



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	University at Buffalo
<b>Date:</b>	4/4/2016
<b>Narrative Compiled by:</b>	Andrew Stott, Vice Provost and Dean, Undergraduate Education
<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.</p> <p>UB has already undertaken a comprehensive inventory of all applied learning activities, both for credit and not for credit. Using this apparatus, the campus will continue to update the inventory annually under the joint oversight of the Vice Provost and Dean of Undergraduate Education and the Associate Vice President for</p>

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	Student Affairs and Dean of Students.
<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>UB has in place a faculty senate-approved definition of what constitutes an approved applied learning activity. Courses will be approved via the Council of Associate Deans according to this standard. Once courses are approved, they will be coded in HUB (the student information system) using the course attribute "EXP," thus enabling them to be them readily queried.</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>Collected data will be used in accordance with an assessment plan developed with UB's Center for Educational Innovation. We will produce regular reports according to our assessment cycle, sharing data with Institutional Analysis and other offices for the purposes of reporting out the impact of applied learning on persistence, retention, graduation, etc.</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

<b>Campus Name:</b>	University at Buffalo
<b>Date:</b>	4/6/2016
<b>Narrative Compiled by:</b>	Andrew McConnell Stott, Vice Provost and Dean, Undergraduate Education
<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>Faculty are responsible for the approval and oversight and (largely) the delivery of all applied learning experiences that carry academic credit. This is accomplished through the Council of Associate Deans of Undergraduate Education, which reviews and approves all new course proposals, course revisions, curriculum revisions and new program proposals on behalf of the university. Additional oversight is provided</p>

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	<p>by the Faculty Senate Teaching and Learning Committee which helped to shape the institutional definition of for-credit Applied Learning at UB, in collaboration with the Faculty Senate Executive Committee that approved that definition.</p> <p>Assessment oversight will be provided by the Center for Education Innovation, a faculty led instructional design, pedagogical innovation and assessment unit, that will produce an assessment plan that will be administered by a faculty committee according to its assessment cycle.</p> <p>All of these activities are co-ordinated and facilitated through UB's Experiential Learning Consortium, a stakeholder group organized under the sub-headings of "Work," "Serve," "Discover," that includes representation from decanal units and support units from both Academic and Student Affairs.</p>
Question 2	<p>Describe how faculty who currently oversee these approved activities are supported. What supports (such as events, workshops, other professional development, compensation) will your campus provide?</p> <p>We are currently working to consolidate faculty support into a more formalized, centralized and visible program. In the meantime, faculty find support through their department and faculty units, and through support units such as Study Abroad, CURCA (the Center for Undergraduate Research and Creative Activities), the University Honors College, the Collegiate Science and Technology Entry Program (CSTEP), the Ronald E. McNair Baccalaureate Achievement Program, and the Undergraduate Academies. Faculty also find support through Student Affairs offices such as Career Services, and the Intercultural Diversity Center.</p>
Question 3	<p>Describe any current campus methods for supporting new faculty activities.</p> <p>Faculty are supported through a number of structures that provide administrative and financial health. These include their departments and decanal units and academic support units such as Study Abroad, CURCA (the Center for Undergraduate Research and Creative Activities), the University Honors College, the Collegiate Science and Technology Entry Program (CSTEP), the Ronald E. McNair Baccalaureate Achievement Program, and the Undergraduate Academies. Faculty also find support through Student Affairs offices such as Career Services, and the Intercultural Diversity Center.</p>
Question 4	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>Our annual Celebration of Faculty and Staff Excellence already contains an award for student mentorship, and we are looking to develop more specific awards for community engagement and applied learning.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part IV

**Student Engagement**

Due April 15, 2016

<b>Campus Name:</b>	University at Buffalo
<b>Date:</b>	4/6/2016
<b>Narrative Compiled by:</b>	Andrew McConnell Stott, Vice Provost and Dean of Undergraduate Education
<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>Students interested in participating in applied learning activities are provided with numerous avenues to support their activities, many of which come with stipends, mentorship, and other resources. These include: their departments and decanal units and academic support units such as Study Abroad, CURCA (the Center for Undergraduate Research and Creative Activities), the University Honors College, the Collegiate Science and Technology Entry Program (CSTEP), the Ronald E. McNair Baccalaureate Achievement Program, and the Undergraduate Academies. Faculty also find support through Student Affairs offices such as Career Services, and the Intercultural Diversity Center.</p>
<b>Question 2</b>	<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 find opportunities through all of the venues above, and also through our</p>

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	Experiential Learning website: <a href="http://www.student-affairs.buffalo.edu/learning/aboutus.php">http://www.student-affairs.buffalo.edu/learning/aboutus.php</a>
<b>Question 3</b>	<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>Approved experiences will be subject to a student evaluation process – either a standard course evaluation form, or a Student Affairs-designed feedback process for not-for-credit experiences. Grieving students will use the same channels they use currently when they have a concern with off-site experiences such as internships or study abroad, namely alerting the co-ordinating office who will bring it to the attention of the Dean of Students and VPUE.</p>
<b>Question 4</b>	<p>What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?</p> <p>Student feedback and assessment data will form an important part of the cycle of continuous improvement that will be an ongoing part of bringing applied learning to scale.</p>

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SUNY Applied Learning Campus Plan  
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Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	University at Buffalo
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Andrew McConnell Stott, Vice Provost and Dean for Undergraduate Education
<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>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 <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>

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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 <a href="mailto:AppliedLearning@suny.edu">AppliedLearning@suny.edu</a>.</p>
<b>Question 1</b>	<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>The evaluation of impacts related to campus-approved applied learning is handled through coordinating offices and programs. In the division of Student Life, impacts are measured primarily through the Offices of Student Engagement and Career Services. Career Services currently surveys undergraduate seniors on their employment plans through their “First Destination Survey”. Recent data suggest that a majority of respondents indicate a strong preference for beginning their careers in the WNY region. This intention represents a major contribution to the Western New York economy. Other direct and indirect measures are obtained through:</p> <ul style="list-style-type: none"> <li>• Summer site visits (conducted by staff and graduate interns)</li> <li>• Nominations submitted by community partners for service awards</li> <li>• Participation in campus consortia and engagement and internship fairs</li> <li>• Donation totals collected by various events and programs on campus</li> <li>• Service hours reported by students</li> <li>• Assessments shared by the local Service Collaborative</li> <li>• Coordination of internships and employment opportunities for specific student populations</li> <li>• Focus groups with community partners to evaluate strengths while supporting continual improvement</li> </ul> <p>In addition to these centralized evaluation efforts, individual Schools and Departments maintain relationships with local partners and providers and evaluate their impacts accordingly. These impacts are critical to ongoing relationships and the continued success and viability of programs. The fact that our efforts continue to grow with increasingly more students placed within our surrounding community, suggests beneficial impacts and favorable perceptions on behalf of our community</p>

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<b>Question 2</b>	<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 Buffalo would have no problem meeting the capacity for required Applied Learning given the extensive offerings and opportunities available in the system's largest, most comprehensive, research institution. However, with our successful efforts to encourage more Applied Learning by improving the visibility of AL and normalizing the expectation that students will engage in the course of their undergraduate career, we feel confident that levels of engagement will be such that it will not be necessary to mandate it as a graduation requirement. Indeed, to do so would mean expending valuable time and resources chasing the 10% that do not participate. Given that any SUNY school will presumably have to devise a means of appeal for students unable to participate for health, family, financial, cultural or whatever reasons, we feel that we would be better off channeling resources to support AL opportunities than managing waivers and exemptions.</p>

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SUNY Applied Learning Campus Plan  
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Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	University at Buffalo
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Andrew McConnell Stott, Vice Provost and Dean for Undergraduate Education
<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. 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>Please see attached sample lists for highlighted collaborators and facilitators who engage with our students through Applied Learning activities. These include for-profit, governmental and non-profit entities within the WNY Region, New York State, and around the world. Specific roles and responsibilities are articulated in MOU’s and contracts administered and maintained by coordinating programs and units. Partners are expected to provide a high quality learning experience for our students as defined by an agreement that outlines standards and is signed by the organization/company.</p>

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<b>Question 2</b>	<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>Due to the decentralized nature of our Applied Learning offerings, we have a number of offices and units that support intentional and reciprocal relationships on and off campus. With regard to internship and professional development-related placements, our Career Services and decanal internship offices work closely with key UB entities including UB Office Of Economic Development, UB Start-UP NY, and our Development officers within decanal units. For service-related relationships, our Office of Student Engagement along with programmatic directors within our academic units and in centralized programs engage in relationship cultivation aligned with their respective efforts. We also have an Office of Community Relations that engages closely with Applied Learning providers. Collaboration between participating and relevant offices is supported through our Experiential Learning Consortium and associated Work, Serve, and Discover working groups.</p>
<b>Question 3</b>	<p>Describe how your campus engages new community partners in applied learning.</p> <p>Individual offices and programs follow their own practices for engaging new community partners in applied learning-related activities. As described in previous responses, our Experiential Learning Consortium and working groups meet regularly to discuss opportunities for synergy and collaboration while streamlining communication and minimizing redundancy or confusion. In Student Life, new community partners are invited to participate in orientation sessions and on-campus programming as a means to establish understanding and comfort. Our Career Services Office works collaboratively with the Start-Up NY program as well as business alliances such as the Buffalo Niagara Partnership and Invest Buffalo Niagara to connect with new partners. In addition, Career Services provides area employers an opportunity to post their opening and attend job fairs, but also to sponsor site visits for students or visit campuses for talent acquisition. Community Relations and Development Officers also interface with new partners and make connections in support of new Experiential Learning opportunities for students.</p>

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<b>Question 4</b>	Based on your answer to questions 1-3, please describe your campus plan for supporting current and future intentional and reciprocal partnerships .
	<p>We plan to continue with our hybrid approach of maintaining a decentralized system in concert with our Experiential Learning Consortium and Working Groups. This system allows for maximal flexibility and autonomy while at the same time fostering collaboration and consistency.</p>

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SUNY Applied Learning Campus Plan  
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Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	University at Buffalo
<b>Date:</b>	5/1/2017
<b>Narrative Compiled by:</b>	Andrew McConnell Stott
<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. 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 <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>There are no plans to do so at present. The University at Buffalo would have no problem meeting the capacity for required Applied Learning given the extensive offerings and opportunities available in the system’s largest, most comprehensive, research institution. However, with our successful efforts to encourage more Applied Learning by improving the visibility of AL and normalizing the expectation</p>

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	<p>that students will engage in the course of their undergraduate career, we feel confident that levels of engagement will be such that it will not be necessary to mandate it as a graduation requirement. Indeed, to do so would mean expending valuable time and resources chasing the 10% that do not participate. Given that any SUNY school will presumably have to devise a means of appeal for students unable to participate for health, family, financial, cultural or whatever reasons, we feel that we would be better off channeling resources to support AL opportunities than managing waivers and exemptions.</p>
<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 student governance.</p> <p>Our 2015 – 2016 inventory indicated that approximately 60% of students currently engaged in at least one approved experiential learning activity. With continuing efforts to formalize our tracking system and improve the reach of faculty participation, enhance curricular and financial support for faculty, and connect experiential learning with our liberal arts curriculum, we are confident that we can continue to raise participation to 80% within the next two years, with a view to 90% participation by 2022. Because experiential learning resources and programs are spread throughout campus in both academic and support units, we have determined that a more facilitative approach is the best option for continued growth. Rather than mandating experiential learning, we are instead cultivating and supporting it in its myriad forms, both on the curricular design side and helping students to navigate and leverage opportunities to best support their academic, professional and civic-related goals. Once we achieve our target of 80% engagement, we can revisit this issue and determine whether a mandate will help us further our goals.</p>
<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>N/A</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 will continue to nurture Applied Learning through a number of offices and initiatives. In terms of transcript notation and assessment, we are currently</p>

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	<p>exploring badging options that would work seamless with our Digication eportfolio platform, a platform adopted for all UB undergraduates as a part of the recent relaunch of UB's general education program. This will provide us with both the means to recognize and credential Applied Learning in a transportable form, but also serve as the basis for our assessment work.</p> <p>From an organizational standpoint, our Experiential Learning Consortium and working groups will continue to serve as Communities of Practice, bringing together faculty and staff from throughout the University to student experience while sharing best practices and exploring areas of interest and serving as points of contact for inquiries and opportunities. We will continue to support the cultivation of new experiential learning offerings within decanal units and centrally through the Offices of Undergraduate Education, Graduate School, and Student Affairs. Support for seed funding, curricular design, and high-impact study abroad and COIL courses will be offered through the Academies which is currently undergoing a redesign to better align with these goals. The Director of the Academies also serves as Associate Dean for Undergraduate Research and Experiential Learning and co-convenes our Consortium, while serving on the SUNY Applied Learning Advisory Council. The Academies (new name forthcoming) will also oversee the approval and tracking of for-credit experiential learning, serving as a hub for these efforts. Other efforts within Student Affairs are underway to streamline and align non-credit offerings and resources, ensuring that we will have a comprehensive approach to support student access, navigation and integration of experiential learning within their curriculum in support of their academic, professional and civic-related goals.</p>

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