



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Geneseo
Date:	4/15/2016
Narrative Compiled by:	David Parfitt
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>Answer: Applied learning, as a form of high-impact educational practice, is present in all programs at Geneseo. National Survey of Student Engagement (NSSE) data from 2014 indicate that Geneseo is above its SUNY and COPLAC (Council of Public</p>

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	<p>Liberal Arts Colleges) peers in the percent of seniors who report completing an internship, studying abroad or working with a faculty member on a research project. We are working on methods of tracking the number of students participating in all high impact educational practices as defined by AAC&U and SUNY SIRIS, and also intend to develop a Supplemental Transcript to document more effectively the rich learning of Geneseo students.</p> <p>At present, SUNY Geneseo’s applied learning activity data is self-reported by faculty and professional staff. However, we are currently developing programming with CIT to track and report all our applied learning activities within Banner. Applied learning activities will be identified and registered at the catalog, section, and student level in Banner. We are also designing a supplemental transcript to include non-credit bearing, college-sanctioned applied learning activities.</p> <p>Finally, we are adding a zero-credit option for all applied learning activities within Banner. This will allow us to track both credit and non-credit bearing activities as well as allow non-credit applied learning activities to show up on a supplemental transcript. We have also opened discussions with the SICAS Center to design a system to be used by all SUNY Banner campuses.</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>Answer: Chairs from academic departments report all courses taught each semester as well as the faculty members responsible for teaching those courses. Departments, department chairs, and faculty members will be responsible for approving applied learning courses within their academic departments. It is also up to each academic department whether to require approved applied learning activities within their programs.</p> <p>The Division of Student and Campus Life is also identifying co-curricular high impact practices/applied learning activities such as: service-learning, living/learning communities, diversity-learning, internships, etc. Similar to academic affairs, department heads approve applied learning activities and professional staff are responsible for implementing them within their departments. Those activities are listed as a zero-credit option to be tracked within Banner and pulled into a supplemental transcript. Credit-bearing internships are approved and designated by the Department of Career Development in conjunction with the Dean’s Office.</p>

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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>Answer: Once we have courses tagged in Banner, we can collect data on applied learning activities. This data will be used to measure institutional metrics including Geneseo’s Learning Outcomes for a Baccalaureate Education (GLOBE). SUNY Geneseo’s mission underscores an institutional commitment to “transformational learning experiences” and “a rich co-curricular life.” The third of three learning outcomes within GLOBE is meant to foster integrative and applied learning - the ability to connect and combine knowledge and skills acquired through the curriculum and co-curriculum to complex situations within and beyond the college.</p> <p>Applied learning data will also be used to measure metrics within our SUNY Excels Performance Improvement Plan such as:</p> <p>Access - promoting the variety of applied learning experiences available may make us more attractive to students. We will monitor our yield rate to see if we are able to convert more accepted applicants into actual students.</p> <p>Achievement/Success - we are addressing equity gaps in graduation rates for ethnic minority students, lower income students and other diverse groups. Existing research suggests that applied learning can help close the graduation gap between Caucasian and ethnic minority students. We will examine the patterns of achievement in students who have had applied learning experiences versus those who have no applied learning background.</p> <p>Employment - SUNY research suggests applied learning opportunities have a positive impact not only on students’ academic success but also their labor market success. We will examine the patterns of employment in students who have had applied learning experiences versus those who have no applied learning background.</p> <p>Assessment results are monitored by our College Assessment Advisory Council (CAAC), a body of faculty, professional staff, and students that encourages campus-wide use of evidence in programmatic decision making, in addition to organizing ASSESStivus - an annual event highlighting assessment initiatives. Assessment data related to applied learning will be treated as other program assessments; reviewed by CAAC and presented to the campus community during ASSESStivus.</p> <p>Geneseo will continue to expand its support of high impact educational practices,</p>

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	including internships, international study, civic engagement, co-curricular experiences, and undergraduate research; and to increase our ability to document the number of such experiences and their learning outcomes. We look forward to being one of the first SUNY campuses to report the course attribute which designate high impact practices.

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Geneseo
Date:	4/15/2016
Narrative Compiled by:	David Parfitt
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>Answer: As mentioned in Part II/Question 2, chairs and faculty members are responsible for approving applied learning activities within their academic departments. Faculty approve independent studies, undergraduate research, internships, etc. Professional staff are responsible for oversight of applied learning activities approved by their department heads within student and campus life. Credit-bearing internships are approved and designated by the Department of</p>

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	<p>Career Development in conjunction with the Dean's Office.</p> <p>Ultimately, SUNY Geneseo would like to have a governing body/committee to review and approve new or customized applied learning activities proposed by faculty and professional staff. In order to recommend policy, this applied learning committee would need to first be discussed and approved by our College Senate.</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>Answer: The Teaching and Learning Center (TLC) at SUNY Geneseo, founded in 2001, has a history of offering professional development events and workshops supporting applied learning. For example, the TLC regularly offers workshops for faculty, staff, students, and community members to discuss their service-learning experiences and learn from each other. In recent years, the TLC hosted a series of panel discussions focused on each high impact educational practice. These panel discussions featured Geneseo faculty and staff currently using the applied learning activity within their classroom. Applied learning was also the theme of ASSEStivus 2015, Geneseo's annual event to highlight assessment initiatives and share information. Elise Newkirk-Kotfila, SUNY's Director of Applied Learning and Dr. George Kuh, Director of the National Institute for Learning and Outcomes Assessment both served as keynote speakers discussing applied learning and high impact educational practices.</p> <p>Geneseo was a founding member of New York Campus Compact, supports faculty and professional staff participation in NYCC workshops, have staged NYCC developmental events on our campus, and have hosted Dr. Laurie Worrall, NYCC Executive Director, on campus multiple times to meet with faculty and professional staff. Geneseo received a grant from the Corning Foundation to offer service-learning course development stipends. This funding was for the creation of 10 new service-learning courses taught by faculty who have not previously incorporated service-learning into their curriculum. In addition to providing for the cost of supplies, equipment, stipend, and other expenses related to developing new service-learning courses, we created a faculty learning community of all stipend recipients, facilitated by the director of the TLC, in order to foster further development of service-learning best practices.</p> <p>Since 2003, the college has sent teams of faculty and professional staff to workshops on service-learning, civic engagement, and other high impact practices. These have included workshops sponsored by the American Democracy Project, Campus Compact, the Association of American Colleges and Universities, Bringing Theory to</p>

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	Practice, the National Association of Student Personnel Administrators, and the Council of Public Liberal Arts Colleges.
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Answer: At Geneseo, applied learning activities are supported via multiple offices on campus including:</p> <ul style="list-style-type: none"> • the Teaching and Learning Center offers professional development workshops on applied learning activities (described above in Part III/Question 2), • the Office of Sponsored Research and Research Council administer internal grants, fellowships, and assistantships that support undergraduate research experiences, • the Office of Sponsored Research provides a full range of proposal development services to faculty and professional staff members who are seeking external grant support for new activities, • the Offices of the Provost and Sponsored Research set aside funds each year to support faculty and staff teams attending professional development workshops for undergraduate research (e.g., Council on Undergraduate Research Institutes on establishing undergraduate research programs), • UUP Individual Development Awards for up to \$1,000 for professional staff and faculty, • the Center for Inquiry, Discovery and Development and Institute for Community Well-Being support student ambassadorships that provide applied learning experiences for high-achieving students, • the Center for Community has staff members dedicated to community engagement, and supports campus members in developing service-learning courses, • the divisions of Academic Affairs and Student and Campus Life have jointly supported \$1,000 faculty stipends for developing service-learning courses, • Individual administrative offices in every division have funds to support professional development activities related to applied learning, • the Associate Director for Internships supports faculty in guiding students with available internships.
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Answer: Applied learning activities all count towards the tenure and promotion process. It is expected that all SUNY Geneseo faculty will excel in the classroom, and the Personnel Evaluation Report includes successfully offering applied learning experiences as “Contributions to Teaching.” SUNY Geneseo also expects their</p>

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	<p>faculty to publish discipline-relevant articles in peer reviewed journals, and these scholarly articles can certainly be focused on research done with undergraduates. In addition, peer reviewed publications on teaching and learning, such as research on outcomes of applied learning activities or public service internships, may be counted as scholarship. Geneseo is also beginning to look at comprehensive residential/co-curricular education, and applied learning activities positively factor into performance programs and evaluation for professional staff.</p> <p>We also acknowledge faculty and professional staff engaged in applied learning during campus celebrations and awards including: Opening Convocation, the Leadership Awards and Recognition Ceremony, GREAT (Geneseo Recognizing Excellence, Achievement, and Talent Day, Faculty/Student Research Receptions, and Commencement. For one detailed example, SUNY Geneseo's academic calendar begins with Opening Convocation; as part of this traditional event the President recognizes recipients of SUNY-wide and campus awards such as the Faculty Mentoring Award that recognizes substantial work with students by encouraging research, facilitating scholarly work, and/or creative activities. This year is the 10th GREAT Day at the College - faculty who have sponsored student GREAT Day activities throughout the entire 10 year period will be honored with a special pin presented at the opening coffee hour of GREAT Day.</p> <p>Geneseo is currently writing a new 5-year strategic plan. As mentioned earlier, Geneseo is revising its General Education in the form of GLOBE (Geneseo Learning Outcomes for Baccalaureate Education). Some action items under consideration by the Strategic Planning Group are: reshaping the faculty/staff role in terms of reimagining the liberal arts and implementing GLOBE; adopting a faculty teaching load model that recognizes and encourages faculty teaching outside the traditional classroom (and especially in connection with applied/integrative learning outcomes); and providing incentives to faculty for experimenting with innovative (digital) pedagogies that create efficiencies in instruction where appropriate in order to generate more opportunities for intensive/individualized focus on advanced learning outcomes.</p>

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



The State University
of New York

SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	Geneseo
Date:	4/15/2016
Narrative Compiled by:	David Parfitt
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>Answer: Student navigation of applied learning activities is an area where we need to develop a common public list and a structured process for creation and approval. Currently, students are made aware of these opportunities through the promotion by individual departments, faculty, and professional staff responsible for the applied learning activity. With the tagging of applied learning activities within Banner (described in Part II/Question 1) we could pull all applied learning</p>

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	<p>activities onto a centralized webpage to increase visibility for students.</p> <p>For approval of student-initiated applied learning activities, department heads approve the student-initiated applied learning activities in consultation with the Vice President of the Division. In order to get an applied learning “tag” in Banner, the applied learning activity needs to be in collaboration with a faculty or professional staff sponsor and approved by the department head in consultation with the Vice President of the Division. A student may initiate an applied learning activity by coordinating with a faculty or professional staff member, who can guide the activity through the approval process in Part II/Question 2.</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>Answer: As mentioned previously (Part IV/Question 1), students are made aware of applied learning opportunities through the promotion by individual departments, faculty, and professional staff responsible for the activity. With the tagging of applied learning activities within Banner (described in Part II/Question 1) we could pull all applied learning activities onto a centralized webpage to increase visibility for students. In addition, many of Geneseo’s applied learning activities are also promoted via social media to students to encourage them to attend the professional job and internship fair, student organization expo, study abroad fair, volunteer fair, etc. Each spring semester, we set aside a day to celebrate the scholarly and creative achievements of our students. During the annual GREAT (Geneseo Recognizing Excellence, Achievement, and Talent) Day, students and their faculty sponsors share posters, presentations, performances, artwork exhibits, and other examples of applied and experiential learning. All students (and faculty) are encouraged to attend the GREAT Day presentations, and they serve as a fantastic promotion of the variety of applied learning activities that take place on campus.</p> <p>Study abroad represents one type of applied learning with well-developed promotion and information sharing methods, including: study-abroad fairs, presentations at new student orientation, and presentations to student clubs and organizations, and programs in residence halls. In addition, the Study Abroad Office staff, peer mentors, and faculty who lead study abroad programs all actively promote study abroad opportunities that meet the applied learning criteria. Students can also find information about study abroad programs on the website and in printed materials available in the Study Abroad Office.</p>

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	<p>During orientation specifically, Geneseo offers new students sessions on high impact practices within residence life such as living/learning communities. A Geneseo Opportunities for Leadership Development (GOLD) workshop is also offered to new students to encourage them to sign up for the Knight's First Day of Service, a volunteer effort focused on giving back to Geneseo and the surrounding community. Training for orientation advisors includes topics about internships, work study, service-learning, community service/civic engagement, study abroad, and living learning communities. Of course new students are also encouraged to learn more about applied learning activities via the expos, fairs, and GREAT Day as described above for all students.</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>Answer: For course-based applied learning activities, all faculty are required to administer Geneseo's online Student Opinion of Faculty Instruction (SOFI) instrument. Student feedback and comments are valuable in course design and instructor development. In credit-bearing internships, all students are asked to fill out a feedback questionnaire in KnightJobs. This form could be adapted for other types of applied learning activities. Some non-credit bearing applied learning activities, including a subset of Geneseo Opportunities for Leadership Development (GOLD) workshops and Livingston CARES service trips, also survey student participants. We need to design specific questions on these feedback instruments to address applied learning outcomes and append them to the tools each department uses to assess their programs. Our proposed applied learning governing body/committee could design these specific questions and submit them to College Senate for approval.</p> <p>If a student has a grievance with an off-campus site, the process to follow would depend on the nature of the program and campus oversight. For course-based applied learning, students could discuss concerns with the faculty or professional staff member in charge of the course. For internships, students could discuss concerns with their faculty director and the Associate Director for Internship Opportunities. For non-credit bearing applied learning activities within Student & Campus Life, students could discuss concerns with the professional staff member or division head in charge of the activity. Depending on the severity of the grievance and past history, relationships with organizations can be severed. In some cases, field supervisors can be restricted from supervising further student participants.</p>

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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>Answer: Students will be included on our proposed applied learning governing body/committee submitted for College Senate for approval (note: students also sit on College Senate). Therefore, students will have a voice in approval and development of new applied learning activities. Once we have all applied learning activities tagged in Banner, we can implement a general assessment for all participants in applied learning. Students will play a role in designing the specific applied learning assessment questions as well as reviewing data collected. As one specific example, the role we're proposing for students is similar to their input in Geneseo's Undergraduate Research and Travel Grants program. The Student Association provides funds each year to support the Undergraduate Research and Travel Grants program (our largest internal funding program), and students representing the Student Association sit on the committee which reviews student applications to this program and provide input into program improvements.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<p>Campus Name:</p>	<p>SUNY Geneseo</p>
<p>Date:</p>	<p>5/1/2017</p>
<p>Narrative Compiled by:</p>	<p>David Parfitt, Ph.D.</p>
<p>Summary</p>	<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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	<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>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?</p> <p>No, we are not currently measuring the impact of campus-approved applied learning on the local community and workforce, nor do we have direct metrics that we would measure. The Institute for Community Well-Being monitors college/community partnerships informally, and has received anecdotal reports. For example, when asked about her experience working with SUNY Geneseo students, Louise Wadsworth, Downtown Coordinator for Livingston County, replied,</p> <p>“Livingston County Development Corporation has benefited from working with SUNY Geneseo Communication students immensely. They have brought a new perspective to the table, done intensive research, and formulated prospective solutions for our economic development team. This is a mutually beneficial experience and we are both learning as we go through the process”</p> <p>We have extensive data for internships and study-abroad applied learning experiences. Using our online internship system KnightJobs, we can estimate numbers of hours contributed to the community and earnings. Using our online study-abroad system Horizons, we can track number of students, programs, and countries.</p> <p>The size and proximity of the community and College allow for constituents to know one another well, and this tightknit community allows for many informal interactions and assessment of local perceptions. Indeed, Richard Hatheway, longtime mayor of the Village of Geneseo, served as a faculty member in the College’s Department of Geological Sciences from 1968-2007. He regularly offers Village tours during Student Orientation.</p> <p>There are also formal systematic assessment mechanisms in place allowing the institution to gauge the impact of campus-approved applied learning on the local community and workforce. One of the oldest examples is the President’s College-Community Council, a focus group of College senior leadership and Livingston County community members that meets four times over the academic year to discuss partnerships between the College and the community, and common concerns. This Council dates from the 1970s, and has served as a model for listening to, and acting on, community attitudes</p>

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	<p>and perceptions.</p> <p>In addition, community impact is assessed through: the College Council (advisory group appointed by the Governor of New York), the biannual Village Breakfast Meeting, Geneseo Healthy Campus Coalition, Task Force on Town-Gown Relations, College Orientation, Small Business Development Center, StartUp New York, Livingston County Chamber of Commerce, Community Resource Network, Interfaith Center, Friends of Music, and many other groups.</p> <p>Livingston CARES is one typical example of how the College listens to and acts on community input. Livingston CARES operates under a formal Board of Directors composed of SUNY Geneseo and Town of Geneseo community members. This Board of Directors meets 3x/semester and guides the organization. All decisions regarding any Livingston CARES activities are made together by this innovative jointly-administered college/community enterprise.</p> <p>The SUNY Geneseo “system” for listening to community perceptions is a multifaceted approach made up of many different councils that meet 2-3 times each semester. Each board seeking community input is led by a committee chair or director, and the community input obtained during these different meetings is coalesced at the President’s College Community Council where many of the committee chairs and directors also sit. Our approach for systematic assessment of community perception is different, but works because we are a small institution set in a rural community. Our “system” relies on the fact we know and interact with each other on a daily basis, and listening to the community is ingrained in the fabric of how Geneseo conducts business. As noted in the 2012 edition of U.S. News and World Report’s Best Colleges, “unlike places where town-gown relations are often uneasy, Geneseo has particularly warm ties to the university.”</p> <p>As we develop formal methods to measure the impact of applied learning at SUNY Geneseo, we’re heartened by anecdotal reports from our community partners. For example, James Whitehead, chair of the Geneseo Tourism Committee said,</p> <p><i>“Promote Geneseo!”</i> is an all volunteer organization with very limited funding. We could not afford to hire outside consultants. Professor Lei was able to offer us the opportunity to be the subject of a class project. The collaboration was great. We had 10 bright, interested, engaged learners offering ideas on our issue and making suggestions we would not have thought of ourselves.”</p>
Question 2	<p>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</p>

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	<p>for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>Geneseo is currently redesigning its curriculum with an overarching learning objective framework known as GLOBE (Geneseo's Learning Outcomes for a Baccalaureate Education). The third of three learning outcome areas within GLOBE is integrative and applied learning - the ability to connect and combine knowledge and skills acquired through the curriculum and co-curriculum to complex situations within and beyond the college. As integrative and applied learning is one of the outcomes of GLOBE, adoption of this new curricular framework will ensure that every Geneseo graduate completes an applied learning activity prior to graduation. SUNY's Applied Learning Initiative is an opportunity for our college to advance the adoption of GLOBE. However, during our campus discussions of the GLOBE initiative, there are challenges around requiring approved learning activities for all students.</p> <p>Geneseo needs to ensure all students have the ability to complete any applied learning requirement, in terms of financial aid, etc., and there could be adverse impacts on those students working to meet their financial responsibilities. In addition, given our rural geographic location, Geneseo faces a challenge in terms of placing students in the community for internships; we would quickly overwhelm our immediate local community if more SUNY Geneseo students were doing internships. However, this also serves as an opportunity for partnerships outside the immediate Geneseo area including student placements in Rochester, New York City, Washington DC, and beyond.</p> <p>In addition, making applied learning a Geneseo graduation requirement would increase faculty workload for supervising student internships, undergraduate research projects, service-learning activities, etc. Faculty members are currently stretched thin with their teaching, advising, and research responsibilities. Many of these faculty members are already supervising students in applied learning activities, and Geneseo's commitment to applied learning as part of GLOBE is evidence of our sustaining efforts towards applied learning.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	SUNY Geneseo
Date:	5/1/2017
Narrative Compiled by:	David Parfitt, Ph.D.
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>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.</p> <p>Below are 16 examples of on- and off-campus applied learning partnerships.</p> <p>1) Livingston CARES - institutional partner, SUNY Geneseo Center for Community; community partner, Harrison County, Mississippi and multiple hurricane recovery agencies in Biloxi and Gulfport, Mississippi. Local</p>

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	<p>community partners include the Livingston County Board of Supervisors, the Livingston Chamber of Commerce, the Livingston County Coalition of Churches, the Town and Village of Geneseo, and local area schools and service agencies.</p> <p>Livingston CARES is a non-profit humanitarian organization dedicated to assisting communities and individuals locally, regionally, nationally, and globally in humanitarian projects, including disaster relief and recovery efforts. In September 2005, Livingston CARES began as a response to Hurricane Katrina's devastation along the Gulf Coast. Livingston CARES is a collaborative effort among SUNY Geneseo groups and organizations and the surrounding Livingston County, New York community. Livingston CARES made a 10-year commitment to assist the people and communities of Harrison County, Mississippi rebuild their homes and lives. Livingston CARES also created relief funds to raise money to assist in relief and recovery after recent disasters in Haiti, Japan, tornadoes in the U.S., flood relief in NY State, Hurricane Sandy and the typhoon in the Philippines. Livingston CARES also created special project accounts to assist college and community groups with building schools and other projects in Nicaragua, Haiti and Ghana. Over \$100,000 has been donated by individuals and groups to support all of these programs.</p> <p>2) XEROX Center for Multicultural Education and Rochester Young Scholars Academy at Geneseo (RYSAG) - institutional partner, SUNY Geneseo Ella Cline Shear School of Education, Milne Library, and other academic departments (varies by RYSAG camp theme), volunteers from across campus participate in program components; community partner, Rochester City School District (RCSD), Greater Rochester Summer Learning Association.</p> <p>Since 1995, the mission of the Center is to support the culturally relevant preparation and ongoing professional development of a culturally diverse teacher corps. In doing so, the Center seeks to promote the academic success of students from all ethnic and cultural communities, especially those which have been, historically, least well-served by U.S. schools. RYSAG's summer camp is an interdisciplinary, thematic and residential program directed at rising sixth- through eleventh-grade Rochester City School District students. Rochester Young Scholars spend two weeks at the SUNY campus each July. The camp is free to participants. During the day, students rotate between an interconnected series of subject-specific courses, as related to the theme of the camp. The 2014 camp focused on water resources, using the Project WET curriculum. After classes, students engaged in recreational activities such as basketball, soccer, dance, music and headquarter time.</p> <p>3) Small Business Development Center (SBDC) through SUNY and Small Business Administration (SBA) - institutional partner, SUNY Geneseo,</p>

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	<p>School of Business; community partner, Livingston County Chamber of Commerce, Livingston County IDA Office, Wyoming County Chamber and IDA Office, SouthWedge Planning Committee, City of Rochester Economic Development Department, Several small business banking communities, Empire State Development (ESD), High Tech Rochester (HTR), Greater Rochester Enterprise (GRE).</p> <p>Since 1992, the Geneseo Small Business Development Center (SBDC), located on the campus of SUNY Geneseo, provides free counseling and technical assistance to entrepreneurs, start-up and existing small business firms. Administered by SUNY Geneseo and SBA, the SBDC specializes in providing one-on-one counseling in business plans, financial P&L and projections, marketing, sales, and operation management for entrepreneurs and small businesses. We also offer training and instructional programs targeted to the needs and interests of the small business community. The center is staffed by certified business advisors and professionals with the knowledge and expertise needed to provide expert counseling dealing with the problems pertaining to the startup and operation of a small business.</p> <p>4) El Sauce, Nicaragua - institutional partner, SUNY Geneseo Office of International Programs; community partner, Town of El Sauce, Nicaragua and the N.G.O. ENLACE.</p> <p>Since 2006, during the summer, Geneseo students conduct service projects in El Sauce, Nicaragua for 3, 6, or 9 weeks for academic credit. The semester before going to Nicaragua, students are required to take a 1 credit, weekly, preparatory course to provide an introduction to Nicaragua and examine the historical, political, and socioeconomic forces at work in the region. The class focuses on various aspects of Nicaragua's history, culture, and environment as well as other topics including the effects of socioeconomic status on development. The service work educates Geneseo students using "real world" experience to foster civic responsibility and complement their education. The service work is meant to be reciprocal in nature by providing basic needs to El Sauce residents to make a true difference in their lives.</p> <p>5) HAITI Outreach-Pwoje Espwa (H.O.P.E.) - institutional partner, SUNY Geneseo Department of Anthropology and Center for Community, Livingston CARES, University of Rochester School of Medicine, Rochester Institute of Technology; community partner, Borgne, Haiti: MSPP (Ministere de la Sante Publique et de la Population), CECOB (Teachers Committee of Borgne), KGPB (Peasant Organization of the Commune of Borgne)</p>

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	<p>Community development: H.O.P.E. collaborates with a variety of grassroots organizations in the Commune of Borgne on projects in the areas of health, education, and economic development.</p> <p>6) Conesus Lake Watershed Monitoring Project - institutional partner, SUNY Geneseo Department of Biology; community partner, SUNY Brockport, Natural Resources Conservation Service (NRCS), Livingston County Soil and Water Conservation District, the Farm Service Agency, and the Conesus Lake Watershed Inspector, as well as members from the Livingston County Health and Planning Department, and the Cornell Cooperative Extension.</p> <p>This collaboration with SUNY Brockport since 2001 supports research on water quality and invasive species prevalence in Conesus Lake and promotes Best Management Practices (BMPs) for mitigating non-point sources of nutrient and soil loss.</p> <p>7) Geneseo's Healthy Campus Community Coalition - institutional partner, SUNY Geneseo Health and Counseling Services; community partner, Village of Geneseo, Geneseo Fire Department, Geneseo Police Department, Geneseo Central School District, 11 area businesses, Livingston County Board of Health.</p> <p>The purpose, since 2003, is to establish a means for Geneseo educators, public servants, students, and businesspersons to work together to promote the responsible sale and use of alcoholic beverages. Initially, the participants identified their concerns about high-risk alcohol use among SUNY Geneseo students as well as the negative consequences of the irresponsible consumption of alcohol. Subsequently, working with an expert in the field of substance abuse, the group developed a shared vision and sense of responsibility for these problems which culminated in the composition of the Geneseo Campus Community Compact, a mutual agreement among the College, the Geneseo business community, and local officials to do their part to address the issues of under aged and excessive alcohol consumption and the negative consequences of high risk drinking.</p> <p>8) Service-Learning Courses in Communication: Local Downtown Revitalization Projects - institutional partner, SUNY Geneseo Department of Communication and Institute for Community Well Being; community partner, Alliance for Business Growth - Downtown Revitalization Program; Supporters of Main Street; Livingston County Economic Development; Maplewood Neighborhood Association and Team Charlotte in conjunction with the Office of the Mayor (Rochester, NY). Small business clients in a variety of communities and local economic development agencies particularly in the South Wedge and Charlotte neighborhoods of Rochester, NY and village Main Streets in Livingston and Wyoming counties.</p>

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	<p>In Comn 341: Public Relations Case Problems, 45 - 50 students work with community partners to create integrated marketing communication agencies and work with a variety of community and small business clients. In the intermediate level course, Comn 200: Theory and Practice of Public Relations, students work on community projects relating to the needs of Livingston and Wyoming counties. In Comn 346: Conflict, Negotiation and Mediation, students conduct a real life mediation in the context of their final exam.</p> <p>9) L.I.V.E.S. Program - institutional partner, SUNY Geneseo Ella Cline Shear School of Education, Dean for Disability Services; community partner, Office for People with Developmental Disabilities (OPWDD) services. Other community partners include: Genesee Valley Boards of Cooperative Educational Services (BOCES), Hilltop Industries (a Division of The Arc of Livingston-Wyoming), and Finger Lakes Developmental Disabilities Services Office (DDSO).</p> <p>Since 2008, SUNY Geneseo has provided an opportunity for students with intellectual and/or other developmental disabilities to Learn Independence, Vocational skills, and functional Educational (academic) Skills within an inclusive educational community supported by university students, educators, administrators, and community leaders.</p> <p>10) Reading and Literacy Center - institutional partner, SUNY Geneseo Ella Cline Shear School of Education, Milne Library; community partner, Geneseo Central School District, Avon Central School District, The Community Place of Greater Rochester, Rush Henrietta School District, and The Horizons Program at The Harley School in Brighton.</p> <p>For over 50 years, the School of Education at the State University at New York College at Geneseo offers a clinical reading and literacy tutoring program for children and young people in grades Kindergarten through twelve who are experiencing difficulty in learning to read and write.</p> <p>11) Psychology Child Development Projects - institutional partner, SUNY Geneseo Psychology Department; community partner, 1.) Keshequa, Perry, and Geneseo Central Schools 2.) University of Rochester and the Mount Hope Family Center.</p> <p>1.) To understand how social relationships contribute to children's development and to help schools identify cyber bullying and aggression problems and to assist in providing short-term interventions. 2.) To examine</p>

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	<p>the longitudinal effects of maltreatment and trauma on child development, school entry and risk for post-traumatic stress disorder (PTSD).</p> <p>12) Healthy Futures VISTA Projects - institutional partner, SUNY Geneseo Center for Community; community partner, Livingston County Office for the Aging and Chamber of Commerce.</p> <p>1) Respond to the needs of poverty in the community that will assist older residents in Livingston County to remain in their homes as long as possible. The VISTA works on three specific programs: food security programs throughout Livingston County, a Daily Hello Caller program for homebound seniors, and a food distribution program for grandparents who are caregivers of children on school lunch programs that need food on weekends and vacation days. Food security and nutritious food options at home are critical for helping low-income children focus and achieve in school. 2) SUNY Geneseo's Martin Luther King Jr. Day of Leadership and Service project is also a part of the "Healthy Futures VISTA Project." SUNY Geneseo worked with the Livingston County Office for the Aging to create service projects to benefit senior citizens in the county.</p> <p>13) Soaring Stars - institutional partner, SUNY Geneseo Ella Cline Shear School of Education and various other campus office and departments; community partner, Greater Rochester Summer Learning Association, Genesee Valley Educational Partnership (and its 22 member school districts and their teachers).</p> <p>The Soaring Stars program offers a six-week, six-hours-a-day summer learning opportunity for young, at-risk students from rural Livingston County Schools. The program is inspired by the Reggio Emilia approach and is constructed to nurture children's natural inquisitiveness and desire to learn new things. The program is designed to stem the summer learning loss that children living in poverty may demonstrate. The program will enroll 60 K-2nd graders in 2014.</p> <p>14) Geneseo First Response/Geneseo Fire Department/Ambulance Services - institutional partner, Geneseo First Response; community partner, The Village of Geneseo Fire Department.</p> <p>The Village of Geneseo Fire Department's volunteer membership provides fire protection and ambulance service for the Village of Geneseo, and the Town of Geneseo by contract. Ambulance service is also provided to a portion of the Town of Groveland by contract. The volunteer members operate two basic life support ambulances, rescue pumper, two pumper-tankers, ladder truck, two utility vehicles, rescue boat, and a reserve</p>

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	<p>ambulance. Call volume averages approximately 1,600 ambulance calls and 275 fire responses per year. Geneseo First Response (GFR) was established to provide the college community with immediate emergency medical care through the use of student volunteers who are certified Emergency Medical Technicians (EMTs). These EMTs provide care until an ambulance or advanced life support unit arrives on the scene. Currently GFR is on duty 24/7 while the college is in session.</p> <p>15) Section V High School Sportsmanship Summit - institutional partner, SUNY Geneseo Athletic Department; community partner, Section V High School Athletic Conference.</p> <p>Work with local and regional high school student-athletes to help them learn to be leaders and to assist with the development of sportsmanship on their teams and within their leagues. Geared to student-athletes who are sophomores and juniors in their respective high schools.</p> <p>16) Sustainability Initiatives - institutional partner, SUNY Geneseo Office of Sustainability; community partner, Various, see below for details.</p> <p>eGarden – Is a one acre plot on the SUNY Geneseo campus dedicated to research related to renewable energy, sustainable food production and organic waste recycling. It is an interdisciplinary facility attracting students and faculty from a variety of disciplines. CAS is our campus partner in the project and we have given tours and workshops to groups from the surrounding community including the Livingston County Environmental Management Council.</p> <p>Sustainable Food Systems Symposium – An annual conference, for the campus and regional community dedicated to exploring opportunities and obstacles in the way we grow, store, process, transport and consume food. Partners in this project are variable from year to year and include CAS, Genesee Valley Cooperative, the Teaching and Learning Center and Food Link.</p> <p>Campus Sustainability Month – An annual month long celebration of campus sustainability designed to raise awareness of our impact on the 3 pillars of sustainability. This initiative consists of lectures, workshops and other activities throughout the month of October. Partners include The Office of the President, The Presidential Commission on Sustainability, The Roemer Arboretum.</p> <p>Earth Week – An annual week-long celebration surrounding Earth Day. It consists of lectures, workshops, music, art and other events that raise awareness about environmental issues. Partners include GEO, The Presidential Commission on Sustainability, The Roemer Arboretum and CAS.</p>

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	<p><i>Invasive Species Removal</i> – Series of workshops and volunteer opportunities held in the Roemer Arboretum. Students and community members work to maintain and increase the biodiversity of plants and animals found in the arboretum. Partners include Nature Walk Club, F.O.R.C.E.S., and The Roemer Arboretum.</p> <p><i>Campus Compost</i> – On campus composting program and facility that turns a large portion of the food waste produced by the dining halls and all of the organic waste from the grounds into fertile soil to be used on campus. This collaborative effort makes a significant impact on the carbon footprint of a number of campus operations. Partners include CAS, Res. Life, and Grounds.</p> <p><i>Jade Certificate</i> – A co-curricular educational and service program that focuses on environmental awareness and sustainability literacy. It is a track of the GOLD Leadership Program. Workshops are open to the campus and community.</p>
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>Campus/community partnerships are supported in several offices in the Division of Student and Campus Life. The Center for Community is headed by the Dean of Students and six professional staff, including the Associate Dean of Leadership and Service and the Coordinator of Volunteerism and Service. The department's mission is to "prepare students for leadership roles and responsibilities in service to the college and the global community" and the volunteer center "provides opportunities for student learning through community services in on and off campus experiences."</p> <p>The Center for Community has supervised AmeriCorps VISTAs who worked with our Livingston CARES volunteer trips to Mississippi and developed the Higher Education Resource Opportunities in Schools (HEROS) program. HEROS matched college student volunteers with high school students in a mentoring program to encourage low income students to pursue a college degree as a way out of poverty. The current VISTA Healthy Futures Project is a partnership between the Center for Community and the Livingston County Office for the Aging that is focusing on programs for low income homebound seniors as well as The Kids Backpack program to serve low income students in K12 schools through the county Foster Grandparent Program.</p> <p>In 2013, SUNY Geneseo hired the first professional dedicated to promoting internships on campus. This Associate Director for Internship Opportunities</p>

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	<p>is housed in Career Development and works closing with students, faculty, staff, employers and alumni to promote and foster meaningful internship opportunities. In the Spring 2015 semester, an online internship system was launched through Career Development's current job system (powered by CSO). The online internship system allows for the first time tracking of all student internships as well other metrics (major, class year, paid versus unpaid internships). 175 students used the new online system for the Spring 2015 semester. Other new initiatives include hosting a Professional Job & Internship Fair each Spring beginning in 2014. To date, 155 employers and close to 900 students attended the two Fairs. Efforts are underway to track students participating in non-credit internships either through a zero credit option or a supplemental transcript.</p> <p>Recently, SUNY Geneseo created a living-learning community program of unique first year housing where students with similar academic interests are housed in the same building. The students in the living-learning community take at least one course together and have convenient, natural study groups. The SUNY Geneseo living-learning community creates intentional links between academics, social, and residential experiences and works closely with faculty and staff to support students in their first year. In the coming year, SUNY Geneseo will continue towards our goal of ensuring every graduating student has at least one transformational learning experience prior to graduation. Towards that end, we are engaged in the following ongoing actions:</p> <p>On the Academic Affairs side, the Center for Inquiry, Discovery, and Development (CIDD) directed by Joe Cope (Professor, Department of History) cultivates relationships between the College and wider community. Housed within the CIDD is Geneseo's Institute for Community Well-Being (ICWB) headed by Dr. David Parfitt. The mission of the CIDD's Institute for Community Well-Being is to facilitate creative partnerships between the college and community by working TOGETHER in specialized teams of faculty, students, alumni, community members, and more to solve problems and respond to needs. From think tank to action plan, the CIDD's Institute works on behalf of a broad range of stakeholders and constituencies to enhance the well-being of the community. The ultimate goal of the CIDD's Institute is to match SUNY Geneseo expertise and resources to respond to local, regional, national, and international needs.</p> <p>In the fall of 2013, SUNY Geneseo joined the American Council on Education's (ACE) Internationalization Laboratory with the goal of strengthening our commitment to internationalization, "the process by which institutions foster global learning." One of SUNY Geneseo's major strengths is the number of students who participate in study abroad. Currently, approximately 40% of undergraduate students participate in exchange or faculty-led programs before they graduate. This number represents the highest percentage of students studying abroad within the SUNY system,</p>

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	<p>reflecting the important steps the Study Abroad Office, members of the faculty, and other members of the College have taken to help students plan for this pursuit.</p> <p>SUNY Geneseo has a strong tradition of providing undergraduate research opportunities for students. Student involvement in externally-funded research projects began in the 1970's. In 1989, the Undergraduate Research and Travel Grants program was established by the Student Association and the Geneseo Foundation and program funding is currently in excess of \$135,000 per year. Currently a total of approximately 250 student research/travel grants, assistantships, and fellowships per year are supported by the Geneseo Foundation, Student Association, and endowments. Each semester 40 to 50 students are engaged in honors research, and between 400 and 500 students per year accrue directed study academic credit for research. Additionally, 40 to 50 undergraduates are employed each year as research assistants on grants from such agencies as the National Science Foundation, the U.S. Department of Energy, and the National Institutes of Health. Over 1,000 undergraduates present the results of their research at our annual college-wide student symposium, GREAT Day (Geneseo Recognizing Excellence, Achievement and Talent), and our undergraduates also make approximately 150 presentations each year at regional, national and international professional conferences.</p> <p>VentureWorks@Geneseo is an entrepreneurial training and networking program for SUNY Geneseo students in all majors interested in building high-tech, soft-tech, or low-tech start-up companies. This program includes courses, workshops, and events which engage the on-campus community of students, faculty, and staff, as well as the off-campus community in surrounding counties, alumni, and parents. VentureWorks@Geneseo also includes an on-campus business incubator located at a campus-owned house in the Village of Geneseo where entrepreneurial minded students can build real companies. Students can advance their entrepreneurial ideas over the course of a summer or semester, essentially "interning" with their own start-up.</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Geneseo engages with new community partners on a case-by-case basis, through consultation and discussion between the community and academic partner. We talk to the agency about their capacity, how many student they're looking for, etc. If it is a service-learning course, we make sure to define expectations up front; the goal for any applied learning activity has to be student-learning first.</p> <p>Geneseo also works to ensure reciprocity and mutual benefit with our community partners. We do this by convening with them regularly, sharing reflections, listening to the needs they would like addressed as well as</p>

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	<p>sharing our needs and goals. Many of our partnerships have been formalized with governance bodies composed of individuals from each partner institution and the community. Other partnerships resulted from grants where advisory boards produce mandated annual reports as a condition of funding. Assessment findings, feedback, and changes made based on the feedback, are reflected in these annual reports. These annual reports are shared at the organization's governance meetings; frequently the annual reports are shared on the websites for all to view.</p> <p>A key example of promoting attention to mutuality and reciprocity is our global partnership with El Sauce, Nicaragua and the Enlace Project NGO. This partnership is not solely groups of Geneseo faculty, staff, and students traveling to Nicaragua, but also multiple groups of Nicaraguans visiting SUNY Geneseo including two different mayors of El Sauce, community members, and members of the Nicaraguan team for the Enlace Project. All visits are accompanied by campus-wide presentations (each El Sauce Mayor has delivered college-wide seminars), faculty training, and professional development regarding the partnership. There are also recognition events (such as a photography installation of scenes from El Sauce) and celebrations (usually with Nicaraguan food). Enlace's Juan Mairena coordinates the academic and service-learning visits of university students (Geneseo and others), and he spent an entire semester at SUNY Geneseo. During that semester a mutual exchange occurred between Juan (for Enlace) and Geneseo faculty/staff to develop mutual protocols ensuring each other's goals were met regarding the program.</p> <p>The El Sauce program serves as a best-practice model for how Geneseo promotes attention to mutuality and reciprocity for all our partnerships.</p>
Question 4	<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>SUNY Geneseo will continue to support current and future intentional and reciprocal partnerships through the infrastructure mechanisms described in Question 2 including, but not limited to, the Center for Community, Internship Office, Center for Inquiry, Discovery, and Development, Office of International Programs, Sponsored Research, Sustainability, and others. All of these offices are funded by internal SUNY Geneseo budgetary allocations for staff and programming.</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:	SUNY Geneseo
Date:	5/1/2017
Narrative Compiled by:	David Parfitt, Ph.D.
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>No, SUNY Geneseo will not make completion of approved applied learning activities a local graduation requirement.</p>

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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>SUNY Geneseo is in full support of applied learning and sees the benefits to our students' education. In fact, Geneseo is in the process of curriculum redesign, and on 1 March 2016 the SUNY Geneseo College Senate approved the GLOBE (Geneseo Learning Outcomes for Baccalaureate Education) framework, designed to guide the entire Geneseo education. Applied learning is the third of three essential outcome areas within GLOBE (i.e., Integrative and Applied Learning). One of the outcomes in this area is that of "Application and Transfer": i.e., the ability "to adapt and apply skills, theories, and methods gained in one or more domains to new situations".</p> <p>SUNY Geneseo has a long-established practice of making applied learning experiences available to our students including internships, service-learning, undergraduate research, study abroad, entrepreneurship, and leadership. We are committed to making applied-learning opportunities available to all students, which is why we included integrative and applied learning in GLOBE as an essential component of a Geneseo education. That being said, we do not feel it is appropriate to require applied learning for all students, nor do we have the resources to effectively administer this requirement. For one, Geneseo's faculty believe the required reflective component in SUNY's applied learning definition results in an additional burden, especially for the supervision of paid/unpaid undergraduate research. Additional reasons Geneseo has come to the decision NOT to make applied learning a graduation requirement include, but are not limited to:</p> <ul style="list-style-type: none"> • Increased time demands on faculty, staff, and students. • Transportation issues getting students to off-site placements. • Time and resources needed to properly communicate and follow-up with partners. • Concerns of applied learning taking time away from studies. • Sacrifices students have to make such as working to support themselves or family vs. devoting time towards applied learning. • The limited number of opportunities available for students in a non-urban area. <p>SUNY Geneseo's Cabinet, Strategic Planning Group, Provost's Office, College Senate and Student Governance were all consulted in the decision-making process on whether applied learning should be a graduation requirement. In addition, data from faculty will be gathered by adding the following applied learning questions to the COACHE survey administered to all full time tenured and tenure-track faculty as well as full time lecturers in the Spring 2017 semester.</p>

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	<p>Geneseo COACHE Supplemental Questions</p> <p>1.) Please rate your level of agreement with the following statement: All Geneseo students should be required to have at least one applied learning experience by the time they graduate.</p> <p>2.) Which of the following potential applied learning experiences do you feel you are best equipped to offer to students? Select all that apply [List included: Undergraduate Research, Study Abroad/Study Away, Service-Learning, Community Internships, Teaching Internships/TAships/Lab Instructor, GOLD Leadership Program, Athletics, Artistic Endeavors, Student Teaching, Field School/Work, Governance Activities, Co-curricular Work, Other].</p> <p>3.) What do you see as the key elements of a quality applied learning experience?</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>We will not move forward with making applied learning a graduation requirement.</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>Geneseo Learning Outcomes for Baccalaureate Education (GLOBE) is our plan to sustain current and future applied learning work. As previously mentioned, applied learning is included within the third of three essential outcome areas of a Geneseo education. As stated in the GLOBE document approved by Geneseo's College Senate 1 March 2016,</p> <p>"Integrative and Applied Learning: Geneseo's mission underscores an institutional commitment to "transformational learning experiences" and "a rich co-curricular life." Integrative learning fosters the ability to connect and combine knowledge and skills acquired through the curriculum and the co-curriculum to new complex situations within and beyond the college and to foster reflection on the ways that such knowledge is utilized. Such learning develops through high-impact practices as international experiences, service and community-based learning, intensive research activities, internships, advocacy, learning communities, and capstone courses and projects."</p> <p>GLOBE is designed to guide the entire Geneseo education, and is inspired by the AAC&U's statement on Liberal Education and America's Promise.</p>

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	<p>The stated outcomes for the Integrative and Applied Learning outcome are described below.</p> <p>“Students will demonstrate:</p> <ol style="list-style-type: none"> 1. Integrative Inquiry: To ask meaningful questions connecting personal experiences to academic study and co-curricular life; to synthesize multiple bodies of knowledge to address real-world problems and issues. 2. Application and Transfer: To adapt and apply skills, theories, and methods gained in one or more domains to new situations. 3. Reflection: To reflect upon changes in learning and outlook over time; to make personal, professional, and civic plans based on that self-reflection.” <p>We are in the early stages of GLOBE implementation, as the document was approved by Geneseo’s College Senate 1 March 2016. The next step is to implement this GLOBE framework for curricular redesign. We have assembled a working group for GLOBE implementation consisting of 10 members from across the 5 divisions of the college and 11 stand-by liaisons to report to other academic departments. The Curricular Design Working Group will be responsible for enabling the realization of the GLOBE outcomes. Applied learning will be considered in the context of and as part of GLOBE. Rather than making applied learning an additional graduation requirement for Geneseo students, it is embedded as part of our GLOBE objectives.</p>

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