In this issue...

- Stand Tall and Strong! Be a Lion! .............................. 1
- NADE Introduction ............................................. 2
- NADE’s New Vice President ................................. 3
- Fond Farewell .................................................... 3
- The Best of the Best ............................................ 3
- CAS Corner ....................................................... 4
- News from FACE ................................................ 5
- Tennessee State Chapter News ............................... 5
- NADE 2013: “Pioneering the Education Frontier” .......... 6

Stand Tall and Strong! Be a Lion!
Rebecca Goosen, NADE President
Inaugural Speech

It is a new time and a new emphasis for professional developmental educators as they provide quality educational experiences. I am humbled and excited about serving as your 31st president as we enter a growth year, continuing the conversations concerning the students we serve and the strategies we know work for students, faculty and administrators. The new board is already engaged in these conversations and I encourage each of you to reach out to Executive Board members to join in the conversation.

Margaret Mead said, “We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet”. The leadership and member’s ability to adapt and meet the needs of our students, even when the outcome is uncertain, strengthens NADE as an organization. We are a community that comes together to share, connect, and inquire. This organization has a history of providing professional development, utilizing researched best practices, and is just beginning to understand its role in political advocacy.

NADE provides opportunities to serve for many of its members in SPINS and Committees at the national level. The thirty-one state chapters offer opportunities to be engaged in a regional system. These opportunities can provide a leadership role and serve as platforms to implement change that will benefit the professionals we serve. Presently, many NADE members are contributing to state task forces for developmental education. They have the knowledge, talent and insight to inform policy makers. Our members understand student’s affective needs, their struggles, challenges and the obstacles in their scholastic experience. NADE is a community yet the real strength in the organization lies in the power of each individual.

Winston Churchill told a story in 1937 about the Berlin zoo. It seems the zoo featured a cage where a lamb and lion lived together in peace and harmony. It was a huge draw and one tourist asked the zookeeper, “How did you find such a lion?” “The lion is not the hard part,” replied the zookeeper. “Its the lamb. Every morning we need to find a new lamb.”

Sometimes developmental students and their educators are viewed as lambs and not lions. Students are not thought of as individuals with unique needs but as disposable casualties. Often in the past, higher education did not worry about developmental students and focused on recruitment with the attitude that there are more students out there to replace students who do not “cut it” in college. While acknowledged as a priority by some institutions, developmental courses may still be taught by a high percentage of adjunct faculty, facilities are left overs, new technology goes to other students and supplies are scarce. Our challenge is to be lions and not lambs. To stand proud and confident in who we are, what we know, and what we believe. We are the campus experts in teaching and learning and we can assist in the agenda that views our students as priorities.

We all should have a sense of urgency. Each day our students are enrolled in our classes is their opportunity to learn. Many of them have struggled to get to our classrooms. They have overcome economic struggles, social issues that may be beyond what we actually can comprehend. Their repeated academic struggles are well known to us. They register for our Monday 9 o’clock class. Most have no concern for what exciting learning experience we are planning for next semester. They are concerned about what is going to happen on Monday morning at 9 o’clock in your classroom. Their lives are complicated. In the middle of teaching them to factor or write a cohesive essay they are probably thinking about their childcare issues or the tire they need to buy but have no money. It is not that they do not care it is that their lives are complicated. Part of our challenge is to try to lessen that obstacle. They care that they are treated with respect and dignity. They care that we give them timely feedback. They care they do well and pass. They are not a number. They have a face. We need them to be lions and not let education be
something done to them but something they participate in.

It is a new time, a new national focus and a new opportunity to engage a larger audience. We understand that to move forward we must stand together. We need to encourage the innovators among us to continue to lead the way into the futuristic world we do not understand. We need to help those who are on the cusp of transcending into new ideas and experiences in their teaching and learning. Be a lion.

This year we have three goals.
• First is to increase membership. We are 3000 strong, there is no reason we are not 50,000 strong. In the spirit of “just one more” if we all recruited two new members each semester we would soon be at our goal.
• We need to improve our use of technology as an organization. NADE now has a presence on Facebook and the NADE website is being updated with current information. The website is an important portal to access information for the professional developmental educator, policy maker, or administrator to obtain contact information, research opportunities, links to resources and information about services provided by NADE. Technology can also be used to provide more frequent interaction with members from across the nation. Think in terms of virtual meetings, Facebook and Twitter.
• The third goal for this year is to increase the research capacity, especially, from our new graduate programs in developmental education. NADE members should take this opportunity to collaborate with these new programs to provide opportunities for empirical research.

The national conversation is about developmental education and specifically about the completion agenda with developmental education as a portion of the continuum. As developmental education professionals we need to be part of the conversation. Stop seeing developmental education as support for higher education but as part of higher education. We should address issues, provide solutions, arm ourselves with data, research and be so logical as to not be denied. Be confident in our ability to express the information necessary to impact policy makers in a rational and concise manner. We are the experts in teaching and learning. What we do everyday in the classroom is amazing, difficult work and we do have the power to effect the national agenda. Continue to be a warrior for your students and a champion for the field of developmental education. Be a lion, not a lamb.

Never believe that a few caring people can’t change the world. For, indeed, that’s all who ever have (Margaret Mead).

I am presently a doctoral student at the University of Texas at Austin, but getting to this point in my life was no easy task. My resume today will not give you a complete picture of my educational journey that began more than 40 years ago. It does not state that when I first began my pursuit of a college degree, I failed miserably. I had no idea how unprepared I was for my academic journey. My circumstances were not the fault of any public school teacher, family situation, or learning disability. My success, or lack of success, was mainly due to a lack of life skills and confidence in my own ability. I often tell my students that we never do anything alone, and I would venture to say that I am a classic textbook case study in what support, encouragement, and inspiration can do for an individual.

This support, encouragement and inspiration has been supplied by a number of family members, friends, teachers, and mentors who have held my hand, patted me on the back, wiped away the tears, and picked me up and set me back on track so I could get to where I am today. My feeling is that for those of us who are fortunate to have such support, it is our task to do something with what is given to us and pass it onto others. For only by passing it on to others, can we truly benefit from the knowledge that we have gained.

My decision to become a teacher, primarily a developmental educator, was spurred on by those who gave of themselves to help me go from being underprepared to being prepared. I have never really been alone on my educational journey, even though at times I have looked around and thought that I was. I once told a room full of faculty and administrators that, “I am the students I teach.” I am not sure how many of them realized how much truth is in that statement.

I wholeheartedly believe that many of the issues we are struggling with in developmental education today have a lot to do with perception. In an educational setting where developmental education is seen as an institution-wide commitment, the perception about student success is positive, creative teaching is encouraged, and new ideas are welcome. The questions are never about what should we do, but what will we do. Just think of what would happen if more institutions viewed developmental education as a priority and an opportunity for both students and faculty.

It is so important that developmental education remain a priority in colleges across our country. If it is not seen as a priority, our policies regarding open access will be threatened. Without the opportunity for developmental education, underprepared students entering college are less likely to complete their programs of study and graduate. NADE must become a stronger voice on such issues. We must not allow our voice to be silenced, especially when reminding politicians in Washington, D.C., that the policies governing remedial education continue to have significant impact on educational opportunity for substantial numbers of individuals and the American workforce.
Community colleges will continue to be challenged with educating students who have complex needs, while providing the necessary training that will enable these students to become productive members of the workforce. NADE leaders must focus on communicating the vision and goals of developmental educators across the country and find solutions that will promote innovation for educational, economical, and future growth. NADE must be proactive in providing leadership on innovative ways to improve the completion rates of developmental students while not sacrificing the quality of our educational programs.

**NADE’S NEW VICE PRESIDENT**

**NADE’s Vice President Margie MacDonald**

As the newly elected Vice President, I would like to introduce myself. For the last four years I was the Committee Coordinator overseeing all of the NADE committees. Prior to being the Committee Coordinator, I served as the Elections Committee Chair. In 2006, I Co-Chaired the NADE Conference in Philadelphia. I have been very active in my state chapter in Pennsylvania (PADE). I served as President, Awards Committee Chair and Diversity Chair. I also chaired several of PADE’s state conferences and regional workshops. Currently, I am the Director of the Office for Academic Success at Harrisburg Area Community College in Central Pennsylvania. Prior to my current position, I was the Director of the Act 101 Program and the Coordinator of Learning Support Services at the College.

I consider it a great honor and responsibility to serve as your Vice President and chapter contact person over the next two years. I will continue the tradition established by Karen Patty-Graham, Marcella Davis, Jane Neuburger, and Rebecca Goosen of connecting frequently with each chapter; I also look forward to our collaborations.

I am excited to take on the new challenges as NADE’s Vice President since the role and responsibilities have been realigned. My primary responsibility will be for the development and coordination of state and regional chapters. I look forward to not only communicating regularly with each chapter but also providing support. I look forward to working with you this year!

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**Treasurer’s Report**

**D. Patrick Saxon, NADE Treasurer**

April 15, 2012

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**Fond Farewell**

**Betty Black**

Even though it has been several years since I joined the NADE Executive Board as Secretary, it seems like only yesterday that I took office. When Rosemary Karr approached me to fill in as Secretary when the position was vacant, I never dreamed that I would still be around four years later. It has been an awesome journey. I cannot begin to tell you how many dedicated people I have had the unique opportunity to meet and work with in the NADE organization. The Boards I have had the honor to serve with have taught me so much about the operations of the NADE organization. Serving as a NADE Executive Board member, I have had the opportunity to network with state Chapter Leaders, Committees, SPINs, Conference Chairs, NADE Leaders, and International organizations.

Now the time has come to say farewell. I left the office of NADE Secretary at the 2012 NADE Conference in Orlando, Florida. It was both a sad and happy occasion. I will miss the office and the people I have had the opportunity to work with in the NADE organization. Since my retirement two years ago, NADE has enabled me to remain connected with education. I have appreciated that opportunity. Now there will be time for family and fun. My precious grandson already gets some of my time, but now that my NADE commitment is fulfilled, he will get most of it. My husband and I are going to do some traveling and enjoy the sites.

I would strongly urge anyone that is thinking about running for a NADE office to do so. It will be an experience that you will not regret. The opportunities are endless.

Thank you NADE for an awesome experience!

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**The Best of the Best**

**Craig Barto, Newsletter editor**

This January, I was asked to write a Newsletter article about the best presentations — the ones that moderators characterized as “crazy good” — at the 2012 NADE conference in Orlando. This task became daunting when I discovered that 24 of the presentations at this year’s conference were “crazy good”. Like all editors, I have to stay within limits of space and length, so this article will cover only what moderators believed to be the best of the best.

All NADE conferences begin with Pre-Conference Institutes. The institute that stood out from all the others was “Developing Competency: Creating Effective College Reading/Writing Courses” by Dr. Leta Deithloff of The University of Texas at Austin. Dr. Deithloff provided a clear, logical plan for designing a course that integrates reading and writing. Participants walked away with a wealth of specific examples for classroom activities, including many different options for reading selections which Dr. Deithloff has found successful.
At the Conference itself, many presentations focused on successful methods of improving students’ skills in reading, writing, and math. The best of the best in reading was “Connecting Pieces in a Text: Strategies for Identifying Inferences” by Iris Strune and Deborah Fontaine of Northwest Florida State College. This session provided an informative and practical approach to teaching students how to make inferences, a vital critical thinking skill that is sorely lacking in most developmental and more than a few non-developmental students.

Many presentations were about reading, but writing was not ignored. The best of the best in writing was “Redesigning Developmental Writing Courses to Better Serve Digital Natives” by John Barrett of Bloomsburg University. This presentation smoothly connected research-based theory to assignment redesign activities and provided insights and practical tips into how to best meet developmental writing students where they are. As one who teaches not only developmental English but also English Comp I & II, I can testify that Barrett’s ideas are highly useful in the non-developmental composition courses, too.

This conference definitely did not ignore developmental math. Math instructors gave some excellent presentations about improving instruction in their discipline. The best of the best was “Symbiosis of Math and Literacy Skills for Developmental Students” by Victoria Appatova of the University of Cincinnati. The premise of this presentation was that literacy involves four concepts — reading, listening, speaking, and writing — and that all are applicable to mathematics. Appatova clearly explained ways of integrating all four into developmental math instruction while making it obvious that note taking (a weakness in many of our students) is not generic but is content driven. As a special bonus, the skills and techniques contained in this presentation are also applicable to teaching and learning math at all levels.

Hard skills are vital, but anyone who has taught developmental courses for any length of time realizes that skill level in basic disciplines is not the only reason that a student is placed in a developmental program. Several presentations focused on these needs. “Fostering an Independent Learner” by Jon Mladic focused on helping students to become independent learners, a factor that is probably more important to ultimate success in college than hard skills. Another presenter, Leonard Geddes, discussed an issue that is of vital interest to all of us — ways to coax the best out of students — in his presentation “From Good to Great.”

The elephant in the room of education is the disproportionate share of African-American males that one often encounters in the developmental classroom. Dr. Beverly Simmons of Bay Ridge College challenged the elephant directly in her presentation, “Mind over Matter: Cognitive Restructuring in DE Classrooms”. The topic — better supporting African-American men to engage and succeed in their classes — is one of great interest and importance. Dr. Simmons pointed out that we are failing to meet the needs of these men, many of whom suffer lingering effects from negative experiences in their earlier schooling. She then offered insights to help us better understand our black male students as unique individuals and gave many practical suggestions for fostering self-efficacy skills in this often-overlooked segment of our student population.

Classroom teaching is not the only thing that educators do. Virtually every instructor in every discipline is also a researcher, even at institutions that do not demand research and writing from faculty members. Barbara Murphy and Maureen Mars-Feary of Finger Lakes Community College provided a simple and excellent methodology for research in “Follow That Hunch: The Developmental Classroom as Research Lab”. This approach enables any instructor to conduct effective educational research by simply using what is already available: an idea and a classroom full of students. No institutional or grant money is necessary. The only essential is the ethical mandate that students know that they will be part of a research project.

NADE conferences give every member the opportunity to share insights and learn better ways of serving developmental students. Every conference offers many outstanding presentations that give attendees a multitude of ideas that they can take home and put into practice in their own classrooms. The 2013 conference in Denver CO will be no exception. I plan to attend the 2013 conference and learn from the “crazy good” presentations there. I hope you will do the same. It will be the best professional favor that you can give yourself in the coming year.

[My apologies in advance to any presenters who were left out of this article. As I said at the beginning, there were 24 “crazy good” presentations, and if I covered them all, I would have to use up all the space in this edition of the Newsletter. –CB]

**CAS Corner**

The Council for the Advancement of Standards in Higher Education, of which NADE is a member, will release the 8th edition of the CAS Professional Standards for Higher Education (also known as “the blue book”) on August 1st. This version includes five new standards. The updated Self-Assessment Guides will be released concurrently with the blue book. Members of NADE can always access the specific standards and guidelines for Learning Assistance Programs directly from the NADE website: [www.nade.net/CAS.html](http://www.nade.net/CAS.html) and the Self Assessments Guides may be purchased for each standard directly from the CAS website: [www.cas.edu](http://www.cas.edu)

At the April CAS meeting in Baltimore, Director Mickey Hay introduced Linda Thompson as the incoming director. Linda will represent NADE on the CAS board in future meetings. This change will be very positive for NADE because of Linda’s leadership on the Certification Council and the alignment of the NADE Guides with the CAS Standards. Mickey will serve as the CAS Alternate Director.
Recently, CAS recognized Texas A&M Student Affairs division with its most prestigious honor, the Ted K. Miller Achievement of Excellence Award. The award recognizes outstanding accomplishments in advancing standards of practice and quality assurance in educational programs and services in higher education, with the goal of enhancing student learning. Laura Dean, president of CAS, presented the award. In her letter of recognition, Dean cited the selection committee’s recommendation, stating: “the award selection committee was particularly impressed by the on-going assessment plan that includes a rotation plan to assure that each area is fully reviewed using the CAS standards every five years.”

**News from FACE**

FACE, the Forum for Access and Continuing Education and an affiliate of NADE, will hold its annual conference at the University of Ulster, Londonderry, Northern Ireland, on July 4-6, 2012. The topic of the conference is “Widening Access to Higher Education in ‘Divided Communities’”. Further information is available at the conference web site, [www.ulster.ac.uk/face2012](http://www.ulster.ac.uk/face2012).

Tony Acland, a FACE member, has been awarded the Most Excellent Order of the British Empire for his service to higher education. Until his retirement last year, Acland was the director of the Aim Higher program for Hampshire and the Isle of Wight.

**Tennessee State Chapter News: TASSR**

Meredith Anne S. Higgs, State Chapter Reporter

The Tennessee state affiliate chapter of NADE has seen many changes in the past two years. The newly formed Tennessee Association for Student Success and Retention (TASSR) has replaced the former Tennessee organization known as TNADE (Tennessee Association for Developmental Education). With a new constitution and newly refined objectives, TASSR is seeking to encompass more members and programs within the broad scope of student success and retention. According to the “About Us” section of the organizational website, TASSR “is a professional organization for postsecondary faculty and staff who are currently or were formerly involved in programs to improve student persistence in obtaining their chosen degrees. These efforts encompass a number of areas: learning support programs (formerly known as developmental studies programs), tutoring, learning laboratories, retention initiatives, enrollment management, learning communities, cohort programs, first-year programs, adult student services, and TRIO programs.” Organizational membership has greatly benefited from the changes. In 2009, TNADE had 86 paid members; in 2012, TASSR boasts 119 members.

After 26 years of TNADE conferences, the first TASSR conference was held in October 2011 at the Renaissance Center in Dickson, Tennessee, with the theme, “A New Name... A New Beginning.” The broadened scope of the organization also reflected in increased conference attendance. The 2009 TNADE conference had 84 member attendees while the 2011 TASSR conference had 109 attendees. With over 20 break-out sessions, three general sessions, and an exhibitor area, the 2011 TASSR conference provided numerous learning opportunities. A very highly rated component of the conference was the meals. For the modest conference fee of $75, three days of conference activities and four meals were provided. The 2012 TASSR conference will be held from October 24-26 at the Renaissance Center in Dickson, Tennessee. The conference theme is “New Steps to Student Success and Retention,” and the deadline for proposal submission is May 31, 2012. Visit the TASSR website at [www.tassr.org](http://www.tassr.org) for more information on joining TASSR or attending the 2012 conference.

Finally, TASSR is very proud of Assistant Professor Annette Williams from Middle Tennessee State University. In 2011, she was presented the TASSR Award for Outstanding Service to Students in Learning Support Programs; and at the 2012 NADE conference, she was selected as the inaugural recipient of The Gladys R. Shaw Award for Outstanding Service to Developmental Students.

**SCADE News**

Please plan to join us on Hilton Head Island, SC, on October 25-26 for the annual SCADE conference. This year we are celebrating 30 years of bringing our state’s developmental educators together to share ideas and learn from one another. We would be pleased to have other NADE educators join us.

The 2012 conference theme, *Changing Tides in the Educational Frontier*, is a reminder that we have had and continue to have a significant role in the advancement of developmental education. You are invited to submit a proposal for presentation and share your knowledge and expertise at this year’s conference. The Call for Proposals forms may be found at [www.tinyurl.com/SCADE](http://www.tinyurl.com/SCADE). Registration information will be available in July.

The proposal packet provides further information for proposal submission. Please invite all who have an interest in higher education to come celebrate with us in October.
NADE 2013
“Pioneering the Education Frontier”

Many thanks to the NADE 2012 Conference team in Orlando for another great NADE experience! As summer approaches, the Colorado team is working with the NADE Board in preparations for NADE 2013 (February 27 – March 2) at the Sheraton Denver Downtown Hotel. We are very excited about our plenary speakers and program. Check our web site frequently for updates at http://nade2013.com.

Calls for Proposals, Call for Exhibits, the logistics of submissions, as well as due dates can be found online. Please consider volunteering—we are currently looking for proposal readers who should be happy to know that we are following NADE 2012’s example of going paperless with the proposal reading process for convenience as well as for ecology. Of course, all volunteers are welcome at any time. The volunteer form can also be found on our web site.

This year’s theme “Pioneering the Education Frontier” relates to our life work so many ways:

- NADE and its members—today’s developmental educators (educational pioneers)—focus on the future of developmental education even as we look to the past to inform our pedagogy in the present (our frontier).
- Our students are entering new territory as they pursue a post-secondary education. Many will be the first in their families to earn or even pursue a degree. Many, especially recent high school graduates, find themselves pioneering the new frontier of college expectations.
- Faculty, advisors, support programs, all serve as coaches and guides through the maze of this new terrain of education in our students’ lives. Completion of the journey through the education frontier brings the possibility of greater life opportunities.
- Finally, Pioneering the Education Frontier links to Colorado’s rich history of exploration, our abundance of natural resources, the state’s dramatic natural beauty, and Coloradan independent thinking and eternal optimism—all of which collectively serve as a metaphor for the research, the philosophy, and the teaching developmental education must continue to pioneer as we serve students—work NADE supports, fosters, and guides.

We look forward to seeing you in Denver at NADE 2013! For additional information, please contact the Conference Co-Chairs: Art Terrazas (art.terrazas@gmail.com) and Tina Getz (tinagetz@gmail.com).