



President's Corner

By Ann Wolf



Fall semester has started, and I hope that all of you were able to give yourselves some time to time to rest, relax, and rejuvenate during the summer. The fall is a time of new beginnings for each of us as we look at the new faces in our courses, learning assistance centers, and campuses. Do you remember when you were one of those students? Maybe you are one of those students but working toward a graduate degree or beginning a new job on a new campus. I wish you the best in this new endeavor. For others, you may be on a sabbatical or this may be the job you have been doing for quite awhile now. Is it time to find some way to recharge your professional battery? Well, I think I have just the remedy! Come to the 44th Annual College Reading and Learning Association Conference in San Diego on November 9th through the 12th, 2011. We have two well-respected keynote speakers, W. Norton Grubb and Jean Twenge, and will once again have the One Book – One Conference session lead by Arden Hamer. Please go to the Conference web page on the CRLA website to find out more about the Institutes and Lunch with a Mentor choices and register for the conference. I can't wait to see all of you in San Diego.

This will be the last President's letter I will write for *NewsNotes*. After November I will be the Past President and will pass this honor on to Norm Stahl. It has truly been my pleasure to be the President of the College Reading and Learning Association this year. I was able to attend the Heartland Conference in April and will attend the 30th Anniversary of CASP in October. I had the honor of working with the CRLA Board as we look to the future of this professional organization. I also enjoyed working with all of the Committee Chairs and Coordinators as they provided untold volunteer hours for CRLA. I would also like to remind everyone that there is an opening for an International Mentor Training Program Certification Assistant Coordinator. If you know of someone you believe could help lead this certification program, please let him or her know about this leadership opportunity. This has been a wonderful year, and I have had the pleasure to meet many new members and attendees at the annual conference. Thank you all for your support of CRLA and watch for my emails as I take over the coordination of the SIGs and States, Regions, and Chapters after the November conference.

As you get into the new school year, I hope you will think about volunteering for a position in the College Reading and Learning Association. The Elections Committee will be looking for people to nominate for President-Elect and Treasurer to be voted on in 2012. Please contact Elections Chair, Karen Agee, for more information about these positions.

Wishing you the Best in the 2011-2012 School Year,

Ann A. Wolf

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A Call to Arms for University Mentoring Program Professionals

By Jenni Smith, The University of Texas at Austin

If you'd like to view Jenni's list of recommended readings regarding Mentoring in the literature, please [CLICK HERE](#).

Today I am writing to call CRLA's active members' attention to a critical need within our organization. As the former International Mentor Training Program Certification (IMTPC) Coordinator, I am deeply concerned that the Assistant IMPTC Coordinator position is still vacant. The need for IMTPC to thrive and grow is *critical*. Not only are peer mentors incredibly skilled in their roles, they are essential components in the creation of new or existing programming as colleges and universities across the nation utilize peer mentors to "fill the gaps" while facing continuing economic difficulty. Additionally, literature points to the significant influence of peers in terms of academic achievement, retention, and graduation rates.

The most surprising challenge I faced as IMTPC Coordinator was regularly explaining what a peer mentor is. Peer mentors are highly trained undergraduates who serve as bridges for academic success and social transition to college life. Yes, this varies by program and the needs of particular populations, but those two goals are consistent for all peer mentors. When asked, "What types of social events do mentors plan?", I was at a loss for words. The thought of their role being defined as solely "social directors" rather than key actors in student success was quite concerning. Mentors are trained to build relationships with their peers so they can teach them how to manage their time, define goals and priorities, identify and use vital campus/community resources, be culturally competent, help students identify learning preferences, teach relevant study strategies, and much more. It is essential for CRLA to be able to articulate the role and purpose of peer mentoring to CRLA members and other stakeholders within Higher Education.

I applaud the tremendous efforts of my former Assistant IMTPC Coordinator, Dr. Susan Brown. She stepped in when I exited the position after my exciting three year term and did a superb job as the Interim IMTPC Coordinator. Her position was temporary, and the board has recently accepted her resignation. The permanent IMTPC Coordinator position was very recently filled after a lengthy search, but the Assistant Coordinator position remains vacant. This position allows for great personal and professional growth in addition to gaining experience collaborating with fellow peer mentoring personnel. In short, we need CRLA members to hear this call and fill the position of Assistant IMTPC Coordinator.

It is essential that we as an organization fully support this program as we support ITTPC. If we as CRLA have a certificate program for mentoring programs, it should be fully supported and not directly compared to the tutoring certificate program, which has an established support network and a considerably longer history within the organization. During my years of service with CRLA, I found myself wishing for additional support in the financial, technical, and leadership aspects of the IMTPC, but I believe that **IMPTC is needed** and, if fully supported, that it will provide a fantastic service to institutions across the nation and internationally. At my institution, our program is held up as the University model because of the trainings based on the CRLA guidelines. It is a successful and effective model that should continue to thrive.

Peer mentor coordinators are always searching for ways to improve their programs and training – **CRLA should be the first name that comes to their mind**. I am proud to be a part of CRLA and plan to continue my involvement in hopes that our organization makes a bold move to visibly and vocally support the IMTPC program. If you are interested in the Assistant Coordinator position, please go to the Leadership Opportunities Page at <http://www.crla.net/leadership/opportunities.htm> and contact CRLA President, Ann Wolf at annwolf@crla.net.

Leadership Opportunities

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

Help us create a positive future for CRLA! Encourage interested CRLA members in good standing to think about applying in 2011. We are looking for members who have been active in the organization and are interested in volunteering for a leadership position.

Complete job descriptions and application instructions for all open leadership positions are available at <http://www.crla.net/leadership/opportunities.htm>.

The following applications are open immediately until filled.

CRLA CONFERENCE REGISTRAR

The registrar coordinates all aspects of the conference registration process before, during, and after the conference. He or she supports the CRLA Board, especially the President-Elect, to provide a positive registration experience for conference participants and serves as liaison with the database company for registration.

INTERNATIONAL MENTOR TRAINING PROGRAM CERTIFICATION ASSISTANT COORDINATOR

Assists and supports the IMTPC Coordinator including promoting IMTPC, processing applications, facilitating evaluator training and presentations. The Assistant Coordinator helps maintain the database and manage the payment process and must be a program reviewer. Term of office is 3 years with additional three-year terms possible.

The following application is open until June 1st and begins after the 2011 CRLA conference in San Diego, California for a 3-year term.

CONFERENCE SITE SELECTION CHAIR

The Site Selection Chair aids the Board in identifying prospective site chair(s) for the Annual Conference, creates/updates a Request for Proposals (RFP) in concert with the President and/or President-Elect, distributes the RFP to suitable hotels/resorts in or near the prospective conference cities, reviews initial bids from properties, inspects possible conference sites, and makes recommendations to the Board concerning conference sites.

There is no better way to learn about your organization, help to mold a program such as IMTPC, contribute to our national conferences, meet colleagues, and serve our profession in a fun and meaningful way than through these open leadership positions! Please contact Ann Wolf or Gretchen Starks-Martin if you have any questions regarding these wonderful professional opportunities.

Complete job descriptions and application instructions for all open leadership positions are available at <http://www.crla.net/leadership/opportunities.htm>.

If you have questions, please contact CRLA President, Ann Wolf at annwolf@crla.net [Tel. 505-861-2142 | Cell. 505-859-1073] or CRLA Executive Assistant, Gretchen Starks-Martin at gastarks@stcloudstate.edu.

CRLA Myth Busters

Myth: The College Reading & Learning Association provides no resources for those working in Mathematics.

Truth: Though CRLA tends to focus more on reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level, there is a Special Interest Group (SIG) dedicated to mathematics, and mathematics is also a strand for conference presentations. CRLA strives to be inclusive of all areas of academic support and developmental and adult education.

Calling All CRLA Authors!

*By Kathi Stein, Sul Ross State University
Conference Exhibits Chair*

If you are a member of CRLA and the author of a book/text, please consider participating in the Authors Signing immediately following the Grand Opening of the Exhibits Hall on Thursday, November 10th! Your publisher will provide copies of your book for you to sign and give to CRLA members. This is a wonderful opportunity to promote your texts, as well as to recognize the outstanding work of our members. If this sounds good to you, please contact Kathi Stein at kstein@sulross.edu. You'll need to provide all of the citation information for your book/text. This information will also be posted in the conference program. Authors will also be asked to appear a few minutes before the signing begins for a group photo.

STUDENT LEARNING & DIVERSITY



EXPLORING NEW ANGLES ON

CRLA, TxCRLA, TADE, and the
Texas Higher Education
Coordinating Board
*welcome you
to Texas!*

**Houston, Texas
November 7-10, 2012**

Celebrating the 45th Annual CRLA Conference

SAVE THE DATE FOR 2012

For more information, contact Melissa Thomas: melissa.thomas@utsa.edu or (210) 458-4691

Tips for Student Success

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.

Start working with a Career Services office soon – the first year is not too soon for career counseling.
- **Diana Bell, Executive Director, Student Success Center, University of Alabama in Huntsville, June 2011**

Remember to schedule time for loved ones as well as friends and social events. A scheduled phone date with mom and dad will help ease the transition. - **Katy Lee Kemp, Director, Center for Academic Performance, University of North Texas Health Science Center, June 2011**

Certification Made Simple

*By Rick Sheets, Paradise Valley Community College, Retired
CRLA Technology Coordinator*

Of late there have been questions about the certifications that CRLA and our sister organizations offer and the differences. I had a specific inquiry about certification differences between NTA and CRLA, and I thought it might help to start with the essence of my response to that inquiry and expand upon it.

Dear Mr. Sheets, I am writing to determine the correlation (if any) between your program certification expectations and guidelines and those of the NTA. I have done a quick comparison of the two programs' requirements, and I see very little difference between the two overall. Can you tell me if there is any specific, viable advantage of CRLA versus NTA program certification? I mean, it appears to me that if a program has obtained one (from NTA, for example), the process for also obtaining the other (CRLA, for example) should be fairly simple. Or... is there any reason to need one type of certification but not another? Please advise.

My response--expanded for this forum . . .

I do believe there is a difference. NTA chose to offer their own tutor training program certification and specifically chose not to garner support nor coordinate their efforts with the organizations in CLADEA. Thus, NTA's certifications are not currently supported nor endorsed by CLADEA, nor any of its constituents.

CRLA and four other national organizations (ATP, NCLCA, NADE, & NCDE) form a larger organization called the [Council for Learning Assistance and Developmental Associations](#). All CLADEA organizations endorse and support CRLA's tutor training program certification, and all member organizations work together to avoid duplicate certification efforts and support each other.

If you are looking for certification for individual tutors or a tutor trainer, CRLA does not offer that but will refer you to and endorse the [Association for the Tutoring Professional \(ATP\)](#) and its offerings to support that need.

If your tutoring program is planning to seek NADE's Developmental Education Program Certification and includes tutor training, the [National Association for Developmental Education \(NADE\)](#) specifically requires CRLA's certification of tutor training programs. CRLA will refer you to and endorse NADE's offerings to support that need.

If you are looking for certification as a Learning Assistance Center Director, CRLA does not offer that, but the [National College Learning Center Association \(NCLCA\)](#) does. CRLA recommends and endorses them.

The [College Reading & Learning Association \(CRLA\)](#) tutor training program certification was developed using CAS standards and was established in 1989. CRLA does not certify tutors, only tutor training programs. It does authorize tutor training programs to certify their tutors who have completed the program certification requirements for tutor training.

ITTPC Quick Facts

- Currently, ITTPC has certified 800 tutor training programs in 7 countries (mostly US and Canada).
- ITTPC certifies the **training program** with no additional cost per tutor trained or certified.
- You design specific content of tutor training to meet program needs and objectives within required guidelines.
- Certification does not require membership in our organization to keep certification active.
- ITTPC offers three stages of program certification that all programs must go through to remain certified.
 - Stage 1 - New Certification (1 year; \$150, one level minimum - \$350, three levels maximum)
 - Stage 2 - Reflection & Renewal (3 Years; \$150, one level minimum - \$350, three levels maximum for 3 years)
 - Stage 3 - Re-certification (5 Years; \$150, one level minimum - \$350, three levels maximum for 5 years)

See CERTIFICATION Page 6

CERTIFICATION CONTINUED FROM Page 5**ITTPC Quick Facts Continued:**

- ITTPC offers three levels of program certification for tutors
 - Certified (programs with tutors completing Level 1 training and experience requirements)
 - Advanced (programs with tutors completing Level 2 training and experience requirements)
 - Master (programs with tutors completing Level 3 training and experience requirements)
- You may view its [current certified programs](#) on the website as well as some of the benefits to being certified including [statements from current programs](#).

NOTE regarding Cost: If a single center program were planning to certify 35 tutors in a year, then even the highest initial certification cost from CRLA at all three levels for a new single center program is a cost of \$350 or in this case \$10/tutor (though we do not charge by the tutor--it is just an example). Obviously, this is a reasonable cost. Once at the five year re-certification stage, at all three levels, for that same program, the fee is \$350 for five years or \$70/yr as an average. Again a program can certify 5, 10, 20, 50, or more of their tutors with no additional certification costs from CRLA during their period of certification.

Visit our [ITTPC](#) website for complete details.

I hope this helps. If you have any questions about CRLA's International Tutor Training Program Certification, I invite you to contact me or any of our [20+ volunteer ITTPC reviewers](#).



*Join us in beautiful San Diego
for the 44th Annual Conference
of the College Reading &
Learning Association
November 9-12, 2011.*



**Hands Across the Curriculum:
Partnerships for College
Success**

www.crla.net/conference



What's New in Professional Development?

By Lori Saxby, University of Southern Indiana,
CRLA Professional Development Coordinator

One of my favorite board games to play growing up was **Park and Shop** by Milton Bradley. The object was to “drive” my car from my home, by a roll of the dice, to the nearest *Park & Shop* parking lot, then “walk” to all of the stops on my shopping list. If I returned to my car, then back to my home before my opponents, I was a winner! My favorite part was organizing my shopping list to make the most efficient use of my number of moves. As an adult, I still played “Park and Shop,” but it involved real live traffic and stop lights!

Well, times have changed. Now we can visit a “superstore” and do most of our shopping in one location. We can also shop online and never leave our home. And with the price of gas, these alternatives are very appealing.

Based upon the results of the CRLA Professional Development survey we conducted in spring, many of us feel the same way about our professional development. We want to increase our skills and knowledge through learning opportunities that are reasonably quick, inexpensive/free, accessible, and flexible. We want professional development that enables us to meet our professional goals on our own schedule. We want to seek the advice of another student-oriented professional who can answer questions we may have.

The Professional Development webpage was created to help college reading and learning assistance professionals find links to resources, contacts, and professional development opportunities in one central location – a one-stop shop, if you will! Have a question or a special interest? Check out the links under “*Conversations with Colleagues*.” No doubt you will find passionate CRLA members who are interested in sharing their expertise about tutor training, the effective use of technology in teaching, or in setting up a learning center. And they may be in your regional area! Want to know more about upcoming conferences or scholarships available? Check out the “*Professional Development Opportunities*” link. And under “*Resources*” (still a work in progress), you’ll find links to Tips for Student Success, Webinars, and Conference Handouts.

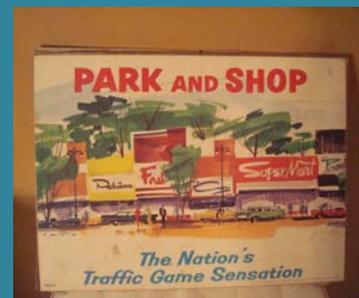
CRLA's motto is, “Sharing the best for student success!” Let your Professional Development web site be your first stop for all your professional development (shopping) needs!



ATTENTION SIG and S/R/C Leaders and Raffle Enthusiasts:

Please don't forget to bring your donation items for the 2011 raffle in San Diego!
Proceeds benefit CRLA professional development scholarships!

Visit the new Professional Development website at <http://www.crla.net/ProfDev/index.htm>!



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One Book, One Conference 2011

By Arden Hamer
Indiana University of Pennsylvania

The Narcissism Epidemic: Living in the Age of Entitlement, by Jean M. Twenge and W. Keith Campbell (2009)

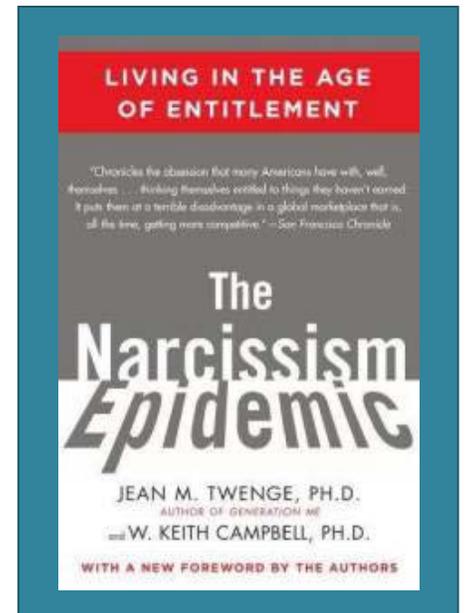
Educators acknowledge the importance of self-efficacy in student's willingness to study and put forth effort. In general, we all think it is important to have positive self-esteem; to think well of yourself and your abilities. In *The Narcissism Epidemic*, Jean Twenge and Keith Campbell propose that, as a society, we have gone beyond self-esteem to an epidemic of narcissism. They describe a narcissist as someone who cares only about him/herself, thinks he or she is absolutely fantastic, and feels entitled to whatever is desired without the bother of working for it. While the book does not focus on college students in particular, this is the generation that has grown up with everyone receiving trophies after a losing sports season, the focus on celebrity, instant fame through the internet, and tee shirts proclaiming that one is a "Rock Star" or "Princess."

In the book the authors present information about narcissism in general, the causes of narcissism, the symptoms and what can be done about it. They use individual stories, personal insights and research data to prove their case. The book is well written and enjoyable to read. Many personal comments by the authors and stories about their families and experiences make it seem as if they are talking directly to the reader.

Some things to look for while reading the book include

- The problem with parents and schools telling students that they are "special,"
- The messages children get from TV and other media,
- The difference between someone's "real" life and their "virtual" life, and
- What we as a society can do to stop the spread of narcissism.

Please join us on Friday, November 11 at 11:00 for a facilitated discussion of the book. (Yes, that is 11/11/11 at 11:00 – easy to remember!) We will talk about our reactions to the book, if we agree or not with the authors' diagnosis of narcissism in society, what we are seeing in our own students, and how we can help our students not fall into this trap. Whether you agree or disagree with the authors, you will think twice about buying your child or grandchild a tee shirt declaring he or she is "Too Cool 4 You."



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Editorial Board:
Dorothy Bonser
Maggi Miller
Linda Russell

See [Publication Guidelines](#) for submission information and dates or email Lindley Alyea at lindley@txstate.edu.

"The evidence Twenge and Campbell have compiled is compelling and appalling..."

- *The New York Times*

"Twenge and Campbell, psychologists and authors of previous books on self-admiration, team up for a thorough look at a troubling trend that has broad cultural implications."

- *Booklist*

Keynote Speakers Promise First Class Conference

By Norm Stahl, University of Northern Illinois, President-Elect

Your 44th Annual CRLA Conference in San Diego features two national class keynote presentations that you simply should not miss.



Dr. W. Norton Grubb will present our keynote address entitled, “Developmental Education in Community Colleges: Views from Inside the Classroom” at the Opening Session and Breakfast on November 10 and will be followed with a concurrent session examining the nature of teaching and the institutional forces that shape community colleges. Norton is the David Gardiner Chair in Higher Education in the Department of Policy, Organization, Measurement, and Evaluation at the University of California at Berkeley, Graduate School of Education. Dr. Grubb is also a Research Affiliate for the Community College Research Center housed at Teachers College, Columbia University. His research spans the role of schooling in labor markets, reforms in high schools and community colleges, the effects of institutional practices on teaching quality, the interactions among education and training programs, community colleges, and the flow of students into and through postsecondary education. In addition to his research, he provides workshops for secondary

and community college instructors and administrators, presenting different approaches to reform. Across the recent years he was a featured speaker at national and regional conferences focusing on the reform movement and future directions for the learning assistance and developmental education fields.

In addition to his many scholarly works, Dr. Grubb is the author of the must read text *Honored But Invisible: An Inside Look at Teaching in Community Colleges*, which examines the nature of teaching and the institutional forces that shape community colleges.

The On to Houston Brunch on November 12th will feature **Dr. Jean M. Twenge** as she addresses “Generation Me: Working with today's young people.” Professor Twenge is the author of over 80 scientific publications as well as two popular and influential trade books entitled *The Narcissism Epidemic: Living in the Age of Entitlement* (with W. Keith Campbell) and *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled -- and More Miserable Than Ever Before*. Jean frequently gives talks across the nation on teaching and working with today's young generation based on a dataset of 11 million young people. Her research has been covered in publications such as *Time*, *Newsweek*, *The New York Times*, and *USA Today*, and Dr. Twenge has appeared on the *Today* show, the *NBC Nightly News*, *Fox and Friends*, *Dateline*, and the National Public Radio.



Her most recent book (with W. Keith Campbell), *The Narcissism Epidemic: Living in the Age of Entitlement* (Free Press, 2009), diagnoses the problem of defining narcissism and its causes including the influence of parents and impact of sites such as MySpace and Facebook. In addition, the authors document its symptoms and propose ways to overcome the problems. *Generation Me*, Jean's first book, examines her research on generations and evolves from her study of 1.3 million young people to show the real differences among generations on attributes such as self-esteem, individualism, anxiety, and sexuality. The book offers far more than research findings as she integrates many examples from the media (movies, songs, TV shows) and personal stories.

These are two “Do Not Miss” events at your 44th Annual CRLA Conference in San Diego at the Hyatt Regency Mission Bay Spa and Marina. If you have yet to have the opportunity to register for the conference, please go to the Call to Conference at <http://www.crla.net/conference/index.htm> and register now. We look forward to seeing you in San Diego!

Upcoming Events

- Sept 1: Deadline for committee, board member, coordinator, and editor annual reports. Reports should be submitted to Ann Wolf, President, at ann.wolf@crla.net.
- Sept 28 - Oct 1: National College Learning Center Association ([NCLCA](#)) conference in Indianapolis, IN
- Oct: Fall *JCRL* mailed
- Oct 5 – Oct 7: Midwest Regional Association for Developmental Education ([MRADE](#)) Conference in Columbia, MO
- Oct 23 – Oct 25: [CASP Conference](#), Austin, TX
- Nov 9 – Nov 12: 44th Annual CRLA Conference, San Diego, CA. Contact Norm Stahl for more information at stahl@niu.edu.
- Dec 15: Deadline for submissions for January edition of *NewsNotes*. Email lindley@txstate.edu.
- Jan 1: Membership year begins. CRLA fiscal year begins.

Tips for Student Success

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.

Don't wait until the last minute to start assignments and get help when needed. There are so many free resources on your campus! - **Nathalie Vega-Rhodes, Math Lab & Writer's Center Manager, San Jacinto College South, July 2011**

Time management is usually misunderstood. It helps you find out about the time you're wasting, not extra time! - **Mason Tudor, Academic Support Center Coordinator, West Kentucky Community & Technical College, July 2011**

To help students learn to be better test takers, consider offering half credit for doing a test analysis that includes: (1) correcting their errors, (2) explaining why the correct answer is correct, (3) explaining why they got it wrong and what to do better next time. Students begin to see themes in their test taking and can make adjustments to improve their test taking skills. - **Linda Russell, Instructor & CRLA Secretary, Minneapolis Community & Technical College, August 2011**

Have two backpacks: one for your Tuesday-Thursday classes, and the other for your Monday-Wednesday-Friday classes. You'll be much less likely to forget necessary items, and you'll save time, too! - **Sharon Green, Reading Coordinator, Office of Academic Support, Niagara University, August 2011**

The three basic steps in learning are attention, connection, and review. Begin with the intent to learn, connect the information to your life, experience, and previous knowledge. Then practice what you've learned to make those connections stronger. - **Victoria L. Williams, Chair, Department of Academic Support, St. Cloud State University, September 2011**

Remember that reading and learning are processes. You will hear about many strategies, but as with any process, it is a trial and error approach. Try strategies until you find one that works for the way you think and learn. It may be a hybrid of existing strategies, but that is okay. There is no right or wrong way to learn. There is just what is effective for you. - **Theresa Kelly, MAT, Department of Student Success, Kaplan University, September 2011**