GOSS One-Day Conference: A Success

It was wonderful seeing so many of you at our GOSS One-Day Conference at the end of September. We are excited to report that approximately 110 guests, representing public, private, and technical colleges in Georgia, attended the event. The presentations and conversations with new and existing friends were inspiring, motivating, and something that many of us yearned for since March 2020.

During the conference, we launched seven GOSS networks:

- Administration
- Equity, Access, and Inclusion (EAI)
- Innovative Teaching and Learning
- Online Education
- Retention
- Student Readiness/Study Skills
- Student Support Services

The networks will enhance connectivity among GOSS members with shared areas of interest. Membership in GOSS includes participation in any and all networks. A description of available networks is on the GOSS website. These networks align with our parent organization, NOSS, and also had the most interest from our members. To formally join one or more of the networks, complete the GOSS Network Membership Form. A network director will contact members and continue the conversation that was begun at the one-day conference.

GOSS will host another one-day conference on Friday, February 10, 2023, at Wesleyan College in Macon, GA. The call for proposals and registration form are open. More information is included inside. We hope to see you there!

President
Andrea Hendricks
Georgia State University
ahendricks@gsu.edu

President-Elect
Jennifer Colatosti
Georgia State University
jcolatosti@gsu.edu

Vice President
Joe Lease
Wesleyan College
jlease@wesleyancollege.edu

Past President
Steve Raynie
Gordon State College
sraynie@gordonstate.edu

Treasurer and Web Master
Peter Gareis
Middle Georgia State University
peter.gareis@mga.edu

Secretary
Dana Buxton
Athens Technical College
dbuxton@athenstech.edu

Policy Information Officer
Ethel Berksteiner
drberksteiner@outlook.com

Table of Contents

Look Inside

Membership

If you have not joined GOSS, we encourage you to do so. We offer many options for you.

- Annual Full-time Faculty or Staff Membership - $20
- Annual Part-time Faculty or Staff Membership - $10
- Annual Retired Faculty or Staff Membership - $10
- Annual Graduate Student Membership - $5
- Five-Year Faculty or Staff Membership - $80
- Lifetime Faculty or Staff Membership - $300
- Institutional Membership - $150 for up to 10 members or $225 for up to 15 members

Annual memberships purchased between now and February 2023 will be valid through February 2024.

To request and purchase membership, complete the Membership Form.

TRANSFORMATIONS IN HIGHER EDUCATION
GOSS ONE-DAY CONFERENCE SPRING 2023
CALL FOR PROPOSALS AND REGISTRATION

Student success necessitates agility. We may often focus on the leaps students take in adjusting to the rigor and expectations of college. Still, higher education professionals must also be agile in helping students make those leaps. What do we do to transform classrooms, college policies, mindsets, and praxis to support students' journey toward success? What are we doing to reach students where they are and not only acclimate them but set them up to thrive within and beyond our institutions? How can we tear down barriers so that we might rebuild the path to success? What do we do to keep students from slipping into the chasm?

The Georgia Organization for Student Success invites you to join us on February 10, 2023, at Wesleyan College to discuss these and related questions. Presenters can share strategies and practices for becoming a student-ready college, agility in learning and pedagogy, achieving equity, access, and inclusion, evidence-based practices, and helping students attain executive functioning skills.

We welcome proposals for individual presentations, panel presentations, roundtable discussions, and mini-workshops in a 25- or 50-minute format, as well as "lightning round" presentations of 5-7 minutes.

For consideration, submit your proposal by January 13, 2023.

Complete the conference registration by January 27, 2023.

What We Are Reading

Becoming a Student-Ready College: A New Culture of Leadership for Student Success
Dede DeLaughter, Director of Learning Support, University of North Georgia

What does it really mean to meet college students where they are? In their book, *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*, authors McNair et al. view Higher Education as an ecosystem, and invite readers to explore how to better serve students by providing a set of guiding principles for all within that ecosystem to consider. They also include several sets of guiding questions to help institutions engage in the process of inquiry, self-examination, and change.

Starting with a current assessment of what is meant by college readiness, the authors call for a new construct for institutions that begins with knowing better who our students are and what they need in order to be successful. The authors assert that every person working at a college is an educator and can be a leader. They also assert that many institutions' current governance structures and practices are already poised to provide the mechanism for positive change, and by asking the most appropriate questions and becoming more intentional, an institution can become student-ready.

In their chapter titled "Intentionality by Design," the authors provide steps for creating action plans and processes that reflect the new paradigm, that of focusing less on students' deficits and more on their assets. The lens through which to accomplish this "means defining your role in an ecosystem as a responsibility for fostering continual improvement and for serving in a role of support and guidance for students."

In acknowledging that college students arrive with differing levels of preparedness, the authors advocate for considering the social structures that support inequities. Rather than blaming students for their lack of preparation, they urge institutions, instead, to consider their students' unique experiences as well as their innate capability to learn. When students know their institution views them as an asset and not a liability, and when provided high impact practices, they are more inclined to be culturally aware, politically involved, confident leaders in their own right.

In their conclusion, the authors provide their definition of a student-ready college as "one that strategically and holistically advances student success and works tirelessly to educate all students for civic and economic participation in a global, interconnected society." *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* is a guidebook for helping us appreciate and serve the students we have and doing less hand-wringing over the students we wish we had.
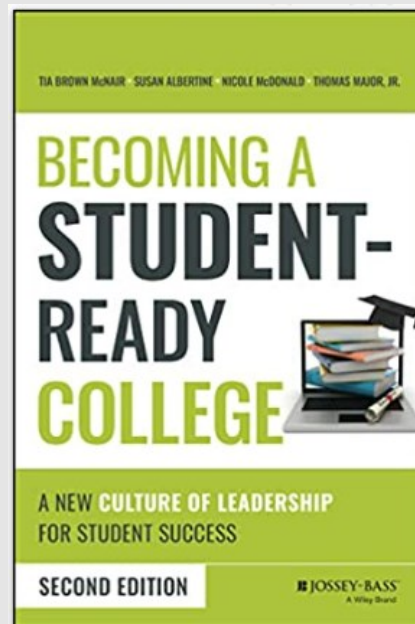
Other Suggested Readings

- Willett, M. (2022). *Advice: 4 simple ways to help your most-disconnected students*. The Chronicle of Higher Education. https://www.chronicle.com/article/4-simple-ways-to-help-your-most-disconnected-students
- Garg, N. Dougherty, D. (2022) *Advice: Education Surges When Students Learn Together.* Inside Higher Ed. https://www.insidehighered.com/advice/2022/05/25/how-build-classroom-community-increase-student-learning-opinion
- Transforming Education. (2020) Growth Mindset Toolkit. https://transformingeducation.org/resources/growth-mindset-toolkit/

Teacher Thoughts and Tips

by Andrea Hendricks and Jennifer Colatosti

The start of a new semester gives us opportunity to implement new ideas and strategies to help our students succeed. When we write our syllabus for the course, we frame the experience for students. We should build upon that throughout the semester. Below are some specific examples of how you can build a student-centered class.

1) Construct a student-centric syllabus: Make the tone friendly, positive, and supporting. Use personal pronouns (I, you, and we), provide tips for succeeding in your course, communicate student and teacher responsibilities, create transparent assignments/activities and align them to course outcomes, and provide low-stake opportunities for feedback.

2) Teach with compassion: Teach and interact with students with kindness and reduce barriers to learning. Rename office hours to Q&A sessions or drop-in sessions, build in flexibility for assignments by offering grace days, offer options for students to revise work, submit an alternative assignment, or drop the lowest test grade, and provide support resources (pantry, counseling, assistance with unhoused students, and emergency funds) on your syllabus.

3) Partner with support services: Invite tutors/librarians to your class early in the semester to expose students to their services and how they support students. Take your students to the tutoring center/library to demystify the experience and remove the stigma from using the services.

4) Cultivate attention: Educate students about attention, distraction, and their responsibility in focusing during class time. Share the value of your course and content to generate excitement. Create curiosity gaps to engage students in learning. Design activities for students to reflect and connect topics.

5) Rethink the beginning, middle, and end of class: Make small changes that can have a big impact. Start class with an opening question that piques curiosity, requires students to solve a problem, or activates prior knowledge. Pause in the middle of class to give students a chance to consolidate their learning by writing definitions of terms presented in the first half of class, making connections, or solving a problem. Use the last few minutes of class for students to summarize what they have learned by writing key takeaways and a question they may have about the content or return to the opening question and have students reflect on it.

SHARE YOUR STUDENT SUCCESS TIPS AND IDEAS

We invite you to join us in conversation about these and other student success tips on our Facebook page. Want to contribute your own student success quick tip to an upcoming newsletter? Email talk2goss@gmail.com.

Practices That Promote Student Flourishing

The Stanford Teaching Commons published an <u>Inclusive Teaching Guide</u> on their website that provides a myriad of teaching and learning practices that promote inclusion, equity, and access. This guide lists the following ten strategies to promote student flourishing.

(1) Make your course accessible
(2) Foster community
(3) Encourage connection to personal values and purposes
(4) Connect the course to social betterment if possible
(5) Provide opportunities for making progress
(6) Provide opportunities for tracking progress
(7) Acknowledge physical needs
(8) Honor emotions
(9) Be explicit about trying to promote student flourishing
(10) Take care of yourself

More details and specific examples of these strategies can be found on this <u>Google Doc</u>.

What do you or your institution do to promote these principles? Respond on our <u>Facebook page</u> or email us at talk2goss@gmail.com.

More Resources for Student Flourishing and Inclusive Teaching

<u>Emory University's Student Flourishing Initiative</u>

<u>Don't Weed Out Students. Help Them Flourish</u>

<u>Student Flourishing Initiative: Tools for School and Life</u>

<u>How to Make Your Teaching More Inclusive Advice Guide</u>

Consider joining and participating in our parent network, NOSS (the National Organization for Student Success). NOSS members receive monthly research and resource emails, access to nationwide networks of higher education professionals, and access to webinars on a variety of topics related to Student Success. View an <u>archive of recorded webinars and links to additional resources</u>.

The <u>NOSS 2023 conference</u> will take place March 2—5 in Nashville, Tennessee, with a keynote presentation from Dr. Kyle Reyes, "Lenses of Humanity: Changing How We See Students to Show Up Better for Our Students." Dr. Reyes, Vice President of Student Affairs and Associate Professor of Education at Utah Valley University, will also present a session on "Operationalizing Lenses of Humanity in Our Everyday Lives."

GOSS Executive Board Open Positions

The GOSS Executive Board is accepting nominations for six positions with terms beginning March 2023.

Job duties for the following positions are described in the GOSS Constitution at the [GOSS website](#).

- President-Elect (elected by vote)

- Vice-President (elected by vote)

- Treasurer (elected by vote)

- Policy Information Officer (appointed by President)

Proposed descriptions for two new, President-appointed positions are below.

- Network Coordinator: This person will serve as a liaison between the GOSS Network leaders and the GOSS Executive Board. They will be responsible for overseeing the seven networks, work with network leaders to maintain active membership, and create opportunities to further develop GOSS networks. This position is a two-year term with the option to renew.

- Communications Coordinator: This person will maintain the GOSS website and social media accounts. They will coordinate and distribute the GOSS newsletter and publicize information concerning the annual GOSS meeting and conference. This position is a two-year term with the option to renew.

Interested parties should email a brief statement of interest and bio to talk2goss@gmail.com by January 27, 2023.