



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Binghamton University
Date:	4/14/2016
Narrative Compiled by:	Brian T. Rose
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part II of VII of campus applied learning plans and focuses on your campus plan for data collection. Part II should be submitted as a descriptive narrative regarding your campus-level collection of data on approved applied learning activities. Develop a campus plan for the collection and reporting of data on students engaged in approved applied learning activities. Specify how you intend to collect and measure numbers of students and programs. The submission of your first round of data will be due alongside the final documents on May 1, 2017, not with this report. At that stage campuses may submit student data through SIRIS or other method (e.g. a separate survey). The data requested will be at the student unit-record level and include number of students engaged in approved applied learning activities, broken down by specific activity as well as information about number of faculty engaged in applied learning.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Share your campus plan for data collection and reporting here. Specify how your campus will collect data on number and type of approved applied learning activities.</p> <p>Binghamton provided a comprehensive inventory of applied learning activities provided by the campus as part of its response to Part 1. As described in the narrative overview of the Applied Learning Plan (also provided in Part 1), the campus strategic plan has identified the creation / promotion of specified High</p>

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	<p>Impact Learning Experiences (HILE's) as a strategy to create a “transformative learning community that prepares students for advanced learning, careers and purposeful living”. Accordingly, Binghamton already had processes in place to identify applied learning activities being promoted by the campus. Binghamton will continue to utilize the same process that created the inventory to collect such data on an on-going basis. The process has the following elements:</p> <ol style="list-style-type: none"> 1. Broadly framed, one of five (5) subcommittees of the Binghamton University Strategic Planning Committee is responsible to oversee the collection of data to support the measurement of the number of students who have completed those applied learning activities the campus has specifically targeted. 2. The efforts of the subcommittee are supported by the Office of Institutional Research (OIRA) and the student affairs assessment operation (Student Affairs Assessment and Strategic Initiatives (SAASI). SAASI is the administrative custodian of a student involvement database built on a third party platform provided by the vendor Campus Labs. Binghamton has branded the database as “B-Engaged”. The commercial product name is Collegiate Link. SAASI works with university data custodians to scrape records of student involvement in a wide range of learning activities so that each student has a full record of involvement. These activities include applied learning activities. Much of the inventory previously provided with Part 1 was assembled via this process. 3. At a more granular level Binghamton is using its system for coding courses to help SAASI and OIRA identify and report applied learning activities as follows: <ol style="list-style-type: none"> a. <i>Internships</i>: The Fleishman Center for Career and Professional Development administers the largest for-credit internship program at Binghamton. Details of the program can be found at: https://www.binghamton.edu/ccpd/students/undergraduate/internships-and-other-ways-to-gain-experience/cdc-internship-programs.html. Data collection related to these internships is accomplished through the campus course registration system since these internships have its own faculty approved course rubric. b. <i>Service Learning</i>: In partnership with academic leadership and faculty governance, Binghamton’s Center for Civic

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	<p>Engagement (CCE) developed a framework to give service learning designations to courses meeting specific criteria. See: https://www.binghamton.edu/cce/faculty/engaged-teaching/course-designation/index.html. Our inventory reports each of these as approved applied learning activities and the campus tracks individual student participation through the aforementioned B-Engaged database.</p> <ul style="list-style-type: none"> c. <i>Capstone Courses</i>: There is an on-going effort to identify by course number all those courses that faculty have determined to meet the definition of capstones. SAASI and OIRA have identified many such courses by scanning the course catalog, but is now working at a departmental level to determine if there are courses that meet the definition but which do not currently carry a course number that would allow for easy identification. d. <i>Undergraduate Research</i>: Binghamton has an office reporting through the Provost that is specifically dedicated to facilitating undergraduate research activity in accordance with the definition provided in Part 1 of the campus Applied Learning Plan. Data collection in specific initiatives (Freshman Research Immersion, Summer Artist and Scholars Program) is facilitated by the Undergraduate Research Center and then collected via B-Engaged. e. <i>Study Abroad</i>: Binghamton has a dedicated administrative office (Office for International Programs) that keeps records of all Binghamton student study abroad experiences through Terra Dotta software. For purposes of the campus Strategic Plan we determined to track / record all credit-bearing study abroad experiences. SAASI / OIRA scrape student records systems to capture completed study abroad approved via the Office of International Programs for credit and OIP compiles detailed data regarding student enrollments across programs and the demographics of student participants in study abroad. <ol style="list-style-type: none"> 4. Not all qualifying applied learning activities can be identified via the process noted above. For example, undergraduate research or internships obtained via individual faculty would not be captured. Binghamton requires faculty to complete annual reports of teaching / service / research activity. System level data collection efforts are supplemented by manual reviews of faculty annual reports. 5. To the extent necessary for data integrity, SAASI and OIRA reconcile / scrub data that comes from multiple sources.

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	<p>6. Each year Binghamton will assess its progress on its goal that every student will have at least one HILE (applied learning activity) by the year 2020 via the strategic planning committee and process.</p>
Question 2	<p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p><u>Designated Credit-Bearing Activities.</u> Binghamton does and will continue to utilize existing course rubrics, curriculum oversight bodies, academic program approval processes and faculty governance to approve / designate applied learning activities. See Question 1 above for the list of administrative offices involved in facilitating applied learning activities, promoting those activities to students and collecting data on student participation. Currently, almost all applied learning activities in the Binghamton inventory are credit-bearing activities. As such, they have been approved via faculty-led committees. We are examining the adoption of specially designated course numbers in Banner to facilitate efficient data collection of such experiences. The campus has some such designations already in place, but likely under-reports the extent of these activities due to our inability to capture all such experiences efficiently.</p> <p><u>Non-Credit Bearing Activities.</u> The process for designating non-credit bearing activities as approved applied learning options will be facilitated by the University Strategic Planning Committee via the sub-committee on learning and teaching noted above. That subcommittee is co-chaired by the Associate Vice Provost for Student and Faculty Development / Executive Director of the Center for Learning and Teaching and the Vice President for Student Affairs. The committee includes faculty and administrators as well as faculty liaisons appointed through the Faculty Senate. An illustrative example as to the nature of the process concerns service learning. There are students who complete intensive service learning work that does not earn academic credit. Conceptually these activities may meet the definition of applied learning. The committee has and continues to actively discuss measures of accountability including time commitment, oversight and learning outcomes in order to designate non-credit bearing service learning as an approved applied learning activity. A similar conversation continues with respect to internships created outside of the credit-bearing rubrics.</p> <p><u>Required Applied Learning.</u> Various programs at Binghamton currently require applied learning activities as a part of the program curriculum. These may include clinical placements in professional and pre-professional programs</p>

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	<p>(e.g., human development, nursing, education) and capstone projects in various disciplines (e.g., fine arts, engineering). Binghamton’s approach to the process of requiring additional applied learning activities is to address program requirements within existing faculty-led curriculum development and approval pathways (schools, departments). Binghamton does place high value upon providing students with applied learning activities as part of their educational experience. As noted in Part I of the campus Applied Learning Plan,</p> <p><i>Binghamton is intentionally and specifically focused upon developing those applied learning activities the campus believes to be most complementary to our rigorous academic program through its strategic initiatives. While other experiential learning activities are also provided and valued on the campus, our strategic initiatives have emphasized the above-cited activities. Binghamton has set as a goal that all graduates, as of the year 2020, will have completed at least one such targeted high impact applied learning experience. The strategic planning steering committee regularly assesses progress on that goal. (emphasis added).</i></p>
Question 3	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>This data is directly used within the context of the campus strategic plan. Lead metrics for Binghamton’s strategic plan are reported at https://www.binghamton.edu/president/road-map/metrics.html. The second of five strategic priorities in the campus strategic plan pertains to the teaching and learning environment. We have set goals relative to graduation rates (4 and 6 year), retention rates and the percentage of graduating seniors who have had at least one of our prioritized high impact learning experiences. Progress on these goals is reported publicly at the aforementioned URL.</p> <p>Binghamton also aggressively collects outcomes data for graduating seniors and has a senior survey response rate that annually exceeds 80%. The campus is currently investing strategic plan dollars into the capacity of the Fleishman Center for Career and Professional Development to improve follow-up data collection on student outcomes at additional intervals after graduation. Student Affairs Assessment and Strategic Initiatives (SAASI) has in the past used data in its student involvement record (B-engaged) to track possible correlations between patterns of involvement (including but not limited to</p>

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	applied learning activities) and graduation / post-graduation outcomes. As we better systemize our collection of data at the individual student level through course designations and other strategies discussed above, it will offer the opportunity to repeat that analysis.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Binghamton University
Date:	4/14/2016
Narrative Compiled by:	Brian T. Rose
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part III of VII of campus applied learning plans and focuses on faculty engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>The University Faculty Senate has passed a resolution regarding the role of faculty in credit-bearing applied learning experiences. The Faculty Council of Community Colleges has developed a position statement on faculty purview over curriculum. Documents are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of current faculty responsibilities regarding oversight and assessment of approved applied learning activities. What is your process for approval of new or customized faculty-initiated activity?</p> <p>Faculty responsibilities for oversight and evaluation of applied learning activities exists at both university and individual program levels. This derives from an intentional effort to engage faculty in strategic initiatives related to applied learning and from the emphasis on credit-bearing applied learning at Binghamton which necessarily engages faculty in approval and oversight.</p> <p><u>University Level Faculty Responsibility for Applied Learning</u></p>

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	<p>Part 1 of Binghamton’s Applied Learning Plan detailed how the campus strategic plan promotes the development of selected applied learning activities as a strategy to provide a “transformative learning community” that prepares students for advanced study and careers. The planning process by which Binghamton identified the cultivation of these applied learning activities (internships, undergraduate research, service learning, study abroad, capstones) as a strategic priority directly engaged faculty governance and academic leadership of the University as members of the strategic planning committee and as sources of review of the strategic plan.</p> <p>To the extent that some applied learning activities are offered from within academic departments (e.g., a self-contained undergraduate research opportunity or internship with a faculty member in the student’s major discipline) the oversight of faculty is direct and self-evident. The same is true of capstone courses and clinical work which are approved parts of the curriculum in various programs.</p> <p>There are a significant number of non-departmental applied learning activities (e.g., internships with local agencies and employers) in Binghamton’s inventory as well. Faculty oversight of these activities is accomplished through the Office of University-Wide Courses, which lives within the Office of the Provost. The Office of University-Wide Courses provides a direct link to the University Undergraduate Curriculum Committee (UUCC), which oversees all non-departmental undergraduate courses, and to the Provost's office, which works closely with the UUCC and helps to implement and revise academic policies. The office provides academic advice, oversight and course building support for credit-bearing undergraduate courses that are not based in an academic unit. John H. Starks, Jr., associate professor of classics, serves as the office's faculty director and as liaison to the UUCC and the Provost's Office. Dr. Starks also is one of two representatives from Binghamton to the SUNY Applied Learning Committee.</p> <p><u>Program Level Faculty Responsibility</u></p> <p><u>Internships / Fleishman Center for Career and Professional Development.</u> Binghamton’s career services office provides administrative oversight to a large majority of internships reported in the Binghamton Applied Learning Inventory. This is accomplished through the Career Development Centralized Internship (CDCI) Program (follow link for comprehensive program</p>

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	<p>description). CDCI internships bear between 2-8 credits and include a staff-led class component in addition to the specific internship. Syllabi, learning outcomes and course content are approved via a faculty-led Academic Council specific to CDCI which in turn recommends approval to the aforementioned UUCC.</p> <p><u>Service Learning / Center for Civic Engagement.</u> All service learning activities currently approved for inclusion in Binghamton’s Applied Learning Activity Inventory are credit-bearing and therefore faculty led. Administrative support for service learning activities is accomplished through Binghamton’s Center for Civic Engagement (CCE). The CCE facilitates a process by which departmentally-based courses may carry service learning designations for either Community-Engaged Learning (CEL) or Academic Service-Learning (ASL). There is an application and rubric a course leader completes to seek designation as either CEL or ASL. The designations and rubric were themselves approved via the UUCC. In addition, the CCE is supported by an Advisory Council. The process of reviewing applications for course designations against the faculty-governance approved rubric includes 2 faculty members from the Advisory Committee.</p> <p><u>Undergraduate Research Center.</u> The Undergraduate Research Center (URC) falls under the leadership of the Office of the Provost and provides administrative oversight to many of the undergraduate research opportunities identified in the Binghamton Applied Learning Inventory and other undergraduate research programs as well. The URC defines undergraduate research as a mentor-supported inquiry, creative activity or scholarly investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. By definition then, faculty provide oversight to undergraduate research activities coordinated through the URC. Much of this oversight and mentorship is provided within a faculty member's own research initiatives and infrastructure, while other projects are initiated by the student and supported directly by the faculty mentor. The URC does not directly oversee or mentor any research or creative activities; rather, its role is to promote research and help students develop skills and identify specific opportunities to work with faculty.</p> <p><u>Undergraduate Research / Freshman Research Immersion.</u> Binghamton’s Freshman Research Immersion (FRI) Program is an additional source of applied learning activity. The FRI is a three-semester sequence for STEM students that results in 10 degree credits. The FRI includes six different research streams and faculty / instructors lead labs in each research stream.</p>

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	<p>Approval of the FRI courses and research streams passed through faculty governance. The innovative aspect of this program is that incoming freshmen are immediately exposed to a “real world” research environment, with unsolved problems and challenges facing them in their laboratories and work spaces. Each one of the transdisciplinary research streams is led by a team of faculty members and supported by additional post-doc fellows who assist in the training and mentoring of the students.</p> <p><u>Study Abroad.</u> The Office of International Programs (OIP) provides administrative coordination for study abroad opportunities. Approximately half of the study abroad programs offered by Binghamton are faculty-led programs. OIP engagement with the faculty who lead and support programs is a very important aspect of study abroad. OIP staff are available to speak with faculty interested in developing study abroad opportunities. The staff carefully guide faculty through the process of developing new program proposals, applying for approval, and implementing all program logistics. OIP offers a guide for faculty interested in developing programs as well as a timeline. OIP also works closely with faculty to oversee and evaluate study abroad program opportunities that are both faculty led or direct enrollment. Academic departments evaluate and approve credit equivalencies for study abroad programs as appropriate. Additionally, the International Education Advisory Committee is a faculty led group with representatives from every school that reviews and approves all new credit bearing study abroad program proposals. Therefore, faculty are very involved in both oversight and development of study abroad programming.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <p>Faculty who oversee these approved activities are supported variously, according to the type of involvement and responsibility. At the University level, the Faculty Director of the Office of University-Wide Courses receives a stipend to allow adequate support for the oversight and coordination required. At the Program level, faculty who participate in credit-bearing courses as instructor are either fulfilling part of their faculty obligation or receive additional stipends for their work. Faculty who provide oversight through governance structures do so as part of their service contributions to the campus. Special programs (e.g. the Summer Scholars and Artists Program) provide stipends for faculty mentoring that takes place outside of the academic year.</p>

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	<p>Numerous workshops and professional development opportunities are already being provided; these are described in the next section.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Support for faculty is available providing or interested in providing applied learning activities is available through the following administrative offices:</p> <ul style="list-style-type: none"> • Center for Learning and Teaching • Center for Civic Engagement • Office of International Programs • Fleishman Center for Career and Professional Development • Undergraduate Research Center • Student Affairs Assessment and Strategic Initiatives <p><u>Center for Learning and Teaching (CLT)</u>. Instructional Design Services falls within the CLT and provides faculty with course consultations covering a wide-range of pedagogical strategies including the use of active and applied learning. The CLT also provides support for workshops on specialized topics that may include applied learning strategies and often partners with the other offices noted in this section.</p> <p><u>Center for Civic Engagement (CCE)</u>. The CCE provides a range of services to support faculty in the development of service learning opportunities for students as more particularly described here. Most relevant for this report, the CCE has originated an Engaged Faculty Fellows Program that includes stipends and programs to support faculty interested in developing service learning courses; teaching enrichment grants to faculty for community-engaged learning expenses and a dedicated staff person (the Faculty Engagement Associate) who works individually with faculty developing ASL and CEL courses.</p> <p><u>Office of International Programs</u>. OIP provides staff support and guidelines for Binghamton faculty interested in creating a study abroad program as more particularly described here and offers opportunities for faculty to meet with study abroad staff to discuss ideas. Four staff members are specifically focused upon study abroad program administration including faculty support. Faculty directors of study abroad programs are compensating for teaching the program coursework and leading students on the program experience. The Binghamton University Lois B. De Fleur International Innovation Fund</p>

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	<p>provides faculty with access to financial support for study abroad programming development and the OIP also constantly communicates with interested faculty about SUNY level and other external grant opportunities to support program development as well.</p> <p><u>Fleishman Career Center.</u> The Fleishman Career Center provides administrative oversight to and listing of internships as described above in answer to question#1. Additional faculty support includes mini-lectures that can be provided to classes, presentations at departmental meetings and special programs pertaining to internship creation and assessment.</p> <p><u>Undergraduate Research Center (URC).</u> The URC assists faculty interested in promoting undergraduate research opportunities through the administration of a database known as CROP (Campus Research Opportunities Postings). A representative posting can be found here.</p> <p><u>Student Affairs Assessment and Strategic Initiatives (SAASI)</u> provides curriculum module support that allows students to track activities in the pursuit of special program requirements that may include applied learning activities. For example the Binghamton Scholars Program has a service requirement for which SAASI provides tracking / assessment support.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Faculty acknowledgement occurs via the Office of the Provost and through some of the specific programs noted above as providing support to faculty engaged in providing and creating applied learning activities. In particular, the faculty annual report allows the individual faculty member to record contributions in supervising applied learning activities; these activities are recognized as important contributions to the academic unit's undergraduate teaching and mentoring mission. In addition, special recognition awards are widely publicized to encourage excellence in leading applied learning activities. Representative faculty recognition initiatives are as follows:</p> <p><u>Provost's Award for Faculty Excellence in Undergraduate Research Mentoring:</u> honors Binghamton University faculty who have demonstrated an extraordinary commitment as mentors of Binghamton's undergraduate students in research, scholarship or creative activities outside of normal course assignments.</p>

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	<p><u>Center for Civic Engagement Faculty Engagement Honors</u>: Faculty Engagement Honors recognizes Binghamton University faculty for exemplary community-engaged teaching, research, or scholarship that helps create meaningful change. Work worthy of recognition for this honor includes teaching service-learning or community-engaged learning courses, research which incorporates community issues or needs and overseeing internships which result in public benefit.</p> <p><u>Fleishman Center for Career and Professional Development</u> recognizes faculty, staff and alumni who have been “Career Champions” which includes recognition of faculty who have been instrumental in leading or developing internship experiences.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

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Narrative Compiled by:	Brian T. Rose
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>Binghamton University provides support to students interested in applied learning through a wide-range of administrative offices as more specifically noted below. Generally, offices offering applied learning opportunities provide information to students via multiple modalities including web-based information, electronic newsletters and databases, general information sessions, orientation programming and residential life</p>

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	<p>programs. Students may receive assistance navigating among the various options through both academic advising offices within their school / college of enrollment and through professional staff and student peer advisors in offices offering specific programs. Similarly, all the same offices / programs provide direction to students seeking to develop new or customized applied learning activities. To the extent proposed new activities will be proposed for academic credit, they must also be approved through curriculum approval pathways involving faculty as more particularly described in Parts 1-3 of Binghamton's Applied Learning Plan. More office and program specific information follows.</p> <p><u>Center for Civic Engagement (CCE).</u> CCE oversees a number of community engagement programs that provide a structured applied learning experience. Students can learn about these opportunities online through CCE's student information page which provides an overview and links to a weekly student newsletter, a Service Listings Database (a searchable database of community engagement opportunities) and a listing of CCE programs and activities that orient students to service learning opportunities.. In addition, students can search for approved community-engaged courses through the online course registration system and students can visit CCE for individual assistance. Students participating in a program coordinated by CCE will meet one on one with a staff member and be matched with an appropriate activity. CCE also provides assistance to individual students or student groups interested in developing a new or individualized activity, including one-on-one meetings with staff, and workshops that cover topics such as developing project ideas, identifying community partners, recruiting participants, and succession planning. Finally, beginning in Fall 2016, CCE is coordinating a transportation service to support students without their own vehicles to access community-based learning programs.</p> <p><u>Fleishman Center for Career and Professional Development.</u> The Fleishman Career Center internship program (known as CDCI) supports students interested in pursuing internships through HireBing (a large online and customizable job and internship database), general information sessions about internships and the CDCI program and through group and individual advising. The Fleishman Center also offers summer internship scholarship support for students with financial need. The CDCI program model includes not only on-site internship mentoring by the site supervisor, but also a weekly classroom component as previously described in Part 3.</p>

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	<p><u>Undergraduate Research Center (URC).</u> The URC facilitates student participation in undergraduate research opportunities by maintaining a listing of postings from faculty, supporting a journal of undergraduate research, offering competitive opportunities for mentored creative activities and research during the summer as well as a variety of outreach activities to cultivate student interest. The URC is intentionally located adjacent to the Fleishman Career Center and the Center for Civic Engagement to facilitate ease of access for students seeking applied learning activities.</p> <p><u>Office of International Programs / Study Abroad (OIP).</u> OIP provides students with listings of available Binghamton and SUNY study abroad programs as well as specialized assistance and advising through professional staff. OIP provides in-person and web-based outreach programs and works with the Binghamton University Foundation to offer financial support to students interested in study abroad who have financial need.</p> <p><u>School-Based Academic Advising Offices.</u> Each degree-granting unit at Binghamton University provides enrolled students with school-based academic advising. These advising offices offer applied learning gateways unique to each school and also work collaboratively with the above-listed offices to facilitate student applied learning activities. The Harpur Edge is an example of a school-based applied learning gateway. It provides Harpur College of Arts and Sciences students with specialized programs such as the Summer Physician Mentor Program, the Harpur Law Council Summer Internship and the Liberal Arts to Career Externships, all of which link current students with Binghamton alumni for short and longer term mentoring, internship and job-shadowing opportunities. The Watson School Dean's Office is a second illustrative example of school-based programs. The Watson School provides engineering students with internships specific to engineering disciplines through industry partnerships and an alumni network.</p> <p><u>Student Affairs Assessment and Strategic Initiative (SAASI).</u> SAASI provides the information backbone for the collection of data related to student applied learning activities as described in Part 2 of Binghamton's Applied Learning Plan. SAASI also provides direct student support to students and student organizations by maintaining a comprehensive database of student co-curricular and extracurricular involvement branded as B-Engaged. By using B-Engaged students can generate a personalized co-curricular transcript of their involvement including but not limited to</p>

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	<p>applied learning activities. SAASI has also designed B-Engaged to track student progress upon specific pathways created via the campus strategic planning process that would allow students to demonstrate specialized proficiency in cross-disciplinary themes such as globalism and community service. These pathways are another mechanism to encourage student involvement in applied learning.</p>
Question 2	<p>Describe how approved applied learning activities are promoted to and shared with students. How is information about applied learning activities built into the orientation or advising process?</p> <p>See responses above under Question #1 and follow the hyperlinks in the text to directly access program-specific materials shared with and provided to students. In addition to the information noted above under Question #1 other mechanisms by which Binghamton has built information about applied learning into orientation / student-advising includes the following:</p> <ul style="list-style-type: none"> ➤ New Student Programs: All new students and transfers participate in a one or two-day orientation program track that includes presentations on career services programs and small group meetings with academic advisors. Additionally, pre and post orientation, New Student Programs uses a communication software package to send information to new students about student support services including all offices listed above. New Student Programs also provides administrative oversight to the primary First Year Experience program (FYE) and to a related program (Harpur 101) which also includes some elements of the FYE curriculum. Through these programs approximately 500 new students per Fall are provided with active learning opportunities to become familiar with many university services including those offices that provide applied learning activities (e.g., study abroad, Fleishman Career Center, Center for Civic Engagement, Harpur Edge). ➤ Residential Life. Residential Life student and professional staff provide topical programs during the first few weeks of the academic year to intentionally introduce students to a wide variety of student services including but not limited to the offices and programs highlighted above in response to Question 1. ➤ Special Interest Fairs and Programs. There are several special interest fairs and programs that promote specific applied learning opportunities. Some of the most well-attended examples include the

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	<p>Fall and Spring Job and Internship Fairs hosted by the Fleishman Career Center, pre-registration scheduling / advising fairs hosted by Harpur College of Arts and Sciences Advising each semester and the Fall Community Engagement Expo hosted by the Center for Civic Engagement.</p>
Question 3	<p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>Student feedback into applied learning activities is provided through both activity-specific channels and through institutional level surveys. In some instances there are formal feedback mechanisms while in others (e.g., a faculty-mentored undergraduate research experience), the intimate nature of the activity creates on-going student feedback. More formalized feedback mechanisms are as follows:</p> <p><u>Fleishman Career Center.</u> The Fleishman Career Center Internship Program (CDCI) is the largest source of internships at Binghamton University. There is a “360” evaluation process used among student, site supervisor and instructor using the internship database tool known as hireBING. All students participating in CDCI use hireBING to evaluate their internship sites at the end of the semester. All students also use the system to complete a self-evaluation at the middle and end of the semester, both of which are reviewed by their site supervisors and made available to their seminar leaders. With respect to complaints and grievances from students, during CDCI Info Sessions, and at all orientations, the Fleishman Career Center Internship Coordinator instructs students to contact her at cdci@binghamton.edu should they have any issues at their internships. CDCI students are also encouraged to discuss issues with their seminar leaders.</p> <p><u>Center for Civic Engagement.</u> CCE solicits feedback from all students who participate in a CCE-sponsored program or event. Student feedback impacts decisions on program structure, timing, and program partners. Courses with service learning designations also facilitate student feedback via the Student Opinion of Teaching (SOOT) forms, a process administered by the Office of Institutional Research used in most for-credit classes. Students who have a concern or complaint about their off-campus site are directed to discuss the concern with their CCE staff contact for that site. The staff</p>

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	<p>contact will, as appropriate, contact the site to discuss the student's concerns and possible solutions. Serious or unresolved concerns may result in the termination of the relationship with the off-campus partner.</p> <p><u>Study Abroad.</u> OIP incorporates student feedback regarding study abroad experiences through multiple methods and sends a clear message to students that they should feel comfortable communicating feedback at any point in time. Before students' departure, the advisers build relationships with the students and emphasis this point in their advising appointments and their pre-departure orientation. While abroad, students receive communication from OIP staff at least three times to remind them about important information and check in about their experiences. Every participant completes an extensive, written program evaluation form upon completion of their participation in study abroad. These evaluation reports are reviewed by the OIP staff at the end of each program term and the staff discusses the feedback reported in staff-wide meetings. Students are also encouraged to visit the OIP to verbally discuss their experience after studying abroad. The student perspective heavily informs OIP advising practices through the Study Abroad Ambassador program that engages 10-20 study abroad alumni students each semester to act as peer advisers in the OIP through in office advising and many outreach activities. Any serious or unresolved concerns are discussed with the campus' Senior International Officer and may lead to substantive program changes or the termination of OIPs partnership with an institution/organization abroad as necessary.</p> <p><u>Capstone / Clinical and Independent Research.</u> The vast majority of such activities are offered through individual academic programs and departments. Student feedback occurs through usual department channels that may include SOOT surveys, faculty office hours, academic advising contacts and student participation in shared governance activities. Grievances are handled in accordance with the academic policies and procedures of each school / college and usually follow the academic chain of command from faculty member to department chair to dean and provost.</p> <p>Institutional level student feedback is garnered through all the following channels:</p> <ul style="list-style-type: none"> ➤ Binghamton participates in the National Survey of Student Engagement (NSSE) ➤ Broad oversight of applied learning activity occurs under the aegis of the campus strategic plan known as the Roadmap. The Strategic Planning Steering Committee is supported by a group of presidential

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	<p>student interns as part of an on-going annualized strategic planning process. Roadmap interns provide feedback on all elements of the strategic plan including but not limited to strategic initiatives to create and measure high impact learning practices (most of which constitute approved applied learning activities).</p> <ul style="list-style-type: none"> ➤ The Office of Student Affairs Assessment and Strategic Initiatives supports most student services offices with an assessment tool procured through a vendor (Campus Labs). The tool facilitates student pre and post activity surveys and is used by some of the offices offering applied learning activities.
Question 4	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>See in part responses to question #3 above which summarizes student input and feedback mechanisms into applied learning activities at the program and institutional levels. Binghamton will continue all of the mechanisms identified therein. Beyond those mechanisms, the following additional structures exist to include students in the creation and continuous improvement of applied learning activities:</p> <ul style="list-style-type: none"> ➤ Fleishman Career Center has student peer advisors who participate in a program advisory council. ➤ The Center for Civic Engagement has a formal advisory council which includes student representation. ➤ Binghamton University Strategic Plan Steering Committee has student representation. One subcommittee of the overall planning committee is focused upon cultivation and assessment of high impact (applied learning) activities. The subcommittee annually engages with the aforementioned Roadmap Interns (students).

NOTE: Forward all materials to AppliedLearning@suny.edu no later than April 15th, 2016



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	Binghamton University
Date:	4/24/2017
Narrative Compiled by:	Brian T. Rose / Elizabeth Carter / John Starks / Donald J Loewen / Nasrin Fatima [use Brian T. Rose – brose@binghamton.edu as follow up contact]
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p>

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All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.

Please refer all questions to AppliedLearning@suny.edu.

Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?

Binghamton University's Office of Institutional Research and Assessment (OIRA) produces an annual report measuring the economic impact of the University on the metropolitan statistical area in which we are located as well as on the State of New York. All OIRA reports are warehoused at <https://www.binghamton.edu/oira/>. One of the categories measured involves student service to the community. The most recent report available (covering FY14-15) reports the following:

Binghamton University encourages its students to participate in volunteer and internship opportunities in the local region. Several units within the University strongly encourage or require students to participate in community service, clinical experiences, or practica. Last year, we estimate that student volunteer, clinical, and practicum experiences accounted for nearly \$12.5 million in value to the Broome and Tioga county communities.

Table 7: Value of Binghamton University Volunteer, Practicum, & Clinical Presence, FY2014-2015**

	Number of Students Participating	Number of Hours	Hourly Rate	Value
Undergraduate Internships	1,397	120	\$22.14	\$3,867,455
Undergraduate Clinical Experiences	855	100	\$25.00	\$2,137,500
Graduate Clinical, Practicum, and Internship Experiences	814	120	\$25.00	\$2,442,000
Service Learning/ Volunteers	8,897	20*	\$23.07	\$4,019,578
Totals	11,963			\$12,466,533

*Note: Number of hours was calculated for undergraduate and graduate students separately. The number in the table is a rough average for both.

In addition, individual administrative units measure applied learning activities specific to their operation to assess progress on unit and divisional goals with respect to applied learning activity. For example, the Center for Civic Engagement measures the number of students and faculty involved in courses with a service learning designation and the Fleishman Center for Career and Professional Development tracks internship site growth associated with the Center's initiatives:

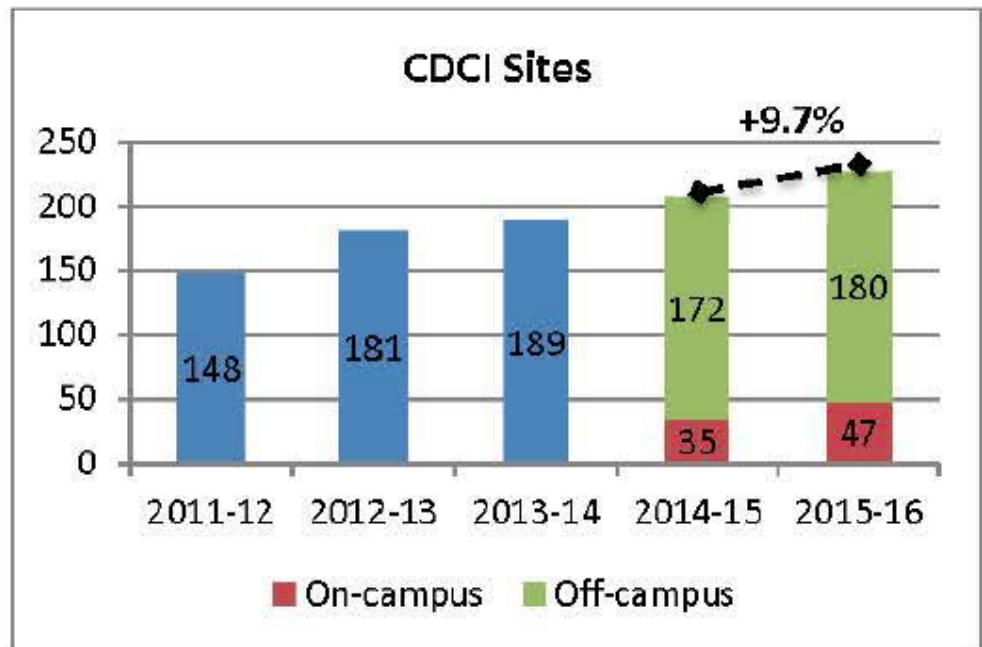
Question 1

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ACADEMIC COURSES WITH COMMUNITY COMPONENTS 2010 - 2015

ACADEMIC YEAR	# OF COURSES	# OF FACULTY	# OF STUDENTS	# OF SERVICE HOURS
2010-11	35	22	1,182	NA
2011-12	34	21	1,144	38,357
2012-13	68	61	1,820	31,895
2013-14	64	54	2,463	NA
2014-15	78	104	3,236	NA



Question 2

Based on your work on the Applied Learning Initiative to date, please describe the opportunities and challenges the campus would face in including approved applied learning activities as a local graduation requirement. Please describe implications for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.

Binghamton University already achieves high student participation in applied learning experiences, in part because of the University's decision to make student participation in a selection of applied learning experiences a key part of our strategic plan. Recent data collection has shown that many students actually participate in two or more applied learning experiences. We are continuing to expand our data

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	<p><i>collection efforts in order to ensure that we are able to count and measure all student activity in these areas.</i></p> <p><i>Adopting participation in an applied learning experience as a graduation requirement, would present a major challenge to the University:</i></p> <ul style="list-style-type: none"> ➤ <i>It would require a very substantial investment in multiple resource areas (advising and other staffing, systems, student records, and more) in order to achieve only modest additional gains in student participation.</i> ➤ <i>It would not be possible to find sufficient internships in our immediate area to accommodate all students during the academic year. Lack of convenient public transportation limits access to outlying areas for students without their own means of transportation. Forcing students to complete these activities during the summer months reduces their ability to earn money to pay for their educational expenses.</i> ➤ <i>It would not be possible to meet demand for mentored undergraduate research experience; our current student demand is already more than our faculty can accommodate.</i> ➤ <i>It would extend the time to degree for the small but important number of students who come in with advanced standing and pursue ambitious double-degree (and in rare cases, triple-degree) courses of study.</i> ➤ <i>It would force some students into a “last choice” option when we cannot provide their first preference (typically an internship or a mentored research opportunity)</i> <p><i>However, even though the University has determined that the creation of an applied learning graduation requirement is not currently feasible, we are fully committed to continue expanding the range and number of opportunities available to our students, with the goal of getting even closer to full voluntary undergraduate participation in applied learning experiences.</i></p>



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	Binghamton University
Date:	4/24/2017
Narrative Compiled by:	Brian T. Rose / Elizabeth Carter / John Starks / Donald J Loewen / Nasrin Fatima [use Brian T. Rose – brose@binghamton.edu as follow up contact]
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p><i>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</i></p> <p><i>The types of applied learning that our partners facilitate include: internships, undergraduate research, capstone projects, clinical placements and study abroad. Samples of applied learning partner sites are included below and a more robust list is included in Appendix A.</i></p>

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	<p><i>Internships partners provide academic coordinators with descriptions of the intern responsibilities and work with the coordinators to create a set of learning outcomes for interns. Internship partners also provide site supervision for the interns and university coordinators provide seminars for interns that include a reflection component. University coordinators also send mid-term and final evaluations to the internship partners to be completed and returned. It is expected that internship partners provide feedback to the interns about their performance at the site.</i></p> <p><i>Clinical placement partners provide a learning site and experience for students that is aligned with the academic coursework. Clinical placement partners keep track of student hours and test nursing students in labs and social work students at their placement sites. The clinical placement partners provide written feedback to both the student and faculty about their performance.</i></p> <p><i>Undergraduate research partners provide mentored, inquiry-based experiences that contribute to the creation of knowledge; in some cases, these experiences may include participation by both faculty mentors and business or industry partners.</i></p> <p><i>Study abroad partners provide deep engagement in a cross cultural environment. They facilitate student learning of things like cultural patterns and expressions, languages, social institutions, and more. Students participate actively in the learning process and contribute structured reflection on the experience. Frequently, students participate in a formal academic program as part of the study abroad program.</i></p> <p><i>Capstone projects serve as an integrative learning experiences that require students to bring together a complex set of previously mastered learning outcomes to produce a substantive project. Capstones can be team-based, and they are supervised by faculty, sometimes with assistance and close participation by business or industry partners.</i></p> <p><i>The following list includes the types of applied learning that partners provide to Binghamton students and some sample partners.</i></p> <p><i>Off-campus partner types:</i></p> <p><i>Private Business partners provide high impact learning internships and capstone experiences for Binghamton students. Examples of private business partners include Lesko Financial Services, Levene, Gouldin & Thompson LLP and Riger Advertising.</i></p> <p><i>Non-profit partners provide high impact learning internship experiences for Binghamton students. Examples of non-profit partners include Mom's House Inc; Humane Society and Family and Children's Society.</i></p>

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	<p><i>Healthcare partners provide internships, clinical placements and undergraduate research high impact learning experiences for Binghamton University students. Examples of healthcare partners include Lourdes and UHS hospitals, Binghamton Gastroenterology Associates P.C. and Greater Binghamton Health Center.</i></p> <p><i>Governmental agency partners provide internship and undergraduate research high impact learning experiences for Binghamton students. Examples of governmental agency partners include Office of Representative Richard Hanna, City of Binghamton Economic Development Office and Broome County Legislature.</i></p> <p><i>Other Colleges and Universities provide undergraduate research and study abroad high impact learning experiences for Binghamton students. Examples of college and university partners include SUNY Broome, Cornell University, and the University of Pittsburgh.</i></p> <p><i>Religious Organization partners provide high impact learning internship experiences for Binghamton students. Examples of religious organizations include Jewish Community Center, Christ Episcopal Church and Broome County Council of Churches.</i></p> <p><i>Media Organization partners provide high impact learning internship experiences for Binghamton students. Examples of media organizations include Fox 40 News WICZTV, WSKG Public Media and WIVT Newschannel 34 Television.</i></p> <p><i>Cultural organization partners provide high impact learning internship experiences for Binghamton students. Examples of cultural organizations include Phelps Mansion Museum, Bundy Museum of History and Art and Binghamton Downtown Singers and Orchestra.</i></p> <p><i>On-campus partner types:</i></p> <p><i>Administrative offices provide internship and capstone high impact learning experiences for Binghamton students. Examples include the Undergraduate Admissions office, the Fleishman Center for Career and Professional Development, and the Office of the President.</i></p> <p><i>Department and academic offices provide internship, undergraduate research and study abroad high impact learning experiences for Binghamton students. Examples include the Office of International Programs, the Department of Psychology, and the School of Management.</i></p>

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Question 2	<p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. Please identify the offices, departments or other structures on campus currently supporting these relationships.</p> <p><i>As noted in a narrative provided with Part 1 of the Campus Applied Learning Program, Binghamton’s efforts around applied learning extend across a wide-range of programs. With respect to the development of reciprocal relationships on and off-campus, we have developed a network of approximately 400 partners. Primary sources of such partnership are described below. Binghamton’s strategic plan calls for continued investment in the development of additional high impact learning experiences, generally emphasizing these programs. As such, the commitment to maintaining and growing our network of partners for applied learning activities is clear and directly stated in the strategic plan and metrics for that plan.</i></p> <p><u><i>Internships / Fleishman Center for Career and Professional Development:</i></u> <i>Binghamton has expanded the number of for-credit internships available through a special course rubric approved by a faculty committee and administered through the career services office (Fleishman Center). General information about the internship program is available at: http://www.binghamton.edu/ccpd/students/undergraduate/internships-and-other-ways-to-gain-experience/cdc-internship-programs.html.</i></p> <p><u><i>Entrepreneurship:</i></u> <i>Within Binghamton’s Division of Research is the Office of Entrepreneurship and Innovation Partnerships [see: https://www.binghamton.edu/research/innovation/] whose primary focus is helping Binghamton University community members launch innovative ventures. EIP offers a New Venture Accelerator program, a two-semester seminar course sequence that runs every Friday afternoon during the fall and spring semesters. In addition, EIP offers development space where student teams can meet and/or work on developing prototypes and start-up funds to teams that need support in proof-of-concept development. EIP is in the early stages of implementing a program for Binghamton University students that will enable them to bring their ideas to life in an entrepreneurial educational experience.</i></p> <p><u><i>Undergraduate Research / Undergraduate Research Center:</i></u> <i>Binghamton has established the URC specifically to cultivate faculty-led research opportunities for an increasing number of students. See: https://www.binghamton.edu/undergraduate-research-center/. At Binghamton, we define undergraduate research as a mentor-supported inquiry, creative activity or scholarly investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.</i></p>

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	<p><u>Undergraduate Research / Freshmen Research Immersion:</u> Freshmen Research Immersion (FRI) is a three semester program that gives first-year STEM (Science-Technology-Engineering-Mathematics) students the opportunity to combine their academic studies with the experience of conducting real research, investigating important problems that yield publishable results in identified research streams among biomedical sciences, sustainable energy, environmental science, computer science and engineering. See: http://www.binghamton.edu/freshman-research-immersion/about/index.html.</p> <p><u>Center for Civic Engagement / Service Learning:</u> Binghamton's Center for Civic Engagement (CCE) provides students and faculty with opportunities for a wide range of community engaged learning, but has a particular strategic emphasis upon stimulating and supporting for-credit course based engaged learning. In partnership with academic leadership and faculty governance, the CCE developed a framework to give service learning designations to courses meeting specific criteria. See: https://www.binghamton.edu/cce/faculty/engaged-teaching/course-designation/index.html. In addition, CCE provides grants to faculty willing to create new courses carrying service learning designations. See: https://www.binghamton.edu/cce/faculty/programs/index.html.</p> <p><u>Office of International Programs / Study Abroad:</u> Binghamton has made strategic investments to enhance the quality, quantity and depth of study abroad opportunities. See: http://binghamton-oip.terradotta.com/. For purposes of assessing and measuring progress, we include and evaluate only for-credit experiences.</p> <p><u>Harpur Fellows Program:</u> The Harpur Fellows Program is a unique opportunity for highly motivated undergraduates that is a strong example of Binghamton's efforts to cultivate more independent study opportunities. Modeled on the Burch Fellows Program at the University of North Carolina, Chapel Hill, it is designed to give talented, highly motivated, imaginative undergraduates the opportunity to pursue a self-designed project that will serve the community and contribute to their intellectual and personal growth. See: http://binghamton.edu/harpur/fellows/.</p> <p><u>Capstones:</u> Many Binghamton academic programs include capstone courses and requirements which are reported in the inventory of applied learning opportunities at Binghamton. Examples of experiences Binghamton provides under this broad umbrella include practicum experience for Nursing students, senior design projects for Engineering Students and community placement requirements for students in human development.</p>

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Date:	4/24/2017
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p><i>The manner in which new community partners become engaged in applied learning partnerships at Binghamton varies across the different offices and programs that facilitate applied learning activities as appropriate to each program. Following are representative examples of the different pathways through which new partners become engaged:</i></p> <p><i><u>Internship Programs:</u> The Fleishman Center for Career and Professional Development works with the Greater Binghamton Chamber of Commerce and with employers who participate in recruitment activities through the office to develop internship opportunities. There is a comprehensive job and internship database branded as HireBing to which all constituencies can request access / use. New internships are most often managed through the CDCI internship program. General information for potential internship agencies is found at: http://www.binghamton.edu/ccpd/students/undergraduate/internships-and-other-ways-to-gain-experience/becoming-an-internship-agency.html “SUNY Internshop” is also a pathway for new internship relationships.</i></p> <p><i><u>Service Learning.</u> The Binghamton Center for Civic Engagement (CCE) is the primary, but not the exclusive pathway for the cultivation of new service learning community partnerships. The CCE provides a dedicated landing page for community organizations through its website, which then connects potential community partners to more specific communication tools including a weekly newsletter and a service listing database. CCE also cultivates new partnerships through a biennial engagement institute and an annual community engagement fair (similar to a job fair). Individual faculty research activities and interests also lead to service learning relationships.</i></p> <p><i><u>Entrepreneurship.</u> As previously described, the Office of Entrepreneurship and Innovation Partnerships (EIP) is administratively housed within the Division of Research and supports students, faculty and staff with entrepreneurial activities. Student-directed programs include a student incubator program, venture capital competitions, courses in entrepreneurship and other funding opportunities. Because EIP serves faculty, students, staff and industry simultaneously, its programs create natural opportunities for the development of new partnerships to support student applied learning activities. The anticipated opening of the Koffman Southern Tier Incubator will offer another catalyst for entrepreneurial applied learning activities.</i></p> <p><i><u>Undergraduate Research.</u> The Undergraduate Research Center (URC) facilitates primarily internal partnerships between faculty and students via the Campus Research Opportunity Postings Database known as C.R.O.P.</i></p>

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Date:	4/24/2017
Question 4	<p><u>Capstones.</u> Several academic programs either require or provide optional capstone opportunities that lead to external partnerships. The Watson School of Engineering Capstone Project is a prominent example.</p> <p>Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships.</p> <p><i>Binghamton has several linked strategic initiatives that are or will continue to promote the cultivation of applied learning partnerships and cross-program collaborations to create more applied learning activities as follows:</i></p> <p><u>Binghamton Strategic Plan Goals and Metrics.</u> As noted throughout Binghamton’s Applied Learning Plan, one of the five pillars of our current strategic plan calls for a “transformative learning community” and one of the metrics by which progress is measured pertains to the % of our students who graduate with at least one “high impact learning experience”. All of the high impact learning experiences being measured by Binghamton fall within the SUNY definition of applied learning activities. As described in other parts of this plan, the campus has made substantial investment in expanding applied learning capacity in multiple administrative areas as a result of the strategic plan. Accordingly, so long as the current strategic plan remains in place, Binghamton will continue to invest in the cultivation of applied learning activities to advance the goals and metrics for the plan.</p> <p><u>Binghamton Applied Learning Innovations Council (ALIC).</u> Binghamton is preparing to create an Applied Learning Innovations Council to allocate seed funding for promising applied learning activities. ALIC is to be comprised of leadership from units significantly engaged in providing applied learning activities and will be led by designees from each the Provost and Vice President for Student Affairs. ALIC seed grant funds will be allocated to new applied learning activities and enhancement of proven models. ALIC will also provide an efficient platform to coordinate production of student-directed information about applied learning opportunities (e.g., web-based information, marketing materials and orientation programming) and to facilitate collaboration in the delivery and evaluation / assessment of applied learning by leveraging existing administrative resources.</p> <p><u>Binghamton Comprehensive Campaign Goal.</u> Binghamton is preparing to launch a comprehensive fundraising campaign in the near future. One of the strategic priorities in the plan is support for high impact learning (applied learning activities).</p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than May 1, 2017



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

Campus Name:	Binghamton University
Date:	4/24/2017
Narrative Compiled by:	Brian T. Rose / Elizabeth Carter / John Starks / Donald J Loewen / Nasrin Fatima [use Brian T. Rose – brose@binghamton.edu as follow up contact]
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p><i>Binghamton is not establishing approved applied learning activities as a universal local graduation requirement. Binghamton does have several academic programs that include applied learning activities as a required program component at both the undergraduate and graduate level. As an illustration, nursing, social work and education students have required clinical placements, while arts and engineering</i></p>

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	<p><i>programs require capstone projects. Binghamton HAS set as a campus strategic plan goal that all undergraduate students will, nonetheless, graduate with at least one "high impact learning experience", a set of activities defined by Binghamton to include, faculty-mentored undergraduate research, capstone projects in a discipline, study abroad, for-credit service learning courses or for-credit, supervised internships. 82% of the most recently measured graduating class met this standard.</i></p>
Question 2	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p><i>Following is the communication from the Binghamton University Faculty Senate:</i></p> <p>Dear Liz and Brian,</p> <p>This is to confirm that on March 21, 2017, the Binghamton University Faculty Senate passed the following motion upon the prior recommendation of the Binghamton University Faculty Senate Executive Committee:</p> <p>Applied Learning/High-Impact Learning experiences, whether identified as Undergraduate Research, Capstone Courses, Service Learning, Study Abroad, or Internships, will <u>not</u> be mandated as a university-wide requirement for fulfillment of all Bachelor's degrees. Individual academic units should continue to determine what, if any, experiential learning is required of their graduates. Let me know if you need any further information.</p> <p>Best John</p> <p>--</p> <p>John H. Starks, Jr., Associate Professor of Classical Studies Chair, Faculty Senate Executive Committee Chair, Department of Classical & Near Eastern Studies Faculty Director, Office of University-Wide Courses</p> <p><i>While the Faculty Senate is the appropriate campus governance body to address proposed curriculum changes, the Binghamton campus community has had an on-going broadly consultative process concerning applied learning both in the context of the SUNY Applied Learning Initiative and in connection with the campus strategic plan. Prior to formal Faculty Senate action on the request to consider a general local graduation requirement, the proposition was discussed in the University Strategic Planning Committee (which includes administrative leadership, faculty, staff and student governance and alumni board</i></p>

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	<p><i>representation) and also with an expanded senior officers group (which also includes all of the above noted constituencies other than alumni leadership). In addition, the campus President, Provost and Vice President of Student Affairs discussed the notion of a graduation requirement with the leadership of the Student Association (undergraduate student government) as part of a standing informal meeting among the group. As noted throughout the Binghamton Applied Learning Plan, the campus has an on-going commitment to develop high quality, deep, applied learning experiences for all of its students as a strategic plan priority. The campus has already made significant investment in expanding our capacity to offer targeted applied learning experiences via our strategic resource allocation process and indeed intends to feature the growth of further capacity as a priority in the campus comprehensive fundraising campaign. All campus constituencies are supportive of these efforts and the goal that all of our graduates will have completed at least one such experience. The rationale for not adopting a general requirement is not rooted in a questioning of the value of such experiences but rather in a philosophy that the faculty of each program of study is the best arbiter of program requirements.</i></p>
Question 3	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>N/A</p>
Question 4	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p><i>As fully described in the narrative section for Part 1 of Binghamton’s Applied Learning Plan, Binghamton has identified the cultivation of specific applied learning activities as a strategic plan priority and continues to allocate resources in support of the goal that all students graduate with at least one such experience by 2020. Following is an excerpt from the Part 1 narrative:</i></p> <p><i>Binghamton University’s current strategic plan (commonly referred to as “the Road Map”) is available at https://www.binghamton.edu/president/road-map/index.html. The second of five broad priorities in the Road Map (often abbreviated as “SP2”) pertains to the nature of the campus learning community and focuses the campus upon providing “a transformative learning community that prepares students for advanced education, careers and purposeful living.”</i></p>

Campus Name:	Binghamton University
Date:	4/24/2017
	<p><i>One broad set of initiatives under SP2 involves the creation and enhancement of targeted high impact (applied) learning experiences: specifically undergraduate research, internships, capstone projects, study abroad and service learning. Several initiatives in support of offices and programs that cultivate these targeted applied learning experiences have been funded via the campus strategic planning process. These initiatives have resulted in new staff and program support. Examples of specific initiatives undertaken to expand approved applied learning experiences pursuant to the campus strategic plan include:</i></p> <ul style="list-style-type: none"> ➤ <i>Fleishman Center for Career and Professional Development: new staff to expand for-credit internship opportunities delivered under the auspices of a faculty oversight committee</i> ➤ <i>Undergraduate Research Center: Summer Artists and Scholar Program support and the Freshman Research Initiative (FRI)</i> ➤ <i>Office of International Programs: new staff to expand outreach for study abroad programs as well as scholarship support to increase participation by traditionally under-represented groups in study abroad</i> ➤ <i>Center for Civic Engagement: new staff and financial support to assist faculty in creating courses carrying designations for academic service learning and community engaged learning</i> ➤ <i>Office of Institutional Research and Assessment (OIRA) / Student Affairs Assessment and Strategic Initiatives (SAASI): new staff to support evaluation and measurement of approved applied learning activities</i> <p><i>As noted above, Binghamton has also added support for “high impact learning experiences” (defined by Binghamton as a subset of SUNY Applied Learning Activities) as a major theme in a forthcoming comprehensive fundraising campaign.</i></p>

NOTE: Forward all materials to AppliedLearning@suny.edu no later than **May 1, 2017**

Appendix I Applied Learning Partners

A New Hope Center

A Room to Heal

Abre Puertas

Absolut Care of Endicott

ACCORD

ACHIEVE

Achievement First

Action for Older Persons, Inc.

AEC-I Decide

African Road Elementary School PTA Vestal

Agape Editions

All Saints Episcopal Church Soup and Sandwich Saturday

Alzheimer's Association, Central New York Chapter

American Cancer Society

American Civic Association

American Diabetes Association

American Heart Association

American Red Cross

American Red Cross, South Central NY Region

Art Mission and Theater

Arthritis Foundation/Upstate NY Chapter

Assemblywoman Donna Lupardo

Bandera Family Free Christmas Dinner

Berkshire Farm Center & Services for Youth

Binghamton ATTAIN

Binghamton Bioengineers

Binghamton Bridge (IMC)

Binghamton Downtown Singers and Orchestra

Binghamton Figure Skating Club
Binghamton Food Rescue
Binghamton Gastroenterology Associates P.C.
Binghamton Mets Baseball
Binghamton PTA Council
Binghamton Regional Sustainability Coalition
Binghamton Rescue Mission
Binghamton Senators
Binghamton University Acres
Binghamton University - Anderson Center for the Performing Arts
Binghamton University – Athletics
Binghamton University - Center for Civic Engagement
Binghamton University - Counseling Center
Binghamton University - Discovery Program
Binghamton University - Dual-Diploma Programs
Binghamton University - Fleishman Center for Career and Professional Development
Binghamton University Habitat for Humanity
Binghamton University - Harpur Edge
Binghamton University - Interpersonal Violence Prevention
Binghamton University - Liberty Partnership Program
Binghamton University Libraries
Binghamton University Lyceum
Binghamton University - Multicultural Resource Center
Binghamton University - New Student Programs
Binghamton University - Office of Communications and Marketing
Binghamton University Office of Entrepreneurship and Innovation Partnerships
Binghamton University Office of NCAA Compliance
Binghamton University - Office of the President
Binghamton University - Pipe Dream
Binghamton University - REACH Peer Education Internship

Binghamton University - Student Affairs Assessment & Strategic Initiatives (SAASI)

Binghamton University - Student-Athlete Success Center

Binghamton University - Student-Athlete Support Services

Binghamton University - Transfer and Veteran Services

Binghamton University – TRIO Student Support Services

Binghamton Vet Center

Binghamton Zoo at Ross Park

BingPop

Birthright of Binghamton Inc.

Black Student Union Youth Program

BOCES - Broome Tioga

Borrowed Freedom Equine Assisted Therapies and Activities, Inc.

Boys and Girls Club of Western Broome County Family Center

Boys and Girls Clubs of Binghamton

Bricks 4 Kidz

Bridging the Digital Divide Project

Brookdale Vestal West

Broome Chapter NSPE

Broome County Arts Council

Broome County Attorney's Office

Broome County Clerk Office

Broome County Community Organizations Active in Disaster (COAD)

Broome County Council of Churches

Broome County Department of Audit and Control

Broome County Department of Social Services

Broome County District Attorney's Office

Broome County Environmental Management Council

Broome County Health Department

Broome County Higher Education Access, Retention, and Success (HEARS)

Broome County Historical Society

Broome County Legislature
Broome County Mental Health Department
Broome County Office for Aging
Broome County Office of Emergency Services
Broome County Probation Department
Broome County Promise Zone
Broome County Public Defender's Office
Broome County Public Library
Broome County Sexual Assault Response Team
Broome County Triathlon Club
Broome County Urban League
Broome County Urban League Afterschool Enrichment Program
Broome County YMCA
Broome Tioga Workforce New York
BU Science
Bundy Museum of History and Art
Camp Ahwaga Association, Inc.
Camp Amerikids
Campus Pre-School and Early Childhood Center, Inc.
Care Compass Network Cultural Competency Committee
Catholic Charities of Broome County
Catholic Schools of Broome County Development Office
CCE Community Schools and Youth Programs
Center for Innovative and Continuing Education
Center for Technology & Innovation
Chemung County Habitat for Humanity
Children's Home
CHOW Community Hunger Outreach Warehouse Br County Council of Churches
Christ Episcopal Church
Christian Child Cares

Circle K

Citizen Action of New York & The Public Policy and Education Fund

CITIZEN U

City of Binghamton

City of Binghamton, Economic Development Office

City of Binghamton Youth Bureau

City Year

Cloud 9 Therapeutic Riding Center

Coalition for the Homeless of the Southern Tier NY Inc.

College In the Woods- Council

College Summit Inc.

Colonial Voluntary Benefits

Community Options New York, Inc.

Community Radio Collective, Inc.

Construction Career Day

Continuing Education and Outreach

Corazon de Dahlia

Cornell Cooperative Extension of Broome County

Crime Victims Assistance Center, Inc.

Cub Care Children's Center

Danielle House, Inc.

Darling Tax Service

Defend It, Inc.

Democracy Matters

Deposit Foundation

Discovery Center of The Southern Tier

Dr. Elizabeth J. Weber - Levi, DPM

Dr. Garabed A. Fattal Community Free Clinic (SUNY Upstate Medical)

Early Childhood Center - Jewish Community Center

East Harlem Tutorial Program

Easy Event Planning LLC
Elm-Project
Elmira Savings Bank, FSB
Emeritus at Woodland Manor
Endicott Performing Arts Center
ENI - Employee Network Inc
Epona Farm Sanctuary
Fairview Recovery Services, Inc.
Faith in Action: Broome County Council of Churches
Family & Children's Society, Inc.
Family Enrichment Network, Inc.
Family Planning of South Central New York
Fargnoli Farms Kali's Klub House at Fargnoli Farms
First Ward Action Council
Flying Changes Therapeutic Riding/Equine Assisted Therapies
Food and Health Network of South Central New York
Food Bank of the Southern Tier
Foresters Financial Services, Inc. (Formerly First Investors)
Fox 40 News - WICZTV
Fund for the Public Interest
Future Business Leaders of America-Phi Beta Lambda, Inc.
George F. Johnson Dream Center
George F. Johnson Memorial Library
Girl Scouts of NYPENN Pathways
Givology at Binghamton University
Global Health Impact Project
Good Shepherd Village at Endwell
Goodwill Theatre / Schorr Family Firehouse Stage
Gorgeous Washington Street Association
Greater Binghamton Chamber of Commerce

Greater Binghamton Health Center
Green Dot
Green Way Pavements
Habitat for Humanity of New York State, Inc.
Handicapped Children's Association
Healing House
Hearth at Castle Gardens
Hillel Academy of Broome County
Hillel at Binghamton
Hindu Students Council
Homes for Scholars
Hope Dispensary of the Southern Tier
Humane Society
Huntington's Disease Society of America
I-Dare for Sustainable Development
Idea-Kraft
IDEAS
Identity Youth Center
iHeart Media (Formerly Clear Channel Binghamton)
Institute for Asia and Asian Diasporas
Jewish Federation of Greater Binghamton
Jim Rollo Insurance and Financial Services, Inc.
Johnson City Mentor Program
Joint Landowners Coalition of New York
Junior League of Binghamton
Justice & Peace Resource Center
Juvenile Diabetes Research Foundation
Kerr Financial Group
Kopernik Observatory & Science Center
Lalor Family Dental

League of Women Voters of Broome and Tioga Counties
Legal Aid Society of Mid New York
Lesbian and Gay Family Building Project/ Pride and Joy Families
Lesko Financial Services, Inc.
Leukemia & Lymphoma Society
Levene, Gouldin & Thompson, LLP
Liberty Partnerships
Life Choices Center
Lion Ocean Group
Literacy Volunteers of Broome/Tioga Co., Inc.
Lourdes Hospital
Lourdes Youth Services
Love Volunteers
MacArthur PTA
Magic Paintbrush Project ~ Life Is Washable, Inc.
Maine-Endwell CSD
Maine Endwell Science Olympiad
March of Dimes
McKinney Real Estate
Men of Color Scholastic Society
Mental Health Association of the Southern Tier, Inc.
Merrill Lynch
Metro Plaza Senior Apartments
Microfinance Connection
Mobility Management of South Central New York
Mom's House Inc.
Multicultural Resource Center
Muscular Dystrophy Association (MDA)
Nanticoke Gardens
National Multiple Sclerosis Society

National Remember Our Troops Campaign
New York Public Interest Research Group
New York Residents Against Drilling
New York State Assembly Intern Committee
New York State Office of Mental Health- Greater Binghamton Health Center
New York State Women, Inc.
NYPIRG
OASIS After School Program
Office of Entrepreneurship & Innovation Partnerships
Office of Representative Richard L. Hanna
Oneonta Outlaws
Opportunities for Broome, Inc.
Opportunities for Chenango, Inc.
Oughten House Foundation Inc.
P.U.L.S.E.
PA Victory 2016
PALS Programs
Park Terrace United Methodist Church/ 1st Endicott United Methodist Church
Peace Corps
Pepsico, Inc. / Frito-Lay
Phelps Mansion Museum
Pioneer Financial Group, LLC
Plan Ahead Events of Binghamton
Planned Parenthood of the Southern Finger Lakes
Preservation Association of the Southern Tier (PAST)
Progressive Dental
Protector of Animal Welfare, Inc. (Project PAW)
Public Policy and Education Funds- Green New York
reBOLD Binghamton
Recycling and Resource Management

Riger Advertising
Riger Marketing Communications
Roberson Museum and Science Center
Rotaract
Running Canvas 2016 (Apartment Communities)
Rural Health Network of South Central New York
Rural Health Service Corps (AmeriCorps)
RVSA Advertising Inc.
S.O.S. Shelter, Inc.
Salvation Army
Samaritan Counseling Center
Sarah Jane Johnson United Methodist Church
SaveAround
Scorpion Security Products
Senator Charles Schumer
SHADES
Sierra Club Susquehanna Group
Southern Tier AIDS Program (STAP)
Southern Tier Alternative Therapies
Southern Tier Animal Rescue Network
Southern Tier Independence Center
Southern Tier Regional Volunteer Center
Southern Tier Solar Works
Southside Neighborhood Assembly
St Patrick Church
Stable Movements
State Farm Insurance - Chris Palmer Agency Inc.
State Farm Insurance - Frances Traficante
Student Conservation Association
Student United Way of Binghamton University

Suicide Awareness/Voices of Education(SAVE)
SUNY BEST
SUNY Broome Community College (BCC)
SUNY Empire State College
Susan Jablon Mosaics
Susquehanna Day Habilitation
Tabernacle United Methodist Church
Taiwanese American Student Coalition
Teddy Bear Health Clinic
Temple Concord
Temple Concord Sisterhood
The Agency
The Bundy Arts and Victorian Museum
The Elm-Project
The Hope 607 Project
Tioga County Council on Alcoholism and Substance Abuse
Tioga County Historical Society
Tioga County Rural Ministry
Tioga United Way
Town of Union Parks and Recreation
Tri-Cities Opera Company Inc.
Triple Cities Makerspace
Truth Pharm
Union Endicott High School CSD
United Health Services Hospitals (UHS)
United Methodist Homes
United Presbyterian Church of Binghamton
United Way of Broome County
Uplifting Through Unity Responsibility and Nurturing (BSU)
Valletta Ritson & Company

Verde View Equestrian Center
Vestal Coal House Cafe
Vestal Park Rehabilitation & Nursing Center
Vestal United Methodist Church
Vestal Volunteer Fire Department
Voices Against Violence
Volunteers Improving Neighborhood Environments (VINES)
Volunteers of America
Warren Real Estate
Waterman Conservation Education Center
WBNG, Inc.
WE SPEAK BU
West Side Neighborhood Project (WSNP)
Willow Point Nursing Home
Windsor Central School District
Windsor Whip Works Art Center
WinItLocal
WIVT NewsChannel 34 Television
Worldwide Sport Supply
WSKG Public Media
YMCA of Broome County
Your Home Public Library
YWCA of Binghamton/Broome County
YWCA of Binghamton-Young Wonders Early Childhood Center