



Newsletter

Volume 32, Number 3
Fall 2009

Just What does a NADE Executive Board Member Do?

Karen Patty-Graham, NADE President

You may wonder what it is like to be a NADE Executive Board member. If so, let me fill you in on a few items that the Board has addressed over the last few months. The NADE annual conference is a major source of professional development for our members, and Vice President Joyce Brasfield Adams and the Board have worked with the NADE 2010 conference planning team (see Joyce's article) for the March 10-13 conference in Columbus, Ohio. In addition, we have selected conference sites and dates for NADE 2011, 2012, and 2013 and are looking currently at a 2014 site. We have also updated the Conference Planning Manual and created a planning timeline that coordinates activities of Experient (NADE's conference management partner), the Board, the conference planning team, and other NADE leaders.

We work hard to establish and maintain NADE's annual budget (see NADE Treasurer Jeanine Lewis's report) to meet the needs of our members and constituency groups (chapters, SPINs, committees, councils, and special projects) within NADE. As we developed this year's budget, we sought to help chapter leaders and members attend NADE where they can network with others to enhance professional development. We implemented a Type D Grant to financially support chapter presidents to attend NADE conference leadership activities in order to share chapter challenges and discuss ways to address member needs. This grant is in addition to the current conference fee waiver provided for chapter presidents-elect. Also, with assistance from the Awards Committee and the Adjunct Committee (Donna Saye and Patti Eney), we developed a new scholarship to support several adjuncts to attend NADE through conference fee waivers. For information on the grant and scholarship, see the NADE web site at www.nade.net.

It is a privilege for us to welcome NADE's 31st chapter, CalADE, to chapter membership and leadership in NADE. Over the past two years the Board has worked with California NADE members to identify and develop a NADE membership base in California, provide NADE materials for meetings, and create chapter bylaws and procedures. The Board approved CalADE officially as a chapter this summer and will install CalADE officers during NADE 2010.

We developed a reciprocity agreement form to standardize and track our professional partnerships, and we formalized partnerships with NISOD, AMATYC, and NACADA with assistance from our Professional Liaison Committee Chair Cindy Craig. In addition, we have strengthened our partnership with FACE through our study visit (see President-elect Marcella Davis's article), reciprocal articles in our journals, conference presentations, and potential research collaboration. Several FACE mathematics researchers are eager to collaborate with Mathematics SPIN members on research projects. In addition, we now have guaranteed an annual International Panel at NADE hosted by the International Committee and Chair Gerry McBroom. As part of our CLADEA collaboration, we participate in nomination of potential CLADEA Fellows. The 2009 class of Fellows was inducted this fall during the NCLCA conference in Golden, Colorado. NADE's nominees were Barbara Bonham, Nancy Carriuolo, and Bill White (inducted posthumously). We are proud of these new Fellows and the contributions

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they have made to the field of Developmental Education (see related CLADEA Fellow article).

The Certification Council has been hard at work, and it was my privilege to participate with them on two initiatives this summer. First, we conducted a two-day meeting with representatives of the Texas Higher Education Coordinating Board during which we discussed the importance of program self assessment in order to identify potential areas of improvement, use of the NADE Self-Evaluation Guides, and benefits of NADE certification for programs in Texas. Second, we attended the TIDE Institute (the Council received NADE's first TIDE Scholarship; see the NADE web site to apply for next year's TIDE Institute) to build on current professional development materials through technology.

We need your help to continue our work. We would like to hear from you regarding ways to meet your professional needs. We need volunteers who can help us keep the NADE web pages up-to-date; if you are interested, contact NADE Secretary Betty Black (also see Betty's article on all of the acronyms you have seen in this and other NADE articles). Feel free to contact any of the Board members with your ideas, comments, and concerns. After all, that is a significant part of being a NADE Executive Board member.

Friends and Scholars

(L-R) Marcella Davis, Frank Christ and Dr. Karen Patty-Graham at the NCLCA Post-conference Institute "Best Practices for Learning Centers." Frank Christ is internationally known for his work with learning assistance and learning centers. He is the founder of CRLA, the Winter Institutes for Learning Assistance Professionals, and the LSCHE web portal. His life's work has made a monumental contribution to the field of student assistance in higher education.



New and Improved Resources for Developmental Education and Learning Assistance Programs: The NADE Self-Evaluation Guides, 2nd Edition and NADE Certification

Linda Thompson and Gladys Shaw

“New and improved” is a common claim that frequently evokes a cynical response—particularly in people who liked the “old and unimproved” version! However, as useful and well-conceived as we believe the older versions were, we truly believe that the second edition of the *NADE Guides* and the recently-revised (2006) process of NADE Certification have managed to incorporate enough new information and features to render them *significantly improved*.

There is no doubt that our institutions, our programs and our students benefit when we spend time thoughtfully reflecting on our practice and looking carefully at how our students fare. Do we know if we make a difference? How can we know unless we have a systematic plan of assessment and self-evaluation in place? As busy learning assistance professionals, however, we may find it daunting to begin a program of self-evaluation and assessment. We need guidance!

Voila! Step up to the “new and improved” *NADE Self-Evaluation Guides, 2nd Edition: Best Practice in Academic Support Programs*, launched in February of 2009. Let this book and its accompanying CD take you by the hand and lead you through clear and detailed steps to self-evaluation of your program. The Guides have always been formatted for self-study and evaluation against professional standards of best practices for Tutoring, Developmental Coursework, Factors Influencing the Teaching / Learning Process, and Course-Based Learning Assistance (CLA). This has not changed; the revision maintains that format, but with updated criteria which incorporates recent literature and technology.

Additionally, for this edition, the statements have been grouped into “essential” and “recommended” criteria. This enables you to assess your program in terms of what is considered to be absolutely essential for a quality program, plus other qualities that are also best practices but whose absence does not mean you cannot still have a quality program.

Users have told us many times they reaped serendipitous rewards from going through the *Guides*. Foremost among the benefits they cite are results of the dialogue they generated among themselves, which led them to learn much more about their programs and staff. It also helped to make assessment and planning more enjoyable. It got everyone working as a team on the same page!

The results of your self-evaluation will tell you what you are doing right, as well as what you can do better, in a quantifiable manner. It permits you and your staff to easily prioritize future action plans taking into consideration the unique characteristics of your program, such as your student profile, funding, staff, and available facilities. In fact, self-evaluation using the *Guides* will increase your emphasis on student success, improve services for students, improve academic standards, and document student outcomes.

Additionally, we find benefits of using the *Guides* extend beyond the parameters of the assessed programs, themselves. Self-evaluation helps you meet the ever-increasing demand for accountability, as you validate your effectiveness and generate plans to address areas needing improvement. Users have found their self-evaluation helped their institution prepare for accreditation. And while those are certainly noteworthy benefits, there is yet another very important contribution the self-study can make: It can facilitate your next step to research-based certification by the NADE Certification Program.

The NADE Certification Program grew out of the NADE Professional Standards initiative which culminated in the original *Guides* in 1995. Those original Guides included best practices already identified, such as the certification of tutor training programs by CRLA, the CAS standards, and what was known through available research.

It was quickly apparent from the feedback received from Guides users that program designs and strategies found in quality programs should be shared with the profession, and programs and institutions could benefit tremendously from having an external, objective evaluation based on collected data. Once it was seen how well the *Guides* facilitated action plans based on formative assessment, it was no mega leap for the NADE Professional Standards Committee to realize a next step was needed. The effectiveness of the new actions needed to be verified, and the best way to do that was to collect data over time and then compare and analyze those results. Thus, a marriage of formative and quantitative assessment was ordained and manifested in the NADE Certification Program.

NADE offers both General and Advanced Certification for developmental coursework, course-based learning assistance (such as Supplemental Instruction), and tutoring programs. General Certification tells us the extent to which programs use continuous and systematic assessment and evaluation to improve services; the Advanced level documents student success over time.

The process of Certification requires programs to collect a minimum of two years of baseline data, implement an action plan in an effort to improve outcomes, and then collect two years of comparative data, in addition to conducting the self-study. While this, on the surface, seems to be a daunting task, we have found that many programs already have baseline data. They may even have comparative data, but often lack a clear comparison between data collected before implementing some kind of change (the action plan) and data collected afterward. NADE Certification pulls all these pieces together: Conducting the self-evaluation and collecting baseline data, designing and implementing action plans addressing areas that need improvement, and collecting and analyzing comparative data. Systematic repetition of this assessment loop is one of the most important things a program can do to improve outcomes and maintain quality (see Boylan, H.R., *What Works in Developmental Education*).

If you are considering Certification, you may be glad to know the Council offers an annual Institute at the NADE conference and, depending on demand, up to three other Institutes per year in different venues (such as CASP and CRLA). We invite you to explore the Certification Council website at www.nadecertification.net, where you will find a great deal of easily accessible information. Feel free to contact the Council if you have any questions about the *NADE Guides* or Certification. We stand ready to help anyone who has questions about self-evaluation or is considering or in the process of Certification.

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National Association for Developmental Education. (2009). *NADE Self-Evaluation Guides, 2nd Edition: Best Practice in Academic Support Programs*. Clearwater, FL: H & H Publishing Company: Author

About the authors: Linda Thompson, Director of the McNair Scholars Program at Harding University, is Chair of the NADE Certification Council and a Past President of NADE. She is a co-author of the “Factors Influencing the Teaching/Learning Process Guide” in the second edition of the *NADE Guides*. Gladys Shaw, Director of the Student Support Services Program at U.T. El Paso, is a long-time member of the NADE Certification Council and has held offices on the Boards of both NADE and CRLA. She is the author of the “Tutoring Program Guide” in the new *NADE Self-Evaluation Guides, 2nd Edition*. Both authors are Fellows of the Council for Learning Assistance and Developmental Education Associations.

Alphabet Soup

Betty Black



Let's take a journey back to childhood. Do you remember eating Alphabet Soup on a cold winter day? If you did what I did, you tried to make as many words out the letters as you could.

Upon joining the NADE Executive Board, I felt as if I was back in that warm kitchen with my Alphabet Soup. When the more experienced Board members began to talk, they spoke in acronyms. It sounded like a foreign language.

In reflection, it occurred to me that many other NADE members may want to know what all those acronyms represent. Here is a sample of many of NADE's acronyms and what they mean.

- ATP – Association for the Tutoring Profession
- CAS – Council for the Advancement of Standards in Higher Education
- CLADEA – Council for Learning Assistance and Developmental Education Associations
- CRLA – College Reading and Learning Association
- EA – Executive Assistant
- FACE – Forum for Access and Continuing Education
- JDE – Journal of Developmental Education
- NCLCA – National College Learning Center Association
- NCDE – National Center for Developmental Education
- NISOD – National Institute for Staff and Organizational Development
- SPIN – Special Professional Interest Networks
- TIDE – Technology in Developmental Education

So, the next time someone talks to you and says, "When you were at the NADE Conference, did you talk to the JDE Director about writing an article for the CRLA, NISOD, and FACE Newsletters? It will contain information about the Peer Assisted Programs SPIN that was obtained from CLADEA," you will know exactly what they are talking about. You will be able to make sense of the Alphabet Soup.

Discovering Success in Columbus, Ohio

Joyce B. Adams, NADE Vice-President

A gloomy economic forecast has been the impetus for record enrollment at our colleges and universities this fall. An increased enrollment translates into additional developmental education students, and more students means greater demands placed upon faculty. Successful educators are always pursuing new ways to increase the performance level of their students, produce more effective student learning, and effective research. The 34th annual NADE Conference will offer a plethora of ways to help educators facilitate student success.

"**Discovering Success**" is the theme for the 34th Annual NADE Conference scheduled **March 10-13, 2010 in Columbus, Ohio**. The Conference Planning Team from the Ohio Association for Developmental Education, has planned a fantastic conference with several features that will be available for the very first time. Examples of new features for the 2010 conference are: (1) Three plenary sessions with keynote speakers, **Richard Lavoie, Lily Calderon Cavanaugh, and Byron McClenney**. These nationally known speakers will surely challenge and motivate attendees. (2) Special Professional Interest Networks (SPINs) meetings at the beginning of the conference will allow attendees within disciplines an opportunity to network at the beginning of the conference and build relationships throughout the conference. (3) An afternoon chocolate break will certainly recharge energy levels after a busy morning. In addition to these and other new features, the traditional features of NADE conferences also offer many discovery opportunities.

During the conference attendees will discover the latest theories in developmental education from the leading teachers and researchers in the field. Meals with Hunter Boylan and Dave Arendale offer attendees an opportunity to visit with two of the leading experts in developmental education. Networking with colleagues will allow attendees to discover practical solutions to everyday problems. The exhibitors and vendors will help attendees discover state-of-the-art technology as they visit the Exhibit Hall. Other traditional conference features include over 200 concurrent sessions, pre-post conference workshops, tours and the cultural heritage events.

The Call to Conference, along with further details about NADE 2010, will be available soon on the NADE website, www.nade.net.

Muse Honored

Samantha Prim



Vashti Muse, a past president of NADE (1991-1992), has received three prestigious awards during the past year for her lifetime of service to developmental education. In late 2008, Hinds Community College in Raymond, Mississippi, honored Muse with its 2008 Alumni Service Award. In December of that year, Muse's students, peers, and community recognized her outstanding service to them with the Life Star Award in the Adjunct Instructor category. Then, in May of 2009, Baptist Health Systems honored Muse, who has always been known for the lengths she goes to for each person she teaches, with the Defender Award in the Strong Woman of the Year program.

An educator since 1961, Muse has received numerous awards and recognition for her innovative contributions to developmental reading, including a 1991 Joint Resolution by the Mississippi Legislature commending her service to developmental education. Muse taught in the public schools many years before coming to Hinds Community College in 1980 as a reading instructor. She has continued to teach on an adjunct and pro-bono basis since her retirement in 1996.

Chapter News

The 31st Annual **Florida Developmental Education Conference (FDEA)** was held in beautiful Daytona Beach, FL, September 30-October 2, 2009. This year's theme was *Thirty-one in the Sun: Bringing Light to Learning*. The participants were particularly pleased with the variety of sessions which provided practical classroom activities, offered forums for collegial conversations, and engaged educators from across the state. One of the conference highlights was an Evening with Dr. Hunger Boyland. During this session conference participants were enjoyed a wonderful dinner and engaged Dr. Boylan in a Question-Answer session to discuss current and future trends in developmental education. Overwhelmingly, conference attendees agreed that *Thirty-one in the Sun* succeeded in *Bringing Light to Learning*.

The **Learning Assistance Association of New England** held its 26th annual conference on Friday, November 6 at Great Bay Community College in Portsmouth, NH. The conference theme, *Transformative Practices in Student Access and Support*, addressed the multiple topics, challenges, and opportunities we see in developmental education. Dr. Patricia Mulcahy-Ernt, Professor of Education at Bridgeport University, was the keynote speaker. This year's conference included poster sessions and peer-to-peer tutor workshops as well as 60 minute concurrent sessions for developmental educators. For more information about the conference, visit the website: www.laaneorganization.net or contact LAANE President Crystal Bickford at Nichols College.

On October 9, 2009, the **South Carolina Association of Developmental Educators (SCADE)** held their 27th Annual Conference. The group

met on the Airport Campus of Midlands Technical College in Columbia, South Carolina, for a day long program. The theme for this year's conference was *Challenging Students' Minds in 2009*. The keynote speaker was Dr. Linda Thompson, Director of the McNair Scholars Program and Professor of Psychology at Harding University in Searcy, Arkansas. Concurrent sessions covered topics in the fields of developmental English, reading, writing, mathematics, learning strategies/study skills, and critical thinking. Charlotte Cox, from Piedmont Technical College, won the \$500 SCADE Scholar Award. The purpose of this award is to give students who began as developmental students the opportunity to continue their education beyond the developmental level.



SAVE the DATE: The Sixth Annual Conference of the Association for the Tutoring Profession (ATP) will be held March 28-31, 2010, at Le Pavillion Hotel in New Orleans, Louisiana. The theme of the conference is "Jazzed about Tutoring." For further information, visit www.myatp.org

FACE and NADE: Educational Partnership

NADE President Karen Patty-Graham and President-elect Marcella Davis

In recent years, leaders from NADE and FACE (Forum for Access and Continuing Education) have joined in reciprocal participation at their respective annual conferences. Karen Patty-Graham, NADE President, and Marcella Davis, NADE President-elect, continued this tradition at the FACE Conference at Staffordshire University in North Stafford, United Kingdom, on July 1-3, 2009. The conference focused on themes of access, diversity, and participation in higher education – themes that resonate among American educators, as well.

In his keynote address, "Excluding the Excluded from Research about Exclusion: the Irony of Access Studies," Professor Stephen Gorard, chair in Education Research at the University of Birmingham, pointed out that a commonly overlooked fact in studies regarding reasons for lack of pursuit of higher education is that these studies never actually include data from those students who are unable or disinterested in participating. Rather, they are based on statistical information from students who are already enrolled. Thus, the research is often misleading because of a lack of understanding of the population, and policy is determined by insufficient and incorrect data.

The "Flying Start Bridging Project" and "A Step Ahead" are two programs that promote access for all students at the University of Central Lancashire and Staffordshire University, respectively. These successful summer mentoring programs take a holistic approach with focus on self and social awareness, as well as self and relationship management.

Barbara Waters, Chief Executive of the National Bureau for Students with Disabilities, in her address, "Don't Stop Now," spoke about a holistic "inclusive learning" approach for the purpose of promoting professional careers for persons with disabilities. She proposed that learning aspirations are linked with life aspirations.

Dr. Marilyn Wedgewood asked the rhetorical question: What is the purpose of the university in the 21st century? She proposed a framework of the modern university that encompasses the areas of society, research, academics, and teaching. She believes that the relationship between community and university is pivotal and must focus on the economy, leadership, place, and people.

We joined U.K. conference participants in a panel discussion about pre-college outreach programs that promote access to higher edu-

cation. We also participated in an International Round Table among representatives from the United Kingdom, South Africa, France, the Marshall Islands, and the United States. This session dealt with issues of access, preparation, diversity, and retention in higher education systems in these countries.

As a collaborative effort between NADE and FACE, we discussed a proposal for researchers from both organizations to participate jointly in a three-pronged comparative study focused on mathematics in age groups 10-11, 15-16, and 17-18. First, researchers would investigate current strategies and best practices. In the second stage, they would use questionnaire surveys to examine reasons why students have such weakness in math. And finally, they would share their findings, as they relate to preparation for college, in FACE and NADE publications and conference sessions.

In every aspect, participation in the FACE Conference was a valuable experience. We all shared academic discussions with international colleagues. We all learned of differences among systems of higher education, but we also learned that we share more similarities in the issues and challenges faced by educators as they strive to improve the lives of students and their communities through education. As stated by FACE Director John Storan, of the NADE/FACE reciprocal agreement, "The partnership between FACE and NADE is an extremely important one and I greatly appreciate the tremendous support and commitment which was so evident during the July conference visit and meetings. It is difficult to articulate what the NADE input to our conference each year actually means because it is so important to us. What I would say is that your involvement gives our conference that extra special something which helps to remind us should we ever forget that we are all part of one big community of practitioners."

Study Visit to the University of East London, UK

Marcella Davis, President-elect

For the past several years, leaders of the Forum for Access and Continuing Education (FACE), the counterpart to NADE in the United Kingdom, have attended reciprocal conferences and shared educational and organizational information. On June 30, 2009, Karen Patty-Graham, NADE President, and I joined Professor John Storan in the Widening Participation Study Visit at the University of East London (UEL). While there, we discovered our colleagues overseas share many of our opportunities along with a number of our challenges.

Just as in the US, college budgets are being reduced, along with funds available for student financial aid. This is unfortunate because the UEL has devoted many years to convincing students of the necessity and value of a college degree and many students have accepted the message. However, some students will be unable to achieve that goal due to lack of financial support, and some applicants will actually have to be turned away. This is especially unfortunate because of all the services UEL provides to its students.

Like many colleges in the US, UEL is investing resources toward developing a well-trained workforce and creating opportunities for establishing successful small businesses. A UEL initiative called The Knowledge Dock includes employment skills training, a graphic arts business center, and facilities for 'office space' for small businesses. The Dock also provides an entrepreneurial research program which assists participants at every stage of the invention-to-production process.

Equally impressive is the UEL library, a spacious facility that is open 24/7 during term time. The first floor contains 300,000 books and journals and 1,000 computer workstations. On the second floor is the student study/assistance "Skillzone" with creative round "cubicles" for study groups, tutoring, advising sessions, meetings, etc.

UEL also has an Employability Service which operates as an external agency of the university to provide employability skills training and to serve as liaison between graduates and employers. The success of the

service is evidenced in a 94% placement rate of graduates in full-time work or graduate education within six months of graduation. And UEL is among the top 15 UK universities for graduate starting salaries. Other student services include advising for students with disabilities, advising for international students, a student health and well-being section dealing with both physical and mental health issues, a money and financial advice team, and a day care. Included in student services are training programs for faculty in teaching strategies for students with disabilities and international students.

This study visit gave us a better understanding of the UK university system, a very positive impression of the University of East London, and a sense of connection with dedicated colleagues overseas who face the same challenges we do in US colleges and universities. It is clear we share the same goals: to improve the quality of our students and the well-being of our society as a whole through education.

Treasurer's Report

Jeanine Lewis, NADE Treasurer
September 16, 2009

S&T Checking	\$ 15,504.49
S&T Cash Management Acct. (1.10 %)	\$ 63,666.46
S&T Certificate of Deposit (1.043%)	\$ 2,000.00
2010 Reserves (4.60 %)	\$ 59,393.64
2011 Reserves (5.05 %)	\$ 100,000.00
2012 Reserves (4.94 %)	\$ 100,000.00
NADE 2009 Checking	\$ 3,043.58
Chase NADE Checking	\$ 23,677.18
Chase NADE Savings	\$ 140,505.15
Chase 2010 Conference Checking	\$ 4,849.15
Chase 2011 Conference Checking	\$ 4,781.03
Chase 2013 Conference Checking	\$ 4,909.27
Total Assets	\$ 522,329.95

Fellows of the Council of Learning Assistance and Developmental Education Associations

The Council of Learning Assistance and Developmental Education Associations (CLADEA), formerly the American Council of Developmental Education Associations (ACDEA), serves as a clearinghouse for shared information and collaboration among professional associations in the field. Our mission is "to foster mutual support among national and international organizations dedicated to postsecondary learning assistance or developmental education." CLADEA member associations—Association for the Tutoring Profession (ATP), College Reading and Learning Association (CRLA), National Association for Developmental Education (NADE), National Center for Developmental Education (NCDE), and National College Learning Center Association (NCLCA)—are pleased to announce the selection of Fellows for 2009: **Barbara Bonham, Nancy Carriuolo, Russ Hodges, Jack Truschel, and William G. White, Jr.*** The induction ceremony was held at NCLCA's National Conference on October 1, 2009.

The idea of initiating a program to recognize and honor leaders in the profession was originally conceived by the distinguished researcher and scholar Martha Maxwell. Fellows are selected based on their long-term and significant contributions to our field. Selection as a Fellow represents the highest honor conferred upon professionals in learning assistance, tutoring, and developmental education.

Individuals selected as Fellows must be nominated by a current Fellow or by a member association. Current Fellows then review a portfolio of each nominee's accomplishments and vote to determine who will be selected as new Fellows. Previously inducted Fellows include the following:

David Arendale	Jane McGrath
Carol Bader	Jane Neuberger
Nancy Bornstein	Cathy Nuse
Hunter Boylan	Carol O'Shea
Kathy Carpenter	Karen Patty-Graham
Martha Casazza	Walter Pauk
David Caverly	Michael Rose
Frank Christ	John Roueche
Susan Clark-Thayer	Kate Sandberg
K. Patricia Cross	Gladys Shaw
Al Granowsky	Michele Simpson
Phoebe Helm	Rita Smilkstein
Jeanne Higbee	Karen G. Smith*
Gene Kerstiens*	Milton "Bunk" Spann
Lucy MacDonald	Norman Stahl
Georgine Materniak	Linda Thompson
Martha Maxwell*	Vincent Tinto
Robert McCabe	Claire Ellen Weinstein

* deceased



Newly inducted CLADEA Fellows (L-R) --- Dr. Jack Truschel, Dr. Olatunde Ogunyemi (accepted on behalf of Dr. William G. White), Dr. Nancy Carriuolo, Dr. Barbara Bonham and Dr. Russell Hodges.

The NADE Newsletter is published electronically three times each year with this mission:

- Publish timely information about NADE activities, e.g., the annual conference, professional development workshops, Executive Board meetings, and Committee, SPIN, and Certification Council activities.
- Publish information about Developmental Education activities across the country.
- Publish short articles and book reviews (500-1000 words) which provide information about the "state-of-the-art" in the field of Developmental Education.
- Publish general information about news of interest to NADE members.

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Committee Tidbits

Margie McDonald, Committee Coordinator

The **Political Liaison Committee** is in the planning stages of creating a Public Relations Toolkit which will assist NADE members in promoting developmental education in their local communities and to legislators. The toolkit should be ready for distribution at the next conference. Anyone who is interested in contributing to the project can contact the committee chair, Kathryn Van Wagener: kathryn.vanwagener@uvu.edu or 801-863-8411.

Marketing Committee

- Submitted NADE ads to JDE and reciprocal organizations of NADE, ATP and CRLA, for printing in their publications and conference program booklets.
- Preparing marketing posters for new NADE chapter, California.
- Created press releases for members of the Certification Council and submitted them to each member's local media for publication. Releases announced the Council's publication of the new NADE Guides.

The **Awards Committee** has been receiving nominations for NADE Awards, and we hope to receive many more! All awards deadlines were extended to November 15th. There are three exceptions: the Kellogg, TIDE, and Martha Maxwell scholarships had a December 15th deadline. The Committee has received all nominations, chosen award winners, and will present awards at the NADE 2010 conference.

New Adjunct Faculty Scholarship Finalized! This past summer the **Adjunct Faculty Committee** wrote the new Adjunct Faculty Scholarship requirements for NADE. An annual scholarship, it will allow part-time faculty members who have been NADE members for at least a year to apply for the scholarship to cover the registration for the NADE conference. Interested members should check on the website www.nade.net under "Awards" to get information on the requirements. Special thanks go to committee members Crystal Edmonds and Ronaele Whittington for their hard work on this endeavor.

The **International Access Committee** (IAC) has been organizing several events for the conference in Columbus. Because of its success last year, an international panel is again being planned. This will offer NADE conference attendees the opportunity to expand their global awareness of the issues related to Developmental Education and how these are similar or different from their own. Panelists from the United Kingdom, Japan, and South Africa have been invited. In addition, the IAC plans to welcome international attendees at the Newcomers' Reception and to sponsor a tour of the Ohio State University and Columbus State College for international attendees of the conference. The hope is that these activities will help the committee meet two of its annual goals: enhancing interactions of international and U.S. participants at the conference and supporting international participants at the conference. The committee is also seeking international members to run for co-chair of the IAC. International NADE members may contact the IAC chair, Dr. Geraldine L. McBroom : gmcbbroom@comcast.net or 505-250-6960, if they are interested in being considered for the co-chair position or in joining the committee as well as if they are aware of representatives from other countries who might participate in the international panel. See you in Columbus!

The **Chapter Development Committee** is chaired by the NADE President-elect, currently Marcella Davis, who serves as the liaison between the NADE Board and the 31 state and regional chapters across the United States—the California chapter, CalADE, has just become the 31st NADE Chapter. Alaskan colleagues have also indicated an interest in forming a new chapter. She has written monthly letters to all chapter leaders (Presidents, Presidents-elect, and Past Presidents). These communications include information about grants, awards, certification training, chapter activity reports, and much more. Several chapters have submitted and received approval of grant proposals. A new Type D Grant has been established to support chapter presidents'

participation in leadership activities at the annual NADE Conference. This committee also maintains records of chapter conference dates, locations, and contact persons. The Chapter Development Committee provides an important connection between the NADE Board and each of the NADE chapters.

The **Bylaws Committee** provides information about the Bylaws, assists the Executive Board in amending the Bylaws according to Robert's Rules of Order, and recommends possible changes. In addition, the Bylaws Committee may serve as an advisor to chapters who are creating or amending Bylaws.

The **Professional Development Committee** would like to offer NADE members several wonderful opportunities. This committee has a charge to coordinate the annual awards that support continuing education by individual NADE members as well as recommending activities that support professional development for members and coordinating other professional development workshops. It is with that charge that the committee would like to share three wonderful opportunities for NADE members. The Anne Ferguson Award (\$500) is given each year to enable a member to pursue research in the field and reward those that have demonstrated excellence in such areas as instructional design, evaluation or professional growth. The Kellogg Institute NADE Scholarship provides \$1000 for a member that is attending the Kellogg Institute for intensive work on current topics and state of the art strategies for Developmental Education and Learning Assistance. Finally, a new award was established last year in the amount of \$1000 for Technology in Developmental Educator Institute Scholarship (TIDE). This scholarship contributes to the expense of attending the TIDE Institute for intensive work on the current use of technology in Developmental Education. We urge you to apply for these awards by accessing the NADE home page.

The **Cultural Diversity Committee** is looking for chapters or individuals who have innovative cultural diversity events or projects that you have at your institutions. Please email Heather Hewer at h_hewer@yahoo.com for more information.

The **NADE Digest** is published twice a year. The goal of the *Digest* is to publish articles that inform and broaden the understanding and practice of teaching and learning in developmental education. The editors invite articles that emphasize innovative techniques, best practices, how meaningful research affects teaching and learning, or techniques to enhance student performance. The last issue came out in Summer 2009 and another issue is currently in press (or may already be in readers' hands). NADE members who are interested in submitting articles may contact co-editors Naomi Ludman, nludman@swmich.edu, or Michael Preuss, mpreuss@email.pittcc.edu.

Did you know? NADE's **Archives** is housed at the NADE headquarters in Goodyear, Arizona. NADE's Executive Assistant, the on-site curator, has been spending hours scanning NADE documents that are significant to NADE's history. Behind the scenes, the NADE Board has worked long hours with the Executive Assistant to refine a process that would not only archive important materials from the past but that would also keep current newly produced and submitted materials, such as annual reports of the NADE Board, of committees and SPINS, and of the annual conference.

Keeping chapter records, also an important aspect of NADE's collective history, is less daunting if there are "headquarters" for the records, an assigned person in charge, and a listing of the materials to be archived enumerated in chapter policies.

Looking for a job? Looking for a new colleague to join your program? Visit the **NADE Professional Job Opportunities** web page for current job announcements or for listing anticipated openings in your developmental program. The address is <http://coe.georgia-southern.edu/nadeplacement/>. Plan now for the NADE Job Fair in

Columbus. Please let the Professional Job Opportunities Committee know if you are interested in talking to institutional representatives about openings or if your institution is interested in interviewing conference participants. Janet O'Brien, 914-478-5371 or jlobrien@georgiasouthern.edu or Curtis Ricker, 914-478-2527 or cricker@georgiasouthern.edu

Research Committee.

- Attention conference presenters! Did you present at last year's conference at Greensboro? If so, we need your help. Please send in your list of references along with your name, session title and category/strand of your presentation so that we can compile a bibliography for future researchers on the NADE website. Please send to your list Johanna Dvorak at jdvorak@uwm.edu preferably in APA format. Upcoming presenters: please include a reference list with your presentation for our NADE Research web page.
- Attention scholars! The Research Committee is endorsing a new research scholarship. The NADE Board is planning an award for a graduate student to conduct research in the field of developmental education. Watch for an application soon; we hope to award the first scholarship at the conference in Columbus in March.
- Looking for a research idea? Check on the NADE Research web page for Hunter Boylan's recent list of research topics in Developmental Education.

Since our 2009 NADE meeting in North Carolina, the **Professional Liaison Committee** has developed a generic template for reciprocity agreements that has been approved by the NADE board and will be used for future agreements between NADE and other educational organizations. We are hoping that the new template will facilitate the process and reduce redundancy. The agreement includes such facets such as exchanging mailing lists and labels, guaranteeing concurrent sessions at conferences, providing complimentary exhibit hall booths, printing articles in respective publications, website links, and recognition of representatives of reciprocating organization at a major conference. We plan to post a copy of the template on the NADE website soon.

In conjunction with several other NADE committees, negotiations for an agreement between NADE and National Academic Advising Association (NACADA) are underway. We hope to have these completed before the 2010 conference. We have received an agreement between NADE and the National Institute for Staff and Organizational Development (NISOD); and are expecting to receive an agreement from the American Mathematical Association of Two-Year Colleges (AMATYC) in the near future.

Plans are underway to develop a link listing all organizations with current reciprocity agreements with NADE; and to create an on-line archive of existing agreements.