



Opening Session

Welcome Network Leaders & Champions!



Stephanie Bannister, Ph.D.

she/her/hers

President, FirstGen Forward



Integrating Place Consciousness



Land does not require that you confirm it exists or that it has been stolen, rather that you reciprocate the care that it has given to you.



- Joseph M. Pierce

In March 2023, we conducted the inaugural Leader Academy with the generous support of the **Strada Education Foundation**.

With the support from several current funding partners, we can continue to create this transformational experience for Network Leader institutions.

Thank you for your unwavering commitment to first-generation student success.





Martina A. Martin, Ed.D.

she/her/hers

**Vice President,
FirstGen Forward Network**



COHORT SEVEN

**FirstGen
FORWARD**
Network Leader

East Stroudsburg University

Michigan Technological University

Northern Illinois University

University of North Texas at Dallas

Suffolk University

University of San Diego



Thank You



**For sponsoring the
2026 Network Champion
Convening**



CLASS OF 2026

Creighton University

Metropolitan State University of Denver

Purdue University Northwest

Richard Bland College

The University of Texas at Arlington

The University of Texas Permian Basin

University of Missouri-Kansas City

University of South Carolina

Virginia Polytechnic Institute & State University

Washington State University



Laura Turner

she/her/hers

**Vice President and Head of
Community Impact**

TIAA



Qua'Aisa Williams, Ph.D.

she/her/hers

**Associate Vice President,
Learning & Impact**



Logistics

Restrooms

- End of hall on left

Wi-Fi

- **Network:**
JWMarriott-Conference
- **Password:** 2026SSHE

Lost & Found

- Registration desk

Scholarly Writing Room

- JW Marriott 405 Boardroom

Lactation Space

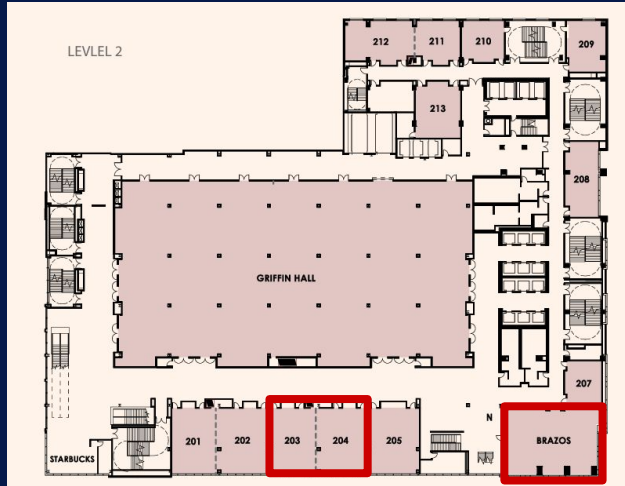
- JW Marriott 505

Open Recovery/Low Sensory Space

- JW Marriott 504

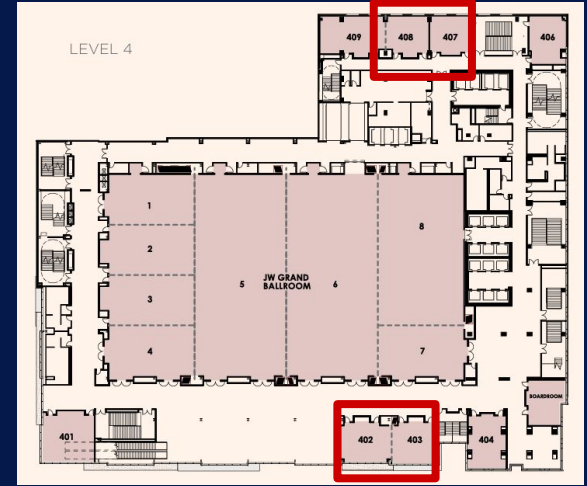
JW Marriott Wayfinding

LA Breakout



Main Room

Meals



LA Breakout

Companion Workbooks



2026 FirstGen Forward Leader Academy



2026 FirstGen Forward Network Champion Convening

Workbook Highlights



In addition to session materials, the workbooks includes:

- Notes pages for capturing insights during sessions
- A “parking lot” section—a space to jot down ideas, questions, or takeaways

A rectangular template for a notes page. It has a white background with a thin orange border. At the top, there are four colored tabs: orange, teal, yellow, and white. The word "Notes" is written in teal at the top left. Below it are seven horizontal lines for writing.A rectangular template for an "Extra Space Parking Lot" section. It has a white background with a thin dark blue border. At the top, there are four colored tabs: orange, teal, yellow, and blue. The text "Extra Space Parking Lot" is written in teal at the top left.

Schedule at a Glance - Leader Academy



TUESDAY, JUNE 9

3:00 - 5:00 PM	Check-in at Registration Desk <i>Griffin East Foyer</i>
5:00 - 6:30 PM	Welcome Social <i>JW Marriott Rooftop</i>

WEDNESDAY, JUNE 10

7:30 - 8:50 AM	Registration <i>Griffin East Foyer</i> Breakfast <i>Brazos</i>
9:00 - 10:00 AM	Opening Session <i>203-204 - JW Marriott</i>
10:10 - 11:00 AM	Network Success Panel <i>203-204 - JW Marriott</i>
11:10 - 12:00 PM	Leading Together: Strengthening Team Dynamics and Collaborative Partnerships for First-generation Success <i>402-403 - JW Marriott</i>
12:10 - 1:15 PM	Lunch & Networking <i>Brazos</i>
1:25 - 2:15 PM	Expert Guidance Group Meetings & Continuous Improvement Work Time <i>Attendee: Primary Contacts</i> <i>408-409 - JW Marriott</i>
	Postsecondary Data Partnership: File Submission Open Hours <i>Attendee: Data Submitters</i> <i>402-403 - JW Marriott</i>

WEDNESDAY, JUNE 10 (CONTINUED)

2:20 - 3:20 PM	Cohort Seven Insights Tool Report Presentation <i>408-409 - JW Marriott</i>
3:20 - 3:45 PM	Snack Break + Networking <i>Brazos</i>
3:45 - 4:30 PM	Institutional Work Time <i>408-409 - JW Marriott</i>

THURSDAY, JUNE 11

7:30 - 8:50 AM	Breakfast <i>Brazos</i>
9:00 - 9:40 AM	Network Knowledge: Transformation Grant Highlights <i>203-204 - JW Marriott</i>
9:45 - 10:35 AM	Network Knowledge: Higher Education Trends <i>203-204 - JW Marriott</i>
10:45 - 11:35 AM	Institution Work Time <i>203-204 - JW Marriott</i>
11:40 - Noon	Closing <i>203-204 - JW Marriott</i>

Schedule at a Glance - Champion Convening



TUESDAY, JUNE 9

3:00 - 5:00 PM	Check-in at Registration Desk <i>Griffin East Foyer</i>
5:00 - 6:30 PM	Welcome Social <i>JW Marriott Rooftop</i>

WEDNESDAY, JUNE 10

7:30 - 8:50 AM	Check-in at the Registration Desk <i>Griffin East Foyer - JW Marriott</i> Breakfast <i>Brazos - JW Marriott</i>
9:00 - 10:00 AM	Opening Session <i>203-204 - JW Marriott</i>
10:10 - 11:00 AM	NetworkSuccess Panel <i>203-204 - JW Marriott</i>
11:10 - 12:10 PM	Leveraging Bipartisan Support for First-Gen Student Success <i>203-204 - JW Marriott</i>
12:10 - 1:10 PM	Lunch & Networking <i>Brazos - JW Marriott</i>
1:20 - 2:20 PM	Moving Forward in the Age of AI: Leveraging Intelligent Tools to Advance First-gen Student Success <i>203-204 - JW Marriott</i>
2:30 - 3:15 PM	Data. Narratives, Storytelling...Oh my! Part 1 <i>203-204 - JW Marriott</i>
3:15 - 3:45 PM	Snack Break & Networking <i>Brazos - JW Marriott</i>
3:45 - 5:00 PM	Data. Narratives, Storytelling...Oh my! Part 2 <i>203-204 - JW Marriott</i>

Schedule

THURSDAY, JUNE 11

7:30 - 8:50 AM	Breakfast <i>Brazos - JW Marriott</i>
9:00 - 9:40 AM	Network Knowledge: Transformation Grant Highlights <i>203-204 - JW Marriott</i>
9:45 - 10:35 AM	Network Knowledge: Higher Education Trends <i>203-204 - JW Marriott</i>
10:45 - 11:35 AM	Institutional Work Time <i>203-204 - JW Marriott</i>
11:40 - Noon	Closing and Evaluations <i>203-204 - JW Marriott</i>

NASPA Events App

Scan the QR code and
download the NASPA Event App
today!

You can also search NASPA
Events in your mobile app store.





Deana Waintraub Stafford

she/her/hers

**Executive Vice President, Innovation &
Effectiveness**



Fireside Chat



Stephanie Bannister, Ph.D.

President, FirstGen Forward



Jeff Kahlden, M.S.

**Director of Grant Management Services,
Dallas College
Board Chair, Council for Opportunity in
Education**



Kate Lehman, Ph.D.

**Executive Director, National Resource
Center for the First-Year Experience and
Students in Transition**

At-a-Glance Schedule Highlights

10:10 AM – 11:00 AM CT

Network Success Panel
All Leader Academy & Champion Convening Attendees
JW Marriott 203-204

11:10 AM – 12:00 PM CT

Leading Together: Strengthening Team Dynamics and Collaborative Partnerships for First-Generation Success
All Leader Academy Attendees
JW Marriott 402-403

11:10 PM – 12:10 PM CT

Leveraging Bipartisan Support for First-Gen Student Success
All Champion Convening Attendees
JW Marriott 203-204

Network Success Panel

**ALL Leader Academy & Champion
Convening Attendees**



Wendy Beesley, M.P.A

she/her/hers

**Assistant Vice President,
Network Strategies
FirstGen Forward**

Panelists



LaNae Budden, Ed.D.
Director, First-Gen Center

**University of South
Carolina**
Public research university



Melanie Jones, M.Ed.
Senior Director,
Student Success Programs

Kent State University
Public research university



Romando Nash, J.D.
Vice Provost for Student
Affairs

**Washington State
University**
Public research university



Ben Thoreson, M.S.Ed.
Director of Student Success

Richard Bland College
2-year public
liberal arts college

At-a-Glance Schedule Highlights

11:10 AM – 12:00 PM CT

**Leading Together: Strengthening Team Dynamics and Collaborative Partnerships
for First-Generation Success**

All Leader Academy Attendees

JW Marriott 402-403

11:10 PM – 12:10 PM CT

Leveraging Bipartisan Support for First-Gen Student Success

All Champion Convening Attendees

JW Marriott 203-204



Welcome Network Champions



Thank You



**For sponsoring the
2026 Network Champion
Convening**



Baylor University
Elon University
Furman University
James Madison University
Kansas State University

New Jersey City University
Northern Arizona University
University of Central Florida
University of Kentucky
University of Louisville
University of Memphis
University of Nebraska Kearney
University of Washington Tacoma
Virginia Commonwealth University

CLASS OF 2025



Arapahoe Community College

Carleton College

Colorado State University

Cuyahoga Community College

Ferris State University

Florida International University

Hofstra University

Kent State University

Nevada State University

Presbyterian College

Tarleton State University

University of Illinois Urbana-Champaign

University of Minnesota–Crookston

University of Nebraska–Lincoln

University of Wisconsin Oshkosh



Creighton University

Metropolitan State University of Denver

Purdue University Northwest

Richard Bland College

The University of Texas at Arlington

The University of Texas Permian Basin

University of Missouri-Kansas City

University of South Carolina

Virginia Polytechnic Institute & State University

Washington State University

Schedule at a Glance - Champion Convening



TUESDAY, JUNE 9

3:00 - 5:00 PM	Check-in at Registration Desk <i>Griffin East Foyer</i>
5:00 - 6:30 PM	Welcome Social <i>JW Marriott Rooftop</i>

WEDNESDAY, JUNE 10

7:30 - 8:50 AM	Check-in at the Registration Desk <i>Griffin East Foyer - JW Marriott</i> Breakfast <i>Brazos - JW Marriott</i>
9:00 - 10:00 AM	Opening Session <i>203-204 - JW Marriott</i>
10:10 - 11:00 AM	NetworkSuccess Panel <i>203-204 - JW Marriott</i>
11:10 - 12:10 PM	Leveraging Bipartisan Support for First-Gen Student Success <i>203-204 - JW Marriott</i>
12:10 - 1:10 PM	Lunch & Networking <i>Brazos - JW Marriott</i>
1:20 - 2:20 PM	Moving Forward in the Age of AI: Leveraging Intelligent Tools to Advance First-gen Student Success <i>203-204 - JW Marriott</i>
2:30 - 3:15 PM	Data. Narratives, Storytelling...Oh my! Part 1 <i>203-204 - JW Marriott</i>
3:15 - 3:45 PM	Snack Break & Networking <i>Brazos - JW Marriott</i>
3:45 - 5:00 PM	Data. Narratives, Storytelling...Oh my! Part 2 <i>203-204 - JW Marriott</i>

Schedule

THURSDAY, JUNE 11

7:30 - 8:50 AM	Breakfast <i>Brazos - JW Marriott</i>
9:00 - 9:40 AM	Network Knowledge: Transformation Grant Highlights <i>203-204 - JW Marriott</i>
9:45 - 10:35 AM	Network Knowledge: Higher Education Trends <i>203-204 - JW Marriott</i>
10:45 - 11:35 AM	Institutional Work Time <i>203-204 - JW Marriott</i>
11:40 - Noon	Closing and Evaluations <i>203-204 - JW Marriott</i>

NASPA Events App

Scan the QR code and
download the NASPA Event App
today!

You can also search NASPA
Events in your mobile app store.



At-a-Glance Schedule Highlights

11:10 AM – 12:10 PM CT

Leveraging Bipartisan Support for First-Gen Student Success
All Champion Convening Attendees
JW Marriott 203-204

12:10 PM – 1:10 PM CT

Lunch & Networking
All Champion Convening Attendees
JW Marriott Brazos



Leveraging Bipartisan Support for First-Gen Student Success

Presenter



Jeff Kahlden, M.S.

**Director of Grant Management Services,
Dallas College**

**Board Chair,
Council for Opportunity in Education**

JEFF KAHLDEN



LEVERAGING BIPARTISAN SUPPORT FOR FIRST-GENERATION STUDENT SUCCESS

UNITING POLITICAL EFFORTS TO EMPOWER NEW COLLEGE STUDENTS

SETTING THE CONTEXT FOR BIPARTISAN ACTION



WHO AM I?

First Generation college graduate from Tarleton State University

Worked within TRIO programs and related grant programs since 2000

Currently oversee the 6 TRIO programs at Dallas College

Serving as Board Chair for the Council for Opportunity in Education® for 2025-2026

COUNCIL FOR OPPORTUNITY IN EDUCATION



- The [Council for Opportunity in Education \(COE\)](#) is a nonprofit organization, established in 1981, dedicated to furthering the expansion of college opportunities for low-income, first-generation students in all 50 states, Washington, D.C., the Pacific Islands, and Puerto Rico. Its membership includes more than 1,000 colleges and agencies. Through its numerous membership services, the Council works in conjunction with colleges, universities, and agencies to help low-income students enter college and graduate. Nearly 817,000 students each year receive college access and retention services through our member colleges and agencies.

BIGGEST TAKES ON BIPARTISAN SUPPORT



**There are no permanent friends. There are no permanent enemies.
There are only permanent issues.**

- Dr. Arnold Mitchem, President Emeritus for COE

**ALSO, IF YOU
ARE NOT AT THE
TABLE, YOU ARE
ON THE MENU**



BE PROACTIVE



LEVERAGING BIPARTISAN SUPPORT FOR FIRST-GEN STUDENT SUCCESS

Shared National Priority

First-generation student success is framed as a common national goal vital to economic growth and social mobility.

Bipartisan Sustainability

Bipartisan approaches offer sustainable support for student success across election cycles and leadership changes.

Concrete Strategies and Examples

The session focuses on real-world strategies and policy examples that attract cross-party support for first-gen students.

Constructive Frame and Messaging

Framing advocacy around shared values promotes positive partnership-building beyond ideological divides.



SESSION OBJECTIVES AND LEARNING OUTCOMES

Shared Understanding

Build consensus on first-generation student success across political ideologies focusing on workforce readiness and economic mobility.

Bipartisan Strategies

Explore strategies for bipartisan support through messaging, data use, and relationships with policymakers and partners.

Common Ground Issues

Identify issues like completion rates and affordability that encourage bipartisan agreement and collaborative solutions.

Action-Oriented Outcomes

Equip participants with practical tools and inspire concrete next steps to advance student success through engagement.

UNDERSTANDING FIRST-GENERATION STUDENTS AND THE NEED



DEFINING FIRST-GENERATION COLLEGE STUDENTS

Standard Definition

First-generation students typically have parents who did not complete a four-year college degree, defining this group commonly.

Diverse Backgrounds

First-generation students come from varied racial, ethnic, socioeconomic, and geographic backgrounds, illustrating great diversity.

Varied Life Experiences

This group includes recent high school graduates, adult learners, veterans, and parents, reflecting diverse life stages.

Policy and Messaging Implications

Understanding diversity helps tailor policy and messages to different audiences like rural or adult learners effectively.



WHY FIRST-GENERATION STUDENT SUCCESS MATTERS

Equity and Access Challenges

First-generation students face systemic barriers in resources and social capital, affecting persistence and completion rates.

Economic Benefits of Success

Improving first-generation student outcomes boosts workforce development, tax revenues, and reduces social service reliance.

Public Institutions' Role

First-generation students mostly attend public and community colleges, linking their success to public education funding effectiveness.

Intergenerational and Societal Impact

Degree attainment improves future generations' educational expectations and benefits society through civic engagement and innovation.



CURRENT LANDSCAPE AND TRENDS AFFECTING FIRST-GEN STUDENTS

Enrollment and Completion Patterns

First-generation students often attend open-access institutions and enroll part-time, increasing degree completion challenges.

Policy Focus and Challenges

Growing policy attention addresses workforce shortages and higher education value, amid resource constraints in institutions.

Bipartisan Interest in Solutions

There is increasing bipartisan support for short-term credentials, transfer pathways, and outcomes-based funding.

BARRIERS AND OPPORTUNITIES



KEY BARRIERS FACED BY FIRST-GENERATION STUDENTS

Financial Challenges

First-generation students often face limited family resources and greater sensitivity to unexpected expenses, impacting their education.

Academic Barriers

These students may lack familiarity with college expectations, advising systems, and navigating course requirements.

Social and Cultural Barriers

Feelings of imposter syndrome, lack of belonging, and balancing family with academics are common challenges.

Systemic Nature of Barriers

Barriers are structural, not individual failings, highlighting the need for institutional and policy solutions.



OPPORTUNITIES FOR ALIGNMENT AND INNOVATION

Policy Alignment for Workforce

Aligning policies with workforce development connects student success to labor market needs across political views.

Community and Employer Partnerships

Engaging community, employers, and nonprofits amplifies impact and reduces costs, appealing to broad stakeholders.

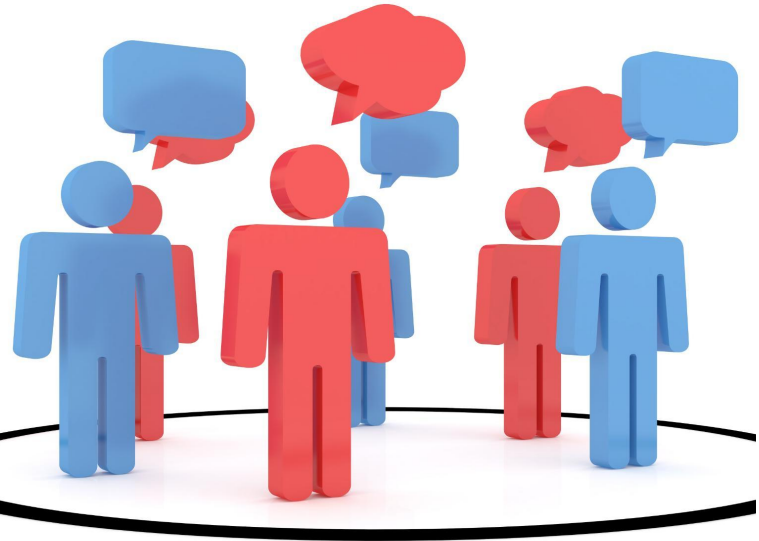
Institutional Innovation

Innovations like proactive advising and structured pathways show positive outcomes for first-generation students.

Strategic Use of Data

Using data strategically focuses on metrics like completion rates and employment outcomes valued by policymakers.

BIPARTISAN SUPPORT: CONCEPTS AND RATIONALE



WHAT BIPARTISAN SUPPORT REALLY MEANS

Definition of Bipartisan Support

Bipartisan support means policies gaining backing from multiple political parties based on shared goals.

Difference from Compromise

Bipartisan support is not just compromise or mission dilution but alignment on shared values.

Durability of Bipartisan Initiatives

Bipartisan policies tend to be more durable and less likely reversed with political changes.

Strategic Importance for Student Success

Bipartisan engagement offers practical, stable strategy critical for long-term student success initiatives.



WHY BIPARTISAN SUPPORT MATTERS FOR SUSTAINABILITY

Consistent Funding and Growth

Bipartisan support ensures programs receive steady funding and can scale effectively over time.

Enhanced Legitimacy

Cross-party backing signals broad public and stakeholder trust in initiatives.

Reduced Institutional Risk

Bipartisan engagement lowers risks, making it easier for leaders to allocate resources.

Strategic Long-term Planning

Bipartisan support is essential for sustaining long-term impact and systemic change.

DUE TO BIPARTISAN SUPPORT



TRIO PROGRAMS have grown their budgets and support from \$2 million in 1965 to \$1.19 Billion dollars nationwide today

First Generation Programs have benefited from this support by showing the need to grow this on a local grassroots level

First Gen Success Centers, First Gen Programs, First Year Success programs are all subsidiaries from this work and others work to help the students grow at all levels.

POLICY EXAMPLES AND COMMON GROUND

IDENTIFYING COMMON GROUND ISSUES



Workforce Development

Workforce development bridges skills gaps and supports economic competitiveness, appealing to bipartisan interests.



College Completion Rates

Focusing on college completion rates highlights efficiency and return on investment, aligning bipartisan priorities.



Affordability and Student Debt

Affordability and debt are framed around cost containment, transparency, and value to foster bipartisan support.



FEDERAL POLICY EXAMPLES SUPPORTING FIRST-GEN STUDENTS

Pell Grant Program

Pell Grants have bipartisan support for expanding college access and improving workforce participation among low-income students.

TRIO and GEAR UP Programs

These programs invest in college access and success, focusing on accountability and measurable student outcomes.

Workforce Innovation Act

Workforce legislation bridges partisan divides by linking education and training to economic opportunities for first-gen students.



STATE-LEVEL INNOVATION AND BIPARTISAN ACTION

Bipartisan Collaboration

States with diverse political views work together on initiatives to boost student success and affordability.

Completion and Funding Models

Outcomes-based funding and completion initiatives help increase student credential attainment effectively.

Data-Driven Policy Impact

Policymakers rely on data showing regional workforce impact to guide education reforms.

Local Context Driving Collaboration

State-level actions illustrate how local needs foster bipartisan cooperation beyond federal government.

INSTITUTIONAL AND ORGANIZATIONAL STRATEGIES



THE ROLE OF INSTITUTIONS IN BIPARTISAN ENGAGEMENT

Trusted Messengers

Institutions serve as trusted messengers with valuable data and stories influencing policymakers.

Nonpartisan Advocacy Strategies

Engaging in nonpartisan advocacy, policy briefings, and campus visits builds bipartisan support.

Aligning Priorities

Aligning institutional goals with workforce development and economic mobility enhances credibility.

Building Long-Term Relationships

Strategic communication fosters lasting partnerships with policymakers across the political spectrum.

DATA, STORIES, AND ENGAGEMENT



USING DATA THAT RESONATES WITH POLICYMAKERS

Prioritized Metrics

Policymakers focus on completion rates, time to degree, employment outcomes, and cost efficiency when evaluating data.

Disaggregated Data Impact

Highlighting improvements for first-generation students strengthens the case by linking to broader system gains.

Contextualizing Data

Explain why changes matter to constituents and taxpayers, not just what the changes are.

Visual Clarity and Alignment

Ensure data presentations are visually clear, consistent, and aligned with policy goals for maximum influence.



STORYTELLING TO HUMANIZE POLICY ISSUES

Stories Illustrate Policy Impact

Using student stories makes abstract policy metrics relatable by highlighting real-world outcomes.

Ethical Storytelling Practices

Consent and respect are essential to avoid deficit-based narratives and to honor storytellers' dignity.

Connecting Stories to Systemic Outcomes

Linking individual stories to broader policy results shows intentional design behind success.

Combining Stories with Data

Merging emotional stories with analytical data appeals to a wide range of decision-makers.

PARTNERSHIPS AND CASE STUDIES



ENGAGING POLICYMAKERS AND EXTERNAL STAKEHOLDERS

Effective Engagement Strategies

Schedule informational meetings, provide concise policy briefs, and invite leaders to campus events for meaningful engagement.

Importance of Preparation and Follow-up

Preparation and follow-up are essential to maintain engagement and build trust with external stakeholders.

Listening to Stakeholder Priorities

Understanding policymakers' priorities and constraints helps tailor messages for more effective communication.

Building Long-term Relationships

Treat engagement as a relationship, not a transaction, to foster trust and long-term collaboration.

CONSISTENCY IS KEY TO AN ADVOCACY RELATIONSHIP

CROSS-SECTOR AND EMPLOYER PARTNERSHIPS



Cross-Sector Collaborations

Partnerships between employers, partner schools, nonprofits, and communities strengthen bipartisan support for workforce initiatives.



Employer Partnerships

Employer collaboration links education directly with labor market needs through internships and apprenticeships. In addition, your employers that employ your graduates on a regular basis.



Policy and Resource Benefits

These partnerships provide resources and validation that appeal to policymakers focused on economic outcomes.

CASE STUDIES OF BIPARTISAN SUCCESS

Leveraging Data for Support

Institutions used completion data and employer testimonials to gain bipartisan funding for advising reforms.

Cross-party Workforce Initiatives

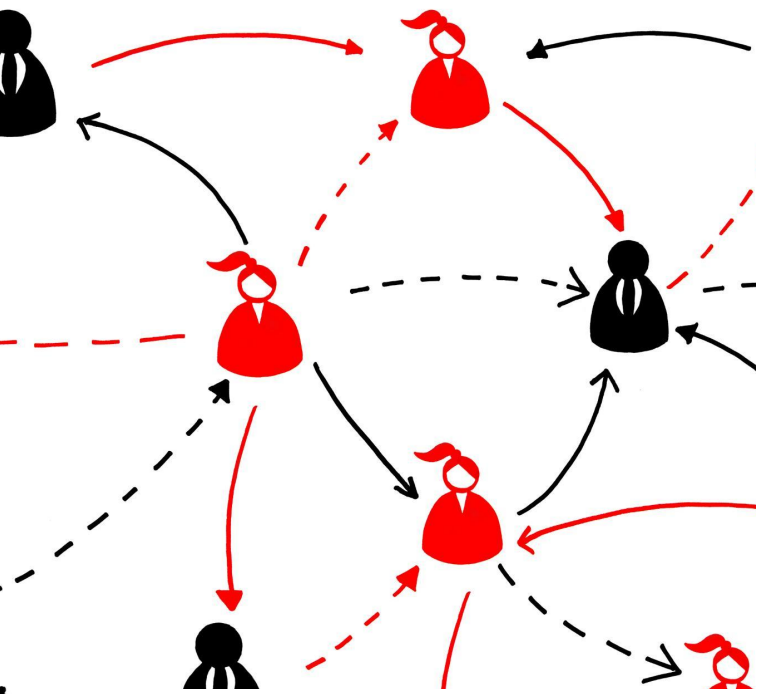
State leaders from different parties jointly sponsored promise programs linked to workforce needs.

Key Lessons for Success

Clear outcomes, coalition-building, and consistent messaging are critical for bipartisan achievements.



CHALLENGES, FRAMEWORKS, AND ACTION



BARRIERS TO BIPARTISAN COLLABORATION

Political Polarization

Deep political divides create barriers that hinder bipartisan cooperation and mutual understanding. Get to know your person or groups needs.

Competing Priorities

Differing agendas and interests among parties complicate the ability to find common ground.

Communication Gaps

Mistrust and misunderstandings arise from ineffective communication channels between parties. Media often only sells what is hot and doesn't tell the whole story.

Recognizing Challenges

Acknowledging barriers openly is a crucial step to build realism and resilience in bipartisan efforts.



STRATEGIES FOR OVERCOMING BARRIERS

Focus on Outcomes

Prioritize shared goals over ideological differences to foster effective bipartisan collaboration.

Use Inclusive Language

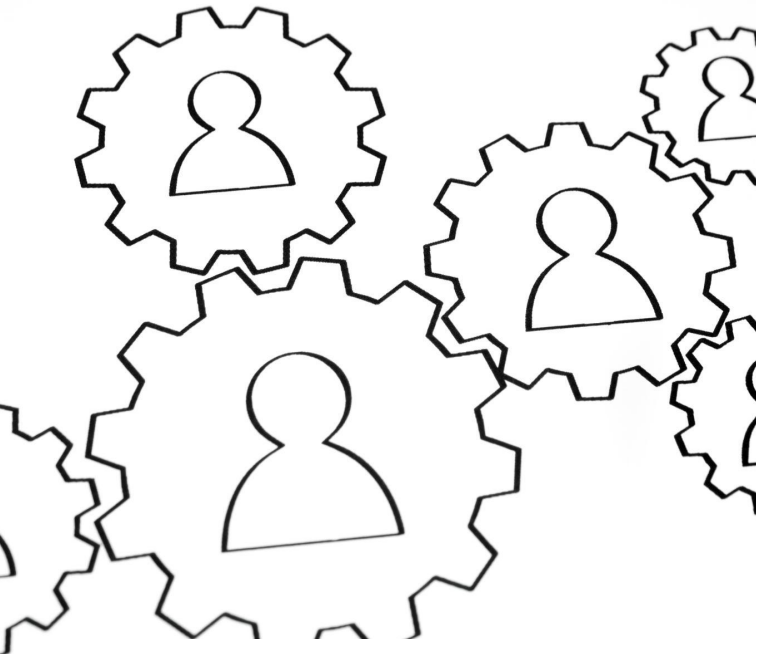
Employ neutral and inclusive language to create an accepting environment for all participants.

Invest in Relationships

Build trust through time and effort to strengthen bipartisan partnerships and collaboration.

Leverage Intermediaries

Utilize associations or coalitions as bridges to connect differing parties and facilitate dialogue. Use other partners names as a person to share information with.



AN ACTION FRAMEWORK FOR PARTICIPANTS

Assessment Stage

Assessment involves understanding local data, identifying stakeholders, and analyzing policy contexts for informed decisions.

Alignment with Priorities

Alignment connects initiatives to shared priorities ensuring cohesive and targeted action among participants.

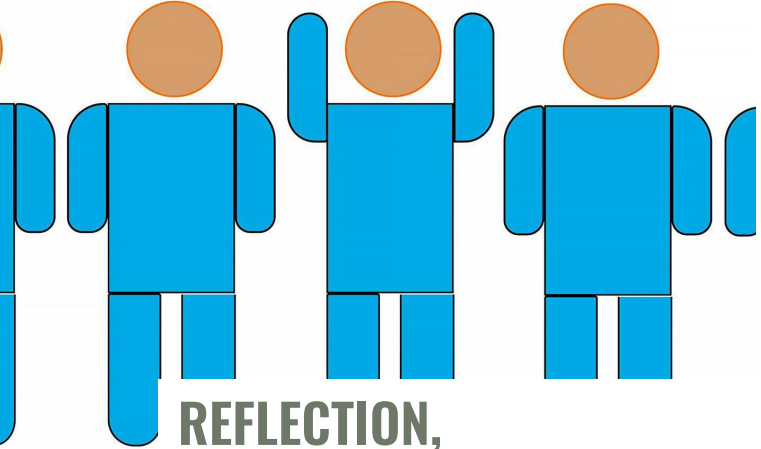
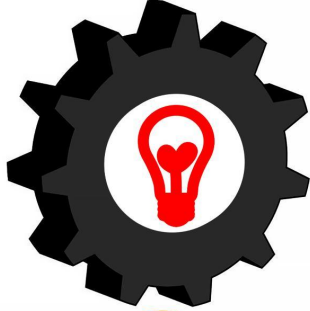
Advocacy and Communication

Advocacy emphasizes clear communication and relationship-building to garner support and influence outcomes.

Activation and Implementation

Activation involves implementing and scaling strategies to put plans into effective practice.

CLOSING AND CALL TO ACTION



REFLECTION, MEASUREMENT, AND NEXT STEPS

Importance of Reflection

What do you need to do after hearing more on this topic?

Measuring Success Indicators

What are going to be your indicators for success? What are your wins?

Defining Concrete Actions

Create one or two specific actions to take, fostering accountability and driving momentum forward.

Connecting Reflection to Impact

Linking reflection with measurement ensures impact is intentional, evaluative, and drives continuous improvement.



WHAT IS YOUR CALL TO ACTION?

There are only permanent issues for First Generation Student Success.

Funding, support, and action are only going to grow if you and your interested partners put time, effort, research, and consistency into it.

The work of groups like the Council for Opportunity In Education, NCAN, NASPA, FirstGen Forward, NASFA, and others have been of great benefit to growing the awareness of the needs and issues of First Gen students.

But where can you take it?

What are the issues that your campus needs to address?

At-a-Glance Schedule Highlights

12:10 PM – 1:10 PM CT

Networking & Lunch
All Leadership Academy & Champion Convening Attendees
Brazos

1:20 PM – 2:20 PM CT

**Moving Forward in the Age of AI: Leveraging Intelligent Tools to Advance
First-gen Student Success**
Champion Convening Attendees
JW Marriott 203-204

2:30 PM – 3:15 PM CT

Data, Narratives, Storytelling...Oh my! Part 1
Champion Convening Attendees
JW Marriott 203-204

Lunch & Networking

Leadership Academy & Champion Convening



Moving Forward in the Age of AI: Leveraging Intelligent Tools to Advance First-gen Student Success

Presenter



**Carolyn Speer, PhD,
CPTM, CWMF**

**Director, Office of Instructional
Resources**

Wichita State University

FIRSTGEN FORWARD IN THE AGE OF AI

Leveraging Intelligent Tools to Advance Student Success

Carolyn Speer, PhD AI Speaker & Consultant

2026 Network Champion Convening · Austin, TX · June 10

Your edge in the age of AI.

YOUR GUIDE TODAY

First-gen AI, just like you



AI Speaker & Consultant

Helping campuses put intelligent tools to work for students, faculty, and staff



Professor of Educational Psychology

Adjunct in Political Science & Criminal Justice



Director of an Office of Instructional Resources

Faculty development, educational technology, and instructional design



Connect on LinkedIn

THE ASSIGNMENT

As a person, as a worker, as a leader



Awareness → **Literacy** → **Fluency** → **Leverage**

You will improve your own practice today. But you are here because you go home and move an institution. Hold that lens the whole hour. Your work is to move your campus along this path, responsibly, and faster than feels comfortable, because the pace of change is real and moving slowly is its own risk.

WHAT THIS TOOL ACTUALLY IS

What AI actually does

It puts a vast amount of knowledge, and a lot of knowledge-work skill, within reach in seconds.



Draft



Summarize



Translate



Analyze



Explain



Research

Powerful. And blunt.

All that reach and capability, but no judgment about what is worth doing, or whether it is right. On its own, a blade like this cuts wherever it is pointed.

HOW TO THINK ABOUT THE RELATIONSHIP



AI is the blade. You are the edge.

A blade arrives blunt. Sharpening it is the human part, and so is aiming it: the will, the judgment, the decision about what is even worth cutting. The edge is yours to put on it.

RETHINK YOUR EDTECH

The model behind the product



If the same handful of models sit behind almost everything you're offered, that changes how you should buy.

Which model? It matters less every month



The models are converging

The leading LLMs keep regressing toward the mean in everyday capability. For most of your work, which one you use matters less now, and will matter less going forward. You likely already have a capable one. Use it.



On “sovereign” AI

A private, self-hosted model can look attractive, but for most institutions it isn't necessary, and the added cost is non-trivial. Reserve it for genuinely specialized needs, not as a default.

Don't pay extra for a wrapper



Cautionary tale

Chevrolet of Watsonville, 2023

A dealership ran a customer-service chatbot a vendor built on ChatGPT. Visitors quickly got it to write code and “agree” to sell a \$70K SUV for \$1. It was labeled “powered by ChatGPT,” and it behaved exactly like the model underneath. The dealership pulled it.



Go direct

Reach the model through Claude, ChatGPT, Copilot, or Gemini, whatever your campus already has.



Customize your own

Build the prompts, assistants, and workflows yourself instead of renting someone's layer.



Build the interface, keep the data

When you build it, your data stays yours. Buy the wrapper and you hand it to the vendor.



Watch the contract length

The pace of change is real. Avoid long lock-ins you'll regret in a year.

RETHINK YOUR EDTECH

Enterprise access is essential

Not a perk. Infrastructure, for the whole institution.



Students



Instructors



Staff



Administration



Equal access

If only the people who can pay get the good tools, you've built a new divide. Institution-provided access levels the field.



Track usage

Decide now how you'll see who is using what. You can't manage, fund, or improve what you can't measure.

THE BIGGER PICTURE

AI skills are workforce skills

And that means two things for a college or university.



Two implications



1. We are a workforce

We have to skill up, and we have to model the skilling-up. Our people watching us learn is part of the lesson.

Modeling the learning is itself the work.



2. Our students need the skills

Ethics is part of the conversation, but it can't be the whole conversation. These are real, usable skills, and most of our students will need them.

Don't stop at "don't cheat." Teach the skill.

HOW WE LEARN

We are all first-gen AI learners



So use the pathways you already know.

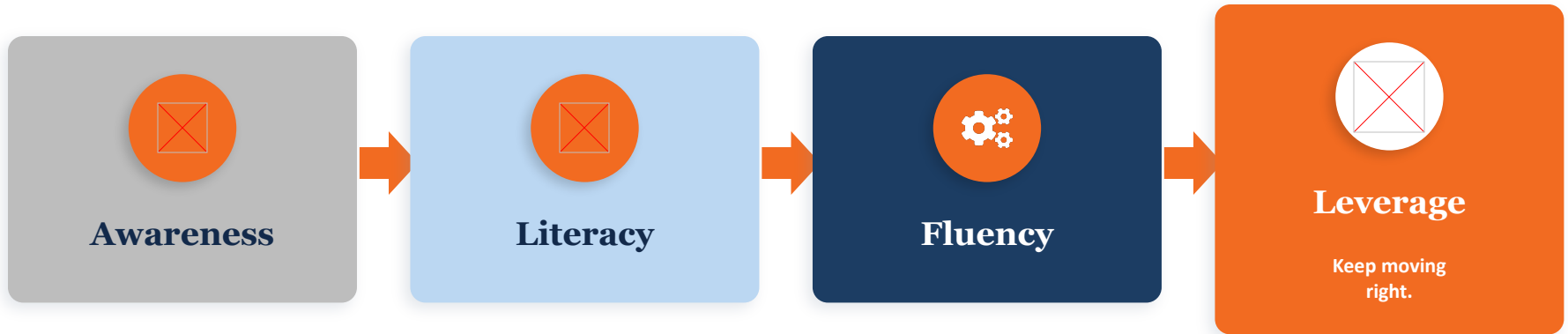
None of us inherited fluency with these tools. There is no generation ahead of us who grew up with them. That is the exact situation first-generation students face every day. You already have language, mentorship models, and trust-building practices for guiding people down an unfamiliar path. Point those same pathways at AI.

It's first-gen students, and it's every other student too. AI is simply a new content and skill field. You have done this before.

THE MAP

The AI Maturity Matrix

It's in your notebook. Find yourself, your people, and your institution.



Two rows cut across all four stages: ethics-and-identity questions at every stage, and the resources and costs that make any progress possible. **Leverage is where it becomes your edge.**

THE PRACTICE

Five exercises to move you along



Don't skip the thinking steps

Doing the task isn't enough. After each one, ask: what is here, what is missing, how do I know it's missing, and how do my changes reflect my understanding? What do I think about the ethical and human identity challenges?

Ethics questions belong on campus



These concerns deserve a venue

The environmental cost and the deep “what does this mean for being human” questions are legitimate. Colleges and universities should be helping lead that conversation, not in order to argue against the technology, but to prepare students to engage these questions at an ever-higher level.

WE are training the minds who will make the future decisions about how humanity will choose to use and live with these technologies.

Choosing not to engage is also a choice



There is no neutral position here.

Engaging is a choice. So is opting out. Both carry ethical weight, and both deserve a deliberate decision rather than a default. Notice that the maturity matrix puts an ethics question at every stage, not just at the end. Each of us has to make our own choices here.

We all make our own call. I'll share mine in the room.

PICK YOUR PROJECTS

Two questions to filter every idea



What problem does it solve?

Start from the problem, never from the technology. “Look what AI can do” is not a problem statement.



Does it directly help people?

The best AI projects put help in human hands: students, faculty, staff. If it doesn't, be suspicious.

You'll choose your own top projects. Run each candidate through these two questions first.

Tutoring & supplemental instruction



24/7 first-line support, at the scale you can't staff

When you have a handful of tutors for thousands of students, AI can carry the first line of academic help around the clock, and free your people for the moments that need a person.

The how-to of tutoring fits AI

Concept explanations, worked examples, practice problems, 24/7 Q&A: AI carries the first line so your tutors aren't buried in the basics.

The human side of tutoring stays human

Motivation, accountability, and reading when a student is stuck or checked out: that's where your tutors and SI leaders matter most, now backed by AI.

Support your exhausted faculty



Give them back time and energy for teaching.



Streamline course design

Workflows that take the grind out of building and revising courses.



AI-resistant assessment

Help redesign assignments so they measure learning in an AI world.



Content updating

Refresh readings, examples, and materials without starting from zero.

Move beyond the static textbook

You've been promised differentiated, dynamic content for years. This is how it finally becomes practical.



Living content, not editions

Update and remix materials in minutes, not adoption cycles. No more teaching from a text that's three years stale.



Differentiation, made real

Tune reading level, language, and examples to each learner. The promise you've heard about, finally doable.



Built around your students

Content that fits your students and your context, and spares them the cost of a generic national textbook.

Support your exhausted staff



Free your people for the work only people can do.



Streamline the workflows

Teach staff to use AI on the repetitive, operational work that eats their day.



Save the hands

Fewer keystrokes, less typing. That is literal wear spared, and hours given back.



Protect the connection work

Spend the recovered time on the relational, human work that serves students.

Big wins for resource-limited schools

In a lean school, AI often supplies a large chunk of the solution.



Accessibility remediation

Captions, alt text, document and UDL fixes: the backlog that never gets staffed. AI can do real first-pass work where there is no dedicated team.



Multilingual support

This is not old phrase-swap translation. These models actually “speak” the language: tone, nuance, context, so you can reach families and students without a translation budget.

KEEP THIS IN VIEW

This is about reclaiming the human work

It is not about getting rid of people. It's about giving back time, energy, and even physical capacity. Clear away the routine, and what gets uncovered is the work that lasts: judgment, connection, and care.

Save the time. Save the energy. Save the hands.



*Drop image here:
an artifact emerging from
the sands of time*

Don't follow the rodeo clowns

A rodeo clown's job is to pull your attention. Keep yours on the problem, not the tool.



The clown: tech-first

Leads with the promises of the technology. Dazzling, and it pulls your attention onto the tool itself. Follow it and you drift away from the problem.



The leader: problem-first

“We can't fund tutoring the way we need.” “I wish we could turn our data into information.” They name problems and goals. The tech serves those. Put them on the team.

BUILD THE RIGHT TEAM · WHAT STARTS A MOVEMENT

It takes a first and second follower

A leader and a first follower are necessary, but not sufficient. The second follower is the one who turns two lone people into the start of a movement. Until your second follower shows up, you don't have momentum yet.



Watch: Derek Sivers, “How to Start a Movement” (the dancing-guy clip)

youtu.be/fw8amMCVAJQ



IN YOUR NOTEBOOK

Three things to take home



The Maturity Matrix

Find yourself, your people, and your institution. Then move one cell to the right.



The Five Exercises

Evaluate, Edit, Consult, Collaborate, Create. Do the thinking step every time: where does the blade fail, and what can only you do?



Phone-a-Friend

Find a colleague who does each thing well. You're not in this alone. Build your bench.

AS YOU GO TO THE REST OF TODAY

Hone your edge



Think critically



Ask why



Share ah-ha moments

That's the edge — and it's already yours.

THANK YOU

Keep me on your Phone-a-Friend list



Carolyn Speer, PhD · carolyn.speer@wichita.edu

REACH OUT TO ME FOR:



AI course design & build



Syllabus & course-level AI policy



LMS integration (Blackboard)



FERPA / data-privacy review & procurement



AI training & professional development



AI-impact research: we want to partner with you



Email me

At-a-Glance Schedule Highlights

2:30 PM – 3:15 PM CT

Data, Narratives, Storytelling...Oh my! Part 1
Champion Convening Attendees
JW Marriott 203-204

3:15 PM – 3:45 PM CT

Snack Break & Networking
All Leader Academy & Champion Convening Attendees
Centennial FG



Data. Narratives. Storytelling...Oh my! Part I

Presenter



**Sarah F. Barrett,
Ph.D., LMFT**

Sarah Barrett, Ph.D., LMFT
Vice President for Impact Strategy and
Grant Programs Greater Manhattan
Community Foundation (GMCF)
Beyond the Narratives

COST OF ATTENDANCE

\$22,141

DIRECT COSTS \$219,953

Tuition & Fees \$13,345

Housing & Food \$6,608

INDIRECT COSTS \$2,188

Books & Supplies \$526

Transportation \$575

Personal Expenses \$1,087

“

YOU CAN'T
AFFORD TO
BE HERE

”

“

YOU DON'T
BELONG
HERE

”



2026 FirstGen Forward Network Champion Convening

Sarah F. Barrett, Ph.D., LMFT



Researcher
Advocate
Experiential Storyteller



Til The Day I Die
TobyMac, NF

I'll keep swingin' for the fences

It's like this heart is defenseless

**Against the passion that's
pumpin' through my veins**

Blood, sweat, tears, it's a callin'

**And if I can't walk, then I'm
crawlin'**

**It might flicker, but they can't kill
the flame**

I can't stop, I can't quit

It's in my heart, it's on my lips

I can't stop, no, I can't quit

It's in my heart, yeah, I'm all in

'Til the wheels fall off



Survivor
Destiny's Child

But I'm chillin'

**You thought I wouldn't sell
without you**

Sold 9 million

I'm a Survivor (What?)

I'm not gon' give up (What?)

I'm not gon' stop (What?)

I'm gon' work harder (What?)

I'm a Survivor (What?)

I'm gonna make it (What?)

I will survive (What?)

Keep on survivin' (What?)

YOUR WHY

Why you do this work

Why you believe in First Generation success

Why you're here today

HERE AND NOW

The *gap between* what your data shows and what your students experience might be costing your institution.

*Not just in revenue terms
(retention, trust, and reputation)*

Today we **name** the gap, **build** the language and tools to measure it, and leave here ready to **change** it.

TODAY'S WORK

PART 1

- Why the evidence your institution collects isn't the whole story — and what that gap is costing you
- What standard metrics leave out, and how to start measuring what actually matters
- How to collect and use student narratives without causing harm

PART 2

- How to translate your impact into stories that move funders, donors, and decision-makers
- Practical tools for collecting narratives with dignity and analyzing them without losing the humanity
- Where AI fits (and where it might not) in dignity-centered storytelling and evaluation

MUTUAL UNDERSTANDING

1. Candor over comfort
2. What's shared here, stays here
3. Complexity is welcome
4. Be willing to be challenged & changed
5. The students are in the room
(even when they're not)

THE ONE THAT (almost) GOT AWAY

*Think about one student your institution lost.
(or almost lost)*

What did it cost — them and you?

THE CORE THESIS

~Data tells us *what* happened.



~Stories tell us *why* it mattered.



DATA DILEMMA

COMMON STUCK POINTS

1. "Our data lives in five different systems and none of them talk to each other"
2. "We have stories but no way to analyze or synthesize them at scale"
3. "Funders want impact data but students don't want to be identified"
4. "We know our questions are deficit-based but don't know how to change them"
5. "We collect stories but they never make it into reports"
6. "Leadership wants numbers. We have stories. Nobody knows how to bridge the gap."

NAME YOUR STUCK POINTS

Which of these resonates most for you?

What's the stuck point that's been hardest to move beyond?

What resource, tool, or permission would help you get unstuck?

(Bridging) The Gap

THE GAP

What the Data Says

- Enrolled
- Retained
- On track

What is *(also)* True

- Financial instability
- Navigation burden
- Invisible struggle

WHAT WE (often) MEASURE

- Enrollment & retention rates
- Graduation rates & time-to-degree
- GPA & course completion
- Financial aid disbursement

WHAT WE (could) MEASURE

Sense of belonging

- Do students feel they have a right to be in the room?

Navigation burden

- Hours spent on bureaucracy instead of learning

Financial precarity

- Instability that coexists with "enrolled" status

WHAT WE (could) MEASURE

Bureaucratic exhaustion:

- The emotional cost of constantly justifying need

Trust in the institution:

- Do students believe the system is designed for or to support them?
- **What else could we measure?**

THE GAP (In Action)

What the Data Says

1. They graduated on time
2. Looks like a success story
3. Life goes on

What is *(also)* True

1. They skipped meals for two semesters to afford textbooks
2. Their lived experience highlights a system challenge
3. The struggle persists



MOVING TO CENTER

FOUR LEVELS OF EVIDENCE

OUTPUTS

What is produced

LIVED EXPERIENCE

How it felt to navigate the system

OUTCOMES

What changed

MEANING

Why it mattered and to whom

OUR RESPONSIBILITY

If lived experience is data, then we have a responsibility to:

collect it;

analyze it without flattening it; and

report it with rigor

And with care

CORE QUESTION

Does this person
benefit from sharing
their story
or
are they solely bearing
the cost so the
institution can benefit?



DIGNITY-CENTERED RESEARCH & EVALUATION

Dignity-centered research and evaluation treats participants as the ***primary*** experts on their own experience.

It collects evidence in ways that do not require people to justify their suffering, expose their vulnerability, or perform resilience ***solely*** for institutional benefit.

KEY CONSIDERATIONS

Trauma extraction — asking people to relive difficulty without reciprocity

Power dynamics — who decides whose story gets told, and for whose audience

Narrative extraction risk — the gap between what someone shares and how it gets used

Ongoing consent — one signature at intake is not enough for all downstream uses

CLOSING THE GAP

If lived experience is evidence, then we have a responsibility to:
collect it carefully;
use it honestly; and
share it only in ways that honor the people it belongs to

That's what Part 2 is about

At-a-Glance Schedule Highlights

3:15 PM – 3:45 PM CT

Snack Break & Networking
All Leader Academy & Champion Convening Attendees
Centennial FG

2:30 PM – 5:00 PM CT

Data. Narratives. Storytelling...Oh my! Part II
Champion Convening Attendees
JW Marriott 203-204

Snack Break & Networking

**Leadership Academy &
Champion Convening**

Data, Narratives, Storytelling.... Oh my!

Part 2

Sarah Barrett, Ph.D., LMFT
Vice President for Impact Strategy and Grant Programs
Greater Manhattan Community Foundation (GMCF)
Beyond the Narratives



PART 1: RECAP

- The gap between what your data shows and what students experience is real — and it's costing your institution
- Stories are data and lived experience is a legitimate form of evidence
- Standard metrics can leave out important parts of the story
- Dignity-centered evaluation asks: who benefits from this story being told — and who bears the cost?

What else did you hear or share?

STORYTELLING

TWO APPROACHES

Potentially Extractive

- Asked for hardest moments, no context given
- Deficit-focused questions
- Quotes used without re-consent
- No follow-up or reciprocity

Dignity-Centered (DC)

- Explained purpose upfront
- Barrier + improvement-focused questions
- Students review quotes and pictures before publication
- Students receive findings or summary

MAKING IT DIGNITY-CENTERED

1. Always explain how data will be used before collecting it
2. Offer participants a way to withdraw or modify their contribution
3. Resist extracting narratives from advising records without explicit consent
4. Code for assets and systemic factors — not just deficits and individual struggles

AI as a STORYTELLING TOOL

AI can help you draft impact statements, but it can't replace your judgment

AI doesn't know your students. You do.

Use it to shape language, not replace judgment.

Always verify: does the AI version distort or flatten what the student actually said?

AI as a STORYTELLING TOOL

Use this prompt:

I work in first-generation student success and I have this data point: [metric].

I also have this student quote [with consent]: [quote].

- Write a 3-sentence impact statement for a donor report: lead with the data, explain why it matters for first-gen students, close with the student's voice.
- Under 100 words.
- Do not overstate the result.

AI, STORIES, & RESPONSIBILITY

- Where do you see AI being useful in your narrative work?
- Are there any places where it feels risky to use AI?
- What's one guardrail you'd want in place before using AI to help tell student stories?

PRINCIPLES FOR CONSIDERATION

- Explain purpose before collecting — not after
- Power is asymmetrical — the storyteller is always more vulnerable than the institution
- Ongoing consent — intake signatures don't cover all downstream uses
- Code for assets and systemic factors, not just deficits



A COMPELLING NARRATIVE



WHAT DO OUR COMMUNITIES NEED

Advocate: Champions student needs and advances equitable policies and practices

Navigator: Identifies institutional and structural barriers while connecting students to resources and opportunities

Educator: Increases awareness and understanding among faculty, staff, administrators, and stakeholders

Builder: Develops infrastructure, systems, policies, and practices that support student success

Convener: Fosters community, collaboration, belonging, and shared learning across stakeholders

How do we craft stories to be that?

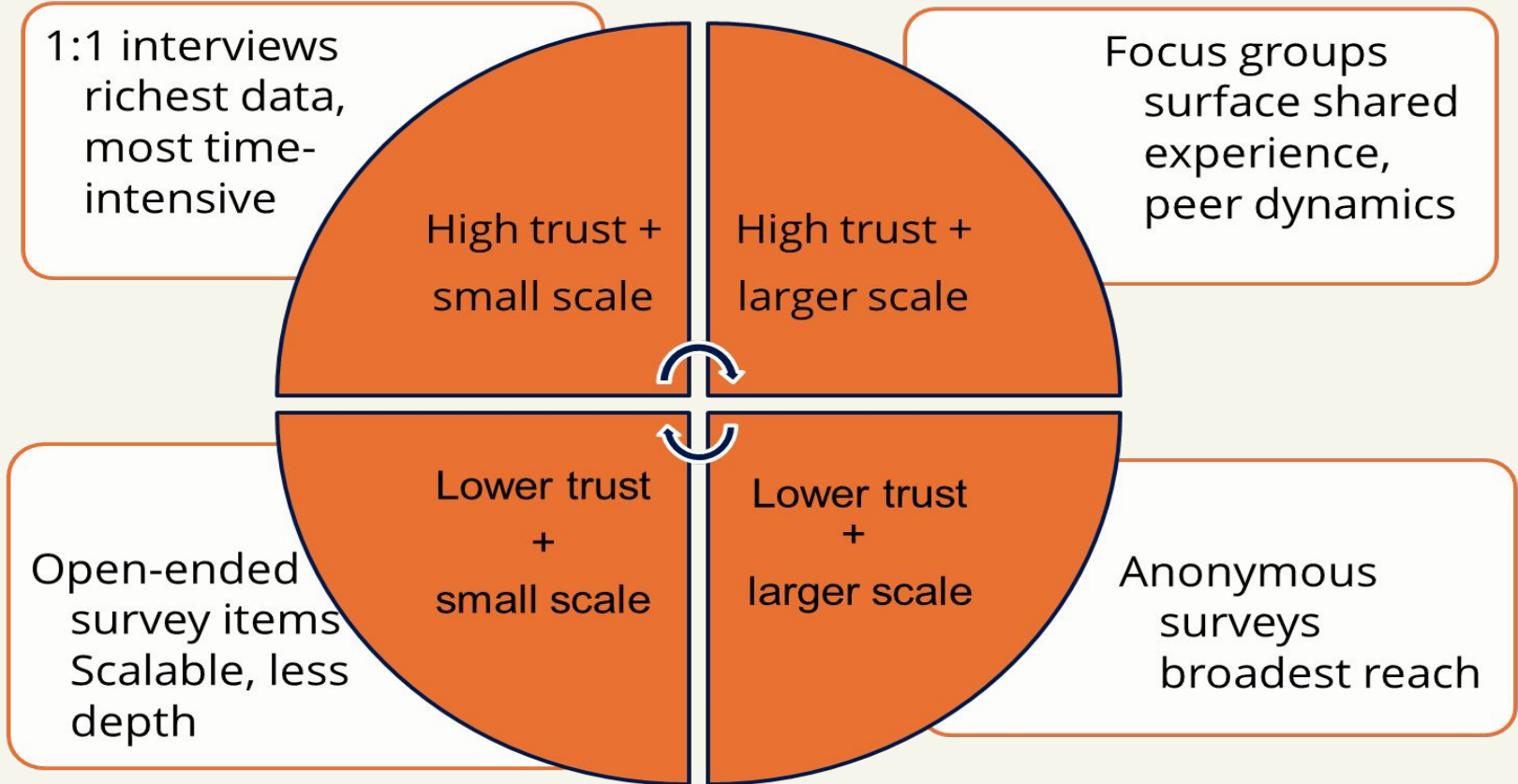
DONORS & FUNDERS

- Funders don't fund problems — they fund proof that change is possible
- Lead with the metric (credibility), follow with the meaning (context), close with the voice (dignity)
- The student's story is not your grant narrative — it's the evidence inside it
- ROI in human services: what does it cost NOT to serve this student well?

ROI of DC EVALUATION

1. **Student retention** = tuition revenue + reduced recruitment cost
2. **Trust in the institution** = lower attrition, higher referrals, stronger alumni giving
3. **Stories that honor students** = staff who stay, donors who give again, partners who return
4. **The cost of extractive storytelling**: reputational risk, student disengagement, data no one trusts

MAPPING IT OUT



THEMATIC CODING

- What is the student naming as a barrier?
(systemic, institutional, or personal)
- What did the student need that they didn't have?
- What strengths or strategies did the student demonstrate?

FUNDER-READY FORMULA

Formula: “[Program] served [X] students — each navigating a system not built for them.

- Our [outcome] reflects [institutional commitment].
- As one student shared: [quote with consent].
- For every dollar invested, [students gain / institution saves / community benefits].”

PUTTING IT ALL TOGETHER

Your Metric

78% retention

What it Means

Most students persisted

What's Missing

Navigation burden, belonging

New Question to Ask

What made staying feel possible or impossible?

FIND YOUR FORMULA

Draft one section of your funder-ready story



THE FRAMEWORK

METRIC + MEANING + VOICE

Metric

establishes scale and credibility e.g., "82% of participants completed the program"

Meaning

explains why that number matters e.g., "For first-gen students, completion requires overcoming systems not designed for them"

Voice

a student speaks in their own words, with consent e.g., "I finally felt like someone was paying attention to what I actually needed"

THE FRAMEWORK

"Our program served 240 students this year, with a retention rate of 87%."

"Our program served 240 students this year — each navigating a university not built with their experience in mind."

"Our 87% retention rate reflects the cumulative impact of trust built through consistent, culturally-responsive advising."

As one student shared: *"This was the first place on campus where I didn't have to explain why I was here."*

THE TEST

Before you collect a story, ask:

Does this person benefit from
sharing this

or

are they (solely) bearing the cost
so we can benefit?



QUESTION MAKEOVER

What obstacles prevented you from succeeding?

Describe a time you almost gave up. What stopped you?

What challenges did you face that other students might not have?

How did your financial situation affect your academic performance?

QUESTION REFRAME

What would have made this process easier or more welcoming for you?

- Same intent
- Completely different power dynamic
- The reframe keeps the question honest and gives the student agency over the answer

TAKE A FEW MINUTES



MAKING MEANING

What could your institution see if it looked at *ALL* of the available data?

What might you be missing right now?

MEANING MAKING

- When we treat lived experience as evidence, we don't get to use it the same way we use a spreadsheet
- It comes with responsibilities — to the person who trusted us with it, to the community it represents, and to the systems we're trying to change
- What you do with these tools matters
- The students in your programs are counting on you to get this right

CLOSING THE GAP

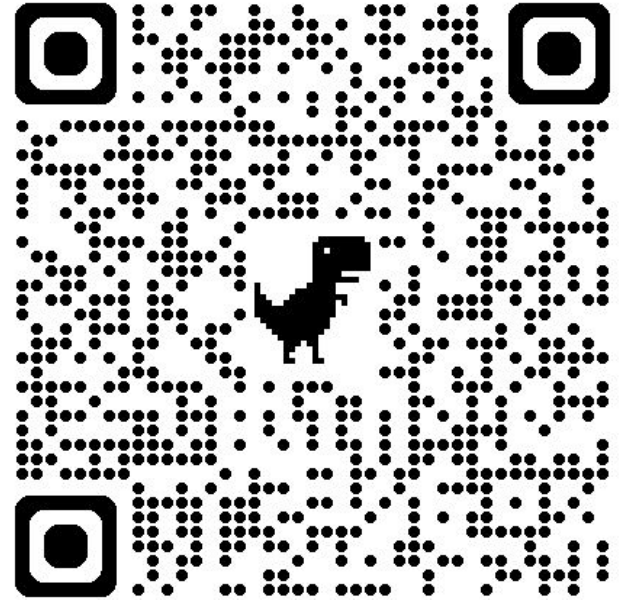
- What will you measure now that you weren't measuring before?
- Whose story has your institution been telling — and whose has it been missing?
- What's the first thing you'll change when you get back to your desk on Monday?

LET'S STAY IN TOUCH

I WANT TO HEAR FROM YOU!

Reach out:
sarahb@beyondthenarratives.com

Share your thoughts:  Use the QR code & answer 6 short questions



2026 FirstGen Forward Network Champion Convening

For participant use only

© 2026 Sarah F. Barrett, Ph.D., LMFT.

All rights reserved.

Do not reproduce or distribute without written permission.

Sarah F. Barrett, Ph.D., LMFT

sarahb@beyondthenarratives.com

GRAPHIC ATTRIBUTIONS

- Picture 1: https://www.magnific.com/free-vector/hand-drawn-gathering-business-data_19948901.htm#fromView=search&page=1&position=21&uuid=1e925f76-a5c9-4afd-8261-77bbc22356d7&query=diverse+statistics+students+engaged+in+the+collection+of+statistical+dat>Image by freepik
- Picture 2: https://www.magnific.com/free-vector/organic-flat-people-asking-questions-illustration_13233928.htm#fromView=search&page=1&position=40&uuid=aac21748-5b8b-408a-a299-31d0613ce809&query=core+question+diverse>Image by freepik
- Picture 3: https://www.magnific.com/free-vector/artistic-question-mark-symbol-template-web-help-request_417214378.htm#fromView=search&page=4&position=10&uuid=da4c6eaf-7351-4ffb-b8c3-9c549488a98d&query=question+mark+orange>Image by starline on Magnific
- Picture 4: https://www.magnific.com/free-vector/quotation-box-doodle-border_44472020.htm#fromView=search&page=1&position=10&uuid=87489116-0a74-48fe-b265-ff551945eb77&query=quotation+marks>Image by juicy_fish on Magnific
- Picture 5: https://www.magnific.com/free-vector/hand-drawn-business-people-communicating_20125847.htm#fromView=search&page=1&position=1&uuid=7899ff5e-9784-47e7-a092-4a62de80d8ed&query=say+hi+professional>Image by freepik

At-a-Glance Schedule Highlights

Tomorrow 6/11/2026

7:30 AM – 8:50 AM CT

Breakfast

All Leader Academy & Champion Convening Attendees
Brazos

9:00 AM – 9:45 AM CT

Network Knowledge: Transformation Grant Highlights
All Leader Academy & Champion Convening Attendees
JW Marriott 203-204

At-a-Glance Schedule Highlights

9:50 AM – 10:35 AM CT

Network Knowledge: HigherEd Trends
All Leader Academy & Champion Convening Attendees
JW Marriott 203-204

10:45 AM – 11:35 AM CT

Institution Work Time
All Leader Academy & Champion Convening Attendees
JW Marriott 203-204

11:40 AM – 12:00 PM CT

Closing Session
All Leader Academy & Champion Convening Attendees
JW Marriott 203-204