<u>**Motion presented to Faculty Senate 03/21/17**</u>

<u>**Applied Learning/High Impact Learning experiences**</u>

<u>**Motion**</u>

The FSEC recommends for the Faculty Senate's consideration and approval that Applied Learning/High-Impact Learning experiences, whether identified as Undergraduate Research, Capstone Courses, Service Learning, Study Abroad, or Internships, <u>not</u> be mandated as a university-wide requirement for fulfillment of all Bachelor's degrees. Individual academic units should continue to determine what, if any, experiential learning is required of their graduates.

SUNY The State University of New York

Campus Name:	Binghamton University
Date:	2/15/2016
Inventory Compiled by:	Binghamton University Office of Student Affairs Assessment and Strategic Initiatives assess@binghamton.edu / 607-777-6588
Project Reporting Period:	5 most recent academic years
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	See attached Narrative
Question 2	Inventory attached
Question 3	See attached Crosswalk which identifies by category those Binghamton experiences that are part of a required curriculum

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

SUNY Applied Learning Campus Plan – Part 1

Binghamton University

Question 1 / Narrative (Overall Structure of Applied Learning on Campus)

Section I. Overview

Binghamton University has identified the creation and expansion of specific applied learning activities as an element of the University's overall strategic plan. As more particularly described below, Binghamton is focused upon creating additional opportunities for students to participate in undergraduate research activities, for-credit internships, study abroad experiences, academic service learning and capstone projects within the broad umbrella of applied learning experiences. Through its strategic planning process Binghamton has invested new resources in offices focused upon creating such opportunities for students. The campus annually measures the number of students who participate in the targeted applied learning activities through its on-going strategic planning process and has set as a goal that 100% of students graduating in the year 2020 will have completed such an experience.

Binghamton's efforts in this regard pre-date the SUNY initiative to create Campus Applied Learning Plans. To support Binghamton's response to Question 2 of Part 1 (inventory of applied learning activities), a cross-walk between Binghamton's efforts to grow specific applied learning activities defined by the campus and the SUNY definitions was created and is included as a separate document.

This narrative of campus work on applied learning is organized as follows: Section II describes the efforts at the campus strategic planning level to support the development of targeted applied learning activities; Section III provides information about those specific university offices and programs most extensively involved in creating, overseeing and evaluating applied learning activities at Binghamton; and Section IV is a snapshot of current measures of that activity.

Section II. Applied Learning and the Binghamton Strategic Plan

Binghamton University's current strategic plan (commonly referred to as "the Road Map") is available at https://www.binghamton.edu/president/road-map/index.html. Leadership of Binghamton's strategic planning process is provided through a steering committee which includes senior leadership (President, Provost, Deans, Vice Presidents), shared governance representatives (faculty and student leaders), alumni, community leaders and key subject matter experts. The strategic planning process includes on-going investment in the 5 identified priority areas, the identification and tracking of specific measures of progress and a continuous improvement process of evaluation.

The second of five broad priorities in the Road Map (often abbreviated as "SP2") pertains to the nature of the campus learning community and focuses the campus upon providing *"a transformative learning community that prepares students for advanced education, careers and purposeful living."* One broad set of initiatives under SP2 involves the creation and

enhancement of targeted high impact (applied) learning experiences: specifically undergraduate research, internships, capstone projects, study abroad and service learning. Binghamton uses the Road Map process and steering committee to guide our strategic investment of resources. Several initiatives in support of offices and programs that cultivate these targeted applied learning experiences have been so funded. These initiatives have resulted in new staff and program support in most of the offices listed in Section III of this narrative. Examples of specific initiatives undertaken to expand approved applied learning experiences pursuant to the campus strategic plan include:

> - Fleishman Center for Career and Professional Development: new staff to expand for-credit internship opportunities delivered under the auspices of a faculty oversight committee

> - Undergraduate Research Center: Summer Artists and Scholar Program support and the Freshman Research Initiative (FRI)

> - Office of International Programs: new staff to expand outreach for study abroad programs as well as scholarship support to increase participation by traditionally under-represented groups in study abroad

> - Center for Civic Engagement: new staff and financial support to assist faculty in creating courses carrying designations for academic service learning and community engaged learning

> - Office of Institutional Research and Assessment (OIRA) / Student Affairs Assessment and Strategic Initiatives (SAASI): new staff to support evaluation and measurement of approved applied learning activities

Binghamton is intentionally and specifically focused upon developing those applied learning activities the campus believes to be most complementary to our rigorous academic program though its strategic initiatives. While other experiential learning activities are also provided and valued on the campus, our strategic initiatives have emphasized the above-cited activities. Binghamton has set as a goal that all graduates, as of the year 2020, will have completed at least one such targeted high impact applied learning experience. The strategic planning steering committee regularly assesses progress on that goal.

Section III.   Offices and Programs Involved in Providing Targeted Applied Learning Activities

Binghamton's efforts around applied learning extend across a wide-range of programs and domains as reflected in the inventory. Particular attention and investment has been directed at the following high-impact programs and initiatives.

Internships / Fleishman Center for Career and Professional Development: Binghamton has expanded the number of for-credit internships available through a special course rubric approved by a faculty committee and administered through the career services office (Fleishman Center). General information about the internship program is available at: http://www.binghamton.edu/ccpd/students/undergraduate/internships-and-other-ways-to-gain-experience/cdc-internship-programs.html. In broad outline, participating students must attend a pre-internship information session, apply for and be selected to an internship and participate in a

weekly classroom seminar. Depending upon the scope / duration of the internship, students earn anywhere from 2 to 8 credits. In academic year 2014-2015, 835 students completed such an internship.

Undergraduate Research / Undergraduate Research Center: Binghamton has established the URC specifically to cultivate faculty-led research opportunities for an increasing number of students. See: https://www.binghamton.edu/undergraduate-research-center/. At Binghamton, we define undergraduate research as a mentor-supported inquiry, creative activity or scholarly investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. Original can be defined as a meaningful contribution by the student; it should be entirely or partially novel; it may reveal more questions than answers. One specific initiative created under the URC umbrella is the Summer Scholars and Artists Program which provides competitive fellowships to students to complete a summer project under faculty supervision.

Undergraduate Research / Freshmen Research Immersion: Freshmen Research Immersion (FRI)is a three semester program that gives first-year STEM (Science-Technology-Engineering-Mathematics) students the opportunity to combine their academic studies with the experience of conducting real research, investigating important problems that yield publishable results in identified research streams among biomedical sciences, sustainable energy, environmental science, computer science and engineering. See: http://www.binghamton.edu/freshman-research-immersion/about/index.html. Binghamton has attracted significant external support to the FRI in addition to support provided through our own strategic funds and, most recently, SUNY Innovation grant support. To date 240 students have been impacted by the FRI and the expansion of the program will bring that number to 450 through the 2016-17 academic year.

Center for Civic Engagement / Service Learning: Binghamton's Center for Civic Engagement (CCE) provides students and faculty with opportunities for a wide range of community engaged learning, but has a particular strategic emphasis upon stimulating and supporting for-credit course based engaged learning. In partnership with academic leadership and faculty governance, the CCE developed a framework to give service learning designations to courses meeting specific criteria. See: https://www.binghamton.edu/cce/faculty/engaged-teaching/course-designation/index.html. In addition, CCE provides grants to faculty willing to create new courses carrying service learning designations. See: https://www.binghamton.edu/cce/faculty/programs/index.html. There are 24 courses that have some level of designation. During AY 2014-15, a total of 826 students enrolled in designated courses.

Office of International Programs / Study Abroad: Binghamton has made strategic investments to enhance the quality, quantity and depth of study abroad opportunities. See: http://binghamton-oip.terradotta.com/. For purposes of assessing and measuring progress, we include and evaluate only for-credit experiences. Binghamton offers approximately 40 programs across 19 countries; however, through a broader consortium, Binghamton students have access to more than 600 total programs. Approximately 1 in 5 Binghamton students participate in study abroad opportunities.
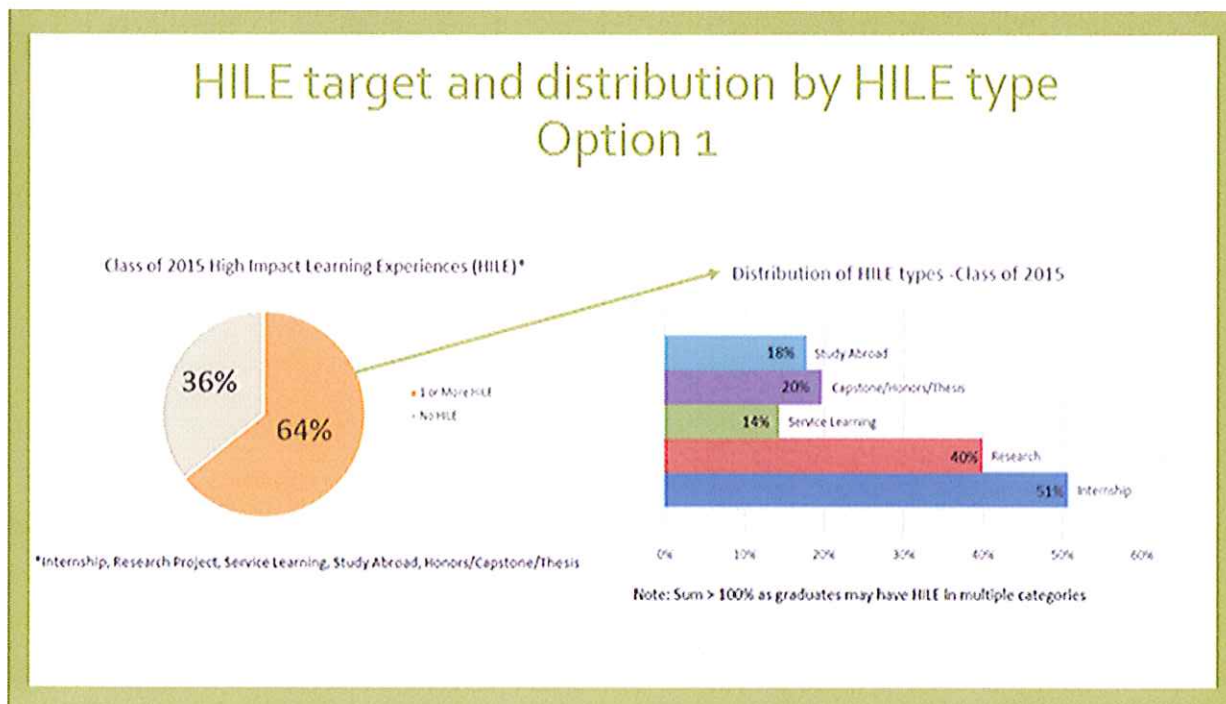
Harpur Edge: The Harpur Edge is targeted at students in Harpur College of Arts and Sciences and is intended to guide students in liberal arts curricula into experiential opportunities that will contribute to post graduation success. As such, the Harpur Edge acts as a bridge to the above-referenced programs. http://binghamton.edu/harpur/edge/.

Harpur Fellows Program: The Harpur Fellows Program is a unique opportunity for highly motivated undergraduates that is a strong example of Binghamton's efforts to cultivate more independent study opportunities. Modeled on the Burch Fellows Program at the University of North Carolina, Chapel Hill, it is designed to give talented, highly motivated, imaginative undergraduates the opportunity to pursue a self-designed project that will serve the community and contribute to their intellectual and personal growth. See: http://binghamton.edu/harpur/fellows/.

Capstones: Many Binghamton academic programs include capstone courses and requirements which are reported in the inventory of applied learning opportunities at Binghamton. Examples of experiences Binghamton provides under this broad umbrella include practicum experience for Nursing students, senior design projects for Engineering Students and community placement requirements for students in human development. In Part II of the SUNY Applied Learning Plan, Binghamton will provide a methodology for accounting for all such experiences, an effort that is still in progress.

Section IV.   Measures of Targeted Applied Learning Activities
Section II above describes the extent to which Binghamton's efforts to create targeted applied learning activities are tied directly to the campus strategic plan and planning process. The strategic planning committee has identified progress on providing such opportunities to all students as a primary measure of progress on our strategic plan. Below is a current representation of the campus' efforts:

HILE target and distribution by HILE type
Option 1

Class of 2015 High Impact Learning Experiences (HILE)*

36%
64%

• 1 or More HILE
• No HILE

*Internship, Research Project, Service Learning, Study Abroad, Honors/Capstone/Thesis

Distribution of HILE types -Class of 2015

18% Study Abroad
20% Capstone/Honors/Thesis
14% Service Learning
40% Research
51% Internship

0%   10%   20%   30%   40%   50%   60%

Note: Sum > 100% as graduates may have HILE in multiple categories

Data Collection and Reporting

Due April 15, 2016

Campus Name:	Binghamton University
Date:	4/14/2016
Narrative Compiled by:	Brian T. Rose
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. Binghamton provided a comprehensive inventory of applied learning activities provided by the campus as part of its response to Part 1. As described in the narrative overview of the Applied Learning Plan (also provided in Part 1), the campus strategic plan has identified the creation / promotion of specified High

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Date:	4/14/2016

Impact Learning Experiences (HILE's) as a strategy to create a "transformative learning community that prepares students for advanced learning, careers and purposeful living". Accordingly, Binghamton already had processes in place to identify applied learning activities being promoted by the campus. Binghamton will continue to utilize the same process that created the inventory to collect such data on an on-going basis. The process has the following elements:

1. Broadly framed, one of five (5) subcommittees of the Binghamton University Strategic Planning Committee is responsible to oversee the collection of data to support the measurement of the number of students who have completed those applied learning activities the campus has specifically targeted.

2. The efforts of the subcommittee are supported by the Office of Institutional Research (OIRA) and the student affairs assessment operation (Student Affairs Assessment and Strategic Initiatives (SAASI). SAASI is the administrative custodian of a student involvement database built on a third party platform provided by the vendor Campus Labs. Binghamton has branded the database as "B-Engaged". The commercial product name is Collegiate Link. SAASI works with university data custodians to scrape records of student involvement in a wide range of learning activities so that each student has a full record of involvement. These activities include applied learning activities. Much of the inventory previously provided with Part 1 was assembled via this process.

3. At a more granular level Binghamton is using its system for coding courses to help SAASI and OIRA identify and report applied learning activities as follows:

   a. *Internships*: The Fleishman Center for Career and Professional Development administers the largest for-credit internship program at Binghamton. Details of the program can be found at: https://www.binghamton.edu/ccpd/students/undergraduate/internships-and-other-ways-to-gain-experience/cdc-internship-programs.html. Data collection related to these internships is accomplished through the campus course registration system since these internships have its own faculty approved course rubric.

   b. *Service Learning*: In partnership with academic leadership and faculty governance, Binghamton's Center for Civic

Engagement (CCE) developed a framework to give service learning designations to courses meeting specific criteria. See: https://www.binghamton.edu/cce/faculty/engaged-teaching/course-designation/index.html. Our inventory reports each of these as approved applied learning activities and the campus tracks individual student participation through the aforementioned B-Engaged database.

c. *Capstone Courses*: There is an on-going effort to identify by course number all those courses that faculty have determined to meet the definition of capstones. SAASI and OIRA have identified many such courses by scanning the course catalog, but is now working at a departmental level to determine if there are courses that meet the definition but which do not currently carry a course number that would allow for easy identification.

d. *Undergraduate Research*: Binghamton has an office reporting through the Provost that is specifically dedicated to facilitating undergraduate research activity in accordance with the definition provided in Part 1 of the campus Applied Learning Plan. Data collection in specific initiatives (Freshman Research Immersion, Summer Artist and Scholars Program) is facilitated by the Undergraduate Research Center and then collected via B-Engaged.

e. *Study Abroad*: Binghamton has a dedicated administrative office (Office for International Programs) that keeps records of all Binghamton student study abroad experiences through Terra Dotta software. For purposes of the campus Strategic Plan we determined to track / record all credit-bearing study abroad experiences. SAASI / OIRA scrape student records systems to capture completed study abroad approved via the Office of International Programs for credit and OIP compiles detailed data regarding student enrollments across programs and the demographics of student participants in study abroad.

4. Not all qualifying applied learning activities can be identified via the process noted above. For example, undergraduate research or internships obtained via individual faculty would not be captured. Binghamton requires faculty to complete annual reports of teaching / service / research activity. System level data collection efforts are supplemented by manual reviews of faculty annual reports.

5. To the extent necessary for data integrity, SAASI and OIRA reconcile / scrub data that comes from multiple sources.

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6. Each year Binghamton will assess its progress on its goal that every student will have at least one HILE (applied learning activity) by the year 2020 via the strategic planning committee and process.

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

<u>Designated Credit-Bearing Activities.</u> Binghamton does and will continue to utilize existing course rubrics, curriculum oversight bodies, academic program approval processes and faculty governance to approve / designate applied learning activities. See Question 1 above for the list of administrative offices involved in facilitating applied learning activities, promoting those activities to students and collecting data on student participation. Currently, almost all applied learning activities in the Binghamton inventory are credit-bearing activities. As such, they have been approved via faculty-led committees. We are examining the adoption of specially designated course numbers in Banner to facilitate efficient data collection of such experiences. The campus has some such designations already in place, but likely under-reports the extent of these activities due to our inability to capture all such experiences efficiently.

<u>Non-Credit Bearing Activities.</u> The process for designating non-credit bearing activities as approved applied learning options will be facilitated by the University Strategic Planning Committee via the sub-committee on learning and teaching noted above. That subcommittee is co-chaired by the Associate Vice Provost for Student and Faculty Development / Executive Director of the Center for Learning and Teaching and the Vice President for Student Affairs. The committee includes faculty and administrators as well as faculty liaisons appointed through the Faculty Senate. An illustrative example as to the nature of the process concerns service learning. There are students who complete intensive service learning work that does not earn academic credit. Conceptually these activities may meet the definition of applied learning. The committee has and continues to actively discuss measures of accountability including time commitment, oversight and learning outcomes in order to designate non-credit bearing service learning as an approved applied learning activity. A similar conversation continues with respect to internships created outside of the credit-bearing rubrics.

<u>Required Applied Learning</u>. Various programs at Binghamton currently require applied learning activities as a part of the program curriculum. These may include clinical placements in professional and pre-professional programs

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(e.g., human development, nursing, education) and capstone projects in various disciplines (e.g., fine arts, engineering). Binghamton's approach to the process of requiring additional applied learning activities is to address program requirements within existing faculty-led curriculum development and approval pathways (schools, departments). Binghamton does place high value upon providing students with applied learning activities as part of their educational experience. As noted in Part I of the campus Applied Learning Plan,

> *Binghamton is intentionally and specifically focused upon developing those applied learning activities the campus believes to be most complementary to our rigorous academic program though its strategic initiatives. While other experiential learning activities are also provided and valued on the campus, our strategic initiatives have emphasized the above-cited activities. **Binghamton has set as a goal that all graduates, as of the year 2020, will have completed at least one such targeted high impact applied learning experience.** The strategic planning steering committee regularly assesses progress on that goal.* (emphasis added).

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)?

This data is directly used within the context of the campus strategic plan. Lead metrics for Binghamton's strategic plan are reported at https://www.binghamton.edu/president/road-map/metrics.html. The second of five strategic priorities in the campus strategic plan pertains to the teaching and learning environment. We have set goals relative to graduation rates (4 and 6 year), retention rates and the percentage of graduating seniors who have had at least one of our prioritized high impact learning experiences. Progress on these goals is reported publicly at the aforementioned URL.

Binghamton also aggressively collects outcomes data for graduating seniors and has a senior survey response rate that annually exceeds 80%. The campus is currently investing strategic plan dollars into the capacity of the Fleishman Center for Career and Professional Development to improve follow-up data collection on student outcomes at additional intervals after graduation. Student Affairs Assessment and Strategic Initiatives (SAASI) has in the past used data in its student involvement record (B-engaged) to track possible correlations between patterns of involvement (including but not limited to

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	applied learning activities) and graduation / post-graduation outcomes. As we better systemize our collection of data at the individual student level through course designations and other strategies discussed above, it will offer the opportunity to repeat that analysis.

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

SUNY Applied Learning Campus Plan
Campus Applied Learning Plan Part III

Faculty Engagement

Due April 15, 2016

Campus Name:	Binghamton University
Date:	4/14/2016
Narrative Compiled by:	Brian T. Rose
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? Faculty responsibilities for oversight and evaluation of applied learning activities exists at both university and individual program levels. This derives from an intentional effort to engage faculty in strategic initiatives related to applied learning and from the emphasis on credit-bearing applied learning at Binghamton which necessarily engages faculty in approval and oversight. **University Level Faculty Responsibility for Applied Learning**

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Part 1 of Binghamton's Applied Learning Plan detailed how the campus strategic plan promotes the development of selected applied learning activities as a strategy to provide a "transformative learning community" that prepares students for advanced study and careers. The planning process by which Binghamton identified the cultivation of these applied learning activities (internships, undergraduate research, service learning, study abroad, capstones) as a strategic priority directly engaged faculty governance and academic leadership of the University as members of the strategic planning committee and as sources of review of the strategic plan.

To the extent that some applied learning activities are offered from within academic departments (e.g., a self-contained undergraduate research opportunity or internship with a faculty member in the student's major discipline) the oversight of faculty is direct and self-evident. The same is true of capstone courses and clinical work which are approved parts of the curriculum in various programs.

There are a significant number of non-departmental applied learning activities (e.g., internships with local agencies and employers) in Binghamton's inventory as well. Faculty oversight of these activities is accomplished through the Office of University-Wide Courses, which lives within the Office of the Provost. The Office of University-Wide Courses provides a direct link to the University Undergraduate Curriculum Committee (UUCC), which oversees all non-departmental undergraduate courses, and to the Provost's office, which works closely with the UUCC and helps to implement and revise academic policies. The office provides academic advice, oversight and course building support for credit-bearing undergraduate courses that are not based in an academic unit. John H. Starks, Jr., associate professor of classics, serves as the office's faculty director and as liaison to the UUCC and the Provost's Office. Dr. Starks also is one of two representatives from Binghamton to the SUNY Applied Learning Committee.

Program Level Faculty Responsibility

Internships / Fleishman Center for Career and Professional Development. Binghamton's career services office provides administrative oversight to a large majority of internships reported in the Binghamton Applied Learning Inventory. This is accomplished through the Career Development Centralized Internship (CDCI) Program (follow link for comprehensive program

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description). CDCI internships bear between 2-8 credits and include a staff-led class component in addition to the specific internship. Syllabi, learning outcomes and course content are approved via a faculty-led Academic Council specific to CDCI which in turn recommends approval to the aforementioned UUCC.

Service Learning / Center for Civic Engagement. All service learning activities currently approved for inclusion in Binghamton's Applied Learning Activity Inventory are credit-bearing and therefore faculty led. Administrative support for service learning activities is accomplished through Binghamton's Center for Civic Engagement (CCE). The CCE facilitates a process by which departmentally-based courses may carry service learning designations for either Community-Engaged Learning (CEL) or Academic Service-Learning (ASL). There is an application and rubric a course leader completes to seek designation as either CEL or ASL. The designations and rubric were themselves approved via the UUCC. In addition, the CCE is supported by an Advisory Council. The process of reviewing applications for course designations against the faculty-governance approved rubric includes 2 faculty members from the Advisory Committee.

Undergraduate Research Center. The Undergraduate Research Center (URC) falls under the leadership of the Office of the Provost and provides administrative oversight to many of the undergraduate research opportunities identified in the Binghamton Applied Learning Inventory and other undergraduate research programs as well. The URC defines undergraduate research as a **mentor-supported inquiry**, creative activity or scholarly investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. By definition then, faculty provide oversight to undergraduate research activities coordinated through the URC. Much of this oversight and mentorship is provided within a faculty member's own research initiatives and infrastructure, while other projects are initiated by the student and supported directly by the faculty mentor. The URC does not directly oversee or mentor any research or creative activities; rather, its role is to promote research and help students develop skills and identify specific opportunities to work with faculty.

Undergraduate Research / Freshman Research Immersion. Binghamton's Freshman Research Immersion (FRI) Program is an additional source of applied learning activity. The FRI is a three-semester sequence for STEM students that results in 10 degree credits. The FRI includes six different research streams and faculty / instructors lead labs in each research stream.

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Approval of the FRI courses and research streams passed through faculty governance. The innovative aspect of this program is that incoming freshmen are immediately exposed to a "real world" research environment, with unsolved problems and challenges facing them in their laboratories and work spaces. Each one of the transdisciplinary research streams is led by a team of faculty members and supported by additional post-doc fellows who assist in the training and mentoring of the students.

Study Abroad. The Office of International Programs (OIP) provides administrative coordination for study abroad opportunities. Approximately half of the study abroad programs offered by Binghamton are faculty-led programs. OIP engagement with the faculty who lead and support programs is a very important aspect of study abroad. OIP staff are available to speak with faculty interested in developing study abroad opportunities. The staff carefully guide faculty through the process of developing new program proposals, applying for approval, and implementing all program logistics. OIP offers a guide for faculty interested in developing programs as well as a timeline. OIP also works closely with faculty to oversee and evaluate study abroad program opportunities that are both faculty led or direct enrollment. Academic departments evaluate and approve credit equivalencies for study abroad programs as appropriate. Additionally, the International Education Advisory Committee is a faculty led group with representatives from every school that reviews and approves all new credit bearing study abroad program proposals. Therefore, faculty are very involved in both oversight and development of study abroad programming.

Question 2

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?

Faculty who oversee these approved activities are supported variously, according to the type of involvement and responsibility. At the University level, the Faculty Director of the Office of University-Wide Courses receives a stipend to allow adequate support for the oversight and coordination required. At the Program level, faculty who participate in credit-bearing courses as instructor are either fulfilling part of their faculty obligation or receive additional stipends for their work. Faculty who provide oversight through governance structures do so as part of their service contributions to the campus. Special programs (e.g. the Summer Scholars and Artists Program) provide stipends for faculty mentoring that takes place outside of the academic

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year.

Numerous workshops and professional development opportunities are already being provided; these are described in the next section.

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Describe any current campus methods for supporting new faculty activities.

Support for faculty is available providing or interested in providing applied learning activities is available through the following administrative offices:

- Center for Learning and Teaching
- Center for Civic Engagement
- Office of International Programs
- Fleishman Center for Career and Professional Development
- Undergraduate Research Center
- Student Affairs Assessment and Strategic Initiatives

Center for Learning and Teaching (CLT). Instructional Design Services falls within the CLT and provides faculty with course consultations covering a wide-range of pedagogical strategies including the use of active and applied learning. The CLT also provides support for workshops on specialized topics that may include applied learning strategies and often partners with the other offices noted in this section.

Center for Civic Engagement (CCE). The CCE provides a range of services to support faculty in the development of service learning opportunities for students as more particularly described here. Most relevant for this report, the CCE has originated an Engaged Faculty Fellows Program that includes stipends and programs to support faculty interested in developing service learning courses; teaching enrichment grants to faculty for community-engaged learning expenses and a dedicated staff person (the Faculty Engagement Associate) who works individually with faculty developing ASL and CEL courses.

Office of International Programs. OIP provides staff support and guidelines for Binghamton faculty interested in creating a study abroad program as more particularly described here and offers opportunities for faculty to meet with study abroad staff to discuss ideas. Four staff members are specifically focused upon study abroad program administration including faculty support. Faculty directors of study abroad programs are compensating for teaching the program coursework and leading students on the program experience. The

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Binghamton University Lois B. De Fleur International Innovation Fund provides faculty with access to financial support for study abroad programming development and the OIP also constantly communicates with interested faculty about SUNY level and other external grant opportunities to support program development as well.

Fleishman Career Center. The Fleishman Career Center provides administrative oversight to and listing of internships as described above in answer to question#1. Additional faculty support includes mini-lectures that can be provided to classes, presentations at departmental meetings and special programs pertaining to internship creation and assessment.

Undergraduate Research Center (URC). The URC assists faculty interested in promoting undergraduate research opportunities through the administration of a database known as CROP (Campus Research Opportunities Postings). A representative posting can be found here.

Student Affairs Assessment and Strategic Initiatives (SAASI) provides curriculum module support that allows students to track activities in the pursuit of special program requirements that may include applied learning activities. For example the Binghamton Scholars Program has a service requirement for which SAASI provides tracking / assessment support.

Question 4

What is your campus plan for acknowledging engaged faculty?

Faculty acknowledgement occurs via the Office of the Provost and through some of the specific programs noted above as providing support to faculty engaged in providing and creating applied learning activities. In particular, the faculty annual report allows the individual faculty member to record contributions in supervising applied learning activities; these activities are recognized as important contributions to the academic unit's undergraduate teaching and mentoring mission. In addition, special recognition awards are widely publicized to encourage excellence in leading applied learning activities. Representative faculty recognition initiatives are as follows:

Provost's Award for Faculty Excellence in Undergraduate Research Mentoring: honors Binghamton University faculty who have demonstrated an extraordinary commitment as mentors of Binghamton's undergraduate students in research, scholarship or creative activities outside of normal course assignments.

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Center for Civic Engagement Faculty Engagement Honors: Faculty Engagement Honors recognizes Binghamton University faculty for exemplary community-engaged teaching, research, or scholarship that helps create meaningful change. Work worthy of recognition for this honor includes teaching service-learning or community-engaged learning courses, research which incorporates community issues or needs and overseeing internships which result in public benefit.

Fleishman Center for Career and Professional Development recognizes faculty, staff and alumni who have been "Career Champions" which includes recognition of faculty who have been instrumental in leading or developing internship experiences.

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

Student Engagement

Due April 15, 2016

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Date:	4/14/2016
Narrative Compiled by:	Brian T. Rose
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 and 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? Binghamton University provides support to students interested in applied learning through a wide-range of administrative offices as more specifically noted below. Generally, offices offering applied learning opportunities provide information to students via multiple modalities including web-based information, electronic newsletters and databases, general information sessions, orientation programming and residential life

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programs. Students may receive assistance navigating among the various options through both academic advising offices within their school / college of enrollment and through professional staff and student peer advisors in offices offering specific programs. Similarly, all the same offices / programs provide direction to students seeking to develop new or customized applied learning activities. To the extent proposed new activities will be proposed for academic credit, they must also be approved through curriculum approval pathways involving faculty as more particularly described in Parts1-3 of Binghamton's Applied Learning Plan. More office and program specific information follows.

Center for Civic Engagement (CCE). CCE oversees a number of community engagement programs that provide a structured applied learning experience. Students can learn about these opportunities online through CCE's student information page which provides an overview and links to a weekly student newsletter, a Service Listings Database (a searchable database of community engagement opportunities) and a listing of CCE programs and activities that orient students to service learning opportunities.. In addition, students can search for approved community-engaged courses through the online course registration system and students can visit CCE for individual assistance. Students participating in a program coordinated by CCE will meet one on one with a staff member and be matched with an appropriate activity. CCE also provides assistance to individual students or student groups interested in developing a new or individualized activity, including one-on-one meetings with staff, and workshops that cover topics such as developing project ideas, identifying community partners, recruiting participants, and succession planning. Finally, beginning in Fall 2016, CCE is coordinating a transportation service to support students without their own vehicles to access community-based learning programs.

Fleishman Center for Career and Professional Development. The Fleishman Career Center internship program (known as CDCI) supports students interested in pursuing internships through HireBing (a large online and customizable job and internship database), general information sessions about internships and the CDCI program and through group and individual advising. The Fleishman Center also offers summer internship scholarship support for students with financial need. The CDCI program model includes not only on-site internship mentoring by the site supervisor, but also a weekly classroom component as previously described in Part 3.

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Undergraduate Research Center (URC). The URC facilitates student participation in undergraduate research opportunities by maintaining a listing of postings from faculty, supporting a journal of undergraduate research, offering competitive opportunities for mentored creative activities and research during the summer as well as a variety of outreach activities to cultivate student interest. The URC is intentionally located adjacent to the Fleishman Career Center and the Center for Civic Engagement to facilitate ease of access for students seeking applied learning activities.

Office of International Programs / Study Abroad (OIP). OIP provides students with listings of available Binghamton and SUNY study abroad programs as well as specialized assistance and advising through professional staff. OIP provides in-person and web-based outreach programs and works with the Binghamton University Foundation to offer financial support to students interested in study abroad who have financial need.

School-Based Academic Advising Offices. Each degree-granting unit at Binghamton University provides enrolled students with school-based academic advising. These advising offices offer applied learning gateways unique to each school and also work collaboratively with the above-listed offices to facilitate student applied learning activities. The Harpur Edge is an example of a school-based applied learning gateway. It provides Harpur College of Arts and Sciences students with specialized programs such as the Summer Physician Mentor Program, the Harpur Law Council Summer Internship and the Liberal Arts to Career Externships, all of which link current students with Binghamton alumni for short and longer term mentoring, internship and job-shadowing opportunities. The Watson School Dean's Office is a second illustrative example of school-based programs. The Watson School provides engineering students with internships specific to engineering disciplines through industry partnerships and an alumni network.

Student Affairs Assessment and Strategic Initiative (SAASI). SAASI provides the information backbone for the collection of data related to student applied learning activities as described in Part 2 of Binghamton's Applied Learning Plan. SAASI also provides direct student support to students and student organizations by maintaining a comprehensive database of student co-curricular and extracurricular involvement branded as B-Engaged. By using B-Engaged students can generate a personalized co-curricular transcript of their involvement including but not limited to

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applied learning activities. SAASI has also designed B-Engaged to track student progress upon specific pathways created via the campus strategic planning process that would allow students to demonstrate specialized proficiency in cross-disciplinary themes such as globalism and community service. These pathways are another mechanism to encourage student involvement in applied learning.

Question 2

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?

See responses above under Question #1 and follow the hyperlinks in the text to directly access program-specific materials shared with and provided to students. In addition to the information noted above under Question #1 other mechanisms by which Binghamton has built information about applied learning into orientation / student-advising includes the following:

➢ New Student Programs: All new students and transfers participate in a one or two-day orientation program track that includes presentations on career services programs and small group meetings with academic advisors. Additionally, pre and post orientation, New Student Programs uses a communication software package to send information to new students about student support services including all offices listed above. New Student Programs also provides administrative oversight to the primary First Year Experience program (FYE) and to a related program (Harpur 101) which also includes some elements of the FYE curriculum. Through these programs approximately 500 new students per Fall are provided with active learning opportunities to become familiar with many university services including those offices that provide applied learning activities (e.g., study abroad, Fleishman Career Center, Center for Civic Engagement, Harpur Edge).

➢ Residential Life. Residential Life student and professional staff provide topical programs during the first few weeks of the academic year to intentionally introduce students to a wide variety of student services including but not limited to the offices and programs highlighted above in response to Question 1.

➢ Special Interest Fairs and Programs. There are several special interest fairs and programs that promote specific applied learning opportunities. Some of the most well-attended examples include the

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Fall and Spring Job and Internship Fairs hosted by the Fleishman Career Center, pre-registration scheduling / advising fairs hosted by Harpur College of Arts and Sciences Advising each semester and the Fall Community Engagement Expo hosted by the Center for Civic Engagement.

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 into applied learning activities is provided through both activity-specific channels and through institutional level surveys. In some instances there are formal feedback mechanisms while in others (e.g., a faculty-mentored undergraduate research experience), the intimate nature of the activity creates on-going student feedback. More formalized feedback mechanisms are as follows:

Fleishman Career Center. The Fleishman Career Center Internship Program (CDCI) is the largest source of internships at Binghamton University. There is a "360" evaluation process used among student, site supervisor and instructor using the internship database tool known as hireBING. All students participating in CDCI use hireBING to evaluate their internship sites at the end of the semester. All students also use the system to complete a self-evaluation at the middle and end of the semester, both of which are reviewed by their site supervisors and made available to their seminar leaders. With respect to complaints and grievances from students, during CDCI Info Sessions, and at all orientations, the Fleishman Career Center Internship Coordinator instructs students to contact her at cdci@binghamton.edu should they have any issues at their internships. CDCI students are also encouraged to discuss issues with their seminar leaders.

Center for Civic Engagement. CCE solicits feedback from all students who participate in a CCE-sponsored program or event. Student feedback impacts decisions on program structure, timing, and program partners. Courses with service learning designations also facilitate student feedback via the Student Opinion of Teaching (SOOT) forms, a process administered by the Office of Institutional Research used in most for-credit classes. Students who have a concern or complaint about their off-campus site are directed to discuss the concern with their CCE staff contact for that site. The staff

contact will, as appropriate, contact the site to discuss the student's concerns and possible solutions. Serious or unresolved concerns may result in the termination of the relationship with the off-campus partner.

Study Abroad. OIP incorporates student feedback regarding study abroad experiences through multiple methods and sends a clear message to students that they should feel comfortable communicating feedback at any point in time. Before students' departure, the advisers build relationships with the students and emphasis this point in their advising appointments and their pre-departure orientation. While abroad, students receive communication from OIP staff at least three times to remind them about important information and check in about their experiences. Every participant completes an extensive, written program evaluation form upon completion of their participation in study abroad. These evaluation reports are reviewed by the OIP staff at the end of each program term and the staff discusses the feedback reported in staff-wide meetings. Students are also encouraged to visit the OIP to verbally discuss their experience after studying abroad. The student perspective heavily informs OIP advising practices through the Study Abroad Ambassador program that engages 10-20 study abroad alumni students each semester to act as peer advisers in the OIP through in office advising and many outreach activities. Any serious or unresolved concerns are discussed with the campus' Senior International Officer and may lead to substantive program changes or the termination of OIPs partnership with an institution/organization abroad as necessary.

Capstone / Clinical and Independent Research. The vast majority of such activities are offered through individual academic programs and departments. Student feedback occurs through usual department channels that may include SOOT surveys, faculty office hours, academic advising contacts and student participation in shared governance activities. Grievances are handled in accordance with the academic policies and procedures of each school / college and usually follow the academic chain of command from faculty member to department chair to dean and provost.

Institutional level student feedback is garnered through all the following channels:

➢ Binghamton participates in the National Survey of Student Engagement (NSSE)
➢ Broad oversight of applied learning activity occurs under the aegis of the campus strategic plan known as the Roadmap. The Strategic Planning Steering Committee is supported by a group of presidential

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student interns as part of an on-going annualized strategic planning process. Roadmap interns provide feedback on all elements of the strategic plan including but not limited to strategic initiatives to create and measure high impact learning practices (most of which constitute approved applied learning activities).

➢ The Office of Student Affairs Assessment and Strategic Initiatives supports most student services offices with an assessment tool procured through a vendor (Campus Labs). The tool facilitates student pre and post activity surveys and is used by some of the offices offering applied learning activities.

Question 4

What is your campus plan for including students in the continued improvement of existing applied learning activities and development of new applied learning activities?

See in part responses to question #3 above which summarizes student input and feedback mechanisms into applied learning activities at the program and institutional levels. Binghamton will continue all of the mechanisms identified therein. Beyond those mechanisms, the following additional structures exist to include students in the creation and continuous improvement of applied learning activities:

➢ Fleishman Career Center has student peer advisors who participate in a program advisory council.
➢ The Center for Civic Engagement has a formal advisory council which includes student representation.
➢ Binghamton University Strategic Plan Steering Committee has student representation. One subcommittee of the overall planning committee is focused upon cultivation and assessment of high impact (applied learning) activities. The subcommittee annually engages with the aforementioned Roadmap Interns (students).

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