### Chapter One: Socially Just Design in Gateway Courses

**March 22, 2021**

**Welcome**: Sara Stein Koch, Institute Fellow and Senior Associate for Institutional Support, Gardner Institute  
**Chapter Introduction**: John N. Gardner, Chair and Chief Executive Officer, Gardner Institute

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
</table>
| 1:00-1:15pm     | **Welcome**: Sara Stein Koch, Institute Fellow and Senior Associate for Institutional Support, Gardner Institute  
                    **Chapter Introduction**: John N. Gardner, Chair and Chief Executive Officer, Gardner Institute |
| 1:15-2:15pm     | **Plenary**: The Problem of the Gateway Course Completion Line – Andrew K. Koch, President and Chief Operating Officer, Gardner Institute |
| 2:15-2:20pm     | **Break**                                                                                   |
| 2:20-2:40pm     | **Case Studies – Choose one of the following:**                                              |
|                 | - **Gateways to Completion® at Eastern Michigan University** – Doris Fields, Director of Undergraduate Studies, Eastern Michigan University  
                    The Gateways to Completion initiative at Eastern Michigan University promotes equitable opportunities for underrepresented students in the classroom. EMU made the decision to participate in the three year G2C initiative for the following reasons: study the impact G2C would have on freshman retention rates (gateway courses), discover any equity issues/problems in the classroom and collect data on the achievement gaps. It is clear from the data that G2C course redesign in the selected gateway courses (Biology 110, Chemistry 121 and Math 105) is having an impact on the marginalized populations at EMU. |
|                 | - **Reimagining the Gateway Faculty Experience** – Isis Artze-Vega, Vice President for Academic Affairs, Valencia College  
                    Students' gateway course experiences are mediated through faculty. We simply cannot realize equitable, just student outcomes without focusing efforts on gateway faculty. Yet we ask these colleagues, many of whom are early career academics and/or in contingent roles, to take on sizable teaching responsibilities while serving as both content experts and equity-minded practitioners of student success. Expectations like these, without ample support, are unjust. This case study presents approaches and outcomes from two institutions that reimagined the gateway faculty experience, demonstrating the considerable return on investments in gateway faculty. |
|                 | - **Redesigning Gateway Courses as a Statewide Initiative: The University System of Georgia** – Felita Williams, Associate Vice Chancellor, Strategic Academic Initiatives, University System of Georgia  
                    The University System of Georgia is currently the only higher education system in the nation to embark upon addressing unjust course design in gateway courses as a statewide initiative. This session will  
                    • orient you to the University System of Georgia,  
                    • share the strategies employed,  
                    • showcase our results with the first cohort  
                    • help you devise ways to translate our success to your System or institution.  
                    Please join this interactive presentation ready to share your thoughts and ideas on addressing unjust course design in an efficient, effective, faculty driven manner. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:40-2:45</td>
<td>Break</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td>Case Studies - Choose one of the following:</td>
</tr>
</tbody>
</table>
|          | **Socially Just Teaching and Learning: Sentipensante (Sensing/Thinking Pedagogy)** - Laura I Rendón, Professor Emerita, University of Texas-San Antonio  
This case study presents the pedagogic features of Sentipensante (Sensing/Thinking) Pedagogy. As a counter to the entrenched view that education is solely about the pursuit of intellectualism, Sentipensante Pedagogy emphasizes the value of focusing on the rhythmic balance between intellectual, social, emotional and inner-life skill development. As a contemplative, deep learning experience connected to justice and liberation, Sentipensante Pedagogy employs illuminative knowledge tools such as periods of silence, music, arts-based projects, poetry, autoethnography, testimonios and socially-driven art and photography. These contemplative tools allow students to deeply engage with social issues connected to race, justice and equity which often impact their communities. Examples of contemplative, deep learning practices will be presented. |
|          | **Socially Just Design: Connecting Past to Present** - Ed Ayers, Tucker-Boatwright Professor of the Humanities and President Emeritus, University of Richmond; Annie Evans, Director of Education and Outreach New American History, University of Richmond  
A case study exploring systemic racism from redlining to COVID-19 to climate justice. |
|          | **Motivate Lab: Creating Student-Ready Colleges Through Motivationally-Supportive Instructional Practices** - Chris Hulleman, Director and Founder, Motivate Lab; Kenn Barron, Professor, James Madison University  
The lack of readiness of our education systems to teach online over the past year have laid bare systemic inequities that have resulted in students being disengaged and feeling uncertain about their ability to learn, particularly students from traditionally marginalized backgrounds (e.g., Black, Latinx, low-income, lower achieving). A key starting place for creating supportive institutional cultures is with how faculty design the classroom learning experience, particularly for introductory and general education courses that form students’ foundational impressions of the institutional culture. To this end, we built an online, mostly asynchronous course that not only introduced faculty to the basic ideas behind learning mindsets and associated practices, but also how to apply that knowledge to online learning in a way that promotes justice, equity, diversity, and inclusion. In this case study, we present one of the instructional practices that the course was designed around, and provide participants an opportunity to discuss its implementation. |
| 3:15-3:20 | Break                                     |
| 3:20-4:30 | Shaping the Movement: Discussion on a Socially Just Design in the Gateway Course System - Katie Locke, Director of Marketing and Communications and Ed Willis, Resident Fellow, Gardner Institute |
Case Studies Presenters

Isis Artze-Vega

Isis Artze-Vega, Ed.D. is Vice President for Academic Affairs at Valencia College, long regarded one of the nation’s most innovative community colleges, serving more than 70,000 students each year. She provides strategic leadership for curriculum, assessment, faculty development, distance learning, career and workforce education, and partnerships for educational equity. Prior to joining Valencia, Isis served as Assistant Vice President for Teaching and Learning at Florida International University and taught English Composition and Enrollment Management at the University of Miami. A devoted mami, wife, and daughter, her work is fueled by a commitment to equity and justice, implemented through love and service.

Edward Ayers

Edward Ayers has been named National Professor of the Year, received the National Humanities Medal from President Obama at the White House, served as president of the Organization of American Historians, and won the Bancroft Prize for distinguished writing in American history. He served as the founding chair of the board of the American Civil War Museum. Ed is host of The Future of America's Past, a television series that visits sites of memory and meets the people who keep those memories alive. He is the Executive Director of New American History, an online project based at the University of Richmond, designed to help students and teachers to see the nation’s history in new ways. His newest book is Southern Journey: The Migrations of the American South, 1790-2020.

Kenn Barron

Dr. Kenn Barron is a Professor of Psychology at James Madison University (JMU) and Coordinator of JMU’s Motivation Research Institute. He also is a faculty fellow and member of Motivate Lab at the University of Virginia, and a Fellow of the Gardner Institute.

Annie Evans

Annie is a National Geographic Society Grosvenor Teacher Fellow, a National Geographic Certified Educator and Trainer, and Co-Coordinator of the Virginia Geographic Alliance. With over 30 years of classroom and educational leadership experience, she designs curriculum and facilitates professional learning for K-16 teachers and museum educators, focusing on Historical Thinking Skills, GeoLiteracy, Instructional Coaching, Project-Based Learning, and Performance Assessments. Annie serves on the History and Social Science Steering Committee for the Virginia Department of Education, and the Board of Directors for the Center for Teaching the Rule of Law.

Doris Fields

Dr. Doris J. Fields is the Director of Undergraduate Studies and Professor of Communication at Eastern Michigan University. Dr. Fields completed both a Bachelor’s of Science degree (1990) and a Master of Arts degree (1992) from Eastern Michigan University. Dr. Fields later pursued a Doctor of Philosophy degree in Communication Education from Wayne State University (2002). Dr. Fields’ areas of specialization include: Interracial/Interethnic Communication, Intercultural Communication, Public Speaking, and Persuasion. Additionally, Dr. Fields has designed and facilitated several workshops on Diversity/Race and Communication.
Felita T. Williams, PhD is the Associate Vice Chancellor of Strategic Academic Initiatives at the University System of Georgia (USG). For the past 10 years she has held various positions in the Office of Academic Affairs at the USG. In her current role she is responsible for the strategy and coordination of the Gateways to Completion initiative (in partnership with the Gardner Institute), a key component to the University System of Georgia's Momentum Approach. In addition, Dr. Williams provides leadership for the offices of the African American Male Initiative, Gear Up Georgia, Military Affairs and STEM/Adult Learners. Before joining the University System, she worked for 10 years at Georgia Perimeter College, serving in several capacities including, Faculty, Executive Assistant to the President, Vice President for Advancement and External Affairs, and Provost of the Decatur Campus. A native of Tuscaloosa, Alabama, Dr. Williams received her Bachelor’s in Business Administration, a Master of Public Administration and a Doctor of Philosophy in Political Science from The University of Alabama, Tuscaloosa, Alabama.

Laura I Rendón is Professor Emerita at the University of Texas–San Antonio. She is also affiliated with SpeakOut as a featured speaker at higher education institutions and conferences throughout the nation. Her presentations focus on topics such as student success, Latinx STEM students, deep learning experiences, self-care and healing. Rendón developed “validation theory,” an asset-based student success framework. She is also a teaching and learning thought leader, and is the author of Sentipensante (Sensing/Thinking Pedagogy): Educating for Wholeness, Social Justice and Liberation. Rendón is a member of the Gardner Institute’s Board of Directors.

Dr. Chris Hulleman is the Director and Founder of the Motivate Lab; Associate Professor of education, psychology, and public policy at the University of Virginia; a Student Experience Network Scholar; and a Fellow of the Gardner Institute.