NewsNotes

College Reading & Learning Association

President's Corner
By Karon Mathews, Texas A&M University

Springtime, at last! I hope you are seeing signs of this beautiful season as we are here in Aggieland. The Texas Bluebonnets should be in full bloom very soon!

The CRLA Board met in February in Salt Lake City, Utah, site of our 2010 conference. We found the conference hotel, the Marriott Downtown, conveniently located to restaurants, Temple Square, and shopping attractions. Don't let the yellow hard hats worn by conference and site chairs, Ann Wolf and Leslie Giles-Smith, fool you. The construction sites in downtown SLC are amazing in that they are clean and unobtrusive, and easily overlooked!

I want to share with you a few of the items addressed by the Board since January.

- Kathi Bartle Angus and Kate O'Dell served as interim co-chairs of the new Professional Development Committee (PDC) and provided the Board with a comprehensive report laying the groundwork for the permanent committee chair. The focus of the PDC will be to provide all members resources for a broad range of professional development programs and services. Applications are now being accepted to chair this important committee.
- The Board regretfully accepted the resignation of International Mentor Program Certification (IMPC) Coordinator, Jennifer Smith, due to increased assignments at her institution. Sue Brown is currently serving as Interim IMPC Coordinator and is working with Jenny to keep the program progressing. Applications are now being accepted for the permanent position of IMPC Coordinator.
- Editors Karen Agee and Russ Hodges plan to have the revised Tutor and Mentor Handbook for sale at the 2010 national conference.
- The Board approved the cities of Chicago and Houston as possible sites of the 2012 CRLA conference. Nita Meola (Chicago) and Nathalie Vega (Houston) were selected as potential Conference Site Chairs, depending on the site selected as host city.
- The Board named Jack Trammell of Randolph-Macon College to the position of CRLA representative to the Political Advocacy Committee of the Council of Learning Assistance and Developmental Education Associations (CLADEA).
- As Technology Coordinator and ITPC (International Tutor Program) Coordinator, Rick Sheets reports that over 850 tutor programs are now certified. The Board is grateful to Rick and his team of application reviewers.

I was pleased to represent CRLA at the annual NADE and ATP conferences. Many individuals stopped by the CRLA exhibit for additional information at these events. I encourage each of you to call or e-mail me with your thoughts and recommendations for your professional development.

On behalf of the CRLA Board, thanks to each of you for your many contributions and for preparing our students for success! Wishing you a Happy Spring!

Karon Mathews

CRLA Leadership Opportunities

By Gretchen Starks-Martin, CRLA Executive Assistant,
St. Cloud State University

Help us create a positive future for CRLA! Interested and active CRLA members in good standing for five or more years are encouraged to apply for a leadership position in 2010. View detailed job descriptions at **http://www.crla.net/leadership/opportunities.htm**.

The following positions are now accepting applications and are available immediately. Deadline date for applications has been extended until June 1.

INTERNATIONAL MENTOR PROGRAM COORDINATOR: Click here for complete job description.

PROFESSIONAL DEVELOPMENT COMMITTEE CHAIR: Coordinates promotion and implementation of PD projects and services for the benefit of all CRLA membership. **Click here for complete job description.**

MEDIA ADVISORY BOARD COMMITTEE MEMBERS: Committee members review and provide feedback on proposals for CRLA publications. Contact Jeanne Higbee (higbe002@umn.edu) for more information.

REGIONAL LEADERS FOR WYOMING/COLORADO AND ARIZONA: Questions concerning these positions or completed applications should be sent directly to Jane McGrath (janemcgrath@cox.net).

CRLA is now accepting applications for the following positions which will begin after the Fall 2010 Conference. The deadline for applications for these positions is June 1, 2010.

AWARDS AND SCHOLARSHIP CHAIR: Disseminates information concerning CRLA awards and scholarships. Coordinates selection of recipients and preparation of awards and scholarship fund raising during conference. **Click here for complete job description.**

CRLA REPRESENTATIVE TO CLADEA: Represents CRLA on the Council of Learning Assistance and Developmental Education Associations (CLADEA). **Click here for complete job description.**

To apply for a position, submit a letter of application addressing your willingness and ability to meet the requirements of the position as stated in the full job description, a résumé or brief listing of qualifications, and a letter of institutional support. If institutional support is not needed, please state this in the letter of application.

If you have questions or wish to submit application materials, please contact CRLA President, Karon Mathews at **k-mathews@tamu.edu** [Tel. 979.845.2724 | Cell. 979.492.3535] or CRLA Executive Assistant, Gretchen Starks-Martin at **gastarks@stcloudstate.edu**.

CRLA Board of Directors Visit 2010 Conference Site in Salt Lake City, February 2010: (Front l to r) Vicki Papineau, Lindley Workman Alyea, Karon Mathews, Gretchen Starks-Martin, & Rick Sheets; (Back l to r) Leslie Giles-Smith, Ann Wolf, Linda Russell, Jane McGrath, & Joe Barnhill.

CRLA 2010: One Book – One Conference

By Arden Hamer,
Indiana University at Pennsylvania

The pleasure of all reading is doubled when one lives with another who shares the same books.
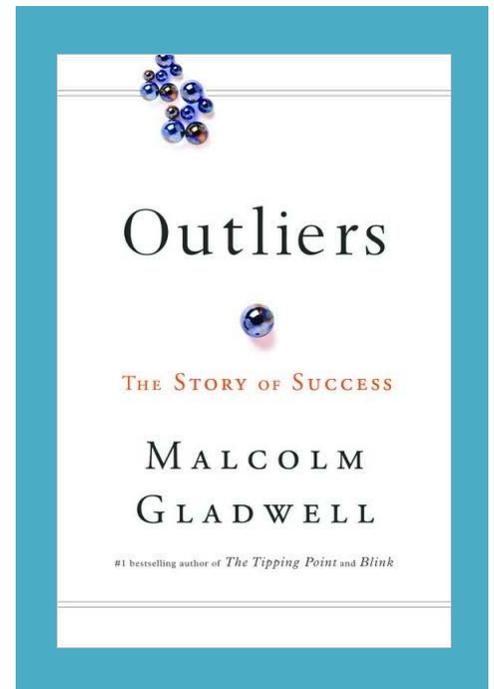
- Katherine Mansfield, 1928

Reading is a solitary activity that becomes a social experience when many people read the same book and come together to talk about that book and their experiences reading it. Join fellow readers at the CRLA 2010 conference in Salt Lake City to discuss Outliers: The Story of Success, by Malcolm Gladwell. We will have informal discussions during the Hospitality Hours as well as a formal, facilitated discussion during the concurrent sessions.

As in his other books, The Tipping Point and Blink, Malcolm Gladwell uses individual stories, research, and statistical information to explore why some people are successful and others are not. He explores the influence of birth dates on success in Canadian Hockey, fourth graders' scores on the TIMSS exam, as well as the Americans who are listed among the wealthiest people in history. He also addresses why pure genius is not enough to ensure success and the importance of time on task and upbringing or background in determining how successful a student or person will be.

Many of the examples and the information presented are directly applicable to working with our students at the college level. In addition, the book is entertaining and reads well. Please join fellow readers at the CRLA conference in November 2010 and share your love of reading as well as your desire to help your students be successful.

*In the vast world of nonfiction writing, [Malcolm Gladwell] is as close to a singular talent as exists today...[*Outliers*] is a pleasure to read and leaves you mulling over its inventive theories for days afterward...*Outliers *represents a new kind of book for Gladwell...It is almost a manifesto.*
-New York Times Book Review

The Board of Directors for the College Reading & Learning Association hopes you will join us for our 43rd Annual Conference, November 3 – 6, 2010 in Salt Lake City, Utah. For more information on things to see and do in SLC, including why SeatGuru recently named Salt Lake City International Airport one of America's top five airports for getting stranded, visit
http://www.visitsaltlake.com/articles/index.cfm?articleID=198&menuID=254.

Membership Is Now Online!

By Vicki Papineau, Membership Coordinator,
Central Community College

You can now renew your CRLA Membership online and pay with a credit card or by mailing in your check. Go to www.crla.net/membership/ and click on the "Join, Renew or Update" link at the bottom of the page.

Your username is the email address we have on file, and your password was randomly assigned and was in the January renewal letter. If you lost your password, want to change your password, are a Lifetime member, or had already renewed for 2010 before the January renewal mailing, follow the instructions at the "Lost Password?" link in the login box. A "token password" will immediately be sent to the email address we have in the database under your profile. If you cannot login or are unsure of your email address in your profile, please contact me at papineau@hamilton.net, and I can look up the address. I am unable to look up your password. If you follow this procedure and do not receive a token password, check your spam mail or talk to your IT person/service provider regarding the filtering process.

Once your payment is processed, you will receive an e-invoice for your records or to submit to your institution for reimbursement. If you choose the mail-in option, your membership will become active when we receive your payment. Be sure your name is on the check so that your account is credited.

2010 membership must be processed by June 1, 2010, in order to qualify for member rates at the Salt Lake City conference, November 3-6, 2010. Membership paid after June 1, 2010, will apply to the 2011 membership year. The membership year is from January 1 - December 31 each calendar year (Fed. ID #95-3177158).

You can also update your membership profile online. Once you are logged in, click the "edit" button at the top and you will be able to change your information.

CRLA Hosts Its First Electronic Balloting

By Rick Sheets, 2010 Elections Chair,
Paradise Valley Community College (Ret.)

Last year's bylaw amendments laid the groundwork for CRLA to hold its first e-vote Board elections this year. While creating the new e-process cost a few hundred dollars more than a normal paper-ballot election, CRLA will see dramatic savings in all future elections. The CRLA Board extends its thanks to the candidates and to members who voted.

CRLA's new incoming President-elect, Norman A. Stahl (University of Northern Illinois), chosen this spring will chair the November 2011 conference in San Diego, serve as president in 2012, and remain on the Board as past-president in 2013. **CRLA's new incoming Treasurer**, Rosemarie Woodruff (University of Hawai'i, Manoa Campus), will serve from November 2010 through December 2012.

For more information on your incoming officers, visit http://www.crla.net/members_only/members_only.htm.

The CRLA Board of Directors wishes to congratulate its new President-Elect, Norman Stahl (immediate right) and incoming Treasurer, Rosemarie Woodruff (far right). Both will take office following the 2010 National Conference in Salt Lake City. We appreciate your desire to serve our

Calling All Scholars!
CRLA Offers Awards & Professional Development Scholarships!!

Excellence in Research & Professional Development

Institute Scholarships. Eligible work is defined as "participation in an intensive workshop such as the Technology Institute for Developmental Educators, Winter Institute, NCLCA Summer Institute, and Kellogg Institute." Up to three $1,000 scholarships are awarded in this category.

Graduate Study & Research Scholarships. Eligible work is defined as "pursuing graduate study in an approved program or conducting research in a field of interest to the members of CRLA." Up to three $1,000 scholarships are awarded in this category.

Cengage Travel Award for Teachers of Reading at a Community College. Funded by Cengage Learning, this award goes to a CRLA member teaching reading at a community college who seeks professional development through participation in the annual CRLA conference. A maximum of one grand prize ($500) is awarded annually.

Excellence in Teaching

Distinguished Teaching Award. This award recognizes a member of the Association who exemplifies teaching and learning as a lifelong journey. Recipients of this high honor are professionals who provide their students with a clear model of enthusiastic, knowledgeable, and compassionate teaching and who encourage their students to persevere and achieve independence. The recipient receives a $100 honorarium and a plaque.

Excellence in Service

Robert Griffin Award for Long and Outstanding Service. This prestigious award goes to a current CRLA member with at least ten years of membership in CRLA with service at the state/regional level or international level. Self-nominations are encouraged. Or if you know of someone with exemplary service and extraordinary talent, send your nomination letter listing contributions by August 1 to Gretchen Starks-Martin, Executive Assistant to the Board, at gastarks@stcloudstate.edu or St. Cloud State University, 720 Fourth Avenue South, St. Cloud, MN 56301-4498.

Nominate a colleague or apply online by August 1, 2010 at www.crla.net.

NCLCA is proud to announce its 2010 annual conference to be held September 29 - October 2 at the Hilton Charlotte University Place in Charlotte, North Carolina. Learning center professionals are invited to submit proposals online at http://nclca.org/2010conference/2010cfp.html no later than May 3, 2010, for conference strands including, but not limited to, Best Practices for Learning Centers, Social Media, Online Learning Centers, and Professional Development. This year's selected theme is "Racing to Student Excellence."

The CRLA Board of Directors wishes to congratulate Dr. Jack Trammel (right) of Randolph-Macon College on being named CRLA Representative to CLADEA's Political Advocacy Committee, as well as Lindley Workman Alyea (bottom right) of Texas State University-San Marcos on being named the first recipient of the Gladys R. Shaw Professional Development Award (Shaw pictured below).

Fast TRAC Programs

By Gretchen Starks-Martin, CRLA Executive Assistant,
St. Cloud State University

Through the Joyce Foundation Shifting Gears Initiative, the State of Minnesota is collaborating with adult basic education and community and technical colleges on a common mission: to provide greater opportunities for low-wage and/or low-skilled adults to increase their basic and occupational skills and to acquire credentials that lead to a family-supporting wage. The importance of this initiative is borne out by the fact that the Bureau of Labor Statistics has projected that about 45 percent of all new jobs over the next decade will require a college degree or postsecondary credential. Other states like Kentucky, Washington, and Wisconsin have similar initiatives.

The effort in Minnesota is titled FastTRAC (Training, Resources and Credentialing), and one of the goals is to provide postsecondary education for adult basic education students in a collaborative framework with community and technical colleges. Developmental education faculty play a key role in advising how each FastTRAC program is set up within the parameters of a specific occupational curriculum. For more information, go to www.shifting-gears.org/.

Using CAS Standards for Self Assessment: An Interview with Pat Fullmer, Director of the Learning Resource Center (LRC), Lincoln University (Lincoln, PA)

By Karen Agee, University of Northern Iowa, CRLA Representatives to CAS

Pat Fullmer

KA: We know from your article in the Fall 2009 Journal of College Reading & Learning *that you and your staff conducted a self-assessment of the LRC using the Learning Assistance Program standards and guidelines created by CAS, the Council for the Advancement of Standards in Higher Education. [Note to readers: The CAS LAP standards are available on the member pages of the CRLA website, www.uni.edu.] CAS suggests that forming an evaluation team be the first step. How did you choose the members of your evaluation team?*

Fullmer: Two years ago, the VP for Student Affairs wanted every department in the division to use CAS standards to evaluate its programs. He picked team members for each of the 12 departments, creating teams of five: two from outside the department and three from inside each department.

NN: How did you gather the evidence you needed to do a self-assessment in each of the assessment areas?

Fullmer: Gathering evidence was a lot of work. The three staff members from the LRC each took several of the (then) 13 areas of the CAS self-assessment standards. I volunteered for Evaluation for one of my areas. What we had to do first was to search any records we had, such as meeting minutes, reports produced the previous few years, and so on. For some sections, we needed information from outside the department. For instance, to demonstrate that the LRC area is physically accessible, we needed a layout of the building from the physical plant and also documentation of accessibility. (That turned out to be difficult to acquire.) We discovered that there was no listing of all the equipment in the LRC, so for that section of the assessment the LRC secretary had to do an inventory.

The information and evidence we acquired filled three big binders. We had to create some forms, ask people to give us documentation, pull evidence from departmental records, copy them, and put them into binders.

NN: After you gathered the evidence you would need to assess how well you were doing for each of the standards, how did your team decide the score for each question?

Fullmer: By the time we were ready for the self-assessment scoring, there were only three team members left, the two outside the department and I.

I decided to hold meetings and provide free lunches. We met in four 2-hour sessions to review evidence. We looked at the evidence for each item, discussed it, agreed on an evaluation, and marked down the score we agreed on. Then we did the recommendations: we didn't really have any student learning outcomes. I provided graphic organizers for the LRC staff to use, and together we devised student learning outcomes (SLOs).

Now we review student learning every semester, but the first time we did it, the process took two years to do the CAS self-assessment, determine what our student learning outcomes should be, conduct a SWOT (strengths, weaknesses, opportunities, threats) analysis, and develop action plans for each of our three areas, reading, writing, and math.

We discovered that we needed to review our vision and mission statements annually. We also discovered that our salaries are not competitive: we have insufficient staff and insufficient salaries to attract new staff since local schools pay $33/hr. for adult tutors, for-profits pay $20-30/hr., and we can pay only $15.75/hr.

NN: What advice do you have for CRLA members planning a CAS self-assessment?

Fullmer: Collect and organize data for a couple of years before trying to self-assess. Document everything. We now do a report every semester. We publish the student learning outcomes and revise action plans every semester based on SLOs. For instance, if reading students increased their score on identifying main ideas 10% from pre- to post-test last semester, then we might set a goal of raising scores 15% in the following semester.

For the evaluation section of the self-assessment, it is necessary to develop systematic, ongoing evaluation. One way to do that is with SWOT analysis. Another is to use logic analysis (using inputs and outputs). We do it every semester because the students in our developmental courses change every semester. If from our SWOT analysis we discover we do not have enough tutors, in the Opportunities section we might note that grants may be available to help fund tutors, and our action plan may be to search for grants.

Our Middle States accreditation occurred about the same time of our CAS and SWOT analysis a year ago. It really fit with the campus self-study. One of the criteria for Middle States review is having an ongoing, systematic evaluation in place and basing program improvements on that evaluation. The Middle States team was impressed with our evaluation process. In the meantime, on recommendation by Middle States, Lincoln hired an administrator for assessment a year ago. He looked at the LRC semester report with CAS assessment and SWOT analysis and was very impressed. He said it should be used as a model for other departments and other schools.

And now that we have done the CAS self-assessment, it is easier. This semester, instead of writing everything from scratch, we can just adjust our goals in the 8 areas of reading, 4 areas in writing, and 3 areas in math, based on what scores went up and what went down, and determine where we need extra interventions.

I'd recommend publishing a report of the program's systematic evaluation every semester or at least every year, including both good points and less positive outcomes. This report should go to the institution's president, vice-presidents, deans, and department chairs and be posted on the LRC website. Since at Lincoln almost 80% of the freshman class takes one or more developmental courses, the school has information about the needs of students.

In fact, Academic Affairs is so impressed by our tutor training and systematic evaluation that I am assigned to start training and evaluating the tutors in the academic departments, and making sure all campus tutors are certified by our ITPC-certified training program.

For more information on how you can do CAS self-assessment for your program, contact Patricia Fullmer at pfullmer@lincoln.edu, or Karen Agee, CRLA's representative on the CAS Board of Directors, at karen.agee@uni.edu.

CRLA Myth Busters

Myth: I don't need to think about applying for any CRLA scholarship. I am sure many people apply and the competition for these awards is very competitive. I wouldn't have a chance of getting a scholarship.

Truth: Some CRLA scholarships are not awarded because no one applied for them. CRLA offers six professional development scholarships, each up to $1000 each. Don't miss out! Apply for a scholarship to offset costs for a qualifying professional development opportunity. For more information, visit http://www.crla.net/scholarships&awards.htm.

Both Sides of the Podium

By Jessica Guggenheimer, Lynchburg College

In the January 2010 edition of *NewsNotes*, Janet Elder shared some very helpful suggestions for putting together your best conference presentation. Following that train of thought, I would like to continue the conversation about what CRLA conference attendees want from presenters, as well as what presenters need from their audiences. I served as the Concurrent Sessions Evaluator for the past three national conferences. As you can imagine, I have seen my fair share of session evaluation data and comments.

The most important things to know as you consider a future presentation at a conference is that attendees are generous, patient, and incredibly upbeat. There were 111 concurrent and pre-conference sessions at the CRLA National Conference in Richmond. On a 4.0 scale, not a single session had an overall average rating below 3.0. At my college, that's good enough to earn Honorable Mention accolades. How do you make the Dean's List?

- First, the title and description in the program must match the presentation delivered. I don't know anything that makes session attendees hotter under the collar than realizing that they chose the wrong session because of a misleading title/description.
- Second, the substance of the presentation needs to be valuable to the audience. CRLA folk will forgive an endless number of shortcomings as long as the actual content of the session has merit.
- Third on the evaluation scorecard is presentation style. Presenters must come across as knowledgeable, articulate and well-organized. Use the suggestions offered in Janet Elder's "Speaking of Speaking…" article as a guide for picking up these vital points.
- Fourth, presenters need to know that PowerPoint and handouts are crucial if they want a happy audience. Otherwise brilliant presentations are knocked down a few pegs due to a lack of handouts, and members expect presenters to have a Plan B in case of technological difficulties.

There is one recurring theme found in the comments section of old evaluation forms. People want interaction and appreciate an opportunity to break into small groups for an activity or brainstorming. At the very least, they expect time set aside for Q&A. On the flip side, presenters cannot let a few audience members hijack their session with endless questions. The presenter must find that fine line between encouraging broad participation while discouraging individual domination. Easy enough, right?

Bringing the loop all the way back around, and because most conference attendees end up on both sides of the podium, let's not forget the feedback that the audience provides to the presenters. There are two ways to evaluate your CRLA national conference experience. First, there is the overall conference evaluation that is offered online immediately following the event and covers almost every aspect of the conference experience. If you want to report that rooms were too cold or that seats were too close together, the conference planners are looking for that information in the general evaluation. It is not within the control of the individual presenters to keep pitchers filled with water or regulate noise between rooms, which is why there is a separate evaluation form to gather feedback about concurrent session presentations and presenters.

The concurrent session evaluation is a half-sheet form collected from attendees at the end of each session. Presenters receive their copy of the evaluations instantly. There were approximately 1600 session evaluation forms from the 2009 national conference in Richmond. Beyond the four part Likert scale, there is plenty of room for comments on the form. On behalf of all Concurrent Session Evaluators, I encourage you to write as legibly as you can, and remember that your thoughtful comments are the most important part of the feedback. When you take the time to give us your insights and constructive comments, it would be wonderful if we could read what you have to say.

SIG Spotlight: Peer Assistance Programs SIG

By Terri Massie-Burrell, Townson University, SIG Co-Leader

Who should join?
Learning center directors, managers, learning specialists, tutorial and mentor supervisors, and tutor professionals.

Purpose?
Share innovative materials, research, and best practices related to effective peer assistance programs, primarily tutoring and mentoring, but including other successful models (e.g. Supplemental Instruction and Peer-Led Team Learning) in order to

- improve recruitment , training, and education
- explore different types of programs
- assist in program design and assessment
- keep members informed of cutting edge research
- increase faculty involvement
- create opportunities for networking and professional growth

For more information on joining a SIG, visit http://www.crla.net/sig.htm. To view additional information or to see one of the S/R/C newsletters, visit http://www.crla.net/src_leaders.htm.

Benefits of membership?
- Networking with colleagues from across the country and beyond
- Promoting the CRLA International Tutor and Mentor Certification Programs

CRLA Member Discount Available!!

The National Center for Developmental Education is happy to provide CRLA members a 10% discount for a 1-year personal subscription to the *Journal of Developmental Education* or a 15% discount for a 1-year personal subscription to *Research in Developmental Education*. For additional subscription information, visit http://www.ncde.appstate.edu/publications/.

Tips for Student Success

The more involved people are, the better they perform. At our last tutor training, we divided our tutors into groups and had them create 'logos' to advertise the center. We gave them examples, and they came up with such great creative stuff. For another meeting, we asked each participant to plan on sharing something they are proud of in their programs. These meetings were wonderful!
- Phyllis Kremen, Academic Development Center Director, Georgian Court University, February 2010

To keep students engaged, follow the 20 minute presenter's rule: Lecture no more than 20 minutes then focus on connectors, or activities that connect students to the material and to others in the class. Continue the format throughout your class period for engaging and sustaining students' interests.
**- Beth Hammett, Associate Professor of English, Academic Success Department,
College of the Mainland, February 2010**

Interested in sharing the best for student success? Submit your tips for student success on the topic of your choice to Lindley Workman Alyea, Editor of NewsNotes *at lindley@txstate.edu.*

Of Night Owls and Morning Larks: A Review of the 2009 National Conference

By Elizabeth Boretz, CRLA Conference Evaluator,
University of California-Merced

I thank the 233 respondents to the national conference evaluation. In reviewing your feedback, our like-mindedness reveals itself in positive ratings of the conference's overall content. There is no substitute for time spent personally reconnecting with colleagues from across the country and networking to meet new sources for idea exchanges, mentoring, and motivation. If there was any disappointment with the conference, it revolved around our awareness of those absent due to budget constraints and travel freezes.

As much as we share in our passion for student learning, we differ in needs and styles. This topic best manifested itself in observations on the plated breakfast service, with keynote speaker Constance Staley. As one anonymous participant commented, "I am an owl, not a lark." Many prefer socializing into the night and arrived late to the breakfast session or did not attend at all. Some raised questions about the purpose of networking sessions such as the opening reception, where the choir performance was a hospitable gesture but interfered with the opportunity to socialize. Others commented that "Lunch with a Mentor" is a good thing, but trying to eat and be mentored at the same time detracted from both intentions.

Constructive input is always appreciated. Following are summaries of the main messages drawn from your comments:

- The registration website left several participants confused. Some thought locating the conference program required an excessive number of mouse-clicks while others reported not being able to find this information at all. Several expressed a preference for being able to view session descriptions online prior to the conference to aid in planning one's schedule and potentially for use as a tool in providing a rationale to supervisors for funding the trip.
- Many participants appreciated using PayPal, although others pointed out that this created difficulties for them. Lumping together book purchases, membership costs, meals, and conference registration is not feasible for the payment processes at some institutions, and this restricts some attendees' ability to sign up for events that include meals.
- There is a desire for more sessions on the theme of developmental mathematics.
- Those who attended a Special Interest Group session were pleased that they did. However, presumably inexperienced participants noted that these sessions were not thoroughly marketed or described, and therefore some did not have an understanding of their purpose.
- Several participants questioned the need for 90-minute sessions, suggesting that quality would not be compromised if these were reduced to one hour. Many intriguing sessions were offered concurrently, and perhaps shorter sessions would open more opportunities to participate in a greater number of programs.
- Many wish for the return of the dinner banquet. This past October the breakfast took the place of the banquet, in some respects, as seen in presenting awards before the keynote speakers' presentation. The "owls" appear to feel some dissatisfaction with that option while the "larks" were comfortable with this schedule change.
- The conference program, particularly the organizational tabs separating the days, was a huge hit. This drew the largest number of positive comments.

It is evident that what we all most value about the national conference is the chance to interact constructively and learn from one another. As for me, I value the relationships that I have formed in this organization – a podcast will never compare to being there. Having friends and supportive colleagues across the country makes it that much easier to press on in the good fight.

ATTENTION SIG & S/R/C Leaders & CRLA Raffle Enthusiasts!

Please don't forget to begin collecting your donation items for the 2010 raffle in Salt Lake City!! Proceeds benefit CRLA Scholarships.

Tips for Student Success

In tutor training, we emphasize that tutors should find where their students are regarding skills and competencies in their courses and build on those. My tip for student success is to recognize the achievements of our students and build on those. When I let students know I have noticed their good work, they are more likely to feel capable in other areas and that can lead to success as a student. So I encourage my colleagues to remember what we train our peer tutors to do and how motivating our own successes can be, so that we can be encouragers and facilitators of student success.

**- Linda Stedje-Larsen, Director of Support Services, Wingate University,
CRLA Mid-South Regional Coordinator, March 2010**

Students need two characteristics to begin their journey of success—the right attitude toward learning and the ability to locate learning resources. As learning specialists, we deal in shaping both of these aspects in fledgling academics.

- Mason Tudor, Academic Support Center Coordinator, West Kentucky Community and Technical College, CRLA Ohio River Valley Co-Director, March 2010

When a student isn't performing, find out why. The reason might surprise you and lead to a lesson for you both.

- Michael Keleher, Assistant Professor of English, Kennesaw State University, April 2010

Sometimes our students (and we) need some oomph as in: "... if you add the "umph" to "try" - you have triumph!" This quote is taken from a calendar I have and so pertinent to many of us. 'Umph' begins with an uplifting sound whereas 'oomph' sounds like a debilitating punch to the solar plexus! Though experiences in life may knock us down, we can pull ourselves up and triumph over the setbacks.

- Dorothy Chase, Professor, Department of English, College of Southern Nevada, April 2010

Interested in sharing the best for student success? Submit your tips for student success on the topic of your choice to Lindley Workman Alyea, Editor of NewsNotes at lindley @txstate.edu.
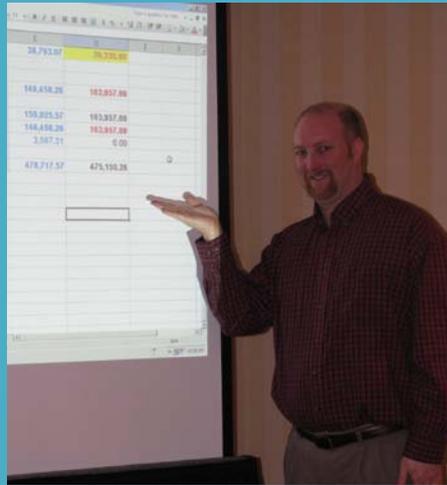
In February, the CRLA Board of Directors met in Salt Lake City to begin finalizing preparations for the 2010 conference during three days of board meetings. Within walking distance of our conference hotel is beautiful Temple Square (top left); CRLA Treasurer Joe Barnhill proudly displays his bottom line—a balanced CRLA budget for 2010 (above center); CRLA President Karon Mathews peruses hotel amenities while on a tour; also a short walk from the hotel is excellent public transportation (bottom left), restaurants, shopping, and other entertainment options (below).

We Hope to See You in Fabulous Salt Lake City!!
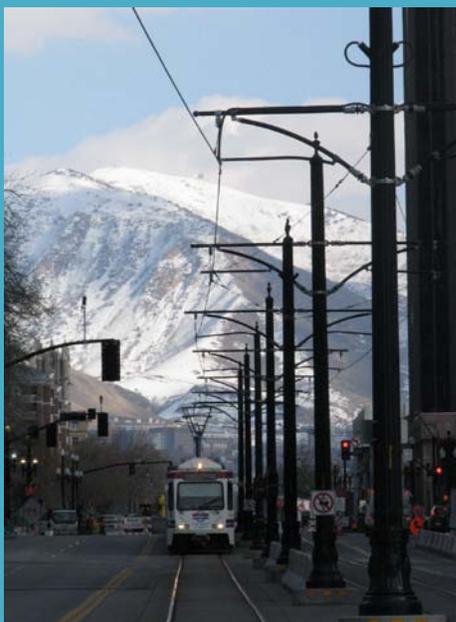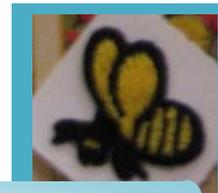
Your Conference Feedback,
Our Conference Changes

By Ann Wolf, CRLA President-Elect,
Lynn University

For more information on the 2010 National Conference in Salt Lake City, visit http://www.crla.net/conference/index.htm!

In 2009 there were quite a few changes to the process of running our conference. For example, it was the first year that we offered registration as a full online experience that included paying by credit card. The Thursday morning general session with the keynote speaker included a sit-down breakfast at no extra cost, and all conference session rooms had the internet available for the presenters at no extra cost. I would like to share with you some changes that will be coming to the 2010 CRLA Conference in Salt Lake City.

The first change that I am excited about is that we will be offering two post conference institutes that will also be webinars. These institutes will be held on Saturday afternoon from 1 – 3 pm. This year you will have the option to register for the post conference webinar and get a chance to get in on the conference even if you can't come to Salt Lake City. The two presenters are Lucy MacDonald and David Caverly. If you have attended TIDE or come to a CRLA conference, these two names should be very familiar. I hope you keep watching the conference page of the CRLA website to find out more about this change.

The second change is that we would like to have a special welcome for the First Time attendees before the main conference welcome on Wednesday. In the past the welcome was given the title of Newcomer Welcome, but that has changed over the years. Now we would like to let the first timers have a special time to ask questions about SIGs, S/R/Cs (what do all these acronyms mean?), some ways of finding the type of session that they would find helpful, etc. We are certainly getting new people to attend conference, but they are not always sure about what they will find as they get involved in the sessions. This year we would like to help alleviate that concern and then invite them to the Welcome that evening.

Third on the list of changes is that we will have a site on the CRLA website for the presenters to post their handouts. This will give everyone who has registered for the conference a chance to make a copy of the handouts for sessions that they attended or for sessions that they couldn't get to. I hope that many of the presenters will be willing to share handouts this way.

Finally, registration will still be online, and we will continue to use PayPal for taking credit cards. You **will not** need to have a PayPal account to pay with a credit card. This seemed to cause some problems last year when people tried to pay and were asked for their PayPal account number. We will continue to offer breakfast on Thursday morning during the general session with the keynote speaker. The Awards and Scholarship Banquet simply became too expensive for most conference attendees, and we really do want to honor the people who receive awards and have as many conference participants at the event when they receive their awards. So this means that we would like everyone to come to all open events because you never know who is getting the next award.

The board has chosen to have a deadline by which one needs to join to become a member and receive a member registration rate for the conference. Our organization is able to offer a low membership fee because we have many, many people who volunteer their time (lots of their time) to keep CRLA growing and healthy. Memberships are not done on a machine that automatically updates to allow you to register as a member as soon as you pay; it is done by our Membership Chair, Vicki Papineau, whose service to this organization is entirely voluntary. For those who are not CRLA members, I am hoping you will pass this information on to others who have expressed concerns about not being able to join CRLA and then pay the member rate for the conference all at the same time. I hope also that you will put the dates of the 2010 conference on your calendars: November 3-6, 2010 in Salt Lake City. Come see the changes that are happening, and help us grow as we change.

Job Postings

Purdue University has a half-time, 10 month, permanent Continuing Lecturer Position available August 2010. This position is responsible for teaching 6-7 hours of university level General Studies courses in academic learning strategies, reading and math strategies, and courses paired with content classes, including elementary psychology, elementary sociology, and college algebra. Please contact Kathy Kroll, Director of the Academic Success Center, at kdroll@purdue.edu for additional information.

The Student Learning Assistance Center (SLAC) at Texas State University-San Marcos is now accepting applications for its Learning Lab Coordinator position, responsible for the management and supervision of SLAC's tutoring services. This energetic, visionary colleague should have demonstrated leadership experience in academic support administration such as training, supervision, assessment, and collaborative programming with a variety of university personnel. Position available June 1. Open until filled. For a complete job description or to apply online, please visit https://jobs.hr.txstate.edu/applicants/jsp/shared/frameset/Frameset.jsp?time=1271079840820.

Because job openings are time sensitive and *NewsNotes* publication is only three times each year, we are unable to advertise as many job postings as we would wish. We encourage members to submit job openings that will undergo the review of applicants one or two weeks after the publication of NewsNotes or to otherwise refer to resources such as LRNASST so that you may reach as many applicants as possible.

NewsNotes *would like to assist you in publicizing your openings! Please send your posting to Lindley Workman Alyea at* lindley@txstate.edu.

Upcoming Events

June 1:	SIG and S/R/C funding requests, goals and activities report submissions deadline
June 1:	Membership deadline for "member" rates for conference registration
June 23-26:	Kellogg Institute
July 1:	CRLA Call to Conference Published
July 15:	Email addresses needed from CLADEA organizations for Calls to Conference notification
July 25-30:	Technology Institute for Developmental Educators (TIDE), San Marcos, Texas
August 1:	Deadline for CRLA Professional Development scholarship and awards nominations
August 1:	Conference Program advertisement deadline including CLADEA reciprocal agreement ads Publisher sponsorship deadline
August 1:	Deadline for Robert Griffin Long & Outstanding Service Award nominations.
August 15:	Copy deadline for September 2010 *NewsNotes*.