

# ANNUAL IMPACT REPORT

2022



every learner  
↔  
everywhere

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WHAT'S NEXT FOR THE NETWORK

We believe that digital courseware can be a catalyst for improving course outcomes for marginalized students by enabling faculty to adapt instruction to students' needs and capabilities, promoting active and collaborative learning, and providing learners with actionable, timely feedback.



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A LETTER

# FROM THE DIRECTOR



JESSICA ROWLAND WILLIAMS, PH.D.

DIRECTOR OF EVERY LEARNER EVERYWHERE

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# 2022

was a year of reunion and renewal for the Every Learner Everywhere network. Covid-19 vaccines became widely available and precautionary protocols were lifted, allowing us to gather safely for meetings and conferences. Also this year, network funding was renewed, granting us an additional three years to carry out our mission.

As a dynamic network of partner organizations, Every Learner Everywhere helps faculty and institutions use digital learning technologies to create equitable learning experiences grounded in evidence-based teaching practices to specifically benefit Black, Latino/Latina, and Indigenous students, poverty-affected students, and first-generation students. We are heartened by how equity and inclusivity are increasingly included as topics in higher education professional learning opportunities. However, we do not believe that equity is an add-on to good practices and policies. Rather, any teaching approach and policy decision that is not intentionally inclusive cannot be universally “good” but only good for the particular demographic of students for whom it is designed. It is for this reason we lead with equity in all we do.

**We see disparities in student success outcomes as an opportunity for faculty and institutional leaders to implement teaching and learning practices and policy changes that will better support marginalized students.**

In our last Annual Impact Report, we committed to holding ourselves accountable to our mission by continuing the Student Fellows program, establishing an equity advisory board, expanding the network with external partners who share our mission, and guiding faculty and instructors engaged in removing systemic barriers and inequity in teaching and learning through digital learning tools and innovative teaching strategies. We are pleased to say that we accomplished these goals and rolled out a series of professional learning programs for higher education and improved access to our website resources.

**Over the past five years,  
our network...**

**served over  
1,032  
institutions**



**gave 175  
conference  
presentations**



**created 233  
resources with  
638,933  
views/ downloads**



Our network wrapped up 2022 at a convening in Atlanta. Partners shared their impressions of the network’s first five years, recalling how it grew from a set of ideas on post-it notes to an organization that has provided services for 1,032 institutions, given 175 conference presentations, and published 233 resources that have been viewed or downloaded 638,933 times.

On a final note, I am resigning as Director of Every Learner Everywhere on February 10th, 2023. It has been a privilege to get to know you over the last three years and partner with you in influencing the field’s thinking on digital learning and equity during such an unprecedented time. I am so proud of the work we accomplished together. I’ll be moving on to serve as Senior Director of the National Institute for Student Success at Georgia State University; however, I will always champion the excellent work of Every Learner Everywhere, and I hope that our paths will continue to cross in the future. I am excited to announce that Laura DaVinci will take the helm as Interim Director of the Every Learner Everywhere network. Laura, who has been with Every Learner since 2018, has a deep understanding of the network’s mission, its partners, and its capability as a catalyst for transformation in higher education.

*Jessica Rowland Williams, Ph.D.*

# FROM THE INTERIM DIRECTOR



**LAURA DAVINCI**  
**INTERIM DIRECTOR OF EVERY  
LEARNER EVERYWHERE**

On behalf of the backbone staff and the entire network, I would like to thank Dr. Jessica Rowland Williams for her leadership, guidance, and the breadth of knowledge she brought to the network. During her time as Director, we solidified our equity mission, published an exponential number of resources, deepened our relationships with intermediaries, became nationally recognized, and increased services and our reach, nationally and internationally. Dr. Williams has been a champion for the Every Learner network, and although we are sad to have lost such a wonderful colleague, we know she will bring her passion for racial justice and student success to her new role.

As Interim Director for Every Learner, I am committed to staying true to our mission of supporting institutions to adopt and implement digital learning and evidence-based teaching practices to improve equitable student outcomes for Black, Latino/Latina, Indigenous students, and poverty-affected students. I am also dedicated to supporting our backbone team, the network partners, and everyone with whom we are collaborating to have a smooth transition in a manner that does not slow down our momentum. I continue to be an equity change agent, and I have no doubt that together the Every Learner network will continue to do great things!

*Laura DaVinci*

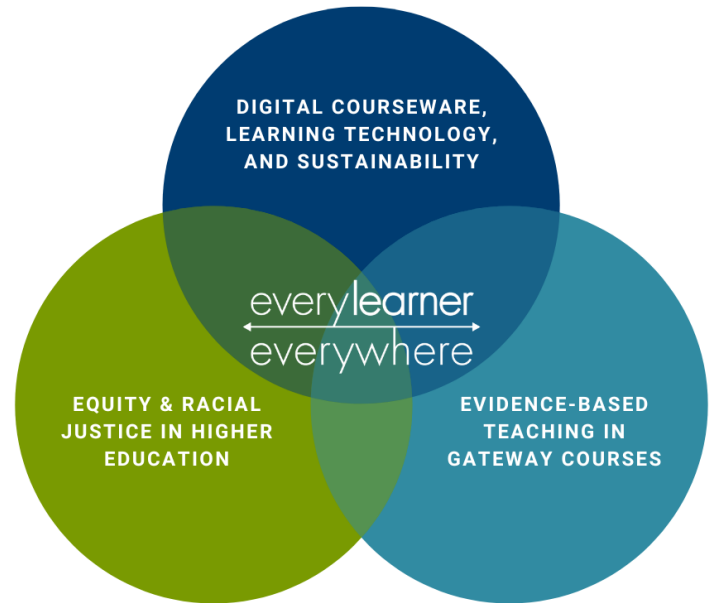
"I am committed to staying true to our mission of supporting institutions to adopt and implement digital learning and evidence-based teaching practices to improve equitable student outcomes for Black, Latino/Latina, Indigenous students, and poverty-affected students."

# ABOUT THE NETWORK

The Every Learner network was formed in 2017 to advocate for equitable outcomes in higher education through advances in digital learning.

Our partners have expertise in evaluating, implementing, scaling, and measuring the efficacy of education technologies, curriculum and course design strategies, teaching practices, and support services that personalize instruction for students in face-to-face, blended, and online learning environments.

Our collaborative mission is to help institutions use new technology to innovate teaching and learning, with the ultimate goal of improving outcomes and opportunities for Black, Latino/Latina, and Indigenous students, poverty-affected students, and first-generation students.



We believe that faculty and administrators need to be equipped and supported in designing more effective gateway courses that create inclusive and engaging learning experiences.



## EVERY LEARNER EVERYWHERE NETWORK PARTNERS



# IMPACT

2022 saw significant growth in the network's impact, nearly doubling our engagement with institutions and tripling the number of countries in which those institutions are located. We also measure our impact through the services we provide institutions, our thought leadership in the field, and engagements with students.



## Services

The network continued to offer consultative engagements, webinars and workshops, and saw an increase in number of participants at these events by 30% in 2022.



# Thought Leadership

The network developed 63 new resources in 2022. Many of our publication resources highlighted the work of individual partners including **Case Studies** and **Strategy Guides** developed by Achieving the Dream, WCET policy briefs around the American Families Act Plan, the backbone team's **teaching strategy guides**, **digital learning resources** developed by Digital Promise, and **student-centered resources** developed by Intentional Futures. Some of our most popular publications are collaborations, including the WCET and Online Learning Consortium **resources to support adjunct faculty**; *What Our Best College Instructors Do*, developed by Intentional Futures and the backbone team; and the **Equity Review Tool**, developed by Achieving the Dream and Intentional Futures.

The network also recorded 37 webinars and presentations freely available on our YouTube channel. Featured among these are **Strategies for Success**, the **APLU Inclusive Summit**, **ASU Remote Faculty Summit**, Achieving the Dream's **Operationalizing Equity series**, and the **Teaching and Learning Institute**. Partners also presented and held workshops at the WCET Annual Meeting, OLC Innovate and Accelerate, the ELI Annual Meeting, the Educause Annual Conference, and the ACAO town hall series.

## Every Learner Everywhere Resources



26 PUBLICATIONS,  
24,327 VIEWS AND  
DOWNLOADS



37 VIDEOS, 652  
IMPRESSIONS ON  
YOUTUBE



51 PRESENTATIONS,  
8 WEBINARS, 11  
CONFERENCES,  
85 PRESENTERS/  
PANELISTS



# Student Engagements

The network funded ten student fellows in the spring 2022 term. While we did not continue the program into the summer and fall terms, student fellows remained highly engaged in network activities as authors of *What Our Best College Instructors Do*, reviewers of *Caring for the Whole Student* and the *Equity Review Tool*, and as interview subjects for *Toward Ending the Monolithic View of "Underrepresented Students."*

In addition to contributing to our published resources, student fellows were featured speakers at the APLU *Inclusive Summit Student panel*, the ASU Remote session "*Impactful teaching strategies*," and at ATD's Teaching & Learning Institute in a session entitled "*Students Explore their Experiences with Culturally Responsive Teaching.*"

In addition to the ten student fellows contracted in spring 2022, the network continued to invite previous student fellows in our work. Previous fellows served as mentors to new student fellows, worked on special projects with the backbone team, and contributed to video and text resources. Finally, we included the contributions of six students outside of the fellowship program in *What Our Best College Instructors Do*.

From top left to right:

**Quincy Fendor**,

University of Iowa;

**Mika Odaira**, University

of Hawaii at Hilo;

**Bryan Osirus**, University

of Central Florida;

**Renee (Nea) Restivo**;

Northwestern Connecticut  
Community College;

**Aajahne Seeney**,

Delaware State University;

**Jennine Wilson**, Indian

River State College;

**Lillian (Lillie)**

**Nguyen**, University

of Central Florida;

**Daniel Crisostomo**,

University of

North Carolina;

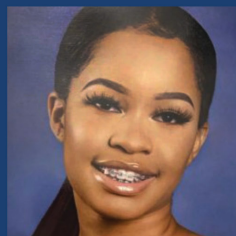
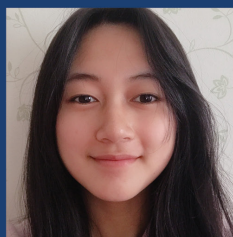
**Zaire McMican**, University

of North Carolina;

**Jullien (Jules) Castillo**,

University of Hawaii –

West O'ahu



everylearner  
student  
fellowship  
Spring 2022



# THE 2022 NETWORK CONVENING

We believe we can leverage digital courseware and evidence-based teaching to provide a high-quality learning experience for marginalized students. We can enable more marginalized students to succeed in gateway courses and remain on the path towards graduation.



From back left to right: **Megan Raymond, Laura DaVinci, Colette Chelf, Angela Gunder, Emilie Cook, Catherine Yang, Ruanda Garth-McCullough, Ron Reed, Connie Johnson, Paula Talley, Laura Niesen de Abruna, Russ Poulin, Patricia O'Sullivan, Jenni Atwood, Karen Vignare, Jennifer Mathis, Norma Hollebeke, Kristen Fox, Kathe Pelletier, Van L. Davis, Andrea Jones-Davis.** From front left to right: **Tia Holiday, Joyce Holliday, Jessica Rowland Williams, Julie Neisler, Megan Tesene, Jenay Robert.**



We began the convening with an overview of all the network has accomplished in the last year and a reminder from network director, Dr. Jessica Rowland Williams, that success is not necessarily a moment, but the sum of its parts. She invited us to envision how small steps toward justice add up to big changes.

We asked network partners to reflect on our work to this point, and three common themes emerged. A major theme of the convening was how the Every Learner Everywhere network is a braintrust of practitioners, researchers, and service providers. Again and again partners spoke of how our strength lies in our collective work, which is driven by equity and centered on students. A second and related take-away from the convening was the value of our various engagements with faculty, administrators, and teaching and learning specialists and the value of including students in our work. Hands-on work with institutions keeps us grounded on digital learning solutions and evidence-based teaching practices, and collaborative work with students keeps us grounded in our equity principles.

Jessica Rowland Williams encouraged us to be mindful of the thoughts of Dr. Martin Luther King on next steps:

**“Overwhelmingly America is still struggling with irresolution and contradictions. It has been sincere and even ardent in welcoming some change. But too quickly apathy and disinterest rise to the surface when the next logical steps are to be taken.”**

*(“Where Do We Go From Here?,” delivered at the 11th Annual SCLC Convention, Atlanta, Georgia, August 16, 1967)*

**Where does the Every Learner network go from here?  
What are our next logical steps?**

**Our first step** is the launch of our Institutional Digital Learning Assessment tool. Van Davis walked us through the development process, which included focus groups with HBCUs, MSIs, HSIs, and tribal colleges, which did not see themselves in the original version of the framework. Van also highlighted four major categories of the survey to which we want institutions to hold themselves accountable: Strategic Planning and Leadership, Digital Learning Infrastructure, Equitable Teaching and Learning, and Data-Informed Continuous Improvement for Student Success.

**Our second step** is identifying future funding opportunities that target specific projects and center student contributions as their presence is essential to the network’s values and successes.

We closed the convening with the Every Learner Excellence Awards, which celebrated individuals and teams whose contributions have strengthened the network by holding us accountable to our equity principles, by helping us stay aligned with our project goals, and by providing us with insight that allows us to add value to the work we do together.

# INSIGHTS FROM THE EQUITY ADVISORY BOARD



**PEARL K. BROWER, PH.D.**

President and CEO, Ukpeaġvik Iñupiat Corporation

“The work of equity in general will be an ongoing journey for our institutions of higher education and our country as a whole. In particular to digital equity the work that is being done today will have a major impact on the future of educational policy which will reverberate long into the future. I am honored to be a part of this discussion, commend all of those working in this space, and look forward to the transformative changes the work of digital equity will create for students across the county.”



**FRANK HARRIS III, ED.D.**

Professor, Postsecondary Education, Co-Director CCEAL, and Senior Strategist, Division of Campus Diversity and Student Affairs, at San Diego State University

“Professional learning is critical to combat racelighting, a form of racial gaslighting that manipulates victims into questioning their own lived experiences and realities with racism. For recipients of racelighting, professional learning can provide a sense of control over racelighting experiences. This empowerment is key to countering experiences with racelighting. For passive racelighters whose actions are unknown, greater awareness of racial microaggressions can lead racelighters to understand the ramifications of their actions.”

**We believe and acknowledge that systemic inequities in teaching and learning have unjustly disadvantaged racially-minoritized and poverty-affected students resulting in higher DFWI rates in gateway courses, fewer course credits, and increased likelihood of leaving college without a degree for these student populations.**



## SU JIN JEZ, PH.D.

Executive Director, California Competes

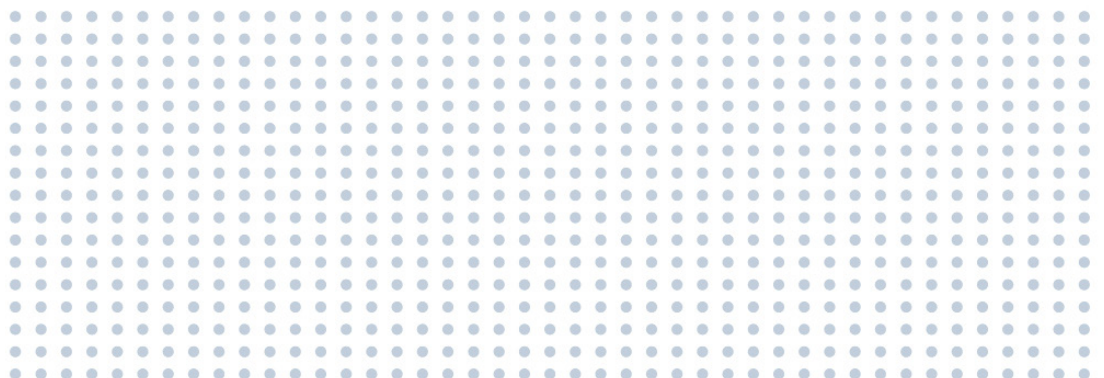
“Closing persistent equity gaps in higher education will require the nation to embrace an agile educational system built around student success—one that is driven with students at the center of all decisions, adaptive to evolving workforce demands, and optimized to serve as a vehicle to prosperity. The pandemic has driven a realization that digital modes of learning are in high demand and can be strategically leveraged to build stronger pathways to education and career opportunities. I look forward to working with the Equity Advisory Board and key stakeholders across the country to expand the transformative potential of online education and drive movement towards an inclusive system of higher learning.”



## ANTWAN JEFFERSON, PH.D.

Associate Dean for Equity, Diversity and Inclusion and Associate Clinical Professor, School of Education and Human Development at the University of Colorado Denver

“Although politically charged, “equity” is an important commitment in higher education that allows us to focus on the aspects of our work that may otherwise leave behind many of our increasingly diverse students. This is particularly true in digital teaching and learning, wherein challenges of access, delivery, and assessment may appear distanced from individual student needs and experiences, and therefore adequately addressed through a one size fits all digital course design. As the EAB supports the ELE Backbone team, attention to equity remains in focus and will help propel this work in ways that will benefit learners, support network partners, and enhance IHEs.”





## TRACIE D. JONES, M.ED.

Assistant Dean for Diversity, Equity, and Inclusion at the MIT School of Humanities, Arts, and Social Sciences and Instructor of Diversity & Inclusion Management at the Harvard Extension School

“Equity in higher education creates opportunities for innovative practices which evolve from the introduction of diverse perspectives, lived experiences, and approaches to scholarship. In addition, it allows for the strengthening of communities inside and outside of the academy.

Equitable practices in higher education lend to the institution’s ability to provide community members everything that they need to succeed. If we are to create any semblance of equity we must acknowledge the diverse identities that exist within the institution and that includes faculty, staff, and students. Policies and practices that uphold these ideals will represent the institution’s stake in creating a community in which all of its members thrive.”



## ROLANDO R. GARZA, ED.D.

Director of the Center for Academic Technology, Texas A&M University-Kingsville

“Learners today across the digital landscape of America at post-secondary institutions are more diverse than ever, but we are still fighting the challenges of equity in education for all. Digital learning is evolving at a constant rate in and out of the classroom. We, “All of Us,” are obligated as educators to make a difference; we all need that “Educator Heart.” The work we are doing from the Equity Advisory Board with Every Learner Everywhere is helping pioneer the transformational change to impact the equity of every learner of tomorrow.

**We know that technology alone is unlikely to bring about the improved outcomes we seek; courses also need to incorporate evidence-based teaching practices and address the affective, interpersonal, and situational challenges that Black, Latino/Latina, Indigenous, and other minoritized student groups experience.**

# WHAT'S AHEAD FOR 2023

The network has ambitious goals for the coming year. In February, we are engaging with three undergraduate students to serve as project interns for the intermediary team. They will be the first of seven students we will engage with as interns in 2023. In the first quarter of the calendar year, we will be testing new revenue models starting with a paid registration for our Strategies for Success webinars and community of practice series.

We are currently testing an effective tool for institutional digital learning needs assessment and hope to deploy it this spring. This first-of-its-kind institutional readiness diagnostic for equitable digital learning engagement will provide current state analysis of an institution's readiness level upon which we can recommend a roadmap of practice, process, and technology improvement areas. This diagnostic tool will be tested and refined in collaboration with minority-serving institutions.

Hand in hand with the institutional readiness tool, the network will develop solution service standards to help institutions achieve institutional level transformation. In addition to standards that center equity, these service standards will also take into consideration the factors that lead to institutional level transformation.

As part of our continued goal to build awareness for equitable digital learning, we will provide support to institutions through a robust network of vetted service providers and we will develop resources to accompany these services.

Finally, this year we will begin seeking external funding for special projects the network is eager to implement, including expanding the student internship program and the continued development of equitable digital learning services and resources.





Every Learner Everywhere partners with colleges and universities to leverage technology in pursuit of equity-focused, student-centered, faculty-powered, and institution-driven improvement in teaching and learning.

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