At SUNY, we believe in the power of learning by doing. Today’s high-tech, global economy is fast-paced and moving forward every day, and we have to prepare our students to be a part of it. That’s why the Applied Learning Office and stakeholders across SUNY are working to provide every student with an applied learning opportunity. The creation and sharing of our second issue of “The Umbrella” will help put us closer to that goal!

Our work depends on supportive and engaged partners from the community, including for-profit businesses, nonprofits and government agencies. Our students, in addition to benefiting from these experiences, also have the opportunity and responsibility to influence others and the community in positive ways.

We appreciate the opportunity to share what is new in Applied Learning, as well as create a way in which to share out news from SUNY. This is an exciting time for us; working together, there is no limit to what we can accomplish.

Happy Reading,
The Applied Learning Team
CALL FOR 2017 APPLIED LEARNING CONFERENCE PROPOSALS, PLANNING VOLUNTEERS, AND PROPOSAL REVIEWERS!

Interested in helping to plan the 2017 Applied Learning conference on October 24th-25th in Niagara Falls, NY? Please let us know as soon as possible by sending an email message to appliedlearning@suny.edu. The planning committee will make decisions about the agenda, keynote speaker and mostly communicate via email.

Interested in serving as a reviewer of conference proposals? The review committee will read proposals over a two-week period in July and August and score them based on a rubric. The review work will be very manageable, and three phone calls will enable volunteers to discuss proposals. If you are interested, please send an email message to appliedlearning@suny.edu

The theme of the Fourth Annual Applied Learning Conference is **Taking Effective Applied Learning to Scale and Sustaining it**.

Colleges and universities across the nation are working to understand the positive impacts of high-quality applied learning experiences on students. Specifically, what becomes the responsibility of higher education institutions when these experiences prove to enhance the student learning outcomes? How can we engage specific student populations to make these experiences accessible to all? As we explore the answers to these questions we must focus on best practices for collecting data and using it to make informed decisions. We must also consider what it takes to scale and to sustain classes, programs and projects that engage students through work-integrated, service-oriented or research-based experiences.

The conference will offer a range of interactive sessions and workshops for a variety of audiences including faculty, staff, students and administrators, as well as community and industry partners. All interested are welcome to attend.

**Click here** to propose a workshop or presentation. Interactive session formats are appreciated and preferred! Please complete and submit your proposal, in its entirety and as a Word document, to appliedlearning@suny.edu by 5:00 p.m., Friday, July 21, 2017. You will then receive an email message confirming your submission.

Past conference attendees have expressed interest in learning more about the following topics:

- The use of co-curricular transcripts and e-portfolios; methods and examples of tracking non-credit applied learning activities;
- Examples of discipline-specific applied learning curriculum; the structure and use of campus teams; using the applied learning criteria; student outcomes in applied learning and more.

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Updates from the Applied Learning Team

1. The Chronicle of Higher Education recently published an article regarding how colleges can open powerful educational experiences to everyone. And, Applied Learning at SUNY was mentioned in the article. [Find it here!](#)

2. At our February Applied Learning Advisory call Fred Hildebrand, Associate Provost for Academic Programs and Planning, provided an overview of the issues facing campuses as they contemplate making applied learning a graduation requirement. Among these are including AL as part of a program/financial aid implications, timing for re-registering a program, taking AL during summer term (financial aid), and considering the credit cap throughout the process. To access the recording [click here.](#)

3. “Employer Resources Coming Soon”

   With help from our Career Development Officers, Faculty Experts and Internal SUNY System Experts, we have been assembling a collection of Employer Resources. These resources will be launched in the coming months. Stay tuned!
SUNY PLATTSBURGH CREATES APPLIED LEARNING MINI-GRANT PROGRAM

SUNY Plattsburgh’s Applied Learning Office has created a video for students to get the word out about the importance of Applied Learning experiences and the availability of mini-grants. Click here for more information.

Contributor: Morgan Pellerin, Applied Learning Coordinator, SUNY Plattsburgh

SUNY BROOME COMMUNITY COLLEGE HAS OPENED A NEW APPLIED LEARNING AND CAREER CENTER

Watch their grand opening video

Click here for more information about their center.

Contributor: Gina Chase, Staff Associate, Applied Learning and Career Center, SUNY Broome Community College
With more than 100 years of experience engaging students in applied learning activities, Farmingdale State College is poised to create even more real-world opportunities for future students.

In March 2017, Farmingdale’s governance body overwhelmingly approved a resolution requiring each graduating student to have at least one applied learning experience. According to Acting Assistant Provost and leader of the Applied Learning initiative Allison Puff, “these are the experiences that students remember and point to as transformative even years after their graduation. There is nothing better to prepare them for their future careers or graduate programs than the hands-on application of what they have learned in the classroom.”

Proof of this is in the success of their graduates. A recent survey indicated that 91% of Farmingdale graduates with a bachelor’s degree were employed within six months of graduation, 83% of them full-time. Internships and applied learning activities were directly related to the ability of these recent graduates to find meaningful employment, and a place in graduate school.

Currently, 90% of baccalaureate programs require an Applied Learning experience before graduation, which is an important factor in the high graduate employment rate. “As we move toward a phased implementation of the Applied Learning graduation requirement, we expect to see the employment numbers increase for graduates within their chosen field of employment,” says Professor Puff.

These student outcomes have also been the catalyst for the development of an exciting new venture, the NEXUS Center for Applied Learning and Career Development. This initiative will bring together two directly related areas - each vital to the success of students - that have until now functioned as separate and unconnected units: The Career Development Center, based in Student Affairs, and Applied Learning within Academic Affairs. The vision for the NEXUS Center is to cultivate relationships with external partners; provide more and better applied learning opportunities for students; increase the number of graduates employed in a field related to their degree; and expand the number of students who obtain employment before graduation.

In order to do this, the NEXUS Center will capitalize on the critical role the College plays in the regional economy, providing education and training for the future workforce and developing academic curricula that prepares students to meet industry needs. Farmingdale recently partnered with National Grid to train the next generation of clean-energy workers in a program that will be rolled out across the state.

“The partnership between Farmingdale State College and National Grid is exactly the kind of relationship higher education and industry must forge – for the benefit of students, the industries that drive our economy, our academic institutions, and the communities in which we live. This is a model that is already paying dividends, with these students now in well-paying jobs and National Grid enjoying an influx of highly motivated, expertly trained employees. This pairing of intensive classroom preparation and hands-on experience is a perfect representation of the value of applied learning that SUNY has made one of its top initiatives,” says Farmingdale State College President John S. Nader.

There is no better way to judge the impact of applied learning than to go directly to the students who have participated in events such as “Give Kids a Smile” (Dental Hygienists); just flew their first solo flight (Aviation majors); or presented their research at an international conference (Visual Communications students). In the words of Nicholas King, a recent graduate of the Farmingdale State College Sport Management program and a former intern with the New York Yankees: “I felt like every time I walked into the office I was working my dream job... The internship was a life- and career-changing experience for me. I came out of my shell and developed skills I never thought I had – communications skills, interpersonal skills, and organizational skills, to name a few.”

Nicholas now works for the New York Mets. There can be no better endorsement of the College or the experiential learning that took him to this new level. See other student experiences and further information about Applied Learning at Farmingdale State College at www.farmingdale.edu/applied-learning.

Contributor: Allison Puff, Acting Assistant Provost, Visual Communications Professor, Farmingdale State College
A personal essay from Vashti Ma’at

I am a first-generation college student, who came into academia as an adult learner. My curiosity for learning and the encouragement of my partner was central to the beginning of my college academic journey. Shortly after I begun the application process, I realized that I was not aware of the opportunities and choices that were available. My thinking prior to this was, I would charge each course-credit to my credit card; finish paying off that charge by the end of the semester before beginning the process again. However, I quickly learned that financing my college education was not as simple.

I recalled being given a Free Application for Federal Student Aid (FAFSA) application and was instructed to complete it. The application was several pages long and I found it not to be straightforward. I relied on previous self-taught experiences such as computer skills and my informal research experience, which helped me find the FAFSA website, navigate the resources and begun the online application process.

The overall process was cumbersome, but I tapped into my informal knowledge base that guided me through the completion of the application. I imagined this process could be overwhelming for adult learners who, unlike high school students who might have had the support of their high school guidance services, or learners who may be starting from a disadvantaged place. Such as first-generation college prospects, immigrants or non-English speaking learners.

The next phase after receiving my FAFSA approval was registration and enrollment at Schenectady County Community College (SCCC). Although SCCC is a traditional institution with structured programs, I was deliberate in the types of elective courses that I selected. My interest was sociocultural anthropology, and my informal learning informed the types of elective courses that I chose for the humanity and social science program. To maximize my informal and applied learnings, by choosing courses that helped me expand my applied knowledge as well as develop my theoretical knowledge base.

Expanding the breadth and depth of my academic experiences was important. I believed that I would be able to take advantage of different job opportunities, while still learning about human experiences, within the context of sociocultural anthropology. I was deliberate in the type of elective courses that I selected, and took courses such as children literature, that met the general education English requirement for the humanity and social science program and the certificate program. It was one of my courses that had an applied learning component. The requirement was to interview a children’s Librarian, create a children story and present it, the research finding and final product to your peers.

I continued my undergraduate studies at SUNY Empire State College because it offered learners the opportunity to maximize their experiences and develop a program that aligns with the learner’s interest and or professional goals. It offered me choices, and I was able to develop and design a program based on my needs and academic desires. During my undergraduate studies, I worked as a work study student. This opportunity allowed me to use my prior experiences, and my undergraduate studies to refine my skills and develop new ones that connected my theoretical and practical knowledge.

My informal learning, along with the lessons and values that I gained from attending a traditional and non-traditional college, led me to different opportunities. One of these opportunities was the path of my current academic studies as a graduate student in the Adult Learning program at SUNY Empire State College. I hope to focus my research on prior learning assessment (PLA) as a tool to bridge the non-traditional learners to institutions of higher learning.

I believe that some of the challenges or issues that prevent some people from attending college can be mitigated if institutions of higher learning use PLA to evaluate experiential, informal, non-traditional and self-directed learning for college-level education. PLA has the potential to offer non-traditional learners opportunity and choices to be on the path towards a college education. Having a college education has been linked to a person’s economic mobility, and bridging a learner’s applied learning experience and theoretical knowledge can enhance a person’s earning potential, and it may also make them an attractive candidate because their learning curve will be abbreviated within an organization.
Ilgu Ozler, Associate Professor Political Science brings the United Nations Semester students for a visit at the United Nations Development Program with Jessica Faieta Director of Regional Bureau for Latin America and the Caribbean and Claine Rojas (both SUNY New Paltz alumni and Claine Rojas a SUNY Global Engagement Program alumni).

THE UNITED NATIONS SEMESTER AT SUNY NEW PALTZ

For the past 35 years, the SUNY New Paltz Political Science and International Relations Department has been offering the UN semester course. This six-credit course consists of two components: one, an academic one focusing on the study of international organization in general and the history, institutional structure, thematic issues, and dilemmas of the UN in particular; and two, a practical field experience component that is facilitated by 10 weekly trips to the United Nations in New York City where students participate in a series of scheduled briefings by UN officials, NGO representatives, and Permanent Missions of Member States. Students get 30 briefings from officials at the UN and have a chance to reflect on their experiences.

CONTRIBUTORS:

Ilgu Ozler, Associate Professor Political Science and International Relations, Director SUNY Global Engagement Program in New York City, SUNY New Paltz

Yolanda Diaz, Graduate Assistant, SUNY New Paltz
The SUNY Global Engagement Program provides students with the opportunity to spend a semester immersed in international affairs in the world’s most important global city, New York City. Enrolled students complete an internship with an international not-for-profit organization while enrolled in an integrated seminar and research colloquium at the SUNY Global Center. This program is open to all majors with global interests from any SUNY school.

Beyond the coursework and internship, the Global Engagement Program (GEP) provides students with opportunities to network with top officials and staff members from a host of international organizations through events, conferences, and panel discussions. During the Fall 2016 semester, GEP continued to offer joint programming with the Foreign Policy Association (FPA) and the United Nations Association (UNA-USA). One event that stood out for the students included a panel discussion on bringing awareness to the worst refugee crisis since World War II. This was held in conjunction with the United Nations Day celebrations of the UNA-USA at the SUNY Global Center. The GEP also inaugurated a speaker series in cooperation with the FPA with a lecture titled, “Sexual Violence as a Tactic of War and Terrorism: a 21st Century Threat,” delivered by Madame Zainab Hawa Bangura, Special Representative of the United Nations Secretary General on Sexual Violence in Conflict.

It is through their internships and events like these that GEP students get the chance to fully immerse themselves in global affairs in NYC. At the end of the program, many students express that they have had a transformative experience. Fall 2016 alumnus Claiane Rojas describes her experience as “demanding, but it prepared me for my work environment and empowers me to continually push myself.” Claiane Rojas has been offered a position as a Junior Consultant for Latin America and the Caribbean at the United Nations Development Programme as a result of her internship with the program. Another recent GEP student, Martina Nadeau, entered the program wanting to learn more about herself and a potential career path. As the program was ending, she said “lesson learned: always go after things.” She took a leap of faith and applied for a full-time position where she did her GEP internship. Martina is now a Legal Assistant for Asia, Capacity Building, and Institutional Projects at the Center for Reproductive Rights. The Global Engagement Program has been effective at enabling students to live up to their full potential and to understand the spectrum of opportunities that a career in international affairs has to offer.

For more information, visit www.newpaltz.edu/gep or email gep@newpaltz.edu.
Someday soon, the new community arts center in Yonkers, NY, may be outfitted with a fascinating, experience-oriented, permanent exhibition. If current plans are realized, the center, called PC4, will have a music studio where visitors can mix and compose original tunes, listen to songs by members of the local community, and upload their creations to share them online. In a “dream lounge,” guests will be able to recline in beanbag chairs while images swirl across curved, wall-sized screens, as well as the ceiling, prompting relaxation and stimulating the imagination.

The designs for PC4 were spearheaded last spring by Brenda Cowan, associate professor in FIT’s master’s program in Exhibition Design, in a unique partnership with SUNY Purchase, which leases the space. With a $19,500 SUNY Arts and Humanities Networks of Excellence grant, Cowan brought together a 14-person creative team that included SUNY Purchase undergraduates, Yonkers high school students, and representatives of local arts organizations. Five of Cowan’s students designed the exhibition and graphics and fabricated prototypes. Grant funds were dispensed as fellowships to the collaborators.

Perhaps the best part of the process was engaging with Yonkers residents. “Authentic community investment and stake-holding is essential to a large project of this type,” Cowan says. She conducted a town-hall style meeting with more than 50 local teens, their families, and representatives of local arts organizations and the mayor’s office. Many ideas for PC4 emerged, as participants were led through creative visualization exercises that generated over 200 drawings. “We asked them to draw the place where they feel happiest,” Cowan explains. “Many chose ‘in bed,’ so we designed the dream lounge.” FIT students created prototypes of the PC4 spaces, which were evaluated by 20 local teens.

Cowan says the exercise proved valuable for her entire class of FIT students, who got to see how a community project develops. Executing the plans will require one to two years, a professional design firm, and an additional $200,000-$400,000 in funding. Cowan hopes the SUNY Purchase collaboration can continue with necessary fundraising, and will result in a product that will serve the diverse people of Yonkers for years to come.

In a “dream lounge,” guests will be able to recline in beanbag chairs while images swirl across curved, wall-sized screens, as well as the ceiling, prompting relaxation and stimulating the imagination.
APPLIED LEARNING AT SUNY ONEONTA

72 SUNY Oneonta biology and sociology students engaged in a new service learning partnership with a local elementary school. Here’s a brief synopsis and a digital story with photos and quotes from students, teachers, faculty and kids.

Contributor: Lisa Miller, Associate Director of Communications, SUNY Oneonta

Thank you

The Applied Learning Team would like to thank Chancellor Nancy L. Zimpher for her support of the initiative over the years. Chancellor Zimpher’s unwavering commitment to supporting students through the seamless education pipeline has led to the development of high-quality applied learning opportunities for every SUNY student.
At many universities, people have reevaluated their goals for the future and aspire to create a learning-centered environment within an organizationally and programmatically seamless campus community. Their goal is for students to appreciate the interconnectedness among components of their lives, strengthen their intellectual development, and cultivate a disposition toward lifelong learning. To achieve this shift, faculty and students affairs staff need to rethink their roles and consider ways to develop a campus ethos that encourages students to become more actively involved in their education while integrating their disciplinary and experiential learning. (Arcelus, 2011)

It is with similar goals that we set out to facilitate conversations and further a culture of applied learning at The College at Brockport. As we began our work, it was clear that many of our committee members and campus community recalled participation in an internship, research experience, study abroad or other co-curricular activity as their most memorable college experience. In spite of the fond memories and a plethora of research that supports hands-on, mentored experiences, the impact they have on the lives as students and that the engaged student is more apt to graduate on time, have a lasting relationship with the institution, and become gainfully employed, we encountered pockets of resistance. We write to share lessons learned throughout our work.

In some ways, we were naïve to think that everyone on campus would be wholly receptive to a conversation that asked for an examination of how students make meaning of learning that occurs on campus both inside and outside of the traditional classroom. As the conversations around building and sustaining a culture of engagement on our campus grew, not only did we find excited, enthusiastic faculty and staff, but also those who were afraid of relinquishing control of student learning into student affairs from academic affairs or vice versa. Similarly, student affairs staff found themselves once again having to legitimize their education and expertise that contributes significantly to student development. It is in these spaces that our committee metered the discussions around courses, degree
programs, curricular and program design and the control and authority held by faculty and/or student affairs professionals while accepting our mutual responsibility for the personal, professional and civic growth of our students.

With a commitment to and undying belief in the potential for more engaged learning on campus, College Leadership appointed us as Co-Chairs of a Strategic Planning Taskforce on Applied Learning. The cross-divisional approach (academic affairs and student affairs) grounded our work in the value of fostering broad conversation and consensus around learning outcomes. Throughout our leadership, we remained focused on our goals and forward-thinking in spite of constant and often harsh resistance. With nothing short of a myriad of competing priorities and perspectives, a shared commitment to engaged learning coupled with evidence that it takes place across all corners of the institution - the academic classroom, during a community service project or internship, and/or in a work-study position we pressed on supporting one another as we navigated the terrain. Throughout, we realized that by working slow and steady, gathering support as much as possible, we were able to quell a great deal of the resistance and remain focused on our goals and forward-thinking in spite of constant and often harsh resistance.

Throughout our leadership, we remained focused on our goals and forward-thinking in spite of constant and often harsh resistance.

Having completed our work as Task Force co-chairs, following are several lessons learned that we believe others might benefit greatly from:

- **Representation:** Take the time to overemphasize the importance of each affected individual/department/office’s opportunity to provide input and/or feedback.
- **Patience:** Listen and pause long enough for those involved to formulate an opinion that may be considered.
- **Impartiality:** Maintain an objective stance with the goal of hearing the perspective of all interested parties.
- **Allies:** Gather as many voices in positive support of proposed changes. You never know when you might need them.
- **Respect:** Constantly remind members of the campus community of each member’s role and contributions to the work at hand.

As co-chairs of this process and with many lively conversations behind us we are most appreciative of the journey and believe the campus has a greater appreciation for the work that was already being done and the capacity for said work to be done more broadly. All this, in spite of us deciding that we may not require applied learning to graduate, but instead increase opportunities for all students to benefit from engaged learning.

**CITATION**

An Assistant Professor of Mathematics at Monroe Community College discusses her service-learning work with her MTH150 Survey of Mathematics students and what they gained both inside and outside of the classroom.

The course content in MTH 150 Survey of Mathematics lends itself perfectly to real world application, and I have been taking advantage of that! Above all else, I want students to leave my course with an appreciation for mathematics. Project based assessment and service learning have been excellent techniques for supporting that goal.

In Fall 2016, I began assigning the last project of the semester as a service learning project. Since MTH 150 is a topics course, the unit on statistics was only three weeks long. I was amazed at the way the project immersed the class into the world of statistics and increased their understanding of, and appreciation for, the subject in such a short amount of time.

Students were provided a set of questions from the American Cancer Society on topics such as smoking on campus, resources for quitting smoking, and where students get their news. Each group of students was tasked with designing and implementing a statistical study using sampling techniques discussed in class, and considering the demographics of the student body at Monroe Community College. Each group put together a paper and PowerPoint presentation of their findings. The group created tables and graphs, and interpreted their data. Students were provided detailed grading rubrics for their written work, mathematical calculations, group contribution, and presentation. The presentations were incredible, and a representation from the American Cancer Society was there to observe. She planned to take the presentations back to her colleagues and use the information for future planning and decision making.

From student reflections, it was clear that the service learning project was an extremely valuable learning experience. Students commented that it helped them understand the amount of work that goes into collecting unbiased data, and the variety of ways in which data can be interpreted. For our students, there was a connection formed between the real world, academia, and the student experience.

I also witnessed confidence-building for many of the students who didn’t think they were capable of doing well in math when they first came into the course. Particularly in MTH 150, I find that students come in with a variety of backgrounds. Some students are strong writers or speakers, and are thrilled to be able to utilize these strengths on their projects. By the end of the semester, most students in the class are comfortable speaking and writing about mathematics.

I am excited to continue offering MTH 150 as a service learning course and look forward to finding ways in which the statistics project can benefit my community right at MCC. I hope to combine my interest in service learning with my interest in the sustainability efforts of the college.

CONTRIBUTOR:
Beth Clickner, Assistant Professor of Mathematics, Monroe Community College
Many study abroad opportunities include hands-on rather than merely “vacation” activities. In particular, nursing students actually assisted local (Nicaragua) practitioners in the birthing process; consulted in the development of an in-house clinic; suggested projects to be included in birthing mothers’ education.

Our Campus Life office conducts an annual “Get Connected!” Student Activities Fair during orientation week, and follow-up open house presentations for study abroad and service learning opportunities are held throughout both fall and spring semesters, including during International Education Week.

Applied learning activities of any kind give students an entirely different cultural perspective. Students do understand that these experiences may be similar to those of our own, but also bring a realization that each opportunity comes perhaps at a very different cost which students may never realize unless they experience those occasions for themselves.

My advice to other students is that they try to take advantage of these applied learning opportunities, to communicate and learn whatever you can, and learn about the community around you rather than treat it merely as a stand-alone personal experience. If anything, these opportunities provide a greater appreciation for what we DO actually have.

Most students here mention that both financial resources and transportation have become personal barriers to applied learning participation.

Several scholarships are available to students through the college Foundation; online webinars are workshops are designed to share this information with students through the Financial Aid office. Of course, financial aid is available for students participating in applied learning activities that are included within credit-bearing course work. For study abroad opportunities, students are encouraged to apply for (nationally known) Gilman Scholarship funding.

Manpreet Kaur Cheema, a student at Tompkins-Cortland Community College (TC3) discusses ways to get engaged in applied learning on TC3’s campus as well as advice for future students.
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

FUNDING OPPORTUNITIES

Below you will find current applied learning funding opportunities. While we don’t represent these organizations, we want you to be aware of them. Please visit individual websites for detailed descriptions, eligibility and submission requirements.

SUNY DIVERSITY ABROAD HONORS SCHOLARSHIP PROGRAM
The Office of Diversity, Equity and Inclusion’s (ODEI) Diversity Abroad Honors Scholarship Program provides approximately 30 students yearly with a matching fund scholarships ($1,000 from ODEI; $1,000 from nominating campuses). The program supports students who have not yet experienced study and travel abroad opportunities and defrays the costs associated with them. In addition to the financial benefits, students are exposed other educational systems through credit-bearing courses/programs that deepen their cultural perspectives and enhance their global world view.

The program offers two nomination rounds per year. The first closes March 5, with selected students participating in a summer or fall study abroad/travel experience. The second round closes October 5 and impacts students pursuing winter (intersession studies) or spring term opportunities.

Students have explored destinations all over the world, including South Africa, Asia, Central America, South America, the Caribbean countries and Europe. Candidates must be nominated by International Education or Study Abroad officers and approved by their campus Provost or Vice President for Academic Affairs.

Application requirements include submitting an essay supporting reasons for pursuing a travel abroad experience. These reasons may include cultural/language immersion, social justice, public service causes, STEM research/mentorship, and participation in an advanced internship subject area that fulfills the requirements of an academic program. As more campuses participate, the student essay and academic reference help provide ODEI with a portrait of the student’s commitment to diversity and inclusion, as well his/her readiness, both academically and personally, in embarking on an international educational experience.

Finally, when scholarship recipients return home, ODEI requests a brief summary detailing the highlights of their study abroad experience which are shared via the Diversity Counts newsletter or featured on the ODEI website.

Contributed by Elizabeth Carrature, Office of Diversity, Equity, and Inclusion, SUNY System Administration

WALMART FOUNDATION GRANTS
The Walmart Foundation hosts National, State, and Community Grant Programs, and their State Giving Program consists of two funding cycles. One calls for proposals focused on community engagement, and the other calls for proposals focused on hunger relief. Their deadlines are quickly approaching (May and August).

MORE INFO

CORPORATION FOR NATIONAL AND COMMUNITY SERVICE FUNDING OPPORTUNITIES
The Corporation for National and Community Service has three funding opportunities occurring in May and June. Learn more about them through their website below. Be sure to check for additional opportunities often, as they frequently update their website with new opportunities.

MORE INFO
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.

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

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.

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@uga.edu. Be sure to visit the JCES Article Review Page and the Instructions for Authors page for more specific guidelines.

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: A Journal of Public Rhetoric, Civic Writing, and Service Learning Call for Articles
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.

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.

Undergraduate Journal of Service Learning and Community-Based Research
The editorial team seeks submissions from undergraduates for Volume 6 of Undergraduate Journal of Service Learning and Community-Based Research, which is a refereed, multi-disciplinary, online undergraduate journal open to all undergraduate students in the U.S. and across the globe. The journal is dedicated to publishing the intellectual and reflective work by undergraduates on service learning, community-based research, and all related curriculum- and/or research-based public community engagement activities. Submissions for Volume 6 will be accepted from now through June 1, 2017. Please direct all inquiries and questions to the editor, Christina McDowell, at cmcdowell2@alaska.edu.

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

Other Relevant Journals
UPCOMING EVENTS

IUPUI Research Academy
What: Connecting Campuses with Communities (CCC)
When: Monday, May 15 to Wednesday, May 19, 2017
Where: IUPUI campus in Indianapolis

Engage for Change Conference
What: Engage for Change Conference
When: Tuesday, May 16, 2017 - 8:00 a.m. to 4:00 p.m.
Where: Siena College, Loudonville, NY

2017 Global Service-Learning Institute
What: 2017 Global Service-Learning Institute: Advancing Community Driven Global Service-Learning sponsored by Cornell University, Engaged Cornell, New York Campus Compact, Amizade Global Service-Learning, the State University of New York
When: Thursday, June 29 to Friday, June 30, 2017
Where: SUNY Oswego Metro Center

2017 SUNY Applied Learning Conference
What: Fourth Annual SUNY Applied Learning Conference
When: Tuesday, October 24 to Wednesday, October 25, 2017
Where: Conference Center Niagara Falls, Niagara Falls, NY

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?
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!

THE UMBRELLA NEWSLETTER