



# THE PROPOSAL

The Geneseo Office of Sponsored Research Newsletter

Spring 2018

## \$1.16 Million Award Creates Pathway Towards Doctoral Degrees

On September 29, 2017, SUNY Geneseo was awarded a Ronald E. McNair Postbaccalaureate Achievement Program grant; one of our largest and most prestigious awards. The McNair program, which is one of the eight federal TRiO programs, focuses on preparing of low-income and first-generation college students, and students from groups that are underrepresented in graduate education, for pursuit of doctoral degrees. Our program has a focus on STEM fields, as required by a competitive priority for the 2017 McNair competition. Nation-wide we are now one of approximately 150 institutions with McNair programs.

Our McNair award will support 25 scholars per year. During the program's first year applications will be accepted from both rising juniors, including transfer students from Monroe Community College, and rising seniors. Scholars will benefit from research experiences, including 6-week small group summer research courses (Geneseo Introductory Research Opportunities or GIROs) for rising juniors and individually-mentored or off-campus research experiences for rising seniors. Scholars will also participate in a year-long McNair program seminar and other workshops designed to help them prepare for the GRE and graduate school. On-campus housing and meal allowances for summer research, and GIRO tuition and fees will be covered by the grant award. Travel support is also provided for conference attendance, graduate school fairs, and individual trips to graduate institutions. The award

period is from October 1, 2017 until September 30, 2022. The award provides \$232,252 per year and will total \$1,161,260 over the performance period.

The McNair program competition occurs every five years and new awards are highly competitive because institutions with existing awards

may receive additional points for prior experience. Geneseo's first attempt was in 2007, and we submitted again in 2012. The 2017 competitive preference priority played well to one of our institutional strengths in preparation of students who go on to earn STEM research doctorates.



Our 2017 proposal was developed over a period of ten months by a large team including: Diedre DeBose, McNair Program Director (pictured above with Miguel Baique) and Director of Access Opportunity Programs (AOP); Olympia Nicodemi, Distinguished Teaching Professor of Mathematics; Daniel Ross, Head of Access Services in Milne Library; Robert O'Donnell, Distinguished Teaching Professor of Biology; Kevin Militello, Professor of Biology; Julie Rao, Director of Institutional Research; Jeremy Hall, Institutional Research Analyst; and the staff of the Office of Sponsored Research.

We are very pleased to welcome our newly hired McNair Program Coordinator, Miguel Baique. Miguel is a Geneseo graduate who has previously worked as a counselor in our AOP. Miguel will be responsible for the day-to-day operations of the program, and he shared the following:

*"As a product of the Educational Opportunity Program, an alum of the college, and a former AOP counselor, I am thrilled to know that the college and the AOP department are creating more pathways for student success. This is an exciting opportunity for the college and I am beyond ecstatic to be back at my alma mater and serve the community that allowed me to flourish as a person, as a professional, and as a community member. I am even more excited to work with students whose outlook on their adversity did not stop them from thinking about pursuing doctoral degrees. I will work hard with future McNair Scholars to become not just a resource for their success, but an expansion of their family."*

The success of our McNair program will require broad institutional support. The newly formed McNair advisory board includes faculty and staff representatives from departments of AOP, Physics & Astronomy, Biology, Math, and Milne Library Services. There will also be many opportunities for additional faculty and staff to become involved.

Applications for the first cohort of scholars are due February 15, 2018 and available at <https://www.geneseo.edu/mcnair>.

*"I am excited that Geneseo will continue its legacy by offering additional support for student success through the McNair Program. The McNair program will provide underrepresented students opportunities to reach their educational goals of pursuing graduate education. I am honored to be a part of such a phenomenal program that seeks to minimize barriers for underrepresented students. I look forward to motivating and empowering students to maximize their full potential. The McNair Program will not only assist students in reaching their educational and career goals, but it will also inspire future generations to see that the sky is the limit!"*

Diedre DeBose,  
McNair Program Director



## Prevention, Reduction, and Education on Violence to ENgage in Training (PREVENT) Grant



The three-year PREVENT project, a comprehensive, coordinated approach to reduce interpersonal violence (sexual assault, domestic violence, dating violence and stalking), both on campus and in the village and town of Geneseo, has been launched at SUNY Geneseo with a \$300,000 grant from the U.S. Department of Justice's Office on Violence Against Women. Title IX Coordinator Tamara Kenney prepared the grant proposal during the same semester that she was finishing her dissertation focusing on understanding sexual assault survivor's choice of reporting to college officials. The grant allowed Geneseo to hire full-time PREVENT Coordinator, Carrie Johnson, formerly of Chances & Changes. She will focus on prevention of interpersonal violence as outlined in the SUNY's mandatory requirements and Enough is Enough (New York State Education Law 129-B).

Currently, advisers provided by our partners RESTORE and Chances & Changes, Inc. are available on campus, and Health and Counseling Services staff provide confidential psychological services to students, including referrals to off-campus providers. Geneseo also has an online reporting system (MAXIENT) that allows college community members to report incidents of interpersonal violence and outlines reporting options for survivors. Reports filed through the online system are routed to the Title IX Coordinator to ensure the reporter's privacy. All new students are required to complete an online program entitled "Think About It" within the first 30 days on campus. Bystander intervention training, an intervention approach that shifts the focus from the survivor/perpetrator model to all members of the campus, is provided to student leaders at the start of each academic year, and first year students are required to attend a peer-led program using narrated stories of interpersonal violence.

The new PREVENT Coordinator will expand Geneseo's prevention efforts to protect students from acts of sexual violence by developing a Coordinated Community Response Team; enhancing and expanding our current bystander intervention program; offering trainings that target students at elevated risk for encountering interpersonal violence (e.g., Greek-affiliated students, student athletes, underrepresented students, and English language learners); training members of student conduct boards and campus police to respond more effectively to acts interpersonal violence; and implementing training for the entire campus community. PREVENT places emphasis on safety planning, ensuring informed consent, confidentiality, and privacy.

## NYS Office of Alcoholism and Substance Abuse Services (OASAS) Grant

Statistics from the NIH indicate that 20 percent of college students meet the criteria for alcohol use disorder and that substance abuse in this population is rising. Universities and colleges nationwide are now proactive in their approach to preventing alcohol and other drugs (AOD) abuse. At Geneseo, AOD Program Coordinator Sarah Covell applied for and Geneseo has been awarded a \$625,000 five year grant from the NYS Office of Alcoholism and Substance Abuse Services (OASAS) to fund AOD abuse prevention services for students. The goal of the grant is fewer AOD-related consequences, such as academic difficulties, overdoses, injuries, and assaults. The grant will fund data gathering to make evidence-based recommendations for policies, screening, enhanced training, and appropriate sanctions. It will implement preventive strategies to positively impact illegal and high risk AOD consumption.



The OASAS grant made it possible for Geneseo to hire a full-time Community Prevention Coordinator, Shelly Wolanske, who most recently worked at Roswell Park Cancer Institute as a NYS Tobacco Control coalition youth coordinator for the Genesee, Livingston, Orleans and Wyoming County region. For the first year of the grant, Ms. Wolanske is focusing on needs assessment (attitudes, root causes of abuse, community norms) and overseeing prevention activities with Geneseo's Healthy Campus and Community Coalition.

Geneseo's OASAS-funded prevention program has four objectives: 1) reducing alcohol and drug access on the campus and in the surrounding community; 2) reducing availability of alcohol and drugs to the targeted college student population, 3) changing attitudes and norms that support college underage drinking and drug use including prescription drug misuse; and 4) expanding Screening Brief Intervention and Referral to Treatment (SBIRT) services to college students. The grant also focuses on environmental-level strategies that target the campus community and student body as a whole and are designed to change the campus and community environments in which student drinking occurs.

The grant will also support activities to train gatekeepers on campus to spot the red flags of AOD abuse and to connect students to on- and off-campus resources. For example, guest speaker Kevin Hill, an addiction psychiatrist who is Director of the Division of Addiction Psychiatry at Beth Israel Deaconess Medical Center and author of *Marijuana: The Unbiased Truth about the World's Most Popular Weed* (2015), will speak at Geneseo on March 26, 2018.



*Travel grants are available to students who are presenting at a professional workshop or conference. Students can receive up to \$600. These grants are funded by the Geneseo Foundation and the Geneseo Student Association.*

### Team Based Learning presented at International Society for Exploring Teaching and Learning (ISETL), Orlando FL

Rachael Merlau '18, Communication/Sociology  
Sponsor: Andrew Herman, Communication

#### WHAT IS YOUR PROJECT?

The spring semester of 2017, Dr. Herman and I did research on team based learning and implemented it in his COM 103 class. The presentation was on what we learned, how we implemented it into a lecture style classroom, the pros and cons of team based learning and what we would change to make it better.

**WHAT DID YOU HOPE TO GAIN FROM MAKING THIS PRESENTATION?** I wanted to gain experience presenting in at a professional conference. I had never been to a conference before this, so I wanted to know what it would be like and hear all the different types of presentations. My goal was to get a closer look at the teacher's point of view.

**WHAT DID YOU LEARN AT THE CONFERENCE?** I learned a lot about what the teachers thought on certain styles of teaching. As a student, I thought that it was interesting hearing from their point of view. I also learned how to present in a professional manner and how much work goes into the research for the presentations.

**HOW HAS THIS PRESENTATION/PROJECT IMPACTED YOUR LONG TERM PLANS?** Doing all that work and being approved to present it in front of people who not only did their own research, but also were interested in all the work I had done made me realize I really like doing research and it's something I see myself possibly continuing with in the future.

**WHAT DID YOU ENJOY THE MOST?** I really enjoyed talking with the other teachers and meeting new people. It was a really good experience to hear about their research and where they came from.

**WHAT ADVICE DO YOU HAVE FOR OTHER STUDENTS?** I say go for it! It's a great experience to have under your belt and it's not as nerve wracking as it seems. Just make sure to apply for the grants and keep up with the deadlines.



### Writing Workshop: Defining your America presented at The Forum for Undergraduate Student Editors (FUSE) National Conference at Cabrini University, Radnor, PA

Elizabeth Pellegrino '18, English/Creative Writing & Geology  
Faculty sponsor: Rachel Hall, English



#### WHAT IS YOUR PROJECT?

The theme of this year's FUSE conference was "resistance," and we were encouraged to create writing workshops that related to that theme. Isabel Owen and I created an hour long writing workshop around the poem "America" by Allen Ginsberg, which addresses America as

though it were a person. For the workshop we suggested that writers craft their own "America" poems.

**WHAT DID YOU HOPE TO GAIN FROM MAKING THIS PRESENTATION?** I wanted two things from this presentation. The first was to be a part of this conference that was focused on discussing political forms of writing and editing for undergraduate students. Going to this conference allowed me to attend other student run writing workshops, and to see a reading by Martín Espada. All of those things have helped me grow as a writer and to fuel the poems I'm currently writing for a chapbook directed study. The second reason was that we wanted to create a writing workshop that would deal directly with writing about an American poem. We wanted to challenge the writers at this conference to leave the relative comfort that comes from writing about your identity and help them to think more about the complexity of America and how they relate to it.

**WHAT DID YOU LEARN AT THE CONFERENCE?** I learned a lot from the different workshops. In Martín Espada's workshop, he taught us how to write humor into poetry, something that I generally struggle to do. In other workshops, led by students, I picked up different writing techniques, such as writing monologues or writing conversations into poems. Mostly, I learned how to be more political in my writing. It helped me understand that, while the self is political, it's important to be a loudspeaker for other voices. I hadn't considered telling other people's stories within a political context before this conference, and now it's something that's starting to make its way into my writing.

**HOW HAS THIS PRESENTATION/PROJECT IMPACTED YOUR LONG TERM PLANS?** Being able to lead a workshop was really enjoyable. I was a teaching assistant last year, and I hadn't realized how much I missed teaching. The reminder of the passion I have teaching is something I'm trying to channel as I write essays for Creative Writing MFA programs, which may include a student teaching position.



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## Council on Undergraduate Research (CUR) Debuts New Journal: *Scholarship and Practice of Undergraduate Research*

CUR's previous journal, *CUR Quarterly*, has been replaced by a new peer-reviewed journal, *Scholarship and Practice of Undergraduate Research (SPUR)*. This new academic journal, published quarterly, was developed in response to a recent National Academies report (*Undergraduate Research Experiences for STEM Students Successes, Challenges, and Opportunities*; 2017) calling for increased study of undergraduate research. Although the report centers on STEM fields, *SPUR* will have a broader focus and will seek "to increase understanding of undergraduate student-faculty engagement in research, scholarship, and creative work in all disciplines and at all types of higher education institutions."

As noted in a CUR announcement, the first (September 2017) issue of *SPUR*, covered the following topics:

- An analysis of funding for the NSF REU Site Program in biology from 1987 to 2014
- A call for increased emphasis on inquiry learning to improve students' critical thinking skills
- A model that addresses faculty workload while supporting faculty-mentored student research
- A comparison of student outcomes in NFS REU programs

The Winter 2017 issue of *SPUR* focuses on the theme of *Innovative Learning Spaces That Promote Undergraduate Research*.

Issues of *SPUR* are available through our enhanced institutional membership at no charge (see information below on how to register for membership). Current issues, information on upcoming issues and submission guidelines can be found on the *SPUR* website: <https://www.cur.org/publications/SPUR/>



Take a minute to join CUR at no charge! Our enhanced institutional membership covers the cost. CUR provides a true wealth of information and resources regarding undergraduate research across diverse fields, and an electronic subscription to the *CUR Quarterly* is included when you join at: [https://members.cur.org/members\\_online/members/newmember.asp](https://members.cur.org/members_online/members/newmember.asp)

After you enter your name and title, please be sure to select "State University of New York at Geneseo" from the drop-down list. The system should alert you to the fact that your membership is covered and then will prompt you to continue to add your contact information. CUR provides many resources, including webinars, seminars, workshops and institutes on various topics related to undergraduate research. If you have an interest in attending an off-campus CUR event, please contact Anne Baldwin, Office of Sponsored Research, and we may be able to provide travel support.

## Student Summer Research Volunteers

College policy requires that students who wish to volunteer their time conducting research or other scholarly projects with faculty members during the summer be officially appointed as volunteers of the College. This creates an official relationship between the College and the student during the summer months (outside of academic coursework or employment) and provides for indemnification in most circumstances. The Geneseo Volunteer Policy is available at: [https://www.geneseo.edu/admin\\_finance/policies\\_procedures](https://www.geneseo.edu/admin_finance/policies_procedures) and the Application for Volunteer Services form is available on the Human Resources forms page: <https://www.geneseo.edu/hr/forms>

This requirement DOES NOT apply to students who are:

- enrolled for academic credit related to their summer research Geneseo Foundation Undergraduate Summer Fellowship recipients OR
- employed by the College for summer research (through College/Geneseo Foundation funds or through external grants)

This requirement DOES apply to students who are not formally employed by the College for summer research and:

- volunteering their time on summer research/scholarly projects OR
- using Geneseo Foundation undergraduate research grants during the summer month

Please note that students are not subject to background checks. Toward the end of the semester, a notice will be sent to faculty reminding them to complete student volunteer appointments.

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## Upcoming Campus Deadlines

### Faculty Programs

- Feb. 23 Proposal Writing Support Awards
- May 4 Summer Faculty Travel Grants (2017-18 year);  
Summer Incentive Grants (2017-18 year)

### Student Programs

- Feb. 26 Geneseo Foundation & Kyrwood Undergraduate Summer Fellowships
- Apr. 2 Geneseo Foundation Student Assistantships
- Apr. 23 Undergraduate & Graduate Research & Travel Grants

### GREAT Day [http://www.geneseo.edu/great\\_day](http://www.geneseo.edu/great_day)

- Mar. 9 GREAT Day SUBMISSIONS deadline
- Apr. 17 GREAT Day

[www.geneseo.edu/sponsored\\_research](http://www.geneseo.edu/sponsored_research)

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