

2020-2021 Annual Report



**Global Society of
Online Literacy Educators**

PREPARED BY: JENNIFER BURKE REIFMAN, GSOLE SECRETARY

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PRESIDENT'S PREFACE

In our 2020 online member gathering, then-President Scott Warnock recounted GSOLE's "just-in-time" efforts to support colleagues during the COVID-19 pandemic. Since then, GSOLE's volunteers have continued to develop outstanding programs for online literacy and writing instructors, a population that has grown dramatically during these unprecedented times. This report details the initiatives and ongoing efforts of our program leaders, board members, and committee volunteers as they both have responded to the remarkable events of the past year and have continued advancing our core mission of supporting inclusive and accessible literacy education.

I want to preface the report by thanking these volunteers for their efforts. Their labor and talents—as showcased in our professional events and growing inventory of digital resources—contributed significantly to a three-fold rise in active membership, from approximately 150 members to over 450. What's more, our volunteers' generous efforts allowed us to add services during a year when many organizations were cutting back, even as we reduced our cost of membership. My hope is that by making our organization more accessible—in terms of both membership dues and availability of online resources and interaction—GSOLE will encourage a greater proportion of the larger community of practicing OLI and OWI instructors to add their voices to the professional dialogue.

For our new members, I want to welcome you to the organization by encouraging you to join in these conversations. There are many ways to both augment and share your knowledge in GSOLE, from submitting to one of our online publications or presenting a webinar to joining a committee or volunteering to curate digital resources. If any of the programs or initiatives described below seem to fit your interests, please let us know by contacting the committee chair or emailing members of the executive board.

Finally, allow me to highlight two initiatives that were not the focus of any one committee. First, I will note the (nearly complete) migration of our organization's online presence from our old site <glosole.org> to our new one <gsole.org>. The site redesign, which included improvements to accessibility and navigation, together with our new membership platform, both played significant roles in allowing us to accommodate our growth in membership.

In June 2020, lastly, the Executive Board approved GSOLE's "Statement on Antiracist Online Literacy Pedagogy and Administration." Along with so many organizations in our field(s), we deemed it necessary to speak out against violence and bias against black Americans and other minority groups. We acknowledge, too, that we must go beyond making a statement to ensuring that our programs support greater diversity and inclusion. As reported below, we initiated some of those measures by dedicating more financial resources for our webinar series and conference to focus on antiracist online pedagogy.

But we know we need to do even more as we move forward, and we ask members of GSOLE to help hold the organization accountable and offer input. Toward that end, I welcome comments—both critiques and practical suggestions—for improving GSOLE’s inclusivity and diversity: please direct your remarks to <president@gsole.org>.

Whatever happens in the next year, let’s be sure to look out for each other both personally and professionally.

Take care,

Dan E. Seward

TREASURER'S REPORT [FY 2020]

Tess Evans, GSOLE Treasurer

GSOLE has a business account with Bank of America and is a 501 c (3) nonprofit organization.

GSOLE's 990-N postcard was filed on March 6, 2021. We did not have to file a full IRS 990 form because GSOLE had less than \$50,000 in gross receipts.

Table 1 lists income and expenses for Fiscal Year 2020, which ran from March 1, 2020 through February 28, 2021. Starting balance for the year was \$20,039.86. GSOLE had total income of \$15,886.88 and total expenses of \$7773.61, for a final balance of \$28,153.15 at the close of Fiscal Year 2020 (Table 1). Figure 1 provides a more visual sense of expenditures for FY 2020.

Beginning Bank Balance		\$20,039.86
Income	Estimated	Received to Date
	\$3,500.00	\$15,886.88
Expenses	Estimated	Dispersed to Date
Weebly Yearly Subscription	\$300.00	\$514.00
Weebly App (4.95/mo)	\$59.40	\$59.40
Conference		\$319.80
Honoraria (Conference & Webinar)	\$800.00	\$1,400.00
Zoom Subscription	\$163.39	\$163.39
NCTE Dues	\$10.00	\$10.00
Research Grants	\$1,000.00	\$1,000.00
ROLE/OLOR Weebly Hosting	\$163.95	\$0.00
Advertising	\$125.00	\$0.00
Google Apps	\$70.00	\$0.00
Wild Apricot		\$1,712.86
Bankcard Fees		\$391.71
Certification		\$1,750.00
Hover		\$32.50
Misc. Expenses*		\$419.95
TOTAL EXPENSES FOR TAX YEAR	\$2,691.74	\$7,773.61
Current Bank Balance		\$28,153.13
as of February 28, 2021		
*Misc Expenses: Honorarium for previous fiscal year		

TABLE 1: FINANCIAL REPORT FOR FISCAL YEAR ENDING FEBRUARY 28, 2020

GSOLE Expenses March 2020-February 2021 \$7,671.22

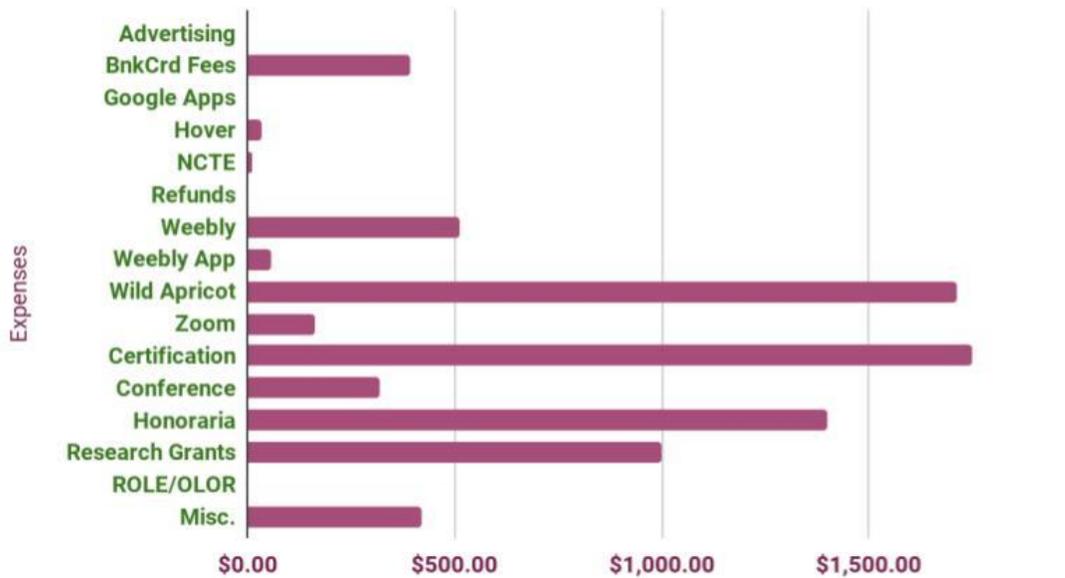


FIGURE 1: CHART OF GSOLE EXPENSES

At the start of FY 2020, GSOLE moved to Wild Apricot, a membership management software system, which has allowed the organization to expand memberships, better manage membership data, and increase events and member services.

FY 2020 saw a significant rise in income due to increased membership; however, with increased membership comes higher expenses. Our expense ratio for FY 2020 was 48.9 percent. In comparison, FY 2019 income was \$5,142.10, with expenses at \$2,478.64. The expense ratio for FY 2019 was 48.2 percent.

INCOME BREAKDOWN

The income breakdown is as follows and is based on Wild Apricot reports (Figure 2):

- **Events** brought in \$5,035, with \$3,500 of that committed to certification instruction (\$1,750 was paid out to instructors in FY 2020, with the balance due in early FY 2021).
- **Webinars** and the **Conference** brought in \$1,535. The bulk of GSOLE programming is subsidized by membership dues, with many events free or at reduced cost to members.
- **Sponsorships** for the conference came in at \$950.
- **Membership Dues** received came to \$9,380. As shown in Figure 3, there were spikes in new memberships in August (at the start of the school year) and in December (during the promotion drive for the GSOLE virtual conference).

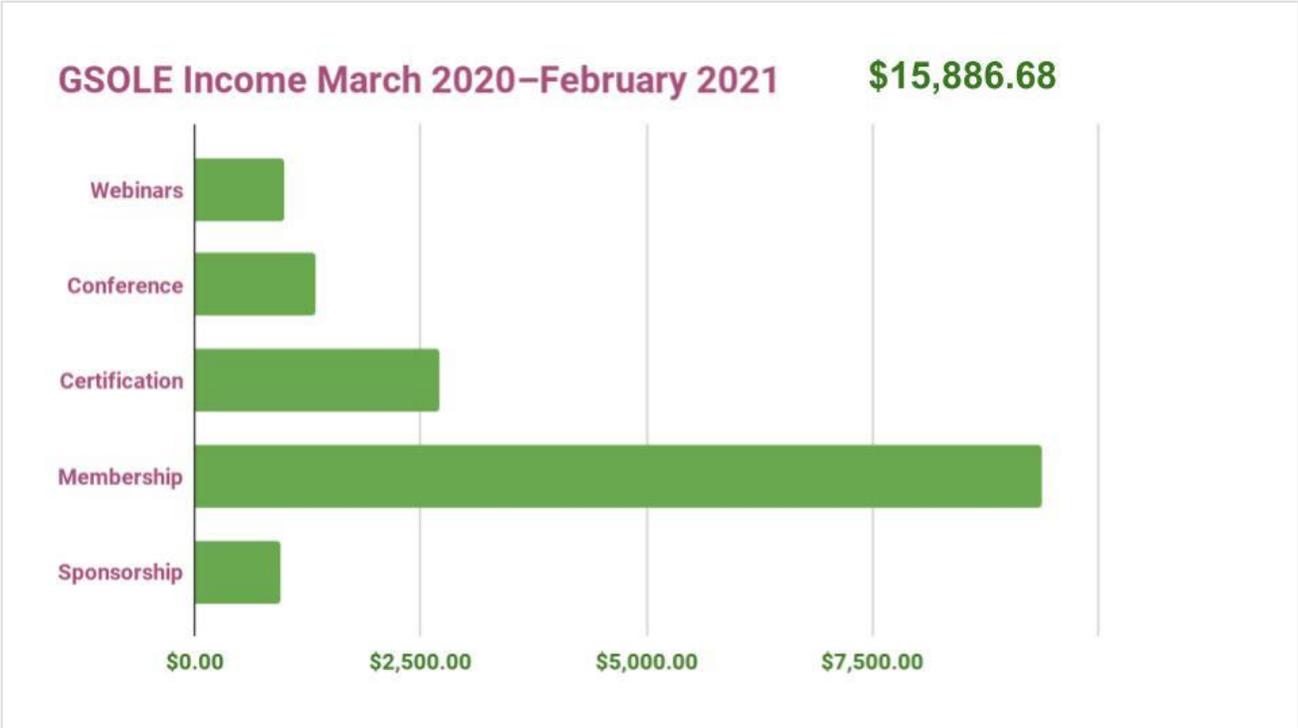


FIGURE 2: CHART OF GSOLE INCOME



FIGURE 3: A VISUAL COMPARISON OF INCOME AND EXPENSES FOR FY 2020

MEMBERSHIP & COMMUNICATION REPORT

Jude Miller, GSOLE Director of Membership

	3/1/20	As of 3/8/21
Total Individual Members	147	540 (453 active)
Total Number of Institutional Memberships	4	7
Small Institutional Membership (15)	N/A	2
Medium Institutional Membership (30)	N/A	1
Large Institutional Membership (50)	N/A	4
Individual Members Using Institutional Membership	47	123
Lifetime Founding Members	50	50
Regular Members	20	202 (159 active)
Student/Adjunct/Retiree Members	30	143 (100 active)
Sustaining Members	-	22
Lapsed Members	42	78
Institutions we represent	68	186 (approx.; active + inactive)

MEMBERSHIP & COMMUNICATIONS UPDATES

- Overall increase in membership
- Increase in number of institutional memberships
- Increase in number of regular memberships
- Increase in student/adjunct/retiree members
- Increase in Institutions we represent

MEMBERSHIP & COMMUNICATIONS OPPORTUNITIES

- Create materials to further promote institutional memberships, including instructional info on how to sign up for an institutional membership
- Better outreach to lapsed members
- When institutions sign up for institutional memberships, they must be granted approval by someone in GSOLE before their account is activated, but Wild Apricot doesn't automate notifications in this way—creating the possibility for memberships to go unapproved if Wild Apricot isn't actively monitored. Still, there is a need to be cautious about staying informed on/approving who is joining the organization, especially when happening in large groups, so the requirement to get approval on institutional memberships persists.
 - Possibly create a policy reserving our right to remove a member, in the unlikely scenario we'd need to do so.

WEBMASTER REPORT

Amanda Bemer, Webmaster

Who is visiting the site?

Country	Users	% Users
1. United States	234	91.05%
2. Canada	6	2.33%
3. Germany	3	1.17%
4. Philippines	3	1.17%
5. Argentina	1	0.39%
6. Australia	1	0.39%
7. Brazil	1	0.39%
8. Colombia	1	0.39%
9. Ghana	1	0.39%
10. India	1	0.39%

FIGURE 1: GSOLE.ORG USERS

11. South Korea	1 (0.39%)
12. Lithuania	1 (0.39%)
13. Luxembourg	1 (0.39%)
14. Nigeria	1 (0.39%)
15. Norway	1 (0.39%)

How many people are visiting the site each day?



FIGURE 2: GSOLE.ORG SITE TRAFFIC

257 “unique” people used the site in March, equaling 1210 pageviews for the month of March in 359 sessions.

How do they find the site?

- The majority (45) of our users type in the link directly (or have it bookmarked)
- 7 users in the past month came from another page (glosole.org and wac.colostate.edu)
- 6 found the link via a search engine
- 2 came from a link on social media

Top Channels

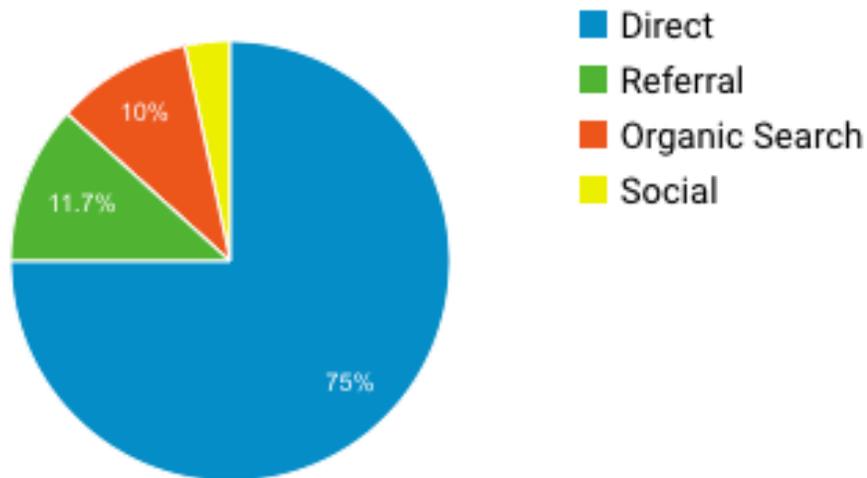


FIGURE 3: GSOLE.ORG: HOW USERS GOT TO THE SITE

DAILY OVERVIEW OF GLOSOLE.ORG

APRIL 1, 2020 – APRIL 4, 2021 ON GLOSOLE.ORG

How many people were on the site each day?

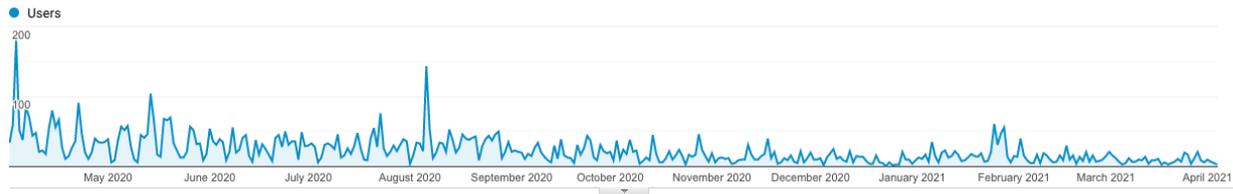


FIGURE 4: GLOSOLE.ORG TRAFFIC

There were 6834 users of the site since last April, equaling 15632 pageviews.

Who was visiting the site?

Country ?	Users ? ↓		
	6,843 % of Total: 100.00% (6,843)	19. Malaysia	14 (0.21%)
		20. Hong Kong	12 (0.18%)
		21. Netherlands	12 (0.18%)
		22. Singapore	12 (0.18%)
1. United States	5,807 (85.17%)	23. Germany	11 (0.16%)
2. Canada	135 (1.98%)	24. Morocco	9 (0.13%)
3. Thailand	130 (1.91%)	25. Nigeria	9 (0.13%)
4. Saudi Arabia	87 (1.28%)	26. Iraq	8 (0.12%)
5. Philippines	69 (1.01%)	27. New Zealand	8 (0.12%)
6. India	50 (0.73%)	28. Indonesia	7 (0.10%)
7. Australia	47 (0.69%)	29. Norway	7 (0.10%)
8. Lebanon	32 (0.47%)	30. Pakistan	7 (0.10%)
9. Ecuador	25 (0.37%)	31. Qatar	7 (0.10%)
10. United Kingdom	24 (0.35%)	32. South Africa	7 (0.10%)
11. Mexico	24 (0.35%)	33. Argentina	6 (0.09%)
12. Brazil	21 (0.31%)	34. Finland	6 (0.09%)
13. United Arab Emirates	20 (0.29%)	35. Greece	6 (0.09%)
14. Colombia	18 (0.26%)	36. South Korea	6 (0.09%)
15. Egypt	18 (0.26%)	37. Oman	6 (0.09%)
16. Japan	16 (0.23%)	38. Palestine	5 (0.07%)
17. (not set)	15 (0.22%)	39. Serbia	5 (0.07%)
18. Israel	14 (0.21%)	40. Bangladesh	4 (0.06%)
19. Malaysia	14 (0.21%)	41. France	4 (0.06%)
		42. Kuwait	4 (0.06%)

FIGURE 5: GLOSOLE.ORG USERS

How did users find the site?

Most people (4019) typed in the web address directly. 1062 people found it via search engine. 862 clicked a link from another site to get there. 254 clicked a link on social media.

Source ?	Users ? ↓
	1,100 % of Total: 16.07% (6,843)
1. gsole.org	170 (14.66%)
2. t.co	118 (10.17%)
3. teachingresources.hcommons.org	76 (6.55%)
4. owicommunity.org	66 (5.69%)
5. onlinewritingteacher.blogspot.com	58 (5.00%)
6. vanderbilt.edu	44 (3.79%)
7. m.facebook.com	27 (2.33%)
8. roleolor.org	27 (2.33%)
9. d2l.iup.edu	26 (2.24%)
10. padlet.com	26 (2.24%)

FIGURE 7: SITES USERS CAME FROM (TO GLOSOLE.ORG)

Social Network ?	Users ? ↓
	254 % of Total: 3.71% (6,843)
1. Twitter	118 (46.27%)
2. Facebook	63 (24.71%)
3. Blogger	59 (23.14%)
4. LinkedIn	3 (1.18%)
5. reddit	3 (1.18%)
6. WordPress	3 (1.18%)
7. Pinboard	2 (0.78%)
8. Weebly	2 (0.78%)
9. Diigo	1 (0.39%)
10. ResearchGate	1 (0.39%)

FIGURE 6: SOCIAL MEDIA REFERRALS

GSOLE 2021 CONFERENCE COMMITTEE REPORT

Cat Mahaffey, GSOLE Vice President

2021 CONFERENCE TEAM

- Chair: Cat Mahaffey
- Onsite Host: Kevin Depew / ODU
- Communications and Registration: Jude Miller
- Accessibility: Amy Cicchino and Miranda Egger
- Webmaster: Pavel Zemliansky
- Plenary Liaison: Meghan Velez
- Praxis Poster Liaison: Tess Evans
- Others: Justina Martin

2021 CONFERENCE TIMELINE

- Committee formed 6/15/2020
- CFP went out 8/17/2020
- Submission deadline 10/5/2020, but moved to 10/19/2020
- Acceptance notifications 11/15/2020
- Program published 12/10/2020
- Conference site opened 1/18/2021
- Ignite Talk workshop 1/26/2021
- GSOLE All-Day Conference 1/29/2021

CALL FOR PAPERS (CFP), SUBMISSIONS, AND ACCEPTANCE

Our CFP garnered 45 submissions (compared to 29 last year), including 27 Individual Paper proposals, 7 Praxis Post(er) proposals, 7 Site Share Panel proposals, and 4 Ignite Talks. According to those submitting proposals, most said they heard about the conference through the GSOLE website. Others said they either participated in a previous year, or heard about the CFP from a colleague (See Figure 1).

How did you hear about the conference?

46 responses

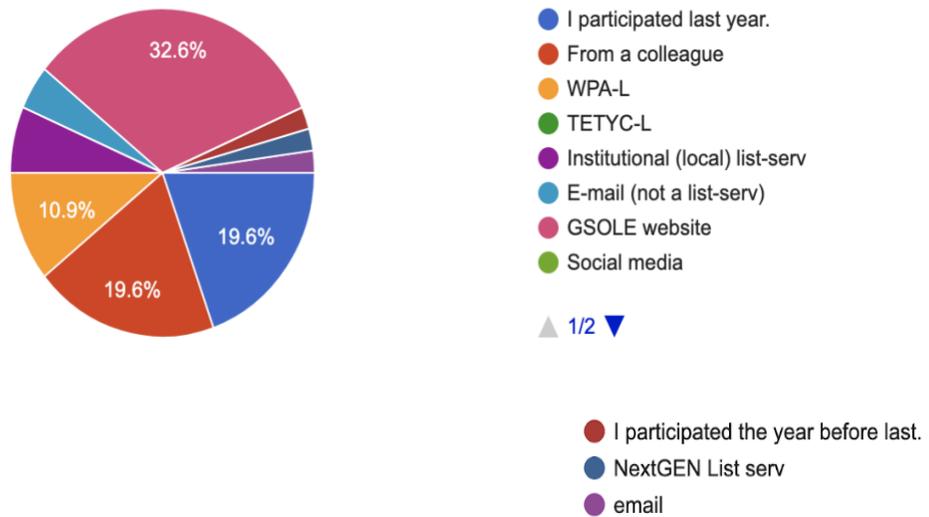


FIGURE 1. RESPONSES BY SUBMITTERS TO THE “HOW DID YOU HEAR ABOUT THE CONFERENCE?” QUESTION.

2021 CONFERENCE PROPOSAL ACCEPTANCE OVERVIEW

Category	Received	Accepted	Acceptance Rate	Rejected	Conversion Invitation
Individual Paper	27	21	78%	0	7
Ignite Talks	4	3	75%	0	1
Praxis Posters	7	7	100%	0	0
Site Share	7	5	71%	0	2
TOTALS	45	36	80%	0	10

TABLE 1. OVERVIEW OF PROPOSAL TYPES AND ACCEPTANCE RATES.

2020 COMPARISONS

Category	Received	Difference
Individual Paper	18	+9
Ignite Talks	0	+4
Praxis Posters	6	+1
Site Share	5	+2
TOTALS	29	+16 (64%)

TABLE 2. ACCEPTANCE COMPARISONS TO 2020 PROPOSAL TYPES AND ACCEPTANCE RATES.

2021 PROGRAM

The 2021 conference, like the previous years, included two plenaries. This year’s program included five Site Share panels, six individual paper panels, and one praxis poster Q&A panel. In addition, we had 12 praxis posters in our hall. Whereas the 2020 program included 10 panels with 44 different presenters, this year, we added a third presentation room and had 12 panels.

The 2021 conference also included two new features:

- **Ignite Talks:** 5-minute, 20-slide talks that complemented the traditional longer presentations.
- **Keeping the Conversation Going forum:** This asynchronous engagement area announced our prize drawing winners and promoted GSOLE opportunities. Unfortunately, it lacked the kind of engagement we envisioned.

CONFERENCE FINANCE REPORT

Category	Credits	Debits
Sponsors	\$950.00	
Registrations	\$1345.00	
Plenary Honoraria		\$800.00
Prizes		\$217.41
ODU Tech Gifts		~\$160.00
Subtotals	\$2295.00	\$1177.51
TOTAL	+ \$1117.49	

TABLE 3. OVERVIEW OF CONFERENCE INCOME AND EXPENSES.

SPONSORS

The 2021 conference had four sponsors, compared to one last year, bringing in an additional \$950 in revenue.

CONFERENCE REGISTRATION AND PARTICIPATION

The conference took place January 29 with the continued theme of "Visions and Sites of Online Literacy Education." There were a total of 162 paid registrants for 2021, compared with 79 for 2020, a 49% increase.

Total registrations			
Status	Attendees	Registration fees	Payments received
Confirmed (fully paid and free)	162	1,345.00	1,345.00
Pending (unpaid and partially paid)	0	0.00	0.00
Canceled	1	5.00	-
Total	163	1,350.00	1,345.00
Checked in	0	0.00	0.00

By registration type			
Regular GSOLE members			
Status	Attendees	Registration fees	Payments received
Confirmed (fully paid and free)	109	1,090.00	1,090.00
Pending (unpaid and partially paid)	0	0.00	0.00
Canceled	0	0.00	-
Total	109	1,090.00	1,090.00
Checked in	0	0.00	0.00

Sponsor Registration			
Status	Attendees	Registration fees	Payments received
Confirmed (fully paid and free)	2	0.00	0.00
Pending (unpaid and partially paid)	0	0.00	0.00
Canceled	0	0.00	-
Total	2	0.00	-
Checked in	0	0.00	0.00

Student and contingent faculty GSOLE members			
Status	Attendees	Registration fees	Payments received
Confirmed (fully paid and free)	51	255.00	255.00
Pending (unpaid and partially paid)	0	0.00	0.00
Canceled	1	5.00	-
Total	52	260.00	255.00
Checked in	0	0.00	0.00

FIGURE 2. CONFERENCE REGISTRANT TYPES AND CORRESPONDING FEES.

SURVEY

This year's response rate was 28% (45 respondents), and the feedback was overwhelmingly positive.

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1 The conference sessions provided valuable information.			2%	20%	76%
Q2 I felt a sense of community during the conference.			7%	27%	67%
Q3 The conference was well planned and organized.		2%	2%	18%	78%
Q4 I would participate in this conference again as a participant or presenter.		2%	2%	9%	87%
Q5 The registration process was clear to me.			2%	13%	84%
Q6 The timing of the conference worked well for me.	2%	2%	18%	13%	60%
Q7 [NEW] I found the conference to be accessible and inclusive.		2%	2%	18%	78%

TABLE 4. 2021 POST-CONFERENCE SURVEY RESULTS.

We intentionally kept most of the questions the same as last year’s for comparison. Here are the 2020 survey responses:

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1 The conference sessions provided valuable information.			2%	39%	57%
Q2 I felt a sense of community during the conference.			9%	57%	35%
Q3 The conference was well planned and organized.				39%	61%
Q4 I would participate in this conference again as a participant or presenter.				22%	78%
Q5 The registration process was clear to me.		17%	17%	17%	48%
Q6 The timing of the conference worked well for me.	4%		4%	35%	57%

TABLE 5. 2020 POST-CONFERENCE SURVEY RESULTS.

As you can see, approval ratings increased overall from last year. Most of the open-ended comments included praise for the accessibility of our conference, noting both cost and the online format as inviting. On the other hand, there were several requests for spreading the conference over two days due to Zoom fatigue, and noting that the timing of the conference in January meant that, for some, asynchronous engagement occurred during the first weeks of spring semester, making it difficult to participate. Also of note were comments about time zone limitations, with some seeing our program as geared too much toward the east coast, and others saying the day was just too long.

LESSONS FOR NEXT YEAR

- Consider adding a statement about our global focus so that participants understand the timing of the conference.
- Rethink ways of promoting engagement outside the presentation panel discussions since the Keeping the Conversation Going forum was not successful.
- Keep working on promoting accessibility and helping presenters with tools that increase access.
 - We might consider making captions (not just when using Google Slides, but with all talking in a Zoom room) a built-in feature of our Zoom space-- normal and expected.
 - We might also consider ways to get more presenter materials in advance of the conference.

AFFILIATES

Amy Cicchino, GSOLE Executive Board At-Large Member & Affiliates Liaison

LIST OF GSOLE AFFILIATES

1. National Council of Teachers of English (NCTE)
 - a. Liaison: Kevin DePew
2. Council for Programs in Technical and Scientific Communication (CPTSC)
 - a. Liaison: Lisa Meloncon
3. Rhetoric Society of America
 - a. Liaison: Dan Seward
4. International Writing Center Association (IWCA) and Online Literacy and Writing Tutoring (OLWT) team
 - a. Liaison: Megan Boeshart
5. Council of Writing Program Administrators
 - a. Liaison: Amy Cicchino
6. International Rhetoric Workshop
 - a. Liaison: Brent Lucia
7. Online Writing Center Community (OWC)
 - a. Liaison: Megan Boeshart
8. Association for Writing across the Curriculum (AWAC)
 - a. Liaison: Amy Cicchino

Expanded within the last year from 5 to 8 affiliates.

2020-2021 AFFILIATE EVENTS

This year, GSOLE began organizing **affiliate events** open to attendees of multiple organizations and focused on the hosting organizations' shared interests. Two pilot events were held in fall 2020. These events expand awareness of GSOLE to new professional circles within the discipline and support conversations about meaningful online literacy instruction, which was especially helpful this year given that many of our affiliate conference events were cancelled due to COVID-19. We hope to continue this work in the coming academic year.

In August 2020, we collaborated with the International Rhetoric Workshop to host an international roundtable on online rhetoric instruction. Speakers included Foteini Egglezou, Erin Wais-Hennen, Rich Rice, and Brendan Hawkins. Over 50 individuals attended. [A summary of the event](#) is available on the Professional News blog.

In October 2020, we collaborated with the Two-Year College Association (TYCA, a sub organization within our affiliate NCTE) to host a multi-day workshop series focusing on online pedagogy within two-year college contexts. Presenters included Joanne Baird Giordano, Holly Hassel, Christie Bogle, Stephanie Maenhardt, Jason Snart, and Bernie Hoes. All three webinars had between 30-40 attendees. [A summary of the event](#) is available on the Professional News blog.

LOOKING AHEAD

- We are eligible to now apply for an affiliation with the Association of College and Research Libraries (ACRL)
- We need to continue to identify GSOLE members who are willing to serve as affiliate liaisons for these different organizations. We see affiliation as an important way to promote GSOLE and drive membership, but we require active cross-membership to sustain these affiliate relationships. If you would be interested in serving as an affiliate liaison, please email amycicchino@auburn.edu
- While the affiliate events have been successful, we would like to host events with multiple organizations to bring several different communities together for cross-organizational conversation and collegiality. Next fall, a goal will be to hold an affiliate event hosted by at least three of our affiliate organizations

ONLINE LITERACIES OPEN RESOURCE (OLOR) & RESEARCH IN ONLINE LITERACY EDUCATION (ROLE)

Area Leads: Jason Snart, Heidi Harris, Michael Madson, Jude Miller (OLOR); Ashlyn Walden (ROLE)

PRIORITIES

1. Merge ROLE and OLOR into a new “Open Resource Hub” (ROLE as a stand alone journal, publishing fairly tradition journal articles will no longer exist) - this Open Resource Hub will include OLOR-type “in-practice” articles, in addition to synthesis pieces on important OLI topics (see proposal below)
2. Complete migration of OLOR materials from old Weebly site to new Wild Apricot site
3. Continue to solicit article submissions
4. Active advertising of the Open Resource (especially once migration and reconfiguring occurs)
5. Solidify this new vision for OLOR resources hub. What does this new model look like?
6. Existing ROLE volumes need to be migrated to the new site and made live.
7. Continue to solicit submissions; for ROLE, this has been more so on hold as we await a discussion of what this new model will look like. Perhaps we need an ad hoc committee?
8. ROLE has two articles going through the peer review process now, and a possible third that may be sent to us soon for review.

CHIEF CONCERNS OR QUESTIONS

1. How best to merge ROLE/OLOR into a new OLI Open Resources Hub

2020-2021 BENCHMARKS

2020-2021 Benchmarks	
Achievements	Implementation Expenses
<p>Qualitative Measures</p> <ul style="list-style-type: none"> • publication of new pieces in OLOR <p>Revenue-Related Measures</p> <ul style="list-style-type: none"> • none? <p>Other Concrete Measures</p> <ul style="list-style-type: none"> • soliciting new submissions based on GSOLE conference outreach 	<p>Direct Expenses</p> <ul style="list-style-type: none"> • none <p>Direct Labor</p> <ul style="list-style-type: none"> • extensive work promoting the Open Resource and reaching out to (potential) authors • extensive work migrating OLOR from Weebly to Wild Apricot • editorial work with authors <p>Technologies & Materials</p> <ul style="list-style-type: none"> • GSOLE webspace and GSOLE webmaster
Two-Year Plan	
Goals (beyond benchmarks)	Additional Needs (beyond benchmarks)
<p>Procedural Improvements</p> <ul style="list-style-type: none"> • depends on how the new OR Hub works <p>Revenue-Related Measures</p> <ul style="list-style-type: none"> • we have previously considered a paid position at GSOLE for Marketing but not sure this is feasible <p>Other Measures</p> <ul style="list-style-type: none"> • redo 2017 Open Resource video to reflect new hub 	<p>Direct Expenses</p> <ul style="list-style-type: none"> • potential marketing materials and/or marketing placement in conference programs or other venues <p>Direct Labor</p> <ul style="list-style-type: none"> • significant web-design work to build the new OR Hub • continued editorial efforts • GSOLE (and OR Hub) marketing <p>Technologies and Other Materials</p>

	•
Five-Year Plan	
Goals (beyond two-year)	Additional Needs (beyond two-year)
Procedural Improvements <ul style="list-style-type: none"> • very much dependent on the new OR Hub Revenue-Related Measures <ul style="list-style-type: none"> • [If applicable, list one or more] Other Measures <ul style="list-style-type: none"> • number of pieces published • tracking visitors to the new OR Hub site 	Direct Expenses <ul style="list-style-type: none"> • ?? Direct Labor <ul style="list-style-type: none"> • editorial work and designing/building the OR Hub Technologies and Other Materials <ul style="list-style-type: none"> • ??

PROPOSED REVISION OF GSOLE PUBLICATIONS MODEL

January 2020 Revision plan with the current report for reference.

Michael Greer, Jason Snart, Ashlyn Walden (GSOLE Publications committee)

We propose a fundamental revision of the GSOLE publications model. In place of a traditional serialized journal (ROLE) and a practice-focused, short-form publication (OLOR), we propose a shift toward a curated resources hub, organized topically, that would include long-form research publications in addition to new synthesis articles on key topics in OLI (accessibility, communities of inquiry, for example), links to outside articles and sources, and other curated resources framed around the new GSOLE OLI Principles. OLOR publications would continue in their current format but would also be linked to relevant topics and principles. The primary goal of this revision is to make our publications more sustainable and more useful and relevant for instructors and OLI practitioners.

THE CHALLENGE

Without some kind of institutional partnership or financial investment (ads, sponsorships), our current issue-based model for ROLE is not sustainable. Partnering with a publisher/platform like Scholastica, for example, would entail annual costs of about \$2700. Without course buyouts or other staff support, the workload for the editorial team is also high. GSOLE is committed to making our publications open-access and free to users regardless of whether or not they are members of GSOLE. Thus we need to be creative about how we make use of our human and capital resources.

THE OPPORTUNITY

We believe the curated resources hub model would be the best way to do something distinctive and in keeping with the GSOLE mission and purpose. As Heidi Harris reports in the introduction to the updated *Bedford Bibliography of Research in Online Writing Instruction*, over 200 new book chapters and journal articles on OWI have been published *in the last three years*. Research and publication in the field is expanding at an accelerating rate. This provides more venues for authors to publish research and scholarship but makes reading and applying this research an overwhelming obstacle for many teacher-practitioners. Our goal with the new vision for GSOLE publications is to help OLI instructors (the majority of the field) by synthesizing research, connecting research explicitly to practice, and providing a curated resources hub that would be more accessible and more useful than anything currently available.

NEXT STEPS

This new model was discussed by a subgroup of the GSOLE Board on 8 Jan 2020. If the full Board supports this idea, our next steps would be to:

1. Design a prototype to demonstrate how a curated resources hub could be organized, emphasizing the idea of usability through multiple pathways into the content
2. Detail the type of content that would be included (existing ROLE articles, new long-form research articles, synthesis/executive summaries, and so forth)
3. Draft language that we could share with ROLE authors to explain how we will continue to support their publications

GSOLE WEBINARS

Jenae Cohn & Mary Stewart, Webinar Co-Chairs

2020-2021 WEBINAR SERIES

Racial Justice in Virtual Tutoring: Considerations for Antiracist Online Writing Center Praxis

Zandra Jordan, August 31, 2020

83 registered; 61 attended

Teaching Writing Online: Translingual and Antiracist Pedagogies

Cristina Sanchez Martin, October 9, 2020

94 registered; 70 attended

Intersectionality in FYC: Pedagogical Frameworks and Practices

Iris Ruiz, November 2, 2020

64 registered; 39 attended

Linguistic Individualism in English Composition: Towards Antiracist Pedagogies and Labor rubrics

Wonderful Faison, February 23, 2021

108 registered; 62 attended.

Developing Critical Digital Literacies that Sustain Cultural Sovereignty in Online Writing Courses

Les Hutchinson; Scheduled for April 21, 2021

2021 WEBINAR ACTIONS & ACHIEVEMENTS

- **Themed Series.** This year, we organized the webinar around a specific theme, Antiracist Writing Pedagogy, Linguistic Diversity, and Online Writing Instruction
- **Invited Speakers.** Invited five speakers to lead webinars, based on their work in areas relevant to the theme.

- **Honorarium.** Secured board approval to provide each webinar leader with a \$200 honorarium.
- **Support for Webinar Leaders.** Met with leaders one month prior to webinar to learn about their plans and subsequently create marketing materials. Met again a few days before the webinar to talk through technical logistics.
- **Advertising.** Created email and updated website; Jenae sent the invites to the WPA list serv; Mary posted to the OWI Facebook Group; Membership Chair (Jude) emailed the GSOLE list serve and advertised on social media.
- **Feedback.** Co-chairs sent a participant survey and any follow-up resources to participants after the webinar. Response rate was pretty good and participants were overwhelmingly positive. They responded very well to the theme. Feedback was shared with the leaders.
- **Archives.** All webinars were recorded and posted to the archive, which is available for GSOLE members to peruse.
- **Participation.** Our average attendance at webinars doubled this year, to an average of 60 participants at each webinar. We attribute this to the theme, which was very popular, and to a shifting thinking about the webinar **audience**. Instead of treating the webinars as GSOLE experts sharing their knowledge of online writing with the broader population of composition studies, we treated the webinars as bringing in expertise that the average GSOLE member might not share.

NEW CO-CHAIRS FOR 2021-2022

Mary and Jenae have served as the webinar co-chairs since 2017. We've thoroughly enjoyed this work, and are now happy to pass the torch to Jennifer Burke Reifman and Caitlin Field. Jen and Caitlin are already working on a Call for Proposals for 2021-2022.

RESEARCH COMMITTEE

Barry Maid & Dan Seward

The GSOLE Research Committee awarded two grants of \$500 each:

- Jessica Ulmer, PhD Candidate, Texas Tech University
- Brian Urias, PhD Candidate, Bowling Green University

Both Jessica and Brian completed their PhD dissertations since being awarded the fellowship.

All members of the Research Committee are stepping down, so the committee will need new members. Some issues that the new committee might address:

- Refining procedures and guidelines for applying for and reporting on progress in research fellowships
- Providing flexibility on how research funds might be spent (e.g., for childcare to work)
- Updating the Research Support node on the GSOLE website to reflect these changes

Note that outgoing members have expressed a willingness to help new committee members in transferring responsibilities.

CERTIFICATION COMMITTEE

Kevin DePew & Amy Cicchino, Co-Chair Certification Committee

The Certification Committee was formed at the 2019 annual GSOLE meeting in Pittsburgh in association with the Annual CCCC Convention. During the first year, the committee designed a year-long Basic OLI Certification program. Starting in the summer of 2020, members of the committee conducted a micro-pilot of the design with 10 participants and members of the committee serving as micro-pilot instructors. In August of 2020 the certification course was launched. In lieu of committee meetings throughout the 2020 certification, the co-chairs, Amy Cicchino and Kevin DePew, met frequently with the seven certification instructors. As the first cohort prepares to submit their ePortfolios for final evaluation, the co-chairs have also met with members of the Evaluation Board. The co-chairs will meet over the summer with current instructors, future instructors, and interested committee members to discuss revisions to the design of the certification based on instructor and participant feedback.

2020-2021 AY GSOLE CERTIFICATION COURSE

The following are details and observations about the 2020–2021 AY GSOLE Certification Course

- 37 participants signed up for the course, currently 12 are on track to finish.
 - Many participants explained that they dropped the course due workload and

exhaustion caused by COVID-19's effects on their personal and professional life. One student gave birth. And others just disappeared.

- o Participants paid \$75 for the course.
- o GSOLE recruited seven instructors who started the course with five students apiece (two administrators had one student apiece who were attached to the other cohorts); each instructor was paid a \$500 stipend.
- The certification course resembled a graduate course with scholarly readings informing projects at the end of each module. Participants had flexibility in the types of projects they could complete for each module from a menu several options with the additional ability to design their own module project with instructor approval.
- In addition to the ten three-week modules, the certification course offered participants two Praxis webinars, five technology related tutorials, one webinar about ePortfolios, and two drop-in sessions for ePortfolios.
- The ePortfolios will be submitted at the conclusion of the course, April 13, 2020. Participants will submit four to seven artifacts of their choice and compose a statement of their OLI philosophy.
- Six of seven participants who responded to the mid-semester survey described how helpful the course was to their current teaching and administrative contexts.

CURRENT REFLECTIONS

- The co-chairs are concerned about the attrition rate in the initial course. We attribute the problem to both participants' response to balancing COVID-19's effect on their lives and that the low tuition price point—\$75—may have felt expendable for individuals who were struggling.
- The co-chairs are concerned the instructors are earning less than \$15.00/hour, even with partial pod enrollment.
- The co-chairs tentatively believe a tiered price point based upon rank would allow contingent faculty and graduate students to continue to participate at reasonable rates but asks full-time faculty to contribute more so that the certification could sustain its costs.
- The curriculum needs to include more work from BIPOC scholars. The co-chairs believe that GSOLE should ask some scholars of color to consult on the curriculum re-design and be paid a stipend.
- Webinars and tutorials should be planned before the course begins and spread out more consistently.
- The co-chairs are working to propose a policy to allow participants who drop the course to re-enroll at a future date for a discounted price.
- An additional research project will be conducted to follow members of this cohort for the next year to see how they use and adapt knowledge that they gained from the certification experience.

AD HOC BYLAWS COMMITTEE

Scott Warnock, Jason Snart, and Dan Seward

In September 2019, the GSOLE Executive Committee assigned an ad hoc committee to review and revise the GSOLE bylaws.

As was reported in the 2020 Annual Report, the bylaws were developed by GSOLE's first Executive Committee using the CWPA bylaws as a model. In its review, the Bylaws Committee has found the bylaws language to be too dense in some places, possibly a result of having to meet the legal needs of a different organization. The Committee, which initially also included Beth Hewett, focused on several areas, including the GSOLE officer structure, committees, membership guidelines, journals, elections, ad hoc activities, and replacing Executive Board vacancies. The Committee has worked in a collaborative document and has agreed that the bylaws language needs an overhaul to reflect GSOLE's growth and its own organizational and leadership style.

In November 2020, prior to that month's Executive Board meeting, the Committee posed the following message via Slack to the GSOLE Executive Board, which included advisory language from the Committee (in *Italics*):

Dear Exec Board members,

The Ad Hoc Bylaws Committee have several questions for you to consider at the November 2020 Exec Board meeting. Our bylaws are functional, and the fact that the organization is thriving demonstrates that, but a reading of them reveals inconsistencies and unclear processes. We're hoping you can quickly and efficiently consider these questions. When we have suggestions about the "answers," we include them in *italics* below. Please see the bylaws on the GSOLE site for specific language:

1) Do we want to continue the **open petition process** as part of our bylaws (III.3)? *We think this is a good idea: Do you?*

2) **Voting and elections (IV and VII):**

a) Should we continue to vote for all Officers and At-Large members? An alternative would be that the membership would vote only for At-Large Exec Board positions who would then have an internal vote for the officer positions. *We prefer to keep it the way it is, with separate elections for officers. (You will*

note that GSOLE has not been following the bylaws in terms of Treasurer and Secretary elections!)

b) Who gets to vote on the board? Should only those who are voted by the GSOLE members then have a vote? That means that all committee and task force chairs as well as specific, appointed roles like editors and the webmaster can't vote. *We think only elected members plus a few specific positions should vote.*

c) Should we limit participation from the same institution?

3) Committees (V).

a) Should we clarify and simplify the committees on the bylaws. Should we in fact just eliminate all listing of specific committees? *We think the bylaws do not need to be too restrictive in describing committees.*

b) Should we develop procedures for how committees make decisions and share them with the board? What the board does for committees? How committees make motions, monetary expenditures, etc.?

c) Do we need to clarify/set a term length for appointed positions?

d) Should we clarify that not everything is a committee?: Multiple categories of participation?

4) Should we significantly simplify **journals/publication (VIII)** descriptions, especially since we are changing the structure of our journals? *We think so.*

5) Compensation (IV.7)

a) How should we move forward with developing a compensation "policy" for GSOLE work?

The Committee was certainly one of the groups whose work was curtailed because of other GSOLE-related obligations connected to the pandemic and the increasingly complicated (and successful) GSOLE conference; our desire to have the Executive Board "quickly and efficiently consider these questions" and then turn around a draft for voting did not happen.

The Executive Board did not have many suggestions, and now the Committee will send a semi-finalized version back to the Executive Board for discussion and voting.

The committee has suggested sending the redrafted bylaws to an attorney to be certain they are compliant as a non-profit organization.