Hello Readers,

With the fall semester coming to a start, 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 Innovative Applied Learning Experiences. Most of the stories and events featured in this issue focus on new approaches to 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.

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

Happy Reading,
The Applied Learning Team
Teacher candidates at SUNY Buffalo State participate in multiple clinically rich field experiences, typically in the classroom of a mentor teacher at a local P–12 partner school.

Yet, international applied learning field experiences provide a unique opportunity to develop strategies for teaching culturally and linguistically diverse groups of students. However, there are many reasons why international field experiences may not be possible for all teacher candidates. Among these is a United States travel warning precluding student travel to Honduras. Recently, this led to an innovative applied learning field experience through a virtual school-university partnership with Moriah School in La Esperanza, Honduras. This applied learning partnership is housed in Buffalo State’s International Professional Development Schools Consortium. (See http://schoolofeducation.buffalostate.edu/ipds for details.)

Moriah School is a bilingual school where students are taught in both English and Spanish. Due to an unstable power grid and to scheduling difficulties, the applied learning field experiences have mostly been asynchronous. For example, teacher candidates design instructional activities specifically for Moriah students, and these activities are then implemented by teachers at Moriah. The instruction is typically captured in video, so the teacher candidates can view, discuss, and reflect. One class of teacher candidates produced resources to help secondary students with word problems, while another designed a series of elementary math activity centers.

This virtual applied learning partnership benefits Moriah School in numerous ways. From partnership interactions, school administrators learned more about U. S. textbooks, standards, and schools. The cross-cultural interactions resulted in the school administrators and teachers changing some of their traditional approaches to learning. Teachers began using newly learned pedagogical strategies, providing additional support for English learners, and purposefully planning for student engagement.

SUNY Buffalo State teacher candidates also grow professionally from the virtual applied learning partnership. Even though their contact with students and teachers in Honduras is not face-to-face, they grow in intercultural awareness. By creating instructional activities to be used with Moriah students, the teacher candidates gain authentic experience with strategies to support the English Learners at Moriah.

Our applied learning partnership with Moriah School has allowed for innovative research and development of instructional activities. For example, math activities involving movement on floor mats were developed and field tested in Moriah classrooms. These activities are currently being used by almost 200 teachers in Western New York, as well as at Moriah School.

A virtual international partnership is one innovative way to provide some of the benefits of international applied learning field experiences to teacher candidates who cannot travel. Despite the many challenges, it was still possible to build a virtual applied learning partnership that is responsive to the needs of both the school and the college.
Pacific Partnership is an annual deployment of forces from the Pacific Fleet of the United States Navy (USN), in cooperation with regional governments and military forces, along with humanitarian and non-government organizations. The deployment was conceived following the 2004 Indian Ocean earthquake and tsunami as a way to improve the interoperability of the region’s military forces, governments, and humanitarian organizations during disaster relief operations. Furthermore, it provides humanitarian, medical, dental, and engineering assistance to nations of the Pacific, and strengthening relationships and security ties between the nations. The deployment was based around hospital ship USNS Mercy. Other nations regularly contribute to the deployment. The 18th iteration of the annual multinational exercise Sea Breeze in Odessa and the Shiroky Lan training range in Ukraine. The exercise was held in the Black Sea and was co-hosted by Ukraine and the US. It involved the participation of air, land, sea and amphibious forces from 17 countries worldwide.

Exercise Sea Breeze 2018 offered high-end training to the participants and will help increase flexibility and interoperability, as well as strengthened their combined response capabilities. It was also designed to demonstrate resolve among the partner nation forces in order to provide stability in the Black Sea region. The exercise helps bolster regional security by providing training in different areas such as maritime interdiction operations, air defense, anti-submarine warfare, damage control tactics, search and rescue, and amphibious warfare. The US Navy assets participating in the exercise included the Blue Ridge-class command and control ship USS Mount Whitney (LCC 20).

Fleet Week is a United States Navy, United States Marine Corps, and United States Coast Guard tradition in which active military ships recently deployed in overseas operations dock in a variety of major cities for one week. Once the ships dock, the crews can enter the city and visit its tourist attractions. At certain hours, the public can take a guided tour of the ships. Often, Fleet Week is accompanied by military demonstrations and air shows. The City of Bismarck is an expeditionary fast transport that was a pre-initial operations capable vessel in a delivery test and trials period.

The Cooperation Afloat Readiness and Training (Exercise CARAT) is a series of annual bilateral military exercises conducted by the United States Pacific Fleet with several member nations of ASEAN in Southeast Asia. Currently, the navies of Bangladesh, Brunei, Cambodia, Indonesia, Malaysia, the Philippines, Singapore, Sri Lanka and Thailand participate. Objectives of CARAT include enhancing regional cooperation; building friendships, and strengthening professional skills.
Except when students from Bronx high schools enroll at Farmingdale State College, the College and this NYC borough may not have had much in common. Until now, thanks to the Department of Urban Horticulture and Design.

More accurately, thanks to Professor Stevie Famulari and 14 of her students who worked on a “green” design project that transformed an urban space into one that resembled a carefully manicured park. It started when Professor Famulari struck up a conversation with community entrepreneur, Henry Obispo. Obispo was creating a healthy-beverage shop - Born Juice – to be housed in an iconic South Bronx building in a markedly diverse neighborhood. And, one month later, the project would include FSC students charged with creating a “green” design.

“The project required the students to come up with design concepts, plans, details, perspectives, construction documents, materials boards, and design narratives for the site,” Professor Famulari said. “Since doing the Born Juice Bronx project, I have learned valuable skills that have been applicable to many other projects I’m doing now,” says Horticulture Technology Management major Kestner Linares. “Having a real client and real site makes a difference. Henry and the project he presented challenged us to design a space that works for his green vision. The Born Juice project gave me the push I need to get my feet wet in the field of landscape design.”

The project - which has been featured on a Bronx cable TV show - is ongoing, and now awaits an architect. So far, the students have produced interior and exterior designs. Choosing one, or grabbing pieces from different designs, is still to be determined. Completion of the project is many months away.

Commented Professor Famulari: “I have the pleasure of seeing our students work hard and be proud of their work, going above and beyond the scope of the project. It gives them an opportunity to fly with their ideas in a forum which is safe to learn. And they’re doing just that.”

Added student Nicole Varrone: “I loved working on the Born Juice Project. An urban space to design with plants and sustainable design - it was a blast. And to create something that was movable to allow the space to change over time - that is something that I think designers can do more of. The project made me really understand scale of urban space better, and how to think about designing sustainable for it.”

In spring 2018, the Institute for Civic Engagement created the Action Team, a self-directed group of interns whose jobs were to strengthen their skills while building the Institute’s capacity in three major projects: Cortland Votes, Marketing, and participation in the SUNY Cortland Cupboard.

The Institute’s director, John Suarez, ensures that interns have clearly-stated learning objectives. To strengthen his control over students’ learning, he relinquishes much of that control. He does so by giving interns the responsibility and authority for creating, promoting, and conducting those three projects. He serves as a resource for interns – printing posters and reserving meeting rooms, for example. Suarez says that, other than taking those steps, “I get out of their way!”

This organizational design unleashes students’ energy and creativity.

Linda A. Hill, the Wallace Brett Donham Professor of Business Administration at the Harvard Business School and chair of the Leadership Initiative, justifies this approach to innovation, pointing-out that “If you want your team to produce something truly original,” remember that “breakthroughs come when seemingly ordinary people make extraordinary contributions” (https://hbr.org/2010/05/leading-from-behind).
RESULTS FOR THE CAMPUS

These interns have made extraordinary contributions. In their first three semesters, they launched the Institute’s Instagram account (spring 2018), created a fourth project (Homelessness, in fall 2018), formed a new student group (Generation Votes, in spring 2019), and designed and conducted 20 events, including a panel discussion, two debates, three sandwich seminars, two fund-raisers, a Town Hall meeting with a 22nd Congressional district candidate, five deliberative dialogues, and a National Academy of Sciences Extreme Weather Event simulation.

More than 700 individuals, including people from the greater Cortland community, attended these events, many of which were civil, informed, and productive deliberations on controversial issues among people who held opposing points of view.

Interns also created steps to improve the Team’s operation, including designing an Excel-based inventory tool for the Cupboard, re-designing their bi-weekly résumé record to be simpler and more effective, promoting the Team’s events on the college’s CCTV, and instituting a more effective procedure for organizing Marketing Crew collaboration.

Faculty members asked Team interns if some of their students could participate in the SUNY Cortland Cupboard and Homelessness projects. (“Yes, of course!”) Faculty and staff also invited interns to partner with them on their initiatives. For example, four interns contributed to four Risk Management Office projects.

Across these three semesters, Action Team interns provided students with opportunities to become civically engaged, they helped increase the number of students who are interested in current issues, and they nurtured an atmosphere of respectful discourse.

RATIONALE

Like similar organizations on many other campuses, SUNY Cortland’s Institute for Civic Engagement is small (1.25 staff members), but it has ambitious goals that include conducting faculty-development activities, establishing new applied learning collaborations, collecting and assessing data, and providing students with ways of engaging in issues-oriented activities. The design of the Action Teams lets interns strengthen their skills and knowledge as they offer those issues-oriented activities.

Robert Greenleaf calls this organizational design a “servant first” approach. His explanation of differences between servant-first and leader-first strategies demonstrates the relevance of servant first:

*The difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? (https://www.greenleaf.org/what-is-servant-leadership)*

Action Team interns’ priority needs are being served, and anecdotal evidence suggests that interns are “freer, more autonomous, and more likely themselves to become servants.”

RESULTS FOR INTERNS

Interns report strengthened skills and self-confidence. For an example, the Team’s Homelessness coordinator, a Business Economics major, recounted a recent interview experience: “I realized that I’ve been able to connect my internship experiences to my profession. I feel a lot more confident.”

That strengthened confidence can also support students’ decisions to change their career paths. This same intern, a May 2019 graduate, said that this internship helped her think of a wider range of options in business economics: She had informational interviews with the CEO’s of two not-for-profits, and she is considering a career in the not-for-profit world.

In May 2018, a Political Science major in her junior year narrowed the focus of her planned career in politics to promoting voting rights. In that same year, a senior Communications Studies major sharpened her career focus from human resources to human resources in higher education – in which she is now employed.

Interns have already prepared for fall 2019. They have created a new Environmental Sustainability project that aims to dramatically cut the amount of waste created on campus. The Generation Votes president has been working with local elected officials to conduct a “This is how local government works” simulation and a “Meet the Candidates” event for September 2019, and Cortland Votes interns are partnering with a Secondary Education/Social Studies professor and her intern to help pre-service teachers learn how to use service-learning in their classes.

A May 2019 graduate, one of two interns who had been on the Team for its first three semesters, offered his reflection on his Action Team experience to the fall 2019 Team’s seven new members: “The biggest skill is taking the initiative. In high school, you’re told what to do, but in this Team, you can do whatever you want to do. That’s the greatest – and the hardest – thing about it.”
Teaching Students to Work Collaboratively Across Disciplines

Authors: Katrina Fulcher-Rood, PhD, CCC-SLP, Pamela Schuetze, PhD, and Kathy Doody PhD

No matter the profession, individuals will need to collaborate with multiple people across various disciplines to be successful in a career. Given this, college students will need to learn and experience what it is like to collaborate successfully with individuals who may or may not share their same professional perspectives and expertise. This is especially true for individuals in educational and health fields, as successful interdisciplinary collaboration could lead to the success of the assessment and intervention strategies used in these disciplines. While collaboration across the disciplines is imperative, college students currently receive educational experiences exclusively within their chosen field, and rarely have the opportunity to work across departments during their college experience. To respond to this, three professors, in different departments at SUNY Buffalo State, collaborated to create an applied learning experience for students to work with other disciplines while completing developmental screenings in community-based settings.

Students in a senior-level speech-language pathology course, a junior-level psychology course, and a graduate-level special education course were grouped and trained to complete developmental screenings for children in two community daycare settings. First, students were trained in the administration procedures for the Ages and Stages Questionnaire, Third Edition (ASQ-3). This screening tool used to screen the performance of children in the areas of communication, gross motor skills, fine motor skills, problem-solving, and personal-social skills. Next, students watched short videos that provided information about the roles and responsibilities of the various professions within which they would interact (e.g., speech-language pathologists, school psychologists, and special education teachers). Students were then placed in groups of 3 – 5, ensuring that at minimum one member from each discipline was in a group. Students were responsible for setting up a meeting with their group before they completed their developmental screening. At this meeting, students were instructed to discuss their responses on a collaboration survey and decide what roles they would have when completing their developmental screenings (e.g., test administrator, observer, note taker). After this initial prep work, students completed three developmental screenings for children of various ages at one of two community-based settings. For assessment purposes, students completed oral case presentations and a written assignment based on the findings of their developmental screenings.

Also, students completed four reflective journal entries throughout the applied learning project to reflect upon the skills they gained during the project and their perceived impact on the children and families they worked with.

To assess the effectiveness of this applied learning project, all students were given pre and post surveys focusing on their perspectives about collaborative work and knowledge of transdisciplinary teams. Survey responses and short answer responses were analyzed using quantitative and qualitative methods. For students across all three disciplines comfort increased in the following dimensions after participating in the applied learning project: working with young children, completing developmental assessment, and working on a transdisciplinary team. Also, post-survey responses showed that all students had an increased interest in working on a transdisciplinary team in their future career. Qualitative analysis of short answer responses showed growth across three areas: personal, professional, and...
community connection. Concerning personal growth, students described gaining confidence in themselves by working with the other students in their groups. Professionally, students reported having a better understanding of their future roles and responsibilities once entering the field. In addition, students discussed being able to select a career path that fit them after participating in this experience. Finally, students provided responses that described how participation in this project allowed them to be connected to their community and better understand the needs of other people.

I was approached two years ago by my colleagues to be part of this project. It was my second year at SUNY Buffalo State and as junior-level faculty I was unsure if I should take on a project that on the surface appeared to be a lot of effort and time. However, the types of learning experience that this project offered was ideal for my undergraduate speech-language pathology students. I knew that this type of work would benefit them not only as learners but as future professionals. I dived in and was surprised by how well this project transitioned into my current syllabus and objectives. While a lot of time and effort was spent at the beginning of the semester pairing students and creating the schedule, once this was set, the rest fell into place. It was wonderful to be able to draw upon the students’ experiences with this project for all other class lectures and activities. This made all course work feel more realistic and tied to professional scenarios. My positive experience with the project was echoed by students when reviewing the teaching evaluations. The majority of students stated that this experience meant a lot to them and was one they wanted more of during their college career.

In the beginning, I believed that this would be a transdisciplinary learning opportunity for my students, I didn’t know that it would also be an across discipline professional development opportunity for myself as well. By being part of this team, I have had the opportunity to collaboratively write manuscripts, book chapters, and conference proposals. In addition, my colleagues and I have presented this work at local and national conventions. I know that as a junior level faculty member, taking on new projects can be risky when we are unsure how it will impact our productivity in other areas or the ways it relates to tenure and promotion. Based on my current experiences, I would encourage all faculty members, no matter the rank, to think about adding applied learning to your classes. Not only does this type of work provide students with needed experiences to foster professional skills, it can also translate to your development as a teacher, researcher, and community member.
Taryn Rackmyer

Taryn Rackmyer, student at the University at Albany discusses her innovative applied learning experiences through her involvement in student organizations and internship experiences.

Taryn Rackmyer started her college career at Mohawk Valley Community College (MVCC), where she received associate degrees in accounting and public policy. Taryn is now a third-year undergraduate student starting her first semester at the University at Albany Rockefeller College in the public policy program. Taryn’s expansive community involvement started at a young age and followed her through college. In her two years at MVCC, Taryn was a youth mentor in the Kids and Coaches club, tutor for accounting and business majors, student assistant for the Corporate and Community Education office and the Student Services Help Desk, intern for Anthony Brindisi’s successful congressional campaign, performer in drama club productions, distinguished member of Phi Theta Kappa, and treasurer of the student government at MVCC.

Her work in student government soon led her to the SUNY Student Assembly. After tremendous work in a variety of roles, Taryn now serves as the Chief of Staff of the organization. The Student Assembly opened Taryn’s eyes, not just to her newfound passion for government and communications, but to the world of public higher education.

With strong pride in the SUNY system and zeal for advocacy, Taryn applied for the Digital & Social Media internship in the Government Relations and Marketing department at SUNY System Administration. In this role, she works on marketing initiatives, social media engagement, event planning, and writing for the SUNY blog. As a member of the government relations team, Taryn takes part in legislative planning with statewide leaders.

Taryn’s experiences in both the Student Assembly and the SUNY System Administration offices have provided her the unique platform to collaborate with students, faculty, and administration from SUNY’s sixty-four colleges, ranging from community colleges all the way to doctoral-granting institutes. Serving such a large, diverse population requires a globalized perspective, one that Taryn has developed through these exclusive opportunities.
In Other News

**UNDERGRADUATE RESEARCH EXPERIENCES AT COMMUNITY COLLEGES**

Author: Matthew Dembicki

A new conference this fall funded by the National Science Foundation will take a closer look at undergraduate research experiences at community colleges.

The American Association of Community Colleges (AACC) will host the conference November 20-22 in the Washington, D.C. area in collaboration with the Council on Undergraduate Research and the Community College Undergraduate Research Initiative, an NSF-funded project based at Finger Lakes Community College in New York.

With a growing body of research indicating that research opportunities for community college students improves their success — especially for underrepresented students — NSF wanted to have a meeting that would explore such programs.

“They are seeing a lot of innovation across the country and want to know more and provide a forum to share promising strategies,” said Ellen Hause, academic and student affairs program director at AACC.

**SEEKING WAYS TO EXPAND**

The idea for the conference came from last fall’s Advanced Technological Education conference in Washington, D.C., where NSF held a roundtable on the topic. The discussions piqued the agency’s interest in share promising practices. The meeting will bring together about 150 practitioners from the two- and four-year sectors, business and industry, local governments, nonprofits and students.

“We’re doing this as a think-tank type meeting, where they will strategically go into discussion sessions to provide recommendations about the key challenges and opportunities in the community college landscape,” Hause said.

That will include examining the benefits of implementing these types of experiences at community colleges, as well as what needs to happen culturally at a college. Community college faculty will play a key role in the discussions as they are involved in implementing these experiences at their college, Hause said.

A steering committee will select participants.

**DEVELOPING REAL-WORLD SKILLS**

NSF is looking at research experiences that are broader than traditional lab- or course-based projects, Hause said. Those include research focused on tackling real-world problems that also translates into employability skills.

For example, Monterey Peninsula College students, through the Marine Advanced Technology Education Center, are developing remotely operated underwater vehicles and using them to conduct research, Hause said. She also cited projects developed by students through the NSF-funded Community College Innovation Challenge (CCIC).

“That competition in itself raised the profile of the caliber of research students are doing,” Hause said.

(NSF and AACC are working to “re-envision” CCIC and hope to bring it back in a new form in 2020. AACC will talk with stakeholders, faculty and students and get feedback on how to structure the competition to garner more applications and affect more students and faculty.)

**NEW ONLINE EXHIBIT EXPLORES FIFTY YEARS OF SERVICE-LEARNING’S HISTORY AND EVOLUTION IN HIGHER EDUCATION**

Today Stanford Libraries released the online Service-Learning History Project archive. Curated by Tim Stanton, Seth Pollack and Josh Schneider the archive contains freely accessible and downloadable audio and video interviews, films and manuscripts and other documents, which tell the story of the emergence and ongoing institutionalization of the field of service-learning from its beginnings in the 1960s to the current time.

How should colleges and universities relate to social challenges? What
role should civic learning play in the education of college students? Should higher education study, theorize and conceptualize; or, should it also act and engage with communities to foster social change? These are some of the questions that service-learning educators have been wrestling with over the past fifty years. In 1995, thirty-three early adopters of service-learning came together at the Wingspread Conference Center in Wisconsin to discuss their roots, their aspirations, their concerns and the challenges they faced as service-learning emerged as a viable educational practice in the 1960s (Wingspread 1995).

Then in 2017, the Service-Learning History Project convened a second meeting in Colorado, bringing together not only early pioneers who continue to work in the field, but also younger service-learning practitioners, researchers and advocates in the U. S. and internationally (Gathering 2017). The purpose of this gathering was to engage in critical, cross-generational review and reflection, to identify and address the field’s current challenges, and to deepen understanding of how incorporating community service into the life blood of academic institutions improves instruction, empowers communities and enhances the civic life and skills of young people.

Now, documentation of these two seminal meetings is accessible in the new exhibit: The Service-Learning History Project Archive. This archive contains audio and video recordings of these two meetings, documenting service-learning practitioners’ reflection on their practice and the state of the field. Together, they explore the field’s emergence and ongoing institutionalization over the past fifty years — from its beginnings during the social upheaval of the 1960s, to its current efforts to enhance higher education civic engagement. The archive also contains other items (documents, videos, etc.) collected over the years that further shed light on the emergence and institutionalization of service-learning in higher education. As efforts to extend and expand the archive are ongoing, the curators welcome additional historical contributions.

We gratefully acknowledge the encouragement and support of the following sponsor organizations, without which this project could not have been established, undertaken and archived: Campus Compact, California Campus Compact, Campus Compact of the Mountain West, Einhorn Family Charitable Trust, Stanford University Haas Center for Public Service, and The Talloires Network.

We are also grateful to Stanford Libraries, and the staff of Stanford University Archives & Special Collections, for partnering in the creation of this exhibit, including the creation of metadata, and instruction in the use of the Spotlight at Stanford exhibit software.

Tim Stanton is senior engaged scholar for Ravensong Associates. At Stanford University was founding director of the Bing Overseas Studies Program in Cape Town, co-founder and director of the Scholarly Concentration in Community Health at Stanford Medical School, and associate director and director of Stanford’s Haas Center for Public Service.

Seth Pollack is the founding director of the Service Learning Institute, California State University, Monterey Bay.

Josh Schneider is assistant university archivist, Stanford University Libraries.

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UPCOMING EVENTS

Collaborating for Student Success 2019: Advising, Applied Learning and Student Success Summit
When: October 28-30, 2019
Where: The Desmond Hotel, Albany, NY

Student success is a primary goal for every institution of higher education. Achieving the outcomes we desire is a complicated process and requires the commitment and collaboration of staff and faculty across campus. As SUNY is building capacity and best practices for individualized education featuring campus and student leadership/models/methods, our communities of practice have joined together to facilitate collaboration, networking and sharing of ideas to improve offerings across the state. This summit will bring together three SUNY communities of practice - Student Success, Applied Learning and Advising. We are requesting proposals on topics relevant to student success, applied learning, and advising.

This summit will bring together three SUNY Communities of Practice - Advising, Applied Learning, and the Student Success Network. The conference will offer a range of interactive sessions and workshops for a variety of audiences including faculty, staff, students, administrators and community and industry partners. It is open to SUNY and non-SUNY participants.

Registration Costs:
SUNY: $80
Non-SUNY: $150

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

Registration is now open for NYSCEEA’s 2019 Conference
Experiential Education: Looking Through a New Lens

NYSCEEA’s One-Day Conference is a wonderful opportunity for professional development for a modest fee!

• Keep current with trends in experiential learning and career development.
• Learn from industry experts and your peers.
• Share your best practices and innovations through conference presentations and networking.
• Build your professional network and name recognition in your field.

National Society for Experiential Education (NSEE) Annual Conference
When: September 23-25, 2019
Where: St. Pete Beach, Florida

NYSCEEA’s One-Day Conference is a wonderful opportunity for professional development for a modest fee!
International Virtual Exchange Conference
When: October 25-26, 2019
Where: Tacoma, Washington

The 6th Global Service-Learning Summit
When: November 3-5, 2019
Where: Clemson University, South Carolina

Please join the only network exclusively dedicated to ethical, community-based global learning, The Globalsl Network, for its 6th Summit, November 3 – 5, 2019, at Clemson University. Poster presentations are now being accepted through the Call for Posters.

Scholarships are still available for community organizations and colleagues representing the Global South. Keynotes and plenaries will focus on Asset-based Local Engagement and Inclusive Community Building in the United States, On-Campus Organizing to Ensure Ethical Engagement in Health-Related Environments around the World, and The Praxis of Engineering: Theory and Value-Driven Practice. A full program is forthcoming; the overall schedule is available here. Be sure to book your accommodations and travel soon.

Founded nearly a decade ago, with the aim of improving quality in community-campus partnerships advanced in the name of global citizenship, The Globalsl Network now represents more than 15 institutions concerned with best practices and transformative outcomes. These institutions are small and large, including a broad diversity of higher education institutions and nonprofit partners.

Keynote presentations at the Summit include:

- **Asset-based Local Engagement and Inclusive Community-Building** with Laura Barbas-Rhoden, Ph.D., Professor of Spanish, Wofford College, Founder of Alianza Hispana of Spartanburg; Araceli Hernández-Laroche, Ph.D., Associate Professor of Modern Languages, University of South Carolina Upstate, Facilitator of Alianza Hispana Spartanburg; Natalia Valenzuela Swanson, Program Director – Healthy Eating | Active Living, Mary Black Foundation, Alianza Hispana Spartanburg Steering Group Member; and Sandra López ’21, Wofford College

- **On-Campus Organizing and The Great Breadth of Health-Connected Activities: Advancing Ethical Engagement before Students Depart**, with Nancy E. Glass, Ph.D., MPH, RN, FAAN, Professor, Associate Director, Johns Hopkins Center for Global Health, Independence Chair in Nursing Education; Shailey Prasad, MD, MPH, Executive Director, Center for Global Health and Social Responsibility, University of Minnesota; Virginia Rowthorn, JD, LLM, Executive Director, Center for Global Education Initiatives, University of Maryland Baltimore; Tricia Todd, MPH, Director, Pre-Health Student Resource Center, University of Minnesota

- **The Praxis of Engineering: Theory and Value Driven Practice**, with Caroline Baillie, Ph.D., Professor of Praxis, Integrated Engineering, University of San Diego, Co-founder of the Engineering, Social Justice, and Peace network and Co-director of the not for profit ‘Waste for Life’; Debbie Stein, Kumeyaay Language Program Coordinator and STEAM (Science, Technology, Engineering, Art and Math) teacher at the Viejas Indian Reservation, home to the Viejas Kumeyaay Nation in the southern Laguna Mountains of San Diego County.

Concurrent sessions include scores of faculty, staff, community members, and students cooperating to advance best practice global learning and community-campus engagement.

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

Equity-Minded Pedagogy Webinar
Our next webinar will be held on September 23, 2019 at 4:00 EDT/3:00 CDT/2:00 MDT/1:00 PDT/10:00 HST. The topic is Equity Minded Pedagogy and will be hosted by Dr. Carleen Vande Zande and Dr. Fay Yokomizo Akindes of the University of Wisconsin System. Details for the webinar are below.

September 23 Webinar Description:
This Webinar extends July’s NASH-sponsored Webinar by addressing professional development in equity-minded pedagogy for faculty and instructors and builds upon recent engagement at institutions related to designing equity-minded HIPs. Speakers from the University of Wisconsin System identify ways that its long-standing professional development programs have been adapted to integrate equity minded pedagogy. It is a long-term process with no end date. Equity is a holistic mindset that extends beyond the classroom and encompasses all aspects of an institution. Borrowing from our Canadian colleagues, we consider a 4-M framework to contextualize equity minded pedagogy (Wuetherick and Yu, 2016) and the relationship between the four spheres.

Micro – Individual faculty and instructors  
Meso – Centers for Teaching and Learning, and Departments  
Macro – UW System’s 13 institutions and branch campuses  
Mega – Statewide (UWSA) and nationwide (NASH)

Outcomes: Participants will discuss how to infuse equity content into new models of professional development.
Handbook on Participatory Action Research and Community Development

Edited by Randy Stoecker, University of Wisconsin-Madison, and Adrienne Falcón, Metro State University Edward Elgar Publishing

In what ways is participatory action research (PAR) important to the success of community development (CD)? What are the best strategies for combining the two practices? We are seeking proposals for articles about the intersection of CD and PAR. Articles can be theoretical, conceptual, or analyses of projects combining CD and PAR.

To learn more, or to submit a proposal, please send an abstract of 250-500 words to either Randy Stoecker at randystoecker@yahoo.com or Adrienne Falcón at adrienne.falcon1@gmail.com by September 10, 2019.

ABOUT THE COLLECTION

As much as the literature on PAR expands, we still do not know much about how to best link participation, research, and action for maximum impact. Similarly, in the field of CD, we lack an understanding of the role that knowledge production plays in developing communities. This volume will simultaneously address those two gaps.

We are seeking original papers from all parts of the globe and, consequently, are using definitions of PAR and CD that are inclusive of global south and global north practices. We use PAR as a generic term for all research that is guided by and generates knowledge for use by civil society groups or organizations or local community projects. It includes practices that go under many other names. We use CD as an inclusive term for projects focused on the physical, cultural, environmental, and social development of rural and urban communities that are led by community members.

The ideal paper will be about 10,000 words (inclusive of references, tables, etc.) and will tell the story of how CD and PAR have come together to improve communities, discussing both outcomes as well as processes. Papers need not be empirical, but all papers (including conceptual and theoretical papers) need to be accessible to a wide audience. We welcome papers written by activists, practitioners, community members, and academics. Contributing authors will be asked to submit a full draft by February 1, 2020, with a final draft due in fall of 2020. Authors will also peer review each other’s work.

If you are interested, please submit a 250-500 word abstract that fully summarizes your proposed paper to Randy or Adrienne by September 10, 2019. This is a firm deadline and we will expect authors to meet all deadlines throughout the process.

High Impact Practices in the States National Conference Call for Proposals

We are pleased to release this Call for Proposals for the 2020 High Impact Practices in the States national conference to be held at Texas A&M University in College Station, Texas on February 18-21.

All information pertaining to the conference including the proposal submission system, conference registration, keynote speakers, and final conference program will be posted at hips.tamu.edu.

The proposal submission system is now open. The deadline for submission is October 1, 2019 at Noon central time.

We look forward to seeing you soon!
National Education
Association
Foundation Grants

*Deadline: October 15, 2019
*Preference is currently given to projects that incorporate STEM and/or global learning

Workforce Development
Initiative Consolidated
Funding Application

The Workforce Development Initiative (WDI) invests $175 million throughout New York State for innovative, creative, and regionally customized workforce development projects. Awards under this new Consolidated Funding Application (CFA) will support strategic regional efforts that meet businesses’ short-term workforce needs, address long-term industry needs, improve regional talent pipelines, enhance flexibility and adaptability of local workforce entities, and expand workplace learning opportunities. The workforce CFA consists of dedicated funding across multiple state agencies and authorities. Regional Economic Development Councils (REDCs) will play a critical role in recommending projects in accordance with their region’s economic and workforce development plans.
Submissions for the next newsletter?

Our next newsletter will focus on internships. We are looking for examples of high-quality student internship experiences, as well as stories from faculty and staff about supporting student learning in these experiences. Specifically, we’d like to receive information on how to structure collaborations between students, internship sites, and faculty members to ensure that learning outcomes are achieved and successful partnerships are developed/maintained. Beyond this focus area, we welcome submissions from students and staff about any other type of applied learning. 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 usually two or fewer pages.

NSF Scholarships in Science, Technology, Engineering, and Mathematics Program- National Science Foundation

Deadline: March 25, 2020

A well-educated science, technology, engineering, and mathematics (STEM) workforce is a significant contributor to maintaining the competitiveness of the U.S. in the global economy. The National Science Foundation (NSF) Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) program addresses the need for a high quality STEM workforce in STEM disciplines supported by the program and for the increased success of low-income academically talented students with demonstrated financial need who are pursuing associate, baccalaureate, or graduate degrees in science, technology, engineering, and mathematics (STEM) [6], [16]. Recognizing that financial aid alone cannot increase retention and graduation in STEM, the program provides awards to Institutions of Higher Education (IHEs) to fund scholarships and to advance the adaptation, implementation, and study of effective evidence-based curricular and co-curricular activities that support recruitment, retention, transfer (if appropriate), student success, academic/career pathways, and graduation in STEM. The S-STEM program encourages collaborations among different types of partners: Partnerships among different types of institutions; collaborations of STEM faculty and institutional, educational, and social science researchers; and partnerships among institutions of higher education and local business and industry, if appropriate. The program seeks: 1) to increase the number of low-income academically talented students with demonstrated financial need obtaining degrees in STEM and entering the workforce or graduate programs in STEM, 2) to improve the education of future scientists, engineers, and technicians, with a focus on academically talented low-income students; and 3) to generate knowledge to advance understanding of how factors or evidence-based curricular and co-curricular activities affect the success, retention, transfer, academic/career pathways, and graduation in STEM of low-income students. The STEM disciplines supported by the S-STEM program include:

- Biological sciences (except medicine and other clinical fields);
- Physical sciences (including physics, chemistry, astronomy, and materials science);
- Mathematical sciences;
- Computer and information sciences;
- Geosciences;
- Engineering; and
- Technology areas associated with the preceding disciplines (for example, biotechnology, chemical technology, engineering technology, information technology, etc.)

The S-STEM program particularly encourages proposals from 2-year institutions, Minority Serving Institutions (MSIs), Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), tribal colleges, and urban public and rural institutions.

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