



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

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| <b>Campus Name:</b>           | SUNY Polytechnic Institute  |
| <b>Date:</b>                  | 4/15/2016   |
| <b>Narrative Compiled by:</b> | Daniel White  |
| <b>Summary</b>                | <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 <b>descriptive narrative</b> 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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p> |
| <b>Question 1</b>             | <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. SUNY POLY will use the Banner system to track the number of courses offering an applied learning component. Specifically, course schedule types and course attributes will be used in combination to track and report out through SIRIS. End of the year reports will be generated summarizing the</p>  |

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|                     | number of courses offered in each applied learning category as well as an aggregate number of applied experiences institutionally.   |
| <b>Question 2</b>   | <p>What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?</p> <p>The designation of the course as applied learning will be the responsibility of the curriculum committees at each of the sites. The criteria for designating a course as having an applied learning focus or designated activity includes written documentation that the course or activity meets the eight principles of good practice designated by the National Society of Experiential Education. For each semester, the faculty/dean will verify course offerings as applied learning opportunities for students.</p>  |
| <b>Question 3</b>   | <p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>The proposed plan is designed for a four year freshman cohort with the intention of expanding it to the transfer population. The plan calls for correlating the number and type of applied learning experiences with:</p> <ul style="list-style-type: none"> <li>a. Retention rate</li> <li>b. Six year completion rates</li> <li>c. Overall GPA</li> <li>d. Post-graduate job placements and graduate school enrollment</li> </ul> <p>In addition, the Student Opinion Survey will be used to assess student satisfaction with applied learning experiences and course level and program level assessments will include assessment data on specific learning outcomes associated with applied learning experiences. Collectively the data will be used to evaluate the quality and impact of applied learning experiences.</p> |

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

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| <b>Campus Name:</b>           | SUNY Polytechnic Institute  |
| <b>Date:</b>                  | 4/15/2016   |
| <b>Narrative Compiled by:</b> | Daniel White  |
| <b>Summary</b>                | <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 <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p> |
| <b>Question 1</b>             | <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>SUNY Poly CNSE is in the process of developing and implementing course assessment tools and protocols for all course work. These will be implemented in all applied learning and traditional courses. The student outcomes in applied learning courses will be more likely to include application of knowledge, techniques, and skills, and the ability to work on teams.</p> <p>Both direct and indirect measures are utilized to assess the effectiveness of</p>   |

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|                     | <p>applied learning experiences. Student satisfaction and perception of the learning experience are assessed through course evaluations completed by the students. Additionally, student learning outcomes for the applied learning experience are assessed directly through reflection papers, projects, and final reports graded with a rubric.</p> <p>All new courses at SUNY Poly must be reviewed and approved by the relevant site based governance committees (Undergraduate Academic Council or the Graduate Academic Council in Albany and the curriculum committees in Utica). Faculty must complete a course action form, provide a syllabus, other related materials for review. After the review process, approved course are forwarded to Deans and the Provost for review and implementation by the Registrar. Faculty are not currently required to designate a course as applied learning, but we are revising course approval forms to include campus approved applied learning categories.</p>  |
| <b>Question 2</b>   | <p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, and compensation) will your campus provide?</p> <p>Faculty members at SUNY Poly regularly oversee applied learning opportunities that are part of the curriculum as outlined in our applied learning inventory. As such, these student opportunities form part of the workload of faculty in our colleges. Faculty members regularly lead, participate in, and support events (Maker Faires, club events, hackathons, etc.) that form part of their service requirement to the institution.</p> <p>There is clearly room for and desire for formal support mechanisms (incentives, workshops, and events) that could increase and improve applied learning opportunities for students. The faculty members on our campus team recognize that authentic and impactful applied learning opportunities are time and labor intensive for students and faculty mentors alike. A campus dialog about creative ways to augment applied learning opportunities in light of traditional teaching and research obligations is important to pursue. The Provost's office has sponsored faculty retreats that focus on retention and pedagogical practices in the past and applied learning will be the subject of future faculty retreats. The campus applied learning team will work with governance and executive leaders to operationalize these ideas.</p> |

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|                     | <p>We note that our Utica site has made significant capital investments in a “maker space” through SUNY and other funding sources that will enable more opportunities for students to pursue hands-on learning. Faculty members played in integral role in fitting these spaces up. Our Albany site is second to none in the world for research laboratories for semiconductor manufacturing, energy, and nanobioscience research that are available to students. The faculty members regularly collaborate with industry experts on research and development that lead our students to external internships.</p>  |
| Question 3          | <p>Describe any current campus methods for supporting new faculty activities.</p> <p>In January 2016, SUNY, through its expanded investment fund process, awarded SUNY Poly \$450,000 to develop and lead the High Impact Learning and Teaching (HILT) Hub. The HILT Hub includes regional partners at Morrisville State College and Mohawk Valley Community College. The main objective of the HILT Hub is to fund pilot grants to Teaching Innovation Fellows (derived from the faculty at each of the three campuses) to drive evidence-based high impact teaching practices in our region. The HILT Hub will support Teaching Innovation Fellows in their efforts to publish and apply for grants based on their pilot activities.</p> |
| Question 4          | <p>What is your campus plan for acknowledging engaged faculty?</p> <p>Our applied learning team has proposed a special teaching award to recognize instructors who excel in the area of applied learning. Faculty members who are particularly engaged in applied learning opportunities for students are chosen to attend conferences on applied learning and will be invited to participate in our regional High Impact Learning and Teaching Hub Teaching Innovation Fellow program.</p>  |

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15<sup>th</sup>, 2016



The State University of New York

## SUNY Applied Learning Campus Plan Campus Applied Learning Plan Part IV

### Student Engagement

Due April 15, 2016

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| <b>Campus Name:</b>           | SUNY Polytechnic Institute  |
| <b>Date:</b>                  | 4/16/2016   |
| <b>Narrative Compiled by:</b> | Daniel White  |
| <b>Summary</b>                | <p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the <a href="#">Dropbox folder</a>.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p> |
| <b>Question 1</b>             | <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>SUNY Poly has a decentralized but robust process for leading students to</p>   |

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|                     | <p>applied learning opportunities. The Career Services Center and the Director of Career Services promotes contact with industry and government internships through a non-credit bearing internship process. The Career Services Center provides workshops, group, and individual guidance to students from all academic areas.</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>We have a multipronged approach to promoting and sharing applied learning opportunities to students. Opportunities for internships, research, etc. are disseminated through campus-wide listservs, through classroom announcements, workshops, club meetings, and through individual faculty-student interactions. Our Career Services Office has a website that collates vetted independent non-credit bearing internships for students. Students receive advisement about curriculum-based and non-credit bearing applied learning opportunities during orientation workshops and individual advisement sessions.</p>   |
| Question 3          | <p>What is your campus plan for formally incorporating student feedback into each approved applied learning activity? What process does or will a student follow if they have a grievance with an off-campus site?</p> <p>Student feedback is part of the formal assessment process for all credit bearing courses and curricula. The SUNY Poly Director of Assessment is a member of the applied learning campus team. Each academic unit has a defined assessment process that is overseen by the Director of Assessment. Students have direct lines of feedback through their student government and the SUNY Poly Governance body. The Director of Career Services has implemented post-internship feedback forms and formal credit bearing internships have formal post-internship assessments (following UFS Internship Guide best practices). The applied learning campus team has begun to improve awareness of best practices and the importance of regular assessment, evaluation, and closing the loop on improvements.</p> <p>Grievances for off campus sites will follow our Student Academic Grievance Procedures outlined in the Student Handbook. Typically, grievances with credit-bearing (i.e. faculty-led) external internships or research will start with the faculty member and the department or</p> |

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|                     | constellation head. Students and faculty may engage college deans and the provost depending on the severity of the grievance and whether the student has received a satisfactory result to his/her grievance.   |
| 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>Students are voting members of our Governance Council which is a joint governance body in our federated governance system. Students from both sites (Albany and Utica) serve on the body and participate in all curriculum and student life issues. Students at the Albany site are voting members of the CNSE Assembly which sit on both the graduate and undergraduate academic councils. This robust governance structure with input from administration, faculty, and students is the main outlet for sharing information about applied learning policies and also obtain critical student feedback. We will also invite student members to join the applied learning campus team.</p> |

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

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| <b>Campus Name:</b>           | SUNY Polytechnic Institute  |
| <b>Date:</b>                  | 5/1/2017  |
| <b>Narrative Compiled by:</b> | Daniel D. White   |
| <b>Summary</b>                | <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 V of VII of campus applied learning plans and asks questions to determine campus capacity to support applied learning. Part V should be submitted as a <b>descriptive narrative</b> 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> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p> |
| <b>Question 1</b>             | <p>Do you currently measure impact of campus-approved applied learning on the local community and workforce? If so, what methods do you employ?</p> <p>Currently, the SUNY Polytechnic Institute does <u>not</u> measure the impact of campus approved applied learning on the community or workforce.</p> <p>While there is currently no standardized evaluation process or measure used to assess the impact of applied learning projects on the community, the Institutional Assessment Committee has made this one of their agenda items for the upcoming academic year. A pilot impact study was initiated this semester with the Central</p>  |

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|                     | Association of the Blind (CABVI) for one of our service-based learning projects.  |
| <b>Question 2</b>   | <p>How could including approved applied learning activities as a local graduation requirement enhance or hinder student completion?</p> <p>Campus discussions over the past year have revealed a variety of opinions concerning the application of applied learning to our curricula. At one pole, we have programs that view experiential learning as a necessary, best-practice in the field and have made efforts to provide opportunities and curricular requirements that ensure that each student graduates with an applied learning experience. At the other pole, we have programs which, for a variety of reasons (philosophical, intellectual, and budgetary) are not in a position to implement curricular changes that would allow the campus to require applied learning as a graduation requirement.</p> <p>By and large, the faculty and students at SUNY Poly believe in the philosophy of learning-by-doing and the pedagogical benefits of experience-based learning as evidenced in our 2016 Middle States Self-Study and our 2016 Strategic Plan. However, a campus-wide applied learning graduation requirement at this time would significantly hinder student completion for some of our largest subscribed programs in Arts and Science and Computer Science.</p> <p>We are developing a phased approach where the academic and support infrastructure is built to recruit, document, and assess experiential learning at the campus level. This implementation process has begun with our regional applied learning consortium; the High Impact Learning and Teaching Hub. The HILT Hub which is building a cadre of dedicated faculty members who will help the campus infuse applied learning into more of our curricular activities.</p> <p>Through our shared governance process, the faculty on our Utica campus have resolved and recommended that all curricular changes concerning applied learning as a graduation requirement should devolve to the program/department level. In response to these recommendations, the Provost has assigned a member of his staff to work with department chairs and deans to explore what curricular, resource, and assessment changes would need to take place to move every program that is currently not offering sufficient applied learning experiences to require it for graduation. The SUNY Poly Provost and Academic Affairs team is committed to</p> |

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|                     | <p>providing applied learning opportunities to every student and is working to support the augmentation of applied learning, campus-wide. The advantages to student retention, learning, and satisfaction that are associated with hands-on, high impact practices has convinced the SUNY Poly leadership team that moving toward a campus-wide graduation requirement is a valuable goal for our students, their learning process, and our strategic goals.</p>   |
| <b>Question 3</b>   | <p>Please describe the campus opportunities and challenges of including approved applied learning activities as a local graduation requirement. Please describe implications for student learning outcomes, advising, staff and fiscal implications, and other relevant information.</p> <p>SUNY Poly has a number of exciting <b>opportunities</b> that will help the academic leadership and faculty promote and enhance applied learning as a high impact teaching practice. Below we note some of the most recent efforts (supported by external funding) that are allowing SUNY Poly to expand applied learning at both of our campuses.</p> <p>1) <b>Center for Global Advanced Manufacturing</b> –SUNY Poly’s Center for Global Advanced Manufacturing (CGAM), to be located on SUNY Poly’s Utica site, will enable student and faculty to do research and related applied projects. CGAM promotes the formation of industrial and academic partnerships, providing space and equipment for workforce training and research in a variety of areas including engineering, computer science, and interdisciplinary projects. CGAM was funded by SUNY 2020 for approximately \$15 million. This funding included satellite initiatives on eight community college campuses. They, with us, form a CGAM network to support manufacturing industries.</p> <p><a href="http://www.sunycnse.com/Newsroom/NewsReleases/Details/16-10-10/SUNY_Poly_Receives_400_000_Worth_of_Cutting_Edge_Lab_and_Testing_Equipment_and_Software_from_National_Instruments.aspx">http://www.sunycnse.com/Newsroom/NewsReleases/Details/16-10-10/SUNY Poly Receives 400 000 Worth of Cutting Edge Lab and Testing Equipment and Software from National Instruments.aspx</a> ).</p> <p>2) <b>High Impact Learning and Teaching Hub</b> – Is a SUNY-funded regional consortium dedicated to supporting faculty development in high impact teaching to improve student retention and graduation rates. The HILT Hub seeks to build a cadre of teaching innovation fellows who are experimenting with new pedagogies and practices to improve student learning and retention. The HILT Hub is part of the strategic planning process at SUNY Poly to increase student enrollment and retention. The HILT Hub will serve as a model for a planned campus-funded center for excellence in teaching, learning, and innovation.</p> <p>3) <b>Joint Center for Creativity and Ethical Venturing (JCCEV)</b> – Funded through a grant from the National Endowment for the Humanities (NEH) the JCCEV will unite entrepreneurship education with the humanities to provide new opportunities for</p> |

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|                     | <p>students by guiding them through a curriculum that provides experiential opportunities to put their ideas, plans and strategies into action. (<a href="http://www.sunycnse.com/Newsroom/NewsReleases/Details/17-04-11/National_Endowment_for_the_Humanities_Selects_SUNY_Poly_for_Prestigious_Award.aspx">http://www.sunycnse.com/Newsroom/NewsReleases/Details/17-04-11/National_Endowment_for_the_Humanities_Selects_SUNY_Poly_for_Prestigious_Award.aspx</a>).</p> <p>4) <b>Annual New York Business Plan Competition</b> – This year the annual New York State Business Plan Competition was supported by AT&amp;T and hosted at SUNY Poly’s Albany NanoTech Complex. Currently in its eighth year, the New York Business Plan Competition enables each student-led team to explain their innovation in a set amount of time, with teams competing against others whose products, services, or developed ideas fall within a similar category, or track. Participants gain valuable experience going before panels of national venture capitalists, angel investors, investment bankers, and seasoned entrepreneurs who serve as judges; they provide the student teams with important feedback and a chance to understand how their pitch might be received in the “real world.”</p> <p>SUNY Poly has identified hands-on, project-based, and experiential learning as a significant goal in strategic and tactical planning processes. There is clear support for these efforts within the faculty ranks as well as from the executive leadership. Student input has been greater on the Albany campus but Utica students reap the benefits of the CGAM funding, infrastructural investments in laboratories, and entrepreneurship training and competitions.</p> <p>The <b>challenges</b> associated with requiring applied learning experiences for every SUNY Poly graduate are similar to the challenges faced by many institutions. We delineate the most critical challenges to expanding applied learning as a campus graduation requirement below.</p> <p>1) <b>Infrastructure and human resources</b> – SUNY Poly does not have an office of applied/experiential learning with dedicated staff that has the expertise and mandate to recruit, manage, and promote applied learning opportunities in the Albany, Utica, and international communities. At this time, applied learning is being conducted throughout the campus in a distributed manner that relies on individual faculty members, staff, and community partners to recruit, organize, and assess credit-bearing applied learning. Implementing a campus applied learning graduation requirement will require budgeted resources for staff, materials, equipment, and transportation.</p> <p>2) <b>Curricular changes</b> – There is significant variability in faculty deployment obligations at our two campuses. The course level teaching obligation in Utica is</p> |

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|                     | <p>higher than that in Albany but the research obligation in Albany is higher than that in Utica. Adjusting curricula and faculty deployment to expand applied learning opportunities is not a trivial exercise. This has led to the current plan for a member of the academic affairs staff to work with individual departments and programs to determine how more applied learning could be offered with the aspiration of a campus graduation requirement. Curricular changes need to develop through the faculty in each department in consultation with the administration. The faculty groups that have examined and considered applied learning have noted that each department and program has individual complexities, faculty expertise, and student populations that impact the ability to successfully integrate applied learning practices.</p> <p>Based on our fall 2016 inventory of applied learning classes, we received more accurate information about what courses met all of the applied learning criteria. This follow up survey reduced the number of classes and programs that offered applied learning opportunities from our originally submitted inventory. The difference is in part due to the better understanding of applied learning through efforts with the applied learning team, deans, and governance. We point out some statistics that have allowed us to determine that a graduation requirement is not possible currently.</p> <ul style="list-style-type: none"> <li>• In the College of Arts and Science 9 out of 28 (30%) of the categories of courses in the undergraduate and graduate catalogs (i.e., Anthropology courses, Psychology courses, etc.) have courses that the faculty have indicated will meet the 5 criteria for applied learning.</li> <li>• In the College of Engineering 11/14 (80%) of the categories have at least one course that meets the applied learning criteria.</li> <li>• In the Colleges of Nanoscale Science and Engineering, 6 out of 6 (100%) of the categories have at least one course that the faculty of the colleges have attributed to applied learning.</li> <li>• In the former College of Health Sciences and Management, 5 out of 19 (26%) of the categories have at least one course that the faculty have attributed to applied learning.</li> </ul> <p>Offerings built into majors and programs will need to be adjusted through the faculty governance process to increase these figures.</p> <p>3) <b>Expanding partnerships and student access</b> – Building and maintaining</p> |

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|                     | <p>community and business relationships are long term processes. Variability in program size, staffing, and resources make it challenging for some programs to cultivate outside collaborations. This challenge links to a need for improved infrastructure and human resources in the development of community partnerships.</p> <p>4) <b>Incentivizing the faculty</b> – At either end of the range of academic obligations (high teaching to high research loads), the faculty have limited capacity to lead independent research projects, business team competitions, oversee internships, and assure that all applied learning approved objectives are being covered for each student. A structured approach that includes central administration of assessment, positive consideration in tenure and promotion, recognition for outstanding efforts, and remuneration are required to seed the environment for greater applied learning opportunities. There are pilot efforts in place to link interdisciplinary, course-based projects that may ease some of this challenge but not all programs lend themselves easily to this type of work.</p> <p>5) <b>Student learning outcomes</b> – Although empirical evidence for the benefits of applied learning on student learning outcomes exists, the agreed upon SUNY applied learning criteria are not yet mapped to all courses that we initially considered potential applied learning opportunities. This process will take at least two years to accomplish. Faculty governance has identified processes for approving applied learning course credit opportunities and there is an assessment plan to review these courses in a regular cycle.</p> <p>6) <b>Advising</b> – Academic advisement takes place in a decentralized process at SUNY Poly. Students are assigned departmental (mainly faculty) advisors with whom they meet to discuss coursework, challenges, career opportunities, and graduate school. Academic advisement that is focused on the subject matter expertise of faculty advisors tends to be most effective. However, students may be seeking a wide range of potential activities such as service-based learning, undergraduate research, internships, and practicums that fall outside the scope of expertise of any particular advisor. Centralized campus support will be required to make this process effective.</p> <p>7) <b>Fiscal implications</b> – Evidence from pilot stage projects indicates that applied learning activities are not cost neutral and they need to be considered in the budgeting process. Our administration is developing a new budget process that will allow for greater transparency and local level control over resources but each department/program will need to determine how to reallocate or raise funds for hands-on projects that may have consumable costs and equipment costs. Some applied learning will transfer costs to students and partners but this cost also needs to be examined. Transportation costs for required off-campus internships,</p> |

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|                     | practicums, etc. will need to be factored into student recruitment materials and financial aid packages where feasible. |
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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

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| <b>Campus Name:</b>           | SUNY Polytechnic Institute   |
| <b>Date:</b>                  | 5/1/2017   |
| <b>Narrative Compiled by:</b> | Daniel D. White  |
| <b>Summary</b>                | <p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p> |
| <b>Question 1</b>             | <p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. Be sure to list the responsibilities and roles for each. These may include any business/corporate, non-profit, state and other hosts/facilitators.</p> <p>Overview: SUNY Polytechnic Institute provides both on- and off- campus opportunities for applied learning. Most on-campus opportunities for applied learning are through credit-bearing coursework with faculty or staff member facilitators and through coursework which is regularly assessed. There are a variety of off-campus credit-bearing and non-credit bearing opportunities (research, internships, practicums, service learning).</p>   |

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| <b>Date:</b>        | 5/1/2017  |
|                     | <p>Role of facilitator: All credit-bearing opportunities are facilitated by a faculty member and typically hosted by an off-campus mentor who is in communication with both the student and faculty facilitator. Faculty members are responsible for all academic content, evaluation, and assessment. They work in collaboration with the off-campus mentor.</p> <p>Role of collaborators: Many non-credit bearing opportunities (such as internships and employment) are facilitated through our Career Services office which is a member of the National Association of Colleges and Employers (NACE) and adheres to Principles for Professional Practice guidelines. Individual faculty mentors may also provide guidance and networks for students to engage in off-campus applied learning opportunities. Expectations for collaborators are set out at the start of each experience for credit-bearing opportunities. At the start of all collaborations with our Careers Services center, posting of opportunities is contingent upon acceptance of the Principles for Professional Practice.</p> <p>Currently, applied learning is decentralized at SUNY Polytechnic however, campus-wide commitment to applied learning can be found in two major planning documents available on the SUNY Poly Provost's web site (<a href="https://sunypoly.edu/provost/">https://sunypoly.edu/provost/</a>). These documents are entitled 1) <i>"Self-study 2016: A Self-study submitted to the Middle States Commission on Higher Education January 2016"</i> and 2) <i>"Strategic Plan Achieving Distinction: Innovating and Amplifying the Impact of Technology for More Creative, Vibrant, and Economically Sustainable Communities June 2016."</i> Each document was created with broad consultation with students, faculty, staff, and administrators and they are the results of several years of planning.</p> <p>In our "Self-study 2016" we state in our executive summary that "Applied learning is integral to most academic programs and engagement with industry a strong and growing pursuit (page 6)." In this statement, we point to a strategic goal that includes greater collaboration with off-campus entities. Under "Standard 11: Educational Offerings" we also note that "A High Impact Learning and Teaching Center (HILT) has also been proposed to coordinate and evaluate the efficacy of experiential learning opportunities." This Hub is the lead member of a three campus consortium that also includes Morrisville and Mohawk Valley Community College. Staff members in the SUNY Poly Provost's office are key members of the Hub. In Standard 11, we also propose to create a formal mechanism to track and promote experiential/applied learning placements and opportunities. Members of the SUNY Poly applied learning campus team have implemented a mechanism to collect data during course scheduling, our shared governance bodies have developed the process by which applied learning courses are approved, and the Provost's office is</p> |

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|                     | <p>providing staff support to expand opportunities.</p> <p>The following abbreviated list of collaboration partners derives from our “Strategic Plan” submitted in June 2016 to the President and campus community as well as data collected for this submission.</p> <ul style="list-style-type: none"> <li>Air Force Research Laboratory</li> <li>Albany City School District</li> <li>CABVI (Central Association for the Blind and Visually Impaired)</li> <li>City of Utica</li> <li>Clinton Central Schools</li> <li>CNNYHH: Central New York Health Homes</li> <li>Dolgeville Central Schools</li> <li>Faxton-St. Lukes Breast Cancer Center</li> <li>Indium Corporation</li> <li>Kids Fit</li> <li>Kids Oneida</li> <li>Mohawk Valley Safe Schools</li> <li>Oneida County Department of Mental Health</li> <li>Oneida County Mental Health Court</li> <li>Oneida-Madison BOCES</li> <li>Sitirin Rehabilitation Center</li> <li>Tokyo Electron</li> <li>Upstate Cerebral Palsy</li> <li>Utica City Schools</li> </ul> <p>As noted above, students are formally evaluated through the standard academic process by faculty members in consultation with partner site mentors and hosts.</p> |
| <b>Question 2</b>   | <p>Describe any existing methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on campus currently supporting these relationships.</p> <p>SUNY Poly’s process for developing collaborations utilizes a decentralized model with the encouragement of the Provost’s office. Faculty members, department chairs, deans and staff directors develop relationships with community partners that enhance the applied learning agenda. The Provost’s office is building capacity to better support, collect, and organize partnership agreements, facilitate introductions, and educate partners about the strategic goals of SUNY Poly.</p> <p>The Provost’s office leads academic collaborations and interfaces with the President’s office, the Vice President for Research and business development staff to</p>  |

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|                     | <p>cultivate leads and interest in industry/community partners. These partnerships often derive from faculty research and our world-class infrastructure.</p> <p>List of Offices on campus currently supporting external collaborations:<br/> Provost's office (Albany and Utica)<br/> Office of the Vice President for Research<br/> Dean's offices for the six colleges and the dean of graduate studies<br/> Career Services<br/> Academic Advisement<br/> Business Development<br/> Alumni Association<br/> SUNY Poly Foundation</p>   |
| <b>Question 3</b>   | <p>Describe how your campus engages new community partners.</p> <p>As noted above, SUNY Poly's process for engaging new community partners is decentralized. Each program, department, college, and administrative office has networks and opportunities that are potentially beneficial to student engagement in applied learning. Partnership agreements and oversight reside with the Provost's office.</p> <p>We highlight here two recent opportunities that exemplify the process.</p> <p><b>Faculty-led collaboration:</b> In fall 2016, a group of faculty members from the Community and Behavioral Health (CBH) program and Engineering created an interdisciplinary project- and service-based learning opportunity that included both CBH and Engineering classes. This pilot experience was sponsored through our High Impact Learning and Teaching Hub, and included several credit-bearing sections of both engineering and community and behavior health courses. The pilot was initiated by a CBH faculty member who connected the Central Association for the Blind and Visually Impaired to colleagues and students at SUNY Poly to work together to apply human behavioral assessment tools with engineered solutions that have the potential to improve the lives of the blind and visually impaired. Communication took place at several different levels to make this a successful pilot. The faculty member communicated with colleagues at the department, dean, and provost level to ensure that all assessment procedures and applied learning criteria were being followed. As a member of the HILT Hub, the faculty member has also opened the door to creating a regional applied learning opportunity at multiple campuses.</p> <p><b>Dean-led collaboration:</b> The current dean of Health Science at SUNY Poly has</p> |

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|                     | <p>developed relationships with a number of health centers in the state including Albany Medical Center (AMC). The Dean recognized that AMC would be a powerful partner for the College of Health Sciences on our Albany campus. Using professional contacts the Dean set up a meeting with AMC to discuss program options for their nursing staff. They presently have 1900 nursing staff and 55% need a BS nursing degree. The Dean's office is working in conjunction with the Provost to develop a collaborative relationship with AMC to educate their nurses.</p>   |
| <b>Question 4</b>   | <p>What is your campus plan for supporting intentional and reciprocal partnerships?</p> <p>The Provost's office is building capacity to support and expand partnerships with resources devoted to both the Provost's staff and the High Impact Learning and Teaching Hub. The campus plan for educational partnerships is being developed in conjunction with our Tactical Planning process led by the Provost. The tactical planning process is currently in progress but the plan includes expanded dialog with local industry partners, tenants, and community-based organizations to increase capacity for student research, internships, entrepreneurship, service-learning, and project-based learning. We are exploring partnership agreements that are intended to link more faculty and students with hands-on, real world challenges.</p> |

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto: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

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| <b>Campus Name:</b>           | SUNY Polytechnic Institute   |
| <b>Date:</b>                  | 5/1/2017   |
| <b>Narrative Compiled by:</b> | Daniel D. White  |
| <b>Summary</b>                | <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. <b>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.</b></p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p> |
| <b>Question 1</b>             | <p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>No</p>  |

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| <b>Question 2</b>   | <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 <b>student governance</b>.</p> <p>We have two campuses (Utica and Albany) with faculty and student governance groups in a federated shared governance system. The faculty governance groups on each campus reviewed inventory data acquired by the applied learning campus team in consultation with deans, department chairs, and relevant staff.</p> <p>On our Albany campus, the Undergraduate Academic Council of the College Senate (which has faculty, staff, and student representatives) reviewed the inventory and applied learning criteria approved by SUNY. In consultation with colleagues, the Undergraduate Academic Council recommended that nanoscale science and nanoscale engineering capstone courses be amended to meet the applied learning criteria creating by default an applied learning graduation requirements for all students who graduate from Albany campus programs. The Albany campus has also developed a procedure through the Undergraduate Academic Council to vet and approve all applied learning courses in the Albany campus curricula. This information was communicated by governance (which includes both graduate and undergraduate students) to the Provost on February 21, 2017. All graduate students in nanoscale science or nanoscale engineering programs are also already required to have multiple applied learning credits. The Graduate Affairs Committee has not yet recommended a process for graduate course applied learning approval however the Provost's office will be following up with this governance group. Therefore all students on the Albany campus have sufficient applied learning opportunities for us to guarantee an applied learning experience for every student.</p> <p>The Academic Affairs Committee of the Faculty Assembly on our Utica campus considered a set of resolutions, the applied learning team's report, and the inventory of applied learning courses and determined that the Utica campus is not in a position to make applied learning a graduation requirement for all students. The Academic Affairs Committee resolved that the role of applied learning will be determined by the faculty of each program. The department chair will report faculty deliberations and its decision to make applied learning at graduation requirement. No timeline was provided for these deliberations. If a program faculty decides to make applied learning a graduation requirement, the Academic Affairs Committee provided a process by which approvals should be granted through the standard curriculum approval process. These results were communicated to the Provost's office on March23, 2017.</p> |

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|                     | The Provost's staff will follow up with each department over the next academic year to obtain the results of faculty deliberation in each program regarding applied learning. The Provost and his staff will determine strategies to increase the opportunities for programs to adopt an applied learning graduation requirement.  |
| <b>Question 3</b>   | <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>NA</p>  |
| <b>Question 4</b>   | <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>We are currently in a tactical planning cycle that includes consultation with faculty. The Transformational Learning Community group of the tactical planning process is developing a structured plan to augment, assess, and incentive greater use of applied learning. The Provost's office is committed to applied learning as a high impact learning and teaching methodology.</p> <p>The planning procedure includes systematic use of capstone/team projects in a preponderance of programs to help infuse applied learning as a curricular requirement. The benefit of this approach is that there is already an established academic infrastructure to support, assess, evaluate, report, and close loops on continuous improvement.</p> <p>The tactical plan will include the recommendation for an applied learning office/director to coordinate our efforts to seek external collaborators, to connect faculty and students to opportunities, and to manage the expanded administrative processes associated with a large applied learning program. The applied learning office would work directly with faculty and students and in conjunction with the High Impact Learning and Teaching Hub, provide training, support, and incentives to expand the role of applied learning in our curriculum.</p> <p>Community partnerships in both Albany and Utica are critical. Faculty will be encouraged and rewarded for making connections that lead to internships, projects, and supported research that includes active student participation.</p> |

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