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<th>Time</th>
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| 1:00-1:15pm     | **Welcome:** Sara Stein Koch, Institute Fellow and Senior Associate for Institutional Support, Gardner Institute  
**Chapter Introduction:** Andrew K. Koch, President and Chief Operations & Innovation Officer, Gardner Institute |
| 1:15-2:15pm     | **Digital Learning and Socially Just Design**  
Research shows that student performance in gateway courses is a direct predictor of retention and student success, however, Black, Latinx, Indigenous, and other minoritized student groups have historically been underserved in these courses resulting in higher DFWI rates and lower retention rates for these students. Digital learning can be a catalyst for improving course outcomes for historically minoritized students but courses and instructors also need awareness and tools to address the affective, interpersonal, and situational challenges that Black, Latinx, Indigenous, and other minoritized student groups experience. In this session, I will share strategies for faculty and institutional leaders for digital learning transformation at scale that centers equity and racial justice. |
| 2:15-2:20pm     | **Break**                                                                                         |                                     |
| 2:20-2:50pm     | **Case Studies - Choose one of the following:**  
- **Caring for Students as an Act of Social Justice**  
Susan Adams, Associate Director of Teaching and Learning, Achieving the Dream; Nicole Weber, Assistant Vice President of Learning, Online Learning Consortium  
How do we inhabit a digital learning space that promotes social justice? How do we create a digital learning space that invites interaction, collaboration and belonging? This 30 minute discussion will explore these questions, share solutions, and spark action while connecting the dots of the generative elements of chapter five’s focus on socially just design in digital learning.  
- **Centering Equity in Continuous Improvement**  
Julie Niesler, Quantitative Researcher, Digital Promise; Megan Tesene, Director, Personalized Learning Consortium, Association of Public & Land-Grant Universities  
This session will examine the application of the continuous improvement process in teaching and learning, ways institutions can seek to include student voice at each of the various stages, and how APLU and Digital Promise are working with institutions to do so through the Every Learner Everywhere Network.  
- **Equity in Digital Learning**  
Tia Holiday, Associate Director and Postsecondary Education Lead, Intentional Futures; Patricia O’Sullivan, Content Manager, Every Learner Everywhere and Project Coordinator, Academic Innovation at the University of Mississippi  
Educational equity can only be achieved when systems, including academic departments, examine policies and practices that are creating barriers to student success. This session will walk through how academic departments can perform an equity audit to identify areas academic departments can improve their practices and policies that may be actively harming racially minoritized students or students experiencing poverty. |
| 2:50-2:55pm     | **Break**                                                                                         |                                     |
Case Studies - Choose one of the following:

- **Leveraging Digital Tools to Engage Students Equitably** - Karen Vignare, Vice President, Digital Transformation for Student Success; Angela Gunder, Chief Academic Officer and VP of Learning for the Online Learning Consortium

  The onset of the pandemic has resulted in seismic shifts within education globally, presenting faculty, students and administrators with significant barriers related to access and inclusion in digital learning environments. Ensuring that equity is at the center of teaching and learning design is more critical. As we shift back to a post-COVID learning environment educators need to know how to include digital tools that ensure that learners are more successful. This presentation will spotlight actionable effective practices for designing inclusive digital learning environments and facilitating online and blended learning that supports all learners. Participants will explore examples of quality, equitable, and engaging digital learning while taking part in live activities that model instructional design practices for online engagement.

- **Student Panel on Socially Just Design** - Christa Elrod, Every Learner Student Fellow, Georgia State University; Tia Holiday, Associate Director and Postsecondary Education Lead, Intentional Futures; Vickiana Supriana, Every Learner Student Fellow, Valencia College

  In this session we will discuss our fellowship work with Every Learner Everywhere, focusing on equitable courseware and Equitable Design in education from student perspectives. We will also share our experiences within the fellowship, what we have learned and questions attendees may have about our time with the fellowship.

- **The “DETA” Behind Inclusive EdTech Practices** - Van Davis, Service Design and Strategy Officer, Every Learner Everywhere; Tanya Joosten, Director, Digital Learning Research and Development, University of Wisconsin-Milwaukee and the National Research Center for Distance Education and Technological Advancements

  Researchers at WCET partnered with the National Research Center for Distance Education and Technological Advancements (DETA) to conduct a review of equity-focused research in digital learning. Their report, Research Review: Educational Technologies and Their Impact on Student Success for Racial and Ethnic Groups of Interest, is meant to inform higher education leaders and administrators about recent and relevant evidence-based practices in using educational technologies, especially in improving education for Black, Indigenous, and LatinX students. Understanding the research helps in understanding instructional and service techniques that can be replicated and scaled across postsecondary education in the U.S. to create equitable and inclusive learning experiences. The review authors will share the lessons learned in this review and the hopes for additional research needed to better guide institutional leaders in improving their practices.

3:25 - 3:30 Break

3:30 - 4:30 **Shaping the Movement: Discussion on a Socially Just Design in the Digital Learning System** - Katie Locke, Director of Marketing and Communications and Ed Willis, Resident Fellow, Gardner Institute

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**Key Note Presenter**

**Jessica Rowland Williams**

Jessica is the Director of Every Learner Everywhere, a network of organizations with a mission to help institutions use new technology to innovate teaching and learning and better serve Black, Latinx, and Indigenous students, poverty-affected students, and first-generation students. As Director, she provides leadership and vision for the network and leads the operation of the network strategy. Jessica earned her Bachelor’s Degree in Biology from Spelman College in Atlanta, Georgia and earned both her M.A. and Ph.D. in Molecular Biology from Princeton University.
Facilitators

Andrew K Koch

Dr. Koch is a child of immigrants who came to the United States in pursuit of a better life. His first language was not English, and his family viewed postsecondary education as the best means for realizing the American Dream. He is a staunch advocate for and leader of efforts that eliminate people's educational and life successes being bound by the color of their skin and/or their family circumstances. He has worked in and with higher education institutions for nearly thirty years – the last eleven with the Gardner Institute where he is the President and Chief Operating & Innovation Officer.

Katie Locke

Katie is an experienced marketer, communicator, and equity advocate. Driven by social justice and equity she takes pride in working towards achieving the institute's social justice mission. As the Director of Marketing and Communication, Katie leads the communications and marketing efforts for the Gardner Institute, she serves on the Excellence in Academic Advising Core team, and co-leads the Socially Just Design Project team for the Gardner Institute. She lives in Asheville, NC with her daughter Annabel.

Sara Stein Koch

Sara is an Institute Fellow and Senior Associate for Institutional Support with the Gardner Institute. She has spent the past three decades in administration, training, coaching, facilitation, and teaching in higher education. Her current work with the Institute involves the development of Excellence in Academic Advising. She also advises institutions in Excellence in Academic Advising, Foundations of Excellence First-Year and Transfer, Gateways to Completion, and Retention Performance Management processes. She also coordinates the curriculum for the Annual Gateway Course Experience Conference. Sara was involved in the development of the Gateways to Completion process, development and administration of the two year National Survey on Student Success practices, and strategic planning for the Institute.

Ed Willis

Ed Willis is a seasoned university administrator providing vision and leadership for diverse student-body environments, while managing key internal and external stakeholder relationships involving student affairs. He possesses a deep understanding of the academic process and its relationship to student issues, as well as the ability to identify and implement initiatives that promote student-centered communities, improve the quality of the student experience, and bolster university relations. As a leading expert on student-centered learning environments, Ed has held significant roles at major research universities, historically black colleges and universities, and large commuting/community colleges with student populations from 7K to 40K.

Case Studies Presenters

Susan Adams

Susan manages programs and projects designed to build institutional capacity to support intentional integration, professional development, and engagement of full-time and part-time faculty in fostering inclusive, student-focused college cultures. Susan produces dynamic thought leadership around instructional design and faculty engagement to both accelerate and sustain better student outcomes at ATD institutions nationwide. Susan earned an M.Ed in Student Affairs Administration from the Woodring College of Education, Western Washington University, and a B.A. in English Literature and Women Studies from the University of New Hampshire.

Van Davis

Dr. Van Davis joined Every Learner Everywhere in March 2021 and also serves as the chief strategy officer for the WICHE Cooperative for Educational Technologies (WCET). Prior to these roles, he served as founder and principal at Foghlam Consulting where he worked with colleges, universities, and nonprofits on strategic planning, higher education policy, and research. Van has over 25 years of experience in higher education. During his career he has served as a faculty member and academic administrator, director of innovations at the Texas Higher Education Coordinating Board, and associate vice president for higher education policy and research at Blackboard Inc. He holds a Ph.D. and M.A. in 20th Century United States History with an emphasis in civil rights from Vanderbilt University and a B.A. in History from Southwestern University.
Christa Elrod

Christa’s lifelong love of all facets of art and visual storytelling started when they drew daily comics for their parents about the life around them. They work in traditional, digital and mixed medias and are currently working towards their bachelor’s in animation while working as an assistant doing social media design. Christa is passionate about helping others and digging into the roots of issues to address them face on—they hope to show the community around them to look at the world from a different perspective whenever possible.

Angela Gunder

Angela Gunder is the Chief Academic Officer and VP of Learning for the Online Learning Consortium. In this role, she is responsible for gathering, curating, and leveraging the intellectual capital created by and disseminated through OLC. Prior to OLC, Angela served as the Director of Instructional Design & Curriculum Development for the Office of Digital Learning, managing and mentoring the team that builds the fully online programs for The University of Arizona. She holds a B.S. in Computer Science and Fine Art from Fordham University, a M.Ed. in Education Technology from Arizona State University. Angela is completing her Ph.D.

Tia Holiday

Tia is the Postsecondary Education lead at Intentional Futures. She leads and advises on project work for foundations and nonprofits within the higher education space, adding value in every interaction through her thorough understanding of equity-centered design methodologies and focus on racial and socioeconomic equity in education. She brings an extensive background of work in the postsecondary education space, working in student services, learning and development, and education policy and advocacy. Tia holds a Master of Education from The University of Southern California in Learning Design and Technology.

Tanya Joosten

Tanya Joosten is a senior scientist and the director of digital learning research and development for the National Research Center for Distance Education and Technological Advancements (DETA) at the University of Wisconsin-Milwaukee. She is nationally recognized in her work in blended and online learning as an Online Learning Consortium (OLC) Fellow and works to guide strategic digital learning efforts, including her current involvement on the University of Wisconsin System Learning Technology Executive Council, the CourseWare in Context (CWIC) Executive Committee, the McGraw Hill Learning Sciences Research Board, the SXSW EDU Advisory Board, the OLC Research Board, Distance Teaching and Learning (DTL) Advisory Board, and others. Joosten’s expertise has led to invitations to planning the future of digital education events at the White House, Harvard, Stanford, and Arizona State, among others.

Julie Niesler

Julie Niesler, Ph.D., is a quantitative researcher and data scientist at Digital Promise, a nonprofit focused on accelerating innovation and equity in education to improve opportunities to learn.

Patricia O’Sullivan

Patricia O’Sullivan joined the Every Learner Everywhere team in September 2020. She has worked in higher education since 2000 as an instructor, student advisor, faculty development specialist, instructional designer, and grant manager. In her role as Content Manager, she works with Network partners to develop, update, and curate ELE resources. She oversaw an adaptive courseware implementation grant at the University of Mississippi (UM) for 4 years, and currently teaches Health Ethics in the UM School of Pharmacy. In addition to these roles, she is a project coordinator in Academic Innovation at the UM. She holds a B.A. in Communications from UMass Amherst, an M.A. in Theology from Assumption College, and an M.A. in history from the University of Mississippi.
Thank You to Every Learner Everywhere -
This Chapter’s Co-Author

Dr. Nicole Weber is the Assistant Vice President of Learning at the Online Learning Consortium (OLC). In this role she works closely with OLC staff and global partners to advance professional development opportunities, continuous improvement efforts, and research in support of quality digital, blended, and online learning. Before joining OLC, she served as the Director of Learning Technology at the University of Wisconsin-Whitewater where she led online and blended faculty development efforts, technology training for the digital learning ecosystem, and emerging learning technology exploration and evaluation, collaborating across the institution to support student learning and success.

Vickiana Supriana

Vickiana Supriana is a Business major with a concentration in marketing at Valencia Community College and the University of Central Florida. She is interested in a career that allows her to combine her writing talent with her passion for entrepreneurship and public good. Currently she is writing stories for those who feel voiceless since she believes our stories of love and triumph are just as important as stories of pain and persecution.

Megan Tesene

Megan directs the Adaptive Courseware for Early Success grant for the Personalized Learning Consortium. In this role, she supports and collaborates with academic leadership from a variety of four-year universities to effectively adopt and implement adaptive learning technologies. Her work centers on enhancing pedagogy, closing achievement gaps, improving accessibility, and ensuring that students from all walks of life have the support and resources necessary to graduate.

Karen Vignare

Karen Vignare, Ph.D., M.B.A, is the Vice President of Digital Transformation for Student Success and Executive Director, for the Personalized Learning Consortium (PLC) at the Association of Public and Land-Grant Universities. Karen manages a US network of public research universities committed to improving equitable student success focused leveraging digital technologies. Karen previously served as a Vice Provost, at University of Maryland University College, the largest online public open access institution where she led innovations in adaptive learning, OER, student success and analytics. She has published extensively on online learning, analytics, and open educational resources.

Megan Tesene