

How are we (re)defining student success?

Session Facilitators: Chris Davidson (University Libraries), Myrna García (Latino & Latina Studies, WCAS)

Discussion Summary

Note: A discussion with all participants was not included in the recorded video. Below is a summary of the discussion.

Session attendees had a discussion regarding defining success and barriers to success. One professor brought up the fact that students don't realize how important classroom success is in the moment; they benefit from it in the future. Myrna García said she tries to give students opportunities to hear from alumni or others who have benefitted from her course or similar courses. Another professor discussed how students have limited time and resources, and how students can try to appear more knowledgeable than they are, which creates difficulties in learning. An instructor shared the importance of drawing on Searle, other resources, and each other for ways to calibrate the classroom for student success. Participants discussed the importance of being mindful of the external factors affecting student success, including national and global affairs, students' personal lives, campus climate, and social context. Drawing on resources like [Teaching During Turbulent Times](#) helps garner strategies for nurturing student success. Participants also discussed the utility of drawing on disability studies to foster success for all students.

Chris Davidson then went on to show students' definitions of success: social integration, health, learning new concepts, building community, gaining leadership skills, and building career networks. He talked about different background factors that can provide barriers to success for students. Attendees then made comments again, bringing up anecdotes about specific students or broader patterns they'd noticed in their own classrooms.