

2021-2022 Annual Report



**Global Society of
Online Literacy Educators**

PREPARED BY: JENNIFER BURKE REIFMAN, GSOLE SECRETARY

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PRESIDENT'S PREFACE

The past year has again been eventful for GSOLE, even as schools have returned to onsite meetings and the pandemic appears to be subsiding. Though online learning is no longer requisite for most literacy instructors, many now see better its advantages for inclusion and access under any circumstances. This may explain our continued growth in membership, up approximately 10% from the previous year, surpassing the 500-member mark—over three times the membership of just two years ago. While the worldwide turn to online instruction at the start of the pandemic partially explains this growth, other important factors certainly contributed, including a cut in membership dues in 2020 to make GSOLE more accessible, the redesign of our website to better support members and deliver digital resources, and, of course, continued development of our excellent programming by dedicated volunteers.

Besides our continued growth, however, some more significant events should be noted for this past year. Perhaps most important, GSOLE established a standing committee for Inclusion, Diversity, Equity, and Access (IDEA) to address and confront issues of representation and empowerment in our organization and in the broader field of OLI. Under the outstanding leadership of Meghan Velez, the committee conducted an extensive audit of our organization, the results of which are alluded to throughout this report in the form of specific recommendations to do better. To support those efforts, moreover, GSOLE established a dedicated “IDEA Fund.” At the start of each year, 10% of the previous year’s membership dues are transferred to this fund. The committee will start allocating these funds in the upcoming year to support IDEA initiatives across our programs. Individual members can donate directly to this cause as well, by visiting <https://gsole.org/support/IDEA>.

Another important outcome of the past year was a substantial revision of GSOLE’s bylaws to better reflect our organization’s growth and redoubled commitment to inclusion and equity. The new bylaws <https://gsole.org/about/by-laws> now assign the IDEA committee official oversight and advisory responsibilities for elections and other Executive Board actions. Additionally, the Executive Board was expanded to allow for another At-Large Representative, an increase in number that we hope will also improve representation. The new bylaws, moreover, establish asynchronous parliamentary procedures to allow for decision making outside the Board’s synchronous meetings. While this may seem merely a matter of convenience, as OLI educators will understand, allowances for asynchronous engagement ensure those in the “wrong” time zones or those with busy teaching and administrative schedules are not excluded from our governing body.

As my term as President comes to a close, lastly, I want to preface this report by thanking the many volunteers for their efforts, not just members of the Executive Board, but also GSOLE officers, committee chairs, committee members, and others who have participated as presenters, attendees, mentors, and mentees. I especially want to thank my colleagues on the Steering Committee—Cat Mahaffey, Tess Evans, and Jennifer Burke Reifman. Besides contributing to GSOLE in so many ways beyond their official duties as elected officers, they have been a pleasure to work with, always bringing their creative, positive energy to the table (or perhaps, Zoom box), no matter how many classes they had taught or meetings they had attended earlier that day. I look forward to continued collaboration with them as I transition to Immediate Past President.

On that note, allow me to extend an invitation to all GSOLE members to get more involved in the upcoming year by joining a committee, applying for one of the open officer positions, volunteering as a

Content Curator, or nominating yourself for an Executive Board position <<https://gsole.org/members/getinvolved>>. Your fellow GSOLE volunteers are generous, industrious, supportive, and eager to good—so while you may be busier after becoming more involved, but you will be among the best of company.

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 2021]

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 24, 2022. We did not have to file a full IRS 990 form because GSOLE had less than \$50,000 in gross receipts. GSOLE's Fiscal Year runs from March 1 to the end of February. Table 1 shows total income and a breakdown of expenses for FY 2021, which ran from March 1, 2021, to February 28, 2022.

GSOLE ended FY 2021 with a higher bank balance than at the start of the year; however, income for FY 2021 was down \$3,813 from FY 2020. Income for FY 2021 was \$12,075 compared to \$15,888 for FY 2020. GSOLE did have a significant increase in income in FY 2020 with the implementation of Wild Apricot to manage membership data; however, the effects of the pandemic switch to remote learning may also have played a role in increased membership and participation that year. Administrative expenses are rising and expected to continue to rise. Wild Apricot fees went up in FY 2021 and are also expected to go up again in FY 2022. Expenses for Zoom are also up due to upgrades to allow GSOLE to host the annual virtual conference. Program expenses are also rising. For example, the honorarium for conference plenary speakers was raised from \$400 in FY 2020 to \$1,000 in FY 2021.

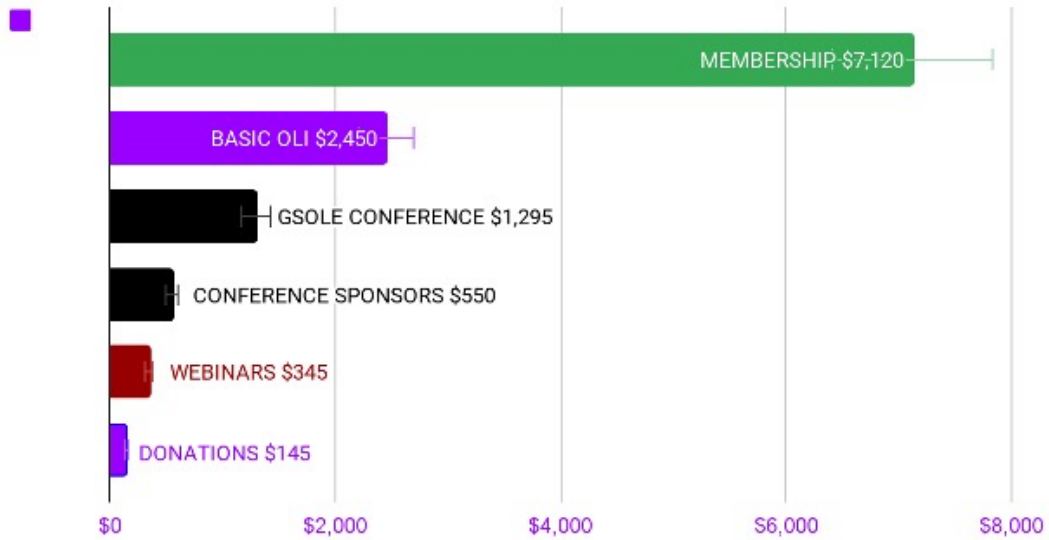
TABLE 1: FINANCIAL REPORT FOR FISCAL YEAR ENDING FEBRUARY 28, 2021

GSOLE FINANCIAL REPORT 2021–2022		
Fiscal Year March 1, 2021–February 28, 2022		
Beginning Bank Balance		\$28,255.52
Income	Estimated	Received to Date
	\$15,000.00	\$12,075.00
Expenses	Estimated	Dispersed to Date
OPERATING		
Advertising		
Bankcard Fees	\$800.00	\$538.45
Google Apps	\$800.00	
Hover		\$36.17
NCTE Dues	\$10.00	\$25.00
Weebly		\$444.00
Weebly App		\$79.35
Wild Apricot	\$1,800.00	\$1,728.00
Zoom Subscription	\$163.39	\$414.70
Misc. Expenses*		\$367.68
Refunds		\$35.00
PROGRAMS		
Certification**	\$5,250.00	\$2,950.00
Conference (incl. Honoraria)	\$1,400.00	\$2,000.00
Research Grants	\$1,000.00	
ROLE/OLOR		\$250.00
Webinars (incl. Honoraria)	\$1,000.00	\$200.00
TOTAL EXPENSES FOR TAX YEAR	\$12,223.39	\$9,068.35
Current Bank Balance		
as of February 28, 2022		\$31,262.17
*Conference and Webinar expenses FY 2020		
**\$1,750 for 2020-21		
**\$1,200 for 2021-22 (\$3,500 total designated)		

NOTE: BASED ON BANK OF AMERICA CHECKING ACCOUNT STATEMENTS

FIGURE 1: VISUAL OVERVIEW OF FY 2021, BASED ON CATEGORIES OF INCOME AND EXPENSES.

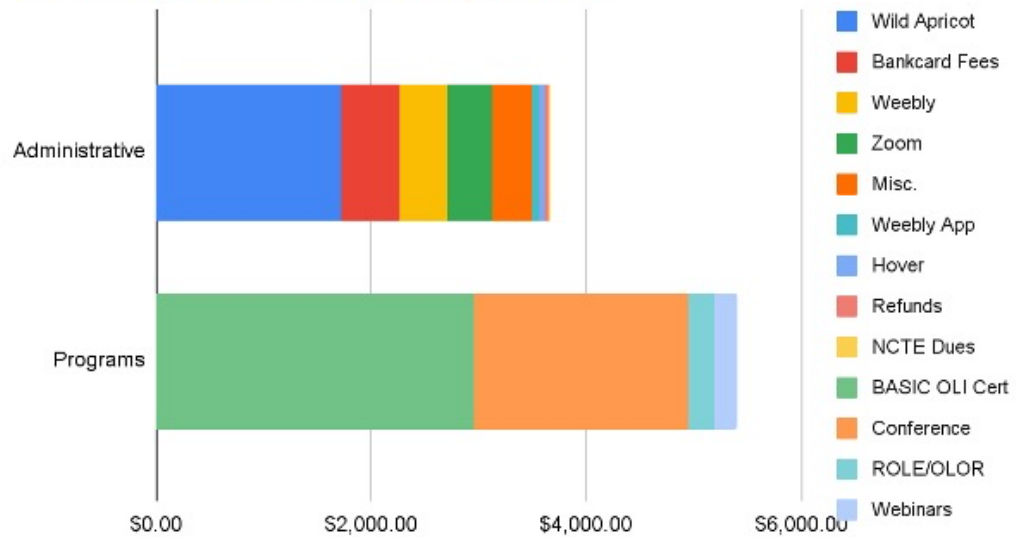
GSOLE Income 2021-22



NOTE: BASED ON RECORDS FROM WILD APRICOT

FIGURE 2: VISUAL OVERVIEW OF FY 2021, BASED ON CATEGORIES OF INCOME AND EXPENSES.

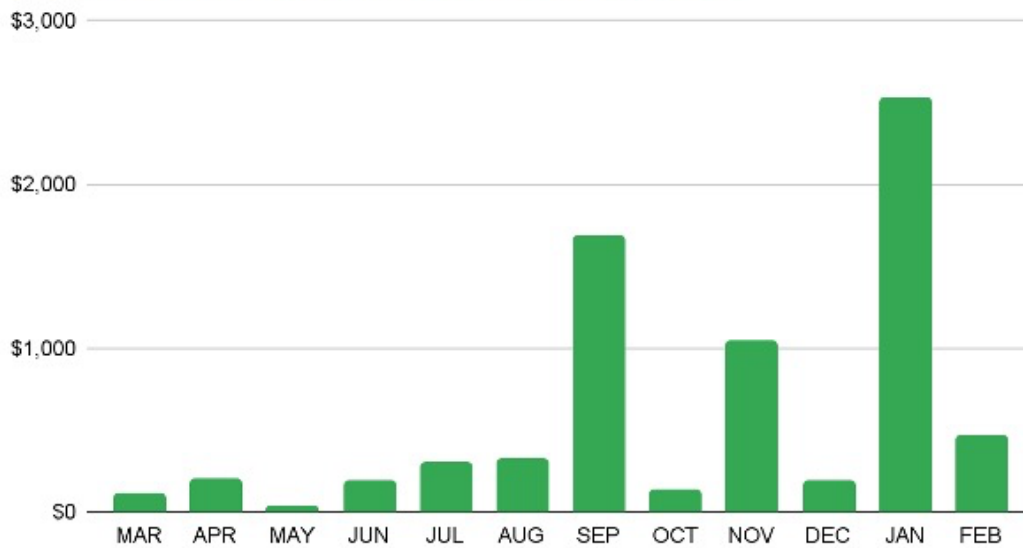
GSOLE Expenses 2021-22: \$9,068.35



NOTE: BASED ON CHECKING ACCOUNT STATEMENTS AND FINANCIAL OVERVIEW RECORDS.

FIGURE 3: HOW INCOME FROM MEMBERSHIP DUES VARIED DURING FY 2021

GSOLE Membership Income 2021-22: \$7,120



NOTE: BASED ON RECORDS FROM WILD APRICOT

FIGURE 4: COMPARISON OF INCOME FROM MEMBERSHIP DUES BASED ON NEW MEMBERSHIPS AND RENEWALS.

GSOLE New and Renewed Memberships 2021-21



NOTE: BASED ON RECORDS FROM WILD APRICOT

MEMBERSHIP & COMMUNICATION REPORT

Nikki Chasteen, GSOLE Membership Officers

	3/8/21	As of 3/18/22
Total Individual Members	540 (453 active)	679 (507 active)
Total Number of Institutional Memberships	7	9
Small Institutional Membership (48)	2	4
Medium Institutional Membership (26)	1	1
Large Institutional Membership (100)	4	4
Individual Members Using Institutional Membership	123	160
Lifetime Founding Members	50	50
Regular Members	202 (159 active)	255 (176 active)
Student/Adjunct/Retiree Members	143 (100 active)	173 (103 active)
Sustaining Members	22	27 (21 active)
Lapsed Members	78	160
Institutions we represent	186 (approx.; active + inactive)	200+ (approx. active only)

MEMBERSHIP & COMMUNICATIONS UPDATES

- Increased membership overall (~10% active).
- Increased number of institutions we represent.
- Added member FAQ page and updated automated member communications and actions in Wild Apricot, including renewal reminder messages and lapsed member logic.
- Collaborated with IDEA committee to distribute a member survey to gain insights about member priorities and needs.
- Created and posted materials to further promote institutional memberships, including instructional info on how to sign up for an institutional membership.
- Created a policy (in new bylaws) reserving our right to remove a member, in the unlikely scenario we would need to do so.

MEMBERSHIP & COMMUNICATIONS OPPORTUNITIES

- Improve outreach to lapsed and overdue members, including developing a survey to ask why lapsed members have not renewed.
- Collaborate with Affiliate Officers to develop news protocols to improve outreach and interaction with affiliate organizations (e.g., announcements, CFPs, etc.).
- Design materials for badging and membership cards (a feature not currently being utilized).
- Work with the Communications Officer to create a LinkedIn page as means to leverage members' own announcements of professional accomplishments and position details.

DIGITAL GSOLE COMMITTEE

Dan Seward, President

OVERALL DIGITAL PLATFORM

As an online organization serving online literacy professionals, our website and supporting digital platforms both facilitate collaboration and cultivate core competencies in composition, publication, teaching, and learning. The following technologies now form the foundation of GSOLE’s digital platform:

- Wild Apricot <wildapricot.com>: This service provides both webhosting and member management services. It has also become a key collaboration space based on the ability to create password protected portals and asynchronous discussion forums. See more below.
- Google Suite <google.com>: Google Suite provides comprehensive, no-cost email hosting, cloud services to non-profits like GSOLE.
- Zoom <zoom.us>: This web-conferencing service provides real-time hosting of meetings for organizational purposes and as part of our program offerings, including for our webinar series, our annual online conference, and other events, such as the Annual Member Gathering.
- Other platforms: Hover <hover.com> is our current domain registration provider. Weebly <weebly.com> hosts prior issues of *Research in Online Literacy (ROLE)*. Doodle <doodle.com> is our key tool for scheduling meetings. Other platforms are also used by members to fulfill duties.
- Deprecated platforms: We stopped using Slack and, as noted above, Weebly for our main site.

WEBSITE DEVELOPMENT AND TRAFFIC

The 2021-2022 year marks the first full year on the Wild Apricot platform under the <gsole.org> domain. This was also the first full year we have a complete year of website analytics to compare with our old site (<glosole.org> hosted by Weebly), which last had a full year of operation in 2019-2020, after a redesign of the site in late 2019. Here are some comparisons of key metrics. Our consistent growth in page views is particularly significant given our old domain is unable to redirect traffic to the new site.

	2018-2019	2019-2020	2021-2022
Total Unique Visitors	3,937	9,618	9,669
Total Page Views	18,327	29,291	41,216

DIGITAL ASSETS CURATION

Besides hosting live events on the GSOLE website, the Digital GSOLE team also oversees the curation of a range of digital assets, including content developed by GSOLE programs. By the end of the 2021-2022 year, the main GSOLE site <gsole.org> and legacy ROLE site <roleolor.org> hosted over 80 original short-

form publications and resource pages. On the main GSOLE site, moreover, the Member Archives include over 70 hours of videos featuring webinars and conference archives.

Digital Assets (Totals)	2019-2020	2020-2021	2021-2022
Peer-Reviewed Pieces	30	34	36
Reviews (book/tech)	26	36	36
JIT Resource pages	0	9	9
Webinar Videos	12	16	20
Conference Videos	12	24	39

GSOLE 2022 CONFERENCE COMMITTEE REPORT

Cat Mahaffey, GSOLE Vice President

2022 CONFERENCE TEAM

- Co-Chairs: Cat Mahaffey and Tess Evans
- Subcommittees:
 - **Communications and Registration:** Cat & Tess
 - **IDEA:** Miranda Eggers, Mary Lourdes Silva, Ashleigh Petts, Kevin DePew, Beatrice Mendez Newman, and Meghan Velez
 - **Promotional Materials:** Beatrice Mendez Newman and Mary Lourdes Silva
 - **Website Maintenance:** Elle Tyson, Mary Lourdes Silva, Mikala Jones, Natalie Stillman-Webb, Alison Williams
 - **Plenary Liaisons:** Meghan Velez, Kevin DePew, Beatrice Mendez Newman, Alison Williams
 - **Sponsor and Exhibitor Liaisons:** Cat Mahaffey, Tess Evans, and Elle Tyson
 - **Proposal Scoring:** Erin Jensen, Angela Laflen, Nikki Chasteen, Nitya Pandey, Mary Lourdes Silva, Ashleigh Petts, Ann Marie Ade, Natalie Stillman-Webb, Marcela Hebbard, Jen Cunningham, Beatrice Mendez Newman, Meghan Velez, and Lynn Reid
 - **Presenter Liaisons:** Angela Laflen, Nikki Chasteen, Mary Lourdes Silva, Ashleigh Petts, Beatrice Mendez Newman, Alison Williams
 - **Program Development:** Angela Laflen, Nikki Chasteen, Ashleigh Petts, Ann Marie Ade, Natalie Stillman-Webb, Jen Cunningham

2021 CONFERENCE TIMELINE

- Committee formed 7/29/2021
- CFP went out 8/23/2021
- Submission deadline 10/12/2021, but moved to 10/17/2021
- Acceptance notifications 11/23/2021
- Program published 12/15/2021
- Conference site opened 1/21/2022
- GSOLE All-Day Conference 1/28/2022

CALL FOR PAPERS (CFP), SUBMISSIONS, AND ACCEPTANCE

Our CFP garnered 35 submissions (compared to 45 last year), including 20 Individual Paper

proposals, 6 Praxis Post(er) proposals, and 9 Site Share Panel proposals. According to those submitting proposals, most said they participated last year (33%), followed by having heard about the conference from a colleague (19%) (See Figure 1).

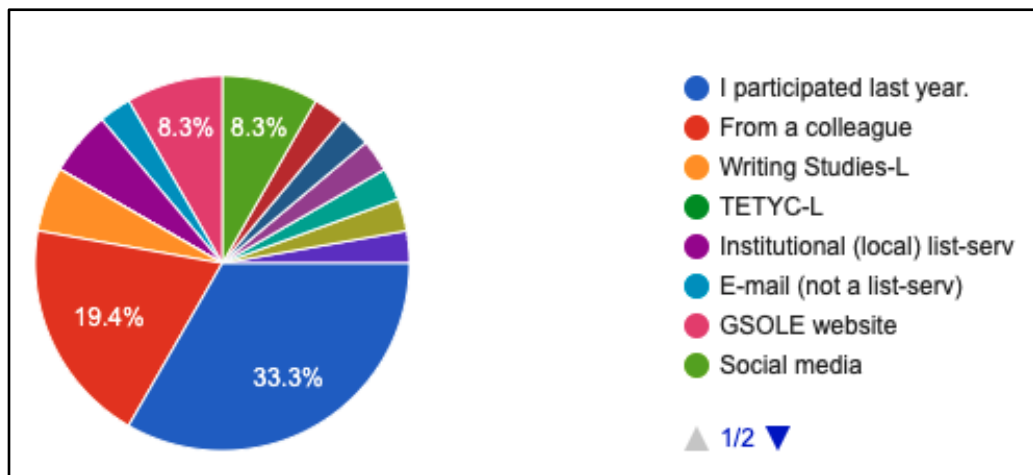


FIGURE 1. RESPONSES BY SUBMITTERS TO THE “HOW DID YOU HEAR ABOUT THE CONFERENCE?” QUESTION.

2021 CONFERENCE PROPOSAL ACCEPTANCE OVERVIEW

Category	Received	Accepted	Acceptance Rate	Rejected	Conversion Invitation	Offered Mentoring
Individual Paper	20	17	85%	0	1	2
Praxis Posters	9	9*	100%	0	0	0
Site Share	10	10	100%	0	0	1
TOTALS	35	31	95%	0	1	3

TABLE 1. OVERVIEW OF PROPOSAL TYPES AND ACCEPTANCE RATES. *ONE POSTER PRESENTER WITHDREW FROM THE CONFERENCE, SO WE ENDED UP WITH 8.

2021 COMPARISONS FOR 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 2. ACCEPTANCE COMPARISONS TO 2021 PROPOSAL TYPES AND ACCEPTANCE RATES.

2021-2022 PROGRAM COMPARISONS

	2021 Program	2022 Program	Difference
Plenaries	2	2	0
Concurrent Sessions	5	7	+2
Site Share	5	10	+5
Paper Panels	6	6	0
Ignite Talks	4	0	-4
Praxis Posters	12	8	-4

TABLE 3. PROGRAM COMPARISONS BETWEEN 2021 AND 2022 CONFERENCE.

The 2022 Conference Committee opted not to include Ignite Talks or the Keeping the Conversation Going Forum from the 2021 conference. Instead, we encouraged social media posts to #gsole2022.

NEW CONFERENCE HOSTING

GSOLE hosted the conference on our own Zoom platform for the first time this year. This meant the creation of a new conference role, that of Zoom Administrator (ZA). We expanded our Zoom license so that we had 4 rooms open throughout the day – 3 concurrent session rooms and 1 ongoing lobby. The 11 ZAs were granted access to our Zoom account, and were responsible for opening/closing the rooms, enabling live transcription, granting access to participants through the waiting room, and recording the sessions. We struggled to get enough volunteers to cover both Moderator and ZA roles, so the committee will likely want to revisit next year whether this extra role is necessary or whether it can be incorporated into the Moderator role.

CONFERENCE FINANCE REPORT

Category	Credits	Debits
Sponsors*	\$550.00	
Registrations	\$1320.00	
Memberships (new and renewals)	\$2700.00	
Plenary Honoraria		\$2000.00
Subtotals	\$4570.00	\$2000.00
TOTAL	\$2570.00	

TABLE 4. OVERVIEW OF CONFERENCE INCOME AND EXPENSES. * THE 2022 CONFERENCE HAD TWO SPONSORS, COMPARED TO FOUR LAST YEAR.

CONFERENCE REGISTRATION AND PARTICIPATION

The conference took place January 28 with the continued theme of "Visions and Sites of Online Literacy Education." There were 160 total paid registrants for 2021, compared with 162 for 2021.

GSOLE 2022 Annual Conference "Visions and Sites of Online Literacy

Education

Location: Online

Date: 28 Jan 2022 7:30 AM - 7:30 PM (EST)

Currency: USD

Total registrations

Status	Attendees	Registration fees	Payments received
Confirmed (fully paid and free)	158	1,310.00	1,290.00
Pending (unpaid and partially paid)	2	10.00	0.00
Canceled	0	0.00	-
Total	160	1,320.00	1,290.00
Checked in	0	0.00	0.00

By registration type

Regular GSOLE members

Status	Attendees	Registration fees	Payments received
Confirmed (fully paid and free)	104	1,040.00	1,020.00
Pending (unpaid and partially paid)	0	0.00	0.00
Canceled	0	0.00	-
Total	104	1,040.00	1,020.00
Checked in	0	0.00	0.00

Sponsor Registration

Status	Attendees	Registration fees	Payments received
Confirmed (fully paid and free)	0	0.00	0.00
Pending (unpaid and partially paid)	0	0.00	0.00
Canceled	0	0.00	-
Total	0	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)	54	270.00	270.00
Pending (unpaid and partially paid)	2	10.00	0.00
Canceled	0	0.00	-
Total	56	280.00	270.00
Checked in	0	0.00	0.00

FIGURE 2. CONFERENCE REGISTRANT TYPES AND CORRESPONDING FEES.

SURVEY

This year's response rate was 14% (23 respondents), and the feedback was overwhelmingly positive.

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1 The conference sessions provided valuable information.			4%	26%	70%

Q2 I felt a sense of community during the conference.		4%	4%	26%	65%
Q3 The conference was well planned and organized.				17%	83%
Q4 I would participate in this conference again as a participant or presenter.			4%	13%	83%
Q5 The registration process was clear to me.			17%	17%	65%
Q6 The timing of the conference worked well for me.			17%	26%	56%
Q7 I found the conference to be accessible and inclusive.			4%	22%	74%

TABLE 5. 2022 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%	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 6. 2021 POST-CONFERENCE SURVEY RESULTS.

As you can see, approval ratings increased in some areas but decreased in others. Perhaps the largest decrease was related to the registration process, where indications of “strongly agree” dropped from 84% to 65%. We did have a few emails indicating confusion when registrants had to set up their membership and then go back to the registration portal to register for the conference. Like last year, 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.

LESSONS FOR NEXT YEAR

- Bolster the liaison process by building more resources, including email scripts, process timelines, and clearer pathways for submitting materials.
- Consider revising the terminology of “Site Share Panel” since it seems to create confusion for committee members, presenters, and participants.
- Use Wild Apricot’s Conference Committee page with more intention, rather than using Google Drive.
- Bolster subcommittee processes by building more resources, including timelines and resources.

AFFILIATES

Meghan Velez, GSOLE Executive Board At-Large Member and Affiliates Co-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 Melonçon
3. Rhetoric Society of America
 - a. Liaison: Dan Seward
4. International Writing Center Association (IWCA)
 - 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

2021-2022 AFFILIATE EVENTS

This year, GSOLE continued organizing and promoting **affiliate events** open to attendees of multiple organizations. This year, the committee focused on offering reciprocal member access to GSOLE events and events hosted by affiliate organizations. In Fall 2021, GSOLE provided free access to the webinar “Strategies for Antiracist & Decolonial Language Pedagogy in the Online Writing Classroom” to Association of Writing Across the Curriculum (AWAC) members. In return, AWAC offered GSOLE members access to their antiracist syllabus workshop event.

These events expand awareness of GSOLE to new professional circles within the discipline, offer mutual benefits between GSOLE and its affiliates, and support conversations about meaningful online literacy instruction. In future years, as MOUs are refined between GSOLE and its affiliate organizations, more event access of this kind will be emphasized.

CONFERENCE PARTICIPATION

In 2021-2022, GSOLE utilized affiliate agreements to enhance cross-organizational presence at our own and other professional conferences in the discipline. After reviewing our agreement with the Rhetoric Society of America (RSA), GSOLE submitted and will hold a panel at the 2022 RSA Biennial Conference. In addition, GSOLE offered a guaranteed panel slot for AWAC at the 2022 GSOLE Conference, which was filled by three AWAC members.

AFFILIATION POLICY

As part of an ongoing effort to promote transparency in organizational practices and to uphold GSOLE's commitment to inclusivity, diversity, equity, and accessibility (IDEA), the affiliates committee created a formal affiliation policy and procedure document this year. This document outlines the typical benefits to affiliation guaranteed to affiliate organizations, including guaranteed panels at GSOLE conferences, event cross-promotion and access, and a link to the organization's website on the GSOLE Affiliates webpage. The document also identifies requirements to becoming a GSOLE affiliate and outlines steps for initiating the affiliation. Moving forward, all organizations wishing to become GSOLE affiliates must hold 501(c) nonprofit status and must submit a statement outlining the organization's recent IDEA efforts. This policy will allow GSOLE to make strategic decisions about affiliations that are in line with the organization's values and commitments.

LOOKING AHEAD

- We remain eligible to apply for an affiliation with the Association of College and Research Libraries (ACRL).
- With the creation of a formal Online Writing Centers Association (OWCA) with 501(c) status, GSOLE will phase out the Online Writing Center Community (OWC) and Online Literacy and Writing Tutoring Team (OLWT) affiliations and pursue affiliation with OWCA.
- With the migration of GSOLE's web presence to gsole.org, we will reach out to organizations that have the old glosole.org website linked on their affiliate pages to request updates. This outreach will also provide an opportunity to review current affiliation agreements to ensure that GSOLE is taking advantage of all affiliation benefits with these organizations.

PUBLICATIONS COMMITTEE

Dan Seward, Jason Snart, Ashlyn Walden, Beatrice Newman

During 2021, the *Online Literacies Open Resource (OLOR)* became the umbrella publication for GSOLE, whereas GSOLE had previously published two online journals, one called *OLOR* and the other, *Research in Online Literacy Education (ROLE)*. Under the new publication paradigm, these titles will be treated as separate series under *OLOR*: the old *OLOR* articles now appear under the *OLOR Effective Practices* series and the old *ROLE* articles will be divided into a *ROLE* series and an *OLOR Reviews* series, each with their own editors. Additionally, the *Online, Just-in-Time* node on the old site now appears as a curated publication under *OLOR*.

Much of the work for this year has involved migrating existing publications from our Weebly platform to our new WildApricot site <gsole.org/olor>. So far, all *OLOR Effective Practices* have been migrated, as well as all book reviews previously published in *ROLE*. The target for completing the migration of the remaining *ROLE* articles is June this year. In the meantime, each series has resumed publication of new pieces under the following editorial leadership:

- Jason Snart, editor of *OLOR Effective Practices*
- Ashlyn Walden, editor of *Research in Online Literacy Education*
- Beatrice Mendez Newman, editor of *OLOR Reviews*

Besides consolidating the online location for these publications, the new paradigm also allows for a central production process, managed by a new, central *OLOR* Production team. The *OLOR* Production Team works with the editors of each *OLOR* series to ensure that both new and old publications are readily findable on the GSOLE website, that the individual publications are designed to be as accessible as possible, and that each publication goes through a quality. The Production Team currently includes Lead Content Curator Dan Seward and Assistant Content Curator Brendan Hawkins.

OLOR: PUBLICATION DEVELOPMENT FOR 2021-2022

The *OLOR* Production Team developed “Publications Procedures Guidelines” and “Page Setting Guidelines”; and deployed an interactive filtering tool to sort and display *OLOR* pieces; these procedures are being reviewed and refined as they are implemented.

OLOR Effective Practices added pieces by Charlotte Asmuth and Tess Evans

ROLE is finalizing a piece by Jennifer Sheppard, “Cultivating a Shared Vision: Crafting a Communal Policy and Pedagogical Guidelines for Online Writing Instruction”

OLOR Reviews has several reviews now under development.

OLOR: LOOKING FORWARD

The work for most of this year has focused on adaptation to the new platform, development of production procedures, and migration of old pieces—the production is expected to ramp up for each of

the OLOR series in the upcoming year. The team is looking at using CCCC Research Forum Network to recruit authors.

Jason Snart applied for GSOLE Research Grants to fund instructors to write-up application of already-published EP pieces. See IDEA initiatives below:

IDEA AUDIT AND INITIATIVES

In the past, IDEA topics have not been a special area of recruitment for authors; however, many articles include discussions of access and inclusion; members of the publications committee are now reviewing more proactive methods to support IDEA.

Jason Snart submitted proposal for soliciting under-represented author groups to submit OLOR EP pieces by offering honorarium using GSOLE IDEA funds

The Production Team and editors are looking into creating IDEA-related tagging for OLOR pieces, using the filter tool described above.

GSOLE WEBINARS

Jennifer Burke Reifman and Caitlin Field, Webinar Co-Chairs

2021-2022 WEBINAR SERIES

1. Rachael Shapiro, Missy Watson, & Jude Miller - *"Strategies for Antiracist & Decolonial Language Pedagogy in the Online Writing Classroom"*
September 27, 2021 @ 2pm - 3:30pm ET
87 registered; 68 attended
2. Leslie Anglesey & Molly Ubbesen - *"Accessible Affordance of Asynchronicity: Crippling Online Instruction"*
November 19, 2021 @ 3:30pm -5pm ET
68 registered; 45 attended
3. Mary Lourdes Silva & Juan José Ortega - *"Somos Tango: Social Political Activism in Contemporary Tango Lyrics"*
February 18, 2022 @ 10am-11:30am ET
20 registered; 12 attended
4. Catrina Mitchum, Janine Morris, & Marcela Hebbard - *"Toward Linguistic Inclusivity: Evaluating Approaches to Instructional Materials and Technology"*
April 29, 2022 @ 1:30- 3pm ET
TBA registered; TBA attended.

2021 WEBINAR ACTIONS & ACHIEVEMENTS

- **Themed Series.** This year, as new co-chairs, we followed last year's themed webinar series, focusing on: Cross-Cultural Rhetorics and Linguistic Diversity in Online Literacy Instruction. This was intended to be an extension of the previous topics and invite proposals rather than curate speakers.
 - The CFP released in May-June and garnered 10 responses; 4 were ultimately selected.
- **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; Jennifer and Caitlin sent the invites to the Writing Studies, NEXTGEN, and Writing Center Listservs, posted to the OWI and Writing Center Facebook Groups, and emailed the GSOLE membership lists.
- **Feedback.** Co-chairs sent a participant survey and any follow-up resources to participants after the webinar. Response rate was good, and participants were overwhelmingly positive.
- **Archives.** All webinars were recorded and posted to the archive, which is available for GSOLE members to peruse.
- **Participation.** The participation of webinars fluctuated this year depending on the time and topic of the webinar. We noted that webinars were better attended when they were later in the day and had a very clear title that related to teaching practices.

RESEARCH COMMITTEE

Tony Hicks, Committee Chair

The GSOLE Research Committee is currently reviewing grant applications, of which four were received by the extended deadline of March 15, 2022. Grant recipients will be notified by April 15th, 2022.

Whereas in previous years, two awards of \$500 each were awarded, this year GSOLE executive board increased the budgeted amount for grants to \$2,000. Awards may still go to one or several proposals, and team as well as individual proposals were accepted.

The committee met several times this year, starting in June 2022. The committee completed the following items:

- Refined procedures and guidelines for the Research Fellows “Call for Proposals”
- Provided flexibility on how research funds might be spent (e.g., for childcare to work)
- Explored ideas for supporting contingent faculty through grants
- Participated in GSOLE’s first IDEA audit

Some issues that the committee might address in the future include:

- Refining procedures and guidelines for reporting on progress in research fellowships
- Considering a more structured review process for grant applications (blind review, feedback forms, etc.)
- Considering a more robust effort to announce and publicize research grant opportunities to a wide variety of faculty, including those in adjunct, contingent, or underrepresented positions

IDEA COMMITTEE

Meghan Velez, Committee Chair

In July 2021, an ad hoc committee was formed to support GSOLE's inclusivity, diversity, equity, and accessibility (IDEA) efforts. A standing committee was approved by GSOLE's Executive Board in August 2021.

IDEA AUDIT

The first task of the committee was to coordinate an internal audit of GSOLE's efforts, achievements, and limitations related to IDEA. This audit consisted of a member survey with demographic questions as an attempt to better understand the diversity of GSOLE's membership, as well as a questionnaire completed by all standing GSOLE committees to document their IDEA efforts, challenges, and goals. The questionnaire asked committee members to reflect on elements including:

- Representation of BIPOC and/or disabled-identifying leaders/members on the committee
- Inclusion and support of scholarship by BIPOC and/or disabled-identifying scholars through the committee's work or programming
- Future goals related to directly involving and monetarily supporting the work of BIPOC and/or disabled-identifying GSOLE members and online literacy education scholars
- Ideas for making committee events and/or programming more accessible and antiracist

Questionnaires were completed in Fall 2021 and reviewed by the IDEA committee in late 2021/early 2022. IDEA committee members provided feedback to each GSOLE committee based on the cumulative results of the audit and encouraged committees to apply for IDEA funds (see below) to help achieve the goals they identified in the questionnaire.

IDEA FUNDS

In October 2021, The GSOLE Executive Board approved the creation of the IDEA Fund dedicated to advancing the organization's commitment to inclusion, diversity, equity, and accessibility. Funds will be provided through a combination of annual allocations from GSOLE's membership fees and designated donations received through GSOLE's "Support" page. A full description of the fund can be found [here](#).

GSOLE's IDEA committee welcomes proposals for disbursements from this fund to help support IDEA-related efforts from a particular program or committee, or to advance the organization's goals in diversifying membership and/or leadership.

Any GSOLE program, committee, or subcommittee (whether ad hoc or standing) may request IDEA funds. Examples of funding requests might include (but are not limited to):

- honoraria for plenary speakers or webinar leaders focusing on antiracist or anti-ableist online literacy instruction

- travel awards to support graduate student or contingent faculty attendance at GSOLE affiliate conferences (CCCC, NCTE, RSA, AWAC, etc.)
- grant awards for projects related to antiracism or accessibility

As of March 2022, a proposal for soliciting OLOR “Effective Practice” pieces related to antiracism and accessibility is under review for IDEA funds disbursement.

ELECTION REVIEW

Looking ahead, the IDEA committee’s next major endeavor will be to review the candidates for upcoming GSOLE elections. The goal of this review process is to ensure that all election ballots reflect the diversity of GSOLE’s membership as well as the organization’s commitment to IDEA.

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.
 - Participants paid \$75 for the course.
 - 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 partialpod enrollment.
- The co-chairs tentatively believe a tiered price point based upon rank would allow contingentfaculty 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.