

# Association for Experiential Education Annual General Meeting

November 5, 2011



## AGENDA

- Welcome and Introduction
- New AEE Definition and New AEE Ends
- Questions
- Treasure's Report
- Questions
- State of the Association – CEO
- Questions

## Annual Vision Project

- Year and a half project in which the board looked at the communities of experiential education.
- Considered 250+ organizations and associations that we believed were aligned with experiential education
- Conducted interviews with a sample of these.
- Data from this process informed our work

## New Definition of Experiential Education

Experiential education is a philosophy that **informs many methodologies** in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and **develop people's capacity to contribute to their communities.**

## The principles<sup>1</sup> of experiential education practice are:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
  - Experiences are structured to require the learner<sup>2</sup> to take initiative, make decisions and be accountable for results.
  - Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
  - Learners are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
  - The results of the learning are personal and form the basis for future experience and learning.
  - Relationships are developed and nurtured: learner to self, learner to others and learner to the world at large.
  - The educator<sup>3</sup> and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.
  - Opportunities are nurtured for learners and educators to explore and examine their own values.
  - The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
  - The educator recognizes and encourages spontaneous opportunities for learning.
  - Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.
  - The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.
- 1) The priority or order in which each professional places these principles may vary.
- 2) There is no single term that encompasses all the roles of the participant within experiential education. Therefore, the term "learner" is meant to include student, client, trainee, participant, etc.
- 3) There is no single term that encompasses all the roles of the professional within experiential education. Therefore, the term "educator" is meant to include therapist, facilitator, teacher, trainer, practitioner, counselor, etc.

## AEE Ends Adopted June 2011

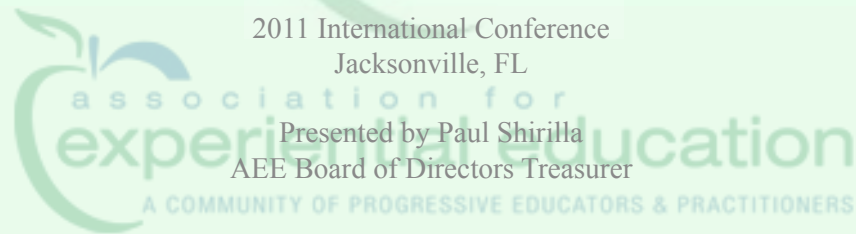
The Association for Experiential Education exists to expand educators and practitioners capacity to enrich lives through the philosophy and principles\* of Experiential Education. \*as articulated on the AEE website (<http://aee.org/customer/pages.php?pageid=47>)

1. Educators and practitioners have access to a professional **international** learning community dedicated to experiential education.
  - a. This community is inclusive of diverse peoples and professional practices and collaborative with other communities, all within reasonable means.
    - i. **Diverse peoples and professional practices include those that are currently under represented within AEE.**
    - ii. **Collaborative partnerships will be formed with associations and organizations, particularly those outside of the United States.**
2. Authoritative information for implementing and advancing the philosophy, methodologies, and practices of experiential education is accessible.
  - a. Standards are identified to improve professional practice and to safeguard the well being of participants.
    - i. **Standards for accreditation of adventure-based education programs serve as the model for the adventure education industry.**
    - ii. **Standards for other methods of experiential practice are developed or adopted from existing sources.**
  - b. **Research about experiential education is coordinated, conducted, and disseminated.**
  - c. **Curricula to aid practitioners in implementing experiential education are developed, disseminated, and evaluated.**
3. Decision-makers value and support experiential education.
  - a. **Policy-makers consult with AEE.**

## Financial Update

2011 International Conference  
Jacksonville, FL

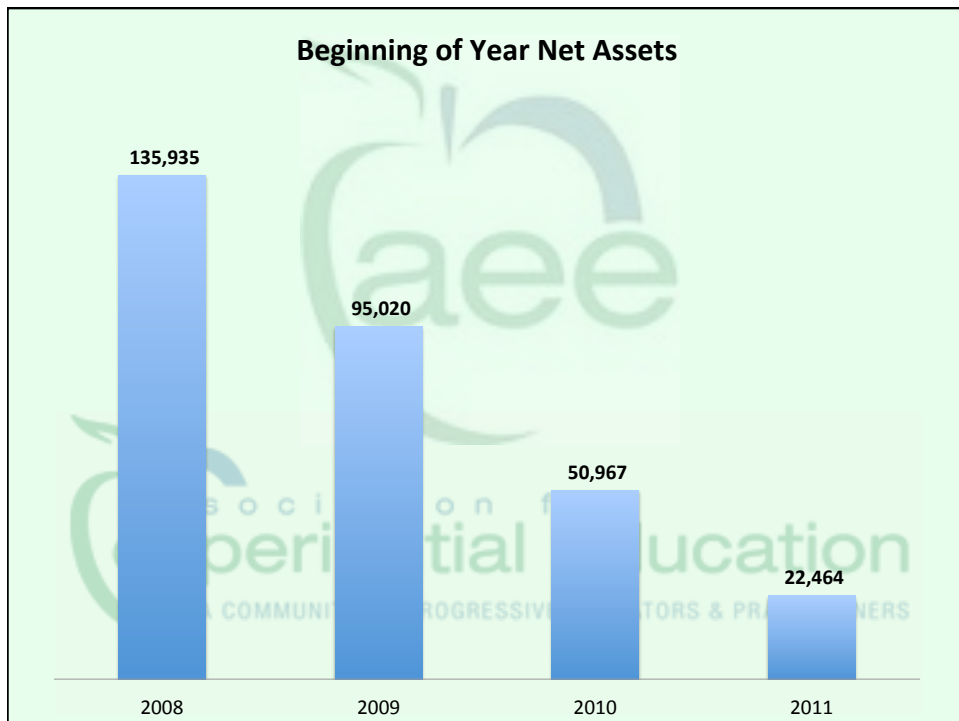
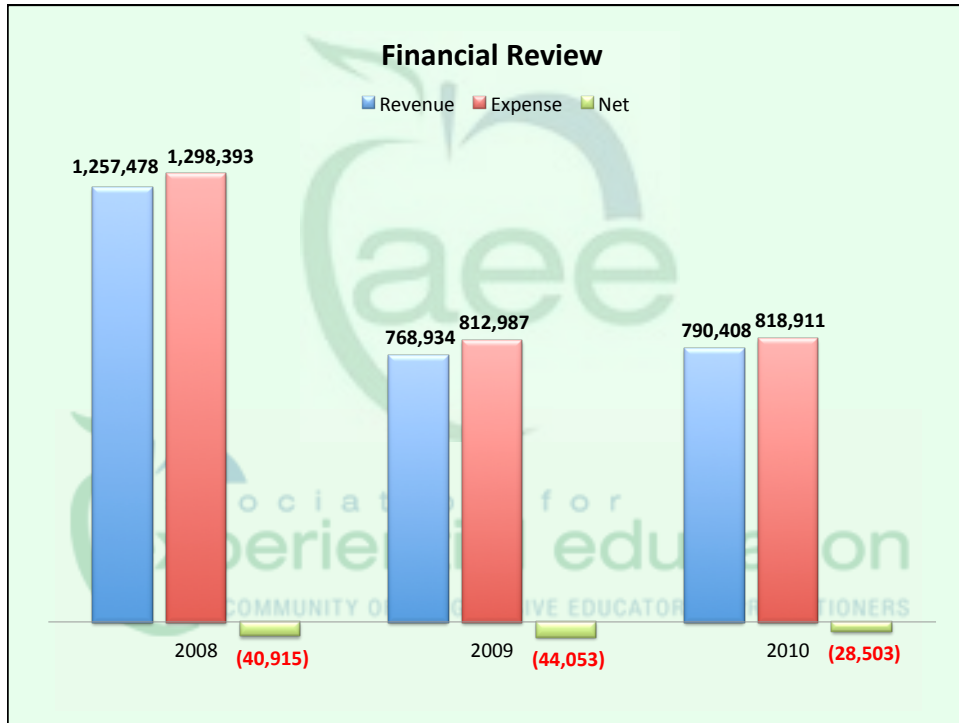
Presented by Paul Shirilla  
AEE Board of Directors Treasurer



## 2010 Auditors' Report Summary

“At December 31, 2010, you have a positive net assets balance, but the 2009 and 2010 operations have caused continued reductions. The net assets balance represents the operating reserves, or the funding for future projects, of the organization.

In the last two years the organization has sustained losses of more than \$72,500. The board and staff should remain aware of the effect of the continuing operating deficits on the organization's net assets balance and operating reserves”.



## State of the Association

November 2011



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## ENDS: Global

“The Association for Experiential Education exists to expand educators and practitioners capacity to enrich lives through the philosophy and principles of experiential education”



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## Membership

State of the Association



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## Membership

SEPTEMBER UPDATE

- Total membership (1434): over 1400 for first time this year
- Membership for the month: 127 new and renewed. Best month of the year. (2010 was 128)
- Largest number of NEW members (76) in a month (in 2011)
- Retention over 50% for first time this year



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## Membership Campaign

### SEPTEMBER UPDATES

- Multi-year members (new) were 30% of the new total
- Parent members up 3%
- Revenue for month beat the goal by \$6,000
- Revenue for month beat 2010
- YTD Membership Revenue for 2011 is ahead of 2010 (but not on track to meet goal/budget)

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## Membership

	<b>TODAY</b>	<b>One Year Ago</b>	<b>Change From One Year Ago</b>	<b>One Month Ago</b>	<b>Change from One Month Ago</b>
Total Members	1434	1419	15	1378	56
Total Parent Members	1096	1155	-59	1058	38
Facebook	2934	2226	708	2889	45
LinkedIn	1063	466	597	1000	63
Member Countries	29	32	-3	29	0

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## Membership: Regions

Region	October 2011	October 2010
Northeast	258	225
Heartland	233	236
Rocky Mountain	213	172
Southeast	182	139
Northwest	135	148
Mid-Atlantic	127	124
International	95	87
West	84	93
Undesignated	58	??
Mid-South	50	41

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## Conferences



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## International Conferences

2011 Jacksonville	2010 Las Vegas	2009 Montreal	2008 Vancouver	2007 Little Rock	2006 St-Paul
600	740	725	814	648	776



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## Conferences: Regions

Regions	2011	2010	2009	2008
Northeast	250	235	300	280
Rocky Mountain	146	139	158	74
Southeast	98	155	47	107
Northwest	77	115	81	66
Mid-Atlantic	73	77	79	65
Mid-South	62	41	47	38
West	54	110	67	76
Heartland/ Students Conference	48 + 100	60	52	68
WR January	23	27		
REAP	18	25	42	80
Mexico	145	HK150		
<b>Total</b>	<b>949</b>	<b>983</b>	<b>873</b>	<b>854</b>

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## Conferences

- Conference in Mexico with Galika (145 attendees)
- Regional conferences cumulatively missed their revenue goals
  - Difference between Budgeted revenue and Actual revenue (-\$60,000)
  - Loss between actual Net and budget Net (-\$41,000)
- Attendance at regional conferences as a whole was down by 5% (949 including REAP)

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## Accreditation

State of the Association



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## Accreditation

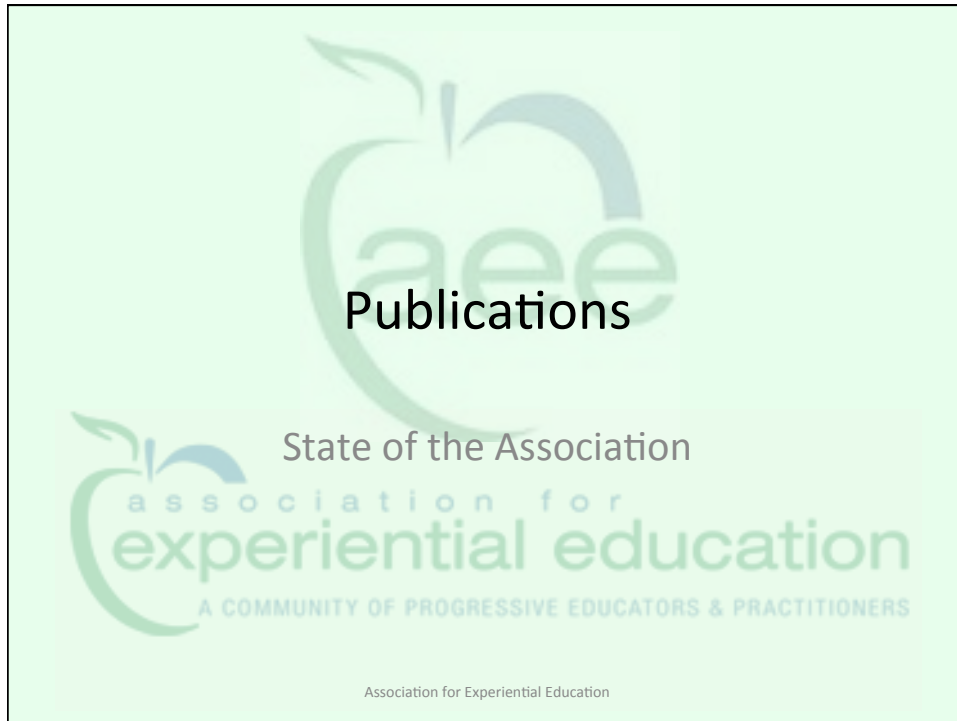
Regions	Accredited Programs	Reviewers	Projected additions in '12
Rocky Mountain	14	19	2
Southeast	12	20	1
Northeast	9	15	2
West	4	7	1
Northwest	2	5	
Heartland	2	4	1
Mid-Atlantic	1	3	
International	1	2	1
Mid-South	0	2	
<b>Total</b>	<b>45</b>	<b>76</b>	<b>8</b>

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## Accreditation

- Outward Bound Hong Kong will become 1<sup>st</sup> accredited program outside of North America
- Development and pilot of Program Review Service
- Developed an accelerated self assessment for eligible org.
- Now offering a 5 year initial and a 10 year continuing accreditation for programs that meet eligibility criteria
- Survey for Certification program was done; evaluating feasibility and interest
- Considering new Academic Standards

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**Journal of Experiential Education (JEE)  
Subscriptions**

Year	(Print)	Digital Only	Total
<b>2011</b>	<b>1060*</b>	<b>213</b>	<b>1273</b>
<b>2010</b>	<b>1240</b>	<b>100</b>	<b>1340</b>
<b>2009</b>	<b>1333</b>	<b>0</b>	<b>1333</b>
<b>2008</b>	<b>1496</b>	<b>0</b>	<b>1496</b>

\*Note: Doesn't count double copies sent to some members

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## Publications: Online Book Sales

	2011 Oct.	2010 Oct.	2009 Oct.	2008 Oct.
<b>E store &amp; Amazon</b>	<b>1025*</b>	<b>1275</b>	<b>1286</b>	<b>1493</b>

\*Note: Total copies sold between November 1, and October 31.



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## CORE: Research & Evaluation



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## CORE: Research & Evaluation

- Launching **4** white papers
- New Distinguished Research Award
- REAP is now a CORE event
- Established firm liaisons with *JEE*, SEER, Accreditation, TAPG and REAP
- More funding opportunities on the website
- CORE has been very focused on disseminating information to members through networking opportunities, AEE web site and Facebook
- Site has been updated with upcoming research & evaluation-related conferences & journals

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## Public Policy

State of the Association



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## Public Policy

- AEE is an OAK (Outdoor Alliance for Kids) member.



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