Name: Elizabeth Thyrum, Ph.D
Rank: Associate Professor
Department: Psychology
Engaged Scholars Project: Dr. Thyrum has incorporated service-learning in her Health Psychology course since fall 2004. Health Psychology students are required to volunteer at health-related agencies as a means of learning more about psychosocial aspects of physical illness. She hopes to implement a research project that would examine the influence that the service-learning project has on student’s empathy, understanding of illness, motivation for volunteerism, etc. This project may lead to creation of new service-learning assignments for additional courses, a grant proposal that would support service-learning and research in Health Psychology, submitting an abstract of research to a conference, or writing a research paper for possible publication.

Name: Tim Mahoney, Ph.D.
Rank: Assistant Professor
Department: Educational Foundations
Engaged Scholars Project: Dr. Mahoney teaches the Philadelphia Urban Seminar, which involves community service and two weeks of field experiences in Philadelphia public schools. He hopes to work on connecting in deeper ways with the urban community and strengthen the Seminar course for the students and the neighborhoods where they work. Tim is working on writing a grant to fund enhanced connections between his students and the urban communities they work in during the Philadelphia Urban Seminar.

Name: Theresa Russell-Loretz
Rank: Associate Professor
Department: Communications and Theatre
Engaged Scholars Project:
Dr. Russell-Loretz has incorporated service learning in her public relations courses since 2001. Students in these courses assess a nonprofit organization’s public relations needs, then develop, and conduct research or a public relations campaign for that organization. While participating in the Engaged Scholars Program, Dr. Russell-Loretz would like to conduct research oriented toward public advocacy of nonprofit communities and service learning. She and Dr. Paul are researching how public relations faculty prepare students for team collaboration in service-learning projects. Additionally, she would like to facilitate a series of workshops or forums on communication, collaboration, and civility, as well as the areas of public deliberation, debate and dialogue. Her goals include grant seeking to help fund these forums and incorporate these into curriculum at the undergraduate and graduate levels.
Name: Robert Eugene Ellis  
Rank: Instructor  
Department: Communications and Theatre  
Engaged Scholars Project: Mr. Ellis would like to develop a course with a service-learning component geared towards debate and dialogue with emphasis on conflict management and justice. This would include a development of a series of workshop or forums on communication, collaboration, and civility, particularly in the area of public advocacy, debate and dialogue.

Name: Gregory Dennis Paul, Ph.D.  
Rank: Assistant Professor  
Department: Communications and Theatre  
Engaged Scholars Project: Dr. Paul would like to develop a course for incoming freshmen with a service-learning component geared towards civil dialogue, conflict management, and justice as a way of shaping their approaches to dealing with differences on a university campus. He would also like to work on developing a research agenda that aims to understand how nonprofit organizations negotiate accountability among their varied stakeholders by strategically socially constructing multiple identities.

Name: Cheryl Desmond, Ph.D.  
Rank: Professor  
Department: Educational Foundations  
Engaged Scholars Project: Dr. Desmond has incorporated service learning in her graduate course, EDLD 614 School and Community Relations, in which educational leadership students are required to develop collaboratively a five-year plan and evaluation for a problem-based learning project/case study based on an actual school, district, and student data and one that engages families and community actively and increases student achievement. At the end of the semester, each student team presents its findings and proposals to a representative leader from the school/district. As part of the Engaged Scholars program, Dr. Desmond would like to strengthen the service-learning aspect of her course by having students become more knowledgeable regarding the importance of family and community engagement to student achievement. Also, she would like to explore collaborative research with her students on their projects and the resulting impact on student achievement.
Engaged Scholars Project: As Engaged Scholars Program participants, Dr. Helishorn and her graduate assistant, Lauren Wolf, will work to refine the existing service-learning projects incorporated in the course The Teaching of Mathematics, including Math Day and Math Family Night. They hope to refine the work that their students do so they experience the full value of the service-based learning. Projects could include, submitting a conference proposal, a manuscript to an education publication, or a grant proposal to gain funding for this program. They have met with teachers in the Manheim Township School District to plan "Math Day" on November 5, 2010, when second through fourth grade students will learn career related mathematics from Millersville University pre-service teachers. This initiative is being developed into community-based research.

Engaged Scholars Project: Dr. Victoria Weaver is developing a component of service learning that can be blended into current Art Education field experience requirements. In addition, and as a response to the increasing need for students to experience authentic teaching opportunities in classrooms for students with special needs, Dr. Weaver identified and has begun the process to create such an educational relationship. The proposed affiliation is with the Janus School; a school recognized for its research-based holistic approach to teaching and learning for students with special needs. This collaboration promises to be beneficial for the students and faculty at both The Janus School and Millersville University. For our students, this is an excellent opportunity to work, observe, and participate in the learning environment in which each child has an IEP. For the Janus School, the Millersville University students are offering their time in a variety of activities at the Janus School that include hanging art work, prepping materials and helping with resources. The resulting project components may include the submission of conference presentations with possible publication of this research.