



SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part II

Data Collection and Reporting

Due April 15, 2016

<b>Campus Name:</b>	SUNY Upstate Medical University
<b>Date:</b>	3/30/2016
<b>Narrative Compiled by:</b>	Lynn Cleary, M.D., Vice President for Academic Affairs
<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>The process for collecting and reporting data at Upstate Medical University is outlined below:</p> <ol style="list-style-type: none"> <li>1. All required courses have been coded by program faculty to determine a) whether they include substantial applied learning activities, and b) which</li> </ol>

<b>Campus Name:</b>	SUNY Upstate Medical University
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	<p>category of applied learning they include.</p> <ol style="list-style-type: none"> <li>2. On an annual basis, the registrar will add new courses and remove courses that have been discontinued, and send this to program faculty to update the coding of applied learning as above.</li> <li>3. On an annual basis, the registrar will run a report identifying enrollment by course, by program, and by type of learning activity for review by the Applied Learning Committee, college deans, vice president for academic affairs and president.</li> </ol> <p>We are waiting for SUNY to include the expanded list of applied learning types in SIRIS coding as we would like to be able to use the SIRIS codes for this purpose.</p>
<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>See above. All programs of study at Upstate Medical University are either programs leading to professional licensure or train biomedical researchers, and each program by nature has multiple courses which require applied learning activities. These include research courses, clinical rotations, seminar courses, and others. Program faculty have identified which courses contain applied learning activities as outlined above.</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>Persistence, retention, graduation rates and post-graduation employment rates are consistently above 90% across all programs in the Colleges of Health Professions, Medicine and Nursing, and are well above the national average in the College of Graduate Studies. We make the assumption that student immersion through applied learning is a major factor that contributes to this high degree of success. Since all students are engaged in multiple required courses with applied learning experiences, we would not be able to use data about applied learning to identify its role in these outcome measures as there is no control for comparison.</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>	SUNY Upstate Medical University
<b>Date:</b>	3/30/2016
<b>Narrative Compiled by:</b>	Lynn Cleary, MD
<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>Educational program faculty have responsibility for identifying which of their courses include applied learning experiences, for the assessment of students, and for program evaluation. All new or customized faculty-initiated activity that is embedded in the curricula of the various programs must be approved by the individual college and program curriculum governance structure. The table below identifies the individual committees with that responsibility:</p>

<b>Campus Name:</b>	SUNY Upstate Medical University													
<b>Date:</b>	3/30/2016													
	<table border="1"> <thead> <tr> <th data-bbox="461 336 873 378">Program/College</th> <th data-bbox="878 336 1479 378">Faculty governance structure</th> </tr> </thead> <tbody> <tr> <td data-bbox="461 384 873 426">College of Graduate Studies</td> <td data-bbox="878 384 1479 426">Graduate Studies Curriculum Committee</td> </tr> <tr> <td data-bbox="461 432 873 474">College of Health Professions</td> <td data-bbox="878 432 1479 474">Curriculum Committee of the General Assembly</td> </tr> <tr> <td data-bbox="461 480 873 522">College of Medicine MD</td> <td data-bbox="878 480 1479 522">College of Medicine Curriculum Committee</td> </tr> <tr> <td data-bbox="461 529 873 571">College of Medicine MPH</td> <td data-bbox="878 529 1479 571">MPH Curriculum Committee</td> </tr> <tr> <td data-bbox="461 577 873 619">College of Nursing</td> <td data-bbox="878 577 1479 619">College of Nursing Curriculum Committee</td> </tr> </tbody> </table>		Program/College	Faculty governance structure	College of Graduate Studies	Graduate Studies Curriculum Committee	College of Health Professions	Curriculum Committee of the General Assembly	College of Medicine MD	College of Medicine Curriculum Committee	College of Medicine MPH	MPH Curriculum Committee	College of Nursing	College of Nursing Curriculum Committee
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<b>Question 2</b>	<p data-bbox="461 581 1479 686">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 data-bbox="461 735 1479 951">Since these activities are embedded in required coursework, faculty are supported through the usual compensation mechanisms. Many clinical preceptors are volunteers who usually do not receive payment and may receive a voluntary faculty appointment. They are also supported through continuing education efforts, plaques of appreciation which can be displayed in their office, personal visits by full-time faculty, voluntary faculty awards, and other means.</p> <p data-bbox="461 999 1479 1146">There are regular faculty development activities (noontime interactive presentations, focused workshops, active learning interest group, and annual college faculty retreats) that address innovations in pedagogy and include topics in or related to applied learning.</p> <p data-bbox="461 1194 1479 1411">We have established an Applied Learning Committee to coordinate common understanding of definitions of types of applied learning across the university. During the 2015/16 academic year, as this effort is coordinated, the Committee will meet approximately four times. In subsequent years, we anticipate two meetings per year, one to update the database of courses which include applied learning, and the other to review the summary report from the previous year.</p>													
<b>Question 3</b>	<p data-bbox="461 1470 1479 1491">Describe any current campus methods for supporting new faculty activities.</p> <p data-bbox="461 1539 1479 1871">The Academy of Upstate Educators has recently established a peer consultation service for teaching. They also sponsor a required 2-session sequence called the BEST (Build Excellent Skills for Teaching) for all new faculty, including content on adult learning, the learning climate, and engaging learners, all of which are relevant to the extensive applied learning that the faculty coordinate at Upstate. We are establishing a new Office of Interprofessional Education that will coordinate applied learning activities across the university. We are also in the planning phase for a new University Simulation Center that will provide the infrastructure for substantially expanded simulation education in all colleges.</p>													

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<b>Question 4</b>	<p>What is your campus plan for acknowledging engaged faculty?</p> <p>A series of awards sponsored by individual programs and departments as well as by students and the university provide many opportunities for acknowledging engaged faculty within the arena of applied learning and elsewhere. Because the university's programs are either related to professional degrees (Colleges of Health Professions, Medicine and Nursing) or biomedical research (College of Graduate Studies), all faculty who teach are engaged in teaching many different applied learning activities, and teaching awards are commonly given to faculty who excel in the applied learning setting. Examples of campus awards include the President's Award for Excellence in Teaching, the President's Award for Voluntary Teaching, the Gold Standard Awards, teaching awards from college alumni associations, teaching awards from honor societies (e.g., AOA Teaching Awards), student appreciation awards and others.</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>	SUNY Upstate Medical University
<b>Date:</b>	3/30/2016
<b>Narrative Compiled by:</b>	Lynn Cleary, MD
<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>All students participate in applied learning activities through required curricula in professional degree programs or in the biomedical research programs. Students have access to faculty support through their advisory deans. Students can navigate through course descriptions in the Academic Catalogue or the Course</p>

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	<p>Selection Books. There are also electives which included applied learning activities; students can review elective offerings in the course selection books.</p> <p>There are program-specific ways of obtaining credit for student initiated activity. For example, in some programs, students who wish to fulfill a clinical preceptorship must apply for approval of a site/preceptor if they are not already on the approved list. In other programs, students may design a student-initiated independent study or “unique elective” and receive academic credit. For example, students in the College of Medicine must complete an Application for Approval of Unique Elective Credit which requires the identification of the faculty mentor, learning objectives, educational activities, assessment methodology and the grading scheme. For example, an international elective would require this process.</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>For applied learning activities that are embedded in the curriculum, these are shared during the general orientation process as well as in the syllabi and usually during the first day of the course.</p> <p>In addition, the Office of Student Affairs sponsors a “Student Services and Activities Fair” during campus orientation activities which highlights the many opportunities available for extracurricular applied learning activities. The Office for Civic Engagement also holds a luncheon each year to share information about service learning experience opportunities.</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>All learning activities embedded in the required curriculum are evaluated through student surveys. Focus group discussions augment the surveys when results suggest the need for more in depth evaluation.</p> <p>If a student has a grievance with an off-campus site, they have several options. They can include their concerns in the anonymous mid-course and end-of-course surveys. They can report their concern to the program director or college dean. They can also report their concern to the Dean of Student Affairs.</p>

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<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 from credit-bearing courses is used to make improvements in the course, including the clinical sites, the clinical preceptors, the equipment, the quality of the experience, etc. In many courses, the syllabus contains a section “You said, we did...” to directly inform students what changes were made over the past 1-2 years in response to student feedback.</p> <p>Student participation on curriculum committees also contributes to the development of new applied learning activities. Students may come to faculty with ideas about new electives; one recent example is an elective on leadership, which the student helped design.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part V

Feasibility Study

Due May 1, 2017

<b>Campus Name:</b>	Upstate Medical University
<b>Date:</b>	May 7, 2017
Narrative Compiled by:	Lynn M. Cleary, MD, Vice President for Academic Affairs
<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>

<b>Campus Name:</b>	Upstate Medical University
<b>Date:</b>	May 7, 2017
	<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 main impact we measure is the experience of the preceptor/mentor in the applied learning setting. The methods we employ are site visits by full-time faculty to personally talk with the preceptors and students on site, and surveys (online or paper) of the preceptors.</p>
<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>Since Upstate Medical University is an Academic Medical Center sponsoring upper division and graduate programs, most of which lead to professional licensure, graduation requirements are established by individual academic programs. All our academic programs currently require applied learning activities as a graduation requirement. Many student learning outcomes require applied learning activities. Advising systems, staffing and resources are structured to support applied learning. For example, responsibility for identifying and supporting clinical placements and preceptors is clearly identified in specific staff and faculty responsibilities in each program or college. In addition, the Center for Civic Engagement coordinates extracurricular or elective service learning in the community. The university supports several simulation centers.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VI

Collaboration Plan

Due May 1, 2017

<b>Campus Name:</b>	Upstate Medical University
<b>Date:</b>	May 7, 2017
Narrative Compiled by:	Lynn M. Cleary, MD, VP for Academic Affairs
<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>

**Question 1**

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.

On- and off-campus collaborators/facilitators engaging in applied learning activities include hospitals, nursing homes, health care networks, private practices, clinics, federally qualified health centers, which host students in clinical preceptorships across a number of health care disciplines (allied health professions, medicine, nursing). Their roles and responsibilities are explicitly defined in required Clinical Affiliation Agreements which are signed by leaders at the hosting organizations and by leadership at Upstate Medical University's academic programs. A copy of the template for affiliation agreements is available on request.

In the College of Graduate Studies, and in other programs sponsoring student research, research faculty serve as laboratory mentors. Their responsibilities vary by the nature of the academic program. For graduate students, the lab PI and mentor has a long-term relationship with the graduate students. For medical students, it may be a summer research program or a research project within an elective. In each circumstance the preceptor is aware of his/her roles and responsibilities.

**Question 2**

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.

As noted above, there are specific individuals and/or offices whose responsibilities include establishing and supporting clinical affiliation agreements and research lab placements. They include the following:

College of Graduate Studies Dean's Office

College of Health Professions Dean's Office- Director of Affiliation Agreements

College of Health Professions Department Chairs/Program Directors

College of Medicine Dean's Office - Chief of Staff

College of Medicine -Coordinator of the Rural Medical Education Program

College of Medicine Clerkship Directors and Clerkship Coordinators

College of Medicine Master of Public Health Capstone Director

College of Nursing -Director of Clinical Affairs and Coordinator of Clinical Placements

Center for Civic Engagement –Director and Coordinator

University Contracts Office- to arrange certificates of insurance for students at placement sites

University General Counsel- to review terms of Affiliation Agreements when partners prefer to use their own templates rather than Upstate's template, or require modification of specific clauses.

**Question 3**

Describe how your campus engages new community partners in applied learning.

Individuals listed above are involved in contacting new community partners. The primary contacts are faculty serving as program directors. They may make site visits, phone calls, emails, and collaborate on other activities.

<b>Campus Name:</b>	Upstate Medical University
<b>Date:</b>	May 7, 2017
<b>Question 4</b>	<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>Our current structure works fairly well to support applied learning partnerships. It takes a fair amount of time and relationship-building. There is a lot of competition for clinical sites in the community and across the country, and some institutions pay stipends.</p> <p>We have a working groups of representatives across the university which meets periodically to review our process of acquiring and sustaining community partners.</p>

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SUNY Applied Learning Campus Plan  
Campus Applied Learning Plan Part VII

Graduation Requirement

Due May 1, 2017

<b>Campus Name:</b>	Upstate Medical University
<b>Date:</b>	May 7, 2017
Narrative Compiled by:	Lynn M. Cleary, MD, VP of Academic Affairs
<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>

**Question 1**

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?

As noted in Section V.2 above, Upstate Medical University is an Academic Medical Center sponsoring upper division and graduate programs, most of which lead to professional licensure. Thus graduation requirements are often directed by professional accreditation standards and must be established by individual academic programs. All our academic programs require applied learning activities as a graduation requirement and we anticipate no change in this.

**Question 2**

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.

Please see the response above for the reason that our programs all require applied learning activities. Since this has been true for each program from the time it was initially established through the present, there has been no need for new governance approval.

<b>Campus Name:</b>	Upstate Medical University
<b>Date:</b>	May 7, 2017
<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>As noted above, the graduation requirements are already in place. The specific activities vary by program. Required activities across the programs include internships, clinical placements, practicums, research, and simulation training. Optional/elective/extracurricular activities include service learning, community service, civic engagement, creative works, and international and domestic travel/exchange.</p> <p>Requirements are built into the required programs of study for each program. The registrar's office ensures that all students have met all graduation requirements before the degree is granted.</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>N/A.</p>

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