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NOSS VEGAS Still On!

We are still planning to have our 2021 NOSS Conference in Las Vegas in February. The Executive Board is monitoring the COVID-19 pandemic closely. The safety of our attendees is paramount. If we can hold NOSS 2021 safely with certain precautions, then the conference will proceed.

Participants have until January 27th to cancel their registration with a full refund minus a \$25 cancellation fee.

Proposals are being accepted now and registration is open.

**See below for details.
We hope to see you there!**



Registration for NOSS 2021 in Las Vegas is open! Registration rates remain the same as before with no increase. Don't miss this energizing professional development opportunity!

EXTENDED DEADLINE FOR PROPOSALS for NOSS VEGAS: August 1st

A dark blue rectangular graphic with a light blue border. At the top center is a light blue clock icon. Below it, the text "NOW OPEN" is centered in white. A white horizontal line separates this from the main title "NOSS 2021 CALL FOR PROPOSALS" in large, bold, light blue letters. Another white horizontal line follows. Below that, the text "CLICK THE LINKS BELOW TO SUBMIT YOUR CONCURRENT SESSION OR POSTER SESSION PROPOSAL" is centered in white. This is followed by "EXTENDED FINAL DEADLINE: AUGUST 1, 2020" in white. At the bottom, the text "QUESTIONS? EMAIL MEREDITH SIDES, NOSS 2021 PROGRAM COORDINATOR, AT MSIDES@THE NOSS.ORG" is centered in white. The background of the graphic shows a blurred image of a laptop and papers.

[Click here to find out more information](#)

[Click here to submit a concurrent session proposal](#)

[Click here to submit a poster session proposal](#)



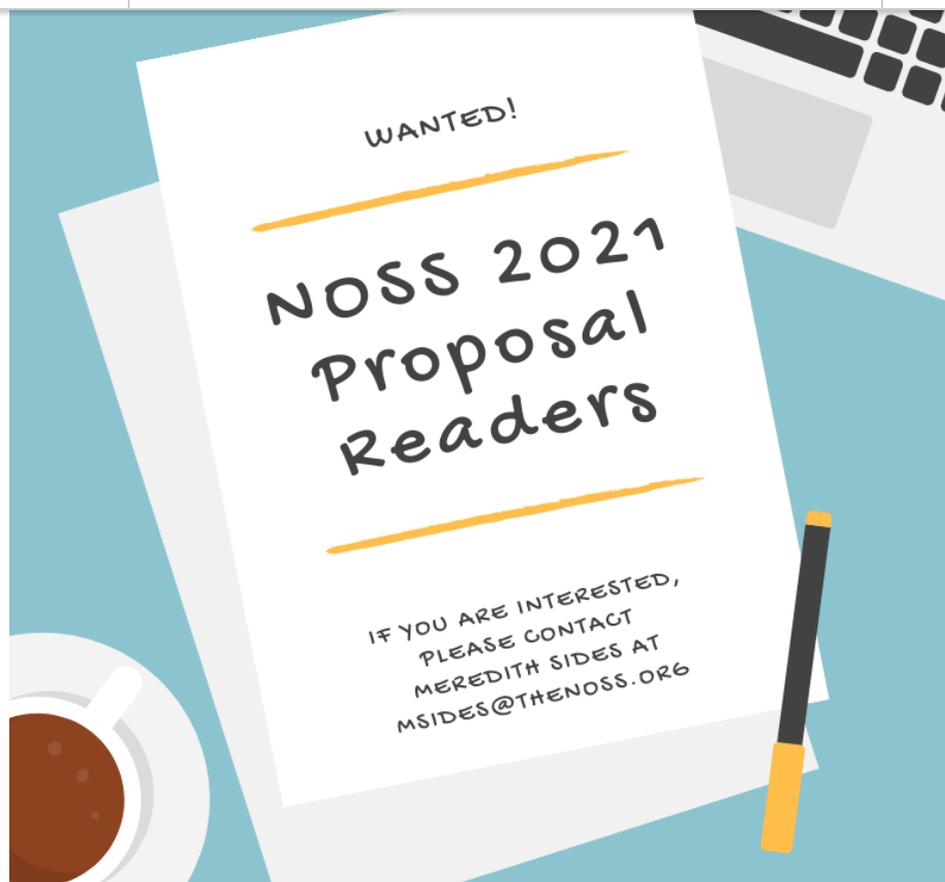
**Hotel rates at the Westgate Resort and Casino for NOSS 2021 will be \$143 per night plus tax.
Reservations will open later.**

[Click here](#) for more information



The poster is for the 45th Annual NOSS Vegas Conference. It features a dark blue background with a red border of white lights. At the top left, it says "45TH ANNUAL CONFERENCE" in large white letters. Below that, in yellow and blue, is "February 24-27, 2021". To the right is a large, stylized "NOSS VEGAS NEVADA" sign with a red star above it. Below the sign is a green banner that says "Bet on Student Success 2021" with red dice and blue and white chips. At the bottom left is the Westgate Las Vegas Resort & Casino logo. At the bottom right is the NOSS logo, the website "www.thenoss.org", the email "acook@thenoss.org", and social media icons for Facebook, Twitter, LinkedIn, YouTube, and Instagram. The background also features a city skyline with the Eiffel Tower and the Statue of Liberty.

The pre-conference program for the NOSS Vegas conference will be the [4th National Math Summit](#). The cost is \$125 and requires a separate registration process than for the NOSS conference.



EXECUTIVE BOARD NOMINATIONS BEING ACCEPTED

Nominations for the Executive Board Vice President position are now being accepted. The nominee must be an active member of NOSS. Members may log into their online NOSS account to complete a nomination form. The primary duty of the Vice-President is to serve as the Executive Board liaison with all state and regional Chapters. Other duties are listed on the website under Members Only > Elections as well as in the NOSS Policy and Procedure Manual. The deadline for nominations is September 30th.

Information regarding the **Treasurer** position will be made available after the membership votes on the proposed bylaws change. NOSS members should be sure to vote via an email from OpaVote which was sent June 1st. Voting closes **TODAY**, July 1st.

**WE NEED YOU!
GET YOUR VOTE IN TODAY!**

CONFERENCE COMMITTEE POSITIONS

The NOSS Conference Committee will have two positions wrapping up their terms at the 2021 Conference in Las Vegas: Program Coordinator and Registration Coordinator. Each of these positions are 3-year terms. If you are interested in serving the organization on this committee, please complete [this application](#). Those selected to serve will be asked to shadow those currently in these positions during the conference in February.



**OUR ADVISING &
COUNSELING NETWORK**

**HAS A NEW CHAIR
AND A NEW FOCUS!**

Want to join this Network
and find out more information?
Contact Dr. Monique Bruner
at mbruner@rose.edu

NATIONAL TRENDS NETWORK

CHAired BY DR. D. PATRICK SAXON

THE NOSS NATIONAL TRENDS NETWORK IDENTIFIES, DOCUMENTS, AND DISSEMINATES INFORMATION ON HIGHER EDUCATION PROGRAMS, INTERVENTIONS, REFORMS, AND INITIATIVES THAT SUPPORT IMPROVED OUTCOMES FOR STUDENTS. A PARTICULAR FOCUS WOULD BE ON ACTIVITIES THAT ARE SHOWING PROMISE AND ARE SUPPORTED WITH EFFICACY DATA. NETWORK MEMBERS ARE AVAILABLE TO IDENTIFY AND SHARE INFORMATION THROUGH NOSS COMMUNICATION VENUES, AS WELL AS FIELD QUESTIONS AND RESPOND TO INQUIRIES FROM THE MEMBERSHIP ABOUT THIS ISSUE.

INTERESTED IN JOINING?
EMAIL PATRICK SAXON AT DPS006@SHSU.EDU

NEWS from the NOSS Networks!

Teaching, Listening and Learning During Challenging Times

By Dr. Sam Crandall and Jennifer Tilbury

NOSS Tutoring & Peer-Assisted Learning Network

Have you ever been to the beach when the surf is strong and tried to stand in the waves? The power of the water can take you by surprise, knock you off balance and leave you staggering backward a few steps, only to then suck the sand from beneath your feet in the opposite direction, back out to sea. Our experiences over the past few months might feel a lot like this.

The Spring 2020 semester will be remembered for the flexibility and innovation of staff and faculty in responding to the unprecedented disruption which prompted the mass transition from in-person services to remote delivery. In envisioning for the upcoming academic year, there are increasingly growing concerns about the academic preparedness of students in this online environment and the role of academic support services such as Tutoring & Peer-Assisted Learning in aiding student success.

Jennifer Tilbury recently reached out to several faculty and staff members at the University of Alaska Fairbanks (UAF) Community & Technical College to ask about their experiences transitioning from in-person sessions to remote delivery this spring. A few faculty responded to questions in a confessional style, admitting they had never once logged into Blackboard or that their kids helped them navigate their Zoom meetings or Google classrooms. Several tutors observed that the rapidly exploding impact of a world health pandemic forced them into an online world that they never would have entered willingly. For some who had only dabbled in the online education world, COVID-19 accelerated those online projects that were lying in wait. An example of such a project is online tutoring for math and writing. For years Jennifer had been toying with various

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distancing is behind us.

In addition to a global pandemic, recent tragedies have significantly impacted our campus and home communities. As mentioned by the NOSS Equity, Access, & Inclusion Network in [A Statement on Racial \(In\)Justice](#), “We cannot be advocates for student success if we fail to address the issues which keep students from being successful.” As learning center managers/directors, we have the social responsibility to ensure a safe environment for both our students and employees. While many colleges and universities are focusing their efforts on amplifying student voices, and rightly so, we encourage you to also reach out to your colleagues and your staff, particularly employees of color. [Your Black Colleagues May Look Okay - Chances Are They Are Not](#). They are exhausted. Many have been fighting for racial equality for decades, yet they continue to work on behalf of our students who experience systemic racism within our institutions.

Dr. Sam Crandall recently served with a team of educators to provide campus-wide virtual discussions with students, staff, and faculty at Phoenix College (PC). Being an institution which primarily serves students of color and historically minoritized backgrounds, PC sought to make sure their students, staff, and faculty had a space to be heard and represented in light of current events surrounding the Black lives matter movement. The purpose of the session was to listen to the black and brown voices so they feel heard, loved, and respected and to see what people of all social identities can do to support those most affected. Recognizing that this was only the first session in a series being created, the focus was on feelings, worries, and concerns. Ten trained facilitators participated in leading small group discussions and a counselor was on standby in the event a participant needed to take a break from the conversation. When all the participants joined back together in the main session, facilitators summarized common themes from each group. Participants expressed gratitude for the recognition of the impact of systemic racism at the college level and urged PC to outline actionable steps for creating greater equity for students, staff, and faculty.

As educators, we have the responsibility to eradicate the social injustice within our own campus community and support positive change. This work starts from within. The NOSS Equity, Access, and Inclusion Network have compiled [anti-racism and white allyship resources](#) for educators to unpack the role of race in their lives and at their institutions. To read about the experiences of black faculty members on predominantly white campuses, you can look at the twitter hashtag #blackintheivory.

We are unsure what the takeaways from this semester are, and we wonder what this article would look like from a student’s perspective. For now, it seems important to share our experiences. We must ask questions that will help us best shape tutor/peer mentor and student experiences going forward. For example: How can we best provide access to academic support services for students amidst a pandemic? What might safety and social distancing protocols for an in-person center look like? For online tutoring, what platforms work best and how can we help students find us in the virtual world? How can we build a sense of community online -- one that will support students both academically and socially/emotionally? Not least, how can we model effective self-care, and encourage our colleagues and tutors to do the same?

Great resources already exist to help smooth the way for those of us in new territory, virtually speaking. The Association of Colleges for Tutoring and Learning Assistance (ACTLA) recently developed [online tutoring standards](#) and now offers an online tutoring program certification. With time to catch our breath over the summer, we can also consider ways to “switch up” online tutoring sessions - check out [these fun tips for creatively engaging students](#) that would work well for online writing tutorials.

In the midst of these powerful questions, we can also find opportunity. And many of the gaps in access to student resources laid bare by COVID 19 are not new - they are just made more glaring and urgent now. Academic support professionals will likely play an increasingly crucial role in ensuring students’ academic preparedness for a new year of learning given the various strategies institutions are implementing -- including increased online courses or 100% online delivery.

NOSS Network Choices

**YOUR NOSS MEMBERSHIP INCLUDES
NETWORK CHOICES!**

**UPDATE YOUR NOSS PROFILE AND SELECT
ALL THE NETWORKS YOU'D LIKE TO BE A
PART OF, INCLUDING OUR NEW RETENTION
NETWORK.**

**DON'T MISS OUT ON THIS GREAT
FEATURE OF MEMBERSHIP!**

NOSS 2020 Chapter News

Greetings from the Arizona chapter of NOSS!

Jeff Thies
AADE Chapter President

Like me, I'm sure many of you are watching webinars, reading journals, and attending virtual trainings in an effort to ensure developmental courses and programs provide an engaging learning experience led by equity-minded educators. The last three months have challenged us all in many ways, professionally and personally. I hope you and yours are doing well and staying healthy.

Spring Break 2020 to now - a significant uphill climb. Challenged to move swiftly from the brick and mortar classroom to the virtual classroom. Challenged to provide student support opportunities to students. Challenged to support success initiatives stemming from Cares Act funds. We made it through, but how did the students fare? In the aggregate, it's a question without a clear answer for many of us. An answer we may not fully capture for another year.

As we wrapped up our best efforts to complete the spring semester, just starting to think about summer, George Floyd became a household name. Social justice vaulted into the news, pushing COVID19 to the back burner. As educators, we saw an increase in the number of webinars focused on equity in the classroom and on campus. Ibram X. Kendi's *How to Be an AntiRacist* was only available on audiobook as book clubs and professional learning communities raced to learn about and discuss the concept. Significant work is being completed this summer as a result and it is my hope that diversity, equity, and inclusion will move beyond the statement on the website, mandatory HR hiring video, and committee meeting, to a broader swath of classrooms. AADE's leadership team strongly supports NOSS's **Racial (in)Justice** statement and encourages all of you to read (or re-read) Dr. Jeni Ussery's, equity mindedness article before you begin preparation for fall.

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the NOSS logo with Arizona Chapter to our [website](#), an official name change is in order. We discussed this briefly in March at the statewide meeting session. Our due date is November 1st, so expect to engage in more conversations in early fall about the possibilities and a final vote.

We are in the middle of planning our first virtual statewide conference. As you may recall, we moved our annual conference from spring to fall last year. This year we have another change, moving from face to face to online. Early indications suggest we'll be holding the conference in late September or early October. We plan to focus on Engagement and Equity in a Virtual Learning Environment. Expect more information in August. With the conference moving, so too did our election timeframe. AADE will be looking for candidates for the positions of President-Elect, Treasurer, and Membership Coordinator. Please consider supporting developmental education and student success in Arizona in one of these roles.

As we look to elect candidates for these positions, we'll also be sending our past-president, Robin Ozz, into retirement from a leadership role in the organization. Robin has championed the efforts of AADE from its inception and her historic knowledge and passion for supporting developmental educators are unmatched. We will miss her influence and wish her the best.

Enjoy your summer. Stay rested if life allows. Stay healthy. Fall will be here soon and our maximum energy will be required.



FREE WEBINARS

In preparation for the National Math Summit, NOSS is partnering with AMATYC and other organizations to offer additional webinars. The link to the recording and the PowerPoint for **"Fostering Student and Faculty Ownership during a Pandemic"** are on the NOSS website. See below for additional information.

July 21, 2 p.m. ET

"Equity in the Math Classroom: Strategies for Reaching Every Student"

Jenna Carpenter

Sponsored by NOSS Equity, Access and Inclusion Network, and AMATYC Equity Committee

August 19, 2 p.m. ET

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Sponsored by AMATYC Standards Committee and NOSS

September: Developmental Math Partnership

October: Pathways Partnership

November: Professional Development & Department Issues in a Pandemic

January: Student Engagement

Want some great resources related to multiple measures?

Click below to access the resource list the Research Network has compiled!"

Resource List

“Tips and Strategies for the Virtual Shift of Face-to-Face Classes”



**Webinar materials from
the presentation on
May 20th**

Check out the latest issue of the *Journal of Developmental Education* posted on the NOSS website under Members Only!



CONSIDER PUBLISHING IN PRACTITIONER TO PRACTITIONER!

Do you have a best practice you'd like to share, but don't have the time to write a formal research paper?

Please consider sharing your idea and have it published in NOSS' Practitioner to Practitioner. NOSS encourages any practice that promotes student success! Guidelines can be found at thenoss.org, and then click onto library, Practitioner to Practitioner.

The goal of P-to-P is for practitioners to share and promote exciting programs, services, professional development opportunities, workshops, placement changes, courses, advising practices, student organizations, or summer programs - just some examples that have shown success.
Share. Together we can.

Submit your article to: practitioner@thenoss.org

Share and get published!



Did you know that we have many resources on the NOSS website? Check out a variety of articles under the Library tab of the website, and more specifically at the section called [Resources](#).



2021 NOSS Conference

Feb 24-27, 2021

Westgate Las Vegas

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