



# THE PROPOSAL

## Support + Leadership + Funding + Programs + Innovation = Research Council

“Research” often conjures up thoughts of doctoral institutions with substantial resources. However, here at Geneseo, over the past 28 years thousands of faculty and students have received support to conduct research and scholarly projects, and to present results of that work at professional conferences. This is made possible by the generosity of donors and is accomplished through the efforts of the Research Council.

In 1988, the initial Council was comprised of ten faculty members who had received grants or who were actively engaged in seeking external funding. Membership was distributed across major academic areas as well as professional rank. Stephen Padalino, distinguished teaching professor of physics, the first chair of the Council shared that, “the Research Council was formed by President Robert MacVittie with the guidance of Doug Harke. At that time, President MacVittie wanted to increase and motivate faculty-student research on campus and to encourage faculty to write grant proposals.” The initial responsibilities were threefold: recommend policy to the president, director of sponsored research, and fiscal designee concerning local campus issues; assist with the planning of major initiatives to increase external funding; and review proposals for SUNY and campus funding programs.

Within the next several years, all research development support programs were centralized under the Research Council. “Through the years, the most important thing that occurred was that the College presidents (Carol Harter followed by Christopher Dahl) acknowledged that research, scholarship and creative activities were critical to the academic health of a liberal arts college. They recognized that excellence in teaching comes from faculty who are most interested and motivated in their fields,” said Padalino.

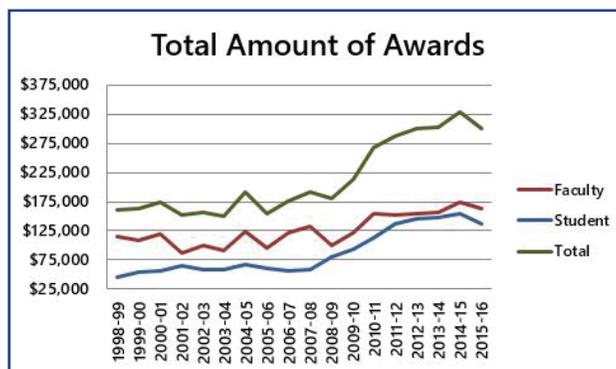
In 2008, membership on the Research Council expanded to

include all academic departments. According to Michael Lynch, professor of psychology, and chair of the Research Council at the time, “Our goal regarding expansion was pretty straight forward. Our desire was to increase the likelihood that all disciplines on campus had equal access to campus resources to support the scholarly activities of their students and faculty. Including a faculty member from each department on the Research Council enabled each department to become more aware of what resources were available, as well as how to develop strong proposals in applying for those resources. Moreover, representation from each department on the Council would give all the disciplines a voice in how resources were allocated and would allow them to contribute to our ongoing discussion about how best to support the scholarly activities of our colleagues.”

Anne Baldwin, director of sponsored research reflected, “In addition to reviewing approximately 400 applications per year for internal funding, the Council works on new programs, initiatives, policies and other activities, and it is highly effective in identifying means to improve support for research on our campus and in serving as an advisory body for our office.” In the last ten years, the Council has adopted a new constitution, initiated five new permanent funding programs and introduced the use of working groups to focus on a variety of issues. Current Council Chair George Marcus, associate professor of physics and astronomy, formed a new working group this fall that will focus on the effectiveness of the Council’s programs.

Before her departure, Provost Carol Long took a moment to reflect on the work of the Research Council. “The

research council is a primary support for student and faculty research and discovery. Their thoughtful leadership and innovation, working closely with the offices of sponsored research and grants management, help our community to thrive.”





### James Kernan, Geography — The SUNY Geneseo-Letchworth Park Connection



JAMES KERNAN TEACHING

For the last five years Geography Professor James Kernan and his students have been conducting biogeographic research in the Letchworth State Park region on the emerald ash borer (*Agrilus planipennis*), an invasive insect introduced in the United States in the 1990s. The emerald ash borer is expected to affect the distribution of plants and animals in the area, including the 14,350-acre park. The Geneseo researchers use geographic information system (GIS) instruments to capture and store spatial and geographical data about ash trees and are identifying locations that are at risk for infestation. They also are conducting stream macroinvertebrate studies in hemlock ravines in the park to establish baselines to measure the aquatic ecosystems impacts caused by another invasive insect, the hemlock woolly adelgid (*Adelges tsugae*).

In the past when Kernan and his students conducted research, they lacked a central place to meet in the field. Now they have a state-of-the-art classroom in the park's new four-season Humphrey Nature Center to meet, plan their activities and expand data gathering by involving K-12 students, teachers, and the public. Thanks to SUNY Geneseo's new partnership with the park—under the directorship of Kernan—the College will develop educational opportunities and research at the \$6.75 million, 5,000-square foot center.

Kernan is currently seeking funding for several outreach efforts, including the Letchworth Discovery Program. This program will coordinate and develop educational fieldtrips for several Geneseo programs, including Soaring Stars, a K-6 learning program directed by Annmarie Urso, associate professor of education; the Rochester Young Scholars Academy at Geneseo (RYSAG), a 6-12 summer residential program directed by Susan Norman, director of the Xerox Center, school of education; and two New York State Master Teachers. Planned hands-on activities include geocaching—using GPS receivers and dichotomous keys to locate geocaches with information about geology, flora, and fauna; pest mapping—locating invasive plant species throughout the park and entering the data at Geneseo's GIS Laboratory; and stream surveys—measuring stream water temperature, velocity, and turbidity to study aquatic macroinvertebrates. Letchworth Park is the winner of the 2015 USA TODAY Readers' Choice Award for Best State Park in the United States.



NYS Parks

### Lori A. Bernard, Languages and Literatures — College Increases Language Curriculum and the Technology to Deliver the New Courses

تاعماج ثالث (ARABIC)

四种语言 (CHINESE)

無限 (むげん) (JAPANESE)

vozmozhnost' i (RUSSIAN)

FOR THE ENGLISH TRANSLATION GO TO  
[HTTPS://WWW.GENESEO.EDU/SPONSORED\\_RESEARCH](https://www.geneseo.edu/sponsored_research)

Students at Geneseo who wanted to learn Critical Languages—languages for which there is professional demand but little supply—often had to wait for several semesters or even years for a course to be offered. Even then courses were sometimes cancelled due to low enrollment or lack of available teaching faculty. SUNY Brockport and Monroe Community College experienced the same problems with their critical language offerings.

One solution to these problems, thought Associate Professor and Chair of the Department of Languages and Literatures Lori Bernard, would be to pool resources. She applied for and received a \$200,000 SUNY Expanded Investment and Performance Fund grant to begin the Critical Language Online Consortium (CLC) that will broaden student access to courses in Arabic, Chinese, Japanese and Russian by leveraging the faculty and technical equipment of Geneseo, Brockport, and Monroe Community College.

The CLC program has begun offering introductory-level critical language courses in a variety of formats, including synchronous video conferencing and a hybrid online model in which the face-to-face class rotates among the three campuses. It allows students who are unable to take language courses on their home campus to continue their language education at one of the partner institutions. In addition, the CLC will sponsor at least one cultural event per semester in a central location. Examples include a Chinese Calligraphy Workshop and Multilingual Night with traditional food, music and clothing.

The grant will pay for the technology to transform a regular classroom on each campus into a digital learning classroom. Announcements of Geneseo's new CLC classroom and expanded critical language offerings are forthcoming.



### La Consommation et la Colonisation: Opinion Polling Manifestations for the Management of La Femme Typique In/As 1950s/1960s France

Janna Nunziato '16, History/Adolescent Education  
Faculty sponsor: Todd Goehle, History



**WHAT IS YOUR PROJECT?** This essay was completed in fulfillment of the History Department Senior Honors Thesis capstone. As I sat in the office of my thesis advisor Todd Goehle, we recalled a question that I developed during a class that I took with him in fall 2013 – *Why were so many French intellectuals, writers, directors and other figures*

*so concerned with opinion polling in the 1950s/1960s?* With this research question, I was able to combine all of the areas of history that I love: French history, cultural history, intellectual history, gender studies and more. Everything that I had been studying during my four years at Geneseo seemed to culminate in this essay.

**HOW IS YOUR PROJECT FUNDED?** I was fortunate to receive a History Department scholarship for the 2015-2016 school year: the Jeremy Byrnes Memorial Annual Scholarship.

**HOW HAS WORKING ON THIS PROJECT IMPACTED YOUR LONG-TERM PLANS?** Because of my experience working on this project, I now have plans to pursue my doctorate in French History and to grow my History Department senior honors thesis into a possible dissertation.

**WHAT HAVE YOU ENJOYED THE MOST?** Getting my hands on physical artifacts from 1950s/1960s France—actual printed polls that Frenchwomen tore out of magazines, filled out and sent in, for example. After a difficult experience locating these artifacts, I ultimately traveled to the Fashion Institute of Technology in New York City to look through their collection of the French woman's magazine *Elle*. Working with Todd Goehle, though, was the absolute most enjoyable part of this project. Geneseo has wonderfully dedicated professors, and Professor Goehle epitomized this ideal in my eyes. It was an honor to study under such a fine scholar, educator and person for my entire four years at Geneseo, and to produce this project—the work I am most proud of—with him during my final year.

**WHAT ADVICE DO YOU HAVE FOR OTHER STUDENTS?** Do not be afraid to ask for help, whatever that help might be! To me, it felt like it took a village to create this project. Whether it was emailing countless libraries with IDS staff to locate rare French texts, relentlessly texting my wonderfully patient French/History double major friend to help me with translations, having breakfast with other History Honors Thesis students to discuss methodology (and to de-stress), or reaching out to an established expert on the topic for source recommendations—who happened to be teaching at a university that my friend from home attends—all of these people played an extremely important part in the success of this project.

### Soaring Stars' Impact on Behavioral and Emotional Skills

Taylor Palmer '17, Early Childhood/Childhood Education and Concentration in Mathematics  
Faculty sponsor: Annmarie Urso, Education



**WHAT IS YOUR PROJECT?** I am conducting a study to identify the effectiveness of the Soaring Stars summer program in supporting and improving the behavior and emotional growth of the children. To do so, at the end of May the guardians and teacher of each participating student were contacted to complete a form designed to assess the strengths of individuals in several areas of their life. At the end of the Soaring Stars Program in mid-August, the program teachers also filled out a form for each child to assess the child's current emotional and behavioral strengths. The qualitative data collected at the beginning of program will be compared to the data collected at the end of program to evaluate the growth of each child.

**HOW IS YOUR PROJECT FUNDED?** Through the Geneseo Foundation by an endowment established by Jason and Diana Kyrwood in honor of an emerita faculty member, Ellen Kintz.

**WHAT DID YOU HOPE TO GAIN FROM WORKING ON THIS PROJECT?** I hope this data can help quantitatively measure the positive effects of the Soaring Stars program. I want my results to assist the participants by: (a) identifying children with limited strengths, (b) determining if an Individualized Education Program needs to be developed to offer a child services and (c) documenting progress in a strength area. Additionally, since this is my first research project, I wish to gain a better understanding on how to execute and conduct such a project. I am really enjoying seeing how I can combine my passion for teaching with an interest in research.

**IS THERE ANYTHING THAT HAS SURPRISED YOU?** Honestly, the most surprising part of this process was hearing how interested faculty members are in my project, along with receiving the actual fellowship! I am honored that so many people have supported me.

**HOW HAS WORKING ON THIS PROJECT IMPACTED YOUR LONG-TERM PLANS?** Since being given this opportunity, I have grown to love the idea of continuing to intertwine teaching and research. Currently I am interested in applying for a Fulbright Scholarship post-graduation, which will allow me to conduct another funded research project.

**WHAT HAVE YOU ENJOYED THE MOST?** Figuring out what I possibly want to do in life! I'm thrilled that I now have a better idea of what my interests are and how I can possibly turn them into a career involving the developmental analysis of children.

**WHAT ADVICE DO YOU HAVE FOR OTHER STUDENTS?** Go for it at full speed and immerse yourself in it.



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## NEH Summer Seminars and Institutes

[www.neh.gov/grants/education/summer-seminars-and-institutes](http://www.neh.gov/grants/education/summer-seminars-and-institutes)

NEH Summer Seminar and Institute grants support professional development programs in the humanities for national audiences of school teachers and college/university faculty members.

**March 1, 2017 is the deadline** for proposals for summer 2018 Seminars and Institutes.

SUNY Geneseo has enjoyed a long history of support from the NEH Summer Seminars and Institutes Programs. Co-directors William Stephany, of the University of Vermont, and Ronald Herzman, distinguished teaching professor of English, have received many awards for their highly regarded Summer Seminar, **Dante's Commedia**. Bill Cook, emeritus distinguished teaching professor of History, also received multiple awards for his seminar, **The Thirteenth Century "Lives" of St. Francis of Assisi**.

**Seminar for College and University Faculty** or for **School Teachers**—16 participants study a well-focused humanities topic under the guidance of one or two established scholars. Seminars emphasize discussion of common readings, sustained interaction among the participants and the director(s), and intellectual commitment to teaching and scholarship. The director(s) also advise participants on individual projects. Seminars for college and university faculty must include three or more non-tenure-track/adjunct faculty members as participants.

**Institute for College and University Teachers** or for **School Teachers**—25 to 36 participants undertake intensive study of a humanities subject of importance in undergraduate education. Guided by a team of core and visiting scholars, participants explore a variety of perspectives on the subject and generate connections to classroom teaching. Institutes for college and university teachers must include five or more non-tenure-track/adjunct faculty members as participants.

Programs may run for 1, 2, 3 or 4 weeks and seminars/institutes in the following areas are encouraged:

- foreign language projects designed to strengthen instruction at the intermediate or advanced level through the use of humanistic sources; and
- projects intended primarily for community college faculty and/or non-tenure-track/adjunct faculty.

Depending on the duration, awards for seminars range from \$50,000 to \$135,000 for a period of 12 months, and awards for institutes range from \$60,000 to \$225,000 for a grant period of 15 months. Last year's guidelines are available on the program website, and updated guidelines will be available at least two months before the deadline.

## NSF Responsible Conduct of Research (RCR) Training

All SUNY Geneseo undergraduate and graduate students who are involved in any way in research or other projects funded by the National Science Foundation (NSF) are required to complete RCR training. At a minimum, this involves completion of an online course developed by the Collaborative Institutional Training Initiative (CITI). Enrollees can choose a discipline (biomedical, social and behavioral science, physical science, humanities or engineering) when they register. Topics covered include data management, responsible authorship, conflicts of interest and managing collaborative research. PIs/PDs are responsible for ensuring compliance with this policy and are also encouraged to supplement the required on-line training with individual courses, workshops, seminars or lab group discussions, as appropriate.

Although completion of the CITI RCR course is required for students involved in NSF projects, any SUNY Geneseo student, faculty, or staff member may take the course. SUNY Geneseo's RCR Policy and instructions for enrolling in the RCR course can be found on this webpage:

[www.geneseo.edu/sponsored\\_research/responsible-conduct-research-rcr-training](http://www.geneseo.edu/sponsored_research/responsible-conduct-research-rcr-training)

If you have questions, please contact SUNY Geneseo's RCR training officer, Aaron Steinhauer ([steinhau@geneseo.edu](mailto:steinhau@geneseo.edu)) or the Office of Sponsored Research (x5547).

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## Upcoming Campus Deadlines

- Oct. 24** Dean Johnston Student Assistantships
- Nov. 7** Undergraduate & Graduate Student Grants (early Spring '17 Research & Travel)
- Jan. 20** Spring Faculty Travel, Spring Incentive Grants & Research Development Awards
- Jan. 30** Undergraduate & Graduate Student Grants (2<sup>nd</sup> deadline for Spring '17 Research & Travel)  
[www.geneseo.edu/sponsored\\_research](http://www.geneseo.edu/sponsored_research)