The Experiential Learning Design Accelerator builds on the vision of 100% Engagement by directly supporting faculty to design undergraduate courses that integrate community engaged experiential learning. Faculty who are selected to the Accelerator Fellowship join a multi-disciplinary community of practice and receive wrap-around support for project scoping and curriculum co-design with community partners.

The five-day virtual Intensive kicks-off this year-long program and introduces faculty to a human-centered design approach for integrating external stakeholders and real projects into either a semester-long or 7.5-week courses. In this transformative experiential learning model, students work alongside their peers and community partners to develop desirable, feasible, and viable solutions to challenges informed by their community partners’ needs.

Our long-term goal is to continue to center community engaged pedagogy within our institution. Students are demonstrably more engaged with course contents that integrate real-world challenges and feel a greater connection to their communities when provided opportunities to learn alongside peers and partners.

**BENEFITS:** Faculty Fellows in this multi-disciplinary learning community will receive:

- **Accelerator Intensive Training** - 5-day design sprint providing training and application of human-centered design strategies and iterative, creative problem-solving with respect to curriculum development and undergraduate applied learning assignments.
- Invitation to participate in **longitudinal research study** examining potential improvements in students’ sense of self-efficacy and civic-mindedness across multiple dimensions of career-readiness and academic competency.
- Mentorship and a **community of practice** among faculty who have successfully developed scholarship, including grant proposals, papers and presentations based on engaged learning pedagogy.
- Support for **establishing sustainable community partnerships** rooted in true collaboration and mutual understanding of benefits and responsibilities of that collaboration. This includes assistance with translating community partner needs into a class project that supports course objectives and can be completed by students in one semester.
- **Instructional design** support to create learning objects and activities that engage students in applying human-centered concepts and effective creative problem-solving strategies to unscripted problems facing an organization or community.
- Support for broad **course promotion** to increase enrollment among relevant student populations, if appropriate.

**EXPECTATIONS:** If selected, Fellows will contribute:

- Responsive ideas for course (re)design within community engaged teaching and learning.
- Participation in the Accelerator Summer Intensive.
- Commitment to complete the (re)design phase and offer the course during AY 2024-2025

**APPLICATION.**

There is no cost to join the Summer ‘24 Experiential Learning Design Accelerator Intensive. However, we want to restrict participation to faculty who are committed to implementing authentic community partnership into their undergraduate courses. We will accept applications from faculty across all disciplines and degrees. Courses must be offered during AY24-25 and must be 100-level - 400-level undergraduate courses. Cross-listed graduate courses may also be considered.
WE ARE LOOKING FOR: Individuals who:

- Clearly and convincingly identify the potential of the course content to catalyze innovative and responsive student-driven solutions to a particular authentic challenge facing an organization or community.
- Demonstrate intention and capacity to make sustained, authentic partnerships with community organizations or businesses central to the new or redesigned course experience.
- Demonstrate a significant and diverse student group will engage in experiential learning by participating in this course.
- Articulate how the new or redesigned course(s) fit into department curricular strategy and the department’s commitment to providing experiential learning to its majors and others.
- Demonstrate successful implementation of innovative assessments of student learning, documentation of curricular innovations leading to improved learning, evidence of faculty teaching excellence.
- Teach undergraduate students; Graduate Assistants are not eligible to apply to the fellowship.

SUMMER INTENSIVE DESIGN.
This year-long faculty fellowship commences with the Accelerator Intensive – a remote 5-day design sprint hosted in early August. In a highly facilitated and rigorous five-days we will move from a concept towards a desirable, feasible, and viable prototype of your course (re)design. Our focus is the design of the student experience that will bring the topics of your courses to life, following an adapted design sprint structure:

Day 1: Map
Day 2: Sketch
Day 3: Decide
Day 4: Prototype
Day 5: Test

Participation in the Intensive is a requirement for the Fellowship. We will meet synchronously in Zoom and will use a combination of small breakout sessions and individual work time to develop our prototypes. Participants will work with a variety of resources, worksheets, and templates to move their course and collaboration ideas into viable concepts.

Following the sprint, faculty fellows are invited to monthly WIPs (works-in-progress sessions), workshops twice/term, and signature events. In addition to these opportunities for remote collaboration and consultation, community engagement staff at participating campuses receive training to coordinate logistics and provide local support for their respective faculty.

EXPERIENTIAL LEARNING IN THE BORDERLANDS.

Beginning this year, as part of the Project ADELANTE: Advancing Culturally Responsive Place-Based Educational Opportunities for Latinx Students in the Borderlands Initiative, we are also inviting faculty members to submit proposals for designing or enhancing courses. These courses will integrate place-based experiential learning in the Borderlands, focusing explicitly on issues of social responsibility, social justice, and systemic inequalities within their respective fields of study.

This is partially funded by the Department of Education DHSI Title V Grant Project Adelante: Advancing Culturally Responsive Place-Based Educational Opportunities for Latinx Students in the Borderlands, a project designed to strengthen retention, degree completion, career readiness, and post-graduation success for Hispanic/Latinx, first-generation and low-income students.

If you have specific questions about the fellowship, please contact Annie Kurtin, Senior Associate Director, Integrated Learning Partnerships @ (520) 621-1964 or @ akurtin@arizona.edu