



LISTENING POST

March 2012

A Newsletter of the *International Listening Association*

Issue 107

SUSTAINABILITY

President's Perspective by Chris Bond

By the time many of you read this article, my presidency will be coming to a close at the convention in Bremerton, WA in March. It has been an interesting yet productive year since leaving Johnson City, TN last April. Throughout this past year, I have kept the convention theme from last year in my mind: *Listening for a Sustainable Future*. I have asked myself daily what actions can I make to help sustain our organization? I hope you as a member have seen the many sustainable efforts this past year. I will mention four of the larger sustainable efforts below:
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LISTENING LEGEND



James Floyd has recently retired from the University of Central Missouri and was kind enough to answer a few questions for the readership of the *Listening Post*

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Get Ready for the 33rd Annual International Listening Association Convention!

Get set to go to the Great Pacific Northwest! You'll be going to one of the most beautiful areas on the North American continent. Seattle is wedged between fresh water to the East - Lake Washington - and salt water to the west - Puget Sound - with mountain ranges just beyond (the Olympics to the west and the Cascades to the east).

For most of us, getting to the convention site will involve travel by land, sea and air... a most unusual experience. But when you arrive, we're going to make sure that you 1) have a great time making new friends and renewing past acquaintances, and 2) take part in sharing the knowledge of some of the most informed and insightful experts in the field of listening from around the world!

NEXT LP DEADLINE: MAY 1

CONVENTION 2012

The theme for this year's conference and for the coming presidential year is "**We ARE Listening.**" And to think about it, we ARE. The ILA is the only organization totally dedicated to **ADVOCATING, RESEARCHING, and EDUCATING** the world in one of the most complex and important of human activities: listening. You will find that this year's program is a great mix of research papers, workshops, and panel discussions that fit well within the five tracks for which we planned for: Listening Research; Listening in Education; Listening for Practitioners; Listening and the Corporate Bottom Line; and Dysfunctional Listening Disorders. We have around 50 sessions with nearly 70 expert speakers. So if you haven't registered as yet, do so right away. Go to the registration page on the ILA website www.listen.org. If you want to see a more detailed program, a copy of the preliminary convention program can be downloaded on the convention website www.ila2012.org. Here are some highlights:

Wednesday – For those arriving in the Seattle area on Wednesday – in time for the pre-conference event – we're going to meet in the evening for a nice social dinner before boarding the ferry for the beautiful and relaxing cruise to Brementon.

Thursday

- In the morning, we'll be joining forces with the Dispute Resolution Center of King County (Seattle) for a Thursday pre-conference event titled: *Making Peace Through Listening: A Panel and Workshop with a Focus on Conflict Resolution*.
- Thursday evening, there will be a convention kick-off where new ILA members (and non-members) can meet and get to know some of members. Light snacks and a cash bar will provide a nice relaxing start to a wonderful two days of learning and sharing.

Friday

- We'll kick off the conference on Friday morning with the off-beat humor of Mr. Leigh Rubin. Leigh's cartoon "Rubes" is syndicated in over 400 media outlets internationally. Leigh will bring us into the creative process of cartooning while explaining how important listening to his surroundings is to his comedic success.
- At Friday's lunch we will celebrate all of the authors in our midst. I encourage everyone who has published a book, article, research paper, etc. to bring a copy or two to share with all of the attendees.

Saturday – On Saturday, Dr. Janet Beavin Bavelas, professor of psychology at University of Victoria, will be our luncheon speaker and will talk about her research and practice in the area of dialogue and listening in the area of psychotherapy.

Author's Wanted! If you've published books, articles, or papers on any aspect of listening join us at the ILA conference's Friday lunch to celebrate those who have taken the time to share their knowledge with the world.

Silent Auction helps our students! Are you an artist, photographer, author, crafts-person? If you are could you please donate one or two items of your handiwork to the ILA's Silent Auction. The money we collect goes to a great cause... scholarships for our student members. What could be better?

MEMBER NEWS

STEILS ESTABLISH SCHOLARSHIP



Dr. Lyman K. (Manny) Steil have established the "Lyman K. & DeAnna T. Steil Communication Scholarship Endowment Fund for Albert Lea, MN High School Graduates." The Steils have donated a sum of \$100,000.00, to support the post-secondary education of selected graduates of Albert Lea High School. Manny graduated from Albert Lea High School in 1956 and has initiated a Million Dollar Scholarship Challenge, beginning with members of his 1956 graduating class. To date, 5 1956 classmates have committed to the creation and funding of \$500,000.00 for 5 separate scholarships. The fund will provide merit-based (applicants shall be in the top 20% of their respective graduating class) scholarships to freshmen entering an accredited College and/or University majoring in the field of Speech Communication. Recipients shall be known as Steil Scholars.

In Memoriam

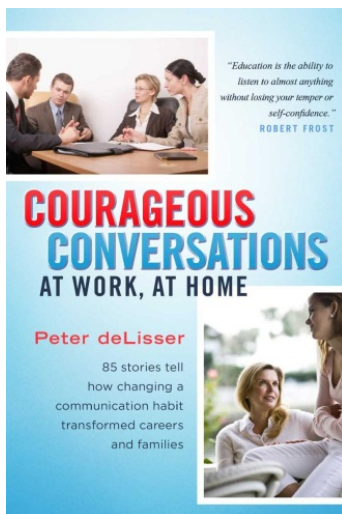
Steil, DeAnna T.(Dee) Adored Wife, Mother, Nana. Loved Servant of Others. Age 72 of North Oaks passed peacefully at home on February 25, 2012 surrounded by her loving family. Survived by her husband of 48 years, Manny; children, Scott (Sarah), Sara (Sam) Shuster and Stacy Steil; grandchildren, Elliot, Josie, Ben, Joseph, Zach, Sophie; grand-dogs, Cash and Tango; siblings, Delton (Betty) Halvorson, Leon (Audrey) Halvorson, Sherry (Vince) Sether and Allen (Evelyn) Halvorson. Dee was loved by everyone who knew her. She was a gifted pianist, loved to cook, garden, ski, travel and spend time with her grandchildren. Dee was the ultimate hostess and server of others.

MEMBER NEWS

WELCOME NEW MEMBERS!

Narsin Altuwairesh	United Kingdom
Kaitlin Cannava	US
Byung In Cho	South Korea
Diane Cunard	US
Terra James	US
Dayna Mitchell	Ada
Candice O'Connor	US
Daniel O'Neill	US
Piia Salmi	Finland
Avn Sturm	US
Tessa Hughes	US
Claudia	Switzerland

MEMBER PUBLICATIONS



ILA OFFICER ELECTIONS

The ILA Nominating Committee – which consists of Linda Diamond (Business/Research Interest Areas), Michael Gilbert (Higher Ed/Training & Consulting Interest Areas), Helen Meldrum (Health Care Interest Area), and Diana Schnapp (Religion Interest Area), and Marian Their (Business Interest Area) have announced the slate of candidates for consideration at the 2012 convention. A brief biography of each candidate follows.



First Vice President: Pam Cooper (editor of the *International Journal of Listening*) – After 25 years at Northwestern University, Pam retired to Hilton Head Island, SC. Partly because of her reputation for excellence and her desire to continue to impact the future of communication and more specifically listening, Pam agreed to a faculty appointment at the *University of South Carolina Beaufort*, which is the newest four-year institution in the *University of South Carolina* system. Pamela writes “ILA is my professional home. I believe we can truly make a difference in listening education in a variety of contexts. Although listening is the communication skill we use most, it is the one we are trained in least. I wanted to become more involved in ILA and serve as a way of paying back all that ILA has meant to me.”

Second Vice President: Phil Tirpak – Phil is the Assistant Dean of Liberal Arts for Communication Studies and Theatre at the Annandale Campus of *Northern Virginia Community College* (NOVA). Phil entered collegiate administration and teaching through a military track. He served for 15 years in the U.S. Army Judge Advocate General’s Corps, which included a two-year stint in Saudi Arabia following Desert Storm. He was also the Executive Assistant to the Assistant Judge Advocate General for Military Law and Operations and was involved in JAG’s task to develop Military Commissions. Phil believes that all of these experiences have made him a better teacher and administrator and a more effective listener



Member @ Large, Special Projects: Melissa Beall – In addition to serving on almost every ILA committee and in almost every ILA officer position imaginable, Melissa was the leader of the Education Context at the ILA Fall Forum: Developing the Listening Research Agenda for the Next Ten Years at Rockhurst University in Kansas City, MO, in October 2006. She is member of the ILA Hall of Fame and has won the ILA Distinguished Teaching Award and several ILA Presidential Awards. She will be inducted into the Central States Communication Association Hall of Fame on March 30, 2012



Student Member: Trevor Hannum – Currently in the second year of membership and second term, first full-term as the Student Board Member with the ILA, Trevor joined the ILA as a convention planning intern in January 2011 and a member in March 2011. He received a Bachelor of Science in Public Relations and Organizational Communication from Missouri Western State University in December 2011 and began graduate studies and service as a teaching assistant at Auburn University in January 2012.

PRESIDENT'S PERSPECTIVE

Our first large sustainable effort was a revamp of our website and social media use implementation. A personal thank-you is extended to Shaughan Keaton at Louisiana State University who stepped-up as web editor. Our website is our main portal for information for both our current and potential members. ILA now has a more graphically enhanced and user-interactive site. Many of you have commented on how easy information is to find and how interactive the site is with the blog and forum features. This could not have been done without Shaughan's knowledge and skills. In regards to social media, we now have a presence on Twitter, Facebook and LinkedIn. Just this past week I was contacted by a potential new member through LinkedIn. This member is part of another organization that is very interested in ILA. In regards to LinkedIn, sometimes a click of the mouse and short message can go a long way in connecting new individuals to the ILA.

Our second large sustainable effort was to move forward several amendments generated by either the board or our members. The most important amendment is the change to electronic voting for both our Constitutional amendments and our officer elections. This amendment will provide a more democratic process and will allow each ILA member a voice. Electronic voting will also allow for shorter business meetings at our annual conventions by moving much of the discussion online. This is an important amendment that will be voted upon at our upcoming convention. Debra Worthington, our current Vice President Elect has spent countless hours editing and framing various bylaws and amendments this past year. The process has been tedious yet seamless, because of her vast dedication and knowledge. I encourage you to review this amendment and others in previous Email blasts or now within this edition of the *Listening Post*.

The third sustainable effort was producing two unique editions of the *International Journal of Listening*. Our first special edition includes pedagogical approaches to listening, which created a record number of submissions. This edition will detail several approaches to teaching listening skills within our various classrooms and providing applications to both teachers and trainers. Our second special edition is a student edition which is currently accepting submissions. This edition will showcase peer-reviewed student research that will showcase novel research endeavors. This edition will assist in sustaining listening research and will hopefully introduce new students to ILA bring them into our membership.

The fourth sustainable item was the creation of the capital fund to stimulate repayment of the life fund. This is a creative approach implemented by Laura Janusik as part of her past president's project. This will ensure the sustainability of our financial future while maintaining our current solvency within other budgetary categories.

Although I have mentioned four large sustainable items, there are many I have missed such as the continued efforts of our certified listening professional committee, our nomination committee, and the many members who have volunteered their time and efforts within various other projects and committees

Recently I had the opportunity to discuss with an ILA member the many larger sustainable accomplishments of this past year. We both agreed the smaller things really assist in sustaining our organization. Small gestures like saying "thank-you" or sending a quick email or phone call to check on fellow ILA colleagues and friends can have long term sustainable benefits. My goal as president this past year was to assist in sustaining our organization and moving forward. I encourage you to also sustain *our* ILA through your involvement in either a small or large way.

LISTENING LEGEND

James Floyd has recently retired from the University of Central Missouri after decades in teaching and researching listening. Jim was kind enough to answer a few questions for the readership of the *Listening Post*.

Teaching at the Core of Listening as a Discipline

David Beard: Let's talk, first, about your textbooks -- both in Business and Professional Communication and in Listening. When you wrote "*Listening: A Practical Approach*" (Scott Foresman & Co., October 1984), total membership of the ILA could be crammed into a single movie theatre. How did you approach this early textbook at such an early moment in the field?

James Floyd: The first Listening conference I attended was in Washington, D.C. At that time, Wolvin and Coakley were just publishing their book (which of course went into multiple editions). I asked Carolyn if she had a copy, and she got one for me. I had just decided to try writing a text. As I was in the process of writing, Barker, Steil, and Watson came out with their text. I had decided to write a highly practical book, based largely on my teaching of listening. (I started teaching the course at University of Central Missouri in about 1979 or 1980.) When I submitted early drafts, the editor at Scott, Foresman (and the reviewers) were not impressed. I had written far too informally and "folksy." With some valuable input from Blaine Goss and the help of my second editor, Barbara Muller, the text finally emerged as it is. I think it retained a practical approach. Wolvin and Coakley did an outstanding job writing about listening, as did other texts. I felt mine focused more on how to listen. The text turned out to be far more successful than I expected. It was dropped when Scott, Foresman sold the company to HarperCollins. I might add that two aspects of the book seem to have made the largest impact: The Three Rs and The Entertainment Syndrome. Nearly 30 years later, students repeatedly write (in course evaluations) that the Three Rs changed everything. Students love them and swear by them. At any rate, that first attempt at text writing was not only trying, it exposed numerous weaknesses in my understanding of listening.

LP: Ten years later, you co-authored a textbook in business and professional communication ("*Business and Professional Communication*" by Dan B. Curtis, Jerry L. Winsor, and James J. Floyd; Kendall Hunt 1997). What role did listening play in writing that text? And how did your experiences in writing the first textbook inform the process with the second one?

JF: In the two editions of the business professional text (The first ed. published by HaperCollins and the second by Kendal/Hunt), I wrote the listening chapter and obviously based much of it on what I had written earlier. I also felt that the chapters I wrote on audience analysis and audience adaptation were lined up with an emphasis on listening. The influence of that chapter may have been greater than the listening text. That book was adopted by as many as 35 universities and was in print for several years.

The Dialectics of Listening: Teaching and Research, Social Scientific and Humanistic Study

LP: So much attention is paid to grounding listening in research, we forget, sometimes, that textbooks and undergraduate courses are what sustain faculty lines. If we did not offer undergraduate courses in listening, and if we did not offer courses that took listening seriously, advanced research would suffer. Can you explain the dynamic between teaching (in the classroom and in your textbooks) and research as you understand and approach the field of listening?

JF: Ultimately, I see no reason to choose between teaching and research. If there weren't researchers, what would be in the texts, and what would teachers teach? On the other hand, without teachers who attempt to help students understand, apply, and use research, the researchers (as historian Edmund Morgan once said) would write only to each other or themselves. I hope that neither group disparages or denies the work of the other. I think there is room for considerable diversity. At ILA conferences, one often hears discussions on this issue. I like the hard-hitting, yet friendly, ones that take place between scholars like Graham Body and Mike Purdy.

LP: Your career as a researcher bookends the *International Journal of Listening*. I remember how impressed, I was to read your piece in the first edition of *IJL* ("Listening Theory In Modern Rhetorical Thought") because so much of the

LISTENING LEGEND

research in listening comes from social-scientific orientations. Over the 30 years of your career, your work developed -- widening in its intellectual resources and sharpening in its critical insight. Your work is rhetorical, dialogical, and humanistic -- while certainly remaining versed in the insights we can gain from social scientific research. What is the place of humanistic inquiry in listening, as you understand it, in the 21st century?

JF: I do indeed approach listening (and communication generally) from a rhetorical, dialogical, humanistic approach. These are simply my interests, stimulated considerably by having studied under Richard Johannesen, Robert Gunderson, and Mike Prosser. I tend to think that communication is more of a philosophical study than a scientific study. However, others (often far more capable than I) feel exactly the opposite. Again, I think we can work together, share ideas, critique one another, argue with one another, etc. At the same time we can maintain friendship, respect and collegiality. I think, too, that the work of McLuhan, Postman and others suggest a moving toward humanistic approaches, but I don't know that for certain

The Future of Listening and Listening Research

LP: This interview is occasioned by your retirement. What research questions about listening will you engage in your retirement? And what questions do you think will follow us into the next century?

JF: In my retirement, I hope to continue studying the possibilities for dialogue and the growing relationship between communication and media. My greatest hope is that, through the efforts of people in ILA and others interested in listening, we will be able to reach the point where listening is actually viewed as half the communication process, not just an interesting, perhaps odd, aspect of it.

LP: Those questions will likely be answered in *IJL*. As the first editor of *IJL* in its Modern period (as a publication appearing more than once a year, in library databases across the world), what advice do you have for first-time authors for the journal? And what guidance do you have for editors yet-to-come?

JF: Editing the *IJL* is a great experience. I urge anyone so inclined to take a shot at it. The editor has an opportunity to know and interact with people around the U.S. and around the world. The editor gets to read submissions as well as the comments and suggestions provided by reviewers (a hugely valuable group of scholars). I urge anyone to submit to the journal. Don't be afraid to do what you think needs doing. Use the reviews, the rejections, the recommendations for revising or re-doing as useful and valuable help. And when you get published, know you'll have an impact.

RESEARCH OPPORTUNITIES

**Centre for Oral Communication:
Current Projects in the Field of Active Listening and Listening Comprehension
By NEED NAME**

The Centre for Oral Communication was established in summer 2009 at the *Pädagogischen Hochschule Zentralschweiz Zug* in Switzerland (Teacher Training University of Central Switzerland). It researches and promotes oral communication in schools and educational contexts. One of the main projects in the field of listening comprehension is a study which explores the impact of attention on listening comprehension. For this purpose, about 400 Swiss children at the age of eleven and twelve are being tested on self-concept, attention, working memory, listening comprehension, reading comprehension and grammar. The study will contribute to the development of a listening competence model. Furthermore, it will promote teaching practice based on empirical findings. The first results are expected at the end of 2012.

Another project in planning is a piece of educational software for individualized listening training: *Werkstatt Zuhören* (Listening Workshop). It is geared towards learners in German-speaking areas aged between 11 and 15, and includes manifold tasks for the development of different listening skills, as well as supplementary information (for example information about the human auditory system or links to related websites). The *Werkstatt Zuhören* is based on the latest findings of science and technology, and takes account of current didactic standards. It is due to be released at the end of 2015. More information: <http://www.zentrum-muendlichkeit.phz.ch/projekte/>

**Be a Part of Intercultural Listening Research!
By Laura Janusik**

Are you teaching at the university level this semester? Looking for a way to get your students involved in listening research? There's currently an intercultural study underway that is collecting data in various continents in five languages. The study is twofold. First, Shawn Keaton and I are investigating metacognitive listening strategies in an attempt to validate an instrument that could be used across cultures. Second, Margarete Imhof and I are continuing our work with the Listening Concepts Inventory.

Students would be sent a short description of the zoomerang survey by you, and they are asked to click on the link of the language they were born speaking. So far, the instrument appears in the following languages: Bulgarian, English, Finnish, German, Japanese, and Spanish. If a student grew up with a different language, then she/he selects the language of most comfort. If you have over 100 students who speak a different primary language, we'd be willing to talk with you about translating the instrument to that language, too!

The survey is comprised of two parts, the first being 11 statements about how one listens to lectures in classes when they are taught in one's primary language, and the second being a list of 33 words that are measured in terms of their association to listening. The entire survey should take less than 15 minutes to complete.

We're looking to get the largest sample possible, and data will be collected through the first week in April 2012. We have the ability to keep a list of names, if you'd like to offer your students extra credit.

Interested in having your students participate? Simply contact me at Laura.Janusik@Rockhurst.edu

RESEARCH

Listening and Projection: Part II of Freud and Jung on Listening Michael Purdy, Emeritus Professor, Governors State U., IL

In the first installment of this two part article I concluded the following: The work of Freud, at least in his therapeutic listening, was equally about setting the ego of the therapist aside, maintaining presence and not directing or controlling the situation or trying to hold onto assumptions—listening for *something* we miss what we do not yet know. [The goal is] listening for a balance among the “interests” of the total situation—spoken and non-spoken communication, mood, attitude, history, expectations, the details of the physical situation. Besides listening with one’s attention open to whatever might arise in the therapeutic situation, Jung said one had to listen for projections. Jung’s concerns about projection are based on the dyadic *relationship* of therapist and patient and on the fact that the therapist’s role is that of a supportive listener. For us the focus is on relationships with significant others, our family and friends, whether on Facebook or over a cup of coffee or tea. A common meaning of the term *projection* is: Attributing to the world of external affairs—especially to others—meanings, intentions or motives that actually originate from within the unaware individual.

Alfred Adler, the psychologist, used power relations to explain individual problems and concluded that I project onto others or events from my own sense of inferiority. Freud would say a person projects on the basis of hang-ups that go back to childhood. Jung said these are some of the motives for behavior, but also that projections are unconscious, people aren’t aware that they are projecting on others or situations. Projections develop unintentionally and are often expressed in emotional situations. Generally we see or experience the world from individual perspectives that can be quite subjective and fragmented, indicating a strong separation between ourselves and others. This distance leads to a lack of empathy and hence to projections without any awareness of consequences.

Thinking about Jung one might ask: “if projections are unconscious can one even notice a projection? Of course we *can* become aware of projections, but we must note that there are two kinds of projections: those of the speaker and those of the listener. As a therapist listening to a patient Jung would reflect or mirror back to the patient what they had said. This is a common listening “technique” that helps the speaker hear themselves and notice what they are expressing and projecting. There are variations of this technique that include the listener summarizing and paraphrasing what is heard. Our listening response can even include careful evaluative responses in the appropriate situation. As in the first part of this article the most important listening is that which is totally present and responsive to what comes up in the field. As projections arise in the field of a relationship and are given attention by the listener, Jung says, then they can be noticed and owned by the speaker. Once owned they are no longer expressed unconsciously and we can begin to catch projections before they are expressed. As we become more self-aware we can notice our own projections by listening to ourselves.

Mario Jacoby (1994), a Jungian therapist, stresses the individual’s role in human development: “If we learn to listen closely, we can make out something like a ‘voice’ of the inner Self and develop a sensitivity for what ‘sounds’ right for us.” That is to say, we can get help from therapists but somehow we need to be listening to self, to find ways to make self-listening work for us.

Since we spend a lot of time listening and since listening is the glue of relationships we must ask: As listener do we project our meaning onto the speaker? Do we read into the situation, projecting only what we already know, distorting what we hear? To make sense of the critical listening that must take place in any relational situation, the listener must “read” the field. If we as listeners are not listening with the field of the situation—if we are not self-, situation and other-aware—not fully awake, attuned with the situation—the resulting speaker projections and counter (listener) projections could lead to confusion rather than healing, conflict rather than harmony. Hence a self-aware person, a conscious listener, would not be projecting anything because they would be totally aware of what is happening in a situation. They would be listening keenly and not imposing or attempting to control or manage the situation in any way, and expressing what is required in harmony with the field—in a Jungian integrality there would be no unconscious projecting, only supportive listening.

References

- Jacoby, Mario. (1994). *Shame and the Origins of Self-esteem: a Jungian Approach*. London:: Routledge.
Jung, C. G. (1966, 1954) *The Practice of Psychotherapy* (The Collected Works of C. G. Jung, Volume 16). Translated by R. F.C. Hull. Princeton, NJ: Princeton U. Press.

RESEARCH

Teaching Listening - In Text Messages By Peter deLisser

Teaching my grandchildren how to Listen has become fun and easy-they are quick to respond to my text messages. No computer to open nor wade through dozens of other emails. A quick open, a quick read, a quick practice of a fundamental! What follows are example text message exchanges which speak for themselves. PT stands for Pete's Text. GT stands for Grandchild's Text:

PT – Skilled listeners master 3 FUNDamentals: 1) Make a statement that includes speaker's key words/phrases; 2) Ask a question about speaker's key words/phrases; 3) Transition from listening to speaking. Let's work on statements now. Send me a one sentence statement about something you are doing now and I'll send a listening response.

GT – I am busy at work now. Can't talk.

PT – Glad you are busy at work (my statement using your words "busy at work proves I listened). I'll send another message tomorrow.

NEXT DAY

PT- Lets practice making a Listening Statement now (Your one sentence listening statement will include one of my key words. example- you might say "I don't understand how to make a statement". Your turn

GT – "I don't have time now to practice Statements."

PT – I'd like to know when you will have time

GT – Maybe I'll have time tomorrow afternoon.

PT – Tomorrow is a date. I send text before noon.

NEXT DAY

PT – Let's practice another Listening FUNDamental today - Asking Questions. I'll send a statement and you start your response with how, when, where, who, what. Example – In response to my statement "Let's practice asking questions today" you might ask "How long will it take to practice questions? Ask a question now about my next statement: "Asking questions in class will impress your teachers."

GT – How will asking questions impress my teachers?

PT – Great Listening response. Now ask a question starting with when, who, where or what. Here's my statement: "Only 10 percent of students ask questions in a classroom."

GT – What percent of girls ask questions?

PT – I don't know what percent of girls ask questions. However tomorrow we will practice the third Listening Fundamental: Transition. Goodbye.

NEXT DAY

PT- Third Listening Fundamental is Transition which has 2 steps. Step 1 is to Make a Statement. Then Step 2 is to change the subject to something you want to talk about. An example is my last sentence yesterday.

NEXT DAY

PT – Let's practice third Listening Fundamental: Transition. You send me a Statement about what your are doing and I'll Transition (make a statement AND then change the subject).

GT – I am doing my homework so I'll get better grades.

PT – I sure hope you get better grades and now I'd like you to use Transition fundamental in response. (I just demonstrated the Transition Fundamental)

GT – I'll practice the Transition fundamental but need to complete my homework first.

PT – Completing your homework first is a priority. We'll practice Transition tomorrow

Greetings!

As the Second Vice-President, Membership, I'm responsible for proxy votes for the annual ILA membership business meeting. If you plan to attend the 2012 convention and the membership business meeting, then you can cast your vote at the convention. However, if your plans do not include Bremerton, we still need to hear your voice. – Phil Tirpak

Below is the Slate proposed by the ILA Nomination Committee for ILA Offices:

First Vice-President: Pamela Cooper

Second Vice-President, Membership: Philip Tirpak

Member At Large, Special Projects: Melissa Beall

Student Member: Trevor Hannum

Nominating Committee:

Linda Eve Diamond, Business Interest Areas, from the state of Florida

Michael Gilbert, Higher Ed/Training & Consulting Interest Areas, from the state Michigan

Helen Meldrum, Health Care Interest Area, from the state of Massachusetts

Dianne Corley Schnapp, Research and Religion Interest Areas, from the state of Kansas

Marian Thier, Business Interest Area, from the state of Colorado

Note from Nominating Committee to Membership: No International member self-nominated, nor did any International member respond to the various solicitations for nominations. It is suggested that an effort be made at the Convention Business Meeting to nominate from the floor one or two International members to serve as Members at Large to the 2012-2013 Nominating Committee since the Constitution of the ILA requires two members at large be selected from the floor.

Please choose one:

Option 1. If you would like to cast a vote for the slate or any amendments, simply hit "reply" to this message with this statement in the message section:

I give Philip Tirpak the right to vote for the slate and other important business matters at the 2012 Bremerton convention.

Your name _____

OR If you would like someone else to have the proxy to vote for you on the slate and/or any amendments, or if you want to write in a candidate, simply hit "reply" to this message with this statement in the message section:

Option 2. I give (name of your proxy holder below) the right to vote for the slate and other important business matters at the 2012 Bremerton convention."

Your name _____

Write-in candidates for nomination _____

Person who should vote my proxy _____

Special instructions if any _____

Your proxy must be received by March 17, 2012 by postal mail or by March 23, 2012, by email.

ptirpak@verizon.net

Philip Tirpak

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ILA 2012 Proposed Constitution & Bylaw Changes

The following changes, additions and deletions have been proposed. **New language is bold-faced.**

Original Wording	Additions/Revisions	Rationale
<p>Proposed Constitutional Amendment Change #1</p> <p>Consolidate Sections 3 and 4 of Article VI of the Constitution, replace with the following. Renumber remaining sections. Remove Section 2 of Article VII.</p> <p><i>If passed, this change will go into effect immediately at the 2012 annual business meeting. It will apply to all other amendment and bylaw elections and voting EXCEPTING filling the two member-at-large positions on the nominating committee at the annual meeting and voting for the 2012 slate of officer at the annual meeting.</i></p>		
<p>Article VI – Association Meetings.</p> <p>Section 3. Voting. During the business meeting, held during the annual meeting of the Association, the Executive Board shall propose issues upon which the membership shall vote. These votes include, but are not limited to, appointment to the Executive Board, amendments to the Constitution or By-Laws, and presentation of Honorary membership.</p> <p>Thirty days prior to the annual meeting, the Second Vice-President shall send a call to all active members that states the ability of those unable to attend the annual or special Association meeting shall be notified by sending a signed statement to the Association designating another active member to serve as proxy. A proxy holder may cast as many votes by proxy as the number of designated proxies held.</p> <p>Given that all members have the ability to vote (either via proxy or in person) on issues presented prior to the business meeting, a quorum is considered met for all issues proposed thirty days prior to the annual meeting. To be passed, an issue must receive a two-thirds vote of the active members voting either by proxy or in person.</p>	<p>Section 3. Voting. The Executive Board shall propose issues upon which the membership shall vote. These votes include, but are not limited to, appointment to the Executive Board, amendments to the constitution or by-laws, and presentation of Honorary membership. Thirty days prior to the annual meeting, the First Vice-President elect shall send out a list of proposed addendums and revisions. Discussion of the proposals will be open for 30 days, and may include electronic discussions or special meetings at the convention. Addendums, revisions, and deletions to the proposed amendments and by-laws may be proposed to the Executive Board at any time up to the conclusion of the Association’s annual business meeting. The final version of the proposed addendum or revision will be sent to the membership for vote by the First Vice-President within 45 days of the conclusion of the annual convention. Given that all members have the ability to vote (either via email, or postal mail), a quorum is considered met for all issues proposed thirty days prior to the annual meeting.</p>	<p><i>This modification reflects changing technology that today allows the Association the means to extend voting on both constitutional and bylaw amendments beyond the annual convention. Most importantly, it provides a more inclusive democratic voting process. Annual business meetings would be more efficient with discussion focusing on finalizing the wording of proposed issues. It would allow nonattending members to vote on final versions of proposed constitutional or by-laws. It provides an opportunity for new amendments or by-laws introduced at the annual meeting to be discussed by and voted on by nonattending members.</i></p>

When issues are raised during the business meeting that require a vote by the active membership, ten percent of the active membership is required to be in attendance at that meeting in order to bring the issue for a vote. If this quorum (10% of active members) is not met, the Executive Board will table the issue until after the conclusion of the annual meeting. No more than thirty days after the annual meeting, the Second Vice-President will send a ballot out to the active members. Active members will be given thirty days to vote on the issue. The issue is considered passed if a two-thirds vote is achieved from all active members who choose to vote.

Section 4. Voting on By-Law addenda or revisions. An Email or postal literature is sent to the membership that includes the proposed motion (addendum or revision) to the By-Laws. Discussion will be open for 30 days, and on the 31st day, a second Email or postal mailing is sent to the membership for voting. Voting will be open for seven days at which time voting will close. For an addendum or revision to pass, 10% of the current active membership must vote to constitute a quorum and 2/3 of those voting must affirm the motion to constitute a change. Voting options will include, “accept,” “reject,” “abstain,” and “refer to the annual meeting”.

Article VII: Amendments

Section 2. Voting. This Constitution shall be amendable by a two-thirds vote of the active members voting at the annual convention.

For discussion of amendment and by-law addenda and changes, or when additional issues are raised during the annual business meeting that require a vote by the active membership, ten percent of the active membership attending the annual meeting is required to be in attendance at that meeting in order to bring the issue for a vote **to the membership**. If this quorum (10% of active members) is not met, the Executive Board will table the issue until after the conclusion of the annual meeting.

An email or postal literature is sent to the membership that includes the proposed motion (addendum or revision) to **the constitution or** the by-laws. **Discussion will be open for 30 days. Voting will open on the 31st day and will be open for seven days at which time voting will close. Voting may be done by mail or email ballot.**

- a. For a **constitutional addendum or revision to pass, 20% of the current active membership must vote to constitute a quorum and 2/3 of those voting must affirm the motion to constitute a change.** Voting options will include, “accept,” “reject,” “abstain.”
- b. For a **by-law** addendum or revision to pass, 10% of the current active membership must vote to constitute a quorum and **a majority** of those voting must affirm the motion to constitute a change. Voting options will include, “accept,” “reject,” “abstain.”

Article VII: Section 2 would be deleted.

	<p>Addition: New Section 4: Voting for Elected Officers.</p> <p>The nominating committee will present candidates for elected positions to the membership no later than October 1st of each year. An email or postal literature is sent to the membership that includes the candidate's name, position they are running for, a position statement, and any other information the committee deems relevant. Discussion will be open for 30 days. Voting will open on the 31st day and will be open for seven days at which time voting will close. Voting may be done by mail or email ballot. The First-Vice President will be responsible for counting and reporting voting results. Given that all members have the ability to vote (either via email, or postal mail), a quorum is considered met for all officer elections. Voting options will include "yes," "no," as well as the option for a write-in candidate. A plurality of votes will result in winning the election. In case of a tie, voting will be reopened for another 10 days. Member will be notified, and members who have not previously voted may cast their vote during this time period.</p>	<p><i>This amendment would go into effect immediately following the 2012 convention.</i></p>
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Proposed Constitutional Amendment Change #2

Article III: Membership. Section 3. Change in Annual Dues payment schedule:

<p>Section 3. Dues. Annual dues shall be payable in advance for one year. Annual dues shall be reviewed on an annual basis and set at the Association's annual convention by the Executive Board. Memberships begin on the first of the month following receipt and are good for 12 consecutive months.</p>	<p>Change: Memberships begin on the date of payment and are good for 12 consecutive months.</p>	<p><i>This proposed change reflects actual Association financial practice.</i></p>
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Proposed Bylaw Changes

Article 1: Duties of Officers.

Add new section 9: Removal from Office.

Section 9. Any elected officer or board member may be recalled during his or her term of office by a 2/3 majority vote of the active members during a special meeting, as called by the President. If the President is the object of the recall, the next officer in the line of succession will call the meeting. The reason for the recall must be stated with sufficient supporting documentation and may include failure to serve the organization, malfeasance, et al. If the board member is recalled, the board will fill the position temporarily until the next official election of officers and board members.

This proposed addition recognizes other reasons that a board member may need to be removed from office besides nonattendance, and provides the membership with a recall process for elected officials.

Add new section 10. Term Limits.

Section 10. All elected officers will be limited to a six year term limit, combined across all elected positions. Members may self-nominate or be nominated to serve in an elected position following a three year sabbatical.

Term limits for Board Members of Non Profit organizations is considered a "best practice." A three year sabbatical allows former board members to "recharge their batteries," serve the organization in other important areas, and provides opportunities for new members to take on leadership roles.

Hank Lewis of Development Consultant Associates, a consulting group specializing in leadership and fundraising development for nonprofit groups, provides an excellent rationale for the importance of board term limits and their relationship to diversity, creativity, and flexibility of a nonprofit organization:

<http://managementhelp.org/blogs/boards-of-directors/2011/08/29/term-limits-for-non-profit-board-members>

Michael Wyland, a partner with Sumption and Wyland addresses the importance of elected officers stepping down from office for more than one year at the end of their term: http://www.sumptionandwyland.com/index.php?option=com_content&task=view&id=40&Itemid=57&rid=49

Article II: Executive Board and Committees

Section 1: Committees

Change 1.i. The chairs of the Standing Committees appointed by the President are: Archives, Awards, Business, Curriculum/Assessment, Elementary/Secondary, Local Arrangements, **Certified Listening Professional**, Research, and Site Selection.

Modify other bylaw wording to reflect new role of CLP as a standing committee.

This proposal brings the bylaws in line with established Association practice regarding standing committees.

Note: Pending results of the 2011 Bylaw voting, Curriculum/ Assessment, Elementary/ Secondary may be changed to "Education."