Hello Readers,

HAPPY SPRING! With the spring sessions coming to a close, 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 Civic & Community Engagement. Most of the stories and events featured in this issue have a focus on civic engagement and community service.

We appreciate your support of keeping SUNY students engaged in the community. In the spring of 2018, 3050 SUNY students participated in course-based community service activities and 2628 students participated in course-based civic engagement experiences, and many more students participated in such experiences outside of the classroom.

Happy Reading,

The Applied Learning Team
Across the nation, states are paying more attention to the fundamental role of education to prepare all young people, regardless of their backgrounds, to be effective citizens in a representative democracy. The New York State Board of Regents has determined that this should be a piece of the Every Student Succeeds Act (ESSA) plan. Since last August, the State Education Department has put together two committees to work simultaneously on this project, including the Social Studies Content Advisory Panel and the Civic Readiness Task Force.

These committees have been charged with the following:

**Mission Statement:** Encourage all students to believe in the power of their own voices and actions. Equip all students with the skills and knowledge necessary to engage responsibly in our culturally diverse democracy. Empower all students to make informed decisions to enhance our interconnected world.

New York State Department of Education chose to include the Civic Readiness Index in our Every Student Succeeds Act (ESSA) Plan as a tool to measure school’s success.

The Social Studies Content Advisory Panel and the Civic Readiness Task Force are working together on the following goals:

1. Ensure students develop the knowledge and skills to meaningfully transition to postsecondary opportunities and to exercise civic responsibility
   a. Define Civic Readiness
   b. Create the Criteria for the Seal of Civic Readiness
   c. Explore capstone projects
2. Create guidance and resources that support the K-12 NYS Social Studies Framework Practices:
   a. Civic Participation
   b. Gathering, interpreting and using

This work will strengthen social studies programs across the state and will direct our attention to the critical work of educating for democracy. The index is summarized as follows:

The civic readiness index reflects our commitment to equity by empowering all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Through civic readiness, students learn how to demonstrate respect for the rights of others, respectfully disagree with other viewpoints, and provide evidence for a counterargument. These skills can help stimulate and motivate students to excel in other academic areas. Civic readiness strengthens the relationships of schools and students with parents, families, civic leaders, and organizations and community partners. New York State chose to include the civic readiness index in our Every Student Succeeds Act (ESSA) Plan as a tool to measure school’s success in providing life-long skills to support student success. We are now in the process of defining and strengthening this important measure for our students.

As the State Education Department and our K-12 colleagues take on this important measure, it might be a good time for SUNY and CUNY to reflect on our role in preparing our students for citizenship and to rethink the larger social contexts in which we operate. In particular, how might we better organize and institute ongoing processes to involve people in making a positive difference in their communities? How can we use our resources, faculty, students, and space, to facilitate community driven change that enlivens the social, political and economic aspirations of all New Yorkers while providing meaningful civic engagement opportunities for our students?

Now is a good time for us rethink our missions, bring to light the good work we are currently doing, and to explore how we can work together, as a whole system of education (K-16 and beyond), to improve the workings of our democracy in New York State toward a renewed sense of the public good.

Source: New York State Education Department.
Fredonia held its second annual “Four Years Out” residency, in which four successful alumni from the Class of 2014 returned to campus to discuss their post-graduation career paths and share tips about professional writing, especially social media, as part of Writers@Work: An Alumni Writers-in-Residence Series in collaboration with the Convocation Committee.

Over three days filled with talks, class visits, a hands-on workshop and informal conversation, Erin Dorozynski, management development program coordinator at GEICO in Buffalo; Sylvana Dussan, social media coordinator at the National Governors Association in Washington, D.C.; Courtney Gfroerer, coordinator of public relations, marketing and communication projects at Elderwood Administrative Services, Buffalo; and Patrick Kennedy, communications director for a New York State Assembly Member, shared their post-graduation journeys.

Each alumnus explored how their own experiences, both in and beyond classrooms at Fredonia, prepared them for success in their respective fields. Special emphasis was given to the strategic use of social media – and the importance of professional writing more generally – in a variety of corporate and public sector occupations.

Prospective students and their families were able to ask these young alumni about their experiences at Fredonia and the value of a Fredonia degree in the professional world.

Writers@Work brings Fredonia alumni with a variety of educational backgrounds, careers, and accomplishments back to campus for a series of events. Over a two- or three-day period, writers-in-residence may give craft talks, speak on a panel, lead workshops, critique sample writing, participate in Q&A forums, visit classes, or meet student groups. Students, faculty, and community members are provided with opportunities to interact with and learn from each writer’s unique skill set and experiences.

This program is made possible by a cross-disciplinary partnership between the departments of Business, Communication, English, and History and the offices of Alumni Affairs and Career Development. The program is sponsored by the Fredonia Alumni Association, Fredonia College Foundation, Fredonia College Foundation’s Carnahan Jackson Humanities Fund, Department of History, the Mary Louise White Fund, and the Faculty Student Association.

This year’s alumni contingent reflects the broadest range of majors and careers in the history of the Writers@Work series, which was established in 2016.

Buffalo State Students, Faculty, Staff, and Alumni ‘Dare to Care’

More than 800 Buffalo State faculty, staff, students, and alumni spent the morning of Saturday, September 15, serving the community at the fourth annual Bengals Dare to Care Day.

The college’s annual service day brings together volunteers to assist with service projects like neighborhood beautification, garden planting and maintenance, and painting. The event has grown rapidly since President Katherine Conway-Turner began her tenure at Buffalo State four years ago, said Laura Hill Rao, director of Civic and Community Engagement.
“With her involvement, it has grown tremendously,” she said. “Historically, it’s been around 200 to 350 people involved. With Dr. Conway-Turner’s leadership, it’s grown so that last year, we had 800 students, faculty, and staff out in the community on that day working on 38 different projects.”

This year, 40 sites were coordinated for volunteer opportunities, Rao said. Around 70 site coordinators, comprised of students, faculty, and staff, helped with the logistics of getting volunteers to their locations. After the work was done, site coordinators led discussions with the volunteers about why service is important.

“That is critical for helping students and participants understand that this isn’t just a standalone experience,” Rao said.

“Hopefully, it’s a stepping stone for future involvement.” Conway-Turner said the event is a way for Buffalo State to show its commitment to the local community.

“Our Dare to Care Day is an opportunity for the entire Buffalo State College community to manifest our commitment to the city of Buffalo,” she said. “Annually, as a college, we provide over 500,000 hours of community service to organizations that address the needs of individuals and families, but on Dare to Care Day we stop, gather our forces, and commit to assisting our Buffalo community as one. We believe that if we act as a college community, our service will have a greater impact in addressing community-wide needs.”

“The Center for Social Justice and Human Understanding at Suffolk County Community College is a non-profit organization that houses the largest collection of Holocaust artifacts in the region. In addition to providing tours of the museum for students, the Center develops programming in support of the mission to educate the community about historical events, and to promote issues of social justice and respect for human dignity. The staff is involved with numerous departments at the College including the Undocumented Student Taskforce, LGBTQ Taskforce and the President’s Diversity Council along with providing resources and support for the faculty.

Recently, the Center partnered with Stony Brook University and the Andrew Goodman Foundation to expand civic engagement effort, bringing the Center a wealth of resources and strategies. For example, they were successful at registering 100 percent of the incoming freshman students to vote, which resulted in the highest voter turnout -86 percent- of any polling site in the nation for the 2016 Presidential Election.

“We anticipate these efforts to be significantly expanded in the coming semesters with the creation of a step-by-step video guide that instructors will be able to incorporate in their classes to assist students with voter registration. The video was piloted in College Seminar classes this spring semester.

This SUNY partnership has proven to be an effective model in increasing our civic engagement efforts and helping to further our overall mission. We look forward to what the future holds!
At Geneseo’s Rev. Dr. Martin Luther King Jr. Day of Leadership and Service on January 24, over 100 people including SUNY Geneseo students, faculty, and staff; seniors from the Foster Grandparent program and Livingston County Office for the Aging, and high school students from Geneseo Central’s Leadership and Service class came together to work on service projects to benefit local and national organizations and charities. The projects included making fleece blankets to be donated to the local Veterans Association and assembling and decorating Winter Care Bags for residents of Morgan Estates Nursing Home. Activist, musician, and attorney Danielle Ponder, Esq., a former Monroe County public defender, delivered the keynote, “For the Love of Justice,” and a cappella versions of original songs. Her talk and songs emphasized championing love over hate and good over evil as a way to move the legacy of Dr. King forward.

Additionally, SUNY Geneseo launched Engage Geneseo, an online service that connects the local community and the College by matching students, staff and faculty with businesses and organizations seeking volunteers, interns, employees, and experts. Via two forms, it allows students to identify their experience working with community organizations as well as where they would like to gain additional skills and knowledge. It also allows new and existing community partners to share projects and the specific campus contributions that could help them. The online forms help Geneseo’s many community-facing offices across divisions - including the Center for Integrative Learning, Office of Student Volunteerism, and Career Development - to seamlessly share information and collaborate on civic engagement projects.
Today’s college students are increasingly interested in participating in local, state and federal elections, as evidenced by a dramatic increase in youth voting last November, which saw the highest youth participation in a midterm election in twenty-five years, according to the Center For Information & Research On Civic Learning And Engagement (CIRCLE).

Recognizing this upswing in youth voter engagement, Binghamton University has committed to taking an institutional approach to reducing barriers and improving access to the polls for its students. Led by the Center for Civic Engagement (CCE), a voter engagement coordination team comprised of student leaders, University faculty and staff members, and representatives from the local county board of elections and League of Women Voters coordinates campus-wide voter registration, education and turnout efforts. This focus on voter engagement is an important part of the University’s broader commitment to civic engagement and the CCE’s mission to develop active, engaged citizens who have a positive impact on their community, from local to global levels.

This coordinated effort to help students understand and exercise their voting rights has produced impressive results. Between 2012 and 2016, Binghamton University’s overall student voting rate increased 10 percentage points to 48.8%, according to the 2016 National Study of Learning, Voting and Engagement from Tufts University. This was one of the largest increases in the country, with the national average being an increase of 3.5 percentage points. Leading up to the 2018 midterm election, the CCE and on-campus partners registered over 2,000 students to vote and assisted over 750 students with absentee ballot requests — results on par with campus registration numbers leading up to the 2016 presidential election. Participation on Election Day was also up in 2018, with the number of students who voted at the on-campus polling place four times higher than in the previous midterm election.

In addition to partnerships on campus and in the local community, much of the team’s work is made possible through the support of the Andrew Goodman Foundation (AGF), a national nonprofit organization supporting youth leadership development, voting accessibility and social justice initiatives on campuses across the country. Through its Vote Everywhere program, the AGF funds three student ambassadors on Binghamton’s campus each year, providing them with a stipend, programming funds and access to a network of students across the country who are committed to civic engagement.

“Binghamton University is a senior partner and leader in the Andrew Goodman Foundation’s Vote Everywhere network,” says Taryn Dwyer, AGF Vote Everywhere program manager. “The University and their Center for Civic Engagement model promising practices for voter registration, education and engagement, showing a true commitment to student civic engagement. We are excited to continue collaborating with them to make young voices and votes a powerful force in democracy.”

The student ambassadors work with staff in the CCE to host voter registration drives; provide nonpartisan information about candidates running for federal, state and local office; help run the on-campus poll site; and host Passion to Action events that give their peers the tools they need to create positive social change. These ambassadors consistently report their involvement with AGF and the CCE as an important and impactful learning experience.

“I am so grateful to be a part of AGF and the CCE,” says Sophia Geringswald, a junior political science major and current Vote Everywhere Ambassador, “because I work towards bettering my community and making change as a member of a motivated team. I have learned about what it means to be an effective advocate for students through this program and will use the organization and project management skills that being an AGF ambassador has taught me throughout my life.”
What are we doing about homelessness?” was Terry Cahill’s question at an Institute for Civic Engagement meeting in April 2018. Terry, SUNY Cortland’s Director of Migrant Education Tutorial and Support Services Program, raised an issue that was usually hidden from view, but Callie Klasek, an Action Team intern with the Institute, volunteered to help address the issue.

She organized a dialogue in October so that the campus could learn about steps that local organizations are taking to help people who are homeless. Among the 18 participants were guest speaker Andrew Lunetta, who described his Tiny Homes for Good Program in Syracuse, NY, and Rebecca Rathmell, Continuum of Care Coordinator for the Southern Tier Homeless Coalition.

Rebecca’s Point-in-Time count in January 2017 revealed that at least 1,711 people, including children, were homeless in the Delaware, Otsego, Tioga, Broome, Chenango, and Cortland county region.

After the dialogue, Callie offered to take part in the next Point-in-Time count.

On January 30 at the Salvation Army in Cortland, she and the Institute’s director, John Suarez, participated in this count by interviewing people who are homeless.

Callie reflected on her experience, saying that, “as an Economics major, these interviews made me think about how information is collected. The information in these surveys goes to HUD [Department of Housing and Urban Development] so it can make policy. But some people didn’t want to answer some of the questions, so some surveys are incomplete. And a couple of people weren’t sure about their answers, so statistics have to be phrased carefully.”

Callie decided to help the people behind those statistics by conducting a drive to raise supplies for people who are homeless. She organized a one-week Homelessness Items Donations Drive, Engaging Neighbors (HIDDEN) campaign. She worked with the YWCA, Catholic Charities, and the Southern Tier Homeless Coalition to learn the items that people who are homeless need. During that week, faculty, staff, and students donated 732 items, including clothing, blankets, sleeping bags, soaps, and comfort products.

Reflecting on her Homelessness deliberative dialogue and HIDDEN campaign, Callie said, “I’ve learned that homelessness can hurt a child’s ability to learn, and that can hurt his earnings potential. But it also means that the child’s quality of life suffers, even as an adult. I want to change that.”
By Allison Rank, Assistant Professor, Department of Political Science & Rebecca Mushtare, Associate Professor, Department of Art

Beginning with the 2016 election, Oswego has transformed its nonpartisan voter mobilization efforts into a campaign called Vote Oswego. Vote Oswego capitalizes on the technical and interdisciplinary nature of campaign work to create a variety of opportunities for students. Here are just a few of the ways our campus created applied and service-learning opportunities during the midterm election:

• Vote Oswego Internship Program: Vote Oswego offers a credit-bearing internship program with positions available for data analysis, media, volunteer management, and more. Those selected for internships work closely with Dr. Allison Rank, Vote Oswego’s campaign manager to plan and execute the campaign strategy in collaboration with the broader campaign staff.

• POL 386 – Vote Oswego: This three-credit political science course taught by Dr. Rank serves as the central hub of the grassroots campaign and is pitched to students as a political science practicum. Students enroll in the course expecting to serve as the staff of our campus-wide voter registration and get out the vote initiative where they will learn and home grassroots organizing skills. Last fall, this course had a waitlist as students – particularly those from political science and communication – sought to take advantage of the opportunity to gain campaign experience, while gaining credit toward graduation, without leaving our rural campus.

• ART 333 – Experience Design: Vote Oswego then became a client for students enrolled in Rebecca Mushtare’s advanced topics course in the art department focused on experience design, which includes traditional print and digital materials in addition to services, events and environments related to a particular brand/campaign. This course runs like a design consultancy with Prof. Mushtare in the role of creative director. Students in the class worked in collaboration with the client (POL 386 and the Vote Oswego interns) to develop brand strategies in addition to implementing a design strategy for in specific deliverables. The two classes regularly met together in order to discuss and establish the brand identity and strategy and later in the semester to make and evaluate decisions about implementation.

• ART 417 – Web Design II: Graduate students in Prof. Mushtare’s Web Design II course designed and updated the campaign’s website (available at voteoswego.com). The students restructured the site so it can be easily maintained and updated by individuals without coding skills as we move from 2018 to 2020. The students’ redesign won a national competition for inclusive web design sponsored by Knowability.

• ENG 485 – Words in the World: Five students from Professor Michael Murphy’s Writers in the World course produced written materials for Vote Oswego including a draft of the campaign’s executive report, a training manual for the 2020 staff, and collaborating with a journalist from the local city paper to publish two articles about Vote Oswego’s work on campus.

• Community Service Opportunities: In addition to the approximately 50 students who received academic credit for their campaign work,
approximately 130 additional students took advantage of the opportunity to volunteer with the campaign with approximately half of these students capitalizing on Vote Oswego as a way to log community service hours.

Of course, the objective of the campaign is to provide students with meaningful learning experiences as part of an effective voter mobilization campaign. And, last fall Vote Oswego registered 976 students to vote and helped another 1468 students request their absentee ballots. To support our students in casting their absentee ballots, the campaign hosted an Absentee Ballot Party where students could complete their ballots, get a free stamp, and ‘vote’ at a special election mailbox before enjoying games, snacks, and an election themed photo booth. Ultimately, this campaign increased opportunities for the student body at large to register to vote and cast a ballot while also serving as a valuable opportunity for students in a variety of courses to build their skills and portfolios.

High Impact Practices in the States

Christian Speedling, Global Partnerships Manager at SUNY System Administration discusses his experience at the 2019 High Impact Practices in the States (HIPS) Conference at Western Kentucky University by Christian Speedling

This was my first time attending/presenting at the HIPS in the States Conference and one of the only professional conferences outside of the international education field that I have ever attended – and I feel fortunate to have had the opportunity. The session that my colleagues, Merissa McKasty, Assistant to the Director of Applied Learning; Krista LaVack, Director of International Education at SUNY Potsdam; and I presented, titled “HIPS in Puerto Rico: Perspectives from a Statewide Initiative” was well received by those in attendance. We spent our 75-minute session outlining the implementation process of the New York Stands with Puerto Rico initiative by System Administration – specifically the Offices of Global Affairs and Applied Learning – and included perspectives from one of the more active campuses in the initiative, SUNY Potsdam. Importantly, with this conference focusing on high impact practices, we spent a significant portion of the presentation describing how we were able to reinforce the students’ experience on the ground with courses that represent the SUNY Applied Learning criteria.

One of the attendees of our session was a staff member at Texas A&M University and he stayed after our session to tell us how impressed he was with the initiative, especially considering we had such a short time-frame to carry out the program. He brought a small group of students to do service learning in Puerto Rico himself and expressed being in awe during our presentation at the scale of our initiative and the overall impact it had.

In addition to conducting a successful conference session that demonstrated SUNY’s expertise in applied and global learning, I personally found the conference to be illuminating in a number of ways. I should not have been surprised, but I learned that SUNY is a true leader in this field. One of the plenary speakers was Stony Brook University’s Assistant Vice President for Career Development and Experiential Education, Marianna Savoca. In addition to Ms. Savoca’s enlightening plenary, SUNY faculty and staff led at least five other distinct sessions. It was in one of the non-SUNY led sessions that our leadership in this arena was most evident. A collection of representatives from four different state university systems discussed their successes and challenges after receiving a grant designed to help implement high impact practices at the statewide level. During this session, I learned how far ahead SUNY is in the implementation and tracking of high impact practices, or as we call them, applied learning. To cite just a couple examples of SUNY’s expertise: to date, 15 campuses require an applied learning experience for graduation; and the Applied Learning office at System provides ample support to campuses such as monthly calls, a quarterly newsletter, online resources and much more. In addition, the extensive work of the SUNY Applied Learning Community of Practice is a model in how a system can grow approved applied learning opportunities across all campuses. It was encouraging to learn that we appear to be ahead of the pack. Finally, I learned a great deal about high impact practices and the profound effect they can have on student learning outcomes. During one of the sessions, we were asked to tell a “personal HIPS story”. To summarize my story, I explained that, unbeknownst to me, my entire undergraduate education was packed with high impact practices, from living in a learning community and taking writing-intensive courses, to studying abroad and participating in a semester long internship program. I did not know it but high impact practices shaped my life in so many ways. I am grateful to have had this opportunity and I am already spreading the word about the good work that SUNY is doing in this field among my friends and colleagues.
“Hosting Civic Engagement Events on Campus: Managing the Good, the Controversial and the Very Challenging”

This Workplace-exclusive series provides the opportunity to learn more about the amazingly innovative and impactful work that our SUNY colleagues are engaged in.
She’s vice president of the Social Justice Club at Farmingdale State College. She’s also founder and president of Farmingdale Pride, a group dedicated to promoting mutual respect between the LGBTQIA+ and their allies on and off campus. And if that isn’t enough, this professional communications major is an intern at The Retreat, a Long Island advocacy group that provides safety, shelter and support for victims of domestic abuse and sexual violence.

To say Chris Torre is involved would be a gross understatement. She somehow keeps it all together, and is getting the most out of her internship, which was facilitated by the College’s Social Science Research Institute.

“My applied learning experience has provided me the opportunity to learn first-hand how a non-profit organization operates. As a social justice intern I have not only gleaned how the organization works, but also why service agencies are so needed in our society.”

Chris’s passion for positive change began in high school, where, as a gay woman, she felt marginalized and intimidated. She left the private high school she was attending, and enrolled at a public school. There she raised her voice, and others heard her rallying cry.

“I wanted to make a change in LGBTQIA community after coming from a school where being out and gay was not okay. I had no voice there so I left and created my own.”

Chris expressed that voice by starting the first Gay-Straight Alliance at her school. Later, at Nassau County Community College, she was president of the Pride club, and then carried the mission to Farmingdale. Hand and hand with that came the Social Justice Club, which allowed Chris to extend her passion to helping people in all kinds of situations. The Retreat has allowed her to both help people in desperate need and enhance her academic life.

“Through my amazing applied learning opportunity I am able to help my community and my long-term career. I have a voice and a strong sense of justice that I will continue to bring to my work, both at my social justice internship and in my career after graduation.”

Chris’s work with the Social Justice Club bore fruit last fall, when it partnered with the League of Women Voters to facilitate voter registration for Farmingdale students.

That Chris can extend herself in so many directions is a testament to her dedication to the causes she embraces. Farmingdale Pride, with its extensive list of activities and events, would be more than enough to handle for most people. For instance, last fall the group hosted Long Island’s Transgender Day of Remembrance. This year the group helped bring about gender-neutral bathrooms, and a drag prom is in the works for later this spring.

“We want to empower individuals who feel marginalized because of their gender identity or sexual orientation, through the use of workshops, lectures, educational programs, discussion groups, and other activities. In addition, Farmingdale Pride shall provide a safe environment in which every individual can grow without fear of discrimination.”

Chris Torre has come a long way since high school.
In 2016, SUNY’s Got Your Back was launched to provide victims and survivors with bags filled with personal care items, comfort items, a pen and notebook, and important information about available resources. With a generous grant through the New York State Office of Victim Services, SUNY’s Got Your Back is able to ramp up production to 50,000 bags this year and up to 100,000 bags in future years. This Spring, 30 SUNY campuses will be hosting SUNY’s Got Your Back events, where students, faculty, staff, and community members will be assembling thousands of comfort bags for victims and survivors of violence who seek services from hospitals, rape crisis programs, domestic violence shelters, and law enforcement while educating thousands of students and community members about resources available to victims and survivors on and off campus.

See a full list of campus programs by visiting: https://www.suny.edu/gotyourback/programs/

The SUNY’s Got Your Back team is scheduling campus programs for Fall 2019. Campuses may request to host a SUNY’s Got Your Back event by filling out the campus program request form at: tinyurl.com/gybevents.

Where Can Providers Request Bags?

Any New York State Rape Crisis or Domestic Violence Program, Hospital or Related Medical Provider, or Law Enforcement Agency may request comfort bags in intervals of 50 at tinyurl.com/gotyourbackrequests.

About SUNY’s Got Your Back: SUNY’s Got Your Back provides the opportunity for students, faculty, staff, and community members from across the state to create comfort kits for victims and survivors of violence, and to learn methods of better preventing and responding to violence, as together we work to build a New York where these bags are no longer needed.

Stay up to date on program announcements, major events, and relevant (and shareable) social media educational material, by following SUNY’s Got Your Back on social media:
In December of 2018, SUNY Oneonta Music Industry Students, alongside Music Industry professors, Dr. Janet Nepkie and Professor Nancy Tarr, had the unique opportunity to connect with SUNY Oneonta alumnus, Mr. Rit Venerus. Mr. Venerus is a graduate of the Music Industry program and currently manages the business that is the Dave Matthews Band.

As a student, I have always been taught to take any opportunity presented and make the most of it. When I heard of the opportunity to meet with Mr. Venerus, I knew it would be extremely educational (and fun!). I think it is so important to understand and connect to alumni from the school and program that you are a part of, because you will walk similar paths in regards to your education and collegiate experience.

In addition, I think that real world experience is the goal of anyone working or studying today. It is imperative that you take skills applied within the classroom to the outside world. If you don’t, I feel as though your education is simply one-dimensional. I have been lucky that the SUNY Oneonta Music Industry Department requires internships and real world experience in order to graduate. In fact, this aspect of our education is one of the reasons why I decided to enter this program.

Venerus, I knew it would be extremely educational (and fun!). I think it is so important to understand and connect to alumni from the school and program that you are a part of, because you will walk similar paths in regards to your education and collegiate experience.

Applied Learning couldn’t have been better defined than the experience and opportunities that Mr. Venerus set up for our group in early December. Dave Matthews Band and crew were already going to be in Albany, NY for a concert, so the dates and locations matched up perfectly. We had the opportunity to interview the tour director, production manager, head of security and Mr. Dave Matthews himself! We were given a backstage tour, specifically to speak with the leader of the video and lightning production, who does most of his work in live time. We also met with the audio team, who records all of the concerts and is constantly communicating with the musicians on stage to ensure everything sounds balanced and is audibly pleasing.

The biggest take away from this experience was that the education we receive in the classroom is truly applicable. Almost every class we’ve taken at SUNY Oneonta was represented in some form. Whether we were able to learn about the business analytics of planning a nationwide tour, to understanding why certain songs have specific on-stage projections, classroom theory was represented. We were able to apply our learning to the real music industry and see everything being planned backstage and unfold onstage, almost like how our planning and preparation in college will unfold to our futures within the music industry.

The experience was incredible. It was so valuable to speak to a professional music group about the industry and also meet with an alumnus who has had such great success. Personally, it proved to me that your dreams and your goals are attainable. Studying and utilizing real world experience is key to increase understanding and interest in whatever industry a student decides to pursue.

On behalf of the SUNY Oneonta Music Industry department, we would like to thank Mr. Venerus and the Dave Matthews Band for this experience!
In the spring, 2018 newsletter, I shared the applied learning pilot developed for HRS 105: Introduction to Peace Studies, grounded in the “SUNY Serves” model committed to community service and civic engagement; this term, I am pleased to report the success of that pilot, as six of my students just completed their off-site applied learning projects at local peace and/or conflict resolution organizations.

First, on 10/20/18, Melodie Aygoren attended a two-day student peace conference at Pace University, NYC, hosted by Peace Action-NY, the largest grassroots peace advocacy organization in the U.S. Melodie learned about civic engagement, communicating with state representatives and building a student-run campus chapter at NCC.

Next, on 10/31 and 11/4, Jessica Scalisi worked at the Holocaust Memorial and Tolerance Center in Glen Cove, NY with Directory of Education and Community Affairs, Beth Lilac, on a program commemorating the 80th anniversary of Kristallnacht (the “Night of Broken Glass), when the Nazi party destroyed 267 synagogues damaged 7,000 business, killed 100 Jewish people, and arrested 30,000 men, sending them to concentration camps. Jessica researched the plight of women refugees in the wake of this event, their rejection from the U.S. at the time, and migration/asylum policies today.

For students more interested in the conflict resolution field within Peace Studies, Long Island Dispute Resolution Center (part of EAC) of Hempstead, NY, opened its doors to Edwin Fernandez, Jada Gonzales, and Stephanny Barrientos. Working with trained mediators, these students were able to observe disputes settled inside and outside of course.

Finally, Hallie Jeannot took interest in a “Holiday Card Exchange” with Syrians, facilitated by Pax Christi-Long Island and CommonHumanity.org. The latter organization travels annually to Syria bringing holiday cards of peace and good will. Anyone who chooses to participate merely encloses $2 for postage, and she will receive a peaceful greeting from a brother or sister in Syria in return. For more information, please go to the website. Hallie attended a Pax Chisti meeting and brought a box of cards from her friends, family, and professor (that would be me) with a universal message of peace, unifying us across nations, politics, religions, and time zones.

The students presented their applied learning projects and experiences off-site with the class in December. Not only is applied learning in Human Rights and Peace Studies a great opportunity for intro-level college students to network and gain practical experience in the field of peace and conflict resolution advocacy, but it’s an ideal opportunity for NCC to build on community partnerships with local organizations. I look forward to developing and refining these applied learning opportunities for students in semesters to come.
According to Robert Frost, “Poetry is when an emotion has found its thought and the thought has found words.” Poetry helps people convey their emotions; provides for a therapeutic outlet; and helps individuals strengthen their language, writing, and speaking skills. Additionally, becoming familiar with reading and writing poetry leads to improved critical thinking and the development of creativity, empathy, and insight.

Chancellor Johnson has a strong passion for poetry and the arts and understands its benefits as well, “The liberal arts are more important than ever if we’re going to create a generation that can think critically and creatively,” said SUNY Chancellor Kristina M. Johnson. “Poetry is a part of that, as it unites us in our humanity. The Poetry Out Loud contest gives students the opportunity to share their art and for attendees to be inspired by their words. Thank you to our partners for working tirelessly to ensure this statewide tradition lives on.”

One way that SUNY is working to help future college students develop their skills and find their passions is through our ongoing partnership with Poetry Out Loud. Poetry Out Loud, created by the Teachers and Writers Collaborative in New York state, helps high school students learn how to write and perform poetry. Currently, 2019’s competition is underway, and the regional events will take place until the middle of February.

In order to participate, students must select three poems from the Poetry Out Loud anthology. One poem must be 25 lines or fewer, and another must be written before the 20th century. The first round consists of performing in a classroom setting, and then the rounds progress from regional competitions to the national finals, which will take place in Washington, D.C.

The students who move on through the various rounds are able to travel throughout the country, experiencing new sights and widening their horizons. For New York State competitors, they will have the opportunity to visit one of the many SUNY schools hosting a Poetry Out Loud event, just like in years past.

The 2019 regional competitions were held in early February at the following SUNY schools:
- Stony Brook University
- SUNY Global Center
- SUNY Oneonta
- Purchase College
- College at Brockport
- Hudson Valley Community College
- Onondaga Community College
- SUNY New Paltz
- Fashion Institute of Technology
- Nassau Community College

Following the regionals conclude, the New York State final came back to SUNY on March 8 and was held at the Fashion Institute of Technology (FIT). The 2019 National Finals will be held April 30-May 1, 2019 at the Lisner Auditorium at The George Washington University.

While the competition afforded student participants the opportunity to showcase their work and gain experience performing, it also gave them the chance to visit our campuses and see what SUNY schools are all about. Additionally, attendees could see what our campuses looks like while in full swing, which will hopefully motivate them to pursue their own college career. Perhaps a deeper study of poetry and the language arts can lead these talented students to SUNY.

Interested in experiencing future performances for yourself? The competitions are free and open to the public, so head on over to your nearest participating SUNY school and show some support for these up-and-coming poets!

Learn more about the New York State Poetry Out Loud competitions via the Teachers and Writers Collaborative.

Update: Chika Brown from Syosset High School placed first in the New York State competition and will be moving on to compete in the National competition in Washington, D.C. Padraig Bond from Saratoga Springs High School was the runner up in the New York State competition.
UPCOMING EVENTS

SUNY’s Career Development Organization (CDO) Annual Conference
When: June 12-14, 2019
Where: Beaver Hollow Conference Center, New York

WACE 21st World Conference
When: August 3-7, 2019
Where: Cincinnati, Ohio

New York State Cooperative & Experiential Education Association (NYSCEEA) One-Day Conference
When: September 20, 2019
Where: SUNY Oswego Metro Center, New York

The SUNY Undergraduate Research Conference (SURC) brings together undergraduate student researchers and faculty mentors from across the SUNY system for a full day of multidisciplinary activities. These include sessions devoted to student presentations (oral, performance, artistic displays, and poster), luncheon with keynote speaker(s), a SUNY Transfer, Graduate School and Career Fair, and professional development workshops for students and for faculty. For the first time, SURC will be held at three SUNY campuses, increasing the ability of all SUNY undergraduates to participate.

Adirondack Community College (ACC) will host SURC ’19 Central on their campus on Friday, 26 April 2019, and Farmingdale State College (FSC) will host SURC ’19 East on their campus on Friday, 26 April 2019. The intent of hosting at three different locations is to draw as many students as possible from all of the SUNY schools. Students are welcome to participate at any of the three institutions!

Why SURC?
Original research and creative activity are widely recognized as high-impact educational experiences that positively affect undergraduate students’ completion rates, career prospects and readiness for graduate study. Most SUNY campuses encourage such research and creative activity throughout the curriculum, through independent study and capstone experiences and/or via internship placements, and invest in opportunities for students to present their work. This allows students to engage critical audiences in their learning processes and hone the professional communication skills necessary for higher-order scholarship and career success. Frequently those institutions do so by sending their students to professional conferences and events. While such participation allows students to develop further confidence and academic skills and to network beyond their campus by presenting their work to students and faculty who specialize in their research fields, this opportunity often comes at a steep cost of sending students to distant conferences.

SURC provides similar networking and academic enrichment opportunities for students throughout the SUNY system at lower costs and more convenient locales. By bringing together many hundreds of students and faculty from across the state to participate in the SURC at the two locations, we will help realize the synergistic power of the SUNY system. Students will benefit from networking and academic enrichment opportunities and learn about transfer and graduate programs available across SUNY. Faculty will benefit from networking workshops on integrating student research into their pedagogy or building research and grant collaborations.

SURC is supported by the Offices of the Chancellor and Provost, and the Research Foundation, as well as SUNY student and faculty governance organizations and, of course, the local host sites.

All undergraduate students engaged in research/creative activity and their mentors across SUNY and CUNY are invited to attend!
The SUNY Undergraduate Research Conference (SURC) is a multidisciplinary spring semester event hosted each year by different SUNY institutions. It brings together undergraduate student researchers and faculty mentors from across the SUNY system for activities, including sessions devoted to student presentations—oral, performance, artistic displays, and posters presentations—in ALL academic disciplines. Farmingdale State College (SURC East), SUNY Adirondack with SUNY Plattsburgh at Queensbury (SURC Central), and Niagara County Community College (SURC West) will co-host SUNY SURC this coming April. By bringing together students and faculty from across the state, SURC helps realize the synergistic power of the SUNY system.

For more information visit suny.edu/surc or email surc@suny.edu.
The National Society for Experiential Education and The Washington Center for Internships and Academic Seminars invite you to nominate a sitting college president for the

**WILLIAM M. BURKE PRESIDENTIAL AWARD FOR EXCELLENCE IN EXPERIENTIAL EDUCATION**

This award honors the legacy of William M. Burke, the founding president of The Washington Center for Internships and Academic Seminars, by recognizing college or university presidents who mirror Bill Burke’s passion for experiential learning through their support of experiential learning.

Bill Burke established The Washington Center for Internships and Academic Seminars in 1975 with the dream of providing college students from the United States and around the globe access to academic internships in Washington D.C. For over 40 years, TWC’s mission has been to serve as a bridge between higher education and professional careers—leveraging all of what Washington, D.C. has to offer to provide dynamic, experiential learning opportunities to empower and motivate young people to become engaged global citizens.

It is a testament to Bill’s vision and entrepreneurial spirit that The Washington Center now has over 50,000 alumni. When he passed away in 2004, he left behind an organization that continues to provide unique opportunities to college students and young professionals from around the world.

Bill Burke believed in experiential learning in all of its forms, and he believed that all students should have access to these opportunities no matter what their socio-economic background. It is in the spirit of this commitment that The Washington Center and the National Society for Experiential Education seek nominations for the William M. Burke Presidential Award for Excellence in Experiential Education. The award will be presented at the 2019 NSEE Annual Conference. The award includes a $2,000 scholarship to be awarded to a student at the winner’s home institution for participation in an experiential education program.

**AWARD CRITERIA**

- A college or university president from an accredited institution of higher education in office during the 2018-19 academic year
- Has personally championed experiential education as essential to the undergraduate experience
- Demonstrated impact on student achievement through the following:
  - Support for the establishment or expansion of a program to embrace or advance experiential education as an essential mode of learning
  - Entrepreneurial leadership in the advancement of experiential education
  - Promotion of the use of experiential education beyond his/her own campus
  - Sustained commitment to equity in expanding opportunities for students to participate in experiential education programs

**TO NOMINATE A CANDIDATE:**

Click here to complete the online nomination form and to upload any relevant documentation. Please use MSWord or pdf files when uploading your documents.

Please submit your nominations now later than June 1, 2019.
CALL FOR SUBMISSIONS

Journal for Service-learning, Leadership, and Social Justice

International Undergraduate Journal for Service-learning, Leadership, and Social Justice Call for Papers.

VIEW THE JOURNAL

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

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

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

The Journal accepts Book Reviews on service-learning and social change. Book reviews should not exceed 2 pages and include Book Title, Author, and Publisher.

Submissions should be sent in Word format. DO NOT HAVE HEADERS OR PAGE NUMBERING.

Submit by e-mail to:
Ned Scott Laff
ned.laff@gmail.com

Jamie Opdyke
Community Director, University Housing
University of Oregon
Jopdyke@uoregon.edu

GRANT OPPORTUNITIES

Explorations in Diversity and Academic Excellence Grant Opportunity

Submissions for the next newsletter?

Our next newsletter will be focused on Innovative Applied Learning Experiences! We are looking for examples/stories of those new approaches to quality applied learning—those experiences that break the mold of the traditional off-site placement and have the potential to expand access to these valuable experiences. Some examples include on-campus employment experiences and virtual study abroad. In addition, we are looking for thought pieces on how campuses are working to address this issue—what approaches are being taken—even if there is currently not a well-established program in place. If you have any interesting stories or events surrounding this topic, 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 no more than one–two pages.

THE UMBRELLA NEWSLETTER