SUNY University Faculty Senate

Plenary Report

Stony Brook University—January 21-22, 2016

Executive Committee Meeting, Thursday, January 21

Executive Committee Meeting Dominated by Budget Discussion

In addition to their usual duties of responding to committee reports, refining resolutions and discussing the President's report, the Executive Committee was forced to respond to the upcoming winter snow storm. The storm that eventually dumped over 20" of snow in NYC was rapidly advancing up the eastern seacoast. It was forecast to hit Stony Brook around 2:00am on Saturday. As a result, the group decided to cancel the Saturday morning meeting and combine two days into one.

President Pete Knuepfer presented his President's report. The report covered some of the key initiatives and actions at SUNY. These include the following: Performance Improvement Plans, SUNY Investment Fund, Executive Budget Proposal, Applied Learning Initiative, TeachNY, UFS vice President changes and information on Presidential searches.

Campus Performance Improvement plans were submitted in October. The Provost and Chancellor approved all of the plans after some give and take. The plans look at Access, Completion, Success, Inquiry and Engagement.

SUNY announced the first phase of "winners" for the $18 million (M) investment fund. There were a number of themes used to determine the final awards. These are Data Systems, Procurement and SmartTrack. Winners of the other portions of the $100 M will be announced later this semester.

The Executive Budget Proposal received the greatest amount of discussion. Stacey Hengsterman, SUNY's Chief of Staff and Director of Government Relations was quoted "This year's Executive Budget represents a substantial improvement from last year's in terms of a starting point for negotiations." President Knuepfer made the following observations on the Governor's proposed budget:
-No money for SUNY pay raises, no maintenance of effort
-$485 M cut from CUNY senior colleges (about 30%)
-Concerned that funds negotiated to restore the CUNY cut will come from SUNY.
-SUNY doesn't want Governor to back off of his support for tuition
-Some legislators want "maintenance of effort"— increased base operating support from the State—and no tuition increases
-if SUNY does not gain the authority to raise tuition and the legislature does not approve maintenance of effort, SUNY could lose $78 M in real terms
-State funding for higher education has declined across the country.
-SUNY is doing better than most.

Special Thanks To our Hosts

CGL Student & Faculty Governance Workshop:
Working Together to Improve Campus Climate

March 5-6, 2016 - Hilton Garden Inn Albany/SUNY
1389 Washington Avenue, Albany NY
Registration and Hotel Information

Joe Hildreth, Recorder
Designed by Carol Donato

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Friday Senate Plenary Session, January 22, 2016

The Senate received a video welcome from Stony Brook President Samuel Stanley. In addition, Provost Dennis Assanis and Campus Governance Leader Ed Feldman welcomed the group.

Eileen McLoughlin, Senior Vice Chancellor and Chief Academic Officer was scheduled to provide a budget report, but she was unable to arrive in time to give her report. President Knuepfer was able to use the Power Point prepared by Ms. McLoughlin and he provided the Senators and Campus Governance Leaders with an update on the status of the SUNY budget.

The Governor's Budget provides support for renewal of SUNY 2020. President Knuepfer mentioned the $485 M cut to CUNY and his concern that negotiations to restore funding could result in cuts to SUNY or at least an inability to secure additional funds for SUNY. Other items mentioned were:
-SUNY System/campuses receive $708 M
-Loss of $4.7 M in salary support from current enacted 2015-16 budget
-Add of $10.0 M for a Clean Energy Workforce Program
-No increase in FTE support for Community Colleges
-Continuation of SUNY 2020 will provide up to a $300 annual tuition increase through 2020-21
-Dream Act will allow students without lawful immigration status to be eligible for TAP and other NYS scholarship support
- $15.00/hour minimum wage for hourly workers

A brief overview of the annual budget calendar was provided. The budget process begins with a SUNY ask in December. The Governor's Executive Budget is presented in January. This is followed by SUNY advocacy efforts in February and March. Also, there will be budget hearings in March. The final budget is scheduled to be passed by March 31.

The Senate moved to the impressive Wang Center for lunch and an address by SUNY Board of Trustees Chairman, H. Carl McCall.
Budget Report - Faculty Senate Winter Plenary 2016

Chairman H. Carl McCall Calls for Diversity

BOT Chairman McCall made a brief presentation to the Senate. During his remarks he made three points. 1) SUNY was founded to be and open inclusive institution. Consequently SUNY has developed a system-wide diversity plan. The plan requires every campus to hire a chief diversity officer. This person will oversee the development of a diversity plan containing information on how the campus will recruit more diverse students and faculty. 2) At what point do we tell the legislature that we cannot continue to grow SUNY based mostly on tuition increases. The State must do its part. The students have done their part. 3) SUNY is engaged in a continual effort to promote shared governance and make it work. SUNY Voices is an example of this commitment. We look forward to hearing your ideas on how we can improve shared governance.

Following his remarks, McCall answered questions from the Senate.
Q. Will there be additional money to support diversity?
A. Yes. It will come in the form of student support.

Q. How can you help us improve shared governance on our campuses?
A. I am going to urge our Chancellor to encourage our Presidents to be responsive to shared governance.

Q. With advocacy in mind, one possibility is to give the Governor and the Legislature what they want, then maybe they will give us what we want. The Conference Board was a model for advocacy.
A. Yes, I did chair the Conference Board. We need to do something like that. I am concerned over what will happen to any potential for SUNY increases if the cuts to CUNY are restored. Will we be asked to merge? I hope not.

Q. It seems there are funding models for the University Centers. The Comprehensive Colleges are feeling unappreciated. How do you feel about funding the Comprehensive Colleges?
A. I have never had the feeling that the Comprehensives were not being adequately supported. I am glad that you brought this to my attention.

Q. What is the Board doing to support our hospitals?
A. We decided that we should have a governance structure with knowledgeable people from outside the Board. Downstate is continuing to struggle. We really need a first rate professional at System to help us to develop strategies for our hospitals.

Q. At many campuses, fees are being created to help the campus survive. These fees are on top of tuition. What is your position on fees?
A. I am concerned with fees. It makes it more difficult for students to afford college. We must do better.

The Senate showed their appreciation for the Chairman with an enthusiastic round of applause.

Chancellor Zimpher Responds to Faculty Concerns

Chancellor Zimpher addressed the Senate via a video conference call from NYC, having chosen not to join in person due to the impending storm. Following Chancellor Zimpher's introduction, the various sector leaders asked questions developed from sector discussions.

Campus Governance Leaders

Q. We ask that campus presidents be required to report on how campus governance organizations were included in the development of performance improvement plans.

A. I think we talked about some kind of a sign off on campus plans. I don't know if this works.

Q. It would be nice if we could report on the exact nature of the involvement of campus governance in the development of performance improvement plans.

A. A minority report attached to campus plans would be reasonable. It would be your assessment of the proposal. I get that. I appreciate that.

Health Science Sector

Q. How will future presidential searches for our hospitals be convened?

A. We are moving forward with the search for Downstate. We are looking for external candidates to chair the search.

Q. What is your position on donors having buildings named after them?

A. We have a full-blown naming process that works most of the time. It is not unusual for a donor to have a building named after them. We do have policies and I hope they were used.

Statutory Colleges

Q. A school at Alfred University has been consumed by the private side. Were you consulted?

A. Chancellor Garrett called and informed me that this move was going forward. They want to build a college of business. I was not privy to the process. I think they will have some challenges in going forward. I would like to have a more authentic engagement in the future. I don't have any evidence of

the engagement of the faculty.

Q. A search has begun for a new president for Alfred University. Our existing Memorandum of Understanding needs a revision. How will SUNY be involved?

A. I don't know if we have representatives on the search committee, but I want representation. We will not revisit the MOU until the new president is in place.

University Colleges

Q. The comprehensive sector is experiencing a drop in enrollment. Is SUNY considering a system-wide rational, strategic enrollment plan that would reduce inter-sector and intra-sector competition?

A. We are trying to be less competitive and more diverse. We have broken down how campuses can use Open SUNY or some hybrid program to grow enrollments. We are on it. It is on the top of our list.

Q. Support is naturally going to be declining with declining teacher education enrollments. How will SUNY support teacher education programs so that the programs maintain excellence?

A. We have tried to say that teacher education is an across the board effort. Education schools need to work more closely with schools of arts and sciences. You would think that should be obvious. We need to work more closely with our campuses to involve all of our disciplines. We are working with our education schools to resolve the problem.

Q. We have heard much about certificates, badges and layered credentialing. What do you see as the role of the comprehensive colleges in this discussion?

A. We are trying to unbundle our degrees. What are the Carnegie classifications? We will resolve this issue by forming a task force to determine what our degrees consist of.

Colleges of Technology

Q. We understand the Governor has proposed $15 M to use in the development of the Clean Energy Workforce Improvement program. As the technology sector is proactive in clean energy research and leaders in workforce development, we are interested in how the $10 M targeted for the state operated colleges might be distributed to the tech sector campuses.

A. We have not been mandated on how to distribute those funds. What we need is a process on the way we distribute the funds. If you are competitive, you will win.

Q. We hope presidential reviews will contain evaluations on diversity, full-time/part-time faculty ratios and whether bias initiatives have been implemented.

A. I want to know why you have an interest in full-time/part-time faculty ratios. I know part-time faculty make valuable contributions. I would like for you to develop a thought piece on this issue. I don't know how to respond to part-time faculty's interest in a broader engagement when this will result in a reduced role for our full-time faculty.

A. I want to start with our diversity initiative to bring diversity leaders to our campuses. More than a third of our presidents reflect gender balance. We have less success in other areas of diversity. You are never going to have a diverse group of presidents if you don't have diversity in your search pool. I am trying to be as involved as possible. We are trying to get this right.

University Centers

Q. We are concerned about support in the Governor's budget. Our infrastructure is failing. SUNY is not providing adequate support. We need to reinvest in our university centers. Will you help us?

A. Well, you would not want me to say no. We have a major push to get more protection for our campuses in SUNY 2020. The fact of the matter is that sala-

Chancellor Zimpher (continued from page 3)

2020. The fact of the matter is that salaries have been exempt. We did not get support for salaries in the past. The University Centers did get part of the $18 M. We used external reviewers to help us determine which proposals would get funds. I feel we are trying as hard as we can to get support for our budgets. I can tell you that saying we need more money to the State will not work. I thank you for your concern.

Following the question and answer session, the Chancellor made some additional remarks. I don't live in Wonderland. I believe the Governor did what he wanted to do. Last year when the editor of Higher Education asked me if "systemness" was working, I told

him that systemness is producing a reduction in student debt. Every dime we have saved in shared services has gone into faculty salaries. We also talked about SUNY Excels, our performance improvement program. I think we made our case.

The Chancellor then asked Stacey Hengsterman to comment on the Governor's budget. Stacey said that during the last 5 years, SUNY has done a good job of investing the money provided by the State. We could receive $40-50 M new dollars in the Governor's new budget. That is pretty good. If we can get more, we will use it to pay faculty salaries. UUP is pushing the clean work force energy idea. We will take more any way we can get it.

The Chancellor received one final question.
Q. In your State of the University address, you mentioned Open SUNY. Would you speak to this?
A. What I said was that we are extending our Open SUNY capacity. We still have to work on the revenue stream. I want to expand Open SUNY capacity. We need to ensure that we have online partners in the business community. We now have the beginnings

Alex Cartwright, University Provost, Shares His Thoughts on Moving Forward

Provost Cartwright presented his report via a video conference call from Albany. Today I am going to spend a lot of time talking about where we are going. First, I want to recognize some of the events impacting our campuses. He mentioned the incident that produced student protests in Potsdam and how campuses shared university police to help address the problem. He also mentioned the murder suicide at Geneseo. He felt that impacted the entire campus.

The Provost mentioned that SUNY is interested in the following:
1) Diversity and Inclusion
2) Student Completion and Success
3) Impact of State and Global Challenges

He then spoke about SUNY Excels. The metrics of Access, Completion, Success, Inquiry and Engagement have been used in campus plans. During his presentation he said that he wants our community colleges to achieve a graduation rate of 28% (compared to a national benchmark of 19%). The com-

plete SUNY Excels summaries were shared electronically with the Senators.

In his discussion of a SUNY-wide enrollment management plan, the Provost said that a high priority would be reaching 150,000 degrees by 2025/26.

Later, the Provost asked if it was possible for SUNY to define micro-credentials? How do we assure quality for these degrees?

Open SUNY 2.0 stands for Optimized, Personalized, Education, and Network. Is it possible to have a student taking classes from many SUNY campuses in order to obtain a degree? How should we use the enormous amount of SUNY data that is available to us?

Several questions were asked following the Provost's presentation.
Q. I question whether a student can obtain a legitimate degree when they are taking courses from all across the System. Which campus would grant

that degree?
A. If a student needs a credential for a job, how does a student do that? It is something that we need to talk through. I understand the concern about taking courses from multiple campuses. I don't have an answer for that, but I do think we should explore how it should be done.
Q. A consulting firm was hired to advise on Open SUNY. They recommended that a President be hired for Open SUNY. What do you think of this idea?
A. I think a lot about people who want to come back and take a degree. I am just asking that as we move forward, that we think about how they can do that.

Provost Cartwright concluded his presentation by saying "I just want to say that I am bringing you my raw thoughts. I want to have some help from you on these ideas.

Provost's Report - Faculty Senate Winter Plenary 2016

High impact Practices of Applied Learning

Elise Newkirk-Kotfila, Director of Allied Learning, led a panel discussion on high impact practices of applied learning. The panel members consisted of
Janet Nepkie, Distinguished Service Professor, SUNY Oneonta
Nancy S. Goroff, Professor and Associate Provost for Integration of Research, Education, Professional Development, Stony Brook University
Allison Puff, Professor of Visual Communication, Farmingdale State College.

Elise Newkirk-Kotfila said the first deadline is February 15 when campuses will be required to submit an inventory of current applied learning efforts. Applied Learning must include preparation, orientation and training. Some current concerns are what the impact of every SUNY student working in local communities will be. Additional information on the subject can be found in the Internship Guide as well as the Applied Learning Report posted on the University Faculty Senate website.
SUNY Faculty Senate - Plenary Meeting Information

Allison Puff elaborated on the benefits to student and faculty that these experiences provide.

Nancy Goroff shared a process through which the internship will enable the student to have a deeper understanding of their area of interest. In particular, she has developed a framework that emphasizes reflection and monitoring, codified in a contract.

Janet Nepkie emphasized the value of applied learning as high impact (see guiding principles for SUNY internships).

CUNY University Faculty Senate &
The Faculty Council of Community Colleges

Terry Martell, Chair CUNY University Faculty Senate and Nina Tamrowski, President of the Faculty Council of Community Colleges each addressed the Senate and shared the major concerns and initiatives impacting their respective governance organizations.

SUNY Faculty Senate Nominations Committee Report

The afternoon session ended with a report from the Chair of the Nominating Committee. He reported that two nominations have been received for the position of UFS Vice President. The Committee will continue to receive nominations until 5 weeks before the Spring Plenary. The person being nominated must be a member of the body.

www.system.suny.edu/facultysenate

During the dinner on Friday night, NYS Senator Ken LaValle, Chair of the Senate Higher Education Committee received the "Friend of the Senate" award. Senator LaValle has been a reliable supporter of SUNY for many years. The UFS is fortunate to have this kind of loyal support. He offered remarks about the value of SUNY and the importance of increasing State operating support to SUNY.

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Resolutions

172-01-1
Resolution Recommendation the SUNY Wide Implementation of Preferred Name and Gender Identity Applications on the Registration, Email, ID cards, and other Identification Systems

Whereas the SUNY Board of Trustees passed a resolution on September 10, 2015 "to make SUNY the most inclusive higher education system in the country"; and
Whereas SUNY has "defined diversity broadly to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual with a disability, students undergoing transition (such as transfer, stop-out, international student acclimation), and first-generation students"; and
Whereas "SUNY's approach must employ best practices to attract diverse students, faculty, staff and administrative leaders, including efforts to strengthen the pipeline of diverse individuals with advanced credentials; ensure that services are in place to support retention (of faculty and students) and foster student completion at a rate that closes existing achievement gaps; and implement programs and strategies to establish a welcoming environment for all"; and
Whereas members of designated groups require specific action plans to be taken on their behalf to ensure inclusive and equitable learning and work environments; and
Whereas the practice of using "non-legal" names for the purposes of identification is long standing on our campuses; and
Whereas the practice of using a "preferred name" does not change a person's "legal identity" but creates equitable access to a person's lived experiences and intimate realities; and
Whereas being forced to use a name that does not represent one's lived experience and intimate realities is potentially harmful, traumatic, and damaging to a person's health and wellness; and
Whereas students who are transgender, adopted, in domestic partnership, transitioning, victims of domestic violence, those with non-traditional family structures and any other number of possibilities such as members of ethnic, religious or indigenous groups, desire the right to have access to preferred name and gender identity representation on our campuses; and
Whereas being able to use one's preferred name is a reasonable accommodation that enhances our cultural climate and acts as a mechanism for inclusion and creates a welcoming environment; therefore,
Be it resolved, That the University Faculty Senate recommends that SUNY System Administration require a SUNY-wide implementation of preferred name and gender identity policies and processes so that all faculty, staff, and students can equitably represent themselves on our campuses with their preferred names; and
Be it further resolved, that the University Faculty Senate recommends to all Campus Presidents, Chief Information Officers, and SUNY System Administration that they implement the necessary processes and software to allow faculty, staff, and students the ability to use their preferred name and gender identities; and
Be it further resolved, that preferred name and gender identity policies and processes allow for flexible identity based on context and contact so that faculty, staff, students, patients, and visitors can use a preferred name and gender identity on campus while not being "outed" at home or work; and
Be it further resolved, that the University Faculty Senate recommend that the SUNY Chancellor and the Chairperson of the Board of Trustees make access to the use of preferred name and gender identity a standing policy of the Board of Trustees and SUNY System Administration.

Background
The *Chronicle of Higher Education* states that "Another concern cited by many study participants was not being able to include their chosen name (which for many differs from their birth name) or their gender identity on campus records. More and more colleges are creating a process for students to have their chosen first name (some institutions refer to this as preferred name, but it is not a preference) on course and grade rosters, advisee and campus housing lists, online directories, email addresses, unofficial transcripts, and identification cards and diplomas. But only about 150 colleges currently offer this option. There is no legitimate reason for colleges not to provide a chosen-name option; it is legal to do so in all states, and software systems used by campuses can be modified to accommodate an additional first name

Only about a third of the colleges that allow students to add a chosen name also enable them to change the gender marker on their campus records, unless they have changed their gender on legal documents, which in many states requires undergoing gender-affirming surgeries. Having the gender marker on campus records match one's gender identity and expression is important in instances when gender comes into play at colleges — such as for housing, locker-room, and bathroom purposes."
http://chronicle.com/article/Leaving-No-Trans-College/233754/?key=TgpJxK1EIaUfogHu3cAXSVIc43vcqmHjA1L-LH--Q41CbEpibzU3U2tDQ2l2ckowUWViV-TROSFNJRUZQeUJ5MGFmdVN3UGxlaGxB

172-01-1
Passed without dissent

Resolutions (continued)

172-02-1
Resolution Recommending the SUNY Wide Implementation of Gender Inclusive Spaces

Whereas the SUNY Board of Trustees passed a resolution on September 10, 2015 "to make SUNY the most inclusive higher education system in the country"; and

Whereas SUNY has "defined diversity broadly to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual with a disability, students undergoing transition (such as transfer, stop-out, international student acclimation), and first-generation students"; and

Whereas "SUNY's approach must employ best practices to attract diverse students, faculty, staff and administrative leaders, including efforts to strengthen the pipeline of diverse individuals with advanced credentials; ensure that services are in place to support retention (of faculty and students) and foster student completion at a rate that closes existing achievement gaps; and implement programs and strategies to establish a welcoming environment for all"; and

Whereas members of designated groups require specific action plans to be taken on their behalf to ensure inclusive and equitable learning and work environments; and

Whereas students, faculty, and staff who have gender expressions and gender identities that do match with male and female designated spaces— bathrooms, locker rooms dressing rooms, and residential housing—are often unwelcome and unsafe in these spaces; and

Whereas to create a welcoming and safe environment for faculty, staff, students, alumni, and visitors all campuses must have spaces that accommodate a fluidity of gender identities, gender expressions,

and biological sexes; therefore,

Be it resolved, that the University Faculty Senate recommends to the Chancellor, Campus Presidents, Chief Student Affairs Officers, Chief Administrative Officers, and Chief Diversity Officers that they create gender inclusive spaces on all campuses and at System Administration where there are currently only male and female designated spaces; and

Be it further resolved, that the University Faculty Senate recommends to the Chancellor, Campus Presidents, Chief Student Affairs Officers, Chief Administrative Officers, and Chief Diversity Officers that gender inclusive spaces be marked per their intended use without a gender designation and these spaces be placed on campus maps; and

Be it further resolved, that the University Faculty Senate recommends to the Chancellor, Campus Presidents, Chief Student Affairs Officers, Chief Administrative Officers, and Chief Diversity Officers that gender inclusive housing be provided to all students on all campuses and this housing be part of regular student housing; and

Background
1. BOT Memorandum September 10, 2015: Diversity, Equity and Inclusion Policy

172-02-1
Passed
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172-03-1
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

Resolutions (continued)

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.

172-03-1
Passed