2017 Applied Learning Conference Draft Agenda

Scaling Applied Learning at SUNY: Access, Sustainability, and Assessment

Pre-Conference Optional Workshops. Monday, October 23rd

Pre-Con 1: Community Colleges Preconference featuring Gail Robinson. No associated costs

Niagara Falls Culinary Institute
28 Old Falls Street
Niagara Falls, NY 14303

10 am – 12:30 pm Transforming Your Course with Service Learning

Attend a hands-on workshop to learn what service learning is, what it isn’t, and why and how to do it. The majority of community colleges offer service learning as a strategy for increasing student success in a community-based setting. Hear about faculty experiences with service learning and how it transformed their academic courses.

Discussion will cover definitions and examples of service learning and community engagement; community college service learning outcomes and student success; the importance of developing reciprocal relationships with community-based organizations; and how service learning can satisfy course competencies and learning objectives. Individual and small-group activities will include identifying effective reflection techniques; understanding how various stakeholders contribute and benefit; identifying appropriate service opportunities and partner sites; and incorporating service learning in course syllabi.

1:30 pm – 4:00 pm Preparing for the 2020 Carnegie Community Engagement Classification

Since 2006, the Carnegie Foundation for the Advancement of Teaching has selected 392 colleges and universities for its elective classification on community engagement. The classification provides an established level of legitimacy, accountability, public recognition, and visibility. It can be a catalyst for efforts to improve teaching and learning through curricular connections to community-based problem solving, as well as a tool for institutional benchmarking, self-assessment, and self-study.

If your college is planning to apply for the 2020 classification, or if you simply are interested in what the process entails, this is a don’t-miss opportunity. This workshop will feature information and tips from some of the 20 community colleges that currently hold the designation. Learn what you need to plan for the process, including forming a team, gathering data and information, and organizing and writing the application. Discover why and how to use the classification to benefit your service learning and community engagement initiatives. Consider how to improve your practice in assessment, reciprocal partnerships, faculty rewards, and integration and alignment with other institutional initiatives.

About the Presenter:
Gail Robinson is a Maryland-based education consultant who works with college and university faculty, staff, and administrators to develop service learning and community engagement programs. Ms. Robinson was the director of service learning for the American Association of Community Colleges from 1994 to 2012. She consults with individual institutions, Campus Compact state affiliates, and national nonprofit organizations, and is a member of the Carnegie Community Engagement Classification national advisory panel.

**Pre-Con 2: Principles of Ethical & Best Practice in Experiential Education.**

Join us on Monday, October 23rd for a deep dive into understanding the National Society for Experiential Education’s Principles of Best Practice.

**Description:** Workshop participants will examine two NSEE foundational 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.

**Leader:** Dr. Ronald Kovach, Vice President of Academic Affairs, Virginia International University and past president of NSEE

**Cost:** $195 per person [Note: the session will run as long as a minimum of 20 participants register]

Niagara Falls Culinary Institute
28 Old Falls Street
Niagara Falls, NY 14303

**Time:** 1:00pm – 4:30pm

**Audience:** This training will be most appropriate for faculty and staff members who are interested in establishing or refining experiential learning activities.

**Register here:** [http://www.nsee.org/academy-programs](http://www.nsee.org/academy-programs)

**About the EEA:** NSEE’s Experiential Education Academy (EEA) is the nation’s premier certificate program for experiential educators. The Academy provides foundational knowledge in the theory and practice of experiential education through workshops offered as pre-conference sessions and throughout the year at our strategic partner institutions. Participation in the Academy also connects you to a large network of faculty and administrators throughout the country who continue to exchange best practices and consult with and for each other.
EEA Certification is earned upon completion of five required sessions and one elective. For more information, visit: http://www.nsee.org/about-the-eea

To bring the EEA to your campus or region, contact: Marianna.Savoca@stonybrook.edu

**Fourth Annual Applied Learning Conference Day 1: Tuesday, October 24th**

8:00 am-8:30 am **Light Breakfast and Registration**

8:30 am- 10:00 am **Welcome/President’s Panel**

Recorded remarks from Chancellor Johnson will be shared, followed immediately by a panel discussion. Campus leaders will describe how they have met the challenges and roadblocks sometimes associated with implementing applied learning programs. They will specifically address concerns shared by students.

10:00 am-10:15 am **Break**

10:15 am-11:15 am **Keynote**

Amelia Parnell is vice president for research and policy at NASPA – Student Affairs Administrators in Higher Education, where she directs the Research and Policy Institute (RPI), which links research, policy, and effective student affairs practice in support of student success. Amelia is leading NASPA’s examination of several critical higher education issues, including colleges’ use of emergency aid programs to address student needs. Prior to her arrival at NASPA, Amelia was director of research initiatives at the Association for Institutional Research (AIR), where she conducted two national studies related to future directions of the institutional research function. Her current research portfolio also includes studies on leadership attributes of college presidents and vice presidents, documenting and assessing co-curricular learning, and assessment and evaluation in student affairs.

Amelia is co-editor of the forthcoming book, The Analytics Revolution. She is an advisory board member for the DC Public Schools’ Urban Education Leaders Internship Program Alumni Board and an advisory committee member for Lumina Foundation’s Beyond Financial Aid toolkit. Amelia holds a Ph.D. in higher education from Florida State University and masters and bachelor’s degrees in business administration from Florida A&M University.

11:20 am-12:20 pm **Sessions**

1. **Applied Learning and Academic Affairs: The U Albany Model** (Debra Gelinas, Assistant Vice Provost for Applied Learning/Director, Institute for Applied Learning, University at Albany)

   Where does applied learning “live” on your campus? Academic Affairs? Student Affairs? Who’s in charge? How do you tie it all together? What are your greatest challenges? This interactive session will discuss how the University at Albany manages applied learning and solicit feedback from participants on how they’ve developed their campus-wide approach to applied learning over the last several years. Focus will be on applied learning from the academic affairs perspective including topics like academic policy development, faculty engagement, and new program/course design. We will discuss challenges, critical questions, best practices, reporting structures, leveraging faculty, and strategic planning.
2. **The Prism Effect of Service Learning on Community College Students** (Gail Robinson)

Most community colleges offer service learning but know little about the impact of their programs. This workshop presents a decade of research from 26 colleges in a national community college consortium. Like a prism that breaks a beam of light into multiple colors, one semester’s service learning experience concurrently affects students’ academic learning, civic engagement, retention, interpersonal skills, critical thinking, workforce skills, leadership development, and community impact. Participants will explore ways to improve teaching and learning, increase student success, and reinforce and leverage the multiple transformational outcomes that can result from participation in well-crafted service learning experiences.

3. **Using the Professional Development School (PDS) Model for Applied Learning in Teacher Education** (Sue McMillan, PDS Co-Director, SUNY Buffalo State, and Pixita del Prado Hill, PDS Co-Director, SUNY Buffalo State)

Explore a school-university partnership program that prepares teacher candidates for a global world through diverse, clinically rich applied learning using on-campus, local, national, and international experiences. Through the Professional Development School (PDS) model SUNY Buffalo State teacher education programs collaborate with approximately 45 schools in Western New York, New York City, Houston, and across five continents. Learn about the PDS history, mission, structure, governance, and sustainability. Join us to discuss and analyze innovative applied learning practices and their impact on teacher candidates through the use of engagement strategies that include clicker polls, whiteboards for group responses, and a gallery walk.

4. **Leveraging Diverse Structures to Support and Catalyze Experiential Learning** (Dr. Mara Huber, Associate Dean, Undergraduate Research and Experiential Learning & Director of The Academies; Christina Heath, Assistant Director; and Charlie Baxter, Program Coordinator)

One of the most exciting aspects of Applied/Experiential Learning is its ability to cut across organizational silos, allowing us to leverage programmatic resources, relationships, and opportunities in ways that are impactful and generative in nature. Yet, building out systems that can fulfill this promise while at the same time working with existing structures and constraints can be particularly challenging, both from a leadership and operational standpoint. Our ability (both individual and collective) to develop and share models that are robust and scalable will largely determine the ultimate success of this initiative and should serve as a priority for the next phase of our work. Toward this goal, we will share an evolving model for catalyzing high-impact experiential at the University at Buffalo. By transforming the Academies, a popular Living and Learning Community, into a dynamic place for high-impact experiential learning (new name forthcoming), we are working to leverage strategic investments to support University and department-level priorities, while at the same time catalyzing new learning opportunities that maximize impacts for students, faculty, and the communities they will touch. Although the transformation is still underway, we will share our design model along with pilot data and implications for further growth. Participants will be encouraged to consider opportunities within their own respective campuses in applying the ideas and strategies presented and shared.

5. **Connecting the Dots: Frameworks for Developing and Assessing Applied, Experiential and Classroom Learning** (Nan Travers, PhD, Director of the Center for Leadership in Credentialing Learning, SUNY Empire State College, and Michele Forte, PhD, Associate Professor, SUNY Empire State College)

Many countries use frameworks to guide program development and assess learning. The U.S. is just beginning to explore and adopt similar practices. This session provides an overview of current frameworks, a schema to determine how and when to use each, and ways in which each support the design and assessment of applied, experiential, and classroom learning. The frameworks engender lifelong, active learning helping students understand what they know and how to frame a path forward. Participants will gain hands-on experiences with a few of the frameworks and discuss how to use these at their institution.

6. **Sustaining Service-learning: Effective Faculty Programming at Binghamton University** (Jessica Arends, Faculty Engagement Associate, Binghamton University)
This interactive presentation will demonstrate how the Center for Civic Engagement has over the past four years developed faculty programming to effectively sustain and support robust community-based teaching at Binghamton University. Presenters will share lessons learned while developing an Engaged Faculty Fellows program and a designation process for service-learning courses. Participants will be asked to share their own engaged learning goals and explore how these approaches could be applied at their respective institutions.

12:20m-1:20pm Lunch and Networking *Applied Learning Coalition will meet in the Red Jacket room during this time*

1:25-2:25 pm Sessions

1) **Strengthening the Pipeline: Working to Create, Sustain, and Scale Applied Learning Opportunities for Underrepresented (or Low-Income and First-Generation) Students** (Meylin Andares, Director of Enrollment Management and Student Success, SUNY System Administration, and Mark Sanders, Assistant Director of Enrollment Management and Student Success, SUNY System Administration)

   In a newly created role, Meylin Andares, Director of Enrollment Management and Student Success seeks to collaborate with Applied Learning Departments across SUNY to inform the New York City high school community about the tremendous opportunities available. My session will be an open discussion on new methods to engage underrepresented populations to both be informed and ready to take on Applied Learning opportunities at SUNY. This includes promoting the importance of networking and partnerships.

2) **Educational Opportunity Centers: Using Applied Learning Strategies to Strengthen Career and College Pathways** (Susan C. Perkins, Ph.D., UCAWD Director of Programs and Services; Debra E. J. Thompson, M.S. Ed., Educational Opportunity Center, Buffalo, Associate Executive Director and Director of Instructional Services; Cynthia L. Rice, M.S. Ed, Educational Opportunity Center, Buffalo, Faculty; and Julius Gregg Adams, Ph.D., Educational Opportunity Center, Buffalo, Executive Director)

   Educational Opportunity Centers, spanning from Long Island to Buffalo, have a fifty-year history of strengthening career and college pathways for students who are educationally underprepared and economically disadvantaged. For the communities we serve, building skill sets to apply what they have studied in order to effectively navigate future educational and career environments is critical. Attendees will have an opportunity to discuss ways to ensure that students have access to programs of study that include career-relevant and engaging instructional content.

   Wraparound services that support instruction and are core to the Educational Opportunity Center model will also be discussed.

3. **Tracking Student Learning and Employment Outcomes** (Lisa Montiel, Assistant Provost, SUNY System Administration, Office of Institutional Research & Data Analytics; and Teresa Foster, Interim Director and Assistant Provost, SUNY System Administration, Office of Institutional Research & Data Analytics)

   SUNY System Administration’s Office of Institutional Research and Data Analytics will discuss the importance of accurate and consistent collection of data in being able to track student learning and post-graduation employment outcomes. Topics include the data elements campuses collect relevant to applied learning, the hurdles in collecting the data, and the desired types of analyses of student learning outcomes. We also present an overview of a labor market analysis tool (JobsEQ) and an update on our project to report SUNY graduates’ employment outcomes using Unemployment Insurance quarterly wages from a data exchange with the Department of Labor.

4. **Demystifying Applied Learning for Students with Disabilities** (Nazely Kurkjian, Coordinator of Disability, Diversity & Nontraditional Student Services, SUNY System Administration; and Alissa
Shugats-Cummings, Program Administrator, Student Development, Niagara County Community College

As colleges increasingly require or strongly encourage participation in applied learning experiences, campus professionals must be prepared to engage with and assist students with various disabilities in a variety of disciplines. Institutions have a responsibility to ensure all students have an equal opportunity to benefit from experiential learning. This session will introduce key concepts for understanding constructs of ability, how accommodations are determined, the students’ responsibility, and how applied learning professionals should partake in crafting experiential learning opportunities. Attendees will walk away with a greater understanding of disability, their role in creating and maintaining accessible learning environments, and promising practices.

5. Empowering Collaborative Practices: Finding the Unintentional Applied Learning Experiences on your Campus (Tania Velazquez, College Director of Career Services, Suffolk County Community; Patty Munsch, College Assistant Dean for Student Engagement Assessment, Suffolk County Community College; and Nick Bosco, Associate Professor of Business and Accounting, Suffolk County Community College

Collaboration is a key component to the development of a holistic applied learning program. It is vital to the expansion of applied learning to look beyond the expected courses and offices and to forge new connections both on campus and the community. Participants will be encouraged, through discussion and action planning, to look beyond the obvious sources of applied learning experiences to uncover new opportunities for students through current unintentional campus practices. Through this workshop participants will identify new potential partnerships and ways to develop collaborative relationships.

6. Engineering Intramurals - Exploring A Mechanism for Extracurricular Projects with Engineering Undergrads (Andrew Olewnik, Director of Experiential Learning, School of Engineering and Applied Sciences, University at Buffalo)

The University at Buffalo School of Engineering and Applied Sciences has worked to develop an experiential learning (EXL) "continuum" over the past several years. "Extracurricular" is a critical attribute of the program framework because it is valued by industry partners and more readily facilitates authentic learning experiences as compared to course-based projects. A key challenge is scaling the program to provide meaningful experiences for 3,500+ undergrads across seven departments. In this presentation, a specific initiative - Engineering Intramurals - will be discussed in terms of objectives, operational challenges, scalability, and preliminary qualitative assessment based on student reflection.

2:30-3:30 Student Session

The SUNY Student Assembly has been engaged in applied learning and has identified common roadblocks to student engagement in these hands-on on activities. This full-group session will be led by students and showcase some ways campuses can address these student needs. Our goal is to provide high-quality applied learning for every student.

3:30- 3:45 Break

3:45 – 4:45 Sessions

1) Deliberative Democracy Training Session (Lisa Strahley, SUNY Broome Community College)

The State University of New York and constituent campuses support civic engagement through the SUNY Applied Learning and other initiatives. The deliberative dialogue will offer you a taste of this method. This will be particularly helpful for anyone interested in hosting deliberative dialogues on their campus or in the community.
2) **Applied Learning in the Context of Study Abroad** (Samuel Cardamone, Associate Director, Study Abroad, SUNY Geneseo; Krista LaVack, Director, Study Abroad, SUNY Potsdam; Mary Schlarb, Director, Study Abroad, SUNY Cortland; and Kerry Stamp, Associate Director, Education Abroad, Binghamton University)

   Study abroad has transformed well beyond the traditional "junior year abroad." Today, students increasingly participate in programs that embody an intersection of high impact learning, such as research, service-learning or internships abroad. At this session, presenters from four SUNY institutions will present examples of applied learning models within the context of SUNY study abroad. If you are interested in learning how to engage in or support student participation in applied learning abroad, you should attend this session.

3) **Applied Learning: The Alfred State Leadership Minor** (Troy Morehouse, Director of Student Engagement, Alfred State College, and Jonathan Hilsher, Director of the Center for Civic Engagement, Alfred State College)

   This workshop will provide an example of discipline-specific curriculum that support a newly created leadership minor. This leadership minor is an applied learning intensive opportunity for students that incorporate an internship as well as classes that embed group projects for community engagement. These projects are designed to address issues and opportunities in the larger community. The focus will be on specific interactive activities and assignments that encourage students in their learning. This presentation will also provide advice in creating programs that incorporate civic engagement to meet learning outcomes.

4) **Maximizing student learning through quality reflection: key concepts, models, strategies and best practices** (Richard Kiely, Cornell)

   Reflection is a key learning process in applied learning. As such, reflection strategies should be intentional and structured throughout applied learning courses and programs so that students have multiple opportunities to describe, analyze and represent the value of their applied learning experience. This highly interactive workshop will cover definitions, models, techniques and best practices in facilitating reflection to maximize student learning in applied learning courses and programs. The workshop participants will receive reflection exercises, rubrics and links to numerous web-based resources.

5) **A Practical Model for Developing Applied Learning Infrastructure** (Prof. Allison Puff, Acting Assistant Provost, Chair of Applied Learning Committee; Dr. Jennifer Bryer, Acting Assistant Dean, School of Health Sciences, Chair of Applied Learning Review Board; Dr. Jack Simonson, Assistant Professor, Physics and Member of Applied Learning Review Board; Ms. Lauren Romer, Assistant College Registrar; and Ms. Rena Varghese, Executive Director of the Nexus Center for Applied Learning and Career Development)

   Developing the infrastructure to support applied learning can be a big challenge for an institution. How can we make submitting, approving, tracking, reporting and advertising applied learning opportunities easy and accessible? How do we ensure that students recognize that they have participated in an applied learning activity? As one of SUNY’s technology colleges, Farmingdale State College (FSC) tackled these initial challenges by building on our strengths—technology and design. In this panel presentation members of the FSC Applied Learning Committee will outline a practical model for developing the infrastructure to support applied learning.

6) **Applied Learning: The Downstate Model** (Ronnie Lichtman, Professor and Program Chair; Co-Chair Applied Learning Committee, SUNY Downstate Medical Center, and Rauno Joks, Associate Professor of Clinical Medicine and Program Director and Division Chief of Allergy and Immunology, Department of Medicine; Co-Chair Applied Learning Committee, SUNY Downstate Medical Center)

   All students have the opportunity for applied learning in their programs at SUNY Downstate Medical Center. For the majority, this is a mandated part of their curriculum. The Medical Center has five colleges, each of which offers various types of applied learning. This presentation will focus on the experiences in the Colleges of Medicine, Health Related
Professions, and Nursing in which Clinical Placements are required to graduate. In addition, students often participate in Service Learning and Community Service. The presentation will discuss how sites are secured, and the challenges encountered, and offer potential solutions as developed by SUNY Downstate.

4:50 pm-5:50 pm **Deliberative Democracy Session**

The State University of New York and constituent campuses support civic engagement through the SUNY Applied Learning and other initiatives. The deliberative dialogue will offer you a taste of this method. This will be particularly helpful for anyone interested in hosting deliberative dialogues on their campus or in the community. If you are interested in being trained as a facilitator, check out Lisa Strahley’s Deliberative Democracy Training session at 3:45 pm -4:45 pm on October 24th.

6:00-7:00 **Poster sessions and light refreshments**

Join us for light refreshments and to see 17 of your colleagues present on specific campus projects and programs. Poster descriptions will be available in the final agenda.

**Dinner on your own**

**October 25th**

7:30 – 8:30 am: **Optional Walk to the falls** (5 min walk from conference center) Conference Center

8:50am - 9:50 am **Breakfast and Sessions ***come down early to register and get food before the start of the sessions. If you don’t want to go to a session feel free to network in the ballroom.****

1) **E-Portfolios-** Dr. Peter Sawyer (Hudson Valley Community College)

2) **The Story of Bottom Line: Career Development of Low Income & 1st Generation Students** (Nehemiah Legiste, Employer Relations Coordinator, Bottom Line)

   Bottom Line is a non-profit organization in New York City that helps low-income and first-generation-to-college students from New York City get to and through college. This session is designed for administrators to learn about the career development frameworks that we use for our diverse population of underserved students. In this workshop, we will explore the work Bottom Line does, provide methods that institutions can adopt to increase outreach to their low income and first generation students and brainstorm actionable items to lower barriers to entry for applied learning opportunities.

3) **Building applied learning ties between 2 and 4+ year institutions** (Daniel D. White, Associate Professor, SUNY Polytechnic Institute)

   Building partnerships between two-year, four-year, and doctoral campuses is an important but challenging goal in a large educational system like SUNY. Effective partnerships have the ability to extend educational offerings to students that no single campus may be able to provide. We discuss here our successful NSF-funded Northeast Advanced Technological Education Center and the semiconductor manufacturing internship program that we have run for the past several years. We include some of the history of the program’s development as well as the evolving training and assessment process that gets students from two-year programs into world-class advanced manufacturing environments. Graduates of our program have gone on to successful careers in industry and further education. Post-internship interviews reveal that the hands-on, experiential training has been critical in the career development and in the opportunities that they have received.

10:00-11:00 am **Sessions**
1) **Civic Engagement and Service-Learning in Global Communities: The Blending of Multiple Applied Learning Activities** (Ann Emo, Chair and Associate Professor, Theater, Buffalo State College; Joy Guarino, Faculty Coordinator for Service-Learning and Associate Professor, Dance, Buffalo State College; Kimberly Kline, Chair and Professor, Higher Education Administration, Buffalo State College; and Laura Hill Rao, Director, Office of Civic and Community Engagement, Buffalo State College)

Buffalo State’s extensive community-engaged learning opportunities have taken flight (literally)! Two recent international service-learning and civic engagement experiences brought students from Buffalo, NY to Germany and Portugal for dynamic opportunities to gain cultural understanding and critical global civic skills through service-learning and civic learning experiences. Join us for this workshop aimed at providing participants with strategies and skills in effective partnership building, course development, and international service-learning collaborations.

2) **One Community College Forges Ahead With Applied Learning Through Service** (Mary Lee Berg, M.S., RNC-MNN, Associate Professor of Nursing at Onondaga Community College; Caroline Bice, M.A.T., M.S., Associate Professor of Communication at Onondaga Community College; Linda Herbert, B.S., Instructor of Electronic Media Communication at Onondaga Community College; and Fairlie Firari, Social Sciences Faculty at Onondaga Community College)

In theory, most faculty would agree that service-learning (SL) is good for students. Unfortunately, that doesn’t always lead to increasing faculty participation. At Onondaga Community College a core group of faculty, assisted by their Assistant Director of Service-Learning and Volunteering, initiated a plan to increase faculty engagement in SL. The group applied for a President’s Incentive Grant to initiate a Service-Learning Faculty Fellowship Pilot Program that was introduced in 2016. This successful program is now in its second year. We would love to share what we learned through this process to help other colleges support their faculty as they begin the journey of incorporating SL in their courses.

3) **Applied Learning Inside the Classroom: How COIL Fits In** (Mary Lou Forward, Director – SUNY COIL Center; Jan McCauley, Assistant Director – SUNY COIL Center; and Stephen Tippett, COIL Course Development Coordinator – SUNY COIL Center)

Staff will present an overview of the Collaborative Online International Learning Model, why it is a scalable, high-impact learning practice, and how students participate in cross-cultural, project based, technology enhanced learning activities. An interactive portion of the session will have attendees collaboratively co-write with a colleague to introduce the idea of COIL syllabus co-design. We will detail the COIL professional development program and outline how the COIL Center trains faculty in this methodology. COIL Center staff will review several COIL course projects that align to Applied Learning criteria, including civic engagement, service learning, community service, and entrepreneurship.

4) **Peer Career Advising: Creating and Sustaining Applied Learning Opportunities in our Own Backyard** (Sarah Offenbach, Assistant Director, Career and Professional Development, University at Albany)

Our Peer Career Advising program is the largest, most comprehensive program of its kind in the northeast. Peer Career Advisors (PCAs) receive real-world experience that prepares them for virtually all careers while simultaneously enabling our office to maximize the number of students we serve. Learn about how we conceived of this unique applied learning initiative, developed the curriculum (all students earn academic credit!) and more than quadrupled the number of participants in less than 4 years.
5) **Fostering a Culture of Research and Applied Learning Across Disciplines** (Marianna Savoca, Ph.D., Director, Career Services, Stony Brook University, and Susan Scheckel, Associate Professor of English and Associate Dean for the Integration of Research, Education and Professional Development, Stony Brook University)

This interactive workshop addresses the challenges of bringing Applied Learning to scale across disciplines at a large public university. These include: ensuring consistency of standards and learning objectives; developing an efficient system to manage and collect data on all aspects of AL (approvals, learning objectives, reflection, feedback, synthesis); fostering a climate of innovation and engagement around AL to expand the number and kind of experiences available. We will describe our successes and failures, identifying the stumbling blocks we encountered. The audience will share their experiences and ideas in what we hope will be a productive, collaborative exchange.

6) **Professional Skills Career Launch** (Sheila Cooley, Associate Director, Center for Experiential Learning, SUNY Oswego; Dean Millar, SUNY Buffalo, Retired; and Alex Bitterman, SUNY Alfred)

The online professional skills career launch courses were developed cooperatively by SUNY Oswego, Buffalo, Binghamton, and Cornell University, under sponsorship from SUNY Applied Learning in 2014-2016. Offered to all SUNY campuses without charge, the course may be taught in part or in its entirety, and for/without credit. SUNY Oswego is among the first sites to teach the entire course to students using prescribed exercises and the suggested online textbook. The course focuses on preparing students for the internship/co-op/fulltime job search. This presentation shares experiential data and student feedback on SUNY Oswego’s offering of the Professional Skills Development Course. This presentation will showcase the instructor’s experience, suggestions, student reactions and feedback along with information about the book that aligns with the course. SUNY will discuss the current status of the course and next steps along with recommendations for future enhancements. Alex Bitterman will focus on his involvement and his use of the course content.

11:00 – 11:15 Break

11:15-12:15 Sessions

1) **Farmingdale State College- Applied Learning through the Research Aligned Mentorship Program** (Dr. Erwin Cabrera, Associate Director - Research Aligned Mentorship Program, Farmingdale State College)

The first in the world-funded Research Aligned Mentorship (RAM) program at Farmingdale State College (FSC) was developed to increase graduation rates via opportunities for applied learning among first generation, minority, low-income, and/or adult learner students. The Associate Director of the RAM Program will present with two RAM scholars who will describe their projects, reflect on their experience, and discuss the benefits of research-based applied learning experiences. Research topics during the summer of 2017 included: hunter-gatherers in Antigua, sepsis and behavior, breast cancer, student newspaper development, secured computer systems, malicious code, air traffic control, and Asian-American identity.

2) **SWOT Your Applied Learning Projects to Improve Effectiveness and Marketability** (William Veit, Risk Management Officer, SUNY Cortland; Julia West, Intern, Risk Management Office, SUNY Cortland; and John Suarez, Director, Institute for Civic Engagement, SUNY Cortland)

Participants practice principles of risk management to help them strengthen applied learning project development. Working in teams on a sample project, participants conduct a strengths/weaknesses/opportunities/threats (SWOT) analysis to identify hidden risks and opportunities. They will distinguish between elements of project-development that they can control and those that they might not be able to control. Then, using their SWOT analysis, they will design ways in which they can capitalize on the project’s strengths and address weaknesses to improve the project’s effectiveness and promote it to administration. Participants are encouraged to bring questions regarding risk management and their campuses’ projects.
3) **Supporting and Tracking Non-Credit Applied Learning through Digital Credentials/Applied Learning Grants: Funding Student Experiences** (Morgan Pellerin, Career Counselor & Applied Learning Coordinator, SUNY Plattsburgh)

- At SUNY Plattsburgh, we have identified a gap in our applied learning data tracking in non-credit applied learning experiences. We have many students who engage in non-credit applied learning activities such as internships, community service, study away, and student leadership. Oftentimes, we help students secure these experiences, but do not have a mechanism to help them reflect, vet, or collect data on the experience. In an effort to collect more data and better support students in these experiences, we are currently piloting a non-credit digital badge program for students. Come learn about the challenges and successes we have faced in this pilot and see how a similar program may work on your campus.

- The purpose of this session will be to discuss the development of the Applied Learning Grant program at SUNY Plattsburgh. This program, which started in the Fall of 2015, has funded over 30 student experiences to date. It has enabled students from a wide spectrum of majors and backgrounds to conduct applied learning experiences around the world. The presentation will cover how funding was secured, how the program is marketed, the application process, how students can use funds, and the required tasks of awardees.

4) **Minimum Wage, Maximum Experience: Cultivating a Mutually Beneficial Student Employment Model** (Phyllis Floro, Director - Student Engagement, University at Buffalo; Susan Davis-O’Rourke - Experiential Learning Coordinator, University at Buffalo; and Ashley Bucholtz, Budget & Operations Coordinator, University at Buffalo)

Are you curious about how you can create a more intentional and experiential employment program for your student employees? We are excited to ignite the conversation in this interactive session that will focus on how to create a mutually beneficial relationship between the student and their on-campus employer. This session will discuss integrating professional competencies into paid and unpaid student employee job responsibilities and the implications on recruitment, training, development, and assessment strategies and techniques. Translating experience into career readiness will also be discussed.

5) **Civic Justice: A Medium for Student/Peer Mentorship to Advance Applied Learning** (Steven Adelson, Residence Hall Director, Stony Brook University)

Participants who attend this session will understand the role of student/peer mentorship in the advancement of an institution's applied learning activities, specifically in the areas of civic engagement and civic justice. Furthermore, participants who attend this session will be able to identify the different elements required to establish a sustainable model for student/peer mentorship in the context of applied learning. And finally, participants who attend this session will begin to create a plan for action to infuse student/peer mentorship into their institution's applied learning activities in the areas of civic engagement and civic justice.

6) **Building Collaborative External Partnerships to Enhance Applied Learning Opportunities** (Douglas Hammond - Department Chair of Agricultural Engineering Technology, SUNY Cobleskill; Mark Cornwell - Department Chair of Fisheries, Wildlife and Environmental Science, SUNY Cobleskill; Lisa Lopez - Associate Director of the Student Success Center, SUNY Cobleskill)

This panel discussion will highlight the structure and processes of a campus-wide approach to building collaborative partnerships with external organizations in order to improve applied learning outcomes. Presenters will discuss the importance of assessment and faculty buy-in to create sustainable internships, practicums, work experiences and other types of applied learning opportunities for undergraduates.

12:15-1:15 **Lunch and Guest Speaker: Seth Gilbertson, Associate Counsel for SUNY Upstate Medical University in Syracuse**

1:15-2:15 **Sessions**
1) **Coupling Civic Engagement with Social Supports to Retain Minority Students in STEM: A Model for Applied Learning** (Wm. David Burns, Executive Director Emeritus of the National Center for Science and Civic Engagement, Stony Brook University; Anna Rozenboym, Assistant Professor at Kingsborough Community College; David Ferguson, Distinguished Service Professor and Chair, Technology and Society at Stony Brook University; Associate Provost for Diversity and Inclusion; Candice J. Foley, Ph.D., Professor of Chemistry, Suffolk County Community College NSF S STEMS PI/Chair; Pamela Brown, PhD, PE, Associate Provost at the New York City College of Technology; Duncan Quarless, Ph.D., Interim Assistant Vice President, Academic Affairs, Professor, Dept. of Chemistry & Physics at SUNY Old Westbury; and John M. Meyer, Coordinator for the New York Helmsley Project, Stony Brook University)

We will describe a pilot project supported by the Helmsley Charitable Trust designed to use the SENCER approach, combined with other interventions and support strategies, to improve persistence in STEM major tracks of study. SENCER (Science Education for New Civic Engagements and Responsibilities) is an NSF-supported “community of transformation” that organizes learning and inquiry around compelling, capacious, and unsolved civic challenges. See: www.sencer.net for more information on our program.

2) **Real World Experience in a Global collaboration - COIL in the classroom** (Sean Nixon, Coordinator, Real World Classroom - Design Program, SUNY Ulster; Hope Windle, Instructional Designer and COIL Network Coordinator, SUNY Ulster; Anne Smith, Professor, Glasgow Caledonia University, Scotland; Dudu Gloria Sokhela, Senior Lecturer for Primary Health Care in the Department of Nursing, Durban University of Technology; Nujim García-Shimanovich, Professor, Universidad de Tijuana, Mexico; and Mindy Kole, Assistant Professor of Business and Director of the Darlene L. Pfeiffer Center for Entrepreneurial Studies, SUNY Ulster)

Design, Entrepreneurship and Nursing. Three distinct content areas. In this session, through three Collaborative Online International Learning (COIL) projects: one focused on Social Justice - Design, a second, Geopolitics - Entrepreneurship, and a third, Workforce Readiness - Nursing, we will share how integral these projects are to the core objectives of these subject areas. We will examine the course outcomes, student reflection & assessment data. Most importantly, we will arrange our audience into groups, to cultivate COIL Applied Learning projects in all subject areas represented.

3) **Reflection of Applied Learning experience at NYS Department of Transportation** (Heather Childs, Recruitment Coordinator, NYS DOT; Tanika Blanc, Human Resources Specialist 2, NYS DOT; and Robert Hall, Motor Equipment Manager 1, NYS DOT)

The New York State Department of Transportation partnered with SUNY to create Applied Learning internships for our Motor Equipment Mechanic title series to interest students towards a professional trade and potential employment after graduation. We would like to have an open group discussion with conference attendees about our experience to create a dialog in regards to questions, feedback, and suggestions. We will discuss the positives and negatives associated with internships and how to expand into other DOT related professions. NYS DOT faces many challenges in the future, from recruitment and retaining employees, to an increase in upcoming retirements.

4) **Partnerships** (Kate Sarata, Executive Director of The Service Collaborative of WNY, Inc.)

Kate Sarata is the Executive Director of The Service Collaborative of WNY, Inc. (TSC). TSC creates opportunities for all individuals to serve their communities, challenging them to turn their ideals into action and their passion into positive change. Through transformational service and civic responsibility, we are designing a sustainable future for our nation’s communities. We have four distinct focus areas at The Service Collaborative: Education, Financial Opportunity, Youth Development and Volunteerism. We operate programs addressing these areas across WNY and NYS. The programs partner with community non-profits, schools and faith-based organizations to provide support to programming offered to individuals in need. During its most recent program year, TSC programming accomplished: 1,444 students receiving academic assistance in literacy and math; 1,325 students are more engaged in school; 17,858 low income individuals and families served; 10,758 Veterans & Military Families served; 206 economically disadvantaged individuals received Financial Aid/FAFSA/Student Loan assistance, resulting in $1,758,120 in financial assistance; 12,020 community volunteers recruited; 55,916 hours served by volunteers. Kate has worked with myriad community and higher education
organizations. She will present to the audience on the topic of partnership. What makes a good applied learning partner? How can SUNY institutions ensure that they are working reciprocally and respectfully with their community partners?

5) **Shifting the Vehicles that Impact Student Critical Thinking and Learning Outcomes through Service Learning Opportunities** (Dr. Mark Montgomery, Associate Dean of Social Sciences & Public Services, Mohawk Valley Community College)

Applied learning is a powerful construct with the ability to morph how learning is delivered, transformed, & received by those we aim to inspire. Through a civic engagement lens, this workshop will to explore opportunities that have been utilized with significant and measurable success, especially for those students deemed at-risk of academic failure; a cohort which tends to dominate the community college populous & landscape. Through a high energy and interactive presentation, participants will learn how collaborative approaches to applied learning impacts institutional sustainability, strengthens student & faculty relationships, and has a measurable outcome on student and faculty retention.

6) **Stop Talking, DO IT! Using the Power of Story to Turn Theory Into Action in Multiple Disciplines**
(Drew Kahn, Professor of Theater & Director, Anne Frank Project, SUNY Buffalo State)

Human beings have been sharing and using stories for over 150,000 years. We share stories to build communities. We use stories to bring order to the chaos of our lives. During this session we will build a complete story together focusing on the areas of community building, conflict resolution and identity exploration. Using an adapted version of the Anne Frank Project’s (SUNY Buffalo State) story-building model, participants will experience techniques used all over the world to unlock the hidden stories in their own applied learning communities. This session is 100% experiential.

2:20-2:30 **Farewell**