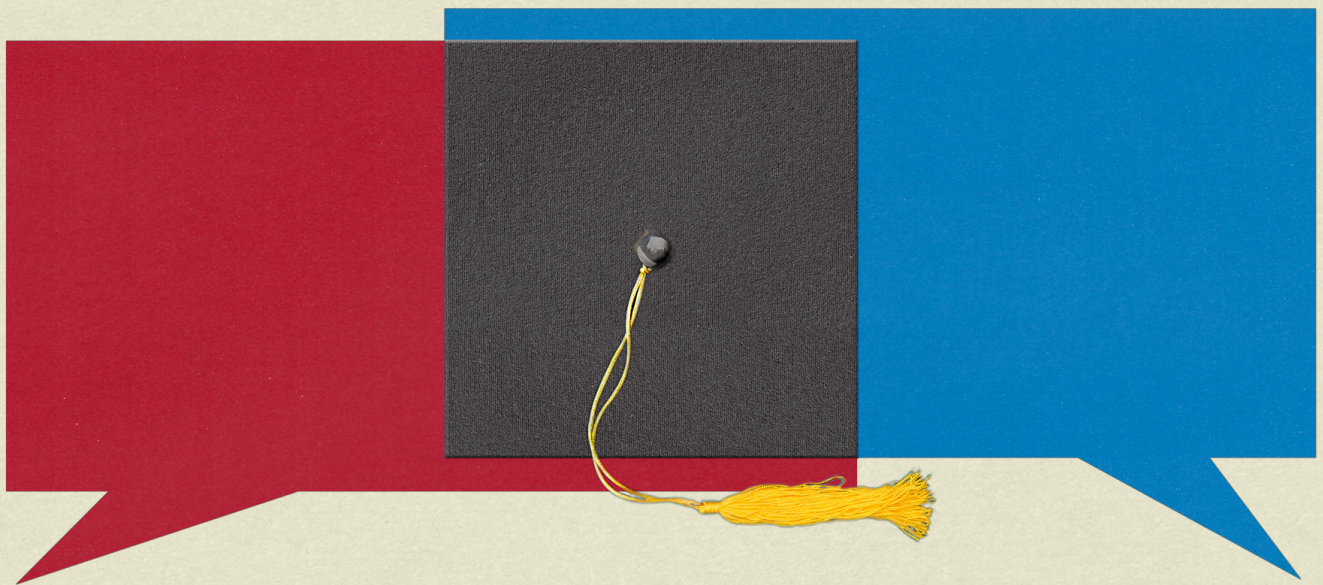


ANSWERING THE CALL FOR
**CONSTRUCTIVE
ENGAGEMENT**



2026 ANNUAL MEETING

JANUARY 21—23 | WASHINGTON, DC



2026 ANNUAL MEETING PROGRAM SCHEDULE

Program is subject to change. All times listed in Eastern time.

*Find full program details and the most up-to-date information online at
<https://aacu26am.eventscribe.net/>.*

TUESDAY, JANUARY 20

6:00 –7:30 p.m.
AAC&U Registration

AAC&U Registration and Badge Pick-Up
M1 Foyer – Level M1

WEDNESDAY, JANUARY 21

7:30 a.m.–6:30 p.m.
AAC&U Registration

AAC&U Registration and Badge Pick-Up
Membership Welcome and Assistance
M1 Foyer – Level M1

9:00 a.m. – 12:00 p.m.
Pre-Meeting Workshops
Pre-registration required.

Anchoring Free Expression Education on Campus

Judiciary Square – Level M3

Aileen Favilla, Program Manager, Campus Free Speech, PEN America; Nicholas Perez, Program Manager, Campus Free Speech, PEN America

Pre-registration is required. Since 2016, PEN America’s “Campus for All” workshop series has covered the basics of free speech and academic freedom on campus while equipping administrators, faculty, and staff to respond to a range of challenging scenarios. In this collaborative workshop, PEN America facilitators will share strategies for teaching free expression, which they have developed over hundreds of workshops for campus communities. These strategies will empower participants to return to their campuses with newfound comfort and confidence to be leaders in a “Campus for All.” Participants will be encouraged to share their own experiences with integrating free expression education on their own campuses and will leave with PEN America tools and resources to support their efforts moving forward.

9:00 a.m. – 12:00 p.m.
Pre-Meeting Workshops
Pre-registration required.

Delivering the Mission: Educational Development as a Site of Institutional Strategy

LeDroit Park – Level M3

Danielle Gabriel, Executive Director, POD Network in Higher Education; Jonathan Iuzzini, Associate Vice President, Faculty Development and Learning Innovation; President-Elect, POD Network in Higher Education, Howard Community College; Carl Moore, President, POD Network in Higher Education, Executive Fellow for Learning Innovation, PROPEL Center; President, Youniversal Luv Unlimited; Christine Rener, Vice Provost for Instructional Development and Innovation; Past President, POD Network in Higher Education, Grand Valley State University

Pre-registration is required. As higher education faces mounting pressure to demonstrate value and restore public trust, success demands intentional alignment between mission, practice, and strategy. This interactive workshop invites participants to resituate educational development as a core driver of institutional capacity building, providing the infrastructure that sustains and advances mission-critical work. By leveraging educational development as strategic infrastructure, institutions can address urgent priorities such as retention, instructional quality, and curricular relevance while strengthening institutional identity and the value of a degree. Participants will connect teaching-centered initiatives to institutional strategy, analyze campus challenges through an educational development lens, and identify opportunities aligning academic innovation with institutional missions and goals. Together, we will explore leading from the center, where teaching and learning power institutional purpose and progress.

Exploring AI for Teaching and Learning: A Hands-On Workshop

Shaw – Level M3

C. Edward Watson, Vice President for Digital Innovation, American Association of Colleges and Universities

Pre-registration is required. Designed for those who are interested in employing artificial intelligence (AI) within the context of their curriculum and/or courses, this hands-on workshop will begin by providing participants with a guided, hands-on exploration of key generative AI tools being used today. After exploring this landscape, the workshop will shift to specific applications of AI within teaching and learning settings. A key theme will be how faculty can ensure their students achieve the learning outcomes of their courses while also engendering AI competencies and literacies that are increasingly in demand in the world of work. Assignment design, feedback, and grading will be key topics. A hallmark of this session will be opportunities for attendees to explore AI within the specific context of their own courses.

Participants are encouraged to bring their laptops and course documents to this workshop.

9:00 a.m. – 12:00 p.m.
Pre-Meeting Workshops
Pre-registration required.

Navigating Conflict, Encouraging Conversation, and Defending Academic Freedom

Chinatown – Level M3

Nancy Thomas, Senior Advisor to the President for Democracy Initiatives and Executive Director, IDHE, American Association of Colleges and Universities; Rhonda Fitzgerald, Executive Director, Sustained Dialogue Institute; Ande Diaz, Vice President, Tree of Life Consulting, Tree of Life Consulting; Leah Murray, Professor, Weber State University; Michele Holt-Shannon, Director and Co-Founder, New Hampshire Listens, University of New Hampshire Carsey School of Public Policy, University of New Hampshire

Pre-registration is required. Educators nationwide face growing challenges that can feel isolating, confusing, and even threatening to their academic freedom and well-being. This workshop will bring together experts in dialogue, academic freedom, and conflict resolution to explore the political climate for teaching, learning, and engagement. Topics include managing conflict, addressing external and internal pressures on teaching; responding to threats or challenges related to research or course content; fostering inclusive, respectful classrooms while upholding truth and academic standards; and taking a united stance for the freedom to teach, learn, speak, and engage. The session will also offer strategies for collective advocacy and may lead to a virtual learning community for continued support.

This session will be offered by AAC&U's Help Desk, a collaboration between AAC&U's Institute for Democracy & Higher Education (IDHE) and the Sustained Dialogue Institute.

Persisting as a Provost: Developing the Strategies and Skills to Serve Beyond the National Median Tenure

Mount Vernon Square – Level M3

Kirsten Fleming, Provost and Executive Vice President, University of Northern Colorado; Vincent Del Casino, Provost and Senior Vice President of Academic Affairs, San Jose State University; Betsy Morgan, Provost, University of Wisconsin–La Crosse

Pre-registration is required. Being a provost is a challenging job. While some consider it one of the hardest jobs at a university, it also has a lot of rewards and joys. "Persisting as a Provost" is a workshop aimed at helping current provosts (or potential provosts) develop the strategies and skills to persist beyond the national median tenure of three years. The focus will be on developing organizational acumen, leadership, resilience, and political savvy, and how to stay committed to academic values while being positioned as the campus's "second in charge." Three seasoned provosts will lead the workshop, designed with a series of roundtable discussions to facilitate connections and ideas for professional development. Participants will leave with insights into their own strengths and areas for enhancement, as well as a better sense of the national landscape associated with being a successful provost.

9:00 – 12:00 p.m.

Lingnan Global Forum

Pre-registration required.

Lingnan Global Forum – Morning Sessions

Pre-registration is required.

9:00 – 10:30 a.m.

Pathways to the Future: Building Economic Resilience and Institutional Strength

University of DC – Level M1

Kaiji Chen, Professor, Emory University; Zhun Xu, Professor and Assistant Dean, Lingnan College, Sun Yat-sen University

In a world of rapid economic transformation and technological acceleration, institutions are called upon to strengthen their capacity for resilience, adaptability, and foresight. In this keynote session, distinguished experts will share global perspectives and research insights on how economies and organizations can chart sustainable pathways for the future—fostering innovation, institutional renewal, and cross-sector collaboration to build strength in an evolving global landscape.

10:30 a.m. – 12:00 p.m.

Beyond the Degree Premium: Returns to Skills and the Economics of Higher Education

University of DC – Level M1

Hui Chen, Professor, MIT Sloan School of Management; Yun Dai, Associate Professor of Finance and Associate Dean, Lingnan College, Sun Yat-sen University; Xubei Luo, Senior Economist, World Bank; Joseph Oncochie, Associate Professor of Finance Executive Director for Executive Education (non-degree), Zicklin School of Business, Baruch College, City University of New York (CUNY); Daniel Zizzo, Academic Dean and Head of School, School of Economics, The University of Queensland

Global economic realignment, industrial transformation, and advances in artificial intelligence (AI) are redefining the traditional “degree premium.” As higher education shifts toward a more pragmatic view of academic credentials, greater emphasis is being placed on tangible outcomes and employability. This session will explore how institutions can integrate skills-based education and realign curricula with evolving workforce demands to prepare graduates for meaningful and sustainable careers in the AI-driven economy.

11:30 a.m. – 4:30 p.m.

Presidents' Trust Symposium

Pre-registration required.

Presidents' Trust Symposium

Marquis Salons 1 & 2– Level M2

Pre-registration required. Advance registration is required and is limited to presidents, chief executive officers, and invited guests.

12:00 – 2:00 p.m.
Presenter Ready Room

Presenter Ready Room
 Gallery Place – Level M3

All AAC&U Annual Meeting and UERU National Conference speakers are encouraged to stop by the Speaker Ready Room before your session(s). This will allow speakers to review their presentations (check format and fonts and even make last-minute changes) and ensure the presentation is preloaded into the laptop in your session room.

We strongly encourage you to bring a back-up copy of your presentation on a thumb drive.

12:00 – 5:00 p.m.
Lactation Room

Lactation Room
 Woodley Park – Level M3

12:00 – 5:00 p.m.
Quiet Room

Quiet Room
 Maple - Mezzanine

A "No Cellphone Zone" - the Quiet Room offers a peaceful environment where attendees can recharge, meditate, or simply enjoy a moment of silence.

1:30 – 4:30 p.m.
Lingnan Global Forum
Pre-registration required.

Lingnan Global Forum – Afternoon Session
Pre-registration is required.

One Topic: AI and the Future of Humanity

University of DC – Level M1

Claude Bruderlein, Adjunct Lecturer on Global Health and Population, Harvard T.H. Chan School of Public Health; Katherine Kim, Program Director, Health Innovation Research at Center for Health and Technology, University of California, Davis; Carlos Montemayor, Professor of Philosophy, San Francisco State University; Tony Chan, Professor Emeritus, Computer Science, HK University of Science & Tech; Tyrone Hayes, Professor and Judy Chandler Webb Distinguished Chair for Innovative Teaching and Research, University of California, Berkeley; Albert Ko, Director of Service Learning, Lingnan University; Kaveh Madani, Director, United Nations University Institute for Water, Environment and Health (UNU-INWEH)

As artificial intelligence (AI) reshapes our world, higher education must balance its roles as both a driver of innovation and a forum for ethical reflection. This session will explore emerging opportunities and dilemmas for teaching, research, and human development, asking how colleges and universities can prepare learners to shape AI's role in humanity's future.

2:00 – 3:15 p.m.

Concurrent Sessions 1**Concurrent Sessions 1****ACCELERATE: Updated Assessment Principles of Best Practice for Learning and Success**

Shaw – Level M3

Divya Bheda, Director, Educational Assessment, Santa Clara University;
Constance Tucker, Vice Provost, Educational Improvement and Innovation;
Associate Professor, Oregon Health & Science University

A broad group of assessment scholar-practitioners came together in the fall of 2024, led by the president of the Association for the Assessment of Learning in Higher Education (AALHE) with representation from Student Affairs Assessment Leaders (SAAL), the Assessment Institute, and some of the authors of the original nine principles of best practice for assessing student learning, to revisit the principles' relevance in today's context. What arose from this conversation were ten principles of assessment best practice, known as ACCELERATE. Attend this session to learn the new actionable ten principles of assessment best practice so you can use them in your work to advance and assure student learning and success as well as institutional growth across academic and cocurricular spaces within education and beyond. Also attend this session if you are interested in responding to these principles with your critical reflection and/or with case studies for publishing as this scholarship work evolves.

Bridging Purpose and Practice: Diverse Campus Models Advancing the Public Purposes of Higher Education

Howard University – Level M1

Catherine Copeland, Director of Campuswide Immersion, Institute for Citizens and Scholars; Mark Allman, Senior Advisor to the President and Managing Director of University Initiatives and Innovation, Montclair State University;
Kristi Clemens, Executive Director of the Dialogue Project, Dartmouth College;
Vince Greer, Assistant Vice President of Student Affairs for Dialogue and Diversity, Claremont McKenna College; Ty Nagamatsu, Ombudsman, Colorado College;
Derigan Silver, Faculty Director of Freedom of Expression and Pluralism Initiatives, Office of the Chancellor, University of Denver

This session will offer a powerful blend of theory and practice, demonstrating how the public purposes of higher education can be advanced even in complex, resource-variable institutional contexts. The health of our democracy and the sustainability of its institutions ultimately depend on the civic culture that has surrounded them—a culture of free inquiry, robust testing of ideas in the public square, and respectful engagement with those who disagree. Through cross-campus collaborations via the Institute for Citizens and Scholars' Campuswide Immersion (CWI) program, twenty-seven institutions, including Montclair State University, Claremont McKenna College, University of Denver, Colorado College, and Dartmouth College, are working to fulfill their institutional mission by embedding civic skills development and mindset into their campus culture, curriculum, and student experience; measuring the efficacy of their efforts and student reach; and implementing a collaborative, multistakeholder engagement model to drive lasting change within an institution.

2:00 – 3:15 p.m.
Concurrent Sessions 1

Control the Frame: Rhetorical Strategy and the Future of Higher Education

LeDroit Park – Level M3

Elizabeth Wardle, Professor and Director, Miami University; Jennifer Maher, Professor, University of Maryland Baltimore County (UMBC); Jennifer Wells, Director of Writing, New College of Florida

This panel will argue for the importance of rhetorical framing in the current battle for control of higher education, which has been exceptionally bad at making strategic and persuasive rhetorical arguments. At this pivotal moment, higher education needs to influence public attitudes in the same way the foes of democratic and equitable education have sought to undermine it: by engaging in strategic and long-term planning for kairotic moments of change. This panel will outline strategies for taking control of the rhetorical frame and advocate for creating structures to equip administrators, faculty, students, staff, and alumni with a rhetorical toolbox. Participants will leave with a framework for understanding the current challenges higher education is facing as well as practical examples of rhetorical solutions they could immediately implement.

From Forms to Conversations: Using AI to Transform Assessment and Improvement

Archives – Level M4

Will Miller, Associate Vice President for Continuous Improvement and Institutional Performance, Embry-Riddle Aeronautical University

Seminar participation is limited to 25 people.

What if assessment felt more like a conversation than a chore? In this hands-on seminar, discover how Embry-Riddle Aeronautical University is using generative artificial intelligence (AI) to transform academic and administrative assessment into a more reflective, efficient, and engaging process. Explore GlennForm and ShepardScope, two AI agents that help faculty and staff articulate insights and improvement strategies through guided dialogue—reducing workload while enhancing quality. Learn how ClarityTower supports coherence in student learning outcomes, course descriptions, and goals across programs and campuses. Through interactive activities and design exercises, participants will gain practical tools and frameworks for building AI agents that support meaningful, mission-aligned assessment. Whether you're a faculty member, an assessment lead, or an administrator, you'll leave with fresh ideas, proven models, and a vision for how AI can power continuous improvement without compromising academic integrity or human judgment.

Imagining Something Different: A Participatory Model for Connection, Collective Growth, and Healing

Independence Salon B/C – Level M4

Meaghan Kozar, Project Director, Inclusive Campus Initiative, Michigan State University; Anjam Chaudhary, Program Director for Global Inclusion, Dean's Office, International Studies and Programs, Michigan State University; Swapna Hingwe, Director, Counseling and Psychiatric Services, Michigan State University; Paola Leon Arizmendi, Associate Dean for Inclusive Excellence and Academic Innovation, Lyman Briggs College, Michigan State University; Brenda

2:00 – 3:15 p.m.
Concurrent Sessions 1

Nelson, Associate Director of DEIB for Culinary Services, Residential and Hospitality Services, Michigan State University

Participation is limited to 25 people.

What does it take to foster belonging in a time of disconnection and constraint? This interactive seminar will offer a reflective, healing-informed approach to cultivating connection, legacy, and care across campus roles. Drawing from Michigan State University's Inclusive Impact Conference, participants will explore how memory, cultural expression, and creativity can support student success and community resilience.

Through guided mapping, small-group dialogue, and shared reflection, attendees will examine the tensions between institutional messaging and lived experience and consider practices that foster trust, collaboration, and continuity in their own contexts.

This session invites participants to reflect on what sustains them, what's at risk, and what's possible. Together, we will consider how care and connection might serve as durable strategies for student retention, meaningful campus engagement, and the kind of institutional practice that attends to dignity, recognition, and the uneven conditions under which students and those who support them work and learn.

Public Liberal Arts Colleges: Enrollment and the Public Good

Judiciary Square – Level M3

Jeanine Went, Executive Director, Council of Public Liberal Arts Colleges; Noah Coburn, Provost and Vice President for Academic Affairs, The Evergreen State College; Jordan Cofer, Vice Chancellor for Academic Affairs and Dean of Faculty, University of Minnesota Morris; Heather Evans, John Morton Beaty Endowed Chair in Political Science, The University of Virginia's College at Wise; Trevor Speller, Vice Provost, Academic Budget and Operations, The Evergreen State College

Public liberal arts colleges are guided by the principle that access to a high-quality liberal arts education should be available to all, particularly within public higher education systems, thus making it a public good. Growing skepticism about the value of higher education and changing policy landscapes pose challenges to this mission. This session will highlight innovative strategies Council of Public Liberal Arts Colleges (COPLAC) institutions are using to stay true to their liberal arts foundations by being engines of equity, civic engagement, and lifelong learning. Examples from The Evergreen State College, University of Minnesota Morris, and the University of Virginia's College at Wise include expanding access through professional and continuing education, building meaningful community and tribal partnerships, and developing inclusive programming to meet student needs. These approaches illustrate ways to redefine the value of higher education for the public good. Participants will have the opportunity to consider how their own institutions can adapt, collaborate, and advocate for a stronger liberal arts future.

2:00 – 3:15 p.m.
Concurrent Sessions 1

Rethinking Student Transitions: Fostering Connection and Belonging Through Authentic Community Participation

George Washington – Level M1

Kathleen Lehman, Executive Director, National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina, Columbia; Bryce Bunting, Assistant Dean, Undergraduate Education, Brigham Young University; Jillian Kinzie, Associate Director, National Survey of Student Engagement, Center for Postsecondary Research, Indiana University Bloomington; Jordan Ochs, Director, First-Year Experience, University of Connecticut

Students are always in transition—they enter, choose majors, leave and return, move between work and school, and experience many other changes. While transitions may present challenges, they can also be the source of tremendous growth and transformation. In this session, panelists will share results from two large-scale national research projects, introduce a new theoretical framework for college transitions, and highlight practical applications of this theory and research. Panelists will include officers from national higher education and student success associations, leading thinkers and scholars with recently published work on student transitions, and practitioners with on-the-ground experience developing programming informed by the emerging scholarship highlighted in this panel. Participants will also work collaboratively to discuss and reflect on how these findings and emerging theoretical frameworks can increase student connection and belonging, while also informing campus policy and practice in today's divided sociopolitical landscape.

Supporting Students' Callings: The Role of Vocation in Promoting Purpose in Higher Education

Georgetown University – Level M1

Sheila Bauer-Gatsos, Special Assistant to the Provost, Dominican University; Michelle Hayford, Associate Dean University College and Executive Director of Arts NC State, North Carolina State University; Kamara Jackson, Senior Director of Career Programs and Employer Relations, Dominican University; Terese Lund, Associate Vice Provost for Purposeful Pathways, Wingate University; Darby Ray, Director of Harvard Center for Community Partnerships and Harvard Professor of Civic Engagement, Bates College; Richard Severe, Dean, College of Humanities, Education and Social Sciences (CHESS), Purdue University Northwest

This panel, sponsored by the Network for Vocation in Undergraduate Education (NetVUE), will explore the ways that public and private institutions can promote the purpose of higher education through intentional engagement in and attention to vocational exploration, discernment, and meaning making. Panelists represent a range of institutions and have designed and implemented a variety of programmatic interventions, including career development and preparation, civic learning, community arts engagement, student well-being, and purposeful pathways. Participants will learn more about frameworks that integrate purpose-centered learning at key moments in a student's educational trajectory; community engagement as a form of vocational exploration/discernment and civic learning; arts accessibility and partnerships

2:00 – 3:15 p.m.**Concurrent Sessions 1**

with community organizations that care for the most marginalized; equity-minded and developmentally scaffolded career and vocation curriculum; and the ways that these frameworks of vocation can contribute to overall student well-being.

Teaching as if the Future Matters: Climate, Community, and Twenty-First-Century Citizenship

Chinatown – Level M3

Bret Eynon, Senior Fellow for Climate Leadership in Higher Education, Georgetown University; Shinta Hernandez, Dean of MC Online and Academic Support, Montgomery College; Jo Tavares, Director, California Center for Climate Change Education, West Los Angeles College

Fires, floods, and violent storms—the climate crisis is reshaping life across the planet. As educators, we have a responsibility to prepare students to survive and thrive in a hotter, more volatile world.

Teaching about climate can be challenging, but doing so offers opportunities for transformative civic engagement and career learning. As students grapple with the “wicked problem” of climate change, they not only build climate literacy but also develop capacities for agile problem-solving, integrative thinking, and collaboration across difference—competencies of global citizenship and twenty-first-century careers.

The literature on climate pedagogy highlights the power of community-engaged learning. This session will offer a framework for effective climate pedagogy and spotlight three complementary examples, showing how community-engaged climate learning is flourishing at an elite Midwestern private liberal arts college, a Los Angeles community college, and a vibrant international network of two-year and four-year institutions.

Transforming Teaching Evaluation at the Department Level: Lessons from UCLA’s Holistic Evaluation of Teaching Initiative

Mount Vernon Square – Level M3

Valeria Dominguez, Postdoctoral Researcher, University of California, Los Angeles (UCLA); Adrienne Lavine, Professor Emerita and Special Assistant to the Vice Provost for Teaching and Learning, University of California, Los Angeles (UCLA); Kem Saichaie, Executive Director, University of California, Los Angeles (UCLA)

How do institutions shift teaching evaluation from an exercise with questionable utility to a reflective, evidence-based practice? This session will share key findings from UCLA’s Holistic Evaluation of Teaching (HET) initiative, a campus-wide effort that has been facilitated and implemented in eleven departments to date. Presenters will unpack what makes departmental working groups effective in adapting a rubric-based, evidence-informed model of evaluating teaching. Participants will engage with strategies to support collaboration, build faculty buy-in, and balance institutional standards with faculty autonomy. The session will feature a discussion and interactive

2:00 – 3:15 p.m.
Concurrent Sessions 1

elements to support attendees in imagining how this model could be adapted on their own campuses.

2:00 – 3:15 p.m.
HEDs Up Presentations
A collection of 10-minute presentations.

HEDs Up Presentations

Marquis Salons 12/13 – Level M2

Jessica Chittum, Assistant Vice President, Curricular and Pedagogical Innovation; Director, VALUE Operations, American Association of Colleges and Universities

Modeled on the format of TED Talks, this 75-minute session will feature multiple 10-minute presentations. Each presentation will focus on an innovative project or program, compelling research, or “lessons learned.”

ChatGPT Ate My Assessment Workbook and Honestly, Thank You

Marquis Salons 12/13 – Level M2

Judith Dutill, Director of Institutional Research and Assessment, Urban College of Boston

What if assessment wasn’t an afterthought but something built into every project from the start? This session will introduce an artificial intelligence (AI)-powered assessment agent designed to support faculty and staff as they plan, align, and evaluate their work. Trained on institutional templates and strategic priorities, the agent offers real-time support for developing outcomes, mapping curriculum, analyzing results, and generating reports. It helps users think through success measures and alignment early in the process, reducing friction and preserving institutional memory. Rather than automating reflection, the agent frees up time and energy for it. Built at a small college with limited capacity, this project offers a practical, adaptable model for integrating AI into institutional effectiveness efforts. Join us for a fast-paced, honest, and slightly humorous look at how AI can help make assessment less of a burden and more of a built-in tool for improvement.

Generative AI in Higher Education: Insights from a National Survey of Faculty and Students

Marquis Salons 12/13 – Level M2

David Consiglio, Director of Assessment, Learning Spaces and Special Projects, Bryn Mawr College; Alexandra Glenn, Student Engagement Librarian, University of Pennsylvania

During this session, we will present data from 2024 and 2025 from more than seven thousand faculty and ten thousand students at forty institutions. Data are sourced from the MISO (Measuring Information Service Outcomes) Survey (www.misosurvey.org), a long-standing assessment of library and IT services administered to US colleges and universities. We’ll explore implications for campus leadership, instructional design, and policymaking, offering actionable recommendations for fostering artificial intelligence (AI) literacy while maintaining academic integrity. Following this discussion, there will be an opportunity for administrative attendees to reflect on how they can leverage

2:00 – 3:15 p.m.

HEDS Up Presentations

A collection of 10-minute presentations.

this large national dataset to better impact their campus stakeholders' engagement with AI.

HAILEI: A Human–AI Agentic Learning System for Ethical AI Integration in Higher Education

Marquis Salons 12/13 – Level M2

Fawzi Benmessaoud, Senior Lecturer, Indiana University-Purdue University Indianapolis (IUPUI); Byron Lowens, Assistant Professor, Indiana University-Purdue University Indianapolis (IUPUI); Andrew Miller, Department Chair, Human-Centered Computing, Indiana University-Purdue University Indianapolis (IUPUI)

Explore HAILEI (Human–AI Agentic Learning and Education Intelligence), an innovative artificial intelligence (AI) system co-developed by a university research team and the world's first enlightened intelligence (Athena). HAILEI goes beyond traditional ed tech by embedding intelligent agents that support instructional design, curriculum creation, and ethical decision-making. This session will introduce HAILEI's multilayered architecture, including pedagogical models (PRRR and KDKA), AI alignment frameworks, and co-agency logic. Participants will engage with live agent interactions and explore pilot results demonstrating improved student engagement, learning equity, and course design innovation. Designed for faculty, instructional designers, and academic leaders, HAILEI offers a replicable and ethically grounded model for preparing higher education for an AI-enhanced future. Join us to witness the future of human–AI collaboration in education—intelligent, responsible, and deeply human-centered.

MIRACLE: A Replicable Framework for University-Wide AI Integration

Marquis Salons 12/13 – Level M2

Jetsada Arnin, Assistant to the President for Education, Mahidol University; Naeti Suksomboon, Vice President for Education, Mahidol University; Chanokporn Puapattanakun, Director of Center for Life-integrated Learning, Mahidol University

How does a major university strategically prepare its entire community—from students to faculty—for an artificial intelligence (AI)-driven world? This session will unveil Mahidol University's "MIRACLE," an institution-wide initiative built on a replicable P-I-E-S Model (Policy, Infrastructure, Empowerment, Sustainability). We will share our practical blueprint for developing ethical AI policies, creating a central AI Learning Hub, cultivating faculty "AI Champions," and embedding AI into curriculum review cycles. Participants will gain transferable strategies for fostering AI literacy and navigating the challenges of large-scale AI integration, progressing from strategic planning to tangible, real-world impact.

2:00 – 3:15 p.m.**HEDS Up Presentations***A collection of 10-minute presentations.***Navigating the AI Faculty Development Maze**

Marquis Salons 12/13 – Level M2

Carly Hart, Director, Instructional Design & Technology, Rutgers, The State University of New Jersey–Camden; Naomi Marmorstein, Associate Provost for Faculty Affairs, Rutgers, The State University of New Jersey–Camden

From artificial intelligence (AI) enthusiasts to skeptics who see generative AI as an academic integrity nightmare, how do you create faculty development that works for everyone? This session will share real-world insights from a year of comprehensive AI faculty development programming, revealing unexpected challenges and practical solutions for sustainable campus-wide AI teaching strategies and innovations. Drawing perspectives from academic leadership, instructional designers, and faculty across disciplines, presenters will address critical issues of faculty autonomy, the need for innovation, and questions of academic integrity. Through interactive polling and collaborative synthesis, attendees will identify their own challenges while discovering strategies that emphasize psychological safety and respect faculty expertise. Walk away with battle-tested approaches for navigating AI resistance while building meaningful AI literacy across your campus.

Scaling AI Literacy

Marquis Salons 12/13 – Level M2

Molly Chehak, Director of Digital Learning, Georgetown University; Ella Csarno, Digital Learning and AI Specialist, Georgetown University

Georgetown University's AI Literacy Microcredential is a self-paced, asynchronous program that seek to build participants' ability to critically evaluate artificial intelligence (AI) tools; integrate them responsibly into teaching, research, and professional workflows; and address ethical and societal implications. Drawing on UNESCO and Educause AI literacy frameworks, the microcredential emphasizes practical skills in AI prompting, research augmentation, and data security while fostering habits of continuous learning. Recognized with both Credly digital badges and transcript annotations, the program demonstrates a scalable, transferable model for cultivating AI literacy across disciplines. In this session, we will share our design strategies, early adoption data, and examples of portfolio-based activities. Attendees will leave with actionable insights for creating microcredentials that support responsible AI integration and prepare a university community to proceed thoughtfully with AI tools for learning.

3:15 – 4:30 p.m.**Break****Break****3:30 – 4:30 p.m.****Concurrent Sessions 2****Concurrent Sessions 2**

3:30 – 4:30 p.m.
Concurrent Sessions 2

Building Capacity for Bold Teaching, Research, Leadership, and Practice

Chinatown – Level M3

Nancy Thomas, Senior Advisor to the President for Democracy Initiatives and Executive Director, IDHE, American Association of Colleges and Universities; Ande Diaz, Vice President, Tree of Life Consulting, Tree of Life Consulting; Rhonda Fitzgerald, Executive Director, Sustained Dialogue Institute; Michele Holt-Shannon, Director and Co-Founder, New Hampshire Listens, University of New Hampshire Carsey School of Public Policy, University of New Hampshire; Leah Murray, Professor, Weber State University

Educators are facing instances of censorship and forces that chill scholarship, teaching and learning, and open inquiry, especially regarding democratic norms and practices. AAC&U operates a Help Desk where educators can quickly troubleshoot difficult, frightening, nasty, threatening, politicized dilemmas in their work lives. This year, we are expanding the Help Desk to provide educators with rapid-response support for developing the knowledge, skills, and confidence they need to study and teach what they decide, based on academic grounds, is appropriate for their scholarship, course, or program. We also aim to help all constituents on campuses work together to safeguard academic freedom and the democratic purposes of higher education. Join us to discuss what you or others in education are experiencing and to help us build a program that will support you. We'll also discuss how you can get involved in creating inclusive learning environments and taking a stand for academic freedom.

From Anxiety to Innovation: A Collaborative Framework for AI-Enhanced Active Learning Design

Independence Salon B/C – Level M4

Thaddeus Guldbrandsen, Dean, School of Sciences and Humanities, Wentworth Institute of Technology; Ella Howard, Professor of Digital History, Wentworth Institute of Technology; Sophia Maggelakis, Executive Vice President and Provost, Wentworth Institute of Technology; Aroni Kabita Porna, Assistant Professor of Economics, Wentworth Institute of Technology

Seminar participation is limited to 25 people.

Join this interactive exploration of how institutional commitment to student success can inform and enhance artificial intelligence (AI) pedagogy innovation. This hands-on seminar will demonstrate a proven framework for balancing AI-rich academic programs with "screens down" learning activities such as interactive games and case studies that engage students actively while leveraging AI tools productively.

Through live demonstrations of cross-disciplinary projects from history and environmental economics, participants will experience engaging AI-enhanced activities firsthand, then work in teams to design their own using our collaborative methodology. Our team includes administrative leaders, student success professionals who provide holistic student development perspectives, and faculty who demonstrate cross-disciplinary collaboration techniques.

3:30 – 4:30 p.m.
Concurrent Sessions 2

Participants will leave with concrete tools for implementing collaborative AI pedagogy development, strategies for building institutional support systems that foster faculty innovation, and examples of successful partnerships that enhance rather than replace human-centered learning experiences.

Mentoring as a “Meta” High-Impact Practice: Supporting Success for Every Student in Changing Higher Education Contexts

Georgetown University – Level M1

Ashley Finley, Vice President for Research and Senior Advisor to the President, American Association of Colleges and Universities; Azul Bellot, Undergraduate Student Majoring in Psychology and Linguistics, Elon University; Tiffanie Grant, Undergraduate Student Majoring in Exercise Science, Elon University; Takudzwa Madzima, Chair and Associate Professor of Exercise Science, Elon University; Jessie Moore, Director, Center for Engaged Learning, Elon University; Sabrina Perkins, Associate Professor of Psychology, Elon University

High-quality mentoring is a high-impact practice (HIP)—perhaps even a meta HIP—that has the potential to support the success of every student. Students from historically marginalized (HM) backgrounds may face a range of obstacles limiting their development of mentoring relationships. This session, which will feature student co-presenters, will make the case for mentoring as a meta HIP and present findings from a systematic literature review about mentoring diverse HM undergraduate students in higher education. We will share strategies for advancing equity in mentoring relationships, identify evidence-based approaches toward mentoring HM students, and explore implications for the array of mentors (e.g., peer, faculty, community members, mentoring constellations) working across varied mentoring frameworks (e.g., organic versus assigned relationships, programmatic initiatives). Ultimately, we will offer recommendations on how to reaffirm individual and institutional commitments to equitable mentoring as a meta HIP, fostering students’ meaning-making, skill connection, and sense of purpose.

Provost Leadership in Crisis: Building Institutional Resilience for Student Success

Marquis Salon 14 – Level M2

Gregor Thuswaldner, Vice President for Academic Affairs and Dean of the Faculty, La Roche University; Forrest Anderson, Dean, College of Arts, Humanities, and Social Sciences, University of South Carolina Aiken; Burton Webb, President, University of Pikeville

When everything seems to be falling apart in higher education, how do chief academic officers keep student success as their North Star? This interactive panel will feature administrators from community college, regional university, and liberal arts college contexts sharing real crisis leadership decisions from *The Chief Academic Officer's Handbook* (Johns Hopkins University Press, 2025).

Forget theoretical frameworks. These five seasoned leaders will reveal specific strategies for protecting high-impact educational practices during budget pressures, maintaining inclusive excellence initiatives amid political controversy, and rebuilding community trust after institutional crises. Expect

3:30 – 4:30 p.m.
Concurrent Sessions 2

candid discussions of both successful crisis navigation and decisions that, in hindsight, compromised student welfare.

Participants will gain immediately applicable tools for student-centered resource allocation, evidence-based approaches to maintaining academic quality under stress, and communication strategies for authentic leadership during turbulent times. This session is essential for provosts, deans, department chairs, and aspiring academic leaders seeking practical wisdom for protecting student outcomes when external pressures mount.

Re-envisioning AI Transformation at Scale

Judiciary Square – Level M3

Mary Wright, Professor of Education Scholarship, University of Sydney; Chad Hershock, Executive Director, Carnegie Mellon University; Michael Palmer, Professor and Barbara Fried Director of the Center for Teaching Excellence, University of Virginia

How can we prepare our institutions systematically for a future enhanced by artificial intelligence (AI)? We will present a panel discussion that highlights three approaches at scale, across three institutions and two national contexts. Notably, all of these approaches are coordinated by university centers for teaching and learning, but they utilize different strategic approaches, affording participants in this session a broad picture of change tactics. Panelists will speak from the University of Virginia (faculty AI guides), Carnegie Mellon University (generative AI teaching as research), and the University of Sydney (study of a two-lane approach to assessment of writing).

Scholarship Reconsidered: A Panel Discussion of “Boyer-ness” in Contemporary US Higher Education

George Washington – Level M1

Scott Greenberger, Assistant Vice President, Grand Canyon University; Laura Cruz, Research Professor, Penn State University Park; Will Miller, Associate Vice President for Continuous Improvement and Institutional Performance, Embry-Riddle Aeronautical University; Michael Reder, Director, Faculty Center for Teaching & Learning, Connecticut College

This panel session will explore the relevance and repositioning of Ernest Boyer’s model of scholarship in the evolving landscape of US higher education. Amid post-pandemic disruptions and the rise of artificial intelligence (AI), faculty roles and institutional expectations are shifting, placing new pressures on how we define and support scholarship. Panelists representing a range of institutional types will examine the alignment between institutional identity, faculty work, and support for emerging scholarly forms—such as the scholarship of teaching and learning, engagement, and interdisciplinary integration. Together, they will reflect on the current state of Boyer’s influence and envision pathways forward. The session aims to map the changing terrain of “Boyer-ness” and its implications for academic leaders, scholars, and professional staff navigating demands for relevance, public impact, and more inclusive conceptions of academic contribution.

3:30 – 4:30 p.m.
Concurrent Sessions 2

The Exemplary Student Pathways Change Model—Student Success Through Data Agency and Curricular Redesign

Mount Vernon Square – Level M3

Rebecca Karoff, Associate Vice Chancellor for Academic Affairs, University of Texas System; Jennifer Griffis, Program Manager, Office of Academic Affairs, University of Texas System; Jeremy Martin, Senior Research and Policy Analyst, Office of Academic Affairs, University of Texas System

How do you institutionalize and scale a proven, effective, and impactful change model within and across institutions at a time of higher education upheaval while preserving core values regarding student success and institutional autonomy?

This session will answer these questions by exploring the Exemplary Student Pathways change model, a scalable approach to eliminating gaps and increasing completion through data agency and curricular redesign. Developed in a partnership between the University of Texas System and its academic institutions, the model has been beta-tested and refined across twenty-two projects at nine universities since 2022. The session will provide:

- An overview of the Exemplary Student Pathways (ESP) change model designed for replication, sustainability, and institutionalization.
- A demonstration of the ESP Playbook, an interactive online tool to support team-based engagement, assessment, sustainability, and institutionalization of the model.
- Professional learning on data-informed curricular redesign featuring hands-on use of the ESP Playbook's Data Agency and Curricular Redesign Rubrics.

Unlocking Generative Artificial Intelligence Potential: A Hands-On Design Sprint to Lead Change at Your Institution

Archives – Level M4

Stephanie Long, MSc, GISP, Associate Dean and Professor, Austin Community College District; Alex Watkins, Program Coordinator and Professor, Austin Community College District

Seminar participation is limited to 25 people.

How can colleges move from scattered artificial intelligence (AI) experiments to a campus-wide strategy rooted in equity, transparency, and shared governance? This interactive seminar will showcase how Austin Community College (ACC) developed and launched an institution-wide framework for generative AI—spanning policy, instruction, operations, and communication. Designed by a cross-functional team of faculty, staff, students, and administrators, the framework offers adaptable tools for navigating the promise and pitfalls of AI in higher education. Explore real-world challenges such as clarifying academic integrity, aligning curriculum with AI capabilities, and engaging stakeholders across silos. Through a design sprint, including hands-on activities and planning exercises, participants will begin tailoring ACC's model to fit their own institutions. Leave with ready-to-use templates, decision-making frameworks, and practical strategies to lead AI implementation with clarity and purpose. Whether you're just starting or refining your

3:30 – 4:30 p.m.
Concurrent Sessions 2

approach, this session will offer grounded, scalable solutions to help you build an AI-literate, student-centered future.

Unpacking the 2025 Carnegie Classifications

Howard University – Level M1

Sara Gast, Deputy Executive Director, Carnegie Classifications, American Council on Education; Mushtaq Gunja, Executive Director, Carnegie Classifications, American Council on Education

Join us to learn about the Carnegie Classifications' most significant overhaul ever. This session will unpack the classifications' latest updates designed to refocus the field on what should matter most in higher education today: student access and successful outcomes. A spotlight will be on the new Student Access and Earnings Classification, which explores two questions: Who are you serving? And how are your students doing in the job market after they leave? In addition, come learn how the new multidimensional Institutional Classification better captures the wide range of missions and organizational structures that exist today, and how the updated research designations recognize research activity happening at a wide range of institutions. With examples, a live demonstration of our visualization tool, and early insights, this session is for anyone ready to rethink how we define and measure success in higher education.

4:00 – 6:00 p.m.
AAC&U Exhibit Hall

AAC&U Exhibit Hall

Marquis Salon 5 – Level M2

Please plan to stop by Salon 5 of the Marquis Ballroom on Meeting Level 2 (M2) to visit our partners who are hosting booths.

4:00 – 5:00 p.m.
Presenter Ready Room

Presenter Ready Room

Gallery Place – Level M3

All AAC&U Annual Meeting and UERU National Conference speakers are encouraged to stop by the Speaker Ready Room before your session(s). This will allow speakers to review their presentations (check format and fonts and even make last-minute changes) and ensure the presentation is preloaded into the laptop in your session room. We strongly encourage you to bring a back-up copy of your presentation on a thumb drive.

5:00 – 5:45 p.m.

AAC&U Members Meeting

AAC&U Members Meeting

Marquis Salons 12/13 – Level M2

Jonathan Alger, President, American University, Chair, AAC&U Board of Directors

In accordance with AAC&U's bylaws, the members of the association shall meet once each calendar year to elect new directors, elect officers of the association, and consider other matters.

All individuals at AAC&U member institutions and organizations and all individual AAC&U members are invited to attend. Your participation is essential for the success of the annual members meeting.

6:00 – 7:00 p.m.

Carol Geary Schneider Opening Night Forum

Carol Geary Schneider Opening Night Forum

Marquis Salons 6–10

Lynn Pasquerella, President, American Association of Colleges & Universities; Maya Wiley, President and CEO, The Leadership Conference on Civil & Human Rights and The Leadership Conference Education Fund

7:00 – 9:00 p.m.

AAC&U Welcome Reception

AAC&U Welcome Reception

Mezzanine Foyer

All AAC&U Annual Meeting attendees are invited to attend.

THURSDAY, JANUARY 22

7:00 a.m.–6:30 p.m.
AAC&U Registration

AAC&U Registration and Badge Pick-Up
Membership Welcome and Assistance
M1 Foyer – Level M1

8:00 a.m. – 6:00 p.m.
AAC&U Exhibit Hall

AAC&U Exhibit Hall
Marquis Salon 5 – Level M2

Please plan to stop by Salon 5 of the Marquis Ballroom on Meeting Level 2 (M2) to visit our partners who are hosting booths.

Presenter Ready Room
8:00 AM–9:30 AM

Presenter Ready Room
Gallery Place – Level M3

All AAC&U Annual Meeting speakers are encouraged to stop by the Speaker Ready Room before your session(s). This will allow speakers to review their presentation (check format and fonts and even make last-minute changes) and ensure the presentation is preloaded into the laptop in your session room.

We strongly encourage you to bring a back-up copy of your presentation on a thumb drive.

8:00 – 9:15 a.m.
Ticketed Events
Pre-registration required.

Global Issues Breakfast
Tulip – Mezzanine

Dawn Michele Whitehead, Vice President of Global Citizenship for Campus, Community, and Careers, American Association of Colleges and Universities

Pre-registration is required. The landscape of higher education is rapidly evolving, but the importance of global learning remains constant. Join this discussion on contemporary global issues and the ways institutions can individually and collaboratively foster a more globally aware and competent community in these times.

Women's Leadership Breakfast: Leading in Tumultuous Times

L. Song Richardson, Chancellor's Professor of Law, University of California, Irvine, School of Law

Pre-registration is required. These tumultuous times offer us a rare opportunity to imagine and enact a future that reflects our deepest commitments. Yet the question remains: will we? Leadership calls for more than vision—it calls for integrity. We are defined not by what we say but by what we do, especially when the choices are difficult and the stakes are high. Drawing lessons from recent challenges, this presentation will explore how clarity of purpose, vulnerability, and alignment between values and action can help us move from

8:00 – 9:15 a.m.**Ticketed Events***Pre-registration required.*

intention to courageous, integrity-filled leadership.

This breakfast invites senior women leaders to explore the unique challenges and opportunities within higher education's most complex roles—presidents, provosts, and other senior administrators. Grounded in the Hope Circuits project, the talk will examine how these roles can transcend traditional constraints and evolve into vehicles for transformative institutional change.

8:00 – 9:15 a.m.**Thursday Breakfast Roundtable Discussions**

(Tables 1 – 8)

Thursday Breakfast Roundtable Discussions (Tables 1–8)

Marquis Salon 5 – Level M2

Table 1: Beyond ChatGPT: Building Inclusive, Accessible Classrooms Through Responsible Use of Generative AI-Driven Assistants

Marquis Salon 5 – Level M2

Noel Bezette-Flores, Chief Wellness and Compliance Officer, Student Affairs & Campus Diversity, San Diego State University; Luis Perez, Lead IT Support Specialist, San Diego State University; Jonathan Ramirez, Director, Student Disability Services, San Diego State University; Lindsay Vance, Executive Director, Instructional Design, Global Campus, San Diego State University

As artificial intelligence (AI) tools become embedded in core instructional technologies, institutions face a critical question: How can we harness AI's potential while upholding our commitments to accessibility, inclusion, and human-centered pedagogy? This interactive seminar will share a faculty-facing toolkit and pilot program developed to support the responsible implementation of Zoom AI Companion. Participants will explore strategies for utilizing AI-generated summaries, captions, and multilingual support to enhance student learning, particularly for those with disabilities or language-based needs. Drawing from Universal Design for Learning (UDL) and accessibility policy frameworks, presenters will offer hands-on tools and implementation insights grounded in equity and pedagogical integrity.

Table 2: Curricular Pathways for Civic Learning and Engaged Dialogue

Marquis Salon 5 – Level M2

Belkys Torres, Associate Vice Provost, University of Pittsburgh; Carissa Slotterback, Dean, University of Pittsburgh

Since 2023, the University of Pittsburgh's Year of Discourse and Dialogue has brought together students, staff, faculty, and administrators at the institution to adopt a comprehensive cross-university approach to build capacity to work collaboratively, come together across difference, build trust and relationships, and manage conflict. Now we are leveraging the projects, conversations, and partnerships developed in the past two years to center engaged dialogue and experiential learning in students' curricular pathways. This roundtable

8:00 – 9:15 a.m.
Thursday Breakfast
Roundtable Discussions
 (Tables 1 – 8)

discussion is inspired by key takeaways from Pitt participants in the AAC&U 2025 Institute for Experiential Learning & Engaged Dialogue. We will share how we are amplifying students' civic learning and engagement through a micro-credential that encourages guided learning inside and outside the classroom. We will also discuss plans to center civic learning and dialogue across difference as student learning outcomes in our new general education curriculum.

Table 3: Institutionalizing COIL: Embedding Global Learning and Workforce Readiness Across the Curriculum

Marquis Salon 5 – Level M2

Hope Windle, Director, State University of New York (SUNY) at Oneonta; Sharmila Udyavar, Associate Director for Global Education, University of North Carolina at Chapel Hill; Danielle Walters, Strategic Engagement Manager for Global Affairs, University of Tennessee

As global learning and workforce readiness become institutional imperatives, collaborative online international learning (COIL) offers a proven, barrier-free model for embedding global learning into the curriculum. This roundtable will explore how colleges and universities can move beyond isolated efforts to strategically institutionalize COIL across disciplines and departments. Drawing on experiences from SUNY COIL, the University of North Carolina at Chapel Hill, and the University of Tennessee, Knoxville, participants will examine COIL's impact on student agency and career-connected skills such as collaboration across multi-ethnic teams, critical thinking and research, and global competence. Presenters will share models including blended mobility, community-based global projects, and COIL-linked digital badges and internships. This session will offer actionable strategies for integrating COIL as a sustainable, high-impact practice that prepares students for today's interconnected and artificial intelligence (AI)-augmented workforce.

Table 4: Educating Changemakers and Community Leaders in Higher Education in Prison Programs

Marquis Salon 5 – Level M2

Ann Duncan, Executive Director, Goucher Prison Education Partnership, Goucher College; Jareka Dellenbaugh-Dempsey, Program Coordinator, Wesleyan University Center for Prison Education, Wesleyan University; Alexa Garza, Program Director, Texas Collective of Higher Education in Prison; Emily Hainze, Associate Director, Bachelor of Liberal Arts Program, Prison and Justice Initiative, Georgetown University; Breea Willingham, Associate Professor, University of North Carolina Wilmington

Prison education has long been part of the higher education landscape and has gained increased awareness since the reinstatement of Pell funding for incarcerated students. This roundtable discussion will feature directors from several such programs as well as advocates working to support incarcerated students and those reentering society and (via Zoom) currently enrolled students. Members of the Womxn's Higher Education in Prison Consortium, these panelists will focus on women's designated facilities in discussing how higher education provides these students with skills to think critically and opportunities to research and critique the systems in which they live. Panelists

8:00 – 9:15 a.m.
Thursday Breakfast
Roundtable Discussions
 (Tables 1 – 8)

will discuss how students are demonstrating civic engagement in their communities through mentorship and activism and will discuss their drive to transform broken systems when they come home.

Table 5: Constructive Collaboration: Faculty, Staff, Administrators, and Students Engaging First-Gen Realities Together

Marquis Salon 5 – Level M2

Jeanette Ruiz, Associate Professor of Teaching, University of California, Davis; Michelle Rossi, Post Doc, University of California, Davis; Kem Saichaie, Executive Director, University of California, Los Angeles (UCLA)

To build truly equitable educational systems, institutions must move beyond one-size-fits-all approaches and recognize the full complexity of today's student populations. This session invites participants to explore how breaking down institutional silos and fostering intentional, cross-campus partnerships can more effectively support first-generation college students. Through a series of activities, attendees will activate strategic tools and frameworks that clarify how various campus roles, such as faculty, staff, and administrators, can collaborate to drive meaningful change. Whether you're in student affairs, academic affairs, or another unit, you'll leave with practical insights and actionable strategies to constructively engage and strengthen your institution's commitment to equity and student success.

Table 6: From Skills-Forward Teaching to Authentic Core Skill Badges

Marquis Salon 5 – Level M2

Glenn Whitehouse, Director of Core Skills, Florida Gulf Coast University; Anne Carncross, Professor of Theatre, Florida Gulf Coast University; Andrea Fortin, Assistant Professor of Communication, Florida Gulf Coast University; Molly Nation, Associate Professor of Environmental Studies, Florida Gulf Coast University; Patricia Rice, Manager of Academic Programs, Florida Gulf Coast University

Transferable skills are often mentioned around employment and assessment. But how are core skills taught in classrooms? Seminar participants will first rework an existing assignment in light of best practices for "skills-forward teaching." Please bring two assignments or activities from your own teaching. The second half of the seminar will ask how transferable skill badges can match authentic ways of teaching core skills. The group will first discuss the purpose for badging transferable skills. Then, in small groups, participants will take up the challenge of designing a badge that does justice to their own assignments. Session leaders will provide some badge design choices. Participants will then work in small groups to design a transferable skill model that honors and adds value to the skill development students are already gaining in their classrooms. Participants will walk away with a badge design document that can seed further development work at their own institutions.

8:00 – 9:15 a.m.
Thursday Breakfast
Roundtable Discussions
 (Tables 1 – 8)

Table 8: Why Not Africa? From Partnership to Practice: A Three-Year Case Study of Africa-Centered Global Service Learning

Marquis Salon 5 – Level M2

Phil Agbeko, Chief Executive Officer, Hilltop Global Group; Eliza Thompson, Associate Clinical Professor, University of Maryland

This roundtable presents a three-year case study of an Africa-centered global service-learning partnership between Hilltop Global Group and the University of Maryland, co-led by Phil S. Agbeko and Professor Eliza Thompson. Drawing from the Global Perspectives in Service Learning (HESP-GPS) program, the session examines how intentionally designed partnerships across African contexts can advance equity, civic engagement, and shared value while producing meaningful learning outcomes for students. Participants will explore program design choices, reflective pedagogies, and partnership models that challenge deficit-based narratives and center reciprocity and mutual benefit. The facilitators will share concrete lessons learned, implementation considerations, and adaptable frameworks that institutions can apply to expand ethical, sustainable, and outcomes-driven global learning pathways across Africa.

9:00 a.m. – 5:00 p.m.
Lactation Room

Lactation Room

Woodley Park – Level M3

9:30 – 10:45 a.m.
Concurrent Sessions 3

Concurrent Sessions 3

Beginning and Scaling Better Discourse in Higher Education

Archives – Level M4

Sara Mehlretter, Professor, Wabash College; Matt Farley, Senior Vice President, Strategy, Campus Compact; Lisa-Marie Napoli, Director of Civic Engagement and Director of Faculty Relations, Indiana University Bloomington; Rachel Rains Winslow, Director of Faculty Development, George Fox University

Seminar participation is limited to 25 people.

This highly interactive seminar will prompt attendees to reflect on discourse activities on their campuses and larger communities, considering the possibilities and challenges of dialogue across lines of difference, and begin to promote and scale productive dialogue. Facilitated by project fellows from Campus Compact's Scaling Discourse in Higher Education, participants will be led through reflective exercises, scenario discussions, and concrete action steps. Seminar attendees will leave with a better understanding of the national landscape and tools and resources for practice. In addition, the seminar will provide an opportunity for attendees to consider their own role and potential to contribute to solutions for their campus community and beyond.

9:30 – 10:45 a.m.
Concurrent Sessions 3

Equalizing Opportunity via Skills Development with CodeSignal

Judiciary Square – Level M3

Mary Papazian, Former President, San Jose State University; O. Emmanuel Chike, Professor, Business Analytics, Loyola University, New Orleans; Andrea Martin, Professor, Practice of AI and Business, Loyola University, New Orleans; Amanda Welsh, Associate Dean of Workforce and Economic Development, Northeastern University

What if the force reshaping today's skills could also be the very tool that saves them? Artificial intelligence (AI) is accelerating change in the workplace and bringing with it new expectations for what it means to be job-ready. Yet it also offers powerful new ways to help students leap ahead. In this panel, leaders from Northeastern University and Loyola University will share how they're using skills-first approaches, supported by AI-driven practice and feedback, to deliver equitable, hands-on learning that closes opportunity gaps. Guided by moderator Mary Papazian, panelists will discuss how universities can benchmark student skills, build confidence through real-world simulations, and ensure graduates are ready for a workforce reshaped by AI. Attendees will leave with strategies to embed skills-first learning that aligns with employer expectations, scales across diverse programs, and turns disruption into opportunity.

This session is in partnership with CodeSignal.

Fulfilling Higher Education's Role in Economic Mobility: Lessons from High-Performing Colleges and Universities

Marquis Salon 14 – Level M2

Andrew Seligsohn, President, Public Agenda; Maggie Grove, Chief Strategy and Impact Officer, Public Agenda; Emily Sandusky, Director, Public Agenda; Dickson Su, Senior Associate, Public Agenda

Economic mobility has long been a core element of higher education's promise. Because economic attainment is connected to full participation in civic life, economic mobility is a prerequisite for a healthy democracy. Thus, attention has focused on identifying which institutions are catalyzing economic mobility for low-income students. Ranking systems highlighting institutions that are especially effective have emerged, along with the new Carnegie Access and Earnings Classification. Against this backdrop, Public Agenda has undertaken a sustained qualitative and quantitative research effort to understand how strong performers achieve results. In this session, participants will learn the factors and practices that produce strong mobility outcomes. Topics include building financial models to keep college affordable for low-income students, engaging low-income families in the recruitment process, and creating strong communications channels from student-facing staff to senior leaders. We will provide tools for institutions to begin planning efforts to improve mobility outcomes for low-income students.

This session is in partnership with Public Agenda.

9:30 – 10:45 a.m.
Concurrent Sessions 3

Hope, Liberation, and Love: What Higher Ed Leaders Must Practice to Support an Inclusive Democracy

University of DC – Level M1

Annmarie Caño, Professor, Gonzaga University; Mary Dana Hinton, President, Hollins University; Lynn Pasquerella, President, American Association of Colleges & Universities; Jessica Riddell, Professor, Bishop's University

What if leadership in higher education prioritized collective flourishing over hierarchy and control? In this powerful and thought-provoking session, AAC&U President Lynn Pasquerella will moderate a discussion with three higher education leaders and authors—Annmarie Caño (Leading Toward Liberation), Jessica Riddell (Hope Circuits), and Mary Dana Hinton (Leading from the Margins)—and invite participants to reimagine leadership as a practice rooted in justice, inclusion, and hope.

Drawing on their distinct professional roles (faculty, senior administrator, university president, and higher education association president) and institutional contexts (research-intensive, liberal arts, and mission-driven universities), the moderator and panelists will share personal stories, research-informed frameworks, and transformative practices that challenge traditional leadership models.

The session will include short presentations, dynamic panel dialogue, and interactive small-group conversations and is ideal for those who are ready to embrace leadership approaches that center human dignity, collaboration, and systemic transformation in support of an inclusive democracy.

How to Create Pathways to Civic Learning and Democracy Engagement: Planning for Student Learning

Marquis Salons 12/13 – Level M2

Carol Geary Schneider, Interim Director, Civic Learning and Democracy Engagement Coalition; Cynthia Lynch, Assistant Vice Provost for Civic Engagement and Academic Strategic Support, Salem State University; Yetunde Odugbesan-Omede, Director, Office of Community and Civic Engagement and Professor of Global Affairs and Politics, Farmingdale State College; Laura Weaver, Senior Manager of Strategic Initiatives, Campus Compact

Fostering Civic Learning in Higher Education: A Generative Guide is the Civic Learning and Democracy Engagement (CLDE) Coalition's forthcoming publication on advancing civic learning and democratic engagement across two- and four-year colleges. Published in partnership with Campus Compact, the guide complements Campus Compact's revitalized Campus Action Planning for Civic and Community Engagement (CAP) initiative as the first in a suite of "go deep" modules aligned with CAP. Keyed to the CLDE Learning Framework, the guide outlines essential knowledge, skills, and experiences students need to graduate civic- and democracy-ready. Drawing from research-supported practices and institutional models, the guide promotes a pathways approach that integrates civic learning into high-impact practices—such as first-year writing, capstones, and practicums—and supports campus-wide implementation through well-designed professional development. Presenters

9:30 – 10:45 a.m.
Concurrent Sessions 3

will share tools, strategies, and real-world examples of actively embedding civic learning into academic pathways and institutional structures to engage all students in democratic practice.

Integrated Storytelling and Learning Records: Student Voice as Assessment

Shaw – Level M3

Ijeoma Njaka, Senior Learning Designer for Transformational and Inclusive Initiatives, Georgetown University; Randall Amster, Teaching Professor and Co-Director of the Joint Program in Environment and Sustainability, Georgetown University; Karen Casper, Associate Provost for Administration, Advising, and Academic Support, College Unbound; Patrice Ludwig, Interim Assistant Vice President, Research, Economic Development and Innovation, James Madison University; Noah Martin, Senior Designer for Learning Ecosystems, Georgetown University; Seán McCarthy, Professor, Writing Studies, College of Humanities and Social Sciences, Montclair State University

What if student assessment, grading, and transcripts reflected growth, reflection, and introspection? What would it look like to embed these skills not only in a class but within a program, degree, or institutional research and assessment?

In this session, participants will learn how four different institutions—Georgetown University, College Unbound, James Madison University, and Montclair State University—feature student voices for authentic assessment and evaluation through integrated learning records and storytelling. Moreover, the case studies from these institutions will showcase how student agency can be central to assessment in individual classrooms, throughout whole programs and degrees, and across the entire institution.

Leadership Strategies to Create More Student-Ready Institutions: Resources from the National Academies' Roundtable

Mount Vernon Square – Level M3

Ann Austin, University Distinguished Professor, Michigan State University; Kerry Brenner, Senior Program Officer, National Academies of Sciences, Engineering, and Medicine; Andrea Follmer Greenhoot, Director of the Center for Teaching Excellence and Professor of Psychology, University of Kansas; Mark Lee, Senior Vice President of Academic Affairs, Spelman College

The challenge facing higher education institutions to prepare a diverse array of learners to contribute to a changing society and workplace and to live meaningful and impactful lives requires systemic approaches to improving undergraduate education. The National Academies of Sciences, Engineering, and Medicine has sponsored a Roundtable on Systemic Change in Undergraduate STEM Education over the past seven years. This interactive session will highlight a set of succinct, accessible resource modules developed by the Roundtable for use by higher education leaders to foster conversation, planning, and change within their colleges and universities—all to advance systemic change that enables more effective student learning experiences. Participants will have the opportunity to review the full set of modules, delve deeply into the strategies and resources shared in the Module on Creating

9:30 – 10:45 a.m.
Concurrent Sessions 3

Student-Ready Institutions, and consider practical ways to use the modules to advance their own institutional priorities.

Practical Strategies for Successful Leadership

Jennifer Malat, Dean, University of New Mexico Main Campus; Francine Conway, Chancellor, Rutgers, The State University of New Jersey–New Brunswick; Andrew Daire, Provost, University of Wisconsin–Milwaukee; Carmenita Higginbotham, Dean, Virginia Commonwealth University; Mardell Wilson, Provost, Creighton University

Amid unprecedented challenges to higher education's values and mission, academic leaders are called to act with vision, clarity, and care. To lead others effectively, leaders must also sustain themselves. This session will offer small, strategic adjustments that can strengthen a leader's presence, resilience, and impact each day.

The session will be organized around four practical themes—reducing cognitive load, designing time, setting boundaries, and caring for our well-being. Examples may include creating a zero-inbox system, scheduling to enable true time off, using generative artificial intelligence (AI) tools, thriving during challenges, and building structures that safeguard time for strategic thinking.

The session will feature concrete strategies from academic leaders across a range of institutions and roles, from deans to provosts to presidents. Panelists will share what has worked for them and invite attendees into a facilitated conversation. Together, panelists and participants will explore how small shifts in daily practice can support sustained, impactful, values-driven leadership.

Productive Messiness and AI Campus Literacies: Lessons from a Cross-Campus Humanities Collaborative

Union Station – Level M3

Emily Todd, Dean, School of Arts and Sciences, Eastern Connecticut State University; Stephanie Hedge, Director of the Writing Program and Associate Professor of English, University of Illinois at Springfield; Krystyn Moon, Professor of History and American Studies, University of Mary Washington; Victoria Russell, Director of the Center for Teaching and Associate Professor of Education, University of Mary Washington

Faculty and administrators from three regional public liberal arts colleges will share lessons learned from a cross-campus collaboration to develop artificial intelligence (AI) literacy among humanities faculty who in turn were in a better position to support the AI literacy of their students. Supported originally by a National Endowment for the Humanities grant, project participants discovered the importance of faculty-driven learning communities and time for experimentation and messy exploration. Offering perspectives from a teaching and learning center director, composition program director, history professor, and arts and sciences dean, the panel will provide audience members with models for structuring faculty learning communities and specific humanities curricula that engage with AI tools, grounded in the unique perspectives that

9:30 – 10:45 a.m.
Concurrent Sessions 3

the humanities bring to conversations about AI. The panel should be of interest to campuses looking to create a humanities curriculum engaging AI and to design meaningful professional development in support of AI literacy.

Rooted and Reciprocal: Faculty and Institutional Strategies to Sustain Community Partnerships Through Creativity and Care

LeDroit Park – Level M3

Arielle del Rosario, Associate Director, Project Pericles; Sara Berkowitz, Assistant Professor of Art History and Chair, Department of Art & Music, Widener University; Charity Clay, Visiting Assistant Professor of African American History, Rhodes College; Yun Garrison, Assistant Professor of Psychology, Bates College

This session will delve into the development and sustainability of creative, community-engaged courses—ranging from murals to community archives and healing arts—rooted in authentic, reciprocal community partnerships. Moving beyond showcasing outcomes, panelists from diverse disciplines, institutional contexts, and levels of experience will offer candid reflections on the evolution of their projects. Discussions will engage participants in strategies for maintaining community trust, establishing guardrails that protect stakeholders from being overburdened, and shifting institutional barriers—structural and cultural—to allow mutually beneficial, community relationships to take root for long-term growth.

Projects include multilingual digital storytelling with refugee women in Maine, Black cultural preservation via oral histories in South Memphis, and street art and mural-making in Chester, Pennsylvania. Project Pericles will also share tools for institutionalizing civic engagement. Participants will leave with practical strategies to reimagine the classroom as a site of mutual care and democratic renewal.

Selling “Career Readiness” to Liberal Arts Faculty: Moving Career Preparation into the Classroom and Curriculum

Howard University – Level M1

Cathy Day, Professor of English, Ball State University; Scott Carlson, Senior Writer, The Chronicle of Higher Education; Ned Laff, Director of the Center for the Junior Year, Governors State University; Jason Rhody, Senior Director of Engagement Strategy, Modern Language Association; Thomas Williams, Dean of Arts, Humanities, and Social Sciences, University of Central Arkansas

In 2024, the Modern Language Association (MLA) published a report on English majors’ career preparation. The report’s top recommendation was that English departments directly participate in preparing their students for careers and prioritize faculty development in this area. So, what can be done to facilitate this change? How do we “bake in” these changes structurally rather than simply “bolt” them on? How do we reframe career readiness to ensure faculty buy-in? The panel is composed of the authors of Hacking College, which presents a model that promotes student agency, civic engagement, community involvement, and undergraduate well-being; an administrator of a national

9:30 – 10:45 a.m.
Concurrent Sessions 3

humanities organization; a dean of a liberal studies college at a regional public; and a faculty member implementing change in her classroom and in her department's curriculum.

Shared Equity, Shared Impact: Using HIPs and Assessment to Tell a New Institutional Story

Silver Linden – Mezzanine

Reem Jaafar, Professor of Mathematics and Co-Director of the Shared Equity Leadership Project, LaGuardia Community College, City University of New York (CUNY); J. Elizabeth Clark, Professor of English, LaGuardia Community College, City University of New York (CUNY); Milena Cuellar, Professor and Carnegie National Faculty; Co-Director, Shared Equity Leadership Project, LaGuardia Community College, City University of New York (CUNY); Ellen Quish, Director of First-Year Programming and Student Success, LaGuardia Community College, City University of New York (CUNY)

What happens when a college reclaims high-impact practices (HIPs) as part of its institutional identity while confronting equity gaps in access and implementation? This session will highlight LaGuardia Community College's cross-role effort to assess and reimagine HIPs, including First-Year Seminar, learning communities, ePortfolios, and undergraduate research, through the lens of shared equity leadership. Presenters will share findings from a campus-wide qualitative equity audit and a faculty-led inquiry group exploring how HIPs are integrated in equity-minded, student-responsive ways. The session will also introduce Learning That Lasts, a digital repository of faculty stories, tools, and strategies designed to foster equitable HIP implementation. Participants will engage in reflection and discussion, leaving with practical tools and guiding questions for surfacing equity gaps, engaging stakeholders, and building shared ownership of HIPs across roles and disciplines.

Shared Power, Shared Purpose: Democratic Learning as a Leadership Strategy

Independence Salon B/C – Level M4

Manya Whitaker, President, Colorado College

Seminar participation is limited to 25 people.

In this interactive seminar, Colorado College President Manya Whitaker will challenge attendees to rethink shared governance beyond "agreeing to disagree." Focusing on democratic learning as a leadership approach, participants will explore how to move campuses from tolerance toward understanding and how to leverage polarization to achieve improved collaboration and campus climate. Attendees will leave with practical strategies and a personalized action plan to foster authentic participation and shared responsibility across their institutions.

9:30 – 10:45 a.m.
Concurrent Sessions 3

Teaching with AI: Insights from the Second Edition

Chinatown – Level M3

C. Edward Watson, Vice President for Digital Innovation, American Association of Colleges and Universities; José Bowen, Senior Fellow, American Association of Colleges and Universities

The adoption of artificial intelligence (AI) in higher education has moved beyond experimental phases into practical implementation across all disciplines and learning environments. The completely revised second edition of Bowen and Watson's *Teaching with AI: A Practical Guide to a New Era of Human Learning* (2026) arrives at a pivotal moment for higher education. Drawing from the new edition, this session will highlight how the landscape is changing and reveal emerging nuances associated with AI literacy, the possibilities offered by custom bots and simulations, and the concerns around agentic AI. Core topics, such as course design, assessment, academic integrity, and the future of higher education, will also be discussed. Further, presenters will share insights from the hundreds of campuses that have participated in AAC&U's Institute on AI, Pedagogy, and the Curriculum. Those who attend this session will gain clarity that will both inform their classroom practice and their institution's AI strategy.

The Alliance for Better College Teaching: Improving Public Trust by Elevating Evidence-Based Teaching

Scarlet Oak – Mezzanine

Corbin Campbell, Professor, American University; Isis Artze Vega, Independent Scholar, Self-Employed; Bryan Dewsbury, Associate Professor, Florida International University; Marco Molinaro, Executive Director for Educational Effectiveness and Analytics, University of Maryland

The Alliance for Better College Teaching (ABCT) is preparing to launch a comprehensive strategy that will elevate and improve teaching for student success at scale in higher education. Our vision is an academy where every faculty member learns about teaching and learning in graduate school and then is hired, socialized, rewarded, and supported for using evidence-based teaching practices. In this vision, campuses incentivize and support faculty with an infrastructure for teaching equivalent to what exists for research, and the larger higher education ecosystem provides additional incentives and support for teaching through accreditation, national associations, and disciplinary societies. The early strategy, launching in 2026, involves the ABCT coalition of leading organizations and a pilot network of institutions, the Better College Teaching Network. In this session, participants will learn about the ABCT and strategy, provide perspectives on key opportunities and challenges, and identify ways to become involved.

9:30 – 10:45 a.m.
Concurrent Sessions 3

Youth Voting Rights: Civil Rights, the 26th Amendment, and the Fight for Democracy at Colleges

Catholic University – Level M1

Jonathan Becker, Vice President for Academic Affairs and Professor of Politics, Bard College; Yael Bromberg, Lawyer and Twenty-Sixth Amendment Scholar, Bromberg Law LLC; Erin Cannan, Dean of Civic Engagement, Bard College; Jellani Favors, Vice President and Senior Director of Frederick D Patterson Research Institute, United Negro College Fund; Michael Nojeim, Professor and Program Coordinator of Political Science, Prairie View A&M University

This panel will feature authors of the book *Youth Voting Rights: Civil Rights, the Twenty-Sixth Amendment, and the Fight for American Democracy on College Campuses* (October 2025), which explores the 26th Amendment and the intersection of youth and race in the battle for the franchise, and how students, faculty, and institutions, in partnership with nonprofits, can protect and promote democracy. The book centers on case studies of four US institutions—Tuskegee University, Prairie View A&M University, North Carolina A&T University, and Bard College—which offer unique insights into the contributions of college communities to the right to vote in the United States. The book offers lessons in the fight to promote and defend democracy and is being released in print and as a free open educational resource. The panel will draw on lessons learned and provide practical takeaways for participants to consider on their own campuses.

Human Rights as a Constructive Frame for Academic Freedom and Diversity, Equity, and Inclusion

Georgetown University – Level M1

Michael Gavin, President, Delta College; Amy Reid, Director, PEN America; Terry Brown, Vice President, American Association of State Colleges and Universities; Paulette Granberry-Russel, President, National Association of Diversity Officers in Higher Education; Bobbie Laur, President, Campus Compact

This panel will place the current challenges to higher education in a human rights frame: what levers can we pull to ensure that students continue to have access to an education free from government censorship? The speakers represent different organizations that approach this question from different perspectives—administrative leadership, student support, community and civic engagement, free expression—but we share a commitment to constructive engagement so that higher education can continue to meet its mission of providing high-quality educational opportunities to students for the health of our communities and our democracy. We will address how a human rights frame can inform not only our institutional approaches and priorities but also the broader strategic choices our sector faces.

9:30 – 10:45 a.m.**HEDS Up Presentations***A collection of 10-minute presentations.***HEDs Up Presentations**

Dogwood – Mezzanine

William McKinney, Senior Fellow, AAC&U and Senior Associate, Center for Academic Innovation (CAI),

Modeled on the format of TED Talks, this 75-minute session will feature multiple 10-minute presentations. Each presentation will focus on an innovative project or program, compelling research, or “lessons learned.”

Educating for Impact: Fusing Civic Learning, Careers, and Student Well-Being

Dogwood – Mezzanine

Lisa Jacovsky, Professor, Southern New Hampshire University

This session will explore how applied psychology and inclusive storytelling can bridge career preparation, civic engagement, and student well-being to advance the public mission of higher education. Drawing on experiences as a psychology professor, author, and advocate, I will present practical strategies for creating purpose-driven assignments that connect classroom learning to real-world impact. Through case studies and community-based projects, students explore identity, social issues, and mental health while building career-relevant skills and civic awareness. The session will highlight how integrating narrative work, service learning, and emotional openness into coursework can foster stronger community ties, global understanding, and resilience. Participants will engage in discussion and walk away with actionable tools to design curricula that prepare students not only for professional success but also for lives of meaning, inclusion, and service. This model reinforces higher education’s public purposes by aligning academic learning with personal growth, social responsibility, and mental well-being.

Listening, Building, and Bridging: A Transformative Framework for Purposeful Experiential Learning

Dogwood – Mezzanine

Abdesalam Soudi, Dean's Fellow for Experiential Learning, Teaching Associate Professor, and Electus Faculty, University of Pittsburgh

Higher education must do more than teach skills; it must prepare students to navigate a complex and uncertain world with purpose, integrity, and a commitment to the public good. This session will present a scalable, research-informed framework for embedding experiential learning into the academic fabric of an institution, aligning career preparation with civic and global engagement, community involvement, and student well-being. Developed at the University of Pittsburgh through national benchmarking, institutional inquiry, and ethnographic research across forty-two departments, the model centers experiential learning as a cultural shift rather than an add-on. Initiatives include Steeping and Pouring Possibilities, a narrative-based reflection method; Humanities @ Work in the Community, Health, and Tech Industry; and three themed experiential learning pathways that connect students with real-world

9:30 – 10:45 a.m.

HEDS Up Presentations

A collection of 10-minute presentations.

research and applied learning. Participants will gain adaptable tools and strategies for cultivating purposeful, student-centered learning anchored in public purpose.

Our Service-Learning Requirement and How Student Leaders Are Catalysts for Creating Campus-Based Nonprofits

Dogwood – Mezzanine

Tony Mueller, Director, Office of Community Service Learning, University of Redlands; Erin Sanborn, Assistant Dean of Experiential Learning and Director of Sustainable Education, University of Redlands

This session will present a student-driven model for institutionalizing service-learning through the creation of student-led nonprofit organizations. Since 1994, the University of Redlands has required all students to complete a service-learning internship. Over three decades, the Office of Community Service Learning has partnered with community-based organizations while identifying unmet community needs through student reflections and assessments. Leveraging campus resources—particularly student leadership—the office developed service programs that have evolved into student-run nonprofits addressing youth mentoring, tutoring, and urban farming. These nonprofits provide structured service placements and hands-on leadership experiences in nonprofit governance and civic engagement. Presenters—the founding administrator of the office and the assistant dean of experiential learning—will share successes, challenges, and data from thirty years of implementation. The session will emphasize adaptability and offer strategies for institutions of all sizes to embed peer-led, mission-driven service-learning into curricula. Attendees will explore ways to translate this scalable, equity-centered model to their own institutional contexts.

The Language of Assessment

Dogwood – Mezzanine

Ruthy Price Watson, Director of Assessments, Program Review, and Special Projects, Santa Fe Community College

Effective relationship building allows for continual dialogue and discussion regarding student outcomes and can facilitate institutional change providing guidance based on the evidence. The purpose is to encourage individuals responsible for assessment to engage in relationship building and collaboration, using the right tools encouraging collaboration and innovative dialogue. Attendees will engage in brief check-ins with others in the session and take some notes.

The Regional Advantage: Why the Future of Experiential Learning Is Place-Based

Dogwood – Mezzanine

Sean Zimny, Director of Programs, The Washington Center for Internships and Academic Seminars

9:30 – 10:45 a.m.**HEDS Up Presentations***A collection of 10-minute presentations.*

This TED-style talk will explore why the future of experiential learning is hyperregional. Drawing on the University of North Carolina Greensboro Career Launch Bootcamp—a no-cost, three-day skills accelerator developed with The Washington Center—this session will reveal how regional programs can boost career outcomes, reduce equity gaps, and strengthen communities. Participants will hear how students gained real-world insights, employer exposure, and artificial intelligence (AI) fluency without leaving home or incurring new costs. If you're looking for scalable, inclusive ways to connect education and employment, this talk will show you where to start: right where your students are.

Trust First: Rebuilding the Public's Confidence in Higher Education—One Relationship at a Time

Dogwood – Mezzanine

Amber Pleasant, Program Director, Adult Education and English Language Learning, Aims Community College

Trust is the cornerstone for the longevity and success of academic programs—especially for community colleges serving dynamic populations. This session will explore how colleges can cultivate lasting public confidence through student-centered practices, grassroots outreach, and responsive programming. Learn strategies for strengthening community partnerships, supporting multilingual and multigenerational learners, and aligning internal operations to respect students' time and goals. We'll also discuss how transparent, accessible data build credibility and how Family Educational Rights and Privacy Act (FERPA) education and community-informed metrics empower students and families. From wraparound services to interdepartmental collaboration, every interaction is an opportunity to deliver on our institutional promises—and to transform relationships into long-term trust.

9:30 a.m. – 5:00 p.m.**Quiet Room****Quiet Room**

Maple – Mezzanine

A "No Cellphone Zone" - the Quiet Room offers a peaceful environment where attendees can recharge, meditate, or simply enjoy a moment of silence.

11:00 a.m. – 12:30 p.m.**Opening Plenary****Opening Plenary**

Marquis Salons 6–10

Lynn Pasquerella, President, American Association of Colleges & Universities; Will Creeley, Legal Director, Foundation for Individual Rights and Expression; John King, Chancellor, State University of New York; Randi Weingarten, President, American Federation of Teachers; Maya Wiley, President and CEO, The Leadership Conference on Civil & Human Rights and The Leadership Conference Education Fund

12:30 – 1:45 p.m.**Lunch Break****Lunch Break****12:30 – 1:45 p.m.****Networking Luncheon for
Faculty and Administrators of
Color***Pre-registration required.***Networking Luncheon for Faculty and Administrators of Color****The Call for Constructive Dialogue: Whose Calling, Please?**

Marquis Salons 1 & 2 – Level M2

*Roslyn Clark Artis, President and CEO, Benedict College; Lynn Pasquerella, President, American Association of Colleges & Universities; Mary Ann Villarreal, Vice President for Diversity, Equity, and Student Success, American Association of Colleges and Universities***Pre-registration is required.**

In this timely and provocative talk, Roslyn Clark Artis, president and CEO of Benedict College, will challenge higher education leaders to reclaim the power of dialogue as a transformative act of leadership. With her trademark blend of humor, honesty, and heart, Artis will explore what it means to speak truth in turbulent times—and to do so with courage, curiosity, and compassion.

12:30 – 2:00 p.m.**Presenter Ready Room****Presenter Ready Room**

Gallery Place – Level M3

All AAC&U Annual Meeting speakers are encouraged to stop by the Speaker Ready Room before your session(s). This will allow speakers to review their presentation (check format and fonts and even make last-minute changes) and ensure the presentation is preloaded into the laptop in your session room.

We strongly encourage you to bring a back-up copy of your presentation on a thumb drive.

1:30 – 2:00 p.m.**Book Signing****Book Signing—Eddie Watson and José Bowen**

M1 Foyer – Level M1

José Bowen and C. Edward Watson's book, *Teaching with AI*, Second Edition, is available for purchase throughout the meeting. Both authors will be available for a book signing from 1:30 to 2:00 PM.

2:00 – 3:15 p.m.

Concurrent Sessions 4**Concurrent Sessions 4****Boyer 2030 in International Context**

Scarlet Oak – Mezzanine

Steven Dandaneau, Associate Provost and Executive Director of UERU, Colorado State University; Christina Hancock, Director of the Centre for Teaching and Learning Research, University of Sussex; Susan Lewis, Vice Provost, Academic Programs, Western University (Ontario, Canada); Karen McCrindle, Associate Dean, Teaching and Learning, University of Toronto Scarborough; Mary Wright, Professor of Education Scholarship, University of Sydney

Disseminated widely, the Boyer 2030 Commission Report is on its way to fulfilling the goal that the Boyer 2030 Commission set for it, to serve as a “blueprint” for undergraduate education at US research universities. But US research universities, however distinctive and impactful, are far from unique. Research universities in many national contexts face similar opportunities and challenges as well as aim to achieve similar democratic goals, albeit under distinctive circumstances.

This panel will feature leaders from UERU/Colorado State University, University of Sussex, University of Toronto–Scarborough, Western University, and University of Sydney, who will discuss Boyer 2030 Commission Report recommendations in British, Canadian, Australian, and US contexts. Identifying similarities and differences, the panel will emphasize opportunities for shared learning and mutually supportive university reform movements and will invite participants to consider contributing to a multinational volume for the new Routledge series, *Advancing Equity and Excellence in Undergraduate Education: A Focus on Research Universities*.

Bridging Divides on Campus: A Panel Discussion for Creating a Culture of Inquiry and Dialogue

Mint – Level M4

Kaleigh Mrowka, Director of Campus Culture Transformation, Constructive Dialogue Institute; Mike Lee, Professor of Communications and Director of the Civility Initiative, College of Charleston; Camila Nardozi, Director, Intellectual Vitality Initiatives, Harvard University; Matt vandenBerg, President, Ohio Wesleyan University

As colleges and universities navigate declining public trust, growing polarization, and heightened government scrutiny, campuses have an urgent opportunity to reaffirm their role as champions of constructive dialogue and democratic values. The Constructive Dialogue Institute (CDI) has spent years studying what works, drawing on rigorous research, program evaluation data, and lessons from partnerships with institutions across the country. From this work, CDI’s research team has identified key factors that build a campus culture where dialogue thrives, even across deep differences.

In this session, participants will learn about the emerging Five Pillars of a Culture of Inquiry and Dialogue and hear real-world success stories from

2:00 – 3:15 p.m.
Concurrent Sessions 4

campus leaders who have put these principles into action. Our panelists represent three diverse institutions and systems of higher education: the City University of New York (CUNY), Harvard University, and the College of Charleston. Join us to learn practical strategies that can transform your campus into a model for dialogue, inclusion, and democratic engagement.

This session is in partnership with the Constructive Dialogue Institute (CDI).

Collaboration as an Essential Strategy in Challenging Times

Mount Vernon Square – Level M3

Paula Krebs, Executive Director, Modern Language Association; Joy Connolly, President, American Council of Learned Societies; Steed Davidson, Executive Director, Society for Biblical Literature; Frederick Lawrence, Secretary and CEO, Phi Beta Kappa; Sarah Weicksel, Executive Director, American Historical Association

The flurry of Executive Orders and the actions of the Department of Government Efficiency (DOGE) have inspired a level of collaborative resistance that is new across higher education. This panel, featuring brief presentations leading to extensive audience engagement, will focus on various strategies for collaboration across higher education associations as ways to resist more effectively the attacks on the humanities, higher education, and academic freedom. The participants' organizations are engaged in a number of efforts, including cooperative professional development programs, national organizing on graduate education, group efforts in support of academic freedom, and a lawsuit against the government. We work with campuses and with individual faculty and graduate student members, facilitating collaboration at many levels. The leaders of the organizations will engage audience members in a discussion of collaborations in which we are engaged, encouraging campuses, organizations, and faculty member groups to work across boundaries to develop more effective resistance strategies.

Communicating and Enhancing College Value: Engaging NSSE Evidence of Career Preparation

University of DC – Level M1

Jillian Kinzie, Associate Director, National Survey of Student Engagement, Center for Postsecondary Research, Indiana University Bloomington; Jasmine Haywood, Strategy Director, Credentials of Value, Lumina Foundation; Leonard Taylor, Director, National Survey of Student Engagement, Indiana University Bloomington

Today's students, families, and the public want to know that undergraduate education effectively prepares and launches graduates for careers. This session will present evidence from the National Survey of Student Engagement (NSSE) and its Career and Workforce Preparation module to illuminate strengths and gaps in career readiness experiences and identify practices associated with gains in work-related knowledge. Drawing on this data, panelists will explore effective institutional practices for career education. Through dynamic

2:00 – 3:15 p.m.
Concurrent Sessions 4

discussion and audience engagement, this session will surface actionable strategies for enhancing career education and communicating the tangible value of college.

Creative Leadership

George Washington – Level M1

T Stores, Dean, College of Arts & Humanities, Framingham State University; Albert Garcia, President, Los Rios Community College; Sue Ott Rowlands, President, Randolph College; Patrick Tompkins, President, NHTI–Concord's Community College; Cathy Young, President, Moore College of Art & Design

Presidents—from community colleges to small privates and large multicampus publics—who began their careers in the arts will engage in a public conversation about the ways they employ creativity in their leadership roles. How is conducting an orchestra like leading a university? How does performing for an audience who does not understand your language help someone marshal a constituency of faculty and staff to agree upon a strategic plan? How might writing and rewriting a poem prepare one to be an informed voter or convince a donor to contribute? This panel of expert creative leaders will provide evidence of the ways creativity can be deployed for strategy, decision-making, collaboration, and visioning. Democracy requires creative action; we must continually invent it. These presidents will offer the unique experience of leadership grounded in creative experience, sharing insight to anyone invested in educating for a creative democracy.

Empowering Future (Non)Citizens: High-Impact Practices for Democratic Engagement

Independence Salon B/C – Level M4

Jason Michael Leggett, Associate Professor and Director of the Center for Civic Engagement, Kingsborough Community College, City University of New York (CUNY); Carlene Barnaby, Associate Professor, Kingsborough Community College, City University of New York (CUNY); Joanna Maulbeck, Assistant Professor and Co-Director of Center for Civic Engagement, Kingsborough Community College, City University of New York (CUNY); Laura Scheiber, Assistant Professor, Kingsborough Community College, City University of New York (CUNY); Sharon Warren Cook, Senior Vice President for Academic Affairs and Provost, Kingsborough Community College, City University of New York (CUNY)

Seminar participation is limited to 25 people.

Our interactive seminar will outline a comprehensive approach to fostering democratic learning by integrating interfaith dialogue, public advocacy writing, and community-based undergraduate research. We will highlight how these high-impact practices empower students as active (non)citizens, particularly in addressing structural inequities. We will emphasize the crucial role of VITAL (visitors, instructors, teaching assistants, adjuncts, and lecturers) faculty in Scholarship of Teaching and Learning (SoTL) projects, promoting culturally responsive practices and enhancing civic action. Participants will articulate the

2:00 – 3:15 p.m.
Concurrent Sessions 4

integration's impact, identify strategies for including VITAL faculty, and describe how established frameworks (VALUE Rubric, LEAP, CLDE Pathways) can assess teaching and learning outcomes, ensuring measurable impact on civic knowledge, skills, and dispositions.

Evidence as Power: Practical Strategies for Reframing the Higher Ed Narrative

Archives – Level M4

Linda Adler-Kassner, Associate Vice Chancellor and Professor, University of California, Santa Barbara (UCSB); Marco Molinaro, Executive Director for Educational Effectiveness and Analytics, University of Maryland; Elizabeth Wardle, Professor and Director, Miami University; Mike Wilton, Associate Professor, University of California, Santa Barbara (UCSB)

Seminar participation is limited to 25 people.

In this seminar session, facilitators will engage participants in learning to apply systematic strategies for framing campus-based evidence to persuade audiences of the value of higher education and evidence-based practices. Drawing on strategies from rhetorical and framing theory, facilitators will engage participants in the idea that evidence is power: when empowered agents use shared strategies for framing at the local level, they form the necessary infrastructure for national reframing. Participants will develop this power by applying a reframing heuristic to scenarios developed by facilitators. They will leave with the heuristic tool, a case-aligned draft reframing plan, and strategies for using evidence-based assessment to shift campus narratives.

Fostering Student Civil Discourse Skills at Liberal Arts Institutions: Campus-Tested Strategies

Catholic University – Level M1

Jeff Frank, Professor of Education, St. Lawrence University; Julie Dolan, Professor of Political Science, Macalester College; Jacqueline Pfeffer Merrill, Senior Director, Civic Learning and Free Expression Projects, Council of Independent Colleges; Ty Seidule, David H. and Ann L. Hinchcliff Professor of History and Executive Director of Common Ground, Hamilton College

In today's polarized national environment, liberal arts colleges and universities must teach their students to approach opinions that differ from their own with curiosity and tolerance, providing them with skills for dialogue across differences.

Hear from three faculty leaders who have held senior roles in campus-wide civil discourse initiatives and led components of those initiatives. They will describe how they launched, tested, and improved curricular and cocurricular programs to build students' capacity for dialogue across differences—and how these programs fostered cohesiveness in the campus community, prepared students to engage productively with local communities, and equipped students for citizenship in a pluralistic democracy and entry into a diverse workforce. Panelists will share lessons learned for attendees to adapt to their own campuses.

2:00 – 3:15 p.m.
Concurrent Sessions 4

From Humanities to Hired: Workforce-Ready Skills for Community College Students

Howard University – Level M1

Pam Eddinger, President, Bunker Hill Community College; Nicole Evans, Program Director, Northern Virginia Community College; Hemchand Gossai, Dean, Languages, Arts and Social Sciences, Northern Virginia Community College; Soo Park, Dean of Humanities and Learning Communities, Bunker Hill Community College; Molly Phelps, Director, Humanities to Career, Bunker Hill Community College

Improving career preparation for humanities and liberal arts (HLA) students at community colleges has become increasingly imperative, given persistent challenges such as low degree completion rates and inadequate workforce readiness. As the labor market evolves in response to advances in artificial intelligence (AI), the value of the durable skills (e.g., critical thinking, communication, and ethical reasoning) fostered in HLA disciplines is becoming more pronounced, with employers actively seeking graduates equipped with these essential competencies.

The Humanities to Career Program at Bunker Hill Community College and Northern Virginia Community College enhances career prospects for HLA majors. Join program leaders to explore strategies that connect humanities and liberal arts education with workforce needs, focusing on an employer- and faculty-driven initiative.

Fundamental Values as the Basis for Constructive Engagement

Chinatown – Level M3

David Lock, Secretary General, Magna Charta Observatory; Liviu Matei, Member, Governing Council, Magna Charta Observatory

The 1988 Magna Charta Universitatum (MCU) sets out the fundamental values necessary for universities to prosper. It emphasizes the importance of universities being autonomous, morally and intellectually independent of political authority and economic power, with teaching and research being inseparable. Freedom in research and teaching enables the pursuit of universal knowledge that transcends geographical and political frontiers.

In 2020, a new version retained all the fundamental principles but stressed the responsibilities of universities to engage with and respond to the aspirations and challenges of the world and their communities. One thousand universities from ninety-four countries have now signed the MCU.

As the value of universities for society is being questioned and more and more universities are coming under attack from different quarters, the importance of fundamental values has never been greater.

This session will describe the "Living Values Project" and will share learning from the Magna Charta Observatory's "Responsive and Responsible" research project.

2:00 – 3:15 p.m.
Concurrent Sessions 4

Global Lessons, Local Action: Renewal of the Democratic and Civic Mission of Higher Education

Silver Linden – Mezzanine

Rita Hodges, Associate Director, Netter Center for Community Partnerships, University of Pennsylvania; Terry Brown, Vice President, American Association of State Colleges and Universities; Bobbie Laur, President, Campus Compact; Dawn Michele Whitehead, Vice President of Global Citizenship for Campus, Community, and Careers, American Association of Colleges and Universities

The Global Forum on Higher Education 2025: Renewal of the Democratic and Civic Mission took place in Prague in June 2025. In the months leading up to the forum and those since, the attacks on democracy, academic freedom, and higher education as a public good have accelerated at an alarming rate. This panel will highlight key takeaways and ideas for action from this timely global forum, as presented by leaders from AAC&U, Campus Compact, and the American Association of State Colleges and Universities who play critical roles in the ongoing work of the International Consortium for Higher Education, Civic Responsibility, and Democracy (a lead host of the Forum). Panelists will stimulate discussion among audience members about the relevance of global strategies to advancing higher education's democratic mission, addressing attacks on academic freedom and institutional autonomy, elevating the role of student voice and agency, leveraging universities as democratic civic anchors, rebuilding trust with local communities and society, and more.

Leading Out Loud: Courageous Leadership in an Era of Silencing

Marquis Salon 14 – Level M2

Chinyere Oparah, CEO, Center for Liberated Leadership, and Professor, University of San Francisco; Shannon Lundeen, President, Stephens College; Danielle Holley, President, Mount Holyoke College; Stephanie Luster-Teasley, Dean, College of Engineering, North Carolina Agricultural and Technical State University; Brooke Vick, Vice President for Diversity, Equity, and Inclusion, Swarthmore College

What does it mean to lead with integrity when democratic values are under attack? In this timely and urgent session, senior higher education leaders will share strategies for navigating political interference, public backlash, and institutional fear—while remaining rooted in equity, care, and purpose. Drawing on the Liberated Leadership Framework, panelists will explore how embodied wisdom, collective care, and courageous action can sustain inclusive, justice-centered leadership through uncertainty and division. From managing new leadership transitions to responding to campus unrest and external pressures, they will offer real-world insights into what it takes to lead out loud. Attendees will gain concrete tools for fostering connection, protecting space for dissent, and staying grounded in liberatory vision. This session is designed for leaders across roles and institutional types who are ready to reject silencing—and to lead in ways that reflect the best of what higher education can be.

2:00 – 3:15 p.m.
Concurrent Sessions 4

Music and Mind: A Conversation with Renée Fleming

Marquis Salons 12/13 – Level M2

Jonathan Alger, President, American University, Chair, AAC&U Board of Directors; Renée Fleming, Soprano

Renée Fleming is internationally celebrated for her vocal and dramatic artistry, as well as her dedicated advocacy for the study of the powerful connection between the creative arts and health. Honored with five GRAMMY® awards and the US National Medal of Arts, she has sung not only in the world's leading opera houses and concert halls but also for momentous occasions from the Nobel Peace Prize ceremony to the Super Bowl. In 2023, the World Health Organization appointed her as a Goodwill Ambassador for Arts and Health.

Renée's anthology, *Music and Mind: Harnessing the Arts for Health and Wellness*, was published in 2024. She created a live program called "Music and Mind," which she has presented in more than seventy cities around the world. She is now an advisor for major initiatives in this field, including the NeuroArts Blueprint at Johns Hopkins University. In 2024, she launched the Renée Fleming NeuroArts Investigator Awards, funding interdisciplinary research projects by early-career scientists in collaboration with creative artists.

Sustaining the Mission: Partnering for Student Success Amid Complexity and Change

Shaw – Level M3

Lenore Rodicio, Senior Fellow, Our Cause; Sana Meghani, Managing Partner, Our Cause; Amelia Parnell, President, NASPA

In an era of political pressure and public scrutiny, colleges are being asked to accelerate student success efforts while navigating constrained language, limited resources, and shifting policy landscapes. This session will explore how a coordinated, multi-organizational collaboration is supporting institutions and systems to lead with clarity and resilience.

Presenters will share how intermediary organizations are equipping colleges to sustain mission-aligned transformation—through targeted peer roundtables, a growing public resource hub, curated tools, and communications guidance tailored to complex contexts.

Attendees will leave with practical examples for constructive engagement that center shared goals, strengthens internal collaboration, and builds capacity for student-centered change at scale. This session is especially relevant for leaders managing transformation efforts in politically dynamic or resource-constrained environments.

2:00 – 3:15 p.m.
Concurrent Sessions 4

Thinking Consortially: An Overview of a Values-Based Collaborative Culture

Treasury – Level M4

Trisha Folds-Bennett, Professor, The University of Virginia's College at Wise; Katherine Gantz, Vice President of Academic Affairs and Dean of Faculty, St. Mary's College of Maryland; Karen Moranski, Vice President, San Francisco Bay Region Network, California State University; Niti Pandey, Dean, School of Education and Professional Studies and Graduate Division, Eastern Connecticut State University; Scott Tollison, Vice President for Academic Affairs and Provost, Mississippi University for Women

The Council of Public Liberal Arts Colleges (COPLAC) is a unique higher education nonprofit that promotes an accessible liberal arts education in student-centered, residential environments at public regional universities. COPLAC is the only consortium of its kind in the United States supporting colleges and universities with a declared public liberal arts mission, with more than twenty-five member institutions from states across the country. The goals of the consortium are to facilitate member collaborations, such as multi-campus faculty and student research, professional development for faculty and professional staff, and advocacy to advance liberal learning. In this session, a panel of current and former provosts, deans, and faculty at COPLAC institutions will explore “consortiumness” as a values-based commitment to delivering an accessible, high-quality liberal arts education to diverse student populations. The campuses will share how collaborative initiatives are helping tackle institutional challenges such as declining enrollment, decreasing state funding, academic program portfolio management, and academic reorganization.

Education for All: Coalition Defending Higher Education and Student Success in Local and National Contexts

Georgetown University – Level M1

Michael Gavin, President, Delta College; Stephanie Fujii, President, Arapahoe Community College

The current attacks on higher education and the forthcoming ones infringe and impede our ability to serve the constituencies our college and universities were established to serve. With every crisis, there is opportunity. Our opportunity is to articulate a long-term vision for higher education directly in line with democratic ideals. Education for All's coalition has a vision to:

1. Situate higher education as aligned with the American ideals of developing a more perfect union that provides access and achievement for all; this includes an unapologetic, visionary commitment to diversity, equity, and inclusion.
2. Ensure an educational system where all belong on campus and in the curriculum.
3. Consider the power of each higher education institution type as defined by the Carnegie Classifications, from community colleges to Ivy League institutions.
4. Place primacy on ensuring institutional autonomy.
5. Consider education as a fundamental right of all those residing within American borders.

2:00 – 3:15 p.m.**HEDS Up Presentations***A collection of 10-minute presentations.***HEDs Up Presentations**

Dogwood – Mezzanine

Jessie Moore, Director, Center for Engaged Learning, Elon University

Modeled on the format of TED Talks, this 75-minute session will feature six 10-minute presentations. Each presentation will focus on an innovative project or program, compelling research, or “lessons learned.”

Building a Campus Culture of Free Expression, Inquiry, and Constructive Discourse

Dogwood – Mezzanine

Leila Brammer, Director of Curriculum, Forum for Free Inquiry and Expression, University of Chicago

How can higher education defend freedom of expression in an era of polarization and public distrust? This session will present an approach that moves beyond policy to practice, showing how campuses can cultivate a lived culture of inquiry and constructive discourse across curriculum, residential life, and cocurricular spaces. Drawing on institutional examples and scalable strategies, the session will demonstrate how embedding capacity-building across the student experience fosters inclusive engagement with difference, strengthens institutional resilience, and prepares students for personal, professional, and civic success. Participants will leave with transferable practices to align and embed free inquiry and expression within their own campus culture and democratic mission.

Critical Points and Critical Thinking: Discernment Through Multivariable Calculus

Dogwood – Mezzanine

May Mei, Professor of Mathematics, Denison University

If you have stereotypes about the social aptitude of mathematicians or you know mathematicians who embody those stereotypes, you may be surprised to learn that mathematics is an extraordinarily collaborative discipline. But collaboration begets disagreement, which requires resolution. How do I model for my students the intellectual disposition and habits of mind that make this possible? Moreover, how do I connect this journey to being an active citizen of a democratic society? I am not saying I have the answers. Indeed, I am quite certain I do not. But I can tell you what I learned along the way. In this talk, I will share my experience incorporating deliberation into a multivariable calculus class.

Re-creating a Culture of Civic Engagement on a College Campus: An HBCU Model

Dogwood – Mezzanine

Soji Akomolafe, Chair, Department of Political Science, Norfolk State University

Civic engagement has long been a core part of HBCUs, acting as a breeding ground for Black leadership and community advocacy. However, today, most

2:00 – 3:15 p.m.

HEDS Up Presentations

A collection of 10-minute presentations.

HBCUs produce voters who are influenced more by social media personalities than by experts or politicians. These students are less engaged with traditional political news; have a limited understanding of political institutions, candidates, or issues; and tend to vote based on personality, party cues, identity, or a single issue. This change necessitates reflection on how HBCUs have shifted from being civic incubators to producing low-information voters. This paper examines efforts to rebuild a culture of civic engagement to restore the civic role of HBCUs in national politics. Partnering with leading civic engagement organizations, the plan will integrate civic learning into courses, build community partnerships, and develop student leaders, aiming to revive HBCUs' legacy of informed civic participation in a challenging democratic climate.

Voices You Were Never Taught to Hear

Dogwood – Mezzanine

Jeffery Chernosky, Assistant Dean and Director; Assistant Professor, Texas A&M University–Kingsville

What happens when doctoral students use artificial intelligence (AI) to reclaim the forgotten voices of South Texas educational leaders? “Operation: Time Raiders” is an innovative podcast project where students engage in AI-generated interviews with historical changemakers—superintendents, civil rights advocates, and bilingual education pioneers—whose leadership shaped Hispanic-Serving Institutions. This HEDs UP talk will blend autoethnography, culturally responsive pedagogy, and ethical AI use to explore identity, equity, and academic storytelling in a digital age. Designed by faculty and co-created with students, the project combines real archival research, oral histories, and generative AI tools to deepen student voice, reflection, and leadership identity. The session invites participants to reimagine how AI can be used—not as a shortcut—but as a bridge between tradition and transformation. Attendees will leave with a replicable framework, ethical considerations, and creative inspiration to adapt similar initiatives within their own institutional contexts.

Watch, Think, Teach: Student-Led Intervention in Campus Conversations on AI

Dogwood – Mezzanine

Krisztina Domjan, Senior Professorial Lecturer, American University

This talk will showcase an artificial intelligence (AI) literacy initiative embedded in iGen Reboot, a Complex Problems seminar on digital citizenship for first-year students. In this model, student teams design and host Black Mirror-themed campus events that demystify AI through collaborative dialogue. After analyzing a single episode and synthesizing related course texts on AI topics, students invite peers and faculty to a public discussion. Each team recruits guest professors from fields such as philosophy, neuroscience, or business to unpack the realities behind the fiction and educate fellow students. These two-hour events foster critical inquiry, interdisciplinary thinking, and cocurricular engagement around AI's social and ethical implications. This session will provide a blueprint for replicating this approach to strengthen AI literacy and student agency across disciplines and campuses.

3:15 – 3:45 p.m.
AAC&U Networking Break

AAC&U Networking Break
Marquis Salon 5 – Level M2

Connect with colleagues and visit our partner tables while enjoying light refreshments in the Exhibit Hall—Level M2.

3:45 – 4:45 p.m.
Concurrent Sessions 5

Concurrent Sessions 5

Delphi Award Session
Institutional Transformation to Support Contingent Faculty
Marquis Salon 14 – Level M2

Ashley Finley, Vice President for Research and Senior Advisor to the President, American Association of Colleges and Universities; Elizabeth Holcombe, Senior Research Associate, University of Southern California

This session will explore the innovative practices and lessons learned from institutional change initiatives aimed at the equitable recognition and support of contingent faculty. Campus leaders from Florida Gulf Coast University and Montclair State University, recipients of the 2025 Delphi Award, will describe the policies, practices, and programs that have been put in place to advance the recognition, status, and participation of contingent faculty on their campuses. Leaders will address core principles that guide their collective work, implementation challenges, and the transferable lessons that can guide the work to support contingent faculty as essential educators on any campus.

Accessible and Ethical AI in Higher Education: Policies, Integrity, and Campus-Wide Literacy

Judiciary Square – Level M3

Rolando Mendez, Director of Education, Teach Access; Raymonda Burgman Gallegos, Vice President, Programs and Services, WICHE; Laura DaVinci, Director, Every Learner Everywhere; Nicholas Fuselier, Director of Academic Partnerships, WICHE

As artificial intelligence (AI) becomes more integrated in higher education, accessibility must be a central consideration. This session will introduce *Where AI Meets Accessibility: Considerations for Higher Education*, a new toolkit developed by Every Learner Everywhere and Teach Access. The resource provides practical guidance, real-world use cases, and reflection prompts to help institutions adopt AI in ways that prioritize accessibility. Attendees will leave with concrete tools, checklists, and questions they can use to inform policy and practice at their institutions.

3:45 – 4:45 p.m.
Concurrent Sessions 5

Building Better Feedback: Two Universities' Journeys to Improve Course Evaluations

Shaw – Level M3

Chris Heavey, Interim President, University of Nevada, Las Vegas; Beth Barrie, Vice Provost for Teaching & Learning Innovation, University of Nevada, Las Vegas; Skip Crooker, Vice Provost of Decision Support, University of Nevada, Las Vegas; Kate Korgan, Acting Executive Vice President and Provost, University of Nevada, Las Vegas; Lara Lomicka Anderson, Vice Provost for Undergraduate Affairs and Dean of Undergraduate Studies, University of South Carolina, Columbia

In this session, we will share how the University of Nevada, Las Vegas (UNLV) transformed its student course evaluation process into a well-organized process that produces high response rates. What began as a data quality problem became a campus-wide change initiative involving the faculty senate, student government, and academic leadership. We will discuss how we increased online response rates from 31 percent to 77 percent, and how we have addressed concerns about bias and data use. In addition, colleagues from the University of South Carolina will reflect on what makes the UNLV model compelling and what they anticipate will be key challenges in their own context. Together, we will explore how shared tools can lead to very different implementations, and what makes those choices work.

Campuses as Hubs for Redesigning Democracy So It Works for Everyone

University of DC – Level M1

Nancy Thomas, Senior Advisor to the President for Democracy Initiatives and Executive Director, IDHE, American Association of Colleges and Universities; David Bodary, Chair and Professor, Communication Department, Sinclair Community College; Leah Murray, Professor, Weber State University; Raymond Patton, Associate Professor of History; Faculty Director, Honors Program and Macaulay Honors College, John Jay College of Criminal Justice; John Rountree, Assistant Professor of Communication Studies; Assistant Director of the Center for Public Deliberation, University of Houston Downtown

For the past year, researchers at eight diverse colleges and universities nationwide engaged in a research and discussion project to explore the attributes of a more aspirational democracy. In this session, members of the research team will share their findings from student focus groups to examine Democracy Re/Designed, a conceptual framework for a democracy that works for everyone. How do students feel about concepts such as “inclusion,” “equity,” and “equal”? Do they want a society that is “free”? Is “just” important or does the concept of “fairness” resonate more? The nation lacks adequate venues for discussing democracy, and colleges and universities can play a vital role filling that gap. Democracy Re/Designed can be used in the classroom, across campus, and in the local community to facilitate discussion, creativity, and promise about democracy’s health and future. Join us to learn how your campus can play a role in redesigning democracy.

3:45 – 4:45 p.m.
Concurrent Sessions 5

Civic Engagement in Challenging Environments: Lessons for the US from Around the Globe

LeDroit Park – Level M3

Margee Eingsn, President, American University in Bulgaria; Jonathan Becker, Vice President for Academic Affairs and Professor of Politics, Bard College; Kyaw Moe Tun, President, Parami University

This roundtable will explore lessons about the role of civic engagement in higher education, particularly in societies in which civil society and freedom, including academic freedom, are shrinking or are under assault. The roundtable will feature academic leaders who have experience both in the United States and globally, and will attempt to integrate global lessons for American higher educational institutions in the current moment. The panel will focus on challenges and opportunities of the core constituencies that constitute higher education institutions—students, faculty, and administrators—as they grapple with challenging enabling environments, with a particular focus on student engagement.

Creating Space to Breathe: Community-Centered Strategies for Restoring Connection and Well-Being on Campus

Mount Vernon Square – Level M3

Christine Mangino, President, Queensborough Community College, City University of New York (CUNY); Yessenia Garcia, Inclusive Hiring and Cultural Programming Manager, Queensborough Community College, City University of New York (CUNY); Angelica May, Marketing Director, Queensborough Community College, City University of New York (CUNY)

How can colleges foster connection and care in times of division and uncertainty? This session will share how one urban public college implemented low-cost, high-impact practices, such as yoga, walking groups, drop-in chats, art therapy, and monthly “Campus Catch-Up” calls, to support student and employee well-being during a challenging year. With leadership playing an active, visible role, the college anchored its culture of care through transparency, community-building, and creativity. Participants will engage in reflective discussion and leave with actionable strategies to promote belonging, ease burnout, and strengthen campus trust. This session is ideal for campus leaders, student support professionals, and anyone working to sustain inclusive excellence during turbulent times.

Defining Public Purpose: Finding a Dynamic, Regionally Specific Approach

George Washington – Level M1

Harold Mock, Director of Leadership Programs and Assistant Professor of History, Georgia College & State University; Kevin Bucholtz, Associate Provost, Georgia College & State University; Susan McCracken, Vice Provost for Community Engagement, East Tennessee State University; Dennis McCunney, Associate Director, Center for Student Success, East Carolina University; Carla

3:45 – 4:45 p.m.
Concurrent Sessions 5

Ortega-Santori, Strategic Initiatives Manager, Doerr Institute for New Leaders, Rice University

In an era when higher education's public value faces increasing pressure, colleges and universities in the American Southeast are reimagining how career preparation, civic engagement, community involvement, and student well-being can work synergistically rather than in isolation. This integrated approach is proving essential not only for student success but also for rebuilding public trust and demonstrating higher education's indispensable contribution to regional prosperity and democratic resilience. In this complex regional environment, where demographic change is reshaping traditional community structures and economic opportunities vary dramatically between urban and rural areas, universities discover that their public mission effectiveness relies heavily on personal relationship-building and individual trust networks rather than institutional frameworks—reflecting a regional culture where authentic community engagement often depends more on who one knows and trusts personally than on formal organizational partnerships. We contend that public purpose is a dynamic concept, defined in concert with the communities our institutions serve.

From Disconnected to Interdisciplinary: A Systems-Based Approach to Authentic Assessment

Independence Salon B/C – Level M4

Christine Looser, Senior Director, Minerva Project; Dollie Davis, Executive Vice President of Academic Operations, Minerva University

Seminar participation is limited to 25 people.

The traditional, siloed university model is ineffective at preparing graduates for an increasingly complex world. When departments operate on their own, a lack of communication and consistency across the institution leads to less-than-ideal outcomes. It inhibits student success, reduces retention, and deepens mistrust in higher education as a whole. The need for an alternative has never been more urgent.

How can institutions move from isolated silos to cohesive systems? This interactive session will introduce a systems-based approach to authentic assessment that redefines institutional coherence around transferable skills and demonstrable learning. Drawing on case studies across diverse institutions, we will explore how shared learning outcomes, active pedagogy, and multidimensional feedback can make learning visible—within and beyond the classroom. Participants will engage with tools and frameworks that help surface early signals of success or misalignment, enabling leaders to track transformation, improve student outcomes, and articulate the broad value of a twenty-first-century education.

3:45 – 4:45 p.m.
Concurrent Sessions 5

Humanistic Inquiry for the Public Good: The Law in College Classrooms and Research Agendas

Scarlet Oak – Mezzanine

Joy Connolly, President, American Council of Learned Societies; Michael Cooper, Executive Director and Executive Vice President, American Society of International Law; Stacy Leeds, Dean and Professor of Law, Arizona State University; Laura Nielsen, Research Professor and Professor of Sociology, American Bar Foundation, Northwestern University; Kellye Testy, President and Chief Executive Officer, Law School Admission Council

The panel will feature a diverse group of experienced leaders of prominent academic professional societies, national organizations, and law schools. The speakers will lead a discussion on the advantages of integrating the study of law and related areas into undergraduate programs and offer concrete suggestions about best practices in doing so. Benefits to be probed include educating students for effective democratic participation, providing a range of practical career pathways, and building the future pipeline of lawyers who are charged with defending liberty and pursuing justice.

Learning Together: Supporting Students and Institutions in this Moment and for the Future We Create

Georgetown University – Level M1

Adam Bush, President, College Unbound; Lynn Pasquerella, President, American Association of Colleges & Universities; Yves Salomon-Fernandez, President, Urban College of Boston

Ensuring first-generation college student success, including multilingual learners, requires an ecosystem that supports learners and those educating and supporting their persistence through graduation. This session will offer insights from two college presidents whose institutions serve primarily those striving to be the first in their families to achieve a college credential. Come learn and share your learnings.

Liberal Arts as the Path Toward an AI-Rich Future

Mint – Level M4

Marcela Kostihova, Professor of English, Hamline University; Irina Makarevitch, Professor, Associate Provost, Hamline University

Generative artificial intelligence (AI) is rewriting the rules of teaching and research. Amid the hype, one truth emerges: the liberal arts may be higher education's most powerful asset for an AI-infused future. Drawing on insights from the forthcoming book *AI and the Liberal Arts: Learning at the Edge of Our Future*, this interactive session will ask: What does responsible, human-centered GenAI look like? Join faculty, staff, and administrators in fast-paced, small-group dialogues and contribute to brainstorming ideas on how to engage with GenAI, leveraging and extending the expertise of the liberal arts. You'll leave with: 1) a concise, evidence-based narrative on why liberal arts skills drive ethical AI literacy, 2) a starter toolkit of cross-disciplinary conversation starters that can be adapted to any institutional context, and 3) a personal action

3:45 – 4:45 p.m.
Concurrent Sessions 5

pledge to become your campus's AI-liberal-arts ambassador. Ready to move beyond fear toward transformative possibility? This conversation is for you.

Making Learning Visible: How AI Enhances Reflection, Assessment, and Continuous Improvement

Howard University – Level M1

Jeffrey Yan, Co-Founder and CEO, Digication; C. Edward Watson, Vice President for Digital Innovation, American Association of Colleges and Universities

As new artificial intelligence (AI) technologies expand what is possible in teaching, learning, and assessment, higher education has a chance to strengthen its value and integrity in ways that are both innovative and deeply human. In this session, Eddie Watson (AAC&U) and Jeffrey Yan (Digication) will share how ethical, faculty-guided AI tools can help institutions surface authentic evidence of learning, turn assessment data into actionable insight, and strengthen public confidence in higher education.

The presenters will demonstrate how AI-enhanced reflection and assessment analytics can make learning visible, measurable, and meaningful while keeping educators firmly in control. Participants will see a live demonstration of an intuitive and scalable AI-powered reflection and analytics tool that can help institutions visualize trends and identify areas for growth for continuous improvement.

This session is in partnership with Digication.

National Data on Institutionalizing Global Learning: Navigating Political, Policy, and Populist Pressures

Catholic University – Level M1

Megan Allen, Associate Director of Virtual Exchange/COIL Initiatives, American Association of Colleges and Universities; Veronica Onorevole, Director of Innovative Global Education Initiatives, American Association of Colleges and Universities

In an era of shifting policy priorities and public debate, colleges and universities are reexamining how to sustain global engagement while preparing students for life, work, and citizenship in an interconnected world. This session will present new national data from AAC&U's 2025 study on global learning and institutional transformation in US higher education, reflecting perspectives from more than seven hundred higher education stakeholders across the United States. Presenters will share where institutions are strengthening global learning within curricula, assessment, and workforce alignment—and where emerging challenges or slowdowns are anticipated. Drawing on the forthcoming US adaptation of the Internationalisation at Home Handbook, the session will link national data with international practice to highlight adaptable models and evidence-based strategies for institutionalizing global learning. Participants will gain research insights, practical tools, and communication strategies for sustaining progress amid evolving policy and public contexts.

3:45 – 4:45 p.m.
Concurrent Sessions 5

Reclaiming Relevance: Designing Liberal Arts Pathways for Purpose and Profession

Chinatown – Level M3

Gundolf Graml, Provost and Senior Vice President for Academic and Campus Life, Ursinus College; Elaine Meyer-Lee, Provost, Goucher College; Simara Price, Associate Dean for Student Success, Ursinus College

How can colleges respond to skepticism about the liberal arts while preparing students for both meaningful work and civic responsibility? This panel will feature two institutions that have restructured the student experience around public-purpose liberal education. Presenters will share integrated models that align advising, career coaching, interdisciplinary learning, and civic engagement—illustrating how students can connect their values to their vocations. One institution will highlight how its learning ecosystem builds from its Common Intellectual Experience course to help students explore their future purposefully. A second institution will offer an overview of its approach to workforce readiness, including integration into its core curriculum, a four-year internship accelerator, and data from students reflecting on the applicability of study abroad learning. Attendees will leave with actionable ideas for designing student pathways that meet the moment with clarity and relevance.

Restoring Positive Rights: The Freedoms to Learn, Teach, and Run Our Institutions

Archives – Level M4

Elizabeth Norell, Associate Director of Instructional Support, University of Mississippi; Kevin Gannon, Director, Center for the Advancement of Faculty Excellence, Queens University of Charlotte; Thomas Tobin, Senior Teaching and Learning Developer, University of Wisconsin–Madison

Seminar participation is limited to 25 people.

In this seminar session, we will invite participants to discuss student success through the lens of positive freedoms: the freedom to learn, teach, and run our institutions. Participants will engage with these positive freedoms in a prospective way rather than engaging with political efforts to curb these freedoms in reactionary ways. At the micro level, participants will articulate strategies for supporting student success through belonging and psychological safety as the positive freedom to learn. At the meso level, attendees will consider how this reframing of the positive freedom to teach can facilitate greater engagement and collective action on campus. And at the macro level, participants will articulate ways to advocate for the freedom to run our institutions in ways that appeal to the broader community and public.

3:45 – 4:45 p.m.
Concurrent Sessions 5

Scaling Peer Learning and High-Impact Practices to Meet Higher Education's Challenges

Capitol – Level M4

Page Keller, Vice President of Academic Relations, Knack; Steven Girardot, Vice Provost for Undergraduate Education and Student Success, Georgia Institute of Technology; George Kuh, Chancellor's Professor Emeritus of Higher Education, Indiana University

Colleges and universities are navigating significant challenges including declining enrollment, shifting workforce needs, and widening equity gaps. This session will feature campus leaders as well as George Kuh, who first introduced the framework for high-impact practices, in a conversation about how peer learning can be scaled to meet these pressing demands. Presenters will share examples of how institutions are embedding peer tutoring into the student experience to strengthen retention, increase belonging, and improve career readiness.

Participants will leave with actionable strategies for implementing peer learning at scale, insights into how it aligns with institutional goals, and evidence of its role as a sustainable and equitable high-impact practice.

This session is in partnership with Knack.

The AI-Educational Development Loop (AI-EDL) Framework: Fostering Constructive Engagement Between AI Innovation and Pedagogical Practice

Treasury – Level M4

Ning Yu, Associate Professor, State University of New York (SUNY) at Brockport; Wenhai Li, Assistant Professor, Farmingdale State College; Sen Zhang, Professor, State University of New York (SUNY) at Oneonta

This presentation will introduce the AI-Educational Development Loop (AI-EDL), a theory-driven framework fostering constructive engagement between artificial intelligence (AI) innovation and classical educational theories through human-in-the-loop AI. Implemented in EduAlly, an AI-assisted platform for writing-intensive and feedback-sensitive tasks, AI-EDL emphasizes transparency, self-regulated learning, and pedagogical oversight while supporting reflective, iterative learning. A mixed-methods study was initially piloted in the Department of Education at SUNY Brockport and is now underway in an expanded form across seven disciplines on four State University of New York (SUNY) campuses. Quantitative results demonstrated statistically significant improvement between first and second attempts, with agreement between student self-evaluations and final instructor grades. Qualitative findings indicated students valued immediacy, specificity, and opportunities for growth that AI feedback provided. These findings validate AI-EDL's potential to foster constructive engagement between AI innovation and pedagogical practice through developmentally grounded, ethically aligned, and scalable AI feedback systems.

3:45 – 4:45 p.m.
Concurrent Sessions 5

The Landscape of Learning According to VALUE: 2014–2024

Silver Linden – Mezzanine

Kate McConnell, Vice President for Curricular and Pedagogical Innovation and Executive Director of VALUE, Office of Curricular and Pedagogical Innovation, American Association of Colleges and Universities; Jessica Chittum, Assistant Vice President, Curricular and Pedagogical Innovation; Director, VALUE Operations, American Association of Colleges and Universities; Beth Perkins, Assistant Director for Research and Assessment, American Association of Colleges and Universities

A decade of data from AAC&U's VALUE Scoring Collaborative offers unprecedented insight into undergraduate learning outcomes across diverse institutional contexts. This session will synthesize findings from thousands of student work samples scored using the VALUE rubrics for Critical Thinking, Written Communication, Quantitative Reasoning, Civic Engagement, and Integrative Learning, revealing patterns that challenge assumptions and illuminate possibilities. What does this evidence tell us about where students demonstrate strength—and where they struggle? How do assignment design and pedagogical choices shape essential learning outcomes? We'll explore what works and why.

At a moment when higher education faces intense scrutiny, this evidence matters profoundly. VALUE data demonstrate not just what students know but what they can do—the capabilities employers and communities seek. By grounding our work in systematic evidence, we can engage more confidently in conversations about educational quality, equity, and impact.

4:45 – 5:00 p.m.
Break

Break

5:00 – 6:00 p.m.
Presenter Ready Room

Presenter Ready Room

Gallery Place – Level M3

All AAC&U Annual Meeting speakers are encouraged to stop by the Speaker Ready Room before your session(s). This will allow speakers to review their presentation (check format and fonts and even make last-minute changes) and ensure the presentation is preloaded into the laptop in your session room. We strongly encourage you to bring a back-up copy of your presentation on a thumb drive.

5:00 – 6:00 p.m.
Concurrent Sessions 6

Concurrent Sessions 6

Concurrent Sessions 6 contains both 30-minute and 60-minute sessions.

5:00–5:30 p.m.

Concurrent Sessions 6

30-Minute Sessions

AI-Supported Assessment Using VALUE Rubrics: Reliability and Trade-offs

Judiciary Square – Level M3

Dan Myers, Associate Professor of Computer Science, Rollins College; Lucy Littler, Director of the Endeavor Foundation Center for Faculty Development, Rollins College

The role of artificial intelligence (AI) in assessment is a subject of active debate. It remains unclear if large language models can produce reliable evaluations that agree with those given by humans. In this interactive research presentation, we will share results from a pilot program comparing human and AI assessment of Information Literacy (AAC&U VALUE rubric) using student artifacts collected from courses across our multidisciplinary general education program. Our results show that while it is possible to create an AI system that aligns with expert faculty assessors, results are sensitive to model and prompt, and careful benchmarking is critical. Results aside, our study foregrounds the necessity of aligning assessment practices with institutional values and weighing trade-offs inherent to diminishing direct faculty participation in the process. Working with attendees, we will identify benefits that an assessment program might serve and ask whether AI supports or harms those goals.

From Prejudice to Pluralism: Addressing Antisemitism and Islamophobia on College Campuses

Dogwood – Mezzanine

Todd Green, Senior Director of Campus Partnerships, Interfaith America; Homayra Ziad, Senior Advisor, Interfaith America

This session will introduce Interfaith America's recent collaborative work with colleges and universities as campuses grapple with the rise of antisemitism and Islamophobia. Attendees will learn about the cohort model Interfaith America has developed to equip senior administrators with the knowledge and resources necessary for addressing antisemitism, Islamophobia, and other forms of religious prejudice, and to cultivate a campus climate.

General Education in an AI-Empowered University: Humanities Faculty at the CSU Respond to ChatGPT

Capitol – Level M4

Bridget Ford, Professor of History, California State University, East Bay; Katie Bramlett, Assistant Professor of English and Director of Writing Across the Curriculum, California State University, East Bay; Sarah Nielsen, Professor of English, California State University, East Bay; Michelle St. George, Lecturer, English, California State University, East Bay; Jessica Weiss, Professor of History, California State University, East Bay

In February 2025, the California State University launched an ambitious initiative “to become the nation’s first and largest AI-empowered higher education system.” In response, Cal State East Bay’s English and history faculty—serving a larger proportion of low-income students—secured grant funding to integrate artificial intelligence (AI) into general education (GE) courses. This panel will present faculty and student perspectives on implementing AI-assisted instruction in highly regulated writing, critical

5:00–5:30 p.m.

Concurrent Sessions 6

30-Minute Sessions

thinking, and civic engagement GE curricula. Amid rapid institutional change, faculty presenters seek to preserve human-centered writing and critical reasoning while responsibly introducing AI literacy to students. Four micro-presentations will address faculty collaboration models, revised course and assessment designs, student surveys and classroom feedback, and broader implications for humanistic study and AI readiness in work and civic life.

Institutional Factors That Impact Faculty Engagement with Internships and Work-Integrated Learning

Silver Linden – Mezzanine

CJ Fleming, Associate Professor of Psychology, Elon University; Kristin Geraty, Provost and Vice President for Academic Affairs, North Central College

Work-integrated learning (WIL) is often associated with internships and practicums in the United States, but it encompasses a broader range of academic-work experiences. While faculty play a critical role in shaping meaningful WIL opportunities for students, little is known about their perspectives and needs as they relate to effective WIL programming. This session will share findings from a qualitative study involving thirty-eight faculty across the United States, Canada, and Australia, offering fresh insight into how institutional culture, barriers, and resources affect faculty engagement in WIL. Participants will hear directly from faculty voices on what supports they need to successfully mentor students in WIL, with an emphasis on low-cost, scalable strategies that institutions can adopt to improve programming. Join us to explore how we can better align WIL with public purpose and career readiness in today's higher education landscape.

Positioning Adjunct Faculty for Success: A 360° Wraparound Model

George Washington – Level M1

Dallas Dolan, Dean of Teaching and Learning, Community College of Baltimore County; Maura Hill, Director of Professional and Organizational Learning, Community College of Baltimore County; Jennifer Kilbourne, Assistant Vice President of Academic Affairs, Community College of Baltimore County; Robin Minor, Director of Transformational Pedagogies, Community College of Baltimore County

This session will explore Community College of Baltimore County's 360° wraparound support model for adjunct faculty, which anchors student success by centering faculty belonging and growth. Through the Institute for Transformational Teaching, Learning and Leadership (ITTLL), the college has reimagined adjunct engagement with dedicated faculty centers, mentoring, professional development, and recognition pathways. Participants will learn how this equity-driven approach improved adjunct engagement and student outcomes and will reflect on their own institutional practices. This interactive discussion will invite participants to share strategies, challenges, and actionable next steps for investing in adjunct faculty as essential partners in fostering inclusive excellence.

5:00–5:30 p.m.

Concurrent Sessions 6

30-Minute Sessions

What Can We Do?: Analyze, Revise, and Reprise in Faculty Hiring

Mount Vernon Square – Level M3

Brigid Dwyer, Vice Dean for Academic Excellence and Engagement, School of Arts and Sciences, University of Pennsylvania; Dennis Espejo, Doctoral Student, University of Pennsylvania

Creating equitable practices for hiring is key for a fair search process. Over the past three years, the School of Arts and Sciences at the University of Pennsylvania has launched a process of preparing faculty members for serving in such a role. Pre-search meetings prepare faculty with the tools necessary to understand the roles that people in their departments and within the school play to support an effective hiring process. Most recently, we added data from the Survey of Earned Doctorates to deepen faculty members' understanding of the demographics of who earns degrees within their fields. This session will discuss how we structured pre-search meetings, developed tailored rubrics for each stage of the search process, and used publicly available data from the Integrated Postsecondary Education Data System (IPEDS) to create a platform that showcases earned doctorate data in order to contextualize data on pathways to the professoriate.

Putting Community Back in Community Colleges: Place-Based Learning as a Tool for Public Purpose

LeDroit Park – Level M3

Melissa MacDonald, Associate Professor, Bunker Hill Community College; Aurora Bautista, Professor, Bunker Hill Community College; Carlos Maynard, Professor, Bunker Hill Community College

Learn how faculty at an urban community college developed and expanded a place-based learning (PBL) curriculum rooted in strong, reciprocal partnerships with local communities. Drawing on sustained collaborations and interdisciplinary teaching practices, presenters will share concrete strategies, adaptable tools, and candid reflections on integrating real-world issues into the classroom. This interactive session will invite participants to explore how PBL can strengthen civic learning, foster student engagement, and support collective impact across diverse institutional contexts.

Rethinking the U: Academic Master Planning Blending Tradition and Transformation Through Constructive Engagement

Mint – Level M4

Catherine Wehlburg, President, Athens State University

This session will explore how institutions can strategically design academic master plans that honor long-standing values while boldly embracing change. As higher education faces increasing pressures to evolve, this session will examine how planning grounded in integrity and constructive engagement can serve as a catalyst for meaningful, lasting quality enhancement. Join us for a forward-focused conversation on aligning mission, innovation, and academic

5:00–5:30 p.m.

Concurrent Sessions 6
30-Minute Sessions

excellence in transformative and sustainable ways. In rethinking the U, we're not discarding tradition—we're elevating it. With a foundation of integrity and a vision for quality, we can craft academic plans that are as bold as the futures our students deserve.

5:00 – 6:00 p.m.

Concurrent Sessions 6

Creating Public Value Through Community Engagement

Archives – Level M4

Brain Noland, President, East Tennessee State University; Michael Hoff, Vice Provost, East Tennessee State University; Kimberly McCorkle, Provost, East Tennessee State University; Susan McCracken, Vice Provost for Community Engagement, East Tennessee State University

Seminar participation is limited to 25 people.

The purpose of strategic planning in nonprofit organizations is to demonstrate public value. Representatives from Eastern Tennessee State University will outline how they used community engagement as a core strategy for improving the lives of the people in their region. They did this by making community-engaged learning a key component of undergraduate learning, particularly in general education courses; creating research centers in public health, nursing, and education that include community participants; and working with state leaders to obtain investments to resource implementation. Over this period, the university has realized three consecutive years of growth in first-time freshmen, increases in retention, and the highest graduation rate in the history of the institution, as well as improved levels of student and employee satisfaction along with record numbers of sponsored program activity.

Practicing Democracy: Institutionalizing Civic Learning Through Dialogue

Catholic University – Level M1

Arielle Mizrahi, Senior Partnerships Manager, Unify America; Stephanie King, Senior Director, Strategic Initiatives, ALL IN Campus Democracy Challenge, Civic Nation

In fall 2025, the ALL IN Campus Democracy Challenge and Unify America partnered to design and deliver the Voting & Representation Deep Dive event. The event is part of Unify America's Civic Gym, a civic preparedness program that brings thousands of students for one-hour virtual, structured, one-on-one conversations to discuss hot-button issues. The event also served as a starting point for campuses interested in infusing civic dialogue into their biannual nonpartisan campus democratic engagement action plans.

By combining ALL IN's institutional reach and expertise with Unify America's high-impact dialogue programming, more than twenty-five campuses and five hundred students practiced the skills necessary for democratic participation, including active listening and collaborative problem-solving.

During this session, attendees will learn about ALL IN and Unify America, dig into the Voting & Representation Deep Dive, from participant recruitment to discussing pre- and post-assessment data, and finally, participate in a live mini-dialogue experience.

5:00 – 6:00 p.m.
Concurrent Sessions 6

Global and Career Readiness Through Carolina Diplomacy Fellows

Howard University – Level M1

Sharmila Udyavar, Associate Director for Global Education, University of North Carolina at Chapel Hill; Neil Gaikwad, Assistant Professor of Data Science and Society, University of North Carolina at Chapel Hill; Emmy Grace, MA, Program Manager for Global Education, University of North Carolina at Chapel Hill

Learn how the Carolina Diplomacy Fellows program at the University of North Carolina is reshaping global education through a dynamic, competency-based framework that prepares students for global careers and problem solving. This session will highlight a framework that promotes high-impact experiential learning opportunities both within and outside of the classroom using digital tools to record and validate student skill development. Attendees will hear directly from a faculty member who has led experiential learning projects focused on global problem solving across multiple semesters, as well as staff who build and support the program infrastructure. Attendees can learn how cross-campus collaboration and intentional design can elevate global engagement across disciplines. This session will offer practical strategies, adaptable tools, and an action plan that can be customized to take back to your campus. Join us to explore how global learning can be embedded meaningfully into the student experience to promote student success.

Tackling the Grand Challenge of Confidence in Higher Education: Examining Trust-in-Research Through Interdisciplinary Courses

Independence Salon B/C – Level M4

Korryn Mozisek, PhD, Director of Integrative Learning, Office of the Vice Provost for Education, Carnegie Mellon University; Richelle Bernazzoli, Director of Undergraduate Research and Scholar Development, Carnegie Mellon University

Seminar participation is limited to 25 people.

This interactive seminar will address declining public confidence in higher education, focusing on eroding trust-in-research. Drawing on Danielle Allen's (2023) concept of "epistemic egalitarianism," we will argue that fostering students' ability to examine public mistrust in research through course-based projects equips them for informed democratic citizenship. We will highlight a first-year seminar where student teams investigated mistrust in research issues, demonstrating statistically significant improvements in student self-confidence related to information and data literacy (IDL) skills.

The session will guide participants through brainstorming courses, institutional competencies, learning outcomes, and assessment approaches to encourage epistemic egalitarianism and address issues of trust-in-research. As

5:00 – 6:00 p.m.
Concurrent Sessions 6

collaborators from different university roles and disciplinary backgrounds, we will illustrate how epistemic egalitarianism can be a course outcome without accusations of indoctrination and aid in reestablishing the value of higher education.

The Leadership Blueprint for AI Readiness: Aligning Policy, Pedagogy, and Practice Across a Global Institution

Chinatown – Level M3

Will Miller, Associate Vice President for Continuous Improvement and Institutional Performance, Embry-Riddle Aeronautical University; Kelly Austin, Senior Vice President for Academic Affairs and Provost, Embry-Riddle Aeronautical University; Eduardo Divo, Vice Provost for Faculty Affairs, Embry-Riddle Aeronautical University

As artificial intelligence (AI) rapidly reshapes the future of education and work, higher education leaders must develop institution-wide strategies that go beyond isolated faculty experimentation. In this high-level panel, academic leaders from Embry-Riddle Aeronautical University will share how a globally distributed, STEM-focused institution is coordinating AI integration across programs, policies, and pedagogy. Panelists will include the provost, vice provost for faculty affairs, and associate vice president for continuous improvement, who will offer insights into aligning strategic vision, faculty development, and assessment practices to prepare students—regardless of major or modality—for success in AI-driven fields. The session will explore how leadership can empower faculty to embed AI meaningfully into curriculum, how policy can support innovation without compromising equity or integrity, and how assessment can be used not just to measure outcomes but to fuel pedagogical research. This session will offer a roadmap for turning AI momentum into lasting, mission-aligned transformation.

Truth, Healing, and Change: A Grassroots Model for Institutional Transformation

Scarlet Oak – Mezzanine

Ryan Leimkuehler, University Archivist, Kansas State University; Tyrone Carter, Assistant Director for Residence Life and Campus Connection, Kansas State University; Del'Sha Roberts, Administrator of Student Programs, Kansas State University; Corey Williamson, Assistant Vice President, Organizational Culture and Employee Experience, Kansas State University

This interactive discussion session will explore how a grassroots campus initiative at Kansas State University—the Truth, Community Healing, and Transformation (TCHT) Committee—has used narrative, community partnerships, and evidence-based strategies to foster institutional change. Participants will learn how the TCHT Center has become a hub for inclusive storytelling, student engagement, and healing-centered pedagogy. Through real-world examples, including a pilot oral history project, a self-guided campus tour, a community healing hub, and collaborative programming with local organizations, we will share how our work has evolved in response to shifting institutional and political climates. Attendees will leave with practical tools for

5:00 – 6:00 p.m.
Concurrent Sessions 6

initiating similar efforts on their campuses, strategies for measuring progress, and insights into fostering belonging across diverse campus communities.

Under Pressure: Infusing AI Studies into Undergraduate Education in the Humanities, Social Sciences, and Sciences

Treasury – Level M4

Marcus Messner, Associate Dean for Faculty and Academic Affairs, Humanities and Social Sciences, Virginia Commonwealth University; James Fritz, Associate Professor, Virginia Commonwealth University; Kamilia Rahmouni, Associate Professor, Virginia Commonwealth University; Amy Rector, Associate Dean for Faculty and Academic Affairs, Sciences and Mathematics, Virginia Commonwealth University; Joshua Smith, Assistant Professor, Virginia Commonwealth University

With the rapidly growing proliferation of generative artificial intelligence (AI) applications across professional fields, universities find themselves under immense pressure to advance AI studies and training for their students. This panel will provide strategies for supporting AI education across departments in the humanities, social sciences, and sciences. Participants will explore the launch of a new minor in AI studies in humanities and sciences at Virginia Commonwealth University that allows students to add AI education to their plans of study, whether their major is physics, philosophy, or English. Administrators and faculty came together to develop an interdisciplinary AI-focused curriculum with twenty-five courses that range from hands-on training in AI storytelling and health promotion to the study of AI governance and the impact on climate change. Session attendees will have the opportunity to ask questions, engage with colleagues, and workshop a similar approach to infusing AI education into their institutions.

5:30–6:00 p.m.
Concurrent Sessions 6
30-Minute Sessions

Empowering Student Self-Efficacy Through Career Readiness Skills, Competency Assessment, and Social Capital Development

Silver Linden – Mezzanine

Destiny O'Rourke, Director of Partner Engagement, Career Launch; Davlon Miller, Director, Career Services, University of Missouri–Kansas City; Amanda Romero, Interim Assistant Provost, Professor, and Chair, Department of Social Work, Mount Saint Mary's University

This session will explore how Mount Saint Mary's University, the University of Missouri–Kansas City, and the University of California San Diego have integrated career readiness curriculum and measurement into the fabric of the student experience across the entire campus including academic and student affairs: internships, veterans' resources, first-generation student support services, summer bridge programs, student employment, first-year experiences across academic departments, and academic advising.

Participants will gain best practices to holistically support students' academic and career development with the National Association of Colleges and Employers (NACE) competency assessment as well as innovative curricula and

5:30–6:00 p.m.

Concurrent Sessions 6

30-Minute Sessions

teaching that provide students with the tools to build social capital, strengthen career readiness skills, offer individualized career guidance and coaching, and provide access and opportunity to meaningful experiential learning that increases student self-efficacy, confidence, and sense of institutional belonging. Discussion will include recent findings from the report recently published by AAC&U, NACE, and the Society for Experiential Education.

Ethical AI as Civic Practice: CSU's System-wide Innovation to Prepare Students for an AI-Enhanced Future

Capitol – Level M4

Leslie Kennedy, Assistant Vice Chancellor, Academic Technology Services, California State University System Office; Emily Magruder, Director, Innovative Teaching and Future Faculty Development, California State University System Office

Amid rapid advances in generative artificial intelligence (AI), the Education Innovation Challenge of California State University (CSU) empowers faculty and students to engage AI ethically, creatively, and civically. This faculty panel will feature CSU-led projects that are preparing students to navigate AI with agency—enhancing equity, democratic learning, and belonging. CSU's systemwide approach highlights strategies for embedding responsible AI practices across disciplines while focusing on values-driven, community-rooted innovation.

Fostering Departmental AI Integration: A Scalable Approach to Pedagogical and Curricular Change

Judiciary Square – Level M3

Molly Chehak, Director of Digital Learning, Georgetown University; Ella Csarno, Digital Learning and AI Specialist, Georgetown University; Maggie Debelius, Senior Director of Faculty Initiatives, Georgetown University

This session will explore the AI Lab, a new initiative at Georgetown University designed to help academic departments thoughtfully integrate artificial intelligence (AI) into their teaching and curriculum. Moving beyond one-off workshops, the AI Lab offers a flexible, opt-in framework for departmental reflection, adaptation, and sustained engagement with AI's evolving landscape. We will present the modular structure of the AI Lab, which begins with a needs assessment and offers tailored engagement options across AI literacy, pedagogy, and curriculum. Attendees will gain insights into fostering deep, sustained faculty engagement with AI; creating adaptable program structures; and developing workshop materials useable by diverse facilitators. We will share our design philosophy emphasizing reflection over prescription and outline our initial implementation strategies. Then we will invite participants to discuss how similar models can cultivate systemic, rather than superficial, AI integration within their own institutional contexts. There will be ample time for questions and discussion.

5:30–6:00 p.m.
Concurrent Sessions 6
30-Minute Sessions

Looking Forward: How San Antonio College Has Positioned Itself for Success Amid New Government Changes

Stella Lovato, Vice President for College Services, San Antonio College;
Cassandra Rincones, Vice President for Academic Success, San Antonio College

In a time of dynamic governmental shifts and a constantly evolving regulatory environment, San Antonio College has taken a proactive and strategic approach to ensure it stays on course—delivering excellence while keeping students at the center of everything we do. Through intentional planning, responsive leadership, and a strong commitment to innovation, the college has not only met the challenges posed by recent legislature changes in Texas but has transformed them into opportunities for meaningful progress. This future-focused mindset has led to stronger academic programs, the expansion of workforce development initiatives, and a deepened role as a trusted community anchor. We will share evidence-based strategies and new action plans that helped us move from counting seats to a more meaningful goal of granting high-wage, high-opportunity credentials.

Ready Day 1 Connect: Transforming Career Preparation from Service to Academic Practice

LeDroit Park – Level M3

David Owen, Dean, College of Arts and Humanities, Georgia Southern University; Caitlyn Cofer, Quality Enhancement Plan Director, Georgia Southern University; Glenn Gibney, Associate Vice President for Career Readiness, Georgia Southern University; Ryan Schroeder, Dean, College of Behavioral and Social Sciences, Georgia Southern University

Discover how Georgia Southern University prioritized implementation in the College of Behavioral and Social Sciences and College of Arts and Humanities, whose disciplines such as psychology, philosophy, and English require students to articulate transferable skills across diverse career paths. This approach demonstrates how liberal arts programs can effectively prepare students for broad professional landscapes through targeted competency development. Session facilitators will include deans from both targeted colleges as well as Georgia Southern's associate vice president and director for career and professional development, providing varied perspectives on implementation challenges and outcomes. Attendees will gain strategies for curricular integration, faculty engagement, and assessment tools for creating institution-wide ownership of student career preparedness within academic programming.

Reclaiming the Narrative: Undergraduate Research as a Strategic Response to the Higher Education Crisis

Dogwood – Mezzanine

Jeanne Mekolichick, Associate Provost, Radford University; Della Cronin, Principal, Bose Public Affairs Group; James LaPlant, Dean, College of Humanities and Social Sciences, Valdosta State University; Wil Preston, Director of Career Communities, Towson University; Alan Randall, Human Resources Business Partner, ADP

5:30–6:00 p.m.**Concurrent Sessions 6****30-Minute Sessions**

As we are aware, the national narrative on the value of higher education has shifted. Americans are losing faith in an undergraduate degree and its worth as a vehicle for social mobility and a public good. Employers in the United States also are losing confidence in the value of an undergraduate degree. Further exacerbating the situation, the current administration has taken aim at the higher education enterprise through executive orders, withholding of funds, cancellations of grants and contracts, lawsuits, and novel interpretations of policy. Higher education is struggling to respond to this rapidly evolving and aggressive environment. This panel discussion will bring together experts from different perspectives to discuss how higher education professionals can frame and advocate for the higher education enterprise through the lens of undergraduate research as a tool for career readiness. The panel will include representatives from industry, talent recruitment, higher education advocacy, career services, and Council on Undergraduate Research leadership.

Remembering with Courage, Reimagining with Purpose: Educating for Democracy by Confronting History, Cultivating Transformative Change

Mint – Level M4

Sarah Reardon, Program Officer, Jessie Ball duPont Fund; Kirt von Daacke, Research Professor, University of Virginia, and Executive Director, Universities Studying Slavery, University of Virginia; Caroline Emmons, Elliott Professor of History, Hampden-Sydney College; Geoff Pollick, Associate Professor of Religious Studies, Radford University

How can confronting an institution's past serve as a powerful act of democracy—and a foundation for a more inclusive future for students? This thirty-minute session will feature a diverse panel from Radford University, Hampden-Sydney College, the University of Virginia, and the Jessie Ball duPont Fund—each confronting histories of slavery, segregation, and exclusion. These institutions are embedding historical reckoning into place- and project-based learning that cultivates democratic habits such as critical thinking, discourse, and collaborative problem-solving. Their work highlights how historical research can inform institutional change and transform campuses into living laboratories for democratic renewal. Through this panel session, participants will explore the complexity and promise of higher education's role in building a pluralistic democracy—preparing students not only to understand the past but to engage meaningfully in shaping a more inclusive future.

Standing TALL: Embracing Disruption for Positive Change

George Washington – Level M1

Laura Pipe, Director, University Teaching and Learning Commons, University of North Carolina at Greensboro; Jennifer Stephens, Director of Academic-Residential Partnerships, Elon University

The current rules that govern Western higher education embrace the goals of Eurocentric promises of modernity but have left us unprepared for current challenges to higher education's purpose and place in society. What if we imagine a new paradigm that uses this disruption to better understand learning, advance multiple knowledge systems, and change all the rules? In this session,

5:30–6:00 p.m.

Concurrent Sessions 6

30-Minute Sessions

participants will critically examine their institution's positionality, spheres of influence, and their own practice through an alternative approach. The Toward a Liberated Learning Spirit (TALLS) model for developing critical consciousness (Pipe & Stephens, 2023) weaves together established critical pedagogies, Indigenous pedagogy and epistemologies, Aníbal Quijano's (2024) Colonial Matrix of Power, and Martin Luther King Jr.'s (1967) Six Steps for Non-Violent Social Change. Participants will consider an alignment of higher education's purpose in democracy and embracing acts of tender resistance (Tanaka, 2016) to redress this moment and maintain momentum forward.

6:00 – 7:00 p.m.

President's Award Session

President's Award Session

Marquis Salons 6-10

Lynn Pasquerella, President, American Association of Colleges & Universities;

Ronald Crutcher, President and Professor of Music, University of Richmond

The AAC&U President's Award for Outstanding Contributions to Liberal Education recognizes an individual or organization that has provided dedicated service, consistent advocacy, and outstanding leadership to the higher education community nationally or internationally. Honorees have made a meaningful and appreciable contribution to the issues and concerns affecting liberal education.

6:30 – 8:30 p.m.

Reception

By invitation only.

The Harvard Graduate School of Education Reception

Marquis Salons 1 & 2 – Level M2

By invitation only.

FRIDAY, JANUARY 23

7:00 a.m.–3:00 p.m.
AAC&U Registration

AAC&U Registration
Membership Welcome and Assistance
M1 Foyer – Level M1

8:00 a.m. – 3:00 p.m.
AAC&U Exhibit Hall

AAC&U Exhibit Hall
Marquis Salon 5 – Level M2

Please plan to stop by Salon 5 of the Marquis Ballroom on Meeting Level 2 (M2) to visit our partners who are hosting booths.

8:00 – 9:00 a.m.
Presenter Ready Room

Presenter Ready Room
Gallery Place – Level M3

All AAC&U Annual Meeting speakers are encouraged to stop by the Speaker Ready Room before your session(s). This will allow speakers to review their presentation (check format and fonts and even make last-minute changes) and ensure the presentation is preloaded into the laptop in your session room.

We strongly encourage you to bring a back-up copy of your presentation on a thumb drive.

8:00 – 9:15 a.m.
Ticketed Event
Pre-registration required.

Rebuilding Public Trust in Higher Education

Liberty Salons L/M – Level M4

Jeremy Young, Senior Advisor for Strategic Initiatives, American Association of Colleges and Universities; Bobbie Laur, President, Campus Compact; Jenna Silber Storey, Co-Director, Center for the Future of the American University, American Enterprise Institute; John Silvanus Wilson, Jr., Executive Director, McGraw Center for Educational Leadership, Penn GSE, Former President, Morehouse College

Pre-registration is required. Higher education faces a crisis of declining public trust and a new reality in which the social contract between colleges and the communities they serve is not guaranteed but rather something institutions must continually demonstrate, advocate for, and renew. Join us for breakfast as we hear from three leading thinkers with very different insights on how to rejuvenate that social contract, including a discussion of how higher education may need to change its approach to students, communities, and democracy itself.

8:00 – 9:15 a.m.
Friday Breakfast
Roundtable Discussions
(Tables 1 – 11)

Friday Breakfast Roundtable Discussions (Tables 1–11)
Marquis Salon 5 – Level M2

Table 1: Untapped Value: Data Cultures and the Invisible Contributors to Student Success

Marquis Salon 5 – Level M2

Christen Priddie, Assistant Research Scientist, Indiana University Bloomington;
Allison BrckaLorenz, Senior Research Scientist, Indiana University Bloomington

In times of turmoil and public scrutiny, it is more important than ever to engage with evidence and draw on the wealth of data available to institutions and scholarly researchers to secure higher education's standing as a worthwhile endeavor. There are many people at an institution who heavily contribute to the experiences and outcomes of our students who we know very little about. Our session will acknowledge the contributions not only of faculty but of the countless staff and administrative personnel at institutions who don't often have a voice in expressing the ways they endeavor to provide equitable, high-impact, engaging, and inclusive experiences for the wide diversity of students enrolled at our institutions. In this session, we will discuss the importance of data literacy and perceptions of institutional data cultures as these notions intersect with the value that educators contribute to the undergraduate experience.

Table 2: Learning as We Go: Building Open Content for Writing Instruction in the Age of AI

Marquis Salon 5 – Level M2

Terri Pantuso, Associate Dean, Texas A&M University; Gwendolyn Inocencio, Director, PhD Candidate, Texas A&M University; Anneke Snyder, Project Coordinator, PhD Candidate, Texas A&M University

Discover how a Texas consortium empowered writing instructors with practical, freedom-respecting strategies for integrating generative artificial intelligence (GenAI), fostering student success through a community of practice. Led by the associate dean for assessment and curriculum in the College of Arts & Sciences at Texas A&M University, this initiative has grown to include more than thirty faculty and graduate students from various Texas institutions over the past four years. We will examine our "trust imperative" framework that helps instructors navigate integration, restriction, or selective GenAI applications while maintaining a clear educational rationale. Participants will engage in collaborative problem-solving around real challenges: varying student familiarity, conflicting GenAI messages, and institutional culture differences. This session will offer transferable strategies for building sustainable faculty support systems in AI-enhanced education, emphasizing both successes and obstacles encountered in this rapidly evolving landscape.

8:00 – 9:15 a.m.
Friday Breakfast
Roundtable Discussions
 (Tables 1 – 11)

Table 3: Authoring Success: A New Curricular Model for Cultivating Community and Common Learning

Marquis Salon 5 – Level M2

Jessica Yood, Professor, Herbert H. Lehman College, City University of New York (CUNY); Maeve Adams, Director of First-Year Writing Program, Herbert H. Lehman College, City University of New York (CUNY); Sarah Paruolo, Deputy Director, First-Year Initiative, Herbert H. Lehman College, City University of New York (CUNY)

This roundtable invites the audience to participate in signature features of our new first-year curriculum. This curriculum uses common writing projects to build community belonging and civic literacies and address urgent needs of higher education and democracy. Our literacy-centered program represents a shift from traditional goals of general education curricula. Our curriculum is grounded in two principles and two practices. First, we cannot prepare students for a future that does not welcome their authority to intervene and reshape it. Second, we cannot anchor them in a present or future if we do not grant them confidence as authors of the ideas that guide that present and future. That is why every first-year student at our college will now participate in two common, collaborative writing projects. Participants will be challenged to consider our response to current crises in light of their college's approach to fostering belonging and democratic principles and practices.

Table 4: Talking Themselves into It: Conversation as Community in General Education

Marquis Salon 5 – Level M2

Candice Mayhill, Professor, Co-Convener of the CLAW, Anne Arundel Community College; Timothy Mayhill, Professor, Co-Convener of the CLAW, Anne Arundel Community College

The faculty co-conveners of the Center for Liberal Arts Work at Anne Arundel Community College, funded through a Cornerstone Grant from the Teagle Foundation, will demonstrate and discuss seminar-style instruction and interdisciplinary methods of creating community and retention, leading to coherent, question-based pathways through general education. This panel will include opportunities for attendees to participate and consider how to implement seminar-style programming in their communities and how to center student learning through student-led conversations.

Table 5: It Takes a Village: The Dean, Chair, Faculty, and SIO's Role in Global Engagement

Marquis Salon 5 – Level M2

Torian Lee, Director, Global Learning and International Programs, Norfolk State University; Solomon Isekeije, Professor of Fine Arts, Norfolk State University; Tyson King-Meadows, Dean, College of Liberal Arts, Norfolk State University; Carlene Buchanan Turner, Professor of Sociology, Norfolk State University

8:00 – 9:15 a.m.
Friday Breakfast
Roundtable Discussions
 (Tables 1 – 11)

This session will examine the cross-campus partnerships and processes that need to be created to build a campus culture of global through faculty-led study abroad programs. Key collaborators will discuss their role in building two programs within the Norfolk State University (NSU) College of Liberal Arts (COLA): a sociology program in Jamaica and a fine arts program in Ghana. This dynamic panel will include the NSU COLA dean, the teaching faculty leaders, and the NSU director of global learning and international programs (senior international officer).

Table 6: Making the Case for Global Learning and the Humanities: DePauw University's Global Studies Fellows Program, Moving Forward

Marquis Salon 5 – Level M2

Bridget Gourley, Dean of the Faculty and the College of Liberal Arts and Sciences; Professor of Chemistry and Biochemistry, DePauw University; David Alvarez, PhD, Associate Professor of English, DePauw University; Carrie Klaus, Director of the Global Studies Fellows Program and Professor of Global French Studies, DePauw University

In today's higher education environment, cuts to the humanities are common. DePauw University is bucking this trend, however, with a new Global Studies Fellows Program grounded in the humanities. While such programs are usually based in business or the social sciences, DePauw's program builds on the intellectual value of the humanities for global learning (GL) to anchor and capitalize on its faculty's GL expertise across the disciplines. This session will offer an overview of the faculty-led effort to collaboratively develop the program with administrative guidance and support, the program's learning and institutional goals, and the open-access principles at its heart. This innovative program offers data-supported insights into what students find valuable in a humanities-focused approach to GL, how GL can be cost-effectively scaled up, and how GL opportunities can be made more available to all students. Student demand for the program is in line with our popular business fellows program.

Table 7: Amplifying Student Impact: Developing Thought Leaders Who Impact Communities

Marquis Salon 5 – Level M2

Gretchen Busl, Professor of English, Texas Woman's University; Anna Anderson, Graduate Assistant (MA in English), Texas Woman's University; Renee Blanchard, Coordinator of Field Experience & Assessment, Texas Woman's University; Elizabeth Brownlow, Public Scholarship Specialist, Texas Woman's University

Learn from the experiences of four different roles involved in a university-wide initiative to wed the public purpose of higher education to career readiness, democratic participation, and community leadership. Born out of a Quality Enhancement Plan (QEP), "Amplify Your Impact" is a multipronged, collaborative initiative that fosters a culture of thought leadership for community well-being across a three-campus university system. A QEP director, graduate student researcher, staff instructor, and public scholarship specialist will share their lessons learned from the first three years of this

8:00 – 9:15 a.m.
Friday Breakfast
Roundtable Discussions
 (Tables 1 – 11)

initiative. Join us to talk about how to harness the power of public communications thinking to help students, faculty, and staff root their career journeys and educational pathways in personal and professional purpose and the challenges of such an undertaking.

Table 8: Educating in an Era of Fear: Faculty Resilience and Leadership for a Challenged Democracy

Marquis Salon 5 – Level M2

Ariane Balizet, Associate Provost for Faculty Development, Texas Christian University; Natalie Eschenbaum, Dean of Arts and Sciences, University of Washington Tacoma; Marcela Kostihova, Professor of English, Hamline University

In a time of political hostility toward higher education, faculty are anxious, demoralized, and stretched thin. This roundtable invites faculty leaders—chairs, directors, deans—to share and gather strategies for mentoring, supporting, and empowering faculty, especially in the liberal arts. How do we lead when morale is low and the mission itself is under attack? How can faculty reclaim their role in educating students for a democracy in question? Join us for a candid, collegial exchange of insights and ideas.

Table 9: Forged in Crisis: Strategies for Building a Responsive General Education Program

Marquis Salon 5 – Level M2

Liza Flood, Assistant Professor, University of Virginia; Bo Odom, Assistant Dean and Director of Academic Initiatives, University of Virginia; Wendy Smith, Assistant Professor, University of Virginia; Janet Spittler, Professor of Religious Studies and Co-Director of the Engagements Program, University of Virginia

The backdrop of divisive political turmoil that colleges and universities have navigated for the past decade reached several crisis points at the University of Virginia (UVA): the Unite the Right rally in 2017, which featured neo-Nazis marching across our campus; the 2020 COVID-19 pandemic; a deadly 2022 campus shooting; and the 2025 forced resignation of President Jim Ryan by the U.S. Department of Justice. This series of crises maps on to the short history of the Engagements Program, UVA's new first-year general education curriculum that launched just days after the Unite the Right rally. This roundtable will address the structural components that have allowed us to be a stabilizing force during our short, rocky existence. Our goal is for attendees to find transferable, practical ideas and pedagogical principles that will impact their own curricular and institutional work, helping them build more resilient academic communities.

8:00 – 9:15 a.m.
Friday Breakfast
Roundtable Discussions
 (Tables 1 – 11)

Table 10: Purpose Before Profit: For What Job Are Badges the Right Tool?

Glenn Whitehouse, Director of Core Skills, Florida Gulf Coast University; Andrea Fortin, Assistant Professor of Communication, Florida Gulf Coast University; Tifarah Pardue, Director of Continuing Education and Innovation, Florida Gulf Coast University; Patricia Rice, Manager of Academic Programs, Florida Gulf Coast University

Badges are currently touted as a solution to higher education's return on investment and revenue woes, but there is no broad consensus on their educational purpose. In this interactive roundtable session, we will focus on the actual job we want badges to do to benefit students. In the first half, participants will do a reflection exercise to locate their badging ideas in relation to four common purposes of badging. The second half will be a "build-a-badge" workshop where peers use a list of badge design features to plan a badge with the right specs for the job they chose. Participants will walk away with a badge packet that documents their prototype and can seed further badge design work at their institutions. Members of a team that created and launched a badging program from scratch at Florida Gulf Coast University will lead the session.

Table 11: Globalization Through Localization: World Affairs Councils as College and Community Partners

Daniel Villanueva, Global Education Manager, World Affairs Councils of America; Horacio Oliveira, Membership Services Manager, World Affairs Councils of America

The World Affairs Councils of America (WACA), with ninety affiliates nationwide (even Alaska and Hawaii), has long collaborated with institutions of higher education to encourage global engagement in local communities. In the post-COVID context and in view of post-November 2024 federal funding and policy shifts, WACA's nonpartisan network offers many examples of successful capacity-building in the global space in higher education. Representatives from WACA's national office will provide an overview of current programming and ways local councils engage with colleges and universities. Given that every local council has at least one university and community college in its area, students, faculty, and staff can often all benefit from collaborations with our council network at this critical national inflection point.

8:00 – 9:15 a.m.
Friday Breakfast
Roundtable Discussions
 (Tables A – I)

Friday Breakfast Roundtable Discussions (A–I)

Marquis Salons 1 & 2 – Level M2

Table A: All Education is Local: Relationships, Communications, and Advocacy

Marquis Salons 1 & 2 – Level M2

Anne Harris, President, Grinnell College; Russ Behrens, City Manager, City of Grinnell, Iowa; Monica Chavez-Silva, Vice President of Community Engagement and Strategic Planning, Grinnell College; Myrna Hernández, Chief of Staff and Vice President of Administration, Grinnell College; Teresa Valerio Parrot, Principal, TVP Communications

As colleges and universities increasingly become the subject of political, legal, and legislative discourse, how can academic and civic practices enacted locally be expanded and communicated to join forces to champion the deep connection between education and democracy? This session will present a toolkit detailing how community relations on multiple scales can lead to effective advocacy for higher education as a vital institution in a thriving democracy. College, city, and national partners will discuss case studies from Grinnell College in Grinnell, Iowa, with an emphasis on building relationships, communicating the work of academic and civic partnership, and creating new spaces in which college and community can come together for mutual benefit.

Table B: Rebuilding Public Trust Through Degree-Embedded Career Learning and Planning

Marquis Salons 1 & 2 – Level M2

Eileen Morgan-Zayachek, Vice Provost, State University of New York (SUNY) at Oneonta; Misty Fields, Director, Extended and Community Learning (ExCL) Center, State University of New York (SUNY) at Oneonta; Christy Funsch, Director, Career Planning and Networking Center, State University of New York (SUNY) at Oneonta; Chilton Reynolds, Director, Faculty Center for Teaching, Learning & Scholarship, State University of New York College (SUNY) at Oneonta

At State University of New York at Oneonta (SUNY Oneonta), rebuilding public trust in higher education begins with a student-centered vision rooted in an inclusive strategic planning process, which identified experiential learning as a cornerstone of academic and career success, aligning student development with local workforce needs. The cornerstone of this is the Purposeful Endeavors initiative, where all students complete at least two experiential learning opportunities as part of their degree. This work, launched during SUNY Oneonta's participation in AAC&U's 2024 Institute on Engaged and Integrative Learning, has grown into a comprehensive framework that includes the Oneonta OpenLab ePortfolio project, the Experiential Learning Project Portal, the Future Ready program, and a new course on narrative-building. Together, these initiatives help students connect their learning to National Association of Colleges and Employers (NACE) Career Readiness Competencies and articulate their value in professional settings. This collaborative cross-campus effort exemplifies constructive engagement and demonstrates higher education's role in advancing student success, inclusivity, and public good.

8:00 – 9:15 a.m.
Friday Breakfast
Roundtable Discussions
 (Tables A – I)

Table C: Building Democratic Learning into Our Institutions: Four Case Studies from Minnesota

Marquis Salons 1 & 2 – Level M2

Alyssa Melby, Program Director for Academic Civic Engagement and Community Based Work Study, St. Olaf College; Christopher Chapp, Professor of Political Science, St. Olaf College

Minnesota has a legacy of high civic participation in elections and community organizing efforts. Yet, despite state policies that still support civic participation, this particular moment is testing the limits of these seemingly ingrained civic practices for students, staff, and higher education institutions. Three faculty and staff from institutions across Minnesota—St. Olaf College and Metro State University—will share information and strategies about their curricular, cocurricular, and community-engaged research practices through the lens of several questions, including: What does democratic learning mean in your context? How does your work advance our understanding of democracy in theory and practice? Why is this complexity important to sustaining a healthy democracy? What are the opportunities and challenges of doing this work at this time? Attendees will then be invited to workshop definitions of democratic learning and mapping democratic learning on their campuses.

Table D: Beyond the Blueprint: A Workshop on Strategic AI Integration

Marquis Salons 1 & 2 – Level M2

Jetsada Arnin, Assistant to the President for Education, Mahidol University; Chanokporn Puapattanakun, Director of Center for Life-integrated Learning, Mahidol University; Naeti Suksomboon, Vice President for Education, Mahidol University

Join this interactive seminar to explore Mahidol University's "MIRACLE" initiative, a comprehensive framework for integrating ethical artificial intelligence (AI) into higher education. We will examine our replicable P-I-E-S Model (Policy, Infrastructure, Empowerment, Sustainability), showcasing practical strategies for fostering institution-wide AI literacy and developing personalized learning pathways. Through facilitated discussions and collaborative exercises, participants will gain actionable insights into overcoming common challenges and implementing innovative AI solutions. This session will offer a valuable opportunity to learn from our tangible successes and address real-world dilemmas, providing a clearer roadmap for transforming your institution for an AI-enhanced future.

Table E: Sustaining Liberal Education in East Asia: Regional Collaborations Responding to Shared Ideals and Challenges

Marquis Salons 1 & 2 – Level M2

Rie Mori, Professor, NIAD-QE; Reiko Yamada, Professor, Doshisha University

This session will introduce ALEN, a newly formed alliance of general education associations in Japan, Korea, and Taiwan, seeking to connect educators and researchers in liberal arts settings to share strategies and address policy challenges. In these three higher education systems, general education was introduced in the 1940s to 1950s, modeled after the US liberal education

8:00 – 9:15 a.m.
Friday Breakfast
Roundtable Discussions
 (Tables A – I)

system, emphasizing democracy to replace the wartime totalitarian/nationalistic model of higher education. Today, three societies share a common challenge: general and liberal education programs are frequently criticized as impractical or irrelevant to graduates' careers in the "real world." ALEN is a collaborative effort that addresses the political/social challenges faced by general and liberal education in East Asia as well. Participants will be invited to reflect on how liberal education can be sustained or redefined within their own systematic or institutional contexts and to consider how regional collaboration might enrich their efforts.

Table F: Developing Critical Student Citizens through University-Corporate Educational Collaborations

Marquis Salons 1 & 2 – Level M2

Amanda Murdie, Dean of Ivan Allen College and Regents Professor, Georgia Institute of Technology; Luke Henderson, Senior Trainer, CNN; Kelly Ritter, Chair and Professor, Georgia Institute of Technology; Sanika Tank, Student, Georgia Institute of Technology

This session will discuss the partnership between the Georgia Institute of Technology, College of Liberal Arts, and CNN through the CNN Academy, a two-week, immersive educational program held in three locations (Abu Dhabi, Dublin, and Mexico City) in storytelling and mobile journalism in the age of artificial intelligence (AI). Roundtable presenters will include faculty and student participants from Georgia Tech as well as CNN Academy leadership. Discussion will center on how such partnerships help support a grounded undergraduate liberal arts education rooted in real-world training respondent to challenges to our democracy and also our global responsibilities as citizens.

Table G: Better Together: An Innovative Educational Collaboration Advances Regional Workforce Development

Marquis Salons 1 & 2 – Level M2

Amy White, Dean, School of STEM, Virginia Western Community College; Len Pysh, Professor of Biology, Roanoke College; Kathy Wolfe, Vice President for Academic Affairs, Roanoke College

Nelson Mandela said, "It always seems impossible until it is done." Collaboration among institutions of higher education—especially public community colleges and private liberal arts colleges—can be fiendishly complicated, but it can be done, and it's worth the effort. In this roundtable conversation, faculty and administrators from Virginia Western Community College (VWCC) and Roanoke College (RC) will highlight an innovative partnership between the two organizations to offer degrees in biotechnology, with VWCC students having a seamless 2+2 pathway to the BS degree and RC students taking three foundational courses in the degree on VWCC's campus. The degree enables both institutions to address workforce needs in the Roanoke Valley, validating the contributions of collaborative higher education to the regional economy.

8:00 – 9:15 a.m.
Friday Breakfast
Roundtable Discussions
 (Tables A – I)

Table H: Seeding Open Inquiry: First-Year Experiences in Pursuing Ideas with Curiosity and Courage

Marquis Salons 1 & 2 – Level M2

Paul Resnick, Director, Center for Social Media Responsibility, University of Michigan; Angela Dillard, Vice Provost for Undergraduate Education, University of Michigan; Steven Giardini, Senior Director, Michigan Dining, University of Michigan; Stephen Griffes, Director, Outreach & AV Services, U-M Library, University of Michigan

How can universities foster environments where diverse perspectives are explored—not silenced—in an era of deep polarization? This session will share the University of Michigan’s bold new initiative to seed a culture of open inquiry through a required first-year student online module and a suite of optional follow-on experiences facilitated by partners throughout the university, including the libraries, dining halls, and other student life units.

Learn how a cross-campus team is building a campus culture that supports free expression, intellectual humility, and constructive dialogue—guided by principles affirming both the First Amendment and a commitment to inclusive democratic learning. Attendees will explore the challenges and possibilities of creating spaces for disagreement and gain practical strategies to support pluralism on their own campuses.

This session will offer a window into a high-profile institutional initiative and provide a set of actionable tools for fostering a culture of curiosity, courage, and open engagement—both inside and beyond the classroom.

Table I: Global Learning in a Fractured World: Reclaiming the Civic Mission of Higher Education

Marquis Salons 1 & 2 – Level M2

Lily Lopez-McGee, Senior Advisor, DA Global Access Network

This roundtable will explore how global learning can be reclaimed as a core civic function of higher education—rather than a peripheral or elite offering. Drawing on the work of DA Global Access Network and other campus-based innovations, participants will discuss how institutions can position global education as an essential strategy for preparing students to lead in a polarized, inequitable, and interconnected world. The session invites educators to explore ways to integrate global learning with civic engagement and inclusive excellence—especially in the face of external pressures and public skepticism. Facilitators will prompt open, collaborative discussion around challenges, strategies, and opportunities to embed global education in the fabric of institutional and democratic renewal.

9:00 a.m. – 3:00 p.m.
Lactation Room

Lactation Room
 Woodley Park – Level M3

9:30 – 10:30 a.m.**Concurrent Sessions 7****Concurrent Sessions 7***Concurrent Sessions 7 contains both 30-minute and 60-minute sessions.***A New Framework for Project-Based Learning: Reclaiming Higher Education's Purpose in a Time of Change**

Silver Linden – Mezzanine

Kimberly LeChasseur, Senior Research and Evaluation Associate, Center for Project-Based Learning, Worcester Polytechnic Institute; J. Elizabeth Clark, Professor of English, LaGuardia Community College, City University of New York (CUNY); Ryan Madan, Associate Professor of Teaching and Director of the Center for Writing, Worcester Polytechnic Institute; Geoff Pfeifer, Associate Professor of Teaching, Worcester Polytechnic Institute; Sarah Stanlick, PhD, Associate Dean, Global School, Worcester Polytechnic Institute

Students are graduating into a world of complex challenges that require them to navigate ambiguity with flexibility, confidence, and resilience—skills that are low among today's students. Colleges and universities must find a way to meet these needs to be perceived as a worthy investment of students' time and money. Project-based learning (PBL) may provide a path forward. In this session, we will introduce a new framework of design principles for PBL based on work with more than two hundred institutions and thousands of college educators. This discussion will introduce the framework's six elements: 1) connectedness, psychological safety, and stretch; 2) student ownership over their learning; 3) exploring multiple perspectives; 4) engaging theory and practice; 5) valuing people and process, as well as product; and 6) grounding in real-world problems or questions. Through participants' experiences and plans, the discussion will explore how these design principles can be translated into effective learning activities.

AI Increases Demand for Humans: Results from Deploying AI Tutoring at Central Georgia Technical College

Mount Vernon Square – Level M3

Robert Wu, Chief Marketing Officer, QuadC

We will share results of a trial that ran for one academic year at Central Georgia Technical College (a two-year public institution with about 11,500 students) where we deployed artificial intelligence (AI) tutors to augment the capabilities of the Academic Success Center. Participants will leave with an appreciation of what was deployed, the usage levels, the impact on student performance, and the effects on the demand for human tutors. Participants will also have the opportunity to participate in an open discussion about the trial and its results.

This session is in partnership with QuadC.

9:30 – 10:30 a.m.
Concurrent Sessions 7

Beyond Election Day: Defending Democracy and Advancing Civic Engagement Year-Round

Dogwood – Mezzanine

Cynthia Lynch, Assistant Vice Provost for Civic Engagement and Academic Strategic Support, Salem State University; Stephanie King, Senior Director, Strategic Initiatives, ALL IN Campus Democracy Challenge, Civic Nation; Sandra Rodriguez, Director, ASUN Center for Student Engagement, University of Nevada, Reno; Kathryn Silva, Dean, Behavioral, Social Sciences, and Global Learning, Bunker Hill Community College

As democracy faces mounting threats including polarization, restrictions on civic participation, and attacks on higher education, colleges and universities are uniquely positioned to defend democratic values and foster civic learning. This session will feature leaders from the ALL IN Campus Democracy Challenge, Salem State University, Bunker Hill Community College, and the University of Nevada, Reno, who will share practical, replicable strategies for designing year-round nonpartisan civic engagement programming. Panelists will explore how campuses can promote issue-focused dialogue, foster a campus culture of civic inclusion and participation, and support student leadership development beyond election cycles. Participants will leave with actionable tools to strengthen student agency, deepen civic learning, and advance higher education's public purpose in a healthy democracy.

Beyond the Degree: Partnering for Career-Ready Graduates

Marquis Salon 14 – Level M2

Diana Phuong, Executive Director, Bay Area, Braven; Cynthia Teniente-Matson, President, San Jose State University

This panel will explore how a public university, a national nonprofit, and employer partners are working together to ensure that college students earn the return on investment of their bachelor's degree, putting them on the path to upward economic mobility. Panelists from San Jose State University, Braven, and an employer partner will share how they designed a scalable, replicable model that integrates career readiness coaching, real-world challenges and practice, and employer partnerships—beginning in college and continuing beyond graduation.

The session will focus on what it takes to build and sustain effective cross-sector collaboration—including challenges faced, pivots made, and lessons learned. Attendees will leave with practical strategies they can apply in their own contexts.

This session is in partnership with Braven.

9:30 – 10:30 a.m.
Concurrent Sessions 7

Bridging the AI Divide: Preparing the Future Workforce Using Experiential Learning

LeDroit Park – Level M3

Mara Woody, Director, Strategic Partnerships, Riipen; Meacie Fairfax, Strategy Director, Complete College America; Aankit Patel, University Dean for Technology and Computer & Information Sciences, City University of New York (CUNY)

Artificial intelligence (AI) is rapidly transforming the modern workforce, creating challenges and unprecedented opportunities for emerging professionals. The elimination of entry-level roles is raising the bar for skills and experience required to enter the job market. As a result, new and returning professionals are struggling to gain a foothold. Colleges and universities are uniquely positioned to lead a transformation to address this growing divide. The AI Readiness Consortium supports institutions in building scalable infrastructure to equip students with the tools and experiences they need to succeed. Speakers will share how consortium institutions are creating scalable infrastructure that connects students with meaningful AI experiences across disciplines. Attendees will leave with actionable strategies to implement AI-powered experiential learning on their own campuses.

Can Civic Learning Light the Way Forward for Higher Education and Democracy?

Chinatown – Level M3

Jonathan Alger, President, American University, Chair, AAC&U Board of Directors; Thomas Merrill, Associate Professor, School of Public Affairs, American University; Roosevelt Montás, John and Margaret Bard Professor in Liberal Education and Civic Life, Bard College; Nancy Shapiro, Senior Advisor, Civic Learning and Democracy Engagement Coalition

College civics learning, long a buoyant but sidelined higher education movement, now is commanding new levels of policy, media, and campus-level attention. Red state leaders are making study of the Constitution and core texts a new college curriculum requirement; educators across blue, purple, and red states are leaning in on viewpoint diversity, constructive dialogue across difference, and collaborative problem-solving to create solutions to festering problems. The question for higher education leaders—and this panel—is how to bring these different movements together to productively serve both democracy's renewal and the larger meanings of student success.

Can the civics movement become a space for collaborative problem-solving across multiple viewpoint differences? What role should core texts play in the civics movement? And, as America heads into its milestone 250th birthday, how do we engage the next generation with its signal role in shaping the future of our shared democracy?

9:30 – 10:30 a.m.
Concurrent Sessions 7

Designing Career Literacy Programming Throughout a Learner's Journey

Independence Salon B/C – Level M4

Aurora Bautista, Professor, Bunker Hill Community College; Pam Eddinger, President, Bunker Hill Community College; Carlos Maynard, Professor, Bunker Hill Community College; Alison Ruch, Professor, Bunker Hill Community College; R. Arlene Vallie, Associate Provost, Bunker Hill Community College

Seminar participation is limited to 25 people.

This seminar workshop will focus on having participants examine career literacy and career readiness in their home institutions. Learn how Bunker Hill Community College (BHCC) faculty developed curricular programming focused on career literacy within a cultural wealth and social mobility lens through the Ethnographies of Work (EoW) initiative. Engage in creating concrete lessons that support career literacy throughout a learner's higher education journey. The facilitators will share the toolkit and resource manual developed at BHCC to support faculty participating in EoW workshops.

Dialogue as a Tool for Public Education: From Community Colleges to Colleges of Technology

Mint – Level M4

Angela Graves, Associate Professor, State University of New York (SUNY) Alfred State College; Emily Stacey, Professor, Rose State College; Allison Rank, Director, Center for Civic Education, University of Northern Iowa

How can civic learning and dialogue show up across the curriculum—a welding lab, a senior capstone, or an artificial intelligence (AI) chatbot? This panel will feature three educators from different types of public institutions who are using dialogue to build connection and civic awareness in diverse classroom settings to advance democratic learning. From vocational programs to community colleges to regional public universities, each panelist will offer strategies that support engagement across a range of viewpoints. From integrating values-based reflection into career training to leveraging AI tools for political dialogue, panelists will provide practical strategies for inclusive, democracy-centered classrooms. They will share how these approaches support student belonging, professional identity, and civic learning. Participants will gain practical tools for integrating dialogue into their own courses and fostering connection at a time of division. The session will also highlight approaches for supporting colleagues across a range of disciplines and roles in adopting dialogue-based practices.

9:30 – 10:30 a.m.
Concurrent Sessions 7

From Activist to Administrator: Women of Color Leaders as Models of Civic Engagement

Georgetown University – Level M1

Linda Ziegenbein, Assistant Vice Chancellor for Strategic Outreach and Engagement, University of Massachusetts Amherst; Sheila Lloyd, Senior Vice President, Hampshire College; Chinyere Oparah, CEO, Center for Liberated Leadership, and Professor, University of San Francisco

During the last presidential election, women of color (and specifically, 92 percent of Black women) were among the most highly engaged and most democratically minded voters. We have always known that higher education serves public purposes, and generations of women of color leaders in higher education have been in the forefront of both institutional and civic change. In this session, panelists will engage attendees on how to understand the meaning of civic engagement for BIPOC women administrators and how to overcome attendant internal and external risks in this era. Questions will include: How can women of color leaders be involved in and promote civic engagement while also recognizing that we act as representatives of our institutions and not as private citizens? How do we exercise mission-aligned leadership and enact our values? How do we model this work for our students—those who do and do not share our identities?

From Bolted-On to Built-In: Integrating Career Readiness in Liberal Arts Institutions

Catholic University – Level M1

Susan Hasseler, President, Muskingum University; Marcheta Evans, President, St. Catherine University; Damian Fernandez, President, Warren Wilson College; Ashley Finley, Vice President for Research and Senior Advisor to the President, American Association of Colleges and Universities

As higher education institutions face increasing demands for return on investment, this session will explore how career readiness can be embedded in the curriculum in ways that integrate liberal education values. University presidents from three different institutions will share how their institutions transitioned from separate career services models to integrated approaches grounded in mission and access. Panelists will detail how cross-campus collaborations, data-informed redesign, the integration of adult and traditional undergraduate programming, and structural support shifted the narrative from “career readiness as an add-on” to a shared institutional goal. Attendees will leave with specific strategies for engaging faculty and staff, aligning with workforce needs, and partnering with employers and alumni in creating relevant and responsive educational programs.

9:30 – 10:30 a.m.**Concurrent Sessions 7****From Designation to Design: Cultivating Leaders in Rural HSIs**

Scarlet Oak – Mezzanine

Mary Ann Villarreal, Vice President for Diversity, Equity, and Student Success, American Association of Colleges and Universities; Matt Gianneschi, President, Colorado Mountain College; Chato Hazelbaker, President, Pueblo Community College; Rosana Reyes, President, Lamar Community College

While the federal designation of Hispanic-Serving Institutions (HSIs) may be disappearing, leaders at HSIs and eHSIs recognize the importance of renewing their commitment to students, their families, and their communities through demonstrated servingness and success. This imperative is pronounced at rural-serving institutions, where town-gown relationships run deep.

This session will highlight the need to develop leaders at rural-serving HSIs and the unique competencies leaders must possess, especially when many institutions require leaders to take on multiple roles or "wear many hats" while serving their students. This session will feature preliminary lessons learned from a new grant project with AAC&U's New Leadership Academy that focuses on understanding leaders and leadership development at rural-serving HSIs and eHSIs.

From Metrics to Meaning: Leveraging Assessment to Showcase Public Impact Across Diverse Institutions

George Washington – Level M1

Catherine Copeland, Director of Campuswide Immersion, Institute for Citizens and Scholars; Kara Dillard, Executive Director of the James Madison Center for Civic Engagement and Assistant Professor, James Madison University; Paul Djupe, Professor, Data for Political Research Program, Denison University; Carissa Slotterback, Dean, University of Pittsburgh; Marie Staniforth, Senior Program Officer for Measurement and Evaluation, Institute for Citizens and Scholars

In this interactive session, leaders from James Madison University, the University of Pittsburgh, Denison University, and the Institute for Citizens & Scholars will come together to explore how cross-institutional collaboration can transform the field of civic assessment. Despite differing missions and contexts—research, regional, and liberal arts—each institution shares a commitment to authentic assessment, public accountability, and improvement of student outcomes. Participants will engage with strategies that transcend traditional metrics, including narrative inquiry, student-driven reflection, and community-based impact mapping. The session will offer practical tools for capturing how students engage with civic life, grapple with public problems, and grow as contributors to democracy. Through storytelling and examples, presenters highlight how professional development across institutions can deepen assessment practices and fuel more meaningful, inclusive, and transformational learning. Attendees will walk away with actionable insights to elevate civic learning, build collaborative assessment capacity, and reframe how higher education measures engagement for the public good.

9:30 – 10:30 a.m.
Concurrent Sessions 7

Leveraging Data to Create Change: Lessons Learned from Program-, College-, and Institutional-Level Assessment

University of DC – Level M1

James DeVita, Assistant Vice President for Academic Partnerships and High-Impact Experiences, University of Maryland Baltimore County (UMBC); Jess Boersma, Chief of Staff, University of North Carolina at Pembroke; Jeanne Pursuit, Director of High Impact Pathways, University of North Carolina Wilmington; Christie Poteet, Student Affairs, University of North Carolina at Pembroke; Paul Townend, Associate Dean, University of North Carolina Wilmington

Institutions face urgent challenges to respond to external pressure (e.g., system-level initiatives, federal priorities and concerns, parent and board concerns about return on investment). Responsive, proactive, consequential institutional change is most likely when internal audiences and institutional leadership can be connected to data that clarify: 1) impact/effectiveness on learning, 2) needle-moving on student success, and 3) direct responsiveness to urgent need. This session will start with a brief overview of lessons learned from a five-year, large-scale ongoing institutional assessment of a campus-wide initiative focused on applied learning. The lessons learned provide transferable strategies that each panelist has utilized in new roles. Although each engaged with the applied initiative variously, current positions represent three different institutions and units including Academic Affairs, Student Affairs, and Executive Leadership at multiple levels. Participants will have an opportunity to ask questions of the panelists and engage in a think-pair-share to discuss ideas with other participants.

Ness Book Award Session

Howard University – Level M1

Kathleen Woodward, Lockwood Professor in the Humanities and Professor of English, University of Washington, Seattle; Valerie Johnson, Associate Provost for DEI; Professor, Political Science; Endowed Professor of Urban Diplomacy, Grace School of Applied Diplomacy, DePaul University; Jennifer Ruth, Professor, School of Film, Portland State University; Ellen Schrecker, Professor Emerita of American History, Yeshiva University

The Frederic W. Ness Book Award is given annually to the book that best illuminates the goals and practices of a contemporary liberal education. Join this year's winners to discuss their book, *The Right to Learn: Resisting the Right-Wing Attack on Academic Freedom*.

The Right to Learn is an anthology that examines challenges to academic freedom in the United States over the past four decades, with a focus on recent debates over issues such as critical race theory and restrictions on classroom discussions of gender and sexuality. Through contributions from activists, scholars, and legal experts, the book situates these conflicts within broader political and cultural trends. Organized in three parts, it provides context, analysis, and practical insights for educators and others concerned with the role of higher education in a democratic society. *The Right to Learn* will be available for purchase at the Registration Desk on Level M1.

9:30 – 10:30 a.m.
Concurrent Sessions 7

Toward Civic Prosperity: How College Presidents Are Reclaiming Higher Ed's Public Promise

Marquis Salons 12/13 – Level M2

Sanda Balaban, Executive Director, Project Pericles; Ron Cole, President, Allegheny College; Marc Conner, President, Skidmore College; Connie Ledoux Book, President, Elon University; Suzanne Rivera, President, Macalester College

At a moment of democratic fragility and public skepticism toward higher education, be in conversation with four college presidents—all part of the Project Pericles consortium—to explore how to advance civic and community engagement and demonstrate higher education's public purpose. This session will surface concrete, transferable strategies for integrating community-engaged learning and research (CELR) into the institutional fabric of your university to strengthen commitments to democratic practice and student preparation.

Panelists will share distinct leadership approaches linking CELR with free expression, regional development, global learning, and student success. Attendees will take part in guided discussions to map civic outcomes to their own institutional goals. This session will affirm CELR as a powerful lever for rebuilding trust, deepening impact, and demonstrating higher education's value in a polarized democracy.

Valuing Educational Development: Nine Indicators of Institutional Support for Campus Professional Learning

Treasury – Level M4

Bret Eynon, Senior Fellow for Climate Leadership in Higher Education, Georgetown University; Mary Wright, Professor of Education Scholarship, University of Sydney

How can institutions truly advance student success and community-building, key aims of twenty-first-century higher education? This research session will present findings from a large national survey of educational developers, demonstrating how centers for teaching and learning are key sites for advancing these ambitions. Then, using nine evidence-based indicators, the session will examine how institutional structures either advance or hinder educational development.

While many colleges include teaching improvement in strategic plans and encourage professional learning, fewer embed commitments in hiring practices, promotion policies, or staffing plans. The findings also reveal a troubling paradox: institutions serving predominantly marginalized students demonstrate significantly higher interest in educational development yet face substantially greater resource constraints.

Participants will assess their own institutional contexts using the framework and develop strategies for addressing gaps. This session will provide concrete tools for building more equitable support systems that anchor student success through sustained investment in professional learning.

9:30 – 10:30 a.m.
Concurrent Sessions 7

What the Public Values Most: Elevating Teaching, Empowering Faculty, and Building Trust in Higher Education

Archives – Level M4

Denise Bartell, Professor, Multidisciplinary Social Sciences & Humanities, Kent State University; Isis Artze Vega, Independent Scholar, Self-Employed; Caroline Boswell, Director of Evidence-driven Inquiry & Impact, University of Louisville

Seminar participation is limited to 25 people.

The public expects high-quality college teaching, yet we, in higher education, have not sufficiently examined the connections between teaching and public skepticism about the value of higher education. This persists even though teaching is at the core of all institutional missions and increasingly represents students' primary (often sole) college experience. During this seminar session, participants will be guided in an exploration of the relationship between college teaching and public trust in higher education. We will critically interrogate where college teaching is located within the value systems and common practices in higher education and how this may influence public trust. Through engaging with and sharing their own promising strategies and models, participants will leave the session with new ideas and concrete next steps to elevate college teaching and empower faculty as agents of deep change in service of restoring public trust in higher education.

9:30 – 10:30 a.m.
Concurrent Sessions 7
30-Minute Session

Global Engagement and Virtual Exchange Through An Oceanic Lens

Judiciary Square – Level M3

Roderick Labrador, Professor, University of Hawaii at Manoa; Ethan Caldwell, Associate Professor, University of Hawaii at Manoa; Ruben Campos, Student Services Specialist, University of Hawaii at Manoa; Sachiyo Sekiguchi, Professor, Meiji Gakuin University

The University of Hawai'i at Manoa (UHM) Department of Ethnic Studies, the Program for Civic and Community Engagement in the College of Social Sciences, and several partner universities in Japan are dedicated to enhancing global engagement through oceanic ethnic studies models that center Indigenous perspectives and intercultural learning by drawing on three distinct approaches—short-term in-person programs rooted in Native Hawaiian-centered community engagement, a virtual student mobility model through online coursework, and traditional collaborative online international learning (COIL) classes. In this session, special attention will be given to how oceanic values, practices, and knowledge systems shape program objectives and student learning, fostering reciprocal relationships and ethical community engagement at Meiji Gakuin University and UHM.

10:00 – 10:30 a.m.
Concurrent Sessions 7
30-Minute Session

Passport to Prosperity: Measuring the Career Impact of Education Abroad

Judiciary Square – Level M3

Amelia Dietrich, PhD, Senior Director for Research and Publications, The Forum on Education Abroad

Education abroad fuels career and economic success. Yet its power as a career accelerator largely is underrecognized, and undergraduate participation in education abroad programs remains stubbornly low. While previous research has offered critical information about skills and employability developed through education abroad, research on additional impacts for employers and local economies has been lacking.

A major new research initiative addresses this literature gap and offers data that institutions can apply to localize the impacts of education abroad and strengthen student participation. In this session, leading education abroad professionals will share how they coordinated efforts to conduct five projects interrogating the impact of education abroad on career and economic outcomes. Presenters will share the motivations behind the research initiative, methods and outcomes, and advice on how colleges and universities can apply the findings to advance institutional goals for student success.

9:30 a.m. – 2:30 p.m.
Quiet Room

Quiet Room

Maple – Mezzanine

A "No Cellphone Zone" - the Quiet Room offers a peaceful environment where attendees can recharge, meditate, or simply enjoy a moment of silence.

10:45 – 11:45 a.m.
Concurrent Sessions 8

Concurrent Sessions 8

Concurrent Sessions 8 contains both 30-minute and 60-minute sessions.

A Mindset to Meet the Moment: Generosity and Collaboration in Higher Education

Mint – Level M4

Sarah Pfatteicher, Executive Director, Five Colleges, Incorporated; Kathleen Fitzpatrick, Associate Dean for Research and Graduate Studies, Michigan State University; Ted Mitchell, President, American Council on Education

In times of crisis, institutions frequently retreat into defensive postures, seeking to protect their reputations, their enrollments, their budgets, and more. Increasing isolation and competition are unlikely to provide a productive path forward. Survival requires solidarity. And yet the communal, collaborative, generous mindset needed to make this strategy successful has not been a strong characteristic of academic institutions and will require practice and intention. Drawing on their original research and long experience in academic administration, the presenters will make a compelling case for the power of working together to reimagine the future of higher education. Attendees will engage with strategies for cultivating cross-institutional collaborations and

10:45 –11:45 a.m.
Concurrent Sessions 8

think through two collaborative projects and the potentials they present for building relationships of trust both among institutions and with the publics those institutions serve.

Accidental Adversaries: How Implicit Practices Undermine Constructive Conversations and Student Success

Treasury – Level M4

Constanza Bartholomae, Associate Director of Teaching Support, Bryant University; Kevin Gannon, Director, Center for the Advancement of Faculty Excellence, Queens University of Charlotte; Terri Hasseler, Director of the Center for Teaching Excellence, Bryant University; Elizabeth Norell, Associate Director of Instructional Support, University of Mississippi

Faculty-student relationships are influenced not just by course policies but also by subtle, often unconscious behaviors and dynamics. This session will explore how "accidental adversarial" practices—such as prioritizing evaluation over learning, avoiding difficult conversations, or conveying defensiveness through body language—can erode trust and belonging in the classroom. Drawing from interdisciplinary research and the presenters' experiences across three institutions and roles as directors and associate directors of teaching centers, we will examine how language, mindset, and embodied presence shape faculty-student interactions. Participants will engage in reflective and interactive activities designed to foster awareness, dialogue, and connection. Strategies such as cocreating classroom norms, naming tensions, and cultivating intentional presence will be modeled and discussed. Grounded in restorative and inclusive pedagogies, this session will offer practical tools for transforming adversarial dynamics into opportunities for trust and engagement—supporting faculty in creating classrooms that are not only inclusive but relational and responsive.

ART RYSING: Testimony, Healing, and Discourse through University-Community Youth-Led Arts Partnerships in Baltimore

Howard University – Level M1

Uday Sharad Joshi, Community Arts Specialist, Truth, Racial Healing and Transformation Campus Center at The Shriver Center–UMBC; Eric Ford, Executive Director, The Shriver Center–UMBC; Rashida Forman-Bey, Artistic Director, Wombwork Productions

A core public purpose of the University of Maryland, Baltimore County (UMBC) is fostering community partnerships that strengthen neighborhoods and drive equitable, sustainable progress. The Shriver Center advances this mission through engaged scholarship and applied learning, addressing critical challenges by bridging campus and community. ART RYSING exemplifies this commitment. Co-created by UMBC's Truth, Racial Healing and Transformation (TRHT) Campus Center and WombWork Productions in response to the 2015 Baltimore uprising, the youth-led initiative uses arts-based expression to promote healing, racial justice, and empowerment. Drawing on frameworks such as The Virtues Project, ART RYSING nurtures leadership and resilience through performance and visual arts. Supported by programs such as Youth in

10:45 –11:45 a.m.
Concurrent Sessions 8

Action (The Choice Program), it culminates in a 2025 theater production, *I Want to Live*, addressing youth violence. This session will explore the growing partnership, illustrating how culturally rooted, youth-driven arts engagement advances UMBC's public purpose and creates lasting community impact.

Connecting and Collaborating to Support Student Success: A Shared Equity Leadership Approach

Georgetown University – Level M1

Elizabeth Holcombe, Senior Research Associate, University of Southern California; Milena Cuellar, Professor and Carnegie National Faculty; Co-Director, Shared Equity Leadership Project, LaGuardia Community College, City University of New York (CUNY); Reem Jaafar, Professor of Mathematics and Co-Director of the Shared Equity Leadership Project, LaGuardia Community College, City University of New York (CUNY); Marlene Kowalski-Braun, Associate Vice President and Deputy Chief Inclusion and Equity Officer, Grand Valley State University; Randy Williams, Vice President for Inclusive Excellence and Associate Professor of Education, Elon University

This panel discussion will share the experiences of several campuses that have been implementing the Shared Equity Leadership (SEL) model, which embeds responsibility for equity work across campus rather than siloing it within a single leader or office. SEL represents a form of institutional transformation to advance student success that can be aligned or adapted to an institution's unique mission and context. The session will begin with an overview of the SEL model and describe the current project supporting six campuses that have been implementing SEL. Participants will then hear directly from leaders from four of these campuses about their experiences with implementation. They will share some of the lessons they have learned and challenges they have faced, especially as they navigate increasingly restrictive and hostile environments around diversity, equity, and inclusion (DEI) work in higher education.

Digital Technology Tools to Promote Civil Discourse in the Classroom

Dogwood – Mezzanine

Michelle Sobel, President, Unify America; Simon Cullen, Visiting Research Fellow of Artificial Intelligence & Civil Discourse, School of Civic Life and Leadership, University of North Carolina at Chapel Hill; Laurie Pendleton, Director of Faculty Success, Association of College and University Educators

As campuses face increasingly polarized conditions, campus leaders and faculty are developing programming that helps students learn skills of civil discourse and constructive dialogue. To support these efforts, a suite of evidence-based, digital technology tools have been developed for students and faculty to make such skill development easier, durable, and often fun. In this session, we will showcase some of these new tools and discuss how they can be incorporated into your settings.

This session is in partnership with the Arthur Vining Davis Foundations.

10:45 –11:45 a.m.
Concurrent Sessions 8

Expanding Access, Redefining Excellence: A Transformative, Cross-Institutional Vision for Honors Education

Marquis Salon 14 – Level M2

Timothy Eatman, Dean of the Honors Living-Learning Community, Rutgers, The State University of New Jersey–Newark; Buffie Longmire-Avital, Associate Dean of Academics, Honors College; Professor of Psychology, North Carolina A&T State University; Jenny Shanahan, Assistant Provost, Bridgewater State University

Honors education often rewards privilege under the guise of meritocracy. This session will reimagine honors not as a predictive reward but as an inclusive investment in student potential. Presenters from three different institution types—North Carolina A&T State University, Rutgers University–Newark, and Bridgewater State University—will share strategies for and challenges to building honors ecosystems grounded in community cultural wealth (Yosso, 2005), expansive academic excellence (MA DHE, 2020), and full participation (Sturm et al., 2011). The session will explore five key areas of transformation: admissions that center community cultural wealth over test scores; innovative and culturally responsive curricula; inclusive, community-engaged cocurricula; capstones that advance students' goals and assets; and collaborations with justice-focused campus and community partners. We will also highlight flexible pathways for neurodiverse, transfer, and post-traditional students. Participants will engage in dialogue about how honors can be a site of resistance and renewal, setting a higher standard of inclusion, purpose, and expansive excellence.

From Deficit to Strength: Reimagining the Underrepresented Student Lifecycle Through an Asset-Based Lens

George Washington – Level M1

Luci Ramos Hoppe, Clinical Associate Professor and Undergraduate Program Director, Baylor University; Ashana Hurd, Assistant Dean of Urban Outreach Initiatives and Professional Development, Boston College; Amy Tiberio, Vice President for Enrollment Management, Roger Williams University

This session will explore the application of asset-based perspectives from three different vantage points in higher education—recruitment, programming, and student support—with a focus on serving historically minoritized students. Faculty and staff from three diverse institutions will provide case study analysis of higher education administration that integrates asset-based theoretical frameworks. Participants will have the opportunity to assess the presence of deficit-based frameworks in their current approaches and consider the role asset-based perspectives may have in enhancing their efforts. The case studies presented by the panelists will demonstrate how to identify individual and collective strengths and use these as a foundation for planning and policy development. The panelists will share the ways in which new approaches were implemented, illuminate the barriers to change and how they were addressed, and report the impact of the approach on student success, well-being, and outcomes.

10:45 –11:45 a.m.
Concurrent Sessions 8

Growth Mindset Meets Generative AI: Reimagining AI Use Through Student-Centered, Ethical Practice

Independence Salon B/C – Level M4

Casandra Silva Sibilin, Lecturer, York College, City University of New York (CUNY); J. Elizabeth Clark, Professor of English, LaGuardia Community College, City University of New York (CUNY); Mari Watanabe-Rose, Chief of Staff to the Dean of the School of Arts and Sciences, Hunter College, City University of New York (CUNY)

Seminar participation is limited to 25 people.

This interactive seminar will explore how growth mindset and generative artificial intelligence (AI) can reinforce one another to promote ethical, reflective, and student-centered learning. Led by faculty and an administrator from the City University of New York (CUNY) system, the session will draw on two system-wide initiatives: the CUNY Mindset Initiative and the Building Bridges of Knowledge faculty fellowship program. Participants will engage in hands-on activities to explore key mindset principles and apply them to the design of low-stakes assignments or AI prompts using a customizable template. No prior experience with growth mindset or AI is required. The session is relevant for faculty, advisors, instructional designers, administrators, and others interested in AI literacy, student motivation, and cross-institutional collaboration. Participants will leave with practical strategies, ready-to-use materials, and a conceptual framework to guide ethical and innovative use of AI in classrooms and cocurricular settings—grounded in a mindset that values persistence, curiosity, and responsible learning.

Lessons Learned from Symposium on Risk Management in Higher Education: Importance of AI Education

Noreen Sharpe, Director and Professor, Business Analytics, St. John's University; Valeda Dent, Vice Provost, Libraries and Museum, Emory University; Angie Kamath, Harvey J. Stedman Dean, School of Professional Studies, New York University; Zhan Li, Dean, Dolan School of Business, Fairfield University; Clay Shirky, Vice Provost for AI and Technology in Education, New York University

This panel will discuss the continuing and emerging challenges facing educators with the growth of artificial intelligence (AI) in higher education. The use of AI will change how our students learn and what the workforce expects our students to have learned. Students will need to adapt to new technologies, new methods, and new expectations in the workplace. Staying at the forefront of AI integration is essential for higher education institutions to remain competitive and relevant. This session will focus on summarizing the opportunities and strategies for including AI in the curriculum. Academic leaders will share examples of AI programs, academic usage, research applications, and educational concerns from their home institutions. We will share lessons learned and best practices—and offer participants the opportunity to share their own experiences with using generative AI both inside and outside the classroom.

10:45 –11:45 a.m.
Concurrent Sessions 8

Navigating Shifting Sands: Cultivating Student Success Through Inclusive Innovation

Capitol – Level M4

Nahomi Carlisle, Associate Vice President, Bunker Hill Community College; Roland Hemmings Jr., Assistant Director of Multicultural Student Affairs, University of Missouri–Kansas City; DeAndre Howard, Vice President of Academic Affairs and Student Services, Danville Community College

The session will address institutional resilience, leadership adaptation, and actionable insights into developing innovative student-centered programs.

Responding to Policies Impacting International and Immigrant Populations: A Special Session for Higher Education Leaders

University of DC – Level M1

Corinne Kentor, Manager of Research and Policy, Presidents' Alliance on Higher Education and Immigration; Jonathan Alger, President, American University, Chair, AAC&U Board of Directors; Miriam Feldblum, President and CEO, Presidents' Alliance on Higher Education and Immigration; Diego Sánchez, Director of Policy and Strategy, Presidents' Alliance on Higher Education and Immigration

Immigrants and international students are crucial to the mission of higher education. Over the past year, policies limiting opportunities and restricting access for these populations have presented escalating challenges for higher education institutions and their campus communities, including leaders, faculty, staff, and students. This session will feature both policy experts and a campus leader to provide the latest data and developments related to immigrant-origin and international populations in higher education; their contributions on campus and to local, state, and national economies; and how campuses can engage in collective action. Attendees will learn about key policy updates; explore new research on undocumented, international, and refugee students and scholars; and discuss strategies for responding to emerging policy developments. Through the discussion, we will explore opportunities for collective action, institutional strategies to support impacted students and staff, and ways higher education leaders can shape policy discussions at the federal level.

The Possibilities of Democratic Dialogue: Civil Discourse, Citizenship, and the Purposes of Education

Archives – Level M4

Todd Breyfogle, Executive Director, Humanistic Studies, The Aspen Institute; Kathleen Godfrey, Director, Justice, Society, and Democratic Institutions Initiative, The Aspen Institute; Jerome Loughridge, Executive Director, Aspen-Kern Program for Leadership and Character in Higher Education, The Aspen Institute

Seminar participation is limited to 25 people.

10:45 –11:45 a.m.
Concurrent Sessions 8

The American experiment is grounded in principles, institutions, and habits of discourse, as well as the contentious and contested histories of our success and failure in realizing our founding ideals. This seminar session will bring to bear the Aspen Institute's thought leadership and convening power and its engaging pedagogical approach of humanistically informed, moderated text-based dialogue. The dialogue, anchored by short readings distributed in advance, is intended as a challenging and confidential space for senior leaders to wrestle with practical questions they face and to refine their voice in articulating institutional and education purpose in ways that are more adequate to a more inclusive and aspirational democracy.

Toward a Scholarship of General Education: Findings from a Scoping Review (2010–25)

Mount Vernon Square – Level M3

Laura Cruz, Research Professor, Penn State University Park; Maggie Slattery, Assistant Dean and Director of General Education, Penn State University Park

Most universities collect data to ensure that their general education programs are functioning effectively, but those data do not always translate into a shared body of evidence-based practice. In this session, we will present the findings from a rigorous scoping review of research on general education (2010–25), which highlights open questions, lines of inquiry, and opportunities to advance evidence-based practice in general education.

Through their analysis, the presenters (co-editors of the *Journal of General Education*) will argue for the development of a distinctive “scholarship of general education” and outline a potential scholarly agenda for the field going forward. The session should be especially relevant to those who may be interested in conducting research on their own practice—or supporting others who do—with a particular focus on developing data that can address critiques, whether at the course, program, or institutional level of general education.

Unrealized Potential: Building Paid Student Fellows to Incorporate High-Impact Practices

LeDroit Park – Level M3

Allison Rank, Director, Center for Civic Education, University of Northern Iowa; Leah Murray, Professor, Weber State University; Clarissa Unger, Executive Director, Students Learn Students Vote Coalition

In recent years, partnering nonprofit organizations, campuses, and Federal Work-Study funds have paid thousands of students on campuses across the country to engage their peers in nonpartisan voter education and mobilization. These opportunities have the potential to constitute high-impact practices and build career competencies, but recent research shows most fellowships lack an assessment of student learning, an intentional connection to disciplinary content, or purposeful embedding of career skills. In this session, presenters will share recent research and discuss recommendations for designing programs that integrate direct learning assessments, connecting common voter

10:45 –11:45 a.m.
Concurrent Sessions 8

education and mobilization practices with the National Association of Colleges and Employers (NACE) career competencies and AAC&U VALUE Rubrics.

VALUE Rubrics, AI, and Assignment (Re)Design

Silver Linden – Mezzanine

Kate McConnell, Vice President for Curricular and Pedagogical Innovation and Executive Director of VALUE, Office of Curricular and Pedagogical Innovation, American Association of Colleges and Universities; Jessica Chittum, Assistant Vice President, Curricular and Pedagogical Innovation; Director, VALUE Operations, American Association of Colleges and Universities; C. Edward Watson, Vice President for Digital Innovation, American Association of Colleges and Universities

Generative artificial intelligence (AI) presents both challenge and opportunity for faculty committed to designing assignments that cultivate higher-order thinking. Rather than retreating from AI, this session will explore how to harness it strategically alongside AAC&U's VALUE rubrics and VALUE ADD (Assignment Design and Diagnostic) Tools to create more intentional, robust learning experiences. How can generative AI serve as a thought partner in assignment design while VALUE rubrics and ADD Tools provide the framework for quality and alignment? We'll demonstrate practical approaches for using AI to iterate on prompts, anticipate student responses, and identify gaps between assignment expectations and rubric criteria. Well-designed assignments remain our most powerful tool for engaging students in authentic intellectual work. By integrating AI purposefully into the design process while maintaining clear focus on VALUE's essential learning outcomes, faculty can craft assignments that are both AI-aware and assessment-ready—assignments that challenge students to demonstrate the critical thinking, creativity, and integrative capacities our world demands.

What Employers Say About the Future of College Learning and Career Preparation

Shaw – Level M3

Ashley Finley, Vice President for Research and Senior Advisor to the President, American Association of Colleges and Universities

This session will feature results from AAC&U's latest employer survey research. The 2025 report provides the latest insights from employers on the outcomes and experiences that college graduates need to be both relevant and adaptable in a rapidly changing, global workforce. The report also highlights what employers think about some of the hottest topics shaping higher ed, including the imperative for artificial intelligence (AI) literacy, the value of micro-credentials, and the need for civil discourse and open discussion of ideas in the workplace. The session will conclude with recommendations and discussion to inform ongoing campus efforts.

10:45 – 11:15 a.m.
Concurrent Sessions 8
30-Minute Sessions

Breaking Down Barriers: Partnering for Student Learning and Success by Leveraging Undergraduate Research

Judiciary Square – Level M3

Anne Boettcher, Assistant Dean of Research, Embry-Riddle Aeronautical University; Donna Chamely-Wiik, Senior Associate Dean, Undergraduate Research and Prestigious Fellowships, Florida Atlantic University; Susan Mendoza, Director, Center for Undergraduate Scholar Engagement, Grand Valley State University; Juliane Strauss-Soukup, Associate Vice Provost of Research and Scholarship, Creighton University; Bethany Usher, Provost and Senior Vice President for Academic Affairs, Radford University

In this session, panelists from a range of institution types will use engagement in undergraduate research as a framework to share how programs can develop and sustain internal and external partnerships that expand opportunities to support current and emerging student needs. Panelists will share structures that have allowed for the building of partnerships as well as the challenges to the establishment of and long-term success of those links. They will discuss how these partnerships have expanded networks that support student learning and success. Participants will be asked to consider the current practices on their campuses with the lens of the changing landscape of higher education. The session will conclude with audience discussion in a question-and-answer format.

Building AI Resilience Through Experiential Learning

Scarlet Oak – Mezzanine

Sheryl Sobiesiak, Executive Director, Education Partnerships and Enrollment, The Washington Center for Internships and Academic Seminars

Artificial intelligence (AI) is disrupting how students get hired and it's also reinforcing the value of human skills. This session will explore how experiential learning can future-proof students by cultivating competencies—such as creativity, collaboration, and ethical reasoning—that resist automation. Using data, policy trends, and scalable campus models, we'll examine how institutions can embed inclusive, career-connected learning across disciplines. Participants will leave with actionable strategies to build resilience, civic readiness, and equitable opportunity into the undergraduate experience.

Navigating Data Collection for Student Success Amid Sociopolitical Constraints: Strategies and Recommendations

Mount Vernon Square – Level M3

Susan Rankin, Partner, Rankin Climate, Associate Professor of Education (emerita), Pennsylvania State University; Victoria Cabal, Partner, Rankin Climate, LLC

In an era of heightened political scrutiny and evolving legal constraints, how can institutions ethically and effectively collect and use student data to advance

11:15 – 11:45 a.m.**Concurrent Sessions 8****30-Minute Sessions**

equity and success? This session will explore equity-minded, mixed-methods approaches to climate and engagement data collection that align with Title VI compliance and institutional mission. Drawing on Rankin Climate's work with more than three hundred campuses nationwide, presenters will share practical strategies for navigating sociopolitical contexts, building trust, and translating data into action. Facilitated discussions will equip participants with actionable tools to promote inclusive, policy-aligned, and effective data strategies within their institutions.

Student Perceptions of AI: Leveraging Data from Recent Graduates to Inform Campus AI Policies

Scarlet Oak – Mezzanine

Kathleen Lehman, Executive Director, National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina, Columbia

As higher education grapples with the implementation of artificial intelligence (AI), student voices must inform its responsible integration. This session will share new findings from UCLA's Momentum research team, based on a 2025 survey of nearly nineteen hundred recent graduates across sixteen universities. Despite frequent personal use of AI, students report limited engagement with AI in academic and career contexts, highlighting key gaps and concerns about its societal impact. In this interactive research session that will blend data presentation with group discussion, attendees will examine how institutions can support ethical and inclusive AI use while bridging barriers to AI adoption. Designed for leaders across academic affairs, student success, and institutional strategy, this session will offer actionable takeaways to inform policy and practice. Join us to engage in a nuanced, data-informed discussion around strategies to promote equitable, student-centered AI integration.

Transfer Pathways Reimagined: Humanities, Leadership, and Civic Engagement in the Two-to-Four-Year Journey

Judiciary Square – Level M3

Emily Quayle, Program Manager, Jack, Joseph and Morton Mandel Continuing Scholars Program, Cuyahoga Community College; Jamaal Hill, Associate Director, Cleveland Humanities Collaborative, Case Western Reserve University; Liz Kravanya, Mandel Continuing Scholars Advisor and Program Coordinator, Cleveland State University; Jessica Lambert, Student, Cleveland State University; Wintana Teklit, Student, Case Western Reserve University

Cuyahoga Community College (Tri-C), in collaboration with Cleveland State University (CSU) and Case Western Reserve University (CWRU), is reimagining student transfer pathways with a public purpose: to integrate career preparation, leadership, and community-rooted learning into the two-to-four-year journey. These innovative programs place humanities education at the core, reinforcing its role in shaping ethical leaders and engaged citizens.

This panel will bring together representatives from Tri-C, CSU, and CWRU, including students who have benefitted from these partnerships. Panelists will

11:15 – 11:45 a.m.
Concurrent Sessions 8
30-Minute Sessions

share stories and outcomes, spotlighting how intentional partnerships can advance the public purposes of higher education—expanding access, cultivating identity, and preparing students to lead in their communities and beyond. These initiatives not only address local needs but also offer scalable, replicable models for collaboration between two-year and four-year institutions nationwide—reinforcing the transformative power of humanities-centered education in building civic capacity and fostering student well-being.

11:45 a.m. – 1:30 p.m.
Lunch Break

Lunch Break

11:45 a.m. – 12:45 p.m.
Presenter Ready Room

Presenter Ready Room
 Gallery Place – Level M3

All AAC&U Annual Meeting speakers are encouraged to stop by the Speaker Ready Room before your session(s). This will allow speakers to review their presentation (check format and fonts and even make last-minute changes) and ensure the presentation is preloaded into the laptop in your session room.

We strongly encourage you to bring a back-up copy of your presentation on a thumb drive.

1:30 – 2:30 p.m.
Concurrent Sessions 9

Concurrent Sessions 9
Concurrent Sessions 9 contains both 30-minute and 60-minute sessions.

Building a Foundation for Collective Action: The Higher Education Democracy Exchange

Chinatown – Level M3

Ashley Finley, Vice President for Research and Senior Advisor to the President, American Association of Colleges and Universities; Noah Geisel, Micro-credentials Program Manager, University of Colorado Boulder; Bobbie Laur, President, Campus Compact; Gabriel Lerner, Founder, Democracy Notes; Marisol Morales, Executive Director, Carnegie Elective Classifications and Assistant Vice President, American Council on Education; Deanna Villanueva-Saucedo, Associate Vice Chancellor of the Center for Excellence in Inclusive Democracy, Maricopa Community College

This session will explore the partnership between Campus Compact and AAC&U to develop a multifunctional, virtual platform through which colleges and universities can collectively advance the civic mission of higher education. Anchored in More Perfect's Democracy Goals, the Higher Education Democracy Exchange (HEDX) engages diverse stakeholders across four areas of functionality to highlight existing efforts, build networks, foster collaboration,

1:30 – 2:30 p.m.
Concurrent Sessions 9

and spark innovation. The session will provide an overview of the HEDX platform, who's engaged, and how you can get involved.

Building Bridges: Collaborative Strategies for Ethical AI Integration in Higher Education

Archives – Level M4

Mary Beals, Adjunct Instructor, Department of Biology, Southern University and A&M College; Tanganika Johnson, Instructor, Department of Biology, Southern University and A&M College; Anna Wilson, Instructor, Department of Biology, Southern University and A&M College

Seminar participation is limited to 25 people.

This hands-on seminar is designed for educators, administrators, and technologists to explore the evolving role of artificial intelligence (AI) in higher education. Through collaborative casework and active dialogue, attendees will examine key issues—such as responsible AI use, academic integrity, and inclusive AI literacy—and develop institutional strategies to foster ethical, scalable, and student-centered AI readiness.

Dialogue as Strategy: Advancing Democratic Learning in Polarized Times

Mount Vernon Square – Level M3

Samuel Anderson, Assistant Director, Student Leadership and Engagement, University of Maryland, Baltimore; Brigid Dwyer, Vice Dean for Academic Excellence and Engagement, School of Arts and Sciences, University of Pennsylvania

Amid political polarization and shrinking space for open discourse, higher education leaders must protect academic freedom while modeling inclusive democratic practice. This session will explore dialogue not as a one-time event but as a long-term strategy for institutional leaders to embrace. Presenters include a vice dean at a large private university and an assistant director at a public health sciences and human services graduate campus who will share adaptable models from their distinct contexts and offer tools for embedding dialogue into leadership development practice. Participants will engage in reflection, explore real-world challenges, and discover resources from the Difficult Dialogues National Resource Center to support this work across diverse institutions.

Educating for America's Next 250: Using Deliberation Across Diverse Campuses for America's Semiquincentennial and Beyond

Georgetown University – Level M1

Kara Dillard, Executive Director of the James Madison Center for Civic Engagement and Assistant Professor, James Madison University; Cristin Brawner, Executive Director, National Issues Forums Institute; Bob Frigo, Assistant Dean and Director, Kernodle Center for Civic Life, Elon University;

1:30 – 2:30 p.m.
Concurrent Sessions 9

Leslie Garvin, Executive Director, North Carolina Campus Engagement; Kimberly Rosenfeld, Professor and Department Chair, Cerritos College

With 2026 marking our nation's 250th birthday, now is the time to strengthen the contributions of higher education to advance the common good. This session will showcase how a diverse group of colleges and universities, including community colleges, regional public universities, and private institutions, from coast to coast, as well as a statewide network of colleges and universities, will engage their campuses in deliberation on the future of our democracy during the semiquincentennial in 2026. These institutions will join the National Issues Forums Institute (NIFI), a nonprofit, nonpartisan organization, in utilizing the new deliberative issue guide *What's Next America?* as a tool to foster robust deliberations on campuses about the future direction of America. Attendees will receive a copy of *What's Next America?*, a moderator guide, and an assessment protocol; have opportunities to ask the panelists questions; and engage in a mini-deliberation using the *What's Next America?* issue guide.

Education Reimagined: Advancing Student Engagement, Well-Being, and Career Readiness through the Learning Assistant Model

Capitol – Level M4

Jennifer Bebergal, Associate Dean, Academic Support and Student Learning, Florida Atlantic University; Brittanney Adelman, Director, Learning Assistant Program and Instructor III, Department of Mathematics, Florida Gulf Coast University; Wendy Hinshaw, Provost Fellow for Academic Affairs; Director, Writing Programs; Associate Professor, English, Florida Atlantic University; Jiehong Liao, Associate Professor, Department of Bioengineering, Civil Engineering, and Environmental Engineering, Florida Gulf Coast University; Tito Sempertegui, Senior Instructor, Chemistry and Biochemistry and Director of the Learning Assistant Program, Florida Atlantic University

In an era of declining student engagement and weakened classroom community, innovative pedagogical approaches are needed to flip the script. The Learning Assistant (LA) Model is a research-based approach that integrates trained undergraduate peers into the classroom. Implemented at more than 150 institutions, the model has been shown to increase student engagement, improve learning outcomes, and support career readiness across disciplines and modalities.

In this session, panelists from two institutions and four disciplines will share how the model has transformed their classrooms, rehumanizing the learning experience by encouraging collaboration, building academic confidence, and promoting a sense of belonging. Panelists will highlight assessment strategies, including rubrics, survey data, institutional measures of student success, and improved alignment between instruction and learning goals, using formative feedback from learning assistants.

Participants will gain insights into how the LA Model could be adapted or scaled within their own institutional or disciplinary contexts.

1:30 – 2:30 p.m.
Concurrent Sessions 9

High-Impact, Career-Ready: Linking Internships and Research to the NACE Competencies

LeDroit Park – Level M3

Jessie Moore, Director, Center for Engaged Learning, Elon University; CJ Fleming, Associate Professor of Psychology, Elon University; Eric Hall, Assistant Provost for Scholarship and Creative Activity, Elon University

This research session will share data from a national survey and an institutional case study to extend conversations on the value of internships and undergraduate research. Internships and other forms of work-integrated learning help students put academic content into contextualized practice, reflect on learning, and develop professionally (Hay, 2020; Moore, 2023). Mentored undergraduate research can deepen learning, contribute to a sense of belonging, and facilitate vocational explorations (Brew, 2013; Kuh, 2008; Johnson & Rifenburg, 2025). Although they may conjure different visions of what's possible for students' future careers, both high-impact practices (HIPs) can contribute significantly to career readiness when done well. The presenters will share student and alumni perceptions of how internships and undergraduate research contributed to their development of the eight National Association of Colleges and Employers (NACE) competencies, and attendees will have opportunities to reflect on how their work with these HIPs could more clearly align with the NACE competencies.

Inside Higher Ed: A Briefing with Inside Higher Ed

Howard University – Level M1

Sara Custer, Editor-in-Chief, Inside Higher Ed; Katherine Knott, News Editor, Inside Higher Ed

Get a look behind the curtain of the sector's leading newsroom as senior editors and reporters from Inside Higher Ed share how they covered the biggest stories of 2025. Journalists from the publication will analyze the state of higher education after an unprecedented year of funding freezes, executive orders, policy overhauls, and academic compacts—and how colleges have responded to the disruption. They'll give attendees insight into what's in store for higher education in 2026 and how they plan to cover the second year of the Trump administration.

This session is in partnership with Inside Higher Ed.

Meet the Editors: Exploring Equitable Community-Campus Relationships, Edited Volume

University of DC – Level M1

Cindy Vincent, Director of Strategic Initiatives and Communication, Boston University; Karla Bird, Tribal Outreach Specialist, University of Montana; Suchitra Gururaj, Assistant Vice President for Community Engagement, University of Texas at Austin; Sara Moore, Associate Professor, Salem State University; Andrea Robles, Research and Evaluation Manager, AmeriCorps

1:30 – 2:30 p.m.**Concurrent Sessions 9**

This panel will bring together the editors of the new volume, *Exploring Equitable Community-Campus Relationships*, a co-publication of AAC&U, Routledge, and Campus Compact. This volume offers replicable approaches for centering equity as a core value in campus-community relationships. In this panel, the editors will explore the volume, previewing the many ways in which equity is deliberately centered in community relationships, practices, research, and pedagogies in the various cultures, perspectives, and institutions described throughout the book. With a focus on relationship-building as a pathway to meaningful community engagement, the editors will discuss successes, tensions, obstacles, and moments of vulnerability detailed throughout the chapters, describing how relationships were initiated and lessons learned to ensure equitable values were centered and upheld. Attendees will engage in discussion on what this work might look like in their own institutional contexts and the implications of this work for our current political climate. *Exploring Equitable Community-Campus Relationships* will be available for purchase at the AAC&U Publications Table, Level M1, and the editors will be available to sign the book at the end of this session.

OER as a High-Impact Practice: A Comprehensive Analysis of the Evidence Across Institutions

Shaw – Level M3

C. Edward Watson, Vice President for Digital Innovation, American Association of Colleges and Universities; Jessica Chittum, Assistant Vice President, Curricular and Pedagogical Innovation; Director, VALUE Operations, American Association of Colleges and Universities; Heather Miceli, Postdoctoral Research Fellow, American Association of Colleges and Universities; Beth Perkins, Assistant Director for Research and Assessment, American Association of Colleges and Universities; Hannah Schneider, Director of Digital Education Programs, American Association of Colleges and Universities

Over the past two years, with generous support from the William & Flora Hewlett Foundation, AAC&U has undertaken a large-scale, multi-institutional study, examining more than half a million student records, to better understand what happens when faculty replace expensive publisher textbooks with open educational resources (OER) in course settings. The overarching research question was, “How might providing free access to course materials to all students on day one of the semester impact an array of student success metrics?” Presenters will share their findings, which will include disaggregated results by institution type, student ethnicity, student Pell-eligibility, and other variables of interest. The researchers also examined the quality of the OER adoption scenario to discern if OER adoption, “when done well,” would improve student success outcomes. This analysis ultimately suggests specific strategies and approaches that faculty and institutions should adopt to maximize the impact OER will have on their students.

1:30 – 2:30 p.m.**Concurrent Sessions 9****Sports as an Academic Discipline: Why We Should and How We Can**

Treasury – Level M4

Bridget Trogden, Dean and Professor, American University; John Armstrong, Professor of Philosophy, Southern Virginia University; Eric Carter, Assistant Vice President for Student Success and Academic Growth, Lindsey Wilson College; Lou Matz, Chair, Department of Philosophy, University of the Pacific; Erianne Weight, Director, Center for Research in Intercollegiate Athletics, University of North Carolina at Chapel Hill

This panel will explore the emerging movement to recognize competitive sports as an academic discipline within the liberal arts tradition. Drawing on historical precedent, philosophical foundations, and contemporary research—including reports from the Knight Commission on Intercollegiate Athletics, connections to AAC&U VALUE rubrics, and linkage to National Association of Colleges and Employers (NACE) career competencies—panelists will examine how sport performance can be integrated into higher education through majors, minors, and credit-bearing experiences. The session will highlight how athletics fosters intellectual growth, career readiness, and civic engagement to reinforce the public purpose of higher education. Panelists from diverse institutions will share models, offering practical insights into how colleges can bridge the academic-athletic divide. Attendees will engage in dialogue around the educational value of sport and consider how their institutions might support this evolving field. This session invites participants to reimagine movement—both physical and institutional—as a catalyst for innovation in liberal education.

Systemic Change to Promote the Public Purposes of Higher Education Using the Change Leadership Toolkit

Catholic University – Level M1

Susan Elrod, Former Chancellor and Professor Emeritus, Indiana University South Bend; Alyssa Crittenden, Vice Provost for Graduate Education and Dean, University of Nevada, Las Vegas; Jen Drake, Provost and Executive Vice President for Academic Affairs and Professor of English, Grand Valley State University; Elizabeth Holcombe, Senior Research Associate, University of Southern California

Now more than ever, higher education leadership is change leadership. With both internal issues, such as revenue shortfalls, enrollment declines, and leadership turnover, and external pressures, such as threats to academic freedom and equity, research funding declines, and an erosion of public support, weighing heavily on institutional leaders, the public purpose of higher education has never been under greater threat. Researchers at the USC Pullias Center for Higher Education created the Change Leadership Toolkit to provide leaders with the tools they can use to sift through the complexities and develop a strategic pathway forward. In this session, we will present a brief overview of the toolkit, then engage a panel of change leaders who will provide new insights into how the toolkit helped them make progress in leading their campus through these difficult times. Participants will leave with a better understanding of systemic change and how to lead their campuses through it.

1:30 – 2:30 p.m.
Concurrent Sessions 9

The Power of Public Media Partnerships in Advancing Universities' Public Purpose

Marquis Salon 14 – Level M2

Anna Brugmann, State Senior Manager, National Public Radio; Megan Schneider, Associate Vice Chancellor for Federal Relations, University of Houston

This session will explore how universities, local public radio stations, and NPR are working together to advance real-world workforce development opportunities for students while also increasing credible local information that keeps communities informed, safe, and protected. Pursuing these types of projects has been shown to provide both faculty and students with opportunities to develop essential professional and civic competencies while also offering universities the opportunity to visibly serve the greater community, increasing residents' recognition of the institution's value.

You will hear from Megan Schneider of the University of Houston, which has led the public media field in leveraging the value of its local public media station; a representative from the University of Vermont; and public media leaders. You will leave this session with a greater understanding of the potential for universities to advance their public purpose to their communities while strengthening workforce development offerings for students.

Undergraduate Research as Strategy: Advancing Equity, Student Success, and Public Purpose

Marquis Salons 12/13 – Level M2

Lindsay Currie, Executive Officer, Council on Undergraduate Research; Linda Blockus, Director Office of Undergraduate Research, University of Missouri–Columbia; Lisa Brown, Director, Office of Undergraduate Research, Morgan State University; Steven Dandaneau, Associate Provost and Executive Director of UERU, Colorado State University; Herb Hill, Director of Undergraduate Research and Creative Inquiry, Virginia Commonwealth University; Bethany Usher, Provost and Senior Vice President for Academic Affairs, Radford University

This panel will highlight how research universities are aligning undergraduate research with institutional missions and career readiness initiatives to serve broader public purposes. Panelists will share innovative models, faculty engagement strategies, and methods for broadening access. Attendees will leave with strategies for leveraging undergraduate research as a vehicle for equity, student success, and institutional transformation.

1:30 p.m. – 2:00 p.m.
Concurrent Sessions 9
30-Minute Sessions

Restoring Belonging: Centering Holistic Critical Mentoring to Anchor Student Success in Divided Times

Judiciary Square – Level M3

Michael Hunt, Director, UMBC McNair Scholars Program, University of Maryland Baltimore County (UMBC)

What if mentoring was a radical act of justice, healing, and institutional transformation? In this interactive seminar, participants will explore Holistic Critical Mentoring (HCM)—a research-informed framework that redefines mentoring as a restorative practice for marginalized student success. Rooted in critical theory and equity-driven practices, HCM challenges deficit narratives and promotes mentoring that is relational, culturally grounded, and systems-aware. Through reflection, collaboration, and scenario-based exercises, participants will assess their mentoring environments and develop strategies that center belonging and inclusive excellence. Ideal for educators, program leaders, and student success professionals, this session will offer a blueprint to reimagine mentoring as a vehicle for campus change.

2:00 – 2:30 p.m.
Concurrent Sessions 9
30-Minute Sessions

Repackaging Norfolk State University's General Education Core for the Twenty-First Century

Judiciary Square – Level M3

Charles Ford, Professor, History, Norfolk State University; Patrick Mbajekwe, Associate Professor, History, Norfolk State University; Michele Rozga, Associate Professor, English and Foreign Languages, Norfolk State University

Accordingly, between 2021 and 2025, Norfolk State University in Norfolk, Virginia, reformed its general education core to address questions of alignment, communication, and justification to participating faculty members and students as well as external stakeholders. This panel will discuss the process and final product, showing how excellence and engagement can be pursued even in a polarized political landscape. Our first speaker will describe the traditional system and where faculty members thought it was lacking in focus, relevance, or rigor. Our second speaker will highlight how the sausage was made—pointing out the obstacles and accelerants along the way. The third speaker will discuss the unexpected delay in final approval in which the president required the rewording and renaming of themes and tracks to appease a "conservative" board of visitors or other external stakeholders who may be allergic to "social justice" or "equity."

1:30 – 2:30 p.m.
HEDS Up Presentations
A collection of 10-minute presentations.

HEDs Up Presentations

Mint – Level M4

J. Elizabeth Clark, Professor of English, LaGuardia Community College, City University of New York (CUNY)

Modeled on the format of TED Talks, this 60-minute session will feature multiple 10-minute presentations. Each presentation will focus on an innovative project or program, compelling research, or "lessons learned."

1:30 – 2:30 p.m.

HEDS Up Presentations

A collection of 10-minute presentations.

Anchoring Belonging Through Advising: Our Shift from Faculty to Professional Support Building Inclusive, Student-Centered Support

Mint – Level M4

Monica Samson, Academic Advisor, Lehigh University; Jen Topp, Assistant Director, Student Experiences, Lehigh University

In an era of division and disruption, higher education must reimagine how it supports students—especially those from historically underrepresented backgrounds. This brief session will explore how one new college at a 160-year-old university transitioned from a traditional faculty-based advising model to a centralized, professional structure focused on equity, consistency, and belonging. Driven by a belief that advising should be more than course selection, the college restructured its approach to provide holistic, student-centered support rooted in trust and connection. Faculty moved into mentoring roles while trained advisors became critical touchpoints for navigating academic, personal, and institutional challenges. This presentation will outline the case for change, the challenges of shifting long-standing models, and key takeaways for designing inclusive, restorative student support systems. Attendees will leave with insights into how advising—done with intention—can become a stabilizing force that fosters belonging and empowers every student to thrive.

Black Student Engagement and the Erosion of Diversity, Equity, and Inclusion Support in Higher Education

Mint – Level M4

Courtney Johnson, Adjunct, Maricopa County Community College District Office

As diversity, equity, and inclusion (DEI) efforts are dismantled across higher education, Black students face heightened challenges to their sense of belonging and their engagement on campuses. This session will explore new research on the "post-DEI hollowing phenomenon" and its impact on student success at a Southwestern predominantly White institution. Attendees will examine the role of culturally affirming spaces such as institutional cultural centers and the Black Scholars Hub, and how students cultivate resilience amid institutional retreat. Through interactive discussion, this session will offer practical, equity-centered strategies for faculty, staff, and administrators committed to sustaining student engagement in politically divided environments.

Narrative Bridges: Storywork as a Restorative Strategy for Student Success and Institutional Transformation

Mint – Level M4

Helen Wagner Coello, Postdoctoral Associate, Florida International University

How can narrative reshape higher education institutions to build connection and belonging? This session will present a pioneering storywork framework developed at Florida International University and a partner Hispanic-Serving Institution. Using mixed-methods research and guided storytelling practices, the approach elevates student and faculty voices to uncover structural and cultural barriers while building relational accountability across campus communities. Attendees will briefly engage with a storytelling prompt modeled

1:30 – 2:30 p.m.**HEDS Up Presentations***A collection of 10-minute presentations.*

on actual campus activities, gaining experiential insight into how narrative practices can shift institutional culture. The session also will provide practical resources for adapting the framework across diverse professional settings. Transcending disciplinary silos, this innovative work reorients institutions toward empathy, belonging, and restorative engagement, offering a scalable, adaptable strategy for fostering student success and institutional transformation in divided campus environments.

University of Maryland's "Do Good Pathway": Advancing Social Impact from Classrooms to Communities to Careers

Mint – Level M4

James Stillwell, Associate Clinical Professor and Faculty Director, Do Good Campus, University of Maryland; Anjali Samavedam, Student, University of Maryland; Sharvari Tirodkar, Student, University of Maryland

Get inspired. Start exploring. Take action. Dive deeper. Aim higher. At the University of Maryland, we are equipping and empowering a "do good" generation to apply their passions and ideas to make a positive impact in the world today. Wherever students are on their journey of creating social impact, the Do Good Pathway offers programs, resources, connections, and support to meet them where they are and help take them further. Whether learning about how to do good during the first stop on our campus tour, teaching others how to do good as founders of their own nonprofits, or incorporating a do good ethos across majors and disciplines, Terps are walking the talk of social impact at our nation's first "Do Good Campus". In this session, you'll hear from Do Good Campus faculty director James Stillwell and two Do Good student success stories, Anjali Samavedam and Sharvari Tirodkar of Bitcamp.

2:30 p.m. – 3:00 p.m.**AAC&U Networking Break****AAC&U Networking Break**

Marquis Salon 5 – Level M2

Connect with colleagues and visit our partner tables while enjoying light refreshments in the Exhibit Hall—Level M2.

3:00 – 4:00 p.m.**Closing Plenary****Closing Plenary**

Marquis Salons 6–10

Lynn Pasquerella, President, American Association of Colleges & Universities; Nancy Cantor, President, Hunter College, City University of New York (CUNY); Danielle Holley, President, Mount Holyoke College; Suzanne Rivera, President, Macalester College