Resolution on Applied and Engaged Learning Activities at The College at Brockport, State University of New York

The College at Brockport, College Senate

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Resolution #19 2016-2017
College Senate

TO: Dr. Heidi Macpherson, College President
FROM: The College Senate: 04/17/17
RE: 
I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the Fitness of)
III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: Resolution on Applied and Engaged Learning at The College at Brockport, State University of New York (#84_16-17EC)

Signed: ___________________________ Date: 4/28/17
(Sharon Lubkemann Allen, 2016-17 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dr. Sharon Lubkemann Allen, College Senate President
FROM: Dr. Heidi Macpherson, College President
RE: 
I. Decision and Action Taken on Formal Resolution (circle choice)
   a. Accepted - Implementation Effective Date**: Immediately
   b. Deferred for discussion with the Faculty Senate on ____/____/____
   c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI
   a. Received and acknowledged ____/____/____
   b. Comment:

Signed: ___________________________ Date: 5/11/17
(Dr. Heidi Macpherson, President, The College at Brockport)

DISTRIBUTION:
Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at http://www.brockport.edu/collegesenate/resolutions.
Resolution on Applied and Engaged Learning at The College at Brockport, State University of New York

This resolution recognizes the long tradition of and deep commitment to applied and engaged learning at The College at Brockport, commends continued efforts at expansion and coordination of applied and engaged learning opportunities, and—as required by SUNY administration as well as in response to extensive internal research on current policies and practices at the College recently conducted by the Steering and Subcommittees of the Institute for Engaged Learning, the Provost’s Strategic Planning Taskforce for Experiential Learning, the President’s Strategic Planning Subcommittee on Engagement, and the faculty and staff working with the Assistant to the Vice Provost for Applied Learning to compile the appended Applied Learning Report, reviewed by both the College Senate Executive Committee and President’s Cabinet—calls for a Senate vote contending that the College should NOT implement a new College-wide requirement of a SUNY-approved Applied Learning Activity for graduation at this time.

Transfer students would bear a particularly difficult burden if Applied Learning Activities were required of all students for graduation, including added costs and difficulty of coordination and transportation, potentially resulting in decreasing completion rates and delayed time to degree.

Resolution #19
Resolution on Applied and Engaged Learning at The College at Brockport, State University of New York:

WHEREAS The College at Brockport has a rich academic tradition of engaging students in higher education through long-established and newly-identified high impact pedagogical practices, including both curricular and co-curricular applied learning activities; and

WHEREAS the College recognizes Engagement as one of its core values, fundamental to its mission, “to inspire excellence through growth, engagement, and transformation,” its vision to “build meaningful lives and vibrant communities,” and its promise “to engage our students each day in cultivating their capacity for intellectual, physical, and creative accomplishment”; and

WHEREAS the new College Strategic Plan, “Building a Better Brockport,” demonstrates our commitment to cultivating increasingly concerted and transformative Community Engagement as one of our four strategic goals; and

WHEREAS the new College Strategic Operational Plan defines concrete institutional strategies and measures for continued development of purposeful collaboration across departments and divisions within the College and between the College and local, regional/state, national and global communities, for the mutually beneficial exchange of knowledge and resources; and

WHEREAS the College recognizes that community engagement, including applied learning, offers this public institution the opportunity to contribute to the public good by combining the resources of the College with those of other public and private sectors to enrich scholarship, research, and creative activity, enhance curriculum, teaching and learning, prepare educated and engaged citizens, strengthen democratic values and civic responsibility, and address critical societal concerns; and

WHEREAS the College Administration, the College Senate representing faculty and professional staff, and the Student Government have deliberated and endorsed clearly defined Engaged Student Learning Opportunities including Service Learning, Civic Engagement, Community Service, Creative Works, Research, Directed and Independent Study, Entrepreneurship, Practicums, Field Study, Internships, Clinical Placements, Formal Leadership Experiences, Teaching Assistantships, and Student Employment, aligning these definitions with the State University of New York’s Applied Learning definitions of SUNY Discovers, SUNY Works, and SUNY Serves; and

WHEREAS many departments and programs across the College require and/or offer opportunities for Applied Learning, including, including service learning, research, internships, practica, international and domestic travel/exchange, field experience, community service, civic engagement, creative works, entrepreneurship and clinical placement; and

WHEREAS there are over 2100 established community partnerships and the College is committed to expanding and strengthening these partnerships; and

WHEREAS the College has also devoted significant resources to recent College-wide internal and external research, reporting, coordination, and communication around applied and other engaged learning opportunities (through such initiatives as the Institute for Engaged Learning, the Engaged Learning Steering Committee and its Subcommittees on Service Learning, Internships, and Research and Creative Activity, the Provost’s Strategic Planning Taskforce on Experiential Learning, the President’s Strategic Planning Subcommittee on Engagement, and so forth); and

WHEREAS this research has clarified both the capacities and limits, complexities and costs for concerted policies and procedures, coordination and communication around applied learning at the College; and
WHEREAS the College has been writing the SUNY Applied Learning Reports during a time of significant transition in academic administration; and

WHEREAS various College-wide institutes and committees are consequently in process of being reformulated (including the Institute for Engaged Learning, the IEL Steering Committee and several of its Subcommittees), while the former Provost’s Strategic Planning Taskforce on Experiential Learning has completed its work, and the former director of the Institute for Engaged Learning and Assistant to the Provost for Applied Learning has returned full-time to the faculty to devote more time to her NSF grant; and

WHEREAS College leadership, including the College Senate and College Cabinet (both bridging faculty and professional staff, academic and student affairs, curricular and co-curricular efforts at community engagement) are working on a new structure and processes to ensure that applied learning remains as embedded in the curriculum into the future as it has been in the past at Brockport; and

WHEREAS College leadership is seeking to develop a support structure conducive also to more effective, efficient, and coherent College-wide communication, coordination, gathering and dissemination of research and resources, and reporting of both curricular and co-curricular applied and engaged learning efforts; and

WHEREAS the College Senate is working on reconstituting its Standing Committee on Enrollment Planning and Policies as a Standing Committee on Enrollment and Engagement Planning and Policies, to ensure Senate review of policies and procedures related to engaged and applied learning, in accordance with resolutions passed by the University Faculty Senate; and

WHEREAS College leadership is committed to reconstituting interdivisional administrative coordination and advisory committees (informed by the findings and recommendations of the Taskforce on Experiential learning and SUNY Applied Learning reports) that better support applied and engaged learning efforts at the College, while recognizing that the College does not have sufficient financial or human resources at this time to build the infrastructure necessary to support the requirement of Applied Learning Activities for all students; and

WHEREAS there are significant challenges and obstacles, ranging from possible increases in credit hours and costs to time and transportation constraints, which might make the universal requirement of Applied Learning an undue burden for both native and transfer students at the College, potentially delaying the timely completion of programs; and

WHEREAS an Applied Learning graduation requirement also places a burden on the local Community, requiring many new placements and potentially straining partnerships for a college located in a small village and a region rich in institutions of higher learning; and

BE IT RESOLVED that The College at Brockport shall continue to value and cultivate Engaged and Applied Learning Activities for its students, but NOT make Applied Learning a requirement for graduation at this time.
# SUNY Applied Learning Campus Plan
## Campus Applied Learning Plan Part I of VII
### Inventory of Applied/Experiential Activities

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<td>Inventory Compiled by:</td>
<td>Office of the Provost and Vice President for Academic Affairs</td>
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<td>Project Reporting Period:</td>
<td>2015-2016 Academic Year</td>
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### Summary
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.

This assignment represents Part I of VII of campus applied learning plans and should be submitted as an inventory of approved applied learning activities as they currently exist on your campus. Please make every effort to ensure that the activities listed meet the criteria provided to you in the Applied Learning Guidance Document. To the best of your knowledge, please include only those activities that meet the criteria. Please refer all questions to AppliedLearning@suny.edu.

### Question 1 Narrative
Please describe all campus work on applied learning to date. Describe the overall structure of applied learning on campus including what supports exist to help students identify and complete applied learning activities (offices, databases, instructional support).

**Description of Campus Work on Applied/Experiential Learning to Date**

Over the past five years, Brockport’s faculty and staff have engaged in an intense dialogue with the goal of facilitating access to and implementation of high-impact learning opportunities, which include applied learning. This work was initiated with a Taskforce for Student Engagement in 2011, which researched best practices and made suggestions to the Provost for making engaging experiences utilizing High Impact Practices more available to students. Additionally, the Final Report was endorsed by the College Senate. In 2013, the campus sent a leadership team to the AAC&U High-Impact Practices and Student Success Institute and upon their return, a campus-wide conversation around the use of high-impact practices to engage students ensued. Our goal was to identify a culture of High Impact Practices across campus. Following visits to departments and a campus-wide survey on the courses available to students that utilized high-impact practices, a report was generated and submitted to our Provost’s Office. Shortly thereafter, a Committee reviewed these
recommendations and ranked implementation strategies in the order of importance and impact.

To facilitate the integration of planning and delivery of applied learning experiences at The College, we established an Institute for Engaged Learning, for which we have a steering committee of twenty-three campus members, each offering their own expertise in applied learning. The IEL Steering Committee serves as our Applied Learning Campus Advisory Board. The Institute provides a cross-divisional forum for strategic planning, purposeful intervention and implementation of applied learning activities, connecting faculty, students and staff. Through the leadership of the IEL, subcommittees on Internships, Service Learning and High Impact Practices were formed, and recommendations made through reports to the administration for improving access and delivery of these opportunities to our students. Very recently, these subcommittees have expanded to include one on Academic Internships, Undergraduate Research and Creative Projects and the Professional Education Unit Advisory Committee.

In the summer of 2015 we sent another team to the WACE Institute for High Impact Experiential Education for strategic planning specifically around undergraduate research, internships, and service learning. The team returned with strategic goals for creating a culture of Experiential Learning across campus. It is serving as a foundation for Strategic Planning this academic year. Our Strategic Planning team has invited our facilitator from the WACE conference, Norah McCrae, to campus in February as part of an Experiential Learning Institute at The College. It is our hope that by summer, we will have crafted a Strategic Plan for Experiential Learning at The College at Brockport. It is an ideal time for such a plan, as we have a new President and are in the beginning stages of building our next 5-Yr Strategic Plan for The College.

Description of the Overall Structure of Applied Learning on Campus

The College at Brockport promises a comprehensive approach to higher education that unifies mastery of content in the major with applied learning experiences both inside and outside of the classroom in a mission to develop the whole student. Applied learning experiences are embedded throughout the student’s four-year experience. Our students experience opportunities in community service, service learning, internships, research and creative projects, study abroad, leadership opportunities and clinical placements. Many of these opportunities are managed by individual academic departments. This decentralized structure has many challenges. It is our hope that through our committee work, we can develop solutions for centralizing the administrative tasks, while allowing departments to maintain ownership of applied learning experiences. For instance, some departments still rely on Career Services to administer their internships, while others primarily handle them internally.

Study Abroad/Away: is managed by our Office for International Education under the leadership of the Assistant Provost for International Education. The Office has a staff of eight who facilitate the connection of Brockport students with Study Abroad/Study Away opportunities as well as the associated logistics with traveling. The Office requires pre-trip
orientation and a reflective assignment for every student. The Study Abroad office hosts a Study Abroad Fair each September in the College Union.

**Internships**: are partially managed by our Career Services Director, Jill Wesley. This office manages Brockport Career Exploration Course (BCEC) credit, and works to connect students with non-credit internship opportunities. Eagle Connect is an online database of internships, both local and national, that is used to communicate opportunities to students as well as manage the internship application process. In the internships section of its website, Career Services has provided a link to InternShop as a first step in promoting the opportunity to students. Career Services hosts the Nonprofit Career and Volunteer Fair in the Fall and Jobs and Internships Fair in the Spring. Many for-credit internships are managed by the departments themselves, and some use Tk20 to track placements and assessments. There is variation in workload compensation for faculty-managed internships across our Campus.

**Community Service & Leadership Development**: is managed by our Community Development Office Director, Karen Podsiadly. This office manages Community Service Experiences as well as our award winning Leadership Development Program, which infuses community service into all four levels of the program. Karen has three staff and three graduate assistants to help manage the office. The Office utilizes a MS Access database to track sites and MyBrockport, to help students track experiences through a co-curricular transcript.

Both the Honors College and Delta College require applied learning experiences for their students. These Offices primarily use advisement to steer students to the appropriate applied learning office or faculty mentor. Honors coursework and Delta coursework may serve as pre-applied learning instruction (such as Junior Colloquium in preparation for an Honors Thesis).

**Professional Education Unit**: coordinates initial and advanced preparation for teachers and other school professionals. The PEU is responsible for maintaining CAEP accreditation. The unit works to place our Teacher-Certification Intent students into student teaching practica and internships. It uses Tk20 to collect field experience and student teaching assessment data. Its Field Experience Office is instrumental in finding placements for students.

The Institute for Engaged Learning: administers our Summer Undergraduate Research Program. Through the Brockport Foundation, we are able to fund up to 25 students per year to work with faculty mentors on research projects every summer. The IEL supports their research experiences with weekly workshops and a sponsored poster-session in July. Currently, the IEL Director, Dr. Laurie Cook, works together with our Summer Research Coordinator, Dr. Adam Rich and a committee of faculty to facilitate application screening and awards.

**Ronald E. McNair Post-Baccalaureate Achievement Program Office**: supports low-income, first-generation college juniors and seniors and/or students from traditionally underrepresented groups. The program connects students with faculty mentors who will
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supervise them in research projects that will be presented a summer research conferences. The Office is directed by Barbara Thompson, who is assisted by two staff members.

**Army/ROTC Office:** recruits students into ROTC courses and a Military Science minor. The program stresses extensive **Leadership training** that may culminate in students becoming commissioned officers. They work closely with certain majors, like Biology, which recruits Pre-Med intents.

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**Question 2**

Using the criteria for approved applied learning activities provided, list all current approved applied learning activities offered to students. This question is regarding the number of approved opportunities currently available to students that meet the criteria, NOT the number of students who are currently engaged in approved opportunities. Using the sheet below please list each activity, not an overview.

Please see the attached spreadsheet

**Question 3**

Please list any existing programs that currently require approved applied learning experiences.

- Adolescence Inclusive Education Certification
  - Art
  - Arts for Children
  - Athletic Training
  - Biology
  - Business Administration
  - Chemistry and Biochemistry
- Childhood Education Certification
  - Computer Science
  - Delta College
  - Earth Science
  - Education
  - English
  - Environmental Science and Ecology
  - Exercise Science
  - Health Care Liberal Studies
  - Health Care Studies
  - Health Education Professionals
  - History
  - Honors College
  - Interdisciplinary Minor in Museum Studies/Public History
  - Medical Technology
  - Nursing
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<th>Physics Education</th>
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<td>Physical Education Teacher Education</td>
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<td>Physics</td>
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<td>Political Science</td>
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<td>Recreation and Leisure</td>
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<td>Social Work</td>
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<td>Theater</td>
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<td>Women and Gender Studies</td>
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Also, note that all Masters Programs have applied learning as part of the capstone degree requirement in the form of a mentored thesis or final project.

**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than February 15th, 2016.
<table>
<thead>
<tr>
<th>All current approved applied learning activities offered (optional or required) to students (please list)</th>
<th>Existing programs that currently require approved applied learning experiences (please list)</th>
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<tbody>
<tr>
<td>Please see attached spreadsheet</td>
<td>Listed above AND on the attached spreadsheet.</td>
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</table>
### Campus Name:
The College at Brockport, SUNY

### Date:
4/15/2016

### Narrative Compiled by:
The Office of the Provost and VP of Academic Affairs

### Summary

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.

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.

Please refer all questions to AppliedLearning@suny.edu.

### Question 1

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.

In Phase I, The College at Brockport reported hundreds of credit-bearing and non-credit-bearing applied learning offerings available to our students. Some of the challenges that we and others face are 1) how to provide the campus community with an up-to-date snapshot of opportunities available, 2) how to measure participation in these activities, and 3) how to assess the effectiveness of applied learning in facilitating the success of our students.

**Development of a Campus Applied Learning Plan**
To facilitate the integration of planning and delivery of engaged learning experiences at Brockport, we established The Institute for Engaged Learning (IEL) about 5 years ago, for which we have a faculty Director, who reports directly to the Provost and VP for Academic Affairs, half-time secretarial support and a steering committee of 23 campus members, each offering their own expertise in applied learning. The IEL Steering Committee provides a cross divisional forum for strategic planning, purposeful intervention and implementation of applied learning activities. The faculty Director, currently Dr. Laurie Cook, is also serving as Assistant to the Provost for Applied Learning in response to the SUNY Applied Learning initiative. Dr. Cook has assembled three standing sub-committees of the IEL in response to Taskforce and Committee Recommendations in the past few years: 1) Subcommittee on Research and Creative Activities, 2) Subcommittee on Academic Internships, and 3) Subcommittee on Service Learning.

The entire College has entered into a strategic planning mode. The timeliness of SUNY’s request allowed us to integrate SUNY’s needs into our strategic planning process. The Provost had already charged a Taskforce, co-chaired by both Dr. Cook (academic affairs representative) and Ms. Karen Podsiadly, Director of our Office of Community Development (student affairs representative), with crafting a strategic plan for experiential learning, which informed this Phase II-IV Applied Learning Plan. The three Subcommittees of the IEL are also being used to inform our Applied Learning Plan, as well as representatives from the Office of Assessment, Institutional Research, the Office of the Registrar, Assoc. VP for Student Affairs, and others as appropriate.

**Current/Planned Administrative Structure to Support Tracking Applied Learning**
The College at Brockport lacks a centralized system of tracking applied learning, and most of the tracking that has occurred has been in Student Affairs. For example, Community Development tracks student participation in community service using MyBrockport, our co-curricular transcript and community partner information using MS Access. Career Services tracks internships using Eagle Connect. A few years ago, The College initiated a self-study on student participation in for-credit, high-impact practices in Academic Affairs necessitating an initial attempt at tracking. Departments were approved for-credit high-impact experiences using George Kuh’s criteria, which for some activities aligns quite well with SUNY’s applied learning criteria. This approved list has allowed our Office of Institutional Research to tag courses as undergraduate research, internships, study abroad, service learning, etc. for reporting purposes and internal studies on participation in HIP courses over the past three years. Other means of tracking for-credit experiences have been done at the individual department/program level, for instance using tk20 or MS Excel to track internships, field placements and clinical experiences.

We aim to streamline data collection on Applied Learning, not only for reporting to SUNY, but for assessing the effectiveness of student participation on key performance outcomes, bettering our relationships with community partners, and making
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intentional decisions on how best to infuse them into the student experience at Brockport. We also need to better understand the impact that these activities have on the workload of our faculty and staff, and update policies and procedures that reduce liability and risk of our campus members with regard to applied learning-specific situations.

Where we are:
The Provost’s Experiential Learning Taskforce is in agreement with previous Subcommittee and Taskforce Reports that tracking Applied Learning is necessary. We have been hesitant to take the necessary steps forward in this area in hopes that several SUNY campuses might get together to design a SUNY-wide system/solution rather than create a Brockport-specific tracking solution that would become obsolete in the future. Nevertheless, our tracking team has assembled and is actively engaged in planning for data collection for the 2016-2017 academic year. Tracking Team members include Dr. Mary Ellen Zuckerman, Provost and VP for Academic Affairs; Dr. Laurie B. Cook, Assoc. Prof Biology, Asst. to the Provost for Applied Learning, & Director of the IEL; Dr. Jeffrey Lashbrook, Director of Institutional Effectiveness; Ms. Cindy Stanton, Asst. for Research Analysis & Planning; Mr. Peter Dowe, College Registrar; and Mr. Daniel Murdoch, Senior Programming Analyst.

Planned Action:
The IEL is taking the lead role in collecting the data from various parts of the campus. Credit-bearing activities that are tagged as Applied Learning (*process is described in next section*) will have letter designations in Banner (a different letter designation for each applied learning type). The Office for Institutional Effectiveness will be able to pull reports from Banner and upload the data directly into SIRIS. Collecting data from non-credit-bearing activities is going to be trickier because the information will not be placed directly into Banner. Each Office/Program seems to have a different way of tracking experiences. The IEL become a conduit through which number and type of non-credit applied learning experiences will flow, and the IEL will be in direct communication with the Office for Institutional Effectiveness, which will directly upload that data to SIRIS.

What is your campus plan for designating activities/sections/courses/programs as having or requiring approved applied learning activities?

Currently, only some credit-bearing applied learning opportunities bear a recognizable applied learning name/title (e.g. internship, practicum, clinical) in the College catalog, although the titles and course descriptions may sometimes differ from the SUNY Applied Learning definitions for each of those terms. Our Tagging Team is implementing a process by which all credit-bearing applied learning opportunities will be tagged in Banner in a way that will 1) rely on faculty approval, 2) allow for section-to-section variation in pedagogical means and 3) provide flexibility such that those opportunities that do not meet the SUNY criteria for applied learning may still be identifiable and tagged as engaged learning experiences. Tagging in
Banner will facilitate data transfer to SUNY’s SIRIS reporting system for credit-bearing applied learning activities.

**Faculty approval:** For now, in the absence of a formal college graduation requirement for applied learning, we are relying on individual departments and programs to make decisions about which experiences can be tagged as meeting the definition of applied learning. The criteria by which applied learning is designated will be shared electronically and data collected on a form submitted to the IEL. That information will be passed on to the Registrar in an MS Excel file by the IEL Director so that formal tagging in Banner may take place by hand. Ideally, course designations will be viewable on the Course schedule in time for students to pick their classes at registration, and courses will be tagged in the College Catalog.

Faculty representation on standing subcommittees of the IEL (internships, service learning, and research and creative activities) exceeds a majority. These groups are developing learning outcomes, associated policies and procedures, and workload recommendations related to their applied learning areas. Thus faculty have taken ownership in making recommendations and action plans around furthering applied learning access and implementation. Implementation of College policies and procedures related to applied learning will require a submission of a College Senate Proposal that follows shared governance procedures. For instance, our Standing Committee on Academic Internships has assembled internship coordinators from at least 15 different programmatic areas. While in the past, everyone had their own individual internship policies and procedures (i.e. minimum number of hours), this team is working collaboratively to standardize these practices across the campus. Once recommendations are made, they will be sent to College Senate for approval and adoption.

In looking ahead to a Brockport experience that might require applied learning of all students, we may eventually need to develop an applied learning course designation approval mechanism which flows through a College Senate standing committee (like the undergraduate curriculum committee).

**Section-to-Section variation:** One of the caveats to course tagging is that applied learning can sometimes be section-specific or instructor-specific. It is important that we capture this information in our tagging process. There will be a box to check for all applied learning registrations indicating whether the registration is permanent (meaning every time the course is taught) or whether it is section specific. This will also ensure that faculty workload differences across sections are appropriately captured.

**Flexibility in Designation:** Applied Learning is a subset of high-impact practices, or Engaged Learning, that The College has been tracking for the past couple of years. While SUNY is interested in tracking only Applied Learning activities, we will continue tracking this larger subset of high-impact practices, and so our inquiries and
registrations of experiences will ask for faculty to designate whether the experience fits the Applied Learning criteria or fits the high-impact-practices designation of an Engaged Learning experience. We have been working on coding practices for each and this will facilitate report generation above and beyond the SUNY Applied Learning designations.

**Advertising that Programs Offer Applied Learning Opportunities:** We plan to have every department/degree program on our campus compile a one-page graphic summary of the types of Applied Learning activities available to their students. A template will be distributed and filled out forms will be made easily searchable on the IEL and departmental websites. The one-pagers will also be made available at Open Houses or advisement sessions.

**Question 3**

What is your plan for using these data to measure student success and institutional outcomes (such as persistence, retention, graduation rate, student engagement, student employability)?

The IEL, Office of Assessment, and Institutional Research will work collaboratively to review enrollment data in credit-bearing Applied Learning courses. In order to measure the effect of these experiences on student success, it will be necessary to cross reference student ID numbers with enrollment data, and track participation of entire cohorts of students over 4 to 6 years (freshmen, transfer, on-campus, off-campus, ethnicity, gender, etc.). Many of these programs were previously written by our IR office for our High-Impact Practices self-study and so small adjustments will be made to adapt it for Applied Learning purposes. Analyses such as these will allow us to be intentional in our targeting of new activities, marketing to specific students, or advance certain programs through influx of resources to support engaged learning.

We want to make sure that our Applied Learning activities are of high quality and that they achieve the agreed upon learning outcomes. Evidence of achievement and success of students will be collected in various ways, including student grades, reflection statements, portfolios, and culminating capstone projects (theses, publication, poster presentations, exhibition and performance). We will work with our Office of Institutional Assessment to develop reporting forms to streamline this, although many departments and programs already have rubrics in place for assessing student performance (i.e. Honors College thesis rubric). The National Science Foundation offers a unique online resource for assessing research experiences and student perceptions of learning gains.

With regard to key performance indicators such as retention, graduation and employability or post-graduate education, we will continue to collaborate with Enrollment Management and Student Affairs (EMSA), Office of Alumni Engagement and Career Services to track student successes as they progress towards their degree and after they attain one. Tracking student success post-graduation is a bit tricky, however with the aim of connecting every student to a faculty mentor through an
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<td>Applied Learning experience, we are hopeful that we will soon see improved success in tracking alumni placements in jobs and/or professional schools. For example, our coordinator of Summer Undergraduate Research is formalizing a follow-up process by which former recipients of summer research fellowships report on their post-graduate successes in the form of a one-page update on how their fellowship has advanced their careers. That information is being compiled and will be housed on the IEL Website to showcase them. These students almost always stay in touch with their mentors.</td>
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**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15th, 2016
## Faculty Engagement

**Due April 15, 2016**

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<th>Campus Name:</th>
<th>The College at Brockport</th>
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<td>Narrative Compiled by:</td>
<td>The Office of the Provost and VP of Academic Affairs</td>
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### Summary

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.

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.

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.

Please refer all questions to AppliedLearning@suny.edu.

### Question 1

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?

All credit-bearing, approved Applied Learning activities that are either optional or required for a degree program are required to have a faculty mentor. For example, students placed in a required, off-campus internship as a capstone experience for their major will be required to meet with a faculty mentor to design learning outcomes create an agreed-upon course of study with the student for the experience. Faculty mentors will meet periodically with the student to discuss their progress, reflection and post-experience assessment. Some of these activities are also held to accreditation standards, which departments must abide by.

Academic programs at Brockport have a 3-year assessment cycle through which all of their courses must be assessed at least once. Evidence of achievement and success of students may be collected in various ways, including student grades, reflection
statements, portfolios, and culminating capstone projects (theses, publication, poster presentations, exhibition and performance). Faculty mentors must submit the final grade/assessment of the student, even if the Applied Learning experience is conducted at an off-campus site.

Faculty participation in Applied Learning activities is reported on the Faculty Annual Report under either Teaching, Service or Scholarship. There is wide variability in how departments and programs compensate faculty members for managing internships or mentoring undergraduate research students for example. We recognize that in light of increased emphasis on one-on-one mentoring by faculty in a tight budget environment that a larger conversation around workload and faculty compensation needs to take place.

Our Taskforce on Experiential Learning has engaged in significant discussion about what constitutes Applied Learning at The College at Brockport. We have identified examples of Applied Learning that are for credit, not for credit, part of a degree program, and elective, paid and unpaid. Faculty do not take ownership of all Engaged Learning experiences; many experiences are housed in Student Affairs. All experiences, however, are held to the same level of rigor and oversight. We could find no examples of Applied or Engaged Learning on the Student Affairs side that are specifically required for a degree program.

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?

Workload Compensation
There is wide variety in the minimum criteria for compensation across departments and programs with regard to faculty overseeing applied learning. Some departments consider mentoring eight students in the lab (on independent studies or thesis credit) during the semester as being in addition to their normal teaching load. Some departments have gotten creative in how they distribute phantom courses (those with registered students who end up being mentored/taught by others) as a rotation amongst untenured faculty. Sometimes departments offer a course release to faculty who oversee a minimum number of internship placements (and this varies considerably from department to department), while others take it on as an overload. Some provide stipends. Another option is summer salary, although a number of dedicated faculty volunteer themselves as a mentor in the summer months, pro bono.

There is considerable trepidation on furthering the burden of faculty in this area. Faculty recognize the dedication of time and energy needed to do applied learning properly, and perceive being stretched too thin in their current roles to entertain any request to take on/mentor additional students without negotiating an offset in workload.
Professional Development
The Center for Excellence in Teaching and Learning (CELT) and Institute for Engaged Learning (IEL) are resources for faculty in pursuit of engaging in applied learning. The recent relocation of the IEL Office to space shared with CELT strengthens their affiliation. Workshops, panels, and webinars are sponsored by these offices on a weekly basis. Faculty Learning Communities are available for faculty to participate in, and many have taken on issues related to applied learning (service learning, publishing with students, and others). The College has also sent faculty/staff teams to AAC&U and WACE planning institutes centered on high-impact practices and experiential learning, more evidence of our continued commitment to a culture of applied learning at Brockport and the professional development of our campus leaders.

Workshops and Events
In terms of workshops and events centered on faculty development, there are two main ones: Brockport’s Teaching and Learning Day is scheduled each Winter Session, and is run by CELT. This past February, we held our first Experiential Learning Institute, with Norah McRae as our keynote speaker. We hope to continue both events on an annual basis. It would also be nice to collaborate with neighboring SUNY campuses to develop a regional meeting around one or more applied learning themes; we would consider hosting such an event.

Question 3
Describe any current campus methods for supporting new faculty activities.

At Brockport, most Engaged Learning occurs outside of the formal classroom setting. Oftentimes, it occurs in conjunction with a faculty member’s scholarly research program.

Three internal sources of scholarly support include the Faculty Spending Accounts ($500/year), which are used to support supplies, poster printing, and travel and Pre- and Post-Tenure Awards (up to $3,000; apply once every 5 years) that are used to fund research projects, travel, etc. Administrative support offices, such as our Center for Learning and Teaching (CELT) and Grants Development, provide professional development and grantsmanship support. The Office of Community Development can facilitate relationships with community members and training needs of students before leaving campus for an off-site experience. And our Office for International Education helps facilitate travel and insurance arrangements for faculty and students heading abroad.

The only formal mechanism of support for new applied learning experiences are our Service Learning Grants, administered by the IEL. These offer the opportunity to apply for up to $500 each semester to support implementation of service learning opportunities in courses and can help offset travel or equipment costs required for the service learning part of the course.
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<td>Question 4</td>
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What is your campus plan for acknowledging engaged faculty?

The College at Brockport was lucky to have been gifted money to use for the recognition of faculty-student engagement, although that money is set to run out next year. Each year, for the past three years, up to three faculty members are awarded a $500 Eagle Money gift card to recognize their commitment to student engagement. We expect the recognition will continue in the coming years, although the monetary value of the award has yet to be discussed.

We are undergoing a large redesign of our College Website and are considering an Engagement Newsletter (either print or electronic). We plan to showcase applied learning as feature pieces, and faculty contributions to these experiences will be displayed such that others are inspired.

Engaged faculty are often asked to talk about their activities at CELT workshops, Teaching and Learning Day, or other events such as Scholar’s Day, Commencement, Incoming Student Orientation Dinners, and other events. The expansion and continuation of this year’s Experiential Learning Institute will provide a venue in which we can showcase Faculty Champions in all areas of Applied Learning. Award applications may be self-nominated or nominated by colleagues.

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

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.

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 an explanation of the roles and responsibilities of students/facilitators.

*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.*

Please refer all questions to AppliedLearning@suny.edu.

### Question 1

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?

**How Students Get Involved**

Students interested in applied learning are strongly encouraged to meet with faculty mentors or advisors first to determine a personalized path to timely graduation that includes integration of coursework with Applied Learning. Oftentimes, course credit can be given (for instance taking courses in the major while on a study abroad experience), or applied learning can be worked into breaks. We are planning on revising advisement planning sheets to include open spaces for applied learning experiences. Careful planning is particularly important for our large percentage of transfer students.
We aim to enhance communication with students about Applied Learning options and career readiness. More targeted events, speakers, field trips, advertising through email, newsletters, and social media should help integrate a culture of Applied Learning among all students.

Student Orientation Programs and Residential Life play an important role in encouraging students to step outside their comfort zones. All incoming Freshman students participate in a Day of Service during Orientation Week. The Campus also holds Club Craze (fall event which allows students to find out about student groups that engage students in Applied Learning activities), Internship, Volunteer and Employment fairs, Study Abroad Fairs, and Scholar’s Day annually. Each event showcases different types of engaged learning opportunities for students to explore, including applied learning.

Specific offices currently dedicated to facilitating student connections to Applied Learning at Brockport include the following:

- Office of Community Development – Community Service and Leadership Development Programs
- Office of International Education – Study Abroad and some Study Away
- Career Services – manages non-credit internships and helps support for-credit internships
- Delta College – students are required to take two semesters of AL experiences
- Honors College – students are required to complete a capstone of AL
- The Institute for Engaged Learning – helps facilitate connections between faculty, staff, students, and the community; runs summer undergraduate research program; in charge of Experiential Learning Institute.
- Student Union and Activities - student organization leadership

Brockport Student Government offers travel grants for students to present their work. All students are eligible to apply, although it is competitive.

**Approval of New or Customized (Student-Initiated) Applied Learning Activities**

The College currently has an independent study/directed study registration process for informal, for-credit Applied Learning experiences like independent research with a faculty member. As we progress with our Applied Learning and Engaged Learning tagging project, we expect that independent study forms will need to be modified to include options for assigning a project to a particular Applied Learning category for tagging in Banner (section-specific). Since this is a curricular matter, the College Senate will need to develop a process for approval of such for-credit experiences.

We expect that process to continue, but may need to divert registrations to the IEL Office for logging and approval prior to submitting to the Registrar.
Discussions are ongoing about how we can develop a system to record and/or register new or customized student-initiated applied learning activities that do not qualify for academic credit, for example our summer undergraduate research experience.

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?

The College needs to initiate discussions on how to better communicate information to its campus constituents. One of the themes our Strategic Planning Taskforce has heard this year is that students don’t realize an event is taking place, or that they don’t read their email. One possibility that we may explore is the potential for a “password-protected landing page” for our students, faculty and staff to access for internal information rather than having to use our College Website search engines. This page might provide information on weekly events, links to Banner, Blackboard, Degree Works, MyBrockport, (our co-curricular transcript), Eagle Connect, Financial Aid, Health Center, important information about Title IX compliance, Important Dates and Deadlines, Delays and Closings, Campus Safety Alerts, etc. By streamlining how we pass information along to our students, they are less likely to miss out on things. One potential improvement would be to tag events on the Campus Calendar in a way that would indicate that they are Experiential, Applied or Engaged learning-related. As part of an action plan to improve communication, we are implementing a major Website redesign. This is an opportunity to reorganize how applied learning offices and opportunities are displayed to the campus on the Web. Students also rely on email, the web, posters, the Stylus (campus newspaper) announcements in class, MyBrockport and Blackboard-generated messages to receive information about campus events and opportunities to engage outside of the classroom.

Role of Orientation and Advising
Our campus stresses the importance of engaged learning experiences during the orientation process; in the literature and welcome packets, orientation events, academic planning seminar (a graduation requirement), and speakers.

There is no formal mechanism to ensure students talk about applied learning with their advisors. When we instituted the MyBrockport co-curricular transcript, it was popular with those working in Student Affairs, but was never embraced by the Faculty. Many faculty and students don’t understand what MyBrockport is, or how it could be utilized to track engaged learning that students participate in. We may develop training workshops geared towards faculty that will inform them of its usefulness and relaunch it with a major marketing effort. At the same time, we would like to develop campus-wide advising forms, or path-to-degree forms that have spaces on it prompting students to discuss with their advisors about what
kinds of applied learning experiences they plan to experience at Brockport before graduation.

Also, with the new Web Design, departments and programs may be given a link or prompt via which to showcase the current opportunities and previous successes involving Applied Learning.

Since we also plan to have every department/degree program on our campus compile a one-page graphic summary of the types of applied learning activities available, students should be able to sort opportunities by their area of interest and degree program.

**Question 3**

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?

**Student Feedback on the Experience**

In most cases, students have the opportunity to provide feedback on their applied learning experience in the form of surveys or feedback forms. Teacher Education and International Education, for example, use a survey of students upon their return from off campus experiences. Course-based experiences may be evaluated using the College’s IAS Evaluation forms, which are a means of assessing teaching effectiveness of faculty through student feedback on instruction. Certain IAS forms are more appropriate for student engagement in the classroom.

**Grievance Procedures**

Grievance procedures for applied learning should follow College Policy, with particular attention to be paid to off-campus experiences. If a sexual offense occurs at an approved off-campus location, it must be reported to University Police for Clery Act purposes. In general, students have the choice of contacting their faculty or staff mentor, the office that was managing their experience (i.e. Community Development) or a grievance officer directly if they feel more comfortable doing so. Additional reporting options include Student Conduct Officer, University Police or local police agency, Title IX & College Compliance Officer, Hazen Health Center and Counseling Center, and RESTORE (rape crisis services). Some programs have specific sections of their student handbooks on grievance policies and procedures, such as Social Work Field Experiences, Counselor Education, and Student Employment.
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<th>Question 4</th>
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<td>The College will seek BSG (Brockport Student Government) endorsement of Policies and Procedures related to experiential learning and a BSG representative will be invited to sit on the IEL Steering Committee. We have found that student-only focus groups are useful in obtaining information about whether applied learning programs are working well and for the identification of areas for improvement. Our Office of Institutional Assessment facilitates these focus groups for us. Anonymous surveys may occasionally be used for feedback on specific programs, to make suggestions on future improvement, or identification of strengths.</td>
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**NOTE:** Forward all materials to [AppliedLearning@suny.edu](mailto:AppliedLearning@suny.edu) no later than April 15th, 2016
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.

This assignment represents Part V of VII of campus applied learning plans and asks questions to determine campus capacity to support applied learning. Part V should be submitted as a 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.

All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.

Please refer all questions to AppliedLearning@suny.edu.

Do you currently measure impact of campus-approved applied learning on the local community and workforce? If so, what methods do you employ?

The College at Brockport, SUNY, has not historically measured the impact of campus-approved applied learning on the local community and workforce in a systematic way. This is partly due to the fact that applied learning has been developed and managed across two divisions: Enrollment Management and Student Affairs and Academic Affairs, with different emphases and foci for the engagement.

However, many schools, departments and programs gauge their own successes through the success of their students, measured by placements in the workforce, and admissions to graduate, postgraduate and professional programs. For instance, Nursing has 100% job placement within 6 months of graduation. Exercise Science has most recently had a 97% job placement rate within 1 year of graduation.
### Use of employer surveys to determine community impact varies. Nursing has had little success with their yield of employer surveys and hence they are no longer required by accrediting bodies. Exercise Science does use employer satisfaction surveys and most recently had a 54% response rate.

The Professional Education Unit Advisory Board provides a means of communication between the community and The College to promote positive, effective relationships.

Both Career Services and International Education use surveys to receive feedback from placement sites.

Community Development uses an online calculator created by Points of Light to measure the economic impact of volunteering service in the community - [http://www.pointsoflight.org/tools/volunteercalculator](http://www.pointsoflight.org/tools/volunteercalculator).

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**Question 2**

How could including approved applied learning activities as a local graduation requirement enhance or hinder student completion?

Research supports the use of applied learning as a tool to facilitate the engagement of students with faculty, staff, the institution, the community and the discipline, ultimately improving their professional and personal success. There is no debate about the educational, civic and social benefits of applied learning. Where the debate lies is in the potential for undue hardship on the participants, mentors, institution and community partners if it were to become a graduation requirement.

**Transfer Students** – students transferring into The College at Brockport are faced with the challenge of completing major and general education requirements in a reduced time-frame. There are many majors that include a required applied learning experience in the junior or senior years; but other majors do not. For students in the majors that don’t require applied learning, adding such a requirement might extend time to graduation unnecessarily.

**Proximity** – Navigation to Applied Learning sites is a hardship for many of Brockport’s students. First and Second year students are required to live on campus unless they reside in the immediate Rochester area. Many of the latter use public transportation to get to and from campus. While faculty sometimes make requests for funds to support bus transportation to and from service learning sites for an entire class, many Applied Learning experiences require individualized transportation solutions.

**Financial Constraints** – Brockport’s students come from an array of economic situations. It is not unusual for students to be working full-time while attending college part-time, or working large number of hours while completing full time study. Many live off campus and/or have families. Applied Learning is typically an immersive experience that may require alternative transportation, time off from work, and/or child care. For example, airfare costs can limit accessibility to study abroad.
experiences. An Applied Learning requirement might place undue economic hardship on some students.

Credit Creep in the Major – Some majors are difficult to achieve in a 4-Yr time-frame and require careful planning and advisement of the student to achieve a 4-Yr graduation; any deviation from the major to add an applied learning experience, while beneficial to the student, would extend time to degree. Some students choose to do this anyway by building in a summer study abroad or internship experience, but to require it would potentially affect the 4-Yr graduation rates of a significant number of students.

Please describe the campus opportunities and challenges of including approved applied learning activities as a local graduation requirement. Please describe implications for student learning outcomes, advising, staff and fiscal implications, and other relevant information.

Administrative Burden on the Institution – A graduation requirement would place a significant burden on the existing administrative infrastructure at Brockport. We would need more personnel, office space, and larger budgets to support tracking, community relations, site visits, training, liability concerns, communications, transportation needs, etc. to build the supportive infrastructure for these student experiences. It would essentially be an expansion of the Professional Education Unit’s model on a grand scale.

Workload/Compensation of Faculty – One of the largest concerns from faculty in relation to requiring more Applied Learning of our students is in the area of workload and compensation. Many faculty members feel overworked and undercompensated, and effective Applied Learning demands an incredible investment of time and energy per student on the part of the faculty member. There are discrepancies across departments and schools regarding the method of compensation and the minimum number of students/time spent on the activity to qualify for compensation. Different majors/programs have different numbers of majors, resulting in unequal distribution of Applied Learning needs and investments across the campus. In certain disciplines, some Applied Learning experiences are more preferred over others, again contributing to differences in the impact across certain disciplines. Our current College-wide Taskforce on Faculty Roles and Rewards is in final stages of drafting its report on current practices and policies at the College and recommendations for more the development and implementation of coherent and equitable practices and policies.

Capacity for the Community to Support Placements – The potential burden of an Applied Learning graduation requirement on the Community is very real. We are already seeing strains on programs requiring clinical placements like nursing and medical technology, that are impacting the numbers of students we can graduate in any one year. The Rochester area is rich in institutions of higher education. We are competing with, amongst others, the University of Rochester, Rochester Institute of
Technology, SUNY Geneseo, Nazareth College, St. John Fisher College, MCC, and GCC to place students in internships, community service projects and research experiences. The immediate Brockport community is a small village without the capacity to host the number of interns/service students that we’d need.

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

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Summary

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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.

Please refer to language about facilitators included in the Criteria for Approved Applied Learning Activities.

All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.

Please refer all questions to AppliedLearning@suny.edu.

Question 1

Please provide an overview of the various types of on- and off-campus collaborators/facilitators who engage in Applied Learning. Be sure to list the responsibilities and roles for each. These may include any business/corporate, non-profit, state and other hosts/facilitators.

An attached spreadsheet details our Community Partner Information. To summarize:

- We have identified over 2100 community partnerships that have contributed either directly or indirectly to the success of our applied learning efforts at The College at Brockport.
- Over 800 affiliation agreements exist to support for-credit internships, and these include businesses, corporations, non-profits, public institutions, etc.
- Over 500 community partners have worked with The College on community service projects and initiatives.
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- International Education has 40 university partners across 18 different countries that host Brockport students. They are also supported by 3 international touring companies.
- The Professional Education Unit has placed students in over 64 K-12 public school districts and 30 private or non-profit entities as part of our Physical Education and Health Science Programs. Over the past year, Education students were placed in 30 K-12 school districts.
- Camp Abilities is an internationally recognized program initiated by Professor Lauren Lieberman that partners with a number of local groups that serve the disabled community.
- Career Services works with 188 community partners to place students in internships.
- Alumni Engagement works to maintain giving relationships with over 450 community partners that help fund scholarships and engaging experiences for our students.
- The School of Business maintains relationships with almost 150 community partners willing to host our interns.
- Our Washington Internship Program exists because of 35 community partnerships that host students.
- Community Development facilitates relationships with over 100 community partners who host our students on service projects.

The Rochester Integrated SUNY Excels (RISE) Network is a partnership between Monroe Community College’s Damon Campus, The College at Brockport, and the Rochester Education Opportunity Center, that is supported by SUNY investment funds. We provide services in Academic Workshops, Case Management, College Prep, College Visits, Counseling Support, Family Support, Financial Literacy and Tutoring.

Our Career Services Office facilitates connections between community partners and students seeking applied learning through the following:
- The Career Services Employer Advisory Board advises us on external employer needs and outcomes
- The Brockport Career Exploration Course facilitates for-credit internships among students and employers.
- Our Jobs & Internship Fair provides an opportunity for profit and non-profit organizations to recruit students for jobs and internships.
- Our Non-Profit Volunteer & Career Fair = Non-profit organizations come to this event to solicit volunteers and students for internships.

### Question 2
Describe any existing methods used to support intentional and reciprocal relationships on and off campus. List the offices or structures on campus currently supporting these relationships.

- **Career Services (Employer Relations)** provides extensive outreach to existing partner relationships, employer development, collateral material, and attendance at local chamber and professional association events.
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- **The Professional Education Unit** was established in 1999 as the unit with the responsibility for coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals on campus. It is responsible for maintaining high quality education and professional programs. The PEU is currently NCATE and CAEP accredited.

- **The Contract and MWBE Coordinator in Procurement** is responsible for reviewing and approving the affiliation agreements. She is the campus liaison to SUNY Counsel, working with them when a site’s agreement needs to be reviewed and when a site will not accept the SUNY template. She also works with departments to determine what type of agreement is required to facilitate collaborative agreements, partnerships, internships and clinical placements. Regarding community service, Ms. Powell assists departments when any insurance requests, waivers or other circumstances arise where SUNY Counsel’s guidance is required. She works on revenue contracts when a district places their students in programs at REOC, working closely with SUNY Counsel on these contracts and to ensure that the child protection policy requirements are followed.

- **The Office of International Education** manages our international education, study abroad and Washington internship programs. We have over 30 overseas study programs through which coursework abroad can be transferred back to Brockport and applied to a degree. This office maintains our global academic connections and arranges travel and insurance for students and faculty members traveling abroad. They serve as a primary contact for Brockport’s faculty and students while overseas.

- **The Community Development Office** is actively working with 110 community partners and continually pursuing further positive relationships with community partners in an effort to enable students to work collaboratively to tackle community problems. Ongoing community service opportunities as well as social action projects and practicums completed by students in the Leadership Development Program, currently engaging 299 students, build strong connections with area non-profits.

- **The Office of Alumni Engagement** is responsible for keeping more than 90,000 alumni and friends connected and engaged to the College. This engagement takes the form of events, communications, volunteer opportunities, career networking, giving, student connections, and service opportunities. The alumni engagement team consists of a Director, Assistant Director, Coordinator, and Secretary.

- **Academic Dean’s Offices** promote and support applied learning in their academic departments, which facilitates interactions of faculty and students with the community. This may be in the form of grant proposals, support for student and faculty travel, professional development and workshops for faculty and staff, equipment replacement funds and supplies, etc. They help support the grass roots efforts of faculty mentors attempting to connect...
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students with the community, whether it be research in the discipline or a service learning project, for example.

- **The Research Foundation for The State University of New York (RF)** is the largest comprehensive university-connected research foundation in the country. It exists to serve the State University of New York (SUNY) by providing essential administrative services that enable SUNY faculty to focus their efforts on the education of students and the performance of life-changing research across a wide range of disciplines including medicine, engineering, physical sciences, energy, computer science, and social sciences. The RF is a private non-profit education corporation that is tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

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<td>A great amount of work is done to reach out to agencies in the area to determine what their existing needs are and how the college can work in partnership to address them. Emphasis is placed on working “with” partners and populations, not “for.” New partnerships are formed in a variety of ways: new partner reaching out to our Community Development office for volunteers, cold-contacting a community agency to start a relationship or a relationship forming organically through shared networks.</td>
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<td>Career Services attempts to understand the demographics of student body and assess the types of employers coming on campus and to our events. We analyze this information, determine where there are gaps, and focus our outreach on these companies.</td>
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<td>In addition, the College is constituting a new Economic Development and Outreach Committee whose charge includes outlining a working framework for “Economic Development and Outreach” for our campus. This framework will be broad, overlapping and all encompassing, but not restrictive of the needs of our academic programs. It will include a calendaring process; a model for communication planning with business, political, educational and other leaders; a mechanism for capturing conversational highlights and general themes; and a simple, straightforward way for key, designated faculty, staff and administrative leadership to find and retrieve all pertinent information. We are exploring the kinds of electronic tools that will be needed to capture much of this information.</td>
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<td>Our Strategic Plan, “Building a Better Brockport”, is currently in the final stages of approval and will officially launch in July 2017. It is built on four core values, community, excellence, engagement and transformation.</td>
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As a core value, The College at Brockport has defined its commitment to engagement in terms of faculty and staff engaging with students in purposeful and rewarding educational activities; faculty and staff engaging in their professions and service; faculty, staff, alumni, and students engaging in the activities of the local, regional, national, and/or global communities. We are dedicated to fulfilling our individual and collective obligation to offer meaningful and intentional learning opportunities that promote intellectual, professional, and interpersonal development. These experiences contribute to the achievement of learning outcomes, scholarly accomplishments, professional growth, and quality of place.

Our enduring foundational values of community, engagement, excellence, and transformation function as pillars that underpin and extend through Building a Better Brockport. They set the framework for the four goals we will work together to achieve.

1. To be a Great College at which to Learn
2. To be a College engaged with its Community
3. To be a Sustainable Institution for the 21st Century
4. To be a Great College at which to Work

Applied Learning is addressed across our strategic goals. It is particularly reflected in our commitment “To be a College Engaged with its Community”.

The College recognizes that: Community engagement results from the purposeful collaboration between institutions of higher education and their larger communities (local, regional/state, national, and global) for the mutually-beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Community engagement offers the opportunity to contribute to the public good by combining the resources of the College with those of other public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated and engaged citizens; strengthen democratic values and civic responsibility; and address critical societal issues.

To be a college engaged with its community requires that we promote, support, recognize, and celebrate the service and engagement of faculty, staff, students, and alumni in local, regional, national, and international communities, demonstrating our commitment to leadership, civic engagement, and global awareness.

To be effective in our engagement, we must also act as a community on campus, supporting and recognizing equity, diversity, and inclusion as key priorities.

Engagement also requires that we promote dialogue and collaboration across departments and divisions, recognizing and supporting the opportunities that come
from inter- and cross-disciplinary work. Intercultural competence remains key to engaging our communities in a successful way.¹

The College has delineated the following measures of success in achieving this strategic goal of greater Community engagement:

1) We will see growth in the number and extent of engagement partnerships with the Village of Brockport, City of Rochester, Monroe County, and local rural communities, through active participation in some or all of the following: community advisory boards and volunteer efforts; Town/Gown meetings and initiatives; collaborative events; community internships and partnerships. This will allow us to explore and assess strong community partnerships around areas of critical need, e.g., the development of a community clinic.

2) We will develop stronger working relationships with bodies with influence, including some or all of the following: the Finger Lakes Regional Economic Development Council (FLREDC), the Greater Rochester Chamber of the Commerce, the Greater Rochester Enterprise (GRE), the Rochester Monroe County Anti-Poverty Initiative (RMAPI), and state and national bodies of relevance to the College.

3) We will expand campus-based Lifelong Learning opportunities for community members.

4) We will ensure increased opportunities to link all students, including international students, with community support.

5) Building on our history and genesis as an institution of higher learning, we will promote increased collaboration with P-12 schools in Brockport, the Rochester City School District, and other local schools (in and out of Monroe County), including private and charter schools, as well as our affiliated REOC, and our local community colleges.

6) We will see increased interdivisional and interdepartmental communication around scholarship, curricular and co-curricular events and achievements.

7) We will ensure enhanced alumni and external engagement, providing for social and networking activities, and inclusive of meaningful opportunities to contribute time, talent, and funding to the College.

8) We will work to achieve Carnegie Foundation Elective Community Engagement Classification or a similar external measure.

NOTE: Forward all materials to AppliedLearning@suny.edu no later than May 1, 2017
SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part VII

Graduation Requirement
Due May 1, 2017

<table>
<thead>
<tr>
<th>Campus Name:</th>
<th>The College at Brockport, State University of New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>3/24/2017</td>
</tr>
<tr>
<td>Narrative Compiled by:</td>
<td>The College at Brockport Senate Executive Committee</td>
</tr>
</tbody>
</table>

**Summary**
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.

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.

All parts of the Campus Applied Learning Plans must follow local campus governance processes and be approved by campus governance leaders.

Please refer all questions to AppliedLearning@suny.edu.

<table>
<thead>
<tr>
<th>Question 1</th>
<th>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?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>No (see attached resolution)</td>
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</table>

<table>
<thead>
<tr>
<th>Question 2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Resolution on Applied and Engaged Learning at The College at Brockport, State University of New York:</strong></td>
</tr>
</tbody>
</table>
WHEREAS The College at Brockport has a rich academic tradition of engaging students in higher education through long-established and newly-identified high impact pedagogical practices, including both curricular and co-curricular applied learning activities; and

WHEREAS the College recognizes Engagement as one of its core values, fundamental to its mission, “to inspire excellence through growth, engagement, and transformation,” its vision to “build meaningful lives and vibrant communities,” and its promise “to engage our students each day in cultivating their capacity for intellectual, physical, and creative accomplishment”; and

WHEREAS the new College Strategic Plan, “Building a Better Brockport,” demonstrates our commitment to cultivating increasingly concerted and transformative Community Engagement as one of our four strategic goals; and

WHEREAS the new College Strategic Operational Plan defines our concrete institutional strategies and measures for continued development of purposeful collaboration across departments and divisions within the College and between the College and local, regional/state, national and global communities, for the mutually beneficial exchange of knowledge and resources; and

WHEREAS the College recognizes that community engagement, including applied learning, offers this public institution the opportunity to contribute to the public good by combining the resources of the College with those of other public and private sectors to enrich scholarship, research, and creative activity, enhance curriculum, teaching and learning, prepare educated and engaged citizens, strengthen democratic values and civic responsibility, and address critical societal concerns; and

WHEREAS the College Administration, the College Senate representing faculty and professional staff, and the Student Government have deliberated and endorsed clearly defined Engaged Student Learning Opportunities including Service Learning, Civic Engagement, Community Service, Creative Works, Research, Directed and Independent Study, Entrepreneurship, Practicums, Field Study, Internships, Clinical Placements, Formal Leadership Experiences, Teaching Assistantships, and Student Employment, aligning these definitions with the State University of New York’s Applied Learning definitions of SUNY Discovers, SUNY Works, and SUNY Serves,

WHEREAS many departments and programs across the College require and/or offer opportunities for Applied Learning, including service learning, research, internships, practica, international and domestic travel/exchange, field experience, community service, civic engagement, creative works, entrepreneurship and clinical placement; and

WHEREAS there are over 2,100 established community partnerships... and the College is committed to expanding and strengthening these partnerships; and
WHEREAS the College has also devoted significant resources to recent College-wide internal and external research, reporting, coordination, and communication around applied and other engaged learning opportunities (through such initiatives as the Institute for Engaged Learning, the Engaged Learning Steering Committee and its Subcommittees on Service Learning, Internships, and Research and Creative Activity, the Provost’s Strategic Planning Taskforce on Experiential Learning, the President’s Strategic Planning Subcommittee on Engagement, and so forth); and

WHEREAS this research has clarified both the capacities and limits, complexities and costs for concerted policies and procedures, coordination and communication around applied learning at the College; and

WHEREAS the College has been writing the SUNY Applied Learning Reports during a time of significant transition in academic administration; and

WHEREAS various College-wide institutes and committees are consequently in process of being reformulated (including the Institute for Creative and Scholarly Activity and the Institute for Engaged Learning, the IEL Steering Committee and several of its Subcommittees), while the former Provost’s Strategic Planning Taskforce on Experiential Learning has completed its work, and the former director of the Institute for Engaged Learning and Assistant to the Provost for Applied Learning has returned full-time to the faculty to devote more time to her NSF grant; and

WHEREAS College leadership, including the College Senate and College Cabinet (both bridging faculty and professional staff, academic and student affairs, curricular and co-curricular efforts at community engagement) are working on a new structure and processes to ensure that applied learning remains as embedded in the curriculum into the future as it has been in the past at Brockport; and

WHEREAS College leadership is seeking to develop a support structure conducive also to more effective, efficient, and coherent College-wide communication, coordination, gathering and dissemination of research and resources, and reporting of both curricular and co-curricular applied and engaged learning efforts; and

WHEREAS the College Senate is working on reconstituting its Standing Committee on Enrollment Planning and Policies as a Standing Committee on Enrollment and Engagement Planning and Policies, to ensure Senate review of policies and procedures related to engaged and applied learning, in accordance with resolutions passed by the University Faculty Senate; and

WHEREAS College leadership is committed to reconstituting interdivisional administrative coordination and advisory committees (informed by the findings and recommendations of the Taskforce on Experiential learning and SUNY Applied Learning).
Learning reports) that better support applied and engaged learning efforts at the College, while recognizing that the College does not have sufficient financial or human resources at this time to build the infrastructure necessary to support the requirement of Applied Learning Activities for all students; and

WHEREAS there are significant challenges and obstacles, ranging from increased credit hours to costs, time and transportation constraints, which might make the universal requirement of Applied Learning an undue burden for both native and transfer students at the College, potentially delaying the timely completion of programs; and

WHEREAS an Applied Learning graduation requirement also places a burden on the local Community, requiring many new placements and potentially straining partnerships for a college located in a small village and a region rich in institutions of higher learning;

BE IT RESOLVED that The College at Brockport shall continue to cultivate Engaged and Applied Learning Activities, but NOT make Applied Learning a requirement for graduation at this time.

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?

As noted in the joint College Senate and Brockport Student Government resolution passed on DATE, signed by The College at Brockport’s President Heidi Macpherson on DATE, the College will NOT require an approved Applied Learning experience for graduation from the College.

However, the College is committed to strengthening and expanding external partnerships as well as developing more cohesive, comprehensive, efficient and effective internal coordination and communication in support of the many programs and departments that require and/or provide Applied and/or Engaged Learning experiences. This commitment accords with The College at Brockport’s core value of engagement and strategic goal of becoming a College known for being transformatively engaged with its Community (as measured by the Carnegie Foundation Elective Community Engagement Classification or a similar external measure).

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?

Our plan to sustain and strengthen approved applied learning activities builds on, but deviates somewhat from practices reported and projected in earlier parts of this report. As noted in the attached resolution and response to Question 2, we have been writing this Applied Learning Report during a period of significant
administrative transition—during the first and second years of our new College President, under the guidance of a new Provost and then another interim Provost, as well as on the eve of a transition from five to three academic schools, with new Deans, Associate and Assistant Deans. College-wide Institutes, Committees, and Taskforces on Engaged, Experiential, and Applied Learning are, thus, in the process of being reformulated. Further, the longtime director of the Institute for Engaged Learning and Assistant to the Provost for Applied Learning has returned to faculty to pursue intensive work on an NSF grant.

College leadership, including the College Senate and College Cabinet (both bridging faculty and professional staff, academic and student affairs, curricular and co-curricular efforts at community engagement) is working collaboratively on developing a new structure and processes (1) ensuring that applied learning remains as embedded in the curriculum into the future as it has been in the past at Brockport and (2) conducive to more effective, efficient, and coherent College-wide communication, coordination, gathering and dissemination of research and resources, and reporting of both curricular and co-curricular applied and engaged learning efforts.

Our proposed plan, still in early stages of development, is based on findings and recommendations articulated in the final report of The Provost’s Task Force for Experiential Learning as well as Parts I-VI of The College at Brockport Applied Learning Report to SUNY, reviewed and discussed cross-divisionally by the College President’s Cabinet, the College Senate, and the Brockport Student Government. The list of participants on committees contributing to these reports is appended. In addition to those groups, Cabinet administration, College Senate Executive Committee representatives elected by faculty and professional staff, as well as Elected representatives for alumni and students have reviewed and responded to the report and contributed to the current strategic plans for engagement. Our plan to support applied and engaged learning is informed by and aligned with our new College Strategic Plan, with relevant goals and measures of success summarized in Part VI of this report. Here we include also a few more concrete measures outlined in our working draft of the Strategic Operational Plan.

The Experiential Task Force recommended, based on external and internal research, that best practices for The College must include coordinated, current, efficient and effective

- Campus-wide support at all levels (administration, faculty and staff, alumni and students)
- Training for faculty and staff
- Authentic, relevant experiences for students
- Cross-divisional and interdepartmental communication
- Foundational principles undergirding a coherent framework
- Integration of experiential pedagogy into the campus culture
- Marketing to students, potential students, employers
- Assessment of the program and acting on information gathered through assessment
- Recognition of the reflective part of the process of applied and engaged learning as a vital component rather than an afterthought
• Willingness to learn from mistakes and make mid-course corrections.

Upon review of our current policies and practices, the Task Force further noted that we have a great deal of the foundation in place as well as many compelling if disconnected component parts, so that we are poised to assemble a cohesive framework for extraordinary community engagement at The College at Brockport.

Our current plan is to reconstitute coordination and communication around applied and engaged learning through three initiatives (the first of which, involving shared governance and more concerted College Senate review of policies and procedures around applied and engaged learning, is entirely new; while the latter two reflect significant refinement of current practices, to achieve more effective and efficient interdivisional collaboration):

1. In the context of shared governance, the College Senate will review policies and procedures for applied and engaged learning as part of it’s overall responsibility for academic policies.

2. Cabinet, following recommendations from the Provost in consultation with the College Senate, will determine Interdivisional Coordination of Communication, Resources and Reporting for Engaged & Applied Learning

3. The College Senate and Provost will collaborate in the development of College-wide Advisory Committees (with cross-divisional and interdepartmental collaboration for research, outreach, review of applications, proposal of new procedures and policies, etc.)

These three initiatives define clear trajectories for the recommendation, review, coordination, implementation, assessment and revision of the College policies and procedures for applied and engaged learning. The Interdivisional Advisory Committee and Subcommittees will both recommend and implement particular policies and procedures around internships, service learning, research and creative activity, with their specific work coordinated by the Interdivisional Steering Committee on Engaged and Applied Learning (ISCEAL). The ISCEAL will coordinate communication, ongoing review, recommendations and assessment, as well as implementation of our current policies and procedures, developing and submitting any new policies or proposed changes to the College Senate Standing Committee on Engagement and Enrollment Planning and Policies (CSEE). Any college policy or procedures for curricular and co-curricular applied and engaged learning development, assessment, tagging, etc., will be reviewed by the CSEE, forwarded to the CSEC and full College Senate for a Vote, and then to the College President, as usual. The ISCEAL will be responsible to ensure the communication and implementation of these policies and procedures across the College.

1. **College Senate**

Reaching across divisions (representing faculty and professional staff), underutilized relative to other Senate Committees, and already concerned with related policies and procedures for student recruitment and retention, our College Senate Standing Committee on Enrollment Planning & Policies will be reconstituted as a Standing Committee on Enrollment and Engagement Planning & Policies.
This Committee will include Senate representatives spanning all divisions of the College involved with student recruitment and retention, applied and engaged learning. As in the past, it will continue to include, as a non-voting member, the current registrar, responsible for implementing any tagging of applied and engaged learning activities in Banner. It will also include, as consulting, but non-voting members, the Chair of the new Executive Steering Committee for Applied and Engaged Learning as well as the chairs of the College-wide committees charged with reviewing internships, service learning, and research and creative activities (currently Subcommittees of the former Institute for Engaged Learning).

The College Senate Standing Committee on Enrollment and Engagement Planning and Policies will review and bring forward to the College Senate for a vote all new policies and procedures related to the delineation of, application for, and approval of applied and engaged learning designations. It will regularly report to the College Senate any data reported out to SUNY by the Executive Steering Committee for Applied and Engaged Learning, gathered in collaboration with Institutional Research, College-wide Committees on Internships, Service Learning, and Research and Creative Activities, and relevant departments, programs, and offices across the College. This Standing Committee will receive and review any relevant research and assessment reports on applied and engaged learning at the College, in order to make informed decisions on recommendations and resolutions forwarded to the Senate regarding the development and coordination of applied and engaged learning. It will collaborate with other College Senate Standing Committees on Undergraduate, Graduate, and General Education Curriculum and Policies to ensure compliance with current policies and procedures in programmatic curricular revisions involving credit-bearing applied and engaged learning activities and/or non-credit bearing applied and engaged learning requirements for completion of a major, minor, certificate, or certification.

2. **Academic Affairs/Cabinet/College Senate: Administrative Coordination**

The Provost and College Senate are recommending to Cabinet that an Interdivisional Executive Steering Committee be formed, consisting of six members (including the two Assistant Deans for the new School of Arts & Sciences and School of Education, Health, & Human Services, the Director for the Student Success Center of the Business School, the Director of Community Development, a representative for the Delta and Honors programs which report directly to the Vice Provost and require Applied and Engaged Learning, and the Chair of the reconstituted College Senate Standing Committee on Engagement and Enrollment Planning and Policy), reporting to the Provost’s or Vice-Provost’s office, responsible for the coordination of efforts in support of Applied and Engaged Learning at the College:

a. coordination of a larger Interdivisional Advisory Committee on Engaged and Applied Learning, including Interdivisional
Subcommittees Committees on Service Learning, Internships, and Research and Creative Activities

b. coordination for gathering and reporting of data on Engaged and Applied Learning (coordinating and delivering internal and external reports, according to established policies and procedures)

c. coordination of College resources (on-line repository of research, guidelines, partners, policies and procedures, forms, marketing materials, etc.)

d. coordination of Faculty and Staff training (in collaboration with CELT, Community Development, etc)

e. coordination of centralized application/communication on grants etc. (coordinating submissions, deliberation, and communication of decisions of subcommittees)

f. coordination of College wide communication around Engaged and Applied Learning

   i. communication on current policies and procedures
   ii. communication on resources and training for faculty, staff, students, and partners
   iii. coordination of marketing materials (developing templates for advertising curricular and extracurricular opportunities for Engaged and Applied Learning across divisions, departments and programs)

3. **College-wide Advisory/Outreach/Review Committees**

The College will reconstitute the no longer extant Institute for Engaged Learning Steering Committee and the current IEL Subcommittees on Service Learning, Internships, and Research and Creative Activities as an Interdivisional Advisory Committee on Engaged and Applied Learning, convened and coordinated by the Interdivisional Executive Committee on Engaged and Applied Learning, and including relevant Subcommittees pursuing research and implementing review related to Service Learning, Internships, and Research and Creative Activities.

The Chair of the Interdivisional Executive Steering Committee for Engaged and Applied Learning as well as the Chairs of the Advisory Subcommittees on Service Learning, Internships, and Research and Creative Activity, shall serve as critical, consulting, **non-voting** members of the College Senate Standing Committee on Enrollment and Engagement Planning and Policies. The work of these College-wide committees shall include:

a. Gathering, review, and reporting of relevant research (reports to the Interdivisional Advisory and Executive Steering Committees on Engaged and Applied Learning & the College Senate Standing Committee on Engaged and Enrollment Planning and PoliciesCSEEPPC)

b. Deliberation and decisions for relevant grant applications, according to current policies and procedures

c. Drafting and submission (to College Senate) of recommendations and resolutions for new or revised policies and procedures
At Cabinet level, the College is also constituting a new Economic Development and Outreach Committee whose charge includes outlining a working framework for “Economic Development and Outreach” for our campus. This framework will be broad, overlapping and all encompassing, but not restrictive of the needs of our academic programs. It will include a calendaring process; a model for communication planning with business, political, educational and other leaders; a mechanism for capturing conversational highlights and general themes; and a simple, straightforward way for key, designated faculty, staff and administrative leadership to find and retrieve all pertinent information. We are exploring the kinds of electronic tools that will be needed to capture much of this information.

Finally, in our draft College Strategic Operational Plan, we have delineated very strategies and measures of success that we intend to pursue over the next five years, excerpted here from charts related to goal 1: “To be a Great College at which to Learn” and goal 2: “To be a College Engaged with its Community”:

NOTE: Forward all materials to AppliedLearning@suny.edu no later than May 1, 2017
## Goal 1: To be a Great College at which to Learn

<table>
<thead>
<tr>
<th>Measure of Success</th>
<th>Strategies</th>
<th>Existing Institutional Plan</th>
<th>Data Source/Metrics</th>
<th>Responsible Person(s) or Unit(s)</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Ensure that all undergraduate students, including transfer students and non-traditional students, have the opportunity to undertake multiple HIPs and CHIPs and have these experiences identified on their academic and co-curricular transcripts.</td>
<td>Use evidence-based strategies to implement and advance 3-4 high impact practice-based pedagogy and co-curricular high impact practices and programming (HIPs and CHIPs) in 2-year cycles.</td>
<td>Academic Master Plan SUNY Applied Learning Plan</td>
<td>Each C/HIP will have a fully developed implementation and assessment plan (including the collection of baseline data) by year 1 of the cycle. Specific metrics for each C/HIP will measure student learning and engagement and set targets for achievement (NSSE, FSSE, SOS, retention rates, graduation rates, job placement rates, 1st destination survey).</td>
<td>Provost Vice President of Enrollment Management &amp; Student Affairs</td>
<td>Cycle 1 to be completed by June 2018</td>
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<tr>
<td></td>
<td>Measure achievements against nationally recognized HIP and CHIP leader institutions.</td>
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<td></td>
<td>Interdivisional Executive Steering Committee on Engaged and Applied Learning</td>
<td>Annually through the implementation cycles.</td>
</tr>
<tr>
<td></td>
<td>Incentivize, reward and celebrate faculty/staff efforts to infuse HIPs into the curriculum and CHIPs in the co-curriculum.</td>
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<td>College Senate Standing Committee on Engagement and Enrollment Planning and Policies</td>
<td>2019</td>
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<td></td>
<td>Establish a campus-wide HIPs professional development program for faculty and staff that offers the necessary tools and skills for the design, implementation and assessment of HIPs inside and outside of the classroom.</td>
<td></td>
<td>Professional development program will be established by 2018.</td>
<td>Institutional Research and Analysis</td>
<td>2018</td>
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<thead>
<tr>
<th>Measure of Success</th>
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<tbody>
<tr>
<td>1.6 Raise private funds to aid students’ ability to experience internships, study abroad or international exchange opportunities, and undergraduate research opportunities. As a result, financial need alone will not preclude students from enhanced educational experiences.</td>
<td>Support the growth of the international education program (study abroad, recruiting of international students, development of “Friends of” community partners, partnerships with local businesses and alumni sponsors, faculty international travel programs). Augment internship, undergraduate research (UGR) and summer undergraduate research (SUGR) opportunities with private support funding. Develop database of all Study Abroad/International Education alumni to better identify potential donors.</td>
<td>Alumni Engagement Plan Comprehensive Campaign</td>
<td>Increase number of students involved in internships, international programs, and study abroad specifically funded by private donors, target to be determined by new Director of International Education and Vice President of Advancement. Increase the number of SUGR participants sponsored by the Brockport Foundation to 40 by 2022. Explore a privately funded UGRP and determine feasibility by June 2018.</td>
<td>Director of International Education Vice President of Advancement</td>
<td>2022</td>
</tr>
</tbody>
</table>
### Goal 2: To be a College Engaged with its Community

#### Measure of Success

2.1 **Growth in the number and extent of engagement partnerships with the Village of Brockport, City of Rochester, Monroe County, and local rural communities, through active participation in some or all of the following:**

- Community advisory boards and volunteer efforts
- Town/Gown meetings and initiatives
- Collaborative events
- Community internships and partnerships.

This will allow us to explore and assess strong community partnerships around areas of critical need, e.g., the development of a community clinic.

#### Strategies

- **Constitute the Economic Development and Outreach Committee**
- **Chronicle and celebrate engagement of faculty, staff, students and alumni at campus and community activities and programs; increase opportunities for engagement.**
- **Cultivate, support and maintain an engaged citizenry through opportunities for faculty, staff and student involvement with events that impact the community at the local, regional, national and international levels.**
- **Increase the opportunities for community members to engage with College leadership Town/Gown initiatives.**

#### Existing Institutional Plan

- **Constitute the Economic Development and Outreach Committee**
- **Chronicle and celebrate engagement of faculty, staff, students and alumni at campus and community activities and programs; increase opportunities for engagement.**
- **Cultivate, support and maintain an engaged citizenry through opportunities for faculty, staff and student involvement with events that impact the community at the local, regional, national and international levels.**
- **Increase the opportunities for community members to engage with College leadership Town/Gown initiatives.**

#### Data Source/Metrics

- Development of a calendaring process; a model for communication planning with business, political, educational and other leaders; a mechanism for capturing conversational highlights and general themes; and a simple, straightforward way for key, designated faculty, staff and administrative leadership to find and retrieve all pertinent information.
- Number and type of engagement opportunities such as community service, volunteer efforts and collaborative events to enhance the local and regional community (Faculty and staff annual reports).
- Determine streamlined process for collecting data related to faculty/staff service on/for organizations/community groups.
- Number of students participating in community service: 3154 in 2016. Increase by 5-10% each year.
- Number of service hours (students): 272,660 in 2016. Increase by 5-10% each year.
- Create an annual Community Town Hall and grow attendance each year.
- First Community Breakfast (January 2017) drew approximately 25.

#### Responsible Person(s) or Unit(s)

- Cabinet
- Economic Development and Outreach Committee
- Interdivisional Executive Steering Committee for Engaged and Applied Learning
- Institutional Research and Analysis
- Division of Advancement
- College Communications
- Institutional Research and Analysis
- Provost
- Interdivisional Executive Steering Committee for Engaged and Applied Learning
- Community Development
- VP for Advancement
- Office of the President
- VP for Advancement

#### Target Date

- Annually
- 2019
- Annually
- 2019
- 2018
- Annually
<table>
<thead>
<tr>
<th><strong>Explore the feasibility of developing a Brockport Community Clinic</strong></th>
<th><strong>Convene a work group to determine if there is support to move idea forward and recommendations for implementation (if applicable).</strong></th>
<th><strong>Vice President of Administration and Finance</strong></th>
<th><strong>December 2018</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establish leadership committee</td>
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<tr>
<td>• Develop framework/structure for clinic</td>
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<tr>
<td>• Identify community partners</td>
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<tr>
<td><strong>2.2 Develop stronger working relationships with bodies of influence, including some or all of the following: the Finger Lakes Regional Economic Development Council (FLREDC), the Greater Rochester Chamber of Commerce, the Greater Rochester Enterprise (GRE), the Rochester Monroe County Anti-Poverty Initiative (RMAPI), and state and national bodies of relevance to the College.</strong></td>
<td><strong>Submit at least one annual funding proposal to the FLREDC.</strong></td>
<td><strong>Vice President of Administration &amp; Finance</strong></td>
<td><strong>2017</strong></td>
</tr>
<tr>
<td>Establish and charge Regional Partnership and Economic Development Committee (RPEDC) to: Develop specific plans (strategies) to strengthen the relationships with the Finger Lakes Regional Economic Development Council (FLREDC), the Greater Rochester Chamber of the Commerce, the Greater Rochester Enterprise (GRE) and the Rochester Monroe County Anti-Poverty Initiative (RMAPI)</td>
<td>Maintain and grow presence on the FLREDC and its subcommittees.</td>
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<td>Identify metrics to align the development of the College’s Institute for Poverty Studies with RMAPI.</td>
<td>Secure positions among senior institutional leadership on the Chamber, GRE, and RMAPI boards</td>
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<tr>
<td><strong>2.3 Expand campus-based Lifelong Learning opportunities for community members.</strong></td>
<td><strong>Secure funding source (public or private)</strong></td>
<td><strong>Director of Multigenerational Engagement</strong></td>
<td><strong>Annually</strong></td>
</tr>
<tr>
<td>Identify steady funding source(s) for LL coordination and development.</td>
<td>Evaluate staffing options for the program</td>
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<td>Develop and implement a sustainable staffing plan for programming.</td>
<td>Increase total LL participants by 20% annually</td>
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<td>Expand the enrollment of Lifelong Learners in existing and new programming (performing arts, athletics, and other campus events.)</td>
<td>Achieve greater than 75% satisfaction rate among program participants through survey evaluations</td>
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<td>Expand partnerships with local senior living community and senior centers.</td>
<td>Develop system to track program participation</td>
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<td><strong>2.4 Ensure increased opportunities to link all students, including international students with community support.</strong></td>
<td><strong>Creation of a Host Family program.</strong></td>
<td><strong>Provost</strong></td>
<td><strong>Annually</strong></td>
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<td>Intensify efforts to effectively support international students, devoting resources to support services commensurate to recruitment efforts (i.e. Creation of a Host Family program).</td>
<td>Target to be determined by incoming Director of International Education.</td>
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<td>Continue to develop opportunities for students to network and pursue internships, mentoring relationships and networking opportunities with alumni and partners working in national and international arenas.</td>
<td>Annual Report data related to program effectiveness assessments of international student support</td>
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<td><strong>Academic Master Plan</strong></td>
<td><strong>Number of national and international student internships and mentoring opportunities. Target to be determined</strong></td>
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<td><strong>Alumni Engagement Plan</strong></td>
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| 2.5 Build on our history and genesis as an institution of higher learning, to increase collaboration with P-12 schools in Brockport, Rochester City School District, other local schools (in and out of Monroe County), including private and charter schools, as well as the REOC and our local community colleges. | Establish a President’s Educational Partnership Advisory Council (PEPAC) to coordinate and track P-14 engagement activities and provide consultation and direction in the development, oversight and coordination of campus initiatives that:  
- Improve the academic achievement of students who face significant barriers to college  
- Increase the diversity of students who enroll and succeed in higher education  
- Empower schools and districts to promote and foster college aspirations through building a college-going culture  
- Support collaborations and partner with K-12 and post-secondary colleagues  
- Create tools to partner with educators, families, and communities to inspire and advocate for our students’ successful futures | Applied Learning Plan  
TeachNY Plan | Establish and charge PEPAC to develop a draft white paper that identifies campus existing P-14 campus partnerships and their outcomes, provides guidance to leverage existing efforts and track outcomes, and recommends new strategies/opportunities (e.g. Urban Teaching Institute).  
Ongoing tracking to include:  
- Faculty driven applied research grants and publications  
- Engagement initiative outcomes (e.g. Summer LEAP and RISE network)  
- 3-1-3 program participation.  
- Student teaching/volunteering/internships/research participation | PEPAC (co-chairs, Dean, REOC & Associate Dean, School of Education)  
Interdivisional Executive Steering Committee for Engaged and Applied Learning |

| 2.6 Increased interdivisional and interdepartmental communication around scholarship, curricular and co-curricular events and achievements. | Continue to publish The Port  
Continued campus participation in the Editorial Advisors Group.  
Enhanced Daily Eagle - Make Daily Eagle more user friendly for users and visually appealing  
Further develop and implement Campus Calendar (EMS) – a. Pull events data from EMS using RSS feed to populate the homepage and appropriate department pages with events information. b. Deliver video-Analytics on faculty/staff/students and alumni open rates and time on page.  
Increase open rates by 5% for f/s/s and to reach the nonprofit average open rate of 21% for alumni.  
Increase average time spent on page from 2.12 minutes to 3 minutes.  
Increase in number of stories submitted; 2016 submissions were approximately 1,700 stories. Goal to increase by 10% growth in submissions. | Office of College Communications | Ongoing  
Office of College Communications | August, 2019 |
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<th>2.7 Ensure enhanced alumni and external engagement, providing for social and networking activities, and inclusive of meaningful opportunities to contribute time, talent, and funding to the College.</th>
<th>Academic Deans to work with Advancement to cultivate and solicit major gifts and develop/maintain academic advisory boards. Continue Eagle Outreach program that connects Advancement staff with alumni. Advancement to continue managing Alumni Association Board and Foundation Board of Directors. Build donor pipeline, identify campaign priorities, and launch next Comprehensive Campaign by 2019.</th>
<th>Increase overall Advancement engagement score annually, achieve 8% by 2022. Increase total fundraising revenue by 3% annually. Host a minimum of 50 alumni and community-focused events annually.</th>
<th>Academic Deans, Vice President of Advancement</th>
<th>Annually</th>
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<td>2.8 Achieve Carnegie Foundation Elective Community Engagement Classification</td>
<td>Utilize the First Time Classification Framework as a roadmap to achieve this goal, including a thorough review of Foundational Indicators, Categories of Community Engagement, etc. Establish a workgroup or steering committee to review requirements of Carnegie classification, perform gap-analysis to identify key areas lacking plans/activities, and develop/prioritize recommendations for addressing gaps.</td>
<td>Formation of a college-wide steering committee. Metrics and targets identified based on first-time classification framework. Development of a multi-year plan to apply for this Classification for the 2020 cycle.</td>
<td>Strategic Planning, Assessment, &amp; Resources Subcommittee including representatives from the Economic Development and Outreach Committee and the Interdivisional Executive Steering Committee on Engaged and Applied Learning</td>
<td>January 2020</td>
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