

# PRACTITIONER TO PRACTITIONER

NATIONAL ORGANIZATION FOR STUDENT SUCCESS

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The NOSS *Practitioner to Practitioner* publishes articles of interest for developmental education professionals including administrators, faculty, learning assistance personnel, academic counselors, and tutors who are interested in the discussion of practical issues in post-secondary developmental education. *Practitioner to Practitioner* is published electronically twice each academic year. Articles in *Practitioner to Practitioner* are indexed in ERIC.

### NOSS *Practitioner to Practitioner* Submissions

Articles should relate to issues that inform and broaden our understanding and practice of teaching and learning in developmental education. The subject of the article may emphasize innovative approaches, best practices, how meaningful research affects teaching and learning, or techniques to enhance student performance. Review the “Call for Manuscripts” on page 2 for more information.

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## MISSION

NOSS exists to assist education professionals in making a positive difference in the lives of students.

NATIONAL ORGANIZATION FOR STUDENT SUCCESS  
**PRACTITIONER TO PRACTITIONER**

*“Promoting Communication among Education Professionals Who Care About Student Success”*

## Call for Manuscripts

*Practitioner to Practitioner* is a publication of the National Organization for Student Success (NOSS). NOSS invites articles of interest for professionals in higher education that relate to issues which inform and broaden members understanding and practice. The subject of the article may emphasize innovative approaches, best practices, or techniques to enhance student access, performance and/or retention. Researched or non-researched articles are accepted. If researched, then the article should include references.

Please follow these guidelines when submitting your manuscript:

- There is no deadline for submission. All submissions are accepted for review at any time. *Practitioner to Practitioner* will be published depending on the number of manuscript submissions. Issues are published electronically on the NOSS website.
- Articles are written for faculty, counselors, support service professionals, and academic administrators.
- The article must be proofread and edited. Authors are responsible for content and accuracy of their work. *Practitioner*

*to Practitioner* articles are generally between 1200 and 1500 words and should conform to current APA Style.

- References, citations in the text, tables, figures or a bibliographic section are only necessary with researched articles.
- The body should be double-spaced with one-inch margins, 11-point font. Do not justify the right margins.
- The manuscript must include a cover sheet with:
  1. Title of the article
  2. The names of the author(s)
  3. Job title and employer of each author
  4. Name, address, and email of author responsible for correspondence.
- The subject matter must be relevant to the journal’s audience.
- The manuscript must not have been published previously nor be scheduled for publication in any other publication.
- Manuscripts must be electronically submitted in .doc or .docx format as an attachment to an email addressed to [practitioner@thenoss.org](mailto:practitioner@thenoss.org)
- NOSS will acknowledge receipt of manuscripts via email within ten days.
- Articles are **not** refereed.
- All communication will be with the lead author, who is responsible for all communication with any additional author(s).

### **NOSS Practitioner to Practitioner**

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# Remembering a Legend:

## In Honor of Dr. Hunter Boylan

**Dr. Deborah Daiek**, Immediate Past President of NOSS  
*Practitioner to Practitioner* Editor

It's been over a year since NOSS lost one of its founding leaders to retirement—Dr. Hunter Boylan. He played a vital role in shaping the field of Developmental Education by making student success a priority on our campuses. He may have retired, but his many contributions will continue on. Over the years, Hunter researched, published and assisted practitioners by seeking out and assisting with the development and/or researching the efficacy of support services, practices and programs, i.e., tutoring, supplemental instruction, peer assisted learning, support courses, advising, standards, placement and assessment practices, program evaluation, professional development, learning communities, use of technology, active learning strategies, classroom assessment techniques, etc.; for the purpose of supporting students' success.

Hunter began his career on the streets of Los Angeles—recruiting motorcycle gang members for

college. His encouragement and determination paid off. He was able to make a positive difference in the lives of many. He committed his professional life to years of advocating, researching, lecturing, writing, and fighting for our students...and for us...letting us know “what works.”

This issue of *Practitioner to Practitioner* is dedicated to honor Dr. Hunter Boylan, because he had and continues to have such an impact on education and student success...and because he is a founding member of this organization. NOSS members who have earned degrees have most likely cited his work. Practitioners have relied on—and continue to rely on—Hunter's input and research in order to secure grant funding, as well as institutional approval and funding for the provision of new programs, courses, services and practices. This issue is intended to help us move forward by honoring our current work with our past.

## Dedication to Dr. Hunter Boylan

**Dr. Jane A. Neuburger**, Past President of NOSS (NADE)

Without Dr. Hunter Boylan, I doubt very much that developmental education would have become the thriving field of endeavor it has been, for so long, for so many professionals, and I know that the leadership and scholarship he has shown have had huge and positive impacts on student success and development. We owe him much.

Dr. Boylan began, as did many of us, by simply attending a meeting – although in this case, it was the 1976 founding meeting of the National Association for Remedial/Developmental Studies in Postsecondary Education (NAR/DSPE) in Chicago, IL. From that beginning, and while he was at Bowling Green University, Dr. Boylan presented at the 1978 and 1980 conferences in Chicago and St. Louis respectively; by 1981, he served as the Conference Committee

Chair and then became president, an office in which he served through 1983. He has presented at every NADE Conference since 1980 except for Boston, has twice delivered the NADE keynote address, and presented many pre-conference institutes and returned the revenue to NADE, including the 2018 pre-conference.

As the 1981-83 President of this emerging organization, he started NAR/DSPE Chapters in New York City, Washington, Florida, and brought in existing state organizations from New York (NYCLSA) and South Carolina (eventually, SCADE) as NAR/DSPE Chapters. Additionally, he brought in the Pennsylvania Association for Developmental Education (PADE) and North Carolina Association for Developmental Education (NCADE) as NAR/

SPE Chapters, and he started Ohio and Mississippi Chapters. Those of us who have served as NADE/NOSS officers working with chapters can understand how much time and energy it takes to work with and help develop new state and regional chapters. How much more it must have been prior to a fully operational Policy and Procedures Manual and written steps for helping chapters.

In addition, during his leadership, Dr. Boylan increased membership from 350 to 1200, increased revenue from \$1,200 to \$9,000, established the NAR/DSPE Committee System, and established the NAR/DSPE Awards program, both of which are still the basis for the NOSS committee system and awards program. Due to this tremendous early work, in 1983 he was awarded the NADE “Outstanding Leadership” award.

In 1984, as Immediate Past President, a role that remains to this day, Dr. Boylan initiated and served as Chair of a NADE “New Directions” Task Force and initiated NADE political liaison efforts. In this role, he organized and delivered NADE’s first reception for House of Representatives and Senate Staffers in Washington, DC. In 1983-4, Dr. Boylan initiated and maintained the four-page and extremely helpful Research in Developmental Education (RiDE) and remained as editor until 2002. For this service, he received NADE’s Outstanding Research/Publication Award in 1985.

By 1988, Dr. Boylan was the Director of the NCDE and a Professor of Higher Education in the graduate program at Appalachian State University, yet he kept his ties to NADE by planning and implementing three national conferences on developmental education (1992, 1996, and 2001), and included NADE as a co-host- at no cost to NADE- for all of these. When one considers the publication and mailing costs of sending 10,000 brochures out to colleges and universities around the country with NCDE and NADE listed as sponsors of an event, that’s quite a bit of free publicity. He again included NADE as a co-host, at no cost nor contribution, for the First International Conference on Research in Access and Developmental Education in 2007.

In 1996, following work initiated by Martha Maxwell, Dr. Boylan co-founded, became Chair, and

was one of the Founding Fellows of the American Council of Developmental Education Associations (ACDEA, now CLADEA). This kept NADE as one of the primary organizations dedicated to learning assistance and developmental education. 1996 also saw the NADE award for “Outstanding Research Publication” renamed the “Hunter R. Boylan Award” in his honor.

In 2014, he worked with Paul Nolting on the joint NADE/AMATYC National Summit on Developmental Mathematics; delivered the keynote address for NADE Conference in Greenville, NC in 2015, has written NADE history and updated it every year between 2001 and 2016, and helped develop and chaired NADE Town hall Meetings at the 2015 and 2016 conferences. It is no surprise that he has been listed in Who’s Who in American Education since 1990, and in Who’s Who in America since 1999. And of course, Dr. Boylan has served on NADE’s Emeritus Council Advisory Board since his presidency.

Perhaps one of my earliest memories of Hunter Boylan – among many memories – is from my own Kellogg Institute experience. We learned so very much there – not only though the lessons every day for four weeks, but from our expert colleagues in the residence hall. The experience was that of a true and full Learning Community and I will be forever grateful to all the instructors and wonderful folks behind the scenes that made it so. Our instructors met with us not only in the classrooms, but also over Trivial Pursuit and crumpets and tea (ahem) in the residence hall. For those of us taking this for credit, Dr. Boylan was the person-in-charge-of-grading. He announced he would stop by to discuss those papers as he handed them back, graded. As a young professional, this experience of an instructor wanting to talk about your paper – and because Dr. Boylan’s fame preceded him – this seemed likely to be a totally terrifying experience. I remember being quite nervous – sweaty palms, racing heart and all. I was by then an adult student, but had never had the experience of having-to-meet-with-an-instructor face to face. Keeping instructors – and certainly icons like Dr. Boylan - far up in front of the classroom or in front of a large lecture hall - seemed way, way safer to me. Imagine my surprise, then, when the conversation went well. When this icon actually complimented what I had written and

engaged me in a conversation on some of the points I'd tentatively made in that first paper. And no negative criticism. And after he left, leaving my paper behind, I know I resolved to be just as good – and better – on the next paper. And I was, eventually writing a practicum paper that was judged exemplary.

Because that interaction mattered. I know we call it positive reinforcement, and I know I'd read about

finding something to praise in students' work, but I had never actually experienced it quite so forcefully.

And that is one of the lessons I took to heart in my own teaching and grading, as well as with tutor training, and working with both advanced and difficult students. And honestly – in simply working with others.

Thank you, Hunter, for helping to impact hundreds of students just through this one Kellogger.

## A Warrior in Our Corner

### A Personal Reflection on Dr. Hunter Boylan

**Linda Thompson**, Past NADE/NOSS President

As a young man—barely more than a boy—Hunter Boylan went to war for his country and was awarded the Purple Heart. It wasn't a very popular war and he found himself, as did many others of that era, in situations of public abuse and scorn, through no fault of his own. Nevertheless, he faithfully discharged his duty and eventually entered the civilian sector.

A warrior at heart, Dr. Boylan took up the cause of social justice and applied his prodigious energy, intellect, and negotiating skills to helping gang members and other social “pariahs” to believe in themselves and get an education to stop the cycle of poverty and violence. He continues to believe strongly that education is the great leveling factor in social justice and has consistently shown in action as well as words,



what it means to fight for the cause. Most NOSS members probably know that Hunter helped found the organization NAR/DSPE (National Association for Remedial/Developmental Studies in Postsecondary Education) in the mid-1970s—the organization that eventually became NADE and now NOSS. And he has remained fiercely committed to its principles. He believes in what we, as developmental educators, are doing and he has mentored many developmental educators via his leadership at the Kellogg Institute and in NADE/NOSS.

I was one who was privileged to be mentored by Dr. Boylan after attending the Kellogg Institute in 1986 as a relative newcomer to the field. He encouraged me when I started a Developmental Education program on my campus and again when I became NADE President-Elect and then President in 1999-2000; I could count on him to answer questions and, if I asked for it, offer opinions that helped me to lead the organization. Hunter was the go-to Warrior in my corner, and if anyone has been watching, he has done the same for many, many NADE leaders. One special way in which Hunter helped me was when he agreed to serve on my dissertation committee and he and Dr. Barbara Bonham and Dr. Leonard Bliss allowed me to access the data of the Exxon National Study of Developmental Education to answer my research question for the dissertation. Additionally, Barbara provided wonderful help with the analysis of the data. I'll always be beholden to her, Dr. Bliss and Hunter.

Hunter has been the Warrior in NADE/NOSS's corner as he has consistently advocated for the organization to become a player on the national stage in higher education. He has made it a priority to get NADE leaders communicating with leaders in national policy-making organizations/movements (e.g., Achieving the Dream, Community College Research Center, etc.). A little over 20 years ago (before my tenure as NADE president), he organized a symposium on developmental education at Harvard University in which he included then NADE president T. Clifford Bibb. He believes that the groups and researchers who influence legislators, college presidents/administrators, and others who form policy for practices in the field should listen to the grassroots practitioners who make

up the field and who make up the majority of the membership in NADE/NOSS—as well as researchers who are “in the trenches.” He has also been an unflagging advocate for the professionalization and continued professionalism of the field. As immediate-past director of the National Center for Developmental Education, he sponsored national and international research conferences on Developmental Education, in which he included NADE as a cosponsor out of respect for the organization and to promote its visibility. He has truly been the Warrior in our corner.

Since this is my personal reflection on Hunter, I will tell you that he kept me from drowning while I was at Kellogg. Oh, he metaphorically helped me keep my head above water as I started a new program on my campus and learned how to evaluate it, and again as I helped lead NADE, but this was not metaphorical! On one of the Kellogg outings (canoeing the New River) we stopped at a lovely spot where a waterfall fed a small pool of water. I thought I'd swim to the falls; after all, I had just learned to swim that year and the distance from the edge of the pool to the falls was much shorter than the pool I had been swimming laps in at school. But I failed to take into account that the current from the falls was against me. I got about halfway to the falls when I found I could no longer lift my arm to swim. I called out for help and it was Hunter to the rescue as he helped me get back to the low end where I had started! So, as you see, I owe Hunter not only for much of my professional success but also for saving my life! Literally. Warrior Hunter to the rescue.

Finally, in a very personal reflection, Hunter has been my Prayer Warrior. He prayed me through cancer five years ago (and I prayed for him when he fought cancer) and he is praying for me as I recover from Covid now. I am so grateful to have Hunter as a Prayer Warrior in my corner.

When I was asked to write a personal reflection on Hunter Boylan, the more I thought about it, the more I saw him as a warrior. So, Dr. Boylan, thank you for being a warrior for our nation, for the cause of developmental education, and for being my prayer warrior.

Thank you, sir, for your service.

# Dr. Hunter Boylan: Re-conceptualized Higher Education

**Dr. David Arendale**, Past NADE President  
and Founding Fellow of the Council for Learning Assistance and Developmental Education

Just as the higher education scene exploded with an influx of students to college, Dr. Boylan redefined the profession that served them. The former approach for these new students was “remedial education” that attempted to remediate the deficits of students perceived to be marginally qualified for postsecondary education. There was no organized field, no graduate education programs, and no nationally recognized professional associations to lead the new professionals hired to serve these new and too-often unwelcomed students. Dr. Boylan re-conceptualized the movement as not about trying to remedy the gross deficits of the students, but rather as a “developmental education” approach through building the assets of the students to meet or exceed expectations of the college.

He extended these principles for a broader range of college students. This new way of thinking helped to free the students from the stigma of being unworthy of college education, but instead welcomed into the postsecondary community with practical strategies and programs to help them succeed. Boylan launched graduate degree programs at several institutions, served numerous times as an elected national leader of the largest professional association of the field, conducted and published the largest body of scholarship identifying best practices, trained a generation of new leaders for the field through summer institutes, and served as the “go to” person by national policy leaders for advice to increase access and success of the students with whom he cares so deeply.

## A Few Thoughts Regarding Dr. Hunter Boylan

**Dr. Marcella Davis**, Past President of NADE

It gives me great pleasure to add a message regarding my thoughts on Dr. Hunter Boylan. Throughout my entire professional career as an educator in developmental education, director of a learning center for student success, President of the Kentucky Association for Developmental Education, and President of NADE, Dr. Boylan was regarded as the most outstanding and respected leader in the field of Developmental Education. His research, publications, and conference presentations served as the bible of best practices that we educators strove to implement on a daily basis.

During participation in the Kellogg Institute at the National Center for Developmental Education

at Appalachian State University, I was privileged to study with a group of other educators under the direction of Dr. Boylan. It was an honor to get to know this professional icon as a personable and approachable human being who was eager to share his laughter as well as his expertise. What I learned during this summer session was the highlight of my professional development experience. It gave me the confidence to accept a nomination to serve as NADE President. During my term in this role, Dr. Boylan was an invaluable mentor, resource and supporter.

Dr. Hunter Boylan’s leadership and contributions to this organization have been beyond outstanding. He has my highest esteem.

## A Special Memory

**Dr. Rebecca Goosen, NADE president 2013**

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Dr. Hunter Boylan has led the way in research and advocacy in our field and served as a shining example of what making a difference looks like.

Twenty years ago, at San Jacinto College, he paved the way for a reorganization of developmental education which would eventually lead me to becoming the associate dean for that college. His work gave us the opportunity to create a unit for the college that served holistically the needs of students who had gaps in

their understanding of content and faced large challenges in their lives. That is a role I continue to promote today and do so with the support of Dr. Boylan's guidance.

Dr. Boylan also served as a mentor to myself as I have navigated through some of the largest policy organizations that have attacked our practitioners and our practice of supporting education.

## A Special Memory of a Great Man

**Dr. Rosemary M. Karr, NADE Past President 2008–2009**

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As I suspect is true of many professionals in our field, I knew of Dr. Hunter Boylan and his contributions in the field of Developmental Education and to NOSS many years prior to meeting him. I first met Hunter thirty years ago when I was hired to teach developmental mathematics and attended my first NADE conference. During his session it was immediately apparent that he exudes a confidence based on a well-researched knowledge of the field. Then, fast forward to 2008, when he mentored me during

my tenure as NADE President and encouraged me to maintain data-driven positions. When I served as Program Co-Chair for NADE 2014 in Dallas, I knew he would need the largest-capacity room due to his popularity as a speaker. I have personally witnessed his impeccable character and leadership within the organization through numerous committee involvements, presentations, prolific writings, and interactions in the field. He is the consummate professional and I am privileged to call him my friend.

## Paying Tribute

**Dr. Patricia Levine Brown, Past President, National Association Organization for Student Success (formerly NADE)**

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I am pleased to be included among those asked to write a short article paying tribute to Dr. Hunter Boylan and his illustrious career. Having worked with Hunter for a number of years, I can think of many stories, both humorous and poignant, that I could relate; however, I also know that Hunter would be a bit uncomfortable with some of the stories I might tell, especially those that would declare how he, or his assistance, have changed my life and career. It remains true that without Hunter's mentorship and guidance I would not have had many of the experiences that have opened doors along my career path. I also know, like

many others he has advised, that no amount of thanks could repay him for what he has done for me, personally. In thinking about some of the things I might say about Hunter, I remember a comment I included in a letter I previously wrote in support of his nomination for the Henry Young Award for Outstanding Individual Contribution to the National Organization for Student Success (NOSS). I stated that while he has retired as director of the National Center for Developmental Education (NCDE), I did not believe he would ever truly retire. I can now say that I was absolutely correct! Hunter continues his work as an



Associate for the National Center by giving advice, producing research, and even serving as a guest editor for the NCDE publication, *Research in Developmental Education (RIDE)*. I feel we are all fortunate to share in the new ventures on which he has embarked, and I am anxiously awaiting what comes next for the individual I credit with bringing developmental education to the forefront nationally through his research and professional endeavors. I will relate to all that as a member of the faculty at Appalachian State University (ASU), where Dr. Boylan spent much of his career, I still find it a bit lonely getting off the elevator and walking down the long hallway to the National Center where he once greeted me and others, almost daily, with his ingenious wit. While COVID has created a situation where so many offices are vacant in the Reich College of Education (RCOE), his office has remained vacant for more than 15 months. None of us in the NCDE feel right about occupying that office. When I do physically enter the NCDE, I

can still feel his presence and continually go and open the door of that office, walk into the middle of the room, and stand still for a while looking at many of his books and a few personal belongings that still remain. The sadness that once engulfed me, after his departure, has slowly dissipated. I now reflect fondly on the times we sat in this space and discussed various policy issues, outlined ideas for articles we published, and talked about future plans for the NCDE. I have heard so many say that it is likely that no one will ever achieve the status in the field of developmental education that is so rightly attributed to Hunter. Frankly, I would never try. I will, however, continue to work to carry on the body of work he has created. As always, Hunter – my friend, my mentor, and my colleague -- you have a place in the hearts of so many. P.S. One day, when there is more time and space available, I will relate a story about me, Hunter, the Orlando, Florida airport, and my missing car. I hope he can now laugh about that one.

## Tribute to Hunter Boylan

**Jen Ferguson**, Emeritus

I consider Dr. Hunter Boylan to be the premiere influence not only on my career as a developmental educator, but the careers of the majority of my most treasured colleagues. After 40 years of working in higher education with many talented individuals, I can honestly say that Hunter's is the first view that I seek when making decisions about my program as well as my own professional choices. Not surprisingly, even in "semi-retirement," he continues to be a strong voice for all students seeking educational advancement. His support for countless professionals in our field is legendary, but it's the many small gestures he

has made behind the scenes to assist us all in doing our jobs better that I will always remember. Attending the Kellogg Institute was an aspiration early in my career, but personal circumstances didn't allow me to realize this goal until just a few years ago. Nonetheless, having experienced the Institute after a long wait, I know that the opportunity to learn and grow with others in my field who understand the importance of my work was invaluable. I will be forever grateful for that!

Hunter, I wish you and Barbara many restful happy years of relaxing retirement!

## The Professional Legacy

**Dr. Emily Suh**, Equity, Access and Inclusion Network Chair

There are many ways to memorialize the professional legacy of Dr. Hunter Boylan, but perhaps none is more apparent than the generations of teacher-practitioners whom he supported throughout his lengthy

career. I was fortunate enough to meet Hunter when I was awarded a scholarship to attend the Kellogg Institute. Hunter's mentorship which began during the month-long institute extended beyond my practicum

experience, my dissertation (which Hunter supported as an external committee member), my participation in Advanced Kellogg, and most recently my return to the Kellogg Institute as a presenter. At each step in my professional journey, Hunter has encouraged me to center my practice in the theories and research of our field to support students.

As perhaps the most prolific modern scholar of developmental education, Hunter's influence reaches beyond the personal connections he cultivates with other developmental educators to a range of disciplinary fields engaged in the work of student success. From his early work with Philly street gangs to his continued present-day involvement in the NOSS Equity, Access, and Inclusion Network, Hunter embodies the justice mission of developmental education. And through his example, we who follow in his footsteps

are encouraged to speak with—not for—our students as we strive toward creating student-ready colleges centered in educational equity. This consistent student-centered messaging is just one of the myriad of ways that Hunter has helped developmental educators continue to articulate our professional identity despite external criticisms of our work and our field.

Hunter once told me that he viewed much of his work as that of tending to a garden: planting seeds and nurturing crops of future developmental educators. With a career spanning more than four decades, Dr. Boylan retires with the firm knowledge that he has nurtured the field of developmental education for generations to come. I am honored to count myself among this group of teacher-practitioners who celebrate the career of an amazing mentor, colleague, and friend: Dr. Hunter Boylan.

## Cultivating and Nurturing a Discipline: A Tribute to Dr. Hunter Boylan

**Russ Hodges**, Graduate Program in Developmental Education,  
Department of Curriculum and Instruction, Texas State University

**Barbara Calderwood**, National Center for Development Education,  
Appalachian State University

**Yvette Regalado**, Graduate Program in Developmental Education,  
Department of Curriculum and Instruction, Texas State University

**Christie A. Lawson**, Graduate Program in Developmental Education,  
Department of Curriculum and Instruction, Texas State University

Dr. Hunter Boylan is that rare academician making a lasting imprint within higher education. No one has provided better inspiration to educators to relinquish remedial paradigms of the past, to embrace students holistically, and to connect personal and academic growth by focusing on students' diverse talents, strengths, and abilities. At his core is Boylan's deeply held conviction in humanism, stressing the value, goodness, dignity, and academic potential within each individual. He has championed all students but especially those underserved by their previous educational experiences, those economically disadvantaged, those first in their generation to attend college, and those from minority backgrounds. Through Boylan's extensive scholarship, teaching, and service, he has

advocated for educators to interlace the cognitive and affective qualities of students to increase success and to use theory and research to guide their practice. Boylan has regarded student development as the heartbeat of our learning support paradigm; it is the reason "developmental" has superseded "remedial" in the title of our discipline, a discipline he has cultivated and nurtured with reverence.

### The Early Years

Boylan's career began as an assistant to the Dean of Students at Temple University in the late 1960s while pursuing his Master of Education in Counseling and Guidance degree. One of his primary tasks was to

ease tensions between Philadelphia gang members and Temple University students. Insightfully, he introduced young adults from both groups to experiences and opportunities beyond their identity silos. Working collaboratively with the Philadelphia Police Department's Community Relations Division, he fostered individual relationships with those involved and then worked to build a shared community by astutely creating a basketball league between Temple students and gang members. With a fresh focus on the game, tensions eased as players on both sides were exposed to each other's culture and life experiences. After earning their trust, Boylan enticed many gang members to enroll in Temple University's Talent Search and Upward Bound TRIO programs to prepare them for college enrollment at Temple University. From this intervention emerged one of Boylan's proudest accomplishments: the creation of North Philadelphia Community Development Corporation (H. Boylan, personal communication, September 9, 2020).

After Boylan's successful residency at Temple University, he earned his PhD in Administration and Supervision/Higher Education from Bowling Green State University in Ohio. While there, he tutored and advised students in an Educational Opportunity Program designed to assist low-income and first-generation college students. He also created and coordinated a learning center to provide additional support for students. Boylan found himself empathizing with students from underrepresented and underserved communities from having witnessed them overcome a plethora of obstacles to attend college. The sparsity of literature on these matters led him to begin publishing scholarly articles and presenting at conferences on what he was discovering about supporting students' success. Still, he worried that others would find his research too straightforward, too basic, and too forthright (H. Boylan, personal communication, September 9, 2020). In fact, Boylan was breaking new ground within the emergent field of developmental education in the early 1970s with research that focused on "Lessons from Street Gangs," "Facilitating Minority Enrollment," "The Advantages of the Disadvantaged," "Personalized Systems of Instruction for Students Academically Disadvantaged," "Developing Learning Centers," and "Advising Minority Students (H. Boylan, personal communication, October 31, 2020).

These early publications and presentations were just the beginning of cultivating and nurturing his vision for the field.

## Professional Credentialing

In 1980, Boylan joined the graduate faculty at Appalachian State University's Higher Education Graduate Program, teaching within the adult and developmental education concentration. The graduate courses Boylan has taught include American Higher Education, Policy Analysis in Higher Education, Critical Issues in Adult and Developmental Education, Leadership in Higher Education, and Adult Development and Learning Theories (Reich College of Education, n.d.).

He also became the founding director of the Kellogg Institute for the Training and Certification of Developmental Educators (Reich College of Education, n.d.), which has earned prominence as the nation's longest running developmental education training program. Held on the Appalachian State University campus, nestled in the Blue Ridge Mountains, the institute just celebrated 40 years of professional development of fostering educators' knowledge in the theory and best practices of postsecondary developmental education. Over 500 educators from across the nation and abroad have attended the Kellogg Institute, Advanced Kellogg, and the newest addition, Kellogg Lite seminars. The Institute is supported by a myriad of scholarships from publishers (e.g., Cengage and McGraw Hill), national organizations (e.g., College Reading and Learning Association, National College Learning Center Association, and the National Organization for Student Success) and developmental education organizations from seven states (National Center for Developmental Education, n.d.).

In 1982, faculty from the College of Education at Grambling State University (GSU) recognized the need for professionals to acquire specialized credentials to work with underserved student populations within the emerging field of developmental education. In 1983, GSU instituted the Master of Science degree; in 1984 and in 1986, the Doctor of Education in Developmental Education degree. Boylan, having been a consultant to GSU in creating these degrees,

took a leave of absence in 1987 to serve as director of this, the nation's first doctoral program in developmental education. The 66-hour program offers areas of concentration in curriculum and instructional design, higher education administration and management, and student development and personnel services (Kincade, 2013). Note that years later, Boylan would also serve as a consultant and advisory board member in establishing developmental education doctoral programs at Texas State University and Sam Houston State University in Texas.

### **Director, National Center for Developmental Education and Professor of Higher Education**

After an 18-month leave of absence, Boylan returned to Appalachian State University, and within a few years, subsequent to the retirement of the founding director, he was promoted to the director for the National Center for Developmental Education (NCDE) and professor of higher education (Reich College of Education, n.d.). NCDE (n.d.) was initially founded in 1976 and funded by a grant from the W. K. Kellogg Foundation. NCDE promotes developmental education research and practice via instruction and training, technical reports, white papers, journals (e.g., *Research in Developmental Education* and *Journal of Developmental Education*), and books (e.g., *What Works: Research-Based Practices in Developmental Education* (Boylan, 2002b), *Attaining Excellence in Developmental Education: Research-Based Recommendations for Administrators* (Boylan & Saxon, 2012), and *The Profession and Practice of Learning Assistance and Developmental Education: Essays in Memory of Dr. Martha Maxwell* (Higbee, 2014). In 1992, NCDE also sponsored the first National Conference on Research in Developmental Education and coordinated follow-up national/international research conferences in 1996, 2001, and 2008 (NCDE, n.d.).

Having received over \$5,000,000 in grants and contracts throughout his career (H. Boylan, personal communication, October 31, 2020). Boylan is perhaps best known for the National Study of Developmental Education conducted from 1989 through 1996 under a grant from the Exxon Education Foundation. With numerous articles disseminating the results, the

study investigated the performance of 6,000 students enrolled in 130 developmental education programs. In a recent interview, Boylan posited that many of the findings are still relevant today, such as the importance of tutor and instructor training, the use of data and evaluation for program improvement, and the need for more support systems targeting minority student populations (H. Boylan, personal communication, September 9, 2020). Examples of other NCDE-sponsored research under Boylan's direction include a study on minority retention in DE (grant-funded by Alfred P. Sloan Foundation), two statewide studies of the Texas Academic Skills Program and DE in Texas Colleges and Universities (grant-funded by the Texas Higher Education Coordinating Board) and a series of literature reviews in DE (grant-funded by League for Innovation; Boylan, 2002b). To date, Boylan has published eight books; authored/coauthored over 100 research articles, reports, and book chapters; and conducted over 250 presentations and training sessions (Brown & Anthony, 2017).

### **Leadership**

Serving two terms in 1981 and 1982, Boylan was one of the early presidents of the National Association for Remedial/Developmental Studies in Postsecondary Education (NAR/DSPE) which was established in 1976 and offered professional development opportunities for faculty and support staff throughout its tenure. This organization has since undergone name changes to the National Association for Developmental Education (NADE) and more recently in 2019 to the National Organization for Student Success (NOSS, 2019).

One of Boylan's most impressive accomplishments was being a mediator and trusted facilitator among the national and international organizations representing our profession. The American Council of Developmental Education Associations (ACDEA) was founded in 1996 to improve cooperation among the member associations, help coordinate associations' activities, and arbitrate disagreements. Boylan was selected by the member organizations to chair ACDEA because he was seen as a neutral arbitrator, and he served in that capacity until 2007. Founding voting member associations included the College Reading and Learning Association, the Midwest

College Learning Center Association, NADE, NCDE, and the National Tutoring Association. Commission XVI (Learning Centers in Higher Education) of the American Personnel Association and the College Division of the College Reading Association were granted nonvoting “observer” status with the Council per their request (Boylan, 2002a). Subsequently, under his steadfast guidance, the Council officially voted in 2007 to revise its vision, mission, bylaws, and name to provide more encompassing leadership and a unified voice to advance the profession (Hodges, 2014).

The newly formed Council of Learning Assistance and Developmental Education Associations (CLADEA) continues to foster mutual support among national/international organizations dedicated to postsecondary learning assistance or DE and has now set high standards for certification of programs within our field. Additionally, CLADEA endorses and rewards those leaders who have made outstanding contributions with the title of “Fellow,” formally recognizing excellence of the best practitioners, policy makers, researchers, faculty members, and administrators within postsecondary learning assistance and developmental education. Boylan was one of 13 “Founding Fellows” inducted in 2000 (Hodges, 2014). To date only 61 individuals have been elected to receive this most impressive distinction (CLADEA, n.d.).

## A Lasting Legacy

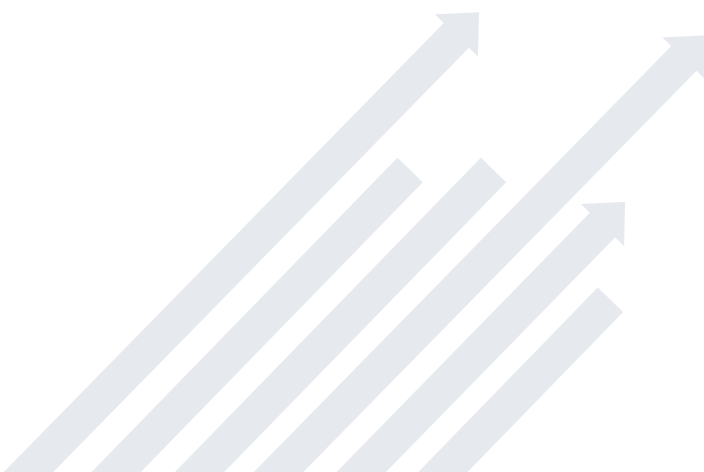
Boylan has received over 30 national, state, regional, and institutional awards with his most recent being the NOSS Award for Outstanding Contributions to the Association in 2020. Three national organizations have also named awards in his honor: NCLCA’s Hunter Boylan Scholarship for recognition of contributions to research in learning assistance, NOSS’s Hunter R. Boylan Award for Outstanding Research, and Association for the Tutoring Profession’s Hunter R. Boylan Award.

College and university instructors, researchers, policymakers, legislators, and educational leaders unequivocally honor his contributions. His extensive offerings to the discipline include over 200 keynote speeches and presentations at state, regional, national, and international conferences; creation and

co-support of various graduate degree programs; prolific scholarly record of over 100 publications (Levine-Brown & Anthony, 2017); recognition as a national and international expert and consultant; and leadership as the voice and advocate for developmental education via national and international media.

His passion thrives especially when serving as a mentor, as he has for countless professionals in the field, most notably with graduate students and entry-level educators. Whether serving as a mentor, instructor, administrator, or scholar, he reminds us that serving students—all students—will require systematic transformation within institutions. He challenges educators to embrace individuals from differing backgrounds and cultures, and to develop innovative, responsive, and inclusive curricula and programs combined with a broader range of academic, cultural, and personal supports. In the midst of current innovative reforms and debate within the field, Boylan strongly encourages educators to validate students holistically, respectfully, and empathically, with positive regard not only for who students are but also who they can be.

Over the course of his remarkable career, Boylan has truly cultivated and nurtured a discipline with grace and diligence. From gang interventionist to consultant with major philanthropic organizations and federal agencies, his respect for supporting educational opportunity and success is apparent with every individual interaction. His life’s work has focused on the advancement of those who seek a more enriched and self-fulfilling future. In the words of President John F. Kennedy, “As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.”



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# My Journey

**Gwenn Eldridge**, Past NADE President

My journey into developmental education may be a bit unconventional. I worked for many years as a university and community college administrator and then became a faculty member. I became involved with NADE out of my desire to learn about developmental education from those who were experts in the field. I then became active in my state chapter and also volunteered at NADE conferences. I found in NADE a group of professionals who are committed to their students and to creating meaningful learning experiences.

A big part of that professionalism is the many practitioners who have worked tirelessly to continue to hone their craft, always with a focus on students and their success. Hunter Boylan shines among that group

that has worked to address issues that affect both students, faculty, and our institutions. I had, of course, heard of Hunter Boylan, but when I became NADE president I learned first-hand about his true passion for fighting for the right of students to learn and to receive the supports that they need. I won't forget Hunter's willingness to help with anything that I or the board needed and his ability to wade through the complex issues of recent years to help us to make the case for the importance of developmental education.

Hunter is a true friend to us all. He cares deeply and will never stop believing in the importance of what we do. On a personal note, I feel blessed to call him mentor and friend. Wishing you all the best in your retirement, Hunter.

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