Institute on Experiential Learning and Engaged Dialogue
July 14th –17th, 2026

Welcome to the AAC&U Institute on Experiential Learning and Engaged Dialogue (IELED)! Over the course of the institute, your team can make significant progress in crafting a specific Action Plan related to your experiential learning and engaged dialogue goals. The Institute faculty are excited to share their expertise and work individually with you on your plan. You will present your Action Plan to colleagues and Institute faculty on Friday, and we ask that you submit a copy of your plan electronically at the end of the Institute.

In the spirit of collaboration and creating a trusted environment throughout the Institute, we will follow Chatham House rules "where participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant may be revealed." (Chatham House, 2024).

The Twitter hashtag for the Institute is **#AACUELED**. Feel free to share your observations and insights on social media.

We are glad you are here, and we wish you a productive and enjoyable week!

PROGRAM INFORMATION

- Schedule at a Glance
- Institute Faculty, Speakers, and Staff
- Faculty Mentor Assignments and Meeting Links
- Tips for Successful Engagement during the Institute
- Program of Events
- Action Plan Presentations
- Action Plan Report Template

For AAC&U staff assistance, please contact Lydia Teferra at 571-385-5173 or lteferra@aacu.org.
For IT assistance during the institute, you can send an email to the Institute Helpdesk.

PLEASE NOTE
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SCHEDULE AT A GLANCE

Tuesday, July 14

10:00 – 10:45am PT 11:00 – 11:45am MT 12:00 – 12:45pm CT 1:00 – 1:45pm ET	**Opening Session**
11:00am – 12:30pm PT 12:00 – 1:30pm MT 1:00 – 2:30pm CT 2:00 – 3:30pm ET	**Initial Team Consulting Time with Faculty Mentor**
12:45– 1:45pm PT 1:45 – 2:45pm MT 2:45 – 3:45pm CT 3:45 -4:45pm ET	**Concurrent Sessions 1A**
2:00 – 2:30pm PT 3:00 – 3:30pm MT 4:00 – 4:30pm CT 5:00 – 5:30pm ET	**Team Time**
2:30 – 3:00pm PT 3:30 – 4:00pm MT 4:30 – 5:00pm CT 5:30 – 6:00pm ET	**Navigating Hot Topics in Higher Education**

Wednesday, July 15

8:00 – 9:45am CT 9:00 – 10:45am ET	**Faculty Consultation Time** —*scheduled as needed by teams from Central/East time zones*
8:00 – 8:30am PT 9:00 – 9:30am MT 10:00 – 10:30am CT 11:00 – 11:30am ET	**Optional 101 Sessions**
8:45 – 8:55am PT 9:45 – 9:55am MT 10:45 – 10:55am CT 11:45 – 11:55am ET	**Institute Ignite Session #1** ● **Daily convening for updates, insights, and ideas**
9:00 – 10:00am PT 10:00 – 11:00am MT 11:00 – 12:00pm CT 12:00 – 1:00pm ET	**Concurrent Sessions 2A**

10:15 – 11:15am PT 11:15 – 12:15pm MT 12:15 – 1:15pm CT 1:15 – 2:15pm ET	**Team and Consulting Time**
11:15 – 12:15pm PT 12:15 – 1:15pm MT 1:15 – 2:15pm CT 2:15– 3:15pm ET	**Break**
12:15 – 1:15pm PT 1:15 – 2:15pm MT 2:15 – 3:15pm CT 3:15 – 4:15pm ET	**Concurrent Sessions 2B**
1:30 – 2:30pm PT 2:30 – 3:30pm MT 3:30 – 4:30pm CT 4:30 – 5:30pm ET	**Navigating Hot Topics in Higher Education: Navigating AI in Experiential Learning and Engaged Dialogue (Optional)**
2:30 – 3:30pm PT 3:30 – 4:30pm MT 4:30 – 5:30pm CT 5:30 – 6:30pm ET	**Faculty Consultation Time** —*scheduled as needed by teams from Mountain and West time zones*

Thursday, July 16

9:00 – 10:45am ET 8:00 – 9:45am CT	**Faculty Consultation Time**— *scheduled as needed by teams from Central and East time zones*
8:00 – 8:30am PT 9:00 – 9:30am MT 10:00 – 10:30am CT 11:00 – 11:30am ET	**Optional 101 Session**
8:45 – 8:55am PT 9:45 – 9:55am MT 10:45 – 10:55am CT 11:45 – 11:55am ET	**Institute Ignite Session #2** ● **Daily convening for updates, insights, and ideas**
9:00 – 10:00am PT 10:00 – 11:00am MT 11:00am – 12:45pm CT 12:00pm – 1:00pm ET	**Concurrent Sessions 3A**
10:15 – 11:30am PT 11:15 – 12:30pm MT 12:15 – 1:30pm CT 1:15 – 2:30pm ET	**Mid-Institute Check-in with Faculty Mentor and Team Time**

11:30 – 12:30pm PT 12:30 – 1:30pm MT 1:30 – 2:30pm CT 2:30 – 3:30pm ET	**Break**
12:30 – 1:30pm PT 1:30 – 2:30pm MT 2:30 – 3:30pm CT 3:30 – 4:30pm ET	**Concurrent Sessions 3B**
1:30 – 2:30pm PT 2:30 – 3:30pm MT 3:30 – 4:30pm CT 4:30 – 5:30pm ET	**Team and Consulting Time**
2:30 – 3:30pm PT 3:30 – 4:30pm MT 4:30 – 5:30pm CT 5:30 – 6:30pm ET	**Faculty Consultation Time** — *scheduled as needed by teams*

Friday, July 17

9:00 – 10:00am PT 10:00 – 11:00am MT 11:00am – 12:00pm CT 12 noon – 1:00pm ET	**Team and Consulting Time**
10:15 – 11:30am PT 11:15am – 12:30pm MT 12:15 – 1:30pm CT 1:15 – 2:30pm ET	**Action Plan Presentations**

Institute Faculty, Speakers, and Staff

KRIS ACHESON-CLAIR
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FACULTY MENTOR ASSIGNMENTS AND MEETING LINKS

Teams meet with their faculty mentor frequently during Team Time. Please find your faculty mentor's zoom link below.

IELED Faculty Assignments		
Institution	**Mentor**	**Team Time Consulting Meeting Link**
1. Shepherd University 2. Sonoma State University 3. The Pennsylvania State University, World	Eric Castillo	Zoom link: https://aacu.zoom.us/j/7398050219
1. Dalton State College 2. Montgomery College 3. University of Massachusetts Global	J. Elizabeth Clark	Zoom link: https://aacu.zoom.us/j/3677165106
1. Augustana College 2. Central Connecticut State University 3. Rutgers University Newark	Peter Felten	Zoom link: https://aacu.zoom.us/j/2891522956
1. Eastern Washington University 2. Gateway Technical College 3. Shawnee State University	Cara Krezek	Zoom link: https://aacu.zoom.us/j/6818257647
1. California State University Long Beach 2. University of South Carolina 3. Washington State University	Nick Longo	Zoom Link: https://aacu.zoom.us/j/4969370993
1. Indiana University Bloomington 2. Mount Holyoke College 3. Princeton University	Sara Mehltretter	Zoom link: https://aacu.zoom.us/j/4853514769
1. Texas Tech University 2. University of Colorado Denver 3. University of Oklahoma	Kiesha Warren-Gordon	Zoom link: https://aacu.zoom.us/j/7103370346
1. SUNY Brockport 2. Quinnipiac University	Dawn Michele Whitehead	Zoom link: https://aacu.zoom.us/j/7476375087

Tips for Successful Engagement during the Virtual Institute

While we are thrilled that we will share time together during the Institute, we fully understand that many participants are also sharing space and resources with others, and we also understand bandwidth issues may affect the way you participate. We know there may be times when you need to turn your camera off and/or respond to other needs. It is in this spirit that we share some recommendations for participation in the Institute.

The Institute sessions will be synchronous and will be offered via Zoom. Zoom links can be accessed on this program and on the Institute platform.

Institute Platform Link: https://www.aacu.org/institutes/2026-institute-on-experiential-learning-and-engaged-dialogue

Communication during Activities:

- For all Institute activities, please be prepared to communicate using your computer microphone and Zoom tools such as chat; reactions such as raise/lower hand, yes/no, go slower/faster, agree/disagree, clap, need a break (mug), or away (clock); polling; and Q&A. Presenters will ask you to use these tools throughout the presentations to facilitate interaction and to make sure your needs are being met.
- Please also mute your microphone at the start of sessions and keep it muted when you are not talking.

Institute Engagement

Faculty Consultations

- Team meetings with Institute faculty to provide opportunities to discuss specific aspects of your Action Plan and to refine it throughout the week

Team Time

- Time for teams to share what they are learning from the workshops and faculty consultations and to apply that knowledge to the development of their Action Plans Presentations

Concurrent Sessions

- Please note that most sessions will be interactive. You may be encouraged to have your camera on and/or may work in breakout rooms.

Navigating Hot Topics in Higher Education

- Optional, informal conversational sessions where Institute participants and faculty can engage in dialogue about issues impacting higher education today

101 Sessions

- Optional, introductory-level presentations offered by Institute faculty

2026 INSTITUTE ON EXPERIENTIAL LEARNING AND ENGAGED DIALOGUE
PROGRAM OF EVENTS

TUESDAY, JULY 14TH	
10:00 – 10:45am PT 11:00 – 11:45am MT 12:00 – 12:45pm CT 1:00 – 1:45pm ET	**Opening Session** **Welcome and Introductions** ***Lynn Pasquerella***, President, AAC&U ***Dawn Michele Whitehead***, Vice President, Office of Global Citizenship for Campus, Community, and Careers, AAC&U **Zoom Link:** https://aacu.zoom.us/j/92321627613?pwd=ho7sZ9HdW5EUYsz67Ra2rejAybHc3U.1
11:00am – 12:30pm PT 12:00 – 1:30pm MT 1:00 – 2:30pm CT 2:00 – 3:30pm ET	**Initial Team Consulting Time with Faculty Mentor** During this session, teams will meet with their faculty mentors to discuss navigating the Institute and to discuss their goals for the Institute. Teams will meet on Zoom, accessing the link through the Institute platform or on the PDF program (see below). No advance scheduling is needed for this meeting. **Faculty Mentor Zoom Links** • Augustana College - Peter Felten • California State University Long Beach - Nick Longo • Central Connecticut State University - Peter Felten • Dalton State College - J. Elizabeth Clark • Eastern Washington University - Cara Krezek • Gateway Technical College - Cara Krezek • Indiana University Bloomington - Sara Mehltretter • Montgomery College - J. Elizabeth Clark • Mount Holyoke College - Sara Mehltretter • The Pennsylvania State University, World- Eric Castillo • Princeton University - Sara Mehltretter • Quinnipiac University - Dawn Michele Whitehead • Rutgers University Newark - Peter Felton • Shawnee State University - Cara Krezek • Shepherd University - Eric Castillo • Sonoma State University - Eric Castillo

	• SUNY Brockport - Dawn Michele Whitehead • Texas Tech University - Kiesha Warren-Gordon • University of Colorado Denver - Kiesha Warren-Gordon • University of Massachusetts Global - J. Elizabeth Clark • University of Oklahoma - Kiesha Warren-Gordon • University of South Carolina - Nick Longo • Washington State University - Nick Longo
12:45 – 1:45pm PT 1:45 – 2:45pm MT 2:45 – 3:45pm CT 3:45 – 4:45pm ET	**CONCURRENT SESSIONS 1A**
Experiential Learning	**Bridging the Gap Between Service-Learning and Civic Character Development** *Kiesha Warren-Gordon* **Zoom Link:** https://aacu.zoom.us/j/96955018766?pwd=Kb3h9RA7QvOGtiQwyPCXn3MzOnbWjS.1 This presentation focuses on utilizing invitational validity and civic understanding to rethink the hows and whys of community engagement. The session will be based on developing authentic and reciprocal relationships that lead to invitations to enter spaces that are not organically adjacent to institutions of higher education. Within this process, we highlight the ways in which institutions and their representatives can utilize civic understanding to cultivate invitations into these spaces. During our time together, I will highlight the ways that civic values can guide relationship building with community leaders and how these values should be used in problem solving.
Experiential Learning	**Experiential Learning by Design** *J. Elizabeth Clark* **Zoom Link:** https://aacu.zoom.us/j/98973932820?pwd=ECpx3CMLhPrqgKuYpGyG0Tbv748br8.1 Experiential learning is too often retrofitted: a reflection assignment appended to an existing internship, a community partner added to a course late in the planning process, a "hands-on" label applied after the syllabus is finished. This workshop makes the opposite argument. Experiential learning works best when it is designed, with the same intentionality an architect brings to a building: a clear brief, a considered structure, and a plan for how people will live inside it. Drawing on two decades of project-based learning practice, this session offers a design process for building experiential learning experiences from the ground up: defining the learning problem, designing authentic work worth doing, structuring feedback and reflection throughout rather than only at the end, and planning for public demonstration of learning. Special attention is given to contexts the HIPs literature

	often overlooks, including fully online programs and adult learners balancing work, family, and study, where experiential learning must be designed for flexibility without sacrificing depth. Participants will work individually and in teams to draft a design brief for one new or reimagined experiential learning experience on their campus. Participants will leave the workshop with: ○ a completed design brief for one experiential learning experience; ○ a design vocabulary and process adaptable to future course and program development; ○ a set of further readings on project-based learning, online experiential learning, and intentional design.
Engaged Dialogue	**Facilitating Constructive Dialogue: Skill Building for Bridging Divides** *Nick Longo* **Zoom Link:** https://aacu.zoom.us/j/91810036332?pwd=JTQ0RE12zXZhbk6PmUdBeikgEf38L7.1 In an age of division and polarization, it is essential to develop skills for facilitating constructive dialogue. In this interactive workshop, participants will develop skills such as learning to listen, ask questions, invite stories, and find common ground. We will also introduce facilitation practices and then engage with relevant scenarios that will help us learn to work with others to address conflict in healthy ways. Ultimately, this workshop is about helping students, staff, and faculty become bridge builders and change agents for a more vibrant democracy.
Experiential Learning	**From Career Services to Career Integrated Education: Building an Institution Where Career Readiness is Everyone's Responsibility** *Cara Krezek* **Zoom Link:** https://aacu.zoom.us/j/98702687132?pwd=k3HIjkaNYbcoUntTpsgf4ItCspvEUH.1 The expectations placed on higher education have fundamentally changed. Institutions are increasingly challenged to demonstrate graduate outcomes while preparing learners for a world shaped by technological advancement, demographic change, evolving workforce expectations, and continuous disruption. Career readiness can no longer reside within a single office or be delivered through isolated services. Instead, it must become an institution-wide learning strategy that intentionally connects academic learning, experiential learning, co-curricular experiences, employer engagement, and student development. Drawing on leadership experience designing integrated career education systems across higher education, this session explores how institutions can reposition career education from a

	transactional student service to a shared educational responsibility that strengthens student learning, career agency, and institutional value. Participants will explore • Why career education is a teaching and learning strategy—not simply a student service. • Moving from an office-centered model to an institution-wide model of career readiness • The complementary roles of faculty, career educators, employer partners, and student affairs in preparing graduates • How curricular and co-curricular experiential learning work together to build career agency and lifelong adaptability • The evolving role of AI and emerging technologies as tools that enhance—not replace—career learning • Strategies for creating institutional ownership, alignment, and accountability for career readiness Key Takeaway Career readiness is not a destination students visit—it is an institutional responsibility intentionally woven throughout the learner experience. Career education is not an office or a service; it is an intentional approach with strategic outcomes.
2:00 – 2:30pm PT 3:00 – 3:30pm MT 4:00 – 4:30pm CT 5:00 – 5:30pm ET	**Team Time** • Meet with your team • Go over Institute Guide • Plan Faculty Consultations/Invite Faculty Consultant(s) • Schedule Meetings with Other Teams **Faculty Mentor Zoom Links** *(Optional — Teams may use whichever platform they wish to convene. If you would like to meet with your faculty mentor, please reach out to them via email)* • Augustana College - Peter Felten • California State University Long Beach - Nick Longo • Central Connecticut State University - Peter Felten • Dalton State College - J. Elizabeth Clark • Eastern Washington University - Cara Krezek • Gateway Technical College - Cara Krezek • Indiana University Bloomington - Sara Mehltretter • Montgomery College - J. Elizabeth Clark • Mount Holyoke College - Sara Mehltretter • The Pennsylvania State University, World- Eric Castillo • Princeton University - Sara Mehltretter • Quinnipiac University - Dawn Michele Whitehead

	• Rutgers University Newark - Peter Felton • Shawnee State University - Cara Krezek • Shepherd University - Eric Castillo • Sonoma State University - Eric Castillo • SUNY Brockport - Dawn Michele Whitehead • Texas Tech University - Kiesha Warren-Gordon • University of Colorado Denver - Kiesha Warren-Gordon • University of Massachusetts Global - J. Elizabeth Clark • University of Oklahoma - Kiesha Warren-Gordon • University of South Carolina - Nick Longo • Washington State University - Nick Longo
2:30 – 3:00pm PT 3:30 – 4:00pm MT 4:30 – 5:00pm CT 5:30 – 6:00pm ET	**Navigating Hot Topics in Higher Education (Optional)** *Dawn Michele Whitehead* **Zoom Link:** https://aacu.zoom.us/j/96507657319?pwd=DmipTuzp3SOMAN2s8wzm00mSieLdoB.1

WEDNESDAY, JULY 15TH	
8:00 – 9:45am CT 9:00 – 10:45am ET	**Faculty Consultations** —*scheduled as needed by teams from Central/Eastern time Zones* Faculty are available for consultations on an as-needed basis. If there is a faculty member you would like to consult with, please email them directly to set up a 30-minute meeting and meet using their personal zoom link listed below or another platform of your choosing. Teams can also use this time to work on Action Plans. **Faculty Mentor Zoom Links** *(Meetings available by appointment. Schedule directly with individual faculty member via email.)* • Eric Castillo • J. Elizabeth Clark • Peter Felten • Cara Krezek • Nick Longo • Sara Mehltretter • Kiesha Warren-Gordon • Dawn Michele Whitehead
8:00 – 8:30am PT 9:00 – 9:30am MT	**Optional 101 Session**

10:00 – 10:30am CT 11:00 – 11:30am ET	**Experiential Learning 101** *Dawn Michele Whitehead* **Zoom Link:** https://aacu.zoom.us/j/96312620109?pwd=ObEm3uGH2WiCw3OWShHUYaIgzA4aIO.1 The introductory 101 session will provide a brief history of experiential learning and an exploration of key dimensions of experiential learning for today.
8:45 – 8:55am PT 9:45 – 9:55am MT 10:45 – 10:55am CT 11:45 – 11:55am ET	**Institute Ignite Session #1** Daily convening for updates, insights, and ideas **Zoom Link:** https://aacu.zoom.us/j/96606154858?pwd=5EpUhD2W8M1BzMLDwmNlSpLzoqr2v3.1
9:00 – 10:00am PT 10:00 – 11:00am MT 11:00 – 12:00pm CT 12:00 – 1:00pm ET	**CONCURRENT SESSIONS 2A**
Engaged Dialogue	**Beyond One and Done - Building Dialogue on Campus** *Sara Mehltretter* **Zoom Link:** https://aacu.zoom.us/j/98478433969?pwd=4g0T9JZmomidfqKK5Vg2dstXj2jTYa.1 This workshop will bring together work done throughout the Institute and orient participants to the growing set of models and resources to promote engaged dialogue in higher education. Using scenarios, we'll address challenges in building dialogue in higher education. Participants will work collaboratively within institutions and across institutions in small groups to discuss possibilities and challenges for bridging through dialogue.
Experiential Learning	**Defining, Designing, and Integrating Community Engaged and Global Learning Ethically and with Cultural Humility** *Dawn Michele Whitehead* **Zoom Link:** https://aacu.zoom.us/j/99358425999?pwd=mNymhKelUxxbbsRab7uBWOmJ6aQYVN.1 How do global learning and community engaged learning, two high-impact practices, become integrated into the institutional fabric? How could institutions engage faculty and staff to scale up these practices? How are institutional commitments to these practices communicated? This session will

	guide participants through the process of defining, designing, and integrating global and community engaged learning across curricular and co-curricular experiences. Participants will discuss how to make ethical connections among faculty, staff, and community partners in the design and implementation phases and leave with strategies applicable across institutional types and disciplines.
Experiential Learning and Engaged Dialogue	**Designing Professional Development and Assessment to Support Experiential Learning and Engaged Dialogue** *Peter Felten* **Zoom Link:** https://aacu.zoom.us/j/95388254264?pwd=3ePa0zfv07V2zsmskyfQ7dklwmw7m3.1 Effective professional development and assessment processes create cultures of learning, experimentation, and growth. To cultivate those cultures, we need intentional, research-informed programs and practices. This session will explore how to make faculty, staff, and student inquiry into learning a signature feature of professional development and assessment initiatives. We will briefly examine model programs and principles of effective practice, and then participants will have time and guidance to craft aspects of a professional development or assessment plan for their own program or institution that will support deep and sustainable change.
Experiential Learning	**From Shared Definition to Shared Evidence: Assessing Experiential Learning** *J. Elizabeth Clark* **Zoom Link:** https://aacu.zoom.us/j/96890597115?pwd=89D0a5PTDSAJuUylg6xjXfFx1Dgk5d.1 Nearly every campus committed to experiential learning eventually confronts the same sequence of questions. What do we mean by experiential learning? What should students learn from it? And how will we know? Too many assessment efforts begin with the third question and stall, because evidence is only meaningful when definitions and outcomes come first. This planning workshop walks teams through that sequence deliberately: from shared definitions to articulated learning outcomes, to identifying evidence sources already living on campus, to designing a sustainable assessment cycle that informs improvement rather than merely documenting activity. Participants will work first in institutional teams and then in cross-campus groups based on where their institution currently stands: 1. Starting from the Ground Up: we are committed to experiential learning, but we have no shared definition or assessment plan yet.

	2. Explorer: we have pockets of strong practice and early pilots, but no common framework. 3. The Messy Middle: we have a definition and a plan, but we also have lots of questions! 4. Advanced: assessment is underway, and we are ready to move from data to decisions. Participants will leave the workshop with: ○ a draft assessment plan matched to their institution's current stage; ○ a definition-to-evidence planning template for continued use on campus; ○ a set of further readings on assessing experiential learning and HIPs.
10:15 – 11:15am PT 11:15 – 12:15pm MT 12:15 – 1:15pm CT 1:15 – 2:15pm ET	**Team and Consulting Time** ● Meet with your team ● Go over Institute Guide ● Meet with Faculty Consultant(s) ● Schedule Meetings with Other Teams **Faculty Mentor Zoom Links** *(Optional — Teams may use whichever platform they wish to convene. If you would like to meet with your faculty mentor, please reach out to them via email to schedule)* • Eric Castillo • J. Elizabeth Clark • Peter Felten • Cara Krezek • Nick Longo • Sara Mehltretter • Kiesha Warren-Gordon • Dawn Michele Whitehead
11:15 – 12:15pm PT 12:15 – 1:15pm MT 1:15 – 2:15pm CT 2:15– 3:15pm ET	**Break**
12:15 – 1:15pm PT 1:15 – 2:15pm MT 2:15 – 3:15pm CT 3:15– 4:15pm ET	**CONCURRENT SESSIONS 2B**
	Designing an Integrated Career and Experiential Education Ecosystem: Operationalizing Across the Institution *Cara Krezek*

Experiential Learning	**Zoom Link:** https://aacu.zoom.us/j/99945644235?pwd=Jay3U6BxNEKFaRfsAmaGXaJosZCqeQ.1 Many institutions recognize the importance of career education and experiential learning, yet struggle to move beyond disconnected initiatives toward a cohesive institutional strategy. Building an integrated Career and Experiential Education Ecosystem requires more than expanding programming—it requires intentional design, shared governance, employer partnerships, integrated technology, and a commitment to connecting learning with meaningful work. Drawing on experience leading one of Canada's largest integrated Career, Co-op and Experiential Education portfolios, national leadership through CEWIL Canada, and work supporting institutional transformation across North America, this session explores practical approaches to designing, implementing, and scaling integrated career learning systems that improve both student outcomes and institutional performance. Participants will leave with a practical framework for operationalizing career education across their institutions while adapting the model to their own context. Participants will explore: • The foundational components of an integrated ecosystem • Governance structures that connect departments, including academic affairs, student affairs, employer engagement, and career education • Designing scalable systems that integrate curriculum, work-integrated learning, reflection, and co-curricular learning • Lessons learned from Canada's national work-integrated learning ecosystem and institutional implementation • Measuring success through engagement, persistence, graduate outcomes, employer partnerships, and institutional value • Leveraging technology and AI to personalize learning, strengthen reflection, and scale high-impact educational practices • Practical implementation strategies for institutions at different stages of maturity <u>Key Takeaway</u> Career readiness is not built through individual programs—it is achieved through intentional institutional design. By operationalizing an integrated Career and Experiential Education Ecosystem, institutions can create scalable, sustainable systems that strengthen student learning, institutional effectiveness, and graduate success.
Engaged Dialogue and Experiential Learning	**Engaging Community: A New Toolkit for Reciprocal Teaching and Learning Beyond the Campus** *Nick Longo*

	Zoom Link: https://aacu.zoom.us/j/97210986024?pwd=2uZtuswrMHagzW9ggs9WSVcbmCuADi.1 This workshop will introduce Engaging Community, a new toolkit being published this summer by AAC&U and Campus Compact. The six-module toolkit offers a comprehensive set of resources to support reciprocal community-engaged learning, including videos featuring community-engaged scholars and practitioners—many of whom are community partners—as well as curated readings, lesson plans, ready-to-use activities, and civic reflection prompts. The workshop will introduce the foundational principles and practices in this resource and then participate in one of the lessons from the toolkit. Ultimately, this workshop is about introducing a framework and resource for building mutually beneficial community partnership.
Engaged Dialogue and Experiential Learning	**Healing as Pedagogy: Designing Experiential Learning for Belonging, Reflection, and Collective Care** *Eric Castillo* **Zoom Link:** https://aacu.zoom.us/j/92920652477?pwd=pgTHiAXi3o6atEafSAXJ3lvBJjaF5c.1 Higher education institutions are navigating increasing polarization, disconnection, burnout, and social fragmentation. While experiential learning often emphasizes career readiness and applied practice, less attention is given to how learning environments can cultivate belonging, reflection, healing, and relational trust. This workshop explores how healing-centered engagement and compassion-based practices can deepen experiential learning while strengthening campus and community culture. Drawing from the work of the San Antonio Peace Center, Compassionate Alamo, Peace Fellows, and community healing circle initiatives, participants will experience practices that integrate reflection, storytelling, dialogue, and human connection into curricular and co-curricular spaces. Participants will engage with adaptable frameworks for designing learning experiences that support not only student success, but also collective well-being, civic empathy, and institutional belonging. <u>Intended Outcomes</u> 1. Explore healing-centered and compassion-based approaches to experiential learning and engaged dialogue. 2. Identify practical strategies for integrating reflection, storytelling, and relational practices into campus programming and instruction. 3. Develop frameworks for fostering belonging, trust, and collective care within higher education environments.

Engaged Dialogue and Experiential Learning	**Scaling Interactive Design Through Media: Innovative Ways to Deepen Dialogue across Campus** *Kris Acheson-Clair and Arnd Wächter* **Zoom Link:** https://aacu.zoom.us/j/98686934441?pwd=Ljnu2dmJ7lpnxzeAo6jd7ZKgaIYgWi.1 This session introduces participants to an innovative media-enhanced approach to engaged peer dialogue, showing how interactive design, media tools, and a scalable platform can deepen engagement across a campus community by both reaching more students and fostering meaningful connection between them. By the end of this session, participants will be able to: • Reflect on challenges to engaging large numbers of students in meaningful dialogue • Explore the Crossing Borders Global (CBG) Media Library and a wizard that helps facilitators choose and organize CBG interactive tools into effective dialogue structure • Sketch an initial vision and practical roadmap for scaling interactive dialogue design across their own campus • Identify next steps for media access and consulting support
Engaged Dialogue and Experiential Learning	**VALUE 101: A Primer on AAC&U's VALUE Approach to Assessment** *Jessica Chittum* **Zoom Link:** https://aacu.zoom.us/j/92953579545?pwd=6fDayPpUwCL8iXRjknZ6EqU9YdupTg.1 AAC&U's Valid Assessment of Learning in Undergraduate Education (VALUE) system is an authentic approach to assessment designed to articulate and measure the skills, abilities, and dispositions that students need and that policymakers and employers demand. At the heart of the VALUE approach are the VALUE rubrics, which are open educational resources (OER) that enable educators to assess students' original work and offer an empirically sound methodology for applying the VALUE rubrics to evaluate student performance reliably and verifiably across 16 broad, cross-cutting learning outcomes. This session is designed to provide an overview of "everything VALUE" for novices to the VALUE approach to assessment, as well as for those seeking to learn more. We will discuss the history of VALUE, the suite of VALUE resources from the rubrics to the VALUE Academy of Professional Development; the primary principles and assumptions of the VALUE approach to assessment; and

	examples of how this approach has transformed assessment, teaching, and learning at institutions around the world, with particular attention to VALUE's rubrics and applications most relevant to experiential learning contexts and community-engaged pedagogies.
1:30 – 2:30pm PT 2:30 – 3:30pm MT 3:30 – 4:30pm CT 4:30 – 5:30pm ET	**Navigating Hot Topics in Higher Education (Optional)** **Navigating AI in Experiential Learning and Engaged Dialogue** *Peter Felten and J. Elizabeth Clark* **Zoom Link:** https://aacu.zoom.us/j/93155649388?pwd=M15NO4hWZfXUQONdJZbdPg1P2sWlxY.1
2:30 – 3:30pm PT 3:30 – 4:30pm MT 4:30 – 5:30pm CT 5:30 – 6:30pm ET	**Faculty Consultations** Faculty are available for consultations on an as-needed basis. If there is a faculty member you would like to consult with, please email them directly to set up a 30-minute meeting and meet using their personal zoom link listed below or another platform of your choosing. Teams can also use this time to work on Action Plans. **Faculty Mentor Zoom Links** *(Meetings available by appointment. Schedule directly with individual faculty member via email.)* • Eric Castillo • J. Elizabeth Clark • Peter Felten • Cara Krezek • Nick Longo • Sara Mehltretter • Kiesha Warren-Gordon • Dawn Michele Whitehead

THURSDAY, JULY 16TH	
9:00 – 10:45am ET 8:00 – 9:45am CT	**Faculty Consultations (East/Central)** —*scheduled as needed by teams* Faculty are available for consultations on an as-needed basis. If there is a faculty member you would like to consult with, please email them directly to set up a 30-minute meeting and meet using their personal zoom link listed below or another platform of your choosing. Teams can also use this time to work on Action Plans.

	Faculty Mentor Zoom Links *(Meetings available by appointment. Schedule directly with individual faculty member via email.)* • Eric Castillo • J. Elizabeth Clark • Peter Felten • Cara Krezek • Nick Longo • Sara Mehltretter • Kiesha Warren-Gordon • Dawn Michele Whitehead
8:00 – 8:30am PT 9:00 – 9:30am MT 10:00 – 10:30am CT 11:00 – 11:30am ET	**Optional 101 Session** **HIPs 101** *J. Elizabeth Clark* **Zoom Link:** https://aacu.zoom.us/j/92473010014?pwd=ZaenGAMhSp0K2xek0co7rkvEKjGIV7.1 High-Impact Practices have been part of higher education's shared vocabulary since George Kuh named them in 2008, yet the term carries myriad definitions and assumptions. Is an internship automatically a HIP? Is undergraduate research high-impact for every student, at every institution, in every form? This session serves as a primer, answering foundational questions about High-Impact Practices: where the framework comes from, what the research demonstrates, and why HIPs matter most for the students historically least likely to encounter them. Participants will explore Kuh's original taxonomy and its later additions, the evidence base linking HIPs to engagement, persistence, and completion, and the equity argument at the heart of this work. The session closes with the question that animates the rest of the institute: the label alone guarantees nothing. What makes a high-impact practice actually high-impact? Participants will leave the session with: • a working vocabulary of High-Impact Practices and their defining research; • a curated set of foundational and current readings on HIPs and equity; • a shared framework to support team conversations throughout the institute.
8:45 – 8:55am PT 9:45 – 9:55am MT 10:45 – 10:55am CT 11:45 – 11:55am ET	**Institute Ignite Session #2** Daily convening for updates, insights, and ideas **Zoom Link:** https://aacu.zoom.us/j/97223392395?pwd=Nkl7AkG8qXill3BllvYkFCaPpH2Pd1.1
9:00 – 10:00am PT	**CONCURRENT SESSIONS 3A**

10:00 – 11:00am MT 11:00am – 12:45pm CT 12:00pm – 1:00pm ET	
Experiential Learning	**Beyond the Label: Mapping the Quality of High-Impact Practices** *J. Elizabeth Clark* **Zoom Link:** https://aacu.zoom.us/j/92681841790?pwd=XjihrtlbrFRDuxnOqtWQl30SwVjthd.1 An internship on the books is not the same as an internship done well. Research by Kuh and O'Donnell identifies eight characteristics that make high-impact practices high-impact: significant investment of time and effort, substantive interactions with faculty and peers, experiences with diversity, frequent and constructive feedback, opportunities to reflect and integrate learning, real-world application, public demonstration of competence, and performance expectations set at appropriately high levels. The label tells us what a practice is called; these characteristics tell us whether it works. This working session moves teams from labeling to mapping. After a brief framing of the eight quality characteristics and a case study of one experience examined through this lens, teams will use a mapping tool to audit a signature experiential learning practice from their own campus, identifying where quality is strong, where it is assumed but unverified, and where it is absent. Teams will then exchange maps with another institution for structured critique, because the gaps we cannot see in our own programs are often visible to a colleague down the (virtual) hall. Participants will leave the workshop with: ○ a completed quality map of one signature campus practice; ○ a reusable quality mapping tool for auditing additional experiences at home; ○ a set of further readings on HIP quality, fidelity, and equity of access.
Experiential Learning	**Cultural Memory and Civic Imagination: Arts-Based Experiential Learning for Community Impact** *Eric Castillo* **Zoom Link:** https://aacu.zoom.us/j/91860344385?pwd=dTabEACj07ZVMqbBZoo0drgXXYHPp8.1 Arts and cultural work can serve as powerful forms of experiential learning that connect students to identity, place, history, and public life. This workshop examines how storytelling, public memory projects, exhibitions, and artist collaborations can function as civic learning practices that strengthen

	democratic engagement and deepen institutional relationships with community. Using examples from initiatives including the First Peoples Project of Yanaguana, the Black Westside History Project, community exhibitions, artist residencies, and the Weave: The Social Fabric Project Weaver Awards, participants will explore how arts-centered programming can cultivate dialogue, cultural understanding, and social connection. The session invites participants to consider how colleges and universities can move beyond transactional community engagement toward collaborative cultural stewardship and public storytelling. Intended Outcomes 1. Examine how arts and storytelling initiatives can function as experiential learning and civic engagement practices. 2. Explore models for connecting students, artists, educators, and communities through collaborative cultural work. 3. Identify strategies for designing public-facing programs that strengthen social connection, cultural memory, and community belonging.
Engaged Dialogue	**Dialogue Skills and Assessment** *Sara Mehltretter* **Zoom Link:** https://aacu.zoom.us/j/95957427165?pwd=lBRL6jpEHgS8YlolhLSdC7x983bWzJ.1 Participants in this session will practice dialogue skills and learn about assessment tools for incorporating dialogue into the curriculum. We will work through rubric-based assessment, self assessment, and peer assessment options.
Experiential Learning and Engaged Dialogue	**Relationship-rich Education, Experiential Learning, and Engaged Dialogue** *Peter Felten* **Zoom Link:** https://aacu.zoom.us/j/99563694542?pwd=qQJ7iwzheFFXDPVALq30sNb6aaUvkh.1 Five decades of research demonstrate that student relationships with faculty, staff, and peers are crucial to learning, well-being, and success for all students in higher education. Experiential and dialogic practices are particularly significant “relationship accelerators” that immerse students in meaningful and relational learning experiences. And even with the rise of AI, relationships continue to be foundational to the human work of education. This session will explore how individuals, programs, and institutions can cultivate pedagogies and cultures that ensure all students experience welcome and care, become inspired to learn and thrive, and explore the big questions that matter for their lives and our communities.

10:15 – 11:30am PT 11:15 – 12:30pm MT 12:15 – 1:30pm CT 1:15 – 2:30pm ET	**Mid-Institute Check-in with Faculty Consultant and Team Time** • Meet with your faculty mentor using their personal zoom link listed below. No advance scheduling is needed for this meeting. • Meet with your team **Faculty Mentor Zoom Links** • Augustana College - Peter Felten • California State University Long Beach - Nick Longo • Central Connecticut State University - Peter Felten • Dalton State College - J. Elizabeth Clark • Eastern Washington University - Cara Krezek • Gateway Technical College - Cara Krezek • Indiana University Bloomington - Sara Mehltretter • Montgomery College - J. Elizabeth Clark • Mount Holyoke College - Sara Mehltretter • The Pennsylvania State University, World- Eric Castillo • Princeton University - Sara Mehltretter • Quinnipiac University - Dawn Michele Whitehead • Rutgers University Newark - Peter Felton • Shawnee State University - Cara Krezek • Shepherd University - Eric Castillo • Sonoma State University - Eric Castillo • SUNY Brockport - Dawn Michele Whitehead • Texas Tech University - Kiesha Warren-Gordon • University of Colorado Denver - Kiesha Warren-Gordon • University of Massachusetts Global - J. Elizabeth Clark • University of Oklahoma - Kiesha Warren-Gordon • University of South Carolina - Nick Longo • Washington State University - Nick Longo
11:30 – 12:30pm PT 12:30 – 1:30pm MT 1:30 – 2:30pm CT 2:30 – 3:30pm ET	**Break**
12:30 – 1:30pm PT 1:30 – 2:30pm MT 2:30 – 3:30pm CT 3:30 – 4:30pm ET	**CONCURRENT SESSIONS 3B**
Engaged Dialogue	**Embedding Reflective Assessment into Interactive Design: Evaluating High-Impact Practices at Scale** *Kris Acheson-Clair and Arnd Wächter*

	Zoom Link: https://aacu.zoom.us/j/98851740848?pwd=BtpKwSWypvJZWZSWLtpu4DzzKbA36v.1 This session shows how Crossing Borders Global (CBG) embeds reflective assessment directly into interactive dialogue design that leverages technology solutions, so documentation of participation and evaluation of dialogue effectiveness happen naturally rather than as an added burden. By the end of this session, participants will be able to: • Identify barriers to assessment • Explore the organic placement of assessment within CBG interactive design • Identify embedded assessment interventions and their strengths • Articulate the outcomes good assessment can deliver: evidence of program reach, evidence of learner growth, and student motivation to engage, with no added workload
Experiential Learning	**Global Learning Pedagogy and Practice for Experiential Learning** *Dawn Michele Whitehead* **Zoom Link:** https://aacu.zoom.us/j/94648743476?pwd=ZxQakPl3Tv0kmkzI4IlMLmSkNovexY.1 While global learning is often perceived as synonymous with education abroad, this session will explore the full range of global learning pedagogies and practices that align well with experiential learning. Participants will examine the historical and contemporary landscapes of global learning in local, global, and international contexts, as well as practices that connect global learning to preparation for work, life, and citizenship. Finally, this session will provide space for considering how global learning can be integrated into institutional experiential learning for all students.
Experiential Learning	**High Impact Practices in the Online Teaching Environment** *Kiesha Warren-Gordon* **Zoom Link:** https://aacu.zoom.us/j/94433657789?pwd=FDU0SaTKQq54VqeQoz8dFeZVrFCfDL.1 This presentation will highlight the ways in which High-Impact Practices (HIPs) in online teaching can produce evidence-based, collaborative learning through interactive pedagogical strategies. I will highlight strategies that are designed to combat digital isolation, foster deep learning, and boost student engagement through active faculty presence, meaningful peer interaction, and sustained real-world application. I will highlight ways to design project-based learning and

	case studies that allow students to apply theoretical knowledge to professional or community-based scenarios.
Engaged Dialogue and Experiential Learning	**Transforming "Fight-or-Flight" Moments into Bridges for Dialogue Across Difference** *Mays Imad* **Zoom Link:** https://aacu.zoom.us/j/95986489739?pwd=LVEXVPdz9PbjmaIlKc44RwRW8haTax.1 When discussion turns tense, it is not just ideology that hardens; our nervous systems do too. This session unpacks the biology of "triggers," explaining how fear circuits in the amygdala and brain-stem can hijack pre-frontal regions responsible for curiosity, perspective-taking, and intellectual empathy. How might we empower ourselves and those around us with knowledge? By translating complex neuroscience into accessible language, we become able to recognize, regulate, and re-engage, transforming "fight-or-flight" moments into bridges for courageous, nuanced dialogue across difference, inspired to learn and thrive, and explore the big questions that matter for their lives and our communities.
1:30 – 2:30pm PT 2:30 – 3:30pm MT 3:30 – 4:30pm CT 4:30 – 5:30pm ET	**Team and Consulting Time** • Meet with your team • Go over Institute Guide • Meet with Faculty Consultant(s), if needed (by appointment) • Finalize Action Plan **Faculty Mentor Zoom Links** *(Optional — Teams may use whichever platform they wish to convene. If you would like to meet with your faculty mentor, please reach out to them via email to schedule)* • Eric Castillo • J. Elizabeth Clark • Peter Felten • Cara Krezek • Nick Longo • Sara Mehltretter • Kiesha Warren-Gordon • Dawn Michele Whitehead
2:30 – 3:30pm PT 3:30 – 4:30pm MT 4:30 – 5:30pm CT 5:30 – 6:30pm ET	**Faculty Consultation** —*scheduled as needed by teams* Faculty are available for consultations on an as-needed basis. If there is a faculty member you would like to consult with, please email them directly to set up a 30-minute meeting and meet using their personal zoom link listed below or another platform of your choosing. Teams can also use this time to work on Action Plans.

	Faculty Mentor Zoom Links *(Meetings available by appointment. Schedule directly with individual faculty member via email.)* • Eric Castillo • J. Elizabeth Clark • Peter Felten • Cara Krezek • Nick Longo • Sara Mehltretter • Kiesha Warren-Gordon • Dawn Michele Whitehead

FRIDAY, JULY 17TH	
9:00 – 10:00am PT 10:00 – 11:00am MT 11:00am – 12:00pm CT 12 noon – 1:00pm ET	**Team and Consulting Time** • Meet with your team • Meet with Faculty Consultant(s), if needed (by appointment) • Final Action Plan Preparations **Faculty Mentor Zoom Links** *(Optional — Teams may use whichever platform they wish to convene. If you would like to meet with your faculty mentor, please reach out to them via email to schedule)* • Eric Castillo • J. Elizabeth Clark • Peter Felten • Cara Krezek • Nick Longo • Sara Mehltretter • Kiesha Warren-Gordon Dawn Michele Whitehead
10:15 – 11:30am PT 11:15am – 12:30pm MT 12:15 – 1:30pm CT 1:15 – 2:30pm ET	**Action Plan Presentations** You will present your Action plan to the teams who share your faculty mentor. Dawn's teams and Cara's teams will all be part of the same group for these presentations. Kiesha's groups will join Nick's group for these presentations using Nick's personal zoom link. Group assignments are listed on page 28 of the PDF program and on the Institute platform.

Campus Action Plan Group Presentations

On Friday, campus teams will present their Action plan to the teams who share their faculty mentor. Dawn's teams and Cara's teams will all be part of the same group for these presentations. **Kiesha's groups will join Nick's group for these presentations using Nick's personal zoom link.** Please see the table below for your group.

Action Plan Presentation Group Assignments - IELED		
Faculty Mentors	**Institutions**	**Meeting Link**
Group 1 Eric Castillo	1. Shepherd University 2. Sonoma State University 3. The Pennsylvania State University, World	Eric Castillo's Zoom Meeting Room link: https://aacu.zoom.us/j/7398050219
Group 2 J. Elizabeth Clark	1. Dalton State College 2. Montgomery College 3. University of Massachusetts Global	J. Elizabeth Clark's Zoom Meeting Room link: https://aacu.zoom.us/j/3677165106
Group 3 Peter Felten	1. Augustana College 2. Central Connecticut State University 3. Rutgers University Newark	Peter Felten's Zoom Meeting Room link: https://aacu.zoom.us/j/2891522956
Group 4 Nick Longo Kiesha Warren-Gordon	1. California State University Long Beach 2. University of South Carolina 3. Washington State University 4. Texas Tech University 5. University of Colorado Denver 6. University of Oklahoma	Nick Longo's Zoom Meeting Room link: https://aacu.zoom.us/j/4969370993
Group 5 Sara Mehltretter	1. Indiana University Bloomington 2. Mount Holyoke College 3. Princeton University	Sara Mehltretter's Zoom Meeting Room link: https://aacu.zoom.us/j/4853514769

Group 6 Cara Krezek Dawn Michele Whitehead	1. SUNY Brockport 2. Quinnipiac University 3. Eastern Washington University 4. Gateway Technical College 5. Shawnee State University	Dawn Michele Whitehead's Zoom Meeting Room link: https://aacu.zoom.us/j/7476375087

AAC&U Institute on Engaged and Integrative Learning
Action Plan Report Template

What is an Action Plan? An Action Plan is a document that outlines the components needed to make sufficient progress toward implementing and sustaining your project. These components typically include goals; relevant stakeholders, audience members, and decision makers essential for communication and capacity-building; potential obstacles and possible strategies for overcoming them; and a timeline for next steps. Each component has multiple dimensions. For example, "next steps" may pertain to curricular, cocurricular, pedagogical, student support, or administrative processes. Capacity-building may include faculty development plans or strategies for sharing processes, assessment data, and best practices. Obstacles may include resources, institutional reward structures (i.e., promotion and tenure considerations), or communication difficulties.

Directions for Submitting Your Team's Action Plan:

1. Submit ONE copy of a two-to-three-page statement addressing the following two questions:
    a. What are the team's specific curricular, pedagogical, and/or process plans once it returns to campus for advancing the project worked on at the institute?
    b. How does the team plan to share the knowledge, insights, and expertise gained during the institute with colleagues on campus?
2. Plans are DUE at the **end of the Institute on Friday, July 17th**—please email copy of your plan to Lydia Teferra at lteferra@aacu.org.

Presentation of Action Plans:
Each team will be sharing its action plan with other campus teams on **Friday, July 17th**. Presentations must be brief **(7 minutes for presentation; 7 minutes for questions/answers)**,
and we ask that you use **no A/V technology** (PowerPoint, etc.). Be ready to let your listeners know what campus audiences they will role-play for you. Try to involve multiple team members and ensure that some team members take notes on questions and suggestions from the audience.

Big-Picture Questions to Begin Thinking about Your Action Plan:

1. Where do you want the university to be in five years with regard to integrative learning?
2. What can you do to help the university meet these goals?
3. What help do you need to support the advancement of these goals over time?
4. How will you know the work has been successful? At the student level? The faculty level? The institutional level?

Specific Action Plan Questions to Address:

1) Succinctly describe the **goals** of the plan in a few sentences.
    a. What is the issue, question, or problem you're addressing?
    b. What is the objective?
2) Briefly describe the **process** you envision for accomplishing this plan.

   a. What are the steps needed (short-term and long-term) to accomplish your goals?
   b. Who do you need to involve in the process to ensure success?
3) What are the **barriers** or roadblocks you foresee to accomplishing this work?
   a. Are there any steps you can take to avoid the barriers altogether?
   b. If not, what are your strategies for addressing these obstacles?
4) Who are the **campus champions, stakeholders, and/or decision-makers** needed to facilitate this work?
   a. Whose support do you need in order to bring others into the conversation?
   b. Whose support do you need to ensure you have the necessary resources to accomplish your plan?
5) What is your **communication** strategy?
   a. Who, or what groups of people, on campus or in the broader community do you need to engage first? Second? Later?
   b. What methods of communication will you use for different audiences at each phase of your plan?
6) What are the short-term and long-term **measures** that will gauge your success?
   a. What evidence do you need to demonstrate success to your team and to others on campus?
   b. How will that information be gathered and disseminated?

AAC&U staff will check in with your team in six months to hear about your progress and offer our support.