



# THE PROPOSAL

The Geneseo Office of Sponsored Research Newsletter

Fall 2015

Welcome to the inaugural issue of THE PROPOSAL newsletter, a compendium of the activities and services of the Office of Sponsored Research. This biannual publication will feature project highlights, deadlines and announcements as well as faculty, staff and student profiles. If you have any ideas for future items to include, please let us know. Remember, the first step in proposal writing is contacting our office. You can find us in Erwin 202.

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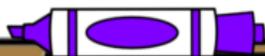
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## 26 Awards – \$3,629,626

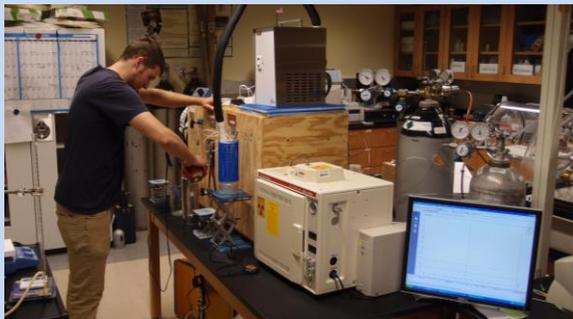
### 2014-15 a Record Year for Grant and Fellowship Awards

1. Easterly, J. SUNY Conversations in the Disciplines \$3,746
2. Fletcher, K., McLean, J., Showers, D., & Rommel-Esham, K. National Science Foundation \$1,198,459
3. Garrity, C., Cooper, K., Hannam, K., & Argentieri, E. SUNY Innovative Instruction Technology Grants \$16,800
4. Herzman, R., & Stephany, W. (U. Vermont) University of Vermont/NEH \$51,748
5. Hon, T. SUNY Arts and Humanities Network of Excellence \$10,619
6. Kimball, J. & McClure, G. SUNY Innovative Instruction Technology Grants \$10,000
7. Laabs, B., Farthing, D., & Sheldon, A. National Science Foundation \$73,469
8. Laabs, B., Farthing, D., Giorgis, S., Sheldon, A., & Warner, N. National Science Foundation \$639,136
9. Macula, A. American Mathematical Society \$75,621
10. Merrilees, C. & Cummings, E. (U. Notre Dame) University of Notre Dame/MDRC \$5,954
11. Merrilees, C. & Cummings, E. (U. Notre Dame) University of Notre Dame/OFMDPF \$13,046
12. Milroy, J. & DeZarn, D. NY Prize NYSERDA \$100,000
13. Norman, S. Rochester City School District \$99,761
14. Norman, S. Rochester City School District/ USED \$100,000
15. Norman, S. Greater Rochester Summer Learning Association/ Farash Foundation \$11,898
16. O'Brien, L. Fulbright/CIES Fellowship
17. Padalino, S. Central Washington University/NSF \$7,660
18. Padalino, S., Freeman, C., Pogozeleski, E., Fletcher, K., McLean, J., & Yuly, M. (Houghton College) University of Rochester, Laboratory for Laser Energetics/DOE \$418,387
19. Sikka, A. & Doggett, R. SUNY/USED \$21,270
20. Steinhauer, A., & Marcus, G. NY Space Grant Consortium, Cornell University/NASA \$5,000
21. Urso, A. Wilson Foundation \$25,000
22. Urso, A. Feinbloom Supporting Foundation \$15,000
23. Urso, A. Greater Rochester Summer Learning Association \$3,000
24. Urso, A., Riccomini, P. (Penn State), & Hamlin, D. (SUNY Oneonta) NY State Education Department/ USED \$395,377
25. Warner, N. NASA \$295,647
26. West, K., & Eisenstadt, T. (American U.) National Science Foundation \$33,028





**Amy Sheldon, Geology — Engaging Students in Experimental Design**



Associate Professor Dr. Amy Sheldon is a co-principal investigator (Co-PI) with Dr. Ben Laabs and Dr. Dori Farthing for a National Science Foundation (NSF) grant that enabled SUNY Geneseo to purchase an inductively coupled plasma optical spectrometer for use in paleoclimatology, hydrogeology and geochemistry studies. The instrument measures very low concentrations of elements in water and will complement an ongoing collaborative research project that was established through an NSF grant to Dr. Sheldon and Dr. Richelle Allen-King at the University at Buffalo (UB). This grant supported six undergraduate students in geology for summer research opportunities beginning in 2009.

All of the students involved in the research have pursued graduate studies in STEM fields, and the research has continued with two-to-four directed studies students each semester. The student researchers perform experiments that show how chlorofluorocarbons (CFCs) sorb (dissolve into or stick) to thermally altered carbonaceous materials, such as char and kerogen, commonly found in geological materials.

“The research students were involved in every step of the experimental design process,” says Dr. Sheldon. “A significant amount of their time went into becoming comfortable with the CFC line in the atmospheric chamber, its mechanics and plumbing, and preparing it for and adding the new components. Each student had to overcome apprehension about reading the line schematic, tinkering with the line plumbing with purpose and confidence, and addressing common problems that arise within the line—usually a water trap gets plugged. The level of confidence each student achieved in their abilities to troubleshoot the CFC line was remarkable, and is rare for undergraduates, anywhere.” This research project will continue through Dr. Sheldon’s spring 2016 sabbatical.

Dr. Sheldon is also Co-PI, along with Drs. Dori Farthing, Scott Giorgis and Nick Warner, on Dr. Ben Laabs’ recent five-year NSF S-STEM award, which is geared toward improving recruitment and retention of academically talented students, and will provide for scholarships, supplemental instruction, a first-year seminar, guest alumni speakers, and career mentoring.

**Stephen Padalino, Physics — Grant Support for Research Involving Hundreds of Undergraduates**

Geneseo’s Department of Physics and Astronomy is **first in the nation** for production of physics majors at non-Ph.D. granting institutions, according to the National Task Force on Undergraduate Physics. Fifty-eight percent of Geneseo’s physics majors continue on to graduate school, in large part spurred by research opportunities made possible by external grant awards. To date, Distinguished Teaching Professor Dr. Stephen Padalino has received over \$5 million in grants to support cutting-edge physics research, technological resources, collaborations with research universities, and student research. While these awards have come from many sources, including NSF and Lawrence Livermore National Lab, the most significant is the U.S. Department of Energy through Dr. Padalino’s long-term research partnership with the Laboratory for Laser Energetics (LLE) at the University of Rochester.

Recently, Dr. Padalino has mentored and worked with:

- 17 students for 11 weeks this summer on nuclear physics research with the LLE. Other Geneseo faculty collaborating on LLE projects include Drs. Charlie Freeman, Kurt Fletcher, Ed Pogozelski, and James McLean.
- 5 students at Geneseo’s e-garden to set up two solar panels.
- 2 Geneseo students who accompanied Dr. Padalino to Tampa, Florida to work with a Geneseo graduate who is now a staff scientist at the University of South Florida, to perform physical oceanographic measurements aboard the research vessel Waterbird 2.
- A Geneseo student who was selected as one of 40 interns at the National Institute of Science and Technology in Washington.
- Students who traveled to Ohio University on three occasions to reproduce an experiment that has shown two distinct results to see which result was more reliable.

Dr. Padalino points out that funded collaborations with former Geneseo graduates has generated paid research opportunities for his current students here at Geneseo, national labs and R1 universities across the country.





### Party Worth Crashing

**Will Gfeller '17**, Communication

**Brodie McPherson '17**, Musical Theatre/Theatre  
Faculty sponsor: Don Kot, Music

**WHAT IS YOUR PROJECT?** *Party Worth Crashing (PWC)* is a musical concert featuring the works of up-and-coming musical theatre writers Kait Kerrigan and Brian Lowdermilk. It includes a self-designed setlist of Kerrigan-Lowdermilk songs, chosen to represent what it means to grow up and discover who you are, what you want, and where you're going. It will be performed by a group of SUNY Geneseo students, all of whom are heavily involved in performing arts activities across campus. Performances took place both on the Geneseo campus, and at the 4<sup>th</sup> Annual Rochester Fringe Festival.

**HOW IS YOUR PROJECT FUNDED?** *Party Worth Crashing* is funded by the Research and Travel Grant Program through the Research Council.

**WHAT DO YOU HOPE TO GAIN FROM WORKING ON THIS PROJECT?** *By producing, designing, and directing our own theatre piece, we are hoping to gain deeper insight into the process of educational and semi-professional theatre. The responsibility of heading a full production is not generally granted to students at SUNY Geneseo, and we believe that that this experience will provide excellent opportunities for professional development and artistic growth.*

**IS THERE ANYTHING THAT HAS SURPRISED YOU?** *In preparation for this project, we were surprised to discover the high level of detail involved in planning and executing a production. Additionally, the process of licensing a show for production surprised us with its relative ease.*

**HOW HAS WORKING ON THIS PROJECT IMPACTED YOUR LONG TERM PLANS?** *Both of us intend to work professionally in theatre and working in a semi-professional environment (i.e. The Rochester Fringe Festival) provides us with the experience and knowledge that will lead us to success in our fields.*

**WHAT HAVE YOU ENJOYED THE MOST?** *This is our first endeavor in directing a full production, and being in complete control of a production is a welcome change of pace, as we are used to being on the other side of the table, so to speak.*

**WHAT ADVICE DO YOU HAVE FOR OTHER STUDENTS WHO MAY BE INTERESTED IN WORKING ON A SIMILAR PROJECT?** *Just do it. It has been one of the most rewarding experiences we have had.*



### Sibling and Friend Relationships in Early Adulthood



**Toria Herd '16**, Psychology  
Faculty sponsor: Ganie DeHart,  
Psychology

**WHAT IS YOUR PROJECT?** *I have been working with Dr. DeHart for two years now on her longitudinal study involving sibling and friend pairs.*

*Together, we decided to extend our sample to include early adults. Follow-up with these participants means creating a longitudinal study spanning across four main developmental periods. My main goal is to understand the nature and relevance of sibling relationships in early adulthood as well as determine if the quality of sibling relationships predict later psychological adjustment.*

**HOW IS YOUR PROJECT FUNDED?** *I was very fortunate to receive a grant from the Geneseo Foundation for an Undergraduate Summer Fellowship.*

**WHAT DO YOU HOPE TO GAIN FROM WORKING ON THIS PROJECT?** *I am hoping to add to the validity, knowledge and understanding of sibling relationships over time and to be able to draw conclusions about adjustment and psychological well-being from the data our lab has previously collected. Above all, I am hoping to add to my research experience in a practical setting and be able to experience carrying out a self-designed research project. From my first psychology class in high school in which students were assigned to create their own research project, carry it out, and write it up, research on human behavior has been at the heart of my passions.*

**HOW HAS WORKING ON THIS PROJECT IMPACTED YOUR LONG TERM PLANS?** *Working with Dr. DeHart has helped me make the decision to apply to developmental Ph.D. programs this fall. I would love to continue working with faculty to explore what kinds of factors influence psychological adjustment across the lifespan.*

**WHAT HAVE YOU ENJOYED THE MOST?** *I have loved using the information I gleaned from my classes in a practical setting. From learning what an empirical study is in Psych 100 to running analyses in the methods class, from ethics to writing research reports like I have in every class, I've been able to apply my textbook knowledge in a meaningful way.*

**WHAT ADVICE DO YOU HAVE FOR OTHER STUDENTS WHO MAY BE INTERESTED IN WORKING ON A SIMILAR PROJECT?** *I would advise getting involved in a research lab as early as possible. If it intrigues you at all, check it out. Geneseo's small size offers one-on-one relationships with faculty who are an invaluable resource when it comes to making difficult decisions about the future. I definitely wouldn't be as prepared for grad school if it wasn't for the mentoring I've received from Dr. DeHart and other professors in the psychology department. Doors were opened to me as a result of joining Dr. DeHart's lab.*



## Dear Sponsored Research Office,

I thought I would share a success of one of our students that shows the usefulness of the way Geneseo and the Sociology Department encourage student research.



Joel Inbody was a student of mine in 2010-2012. In many of my classes students write a number of prospectuses followed by modest research projects. As a sophomore, Joel did research on the role of somatic experience in giving rise to religious conviction among an evangelical group he had encountered. Later in his sophomore year, he presented that paper at a Society for Psychological Anthropology conference in New Mexico and I'm sure the college provided some support for this. He subsequently did a directed study with me in which he conducted more research and formalized his work into an academic paper. He presented that paper at GREAT Day in 2011 as a junior.

Yesterday (see message below), at the end of his second year in graduate school, he let me know that a revised version has been accepted by *Sociology of Religion*, a premier journal in the field, probably more prestigious than any journal I've published in!

Steve Derne, Sociology

Dear Prof. Derne,

How are you doing? How's your summer going? It feels like it's been a long time since I last spoke to you.



I wanted to let you know that *Sociology of Religion* is going to be publishing the revised somatic experiences article under the title, "Sensing God: Bodily Manifestations and Their Interpretation in Pentecostal Ritual and Everyday Life." I just wanted to thank you again for all your help, and tell you how much I appreciated your mentorship at Geneseo.

Joel Inbody, 2012

## Need help...



Searching for funding sources?  
Setting up your account to search for funding (SPIN)?  
Getting answers to internal funding questions?  
Sponsored Research is now offering Drop-In Hours!  
No appointment (and no nickels) necessary, 2 – 4 pm, Erwin 202 on the following days:  
**October 14 & 28**  
**November 11**  
**December 9.**

## Upcoming Campus Deadlines

- Oct. 26** Dean Johnston Student Assistantships
- Nov. 9** Undergraduate & Graduate Grants (early Spring '16 [Research & Travel](#))
- Jan. 22** Spring Faculty Travel, Spring Incentive Grants & Research Development Awards
- Feb. 1** Undergraduate & Graduate Grants (2<sup>nd</sup> deadline for Spring '16 [Research & Travel](#))  
[http://www.geneseo.edu/sponsored\\_research](http://www.geneseo.edu/sponsored_research)

## National Endowment for the Humanities (NEH) Fellowships

Deadline: April 28, 2016

NEH Fellowship awards "support individuals pursuing advanced research that is of value to humanities scholars, general audiences, or both. Recipients usually produce articles, monographs, books, digital materials, archaeological site reports, translations, editions, or other scholarly resources in the humanities. Projects may be at any stage of development."

Geneseo's own Emilye Crosby, Professor of History, received an NEH Fellowship award and has just started her fellowship project, *Women in the Student Nonviolent Coordinating Committee during the 1960s*. She is willing to provide advice to others interested in applying for an award.

Fellowships cover periods lasting from six-to-twelve months at a stipend of \$4,200 per month. The maximum stipend is \$50,400 for a 12-month period. The award period must be full-time and continuous. Teaching and administrative assignments or other major activities may not be undertaken during the fellowship period.

Fellowship projects may begin any time between January 1, 2017 and September 1, 2017. Updated guidelines will be posted approximately two months before the deadline. Last year's guidelines, prior awards, sample proposal narratives, and an FAQ are available on the program website, <http://www.neh.gov/grants/research/fellowships>.

U.S. citizens and foreign nationals who have been living in the United States or its jurisdictions for at least the three years prior to the application deadline are eligible to apply. Fellowship recipients can simultaneously hold sabbatical awards in support of the same project during the fellowship period.

