



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

Campus Name:	University at Albany
Date:	4/15/2016
Narrative Compiled by:	Debra Gelinas
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>University at Albany’s (UAlbany) course tagging/coding system will be central to this process. We ask academic departments to identify courses meeting applied learning criteria in our student records system, which then allows us to extract</p>

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	<p>tracking/monitoring data. By Spring 2017, students will be able to select courses based on applied learning attributes. It should be noted that we are looking at innovative additional ways to collect data and measure student outcomes. A variety of methods are being considered, such as badging and co-curricular transcripts. These will help us collect information on student learning through applied activities that may not be offered in conjunction with a specific academic course, but that are still valuable experiences. These methods will increase the connection between co-curricular and curricular experiences, especially if tied together through interactive platforms and reflective learning tools such as ePortfolios, but also provide a valuable method for collecting data that would otherwise be impossible to access.</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>The UAlbany tagging system (course attributes and definitions) was created before SUNY published criteria for approved applied learning experiences. While they are similar, we believe that greater training around both the definitions and the criteria will be necessary on campus. The primary audience for these trainings are department administrators who tag the courses, but we also plan to offer faculty development workshops for those who want to incorporate applied learning in to their courses. The tagging system is a thorough process, which occurs not just by course, but by individual course section. However, the faculty and staff who tag courses as such must have a good understanding of the definitions and criteria in order for the system to work effectively. Each semester, the individual departments review the list of tagged courses for their departments to ensure that the information is current and every new course that is introduced on campus will be evaluated to determine whether it meets the definitions and criteria for approved applied learning activities. The UAlbany Applied Learning Steering Committee is investigating the feasibility of creating a process that will allow us to spot check tagged applied learning courses to ensure that they are meeting the approved criteria for effective applied learning activities.</p>
Question 3	<p>What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?</p> <p>UAlbany Provost, Dr. Jim Stellar, is committed to utilizing applied learning data to customize opportunities for our students moving forward. By developing an understanding of the data surrounding student engagement and outcomes, we will be able to improve retention and graduation rates, as well as student engagement</p>

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	and employability. We will be utilizing tools such as our course tagging system, National Student Clearinghouse data, platforms like Merit Pages & Education Advisory Board (EAB), departmental/institutional surveys, and course evaluations to assess the outcomes related to applied learning experiences. Over time, we will be able to look at this data to determine baseline information, such as number of students enrolled in each course, and identifying information such as major of each student to determine which students are most likely to participate in established applied learning opportunities. From there, we can refine current opportunities and develop new programs that will provide new applied learning options for underrepresented populations on campus. While UAlbany is a large and diverse institution, we believe that analysis of applied learning data will be a significant tool in meeting the above objectives.

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	University at Albany
Date:	4/15/2016
Narrative Compiled by:	Debra Gelinias
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>Many faculty members have been facilitating applied learning activities at UAlbany for years. Some teach courses that are completely applied (research, internship, etc) while others have implemented applied components in to their lecture-based classes. University governance dictates that academic departments approve new courses for their areas, with the exception of “U UNI” designated classes which are available college-wide and approved directly through governance and not individual academic departments. As new courses are approved and added to the University schedule,</p>

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	they will be tagged as applied learning courses where applicable. As we move forward with our applied learning initiatives on campus, we plan to create several resources that faculty will be able to access, allowing for an increase in the number of applied learning courses available for students, as well as an increase in quality and consistency of those already offered. These resources are described below.
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>The Provost's Office supports an Applied Learning Steering Committee, which oversees several working groups, or task forces. Two of the task forces, assessment and faculty development, are the most involved in faculty engagement efforts. The University's Institute for Teaching, Learning, & Academic Leadership (ITLAL) provides workshops and other resources for faculty on a variety of topics. The Director of ITLAL serves on the applied learning faculty development task force. We are partnering to develop trainings and workshops on applied learning for faculty. For example, the Provost's Office partnered with ITLAL on April 11th to offer a workshop delivered by Dr. Olof Blomqvist, a world leader in applied learning. Additionally, the following resources are being developed to support faculty who are interested in engaging in applied learning methods:</p> <ul style="list-style-type: none"> • We seek to create a peer mentoring program that will utilize faculty who are doing great work around applied learning as ambassadors in their departments. We believe that faculty who have already "bought in" to the concept of applied learning are strongly positioned to influence other faculty. They understand applied learning and can help support and encourage other interested faculty, as well as share best practices. • Applied learning "toolkits" that will be available to faculty wishing to enhance or create applied courses for students. These kits will include templates for faculty use such as sample learning contracts, evaluations, syllabi, training materials, and other resources like handouts for students on reflection, etc. • A pool of small financial grants that faculty may apply for if they wish to incorporate applied learning activities in to their courses. • Resources to support external faculty development, such as conference attendance. For example, ten faculty members will be selected (and funded) to attend the Engage for Change conference at Siena College in May 2016, supporting the development of applied community engagement projects in the curriculum.
Question 3	Describe any current campus methods for supporting new faculty activities.

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	<p>While many faculty are engaged in applied learning activities, this is an area we hope to develop in the coming months. We will explore the idea of working with ITLAL to create a workshop on applied learning for new faculty (orientation). Our applied learning assessment task force will also create methods for developing evaluation methods that support increasing student learning through quality applied learning opportunities. As we are able to have a better understanding of the data, we feel that we will be able to engage faculty on a deeper level in order to enhance applied learning on campus. That said, we have immediate plans to improve faculty support, and they are outlined above. It should also be noted that some departments allow for course release for faculty who facilitate applied learning activities, including assisting students with identifying opportunities when relevant, but this is not consistent throughout campus.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>As outlined above, we hope to create a faculty peer mentor/ambassador program, provide small grants to fund applied projects, support off-campus developmental activities such as conference attendance. We will also create a high profile recognition process for faculty who show exemplary work in this area. While we may not be able to provide a financial award for the winner(s), we will make sure that there is an award ceremony honoring their work and providing visibility surrounding faculty involvement. The UAlbany Marketing and Communications department has been publishing stories regularly touting applied learning activities that are occurring on campus. We make sure to “push” those stories out to a wider audience through our applied learning website and social media presence. Video and written faculty profiles will be featured on the UAlbany applied learning website, again providing increased visibility for engaged faculty.</p>

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



SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part IV

Student Engagement

Due April 15, 2016

Campus Name:	University at Albany
Date:	4/15/2016
Narrative Compiled by:	Debra Gelinias
Summary	<p>On May 6th, 2015, the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans. The resolution follows from language in the 2015-16 Enacted State Budget (in an “Article VII” bill). Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part IV of VII of campus applied learning plans and focuses on student engagement in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided. When answering the questions please include and explanation of the roles and responsibilities of students/facilitators.</p> <p>*The Student Assembly and Faculty Council of Community Colleges have passed resolutions regarding student roles in unpaid internships. Both are available in the Dropbox folder.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Provide an overview of the supports offered to students who are interested in taking approved applied learning activities. How can students currently navigate approved activity offerings? What is your process for approval of new or customized student-initiated activity?</p> <p>The University offers University-wide courses, U UNI-290/390, that allow students from any major (and even undeclared, in some cases) to participate in internships while earning academic credit. A student who secures an internship on their own may apply to gain credit through a process which is overseen by the University’s Interdisciplinary Studies Committee. The student works with a faculty member who assigns readings and various academic assignments that are individual to the</p>

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	<p>student's internship, interests, and field of study. The University also offers a Community Public Service Program that is facilitated through the School of Social Welfare, but allows students in nearly all undergraduate majors to participate in academic service-learning work while earning academic credit. It should also be noted that individual departments offer many opportunities for students to create their own applied learning activities and earn credit through departmental internship, research, and independent study courses.</p> <p>In fact, UAlbany offers hundreds of courses that include applied learning activities. Students identify those courses now through channels such as academic advising, curricular requirements, and word of mouth. Soon, students will have an additional way to search for applied courses. As mentioned in the earlier report section on data, the University has created a course coding system, which allows academic departments to tag courses as applied learning. This tagging began in Fall 2015 for the Spring 2016 semester. Students cannot search for these courses through the system yet, but soon they will be able to through the online registration system. This will allow students to identify classes that contain one or multiple types of applied learning. For example, a student may want to find an internship course that they can take while studying abroad. They will be able to search both keywords to be able to identify appropriate course options.</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>Students begin learning about applied learning immediately at UAlbany, even as early as the admissions process.</p> <ul style="list-style-type: none"> • At admissions events on April 16th and 17th, accepted students and their families will have the opportunity to visit tables from areas of the University that offer applied learning opportunities and attend an information session on applied learning. • Freshman and transfer orientations include sessions for incoming students that discuss career development and applied learning. In fact, applied learning is such an important part of the orientation process that both the Dean of Undergraduate Education and the Vice President for Student Affairs talk extensively about student engagement through applied learning activities during their orientation session. • Several events happen throughout the year that promote applied learning on campus, including informational fairs that focus on careers, study abroad, community/public service, undergraduate research, and internship opportunities. The UAlbany Applied Learning Steering

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	<p>Committee also hosted two events this year to promote the concept of applied learning on campus, including a “kick-off” event this spring featuring a keynote address from a nationally recognized motivational speaker.</p> <ul style="list-style-type: none"> • All students are required to meet with an academic advisor throughout their time at UAlbany. The student meets with an advisor at the Advisement Services Center during his/her first two years on campus and then at the academic department level once the student declares a major. The Advisement Services Center provides students with Major Academic Pathways (MAPS) documents that outline and recommend applied learning courses or activities for students so that they can plan to participate during their time at the University. • The Office of Career and Professional Development, as well as the University’s decentralized academic career services offices, post opportunities for students on a job and internship database called Handshake. The Community and Public Service Program maintains a directory of community partners on their website for students to peruse and posts current opportunities for students on social media. Individual departments, like Sociology and Communications, provide lists of organizations for students searching for opportunities. The Center for International Education and Global Strategy’s Office of International Education provides opportunities for students who wish to participate in applied learning activities abroad. • UAlbany has developed a website devoted to applied learning (www.albany.edu/appliedlearning). The website is in its infancy, but our goal is to increase information available to students through this medium, a way to tie together all applied learning operations that are happening on campus. The page currently links to areas throughout the University that coordinate and advise on applied learning activities. The website will include testimonials from students, faculty, and employers promoting applied learning. We are considering also including an interactive tool on the website that will provide advice to students and families on when and how to participate in applied learning activities. <p>Please note that the University will also be establishing both an Undergraduate Research Center and Center for Applied Learning in 2016. These offices will establish applied learning partnerships/opportunities and offer a central portal for students to gain information about applied learning activities on campus.</p>

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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>This is an area that needs improvement at UAlbany. We currently do not have a formal, institution-wide policy in place surrounding student feedback, evaluation, or grievances for students who participate in applied learning activities. If students have a problem with a site supervisor, they currently speak with their faculty or departmental advisor about the situation and things are handled on a case-by-case basis. All students are asked to complete a course evaluation at the end of the semester for all their classes, but we do not currently utilize a separate evaluation for applied learning activities. We recognize that the outcomes and objectives for courses which include applied learning are often different than those in a traditional classroom environment and that we need to find a way to measure those outcomes. Therefore, the applied learning assessment task force is looking at these issues and developing suggestions for improved assessment and evaluation of applied learning courses and activities. This includes evaluation of the structure of applied learning programs on campus, which we seek to continually assess and refine as we move forward with this work. We will also look at developing an institution-wide grievance process which will likely be developed through the new Center for Applied Learning.</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>Students play a valuable role in the development and improvement of applied learning activities/programs.</p> <ul style="list-style-type: none"> • The assessment/evaluation process that is being developed will provide us with important student feedback on applied learning programs. • The Student Affairs division is rolling out a matrix that will lead to improvement of applied learning activities offered within the division. • Student representatives provide input on various committees. • A student intern is working with the applied learning steering committee to help with the initiative. • We are completing market research on campus through a class project. The applied learning initiative is the “client” this semester for the BMKT 312: Marketing Research class. They are determining how to best promote applied learning to the undergraduate student population on campus with their goal being to help us develop a campaign that will resonate with students. They are determining what the current level of understanding

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	<p>and awareness is about applied learning, how students react to different ways of talking about applied learning, and how this information will help us develop marketing materials (logo, slogan, pitch, etc.) As such, these activities constitute an applied learning experience for the involved students and is helping us with our applied learning initiative campus-wide.</p> <ul style="list-style-type: none">• We will consider other ways to gather student input and feedback, such as through focus groups.

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

Campus Name:	University at Albany
Date:	5/1/2017
Narrative Compiled by:	Debra Gelinias, Assistant Vice Provost for Applied Learning
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>The relevant part of the language is as follows:</p> <p>“Such plan shall define approved experiential or applied learning activities, methods of faculty oversight and assessment, responsibilities of the business, corporate, non-profit or other entities hosting students, and include a requirement for collecting and reporting data associated with such experiential or applied learning activities.</p> <p>Such plan shall have each college examine the feasibility of including such experiential or applied learning activities as a degree requirement.</p> <p>Such college shall examine its ability to administer and provide such opportunities to students; the local community’s capacity to support such experiential or applied learning activities; the impact such a requirement would have on the local workforce, if any; potential for such a requirement to enhance learning outcomes for students; and whether adding such a requirement would cause potential delays in graduation for students.”</p> <p>This assignment represents Part V of VII of campus applied learning plans and asks questions to describe campus capacity to support applied learning. Similar to Parts I-IV, Part V should be submitted as a descriptive narrative regarding your current campus-level processes and policies relating to approved applied learning activities, your future plans, and campus ability to include approved applied learning activities as a local graduation requirement.</p>

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	<p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Do you currently measure any impacts of campus-approved applied learning on the local community and workforce? If so, what impacts do you measure and what methods do you employ?</p> <p>No, not at this time. The Office for Public Engagement has plans to begin working on measuring the impacts on the local community this summer.</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>The University at Albany (UAlbany) is strongly committed to providing opportunities for our students to engage in applied learning. We believe that students are better able to make connections between classroom learning and future careers through these experiences. We also believe that applied learning is an important part of our efforts to increase retention and enable students to persist to graduation. We have ensured that every student at UAlbany has the opportunity to participate in at least one applied learning experience. Many do participate now and more will as we continue to develop new opportunities. Programs exist that make it possible for students who are economically disadvantaged to participate in applied learning experiences. For example, the Massry Community Service Fellows Program, provides four \$5,000 scholarships to students who participate in summer unpaid internships or volunteer experiences at local nonprofit organizations.</p> <p>We have worked tirelessly to increase applied learning offerings and hired a number of new staff to help administer these programs. However, several questions and challenges continue to exist in creating an applied learning requirement at UAlbany.</p> <p>Of particular concern is the amount of human and fiscal resources that would be necessary for an applied learning requirement. The amount of money needed to fund such an initiative would be significant for a campus this size</p>

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	<p>and would likely divert resources from other institutional priorities. We do not currently have the funding to manage such a requirement. Some examples of the types of resources needed:</p> <ul style="list-style-type: none"> • Additional staff to greatly expand available opportunities for students locally, state-wide, and internationally • Additional faculty to develop, supervise and teach additional applied learning courses • Additional advisors, both academic and career, to help students prepare for these opportunities and to enable them to fit them into their course schedule and ensure that they are meeting the requirement • Staff to monitor quality control of student experiences, for both assessment purposes and to ensure that experiences meet best practices and SUNY criteria • A system, developed internally or contracted with an external vendor, to track which students have met the requirements <p>Other questions that require consideration include:</p> <ul style="list-style-type: none"> • Each year, we welcome over 1800 new transfer students. How do we require this of them in ways that do not slow them down as they work toward their degrees? How do we accept and certify the applied learning they might claim to have completed at a prior institution? • What happens for non-traditional students? If students work full-time, will they be able to participate in applied learning in ways that will allow them to graduate in a timely manner and still pay for college? • As we continue to develop online education and we push toward offering entire degrees online, how do we ensure that students who participate in online learning also participate in applied learning?

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SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

Campus Name:	University at Albany
Date:	5/1/2017
Narrative Compiled by:	Debra Gelinas, Assistant Vice Provost for Applied Learning
Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VI of VII of campus applied learning plans and focuses on collaborations in applied learning. This plan should be submitted as narrative with questions answered in the spaces provided.</p> <p>Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Please provide an overview of the various types of on- and off- campus collaborators/facilitators who engage in Applied Learning. These may include any business/corporate, non-profit, state/municipal and other hosts/facilitators. Be sure to note the general roles and responsibilities for each type of partner identified.</p> <p>UAlbany works with partners locally, nationally, and internationally. These include small and large businesses, state government, non-profit organizations, international colleges and universities, and others. Students participate in internships, classroom-based experiential learning (including capstones, creative works, and client-based projects), community service and service-learning, field and research experiences. These experiences can</p>

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	<p>happen at home or abroad, and in fact we are actively working to enhance opportunities for applied learning during study abroad experiences. It is expected that partner organizations will work with the university to ensure high-quality (or high-impact) learning experiences for our students.</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>There are a number of offices across campus working to build relationships and support applied learning on and off-campus.</p> <p>This year, the university launched an Institute for Applied Learning. The Institute is primarily faculty- and department-facing, providing resources for faculty and programs wishing to develop new, or enhance current, initiatives. The Assistant Vice Provost for Applied Learning, who directs the Institute, meets one-on-one with faculty to help support classroom-based experiential learning, delivers presentations and workshops on applied learning topics such as incorporating service-learning into existing courses, and meets with departments that wish to enhance or develop applied learning offerings. The Institute also works to secure grant funding for applied learning on campus, is developing a mini-grants program for faculty who wish to include applied learning in their teaching, and is guided by an advisory board and faculty ambassador group. The faculty ambassadors also provide resources to their home departments and work together on interdisciplinary applied learning projects. For example, a faculty ambassador from Social Welfare and a faculty ambassador from Theatre recently collaborated on an applied learning project for the students in their classes. The Institute for Applied Learning is launching a university-wide Applied Learning Internship Program in Fall 2017, allowing students from any program of study to earn academic credit while interning anywhere in the world. The program employs best practices and adheres to SUNY criteria for applied learning, ensuring that students gain the maximum educational and experiential benefit from these opportunities.</p>

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	<p>The Office for Public Engagement (OPE) is a resource for university faculty, staff, and students interested in community engagement. The office engages with community partners working collaboratively with the university on a myriad of initiatives that addresses societal challenges. The office interacts with identified community partners in the areas of education, government, and industry to educate them about the university’s public engagement agenda, interests, and activities. To learn more about community partners, OPE staff regularly attend community roundtables and events that align with the work of the university (e.g., public health, social welfare, K-12 cradle to career partnerships, youth programs, community-based research projects). Based on the information collected, staff examine potential partners that can be of assistance in addressing a particular community problem or need and convene meetings with all interested partners to initiate an exploratory process for university-community partnership. In the end, it is the mission of OPE to support community partners in establishing an integrated and coordinated approach to public engagement that is mutually beneficial.</p> <p>The Office of Career and Professional Development has added three new staff positions this year, two focused entirely on employer relations. There are career development professionals and offices also independently operating in the School of Business, the School of Public Health, the Rockefeller College of Public Affairs, and the College of Emergency Preparedness, Homeland Security, and Cybersecurity. The Blackstone LaunchPad is a campus-based entrepreneurship program that also helps connect students with opportunities.</p> <p>Within the academic units, faculty and staff help source opportunities for their students. Internship coordinators within the majors are significantly involved with these experiences and departmental advisors also help in this capacity, particularly by encouraging students to participate in applied learning. The Advisement Services Center advises students on applied learning opportunities and how these can fit into their course schedules. This encourages students to participate at strategic times that will enable them to complete their courses of study in a timely manner while still allowing for</p>

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	<p>applied learning experiences. The Office for Undergraduate Education facilitates another university-wide internship program that allows students to earn up to a full semester of credit. This includes very popular Senate and Assembly internships with the New York State government. UAlbany's new College of Engineering and Applied Sciences is in the process of developing the university's first ever co-op program.</p> <p>The university's Community and Public Service Program is housed in the School of Social Welfare. This program allows students to earn credit while participating in internships or community service at local nonprofit organizations. The program is required for students in the Educational Opportunity Program (EOP) and is a popular elective for others across campus.</p> <p>UAlbany has committed resources to support international applied learning through the Center for International Education and Global Strategy. Not only does this office facilitate study abroad programs, but they also have a staff member devoted entirely to applied learning experiences (internships, service-learning, and research) for students while they are abroad.</p> <p>Undergraduate research is a significant priority on campus. Last year, an Associate Dean for Undergraduate Research was appointed. Several events highlight and promote undergraduate research each year, including UAlbany's Undergraduate Research Conference.</p>
Question 3	<p>Describe how your campus engages new community partners in applied learning.</p> <p>As noted above, the university's Office of Career and Professional Development has greatly increased its employer relations team this year. Career services functions in the individual colleges also connect directly with partners to cultivate applied learning opportunities. The university uses Handshake as its centralized career management system and potential</p>

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	<p>employers and partners may post opportunities directly on the system for students in all majors. Additionally, the Alumni Association and University Development are constantly reaching out to potential partners about opportunities for our students. Departments across campus maintain and cultivate relationships with community partners, such as the Community and Public Service Program, the Office for Public Engagement, and several academic units. The newly formed Institute for Applied Learning is working toward increasing curricular service-learning across campus and is partnering with a number of departments to create a database of community partners that faculty may collaborate with for classroom-based applied learning projects. The Institute for History and Public Engagement, housed in the Department of History, is working on a grant-funded project to increase faculty engagement in service-learning. Finally, all functions described in the answer to the prior question play an active role in engaging with external partners in a variety of ways.</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>We continue to increase applied learning opportunities through strategically allocated human and fiscal resources across campus. Much of this is outlined in the answers to the prior questions, but as we encourage more students to participate in these opportunities, we will focus on the following:</p> <ul style="list-style-type: none"> • Faculty development focused on working with community partners and clients for classroom-based experiential learning, including how best to reach out to and maintain relationships with these partners • Building the capacity and increasing the activity of the Institute for Applied Learning • Increasing applied learning opportunities through all career services functions across campus. The university has hired several additional staff members who are solely focused on employer relations and applied learning • Community outreach through units such as the Office for Public Engagement, the Community and Public Service Program, the Institute for History and Public Engagement, and various other stakeholders

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SUNY Applied Learning Campus Plan
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Graduation Requirement

Due May 1, 2017

Campus Name:	University at Albany
Date:	5/1/2017
Narrative Compiled by:	Debra Gelinias, Assistant Vice Provost for Applied Learning

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Summary	<p>Language in the 2015-16 Enacted State Budget (in an “Article VII” bill) directed the SUNY Board of Trustees and SUNY to develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year. This plan will include individual campus plans. Based on this language the Applied Learning Steering Committee has broken campus plans into VII parts.</p> <p>This assignment represents Part VII of VII of campus applied learning plans and asks each campus to determine whether they can include approved applied learning activities as a local graduation requirement. The feasibility of requiring approved applied learning activities for all students includes a decision as to whether this academic methodology is sound and appropriate to include in curriculum, as well as determination of the local community’s ability to support the number of students enrolled. Having knowledge of the number of students currently engaged in approved and required applied learning activities may help campuses make an informed decision.</p> <p>All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.</p> <p>Please refer all questions to AppliedLearning@suny.edu.</p>
Question 1	<p>Based on the data reported to SUNY System Administration in Parts I-VI of campus plans, will your campus include approved applied learning activities as a local graduation requirement?</p> <p>Not at this time.</p>
Question 2	<p>Describe the specific reasons for this decision. Please note which governance bodies and other campus stakeholders were consulted in the process and have approved the decision, including student governance.</p> <p>We continue to develop a university-wide plan for applied learning. UAlbany has made great strides in this area during a time of leadership transition, with an extremely supportive interim President and Provost, and we plan to forge ahead in this area as institutional direction is clarified in the coming months. The university is working with the campus community and a consulting group to create a strategic plan, which has not yet been finalized. Therefore, at this time, no decision has been taken to</p>

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	<p>make applied learning a graduation requirement. While this possibility remains under consideration, applied learning remains an institutional priority for our current leadership. Decisions about whether to require applied learning for program completion is now most often made at the departmental level. More broadly, the university's Educational Opportunity Program (EOP) requires its students to participate in the Community and Public Service Program. All students enrolled in the Honor's College must complete a thesis based upon original research, and many present their theses at UAlbany's annual Undergraduate Research Conference. Most graduate programs and many undergraduate majors do require applied learning. This is realized through capstone research, creative works, internships, field placements, practica, and more.</p> <p>If and when it is appropriate, governance would be asked to vote on an applied learning requirement, since the University Senate reviews and approves all curricular changes. Governance has been involved in UAlbany's applied learning initiative at all junctures. University leadership, as well as faculty, have been included in all discussions. This includes the President, Provost, Deans, Vice Presidents, Directors, Department Chairs, and faculty at all levels. The Assistant Vice Provost for Applied Learning has met with Senate leadership to discuss the SUNY-wide and campus-wide applied learning initiatives. The AVP for Applied Learning also teamed with the Applied Learning Steering Committee (a body constituted during the early stages of work in this area, since replaced by an advisory board and faculty ambassadors) to present SUNY and campus initiatives in experiential education to the entire University Senate. The Senate's Undergraduate Academic Council, which oversees the undergraduate curriculum and academic policies, approved the new Applied Learning Internship Program. Senate leadership has also been greatly involved in the campus-wide strategic planning process. The Applied Learning Advisory Board is comprised of critical stakeholders, including student leaders. The Applied Learning Faculty Ambassador Group is comprised of faculty representatives from across campus. The university has made great efforts to include the entire campus community in this work.</p>

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Question 3	<p>If your campus plans to move forward with a graduation requirement, which approved applied learning activities will be required? How will the requirement be verified, and who will oversee the requirement? When will the requirement become effective?</p> <p>N/A</p>
Question 4	<p>If your campus does not plan to make approved applied learning activities a graduation requirement, what is your plan for sustaining current and future applied learning work?</p> <p>Several new staff positions have been created to help increase applied learning opportunities and credit-bearing experiences for students. Our Office of Career and Professional Development has added three new positions over the last year. The Assistant Vice Provost for Applied Learning is working with faculty and academic departments to help create new programs and curricula in the majors and classroom-based applied learning experiences. A service-learning task force has been convened under the auspices of the Institute for Applied Learning to increase service-learning opportunities for students. The Institute also provides resources to faculty and departments, making it easier for them to offer applied learning experiences to their students and to meet the SUNY criteria for approved applied learning. The academic integrity and quality of experiences are a critical priority. The Institute for Applied Learning is collaborating with Institutional Research, Planning, and Effectiveness to improve data collection and assessment procedures. The new Applied Learning Internship Program, launching in Fall 2017, will allow for a dramatic increase in the number of students who participate in credit-bearing internships (locally, throughout the United States, and abroad). The university's two new colleges, the College of Emergency Preparedness, Homeland Security, and Cybersecurity and the College of Engineering and Applied Sciences, are building programs that are rooted in (and will require) experiential education. While we do not yet feel ready, given leadership transition and ongoing development of strategic planning, to require applied learning as a graduation requirement at UAlbany, we continue to create an environment that will empower all students to participate in high-impact applied learning experiences.</p>

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