



50TH NSEE ANNUAL CONFERENCE

Celebrating 50 Years: Experiential Education in an Ever-Changing World

September 27 – 29, 2021 | Renaissance Orlando at Seaworld | Orlando, Florida

The National Society for Experiential Education

50th Annual Conference

September 27–29, 2021



National Society for Experiential Education

Dear National Society for Experiential Education Annual Conference Attendees:

NSEE is excited to return **in-person** for our 50th annual conference. Our conference theme this year is ***Celebrating 50 Years: Experiential Education in an Ever-Changing World***. The global pandemic, just one component of our ever-changing world allowed us to explore the diverse and evolving modalities and methodologies of experiential education, from experiential staples like internships to innovative programs and initiatives guided by a different vision of experiential education. The sessions presented this year will provide solutions and strategies to empower conference attendees with ideas and resources that can be implemented at your own schools, institutions, and organizations.

Monday afternoon we begin with a thoughtful opening session, and guest speaker Dr. Ken Reardon (he/him/his), Professor and Chair of the Department of Urban Planning and Community Development, who will present *Crossing MLK Boulevard to Build the Beloved Community: Experiential Education's Central Challenge*. Following the opening session, we will transition outdoors to our Experiential Kickoff event where attendees will gather for an engaged, experiential start to the conference, including interactive activities, informational booths, networking, refreshments, and more. The Kickoff will be followed by our traditional "dine-around" dinner outings, allowing attendees to meet and connect with one another.

We are also excited to have keynote speaker Dr. Raja Gopal Bhattar (they/them/theirs) on Tuesday morning. Dr. Bhattar is a nationally recognized higher education leader, advocate, consultant and author. Raja will address how effective experiential learning requires intentionality and clear understanding of outcomes for our communities. Through storytelling and reflections, this keynote will offer insights and strategies on how experiential education leaders can incorporate equity, inclusion and belonging in all aspects of our work.

Lastly, one of the most exciting parts of our annual conference, is the opportunity to network, socialize, and get involved with NSEE. We truly want all attendees to feel welcome and included. During the conference, NSEE Board Members and Conference Planning Committee members will be available to welcome and help you, including at the conference registration table when you arrive. We want you to leave the conference feeling connected to this wonderful community!

We look forward to seeing you soon!

Sincerely,

Dr. Edwin Blanton
Texas A&M -San Antonio
2021 NSEE Conference Co-Chair

Dr. Kristina Phillips
University of Mississippi
2021 NSEE Conference Co-Chair

Schedule of Events: MONDAY, September 27, 2021

7:00am – 6:30pm **Registration**

8:00am – 11:30am **Pre-Conference Workshops**

Pre-Conference Workshops (additional fee for each workshop, may be purchased at registration desk)

FUNDAMENTALS OF EXPERIENTIAL EDUCATION

PENINSULA 1-2

Participants in this workshop will explore the theoretical and philosophical roots of experiential education and the principles of good practice fundamental to all types of experiential learning. Participants will have an opportunity to actively explore the implications and applications of this information, and to identify the resources available for continued professional development and specific use in their programs.

TEACHING AND LEARNING EXPERIENTIALLY

BISCAYNE 1-2

This workshop focuses on the teaching and the learning components of experiential education. Participants work in groups and use the *Five Steps to Integrating Experiential Learning into Instruction* to construct course syllabi, design workshops, lead or coordinate group experiences on their campuses. Participants create the experiential learning component in keeping with recognized principles to ensure that the experience is *educative* (a la Dewey). Attention is paid to learning goals and intended learning outcomes, as well as the challenges of experiential assessment.

9:30am – 10:00am **Pre-Conference Workshop Break**

11:30am – 12:15am **Pre-Conference Lunch**
(for those combining Tracks 1 & 2)

12:15pm – 3:45pm **Pre-Conference Workshops***

Pre-Conference Workshops (additional fee for each workshop, may be purchased at registration desk)

PRINCIPLES OF ETHICAL & BEST PRACTICES

PENINSULA 3

Workshop participants will examine two NSEE foundation documents, the *Guiding Principles of Ethical Practice* and *Principles of Best Practice in Experiential Education*. The goal is to develop a deep understanding of these principles through both a theoretical examination of the contents and a hands-on experiential component where participants will be given an opportunity to generate ideas specific to their own programs.

STRATEGIC PLANNING FOR EXPERIENTIAL PROGRAM DESIGN

BISCAYNE 1-2

This interactive workshop, geared towards intermediate and advanced level practitioners, will focus on models of effective experiential education programs, program implementations and program management. Participants will consider what “best practice” means in their environment and what should go into the design of an ideal program.

DIVERSITY, EQUITY AND INCLUSION IN EXPERIENTIAL EDUCATION (NEW) PENINSULA1-2

While experiential education is widely regarded to be a high-impact practice, the way in which it is implemented can create a significant disparity in its success. This workshop provides an opportunity to examine the inequities that can be part of the processes and learning within experiential education. As a

result of this workshop, participants will increase awareness of strategies for creating more equitable learning and engagement.

2:00pm - 2:30pm	Pre-Conference Workshop Break	
4:15pm - 4:30pm	Conference Welcome - Open to All	PENINSULA 4-7
4:30pm - 5:30pm	Opening Speaker - Dr. Kenneth Reardon	PENINSULA 4-7
5:30pm - 6:30pm	Experiential Kick-off Event	R LAWN OUTSIDE

All attendees gather for an engaged, experiential start to the conference that includes interactive activities, informational booths, networking, snacks, and more.

6:30pm **Dine-Arounds**

Schedule of Events: TUESDAY, September 28, 2021

7:00am - 5:30pm	Registration	
7:30am - 8:30am	Breakfast & Networking	ATRIUM CD
8:30am - 10:15am	Welcome with Keynote Speaker - DR. RAJA BHATTAR	PENINSULA 4-7

TRANSFORMATIVE LEADERSHIP: EQUITY-MINDED EXPERIENTIAL LEARNING FOR AN EVER-CHANGING WORLD

Effective experiential learning requires intentionality and a clear understanding of outcomes for our communities. Through storytelling and reflections, this keynote offers insights and strategies on how experiential education leaders can incorporate equity, inclusion and belonging in all aspects of the work. At the 50th anniversary of NSEE, what are individual, interpersonal and institutional responsibilities to ground experiential education as a path to collective healing and liberation. While participants won't leave with a checklist for things to do, they will gain a few new frameworks and inquiry practices to enhance their work.

10:15am - 11:00am **Legacy Lounge** **PENINSULA 4-7**

10:15am - 10:45am **Break**

10:45am - 11:45am **Concurrent 60-minute Sessions**

COMMUNITY-BASED LEARNING: FROM PROFESSIONAL DEVELOPMENT TO THE CLASSROOM AND BEYOND..... **CANAVERAL 1-2**

Presenters: Penny Lyter, University of Wisconsin-Parkside, Caitlin Curtis, University of Wisconsin-Parkside, Aubri McDonald, University of Wisconsin-Parkside

This session will focus on a campus professional development (PD) program designed to increase the quantity and quality of community-based learning (CBL) opportunities for all students across the curriculum. After a brief discussion of the development of the PD program through an equity lens, the presenters will describe their experience participating in the year-long CBL Faculty Fellows program. Panelist will share their view of the impact of the program, challenges and rewards of course/project development, unique aspects of implementing CBL in

their course (including recent COVID-19 restrictions and social unrest), and student feedback. Session participants will be engaged in similar PD strategies used during the training. Together we will explore and share additional ways to enhance faculty PD, increase student learning, and develop student professionalism and civic engagement beyond the classroom/college experience.

FIVE DECADES OF COMMITMENT TO EXPERIENTIAL LEARNING: AN INSTITUTIONAL CASE STUDY

Presenters: Connie Book, President, Elon University, Elon, NC

CANAVERAL 1-2

How does a University build a reputation for excellence in experiential education over a 50-year span? How does experiential learning become a key aspect of institutional identity and culture, integrated into the mainstream of the curriculum and student life? This session will reflect upon Elon University's commitment to nurturing experiential learning through three presidential administrations that was values, mission, and research-based; market-driven, student-success oriented, a fiscal priority; and focused on integrating curricular and co-curricular learning.

GWH SERVICE-LEARNING RUBRIC FOR EVALUATION OF SERVICE-LEARNING PROJECTS PENINSULA 3

Presenters: Beth Garcia, West Texas A&M University

The GWH Service-Learning evaluation rubric considers multiple levels of impact for service-learning projects and will be shared with attendees. The GWH Rubric considers the following components: Community Impact, Personal Impact (for students), Level of Impact, Potential of Sustainability, Learning Components and Teaching Elements. The tool also allows the scorer to indicate the level of impact combined from all scored components. Attendees are encouraged to bring a sample service-learning project to practice evaluation using the tool.

SOCIAL JUSTICE & ANTIRACISM IN CAREER AND EXPERIENTIAL EDUCATION

BISCAYNE 1-2

Presenters: Emily Carpenter, Nazareth College

Does our work unintentionally prop up a broken system? What should we do about it? This session will share insights and next steps in personal growth, pedagogy, and curricular changes made at Nazareth College in an effort to move toward social justice in career and experiential education. Specifically, we will discuss a process for creating a Call to Action with accountability measures, equity-oriented course syllabi, and a 5-step model to consider in your own work.

12:00pm – 1:15pm

Awards Luncheon

PENINSULA 4-7

1:30pm – 2:30pm

Concurrent 60-minute Sessions

STUDENTS AT THE TABLE: MAKING INSTITUTIONAL CHANGE THROUGH EXPERIENTIAL LEARNING

Presenter: Norris Edney, University of Mississippi

PENINSULA 1-2

As higher education institutions continue to diversify, they are faced with the need to respond to widening opportunity gaps on college campuses. This session explores the involvement of students in institutional decision-making, responses, and actions to make campuses more inclusive and equitable environment through an experiential learning process. The authors describe an action research project that involved a co-curricular, collaborative working group of students, faculty, and administration.

USING SYSTEM THINKING MODELS TO EMBED TECHNOLOGY IN EXPERIENTIAL LEARNING PENINSULA 4-7

Presenters: Nikki James, Northeastern University

Experiential learning programs are complex activity systems with multiple actors that have conflicting expectations. EL Coordinators are the heart of the system, responsible for keeping it running and aligning expectations. As the spotlight shines on EL and its success developing 21st Century Skills institutions want more Experiential Learning. This session will share how system thinking is used to understand EL programs' mechanics and how technology and other innovations can be integrated to serve more students.

EXPERIENTIAL LEARNING: WHAT EDUCATORS KNOW, BUT DON'T ALWAYS PRACTICE CANAVERAL 1-2

Presenters: Mark Threeton, Pennsylvania State University, University Park, PA, Kyungin Kim, Pennsylvania State University, University Park, PA, Joey Fleck, Pennsylvania State University, University Park, PA

Through this presentation participants will learn about a study conducted by researchers at Pennsylvania State University on experiential learning within Career and Technical Education. More specifically, this study examined how career technical educators defined experiential learning and utilized it in educational programs to promote enhanced student learning and skill development. This presentation would be useful for STEM Educators, teacher educators and researchers interested in learning about authentic experiential education strategies in classroom and practical settings.

NEW MODELS OF EXPERIENTIAL LEARNING: THE EXPERIENTIAL LEARNING PROGRAM (EEP) BISCAYNE 1-2

Presenters: Kimberly Burke, University of Cincinnati, Cincinnati, OH, Maureen Buri, University of Cincinnati, Cincinnati, OH

Preparing students for co-op posed an unprecedented challenge due to the pandemic and its economic consequences. Spurred by the economic downturn and to advocate experiential growth, our faculty collaborated to create the COVID Experiential Exploration Program (EEP). This presentation explores the COVID EEP and its effectiveness as a viable complement to a traditional co-op.

1:45pm – 2:45pm

Legacy Lounge

PENINSULA 4-7

2:45pm – 3:45pm **Concurrent 60-minute Sessions**

ADAPTING ACTIVE LEARNING FOR REMOTE INSTRUCTION WITH ACCESSIBLE TECHNOLOGY PENINSULA 3

Presenters: Emily Frazier, University of Cincinnati

As educators continue to face the challenges of engaging students in the virtual classroom, the tools presented in this interactive session provide immediate impact and can be easily incorporated into teaching pedagogies without lengthy training. By utilizing free and accessible tools such as Padlet, MS Forms, and Jamboard, instructors can create engaging and collaborative classroom activities that mimic in-person active learning pedagogies.

BRINGING WORK HOME: A FRAMEWORK FOR VIRTUAL WORK-BASED LEARNING

BISCAYNE 1-2

Presenters: Heather Penczak, Education Systems Center

COVID-19 school closures forced experiential educators to get creative, adapting their programs for learning at home. Being forced to adopt remote models allowed us to examine our assumptions about their efficacy. The results indicate that although things are lost in the transition, there are benefits to gain regarding equity, access, career exploration and skill development. This session will share data, insights and lessons learned from implementing large scale virtual WBL during the COVID-19 pandemic.

SHOW ME THE MONEY! GAMIFICATION IN LEARNING ENVIRONMENTS

PENINSULA 1-2

Presenter: Sophia Koustas, Southern New Hampshire University, Manchester, NH, Chris Blais, Southern New Hampshire University, Manchester, NH

Experiential education practitioners constantly "update" methods and approaches due to evolving learning environments. Gamification has become a popular methodology in various disciplines including education and has been incorporated in many different forms to specifically 'target' impact factors (i.e. motivation, behavior, achievement, performance, etc.) (Ortiz et al., 2016). During this session, the participants will gain insight into various gamification tools used to improve the practical application of concepts taught in courses.

CREATIVE PROGRAM SOLVING - ENGAGING INTERNATIONAL STUDENTS DURING A PANDEMIC

Presenters: Jamie Weaver, Penn State University

CANAVERAL 1-2

We have all experienced the effects of COVID-19 over the past year. At Penn State, we took the opportunity within this challenging time to develop a program for students to begin their degrees with an abroad partner within their

own country. In this session, we will detail the development process of the Penn State First program, offer best practices and lessons learned.

2:45pm – 3:45pm 60-Minute Roundtable Discussions (2-25min. Presentations)

BIG PANDEMIC, SMALL UNIVERSITY: IMPLEMENTING EXPERIENTIAL LEARNING UNDER DURESS

PENINSULA 4-7

Presenters: Gaynell Green, Texas A&M University-Texarkana, Texarkana, TX, Brian Matthews, Texas A&M University-Texarkana, Texarkana, TX

Experiential learning (EL) has finally reached a high level of utility and respect among faculty in higher education. This success has been built on intentional design, quality assessment practices, and faculty preparation; however, the costs often far surpass the original planning budget. This round-table provides a forum for EL administrators and lead faculty to identify creative methods for faculty development and program assessment when the budget is restricted, staff is minimal, and infrastructure is marginal.

USING NSEE'S 8 PRINCIPLES TO ENHANCE AN MBA COACHING PROGRAM

PENINSULA 4-7

Presenter: Stephanie Thomason, University of Tampa, Tampa, FL

During these turbulent times, it is more important than ever for institutions of higher education to be able to differentiate themselves from their peers. This round table discusses ways we have enhanced an MBA leadership certificate/coaching program using the National Society of Experiential Education's (NSEE's) 8 principles of experiential education. We also identified 5 themes from detailed, structured reflections of MBA students and participants in a leadership certificate course (Fall 2020) to highlight the value of offering structured coaching and educational programs. Our findings may benefit program directors and coaches who wish to enhance their educational institution's value propositions. Our findings may also benefit researchers who are interested in publishing about their academic programs and integration of experiential activities and principles as we will share our approaches.

ZOOM BEHAVIORS AND EXPECTATIONS: THE NON-OBVIOUS

PENINSULA 4-7

Presenter: Judith Slapak-Barski, Nova Southeastern University, Dania Beach, FL

Experiential education is about engaging students in active learning. However, due to the COVID19 Pandemic, we needed to meet emerging needs through learning activities online. As we strived to promote a sense of community and keep students engaged in meaningful learning activities online, we became aware of our assumptions that students 'just knew' how to behave appropriately in Zoom meetings. After encountering some unexpected behaviors, we realized that ground rules for participation in Zoom were not as obvious as we had assumed, and thus needed to be set clearly. We designed, developed and implemented a pilot course to set clear expectations for Zoom participation, which we deployed in January 2021. The "Zoom Etiquette and Expectations" course featured content presentation, interactive simulations, and an assessment. At the end students submitted a badge as proof of completion to their professors. College faculty were surveyed and results will be discussed in this presentation.

EXPANDING EXPERIENTIAL: STRATEGIES FOR ADAPTING EL IN A VIRTUAL WORLD

PENINSULA 4-7

Presenter: Emily Carpenter, Nazareth College

When confronted with a world confined to everyone's homes, Nazareth took the opportunity to innovate, enabling students to continue hands-on learning experiences. This session will explore adaptations made during the pandemic that expanded and enriched our experiential learning offerings (e.g. project-based experiences, virtual alt-breaks, virtual passport, remote internships, etc.). Lessons learned will help us prepare our students for a changing society and economy, where experience may live more virtually than ever before.

PROVIDING CAREER READINESS SUPPORT TO FEMALE STUDENTS IN MALE-DOMINANT INDUSTRIES

Presenters: Jennifer Warner, Ball State University

PENINSULA 4-7

This session shares how one academic program at a university provides career readiness support to female students majoring in construction management, a male-dominant industry. Initiatives including alumni mentors, outreach luncheons, guest speakers, career development workshops, and social events were all implemented to help prepare students for their professional careers. Ideas for activities, scheduling, and funding for this programming will be highlighted. Best practices will be shared that could be incorporated at other institutions.

FOSTERING A GROWTH MINDSET, MINDFULNESS, & MOTIVATION UTILIZING SELF-REFLECTION

Presenter: Drew Ochengco, Northeastern University, Silicon Valley

PENINSULA 4-7

During the recent pandemic, our focus as cooperative education faculty at Northeastern University turned from an emphasis on developing job searching skills and tools to include a strong focus on identity-based self-reflection through the concepts of a Growth Mindset, Mindfulness, and Motivation. We will show how we reshaped our curriculum and share some of the activities that give our international students skills for success.

TOOLS FOR CHANGE: HELPING FACULTY INCORPORATE COURSE-BASED EXPERIENTIAL LEARNING

Presenter: Cathy McConnell, The College of Wooster

PENINSULA 4-7

Many faculty acknowledge the benefits of incorporating experiential learning into their classes yet a significant number are hesitant to try because they dread the amount of work it takes, are unsure about finding community partners, and fear negative evaluations if things don't go as planned. We will share outcomes of bringing almost 30 faculty together in learning communities to address these concerns, provide training and resources and build a culture of thoughtful experimentation and innovation.

SUBSTITUTE TEACHING INITIATIVE: EXPERIENTIAL LEARNING AND K-12 PARTNERSHIPS **PENINSULA 4-7**

Presenter: Beth Garcia, West Texas A&M University

Pre-Service teachers struggle most with classroom management when first engaging with actual classrooms of students. Many pre-service teacher candidates have limited opportunities to apply classroom management techniques before Clinical Teaching placements or internships. This presentation will consider one partnership between a university and local school district partners to provide experiential learning and application of classroom management strategies to pre-service teachers while supporting local school districts' dire need for substitute teachers.

3:45pm – 4:15pm

Break

4:15pm – 5:15pm

Concurrent 60-minute Sessions

TELLING YOUR EXPERIENTIAL EDUCATION STORY USING DIGITAL MARKETING

PENINSULA 3

Presenter: Tara Campbell, Stony Brook University

This session will guide participants in transforming their digital marketing to highlight their work with experiential education. We will use various programs from Stony Brook University as examples, such as our Center for Remote Internships & Experiential Learning and our ACES Micro Credential Program. Participants will walk away with tangible action steps on how to use digital marketing strategies such as student success story videos to build awareness of programs among students, faculty, staff and employers.

ALIGNING NSEE AND NACE FRAMEWORKS, FOSTERING CAPSTONE-TO-CAREER SYNERGY

PENINSULA 1-2

Presenter: Audrey Allison, Kennesaw State University, Kennesaw, GA

Crafting an engaging, pedagogically-sound capstone course with experiential learning and value-added career development requires synthesized scaffolding, resourceful partnerships, and career-building engagement. Given the complexity of our forever-changed workplace environments, this interactive session showcases a course framework, aligning the (8) NSEE principles, (8) NACE career readiness competencies, and accessible organizational partners. Faculty attendees will use a template tool to “Think-Link-Write-Work” with a self-selected session

partner, completing an initial course framework.

THE COUNCIL FOR ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS)

BISCAYNE 1-2

Presenter: James Colbert, Lander University, Greenwood, SC

NSEE is a member organization of the Council for the Advancement of Standards in Higher Education (CAS). CAS is a consortium of professional associations in higher education that promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services. As a member of NSEE, you have a voice in this national standard-setting organization for higher education. This session will provide a brief update on the work of CAS and NSEE's relationship with CAS as a benefit to NSEE members.

USING IMMERSIVE VR IN HIGHER EDUCATION TO FACILITATE AUTHENTIC LEARNING EXPERIENCES

CANAVERAL 1-2

Presenter: Marti Snyder, Nova Southeastern University, Ft. Lauderdale, FL, Steven Kramer, Nova Southeastern University, Ft. Lauderdale, FL, Diane Lippe, Nova Southeastern University, Ft. Lauderdale, FL

As experiential educators, we look for ways to engage our students with authentic, real-world experiences. In this session, we will discuss the current trends and issues related to the application of immersive virtual reality (VR) in higher education, identify examples of how VR is applied across various contexts to facilitate hands-on, experiential learning, and discuss how we are implementing VR at our institution to help develop competencies in a quality management course.

5:30pm

2022 CONFERENCE PLANNING MEETING

LONGBOAT

Schedule of Events: WEDNESDAY, September 29, 2021

7:00am – 6:30pm

Registration

7:30am – 8:30am

Breakfast & Networking

ATRIUM CD

7:30am – 8:30am

Guided Reflection

PENINSULA 1-2

8:30am – 9:45am

PechaKucha Presentations

PENINSULA 4-7

THINKING LIKE A FUTURIST: WHAT WILL EXPERIENTIAL EDUCATION LOOK LIKE IN 2031?

Presenter: Marti Snyder, Nova Southeastern University

Given the theme of this year's conference it seems appropriate to think about the future and what experiential education might look like 10, 20, 30 years from now. But how do we think about the future? In this Pecha Kucha presentation, we will explore five strategies for thinking like a futurist. This presentation is designed to be a brief tutorial on futures thinking that will spark interest and desire to learn more about how to think outside of the box with regard to experiential education and create new perspectives for transformative possibilities! The audience will be encouraged to apply the principles such as where and how to search for signals, how to look back to see forward, and how to uncover patterns.

SHORT EXPERIENCES, BIG IMPACT: DESIGNING AND FUNDING NONTRADITIONAL CAREER PROGRAMS

Presenters: Meredith Daw, University of Chicago

College students often face a dilemma when applying for jobs and internships. Prior experience is a critical factor in employer hiring decisions, but to get experience, students often need to already have experience. At the same time, many colleges are facing budgetary pressures which make expanding traditional internship programs

cost-prohibitive. In this session, we'll discuss how you can use short-term, nontraditional career experiences to prepare your students for success at little or no cost.

NURTURING CIVIC ENGAGEMENT: THE INTERNSHIP AS A TEACHER OF CIVIC RESPONSIBILITY

Presenter: Rebecca Burwell, Chicago Semester/Trinity Christian College

The purpose of this PechaKucha is to share preliminary data from our longitudinal study exploring the impact of internships on students' perceptions of individual and corporate citizenship. The study examines the internship as an important site for involving students in developing practices of civic engagement. Data collected from students through surveys and focus groups will be explored to see if and how students engaged in citizenship at their internship sites and if/ how the internship site helped facilitate that learning. We will conclude with suggestions for best practices in supporting internships as they help nurture civic engagement in students.

BUDGET CUTS BE DAMNED: CAPITALIZE ON COMMUNITY RESOURCES TO FUND STUDENT EXPERIENCES

Presenter: Vikki Briggs, The College of Wooster

Real-world experiences are the cornerstone of a student's experiential education. Unfortunately, in this time of financial challenges, there are often limited resources from the student's institution or partner organizations to compensate them for their work. This session will focus on how to secure funding from local foundations and community donors. Topics will include establishing relationships with and creating interest from local funding sources and coordinating with your institution's advancement department.

COLLAPSING THE MYTH OF THE STARVING ARTIST

Presenters: Maureen Buri, University of Cincinnati

In 2015, University of Cincinnati's School of Fine art became one of the BFA programs to incorporate an immersive co-op program to their degree requirement. Five years later, the challenges in attracting creative employers, collaborating with faculty, and advocating for compensation are balanced by a marked increase in student professional confidence, successes in cross-collegiate partnerships and innovative approaches to co-op experiences. This PechaKucha presentation will explore the co-op program for the School of Fine art as a model for integrating experiential learning in any liberal arts degree.

9:45am – 10:00am **Break**

10:00am – 11:00am **Concurrent 60-minute Sessions**

EXPERIENTIAL EMPLOYMENT: MAKING IT H.I.P. TO WORK ON CAMPUS

BISCAYNE 1-2

Presenters: Krystina Irvin, Texas A&M University-San Antonio, San Antonio, TX, Clarissa Tejada, Texas A&M University-San Antonio, San Antonio, TX

In order to better SERVE Latinx students, Texas A&M University-San Antonio, an HSI and First Generation university, has undertaken a massive overhaul of on-campus student employment. Aligning positions to NACE Core Competencies, developing and requiring more robust training for supervisors, implementing the Iowa GROW model, and changing the way in which students and on-campus supervisors alike view student employment, are all part of A&M-SA's improved and highly collaborative on-campus employment program, now completing its pilot phase.

LEARNER-CENTRIC VIRTUAL EXCHANGE: NO TRAVEL, NO PROBLEM

CANAVERAL 1-2

Presenters: Susan Losapio, Southern New Hampshire University, Manchester, NH, Meg Gassman, Southern New Hampshire University, Manchester, NH, Chris Blais, Southern New Hampshire University, Manchester, NH, Sophia Koustas, Southern New Hampshire University, Manchester, NH

In an everchanging world accelerated by COVID-19, virtual communication and collaboration have enabled innovation to surface. In the past, educators may have assumed that a project involving numerous students, countries, and universities would be difficult to implement. Organizing a Global Business Challenge bridged the gap and provided the opportunity for a virtual exchange. In this workshop participants will discuss the nuances

of partnerships and leadership roles needed to deliver a cross-cultural student-centric learning experience.

READING, EXPERIENCING, AND REFLECTING TOGETHER: COMMON READING FOR GLOBAL EXPERIENCES
PENINSULA 1-2

Presenters: Kimberly Filer, Virginia Tech, Blacksburg, VA, David Brinberg, Virginia Tech, Blacksburg, VA, Keely Thomson, Virginia Tech, Blacksburg, VA, Marjorie Woods, Virginia Tech, Blacksburg, VA

For many students, engaging in global experiences is transformative. However, preparing students for meaningful, responsible, and reflective engagement in such experiences requires a great deal of thoughtful and intentional planning by program leaders. This session will share how a semester-long study abroad and international service-learning program piloted and is continuing a common reading project and found that reading together, experiencing together, and reflecting together can be a powerful strategy for student engagement in global experiences.

10:00am – 11:00am

Legacy Lounge

PENINSULA 4-7

11:15am – 12:15pm

Concurrent 60-minute Sessions

AHEAD OF THE CURVE: 6 SHIFTS IN EXPERIENTIAL LEARNING

CANAVERAL 1-2

Presenters: Dana Stephenson, Riipen, Roberto Torreggiani, Riipen

As the world went virtual in the past year, the delivery of experiential education looked a little different. This opened up avenues for innovation and opportunities for radical change. In this session, we explore six shifts in experiential learning. We uncover growing areas such as interdisciplinary collaboration, equity and inclusion, and reskilling in a virtual world.

DESIGNING PROGRAM EXCELLENCE: TOOLS FOR REFLECTING ON INFRASTRUCTURE AND STRATEGY
PENINSULA 1-2

Presenters: Andrew Potter, University of Georgia, Athens, GA, Kay Stanton, University of Georgia, Athens, GA

How do you scale and sustain program quality? Learn how to implement the formal After Action Review reflection process using templates developed at the University of Georgia. Attendees will review tangible tools / models for management processes including Annual Operations Planning; Multi-year Strategic Planning; Brand Marketing Strategy; and Program Quality Standards Mapping. Leave this session with a jump start on building the infrastructure and strategy you need to take your program to the next level.

EQUITABLE AND CULTURALLY RESPONSIVE EXPERIENTIAL DESIGN AND ASSESSMENT **BISCAYNE 1-2**

Presenters: Mamta Saxena, Northeastern University, Boston, MA, Rebecca Crimmins, Northeastern University, Boston, MA

Experiential learning can promote equity when designed with a culturally responsive lens. Assessment of online experiential learning poses a unique challenge as the end-product is as critical as the learning journey. For an equitable approach, it is essential to design the whole experience to focus on: equity-minded framework, affective learning outcomes to change attitudes; and real-world and global competencies. This session shares design models that value students' cultural identities and prepares them for global resiliency.

11:15am – 12:15pm

60-Minute Roundtable Discussions (2-25min. Presentations)

PENINSULA 4-7

IMPLEMENTING EMPLOYER GENERATED FUTURE-OF-WORK STRATEGIES FOR COVID 19

Presenters: Maureen Schomaker, University of Cincinnati, Cincinnati, OH, Kimberly Burke, University of Cincinnati, Cincinnati, OH

An interactive session discussing, Interchange, a unique partnership between industry and academia that identified areas of focus for the future of work. This presentation provides a model for employer engagement, discusses industry generated outcomes, details innovative curriculum implemented to manage students experiential learning through the Covid 19 crisis and provides the foundation for continued innovative strategies for experiential learning. Participants will learn about a successful industry engagement between academy and industry to identify and develop solutions for the future of work. Covid 19 forced changes in the world of work and afforded the opportunity for the Division of Experience-based Learning and Career Education to implement innovative strategies in experiential learning. The new curriculum has provided students the opportunity to engage in immediate individualized self-directed learning to empower them to meet the challenges of the ever-changing world of work.

BEST PRACTICES FOR TEACHING THROUGH THE PANDEMIC: MODIFYING INSTRUCTION FOR VIRTUAL LEARNING

Presenters: Deena Marchal, Southern Utah University, Cedar City, UT, Bryan Burton, Southern Utah University, Cedar City, UT

The goal of this roundtable discussion is to highlight best experiential teaching practices for teaching through the pandemic. Topics covered include modifying instruction for virtual learning, adaptability during challenging times, best practices for online teaching, ADA matters, and blending teaching modes. This is an active opportunity for staff and faculty to share ideas together.

INFLUENCERS ABROAD: ENHANCING CROSS-CULTURAL AWARENESS THROUGH SOCIAL MEDIA ACTIVITIES

Presenters: William Murphy, St. John's University, Queens, NY

This session explores the nearly complete integration of social media and smart technology into the lives of young people while discussing its immense accessibility and functionality for active learning purposes. By examining a specific case study, participants will discover how this phenomenon can be readily leveraged through strategically designed social media learning activities to enhance cross-cultural awareness and deepen reflection both at home and abroad. These strategies are additionally relatable to distance learning generally.

GUEST SPEAKERS: BRINGING EXPERIENCES INTO THE CLASSROOM

Presenters: Jodi Blubaugh, Mount Aloysius College, Cresson, PA

This discussion will explore the importance of guest speakers in a college classroom, both face-to-face and virtually, for students to gain more knowledge in their field. With the limited number of hours professors have with their students, an hour with an expert in their field can be invaluable. Participants will be given the chance to exchange ideas on encouraging faculty to invite guest speakers into their classroom along with best practices for student reflection.

C.A.M.P. OSPREY PROGRAM: LEADING IN THE CLASSROOM AND THE COMMUNITY

Presenters: Matthew Ohlson, University of North Florida, Jacksonville, FL

This session describes a program that combines meaningful community-based experiential learning for collegiate students with leadership-based mentoring, delivered either face-to-face or virtually, that helps K-12 students see college as an option for their future. The CAMP (Collegiate Achievement Mentoring Program) model is a partnership between institutions of higher education and K-12 schools, in which collegiate student mentors are paired with children in high-poverty K-12 schools to improve leadership and career-readiness skills for collegiate mentors and leadership and college-readiness skills for mentees.

TECHNOLOGY BEST PRACTICES FOR EXPERIENTIAL LEARNING

Presenters: Brian Halderman, GivePulse, Austin, TX

In this session, three campus use cases will highlight the importance of a technology tool to help innovate and scale

experiential learning. These use cases will emphasize logistical management, curation of student outcomes and artifacts, and tools for assessing student success and community partner commitment as co-educator. We will focus on actionable steps for technology implementation in a multi-department, cross-disciplinary environment.

THIS IS 2021, EXPERIENTIAL EDUCATION AND BEST PRACTICES FOR STUDENT SUCCESS IN A COVID-19 ERA

Presenters: Patricia Roque, University of South Florida, Tampa, FL, Somer Burke, University of South Florida, Tampa, FL

As the Office of Experiential Learning at USF, College of Public Health moved to a virtual format in the spring of 2020, supporting the success of our 600 master's degree students in a virtual world became the top priority. In this session, we will discuss how we adjusted our student advising modalities and experiential programming, including remote internships, service-learning, international field experiences, coronavirus-related places, and interprofessional education experiences. Establishing safety protocols and offering flexibility allowed us to continue our programming and to support our students.

12:30pm

LUNCH (Grab and Go)

ATRIUM CD