

**University Faculty Senate  
Executive Committee  
172nd Plenary  
Stony Brook University  
January 22, 2016**

**Resolution to adopt the Undergraduate Academic Programs and Policies Committee report entitled “Service-Learning in SUNY: Current Status and Strategies for Implementation”**

Whereas, the service-learning subcommittee of the 2014-2015 Undergraduate Academic Programs and Policies Committee has researched, collected data, and produced a report entitled “Service-Learning in SUNY: Current Status and Strategies for Implementation”; and

Whereas, the report is the culmination of interviews with campus service-learning champions from 54 institutions in the SUNY system; and,

**Whereas**, the report provides a baseline knowledge from which service-learning, as a form of applied learning, may be understood, explored, and improved at a system-wide level; and,

**Whereas**, the report makes the following recommendations:

- 1) Individual campuses should take time to define service-learning for their campus and set criteria under which courses can be designated to include service-learning, consistent with guidance from the Applied Learning Steering Committee
- 2) Disseminate information effectively on campus. The report yields a number of ways that faculty and students learn about this opportunity.
- 3) Assess the outcomes of service-learning.
- 4) Provide incentives for service-learning to increase the number of participating faculty and students (e.g., through tenure and promotion criteria, small grants, and recognition awards),

Therefore

**Be It Resolved** that the University Faculty Senate of the State University of New York adopts the “Service-Learning in SUNY: Current Status and Strategies for Implementation” report and encourages campuses to follow the four recommendations developed as a result of the report’s findings.

## Background

The subcommittee on service-learning of the 2014-2015 Undergraduate Academic Programs and Policies Committee investigated how service-learning is executed throughout the SUNY system. Individuals on this subcommittee include Andrea Zevenbergen (Fredonia), Dan White (SUNY Polytechnic), Amitra Wall (Buffalo State), Ramona Santa Maria (Buffalo State), Michael Jabot (Fredonia), and Sarah Titus (Fredonia). Interviews with individuals involved in service-learning on the various SUNY campuses were conducted between November and March. One knowledgeable representative from each campus (e.g., coordinator of service-learning) was interviewed. In total, interview data were obtained from 52 of the SUNY campuses.

The following is excerpted from the conclusions that will be presented in the service learning report. Andrea Zevenbergen from Fredonia is the first author and principal contributor to the analysis. "Ninety percent of the SUNY campuses participated in this investigation. Of these campuses, approximately three-quarters of them have service-learning opportunities for students on the campus. The university centers and university colleges are more likely than the colleges of technology and community colleges to have service-learning opportunities. On most campuses, service-learning is optional, rather than required. Approximately one-half of the campuses which offer service-learning have at least one program of study which requires service-learning. On most of the campuses which offer service-learning, there is no minimum number of hours established for students to complete. Most of the campuses that offer service-learning opportunities complete at least some assessment of service-learning, but the types and comprehensiveness of assessment strategies vary across campuses.

Campuses have generated many ways to inform students and faculty about service-learning opportunities. On most campuses that have service-learning, students receive credit for participation and the credit is integrated into a typical course. With regard to service-learning policies, the most common campus-wide policies apply to criteria under which courses may be designated as including service-learning. Many campuses have recommended forms for faculty, students, and community partners including contracts, applications, student time logs, and assessment measures. Most faculty and professionals on the SUNY campuses do not receive additional compensation for including service-learning components in their courses. In general, financial resources for service-learning are limited. When resources do exist, they are typically used to support the development of courses that include service-learning, student transportation to service-learning sites, and training opportunities for faculty and professionals. Reported barriers to service-learning occurring on the campuses included lack of administrative support and campus infrastructure for service-learning, lack of financial resources, and lack of time for faculty and students to participate in service-learning."

The subcommittee has included recommendations and an appendix with the report that includes best practices, typical forms, and ways of integrating service learning into the curriculum.

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Passed