Hello Readers,

With the New Year right around the corner, we have so many exciting updates, upcoming events, and system-wide thought pieces to share with you.

We appreciate our loyal readers and those who have submitted thought-provoking campus stories. For this issue, we’re pleased to highlight undergraduate research. Most of the stories and events featured in this issue have a research focus.

We know and support the importance of keeping SUNY students engaged as researchers. Of the 167,017 SUNY students enrolled in applied learning during the Summer/Fall 17 Winter/Spring 18, 36,410 SUNY students participated in research.

Happy Reading,

The Applied Learning Team
There are applied learning opportunities, and then there are applied learning opportunities! Such is the case for Nida Rajput and Bingying Xia, bioscience physics research students at Farmingdale State College.

What makes their project so special is that not only are they working on developing new and faster ways to discover materials that will contribute to the next generation of energy sources, but are working alongside scientists from Stony Brook and Columbia universities, Brookhaven National Laboratory, and Oak Ridge National Laboratory.

Nida and Bingying are working at the GENESIS Center, a multi-institutional, multi-disciplinary research center housed at Stony Brook University and funded by the U.S. Department of Energy. They were selected for the program by Dr. Jack Simonson, assistant professor of physics at Farmingdale, after they approached him about joining the project. Both had previous research experience, and that caught Dr. Simonson’s eye.

“The best part of my job is working with these students,” Dr. Simonson said. “Participating in undergraduate research showed me the path that led to my career, and I hope it does the same for them. Can you imagine being 18-22 years old and discovering an entirely new material, never before known to man? These students have already done just that.”

And they have been stretched in the process.

“I’ve always wanted to pursue a career in science,” said Bingying. “However, I didn’t know what direction to go and the GENESIS project allowed me to have a laboratory environment to work on a project with fellow collaborators.”

“We had to step away from our comfort zone in growing crystals using traditional methods we were comfortable with, and had to integrate concepts from other scientific disciplines to become closer to attaining our goal. This is inevitable in the learning process,” Nida said. “The GENESIS Project has helped me realize how much goes into conducting scientific research, and that failures are inevitable in the learning process.”

What won’t be a failure, said Rena Varghese, executive director of Farmingdale’s Nexus Center for Applied Learning and Career Development, will be the students’ efforts to turn their research experience into rewarding careers.

“Working directly with experts in the field, Nida and Bingying are not only involved in cutting-edge research, but they are also distinguishing themselves in the job market to employers who are looking for candidates with real-world experience.”
Taking Undergraduate Research to the Next Level

Students have several options for undergraduate research at Columbia-Greene Community College, including the summer course: River Ecology. This intensive 8-day course takes students to the Hudson River Field Station and other related ecosystems and waterways. After devising a research question and gathering data, the students prepare scientific posters and presentations for the grand finale Science Symposium. This Symposium is advertised to the local community as well as the student body.

This year, Professor Rebecca Pinder partnered with Kelly Ann Radzik, Director of Applied Learning and Job Development, to provide students with an additional level of feedback regarding their research projects. Several local organizations were consulted, and a panel of environmental professionals was established. This panel provided one-on-one feedback to each research team, asking questions such as “Based on your results, what additional research is needed in this area” and “What changes would you make in your experimental design?”

“I was very impressed with the students, the River Ecology class, and all that CGCC has to offer in the way of Environmental Studies!” said panelist Heidi Bock. Bock is the Stewardship and Education Manager for the Columbia Land Conservancy. Also in attendance were representatives from Mohonk Preserve, New York State Sea Grant, and Oakdale Lake (Hudson Department of Youth).

Student research projects covered a wide array of topics, including: Nitrates and Crayfish Species Diversity, Water Quality and Spring Salamander Abundance, and The Effect of Dissolved Oxygen Levels on Blacknose Dace and Brook Trout Communities. Research sites from around the Catskill Mountain and Hudson River region included: Ten Mile Creek, Catskill Creek, Becker Hollow and Roaring Kill.

“The panel was an exciting new feature for the students,” said Professor Pinder. “It was incredibly valuable for them to receive feedback from respected professionals from the field. This is something we plan to continue, and look forward to new partnerships, with organizations like Hudsonia and the Carey Institute for Ecosystem Studies.”
Cayuga Community College Honors Study students participate in SUNY’s Undergraduate Research Conference

Cayuga Community College Honors Study students are required to take a capstone seminar to complete the program. In spring 2018 sixteen students from Cayuga Community College attended the SUNY Undergraduate Research Conference with their faculty mentors Sheila Myers and Paul Nolan. They presented their capstone research in the poster session on the Monroe Community College campus. It was a thrilling event for the students. They learned how to develop poster presentations of their research papers, practiced communicating their findings, and developed valuable skills in presenting evidence for their viewpoints in a respectful and engaging manner. The poster session was well attended and participants made a point of interacting with all of the students. Afterward, the posters were brought back to campus where students presented them again at a Honors Study reception in the library on campus. This was the first year students from Cayuga Community College honors study program participated and we plan to make it an annual event.

New Center for Undergraduate Research and Creative Engagement (CURCE) opened at UAlbany

The University at Albany recently launched the Center for Undergraduate Research and Creative Engagement (CURCE, pronounced kur-see), in October, 2018. CURCE continues the work of the office previously known as “Undergraduate Research” at the university. Its mission is to encourage and facilitate undergraduate student participation in research, scholarship, and creative activities. The center serves students from all majors, from life sciences, to the social sciences, to the arts and humanities. The center offers year-round events geared toward finding opportunities, research training, and public presentation, and sponsors the UAlbany Undergraduate Research Conference held annually the last Friday in April. CURCE offers two new funding programs to support undergraduate research or creative projects, including the Situation Interactive Prize for Experience Research and the Sorrel Chesin Research Award, and we administer the President’s Award for Undergraduate Research Excellence. The center also directs students toward other university, regional, or national funding programs. CURCE was founded by Jeanette Altarriba, the Vice Provost and Dean for Undergraduate Education, and it is housed in the Undergraduate Education office on campus. The center looks forward to continued growth and advancement of undergraduate contributions to excellence at UAlbany. More about CURCE can be found on our website: https://www.albany.edu/undergrad-research/
In the search for new therapeutic targets, our undergraduate students have been an integral part of ICaRE’s research. The discovery of potential therapeutic targets that are exclusively expressed in advanced prostate cancer disease has been a focal point of our research. The students are excited to find themselves growing from inexperienced learners to expert time managers, juggling classes, and clubs and meeting experimental timelines. They learn to work in teams that effectively expedite the project. They enjoy owning a project and taking responsibility for planning it. They learn to communicate and present their findings in state-wide and national conferences, often returning to campus as the proud recipients of accolades and honors. Moreover, this experiential learning includes the option to earn course credits within their respective degree programs. The research experience also often advances their project work in the capstone Senior Seminar courses.

The contextual significance of the work for the undergraduate students of ICaRE speaks for itself. Prostate cancer (PCa) affects one in six males in their lifetime, and it is the second leading cause of cancer death in men in the U.S. The five-year survival rate is 28% in patients with prostate cancer metastatic disease. The study of Hexim1 functions in different pathological conditions has led us to further establish the critical function that Hexim1 modifications play in cancer progression. Our studies have indicated that phosphorylated Hexim1 is present in high Gleason Score human prostate cancer. Furthermore, our studies have discerned that conserved structural motifs in the Hexim1 protein are phosphorylated by JAK2 kinase, (Susan Ramirez, Sameha Tariq, Yuvraj Singh). Recent results show that DU145 cells overexpressing mutant YXXL motifs were not able to form tumor-like spheroids as compared to wild type DU145 cells. (Nadia Hameed, Awa Sow, Sarah Sadik, David Korn, Kristelle Pierre)

Small Molecules targeting Hexim1 have been identified using Bioinformatics approaches and tested for effect on cancer cell migration. Indeed, mouse prostate tumor cell lines (TRAMPC2) and human prostate tumor cell lines (DU145) have marked reduction in their ability to migrate across a matrix barrier in the presence of these molecules (Richa Shah, Joseph Park, Payal Naik, Sameha Tariq, Susan Ramirez, selected for pitch to investors at Entrepreneurship Lab (elabny) Bio & Health Tech).

At SUNY Old Westbury the creation of ICaRE has fostered increased interaction between a diverse group of faculty and students. There are several other faculty investigators researching various aspects of cancer biology and chemistry. The collaborative scope of study, and opportunity for student research assistants, has expanded the applied learning capacity since ICaRE’s beginnings. For example, ICaRE is exploring in greater detail the molecular mechanisms that link obesity to prostate cancer, and the potential of nanomolecular complexes for therapeutic drug treatment. Another laboratory is interested in mechanistic studies on enzymes that are important therapeutic targets in various cancers (Leidy Gomez, Ishmael Moya, Melody Young).

Throughout this exciting research journey at SUNY Old Westbury, our laboratories has also provided undergraduate students opportunities to gain leadership experience, as well by hosting high school students in the summer for an immersive research experience with various faculty. Undergraduate students get a chance to mentor the high school students and pass on the skills they have acquired in research. It is gratifying when I realize that this was done at a four-year college with the participation of undergraduate students.

Although we have had to work with limited resources, these challenges have brought other types of creativity and innovation in setting up the research laboratory at SUNY College at Old Westbury. Collectively, this has been rewarding for both students and mentors.
Our 2018 SUNY Applied Learning Conference was held in Tarrytown, NY, and here are a few highlights!

**SUNY APPLIED LEARNING CONFERENCE**

- 240 attendees
- 140 presenters
- 35 student presenters
- 64 workshops, sessions, and presentations
- 48 campuses represented
- 10 other national systems of higher education in attendance
- 30 community partners or other non-SUNY institutions
- 17 PIF AL COP campuses were in attendance*

*They had their annual convening and shared their work with the larger applied learning community.

This year’s keynote was Dr. Jillian Kinzie, Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Indiana University School of Education.

Two student musicians (pianist and saxophonist) from Westchester Community College played during the reception of the conference.

**2018 CONFERENCE RECORDINGS**

- **Thursday 11/1, 9:30 a.m.**
  Maritime College Color Guard Presentation / Welcome by SUNY Provost, Dr. Tod Laursen

- **Thursday 11/1, 2:00 p.m.**
  Keynote Speaker, Dr. Jillian Kinzie

- **Friday 11/2, 8:15 a.m.**
  Morning Remarks

**GOOGLE DRIVE**

You will find – and we continue to add – helpful conference resources such as PowerPoint presentations and session handouts.

**THE UMBRELLA NEWSLETTER**
Engaging Community College Students in Undergraduate Research Experiences

James Hewlett, Professor of Science and Technology and Director of Biotechnology and Biomanufacturing at Finger Lakes Community College, understands that one of the biggest problems facing access to undergraduate research in community colleges is the fundamental lack of an undergraduate research culture. In the National Survey of Student Engagement (NSSE) and its community college counterpart (the Community College Survey of Student Engagement or CCSSE), students at four-year institutions are asked about their engagement in research projects which students at two-year institutions are asked about their participation in remedial course work. This very small difference in a survey question reflects the significant barriers to community college faculty and students participating in undergraduate research efforts. These barriers exist at an institutional and systemic level including public misperceptions and stigmas related to working or attending a community college.

In 2001, Professor James Hewlett and his colleagues at Finger Lakes Community College conducted a study to better understand the barriers and uncover strategies to developing Undergraduate Research Experiences in the community college setting. This study resulted in a set of principles for integrating research experiences into a community college, which were tested at FLCC and six partner institutions with support from the National Science Foundation. It was out of this pilot that the Community College Undergraduate Research Initiative (CCURI) was born.

CCURI is a national network of 115 community colleges in 39 states and two countries. The model, which involves engaging students from the moment they enter the classroom, employs a case study method of instruction in freshman coursework. The CCURI writing team develops cases that instructors can use to teach basic scientific concepts within the context of an ongoing research project. Students are then given an opportunity to explore those projects as either a CURE (Course Undergraduate Research Experience), a SURE (Summer Undergraduate Research Experience) or a PURE (Program Undergraduate Research Experience). The growing CCURI network has become a rich source of collaboration on both the curricular and research side of the CCURI model. This network represents the third level of the CCURI model. In this level, students are connected to research opportunities and prospects to transfer their experience to a four-year institution as they continue to pursue their STEM career.

CCURI partner colleges have ongoing research projects in multiple STEM disciplines including the biological sciences, Chemistry, Biotechnology and Environmental Science. An example of a project undertaken by CCURI is the DNA Barcoding Research Project. In 2013, CCURI collaborated with faculty at University of California San Diego to bring the protocols used in the San Diego Biodiversity Project to CCURI partner colleges. Since the initial workshop in 2013, numerous CCURI partner colleges have used the San Diego Biodiversity Project protocols in the development of biodiversity projects on their own campuses. In 2015, the CCURI expanded the barcoding biodiversity project...
to include plant barcoding, offering training and protocols for both plant and arthropod barcoding, adapted to the needs of community college faculty and students.

The CCURI project is not only aimed at improving student retention and completion, but also in ensuring that community colleges have an equal place in undergraduate research efforts and reforms in STEM education. Community college participation in undergraduate research continues to grow and through projects like CCURI, successfully changing the face of STEM education at the undergraduate level.


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**Common Problem Pedagogy & Political Economy of the Adirondacks**

*By Heidi Inderwies, Student at SUNY Cortland*

As part of a field study, supported by the Common Problem Pedagogy project, our class met in the Adirondacks for some applied learning about the political economy of the area. We teamed up with the HIST 429 History of the Adirondack Tourism, and visited sites built in the 1800s, went to a museum telling us all about the history of the area, and also got some firsthand accounts of what it is like today living in the Adirondacks. We were tasked with studying the Adirondack region and looking for social and environmental issues that Political Economy and History could address. Then, we created a proposed solution to solve one of the problems we identified and wrote a grant proposal for initiating the solution.

Looking at the history of the Adirondacks, we saw how much growth it had during a time when people wanted to explore nature. The area was developed by the wealthy or exploited for its resources by corporate offices for a profit in lumber or minerals. Homes began being built and people worked hard just to make ends meet. Upon visiting Camp Huntington, a National Historic site, we saw how the style of the camp was influenced by how people thought of the area. The Japanese-style design of the windows emphasized the romanticism of nature. A large part of the interior decoration was made from things found in nature, such as wood, bark, deer hooves, or bear hide. It helped them connect more strongly to nature.

We also visited the Adirondack Experience Museum. While there, we learned how much tourism contributed to the development of the area. It brought in people to produce income for the locals living there and generate profit for the businesses. Today, it is a huge part of what keeps the Adirondack economy fueled. It touched on the hardships faced by those who stayed in the area. Some families have to work extremely hard just to survive.

Upon visiting each of these sites, we saw two major sides of the Adirondacks. One was the use for developers. They saw the Adirondacks as a place for profit. Many raw materials were available in the area and the developers wanted to exploit it. The logging, fishing, and mining industries had the most to gain from the land. On the other hand, some people wanted to protect the natural beauty of the Adirondacks. They saw the area as a way to escape from the hustle and bustle of life in the cities. To them, the land was a place to enjoy with hiking, fishing, or boating. It was a beautiful land to be protected and preserved. These two different views have led to a long dispute in the purpose of the Adirondacks; public or private?

Each of the places we visited tied into our class readings about the Adirondacks. We read about the history and how the area was developed. The stories of the people who lived in the area and struggled for survival were a recurring theme. We read about the hardships faced by many of the loggers and miners, where poor working conditions and little pay were not uncommon. Another major point we came across in the readings, the Adirondack Experience Museum, and the camp Huntington tour was how important tourism was for the area. It helped the economic growth and development of the Adirondacks, which was especially critical to the people living there. Today, tourism is just as important. Many towns are trying to increase the flow of tourists to keep business open and support the preservation of the land. Along with that, we read about the difference in views about the Adirondacks, which reflected on what we learned in the field. Some people wanted to make money off it, while others saw it as a way of escaping to nature, a place that should be preserved.

One of the most enlightening experiences of our Adirondack immersion was talking with the locals. A firsthand account about what life is like in the Adirondacks and what issues people face was very informative. One local, Mitch Lee, a lifelong Adirondacker, a storyteller, and a department head of Parks and Buildings in Inlet, NY had many stories about what life is like in the Adirondacks, specifically in his hometown. He told us about what problems he sees in Inlet and the surrounding of the area. Additionally,
Mr. Lee discussed measures his town is taking to improve it. He mentioned that there is a lack of private property due to how expensive it is. The local workers barely make enough money to live in the Adirondacks without working long hard hours. Another point is the near absence of internet connectivity in the area. This makes it hard for businesses to advertise for tourism, the main source of income for many people there. Mr. Lee told us a great deal about what connectivity has done for his town. It used to be very difficult for the businesses to attract tourists. So the town of Inlet decided to make a change.

They brought in tourism specialists as part of a “Master Plan” as Mr. Lee described it. It was a “solution that looked at their 5, 10, and even 20-year goals. The tourism professionals made all the decisions about what type of events the town would put on, how to implement them, and how it would help improve Inlet”. This led to a drastic improvement in the town. “Next thing we knew, the hotels were booked for week-to-week stays and people were coming back annually or more. They built loyalty brands for hotels and restaurants. The Adirondacks became a second home for people.” The plan had “changed the nature of what the town had been doing.” They also implemented a tracking system that looked at what people did while they were there and what they thought about it. Overall, the newly available connectivity helped improve and clean up the town. Mr. Lee also mentioned that there was a need for connectivity for better access to medical and emergency teams. It could be difficult for residents to get to a hospital very easily and services could not be accessed quickly or reliably. These were some very strong points and crucial pieces of information provided by Mr. Lee.

Back in the classroom, we reflected on what we learned. After much discussion about the research we conducted regarding the Adirondacks, we decided that the most prominent problem was a lack of internet connectivity. Due to this, other issues in the Adirondacks may be difficult to address. For instance, schools in the Adirondacks may struggle with enrollment. Students have less access to help, such as tutoring, example questions, or other online resources. One of our other main points was the need for connectivity for emergency services. As Mitch Lee explained, there is a strong need to be able to get a hold of an ambulance, or hospital, or police. An advantage of connectivity could also be that businesses could get better access to tourism, as demonstrated by Inlet. Our group came up with a grant proposal to conduct research on how to best provide a connection for the people in the Adirondacks. It would consist of surveys, consultants, and data from hospitals, hotels and businesses. They would look for the least invasive way to set up a connection for the area, whether it be satellite, cell towers, drones, or some other way. There would need to be a control group of a location not as well connected to compare with a place that is, such as Inlet for example. We would gather reports from the researchers about how the area was improving or degrading. Many different groups, such as businesses, corporations, property owners, and others, would be involved in the surveys to see what locals think about it. Public and private sectors should work together securing connectivity to ensure a successful outcome in the Adirondacks.

Overall, the experience was very fulfilling. Pairing in-depth classroom learning about the Adirondacks and on-site research and observations provided a deeper understanding of the problems the region was facing. Next year, we would hope to see more connections being made. Maybe by adding a chemistry or geology class to study the state of the environment could help get an even better look at the area. They could look further into what connectivity would do for the Adirondacks and how to implement the plan that is least invasive. It would be a highly rewarding class for students to take who not only wish to learn more about the Adirondacks, but also those who look for a learning experience that combines in class learning, field work, critical thinking, and lots of in-depth learning in a whole new way. The class being taught in the Adirondacks allows for the students to lead classroom discussions and make their own decisions about what direction to take. It also combines skills of independent learning and teamwork. In conclusion, this class is one of the best I’ve ever taken, and students should seriously consider taking a class such as this that challenges the way they think and learn.
STUDENT SPOTLIGHT

Written by: Amanda Hellwig ’19
University at Buffalo

“I came in knowing nothing.” And yet, Charles has gone on to do great things with research, including participating in an NSF-funded program at the University of Miami. He believes everyone can do research. Check out his inspiring story!

Charles Steuerwald is not your stereotypical chemical engineer. He’s actually one of the chattiest, most articulate scientists you’ll ever meet, and his excited tone perfectly matches his inspiring story.

Charles’s journey in research started less than a year ago, when he and a friend were looking for internships and research positions to start during winter break. “We went to CURCA [Center for Undergraduate Research & Creative Activities] because we heard they could help us out. Tim [Tryjankowski] recommended that we apply online. I emailed ten of the professors, had interviews with two, and chose my current position from the two offers.”

As for what it’s like starting a research position, he says, “I came in knowing nothing, but you learn it as you go. It was definitely a challenge—the learning curve was big—but then you become the expert of your group, which is really great.” When speaking at conferences, “It’s like you stand up in a room of nerds, and you’re the head nerd for your topic. And PhDs are just coming at you with their nerd questions. It’s so much fun!”

Charles was able to have experiences like presenting at conferences due to the support of CURCA. In addition to connecting him with the position that gave him the research experience he needed to develop his passions and career goals, CURCA also helped fund his research project, culminating in a paper and poster presentation at the Celebration of Student Academic Excellence. Leveraging these experiences at UB, he applied for and was accepted to a program funded by the National Science Foundation at the University of Miami where he spent ten weeks over the summer running simulations on protein inhibitors that could be implicated in future medicines for the treatment of cancer.

Doing research at UB isn’t just useful for being competitive for other research programs, Charles explains. Additionally, “You learn how to professionally interact with professors who are really, really smart. Having those interactions helps you learn how to interact with people in a work setting.” It’s also great for networking and finding specific aspects of your field that you’re passionate about. Charles loves his current research because it’s so cutting edge and has a precise purpose that involves helping people.

And even though he’s an engineer, he emphasizes that we need all kinds of people involved in research, especially communicators. “You don’t have to be working with math equations to be a scientist and push forward human knowledge. There’s something for everybody out there.”
BRONX, N.Y. (NNS) -- Sailors assigned to USS Constitution participated in Constitution Day at SUNY Maritime Academy on September 17.

During the presentation, Constitution Sailors talked about the history of ‘Old Ironsides,’ as well as the ship’s connection to the framing document of the U.S.

“Presenting at SUNY Maritime was great, because it allowed me to talk about USS Constitution at home,” said Culinary Specialist 2nd Class Anthony Brugal, from Bronx, N.Y., assigned to USS Constitution. “Talking with Midshipmen, asking them about their experiences, and teaching them about the history of our Navy is what being at Constitution is all about.”

This was the third Annual Constitution Day held at SUNY Maritime Academy. Additional presenters spoke about constitutional law, the founding fathers, and the origins of the Supreme Court.

“This year we decided, because this is a maritime college, in addition to talking about the first amendment and supreme court cases, we should invite USS Constitution to speak,” said Mark Meirowitz, an associate professor of humanities at SUNY Maritime and the head of the Constitution Day celebration. “The presentation given by Constitution Sailors was informative and interactive. The Constitution and maritime history are huge interests of our students so the addition of USS Constitution to Constitution Day has been a huge success.”

Constitution, America’s Ship of State, actively defended sea lanes against global threats from 1797-1855. The World’s Oldest Commissioned Warship Afloat, Constitution embodies 220 years of maritime heritage and unwavering service to her country. Now a featured destination on Boston’s Freedom Trail, Constitution and her crew of active duty U.S. Navy Sailors offer community outreach and education about the ship’s history and the importance of naval sea power to more than 500,000 visitors each year. Constitution is berthed at Pier One in Charlestown Navy Yard.

Get more information about the Navy:

For more news from USS Constitution:

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Onondaga Community College joined the entire SUNY system in a statewide celebration of Constitution Day on September 17. During College Hour, tables were set up in Mawhinney Hall and the Gordon Student Center where students received pocket-sized copies of the Constitution, answered Constitution-related questions for prizes, and registered to vote.

Constitution Day is an American federal observance that recognizes the adoption of the United States Constitution. OCC’s efforts were organized by Susan Tormey, Associate Vice President of Government Relations, Chris Thuot, Ph.D., Associate Professor of Political Science, and Jackie Barstow, Coordinator of OCC’s chapter of international honor society Phi Theta Kappa.
NEW YORK STANDS WITH PUERTO RICO

This past summer, 232 SUNY Students from 31 campuses were able to participate in the New York Stands with Puerto Rico Initiative. To learn more about the initiative and the students’ feedback of their recovery work in Puerto Rico, please view the “Key Findings from SUNY Stands with Puerto Rico Applicant Data and Survey Analysis” presentation.

MAKING A DIFFERENCE FOR OTHERS, STUDENTS ARE CHANGING THEIR OWN LIVES

Nassau Community College (NCC) had eight (8) NCC students selected (out of 41 NCC student applications) who participated in Gov. Cuomo’s New York Stands with Puerto Rico Recovery and Rebuilding Initiative service learning program during the summer of 2018. The NCC students selected are:

- Andy Diaz (Accounting major, 4.0 GPA), from New Hyde Park,
- Maryah Desir (Adolescent Education major, 3.02 GPA), from Westbury,
- Patrick Fajen (Construction Management major, 3.21 GPA), from Oceanside,
- Kristel Garces (Media major, 3.49 GPA), from Long Beach,
- Jackson Groom (Engineering major, 3.54 GPA), from Glen Cove,
- Veronica Claros Iglesias (Nursing major, 3.17 GPA), from Brentwood,
- Steven Lundi (Liberal Arts major, 4.0 GPA), from Valley Stream, and
- Karlynn Pina (Physical Therapist Assistant major, 4.0 GPA), from Farmingdale.

These students were selected out of approximately 3000 SUNY and CUNY student applications submitted across all 64 SUNY campuses - for only 250 ‘slots’ for SUNY students. I personally met with and/or advised them through the application and preparation process. They travelled to Puerto Rico for two weeks on separate deployment periods between June and August, 2018, worked as part of the recovery and rebuilding initiative, completed some supplemental academic coursework, earned 3 college credits and received a $500 stipend. All academic, travel, lodging, and most food expenses were fully covered. NCC is very proud of all 41 students who applied and especially of those selected to serve.

In speaking with several of them upon their return, they all expressed how it was a ‘life changing experience’ and that it ‘opened their eyes’ to the devastation of what happened in PR and how humbled they felt to be part of a mission to help rehabilitate homes and communities. Students highly recommended that their peers all commit to this type of experience in order to help and serve – but also to learn from the individuals and families affected by their losses.
UPCOMING EVENTS

HIPS in the States Conference
When: February 20-22, 2019
Where: Western Kentucky University (WKU)

Cooperative Education & Internship Association (CEIA) Conference
When: March 31- April 2, 2019
Where: Chicago, Illinois

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

The SUNY Undergraduate Research Conference (SURC) 2019
When/Where: SURC ’19 Central (April 26), SURC ’19 East (April 26) and SURC ’19 West (April 27)

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 and Farmingdale State College (FSC) will host SURC ’19 East on their campuses on Friday, 26 April 2019, and Niagara County Community College (NCCC) will host SURC ’19 West on their campus on Saturday, 27 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), Adirondack Community College (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.

MORE INFORMATION:
SUNY.edu/SURC -or- SURC@SUNY.edu
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

CALL FOR SUBMISSIONS

Innovative Instruction and Technology Grants (IITG) Program

Please see the announcement from Provost Tod Laursen for the Call for Proposals for the 2019 Innovative Instruction Technology Grants (IITG) Program. Please share with others on your campus who should be aware. Thanks.

GRANT OPPORTUNITIES

Lumina Foundation Request for Information

All Learning Counts-Creating a system that serves the educational needs of all Americans
Please find Lumina Foundation’s Request for information below. The deadline for the RFI is January 14th 2019.

Submissions for the next newsletter?

Our next newsletter will be focused on civic engagement! If you have an interesting story or event surrounding civic engagement, send them by February 15th, 2019 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.