The Power of Mentoring 2018:  
Fostering Inclusion, Leadership and Growth through Experiential Learning

Symposium Date: April 25, 2018  
Stella and Charles Guttman Community College  
50 West 40th Street, New York, NY 10018

Proposal Submission Deadline: March 2nd, 2018  
Proposal Submission Form: https://goo.gl/forms/lR8dDD1IHAA2eF812

Introduction
Experiential learning, in its many different forms, can be transformative for students and can lead to increased rates of retention and engagement. As demonstrated in the University Plan for Experiential Learning submitted to Governor Andrew Cuomo’s office in June 2016, CUNY’s colleges are already actively engaged in experiential education practices. At the same time, there is tremendous opportunity—and enthusiasm—for increasing and diversifying experiential learning opportunities (ELOs) for students. CUNY’s 2018 Experiential Learning Symposium aims to convene conversations about maximizing the effectiveness and reach of experiential learning through mentorship.

We are particularly interested in presentations that discuss intermediate outcomes of mentoring interventions, providing both formative and summative program assessment. Presenters should discuss the impact and effectiveness of their programs including benchmarks and milestones. Focusing specifically on analysis and improvement techniques, presenters should showcase compelling styles of mentorship as it relates to diverse student populations.
Visit CUNY's Experiential Learning website to view details of CUNY’s categorical definitions of ELO, which are necessarily broad, given the distinct priorities and strengths of its various colleges and the wide spectrum of students they serve. Information on last year’s ELO Conference "Breaking Boundaries 2017: Developing, Assessing, and Scaling Curricular Experiential Learning Opportunities” can also be found on the CUNY ELO website.

Registration for the 2018 Conference will begin on February 1, 2018.

Please direct any questions to: ELO@guttman.cuny.edu.

Themes/Conference Tracks
This year’s symposium will be organized around three different tracks:

(1) Learning and Development - This track will showcase efforts around learning and development for mentees, mentors, supervisors, or partners. Workshops can incorporate the philosophy, structure, and outcomes for mentor training programs. Additionally, this track may include an overview of competency-based training curricula and role-specific training approaches that prepare supervisors and mentors.

(2) Equity and Inclusion - This track will highlight efforts to serve underrepresented and/or marginalized populations including but not limited to race, ethnicity, gender identity or expression, sexual orientation or identity, abilities: physical, mental, and emotional, socioeconomic background, religion/spirituality, age, national origin, or veteran status. Programs can include research-based, academic, and/or professional development programs with a focus on empowering diverse students.

(3) Impactful Practices - This track will examine one or two specific practices that are working in your mentoring program. This may include strategies for how to develop successful external partnerships that support student development or innovations that you have implemented.

Presentation Proposal Details
Concurrent sessions will be 50 minutes long and may contain one or more presentations. Proposals for roundtables or panel discussions are welcome, as are presentations which include students.

Presentation Title

Proposal Abstract (250 words)
The abstract should describe the content and significance of the session (or roundtable), as well as how it relates to the theme of the symposium.

Brief Description (100 words)
This description will be used for the final program. Please remember that—should your proposal be accepted—a participant’s decision to attend your session will be based in large part on this description. We encourage you to make it as accurate, and compelling, as possible.
Expected Learning Outcomes (50-75 words)
Please describe—or list—the outcomes with which you hope the audience members will leave the session—i.e., the “takeaways.”

Other co-presenter names, titles, and institutions/organizations.
Appendix

CUNY’S WORKING DEFINITION OF EXPERIENTIAL LEARNING:

At CUNY, experiential and applied learning opportunities should be a transformational component of the undergraduate experience. Educational research indicates that high-impact practices that take ideas and concepts beyond the classroom can increase rates of student retention and student engagement, and can be beneficial in shaping their longer-term personal development as critical and creative thinkers. These practices, known at CUNY as Experiential Learning Opportunities (ELO), take many different forms, all of which allow “learners to have direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop individual capacity to contribute to their communities.” (Association for Experiential Education)

Below are CUNY’s categorical definitions of ELO, which are necessarily broad, given the distinct priorities and strengths of its various colleges and the wide spectrum of students they serve.

**Formal Internship - paid:** Academic programs integrating classroom learning and productive work experience in a field related to a student’s academic and career goals. Formal internships provide students with learning experiences integrating theory and practice. As an academic program, it serves as a partnership among students, education institutions, and employers. Includes remuneration.

**Formal Internship - unpaid:** Academic programs integrating classroom learning and productive work experience in a field related to a student’s academic and career goals. Formal internships provide students with learning experiences integrating theory and practice. As an academic program, it serves as a partnership among students, education institutions, and employers. Does not include remuneration.

**Independent Internship - paid:** An independent internship is a form of ELO that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, give employers the opportunity to guide, and evaluate talent. Includes remuneration. Could be college- or university-sponsored.

**Independent Internship - unpaid:** An independent internship is a form of ELO that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, give employers the opportunity to guide, and evaluate talent. Does not include remuneration. Could be college- or university-sponsored.

**Co-operative Education - paid:** Formally recognized as an academic program integrating classroom learning and productive paid work experiences in a field related to a student’s academic and career goals. Co-op provides students with progressive learning experiences
integrating theory and practice and serves as a partnership among students, educational institutions, and employers. This type of education is directly tied to a career and is always paid.

**Service Learning/Community Service:** Ongoing and sustained volunteerism, service learning, and/or community service performed by students to enrich the learning experience and strengthen communities. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus.

**Clinical Preparation/Practicum:** Practicum describes instruction in a supervised clinical/medical, social work or school (student teacher) setting where students have an opportunity to apply the theoretical knowledge they have acquired.

**Research/Field Study:** Mentored, self-directed work that enables students to make an original, intellectual, or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others. The projects have inquiry, design, investigation, discovery and application.

**Campus- or University-Based Work and/or Leadership:** Productive work experience that serves the campus community by supporting the academic success of other students, the governance of campus life and student affairs through leadership, or campus operations through specialized skills acquired through formal training and a paraprofessional capacity.

**Civic Engagement:** A teaching and learning focus on educating students as citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.

**International Applied Learning Opportunities:** Experiential learning opportunities for matriculated students while abroad, including internships, cooperative education, service learning/community service, clinical preparation/practicum, research/field study, campus- or university-based work and/or leadership, and civic engagement opportunities.