Hello Readers,

With the fall semester coming to an end and the winter session about to begin, we have so many exciting updates, upcoming events, and system-wide thought pieces to share with you.

Thank you loyal readers and to those who have submitted thought-provoking campus stories. For this issue, we are pleased to highlight Internships. Most stories and events featured in this issue focus on quality internship placements, the importance of internship experiences, and the positive impact this form of applied learning has on students, campuses, and their communities.

During the 2018 – 2019 academic year, 103,527 matriculated students participated in 26,853 approved applied learning course sections. Additionally, approximately 11,000 students participated in course-based internships, and many others completed internships not connected to a specific course.

We appreciate your support of keeping SUNY students engaged in the community.

Happy Reading,

The Applied Learning Team
When I was in college, our professors encouraged us to find applied learning experiences. Whether it was getting an internship, doing research in a lab, studying abroad, or finding an apprenticeship, at that time it was simply an idea, and certainly far from a requirement. Regardless of the type of experience, these opportunities give students a chance to apply knowledge acquired in a classroom to real world situations.

Today, these experiences have become invaluable. And now, research suggests they translate into higher salaries. For instance, preliminary data from two of the State University of New York’s leading institutions show that internships in three fields led students to higher paying jobs—higher by a lot more than what they would have made without these experiences.

Additionally, using combined data from two New York State public institutions—Binghamton and Stony Brook universities—SUNY looked at the median wages for undergrads who had applied learning experiences compared to those who did not. They found that applied learning experiences had the greatest impact in three areas: business, information sciences, and the visual and performing arts.

More specifically, those who majored in business, management, and public administration and had experiential learning opportunities earned $8,000 more than those without that experience. In the visual and performing arts, as well as communications technologies, these experiences made a $16,000 difference in salaries. In mathematics and computer and information sciences, the difference was nearly $23,000. In short, experience counts—in more ways than one.

While these data are preliminary, SUNY continues to study the impact of applied learning experiences on students at other campuses and in other fields. We do know one thing is for sure though: learning is more effective if we can take what we learn in the classroom and apply it in a real world setting, and that’s why SUNY puts a premium on these experiences. As a result, throughout our 64 campuses, our students are pursuing applied learning. In the 2017-2018 academic year, nearly a quarter of all SUNY students were enrolled in at least one applied learning course, and 40 percent of our programs actually require experiential learning.

Our technology campuses are especially strong in this area, with nearly 45 percent of all students enrolled in experiential courses. For example, SUNY Cobleskill, Farmingdale State College, and SUNY Morrisville have made applied learning a requirement. Students at these campuses must engage in internships, practicums, field experiences, laboratory work, and capstone design courses that have research components. Other technical and comprehensive colleges also put an emphasis on applied learning. And at our community colleges, we have partnerships with local companies to create workforce opportunities in fields ranging from advanced manufacturing to clean energy.

While many fields associated with applied learning are often technical, it’s important that we not neglect the humanities and liberal arts. Students majoring in English, history, and psychology benefit from applied learning experiences as much as those in business, computer sciences, and the arts. English students gain experience from working in a communications office, psychology students learn by spending time in a mental health clinic or research lab, and history students might apply what they learn by working in museums, and curating creative works.

At SUNY, we are proud of our efforts to promote experiential learning, especially since it pertains to a cornerstone of my vision: to give every student an individualized educational experience that is uniquely theirs, and that matches their goals and aligns with their passions.

As anyone who has ever had an internship or apprenticeship can tell you, the real world is often the best classroom of all. That’s why we encourage all employers to reach out to our campuses and provide opportunities that will build student skills, because SUNY students are ready and waiting to come learn from you.
Recognizing the hard choice students sometimes need to make between accepting an unpaid summer internship and making money, Binghamton University’s Fleishman Center for Career and Professional Development administers the Student Affairs Internship Fund to financially support students completing these unpaid opportunities. Every summer, the fund allots talented undergraduate and graduate students between $500 to $5,000 to defray the costs of an unpaid internship, and thanks to an anonymous donor, the student with the strongest application, and who demonstrates a clear financial need, is awarded a $15,000 summer internship scholarship.

This past summer, Judaic Studies student Rebecca Grossman, ’20, earned the opportunity of interning at the Yad Vashem World Holocaust Remembrance Center in Jerusalem, Israel. Though a great experience, the internship was unpaid. Unsure of whether or not she could afford to take advantage of the international opportunity, Grossman looked to the Student Affairs Internship Fund. Her application stood out, and Grossman was selected to receive the Boog Scholarship, which funded her invaluable experience.

“It allowed me to be able to travel and spend seven weeks working at an amazing and important institution while learning about my legacy and connection to the Holocaust,” Grossman said. “There is a lot of hard work and planning that goes into making and keeping Yad Vashem on the map as the preeminent Holocaust institution that it is.”

Throughout her internship, Rebecca handled original Holocaust-era documents. “I had to carefully scan them into the computer so that they would become part of a permanent record as a digital document, and preserved for future generations,” she said. Working with these documents helped her to better understand the tragedies of the Holocaust, and the importance of continuing to educate people on the subject.

This internship allowed her to develop several competencies to help prepare Rebecca for the next step in her career. Handling such delicate work, she learned to be diligent with all of the assigned, strengthening her work ethic. Through regular collaboration with co-workers, Rebecca gained more skills such as teamwork and communication. By immersing herself in Jerusalem, she increased her global fluency, becoming more aware of her own culture and the importance of preserving history.

With this internship experience, and a new found set of skills, as well as familiarity with what it takes to run an institute, Rebecca says she’s now more focused on a career path. She hopes to pursue a Master’s in Public Administration at Binghamton University in preparation for a career in the non-profit sector.

The Fleishman Center for Career and Professional Development understands the importance of students participating in internships, and the benefits that these types of opportunities provide to hone critical career competency skills. We are proud to offer students the opportunity to participate in unpaid internships that may not otherwise be an option for them, and we only hope to continue to grow the Student Affairs Internship Fund in the future.
Arts & Humanities students are especially keen on career goals involving digital media. Senior Michael Kania plans to combine a minor in the Digital Music Production program with his major in business administration toward a career-oriented experience in his upcoming internship placement at Entercom Buffalo. The media giant produces audio content ranging from local news and sports coverage to popular and alternative music across more than 200 radio stations, and is renowned throughout the region as the broadcast home of the Buffalo Bills and the Buffalo Sabres. Under Tomás Henriques, associate professor of music, the Digital Music Production program has developed a new Bachelor of Arts degree that will place technology in the service of the musical skills that are a conspicuous faculty strength.

The School of Arts & Humanities at Buffalo State benefits from its unique metropolitan setting in New York State’s second largest city to offer students meaningful internship experiences in disciplines ranging from television and film arts to interior design.

“The City is Our Classroom” is a mantra that guides faculty in the fine arts and performing arts to no small degree. The Department of Music has been systematically expanding its opportunities over the past decade to encompass high-demand fields such as arts management, music education, and digital music production, among many others.

Senior Emily Barger, a dual Bachelor of Arts degree candidate in music and English, enjoyed a particularly exciting summer assisting the Amherst Chamber Ensembles, a performing arts organization resident in north Buffalo, in planning for its upcoming 2019-2020 concert season. Under the supervision of Thomas Witakowski, associate professor and ACE’s music director, Emily attended board of directors meetings, contemplated mission statements, organized documentation for grant applications, sorted through instrumental scores in the music library, contributed to graphic design of promotional materials, visited local journalists for publicity, provided stage management for performances, and welcomed audience members with energy and charm to spare.

“We never had such a kind and helpful person work with us,” said ACE site supervisor Yvonne Verplanke in appreciation of Emily’s strong creative sense coupled with pragmatic implementation. A bright future in arts management awaits!

Community-engaged learning experiences are a hallmark of Buffalo State, as viola student Elena Smith found when she interned at Buffalo String Works, an after-school music enrichment program specializing in string instrument instruction that was designed for children of recent immigrant families who populate the campus’s vibrant West Buffalo neighborhood. Expanding demand for the program, however, created rapidly rising enrollments that threw the new intern into the kind of “baptism by fire” scenario familiar from Hollywood “super teacher” films. Despite having little experience with group teaching—in the United States, string education has more typically taken place in private studio settings—the senior handled her duties and her energetic young charges with equal parts enthusiasm and aplomb. No surprise that Elena was invited to continue as a teaching assistant after her internship concluded.

“Getting to know the program, kids, and ways things are run are challenges of the best kind,” Elena said. “It has long been a goal of mine to teach strings, and Buffalo String Works has strengthened that goal. The teachers and kids are inspiring.”

200 radio stations, and is renowned throughout the region as the broadcast home of the Buffalo Bills and the Buffalo Sabres. Under Tomás Henriques, associate professor of music, the Digital Music Production program has developed a new Bachelor of Arts degree that will place technology in the service of the musical skills that are a conspicuous faculty strength.

Applied Learning has an impressive tradition at Arts & Humanities, and Buffalo State’s position as a Western New York anchor institution provides the ideal platform.
Cayuga Community College Telecommunications Program: Celebrating Forty-Nine Years of Internship Placements

Author: Sheila Myers

For the past 49 years, since the inception of Cayuga Community College, students have been required to participate in an internship experience. That is approximately 1500 students over the course of the program’s history. The program has kept pace with advances in technology and has expanded to include such degrees as Broadcast Journalism, Video/Film Production, Social Media Communications, and Film and Cinema. While it used to be many students went on from an Associate of Applied Science degree directly to jobs, many now prefer to transfer to a four-year institution. Either way, all students must take part in an internship. Such was the case for alumna Spencer Kenney who chose to do her internship in January 2018 with News Channel 9 out of Syracuse, NY.

Spencer ended up working part-time for the news company after her internship ended. Over the course of her internship, Spencer learned how to develop advertising videos for the TV station’s Facebook page. Through this experience, she connected with a hiring manager at the New York State Fair. She went on to work for the Fair, producing commercial loops to play before concerts. Mostly though, she feels she learned how to tell a story through advertising. The best advice she ever got was from her then boss, “Spence, when you learn how to tell a story that sells the benefits and not just the features, you will be unstoppable,” explaining, she’s selling memories. She recently quit her job with the State Fair to attend Ithaca College full-time.

Spencer believes strongly that her internship influenced her career goals. “This career has so many avenues you can take, and I think it’s important to find out what you don’t like and what you love. Through my internships I found that news wasn’t my favorite thing… (Instead) I loved creating advertising videos from scratch. But, that is something I would have never known if it hadn’t been for Cayuga Community College and the amazing professors leading me to these opportunities.

Cayuga Community College’s Telecommunications program has worked with numerous community partners over the past 49 years to place student interns. Most recently, these partners include Auburn Public Theater, Auburn Doubledays, WSYR-TV (Channel 9), Finger Lakes Radio Group, TK99 (Galaxy Media Group), Auburn Pride Football, and American High Productions.

For more information about the college’s internship programs, contact Sheila Myers sheila.myers@cayuga-cc.edu.

Cobleskill Internship Experience: Comanche, Texas

I spent my summer in Comanche County, Texas working for the U.S. Army Corps of Engineer’s Fort Worth District. My job consisted of conducting flood risk assessments and participating in natural resource interpretation. I was housed in camper parked by Proctor Lake in Copperas Creek Park. There, another Student Conservation Association intern and I designed educational programs for the community that focused on conservation of Texas resources. I also took part in prairie grass restoration projects, wildflower and insect inventory, dam operations, and fish stocking events organized by Texas Parks and Wildlife. I gained valuable shop and hand tool experience and a variety of certifications during the training process. This was truly a memorable experience, and I recommend an AmeriCorps /U.S. Army Corps internship to anyone interested in traveling and expanding their knowledge of the world around them.
HOLLY MULLIGAN  
Fisheries, Wildlife, and Environmental Science Department  
My summer was split between the waters of Georgia and the panhandle of Florida studying population statistics for several species of sturgeon, an endangered species of fish that are older than dinosaurs. I spent my time implementing all of the techniques that I have learned at SUNY Cobleskill along with getting my hands on some amazing species that people may never see in a lifetime. Every day was spent on the water. Every sturgeon that was caught in our nets was measured and tagged, (if they weren’t tagged already). Additionally, a genetic sample collected before returning the sturgeon back to the water to continue the population lineage. The largest fish caught was 7 1/2 feet long and over 45 years old. There wasn’t a time in my life I would appreciate more than when that beautiful fish was caught. I would suggest to anyone to go south for some time and experience the culture and life.

JESSICA DUBMAN  
Fisheries, Wildlife, and Environmental Science Department  
I spent my 2019 summer internship semester at the Bald Head Island (BHI) Conservancy on Bald Head Island, NC. I was one of six sea turtle interns working with the Sea Turtle Protection Program that primarily focused on conservation work with nesting loggerhead sea turtles. BHI Conservancy runs one of two saturation programs in North Carolina, where we worked hands-on with the nesting female sea turtles. By way of UTV, we would spotlight the beach every night looking for turtles or follow tracks to nests. Once a female started nesting and laying eggs, we checked for flipper tags and PIT tags. We applied new tags to unmarked females. We took two biopsies, or DNA samples, from the fatty tissue of the back flipper and measured carapace length, both straight and curved. Finally, we took one egg from each nest to measure stable isotopes, and then let the female finish laying eggs and covering her nest with no interference. Once she exited, we would bury the nest under a predator cage, or relocate the nest if it was below the high tide line or in a place with a high probability of erosion. This summer the Conservancy monitored 170 nests, a new record from the previous 143 nests in a season. Throughout the summer I also led public education events, afternoon labs, and daily field tasks, and I assisted with the information desk once a week. During the last couple of weeks of the summer, we excavated nests as eggs began to hatch to calculate hatch success and nest success.

RACHEL BLOUGH  
Early Childhood Department  
Rachel completed a summer internship at the Agri-Business Child Development Center in New Paltz, NY. This center serves migrant farmworkers, and this internship provided an outstanding interdisciplinary opportunity (agriculture and education).

NATURAL SCIENCES AND MATHEMATICS DEPARTMENT  
Students in the Histotechnician program are pursing internships at the following locations:  
NYU-Langone Medical Center in New York, NY  
Bassett Medical Center in Cooperstown, NY  
University of Pittsburgh Medical Center in Pittsburgh, PA  
Cornell University (this student decided to pursue a career in Animal Science because of her experiences there and is back at Cobleskill to complete a BS-Animal Science degree.)
Luke Holland is passionate, and he expresses it at Psychological Services of Long Island, a mental health counseling agency populated with clinical psychology professionals. He conducts research and develops topics for podcasts. His second job is working with a program called Club 8, a social-skills training program for the adolescent/teen demographic. “The information I have gathered from this program has given me a better idea of what it entails to be a therapist - the commitment, the patients/clients I may end up helping one day, and much more. I am glad I was given the opportunity to gain experience in a unique program like this.”

In a very real sense, Dr. Syeedul Islam, associate professor of Industrial-Organizational Psychology, envies students interning in the field. “This is something none of the faculty in the Farmingdale psychology department had in their own undergraduate experiences.” Maybe not, but he and his colleagues are grateful for the opportunity to help prepare students for the field in which they themselves have created their own careers.

There are internships where students get solid work experience to help launch and succeed at a new career. And, there are internships that go beyond “hands on,” where a student’s second goal is to enter life after college with a track record of helping people.

That’s what is happening in the Applied Psychology program at Farmingdale State College. Seniors are participating in a 180-hour, two-semester sequence that matches them with a local organization to test their career intentions, improve written and oral communications skills, develop their Applied Psychology skills, and provide practical experience useful when moving on to employment or graduate studies.

Applied Psychology major Keeyse Aparicio-Morales - an Empower, Assist & Care Network intern - who promoted economic self-sufficiency in troubled and court-involved youth via “The Applied Psychology program, relays that her experience provided an opportunity to apply learned skills to the field.”

Aparicio-Morales is taking advantage of her opportunity, with a full plate of responsibilities: making home visits case managers; assisting with psycho-social assessments; and doing quarterly follow-ups. She also helps facilitate a psycho-educational support group for girls, provide counseling, vocational assistance, job development, and placement.

Dr. Marya Howell-Carter, Psychology Department chair, says Psychology students are driven by more than obtaining a career. There’s also a selflessness that drives them. “The careers that people enter after completing their educations are inherently satisfying —people who are moved to be of service to others and the world recognize great opportunity in this field.”
Fredonia Student Crafts Unique Art/Biology Internship in Medical Illustration

Fredonia student, Olivia Connor, who ventured outside of the usual academic convention by pursuing degrees in Biology and Visual Arts and New Media: Drawing and Painting, landed a unique internship that combined these seemingly distant disciplines: medical illustration.

This past summer, Olivia gained valuable insight into this highly specialized field at Mayfield Brain and Spine Institute, a full-service patient care provider in Cincinnati.

A medical illustration, she explained, “is a rendering made by a professional artist who collaborates with scientists in order to turn complicated scientific information into a visual piece that can be more accessible/understandable to others.”

Part of what stands out about Olivia is her passion and determination to blend these two disciplines. However, a dual internship is altogether different.

At Mayfield, Connor observed how a medical illustration is created, beginning with the initial request made by an end user. The goal, she explained, is to use background research, photographs to prepare drawings and observations in a physical laboratory to produce a “beautiful anatomical illustration.”

Within the medical community, an illustration can show proper use of a surgical device in an operating room. “It demonstrates to a surgeon how a tool works in real life, with a real human body,” she said.

Photographs can contribute to development of an illustration, but they have their limits so they are not a substitute for the final product. An illustration allows the artist to emphasize or highlight specific elements or reveal multiple layers, often through the use of different colors, that would otherwise not be visible or distinguishable, Olivia noted.

“You can really pinpoint exactly what you want the viewer’s eye to look at, make things sort of pop out more,” she explained. Moreover, an illustration can give viewers x-ray vision, so they can see through the anatomy of the body, she added.

Olivia will bring extensive illustration experience to the internship, which will serve as her senior capstone. She is the assistant art director of The Leader student newspaper, where she creates illustrations and communicates with the illustration team, and graphic designer for WNYF-TV, creating information graphics for locally produced programs, as well as in promotions and posters.

Purchase College Students Showcase Their High Impact Learning At College’s First Applied Learning Symposium

Beyond Purchase: Applied Learning Symposium

“Tell me and I forget, teach me and I may remember, involve me and I learn.” In the spirit of Benjamin Franklin’s wise adage, Purchase College empowers students with many opportunities where students can apply classroom learning to “real world” activities. At the launch of the college’s first Applied Learning Symposium, nine Purchase students shared their diverse and highly successful out-of-classroom high impact learning. Student interns, artists, scientists, tutors, and campus leaders all reflected upon and shared their
experiences—knowledge gained, career realizations, and competencies developed, well beyond their required Senior Projects or Capstones.

Held during Family Day 2019, the Symposium allowed students to reflect on their experiences and outcomes. Student presentations spotlighted enriching (sometimes life-changing) activities as they reported what they learned, and how they used their talents to strengthen professional skills and identify career possibilities. The event concluded with the awarding of “Certificates of Participation” by our Interim Vice President of Student Affairs, Dr. Patty Bice. Families watched their students in awe as they demonstrated poise and professionalism and articulated their shared insights.

Applied learning reflections took the form of a creative Disney Storybook scrapbook illustrating a screenwriting intern’s learning experience in unexpected places, a tutor intern’s talk about helping students find their voices in their writing, and an environmental studies major’s video investigating tree age in the practice of dendrochronology - using clues to climate change. It also included an artist’s illustrated self-expression concepts of the cultural identity of the Yoruba religion, which inspired her artwork. Additionally, student leaders - who participated in the SUNY Global Leadership Experience - introduced their group project, which exposed them to multiple learning opportunities and provided workplace experience in NYC.

Students were encouraged to submit their presentation proposals as per a few guidelines. Once selected, they chose from among a poster, video and/or media presentation, or PowerPoint presentation format. Students were asked to reflect on their experiences - describing their roles, the mission of the organization, projects, professional skills developed, and training received.

PRESENTATION HIGHLIGHTS

**Madison Levyne: Playwriting & Screenwriting, Senior**

internship presentation Maddie and the Mouse: My Disney College Program. During her time at the Walt Disney World Resort in Florida, Madison provided guests with their “once-in-a-lifetime” experience at Disney’s Magic Kingdom. Developing professional abilities through Disney courses in organizational leadership and entertainment production, Madison played out her passion for theater and entertainment; furthering plans to continue her experience at the Disneyland resort in California.

**Julia Reeder: Cinema Studies and Screenwriting & Literature, Junior**

shared her Purchase College Learning Center Tutoring internship experience, To Learn Expression. By helping students find their academic voices, Julia’s goal was to assist diverse learners with their writing by finding their voice. By promoting their learning styles, and teaching them persistence, students felt supported and validated academically.

**Kalila Abdur-Razzaq: Visual Arts Painting & Drawing, Senior**

Kalila presented her painting exhibition HydroNoir at the Brooklyn Kwanzaa Fest. The HydroNoir series is the story of Toni Morrison’s Beloved through the lens of the ocean during the Middle Passage. As an artist, Kalila was inspired by the African Yoruba religion and the Orisha Deities. Through this painting series, Kalila found her identity as an artist and the fuel for her creative process.

**Soulangie Leeper: Environmental Studies & Policy, Senior,**

shared her experience as a student researcher for Pire Academy. Soulangie participated in workshops in Dendrochronology, the study of dating events/environmental change through growth rings in timber and tree trunks. With hands-on research, taking samples coring a tree and instruction by international experts, Soulangie analyzed data from local trees on campus to understand global warming in northern latitudes.

**SUNY Global Leadership, Group Participants: Malachai Marzolf (Junior, Graphic Design), Samantha Arce (Junior, Journalism), Kiaralee Contreras (Junior, Sociology), Martine Mauro-Wade (Junior, Jazz Performance), and Sara Atlassi (Junior, Economics, Theater & Performance).** Through this leadership retreat in New York City, students experienced workshops in professional development and leadership training. By meeting with industry leaders from organizations such as Microsoft and the NYC Mayor’s Office of the Chief Technical Officer, they were tasked with incorporating technology to solve modern problems. Presentations of their solutions and products to the organization representatives helped to further develop their public speaking and research skills.

All featured Applied Learning Symposium participants demonstrated a highly engaged and significant level of preparation through the Purchase College Academic Internship Program. We invite you to learn more about how Purchase supports students as they connect their passions to a meaningful experience.

More Proof of Purchase: Internships

- **Over 80%** of students have participated in some form of applied learning beyond their Senior Projects.

- **69%** of graduates participated in at least one internship.

- **89%** of graduates, who had one or more internship while at Purchase, were employed at higher rates one year after graduation.*

*(2018 Life after Purchase: First Destination Survey)*
Sarah Atantway, sophomore psychology major at Stony Brook University, applied to at least 50 jobs and internships for the summer of 2019. After realizing that Resident Magazine, a publication featuring travel, dining, real estate, celebrity news, fashion, and events from around the world, was within her area, she decided to send an email message the company.

Sarah immediately heard back and was offered an internship. With a strong interest in understanding the human mind, she explained that the internship was perfect for her to gain knowledge about why and how people think. “I thought it was a good base to start off my road to my career, and it also allowed me the opportunity to practice my interest in writing.” She chose this specific company due to proximity. Sarah shared she would often hear about them during high school and found it easy to understand.

Although she wasn’t paid, Sarah explained that the experience was completely worth it because it was something new for her. “Being in that environment let me see how important the media industry is. It was a great opportunity to see the ins and outs of Resident Magazine.” Some of the skills she gained were time management, how to interact with people in a professional matter, and being cognizant that everyone has a job to do. Sarah emphasized the focus on deadlines that she experienced. “I had to work with a large number of deadlines, but I ended up really appreciating having that experience and exposure.”

Through deadlines, she also learned how to better communicate with people and use problem-solving skills. “If you don’t get your work done, it’s not only you suffering. Everyone gets thrown into the boat with you.” In terms of benefits of the job, Sarah explained that she was able to make many connections through the people she met and networking opportunities. “First of all, I think it’s really good to work in places like these because you get connections. I got on really good terms with one person and they got your back for a while,” she said. Another benefit received, as a result of having been published, were bylines to her name.

Furthermore, a strong sense of trust was developed between Sarah and Resident management.

Her initial hope of the internship was to learn what working in a magazine would be like. “I know for me, I didn’t know much about it, but I learned that every little thing is accounted for. It’s insane.” A project of which she is most proud was Dining Out, a column where three restaurants were highlighted on a full-page spread.

In terms of what the employer is looking for, Sarah shared they often look for trustworthy people who stick to their deadlines. Additionally, they look for people with creativity and a different way of telling stories.

Sarah dreams of becoming a filmmaker. Her inspiration comes from Ava DuVernay, an American filmmaker and film distributor, because she believes she is “brilliant.” This was further solidified upon seeing When They See Us, a miniseries DuVernay co-wrote and directed based on the wrongful conviction of the Central Park Five. “It was so strong that I had to stop after the first episode and wait two weeks to continue watching it. I love Ava because she can really tell a story and you can tell she knows what she is doing.”

Since Sarah believes that after a while the entire writing, film and storytelling industry falls under one industry, Resident Magazine was her way of trying to put a foot in the door. “Even half toenail will do something. Take that chance.” And, as she reflected on her time at Resident, she called it inspiring, eye-opening and interesting. “A lot of times people are afraid to do things because they feel like they think they will throw out everything before, but a leap of faith is what you need to do sometimes. Taking a leap of faith is in itself an accomplishment.”

Advice she has for students that are interested in taking similar career paths focuses on the theme of trying. With a large smile on her face, she said, “Everyone is going to tell you don’t bother and you’re not going to make it. But, there’s only way sure fire way to not make it, and it’s by not trying. Keep trying. That’s how people make it.”
From Competitive Coder to Full-Time Software Engineer

Author: Maya Brown

At the age of 16 he was energetically typing code after code into his computer. At the age of 22, he was programming a feature for the popular company Rolls Royce.

Rutvik Parekh, a first-year computer science graduate student at Stony Brook University, has recently ended his two-year full-time job as a software engineer at Siemens Industry Software in India, a computer software company specializing in 3D & 2D Product Lifecycle Management software.

Rutvik completed his undergraduate degree in Mumbai, India at the Veermata Jijabai Technological Institute (VJTI), where he majored in computer science. He explained that most of the subjects were related to operating systems and making software, and ever since he was introduced to coding at the age of 16, he has always found it fascinating. “I looked deep into competitive coding and I got to know all of the coding websites and the whole process around it,” he said.

After graduation, Rutvik knew he wanted to be somewhere where he could apply his passion and enthusiasm for computer science. After hearing about the job opening at Siemens from the Career Center at his old university, he decided to immediately apply. He shared that 50 people had initially applied for the job, but after an online assessment test based on programming knowledge, 20 were shortlisted. The interview process consisted of three rounds, including two technical tests and a human resources interview. “It was a nice feeling to be one of the only three that were accepted.”

He shared that his reasoning behind choosing Siemens, was due its very large size. “I wanted hands-on experience as to how the corporate company works,” he said. “I thought that I would get the opportunity to communicate and interact with many high-end companies and customers.”

Working around 40 hours a week, Rutvik gained various skills that will assist him in life moving forward. Some of the skills he picked up at the job included new programming languages, strong communication skills, networking skills, technical knowledge of databases and a fresh new look into operating systems. “The job helped me learn about agile methodology, which helps develop software quickly and is a standard norm in software industries.”

As he worked alongside a team of about 40 people, he had the opportunity to learn more about teamwork skills. The job also expanded his professional network, as he had the privilege to talk to various executives and higher management. “I learned so many things in which I can apply to my career later on. Working at this big company definitely helped me and basically acted as a ladder.”

Regarding advice Rutvik would give students who are following the same career path, he shared that participating in hackathons and team events are important. “If you want to be a software engineer, or work on any new technology, I would suggest start coding and solve as many problems as you can, as early as you can.” He also emphasized the importance of working on personal and mini projects in order to gain technical exposure.

Although Rutvik didn’t get the opportunity to work in machine learning and artificial intelligence, he was still very happy with the objectives of the job and learned what he hoped he would.

His dream job is to work in a technology company that makes products to make life easier, including Google, Apple or Microsoft.

“It was definitely a pleasant experience and I got to work with experts and people who really get the concepts of the industry. A big thing was to see the passion there and it helps cultivate that same passion in me.”

The Career Center at his old university played a big role in getting the two-year job at Siemens Industry. The Career Center at SBU also provides resources that can get you a job in the industry you’re looking for. To find a job like Rutvik did, come to one of our upcoming Job and Internship Fairs!
APPLIED LEARNING
NARRATIVES

How I Used Applied Learning to Improve Internship Experience for Students

Author: Maggie Keef, MS Ed., Lecturer, Fashion and Textile Technology, SUNY Buffalo State

For the past six years, I’ve served as the internship coordinator of Buffalo State College’s Fashion and Textile Technology (FTT) Department. When I took over the course, everything was fairly straightforward. Only a few students per year were enrolled, the coursework was minimal, and there were no legal battles making the headlines.

Then everything changed. First, I began to make my course more rigorous in order to ensure students were employable. This included correlating students’ work at the internship sites to their future careers.

And for a few years, this was enough. This transition time allowed me to assess and build relationships with internship companies. I took stock in what key skills students were learning and evaluated the internship companies on their ability to provide a rich learning experience. I spent time getting to know the companies and their strengths and weaknesses as an industry partner.

Because students were taking the concept that “internships lead to future jobs” seriously, our enrollment numbers were booming. Also, during this time, several lawsuits were challenging how a company specifically uses an intern’s time. In the aftermath came a new set of rules and regulations to protect students and monitor companies. While positive, this change meant that internship coordinators now have to vet every company and its interest in using interns. We also must educate students and internship companies on what constitutes a true learning experience.

I wondered: How do we keep our students safe, our companies happy, and complete our learning objectives all at once? I realized we must adopt a system that could be applied generally and then answered in detail, so that every student and company would provide the information needed to ensure successful outcomes.

First, I researched exactly what was needed at each internship to meet the federal regulations, our department guidelines, and the students’ learning objectives. Based on this, I implemented more detailed agreements between the students and the internship companies. I relied on them to hash out the details and only signed off when I felt the learning experience was appropriate for both parties. This required the student and the supervisor to have a vested interest in exactly how their partnership would work for the semester.

I wanted the companies and students to feel as though this was as similar to a job as possible. Even though the student’s grade was the official outcome from the experience, I added an evaluation process similar to reviewing a new employee after a probationary period. Not only would students have to show up to their internships, they’d be required to complete them to the satisfaction of their supervisors. This would mean they met the learning objectives continued on next page
approved at the beginning.

I discovered that there seemed to be disconnect between the initial agreement and the internship outcome, however. While students understood that internships can lead to jobs, they didn’t seem to comprehend that internships are not just handed out, and showing up for four months does not equal a job offer at the end. Students failed to see their role in the internship’s success. Companies were also frustrated, which resulted in losing a few along the way.

About a year ago, I attended a conference as part of the Approved Applied Learning Fellowship Cohort at Buffalo State College. What I learned has made my life as internship coordinator easier in countless ways. With approved applied learning, we take the best tools for connecting course material to the real world and find ways to assess a student’s understanding of practices for his or her field/industry. Armed with this knowledge, I asked myself a two-pronged question that changed my course forever: What do students learn at internships and how do we measure it?

The answer is reflection. SUNY defines this as providing students with an opportunity to self-assess, analyze, and examine their experiences and how those experiences are relevant to student learning, and then evaluate the outcomes, all in their own words.

I had students assess themselves on a rubric containing general skills and traits they showcased at the internship. My thought was that if the evaluation was more open-ended, I might get more honest results. However, that wasn’t what happened. With more general questions, I received almost exclusively high marks from students and reports that they were top interns and there was no room for improvement.

I realized that the only way to show students exactly where they exceeded and where they needed improvement was to force them to catalogue and assess their own experience through a series of pointed questions. The self-reflection was changed to mirror the employer assessment so they could line up both sets of answers and see exactly how they differed. This was eye-opening. I also added an entire page of short-answer questions. Students were required to outline how their internship expectations met with reality and also answer precisely how they viewed successes and failures at the internship.

The final assignment of the course used to be an open-ended essay outlining their internship. The essay was modified to include reflective questions so that students not only had to explain their internships, but also explain how the internships would move their careers forward.

Almost immediately after applying these two assignments to the coursework, I noticed that student responses were more thoughtful and included steps toward improvement. Students became invested in the internships’ outcomes. This change has extended to the companies, too. Many have reported improvement in the students’ approach to their work, and it has inspired them to increase their efforts, too. One internship company even created its own handbook for new student interns!

These changes have definitely made an impact on student learning experiences and helped me advance internships to the applied learning level. Over time, all internship coordinators can modify or redesign their courses to include these best practices. If you do adopt these practices, I hope you’ll gain even better results than I have and share your success stories in the future.

The “Internship” Before the Internship:
Gaining Knowledge and Experience Prior To Applying for a Formal Internship

Author: Whitney Glass, Instructor, Nassau Community College-Marketing, Retailing, Fashion, Buying, Merchandising, Interior Design and Fashion Design Department

Exposing students to experiences which reflect the “real world” is crucial for their learning and understanding of the industry. Students in my “Fashion Advertising and Promotion” course partnered with a womenswear company to revamp its traditional advertising and social media. Students acted as “interns,” researching and utilizing prior knowledge to devise professional presentations containing ideas for updated and new advertising campaigns, as well as suggestions on how to enhance current efforts.

By way of background, the three-year-old company students partnered with is a sister brand of a successful womenswear brand, that has been around for decades. While the up and coming brand has grown on the west coast, the Northeast region is struggling. The brand’s target market is reflective of my class, however the class felt the advertising and promotion were not reflective of the target market, finding much opportunity for the brand’s Instagram, website layout and advertising techniques.

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This applied learning activity gave students the opportunity to work on a meaningful project for a company, in groups, while utilizing skills from the curriculum. Students also learned how to prepare and present professional presentations, understanding the importance of how to phrase criticism so that it is constructive vs. offensive. The company was beyond impressed with the student’s proposals and plans on implementing some of the ideas.

Student’s reflection pieces demonstrated excitement around this partnership and the project as a whole. One student said, “I really enjoyed this project. It allowed me to think objectively about branding and look at how brands can better target their customers. When I start an internship I’ll feel comfortable suggesting ideas.” Another student stated, “The knowledge I gained will help me solve problems in future internships and help me know what to look for when depicting advertisements.”

As stated in a reflection piece, “I love that we worked hard and we are being heard and acknowledged.” Twenty-four of my students had the opportunity to “be heard,” gain “intern” experience and contribute meaningful suggestions to a marketing team. Textbooks set the foundation for learning outcomes, but applied learning brings the material to life for students.
Utilizing SUNY’s Guidelines to Support & Empower Students through their Internships

Author: Laura A. O’Connell, Associate Professor/Internship Coordinator, Department of Communications, Nassau Community College

I conduct an exercise in my Interpersonal Communication course for which I recite a few words to the class and the students are instructed to write down their connotative definition for the words – the associations, feelings, thoughts they have when hearing that word. I purposely use words that are likely to stir up a variety of descriptions; words such as: war, conflict, and childhood. If I were to conduct this exercise with the word “INTERNSHIP,” the very same might happen. Some may say, “experience,” and “networking opportunity,” while others might say, “getting coffee” and “grunt work.” This leads us to the common misperceptions of what an internship actually is and it also explains the importance of the SUNY University Faculty Senate’s “Internships and Co-ops: A Guide to Planning, Implementation and Assessment.”

As the co-coordinator for the Communications Department’s Internship Program at Nassau Community College and a member of the college-wide Applied Learning Committee on-campus, I recently worked with a cohort of faculty to update NCC’s Guide to Internships by utilizing the most current SUNY Guidelines from the Faculty Senate. Following these guidelines makes the difference between the potential of the misperceptions of the internship becoming a reality and a truly productive experience for the student, internship site and faculty supervisor.

Therefore, it is my goal to bring you through the process of guiding a student through the internship process utilizing SUNY’s helpful guidelines; from informing the student that internships exist to providing guidance in finding and preparing materials to apply for an internship, supporting the student through the experience and the role of the on-site supervisors throughout this practice. I will also share real examples of students who have gone through this process in the Communications Department at Nassau Community College.

INFORMING STUDENTS

“If you build it, they will come.” Unfortunately, this isn’t the movie Field of Dreams. It is important that the Faculty Internship Supervisor (the faculty member who oversees the student throughout the internship) or designated department Internship Coordinator (pending structure of your institution) provides information to students about internships. One cannot expect that students are going to proactively seek out information. In many cases, this is their first exposure to this

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type of learning and many have never been introduced to the concept of an internship, nor its value.

Each semester, the Communications Department at Nassau Community College holds several Internship Information Sessions in order to educate students on what an internship is (and is not), its benefits and the process to obtain an internship, along with the qualifications necessary.

Students leave these sessions with all the information they need to make an informed decision about whether or not this is something they would like to pursue, along with the steps they must take in order to get started.

MEETING WITH THE STUDENT

There is a lot of focus on the internship experience itself. However, I find one of the most valuable learning experiences to be the preparation for the internship. After a student expresses interest, drive and desire to enter into this process, there are a series of meetings and emails that take place. It is within these meetings that a student is called to be self-aware in order to embark on the career-exploration process.

Over the next several weeks or months (depending on the student), the student is advised of the best blend of courses to take and the appropriate time to enroll in the internship. A lot is learned through simple conversation. Through communication and guiding questions, students start to discover their paths and the areas they want to explore. Along with the Career Counseling & Student Professional Development/Employer Services offices on campus, students create resumes, cover letters, and take part in interview role-plays.

Students are sometimes surprised by the depth of the conversations we have. But, it is important to discuss topics such as transportation and costs associated with an internship, past jobs and extracurricular activities and responsibilities outside of school. It is my feeling that if these items were not brought to the forefront, it would do a student a great disservice in embarking on an internship, which needs a great deal of time and focus.

CONNECTING WITH INTERNSHIP SITES

Over the years, the Communications Department at NCC has built a solid database of internship sites. But, this is truly a collaborative effort between student and faculty supervisor. While we do a fair amount of networking and relationship building, students are great at seeking out their own internships. I would be remiss if I didn’t note that some of our best internship sites have been found by students either independently of the college or when provided with a list of credible sources to search.

Once we connect with these sites, there is a vetting process to do our very best to ensure this site meets the necessary criteria. This consists of a combination of on-site visits, phone conversations and documentation. It is just as necessary to ensure that an organization is up-to-date on what an internship is and is not, as the student understanding this information. It is for the benefit and safety of our students.

THE INTERNSHIP LEARNING AGREEMENT – MY FAVORITE DOCUMENT

Paperwork. It’s not something that is typically celebrated. But, I do appreciate this one. SUNY has provided guidelines for a Learning Agreement (as well as offered examples/templates) that provide the internship site, faculty supervisor and the student to “identify the learning activities that will be part of the internship.” When I explain this document to all parties, I stress accountability and ethics. As I see it, this signed piece of paper ensures that each person who is a part of this internship is accountable. The internship site supervisor populates the learning activities/objectives that the organization will be expected to provide and the student will be expected to meet, the faculty supervisor notes their duties & support and the student confirms that they will complete all requirements. This document is signed by each of these individuals, as a way to fully commit to this experience.

It is important to note that the Internship Learning Agreement is a document that can be used through the entire internship process. If a student has a question about their duties, it may be revisited. And, when conducting a mid-semester and end-of-semester assessment it should be compared against in order to ensure all parties held up their end of the agreement. Like I said – it is my favorite document.

BREAKING IT DOWN – STUDENT-INTERNSHIP FACULTY SUPERVISOR RELATIONSHIP

If I were asked to use one word to describe the class component of the internship course it would be “support.” I’ve seen great outcomes in communicating with students each week about their internships. While there is a curriculum, journals due each week and other requirements; the support provided by the Internship Faculty Supervisor and the other students in the class cannot be written into any course outline.

For many students, this is their first time in a professional work environment. They have many questions, some insecurity, and as time goes on – celebrations of accomplishments. That touch point once-a-week provides this important outlet for these students.

While much of this course includes support, topics such as Sexual Harassment in the Workplace and Networking provide students with information that will guide them through their lives. It is not uncommon for students to either use the learned networking skills to

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make exchanges in the classroom or through their internships as a way to obtain future employment or additional internships. One semester, a student who was interning at a high-profile New York City radio station networked with key personnel at another well-known station within the same building and obtained a part-time job by using these skills. On another occasion, students were making key exchanges within the classroom and learned so much about each other’s internship sites that they wound up interning at each other’s internships the following semester.

SITE SUPERVISOR- STUDENT RELATIONSHIP

Clearly, the majority of the student’s time for the course is spent at the internship site. Therefore, the relationship with the site supervisor is of prime importance. It is made very clear through the Internship Learning Agreement that the primary focus of the supervisor is to educate the student throughout his/her internship. I am sure to explain that this is not the same type of format as a classroom, but that a deep learning will be had.

In order to make the most of the Site-Supervisor-Student relationship, I teach students the importance of learning the culture of the organization at which they are interning, as well as asking questions and thinking critically. From the site supervisor’s side, it is within the selection of internship sites that we know that we are approving professionals who understand the meaning of engaging the student.

PUTTING THIS INTO PRACTICAL USE

I have had the pleasure of witnessing students grow and evolve through their internships over the years. Therefore, below you will find a couple of stand-out examples of students making the most of their internships and on-site supervisors successfully meeting their learning outcomes.

SIRIUSXM’S “THE COUSIN BRUCIE SHOW”

SiriusXM’s “The Cousin Brucie Show” is a site at which NCC students have interned in the past. SiriusXM as a whole has a very structured internship program. Students upload their resumes to the submission website, when they obtain the internship there is a formal orientation and the staff is very responsive to questions. As a Faculty Internship Supervisor, when I need a document signed or have a question, my emails are always returned and phone calls are answered. As I see it, this is key to a good collaboration. When an internship site has taken the time to structure an internship program and not just “taken on an intern or two,” it’s a good sign that this is going to work well for everyone. In addition, SiriusXM keeps our institution appraised of changes and deadlines. We often receive emails informing us of when they will be accepting resumes and available positions.

A NCC Communication’s major named Michael had volunteered at Nassau Community College’s Radio Station, WHPC and it was time for him to take the next step and enter into an internship at a radio station. Michael was a diligent student, who utilized provided materials to create a resume, took my suggestions/edits seriously, met with me various times to have career exploration discussions and followed through on utilizing services on campus to practice interviewing skills.

SiriusXM truly follows the Internship Learning Agreement, providing students with a wonderful learning experience, while also expecting students to put in a great amount of effort. “The Cousin Brucie Show” seemed like a good fit for Michael. He interviewed for the internship and to no surprise, he got it. The following were the listed duties/internship description provided on the Internship Learning Agreement by the Internship Supervisor: Edit and create pre-recorded shows, Complete phone screening, Manage Facebook page, Learn how to run a live broadcast, Learn how to produce a live broadcast, assist with various duties of the show as needed.

You will notice that these learning outcomes focus on just that—learning. They do not take the place of a paid employee and the student’s hours are conducive with that of an internship and not a full-time job. Not only did Michael learn all of the items listed, but in his final report, he also noted that there were additional editing programs he was taught and that this position helped to increase his confidence in his abilities and taught him time management in this environment.

While in class each week, Michael discussed the networking opportunities to which he was exposed, the professional nature of the work environment and the value of listening in order to learn. He was given exposure to every aspect of the radio show and guided by his supervisor every step of the way.

While SiriusXM’s “The Cousin Brucie Show” is a prime example of an excellent site for students, Internship Supervisors have a responsibility to continuously assess internship sites for the benefit and safety of our students. Therefore, assessment takes place mid-semester and toward the end of the internship. This assessment is of both the student and internship site. It is this care and consistency that ensures positive outcomes for the student.

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As I was writing this, I received an email from an alumnus of the Nassau Community College Communications Department. Below is a bit of background on my interactions with Mikayla from 2014-2016, along with her personal reflections on her internship experience at North Shore Television and an update on where she is today:

Mikayla reached out to me in 2014, during her first semester at NCC, when she saw that an Internship Information Session was being offered. She attended and we began our journey together, as we met to discuss Mikayla’s interests and course planning over a period of two semesters. Mikayla was a diligent, bright honors student who had already completed an internship through her high school with a local newspaper. Mikayla had an interest in journalism, but was thinking critically about her career-path and whether or not she wanted to continue to intern in that area or another. As she explored her place in the Communication industry, she involved herself in the campus chapter of Sigma Chi Eta – The Communication Honor Society for two-year institutions in order to continue to learn about the discipline.

Through this and her coursework, Mikayla noticed a pattern developing – she was becoming interested in the television industry. This quickly became her goal. And, then the “light bulb moment” occurred. We landed upon NSTV (formerly PATV). This would give Mikayla a chance to learn editing, work with a camera and even continue to feed her desire to write. She even proactively took tutorials to learn editing software, so she could hit the ground running when she arrived at the internship.

IN MIKAYLA’S WORDS

Fast-forward three years and Mikayla is now a Communications Professional. Below are her reflections on her internship and a glimpse at how it helped her to get to where she is today:

When I started my internship I had the goal of wanting to one-day work in TV. While at PATV I got to help film content in their studio, but I also spent a good deal of my time in front of a computer learning how to organize and edit content. This was the first time I began to explore the idea of post-production which has helped set me on my current career path. The hands on experience in such an open learning environment helped me explore different avenues of the field I hadn’t previously considered. This internship was also my first time working in an office environment and helped me understand day-to-day workflow and how to organize your time and prioritize tasks.

Being a part of the Communications Department Internship Program really helped me in learning strong professional skills, and has played a part in opening doors to new opportunities, which have led to bigger opportunities. The internship at Public Access TV helped me later get a full-time paid internship which turned into an Office PA position with Radical Media, where I helped prepare documentaries for film festivals and streaming platforms. After I finished with that role I started searching for bigger opportunities, and I am now currently working at Viacom in NYC in Asset Production.

IN CONCLUSION...

Internships are a prime example of applied learning. Students get a chance to apply the material they have learned in class, while taking part in the greatest career exploration activity around. Some students are absolutely certain a particular industry is part of their path, while others are utilizing the experience to figure out the best fit for them. As faculty, it is our job to ask the right questions and provide the proper guidance to help our students make the best decisions to this end.

Laura A. O’Connell is an Associate Professor in the Communications Department at Nassau Community College. She is a SUNY Chancellor Award winner for Excellence in Teaching. She and her Chairperson Jill Burgreen co-coordinate the internship program for the Communications Department. Professor O’Connell’s past experiences as an intern herself and a Public Relations & Marketing professional who had interns to oversee helps her to empathize with her students and guide them from a variety of perspectives.
Emma Vanderwerken

Emma Vanderwerken, student at SUNY Polytechnic Institute-Utica Campus discusses her impressive internship opportunity through her experience at Rome Tradewinds Education Center through Upstate Cerebral Palsy

I started my college career at Herkimer, where I earned an associate degree in Human Services. Currently, I am a senior in the Community & Behavioral Health program at SUNY Polytechnic Institute. This summer, I completed an internship in Complex Developmental Disabilities through Upstate Cerebral Palsy.

I worked at the Rome Tradewinds campus, which provides both educational and residential services to students with developmental and/or behavioral disabilities. During this internship, I was able to learn and implement clinical protocols, work with prominent researchers in the field, and connect with the students in the program. I was also allowed to conduct research and complete a case study dealing with the impact of functional communication on problem behavior and classroom engagement. Through this project, I learned so much about disabilities, and the impact a good education can have on the future of these students.

This internship, paired with my student leadership experience, prepared me for my position as Acting Chair of Disability Services for the SUNY Student Assembly. As acting chair, I am able to work with students who have disabilities and allies that are dedicated to ensuring SUNY campuses are accessible for all students.

My internship at Upstate Cerebral Palsy has been one of the most rewarding experiences of my career thus far, and I am very fortunate to still collaborate and learn within this organization post-internship. I learned many new skills that I have been able to apply to my position within the Student Assembly.
In Other News

**SUNY POTSDAM’S LAW ENFORCEMENT TRAINING INSTITUTE (POLICE ACADEMY)**

Applied Learning is abundant, right on SUNY Potsdam’s campus. Students interested in working toward a career in Law Enforcement can enroll in a full-time, 12-credit academic internship in the Law Enforcement Training Institute (Police Academy) for the fall semesters.

The SUNY Potsdam Law Enforcement Training Institute is a landmark applied learning initiative, designed to provide students with the opportunity to complete a rigorous pre-employment, NY state-approved police training course as part of their undergraduate curriculum. Up to 30 seats are available every fall semester. Priority seating goes SUNY Potsdam’s Criminal Justice students, then to the rest of the students enrolled at SUNY Potsdam. Any seats left remaining are opened to all others, to include recently hired police officers, on a case-by-case basis to be determined by Director Duquette.

Here are the benefits for students completing the Law Enforcement Training Institute:

- Students will complete 93% of the total requirements for attending a NYS Police Academy, prior to completing their undergraduate degree!
- Those who complete the academy will receive a college stamped transcript of “Pre-Employment Basic Police Training.”
- Students will receive 12 upper division credits towards the 45 required for the bachelor’s degree.

We are very proud of the Cadet interns who have complete the Law Enforcement Training Institute academic internship. To see where students are working in a Law Enforcement career, please check out our “Wall of Fame” below:


If you have any questions, or would like more information, please contact Toby White at whitetj@potsdam.edu or Director, Sonny Duquette at duquetar@potsdam.edu

**ART THROUGH THE MICROSCOPE**

In essence a mobile Biology lab was put together especially for the students at Trinity Alliance and transported over from SUNY Schenectady in Schenectady, NY to Trinity Alliance in Albany, NY where the program was held and which was sponsored by the Black Dimensions in Art, Inc. (BDA). All equipment and materials used by the students in the program were
what students taking Biology and Art courses at Schenectady would use. Every aspect was authentic and real for the students. Each student had their own microscope to use (two kinds of microscopes) and all chemicals and solutions were made fresh for each day as a real laboratory would prepare.

In short, students ages 6-17 were exposed to a real live Biology laboratory with Dr. Syeda Munaim as their instructor. The students were given detailed lab protocols of microscopic and biochemical experiments with illustrations as a typical Biology Lab student would get in college. After completing viewing live cells and tissues/organisms through the microscope and extracting/viewing DNA, the students then moved on to the second phase: art work.

They applied their Bio lab experience to move on to their creative side by drawing/illustrating what they saw, thought they saw, and applied with a spin of their imagination. The art part was led by Prof. Stephen Tyson, who gave them a narrative of what to do, taking them step by step on how to produce a final version of their drawings. The students were asked to produce their art in three phases and how to make their vision of what they saw through the microscope come to reality through their imagination in art. Professors Munaim and Tyson are faculty at SUNY Schenectady.

Author: Mark Bremer

The collaborative will help to grow the next-generation clean energy workforce.

USGBC New York Upstate is always inspired by campus partnerships that aim to train students in sustainable and environmentally friendly building design and construction.

A great example of this is how two different State University of New York (SUNY) locations are working together. The SUNY Polytechnic Institute, in Utica, has partnered with SUNY College of Environmental Sciences and Forestry, in Syracuse, to deliver new green building courses. The Green Building Experiential Learning Collaborative is supported by a three-year grant of $900,000, part of nearly $6 million awarded to SUNY campuses by Governor Andrew Cuomo to train more workers in the state’s clean-energy sector.

Highlights of the program:
- Numerous buildings on each partner campus have been built to LEED standards and will serve as living laboratories, allowing students to see sustainability features in action, such as naturally ventilating automatic windows and renewable solar energy generation.
- New courses at each partner campus will provide opportunities for students to participate in the certification of campus buildings through course projects.
- Students looking to pursue LEED credentials will have the opportunity to prepare for and take the exams.

The next generation of green professionals

The collaborative will help the next generation of engineers, architects, environmental scientists and construction managers be ready to grow the clean energy workforce—an essential strategy as the state prioritizes renewable energy deployment, smart-grid technologies and advanced manufacturing.

Students interested in design, engineering, construction and sustainability are the target cohort for these new courses. Additionally, SUNY is working to expand existing cooperative programs in engineering and other disciplines to help students complete their degrees at multiple SUNY schools.

The collaborative will also develop a greater in-house capacity of LEED Green Associates, LEED APs and Certified Building Energy Modeling Professionals to help certify new and existing campus buildings across the SUNY system. During the three-year pilot program, best practices will be shared to help expand training system-wide.

“We look forward to developing more collaborations around the state and being able to share our experiences with colleagues who are interested in engaging students in real green building certification projects,” said Mark Bremer, Principal Investigator on the project.

Learn more about the Learning Collaborative and local green building events
UPCOMING EVENTS

HIPS in the States Conference
When: February 18-21, 2020
Where: Texas A&M University

2020 NASPA Annual Conference
When: March 28-April 1, 2020
Where: Austin, Texas

NACE Conference and Expo
When: June 2-5, 2020
Where: Minneapolis Convention Center

Global Internship Conference
When: June 9-12, 2020
Where: Vancouver, Canada

SUNY’s Career Development Organization (CDO) Annual Conference
When: June 10-12, 2020
Where: Suffern, New York

UPCOMING WEBINARS

SUNY SAIL Institute Monthly Higher Education Leadership Development Webinars
Beginning in September 2019, the SUNY SAIL Institute will offer free monthly webinars. Each will feature senior higher education professionals as partners in leadership development across SUNY and in higher education. The webinars will be held on the third Thursday of each month.

Next Webinar
Grant Writing: If You Write It, They Will Fund
December 19, 2019
Guest: Dr. Kathleen Gradel, SUNY Fredonia

THE UMBRELLA NEWSLETTER
**CALL FOR SUBMISSIONS**

**Special Issue: Centering Social Justice in the Scholarship of Community Engagement**

The winter 2021 issue of the Michigan Journal of Community Service Learning (MJCSL) will be a special joint issue with the National Center for Institutional Diversity (NCID), University of Michigan. As the publisher of MJCSL, the Ginsberg Center is partnering with NCID to highlight the challenges and successes involved as scholars have made efforts to center social justice in their community engagement. This special issue will be guest edited by Tabbye Chavous (University of Michigan) and Tania D. Mitchell (University of Minnesota).

Please review the CFP and consider submitting a proposal by **January 15, 2020**.

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**Embrace Your Impact: Collaborations of Passion, Knowledge, and Action Call for Submissions**

The WNY Service Learning Coalition invites proposals for their half-day symposium, Embrace Your Impact: Collaborations of Passion, Knowledge, and Action, happening on Friday, March 6, 2020 at Hilbert College near Buffalo, NY.

50-minute workshop proposals from service-learning/community engagement faculty, staff and community practitioners should respond to or share models for related to the following questions:

- How can we utilize our passions to better collaborate and make an impact in the community?
- What is the depth of the passion, knowledge, and action that goes into creating a mutually-beneficial experience in the community?
- How can colleges and universities design initiatives to ensure their community impact is positive and collaborative?

Proposals are due **January 15, 2020**.

Please contact Rachel Wozniak with questions at rwozniak@hilbert.edu
The Chancellor’s Grant for Innovative Study Abroad Programs (ISAP Grant)

*Deadline: April 3, 2020*

We are pleased to announce the call for applications for the Chancellor’s Grant for Innovative Study Abroad Programs (ISAP Grant). Up to four (4) grants of $4,000 will be awarded (contingent upon funding availability) to programs administered during the 2020-2021 academic year.

The ISAP Grant provides financial support for the development of innovative study abroad programs, as well as the addition of innovations to existing study abroad programs. The list of the elements and the criteria to be considered for the selection are included in the call for proposals. The criteria is the same as used in previous years.

**Submissions for the next newsletter?**

Our next newsletter will be focused on Co-Curricular Experiences. In addition to stories about our focus area, we welcome submissions from students and staff about any other type of applied learning. If you have stories or events, send them to appliedlearning@suny.edu.

Please include a high-resolution picture to feature with your submission. There is no length limit to the submission. Typical submissions are one to two pages.