



President's Corner

Lori Saxby, CRLA President, University of Southern Indiana

Dear CRLA Colleagues,

Like many of you, I have eagerly awaited spring. The winter was harsh, and everywhere I looked, the ground was frozen and seemingly lifeless. To my eye, nothing was happening, and life was at a standstill. But spring always follows winter, and each warm day offers a glimpse at a budding redbud tree or a clump of daffodils where just weeks before no sign of life was evident.

My recent bike ride through a local wildlife preserve reminded me of how it is with the work of our CRLA members. The build-up to the November conference is full of life and energy, and then it appears that not much is happening for a few months. But just as the earth is always quietly working behind the scenes to prepare for spring, so it is with the volunteers who quietly go about their work to make CRLA the organization it is.

Long before winter began, Conference Chair and President-Elect Sara Weertz, and On-Site Chair, Vicky Williams, had been preparing for the 2014 conference in St. Paul. The beautiful logo and the Call for Proposals launched the beginning of the conference season, but so much more work has gone into preparations. Be sure to check out the information within this *NewsNotes* and save November 5th-8th to see the 47th annual conference in full bloom!

Over the last few months, the Board's goal to fully staff four Director positions in order to provide continuity and oversight for some of our key programs has now been realized. Along with Page Keller as Certifications Director and Lindley Workman Alyea as Public Relations Director, Suzanne McCarthy has joined the Board as Professional Development Director, and Sonya Armstrong is serving as Publications Director. Each of them has been working quietly behind the scenes to guide CRLA through evolving times.

- Page Keller, along with Rick Sheets (ITTPC Coordinator) and Heather Porter (IMPTC Coordinator), has been working weekly with our TEI staff to move the ITTPC application online as a first step towards placing all of our certification information online.
- In addition to keeping members informed about the annual election and other notable newsworthy items, Lindley Workman Alyea has served as the liaison for a member questionnaire and is providing oversight for upcoming website changes.
- In addition to implementing new initiatives as Professional Development Director, Suzanne McCarthy will work with the SIG and S/R/C Coordinators (Laura Everett and Leslie Giles-Smith respectively) to improve membership outreach, as well as to provide encouragement and engagement for our leaders.

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Opportunities for Leadership

Be part of the future of CRLA and your profession! Your CRLA is looking for members who have been active in the organization and who are interested in stepping into leadership positions.

Special Interest Group Leader Opportunities: The primary purpose of CRLA's Special Interest Groups (SIGs) is to promote members' professional development associated with shared professional interests as they pertain to theory, research, and best practice. Hence, a SIG serves as a community of scholars that strives to understand the profound problems and issues impacting a specific area of the profession as well as works to advance our evolving understanding of the field through the creation and evaluation of new knowledge and the dissemination of scholarly works associated with the goals of the SIG. Members insure the use of best practice, the development of new competencies, the opportunity to receive mutual support and inspiration, and the achievement of common goals throughout the year.

For your SIG to fulfill its mission, the group must have dedicated leadership. Do you work in the areas listed below? Would you like to learn more about the benefits of becoming a SIG Leader? Contact Laura Everett (laela@email.arizona.edu) for more information.

- **English Speakers of Other Languages (ESOL) SIG Leader (or Co-Leaders)**
- **Learning Communities SIG Leader (or Co-Leaders)**
- **Mathematics SIG Leader (or Co-Leaders)**

State/Region/Chapter Leadership Opportunities: The primary purpose of CRLA's State, Region, and Chapter groups is to provide a forum for CRLA members to connect with colleagues who are serving in learning assistance and developmental education programs in the same geographical area. These localized groups give CRLA members a way to come together to share current theory, research, and best practice, gain new competencies, provide mutual support and inspiration to each other, and achieve common goals throughout the year. However, for a State, Region, or Chapter group to fulfill its fundamental purpose, the group must have dedicated leadership.

Do you live in these regions? Do you want to connect with other professionals in your area? Email Leslie Giles-Smith (lgiles-smith@sa.utah.edu) if you are interested in learning more about this exciting leadership opportunity!

- **Canada SRC Leader**
- **Wyoming/Colorado SRC Leader**

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- Sonya Armstrong will oversee expansion of our publications including a new whitepaper and the collaboration with our new publishing partner, Taylor & Francis.

We applaud the many CRLA volunteers who continue to work diligently during the quiet, winter months in order to implement new initiatives and revamp programs. The promise of blossoms in the months ahead is delightful!

Lori

GET INVOLVED!

There is no better way to serve your organization than to get involved in its leadership. For complete job descriptions, click [HERE](#) and apply for a position soon! You can also contact those in SIG or S/R/C leadership to find other ways to volunteer.

News From the *JCRL*

By Eric J. Paulson, *JCRL* Editor, Texas State University-San Marcos

Some exciting news from the *Journal of College Reading and Learning (JCRL)* editorial team. First, I would like to congratulate Dr. Jeanine L. Williams for being awarded the Cynthia Peterson *JCRL* Outstanding Article Award for Volume 43, 2012-2013. Her winning article is titled, "Representations of the Racialized Experiences of African Americans in Developmental Reading Textbooks," and her award was presented at the 2013 CRLA conference in Boston last November. Congratulations, Dr. Williams!

As I write this article, the Spring, 2014, issue is going to press, and it marks an exciting point in time for *JCRL*. This will be the first issue of our partnership between the College Reading and Learning Association and Routledge/Taylor & Francis. Starting with this issue, Taylor & Francis will publish *JCRL* under the Routledge imprint. This partnership is the culmination of two years of discussions and work by the CRLA Executive Board, the *JCRL* Editorial Team, and others.

Partnering with Routledge/Taylor & Francis is beneficial for CRLA and *JCRL* in a number of ways. *JCRL* will join Routledge's portfolio of over 235 journals in education and related disciplines, and so will reach many more educators than previously. All articles will also have an online presence—even before the print issue comes out—which will increase access significantly, providing a truly world-wide audience for *JCRL*.

There will also be a redesign of *JCRL*, from cover to cover, that will be rolled out beginning with the new volume year in this Fall's 2014 issue. That work is underway right now, and the result will be a reinvigorated look and feel for *JCRL* in time for the conference in Minnesota this November.

In addition, we will soon have a new system for submitting manuscripts, "ScholarOne," at <http://mc.manuscriptcentral.com/jcrl>. The site will go live starting this summer, so please visit it then to learn more and, of course, to submit a manuscript. Remember, without YOUR scholarship, there is no *JCRL*!

As always, do not hesitate to contact us at JCRL@CRLA.NET to let us know how the *Journal of College Reading and Learning* can best support and promote the work you do.

Congratulations 2014 CRLA Election Winners!



Dorothy Briggs
Incoming President-Elect



Maureen DuPont
Incoming Treasurer

An Invitation From *Academic Exchange Quarterly*

By Kellie Charron, Feature Editor, Academic Exchange Quarterly

The Winter 2014 (Vol. 18, Iss. 4) Issue of *Academic Exchange Quarterly*, an independent double-blind-peer-reviewed print journal, is now accepting submissions for its special section on "Writing Center Theory and Practice." Articles may explore issues of theory, practice, and experience in writing center work, including qualitative and empirical studies and discussions of pedagogy.

Articles may also consider the following: How writing center professionals cope with change and the eventuality of needing to expand their efforts in response to new economic and demographic challenges. Furthermore, as we move towards increasingly virtual and technologically dependent learning communities, how can these efforts help meet the evolving demands of our students?

In addition to writing center directors and other administrators, submissions are welcome from professional staff, faculty tutors, and [graduate students](#) who work in a writing center. Manuscript length should be between 2,000 and 3,000 words. Please identify your submission with the keyword "Center-2."

Every published article automatically qualifies for inclusion in the upcoming *Sound Instruction Book Writing Center Theory and Practice*.

Submissions will be accepted now until the end of August; however, early submissions are encouraged as they offer the following incentives:

- longer time for revision
- opportunity to be considered for Editor's Choice
- eligibility to have article's abstract and/or full text posted on journal's main webpage
- opportunity to be considered for inclusion in Sound Instruction Series

For more information, please visit <http://www.rapidintellect.com/AEQweb/center2.htm>, or email Feature Editor and Sound Instruction Book Editor Kellie Charron at kajr10@comcast.net.

ATTENTION

SIG & S/R/C Leaders:
Please note that you should request any CRLA materials (brochures, tablecloths, etc.) you wish to use for local spring meetings directly from CRLA Headquarters by contacting Amanda Dombrowicki at a.dombrowicki@crla.net.

NewsNotes is published three times a year: January 15, May 15, and September 15.

Editorial Board:
Dorothy Bonser
Maggi Miller

For submission information and dates or email
Lindley Alyea at lindley@txstate.edu

Don't forget to "like" CRLA on Facebook & follow us on Twitter!



A Word From Headquarters

By Amanda Dombrowicki,, Account Manager
CRLA HQ



Greetings from CRLA Headquarters! As spring winds down and summer approaches, I'd like to remind everyone that the College Reading & Learning Association will hold its 47th Annual Conference November 5-8, 2014, at the Crowne Plaza Riverfront in St. Paul, MN.

In the coming weeks, additional details will be available on the CRLA Website, including information about the overall conference schedule and keynote speakers, registration rates, hotel accommodations, travel and other info unique to the St. Paul area, and the 2014 Exhibitor and Sponsor Prospectus. As information becomes available, updates will be made to the conference pages of the association website, so be sure to check back often.

On behalf of all staff at Technical Enterprises, Inc., the management company of CRLA, it is a pleasure working with an association made up of such dedicated professionals. If, at any point in the future, you are in need of assistance from headquarters, please don't hesitate to contact me at a.dombrowicki@crla.net or 414-908-4961 ext. 108.

Don't forget! Fun new CRLA products are now available for purchase online at



Professional Development Update

By Suzanne McCarthy, Professional Development Director, Centenary College, NJ

Dear Colleagues,

I am delighted to have the opportunity to serve you as Professional Development Director. Lori Saxby has paved the way as the first CRLA Professional Development Director over the last three years with many offerings to empower CRLA members in their various roles as learning assistance professionals. I welcome your input to continue to assist all of us in making professional connections with others sharing our work across the country and the world. Your thoughts and ideas are welcome at mccarthys@centenarycollege.edu or 908-852-1400 ext. 2376. - *Suzanne*

Mark your calendar: Save the Date

September 22, 2014 - Webinar

Janet Zadina, Ph.D, Educational Neuroscientist and author will be presenting a webinar for our CRLA members on Monday, September 22, 2014, on "What does neuroscience say about reading?"

November 4, 2014 – Pre-con Workshop for SIG/SRC leaders

An invitation to Special Interest Group (SIG) and State, Regional & Chapter (SRC) Leaders
A Pre-Conference workshop is being planned for all SIG and SRC leaders prior to the start of the 47th Annual Conference in St. Paul, MN. CRLA's new SIG and SRC Coordinators, Laura Everett and Leslie Giles Smith, along with Sonya Armstrong, Publication Director, and Suzanne McCarthy, Professional Development Director, are hosting a forum to strengthen our connection, share strategies to increase outreach, and enrich our professional experience in service to CRLA ideals. Plan to join us.

CRLA Executive Board

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Awards & Scholarships Available Now

*By Wally Barnes, Awards & Scholarship Chair
Sam Houston State University*

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 two \$1,000 scholarships are awarded in this category.

Cengage Learning TeamUP Travel Award for Teachers of Reading at a Community College. Funded by Cengage Learning’s Peer to Peer Faculty Development & Consulting group, TeamUP, 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 \$500 Cengage Learning Travel Award is given annually.

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.

NEW! CRLA and CAS Ted K. Miller Award for Excellence in Assessment of Student Learning and Development. This new award, offered together by CRLA and the Council for the Advancement of Standards in Higher Education (CAS), honors CRLA members who use CAS standards to self-assess their learning assistance or developmental education programs. The center or program receives a plaque from CRLA and CAS.

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 to Lori Saxby at lsaxby@usi.edu by **August 1st**

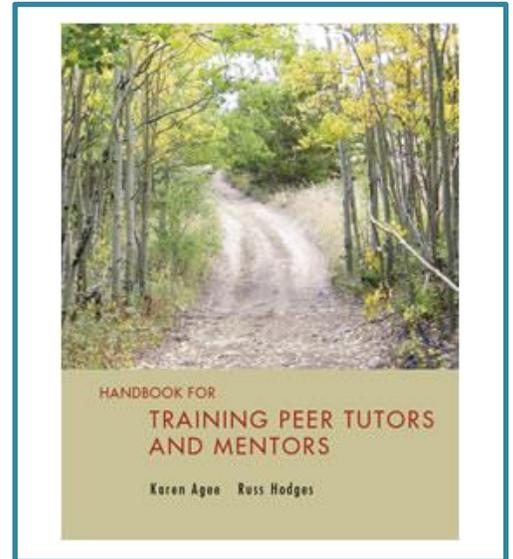
For complete application information, visit

<http://www.crla.net/scholarships&awards.htm> **or email questions to**
wbb001@shsu.edu **Deadline for submissions is August 1, 2014.**

Conflict in Your Center? A Chapter Highlight from the *Handbook for Training Peer Tutors & Mentors*

By Melissa Thomas, CRLA Past President, College of Charleston

When asked to reflect on the highlights from my chapter “Conflict Resolution for the Pre-Professional” in CRLA’s *Handbook for Training Peer Tutors and Mentors*, I immediately thought about how everyone says they “hate” conflict. I have yet to meet a person who says that he or she loves conflict and can’t wait to engage with others on issues of disagreement. But conflict is everywhere. It could be small conflict, like deciding which restaurant is best for eating dinner, or larger conflict like what direction a college is moving towards. Either way, it has to be dealt with in a positive manner, and it is our job as tutor and mentor trainers to help our colleagues understand how to identify conflict, its true sources, and deal with it head on.



The training module I wrote has tutors and mentors process what kinds of conflict they see in their workplace and then provides an opportunity for them to identify which conflict resolution style they tend to use (accommodating, collaborating, avoiding, compromising, or competing). The greatest takeaway from the training is the ability to distinguish the process and the people from the “problem.” So often we see those in conflict stuck on a position such as, “I can’t run two tutoring labs.” Instead we should be asking questions about the process (“How are decisions being made that can include this person in the process?”) and about the people (“How is this person’s identity being challenged by making decisions without her?”) in order for real collaboration to happen. The final portion of the training has the tutors and mentors outline a difficult conversation that they want to happen while considering the problem (the “What happened” conversation), the people (the “Feelings” conversation), and the process (the “Identity” conversation). They end the training by drafting an opening line to that difficult conversation and then reflecting on their learning through the “Head, Heart, Hand” activity (Wlodkowski, 1999).

Working through conflict is the highest form of respect that one can give another person, and it is that kind of respect that we want to foster in our pre-professional staff—those tutors and mentors who make it all happen.

Get Ready to Raffle!



Please don’t forget to bring an item for our CRLA raffle table. Proceeds benefit the CRLA Professional Development Scholarships.



2014 CRLA Conference Hotel
[Crowne Plaza St. Paul - Riverfront](#)

On to St. Paul!

Sara Weertz, CRLA President-Elect & 2014 Conference Chair, Angelo State University

Full speed ahead toward the 47th Annual 2014 CRLA Conference in St. Paul, MN. With over 110 proposals submitted, CRLA 2014 promises to be a constant and reliable guide to those navigating and exploring new territory in student learning through learning assistance, developmental education, tutoring, and mentoring. Our annual conference is both a compass and a resource to those seeking direction for their work and the navigational equipment to chart their paths.

The Executive Board held their onsite visit at the conference venue, the [Crowne Plaza Riverfront Hotel](#). Centrally located along the Mississippi River in downtown St. Paul, the Crowne Plaza is set among the distinctive beauty, rich history, and contemporary culture of St. Paul. Conference rates are \$139.00 per day (single or double) with complimentary wireless high speed Internet in all guest rooms, a 24-hour fitness center, and plentiful dining and sightseeing choices within walking distance. Known as the arts and culture capital of the Midwest, The Sainly City offers world-class art museums, the Fitzgerald Theatre, and is home to Garrison Keillor's broadcasts of "A Prairie Home Companion." Worried about the cold? St. Paul's unique Skyway allows hotel guests to walk up to five miles of the downtown area without ever going outside or even wearing a coat.

Conference registration will open in July. We look forward to welcoming you to St. Paul. As a side note regarding transportation for those not familiar with the area, you will fly into the Minneapolis-St. Paul International Airport in Minneapolis and can take the [SuperShuttle](#) from the airport to the hotel.

On behalf of the CRLA Executive Board and our site host extraordinaire, Vicky Williams, I want to welcome you to the Land of 10,000 Lakes. You betcha.

Sneak Peek: 2014 conference attendees can look forward to the following:

- Twin Cities College Tour: Visit Rasmussen College to see their state-of-the-art Nursing Simulation Lab, housed in a "green" building, and Augsburg College to visit the Lindell Library Commons and Gage Center, offering a collaboration of academic student support services.
- Fabulous historical tours:
 - [Cathedral of St. Paul](#), modeled after St. Peter's Basilica at the Vatican in Rome and one of the finest examples of Beaux Arts architecture.
 - [James J. Hill House](#), a 36,000 sq. ft. mansion built by the railway tycoon of the same name, provides a glimpse of life in the "Gilded Age."
 - Stroll down [Summit Avenue](#) with the longest stretch of beautifully restored Victorian homes in the country.
- Friday evening visit to the famous Mall of America with 400+ stores, Nickelodeon Universe, Sea Life aquarium, and Lego Store.
- Saturday afternoon Gangster Tour: First to the [Wabasha Caves](#)—once an underground city populated with speakeasies during Prohibition and purported hangout for mobsters—and then, with a nefarious gangster or his moll as our guide, a bus tour to explore the sites of night clubs, kidnappings, and gun battles associated with 1930s gangsters such as Babyface Nelson, John Dillinger, and the Barker gang.

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Note about Our Keynotes:

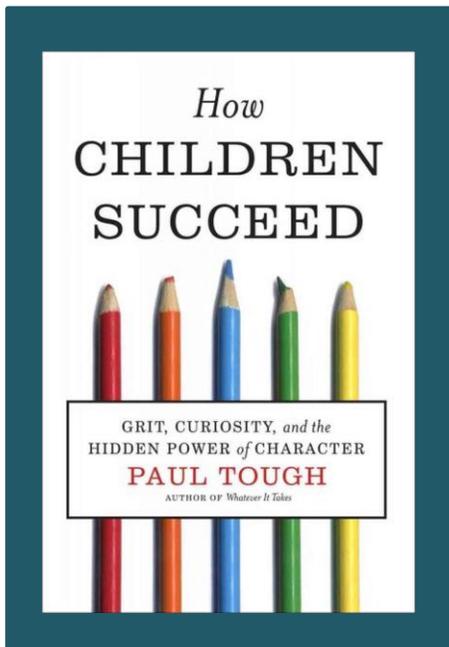
Dr. Timothy Walter is Dean of Academic & Student Services and Dean of Campus Affairs at Oakland Community College, the largest in the State of Michigan. In both areas, Dr. Walter serves in a leadership role to enhance student success by working with students, staff, and faculty to create a learning and social environment that enhances students' academic and social transition to college. Dr. Walter's higher education career includes intimate involvement in the development of First Year Experience programs and courses with a major focus on teaching faculty and staff how to teach students to be more successful readers, learners, and critical thinkers. He is the author of numerous scholarly texts including, *Critical Thinking: Building the Basics*, *The Adult Learner's Guide to College Success*, and *How to Succeed in College and Still Have Time for Your Friends*. Learn more about Dr. Walter [HERE](#).



Dr. Aaron Thompson is the Executive Vice President and Chief Academic Officer for the Kentucky Council on Postsecondary Education. He is also a Professor of Sociology in the Department of Educational Leadership and Policy Studies at Eastern Kentucky University. Throughout his personal career, he has researched, taught, and/or consulted in areas of diversity, leadership, ethics, multicultural families, race and ethnic relations, student success, first-year students, retention, cultural competence, and organizational design. Dr. Thompson has over 30 publications and has traveled throughout the country, giving more than 600 workshops and invited lectures in areas of race and gender diversity, living an unbiased life, overcoming obstacles to gain success, creating a school environment for academic success, cultural competence, workplace interaction, leadership, organizational goal setting, building relationships, the first-year seminar, and a variety of other topics. His latest co-authored books include *The Sociological Outlook* and *Infusing Diversity and Cultural Competence into Teacher Education*. Learn more about Dr. Thompson [HERE](#).



2014 One Book, One Conference Selection



Arden Hamer, Indiana University of Pennsylvania

Have you wondered why some of your students have an inner drive while others can't stay on course? The 2014 One Book, One Conference selection, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* by Paul Tough, will give you a different way to think about qualities that influence academic success.

The book is a mix of information from scientific studies and personal stories, all of which help the reader understand the various components that combine for academic success. The author contends that intelligence, as measured by the SAT and ACT, is not the main ingredient needed for success. Rather he emphasizes the importance of non-cognitive skills such as "study skills, work habits, time management, help-seeking behavior, and social/academic problem-solving skills" (page 161). This idea supports his contention that, for many students enrolled in higher education, the problem is not access but completion.

Join me at the CRLA 2014 conference in St. Paul to talk about the insights and challenges presented in the book!

Introduction to Standards, Outcomes, & Assessments for ITTPC Level 1 Certification

Roberta Schotka, Assistant ITTPC Coordinator, Wellesley

Although the International Tutor Training Program Certification (ITTPC) does not set any specific requirements for training standards, outcomes, and assessments, many program directors and coordinators have asked for more information and guidance to help develop training programs. This resource, [Standards for Tutor Training-Level 1](#), was the collaborative effort of ITTPC Reviewers and Coordinators along with CRLA general membership, particularly those who provided feedback at the 2012 and 2013 CRLA conference “Lunch with a Mentor” event.

The standards, outcomes and assessments are intended to serve as a resource to help trainers think about tutor training as a cycle that includes institutional and programmatic needs; the theoretical underpinnings and philosophy of an individual’s approach to training; the specific content required for ITTPC certification; the training plan and instructional methodologies and evaluation and assessment process.

All of these steps in the cycle of training will help answer several critical questions: What is important for tutors to know? How does one tell them what is important, model the behaviors and strategies that to use in tutoring, and teach tutors what they need to know? How successful are tutors in demonstrating their knowledge? How successful was the trainer in delivering the training? What needs modification or reinforcement to increase learning and use of the essential tutoring skills?

Trainers may choose to use these specific standards, outcomes, and assessments as is or develop others based upon the aspect of the ITTPC topics that best meet individual institutional needs. This document is not a prescription for a program but serves as guiding principles based on best practices in the field of learning assistance, that may help develop a program and organize an application for ITTPC certification.

We would like to hear from trainers and program coordinators. Is this information helpful? Is it well-organized? Would professionals like to see the same type of document created for Levels 2 and 3? Please feel free to contact us at rick.sheets@crla.net.

Upcoming Events

June

June 1st SIG & S/R/C funding requests, goals and activities reports due to Melissa Thomas
June 28th - July 25th Kellogg Institute, Appalachian State University, Boone, NC

July

July 1st Call to Conference Posted on CRLA Website
Funding requests for conference travel by Committee Chairs & Coordinators submitted to Lori Saxby
July 20th – 25th Technology Institute for Developmental Educators (TIDE), Texas State University-San Marcos, San Marcos, TX

August

August 1st S/R/C Newsletters Published
Deadline for Nominations / Applications for CRLA Awards & Scholarships
Publishers Sponsorship Deadline
Conference Program Advertising deadline including CLADEA member organizations
August 15th Copy deadline for submissions to September 2014 edition of *NewsNotes*

September

September 15th *NewsNotes* published
September 30th Committee Chair, Director, Board Member, Coordinator, and Editor annual reports due to Lori Saxby