

# AAC&U Institute on AI, Pedagogy, and the Curriculum

## End-of-Year Reflection Report

2025–2026 Academic Year

AI Disclosure Statement: This report was drafted with assistance from Claude.ai.

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| Campus / Institution | LaGuardia Community College, CUNY                                                                                                                                                                                                               |
| Team Leads           | Dr. J. Elizabeth Clark, Professor of English (Co-Lead)<br>Dr. Milena Cuéllar, Professor of Mathematics (Co-Lead)                                                                                                                                |
| Team Members         | Dr. Eric Hofmann, Associate Provost for Academic Affairs<br>Dr. Tameka Battle, Professor of Community Health and Wellness (Academic Integrity)<br>Andrea R. Irias, Esq., Associate Professor of Business and Technology (Assessment Leadership) |

### Section 1: Year in Review — Goals & Progress

Our Action Plan identified six interconnected goals, mapped here across the four goal-type categories.

| Goal Type     | Original Goal (from Action Plan)                                                                                                                                                                                                                                                                                                                                                    | End-of-Year Progress / Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Content Goals | <p>Develop an equity-centered framework for AI in teaching and learning by co-creating a college-wide framework that embeds culturally responsive, equity-minded pedagogy into the use of AI.</p> <p>Align AI curriculum with career readiness and NACE competencies by infusing AI into the curriculum in ways that foster ethical reasoning, data literacy, and adaptability.</p> | <p><b>Substantial progress.</b> The LaGuardia AI Framework is now in active development, guided by a three-pathway design: structured guidance for those who opt out of AI, scaffolded pathways for the curious, and models for responsible integration.</p> <p>The framework draws on six national frameworks (ATD, AIAS, DEC, EDUCAUSE, Carnegie CIRCL, and AI-U) and was shaped by direct faculty input gathered at the January 2026 AI Institute. Drafts are underway; campus review is planned for Spring 2026.</p> <p>The June 2026 Implementation Institute will result in 25 faculty-developed</p> |

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|                      |                                                                                                                                                                                                                                                                                                                                                        | <p>assignments aligned with the framework — creating discipline-specific, career-connected models across programs.</p> <p>The FYS AI Literacy Modules (a parallel grant project) embed NACE competencies including ethical reasoning, data literacy, and informed decision-making into the first-year experience.</p> <p>We are also offering departmental mini-grants for faculty to explore places to include career-connected learning AI content in a course or two across degree maps This came in response to colleagues' request to support focused discussion and reflection within similar disciplines.</p>                                                                                                                                                                                                                                             |
| <b>Process Goals</b> | <p>Establish a cross-college strategy for AI integration and dialogue by developing a sustainable structure for distributing AI-related work across divisions and governance bodies.</p> <p>Design faculty development pathways aligned with high-impact practices by expanding the CTL seminar into a scalable professional development pathways.</p> | <p><b>Strong progress.</b> The Inaugural LaGuardia AI Institute (January 30, 2026), themed 'Navigating AI At LaGuardia: Shared Map, Different Lines,' brought together approximately 100 faculty and staff across disciplines. The event was structured to include all perspectives: AI skeptics, the curious, and active integrators. Provost Billie Gastic-Rosado welcomed participants, signaling high-level institutional commitment. Peter Shea was our keynote speaker, grounding the institute in the national higher education conversation about AI.</p> <p>Two grant-funded projects now provide structured development infrastructure: the Ethical AI Framework project (with a Midwinter Institute and June Implementation Institute) and the FYS AI Literacy Modules project.</p> <p>An AI Advisory Group coordinates cross-divisional efforts.</p> |

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|                      |                                                                                                                                                                                                                                                           | Biweekly team meetings (the AAC&U team) are underway to sustain momentum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Equity Goals</b>  | Center equity by ensuring the framework addresses the needs of multilingual, first-generation, and under-resourced students; foregrounds transparency and academic integrity; and provides consistent, equitable guidance regardless of faculty approach. | <p>Equity is embedded throughout the year's work and <b>represents continued progress</b>. The three-pathway framework design explicitly centers choice recognizing that AI adoption is not neutral and that students deserve consistent expectations.</p> <p>The January Institute included a dedicated session on “Ethical and Equity-Centered Responses to AI” addressing bias, privacy, cultural harms, labor issues, and the particular challenges for multilingual learners.</p> <p>The FYS AI Literacy Modules project is explicitly designed for equity: FYS serves nearly all incoming students, and the modules will create consistent baseline exposure for students who otherwise lack AI literacy infrastructure. The OER format ensures free, open access across CUNY.</p> |
| <b>Outcome Goals</b> | Foster cross-campus collaboration and student engagement through a multidisciplinary AI Fellows cohort, including Student Technology Mentors and ePortfolio Consultants; build a sustainable community of practice.                                       | <p>The AI Fellows cohort model is still <b>in development</b>. The January Institute laid important groundwork by surfacing faculty readiness and interest, but formal cohort structure and student engagement components are in planning for Fall 2026 and beyond as part of the Implementation Institute follow-up.</p> <p>Early outcome evidence: the AI Resource Hub has been launched and is actively used as a shared infrastructure for keeping the campus community current on generative AI. The June 2026 Implementation Institute will produce 25–50 classroom-ready artifacts (1–2 per participant) serving as documented community-of-practice outputs.</p>                                                                                                                 |

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|  | Finally, in March we launched a reading group to discuss Bowen and Watson's <i>Teaching with AI</i> . The group goals include building our collective AI literacy while addressing individual faculty goals and healthy skepticism about AI usage in and beyond the classroom. |
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### Which outcome are you most proud of this year, and why?

The January 30, 2026 Inaugural AI Institute stands as the team's signature achievement this year. Moving from a campus with no shared policy, no common language, and wide variation in faculty practice to hosting a 100-person event that welcomed AI skeptics, the curious, and active users represents real cultural and institutional progress.

The subway metaphor at the heart of the event (“one system, many lines”) gave faculty a shared frame for understanding that the framework would honor their agency while building toward coherence. That the Provost opened the institute sends an equally important message: this work has institutional standing, not just grassroots energy.

We are particularly proud that the framework we are building emerged from faculty voice and that we created space for all perspectives, including skepticism, from the beginning.

### Did your project's focus or direction shift significantly from your original Action Plan?

Our core direction remained consistent, but our pace accelerated in ways we didn't fully anticipate. The decision to pursue two separate grant projects — one focused on the Ethical AI Framework and one on FYS AI Literacy Modules — was not in the original Action Plan. The opportunity to anchor faculty development in funded, structured work with clear deliverables gave our goals more traction than a voluntary, seminar-based model alone would have provided.

We also found that the faculty at the Institute were ready for deeper conversation than we expected: the demand for discipline-specific breakouts, hands-on sessions, and the explicitly inclusive design (skeptics welcome) confirmed that meeting faculty where they are was the right strategic move. The AI Resource Hub also emerged as a more central infrastructure piece than anticipated.

## Section 2: Impact & Evidence

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### Institutional Impact

Several meaningful institutional commitments have emerged from this year's work:

- Provost Billie Gastic-Rosado's participation in and welcome of the Inaugural AI Institute signals alignment between this project and senior academic leadership priorities.
- Associate Provost Eric Hofmann's leadership and participation in the AAC&U team represents institutional priorities and commitment.
- Two grant-funded projects — totaling \$50,000 — represent institutional investment in structured AI curriculum and faculty development. An additional \$40,000 will be provided to faculty to focus on AI in career pathways.
- The creation of an AI Advisory Board creates a precedent for cross-departmental conversation about AI.
- The LaGuardia AI Resource Hub has launched as a shared infrastructure for the campus community, providing an ongoing, living home for AI guidance, resources, and updates.
- The three-pathway Ethical AI Framework is positioned to be one of the first comprehensive frameworks in the CUNY system, establishing LaGuardia as a system-wide leader in this space.
- Embedding AI literacy in FYS represents a structural curricular commitment to equitable AI access.

### Institutional Structures That Shaped Your Work

Several structural conditions both enabled and complicated the work this year:

- The absence of a college-wide AI policy, which we identified in our application as a challenge, remained a defining condition throughout the year. Rather than waiting for top-down policy, we used that gap as an opportunity for bottom-up, community-driven framework development. The Institute and the listening sessions at a separate Instructional Staff meeting were our primary mechanisms for surfacing faculty values before articulating institutional guidelines.
- Grant-funded release time was essential to sustaining the depth of work. Without compensated time for faculty leads, this project could not have moved from event-based engagement to the kind of sustained, iterative framework development we are undertaking. The release-time model is one we would recommend to other institutions as a structural prerequisite for this kind of work.

## Section 3: Artifacts & Work Products

The following artifacts represent the team's outputs this year. Files may be uploaded to the AAC&U Box folder using the naming convention [LaGuardia Community College + Artifact Title].

| Artifact Title / Description                                                                        | Date             | Link                                                                                                                                                                                                                                                                                                                  | Can AAC&U Share? Y/N |
|-----------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Fall 2025 Instructional Staff Presentation                                                          | 12 November 2025 | <a href="https://docs.google.com/presentation/d/1vpL4veU6mQ9I0dILjPjyRiVCvWkGBpYt/edit?usp=sharing&amp;ouid=109012912253865319407&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1vpL4veU6mQ9I0dILjPjyRiVCvWkGBpYt/edit?usp=sharing&amp;ouid=109012912253865319407&amp;rtpof=true&amp;sd=true</a> | Yes                  |
| Fall 2025 Instructional Staff Breakout Room Agendas / Questions                                     | 12 November 2025 | <a href="https://docs.google.com/document/d/1beYbCrH6yTDsbxhzJ6WtZ-2ahInxUXpbjOf2Qb6fIcU/edit?usp=sharing">https://docs.google.com/document/d/1beYbCrH6yTDsbxhzJ6WtZ-2ahInxUXpbjOf2Qb6fIcU/edit?usp=sharing</a>                                                                                                       | Yes                  |
| LaGuardia Inaugural AI Institute Program: 'Navigating AI At LaGuardia: Shared Map, Different Lines' | 30 January 2026  | <a href="https://docs.google.com/document/d/1SdarM1JeqgYTCdm6qDFA0EY9rV6C4in14HJDrhi9vXw/edit?usp=sharing">https://docs.google.com/document/d/1SdarM1JeqgYTCdm6qDFA0EY9rV6C4in14HJDrhi9vXw/edit?usp=sharing</a>                                                                                                       | Yes                  |
| Institute Keynote: AI Integration in Higher Education — Peter Shea                                  | 30 January 2026  | Linked above                                                                                                                                                                                                                                                                                                          | Yes                  |
| Breakout Session: AI Literacy for Students (Clark & Irias)                                          | 30 January 2026  | Linked above                                                                                                                                                                                                                                                                                                          | Yes                  |
| Breakout Session: Ethical and Equity-Centered Responses to AI (Battle & Schafer)                    | 30 January 2026  | Linked above                                                                                                                                                                                                                                                                                                          | Yes                  |

|                                                                                                        |                 |                                                                                                                                                                                         |                    |
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| Breakout Session: AI Skepticism & No-AI Classrooms (Tapper & Hofmann)                                  | 30 January 2026 | Linked above                                                                                                                                                                            | Yes                |
| Breakout Session: Assignment Design 2026 — AI-Proof, AI-Enabled, or AI-Optional (Battle, Irias, Clark) | 30 January 2026 | Linked above                                                                                                                                                                            | Yes                |
| Framework Activity #1: Emerging National Higher Education Response to AI (Cuellar)                     | 30 January 2026 | Linked above                                                                                                                                                                            | Yes                |
| Framework Activity #2: 'And Then What?' — Second-Order Thinking on AI Use (Cuellar)                    | 30 January 2026 | Linked above                                                                                                                                                                            | Yes                |
| LaGuardia AI Resource Hub                                                                              | Ongoing         | <a href="https://laguardiaaihub.commons.gc.cuny.edu/">https://laguardiaaihub.commons.gc.cuny.edu/</a>                                                                                   | Yes                |
| Grant Proposal: Developing LaGuardia's Ethical, Equity-Centered AI Framework (\$25,000)                | Fall 2025       |                                                                                                                                                                                         | No                 |
| Grant Proposal: FYS AI Literacy Modules                                                                | Fall 2025       |                                                                                                                                                                                         | No                 |
| A.I. Reading Group for Teaching with AI                                                                | Spring 2026     |                                                                                                                                                                                         | No                 |
| LaGuardia AI Framework (draft — in progress)                                                           | June 2026       | Not yet ready. Target Date: June 2026<br>Will be available on LaGuardia's AI Hub: <a href="https://laguardiaaihub.commons.gc.cuny.edu/">https://laguardiaaihub.commons.gc.cuny.edu/</a> | Yes—when finalized |

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| June 2026<br>Implementation Institute<br>Materials (forthcoming)     | June 2026      | Not yet ready. Target<br>Date: June 2026<br><br>Will be available on<br>LaGuardia's AI Hub:<br><a href="https://laguardiaaihub.commons.gc.cuny.edu/">https://laguardiaaihub.commons.gc.cuny.edu/</a> | Yes—when finalized |
| First Year Seminar AI<br>Literacy Modules                            | June 2026      | Not yet ready. Target<br>Date: June 2026<br><br>Will be available on<br>LaGuardia's AI Hub:<br><a href="https://laguardiaaihub.commons.gc.cuny.edu/">https://laguardiaaihub.commons.gc.cuny.edu/</a> | Yes—when finalized |
| June 2026 First Year<br>Seminar Institute<br>Materials (forthcoming) | June 2026      | Not yet ready. Target<br>Date: June 2026<br><br>Will be available on<br>LaGuardia's AI Hub:<br><a href="https://laguardiaaihub.commons.gc.cuny.edu/">https://laguardiaaihub.commons.gc.cuny.edu/</a> | Yes—when finalized |
| <i>Teaching with AI</i> reading<br>group Discussion Guide            | March -<br>May | 1 of 3 sessions<br>completed thus far                                                                                                                                                                | Yes—when finalized |

## Section 4: Barriers & How You Navigated Them

| Anticipated Barriers (from Action Plan)                                                                                                            | Barriers You Encountered                                                                                                                                                                                                                                                                                                                                                          |
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| No institutional AI policy and inconsistent faculty practices, creating confusion for students navigating different classroom expectations.        | This remained our most significant contextual challenge. Rather than waiting for policy, we focused on building the shared values and vocabulary that policy requires, using the Institute and its framework activities as a community-driven process. This approach helped faculty see themselves as co-creators rather than recipients of a top-down mandate.                   |
| Faculty variation in readiness and enthusiasm, from full integration to outright bans, potentially creating resistance to shared guidelines.       | The spectrum of faculty perspectives was real, and we addressed it directly by designing the Institute to be explicitly inclusive of skeptics. The dedicated 'AI Skepticism & No-AI Classrooms' session legitimized resistance as part of the conversation and channeled it into productive input for the framework's opt-out pathway.                                            |
| Tensions around academic freedom, equity, and the role of AI in teaching.                                                                          | These tensions persisted throughout the year, particularly around questions of who benefits from AI and who bears its risks. We addressed this by centering equity explicitly in the framework's three-pathway design, in the Institute's programming, and in ensuring that multilingual learners and under-resourced students were named constituencies throughout our planning. |
| Risk of siloed efforts: cross-divisional collaboration across faculty, administration, academic integrity, and assessment is logistically complex. | Our biweekly team meetings helped sustain coordination. The grant structure also created shared accountability across team members with distinct institutional roles.                                                                                                                                                                                                             |

### Which barriers were most difficult to overcome?

The absence of institutional policy was simultaneously our biggest obstacle and our most useful organizing condition. Without a mandate, we had to earn buy-in organically, which was slower but ultimately produced broader ownership of the framework than a top-down rollout would have. The more difficult ongoing challenge has been bandwidth: this work is being done by faculty with full teaching loads and administrative responsibilities, and the pace of AI change in higher education does not slow to accommodate academic schedules. Funded release time was

essential; without it, this project would have remained at the level of a seminar rather than a sustained institutional initiative.

### **What strategies proved most effective? What would you recommend?**

Meeting faculty where they are was our most important strategic decision. By designing the Institute to welcome skeptics and make their perspective integral to the framework, we avoided the dynamic where a pro-AI initiative alienates resistant faculty and becomes a source of polarization.

We also recommend securing grant funding early, before the programming rather than after. Funding creates structure, deliverables, and release time that voluntary models cannot sustain. And we recommend a faculty co-lead model: having two faculty (across disciplines) leading alongside an administrative partner (Associate Provost) ensured the work was grounded in classroom realities while maintaining institutional leverage.

## Section 5: Collaboration & Stakeholder Engagement

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### Which campus stakeholders or champions were most critical to your team's success?

Provost Billie Gastic-Rosado's active participation in the Inaugural AI Institute was critical to establishing the legitimacy and reach of this work. Faculty leadership across disciplines who agreed to facilitate breakout sessions (including colleagues outside the core team) expanded the Institute's credibility and its content range.

Within the team, Associate Provost Eric Hofmann provided the administrative bridge between the team's faculty-led work and broader institutional planning and Academic Affairs. The AI Advisory Group gave the work both pedagogical grounding and institutional leverage.

Active and dedicated faculty leadership of the AAC&U team provided a focus on pedagogy and classroom implementation.

The Center for Teaching and Learning, which has hosted the multi-year generative AI seminar, provided an established community of practice and trusted faculty development infrastructure to build on. That existing network made recruitment for the January Institute far easier than starting from scratch would have been.

### How did your team members collaborate? What made it effective or challenging?

Our team's interdisciplinary composition, English, Mathematics, Health Sciences, Paralegal Studies, and Academic Affairs met bi-weekly. This intensity provided clear and consistent team focus and guidance for the project.

## Section 6: Looking Ahead

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### Revisit your original 2–3 year vision. How has it been confirmed, refined, or complicated?

Our original 2–3 year vision: moving LaGuardia from fragmented experimentation to intentional, equity-centered AI integration is moving in the right direction and substantially refined in how we understand the path there.

What the year taught us is that pace and process matter as much as destination. A college-wide framework will not be effective if it is imposed; it needs to emerge from community voice and be legible to all three constituencies we identified in the grant: those who won't use AI, those who are curious, and those already integrating it. The subway metaphor that emerged from our design work. It reflects a genuine insight about how change works at an institution as large and diverse as LaGuardia.

Our vision has also been complicated by the speed of AI change externally. The landscape in Spring 2026 is meaningfully different from what it was when we submitted our application in May 2025. New tools, shifting norms, emerging research on student use, and rapid policy developments at the state and federal level mean that our framework must be designed for adaptability, not just for the current moment. This has pushed us toward a living-document model rather than a one-time policy release.

### What are the most important next steps for your team in the coming year?

1. Complete and finalize the LaGuardia Ethical AI Framework
2. Host the June 12, 2026 Implementation Institute and produce the 20–40 discipline-specific assignment artifacts that will anchor the framework's classroom application
3. Pilot and revise the FYS AI Literacy Modules in selected Spring 2026 sections; finalize and integrate into the FYS curriculum and AI Resource Hub by June 30, 2026
4. Develop the AI Fellows / Student Technology Mentor cohort model for Fall 2026, connecting classroom learning with peer mentorship and real-world AI application.
5. Determine the structure of the AI Advisory Board moving forward
6. Support needed: continued grant funding or internal resources for release time; coordination with CTL for Fall 2026 faculty development; governance timeline alignment; and continued administrative sponsorship at the Provost level.

### What advice would you give to an incoming team beginning this work for the first time?

Start with the spectrum, not the center. Every campus has AI skeptics, the curious, and enthusiastic adopters. Any framework that only speaks to one group will fail the others. Design everything to speak to all three groups. Skepticism is not a problem to overcome; it is information about what faculty care about protecting, and that information should shape your framework.

Get administrative sponsorship early and make it visible.

Anchor the work in funded deliverables if at all possible. Grant support creates the release time, structure, and legitimacy that voluntary initiatives rarely sustain. Apply early, and build your programming around what the funding requires you to produce.

And finally: move at the speed of trust, not the speed of technology. The AI landscape will keep changing faster than any institution can keep up with. Your job is not to solve AI, it is to build the community, values, and infrastructure that allows your campus to navigate it together, over time. That work is slower and more human than a policy document, and it is the work that lasts.

— Submitted by the LaGuardia Community College AI Institute Team, 2025–2026