



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	SUNY Oneonta
Date:	4/15/2016
Narrative Compiled by:	Applied Learning Task Force (Carolyn Chryst, Linda Drake, Charlene Foley-Deno, Achim Koeddermann, Sunil Labroo, Sage Levine, Daniel McGill, Kathy Meeker, Eileen Morgan Zayachek, Janet Nepkie, Florian Reyda, Brenda Seery, Robb Thibault, Donna Vogler, Bill Wilkerson (chair), James Zians)
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>INTRODUCTION.</p> <p>Regarding SUNY Oneonta’s ‘approved’ applied learning activities, information was gathered from various campus stakeholders (e.g. registrar, various offices that facilitate applied learning offerings, representatives from each of the five SUNY Oneonta ‘schools’) to provide the Inventory of Applied/Experiential Activities</p>

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	<p>reported on Part I of the Campus Applied Learning Plan. However, it should be noted here (and elsewhere) that the campus has not yet approved or implemented a <i>formal</i> mechanism for assessing and approving activities based on the five SUNY criteria. The new Task Force on Applied Learning appointed by the College Senate and charged with completing Parts II through VII of the campus plan will engage the campus community over the next several months to consider development of a master plan for identifying, reviewing, and approving applied learning activities, and for tracking and reporting student and faculty engagement in ‘approved’ applied learning activities. A proposed campus plan might recommend that information about applied learning offerings are disseminated to appropriate advisement faculty/staff and students using a set of comprehensive information-exchange methods (presentations, forums, learning lunches, brochures, faculty and student internal bulletin boards, e-media); these methods will need to be established. The process must also ensure that a supplemental listing of applied learning offerings (use of a “menu of options” for applied learning as courses or activities) be added to the course listings that are provided to students during the course registration period. The college’s new Strategic Plan 2015, and a number of related initiatives, will facilitate this endeavor, including:</p> <ul style="list-style-type: none"> • Co-location (physically and virtually via an applied learning ‘portal’) of the administrative offices that assist faculty and facilitate applied learning activities (the Applied Learning Network) • Establishment of the Senate-approved Faculty Center, which includes “student-centered outcomes/action items” with the stated purpose to “increase academic quality and rigor through study and incorporation of high-impact teaching practices with the intent of strengthening student learning engagement” and to “collaborate with other units across campus that support applied learning experiences” • A proposed Engaged Learning Award (ELA) Program intended to inspire students to take a more active, intentional approach to their own learning, and to integrate some of their academic, co-curricular and extracurricular experiences • Implementation of a partnership with SUNY Potsdam, funded by a SUNY Expanded Investment and Performance Fund award, that will facilitate, among other initiatives, uniform tracking of approved applied learning activities, faculty development, and enhanced student advisement (including transfer students) <p>CAMPUS PLAN FOR DATA COLLECTION AND REPORTING. SUNY Oneonta has presented a list of our campus’ applied learning activities (SUNY Applied Learning Campus Plan Part I); these will be reviewed within the next six months for additions and deletions. Our intention is to guarantee that any designated applied learning activity is a thoughtfully organized, rigorous activity with clearly defined strategies for structured student self-reflection. We have developed a draft web survey to be distributed to individual faculty and professional staff who previously indicated (Part I) that they offer applied learning activities, as well as to</p>

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	<p>the college community as a whole. The survey asks respondents to describe how each activity meets the five criteria for ‘approved’ applied learning provided by the SUNY Applied Learning Steering Committee. (More details about the proposed composition of an applied learning review committee and how activities will be designated as approved applied learning experiences are outlined below in the response to question 2.) Once courses have received an approved applied learning designation, the number of courses and their enrollments will be tracked by the Office of the Registrar with support from the Office of Institutional Assessment and Effectiveness. Reports on the number of courses and programs providing approved applied learning activities, as well as the number of students enrolled in these experiences, will be prepared on an annual basis. Currently, we are exploring various options for what body or entity will be responsible for reviewing activities and data. It is likely this will be a joint task involving the cooperation of many campus entities including the Office of Institutional Assessment and Effectiveness, the Center for Social Responsibility and Community, the Grants Development Office, the Career Development Center, the Hunt College Union, and the College Faculty Senate through Senate committee(s) that will directly review applied learning activities.</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>Using the survey described above, once a collection of activities has been proposed for applied learning designation, a process for reviewing whether Oneonta’s applied learning activities meet the SUNY Applied Learning Steering Committee’s five criteria will need to be established. The current Applied Learning Task Force charged with facilitating development of the applied learning campus plan will develop example criteria and rubrics for faculty and staff to use as models for student self-assessment and reflection.</p> <p>While the Applied Learning Task Force has suggestions for how it could be developed, any plan for evaluating applied learning activities will be approved by campus governance. At this time, we are discussing whether one committee should review both academic and co-curricular applied learning activities or whether there should be two separate committees for the two types of activities. If a two committee structure were introduced, we could build on existing campus resources. SUNY Oneonta currently has an established and effective procedure for designating courses as service learning (SL) offerings through the Curriculum Committee that might provide a model for designating courses as applied learning. The SL attribute is applied to sections of courses, not courses themselves. Faculty members submit a description of the service learning component of their courses and a course syllabus to the Director of the Center of Social Responsibility and Community. The Director reviews the courses and submits requests for designation to the Service Learning Subcommittee of the College’s Curriculum Committee. The Subcommittee reviews each course using an established list of criteria and recommends service learning designation for course sections meeting the criteria. Once courses have been approved for SL designation, the Registrar lists the courses as an SL course. A similar method could be used for reviewing and approving applied learning activities more</p>

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	<p>generally through the Curriculum Committee or another established or new Senate committee.</p> <p>Co-curricular applied learning activities are currently monitored by individual offices charged with administering these programs. For example, the various offices within the Hunt College Union that oversee the co-curricular activities which impact student learning outside the classroom have rigorous procedural processes for institutional recognition and organizational constitutions that govern their goals and planning, and which require leadership, critical thinking, problem solving, and collaboration skills (e.g. leadership programs, Campus Activities, Greek Life), as do several other Student Development offices (e.g. Residential Life and Housing, Outdoor Programs, New Student Services, Office of Health Education, Athletics and Intramurals, Center for Multicultural Experience, Office of Student Diversity and Advocacy). Significant support is also provided by various offices and professional staff (often in collaboration with faculty) to the student peer mentors of various programs that meet the applied learning criteria. Peer mentors include Academic Team Members, VIP Freshman Mentors, Peer Tutors, EOP Peer Mentors, AALANA Peer Mentors, Sexuality Peer Education Mentors, and CSRC Student Coordinators. These wide-ranging opportunities and responsibilities are vetted and grounded in the work of the Standing Committees of the College Senate that review and sanction both credit-bearing and non-credit-bearing activities (e.g. Committee on Research, Committee on Instruction, Curriculum Committee).</p> <p>The college will need to develop a plan to centrally monitor these disparate activities. This will include considering whether a single approval process is needed for the various applied learning co-curricular activities. Campus Connection, which is currently used to track students' co-curricular activities, particularly their involvement in the Leadership Education and Development Program (LEAD), is a possibility. Another possibility is that an independent group would be established to review and oversee all (academic and co-curricular) applied learning activities on campus. This could be facilitated through current standing Senate committees or through a newly established applied learning review committee. However review is completed, approved academic and co-curricular applied learning activities should be reviewed periodically – the Task Force recommends every three years – for re-designation in order to ensure that all designated activities maintain their adherence to the five criteria for applied learning.</p> <p>In addition, we are exploring the development of a zero-credit category for activities that are outside the curriculum (e.g., LEAD, non-credit independent studies) similar to those at SUNY Stony Brook and SUNY Cobleskill. The campus will also consider establishing a co-curricular transcript as we move forward, building on the work of the College's Applied Learning Task Force.</p>
Question 3	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)?

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	<p>The involvement of the Office of Institutional Assessment and Effectiveness, the Office of Alumni Engagement, and the Career Development Center will be key in completing the task of measuring student success and institutional outcomes. These offices can provide information on persistence, retention, graduation and employability. We plan on developing the ability to integrate this information with other data sources on campus, such as whether students completed an academic applied learning activity (data from the college Registrar) or co-curricular applied learning experiences (monitored through either Campus Connection or Banner). In 2015, Oneonta's Career Development Center launched its First Destination Survey of all recent graduates that was designed to assess graduation outcomes for our students. The First Destination Survey collected data on a variety of topics, including applied learning. For example, graduating students were asked to rate a variety of applied learning activities (e.g., internships, community service, student teaching, study aboard, and practicums) in terms of their value to the students' education. The <i>First Destination Assessment Coordinator</i> has agreed that additional items could be added to this assessment to more clearly understand students' perceptions of applied learning activities. Importantly, the First Destination survey had a high response rate: it was completed by over 70% of the 2015 graduating class. The Applied Learning Task Force has been discussing additional items to be included in the next Destination survey. Potential areas of inquiry might include asking students to differentiate whether or not they were involved in an academic or co-curricular applied learning activity, and what impact this activity or activities had on their initial career or graduate school choices.</p> <p>Other ongoing data gathering efforts such as the National Survey for Student Engagement and the Student Opinion Survey will also be used to help us understand how students experience applied learning activities at Oneonta.</p>

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	SUNY Oneonta
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Narrative Compiled by:	Applied Learning Task Force (Carolyn Chryst, Linda Drake, Charlene Foley-Deno, Achim Koeddermann, Sunil Labroo, Sage Levine, Daniel McGill, Kathy Meeker, Eileen Morgan Zayachek, Janet Nepkie, Florian Reyda, Brenda Seery, Robb Thibault, Donna Vogler, Bill Wilkerson (chair), James Zians)
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>Existing SUNY Oneonta applied learning curriculum and activities include courses, credit-bearing internships, faculty-led travel courses, field experiences, independent studies, practicums, research, senior theses, service learning-designated courses, study abroad programs, and teaching assistantships. These activities are mostly upper division, non-general education courses that may include prerequisites. There is also an additional category labeled "other" that includes both academic activities supervised by faculty and non-academic activities organized and facilitated by professional staff or faculty (e.g., several co-curricular activities that meet the</p>

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	<p>definition for applied learning, such as leadership programs and peer mentor programs). Faculty have responsibility for planning, oversight, instruction, and assessment of all courses and activities on the list of SUNY Oneonta applied learning courses.</p> <p>The process for approval of new or customized faculty-initiated activity varies depending upon the activity. If the activity includes design and instruction of a new course, the traditional processes for approval of new courses are followed, requiring approvals from campus governance and the appropriate dean. If the new activity involves faculty time or instruction, the approval of the chair and the dean is required. Academic administration can also make decisions about such courses and activities. Additional applied learning activities are the responsibility of professional staff outside of academic departments. These activities are developed and approved by leaders in their respective areas, such as many of the college's peer mentoring programs and the Leadership Education and Development (LEAD) Program.</p> <p>Over the next year we will engage the campus community in developing a plan to add to these curriculum approval processes as we move toward a mechanism to review and approve activities that align with the SUNY criteria for approved applied learning activities. Suggestions for these processes are noted in Part II (Data Collection and Reporting).</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>Support for faculty overseeing applied learning activities at SUNY Oneonta is inconsistent and varies significantly by academic department. There are limited activities to develop faculty expertise in supervising applied learning activities; however, recent examples of growth in this area include:</p> <ul style="list-style-type: none"> • A fall 2015 workshop organized by the Associate Provost for Academic Programs and facilitated by experts from the American Association of Colleges and Universities was held in October 2015 to provide small working groups the opportunity to work on applied learning-related projects and initiatives. • Working groups within the School of Social Science were established in fall 2014, using a common hour established within the school, to meet one to three times each semester to address issues regarding internships, study abroad and student research. The groups have been active in sharing practices, with an eye toward best practices and looking for ways to expand current activities and to compensate faculty for the work involved. <p>The college does not have dedicated funding for faculty to travel to events, workshops and other forms of professional development related to applied learning activities; however, there is significant funding for faculty professional development generally; when surveyed, numerous departments reported faculty could use departmental funds for activities of this kind, and several cited that faculty use these funds for this purpose regularly. Activities that have been supported in Academic</p>

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	<p>Affairs include a group of faculty who attended a summer 2014 American Association of Colleges and Universities workshop related to high impact practices, and a National Science Foundation workshop on engaging students in funded research. Applied learning, via observations and student teaching, is integral to the professional education programs on campus and they have invested in faculty training to support these activities.</p> <p>Likewise, there is no campus-wide policy for compensation of any kind for applied learning activity and, thus, it is not surprising that faculty compensation for these activities varies significantly. For example, there is a range of compensation for facilitating internships. The professional education programs on campus share a field experience office, and field supervision is part of faculty members' regular course load. In several departments, faculty supervise internships or similar applied learning as part of their regular teaching load. In other departments, adjunct faculty are supervising interns for modest pay. One department reported a single course release for the faculty member who supervises interns. In most departments – including at least some with large intern programs, but mostly those with relatively few interns – supervising internships is done with no compensation during the regular academic year. Limited travel funds are available to faculty making site visits, although faculty are not compensated for their time. These visits are important because many faculty who perform site visits use knowledge they gain during the visit to update their curricula, thus benefitting our campus and our students. Faculty responsible for interns during summer sessions are compensated by the Office of Continuing Education. In a recent report of the Internship Advisory Board, the issue of compensation was noted as one of the central concerns of faculty who oversee internships.</p> <p>Similar issues exist in other areas. It appears that no additional compensation is offered for faculty teaching service learning courses, nor for leading other activities noted under the SUNY Serves umbrella (e.g., community service or civic engagement). Many other applied learning activities are led by faculty in established courses being taught as part of their regular teaching load without additional compensation. Direct compensation is provided for faculty teaching credit-bearing activities, either through teaching the course as part of their regular course load, as an overload (faculty are paid \$2750 per three-credit course [to be increased to \$3000 as of fall 2017]), or for courses taught during summer sessions at the same rate per course. Aside from this, faculty, unless funded by their own external grant, are typically not compensated for supervising student research in the form of independent studies, research assistantships, or non-credit bearing research activities (although campus-based grant programs are available to provide some support for research and creative activity projects). Generally, however, this effort is not undertaken as part of a faculty member's regular teaching load. Supervision is treated as service to the college, if acknowledged at all. Acknowledging these concerns regarding faculty compensation and acknowledgement, some programs are modifying guidelines to address the issues. For example, beginning with the 2013/14 academic year, faculty are awarded \$300 fellowships for sponsoring student research projects funded through the Student Grant Program for Research and Creative Activity.</p>

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	<p>In summary, concerns for faculty include: 1) the need for a plan to adequately and consistently compensate faculty for applied learning work; and 2) the lack of consistent recognition for this work in the renewal, tenure, and promotion process. Without a clear campus policy, inconsistent recognition for this work by faculty will continue.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>There is no uniform campus support for new applied learning activities. Activities are largely self-initiated, but there are a variety of supporting entities in place to assist faculty in developing experiences. Among these are the Teaching Learning and Technology Center, the Grants Development Office (student research initiatives), the Center for Social Responsibility and Community, the International Education Office, the Career Development Center, the Continuing Education Office, and the Biological Field Station. There is also additional logistical support from various offices on campus for helping faculty manage both local and extended travel. The Career Development Center provides assistance to students seeking internships. This assistance frequently supports faculty responsibilities for internship courses by helping students write initial drafts of résumés and cover letters, and by presenting a Career Fair at least once during each academic year. At present, however, support for applied learning experiences on our campus is typically provided by staff working in isolation from one another. As a consequence, many applied learning experiences pursued by our students tend to be “added on” in a less than systematic way because we have not yet aligned our support services to maximum advantage, nor sufficiently integrated such experiences into our curriculum. Faculty efforts and interests, moreover, are not always optimally engaged because of the fragmented provision of support services and the related lack of coordinated attention directed at applied learning experiences. However, there are a number of recent initiatives that provide support for new applied learning activities. Two examples are:</p> <ul style="list-style-type: none"> • Seven Strategic Allocation of Resource (StAR) campus grants in support of the college’s Strategic Plan 2015 (totaling \$575,000) have been awarded to encourage a variety of applied learning activities, including: faculty-led domestic and international travel experiences for students; connecting with students around the world virtually; a storm water research project that directly engages students; expanding applied learning in biology and astronomy; and restructuring the Faculty Grant Program for Research and Creative Activity to prioritize projects that engage students in meaningful ways. • A recently funded external grant will compensate faculty for participating in training, planning and implementation of problem-based learning in connection with a STEAM (Science, Technology, Engineering, the Arts and Mathematics) collaboration and community partnership. The award will also be utilized to fund mentors for two additional years as new faculty join the project. <p>The issues noted by faculty regarding initiating new applied learning activities include that there is no central location for learning about support opportunities, and that awareness of activities varies widely. It is expected that the physical and virtual co-location of the administrative offices that assist with facilitating applied learning</p>

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	<p>activities (the Applied Learning Network) will help faculty in connecting with resources and increase applied learning opportunities.</p> <p>In the next year to 18 months, the campus will complete two significant initiatives that will benefit faculty in planning and executing new applied learning activities, as well as continuing existing activities. First, as noted earlier, to provide greater support to students in applied learning experiences and to their faculty supervisors, the campus plans to establish the Applied Learning Network and to co-locate many of the offices that most directly support applied learning experiences for Oneonta students in a central location in the Hunt College Union. The anticipated outcome of creating the Network is to improve both the accessibility and quality of applied-learning experiences, and to enhance the visibility and appeal of such opportunities to enrolled and prospective students. An essential assumption behind this co-location plan is that the Applied Learning Network will also contribute to improving student learning by more effectively engaging faculty in facilitating and supervising applied learning experiences for our students. Second, the creation of a Senate-approved Faculty Center will include “student-centered outcomes/action items” with the stated purpose to “increase academic quality and rigor through study and incorporation of high-impact teaching practices with the intent of strengthening student learning engagement” and to “collaborate with other units across campus that support applied learning experiences.”</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Currently, there is no direct recognition for faculty working on applied learning activities. However, there are modest plans for improvement in this area. The college’s current Strategic Plan 2015 has charged Human Resources with developing an award for mentoring; and a recent award for a collaboration with SUNY Potsdam through the SUNY Expanded Investment and Performance Fund will provide acknowledgement and recognition ceremonies, along with training and incentives, for creating new applied learning activities.</p> <p>As part of this report, the Applied Learning Task Force encourages the college to make exemplary work in applied learning activities an explicit part of renewal, tenure and promotion guidelines. Furthermore, we encourage the college to develop a broad recognition program for students, and their faculty partners (mentors), undertaking additional applied learning activities. Finally, we encourage the college to develop an award or awards for faculty who do outstanding work in the area of applied learning activities.</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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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>SUPPORTS OVERVIEW. Supports offered to students and facilitation of applied learning activities vary in range and depth across campus, from within individual academic departments to units outside of Academic Affairs. Academic departments provide support through the advisement process, particularly for those majors that require applied learning through internships, research, practicums, senior thesis, etc. or for applied learning activities embedded in courses (e.g. Service Learning [SL]-designated courses). Administrative offices that provide support to students pursuing applied learning experiences include: the Center for</p>

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	<p>Social Responsibility and Community [CSRC] (SL-designated courses, community engagement/volunteer opportunities); the Career Development Center [CDC] (internships, work experience); the Grants Development Office [GDO] (funding for student research/creative activity projects and travel to professional conferences, Research and Creative Activity Awards program, Student Research and Creative Activity Day); and International Education (study abroad, faculty-led international courses). Other entities besides academic departments and administrative offices provide applied learning opportunities and support as well, such as the SUNY Oneonta Biological Field Station (internships, lake management experience). And, significant support is provided by the various offices within the Hunt College Union, other Student Development units, and units within the Office of Academic Programs that oversee co-curricular activities (e.g. leadership programs, peer mentor and tutor programs). These wide-ranging opportunities and responsibilities are vetted and grounded in the work of the Standing Committees of the College Senate that review and sanction both credit-bearing and non-credit-bearing applied learning activities (e.g. Committee on Research, Committee on Instruction, Curriculum Committee).</p> <p>NAVIGATION. Students currently navigate opportunities through faculty and professional staff advisement in their major department, the course catalogue (e.g. SL course designations), class announcements, academic clubs, student association interest meetings, and the websites and outreach activities offered through various programs and offices that support and facilitate such activities. For example, students receive support from the CDC’s Internship Coordinator and from their department Faculty Internship Coordinators (FICs); a total of 34 FICs manage the academic internships across campus. Many departments host individual listservs for their majors as a forum to circulate information about discipline-specific opportunities (e.g. field schools, research assistantships, summer research and internship opportunities, etc.). Students can view and apply for both internship opportunities and part-time employment through accounts with <i>Dragonlink</i> (Symplicity CSM). And, the CDC subscribes to a number of resources for students to navigate opportunities, in addition to Symplicity CSM (Current Internships in Liberal Arts, Goinglobal, InternshipsUSA).</p> <p>APPROVAL OF NEW/CUSTOMIZED STUDENT-INITATED ACTIVITY. Generally speaking, new or customized student-initiated applied learning activities require faculty supervision; therefore, students must consult with the appropriate faculty before the activity commences. Once our campus plan is fully developed, approved through faculty governance and by administrative officials, and implemented, this could be accomplished using a set of comprehensive information-exchange methods and a “menu of options” (a comprehensive listing of qualifying applied learning course and activities) offered to students; faculty advisors should be trained in these offerings and help direct students toward sign-up procedures. (Also see Question #2.)</p> <p>Most departments follow the college guidelines for independent study and internships; a proposed credit-bearing activity requires department chair approval.</p>

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	<p>The student is responsible for interacting with a faculty advisor, forms are completed and, once the faculty member approves the information, it is reviewed by the chair to ensure that the experience meets college requirements and departmental expectations. For non-credit-bearing applied learning activities, the process varies. For example, students conducting research with a faculty mentor (which can be a credit-bearing independent study project or a non-credit bearing project) have the opportunity to apply for project funding through the Student Grant Program for Research and Creative Activity. In this case, a formal proposal to conduct a (unique) student-initiated independent project is reviewed by the Senate Committee on Research, and a funding decision is made. A Faculty Research and Creative Activity Grant program is also offered, and many of the faculty recipients of awards engage students in research activities that are supported by that program. (The 2016/17 guidelines for this program articulate that priority will be given to projects that engage students.) Other opportunities are not as formalized. For example, if a student or student organization has an idea for a community service or volunteer activity, it is discussed with the CSRC Director and implemented together; there is no approval process, per se. (Should the Director determine that an activity requires approval, an upper level administrative official would be contacted.) Moving forward with developing and implementing our campus plan, offices that administer some of the applied learning opportunities (CSRC, International Education, CDC, GDO) can ensure that their <i>programs</i> meet the criteria as an ‘approved’ activity, thereby avoiding each and every individual student activity to be reviewed by a faculty advisor/mentor.</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>PROMOTION. As with the supports offered to students interested in applied learning experiences (Question 1), promotion of activities is variable and inconsistent across campus, depending on academic department, available resources, and type of activity offered. (This is why there will be a need for training faculty advisors to support applied learning activities and the creation and utilization of a “menu of options” [comprehensive listing] related to applied learning qualifying courses and activities.) For example, promotion of internships at the departmental level ranges from little-to-none to highly coordinated and supported efforts (e.g. departmental FICs whose efforts are considered part of their course load). Other credit-bearing activities are not only promoted at the departmental level through faculty advisement (e.g. independent study, internships, qualifying leadership activities), through academic clubs, etc., but also through the offices that assist with facilitating activities. International Education sponsors high-profile events including a Study Abroad Fair and a Study Abroad Discovery Day, as well as a series of general interest meetings; and they are highly invested in facilitation of the study abroad experience. The CDC promotes internships, part time employment and a job shadowing program through <i>Dragonlink</i> (Symplicity CSM), Social media (Facebook, LinkedIn), internship fairs (New York City, and Summer Opportunities Fair), on-campus recruitment events such as classroom presentations, informational tables and sessions, webinars, and through electronic</p>

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	<p>communications. A bi-weekly newsletter also goes to all FICs. The Student Grant Program for Research and Creative Activity, with a call for applications each academic semester, is widely promoted through the Provost listserv, announcements in the campus' Daily Bulletin blog and the student portal, and posters disseminated to all departments and buildings, including residence halls. A "drop-in" information session is held each semester on an evening several weeks prior to the deadline at the College Union; all outreach includes information on this session.</p> <p>Responses to a survey regarding student engagement sent to all academic department chairs and administrative units that facilitate applied learning opportunities indicate the following outreach and promotional efforts (in addition to the examples reported above): individual academic advising, departmental emails/listserv announcements to majors, class announcements and presentations, department meetings for majors, club announcements and expos, listings in the course catalogue, presentations at orientation, weekly email broadcast, Campus Connection, tabling around campus, Facebook and other social media, Corq mobile app, flyers, posters, bulletin boards, MyOneonta (student portal), targeted curricula-based cohort messaging, electronic signage, and residence hall integration.</p> <p>The planned formalization of the campus Applied Learning Network, including physical relocation of various offices such as the CDC, CSRC, International Education, and student research (satellite office of the GDO), along with new facilities for peer mentor training, outreach, etc., into a contiguous suite of offices in the Hunt College Union, will provide a one-stop resource for interested students. Plans also include a repository of activities that will be accessed through a central web portal.</p> <p>REVISED FRESHMAN & TRANSFER STUDENT ORIENTATION. The Admissions Office includes specific applied learning opportunities in their marketing to prospective students, thereby instilling experiential learning as an important component to a SUNY Oneonta education from the beginning. As to the orientation and advising process regarding applied learning, all new students complete an on-line academic advisement course prior to orientation. The course covers all the myriad rules and policies regarding academics, but it also highlights the notion that students should be looking for opportunities to enrich their college experience with internships, teaching assistantships, research, leadership opportunities in clubs and organizations, etc. During the in-person orientation, academic departments offer sessions where department-specific applied learning activities are available. Many other offices on campus also have opportunities to meet and talk with students about the wealth of options open to them. As time permits, Academic Advisement works with students to highlight service learning courses and the other academic, para-professional, and student group opportunities available. Starting with the upcoming 2016/17 academic year, the College is moving to an August New Student Orientation, which facilitates the discussion of applied learning earlier on in the student's path than ever before and</p>

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	in a more structured way. There will be a formal session at orientation dedicated to applied learning activities for all incoming freshman and transfer students. The VIP Freshmen Mentors will be instructed to continually reinforce the message throughout the first academic year.
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 PARTICIPATION IN FORMATIVE PROCESS. Again, the extent to which student feedback is incorporated into applied learning activities varies widely; and, there is no <i>uniform</i>, formal process or plan in place at this time. The survey of academic department chairs and administrative units that facilitate applied learning opportunities indicated the following regarding student feedback: incorporated as the instructor of a course or the faculty supervisor of a project sees as appropriate, individual response forms for immersion courses (taken into consideration when course is prepared for the next iteration), course evaluation (Student Perspective Index [SPI]) forms, required reflection on internship experiences, scheduled discussions for research projects, informal consultation, surveys/evaluations as part of student teaching or other required practicum. For co-curricular applied learning activities feedback varies by activity but comes from surveys, evaluations, focus groups and social media. For internships assessment tools (pre-assessment, mid-semester and end-of-semester evaluations) are used; and students who engage in internships are asked to provide feedback regarding their experience for CDC's Intern Wall of Fame (http://www.oneonta.edu/development/cdc/Internship/intern-spotlight.asp). The CDC also gathers feedback from students engaged in part-time work via the Student Employment Satisfaction Survey each year, and responses help Student Employment Services shape and improve activities and services provided to students. International internship participants are invited to help promote programs at Study Abroad Discovery Day and the Study Abroad Fair. International Education is currently working to develop a student satisfaction survey so that feedback about all study abroad programs can be collected in a systematic way. CSRC has a survey on their website.</p> <p>SUNY Oneonta maintains a college-wide policy of student inclusion on planning boards and committees. For example, there are student representatives who serve on the Library Committee, the Internship Advisory Board and many other faculty governance sponsored committees, including the current Applied Learning Task Force charged with developing the campus plan for applied learning. This culture of student representation and inclusion will continue as the campus continues its formative work toward developing and implementing the campus plan, and assessing outcomes. Student representatives will be participants in all facets of this process.</p> <p>Moving forward, the Applied Learning Task Force intends to recommend a series of focus groups with students to discuss contextual issues related to plans for expanding formalized applied learning offerings at SUNY Oneonta. In particular, it</p>

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	<p>will be important to ensure that applied learning offerings meet the required five criteria, and student participation in the development and expansion of these applied learning offerings will be utilized in order to help meet these expectations in a student-centered manner. It will also be helpful to hear from students about how they perceive these opportunities via these focus groups; faculty and staff leaders can use this forum to inquire about the best and most efficient venues and methods to disseminate information about these opportunities (e.g., best practices to train faculty advisors, creation of a “menu of options” and use of media methods and the formal Applied Learning Network for dissemination).</p> <p>STUDENT GRIEVANCES. Based on survey responses, there is a clear need to not only integrate student feedback into creating and modifying applied learning experiences, but also to clearly articulate a grievance process for students, particularly when involving an off-campus site. Currently, grievances are, again, inconsistent across campus. The Subcommittee on Undergraduate Student Academic Grievances (of the College Senate) is charged with ensuring “fair, orderly and expeditious consideration for any students who feel they may have an individual grievance relating to such matters as grading practices, application of curriculum restrictions, nature or method of instruction or course content.” (A student’s dissatisfaction with an instructor’s grading judgment does not constitute a grievance.) The grievance process for internships is managed at the department level by FICs; if necessary (e.g., the issue cannot be resolved with the on-site sponsor), a grievance can be brought to the Academic Grievances subcommittee for adjudication. Most departments maintain a list of ‘good’ sites and those that are not recommended to students. Further, many departments require a clear contract with the student (application signed by on-site sponsor, department chair, dean and FIC); students may be removed from an applied learning experience if the on-site sponsor is not upholding the contract. For off-campus work, students can contact the Student Employment Coordinator, who serves as a liaison between students and organizations and can assist students in communicating with employers.</p>
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>STUDENT FEEDBACK VIA ASSESSMENT PROCESS FOR APPLIED LEARNING COURSES AND ACTIVITIES. SUNY Oneonta currently utilizes a student evaluation tool (SPI) that is used by students to assess traditional classroom courses taught by faculty. The Office of Institutional Research conducts this evaluation and handles data collection, data management and outcomes. Recently there has been motivation to expand and create alternative forms to the SPI evaluation, as the tool only provides evaluations for traditional classroom course activities. The SPI was not developed to assess other types of learning/courses/activities that are less traditional (e.g., independent studies, internships, service learning activities, leadership activities, cross-disciplinary courses, team-teaching classes, and courses tailored to high-impact learning practices). This evaluation method is due to be reassessed and updated during the coming year, and several deans of the five schools that make up Academic Affairs</p>

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	<p>are already working with the Office of Institutional Research to create evaluation tools that can be used in settings where non-traditional types of learning take place. As is the culture at SUNY Oneonta, student representatives will participate in this formative process for a new assessment tool for applied learning activities, and appropriate governance channels will be employed to engage faculty in the process.</p> <p>USE FACULTY GOVERNANCE TO CREATE BEST PRACTICES PROCESS FOR APPROVAL AND ASSESSMENT OF APPLIED LEARNING COURSES AND ACTIVITIES. While there is currently no formally approved process for assessment or evaluation for applied learning courses and activities, it will be a priority of the Applied Learning Task Force to work closely with faculty governance groups and the administration to establish assessment methods. It is critical to adhere to well-established faculty governance systems that are already in place, as changes related to applied learning will require faculty support and approval.</p>

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

SUNY ONEONTA

Provost and Vice President for Academic Affairs

April 28, 2017

Elise Newkirk-Kotfila
Director of Applied Learning
The State University of New York
State University Plaza
Albany NY 12246

Dear Elise,

Please accept the accompanying file—parts V-VII of SUNY Oneonta's Applied Learning Plan. As described further in the plan, our feasibility analysis, collaboration plan, and assessment of our capacity to require applied learning of all students (as part of their degree completion) have informed a college-wide decision-making effort that has followed our campus governance and approval processes.

Many thanks for your attention to this submission.

Sincerely,



Dr. James E. Mackin
Provost and Vice President for Academic Affairs



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	SUNY Oneonta
Date:	4/28/2017
Narrative Compiled by:	Applied Learning Task Force (see Appendix B)
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> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p>

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Date:	4/28/2017
	Please refer all questions to AppliedLearning@suny.edu .
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>SUNY Oneonta currently measures the impact of approved applied learning on the local community and workforce only in limited ways and by select programs (e.g. students in our Lake Management program work with lake associations and various agencies to develop state of the lake reports and comprehensive management plans that directly impact management of the ecological, biological, and social aspects of lakes and watersheds). We count student participation for many activities, but we have no systematic way of tracking all activities, whether credit bearing or non-credit bearing. We currently have no systematic effort to look at impacts beyond these counts. Many individual departments and programs do, however, look carefully at their applied learning activities as part of their accreditation and assessment activities.</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 for general student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>As noted in Part VI, SUNY Oneonta is institutionally actively engaged in offering applied learning opportunities for students. The College community is in agreement that applied learning opportunities are an important element of an Oneonta education. Among the opportunities for instituting an approved applied learning requirement are: 1) the ability to increase the quality of student opportunities by aligning our activities with SUNY criteria in an organized manner; 2) the ability to use our increased faculty development capacity to assist faculty in increasing the number and quality of activities; and 3) the ability to provide an additional focus to the SUNY Oneonta curriculum through applied learning. Several programs have very recently added applied learning requirements to majors, including Biology and International Development Studies. This adds to a long list of majors that now require applied learning, including some of the College's largest programs such as Education, Human Ecology, Music Industry, and the Cooperstown Graduate Program.</p>

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	<p>The challenges noted in our last report still exist today although progress has been made in some areas as noted. These challenges must be addressed prior to successful implementation of a college-wide graduation requirement, and include:</p> <ul style="list-style-type: none"> • Professional development access and funding. The College has recently established a faculty development center, The Faculty Center, which is charged with coordinating a wide array of faculty development activities. With funding from a SUNY Expanded Investment and Performance Fund award (in partnership with SUNY Potsdam), two professional development opportunities are underway: (1) half-day workshops (two are scheduled thus far, in May and June 2017) are offered for faculty to work on alignment of ongoing and new applied learning activities with the five SUNY criteria (\$100 stipend/participant); and (2) three tiers of awards are offered to support faculty to develop new or build-out existing opportunities (individual: \$500, individual subgrant: \$500-\$1500, departmental or cross-department partnerships: \$5000). This grant funding is not enduring, however, and the College does not have dedicated funding for faculty to travel to events, workshops and other forms of professional development related to applied learning activities. • Compensation. The same issues regarding additional compensation for sponsoring applied learning activities exists as reported in our last submitted Campus Applied Learning Plan (Faculty Engagement, Part III). The College has instituted a baseline compensation model for faculty responsible for coordinating internships. Faculty who are not being compensated in another way will now be paid on a per credit basis for internship supervision. Many questions remain to be answered, however, as no additional compensation is offered for other applied learning activities. (Faculty who sponsor student research funded through the Student Grant Program for Research & Creative Activity do received a \$300 fellowship upon student campus presentation of the funded project, but only a relatively small number of projects are funded through this program.) Faculty teaching service-learning courses or leading other activities noted under the SUNY Serves umbrella (e.g., community service or civic engagement) do not receive additional compensation. Many other applied learning activities are led by faculty in established courses being taught as part of their regular teaching load without additional compensation. Direct compensation is provided for faculty teaching credit-bearing activities, either through teaching the course as part of their regular course load, as an overload (faculty are paid \$2750 per three-credit course, an amount that will increase to \$3000 as of fall 2017), or for courses taught during summer sessions at the same rate per course. Aside from this, faculty, unless funded by internal or external grants, are typically not compensated for supervising

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	<p>student research in the form of independent studies, research assistantships, or non-credit bearing research activities. Generally, however, this effort is not undertaken as part of a faculty member's regular teaching load. Supervision is treated as service to the College, if acknowledged at all. Acknowledging these concerns regarding faculty compensation and acknowledgement, some programs are modifying guidelines to address the issues (e.g., the \$300 fellowships provided for sponsoring student projects funded through the Student Grant Program for Research & Creative Activity).</p> <ul style="list-style-type: none"> • Workload, particularly in terms of advising. Open questions remain about how the additional work of supervising applied learning activities and advising will be completed by current faculty who already feel stretched by a 4-3 teaching load along with the demands of research and service. Advising students about applied learning activities is often intense work. A plan to revise the College's advising model is currently on hold. • Recognition of work in terms of renewal, tenure and promotion. The campus is currently debating revisions to existing renewal, tenure, and promotion guidelines. It is unclear that the guidelines will better recognize work on applied learning activities. The proposed revision includes the use of the Boyer model of scholarship and allows faculty to have input in setting the balance between service and scholarship in their work, but the draft does not include any specific consideration of faculty efforts to develop and supervise applied learning activities. <p>Integration of an applied learning requirement with broader College student learning outcomes. The College is currently developing essential learning outcomes for all students at the College. Applied learning has not been considered as part of this effort.</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 VI

Collaboration Plan

Due May 1, 2017

Campus Name:	SUNY Oneonta
Date:	4/28/2017
Narrative Compiled by:	Applied Learning Task Force (see Appendix B)
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. 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>Applied learning at SUNY Oneonta is a joint effort of a wide range of campus partners and collaborators in the local community, and in the larger community beyond Oneonta, in New York, nationally and internationally. Oneonta students are involved in a wide range of activities, most commonly: internships and practicums, service learning, volunteerism and civic engagement, research, field study, study abroad, and creative work. Students work in these settings with a wide range of partners: campus-based, businesses, government, and non-profits.</p> <p>Oneonta is a relatively small community located in a rural area; the city has a population of approximately 14,000 (including ~7,500 college students attending SUNY Oneonta or Hartwick College), and Otsego County is home to</p>

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	<p>just over 60,000 people. The campus and community do not have the capacity to provide all of the applied learning demands of SUNY Oneonta’s student body of approximately 6,000. The College has long looked beyond our local community to provide experiences for students.</p> <p>Examples of the applied learning activities that students are involved in are noted below:</p> <ul style="list-style-type: none"> • Over 500 students engage in credit bearing internships annually; 177 internship opportunities were posted through DragonLink (our career management system) during the fall and spring academic terms by 77 organizations. • During the 2015-2016 academic year 137 Oneonta students participated in study abroad and/or international internship programs in more than twenty-five countries. Additional students traveled on SUNY Oneonta faculty led international experiences. • Undergraduate researchers work with and for faculty in the broad range of disciplines. Sixty-three (63) students were recipients of grant funding through the Student Grant Program for Research & Creative Activity for projects conducted during 2016/17. The guidelines for the Faculty Research & Creative Activity Grant program were revised during 2016/17 to prioritize funding for projects that engage students in various ways. Students in the STEM disciplines are particularly active. STEM students also work on NSF or other funded summer research projects throughout the country. • Faculty have students engaged with the community directly in classes with service learning and environmental sustainability designations. There are 49 courses in the catalog with a service learning designation. There are 24 and 46 course sections with service learning designations respectively in the spring 2017 and fall 2017 semesters. There were 12 sustainability-focused courses offered in both the spring 2017 and fall 2017 semesters (25 new sustainability-focused courses have been implemented since the designation was approved in December 2014). • Students are active in creative work including theater, music and art in a wide range of groups, both faculty-led and student-led. Music faculty partner with businesses to provide opportunities for student to perform in downtown venues. • Work on campus serves as an applied learning experience for many students. Student managers in the Hunt College Union, Academic Team Members connected to Academic Advisement, peer tutors hired and trained by our Center for Academic Development & Enrichment (CADE), and

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	<p>students working with the Office of New Student services at orientation and during the academic year are all examples.</p> <ul style="list-style-type: none"> • The College has an outstanding Center for Social Responsibility and Community (CSRC). The CSRC places 80 students in local community service employment through work-study funding. Placements are made in Oneonta public schools and in a variety agencies including: Catholic Charities, the Catskill Rural Aids Society, SUNY Oneonta’s Children’s Center, the Lord’s Table and Saturday’s Bread, the Robyn Wood Adult Home, Red Cross Blood Drives, YMCA, Boys and Girls Club, and the Otsego Conversation Association. Students complete thousands of hours of service each year in large events such as the Relay for Life and the Into the Streets initiative with 45 sites and over 550 volunteers. They also work individually and in small groups in a range of activities throughout the year. • Each fall and spring over two dozen psychology students engage in internships in Otsego County, at a variety of social service agencies. During the summer, smaller numbers of students work near their home communities in similar settings. • Our single largest set of programs, education, has long used a home community model to provide opportunities for their hundreds of students to observe K-12 classrooms, and eventually student teach. • Similarly, the College sends museum studies and music industry students nationally to complete their required internships each year. Political science and other students go to Washington DC each semester and work in the New York State legislature each spring. • Our domestic immersion program has sent students to work in schools in Brooklyn, at a museum and its surrounding community in Harlem, in the borderlands of Arizona, in the Lower 9th Ward of New Orleans, and in Latino community of Los Angeles. • Students study abroad throughout the world using the broad resources available through SUNY. A small number of students have taken advantage of our new international internships offered in Barcelona, Buenos Aires, Cape Town, Dublin and Shanghai through our partner, Connect 1-2-3, and in Berlin, Hong Kong, Mumbai, Santiago, Singapore and Toronto through the Academic Internship Council. <p>Teaching faculty play a variety of roles in applied learning and have primary responsibility for the academic quality of programs and activities. Faculty may serve as research mentors, internship supervisors, academic advisors, and instructors of service-learning courses. A variety of professional staff members serve key roles in coordinating college-wide activities, but also serve as mentors and sponsors of students working in applied learning activities. College-wide roles include the College Internship Coordinator (in the Career Development</p>

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	<p>Center) who is responsible for sharing best practices, providing training or webinars to orient new community partners, recruiting community partners, hosting internship fairs and other on-campus recruitment programming. The Director of the Center for Social Responsibility and Community coordinates a wide range of local community outreach activities. Community partners serve as hosts to students in workplaces and other settings. The Grants Development Office coordinates funded research and creative activity opportunities for students, many of which are community-based. Community partners work with students, faculty and staff to ensure high quality applied learning experiences and assist in evaluating student work. And, the Office of International Education assists students with study abroad opportunities, and helps faculty to facilitate opportunities through the Faculty-Led Study Abroad Program.</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>In recent years, the College has supported the strengthening and coordination of applied learning opportunities and building relationships with partners both on and off campus. This includes creating several new positions including the Internship Coordinator (discussed above), First Destination Assessment Coordinator (focused on graduate outcomes, including the role of applied learning in the success of our graduates to secure employment or continue their education in graduate school), and the Manager of Foundation and Corporate Programs in College Advancement, charged with building relationships, securing resources and identifying opportunities for our students. Additionally, an Applied Learning Network has been established, the goals of which are to improve the accessibility and quality of the range of applied-learning experiences offered, to enhance the visibility and appeal of such opportunities, and to more effectively engage faculty in facilitating and supervising applied learning experiences. Further, the administrative offices that assist students with identifying and completing applied learning activities, including the Career Development Center, Center for Social Responsibility and Community, Grants Development Office, Leadership Programs, and the Office of International Education are scattered throughout campus. To optimize existing support for, and increase promotion of, applied learning experiences, plans are underway to locate the units devoted to facilitating such learning opportunities for our students into physical proximity. Space will be repurposed in soon-to-be-vacated offices in the College's Hunt Union to co-locate these offices, which will serve to coordinate and showcase the opportunities offered by various campus offices and programs to both prospective and enrolled students, as well as enable their directors to share community contacts, collaborate on data-collection and tracking, strengthen advisement of students, and engage faculty more effectively. An Applied Learning Network website has been created, and is</p>

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	<p>scheduled to go live in summer 2017. The Network has sponsored an Applied Learning Week in April for the past three years, with related activities scheduled for every day of the week and widely promoted campus-wide.</p> <p>Our Alumni Engagement Office has increased its role in facilitating applied learning activities that engage our successful alumni. This includes programs that connect students to these successful alumni in meaningful ways, such as the Backpacks to Briefcases, Mixing Board to Management, Goodrich to Broadway, and Campus to Capitol.</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Part of the responsibility of the administrative offices engaged in facilitating applied learning activities is to identify and recruit new partners, and to assist faculty with making these connections. Many faculty who offer and coordinate applied learning, credit-bearing or not, also work diligently to recruit new partners and collaborators for internships (particularly if required by the program or major), research opportunities, and service engagement with not-for-profit organizations. Other outreach and promotion is facilitated through upper administration, for example, the President hosts semi-annual community breakfasts, including one specific to corporate and foundation leaders (organized by the Manager of Corporate and Foundation Programs). Likewise, the Office of Alumni Engagement partners with departments to engage alumni in supporting and providing applied learning opportunities to our students.</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>The efforts described above to support current and new partnerships and collaboration will continue, and will be strengthened through the Applied Learning Network co-location plan, and faculty development opportunities offered to enhance faculty engagement. Based on the resolution passed at the April 17, 2017 College Senate meeting, a Senate-designated group will be created to develop a plan to move the campus forward. However, a variety of efforts are currently ongoing to better inform our partnerships as detailed in questions VI-2 and VI-3 above.</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 Oneonta
Date:	4/28/2017
Narrative Compiled by:	Applied Learning Task Force (see Appendix B)
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. 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>At the April 17, 2017 meeting, the College Senate passed a resolution indicating that the College is not prepared to implement an applied learning graduation requirement at this time. The resolution did, however, recommend setting a goal and process for a potential requirement in the future. The complete resolution is attached as Appendix A.</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>

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Date:	4/28/2017
	<p>Based on the factors discussed earlier in this report, most notably concerns about capacity, faculty workload and compensation, and a pending applied learning commons in Hunt Union, campus governance determined it best to delay consideration of an applied learning graduation requirement. Furthermore, governance processes need to be put in place to implement an applied learning requirement. Given the many initiatives currently in progress on campus, the College cannot move forward on implementation of a new graduation requirement at this time.</p> <p>The resolution and research conducted was developed by the Applied Learning Task Force (ALTF) formed by the College Senate Steering Committee in January 2016. The Taskforce was comprised of 16 members that included at least one member from each of the College’s five schools, as well as representatives of the professional staff from throughout the College, and two students. (ALTF members and their affiliations are listed in Appendix B.) Efforts were made to communicate with all academic departments and administrative offices to inform the campus community about the applied learning guidelines SUNY has developed (including the five criteria for ‘approved’ applied learning experiences), to create an up-to-date comprehensive list of activities in Academic Affairs and beyond, and to gauge interest and concerns.</p> <p>A preliminary presentation on the work of the ALTF was made at the October 17, 2016 College Senate meeting. A draft of the resolution was presented at the April 3, 2017 College Senate meeting. Senate members had the opportunity to ask questions both at Senate meetings, through a forum created on Blackboard, and by email. Updates on the work of the ALTF were posted on the College Senate Blackboard site during the last year and a half. The SUNY Oneonta College Senate is made up of representatives from each academic department, each administrative office with UUP-represented employees, and nine students.</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>Not applicable.</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>As noted in the resolution, the plan is to reconsider the applied learning graduation requirement decision by December 2018 for a potential fall 2019 implementation. Overall, the faculty is committed to expanding applied</p>

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	<p>learning opportunities and, with the reorganization of student service offices related to applied learning to the Hunt College Union by 2019, the College will be better situated to expand our offerings to include all students.</p> <p>The campus will enthusiastically continue its commitment to sustain and grow an academic climate that strongly encourages and supports applied learning opportunities for its students. This includes continuing efforts to develop a tiered model so that some experiences (e.g., service-learning projects or job-shadowing experiences) are presented as “exploratory” early experiences that lead into junior or senior capstone activities such as advanced research projects or internships. For example, the college has invested \$75,000 in a three-year pilot (starting 2017/18) to expose/engage students in research and creative activity early in their college experience (through a 1st Year/2nd Year Research Shadow program); attract students traditionally not well represented in such endeavors through directed outreach to EOP/CAMP students during their Summer Academy, faculty advisement, and a summer fellowship program; support course-based integration of research and creative activity (awards for supplies/materials, field trips, publication costs for projects with student co-authors, and guest speakers); and integrate opportunities into a wider range of disciplines. This new funding is in addition to the ~\$60,000 per year funded by the College at Oneonta Foundation and Alumni Association for independent upper-level projects.</p> <p>In addition to the faculty professional development opportunities (see Part V, Question 2) offered with funding from the \$750,000 SUNY Expanded Investment and Performance Fund award (SUNY Potsdam, lead; SUNY Oneonta, co-lead), the partnering campuses will test innovative models for applied learning (the ‘tiered’ approach), develop effective assessments, and evolve best practices that are scalable across the system.</p> <p>Aligned with the goal of strengthening and acknowledging the campus’ commitment to applied learning, a parallel (to the ALTF efforts) proposal has been underway by a separate task force created in spring 2016 to address the College’s Strategic Plan 2015 Action Item 1a – to develop a “Degree of Distinction” that recognizes and rewards students for leadership, engagement, and independent learning. Renamed the “Engaged Learning Award Program,” the proposal is currently under review and revision by the Committee on Instruction and will be appropriately steered through campus governance during the fall 2017 semester. The program has the potential to serve as a framework that inspires Oneonta students to take a more active, more intentional approach to their own learning; to integrate academic and involvement experiences; to make connections between disparate modes of thought and experiences; and to develop their capacity to problem solve,</p>

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	think originally and creatively. The program will include specific criteria for different levels of achievement (silver=exploratory, gold=established, platinum=exceptional), and recognition will include notation on transcript and graduation programs, honor cords for silver and gold level, medals for platinum level. The draft proposal is included as Appendix C.

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

Appendix A

Applied Learning Task Force

Resolution on a SUNY Oneonta Applied Learning Graduation Requirement

Draft 4/2/17

WHEREAS, SUNY requires all campuses to report by May 1, 2017 on whether to include an approved applied learning activity as a local undergraduate graduation requirement;

WHEREAS, The required SUNY reporting process has found that the College community—students, faculty and staff—are actively engaged in a diverse range of applied learning activities that include on-campus, local, regional and global collaborators;

WHEREAS, A number of College programs currently have applied learning activities that meet SUNY guidelines as requirements; examples include programs as wide-ranging as all education programs, music industry, philosophy, biology, child and family studies;

WHEREAS, Many infrastructure elements are in place to allow the College to move forward with a requirement such as the College Internship Coordinator, the Center for Social Responsibility and Community, the LEAD@Oneonta program, course service learning and sustainability designations, a robust undergraduate student research program, access to SUNY's many study abroad options and the development of international internships on campus, and the establishment of a baseline for compensation for faculty sponsoring internships;

WHEREAS, The faculty believe that greater diligence is required to design an effective and practical applied learning activity undergraduate graduation requirement.

WHEREAS, Significant work remains before an applied learning activity graduation requirement could be implemented at SUNY Oneonta, with current concerns including: underdeveloped infrastructure and resources, sustainable faculty compensation model, lack of local industry and business capacity, increased student advisement effort, timeline for current campus initiatives.

RESOLVED, That SUNY Oneonta should set a goal of requiring an applied learning activity graduation requirement for undergraduate students in place by fall 2019;

RESOLVED, That the College Senate should assign an existing campus governance body or an ad hoc task force the responsibility of assembling a plan for implementing this requirement for the College Senate endorse by end of the fall 2018 semester;

RESOLVED, That the group responsible for this work will report to College Senate on their progress at least once per semester.

Appendix B

SUNY Oneonta Ad Hoc Applied Learning Task Force

Faculty Committee Representatives:

Steering Committee: Bill Wilkerson (Social Science), chair

Curriculum Committee: Brenda Seery (Education & Human Ecology)

Committee on Instruction: No members. To be consulted.

Committee on Research: Florian Reyda (Natural & Mathematical Sciences)

School Representatives:

Sunil Labroo (Natural & Mathematical Sciences)

Charlene Foley-Deno (Economics & Business)

Carolyn Chryst (Education & Human Ecology)

Achim Koeddermann (Arts & Humanities)

Jim Zians (Social Science)

At large:

Janet Nepkie (Arts & Humanities)

Donna Vogler (Natural & Mathematical Sciences)

Offices:

Grants Development Office: Kathy Meeker

Center for Social Responsibility and Community: Linda Drake

Hunt College Union: Robb Thibault

Academic Affairs Liaison:

Eileen Morgan-Zayachek (Associate Provost of Academic Programs)

Students:

Sage Levine

Daniel McGill

(replaced by Melissa Farin)

Appendix C

STATE UNIVERSITY OF NEW YORK COLLEGE AT ONEONTA Proposal for an Engaged Learning Award Program: Strategic Plan Action Item 1a (formerly referred to as the “Degree of Distinction”)*

Date: 4 April 2017

Submitted by Committee on Instruction (CoI) members:

Grazyna Kamburowska (Mathematics, Computer Science and Statistics)
Heike Geisler (Chemistry and Biochemistry)
Penina Kamina (Education)
Jonathan Brown (Mathematics)
Charlene Christie (Psychology)

in consultation with:

Bill Harclerod (Director of Campus Activities)
Drew Kahl (General Education Committee and SPC Task Force representative)
Julie Licata (Music, immediate past-chair CoI)
Eileen Morgan-Zayachek (Associate Provost of Academic Programs)
Hannah Morgan (Sustainability Coordinator)
Kenneth Bacadayan (SA Representative SP2016)
Alison Ravit (SA Representative SP2016)
Arianna Greene (SA Representative SP2017)
Administrative Forum (11/15/2016)
President’s Executive Council (11/8/2016)
Student Association (10/25/2016)
Provost Mackin (10/2016)
Deans’ Council (11/2016)
Gen Ed Committee (11/2016)
Grants Development Office (Kathy Meeker)
Center for Social Responsibility & Community (Linda Drake)
Center for Academic Development & Enrichment – CADE (Alison Fugit))
Committee on Student Life
Academic Advisement (Eileen McClafferty)
Accessibility Resources and Distance Ed Coordinator
Registrar’s Office
Council of Chairs Convener
Chair of the College Curriculum Committee (Greg Fulkerson)
Chair of the Applied Learning Task Force (Bill Wilkerson)
Curriculum Committee (11/16/2016)

Initial Task Force Members:

Amy Benedict; Connor Day (student); Alejandra Escudero; Paul French; Bill Harclerod; Drew Kahl (General Education Committee representative); Eileen Morgan-Zayachek (chair); Hannah Morgan; Ursula Sanborn-Overby; Drew Spriggs (Student Life Committee representative)

Proposed Name: Engaged Learning Award¹**Background:**

A task force was created in early Spring 2016 to address Strategic Plan Action Item 1a – to develop a “Degree of Distinction” that recognizes and rewards students for leadership, engagement, and independent learning. This task force assumed responsibility for drafting a preliminary proposal for the Engaged Learning Award (ELA) Program and for forwarding that proposal by mid-March 2016 to the Committee on Instruction (CoI) for review and possible revision. The CoI discussed the draft in late Spring 2016 and determined a reasonable timeline to proceed with revisions and presentation of the proposal in Fall 2016.

Context/Purpose of the Engaged Learning Award (ELA):

The ELA has the potential to serve as a framework that inspires Oneonta students to take a more active, more intentional approach to their own learning; to integrate academic and involvement experiences; to make connections between disparate modes of thought and experiences; and to develop their capacity to problem solve, think originally and creatively.

Recent Student Opinion Survey (SOS) and National Survey of Student Engagement (NSSE) data indicate that while Oneonta students enjoy the general conditions for their learning (facilities, etc.), they do not uniformly feel engaged by their academic programs of study. Moreover, recent national data underscore not only the retention benefits of applied learning experiences, defined broadly as opportunities for students to play active roles in their own intellectual and personal developments, but also the enduring impact of such engaging learning experiences. Considered in tandem, these data underscore the potential benefit of offering Oneonta students such a framework, or set of pathways, that would enable them to deepen their academic engagement and possibly optimize the long-term impact of their college education.

¹ The SPC task force concluded that the original name for this program, the “Degree of Distinction,” might lead to confusion with the Latin honors (cum laude, magna cum laude, etc.) or imply that this elective award program is directly tied to students’ academic degrees--rather than the learning environments students help create for themselves. Moreover, the name “Engaged Learning Award” more accurately captures the active student-learning central to this proposed program.

Guiding Principles of the Engaged Learning Award:

- Although graduates may use the ELA as a type of micro-credential, the true “value-added” of the ELA will be as an incentive for students to pursue additional learning experiences and to seek connections between and among some of those experiences and their academic studies;
- The ELA, in focusing on students’ active participation in their own learning, will also reward student curiosity, non-conformity and creativity; again, it should not serve as yet another star or trophy, nor another set of requirements to check off;
- The ELA must be made accessible to all students: it cannot be designed or implemented in a way that creates unequal opportunities between students (e.g., “native” students versus transfers, or students dependent upon financial aid versus those able to pay their own way);
- The ELA necessarily involves student academic performance; however, as a non-traditional form of distinction, academic performance is not the sole, nor even the primary, criteria for achievement of the ELA. Rather, since the goal is to encourage academic success and strong student engagement simultaneously, the established standard—whether minimum GPA or percentile in the major—needs to be carefully set so that it is neither too high nor too low;
- The ELA underscores that student learning occurs in relation to diverse experiences, notably including curricular, co-curricular, and community experiences that often complement, reinforce or extend their academic work, and further students’ personal and professional development.

Engaged Learning Award Program Learning Objectives:

- Students will approach learning holistically and intentionally; analyze their own interests and commitments; and their potential impact on others and diverse communities;
- Students will play an active role in designing distinctive elements of their own education and learn to integrate diverse forms of learning, including “real-life learning” as a component of their undergraduate study;
- Students will cultivate problem-solving skills, and their ability to think deeply and make connections;
- Students will develop a habit of reflection and capacity for independent goal setting.

Incorporation into LEAD@Oneonta program:

Cabinet suggested incorporating this initiative into the existing LEAD@Oneonta program based on several factors:

- LEAD@Oneonta captures many of the outside of classroom experiences that this proposal had generated as learning opportunities
- LEAD@Oneonta is well established
- LEAD@Oneonta could be easily adapted to include additional experiences identified
- Many of the initiatives considered are currently tracked by other areas and could be added to LEAD@Oneonta with minimal additional administrative work.

Criteria for Achievement:

- 1) Silver (exploratory) Level Requirements
 - Application to program
 - Foundations of Leadership Core Competency²
 - 11 Leadership Outcomes (Maximum 2 of the same LO)³
 - 2 Diversity Programs³
 - 2 Participations – active participation in a campus or Student Association (SA) recognized organization⁴ *or in a campus performance, production, or exhibition*. Requires reflection on what was learned as a result of membership.
 - *1 Exploratory Academic Experience – Academic Conference Attendance, Short-Term Study Away, or 50 hours of Community Service. Requires reflection on what was learned as a result of the experience.*
- 2) Gold (established) Level Requirements
 - Personal Development Core Competency²
 - Organization Development Core Competency²
 - 8 Additional Leadership Outcomes (Maximum 2 of the same LO)
 - 3 Additional Diversity Programs
 - 2 New Participations
 - 2 Experiential Leadership Credits – taking a leadership role in a campus or SA organization, serving in a para-professional position, *or organizing an event/conference/production/exhibition* that requires developing and practicing leadership for an extended period of time.
 - *1 Engaged Academic Experience - Completion of a minor or registered certificate program, Teaching assistantship, additional 50 hours of Community Service, Peer Mentoring, Peer Tutoring.*
- 3) Platinum (exceptional) Level Requirements
 - 8 Additional Leadership Outcomes (Maximum 2 of the same LO)
 - *Completion of certificate in Diversity training program*
 - 2 New Participations
 - 4 More Experiential Leaderships
 - *1 Extensive Academic Experience - Conference presentation, Publication (scholarly, creative), Completion of a double major, Research or creative activity guided by a faculty member, Internship, Study Away (extended)*
 - Capstone Experience
 - Exit Interview
- 4) Recognition: Notation on transcript and graduation programs, honor cords for silver and gold level, medals for platinum level.

² As defined by the Council for the Advancement of Standards (CAS) and fulfilled by comprehensive programs presented by or developed with the assistance of teaching faculty or professional staff.

³ These are based on the learning outcomes established by CAS and are fulfilled by programs that are presented by or have been developed with the assistance of teaching faculty or professional staff.

⁴ There are 213 recognized organizations as of 4/4/17: 20 Athletic Organizations, 24 Social/Service Greek Organizations, 25 Honor Societies, 5 Peer Mentor Programs, 16 Residential Life Organizations, 17 Awareness and Activism Organizations, 4 Class Cohort Organizations, 13 Cultural and Spiritual Organizations, 37 Curricular/Department Related Organizations, 11 Performance Organizations, 36 General/Recreational Organizations, 6 Media Organizations

Operational Details:

1. Administered by LEAD@Oneonta Advisory Council
 - a. Role: Broadly, to administer and maintain the program: including, but not limited to, coordinating publicity for program, addressing appeals (ex. prior experience requests), to make changes to the program requirements, to review reflections, and conduct exit interviews prior to conferring award at graduation;
 - i. Additionally, within the first year, the Committee must decide how the success of the program will be determined;
 1. Consider completion data and quality of learning; post-graduation survey (6-months after graduation); comparing GPA at entry into ELA, and upon conference of award;
2. ELA program should be introduced during Orientation and Expo.
3. Software
 - a. CollegiateLink along with Banner seems to be able to meet all the needs of tracking this program

Resources needed to run the Engaged Learning Award:

1. Software to track student progress
 - a. Consider use of CollegiateLink along with Banner
 - i. Currently \$13,000/year and is paid for, primarily, by SA
 - ii. If this software is used for ELA, the cost needs to be shared by Academic Affairs or covered by the technology fee,
 - iii. There will also be a cost associated with getting the program into the software
 - iv. There is currently no money allocated for this program, but it is eligible for funding through StAR proposal program
2. Graduation (recognition – cords, etc?)
3. Publicity

Timeline:

- May 2016 – In-service to discuss ELA
- Early Fall 2016 work on revisions
- Weeks 10/24 through 12/5– Consultation
- 11/7 – Submit DRAFT to Senate Steering Committee
- 11/14 – PRESENT to Senate
- Jan or Feb 2017 – Final version to Senate Steering Committee
- Jan or Feb 2017 – Bring to Senate for VOTE

Appendix A – Application for Engaged Learning Award Program⁵

Name: _____ College ID#: _____

Major: _____

Please describe your understanding of how pursuit of this award will enhance your engagement here at SUNY Oneonta?

Please sketch out a provisional learning plan to achieve the goal(s) stated above:

Student Signature Advisor Date

ELA Program Advisor Date

⁵ The content of this document should be made available as an electronic application.

IDEAS from Dec 1, 2016 meeting

- Maybe the ELA becomes another tier of LEAD
 - if we do this, we need to ensure that the enrichment of engagement piece does not fall away
 - perhaps it can be a required part of conversation
- Maybe the ELA is parallel to LEAD, not another level
- Maybe we just capture the students involvement in high-impact practices, since we know that reflection is happening at internship levels and service levels, etc.
- Maybe add the application into the LEAD program, and have semesterly reflections and written end reflection, in addition to exit interviews
 - Applied Learning cmte is looking at how each department deals with applied learning; maybe they can require reflections across experiences
- Maybe make this about capturing high-impact practices, rather than a checklist
- Maybe instead of points, use lower-level impact practices as Silver level, service-learning is Gold level, etc.

StAR Proposal Ideas from Dec 1, 2016

- A soft start, rather than a pilot
- Do we reach out to students first, or faculty/staff
- Can we do the pilot without funding, or is the pilot contingent on funding from star
- EMZ - we should wait on the proposal until after she and Bill meet with President and Provost on Dec 2

Feedback from Applied Learning Committee, from Cabinet (from EMZ on Dec 1)

- There is clearly concern about resources
- If this can't be integrated into routine advising, then it should be built out of the LEAD program (inferred from cabinet)
 - however, the college decided to NOT fill the LEAD position that was recently vacated
 - 8% of December graduating students are getting LEAD including all levels (that could be a target pilot number?)
- Applied learning cmte had questions about the minimum GPA (should be the same as the internship GPA requirement)
- Look into a tiered reward system
- Nepkie has offered data on the time related to internship
- Considering the upcoming new advisement model, it seems that faculty do not want to add this to their responsibilities
- Some student concerns about their own ability to complete program, not having money for study abroad, education majors, science majors, etc.

Feedback from College Senate, Nov 14, 2016 (JL)

- How many students are actually eligible to enter into this award? is that sustainable? what is the work load for advisors
- The name "award" is apparently off-putting
- One meeting a semester with advisor does not seem like enough
- Applaud co-curricular options, but there were questions about the weight of 'active engagement in honors society'
- Issue with Education majors being able to complete this; there are numerous activities that are listed that are actually part of their major, so why discredit those experiences
 - Brian Beitzel is supposed to be bringing this to the Education department to see if they can visualize ways to make this friendly to Ed majors

Feedback from Deans' Council, Nov 15, 2016 (EMZ)

- Concern about the "Curricular" category
 - 1/6 of students (Ed majors) would not be able to complete a minor, certificate, etc.
 - these experiences should be high-impact learning experiences (not merely "complete a minor," etc.), e.g. service learning, study away or abroad, internship
- Concern about the absence of weighting of the activities (Curricular, Community Involvement, Co-Curricular). Could we move to a point system instead? (see Provost's model from another institution)
- Suggestion: instead of the 3 categories, could we use NSSE and SOS learning outcomes?
- Connection to SUNY Student Opinion Survey 2015:
 - Had discussions, meetings, or conversations with instructors outside of class?
 - Engaged in research or other creative projects under the guidance of a faculty member?
 - Been involved in community service or service learning activities as part of a course or academic program at this college?
- Connection to National Survey of Student Engagement (NSSE) 2014:
 - Thinking critically and analytically 85%
 - Working effectively with others 75%
 - Speaking clearly and effectively 73%
 - Writing clearly and effectively 70%
 - Acquiring job- or work-related knowledge and skills 65%
 - Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.) 63%
 - Developing or clarifying a personal code of values and ethics 62%
 - Solving complex real-world problems 57%
 - Being an informed and active citizen 53%
 - Analyzing numerical and statistical information 49%
- Another suggestion made was to organize the activities around the skills employers seek
- Resources issue a sticking point: how to do the advising (without extra service \$)? STAR proposal possible? Is this sustainable? Can students help run this program?