 7 to retiring State Directors, and 14 to those who work with the Tutor Certification program.

There was discussion as to whether or not the number of certificates given out should be limited. One suggestion was to create a category of Presidential Awards; another idea was to have levels of awards, e.g., supreme, mid-level, lower level. The Board will address this at summer board meeting.

The meeting was adjourned for a short break at 4:13 p.m.

At 4:20 Becky Patterson called the meeting back to order.

B. Standing Committee and Publication Appointments
Becky's response to Wayne Herlin's letter (Attachment C) is that she has asked Wayne to continue as Newsletter Editor for one more

year. The Board agreed that the President should put out a bid for a new Newsletter Editor.Wayne will be introduced at several meetings during the conference so that people can talk to him about the position.

Becky noted that Tom Gier has done an outstanding job on Tutor Certification. Tom wants to continue as the Chair of the Tutor Certification Committee until 1992.

C. Member Resource Forms
Oxford Mailing Service mails resource forms in batches so they are not received on a regular basis. The Board will talk to Oxford Mailing Service about this.

D. Candidates & Information about Board Meetings

Candidates running for CRLA office need to know in advance about dates of Board meetings.

The Board discussed the fact that candidates running for office need to know in advance about board meeting dates so they can make travel arrangements to attend these meetings.

Susan Deese will review the job description for Election Chair. The President needs to be informed of election results as soon as the ballots are counted so that she can then inform other Board members. The Secretary needs to be informed so that she can mail the past year's minutes to newly elected officers.

Election ballots are to be sent to the President and are later stored in the Archives.

E. CRLA and JDE etc. Agreement
Becky noted that it is a benefit to the organization to be able to order these publications. The Board discussed the discrepancy in the number of labels Oxford Mailing Service was sending each time for subscription mailings to the Journal of Developmental Education and the Review of Research in Developmental Education .

F. Mailing Service
The Board discussed problems with Oxford Mailing Service. The following problems were noted: the discrepancy in the number of mailing labels sent to JDE and RRIDE and notification of expiring membership. Two notifications of

expiring membership should be routinely sent. Carol suggested that the organization do an audit on Oxford Mailing Service. The Board discussed the concept of having a membership position in the organization.

F. Conference Changes/Innovations
Becky said these would be discussed Tuesday.

A list of CRLA mailing labels will cost commercial agencies $150.

G. Mailing Labels to Commercial = $150
The Board decided that they should make the decision as to who can purchase/acquire CRLA membership lists. The amount was set at $150 for commercial agencies that are Board approved. Others approved may be able to get the list at cost. Some trading of membership lists between organizations is another possibility.

10 Past-Presidents will attend the Past-President's Luncheon.

H. Past-Presidents' Luncheon
10 Past-Presidents will attend the luncheon. The Board was not invited to this luncheon, but Becky will ask the Past-Presidents for input on this.

I. MAC Disbanded or Revised
Becky received a letter from Wes Brown indicating his resignation as head of the Multicultural Affairs Committee.

IV. Coordinator of State/Region Directors
A. Report
Susan Deese distributed her report to the Board (Attachment D).

State memberships increase about 10%.

Susan indicated that there is a 10% increase in state membership. She believes this is in part due to the formation of state chapters.

Susan is going to recommend that California form chapters by area, e.g., an L.A. chapter or a San Diego chapter. She also expressed concern over the state director vacancy in Colorado.

Oregon becomes the fourth state chapter.

B. Oregon State Chapter
Susan recommended that Oregon become a state chapter as they have met the guidelines for this.

(M) Susan Deese
(S) Denise McGinty

PASSED

The Secretary will make a copy of the Oregon charter and then send the original to the archives. (Attachment E).

State Directors handbook is updated.

C. Renewal and Application Updates
Susan presented an updated State Directors' handbook to the Board which contains a guide to establishing state chapters, information on the Bylaws and chapters. The Secretary will file this since it is bound.

D. Mailing Labels
Susan recommended that State Directors be allowed to ask for 3 sets of mailing labels each year. This would cost the organization $350 yearly.

The meeting was adjourned at 5:45 p.m.

Respectfully submitted,

Denise McGinty

Denise McGinty, Secretary
(These minutes have not been approved.)

CRLA Board Minutes
Irvine Hilton
Irvine, California
April 3, 1990

Board Members Present: Becky Patterson, President; Dee Tadlock, President-Elect; Susan Deese, Coordinator of State/Regional Directors; Denise McGinty, Secretary; Carol Clymer, Treasurer.

Others Present: Joyce Weinsheimer.

Becky Patterson called the meeting to order at 9:50 a.m.

I. Coordinator of State/Region Directors

A. Mailing Labels

State Directors/Chapter Presidents will be able to request mailing labels from Oxford Mailing Service three times each year.

Susan Deese requested that State/Region Directors be allowed to request labels 3 times each year from Oxford Mailing at a cost of $300 to CRLA. The Coordinator of State/Region Directors will request from Oxford Mailing an activity report to determine if this new procedure is cost efficient and an effective way of handling mailing labels. Report: (Attachment F).

(M) Susan Deese moves that there be a change in the request procedure for mailing labels for State/Region Directors.
(S) Denise McGinty

PASSED

B. Title/Job Change

The Board will consider a job title change for the Coordinator of State/Region Directors.

Susan indicated that the current title of Coordinator of State/Region Directors does not accurately reflect the job and asked the Board to consider changing the title. Susan has updated the job description for this position (Attachment G). She has written into the job description that the Coordinator will bring labels and membership lists to the conference. This will allow state directors to review their membership lists at the conference.

Susan also recommended that receptions not overlap at next year's conference. The State Directors/Region dinner overlapped with the Newcomers' reception this conference.

C. Mailing labels (distribution, other organizations)

State Directors should contact the Coordinator of State/Directors if there is a problem receiving mailing labels or membership lists from Oxford Mailing Service.

The discussion turned to problems with Oxford Mailing Service and the question of whether or not the organization needs to create a membership position. The position could take some of the responsibility of the Past-President. The Board decided this should be an item for summer board.

Becky Patterson thanked Susan Deese for her report.

II. President-Elect Dee Tadlock

A. Recommendations for Future Conferences

Conference information will be printed in the Fall Newsletter to accommodate those needing to request funding earlier in the year.

Information on the annual conference needs to be in the Fall Newsletter as the Winter Newsletter is too late for funding requests for some institutions. Dee recommended exchanging mailing labels with NADE and collecting mailing lists from other organizations for our conference mailing. Non-members should receive the conference mailing also. Dee will pass on an itemized schedule of conference preparations to Joyce.

A notebook providing guidelines for On-Site Managers will be developed.

Dee recommended that a notebook be created for the On-Site Conference Managers which would provide guidelines and suggestions. Dee and Susan will work on this.

The Board discussed if the President should send a separate registration mailing or rely solely on the one that appears in the Newsletter. The Board agreed that there should be more information about CRLA in the conference registration form so that non-members can justify attending the conference.

The call for proposals should also be mailed to non-CRLA members. Joyce Weinsheimer passed out her call for proposals (Attachment H).

B. Academic Credit for Conference

CRLA will continue to work with

Susan Deese mentioned that credit was

state institutions to offer credit for conference participation.

traditionally offered. This credit is usually offered through an institution in the state where the conference is being held.

C. Fees that include Food Functions

The Board will decide whether or not to include food functions in the registration fee.

The Board discussed whether or not food functions should be included in the registration fee. Some reasons for suggesting this are that: attendance at the food functions has dropped off; the Saturday lunch is a business meeting and attendance is down; some institutions will pay for food functions when included in the registration. The Board also discussed the possibility of speakers instead of entertainment at food functions and making these food functions business meetings.

Bill Broderick entered the meeting at 11:00 am.

D. NADE report and Schedule Lunch with Bonnie Orr & Board

Dee mentioned that NADE had not fulfilled its part of the agreement with CRLA. When she attended the NADE conference, she was not included in a meeting with their Board nor was she given a CRLA display table.

CRLA will continue to collaborate with NADE on the exchange of Association mailing labels, exhibit tables, and newsletter columns.

The Board discussed the concerns regarding the lack of continuity with NADE. The agreement is that the organizations exchange mailing labels, exhibit tables, newsletter columns, and sectionals. Registration fees for the Presidents are also waived. The Board agreed to meet with Bonnie Orr at 4:00 pm on Friday.

E. Policy on Proposals such as Supplemental Instruction (SI)

The UMKC Supplemental Instruction project will be asked to propose a regular conference presentation for the 1991 CRLA conference.

The SI project from University of Missouri at Kansas City requested a special pre-conference institute on SI. Dee turned this request down. The Board's concern was that the institute would only be open to those who have gone through the UMKC SI training and not to all members. The Board agreed to ask UMKC SI to make a conference proposal for next year's conference that would be open to all attending the conference.

(M) Carol Clymer moved that Dee request that the Kansas SI group make a conference proposal.
(S) Susan Deese

PASSED

III. On-site Chair Bill Broderick
Becky Patterson welcomed Bill.

A. Bus Problem
Bill informed the Board that the bus to Rancho San Diego had to be cancelled unless the organization would provide liability insurance for the trip. He mentioned the other alternative was to have the hotel provide vans. He would check into this.

B. Registration and Institutes
320 were pre-registered for the conference. Bill mentioned that institute pre-registration was low. He suggested that fewer institutes be offered next year. The Board agreed that some CRLA members do not understand the difference between a sectional and an institute. This difference needs to be better communicated.

The Board will consider offering fewer institutes next year.

Twenty-three conference presenters have not registered for the conference. The Board decided that presenters need to be clearly told that they must register for the conference.

C. Costs that are over budget
Bill mentioned that AV would cost more than had been originally estimated. He also expressed concern over the food functions. The hotel claimed that they had not included tax and gratuity in the bid. CRLA will pick up about $250. The Board discussed the lack of continuity between who signs the hotel contract, and the current Board and On-Site Managers.

Costs for food functions at Irvine are higher than planned.

Susan recommended turning in a smaller number than the number who actually register for meal functions. Hotels can usually accommodate 5% over.

D. Refunds for Cancelled Events
Conference participants need to fill out a form and turn it into the Treasurer for a refund. Refund checks will be available at the conference.

E. Report from Southern California
Bill expressed disappointment in Southern California. He had difficulty finding anyone to help with AV or hospitality. He recommended not coming to Southern California for at least four years.

The meeting was adjourned at 12:10 p.m. for lunch.

Becky Patterson called the meeting to order at 1:25 p.m.

IV. Recognition for Long and Outstanding Service Awards
The Board decided that they would ask the members who they would recommend for the Long and Outstanding Service Award. A decision will be made at summer board meeting.

Board will decide Long and Outstanding Service Awards during summer board meeting after receiving input from CRLA members.

V. Conference Innovations
The Board discussed the idea of free conference vouchers for those who work hard for the organization, e.g., for SIG leaders, State Directors. The Board decided that this would create problems and that recognition of these individuals was the best way to handle this.

Tammy Van Voorhis entered at 2:00 p.m.

VI. Oxford Mailing Service - Tammy Van Voorhis
Tammy noted that Oxford provides the following services:

Tammy Van Voorhis will become the new President of Oxford Mailing Service.

Services that Oxford Mailing provides.

-process memberships - renew and change
-process each month
-send welcome letters
-forward renewals and new members to the President
-keep a historical file of members on 4X6" card
-have a yearly postal audit done
-provide printouts and labels upon request
-have mailing lists available
-keep names of expired members 4-5 years back
-send renewal notices 3 months in advance

Renewal notices will be sent out one month prior to membership expiration; notification will be given again when membership expires.

The Board decided that the renewal notice should be sent 1 month in advance and then a reminder sent when the membership had expired.

Becky Patterson requested a quarterly list from Oxford of the names of those who send money to scholarships and of new members.

The Board decided that it might be best if Sue Brown handles stationery. The Board will talk to her.

The processing of membership and renewal information takes Oxford Mailing Service two weeks.

Oxford Mailing said that it will take two weeks to process entries. Since so many members renew at the Conference, a new membership list could be obtained two-to-three weeks after the conference.

Tammy informed the Board that Oxford clips returned mailings to the individual's 4X6" card. The person is then removed from the mailing list. Becky requested that Oxford inform the Coordinator of States/Regions so that State Directors can contact these members.

Inconsistencies in the mailing of JDE and RRIDE subscriptions this past year were due to the transitions going on at Oxford Mailing Service.

The Board asked Tammy about the inconsistency with mailings over the year for JDE and RRIDE. She explained that expired subscriptions had not been flagged on the computer and so those with subscriptions that had lapsed were also sent journals. Oxford agreed to cover the cost of the excess journals mailed. The President needs to forward this bill to Oxford. Oxford also agreed to mail a letter to those whose subscriptions had lapsed to remind them of this.

Oxford will deposit Canadian checks as long as the check has a U.S. bank and address on the check indicating where it can be deposited.

The Board agreed that when membership mailing labels are requested, active members as well as those whose subscriptions have recently expired or are expiring should be included.

Oxford charges $1.50 for requests of past Proceedings and magazine subscriptions.

Oxford Mailing will submit a yearly report (July through June) to the Board.

The Board requested a yearly report (July through June) from Oxford that would include: total membership, new members, members whose subscriptions had lapsed, and journal subscriptions.
Tammy requested that Dee Tadlock develop a sample report.

The Board also requested that Oxford keep track of who requests CRLA membership labels and the number of times these requests are made. This information should be sent to the Coordinator of States/Regions.

Hal McCuen retires from Oxford Mailing Service.

Since Hal McCuen is retiring from Oxford Mailing Service, his name will be replaced with Tammy Van Voorhis in the Newsletter, etc.

Denise will send a card to Hal McCuen from the Organization.

VII. Site Selection

Work on conference selection sites will be done at least two years in advance.

Susan Deese suggested that the Site Chair work on conference sites at least two years in advance and begin work for three years in advance. This advance work is important in order to get good locations and prices.

Susan said she will talk with Pat Johnason to confirm the 1993 CRLA conference in Kansas City.

VIII. Plenary Session Topics

Plenary Session topics

The Board decided on the following plenary session topics:

1. Conference Sites - Should CRLA be limited to the west or to going to California every other year?

2. What can CRLA do to assist its members in focusing on national/regional/political issues that have an impact on our profession?

3. What would members like to hear/have at future conferences,
i.e., themes, topics?

4. Does CRLA want to be involved in establishing criteria to standardize or certify learning assistance centers? Should CRLA be responsible for doing this or should it work with other national organizations?

5. What suggestions do members have for the Newsletter?

Susan Deese suggested that the Plenary Session should be scheduled on Friday next year.

IX. Tutor Certification - Tom Gier
Tom presented his report to the Board (Attachment I).
Tutor certification has worked out well. 31 programs are certified of which 24 are new. He anticipates certifying 41 programs by May.

31 tutoring programs across the nation have been certified by the CRLA Tutor Certification Committee.

The Board asked Tom about increasing the $15 charge for Tutor Certification. Tom was not in favor of this idea at present.

There are now 12 members of the tutor certification evaluation team. They evaluate around 6 or 7 programs per year. The Board suggested a conference luncheon for evaluators next year.

The Board recommended that Tom consider writing a journal article about tutor certification.

Tom will remain head of tutor certification until August, 1992.

Becky Patterson commended Tom on what a fantastic job he has done.

The meeting was adjourned at 5:25 p.m.

Respectfully submitted,

Denise McGinty, Secretary

(These minutes have not been approved.)