

Hello Readers,

We hope you enjoy Issue 5 of The Umbrella, which is focused on global affairs. The stories and events featured in this newsletter have a global reach in some capacity. Whether it is achieved through global service-learning, internships, or international research, SUNY is focused on creating and sustaining an inclusive community that provides our students, faculty, and staff with equitable applied learning experiences system-wide.

In the **2016-2017 Academic Year**, there were **411 international applied learning courses** reported SUNY-wide, **including 3,124 students**. We are pleased to share examples of these experiences with you.

Happy Reading,

The Applied Learning Team



SUNY OFFICE OF GLOBAL AFFAIRS RESOURCES

We would like to specifically thank the SUNY Office of Global Affairs and their campus liaisons for their contributions to this newsletter. Below you find employer resources on why employers should hire students who have studied abroad and helpful information about international students, work eligibility, and their skills.

Why should you hire students who have studied abroad?

Christian Speedling, Senior Staff Assistant, Office of Global Affairs

International students, work eligibility, and their skills.

Sally Crimmins-Villela, Associate Vice Chancellor and Senior International Office, Office of Global Affairs



THE APPLIED LEARNING CONNECTION

Connection to Chancellor Johnson's Priorities as described in the State of the University System Speech

Chancellor Johnson identified Innovation and Entrepreneurship, Individualized Education, Sustainability and Partnerships as her four priority focus areas in her January 2018 [State of the University System address](#).

"For SUNY to be a leader in this next century and realize the potential of artificial and augmented intelligence, we will need to increase cross-disciplinary research, scholarly work, entrepreneurship, and our outreach. I am setting a goal for SUNY to at least double all of these measures over the next decade. This includes expanding the opportunities we offer our students for research in emerging disciplines—and internships with innovators and entrepreneurs in fields that are changing our world."

In addition to supporting entrepreneurship as one type of Applied Learning, Chancellor Johnson highlighted Individualized Learning as SUNY's path forward.

"No matter what field a student decides to go into, you can bet that social networking, communication skills, and critical thinking will be required. So we will emphasize these adaptive skills in all we do. We also will give them the enormous advantage of entering the workplace having learned through experiences—with internships, apprenticeships, research projects, and other out of the classroom experiences that prepare them for their unique futures."

Directly following the speech, Interim Provost Grace Wang presented an update to the Board of Trustees focused on applied learning as individualized student learning. You can view that meeting here: (<https://livestream.com/hvccstreaming/BOTJan2018>). Finally, Chancellor Johnson underscored the importance of partnerships in all of our work, saying "SUNY benefits tremendously from its alliances with industry, government agencies, non-profit foundations, and international organizations. We are excited to see how our work with partners and students in applied learning will help move our university system forward."

CAMPUS STORIES



BUFFALO STATE
The State University of New York

SUNY Buffalo State International Professional Development Schools (IPDS) Program

The SUNY Buffalo State Professional Development Schools (PDS) Consortium has extended clinically rich applied learning opportunities from one school collaborator in 1991 to over 100 school partners in Western New York, New York City, Houston, and across five continents in 2018.

Each semester the Consortium maintains about 40 signed agreements with schools hosting our teacher candidates and faculty. Ever mindful of the NCATE Standards for Professional Development Schools (2001), the NAPDS Nine Essentials (2008), and the NCATE Blue Ribbon Panel Report (2010), the SUNY Buffalo State PDS has designed formal structures and governance systems to meet the mission of benefitting all members of the Consortium while also providing flexibility for responding to the specific needs of each school partner. For 27 years the PDS Consortium has served as a mechanism for the professional development of teacher education faculty and classroom teachers while also supporting their scholarly activity. Responding to demographic changes in our city and beyond, the Buffalo State PDS has recently expanded its commitment to using applied learning to support the development of children, teachers, and faculty in becoming global citizens.

From local efforts such as the Global Book Hour (<http://globalliteracy.buffalostate.edu/>) to international (IPDS) initiatives (<http://schoolofeducation.buffalostate.edu/ipds>), the PDS Consortium is committed to leveraging P-16 resources to develop the skills and knowledge of educators who are prepared to provide high quality teaching to all children in all settings. Our teacher candidates and faculty travel across the globe to connect with children and educators abroad and bring home new understandings and strategies to work in local classrooms.

To learn more, please visit our website at <http://pds.buffalostate.edu/> or read the newly released book from Information Age Publishing titled, *Doing PDS: Stories and Strategies from Successful Clinically Rich Practice*, which includes 22 chapters about the SUNY Buffalo State PDS (<http://www.infoagepub.com/products/Doing-PDS>).



BUFFALO STATE
The State University of New York

Elementary education major expands experience abroad

Meet Buffalo State College Student, Bryanna Hill. In addition to her impressive study abroad experiences, she has presented two projects: "Effective Ways to Instruct English Language Learners" and "Exploring the Use of Student White Boards to Engage Students in Chilean Classrooms" at the annual Student Research and Creativity Conference at Buffalo State College last April.

READ MORE

Class Finds Happiness, Resilience during outreach in India

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SUNY Buffalo State IPDS Zambia

The cultural and linguistic mismatch between those preparing to become teachers and the public school children they will serve is widely discussed and cited. At SUNY Buffalo State our teacher education program and the schools with whom we partner reflect the national educational context of a teaching force that is largely white, female, and monolingual while classrooms are increasingly culturally diverse and multilingual. To respond to this mismatch, the School of Education has established International Professional Development Schools (IPDS) partnerships across the globe.

In 2011, Hibajene Shandomo, associate professor of elementary education and reading, traveled to Zambia to determine how Buffalo State might establish an IPDS site in Lusaka. The response from the Zambian schools was so overwhelming that Buffalo State established one major partner school, Libala Primary, as well as four minor partner schools. A Memorandum of Understanding (MOU) was written to include the University of Zambia as an important collaborator to orient Buffalo State students prior to their participation in Zambian schools where the participants would observe, teach and collect data.

During the years 2012, 2013, 2014, and 2016, a total of 39 teacher candidates and four professors from SUNY Buffalo State have traveled to Zambia to participate in this unique international/cross-cultural experience. Twelve teacher candidates have been selected to travel to Zambia in June of 2018. During the departmental interview — a process that all teacher candidates complete before being selected into a program — students were asked why they wanted to go to Zambia, and nearly all of them stated that Africa was special to them. While they felt that they could not in their wildest imagination travel to Zambia on their own, they believed that the IPDS program provided the right guidance and support. IPDS allowed them to learn much of a culture that does not seem to be similar to theirs and opened opportunities for them to build on their growth as educators through interactions with children and teachers. They knew this was something not to be missed. Students were quick to add that they also wanted to give as much as they could to Zambia and bring back what they could to the USA!

Some of the benefits of an effective international experience can be summarized by this teacher candidate who, three years after the international experience in Zambia, wrote:
I am writing to let you know that I've

been offered an assistant professor of literacy position at SUNY Cortland for the 2018-2019 school year, and I have accepted it! I wanted to thank you for all of your mentoring and providing the most phenomenal experience of research during our time in Lusaka back in 2013. It literally changed the course of my career as an educator and researcher, and perhaps more importantly, it helped me become more reflective and take up a more critical stance about not only education but about life and society in general. I was asked many questions about doing research abroad in my interview, and it was so wonderful to relive those memories. I know that without your encouragement and support, when I was a Master's student, I wouldn't be where I am today. Thank you so much for everything that you've done and continue to do — I am sure we will continue to keep in touch.

This international experience to Zambia is a necessary "Window of the World"!



Applied Learning Student Videos at SUNY Plattsburgh:

Students at SUNY Plattsburgh have been able to take advantage of study abroad experiences through SUNY Plattsburgh's mini-grant program. Find their stories below.

Plattsburgh
STATE UNIVERSITY OF NEW YORK



The Jewish Foundation for Education of Women



The Jewish Foundation for Education of Women (JFEW) State University of New York (SUNY) Global Affairs Program is a highly selective, two-year academic program that provides applied learning experiences to students, referred to as Scholars, at SUNY Binghamton, Geneseo, and Stony Brook. The mission of the program is to empower SUNY undergraduate women to become global leaders in fields such as the humanities, education, health, and law. The JFEW SUNY Program includes scholarship funding, monthly academic seminars, and a paid summer internship. During the first academic year, JFEW SUNY Scholars participate in Monthly Seminars designed to provide an overview of global affairs and in applied learning experiences.

Over 95 percent of JFEW SUNY Scholars are Pell Grant recipients and many have benefitted from SUNY's Educational Opportunity Program. The Program is funded through the generous support of JFEW, which provides nearly \$500,000 in scholarship and programming for each two-year class of 30 Scholars — 10 at each of the participating campuses. From the time of its inception in 2011, JFEW has funded over \$4 million in scholarships and program aid. The grant has been extended three times and will now include the Class of 2020. As well, the Program receives financial and administrative support from each of the three campuses.

Applied learning is embedded throughout the program, including monthly seminars, the summer internship program, and mentoring and networking components. During year one monthly seminars, scholars engage in hands-on, skill-building activities that foster their academic and professional development. In the past, participatory team activities have included constructing op-ed briefs



and researching globally-focused think tanks and foundations. Scholars also have opportunities to improve their public speaking skills by serving as Scholar Ambassadors for monthly seminars and site-visits. The seminars feature guest speakers from prestigious international organizations such as the Ford Foundation, Doctors Without Borders, and the United Nations. Year two monthly seminars are focused on career skills and led by the career services centers of the participating campuses. These seminars offer scholars practical workshops and resources to gain a competitive edge in their career development. Topics range from graduate school fellowship applications to interview preparation and salary negotiation.

During the summer between their junior and senior years, the scholars participate in a paid eight-week summer internship, which includes a three-day orientation and weekly seminars. Organizations that have hosted Scholar Interns include the U.S. Department of State, GBCHealth, International Rescue Committee, Pure Earth, and the Clinton Foundation. Through their internships, scholars apply their research and analytical skills as well as organizational and professional skills developed during Year One of the JFEW SUNY Program. The Internship Program also features private briefings during the orientation and the weekly seminars. Site-Visit locations and guest speakers' organizations have

included Carnegie Council for Ethics in International Affairs, UN missions, consulates, Brown Brothers Harriman, and Council on Foreign Relations. The summer program has also featured high-level events like Celebrate Rwanda! — including a panel discussion on Rwanda's journey towards economic, social, and global development—as well as keynote address by Ambassador Mathilde Mukantabana.

Given the financial and programming opportunities provided by the JFEW SUNY Program, the scholars have gained invaluable support and access to mentoring networks and career pathways. Approximately 30 to 40 percent of scholars have participated in short-term or semester-long study abroad programs. The international experiences and applied learning opportunities afforded to JFEW SUNY scholars has propelled them into exciting careers. Since the first graduating class in 2013, scholars have received Fulbright awards, White House internships, master's degrees from highly ranked and ivy league graduate programs, and have held positions in government, the nonprofit sector, and business. As the JFEW SUNY Scholars embark on their careers, they will have a positive and important impact as they become leaders in their fields of expertise – in the U.S. and around the world.

[MORE INFO](#)



Learning to sail the seven seas at Maritime

Every summer, more than 1,000 students from SUNY Maritime College participate in Summer Sea Term, a trip to several international ports onboard the college's 565-foot training ship Empire State VI.

During Summer Sea Term, students learn to navigate, operate, and power a commercial vessel safely across oceans and through bustling international ports. The experience is vital to their educations and future careers as licensed professional mariners.

While on board, students put the knowledge they have learned during the semester into practice, applying information from textbooks, labs, and demonstrations into practice. They are responsible for running the ship's three-story engine room, communicating

with other vessels, charting a course and navigating accordingly, and, most importantly, keeping themselves and their shipmates safe during the weeks-long voyage.

The ports the students visit every term are different, but at each port they have a few days to get off the ship and explore the city and its surroundings. They visit historical and cultural sites at each port and are responsible for keeping journals of their experiences.

During last year's Summer Sea Term, students visited: Las Palmas, Canary Islands; Lisbon, Portugal; Alicante, Spain; and Palermo, Italy. In previous years, the students have sailed the ship to Barcelona and Mallorca Spain; Dublin, Ireland; Valletta, Malta; and Trieste, Italy.



SUNY Cobleskill The Mexico Connection

Last Spring, SUNY Cobleskill graphic design technology and agricultural business students worked together to design a new product for a consumer market in Mexico. To gain local insight, they collaborated with their peers at Universidad LaSalle in Mexico using a pioneering global learning model called SUNY COIL, or Collaborative Online International Learning.

The students talked on Skype, shared market research and design ideas via Facebook, and worked together to develop products that would resonate with Mexican consumers. "Our students were able to directly ask Mexican students about consumer trends and to get their reactions to their design ideas," said Agricultural Business Professor Jason Evans.

The results — an environmentally friendly cigarette, Johnny Appleseed lollipops, and American-style pre-

packaged breakfast — reflected the evolving tastes of Mexican consumers and the blend of American and Mexican perspectives. Design students turned the market research of agricultural business students into marketing campaigns and packaging.

"Opportunities like this are important for our students because it's real-time exposure to different cultures," Evans said. "They communicate with people their age whose lives are different from their own. They also get a sense of how similar we all are in terms of our goals and motivations."

"We went through their process and they went through ours, so it was truly interdisciplinary," said professor of graphic design Margrethe Lauber. "All of the students got a wider, deeper understanding of the global context for their field."



Life of an International Intern

[READ MORE](#)

Belize Zoo

[READ MORE](#)

A love of History shapes their future

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UPCOMING RESOURCES

Campus Compact Webinars

Campus Compact will be hosting two webinars to discuss student housing insecurity and homelessness on college and university campuses. We hope participants will share their perspectives, stories, and ideas on how to best support students struggling with housing insecurity and homelessness.

[MORE INFO](#)



APPLIED LEARNING NARRATIVES

Exploring Italy

**A Powerful International Applied Learning
Experience Offered by Farmingdale State College**

Farmingdale State College

State University of New York

By Professors Thomas Germano (visual communication) and Beverly Kahn (political science)

This semester we have joined our two courses to offer an interdisciplinary learning experience to students at Farmingdale State College. The idea was to blend Machiavelli and Michelangelo, Garibaldi and Giotto, Cavour and Caravaggio, the Borgias and Botticelli, the Medici and Masaccio. The highlight of this powerful applied learning experience was a ten-day exploration of Italy during the 2018 spring break.

Farmingdale is a SUNY college of applied science and technology. Most of the 9,500 undergraduate students are commuters who miss out on the community-building experience that comes more easily for residential students. Moreover, our students – like most students these days – are career-oriented and concentrate on such majors as bioscience, electrical engineering, and business.

Many students do not fully embrace the ideals of a liberal arts education nor appreciate interdisciplinary exploration through collaborative learning, critical thinking, and hands-on applied learning. The adventure of study abroad, however, can entice even the most narrowly-focused students to see things differently

and to have the type of powerful liberal arts experience that transforms them into interdisciplinary thinkers (even if they don't appreciate such lofty goals when signing up for a chance to go to Italy!).

Our recruitment efforts focused primarily on first-year and second-year students who would be able to complete some of their general education requirements by enrolling in one or both of our lower-level general education courses:

ART 242 – Renaissance Art History (a course that meets a humanities general education requirement and also counts toward the visual communication major)

POL 273 – Italian Politics and Society (a course that counts as a western civilization general education requirement)

A total of 25 students registered for our courses. Nine students elected to enroll in both courses. The two courses met back-to-back on Fridays during the semester. Each course met for 2 ½ hours each Friday while on campus.

While in Italy, our students had a taste of a residential college experience by rooming together in hotels in Rome and Florence. They also formed friendships and bonds by touring together. But, most importantly, they engaged in powerful hands-on learning experiences that their instructors designed. Both instructors

are Italian experts and speak Italian. We have lived, traveled, and worked in Italy off and on for many years. With that background, we designed a truly interdisciplinary exploration of Italy.

In order to achieve interdisciplinarity during our tour of Rome, Florence, and Siena, we asked our students how the legacy of the Roman Empire and the appeal of antiquity can be seen throughout Italy – not only during the Renaissance, but also today. They saw connections:

- how the ideal of national unity (inspired by the memory of the Roman Empire) can be found in the 19th century “Risorgimento” movement that created modern Italy; in Mussolini’s 20th century fascist myth of the “Third Rome;” and perhaps even in the vision behind the creation of today’s European Union
- how ancient Roman sculpture is reflected in Michelangelo’s David and in Renaissance equestrian statues
- how the tradition of “spectacle” (with roots in the drama of games and events that took place inside in the ancient Roman Colosseum and Circus Maximus) can be seen in today’s devotion to opera and soccer
- how the skill in public oratory that dates from Cicero can be heard in the speeches delivered today in the Italian Senate

- how the tradition of coronating Roman heroes with laurel wreaths continued with the laurel wreath coronation of poets during the Renaissance and is found today in the “coronation” of university students when they graduate
- how ancient Roman and Greek mythology impacts the art of Giambologna, Donatello, and Bernini
- how traditions in landscape architecture continue today with gardens adorned with artificial Roman temples and sculpture
- how the ancient Pantheon’s dome inspired Brunelleschi’s dome of the Florence Cathedral which later inspired Michelangelo’s dome of St. Peter’s
- how the ancient Roman Forum as a public space is replicated in Bernini’s urban designs and fountains that in turn inspire modern urban planning in Italy that places a premium on the piazza

Throughout our ten days in Italy our students kept journals and pieced together what they saw and learned through discussion, problem-solving, and critical thinking. By transporting them into a new country, we transformed their ways of seeing and learning.

Study abroad - even if only for 10 days - can be a powerful liberal arts experience.

When thrust into another society and immersed in another culture (especially a non-English-speaking culture), our students are challenged to see things differently and to encounter ideas, experiences, and perspectives that are outside their normal worldview. Such challenges are a fundamental part of what a university education is all about.



Mark Your Calendars!

November 1&2, 2018

Fifth Annual Applied Learning Conference

Double Tree Tarrytown • Tarrytown, New York
Call for proposals to follow soon at www.suny.edu/applied-learning

Fall 2019

Joint SUNY and Missouri Western State University Applied Learning Conference

Lake Placid, New York

Robert Privitera

Senior, Alfred State discusses his study abroad internship experience at the Sant'Anna Institute in Sorrento, Italy.

In 6th grade, a twiggy-looking boy with brown curls down to his shoulders stood in Mrs. Lynch's world history class holding a papier-mâché volcano hastily crafted the night before. "Behold Mount Vesuvius overlooking the city of Pompeii," I said. Photos of unearthed ruins littered the poster board behind me. I spoke with such certainty and passion for a land I could only imagine. My young middle-schooler mind had no way of knowing where in the world Pompeii was, or Italy for that matter, but it made no difference to me. I was a young kid freshly fascinated by the realm of culture more exotic than my own. As I type this reflection, the same Mount Vesuvius I emulated with wet newspaper and a Sprite bottle can be seen through my office window emerging through the fog that sits upon the Gulf of Naples. Compared to that 6th grade version of myself I'm a good bit taller, just as twiggy-looking, and above all still just as fascinated as I was by the world beyond my hometown.

I am currently studying abroad completing my senior level internship at Sant'Anna Institute in Sorrento, Italy, doing the work I feel I was born to do. My passions for psychology, teaching, and people have come together for a once in lifetime internship opportunity thousands of miles from my home and family in Niagara Falls, New York. In my junior year of

college at SUNY Alfred State, I started working for a team designed to combat and respond to student mental health crises. When a student is thought to be at risk of taking their life, they get a knock on their door by me. From the time of that first knock until the student promises their safety, I am committed to making sure that someone's son or daughter will be on this earth the next day. It's challenging work, but it's what I was made for.

As a relatively new and smaller organization, Sant'Anna Institute is only just beginning to explore the policies and procedures that they need to combat the epidemic of declining college student mental health. Anxiety and depression are at an all-time high amongst college age individuals, and higher education institutions need to be ready to help students now more than ever. With this in mind, I find an incredible amount of purpose working for Sant'Anna and ensuring the safety and wellbeing of our students. I'm

using my past experience in crisis intervention and peer mentoring in a way that uses my strengths to add something to my organization that has never been explored here before.

On my work days, I create trainings to educate staff on how mental health plays into a student's life, I write protocols for helping students in need, and help coordinate professional trainings to teach my colleagues how they can save a life the same way I can. On my off days, I explore the beautiful city of Sorrento, I immerse myself in a culture I am privileged enough to experience, and I take pictures in front of the Roman Colosseum for my mom to post on Facebook.

Studying abroad is an incredibly powerful experience. I would have never thought I would be lucky enough to explore the world and my professional self in the same setting. Each day is as rewarding as the last if you take the time to appreciate what you have. The people I've met, the handful of Italian greetings and pleasant-ries I've learned, the pizza I've eaten—all of these among others have come together to create a learning experience like no other. I of course had my fears like everybody else would. *What if it's too hard not knowing the language? How can I leave all my friends back home?* But what has become so incredibly apparent since trusting myself and coming to Sorrento is that there is no way I could have fulfilled my curiosity and found happiness the way I have by leaving my comfort zone. An internship studying abroad has been the professional and personal fulfilment I have been searching my entire life for.



STUDENT SPOTLIGHT



2018 NSEE Awards of Excellence

Do you know someone doing exceptional work in Experiential Education? We are looking for outstanding people and corporations/foundations who have contributed to Experiential Education.

Please [review](#) the awards criteria.

To nominate a candidate, please complete the online [nomination form](#).

Don't let an outstanding person, institution/organization, or corporation/foundation go unrecognized!

Civic Engagement Awards

The American Democracy Project recognizes and rewards leadership in civic engagement on AASCU member campuses via four annual awards. Three of these awards—the Barbara Burch Award, the William M. Plater Award, and the John Saltmarsh Award—are given to individuals who are working to advance civic learning and engagement on AASCU campuses. The fourth award, the Civic Learning and Community Engagement Award, is a campus-level honor that is part of AASCU's Excellence and Innovation Awards program.

American Democracy Project Awards

Nomination materials for the American Democracy Project awards are due annually to adp@aacscu.org by the end of March.

[Barbara Burch Award](#) [William M. Plater Award](#) [John Saltmarsh Award](#)

Excellence and Innovation Awards

Starting in 2017, as part of its Excellence and Innovation Awards program, AASCU will recognize two campuses annually with the Civic Learning and Community Engagement Award. The application deadline for this year's Civic Learning and Community Engagement Award is April 21, 2017.

[Civic Learning and Community Engagement Award](#)

UPCOMING EVENTS

AIEA Thematic Forum

The University at Albany is pleased to invite you to the AIEA Thematic Forum, scheduled for April 5 & 6, 2018. The following are details relevant to this event: *Internationalization and the American Research University: Implications for Faculty Research and Graduate Education*

Theme: Globalization has precipitated a degree of dynamism and disruption in American higher education never before witnessed in its history. While much of the strategic and orchestrated efforts around internationalization has occurred at four-year and teaching institutions, much less has occurred at research universities. Yet it is research universities, as one sector of the academy, that are the primary engines of discovery and innovation, and that have the resources and infrastructure to be most effective at pushing the boundaries of knowledge the farthest and finding solutions to the most pressing challenges confronting humanity. Recognizing that scholarship is increasingly an international endeavor and acknowledging the imperative to prepare graduate students for careers that will be profoundly international, why then are so many research universities not engaged in explicitly and intentionally internationalizing their campuses?

Issues to be Explored:

- The state of internationalization at American research universities
- What research universities must do to respond to globalization
- Internationalization from the perspective of a university system chancellor
- Federal recognition of the importance of internationalization through grant funding
- Successful strategies deployed at research universities to link internationalization with scholarship and graduate education
- The role of global rankings on faculty research and graduate education

A Master Class on World University Rankings will be offered by Times Higher Education (THE) as part of this forum on April 6th, 9am to 12noon. This is a very unique opportunity to receive exclusive and detailed analysis of the performance of the U.S. higher education sector (including previously unpublished information), as well as a detailed briefing on the construction and methodology of these rankings.

This Forum is open to all, but will be of particular interest to SIOs and faculty at research institutions, as well as university administrators with responsibility for graduate education, academic affairs, faculty development, institutional assessment, and graduate students in the field of higher education.

[MORE INFO](#)



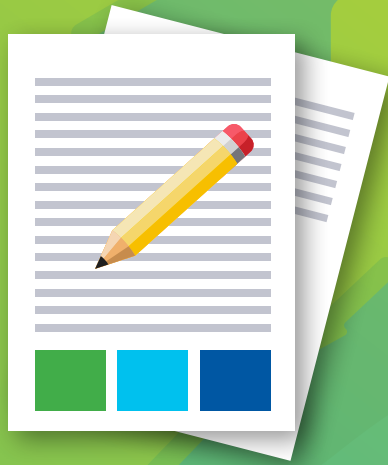
Diversity Abroad Conference

Diversity Abroad is the leading professional consortium of educational institutions, government agencies and for-profit and non-profit organizations who share Diversity Abroad's vision that the next generation of young people from diverse and underrepresented backgrounds are equipped with the skills, knowledge, and experience to be successful in the 21st century global marketplace. Together, Diversity Abroad members work to advance policies and practices that advance access, diversity, equity, and inclusion in global education and cultural exchanges.

When: April 7th-10th, 2018

Where: Miami, Florida

[MORE INFO](#)



Call for Journal Submissions

Experiential Learning & Teaching in Higher Education

ELTHE Vol. 1 No. 1 was published in June 2017. Authors include Alice & David Kolb, Andrea Paras & Lynne Mitchell, and Marshall Welch.

ELTHE is an indexed academic journal published semi-annually by SUU Press & Design in cooperation with the [Experiential Learning Leadership Institute](#) and the [National Society for Experiential Education](#).

If you study, conduct research on, and/or practice experiential learning and teaching in higher education, we encourage you to share your knowledge and experience with ELTHE readers. We accept submissions throughout the year.

[MORE INFO](#)

Research Fellowship at The Steans Center

The Steans Center for Community-based Service Learning at DePaul University is again offering a research fellowship, this year focused on community/community partner impact of higher education service-learning in Chicago. This is a national fellowship open to assistant professors and doctoral students at any U.S. higher education institution. The fellowship includes a \$5,000 stipend, two one-week residencies in Chicago to gather data and share findings, and funding to present the research at a national service-learning conference.

Proposals are due June 1, 2018.

[MORE INFO](#)

Questions may be directed to Jeff at: jhowar15@depaul.edu.

The International Undergraduate Journal for Service-Learning, Leadership, and Social Change

The International Undergraduate Journal for Service-learning, Leadership, and Social Change has a call for papers. You can view the Journal at <http://opus.govst.edu/iujsl/>.

The Journal is dedicated to providing undergraduate students a venue to discuss their service-learning projects and experiences. The Journal considers three types of articles:

1. Articles that discuss the development of a service-learning project and the impact of the project on the community served
2. A case study of a service-learning project
3. A reflection on service-learning and the development of personal leadership

Each article will be reviewed by selected readers and the member of the editorial board. Manuscripts should be typed double-spaced, excluding block quotations and references which should be typed single-spaced. To ensure anonymity, authors' names and affiliation should appear on a separate cover page. Articles should not exceed 15 pages. Authors should follow APA format.

The Journal accepts book reviews on service-learning and social change. Book reviews should not exceed two pages and include book title, author, and publisher. Submissions should be sent in Word format. DO NOT HAVE HEADERS OR PAGE NUMBERING.



Submit by e-mail to:

Ned Scott Laff, Ph.D.
ned.laff@gmail.com

Joyce Fields

Professor of Child and Family Studies
Columbia College
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FUNDING OPPORTUNITIES



EPA Grant Opportunity

EPA is announcing a grant competition to fund two-year Pollution Prevention Assistance Agreements for projects expected to be performed in each EPA region that provide technical assistance and/or training to businesses/facilities to help them adopt source reduction approaches (also known as “pollution prevention” or “P2”). P2 means reducing or eliminating the entry of pollutants into any waste stream or otherwise released into the environment prior to recycling, treatment, or disposal. In keeping with the Pollution Prevention Act of 1990, EPA is encouraging P2 because implementing these approaches can result in the reduction in toxic pollutants as well as reductions in the use of water, energy, and other raw materials, while also lowering business costs. For this current round of grants, EPA is putting additional emphasis on documenting and sharing the P2 best practices and innovations identified and developed through these grants so that others can replicate these approaches and outcomes.

The Environmental Protection Agency has posted the Request for Proposal (RFP) for the fiscal year 2018-2019 Pollution

Prevention (P2) grant competition: <https://www.epa.gov/sites/production/files/2018-03/documents/2018rfpp2grant.pdf>.

The submission deadline is Thursday, **April 26, 2018**. EPA Region 2 will have approximately \$760,000 in total funding to award in the P2 grant competition, and expects to award 3-6 grants (funding range of \$40,000-\$300,000). Region 2 will give special emphasis to projects that focus on Puerto Rico and the U.S. Virgin Islands. However, we strongly encourage proposals from New York, New Jersey and the Indian Tribes. Proposals must fit within one or more of the following national emphasis areas:

- Business-based pollution prevention solutions supporting Toxic Substances Control Act (TSCA) Priorities and Chemical Safety
- Food and beverage manufacturing and processing
- Hazardous materials source reduction approaches in states or communities

EPA Webinars for Grant Application

Grant Webinars: To assist applicants in preparing applications, EPA will be offering the grant webinars shown below on Wednesday, March 21. There will be an EPA headquarters national webinar, followed by an EPA Region 2 webinar targeted to audiences in for New Jersey, New York, American Indian tribes, Puerto Rico and the U.S. Virgin Islands.

EPA National Grants Webinar: 1:00pm-2:30 pm (ET) on Wednesday, March 21

Webinar Address: <https://register.gotowebinar.com/register/1881359341448649473>

Description: Attendees are advised to connect early (12:45 pm to 1:00 pm ET) to ensure proper connection and to type in questions. The webinar link works best when using the Google Chrome browser. Connection problems may result when using Internet Explorer or Microsoft Edge. This webinar will focus on the intent of awarding P2 Grants, the program’s national emphasis areas, the evaluation criteria, and grant reporting requirements. Time will also be set aside to answer questions. Potential applicants are strongly encouraged to attend this information session. For those unable to attend, a recording of the webinar will be made available and frequently asked questions and answers from the webinar will be posted to EPA’s P2 Grant page (<https://www.epa.gov/p2/grant-programs-pollution-prevention>).

EPA Region 2 Webinar: 2:30-4:00 pm (ET) on Wednesday, March 21

Webinar Address: <http://epawebconferencing.acms.com/r2p2grantwebinar/>

Description: EPA Region 2's webinar will be targeted to specific audiences at the times shown below. All are welcome to participate in any of the webinars.

2:30pm - 3:00pm for New Jersey, New York, and Indian Tribes

3:00pm - 3:30pm for Puerto Rico (in spanish)

3:30pm - 4:00pm for U.S. Virgin Islands

Mainland Call-in #: 1-347-384-7287

Puerto Rico Call-In #: 1-787-520-5976

Virgin Islands Call-In #: To Be Determined

Participant Code: 2118979

If you have any questions, please do not hesitate to contact Alex Peck, Pollution Prevention Coordinator, EPA Region 2

Corporation for National and Community Service

AmeriCorps grants are awarded to eligible organizations proposing to engage AmeriCorps members in evidence-based or evidence-informed interventions to strengthen communities. An AmeriCorps member is an individual who engages in community service through an approved national service position. Members may receive a living allowance and other benefits while serving. Upon successful completion of their service, members earn a Segal AmeriCorps Education Award from the National Service Trust that members can use to pay for higher education expenses or apply to qualified student loans.

[MORE INFO](#)

Cultivating Cultures for Ethical STEM (CCE STEM) NSF Grant

Cultivating Cultures for Ethical STEM (CCE STEM) funds research projects that identify (1) factors that are effective in the formation of ethical STEM researchers and (2) approaches to developing those factors in all the fields of science and engineering that NSF supports. CCE STEM solicits proposals for research that explores the following: "What constitutes responsible conduct for research (RCR), and which cultural and institutional contexts promote ethical STEM research and practice and why?" Factors one might consider include: honor codes, professional ethics codes and licensing requirements, an ethic of service and/or service learning, life-long learning requirements, curricula or memberships in organizations (e.g. Engineers without Borders) that stress responsible conduct for research, institutions that serve under-represented groups, institutions where academic and research integrity are cultivated at multiple levels, institutions that cultivate ethics across the curriculum, or programs that promote group work or do not grade. Do certain labs have a "culture of academic integrity"? What practices contribute to the establishment and maintenance of ethical cultures and how can these practices be transferred, extended to, and integrated into other research and learning settings?

Proposals for awards from minority-serving institutions (e.g. tribal colleges and universities, historically black colleges and universities, Hispanic-serving institutions, Alaska Native or Native Hawaiian serving institutions), women's colleges, and institutions primarily serving persons with disabilities are strongly encouraged. Proposals including international collaborations are encouraged when those efforts enhance the merit of the proposed work by incorporating unique resources, expertise, facilities, or sites of international partners. The U.S. team's international counterparts generally should have support or obtain funding through other sources.

Due Dates:

April 17, 2018

February 22, 2019

February 22, annually thereafter

<https://www.nsf.gov/pubs/2018/nsf18532/nsf18532.pdf>

[MORE INFO](#)

In Other News



Corning Community College: Health Education Center Grand Opening Showcases Applied Learning

Health Education Center grand opening showcases applied learning. CCC and STEM Academy students participated in rich applied learning experiences as a part of the Health Education Center grand opening, October 24. Service learning and nursing students created educational displays related to a variety of health topics. A group of service learning students focusing on nutrition prepared food for the event. A group of theater students preformed a very moving play based on *The Immortal Life of Henrietta Lacks*. The play moved throughout the building allowing visitors to see different areas of the new building. The students participating received service learning credit. STEM Academy students filmed the play and created the digital backgrounds used in the scenes. The STEM Academy students also presented 60 years of medical advances with their own dramatic scenes, each representing a different decade. This event successfully brought together *The Immortal Life of Henrietta Lack*, the College's 60th anniversary, and celebrated the new building and academic associated programs.



Farmingdale State College

State University of New York

New Nexus Center Champions Job Opportunities and Real-World Work Experience

[READ MORE](#)

Nexus Center for Applied Learning and Career Development Opens at Farmingdale State College

[READ MORE](#)

Suffolk County Community College: Dating and Domestic Violence: Look for these Red Flags

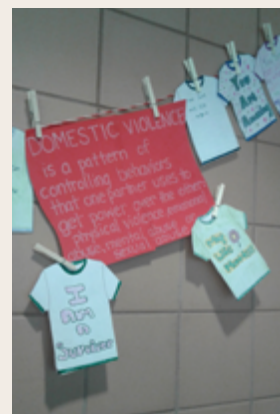
What are the red flags of dating and domestic violence? This is a question that Professor Danielle DiMauro-Brooks of Suffolk County Community College raised with students in the new course, College Seminar Through Service Learning at the Michael J. Grant Campus. The course was designed to introduce students to the concept of learning through service to others and reflects a growing trend in higher education. Service learning increases student "EQ" or emotional intelligence, which is linked to success in all careers.

The students in the course decided to launch an educational campaign teaching others the "red flags" that can signify dating and domestic violence. In addition to educating the college community about the red flags,



the students also sought to empower survivors of abuse by working with VIBS (Victims Information Bureau of Suffolk). Throughout the semester, students collected various donations of extra large sweaters, outdoor slippers, deodorant, travel size Listerine, and snack bars on behalf of VIBS (Victims Information Bureau) for the Sexual Assault Nurse Examiner (SANE) Centers on Long Island. SANE Centers are considered the best in their mission and take the most victim-centered approach to acute health care for sexual assault patients. There are currently three centers on Long Island: Peconic Bay Medical Center (1300 Roanoke Ave, Riverhead, NY 11901, 631-548-6000); Stony Brook University Hospital (101 Nicolls Rd, Stony Brook, NY 11794, 631-689-8333); and Good Samaritan Hospital (1000 Montauk Hwy, West Islip, NY 11795, 631-376-3000).

Along with collecting donations, students hosted a “clothesline” project where the entire college community came together for this project. As a result, 103 powerful t-shirts were designed. This allowed students to create a visual display to raise awareness about the reality of violence in our society as part of their campaign.



At the conclusion of their service project, students hosted a “You are not Alone” event which consisted of a diverse panel of domestic violence advocates from VIBS and motivational speakers to empower domestic violence survivors.

Prepared by Danielle DiMauro



Nassau Community College: The NEST (Food Pantry at Nassau Community College)

For thousands of residents, Long Island, the day begins and ends with the anguish of hunger. An estimated 320,000 Long Islander's face hunger each day and many of those are part of our campus community. We continue to serve and support those in need with the NEST at NCC.

It's been a busy season of giving at the NEST. With generous donations from NCC students, staff, and faculty, we were able to accommodate more than 1,326 visits to the College's food pantry and registered more than 120 new guests!

During those visits, more than eight tons of food and other necessities were distributed, 21,252 items in total! In addition, more than 460 school supply items were distributed over the semester. We gained a new freezer just in time to hold Thanksgiving turkey donations. Weekly deliveries from the Island Harvest Food Bank warehouse in Uniondale has supplied over 3,600 pounds of food and 50 turkeys.

The spirit of giving that the NEST has created on campus inspired members of the NCC community to participate in the CANstruction event at the RXR Plaza this past October and November. The CANstruction event is a reoccurring national design/build charity of the architectural, engineering, design and construction industries, dedicated to helping out local communities in the fight against hunger. The amazing structures compete in a variety of categories designed to showcase the talent and creativity of the professionals in the built environment.

This past semester, we had many volunteers, comprising students, staff, and faculty. Our volunteers serve many of the operating functions of the NEST. Some greet and assist guests, other's help with the campus outreach and volunteer schedules, and other's collect food from their departments or deliver food from the Island Harvest Food Bank. The NEST has a group of 20 student volunteers who give their time on a weekly basis to help those in need.



Prepared by: Gina Esposito, Nassau Community College



Cornell University

Cornell University: Seed to Super
connects students with the community

[READ MORE](#)

APPLIED LEARNING AT COMMUNITY COLLEGES (ALCC)

Are you a faculty or staff member at a community college who is involved with Applied Learning initiatives at your institution? Do you want to connect with other community college professionals to share resources, talk through challenges and successes, and have a system with like-minded community college professionals? We are developing a “SUNY Applied Learning at Community Colleges” group specifically for you!

Gina Chase, Applied Learning and Career Specialist from SUNY Broome and I are excited to announce the creation of a group for community colleges engaged in Applied Learning. This group is new and distinct from any other previously formed Applied Learning advisory council or Performance Improvement Fund community of practice. Developing out of an expressed need, the SUNY Applied Learning at Community Colleges (ALCC) will support community colleges with the specific challenges and successes of Applied Learning at the community college level.

Although nascent, we hope that this group blossoms quickly! Gina has been instrumental in identifying the need and creating a group for folks at the CC's to help share resources and best practices. To help start this collaboration, Gina has created a Facebook Workplace group called “SUNY Applied Learning at Community Colleges.” We hope that you will join that group as well as contact Gina or me for ways to get involved!

To join the ALCC workplace group, go to: [Workplace](#) by Facebook. If you have any additional questions about how to log in, please contact workplace system administrator Kelly Williamson at Kelly.Williamson@suny.edu.

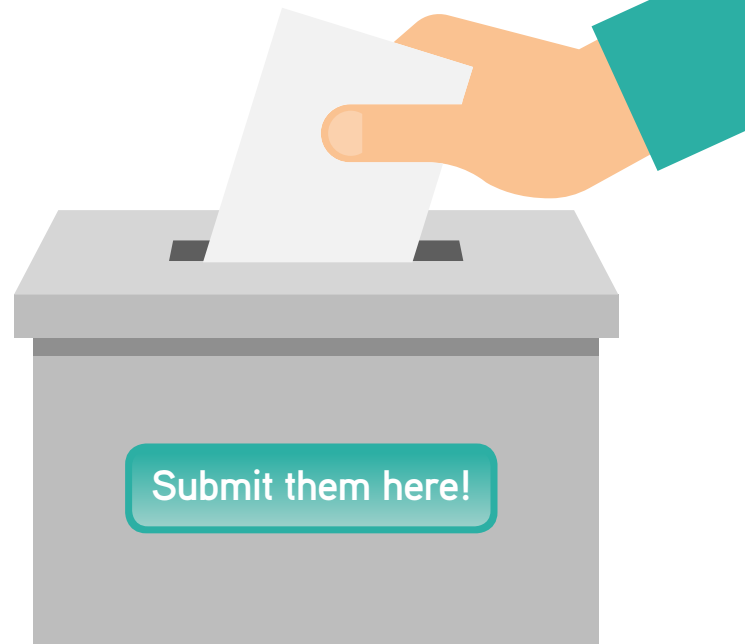
To get involved, please e-mail Gina Chase at chasegm@sunybroome.edu and Merissa McKasty at Merissa.McKasty@suny.edu for more information.

THE APPLIED LEARNING TEAM

The Applied Learning Team at SUNY System Administration consists of Elise Newkirk-Kotfila, Director of Applied Learning; Merissa McKasty, Assistant to the Director of Applied Learning; and Laura Trottier, Program Assistant. The team works closely with the Applied Learning Steering Committee and the Applied Learning Advisory Council. The Applied Learning Steering Committee is made up of the University Faculty Senate, Faculty Council of Community Colleges, Student Assembly, and Distinguished Academy members. The Applied Learning Advisory Council consists of at least one applied learning liaison for each of the 64 SUNY campuses. These committees work together to create and sustain Applied Learning across SUNY.

DO YOU HAVE IDEAS FOR THE NEXT NEWSLETTER?

Our next newsletter will be focused on Entrepreneurship! If you have any interesting campus stories or events surrounding Entrepreneurship, please send them to appliedlearning@suny.edu.



SAVE THE DATE:

National Intern Day

Thursday, July 26, 2018

SUNY is celebrating with a video competition and we need your help! Send us a video of yourself at your internship site demonstrating why you intern.

All video submissions are due by **Friday, July 13, 2018**

[MORE INFO](#)