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MAY 1, 2026

schedule at a glance

FRIDAY, MAY 1	
8:30-9:00am	CHECK-IN & BREAKFAST Hall of Excellence
9:00-10:15am	CONFERENCE PLENARY Broyhill Auditorium
10:15-10:30am	COFFEE BREAK Hall of Excellence
10:30-11:30am	CONFERENCE PLENARY Broyhill Auditorium
11:30am-12:30pm	LUNCH Founders Living Room
12:30-1:00pm	CONCURRENT SESSION 1 Various Locations
1:00-1:10pm	COFFEE BREAK Hall of Excellence
1:10-2:10pm	CONCURRENT SESSION 2 Various Locations
2:10-2:20pm	COFFEE BREAK Hall of Excellence
2:20-3:20pm	CONCURRENT SESSION 3 Various Locations
3:20-3:30pm	COFFEE BREAK Hall of Excellence
3:30-4:00pm	CLOSING REFLECTION Broyhill Auditorium
4:00-4:30pm	RECEPTION Terrace

detailed schedule

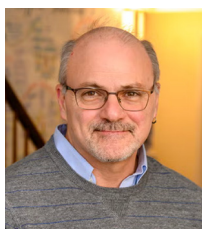
FRIDAY, MAY 1

8:30-9:00am

CHECK-IN & CONTINENTAL BREAKFAST |
HALL OF EXCELLENCE

9:00-10:15am

CONFERENCE PLENARY | BROYHILL AUDITORIUM



Beyond Preservation: Rehumanizing the University from the Inside Out

Randy Bass, Vice President for Strategic Education Initiatives and
Professor of English | Georgetown University

This talk explores the ways that institutions can move beyond incremental improvements toward true paradigm shifts, distinguishing between sustaining innovations that preserve existing structures and transformational innovations that enable an emerging 'Human Flourishing Paradigm.' Drawing from Georgetown University's 12-year "Designing the Future(s) of the University" initiative, and the broader higher education landscape, Bass explores how universities can navigate transformative change at a moment when placing human experience, relationships, and complex problem-solving at the center of education is more important than ever. This rehumanization is not about going back to an older educational model, but needs to engage some long standing binaries and biases in order to move past preservation to renewal.



[cat.wfu.edu/
bass1](https://cat.wfu.edu/bass1)

10:15-10:30am

COFFEE BREAK | HALL OF EXCELLENCE



Deacs Do: Engaged Learning, Empowered Futures

Rebecca Alexander, Senior Associate Dean for Research and Community Engagement & Professor of Chemistry | Wake Forest University College of Arts & Sciences



Shannon McKeen, Executive Director of Experiential Learning and Innovation & Professor of the Practice | Wake Forest University School of Business

This session provides a comprehensive look at the current experiential learning landscape at WFU, highlighting the innovative work already flourishing across our campus. We will discuss how the Prepare-Engage-Reflect framework will be used to deepen these student opportunities, while inviting you to envision how your own teaching and research can help shape our upcoming Deacs Do initiatives.



cat.wfu.edu/deacsdo



FARRELL HALL A27-A28

Experiential Learning in the Humanities

Diego Burgos, Associate Professor of Spanish

Meredith Farmer, Associate Teaching Professor, Gate Family Faculty Fellow, & Director of the Studio for Digital Innovation



Lucas Johnston, Professor of Religion & Environment

Jessica Richard, Associate Professor of English



FARRELL HALL 351

Experiential Learning in the Arts

Kevin Frazier, Associate Professor of Theatre

Cagney Gentry, Associate Professor of the Practice of Communication

Rudy Shepherd, Professor of Art

Christina Soriano, Reynolds Professor of Dance & Co-Director, Wake the Arts Center



FARRELL HALL 151

Experiential Learning in the Social Sciences

Shannon Brady, Associate Professor of Psychology

Justin Esarey, Professor of Politics & International Affairs

Megan Manassah, Assistant Teaching Professor of Economics

Dani Parker-Moore, Associate Professor of Education & Executive Director, WFU Freedom School



12:30-1:00pm

CONCURRENT SESSION 1



FARRELL HALL 111

Experiential Learning in Science, Technology, Engineering, and Mathematics

Patricia Dos Santos, Professor of Chemistry

Sheri Floge, Associate Professor of Biology

Michael Gross, Professor of Engineering

Sarah Mason, Professor of Mathematics



FARRELL HALL 349

Experiential Learning in Graduate and Professional Education

Shannon McKeen, Executive Director of Experiential Learning and Innovation & Professor of the Practice | School of Business

Scott Schang, Director of Environmental Law & Policy Clinic & Professor of the Practice | School of Law

John Senior, Assistant Dean of Vocational Formation and Doctoral Education | School of Divinity



1:00-1:10pm

COFFEE BREAK | HALL OF EXCELLENCE



FARRELL HALL 111

Getting Started: Community-Engaged Teaching

Allison Walker, Director of Community Partnerships and Experiential Learning, Office of Civic and Community Engagement

How do you design a course that meaningfully connects academic content to community engagement? In this session, Allison Walker, Director of Community Partnerships and Experiential Learning in the Office of Civic and Community Engagement, will share practical guidance on how to get started with community-engaged teaching, from building reciprocal partnerships with community organizations to structuring assignments that integrate scholarly inquiry with real-world contexts. Walker will also discuss the support available through her office, including the ACE Fellows program, which provides sustained mentorship for faculty designing community-based courses and research projects. Participants will come away with a clearer sense of how to approach community-engaged teaching in ways that serve both their students and their community partners.



cat.wfu.edu/walker



FARRELL HALL 351

Getting Started: Mentored Scholarship

Wayne Pratt, Professor of Psychology & Director of the URECA Center

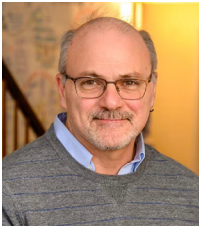
What does it take to build a productive mentored scholarship partnership with an undergraduate student? In this session, Wayne Pratt, Professor of Psychology and Director of the URECA Center, will share practical guidance on how to get started with mentored scholarship, from identifying and recruiting students to structuring a project that is both rigorous and developmental. Participants will come away with a clearer sense of how to design a mentored scholarship experience that advances their own scholarly agenda while fostering genuine intellectual growth in their students.



cat.wfu.edu/pratt

1:10-2:10pm

CONCURRENT SESSION 2



BROYHILL AUDITORIUM

Getting Started: Project-Based Learning

Randy Bass, Vice President for Strategic Education Initiatives and Professor of English | Georgetown University

Project-based learning asks students to do something deceptively simple: work together on problems that matter, in conditions that resist tidy answers. In this session, Randy Bass, Vice President for Strategic Education

Initiatives and Professor of English at Georgetown University, will introduce participants to the foundational principles of project-based learning and share examples from his own work at Georgetown, where he has led university-wide curricular experiments using project-based approaches to connect academic study with real-world contexts. Bass has delivered the opening keynote at WPI's Institute on Project-Based Learning for over a decade. Participants will come away with a clearer sense of what project-based learning looks like in practice, why it matters in this moment, and how to begin thinking about it for their own courses and programs.



cat.wfu.edu/
bass2



FARRELL HALL 151

From One to Many: Designing Course-Based Undergraduate Research Experiences

Alexandra (Lexie) Cooper, Assistant Professor of Biology | North Carolina State University

While one-on-one mentored research is a high-impact experience for students, demand exceeds the available positions, leaving students without this opportunity. This session explores Course-based Undergraduate Research Experiences (CUREs) as a model for expanding student access to research. In a CURE, entire classes engage in science practices to address research questions with unknown outcomes and real-world relevance. Tailored for faculty who are already supervising undergraduate researchers, we will discuss how to design a CURE, including how to create research questions that scale, develop research tasks for the classroom, and produce assessments that align with doing research.



cat.wfu.edu/
cooper1

2:10-2:20pm

COFFEE BREAK | HALL OF EXCELLENCE



FARRELL HALL 151

From Concept to Implementation: Designing an Experiential Unit or Project

Kristi Verbeke, Director of Educational Development, Center for the Advancement of Teaching

Ready to move from ideas to action? Building on the morning's shared understanding of experiential learning, this interactive session focuses on designing a single experiential unit or project within an existing course. Participants will outline a feasible plan and identify key considerations, such as reflection, scaffolding, and assessment, while gathering ideas and feedback from colleagues.



[cat.wfu.edu/
verbeke](https://cat.wfu.edu/verbeke)



FARRELL HALL 111

Building a Fully Experiential Course

Karen Spira, Assistant Director, Center for the Advancement of Teaching

Building on the foundations of experiential learning explored earlier in the day, this hands-on workshop shifts from theory to design. You will begin sketching a course intentionally structured around experiential learning, considering alignment among outcomes, activities, reflection, and assessment. Through guided prompts and peer conversation, you'll leave with greater clarity and next steps for continuing your course design process.



[cat.wfu.edu/
spira](https://cat.wfu.edu/spira)



FARRELL HALL A27-A28

Making Learning Visible: Assessment Strategies for the Experiential Classroom

Jessie Moore, Director, Center for Engaged Learning & Professor of Writing | Elon University

When students learn by doing—collaborating with community partners, conducting research, or working in teams on other real world projects—their learning can be powerful, but figuring out how to assess it fairly and meaningfully is one of the hardest parts of the job. This session is for faculty who are already teaching experiential courses but find themselves struggling to capture what their students are actually doing and learning — whether that means evaluating a student’s growth as a collaborator, assessing the process of inquiry rather than just the final product, or finding ways to give meaningful feedback when every student’s experience looks different.



cat.wfu.edu/moore



FARRELL HALL 349

Designing for All Learners: Accessibility and UDL in Experiential Learning

Jackie Friedman, Senior Associate Director of Disability Services Center for Learning, Access, & Student Success

Anna Parker, Assistant Teaching Professor, Biology



Experiential learning — field work, service learning, studio courses, clinical placements — introduces accessibility challenges that go beyond what standard classroom accommodations can address. This advanced session focuses on applying Universal Design for Learning (UDL) principles to ensure all students can participate meaningfully, from community-based projects for students with social anxiety, physical accessibility of field sites, sensory sensitivities in

lab or studio environments, and socio-economic barriers in time-intensive rotations. During this interactive workshop, presenters will also provide practical tips and campus resources suggestions to support faculty.



cat.wfu.edu/friedman

2:20-3:20pm

CONCURRENT SESSION 3



FARRELL HALL 351

Building a Classroom Mentor's Toolkit: Instructional Strategies for Guiding Science Practices

Alexandra (Lexie) Cooper, Assistant Professor of Biology | North Carolina State University

Teaching students to navigate the unknown is rewarding – but difficult. Join us for an interactive session on supporting students through the “messy” parts of science, from interpreting real data to navigating experimental failure. Designed for faculty who teach inquiry and CURE courses, this workshop explores how to reimagine research mentorship for the classroom. You'll leave the session with practical instructional strategies for helping your students navigate these scientific challenges.



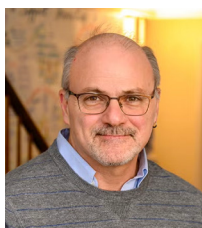
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cooper2

3:20-3:30pm

COFFEE BREAK | HALL OF EXCELLENCE

3:30-4:00pm

CLOSING REFLECTION | BROYHILL AUDITORIUM



Making Meaning from Our Experience: A Guided Reflection with Randy Bass

Randy Bass, Vice President for Strategic Education Initiatives and Professor of English | Georgetown University

In this closing session, Randy Bass will lead participants through a structured reflection on the day's discussions. The session is designed to help attendees surface key insights, identify a concrete next step for their teaching, and hear what colleagues are taking away. By engaging in the same process of pausing, reflecting, and making meaning that has been discussed throughout the day, participants will have the opportunity to leave with new ideas and actionable commitments.



cat.wfu.edu/
bass3

4:00-4:30pm

RECEPTION | TERRACE

guest bios

Dr. Randall (Randy) Bass

**Vice President for Strategic Education Initiatives & Professor of English
Georgetown University**

Randy Bass is Vice President for Strategic Education Initiatives and Professor of English at Georgetown University, where he leads the Designing the Future(s) initiative and the Red House.

For 13 years he was the Founding Executive Director of Georgetown's Center for New Designs in Learning and Scholarship (CNDLS), and for seven years, Vice Provost for Education. He has been working at the intersections of university transformation, emerging technologies and the scholarship of teaching and learning for more than thirty years. In 1994, the American Studies Crossroads Project, which he founded and directed for ten years, was the first ever Web-based project funded by the U.S. Department of Education's Fund for the Improvement for Postsecondary Education (FIPSE).

He is the author or co-author of numerous books and articles, spanning 35 years, including, *Open and Integrative: Designing Liberal Education for the New Digital Ecosystem* (with Bret Eynon, 2016); *Understanding Writing Transfer: Implications for Transformative Student Learning* (with Jessie Moore, 2017), and *The New Learning Compact: A Framework for Professional Learning and Educational Change* (with Bret Eynon and Laura Gambino, 2019).

He sits on the boards of several universities and higher education organizations, and has been a Fulbright Scholar, and Carnegie Scholar with the Carnegie Academy for the Scholarship of Teaching and Learning. Since 2024, he has also been serving as Senior Advisor to the President at the University of North Texas.

Dr. Alexandra (Lexie) Cooper

**Assistant Professor of Biology
North Carolina State University**

Alexandra (Lexie) Cooper is an Assistant Professor of Biology at North Carolina State University. Dr. Cooper earned her B.S. in Soil, Water and Environmental Science from the University of Arizona, her Master's in Biology from San Francisco State University and a Doctorate degree in Molecular and Cellular Biology from the University of Arizona. As a postdoctoral research associate at the University of Georgia, she served as the principal investigator (PI) on an NSF-funded project that characterized the specialized knowledge CURE instructors rely on to support students through various research challenges. Her research program used established theories and methods to understand instructor decision-making when teaching science practices in contexts like inquiry, course-based undergraduate research experiences and lecture courses. She works to translate her research into practical resources that all instructors can use to support their students' engagement with science practices.

Cooper has experience developing and implementing innovative curricula to train graduate teaching assistants in teaching laboratory courses. Her teaching philosophy centers around developing her students' skills — including evidence-based reasoning — by bringing research into the classroom.

The Cooper Lab investigates how instructors make decisions when teaching, with a focus on understanding 1) the different strategies instructors choose to implement, 2) why instructors implement these strategies, 3) how the instructor's knowledge about teaching, learning, and science motivates their decision-making. The work focuses on understanding instructor reasoning in contexts where students engage in scientific practices, including inquiry courses, course-based undergraduate research experiences (CUREs), and lecture courses.

Dr. Jessie L. Moore

**Director, Center for Engaged Learning & Professor of English
Elon University**

Jessie L. Moore, PhD, is Director of the Center for Engaged Learning and professor of English: Professional Writing & Rhetoric. Jessie leads planning, implementation, and assessment of the Center's research seminars, which support multi-institutional inquiry on high-impact pedagogies and other focused engaged learning topics.

Jessie's recent research examines transfer of writing knowledge and practices, multi-institutional research and collaborative inquiry, writing residencies for faculty writers, the writing lives of university students, and high-impact pedagogies.

She is the author of *Key Practices for Fostering Engaged Learning: A Guide for Faculty and Staff* (Stylus Publishing, 2023) and co-editor of five further volumes, including *Cultivating Capstones* (Stylus Publishing, 2023) and *Excellence in Mentoring Undergraduate Research* (CUR, 2018). Her work has appeared in edited collections and a variety of writing studies, educational development, and SoTL journals. In 2021, Jessie received Elon University's Distinguished Scholar Award.

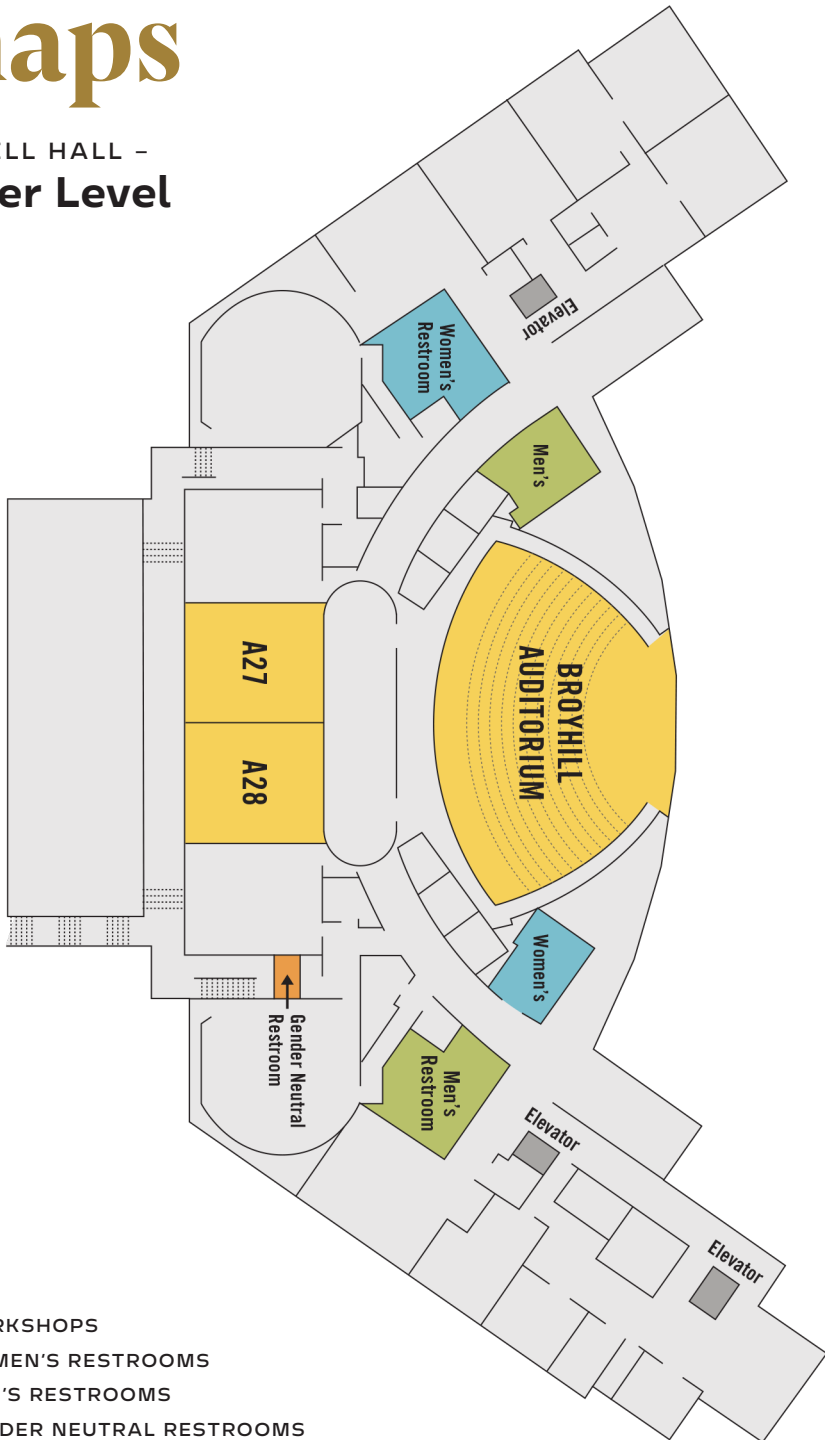
With Peter Felten, she edits two book series: the Stylus Publishing/Center for Engaged Learning Series on Engaged Learning and Teaching and the Center for Engaged Learning Open Access Book Series.

Jessie's professional service to the scholarship of teaching and learning was recognized with the 2019 International Society for the Scholarship of Teaching and Learning (ISSOTL) Distinguished Service Award. She previously served as the elected Secretary of the Conference on College Composition and Communication (2015-2019), on the Executive Committee for CCCC, as U.S. Regional Vice President of ISSOTL, as Co-Chair of ISSOTL's Publications Committee, as Chair of ISSOTL's Communications Committee, as the inaugural Chair-Elect (and subsequently as the Chair and Past-Chair) of the Second Language Writing Interest Section of TESOL, and on the Board for the Carolinas Writing Program Administrators.

She previously coordinated Elon's first-year writing program and professional writing & rhetoric program. She earned her Ph.D. and M.A. in English – Rhetoric and Composition from Purdue University.

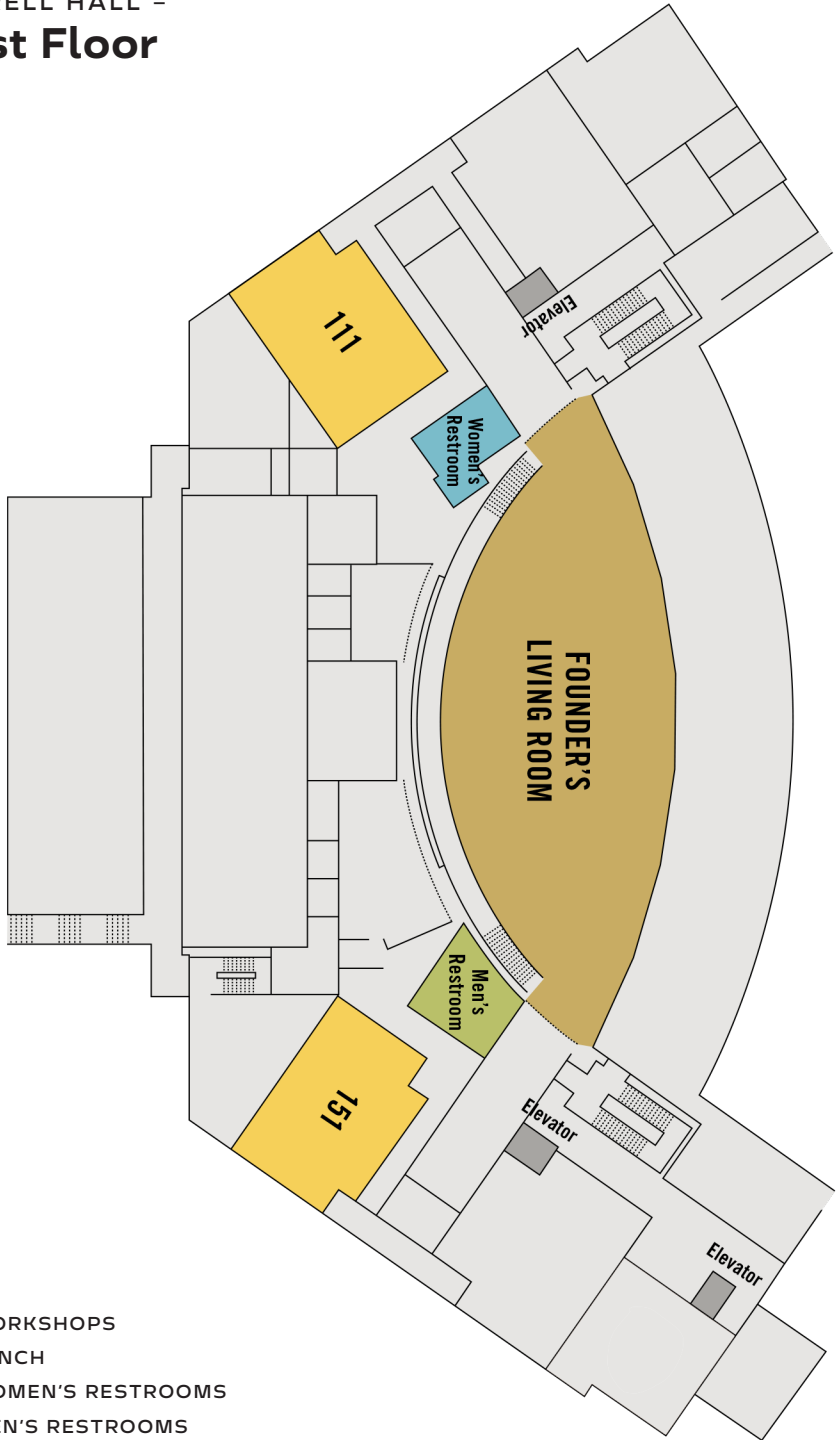
maps

FARRELL HALL - Lower Level



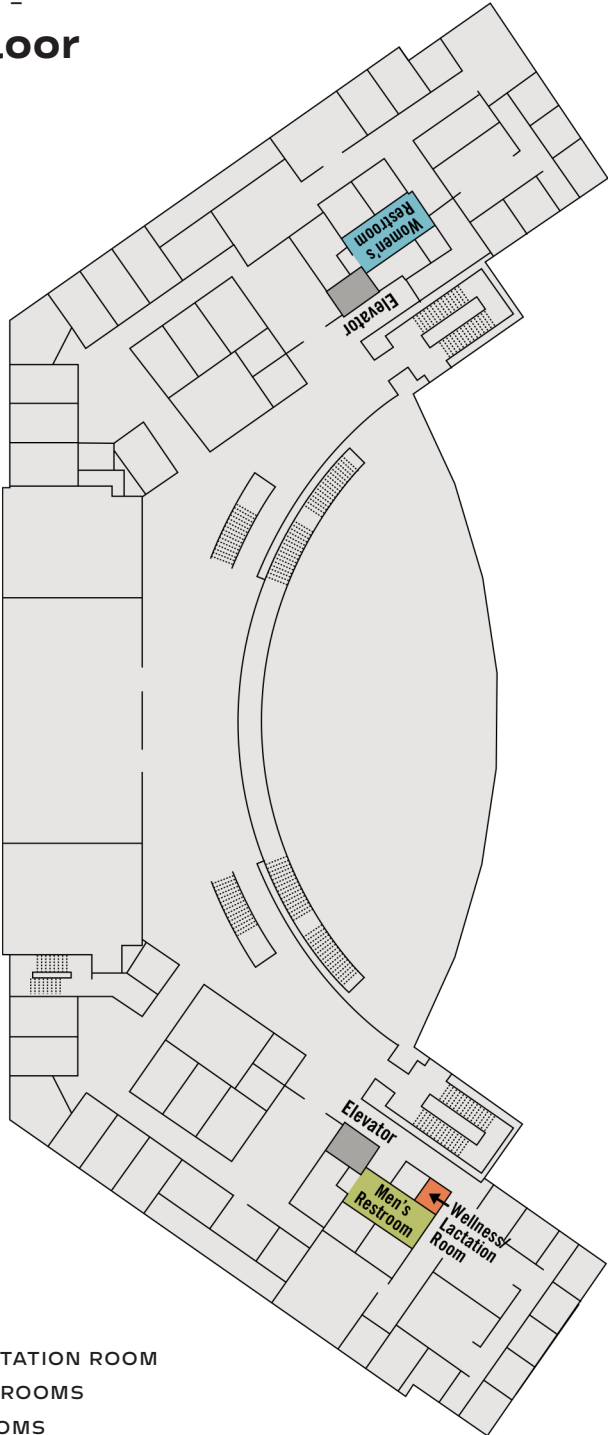
- WORKSHOPS
- WOMEN'S RESTROOMS
- MEN'S RESTROOMS
- GENDER NEUTRAL RESTROOMS
- ELEVATORS

FARRELL HALL -
First Floor



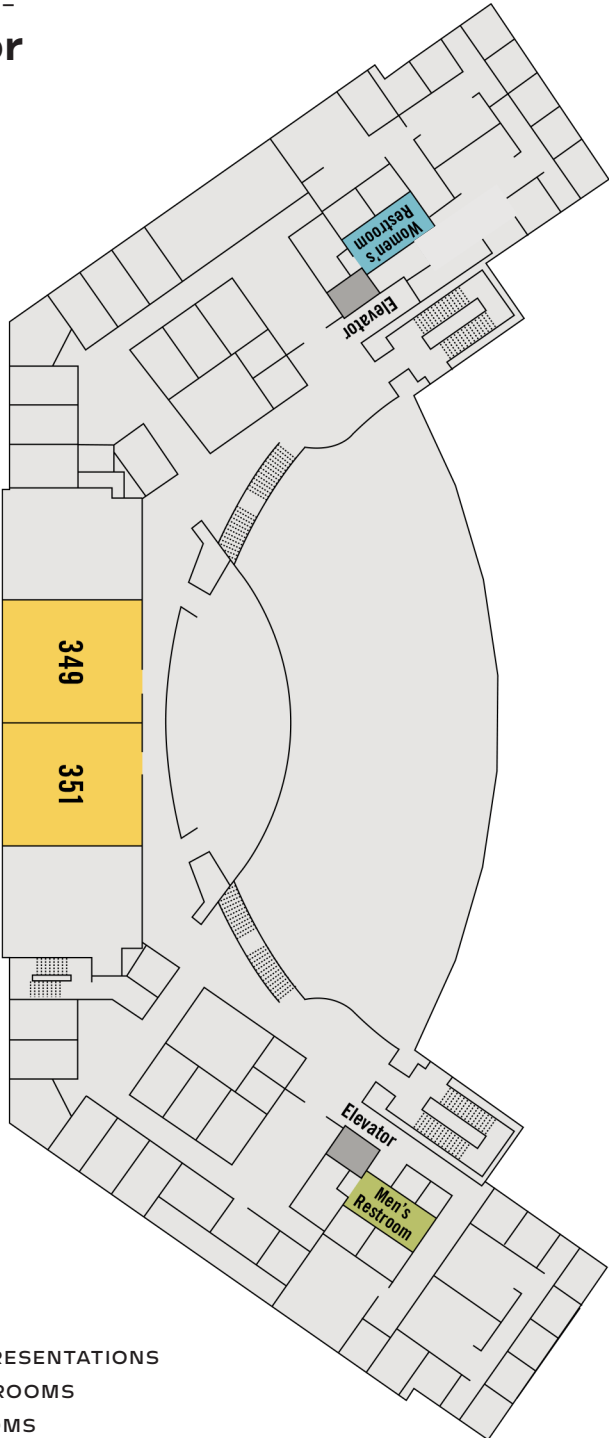
- WORKSHOPS
- LUNCH
- WOMEN'S RESTROOMS
- MEN'S RESTROOMS
- ELEVATORS





FARRELL HALL -
Second Floor



- WELLNESS/LACTATION ROOM
- WOMEN'S RESTROOMS
- MEN'S RESTROOMS
- ELEVATORS

FARRELL HALL -
Third Floor



-  WORKSHOPS/PRESENTATIONS
-  WOMEN'S RESTROOMS
-  MEN'S RESTROOMS
-  ELEVATORS

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