APPLIED LEARNING DEFINED
At SUNY, Applied Learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course. In order to be considered Applied Learning, the experiences must meet criteria that are based on national standards in experiential education.

Applied learning experiences strengthen the academic performance of students, increase student retention, and improve employment outcomes post-graduation. “These opportunities have proven to increase student engagement and success during college and result in a higher rate of job placement following graduation. Applied learning is truly college and career preparation at their very best,” said Chancellor Nancy Zimpher, 2015 SUNY Press Release.

NEWSLETTER CONTENT
The inaugural issue of our newsletter outlines current events, applied learning news, resources, thought pieces, student stories, funding opportunities, and much more.

We hope that it will spark fresh experiences and sustainable partnerships among not only our Applied Learning Network, but across SUNY, and in our communities.

We are always open to any new submissions or topics you would like to see for future editions. Send any submissions to appliedlearning@suny.edu.

Here’s to a New Year full of inspiring applied learning moments and successes.

Happy Reading!
– The SUNY Applied Learning Team

Every SUNY Campus has an Applied Learning Team led by collaborative groups of faculty, professional staff, administrators and students.

In total, campuses currently offer 9,473 approved applied learning opportunities to SUNY’s 460,000 students. This number represents opportunities that are available to multiple students, such as courses and campus-wide programs.

40% of all registered programs in SUNY currently require approved applied learning experiences.

Every SUNY student has the opportunity to engage in a campus-approved applied learning activity before they graduate.

FAST FACTS
Since launching the Purple Briefcase SUNY Works consortium system in August of last year, we have approved over 80 new employer contacts and published about 120 new applied learning opportunities and jobs to our campuses.

Updated information about the SUNY and NYS Department of Transportation Partnership.

Updated information about the Career Launch online courses, including a new guide book.

A Hello from the SUNY Student Assembly

Students are lucky to be in a system of higher education that includes student feedback throughout the development of major academic initiatives. SUNY’s applied learning initiative has been no exception. The SUNY Student Assembly (SUNY SA) is the elected, representative body of SUNY’s 600,000 students. SUNY SA sees it as a privilege and a duty to be asked for student representatives on SUNY committees, task forces, and governing bodies. It has been especially valuable to be represented on the Applied Learning Steering Committee as the SUNY system seeks to enhance the student experience by providing experiential learning opportunities to all students. At each stage of the initiative’s development, student input has been well received and incorporated into the policies and plans set forth by the committee.

Through this process, an important initiative like giving students more applicable experiences outside the classroom has been strengthened.

The members of the SUNY SA leadership team know better than most how life-changing an applied learning experience can be. In our Executive Committee alone, our student leaders have participated in the full scope of applied learning: internships in the private, public and non-profit sectors; service learning; studying abroad; entrepreneurship; research; and many other experiences which fall under the applied learning umbrella. It has been these very experiences that catapulted the students in SUNY SA from leadership positions in campus organizations, to entering student government, and to being elected or appointed to the highest levels of leadership on their campuses, their communities, and in the SUNY system.

Because as student leaders, those in SUNY SA know how important applied learning is, we want to ensure that all other students throughout the system get to benefit from this nationally leading initiative of the SUNY system administration.

SUNY SA looks forward to continuing to work with all stakeholders throughout the system on this and many other initiatives, and thanks everyone for their continued commitment to making sure that students having a substantive seat at the table.

-Patrick Gareau, Treasurer, SUNY Student Assembly
Alfred State has long been a recognized leader in applied learning, and is now the first State University of New York (SUNY) college to require this form of “learning by doing” among its official Institutional Student Learning Outcomes (ISLO) for every student on campus. The college has also identified the enhancement and expansion of applied learning as a primary goal in its new Strategic Plan.

“I am pleased to see Alfred State enhance applied learning by embedding it throughout the curriculum,” said SUNY Chancellor Nancy L. Zimpher. “This action will further boost student support so real-world, hands-on experiences are more carefully integrated into course work. Simply put, students will be better prepared by entering internship, research, or service placements that enable them to gain more from direct experience and reflect on that experience, creating citizens who are prepared to address the real-world challenges of the day.”

For many years, programs at Alfred State have already required applied learning and practical training before graduation. By formally including these job-ready activities in the ISLO, the school can now better track and measure how much students are gaining from the hands-on learning.

“Ensuring that students receive hands-on experience in their program of study has long been a hallmark of an Alfred State education,” said SUNY Provost Alexander N. Cartwright. “By viewing applied learning through the lens of student learning outcomes, Alfred State is further strengthening applied learning experiences within and outside of the classroom. This work supports completion and positions students well for the job market.”

Institutional Student Learning Outcomes are defined as clearly stated, specific, and measurable goals for the accumulated knowledge, skills, and attitudes that students develop during a course of study. For the past year, members of the Faculty Senate conducted research, solicited feedback in discussion sessions, conducted schoolwide surveys and held an open comment period before defining the four ISLOs. Through this process, Alfred State adopted the ISLO that students will demonstrate the ability to address and meet real world challenges by engaging in applied learning activities.

Alfred State is also launching a new Strategic Plan through a collaborative, participatory process. In the applied learning strategic priority, the college states “through sustaining innovations, Alfred State will enhance and expand applied learning opportunities across the student experience.” Both the Strategic Plan and the ISLO reaffirm Alfred State’s continued commitment to all aspects of applied learning, including project-based learning, internships, practicums, clinical experiences, applied research, and many other forms of hands-on learning. In the context of this work, Alfred State leaders are sharing the accomplishment with their peer institutions.

“At the recent SUNY Applied Learning Conference, Alfred State shared how applied learning enhances the student experience in both curricular and co-curricular experiences. Many of these experiences also highlight civic engagement and sustainability, which are important aspects of Alfred State culture,” said Alfred State Provost Dr. Kristin Poppo. “By formally recognizing how critical applied learning is for student success, Alfred State can continue to prepare students for careers in high-demand areas and remain the go-to school for many employers.”

Poppo, along with Associate Vice President Charles Neal and English and Humanities Assistant Professor Jason Stupp, were featured speakers at SUNY’s Applied Learning Conference. They spoke on topics including faculty engagement, approvals needed for applied learning activities, and the leadership required to make applied learning a top priority.

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**APPLIED LEARNING IN THE NEWS**

**Alfred State**

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**CONGRATULATIONS!**

Congratulations to the **19 campuses** recognized in the 2015 President’s Higher Education Community Service Honor Roll!
SUNY Cobleskill Leads SUNY with Applied Learning Requirement

SUNY Cobleskill is elevating its role as a destination for hands-on education with a new applied learning requirement for all students beginning in the fall of 2017. The College will be the first SUNY institution to make applied learning a graduation requirement.

The new policy, which requires students to complete at least three credits of applied learning, will guarantee that all SUNY Cobleskill students graduate with practical experience. The credits will come from a list of designated applied learning courses that include internships, practicums, field experiences, laboratory experiences, and capstone courses with research components.

“As SUNY remains on track to ensuring that every SUNY student has an opportunity to engage in applied learning, SUNY Cobleskill is to be commended for taking its program offerings a step further,” said SUNY Chancellor Nancy L. Zimpher. “Congratulations to President Terenzio and the faculty who led this important charge to require an applied learning experience for every student. With this decision, SUNY Cobleskill becomes a leader not only within SUNY but nationally, ensuring its students are among the most qualified for jobs following graduation.”

“SUNY Cobleskill has embraced applied learning as a critical component of the roadmap to student success and has put in place a strong foundation of student supports and faculty oversight to ensure the most productive experiences possible,” said SUNY Provost Alexander N. Cartwright. “Many of the applied learning opportunities come from the campus’s partnership with the Cobleskill community, which also fosters student interest in community engagement. It’s a win-win for all involved.”

Student Spotlight

Jason Crandall

Jason Crandall holds an Associate’s Degree in Liberal Arts and Sciences from Broome Community College and is currently pursuing a communications and media arts degree at SUNY Broome Community College. During his time at Broome, Jason has had the pleasure of directing two television programs as well as attending a Nickelodeon Writing Seminar at Tompkins-Cortland Community College. Jason is a non-traditional student with a vast array of previous work experiences under his belt. Jason has worked with companies like Pepsi, A&M Construction, Thomaso’s Property Management and A+ Sheet Rocking and Finishing where he serves as CEO. Jason has also worked in the communications and customer service fields with companies like Tele Spectrum and Eagle Distributing.

Jason presented at our 2016 Applied Learning Conference in Binghamton, NY.

Watch Jason’s presentation at 17:55
This year our 3rd Annual Applied Learning Conference was located in the Double Tree in Binghamton November 17th-18th, 2016.

**Check out the highlights of our conference!**

**Thursday 11/17/16**
- 10:00am-11:00am: SUNY Update
- 11:00am-12:00pm: Applied Learning Leadership Panel
- 2:00pm-2:45pm: Chancellor Nancy L. Zimpher
- 2:45pm-3:45pm: Faculty Engagement Workshop
- 3:45pm-5:00pm: “Ask Me Anything” Session

**Friday 11/18/16**
- 9:30am-11:10am: Collaboration and Partnerships Panel and Workshop
- 11:15am-11:45pm: Provost and Executive Vice Chancellor Alexander N. Cartwright
- 12:00pm-2:00pm: Student Panel and Workshop

**Expert Videos**
Susan Albertine, Director of the LEAP States Initiative for AAC&U, has added our expert videos from the Applied Learning Conference on YouTube. Check out the highlights of our conference!
The High Impact Teaching and Learning and Teaching (HILT) Hub is a collaborative partnership between SUNY Polytechnic Institute, Mohawk Valley Community College, and Morrisville State College. The HILT Hub is supported through the SUNY Expanded Investment and Performance Fund Program. The Hub is designed to promote and enhance experiential or ‘learning by doing’ pedagogy, and seeks to formalize and expand upon the HILT practices that already occur at the three partner campuses. We hope to create widespread regional adoption of HILT practices.

The HILT Hub’s infrastructure is organized around 5 Themes:

- Training
- Research
- Assessment
- Outreach
- External Partnerships

These themes are intended to support increased student persistence in STEM majors, expand collaboration between regional SUNY institutions, and promote evidence-based teaching practices and research.

One major focus of the HILT Hub is to provide support for HILT Hub Teaching Innovation Fellows, who may apply for pilot grants, and may participate in HILT professional development and research programs. This cadre of dedicated, expert educators will explore high impact practices, share with the regional and professional community, and seek external funding to expand the most fruitful ideas and practices that are developed.

Currently, our executive board has approved 8 Teaching innovation fellows who are working on projects that include team-based science (Laura Schultz, SUNY Poly), undergraduate research (Dan White, SUNY Poly; Melissa Bartlett, MVCC; Amanda Miller, MVCC), nursing and high tech tools (Jennifer Klimek-Yingling and Idilko Monahan), field ecology (Eric H. Diefenbacher, Morrisville), and biofeedback (Veronika Tichenor, SUNY Poly). We have been able to provide funding for three innovative projects with three more expected to be funded shortly.

The HILT Hub executive board was thrilled to be able to provide our first pilot grant this fall to Jennifer Klimek-Yingling and Idilko Monahan, from the SUNY Poly Nursing department to purchase OphthoSim and Otosim simulation-based teaching tools. Jennifer and Idilko note that most primary health care providers are less than 50% accurate in diagnosing disorders of the eyes and ears. This startling fact motivated these teaching innovation fellows to devise a way to improve these statistics using high impact strategies with nursing students in our consortium (SUNY Poly, MVCC, and Morrisville). They intend to compare student learning outcomes between traditional teaching methods and new “hands-on” simulation tools. The goal is to improve student learning outcomes that will have direct impact on future patients. We hope to be able to fund a dozens of these small projects that have a direct, tangible impact on student learning outcomes.

As part of our professional development series, the HILT Hub is planning a half-day workshop on student learning styles and universal design in spring 2017 to which regional members will be invited to participate. The event will be recorded and will be available through our web portal to those who are not able to attend.

Questions about the SUNY Polytechnic Institute, Mohawk Valley Community College, and Morrisville State College HILT Hub can be directed to either of the Hub’s Research Directors and co-PIs Dan White ddwhite@sunypoly.edu or Joanne Joseph joseph@sunyit.edu.
The Center for Applied Learning at SUNY Potsdam is up and running with our Performance Improvement Grant for applied learning. Our grant proposal had three major focus areas: Assessment, Faculty and Student Engagement, and Seamless Transfer, and we’ve begun working on all three areas. Fall 2016’s work included:

- We committed to supporting three signature applied learning projects that cross our curriculum with start-up funding: the SUNY Potsdam Law Enforcement Training Institute, the Journey Into Literacy conference, and the SUNY Potsdam partnership with the Universidad de Cienfuegos in Cuba. Each of these projects will become a self-sustaining campus initiative once start-up is complete, and participation in each initiative – both faculty and student – will be measured and assessed for impact on the student learning experience.

- The Center for Applied Learning partnered with the Office of Institutional Effectiveness and Academic Affairs leadership to gather baseline data on several assessment initiatives, including a study of current faculty compensation practices for applied learning mentorship, categorization and classification of courses and experiences via SIRIS codes, and overall student participation rates in applied learning initiatives.

- A new Service Learning Coordinator, Dr. David Bugg, has been appointed, and will be starting a push to reinvigorate service learning at SUNY Potsdam. In tandem with that appointment, Dr. Sharmain van Blommestein, our new Director of Student Research, is in place and the campus is beginning a review and reorganization of our high-impact student research opportunities. Grant funding is assisting with the release time for each of these faculty members.

- The Center for Applied Learning has hired our first full-time Applied Learning Advisor, Megan Burke. Megan will be seeing students and advising them on their options for 25 hours per week, potentially seeing 700+ students per semester. This is a three-year grant-funded position.

There’s nothing quite like walking into a business or organization for the first time and becoming part of the team by applying what you’re learning in the classroom. That’s what the four SUNY Schenectady County Community College students pictured: Kristin Gordon, Performing Arts – Music and Music Audio Technology major; Nicolette Brown, Mathematics and Science/Nanoscale Science concentration major; Christina Cucinotta, Hotel and Restaurant Management major; and Jackie Servideo, Human Services major, spoke about during an event the College held in Spring 2016 to recognize community organizations/businesses who have supported SUNY SCCC in its applied learning efforts by hosting SCCC students. Also pictured are Paul Marthers, SUNY Vice Provost of Enrollment Management and Student Success (center), with Dr. Michael Roggow (left) Dean of the Division of Business, Criminal Justice and Law, and Renee Adamany, Professor in the Division of Liberal Arts and Chair of the College’s Applied Learning Task Force.
Laura Hill Rao, Volunteer and Service-Learning Center Coordinator and Stephanie Zuckerman-Aviles, Director, Career Development Center and BSC Applied Learning Representative accompanied Buffalo State College President Dr. Conway-Turner to Washington to receive the Washington Center Civic Engagement Award. As part of the award, Buffalo State College junior Biology major Cheyanne Smith received a full scholarship to attend the Washington Center Presidential Inauguration Seminar January 8-21, 2017 in Washington D.C.

This year, the Corporation for National and Community Service is requesting feedback on the application process.

Call for Nominations: SUNY Applied Learning Corps of Experts

Check out First Responder Initiative, a ground-breaking effort to build better relationships between African-American young people and law enforcement officers by matching local police with middle school minority youth in a mentoring relationship that will include field trips, study sessions, teacher meetings, and more. Click the link to learn more about a Farmingdale State College initiative that had a tremendous impact on several Long Island communities.

Call for Participation.

Despite their proven impact on retention, persistence, and completion, high impact practices are generally only accessible to a small subgroup of high-achieving students. Often those who could benefit the most from these practices, such as underrepresented minority and low-income students, are the least likely to participate. Moreover, these practices are defined unevenly across campuses, making it difficult to assess their quality. Over the past decade higher education has embraced the use of high-impact educational practices like learning communities, service learning, undergraduate research, and peer mentoring for their significant contributions to learning as well as persistence. As states and state systems consider the ways engaged learning can drive student success, we have the chance to develop a shared national understanding of particular high-impact practices, building them into the higher education infrastructure in ways that ensure equity, consistency and quality.

The TS3 network of the National Association of System Heads invites member institutions to participate in the development of shared taxonomies of high-impact practices.

In recent years, public colleges and universities and state systems have expanded their historical focus on access to include student success, broadly defined to include learning and equitable outcomes as well as graduation. To this end many have adopted the language of “high-impact educational practices,” as developed and promoted by NSSE and AAC&U. High-impact practices include experiential and work-based learning, service learning and community engagement, and undergraduate research, among others. They emphasize real-world contexts and applicability that highlight the value and relevance of college learning.

The field has emphasized the significant benefits of HIPs for student engagement, with disproportionate gains among the historically underserved – who are also, not incidentally, the least likely to opt in. For public institutions this has leant a new moral urgency to promote and even require participation in HIPs by the students who most stand to benefit.

But doing so will require new tools of policy and record keeping, analogous to traditional degree requirements and course transcripts, but expanded to include other kinds of student experience. This means building on the existing, mostly survey-driven research base informing the high-impact educational practices, as developed and promoted by NSSE and AAC&U. High-impact practices include experiential and work-based learning, service learning and community engagement, and undergraduate research, among others. They emphasize real-world contexts and applicability that highlight the value and relevance of college learning.

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Call for Journal Submissions

1. Experiential Learning & Teaching in Higher Education (ELTHE) A Journal for Engaged Educators Call for Articles
   The ELTHE editorial board welcomes the submission of scholarly work and reports relating to the study, practice, and effectiveness of experiential learning and teaching in higher education. The journal is a publication representing a range of interests, receptive to a variety of topics whether general or specific. All scholarly methods and theoretical perspectives, so long as they contribute to readers’ knowledge about experiential learning and/or teaching within higher education, are accepted.

2. The Asia-Pacific Journal of Cooperative Education is Calling for Articles

3. The Journal of Higher Education Outreach and Engagement (JHEOE) is Calling for Articles
   For more information on this call for articles, click here. Any questions can be sent to jheoe@uga.edu.

4. Journal of Community Engagement and Scholarship Call for Articles
   The editorial board of the Journal of Community Engagement and Scholarship (JCES) invites the submission of manuscripts that relate to its mission: To provide a mechanism through which faculty, staff, and students of academic institutions and their community partners may disseminate scholarly works from all academic disciplines. All submissions and inquiries should be sent to jces@ua.edu. Be sure to visit the JCES Article Review Page and the Instructions for Authors page for more specific guidelines.

5. Journal of Public Scholarship in Higher Education Call for Articles
   Authors are asked to submit a blind copy of the manuscript, along with a separate file containing contact information for all authors (title, institutional affiliation, address, telephone number, email, and brief author biographies), to jpshe@missouristate.edu by March 10, 2017, for consideration in the 2017 volume. Authors are welcome to contact editors to discuss ideas and manuscripts prior to submission.

   Reflections encourages individuals to submit work that represents the broad range of materials produced by community and service-learning projects. For that reason, individuals are encouraged to submit academic articles, community writing, student papers, policy papers, art work, poetry, recorded interviews, short videos, and photography. Case studies that document the scope of a particular project (assembling the variety of work discussed above) are also encouraged.

7. The International Journal of Research on Service-Learning and Community Engagement (IJRSLCE) Call for Articles
   IJRSLCE is currently seeking the following types of articles/manuscripts related to six areas of scholarship in service-learning and community engagement represented in the journal sections: Advances in Theory and Methodology; Student Outcomes, K-20; Faculty Roles and Related Issues, Institutional Issues; Community Partnerships/Impacts; and International Service-Learning and Community Engagement Research. IJRSLCE also invites submissions of Book Reviews of recent publications in the service-learning, community engagement, or civic education field. (1500 words or less). For a more detailed description of the types of articles sought for IJRSLCE.

8. Public: A Journal of Imagining America Call for Articles
   A Journal for Imagining America is currently accepting one-page description of the topic and format you are considering. Please email proposals to iapublic@syr.edu. Full submissions are due February 1, 2017 for peer review through the online submission portal at ojs.syr.edu. The guest editor and design editors will work with authors of accepted submissions through a process of revision and digital design in preparation for publication. Contact guest editor Teresa Mangum (teresa-mangum@uiowa.edu) if you have questions or submit proposals directly to iapublic@syr.edu.

9. Study Abroad Activities-Call for Articles
   NAFSA is accepting book proposals. Proposals should be e-mailed to submissions@nafsa.org.

10. Other Relevant Journals
UPCOMING EVENTS

NYU 2017 Eastern Region Campus Compact (ERCC) Conference
What: Moving Us Forward: Equity Through Community Engagement Campus Compact Conference
When: March 15-16, 2017
Where: New York University
Additional Info: Early bird registration rates until February 24th.

2017 Global Internship Conference (GIC)
What: Global Internship Conference
When: June 13-16, 2017
Where: Santiago, Chile
Additional Info

2017 SUNY Career Development Organization (CDO) Conference
What: SUNY CDO 2017 Annual Conference “Horizons”
When: Wednesday, June 14th, 2017 –Friday, June 16th, 2017
Where: Syracuse, NY Crowne Plaza
Additional Info

From Principles to Practice: Experiential Education Innovation in a Changing World-National Society for Experiential Education (NSEE) Conference
What: 2017 NSEE Annual Conference
When: September 24th-27th, 2017
Where: Lowes Don Cesar, St. Pete Beach, Florida
Additional Info: Accepting Proposal Submissions until January 27th

The New York State Cooperative & Experiential Education Association (NYSCEEA) Conference
What: NYSCEEA 2017 Conference
When: Tentative Sun, Oct 22—Tues, Oct 24, 2017
Where: Ithaca, NY
Additional Info

THE UMBRELLA NEWSLETTER

FUNDING OPPORTUNITIES

Applied Learning Mini Grants
These mini-grants are intended to help cover the costs associated with travel of experts from one SUNY campus to another to support applied learning infrastructure development and implementation beyond the scope of the campus plans.

NEA Funding Opportunities
Multiple grants are available through the National Endowment for the Arts. The first deadline for application is mid-February.

Do you have ideas for the next newsletter?
Is there anything you would like to see addressed in the next applied learning newsletter? Please email appliedlearning@suny.edu your suggestions by February 22nd, 2017!
RECORDINGS AND RESOURCES

AACRAO Event
The American Association of Collegiate Registrars and Admissions Officers hosted a livestreamed event called Capturing Learning Wherever It Occurs. The event took place on November 28-29, 2016. This was a live streamed event. Archive available on Lumina’s YouTube channel.

Resources from the National Association of System Heads Taking Student Success to Scale Initiative
The following clickable resources are brought to you by the National Association of System Heads. These documents discuss

![Modernizing Mathematics Pathways at Texas Universities](image1)
A systemic approach to dramatically increase the number of students who complete math coursework aligned with the program of study

![Ethical Practices around Data and Analytics](image2)
Ethical Practices around Data and Analytics

![The Assessment Model for High Impact Practices](image3)
The Assessment Model for High Impact Practices

Gallup-Purdue Study
This is the latest Gallup-Purdue Study. The study is titled “The Value of Career Services, Inclusive Experiences and Mentorship for College Graduates.” This study dissects the importance of Career Services and Mentorship and in particular its effects on underrepresented populations.

THE UMBRELLA NEWSLETTER

SUNY APPLIED LEARNING STEERING COMMITTEE MEMBERS
Convened by Alexander N. Cartwright
Provost and Executive Vice Chancellor

CO CHAIRED BY
Dr. Peter Knuepfer, President of the University Faculty Senate, Binghamton University
Christy Fogal, Vice President, Faculty Council of Community Colleges, Monroe Community College

UNIVERSITY FACULTY SENATE
Dr. Gwen Kay, Graduate Program Director, SUNY Oswego
Dr. Amitra Wall, Assistant Dean, Intellectual Foundation and First-Year Programs, Buffalo State

FACULTY COUNCIL OF COMMUNITY COLLEGES
Nina Tamrowski, President of the Faculty Council of Community Colleges, Onondaga Community College
Dr. Ingrid Cominsky, Professor, Social Sciences, Onondaga Community College

SUNY DISTINGUISHED ACADEMY
Dr. Laura Anker, Distinguished Service Professor, Old Westbury
Dr. Francis Battisti, Executive Vice President and Chief Academic Officer, SUNY Broome Community College
Dr. Miriam Rafailovich, SUNY Distinguished Professor, Material and Engineering Department, Stony Brook University
Dr. Minna Barrett, Distinguished Service Professor, SUNY College at Old Westbury

SUNY STUDENT ASSEMBLY
Patrick Gareau, Treasurer, Student Assembly
Evan Rufrano, Director of Academic Affairs, Student Assembly
Darren Pikul, Assistant to the Vice President

SUNY SYSTEM ADMINISTRATION
Elise Newkirk-Kotfila, Director of Applied Learning
Dr. Paul Marthers, Vice Provost for Enrollment Management and Student Success
SUNY Leadership

SUNY Broome student Cassandra Domingo talks with Chancellor Nancy Zimpher as Communications student Anthony Mastronardi starts one of the cameras used in a student interview during the SUNY Applied Learning Conference Nov. 17, 2016 in Binghamton, N.Y.

It centers on the three priority topics: her message to the new administration in Washington, her view of her legacy as Chancellor, and the advancements in the SUNY system, including the Online Learning platforms.

Reflections

Below are Journals from two of our 64 campuses highlighting applied learning experiences on their campus. If you have a journal you would like to submit, please email appliedlearning@suny.edu.

THE APPLIED LEARNING TEAM

The Applied Learning Team at SUNY System Administration consists of Elise Newkirk-Kottila, 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.