

The University RESEARCH NEWSLETTER

The University Research Newsletter
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MILLERSVILLE UNIVERSITY OF PENNSYLVANIA



A Message from the Provost

Reflecting on my 16-year tenure at Millersville University as its Chief Academic Officer, I am grateful

for the support and confidence I have received from our faculty and staff in achieving the priorities of Academic Affairs. One of the primary priorities is to advocate for and support the engagement of faculty and students in scholarly endeavors. As a comprehensive public institution of higher learning, firmly grounded in our EPPIC values, Millersville University espouses the teacher-scholar role model for faculty development. Such an approach quintessentially means that outstanding teaching can occur only if informed through engagement in scholarly activity in one's disciplinary area. Furthermore, numerous studies over decades have shown that student engagement in faculty-guided research and scholarly activity is a high-impact practice, which results in student retention and success, both before and after graduation.

The idea of promoting and supporting the scholarly work of faculty and students through the publication of the University Research Newsletter (URN) was put forward by my colleague and friend Dr. Dennis Downey, Professor of History Emeritus and former director of the University Honors College (UHC). Dr. Downey, who led the UHC with distinction for over 12 years, is a perfect example of an educator who fits the teacher-scholar role model. The first issue of URN was prepared and published by the Office of the Provost in the fall of 2010 with participation and support

of the UHC students under the editorial guidance of the UHC director. The practice continues to this day under the outstanding leadership of our current director of the UHC, Dr. Elizabeth Thyrum.

As I look forward to my retirement this spring after serving over 16 years as Provost and Chief Academic Officer of this great institution, I am heartened to observe the progress we have made in emphasizing scholarship as a critical learning experience for our students' success. Among many initiatives, the wildly successful Made in Millersville Research and Scholarly Activity Fair held each year is a testimonial to our efforts in engaging faculty and students in scholarly endeavors. The spring 2021 issue of the URN is filled with exciting stories of engagement in such endeavors by our students, faculty and staff.

In conclusion, this will be my last introduction to the URN; however, I will eagerly anticipate reading future issues during my retirement. I thank the Millersville University family for their continued support and confidence in me over the past decade and a half.

Warm regards,

Vilas A. Prabhu, Ph.D., M.B.A.
Provost and Chief Academic Officer

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Millersville University

FACULTY INTERVIEW

Dr. Christopher Hardy

Professor of Biology and Curator of the James C. Parks Herbarium



When did you begin working at Millersville?

January 2005.

Where did you earn your degrees?

Associate of Arts in art from Catonsville Community College in Maryland; B.S. in biology from the University of Maryland at College Park; and Ph.D. in plant biology from Cornell University.

When did you realize you wanted to work in the field/department where you currently work?

I have always had an affinity for botany. I started my doctoral education not thinking about being a professor. Rather, I just knew that I wanted to go to the rainforest, climb trees and study plant evolution. And I did that. Later on, during my time at Cornell, I realized that being a professor was a way to keep doing that.

What research project have you worked on that was your favorite, or that you are most proud of?

I recently used forensic evidence in the form of microscopic algae preserved on shoes and clothing to help prosecute a man for a kidnapping and attempted rape in a Florida retention pond. I do enjoy being able to apply my botanical expertise to forensic investigations. On the pure research front,

I have been most proud of my work describing and naming species of plants new to science. I find it very satisfying to help document the world's biodiversity.

Have you worked on any research projects with students, and if so, what were they?

Sure, [I've worked with] more than 25 students since 2005. Several of my students have been art minors, and so we pursued projects involving scientific illustration and science education. One of my students illustrated some undescribed plant species that I discovered in the Amazon, and we are working to get those published. I sent another one of my students to the South American Andes to study the diversity and cultivation of potatoes. The most recent of my students conducted a study of Lancaster County flora using herbarium specimens, and not only did he discover 150 new plant species in the flora of Lancaster County, but he also showed statistically that the county flora is now under threat from a sustained invasion of alien plant species. No one had ever shown this before, and these findings obviously have important implications for plant conservation in the region. [However,] my students don't just work on plants.

One recent student used mitochondrial DNA to reconstruct the phylogeny of the cat family (tigers, lions, leopards, etc.) and was able to reconstruct the evolutionary history of cat migrations around the globe. For example, he showed that the first cat originated millions of years ago in Asia, that African cats (e.g., lions, cheetahs) migrated out of Asia and that American cats (e.g., ocelots, mountain lions) came from a separate migration out of Asia. I like to recruit students interested in science writing for the public, as that is also an interest of mine.

Why do you think student research is important to a college education?

Research is where students apply their critical-thinking skills and techniques they learned in the classroom to answer real-world questions. Research and scholarship are the

underpinnings of not only higher education, but of scientific and societal progress. Research also makes a student more competitive for postgraduate employment and related opportunities.

How do you believe students can get involved in research to gain experience in their field of study?

Students just need to approach a professor and start asking the right questions, like "What type of research do you do?" or "Are there any research projects open for me to contribute to?" It's that easy.

Are there any other questions or topics you would like to address?

I am very proud of the work that my biology colleagues and I have performed in support of botany and plant sciences at Millersville. MU biology students have the opportunity to declare a concentration (option) in botany and the plant sciences. This is the only such program in PA's State System, and it helps MU stand out as a regional center of excellence for the study of plant science.

We have recently experienced growth in the number of students showing interest in the program, and we have responded to this by working to enhance and modernize the curriculum to better guide students into fulfilling careers once they graduate. One of the new requirements for the botany and plant sciences option that we are hoping to implement in the very near future is the requirement that all students in the program pursue a research project or internship in their specific area of interest. This will give our students a competitive edge over students from other universities when seeking employment or graduate school opportunities. ♦

Dr. Christopher Hardy is married to Dr. Nazli Hardy (Associate Professor of Computer Science) whose faculty interview was featured in the last edition of the University Research Newsletter: Fall 2020, Volume 10, Issue 1.

By Leah Freeman

RESEARCH IN EDUCATION

Children's Gender Stereotyping of STEM Professions



Emily Holmberg '21, an Honors College senior who is majoring in early childhood education, has confronted the topic of children's gender stereotyping of STEM professions for her Honors Thesis.

"My research topic unites my passions as a woman studying early childhood education

with minors in integrative STEM education methods and mathematics," said Holmberg. Beginning her research in the spring of her sophomore year, she implemented a new curricular unit in a third-grade classroom. This unit consisted of 10 lessons on computer programming, where she taught her students about women in the field and how students can create their own programs. After analyzing the results of her research, Holmberg's final paper took the form of a case study that used the dual-pathway model of gender schema theory to analyze the experiences of two girls in the class who had completely different reactions to the unit.

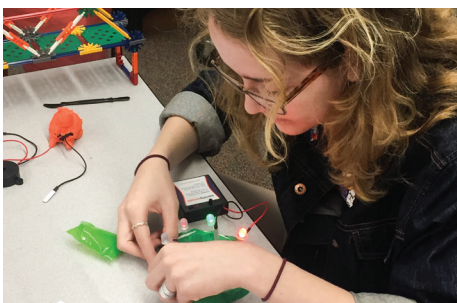
"While both students demonstrated strong masculine stereotypes of all STEM occupations assessed at the beginning of the

unit, one of the girls drew a female computer programmer at the conclusion of the unit. I analyze why only one of the two students' perceptions seemed to shift through the lens of the gender schema theory using the dual-pathway model."

She is grateful for the experience her research has provided her and that MU's professors "are very encouraging of student research." This encouragement has given Holmberg the confidence to pursue opportunities outside of the university and in the professional world. Her research was accepted for presentation at the March 2020 ITEEA National Conference, and she hopes to seek out more opportunities to present her research in the near future. ♦

By Leah Freeman

The Effects of Integrative STEM Studies and How to Improve Their Impact



Students engage in iSTEM projects at the Integrative STEM Laboratory and Resource Center.

For the past four years, Dr. Brusic (AEST) has served as a principal investigator for a research project titled "Integrative Science, Technology, Engineering & Math (STEM) for Teachers of Young Students (iSTEM4ToYS)," along with her coprincipal investigators Dr. Marcum-Dietrich (EDFN), Dr. Shettel (EMEE) and Dr. White (MATH), and the support of a National Science Foundation grant (DUE-1611652). The project was focused on the investigation and further development of the iSTEM minor program for early childhood education majors at Millersville and, according to the grant outcomes report, aimed to "determine which research-based component(s) has the greatest impact on undergraduates' abilities to integrate iSTEM concepts/skills in non-iSTEM education courses, their motivation to seek out STEM opportunities in their personal and professional lives, and their STEM perspectives."

Early childhood education undergraduates in the iSTEM minor were compared to undergraduates who shared the early childhood education major but were not pursuing the iSTEM minor. The researchers found that students who had taken the iSTEM minor were better prepared for STEM education and "engaged in STEM professional development when provided with the opportunities to do so in their personal and professional lives," as stated in their outcomes report. The study found that introducing iSTEM coursework and developing an iSTEM Laboratory and Resource Center were the best ways to motivate iSTEM students to new personal and professional opportunities and perspectives while building upon the concepts and skills that they have gained.

This research can have a significant impact on how interest in iSTEM work is cultivated and put to use. By determining coursework integration and iSTEM Laboratory and Resource Center development as the most important contributing factors, program organizers can more effectively prioritize time and resources. Additionally, by creating involved and enthusiastic teachers, the iSTEM4ToYS project seeks to create highly engaged students. As explained in the outcomes report, "If one concludes that teachers have an impact on future workers, there is every expectation that teachers who are better prepared in iSTEM may

have a greater impact on students' choices for education and career paths in all STEM areas in the future."

While the iSTEM4ToYS project focused on STEM education in early childhood, the authors believe that their findings could be impactful for other areas of study, both in different disciplines and different age focuses. One of the conclusions drawn in the grant outcomes report suggests that "having a better understanding of the types of experiences that make a difference in preparing iSTEM teachers could potentially connect to other teacher preparation areas here at Millersville University and beyond." By understanding what inspires and motivates students in their line of work, the research being done by Drs. Brusic, Marcum-Dietrich, Shettel and White could help Millersville University and other teacher preparation programs create an enthusiastic generation of teachers and lifelong scholars. ♦

This material is based upon work supported by the National Science Foundation under Grant No. DUE-1611652. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

By Jackson Fogel



FACULTY-STUDENT COLLABORATION

Research on Marketing and CGI Influencers



Lydia Shaloka '21 is an Honors College student who will soon be completing a business administration major with a concentration in marketing.



Along with **Dr. Lexi Hutto**, an associate professor of marketing at Millersville University,

Shaloka has been working on her University Honors thesis within the new Lombardo College of Business. Her research is focused on the effects of social media influencers on marketing landscapes. More specifically, she is looking at the different ways computer-generated imagery (CGI) influencers, which are created using computer technology and made to look like humans, engage with an audience compared to human influencers. According to Dr. Hutto, "The goal is to gauge students' familiarity with these concepts and experience with them ... and to see if they're able to tell CGI from human influencers," as

well as examining the different opinions the subjects form towards both human and CGI influencer advertisements and personalities.

With the prevalence and evolution of technology, CGI influencers have become a growing phenomenon on various social media platforms. They present a new way for companies to interact more directly with their consumers over the internet and create new potential customers. Shaloka thinks this trend will stay and hopes that her research will allow people to "gain a better understanding of how CGI could change the future of influencer marketing." Dr. Hutto shares the opinion that the research being completed will be important going forward, saying, "This is pretty groundbreaking research. We'd like to be able to inform our marketing colleagues as to what we learned about students' reception to and opinions of CGI and human influencers."

The research Shaloka conducted was a chance to introduce and apply concepts from the classroom to the real world, something she sees as being an important aspect of research and scholarship. "When students work closely with faculty members in their field of interest, it helps them discover what they are passionate about and expand on

the knowledge and skills they have been developing in the classroom," she said. Dr. Hutto shared the sentiment, saying that students and faculty working together on research projects "helps build students' skills and confidence ... and gives them an idea as to whether they'd like to pursue the subject further by going to grad school or getting a job in the field."

Shaloka and Dr. Hutto are both enthusiastic about the research being performed here at Millersville University and the value of the bonds formed between a student and faculty member when they work together. As Dr. Hutto explains, this research is "the way we move the field forward. We answer questions, generate new ones and help move the needle as to what best practices are." By examining the way her field is changing and the impacts those changes have, Shaloka's research has done exactly that. ♦

By Jackson Fogel



An Introduction to the Lombardo College of Business

In May 2020, with a \$3 million donation from Samuel and Dena Lombardo, Millersville welcomed a new college to campus: the Lombardo College of Business. The new college offers innovative Bachelor of Science degrees from its two academic departments: Accounting & Finance and Management & Marketing. Through various forms of student engagement, such as major-focused clubs and internships, the Lombardo College of Business fosters a growing community of students who are seeking success and gainful employment in the business world. With five different degrees being offered this fall, as well as a fully

online B.S. program and an online Business Certificate in marketing, the Lombardo College of Business offers incredible courses for all of its interested students.

Thanks to the generous gift from Dr. and Mrs. Lombardo and the direction of the new Dean, Dr. Tomljanovich, the Lombardo College of Business is able to do all it can to echo Millersville University's core EPPIC values through their own credo: "Our Goal Is Your Success—Acquiring and Practicing the Skills that Will Take You on the Journey of a Lifetime." ♦



By Jackson Fogel



BY DR. MARC TOMLJANOVICH

COMMENTARY

New Opportunities Through the Lombardo College of Business

Dr. Marc Tomljanovich, Dean of the Lombardo College of Business.

It's been a strange start to my career as the first dean of the Lombardo College of Business. Despite having stepped into this position on July 1, I've only met a handful of students! But I'm thrilled to be here to help guide our business faculty and students through these unique times. Business has had a long and successful history at Millersville, but only morphed from a department into a full college in mid-2018. This change is part of a determined push on the part of President Wubah and our faculty to increase the opportunities available to our students interested in embarking on a career in a business-related field.

Along with the new college and the Lombardo naming this June, we have been working on expanding both our departments and programming. For starters, we are moving from a single degree in business to five B.S. degrees starting in fall 2021: accounting, finance, management, marketing and general business. These new degrees will form the scaffolding for new concentrations and majors that will fuel students' interests and offer skills and perspectives that employers will value now and in the future.

We believe that programs alone are not enough. As such, we are also embarking on developing new cocurricular opportunities for our students to employ what they learn in the classroom in real-world settings. These will vary wildly, from new clubs to local and international trips, from national stock investing and marketing competitions to more internship choices, and from greater engagement with the Lancaster community to networking opportunities with our alumni and local business professionals.

These changes and many others stem from our vision for the Lombardo College of Business: We will equip our students with the skills, perspectives and experiences to confront the problems of tomorrow. One essential way to achieve our vision is through research. Our business faculty are engaged in active scholarship. They study relevant organizational issues, such as how active teamwork builds effective and measurable skills, negotiation and compromise strategies, and ways to teach students principles of ethical decision-making. What is exciting for me is that this research is relatable and understandable, a combination that facilitates the ability of our students to work alongside our faculty and collectively add understanding to these business issues. It is exciting work which generates ideas that pique students' interests and leads them to their own research questions.

I cannot stress enough how doing research during your undergraduate years at Millersville will set you apart from others when interviewing for jobs or applying for graduate school. Having this experience is an important and highly valued distinction in the minds of employers and admissions officers; it demonstrates curiosity and persistence. I have seen this happen time and time again—seniors come back and excitedly tell me about how well their interview went because they shared their initiative and their self-guided work ethic through an explanation of their research. The opportunities afforded by working on an honors thesis or through original student-faculty research are simply incredible, and for some students, life-altering.

My advice to Millersville students—go talk to a professor who has inspired you, and as soon as possible in your college career. We encourage

students all the time, with respect to moving from being a passive classroom participant to an active contributor to academic activities and campus life. But if you are interested in being part of a research team or conducting your own research, you are going to need to speak up. So, approach a faculty member for a course that you like, and ask about the areas they are currently researching. Approach them to ask about more details on a topic covered in class. Approach them with a question or an idea that you have. Maybe it will not immediately lead to anything, but by taking this first step, you will gain some confidence in speaking up for yourself. And your professor will remember you. Whether they end up becoming a mentor or they direct you to another faculty member whose area of specialization more closely meshes with your interests, you have taken the first step to being a researcher. Be curious! Be persistent! ♦

BE curious!
BE persistent!

CAHSS SPOTLIGHTS

"The College of Arts, Humanities and Social Sciences (CAHSS) is a vibrant community of exploration, creativity and innovation.... As the dean of the College, I am extremely proud of the high-quality outcomes of our student work and am committed to providing full support to these unique learning activities through resource allocation and fundraising."

– Dr. Ieva Zake, Dean of Arts, Humanities and Social Sciences



Tell School of Music's Versatile Approach

Millersville's Tell School of Music provides all of its students a chance to become musicians, no matter whether their degree program is aimed toward becoming performers, educators or music industry professionals.

"In today's arts and entertainment world, it is critical that our students are multifaceted, and I think the students recognize this," said **Dr. Christy Banks**, Assistant Chair of Music. "In fact, I think that emphasis on versatility is why some of our best students choose the Tell School of Music!"



Banks has been a faculty member at MU since 2005 and teaches a variety of classes. Her area of specialty is clarinet performance, for which she has acquired three degrees and has performed nationally and internationally prior to the pandemic.



"I am very proud of the School and the way it has grown," said **Dr. Barry Atticks**, music faculty member and coordinator of the music industry program.

"It is a very collaborative environment between the students and also the professors... [and] our students are the most well-rounded."

Atticks was extremely involved in renovating the School. When he first arrived at MU in 2013, there were fewer than 20 music majors in the music technology program. Within the past six years, that number has grown to around 150. Further, he has assisted in shaping new courses and methods for testing students that are more hands-on than ever before.



"[It] is a vibrant institution—home for training future music educators, performers and music business specialists," said **Dr. Vera Volchansky**, faculty member

and Director of Orchestras. "I do not exaggerate when I say that my colleagues are extremely hardworking professionals who understand the nature of today's world, who have passion for music and who love students."

The School's faculty are dedicated to the education of their students, improvement of the Tell School of Music and to the preparation of students for successfully navigating the world after they graduate from the University.

"One of the ways that many of my colleagues encourage this [student research and scholarship] is by being internationally active in our fields," said Banks. "Creativity is woven into every single class."

While a career in music can be challenging and competitive, MU's Tell School of Music confronts collegiate music studies in a holistic and unique way in order to assure student success within the field. ♦

By Leah Freeman

Department of Art and Design's Student Successes

The Department of Art and Design provides students with the opportunity to study studio art, art history, design and/or art education. Students' hard work and creativity, along with the faculty's dedication to their students, can lead to great success and outcomes.



Shauna Frischkorn and son.

"[The department is] typically focused on creativity, which helps students become successful problem solvers and to think critically—something that will serve them well in all walks of life," said the department's new chairperson, **Shauna Frischkorn**.

Elected to serve as department chair in May 2020, Frischkorn has already had plenty of time to become well acquainted with the department and its students, as she was originally hired as a faculty member in 2001.

"The art majors are extremely supportive of each other and are a strong community of creative thinkers," said Frischkorn. "Being an art student requires lots of hard work, and all of our studio courses meet for five hours per week, plus outside time for homework."



A great example of one of the department's dedicated students is art major and Honors College student **Adam Loving '21**, who received the Joseph and Marianne Nolt Family Scholarship Endowment in early May 2020. This reward has helped Loving fund supplies for his Honors College thesis, in which he created a comic book centered around art of the Italian Renaissance.



Another is Honors College student **Teonta Aviles '21**, who will be earning a B.S.E. in art education and a B.F.A. fine art concentration in painting. For her honors

thesis, she created what she calls the "En" Project, which includes a series of paintings and a written analysis that has the main objective of portraying how people have become more accepting of the progressive transition away from binary traditions of gender.

"I hope the 'En' Project will create a progressive step forward in how students will conceptually approach the challenges society faces and create a new narrative of how gender functions are observed."

Both students are grateful for all the department has done for them and all the support they have received.

"The Department of Art and Design does an amazing job encouraging students to combine our artistic pursuits and our academic interests," said Aviles. ♦

By Leah Freeman



BY ALYSSA LEISTER

ALUMNI COMMENTARY

The Long-Lasting Value of a Mentor/Mentee Relationship

Alyssa Leister '12

As a Millersville student from 2008-2012, I had heard the faint stirrings about mentorship and how positive that experience could be for students. However, it was not until my senior year, when I met Mr. Paul Beideman (MU '71), that I was able to fully grasp that truth. Paul and I were connected by Dr. Dennis Downey, the then-director of the Honors College, via email as part of an initiative to bring in prominent leaders within the community to talk with students about life after college. I found a lot of wisdom in Paul. He provided valuable assistance on my résumé and offered critiques as I worked to prepare it for job applications postgraduation. His support was of consistent help to me during that time.

After graduation, I reconnected with Paul during a few seminars provided to students of the Honors College, though this time I was on the panel as well. As usual, Paul was gracious and forthcoming with his wisdom and education. He was always willing to talk and provide support.

I work part-time for a nonprofit organization and was seeking to connect with a variety of people with regard to grant writing, disability inclusion, international economics and a diverse range of topics that this organization covers. Upon reconnecting with Dr. Downey, he suggested I reach out to Paul as I had years ago for advice and aid. In reaching out to Paul, I discovered that his character even now remains the same—always willing to support. He provided several network contacts for me to reach out to, all of whom have provided conversations and connections that I would have otherwise lacked.

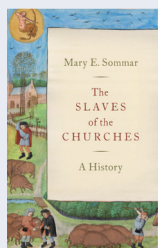
Paul's influence has been like a river throughout my career thus far—it ebbs and flows. When it flows, he willingly pours advice into my career and answers into my questions. When it ebbs, it is simply because my career has stabilized with the help of his past advice.

Ultimately, I consider him to be one of the best networkers I know. In the Philadelphia area, he is known and respected by his colleagues, and the fact that he supports Millersville, its students and my career goals speaks to his character.

I have been very fortunate to have mentors throughout my career, but Paul has remained one of the most influential. I would encourage all students to find someone like him. A mentor could be someone who supports your particular field of study, or who supports your career-building as a whole. It could even simply be someone with more life experience than you, who can be a guide during times of struggle and times of celebration. ♦

New Book Releases from Millersville University History Professors

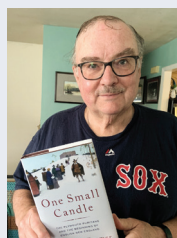
History is much more than the study of events that have occurred. It concerns itself with why events occurred, how people acted and the lessons that can be learned from it all. This is what drives Millersville's professors Dr. Sommar and the retired Dr. Bremer to dig deeper into the subjects that interest them and to present their findings to the world.



Before becoming an assistant professor of history in fall 2008, **Dr. Mary E. Sommar** was shocked to learn that Christian churches had owned slaves during the late Roman Empire. Since then, she has researched regulations, legal documents and statements by the Christian church on slavery and property from the Roman Empire to the modern era, putting her findings into

her new book, *The Slaves of the Churches: A History*, published in 2020 by Oxford University Press. Dr. Sommar discovered that, with the exception of the Quakers, no Christian body that she could find had outlawed slavery until the modern day.

By providing lessons and findings like these, she hopes that her book will shed light on the tendency for self-interest and economic factors to win out over moral considerations throughout history.



Dr. Francis J. Bremer, who served as chair of the history department for 12 years before his retirement in 2011, revisits the founding of the first English colonies in New England over 400 years

ago in his new book, *One Small Candle: The Story of the Plymouth Puritans and the Beginning of English New England*, published in 2020 by Oxford University Press. By accessing archives and materials available online, Dr. Bremer says he examined two major aspects of early Puritan settlements: "the story of the Native peoples of early New England" and "the central role played by lay men and women in the shaping of puritanism in general and the religious life of Plymouth in particular." ♦

By Jackson Fogel

MU STUDENT RESOURCES

Benefits of Success Coaches on Student Scholarship

Success coaching is an academic support service offered to MU students that is specifically meant to enhance academic hard and soft skills, confidence, knowledge, motivation and overall academic performance. With a scheduled appointment, students no longer need to feel alone when beginning college, or completely on their own throughout the four-year experience.



Ryon Freeman, one of the University's success coaches and MU alum with a BSW and MSW from the social work program, feels that social work answers his calling to help others, and is passionate about contributing to this program and how it benefits students.

"[Student success] really depends on the student's community ... the resources that are around them ... and who is there to support and help them. The success coaches are a part of that," said Freeman.

While success coaches are not tutors, they are available to support student learning and all-around success. In the past, success coaches have provided aid with navigating DARS (degree audit reports), prepping for advising appointments, managing daily schedules for setting and meeting goals, developing GRIT (adapting a growth mindset and therefore resilience), and forming an individual success plan to help guide a student through their academic career and life. Coaches continue to help students with improving academic habits, reading comprehension, adjustment to campus life, management of relationships and connecting students to other campus resources that might be helpful to them.



"All students have the academic ability to succeed, but may simply need to refine their learning strategies to become better students," said the chair of the Department of Academic

Advisement and Student Development, **Dr. David Henriques**. "Success coaches ... help students see the myriad opportunities

available to them. Ideally, students are able to gain insight into their own learning, goals and curiosities, thereby becoming stronger learners and triggering new ways of learning that stimulate creativity and academic scholarship."



Currently, success coaches report directly to the new Dean of Student Success and Associate Provost for Academic Support Services, **Dr. Rachel Finley-Bowman**.

Success coaches are meant to be an easily accessible student resource; as such, students can schedule appointments with success coaches via email at success.coaching@millersville.edu.

"I encourage all Millersville students to utilize our success coaches," said Finley-Bowman. "They are tremendous advocates in times of need and are even greater assets to students when used in proactive ways to enhance individual strengths, networks of support and connections on campus."

The abundance of positive feelings that come with being able to contribute to a program that results in direct consequences, such as a student achieving a goal or passing a class or confronting a conflict, is Freeman's favorite part of working as a success coach.

"You see people's lives get better, and you get to see them start to believe in themselves ... and start to recognize their value, worth and potential," said Freeman. "It is such a rewarding job, working with students on that level..."

Overall, success coaches are a resource available to all students and provide a valuable service. Students should not refrain from reaching out and making the most of this opportunity, because it is specifically meant to offer assistance to students during their college career, which is, as Freeman said, "the greatest gift a university could give students." ✦

By Leah Freeman

NEWSLETTER STUDENT STAFF

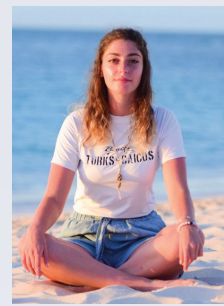
Student Editor/Writer: Jackson Fogel



is a sophomore at Millersville University working towards an English B.A. and a history minor, with interests in Spanish, linguistics and philosophy. He

is a student in the University Honors College and is the current vice president of the English Club. This is Fogel's second semester as a co-editor of the University Research Newsletter. ✦

Student Editor/Writer: Leah Freeman



is a junior at Millersville University who is striving toward an English B.A. with a concentration in writing studies. Her minors include linguistics ESL and psychology. Freeman is a

student in the University Honors College and previously served as editor of the Honors Report, but continues to serve as a volunteer student writer. She is an intern editor and Project Manager for Authors of the Made in Millersville Journal for the upcoming 2021 issue. This is her second semester as student co-editor for the University Research Newsletter. ✦



Millersville University
HONORS COLLEGE