



THE PROPOSAL

The Geneseo Office of Sponsored Research Newsletter

Spring 2020

We have an \$883,753 PLAN

Congratulations to Principal Investigator (PI) Distinguished Teaching Professor of Chemistry Wendy Pogozelski and Co-PI Associate Professor of Political Science and International Relations Karleen West. Their proposal, “Partnering and Liaising Across the Nation Initiative” (PLAN), was selected to receive an \$883,754 highly competitive ADVANCE Partnership grant from the National Science Foundation (NSF). PLAN unites the 29 state-funded primarily undergraduate institutions that compose Council of Public Liberal Arts Colleges (COPLAC) to provide systemic approaches to increase the participation and advancement of women in academic STEM careers.

President Denise Battles, herself the PI of a prior ADVANCE grant and the current President of COPLAC, encouraged Pogozelski, West, and three other Co-PIs from COPLAC institutions to apply for the grant, and she provided valuable feedback in every step of the year-long proposal preparation. “There would be no ADVANCE grant without President Battles’ leadership,” says Pogozelski. “We’re building on her previous ADVANCE grant. PLAN was her idea and we valued her trust in us to carry it out. She also gave generously of her time to brainstorm with us and edit multiple drafts—and other COPLAC administrators rallied around her enthusiasm.”

The PIs designed PLAN to create equity at COPLAC institutions for women faculty and faculty who are members of underrepresented groups in STEM by addressing intersectional elements—interconnected social categorizations, including race, class, and gender; sexual orientation, disability and socio-economic factors—that may contribute to overlapping and interdependent systems of discrimination and disadvantage. Their goal is to raise awareness of bias and prompt evidence-based, sustainable organizational changes to policies and procedures at COPLAC institutions. PLAN workshops will help administrators and department chairs develop “scorecards” to create equity goals, measure progress, and train others to solve issues that contribute to gender inequities in STEM. PLAN will also provide professional support and networking through virtual “affinity groups” that will foster community, empowerment, research collaboration, mentoring, and solutions to overcome barriers to career advancement.

“I know first-hand how much the NSF ADVANCE program supports

women in academics,” says West, who benefitted from an ADVANCE program at West Virginia University. “It provided me with funding to develop a mentoring relationship with a senior scholar, which has been one of the greatest learning experiences in my career. I’m thrilled to be able to offer the same kinds of opportunities to women scholars across the country, at places similar to Geneseo.”

Pogozelski says her motivation to apply for the ADVANCE grant came from her own experiences. The focus groups the proposal writing team conducted at Geneseo and other COPLAC institutions and the literature about gender disparity in STEM was “immensely validating,” she says. “It was a revelation to find that our experiences aligned with these carefully researched social science studies.”

Many primarily undergraduate institutions are in geographically remote areas with few opportunities to meet with collaborators or be mentored. Compounding isolation are intersecting factors, including unequal teaching loads; lack of support for work-family balance; and institutional policies and procedures for career advancement that favor men. These factors result in reduced or delayed tenure and promotion and low job retention. In addition to systemic barriers, some women in STEM at COPLAC institutions say they fight self-doubt, “imposter syndrome,” and messages of marginalization.

Pogozelski hopes that PLAN will bring about real changes at COPLAC institutions. “We place high value on nurturing students and on creating real engagement with students, but the reward system primarily focuses on scholarship. Ironically, a great scholarship record is often easier to achieve without nurturing or engaging students! We hope to be part of efforts to help institutions examine promotion criteria to accurately reflect the stated values of the campuses.”



(Left to right) Associate Professor of Political Science and International Relations and Co-PI of the National Science Foundation ADVANCE “Partnering and Liaising Across the Nation Initiative” (PLAN) grant Karleen West, President Denise A. Battles, and Distinguished Teaching Professor of Chemistry and PI of the PLAN program Wendy Pogozelski.



Jim Kimball, Music – Preserving Musical History

Over his 40+ year career at SUNY Geneseo, ethnomusicologist James Kimball has documented the music and voices of master traditional musicians of New York State, many of whom specialize in the Eastern square dance tradition. His vast collection includes interviews and community performances of notable fiddlers, square dance callers, dance musicians and community members whose knowledge bridges 19th century repertory to contemporary practice.



Kimball has donated his entire collection to SUNY Geneseo. It is being preserved and a majority of the field recordings will be made publicly available through a \$45 thousand Recordings at Risk Grant from The Council on Library and Information Resources (CLIR) received in 2019. The grant-funded project is digitizing 498 cassettes, 68 VHS tapes, and 7 Hi 8 mm videos. Most of Kimball's materials represent the region of western New York, east to west from Syracuse to Buffalo, and north to south from Lake Ontario to NYS southern border, approximately 15,000 square miles. The collection also contains material from other parts of New York state, including the Catskill and Adirondack regions.

In a letter of support to CLIR, Jim Farrington at Eastman School of Music wrote, "Much like a photographer with a camera slung around their neck at all times, Kimball was always ready to record when he thought things could get interesting." Beyond the dance music, the interview tapes contain songs, stories, memories, local lore/vernacular, jokes, topical conversation, and farming and agricultural knowledge. They are an oral history of a rural lifestyle that has seen tremendous changes in the last fifty years in New York and across America.

Kimball is serving as the content specialist by constructing and verifying metadata of the recordings and overseeing quality control. Ethnomusicologist and GLOW Traditions Director, Karen Canning, in consultation with Reference Instruction Librarian Liz Argentieri, prepared the recordings for digitization, devised a file-naming system, and will supervise the transfer of digital sound files into college system and public access through Geneseo's open access platform, KnightScholar (bepress Digital Commons). A student intern will help with metadata.

A 2014 Grammy Foundation Preservation Assistance grant funded stabilization of Kimball's recordings at McClellan House, where they were sorted and catalogued. Future plans include app development for onsite use with NYS historical sites, initially funded by a grant from a Tier I SUNY Innovative Instruction Technology Grant.



Sharon Peck, Education – Incorporating Games into Curricula

SUNY Geneseo Associate Professor of Education and Principal Investigator (PI) Sharon Peck and her Co-PI, SUNY Brockport Lecturer and Director of SummerLEAP Amy Shema, (pictured left) have received a \$5,000 grant from the NEA Foundation to research the cognitive and socio-emotional development learning that occurs during gameplay and to develop workshops that will help K-6 teachers incorporate games into their curricula.

"This proposal grew out of our own research and a project to provide professional development on play for teachers, which included surveying 80 area educators at a symposium on play sponsored by The Children's Institute," says Peck. The recently developed New York State Next Generation Standards for Language Arts and Math, encourage play-based instruction for prekindergarten through third grade classrooms. To ensure successful implementation of standards in fall 2020, symposium participants requested professional development in using games to meet standards, funding for supplies for using games in their classroom, and support in helping administrators understand the value of play and games in the classroom.

In fall 2019 the PIs included course readings for their undergraduate and graduate students that discuss the importance of play and games in learning, game design, and how to adapt games for the classroom. Their students have played games, and modified and created games for use in preK-6 classrooms. In addition, graduate and undergraduate students are collaborating with the PIs to create three professional development workshops for area teachers that will be offered this spring. After the workshops, the teacher participants will be able to articulate the value of games in learning, incorporate games into their curricula, and modify, adapt, and create their own games.

The PIs will use the data from teacher feedback and classroom observations to inform course instruction for teacher candidates and will share their findings at the Games in Education Symposium and the National Council of Teachers of English Conference. A variety of games purchased with the grant funds are housed at SUNY Geneseo's Milne Library and are available for lending to teachers in the region. "Through thoughtful game selection, coursework and co-creation of professional development workshops, this project is enabling us to gain a greater understanding of the ways immersion in play and games impact pre-service and in-service teachers' attitudes toward the use of games to enhance learning," says Peck. "This partnership between SUNY Geneseo and SUNY Brockport is timely and supports ongoing efforts in the region to create a culture of play."



Undergraduate Summer Research Fellowships

These \$3,000 fellowships are awarded for students to devote two consecutive summer months to their research project working with a faculty sponsor. The most intensive and rewarding research often occurs during the summer months when both the students and their faculty mentors can devote full effort to their work without the pressures of coursework and teaching. In responding to the need to provide additional opportunities for students to participate in summer research projects the Geneseo Foundation, in cooperation with the Research Council, sponsors undergraduate research fellowships each summer.

A Cross-Section of the Restroom

Natalie Hayes '20 from Red Hook, NY

Sponsors: Lytton Smith, English and Dan DeZarn, Sustainability

WHAT IS YOUR PROJECT? My project was an artistic exploration of the bathroom; in that exploration, I found myself creating art in the bathroom and creating art with the bathroom in mind. Most often, this manifested as installation-style artwork in public restrooms. This artwork was made via a sort of long-distance collaboration/conversation with the poet TC Tolbert who, at the same time, was installing his own work in bathroom stalls.

WHAT DID YOU HOPE TO GAIN FROM WORKING ON THIS PROJECT? I hoped to gain some experience with creative collaboration, which was made possible thanks to TC. Also, I hoped to develop both my artistic abilities and portfolio, especially given I'm nearing graduation and beginning to consider pursuing further education. I feel I'll be working on my artistic development for the duration of my life and that this project has contributed greatly.

HOW HAS WORKING ON THIS PROJECT IMPACTED YOUR LONG TERM PLANS? It has enabled me to realize just how much I love collaboration and, furthermore, how integral collaboration is to my creative process. Also, it has sort of generally encouraged me to keep an eye out for opportunities like this one, especially as I enter post-graduate life.

WHAT HAVE YOU ENJOYED THE MOST? It was really nice to have financial support for the sake of artistic creation. I think that can be hard to come by, and I am deeply grateful for the experience. More importantly, though, I really enjoyed collaborating with TC. Despite the obstacles presented by being long-distance, we were able to create work that I am proud of. Plus, our collaboration continued well beyond summer—it feels that this project made way for what could be a much longer term project, or series of projects (and, not to mention, friendship).

WHAT ADVICE DO YOU HAVE FOR OTHER STUDENTS WHO MAY BE INTERESTED IN WORKING ON A RESEARCH PROJECT? Do it! It's a fantastic opportunity. This project has enabled me to make connections in my field and develop my work in ways that would not have been impossible otherwise.



Environmental Enrichment as a Treatment for Cocaine Relapse

Shreyya Malik '20 from New Delhi, India

Sponsor: Alison Bechard, Neuroscience



WHAT IS YOUR PROJECT? My project focused on the effects of standard versus enriched environmental (EE) conditions in drug relapse, specifically cocaine. Cocaine addiction is a chronic brain disorder that is a prevalent and concerning problem in US. It is characterized by behavior marked by difficulties in remaining abstinent and a high risk of relapse. I focused on the interaction between EE and drug related behaviors, as environmental conditions play important role in addiction. I hypothesized that EE will reduce cocaine-seeking and relapse, an outcome associated with the changes in activation in brain regions related to reward and addiction.

IS THERE ANYTHING THAT SURPRISED YOU? I have always been interested in research, but it was during this summer that I realized my true passion for it. I have applied for further research opportunities before I start further studies.

HOW HAS WORKING ON THIS PROJECT IMPACTED YOUR LONG-TERM PLANS? I am a pre-med student. Initially I only planned to apply to medical colleges after having spent so much valuable time in the research lab and learning new skills and techniques, I cannot imagine myself not being involved in research. Now I am looking into MD-PhD programs rather than just MD programs, as research has become an integral part of learning for me.

WHAT HAVE YOU ENJOYED THE MOST? While my research advisor aided me with her guidance, she also gave me the freedom to make the final decisions over the experimental protocols. After training, she trusted me to conduct the research independently without any interference, and it was mesmerizing to be alone in the laboratory and having the kind of responsibility one has as a professional researcher.

WHAT ADVICE DO YOU HAVE FOR OTHER STUDENTS WHO MAY BE INTERESTED IN WORKING ON A RESEARCH PROJECT? If you're confused whether research is for you or not, some professors offer you the opportunity to be a research volunteer, an extra pair of helping hands but not have you take credit for it. This allows a student to not stake their GPA over the research while exploring their interest in the field. Some students push research off to their junior, or senior year. Do not do that. If you can, make time for research. You can learn a lot if you start early, and even score leadership roles in the laboratory.



NSF International Research Experiences for Students, Track I: IRES Sites

IRES Sites engage a group of students in active high-quality collaborative research at an international site with substantial mentorship from researchers at the host lab. IRES Sites must be organized around a coherent intellectual theme that may involve a single discipline or multiple disciplines funded by NSF. Within this theme, students must have their own individual research project.

IRES Sites may be based on established international partnerships or may propose a new collaboration. Although two-way exchanges are encouraged, the IRES program typically provides support only for U.S. students. Also, IRES does not provide salary support for foreign research mentors, although it does support research and related expenses for the U.S. team while in the international location.

The U.S. PI is responsible for recruiting and preparing U.S. student participants, ensuring the quality of the research experience, and the appropriateness of the foreign research mentorship. U.S. PIs may spend a short period of time with the U.S. students to help with the transition to the foreign site and mentors, but they are not required to remain on-site with the U.S. students throughout the period abroad and are encouraged to use remote means to co-mentor. Recruitment of the U.S. student participants may occur locally, or may involve wider regional or national recruitment plans, as appropriate for the specific project.

IRES Site awards are for three years. A different cohort of students must be supported each year and the research period is 6-10 weeks long per year. The next deadline for IRES Site proposals is September 8, 2020, and about 20-25 awards will be made in 2020. Awards are generally limited to \$300,000, though for “exceptionally creative” proposals, awards of up to \$400,000 are possible.

IRES program page: https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505656

Encore, Encore! 2nd Annual Connectivus

Mark your calendars. The first Faculty Connectivus held last March at the Big Tree Inn was met with such great enthusiasm that it will be repeated on Friday, March 27, 2020.

The event pairs junior and senior faculty from different departments so they can meet each other face-to-face and chat about shared research and scholarly interests in a casual setting.

What to Expect:

- Several very brief presentations before the main event.
- Overview of “speed networking” format and rotation map.
- Three sets of 15 minute discussions with faculty with complementary scholarly interests.
- Hors d’oeuvres, soft drinks, coffee, and cash bar.

The Office of Sponsored Research will soon be emailing more details about the event to faculty from all departments.



From 2019 Connectivus...

▲ Provost Stacey Robertson and faculty members Dori Farthing and Thea Yurkewecz

► Faculty members Kurt Fletcher and Crystal Simmons



Upcoming Campus Deadlines

Faculty Programs

- Feb. 24 Proposal Writing Support Awards
- May 4 Summer Faculty Travel Grants (2020-21 year); Summer Incentive Grants (2020-21 year)

Student Programs

- Feb. 3 Student Travel, Research and Creativity (TRAC) Grants
- Feb. 24 Geneseo Foundation & Kyrwood Undergraduate Summer Fellowships
- Mar 30 Geneseo Foundation Student Assistantships
- Apr. 13 Student Travel, Research and Creativity (TRAC) Grants

GREAT Day http://www.geneseo.edu/great_day

Mar. 13 GREAT Day SUBMISSIONS deadline

Apr. 22 GREAT Day (Wednesday)

www.geneseo.edu/sponsored_research