

Section 1: Highlights from the Division – Using the PPP model – people, programs, place – develop a short narrative highlighting not more than three to five top-level highlights. What are those accomplishments from the past year that push your area forward in meeting our university mission and values?

I would like to briefly share several important highlights from EDHS for the 2018-19 academic year:

- **New Academic Programs** – During the academic year, EDHS faculty and staff prepared for submission to the Office of the Chancellor proposals for three new programs:
 - **BS in Sport Administration** in the Department of Wellness and Sport Sciences. This program will provide this department with its first undergraduate degree program, and a feeder program to its MED in Sports Management.
 - **MAT** in the Department of Educational Foundations. This program will provide a graduate level pathway to Pennsylvania teacher certification in Computer Science 7-12 for individuals with an undergraduate content degree in computer science or related field.
 - **EDS in School Psychology**. This would be Millersville University’s first Educational Specialist degree program. It will allow school psychology certification candidates to complete that credential in the context of a degree program as opposed to a post masters certification program.

- **Grants** – According to university data, the total amount of external funding requested by EDHS faculty and staff in 2018-19 was \$6.8M. Of these, 9 were funded (\$4.63M), 7 were declined (\$488.4K), and 6 are pending (\$1.29M). Significant grants awarded to faculty or staff in EDHS include these:
 - **Dr. Nanette Marcum-Dietrich** (Department of Educational Foundations) has secured funding in the amount of \$399,179 from the National Science Foundation (NSF) for the Watershed Awareness using Technology and Environmental Research for Sustainability (WATERS) project.
 - **Dr. Nanette Marcum-Dietrich** (Department of Educational Foundations) has also secured from NSF a \$392,197 grant from NSF on Watershed Advocacy using Technology and Environmental Research for Sustainability (WATERS).
 - **Dr. Tiffany Wright** (Department of Educational Foundations) secured funding in the amount of \$75,000 from the Pennsylvania Department of Education under the Innovative Teacher and Principal Residency Programs grant competition. Her project is entitled Building Principal Pipelines in an Urban School District.

- **CSWE Reaffirmation of the BASW Program in the School of Social Work** – During the course of this academic year, SOWK prepared for and hosted a very successful reaccreditation (reaffirmation in the CSWE lexicon) visit by the Council on Social Work Education (CSWE). This reaffirmation of accreditation covers the next 8 years.

- **International Student Travel** – EDHS has been able to significantly ramp up the number of faculty-led study abroad trips. Eight members of the faculty from 4 departments led student trips to Puerto Rico, Belize, Ghana, Sweden, Lithuania, Latvia, Costa Rica, and Spain. In addition, Solomon Hill (DSW candidate) spent nearly a month in Nigeria collecting data for his

dissertation, and Lauren Walker (BSE candidate in Early Childhood Education) is currently completing an independent study (internship in education) in Costa Rica.

- **30th Annual Lockey Lecture** – This year was the 30th anniversary of the endowed Anna Funk Lockey Lecture in Education. This year we had the pleasure of welcoming to Millersville University Dr. Michael Eric Dyson. Dr. Dyson is a Georgetown University sociology professor, New York Times contributing opinion writer and a contributing editor of The New Republic.

Section 2: Strategic Accomplishments – This is more familiar to our organization – using the three OBP strategic goals, please provide evidence and accomplishments that show how your area is making progress on the goals and strategies. Please provide appropriate connections to our six EPPIIC values.

In addition to the items from Section 1, many of which align with Old Bold Path and EPPIIC values, the College of Education and Human Services has contributed to other ways during the course of AY2018-19.

- **Retention (Goal A: Engaging Learners)** – 2018-19 data on 2nd year retention are as follows.
 - PK-4 (EMEE) – 84.3%
 - Middle Level 4-8 (EMEE) – 76.9%
 - Spec Ed/PK-4 (EMEE) – 83.3%
 - BA Psychology (PSYC) – 83.8%
 - BA Social Work (SOWK) – 73.1%
 - MDST Sports Business – 62.5%

Steps taken to address retention for select programs (that have either made improvements or are below 80%:

Psychology improved their 2nd year retention rate by over 18 percentage points over the previous cohort. This improvement may very well be attributed to the department's Peer Mentoring Program: a student support and mentoring center is available in Luek Hall. Students enrolled in a 100 level PSYC course (including the UNIV 103 course for psychology majors) who want assistance are required to start by taking two workshops from academic advising to make sure they have appropriate note-taking skills, etc. Then, students can work with high performing upperclassmen in the classes they are struggling with, including PSYC 100, 211, 212, although tutoring is available for any course where help is needed. Students apply for assistance, the department recruits as requests come in for assistance. They try to match student and tutor who took same professor to get the best help available.

Social Work has a course that serves as a gateway for their majors. The professor who usually teaches this course has partnered with the writing center and the SOWK subject librarian to design writing workshops that have been imbedded into the course content. Students are helped one-on-one or in small group settings, where they can get assistance on their work and improve their writing

Sports Business reports that their retention is heavily associated with athletics – when a major who is also a member of a sports team isn't getting playing time or lacks rapport with coaches, they tend to leave for other institutions, having a detrimental effect on retention.

Middle Level 4-8 has a low enrollment and as a result has great variability in retention rates from year-to-year; there is a lot of bounce.

- **High Impact Practices (Goal A: Engage Learners)** – All undergraduate programs in EDHS have at least 2 high impact practices built into their curricula, including senior capstone experiences across all undergraduate programs. 100% of undergraduate students avail themselves of at least 2 HIP (bolded entries indicate required):
 - SOWK – FYE, **service learning, internships**, undergraduate research, study abroad, **capstone**
 - PSYC – FYE, **service learning**, internships, undergraduate research, study abroad, **capstone**
 - EMEE – **service learning**, internships, undergraduate research, study abroad, **capstone**
 - EDFN – FYE, **service learning**, internships, undergraduate research, study abroad, **capstone**
 - WSSD (MDST) – FYE, service learning, internships, **capstone**

- **Collaborate with Advancement on Fundraising (Goal B: Ensure Success)** – Activities undertaken to fundraise and friend-raise include Donuts with the Dean (once in the lobby of Stayer and once at Homecoming), a Thanks for Giving event at which current students wrote thank you cards and notes to alumni and donors. We also participated in the MU Lab tour series with Dr. Judith Wubah (assistive technology lab).

- **Tell Millersville Story Through Sharing “Points of Pride” to Promote the University (Goal B: Ensure Success)** – EDHS, through Kelly Davis, developed and maintains an electronic Points of Pride reporting mechanism using Microsoft Office 365. As faculty, staff, and students experience accomplishments, they are entered into the databased and used for reporting purposes. To support and give the more notable of these accomplishments a public face, I established a College Blog.

- **Recruit a Talented, Highly Qualified, and Diverse Faculty (Goal C: Embrace Agility)** – This year three new tenure-track faculty members were hired. Two in PSYC and one in EDFN, including one faculty member of color. Since becoming dean in 2015, I have hired 14 tenure-track faculty members: faculty members of color, 28.5% (4 of 14); women 64.2% (9 of 14 – admittedly easier in the disciplines in my college, but they do contribute to the university metric on gender diversity); and country of origin, 21.4% (3 of 14).

Section 3: Accolades – Our people are our greatest assets in serving our students, so please use this section to highlight the myriad of individual, unit or program accolades for members of your area. These may be research or creative works, leadership roles in organizations, service at regional or national level. Consider including external awards received (e.g., Fulbright honors, athletic championships, “Safest campus”)

I present the following accolades:

- **Dr. Tim Mahoney (EDFN)** was awarded a Fulbright Scholarship which he completed during the Fall 2018 semester. Dr. Mahoney traveled to the University of Lower Silesia in Poland to work

with the International Institute for the Study of Culture and Education. He worked with doctoral students and teachers who work with minority/immigrant children.

- **Dr. Nicole Sorhagen (PSYC)** – Dr. Sorhagen was selected for an Earl Career Fellowship by the Mindset Scholars Network. The award allowed Nicole to spend this academic year collaborating with researchers across the nation. Nicole and her colleagues are engaged in analysis of data from the National Study of Learning Mindsets, a large, randomized, controlled trial of an online growth mindset intervention. Nicole has used the data to look at motivation, anxiety, and achievement in mathematics.
- **Dr. Laura Granruth (SOWK)** – Dr. Granruth was elected to the Board of Directors of the Influencing Social Policy (ISP) group. ISP is an organization dedicated to training social work educators and students of the importance of social policy to social work practice.
- **Dr. Jason Petula (EMEE)** – Dr. Petula was elected President of the Eastern Section of the National Association of Geoscience Teachers (Virginia, West Virginia, Maryland, Washington DC, Delaware, New Jersey, Pennsylvania, New York, and eastern Ontario).
- **Dr. Jeff Wimer (WSSD)** – Dr. Wimer was selected to receive a 2019 NATA Service Award that will be presented at the National Athletic Trainers' Association 70th Clinical Symposia in June in Las Vegas. This national award recognizes outstanding dedication to the athletic training profession, as demonstrated by service and leadership, volunteerism, and advocacy.
- **Ms. Kelly Davis (Dean's Office)** – Ms. Davis served as co-director of the 2019 PASSHE Women's Consortium Staff Leadership Institute from 5/20-5/22/19 in Shippensburg, PA. In addition to facilitating the three-day professional development conference, she presented to the group of staff assembled from 9 of our sister institutions.

Section 4: Challenges – Identify any major challenges that your area faced this past year and how they impacted your people, programs or place. How will you address these challenges going forward?

Three challenges come to mind:

- **Stayer Hall HVAC Project** – For the entirety of the summer of 2018, all faculty and staff with offices and program space in Stayer Hall had to relocate to Lehigh Hall so a major replacement of HVAC equipment in Stayer Hall could be completed. This was a major undertaking that needed to be effected quickly following the end of the spring 2018 semester and that bumped right up against the start of the fall semester. EDHS Administrator Barb Havercamp acted as project manager for this project and coordinated all moving logistics (both ways) and liaised with MU facilities personnel as well as contractors on this DGS project.
- **Changes to Special Education Certification Under Act 82 of 2018** – Without going into great detail here, the context for this is that as a result of legislative action, there will be significant changes coming to special education certification in Pennsylvania that fail to take into account the work that IHEs will need to do to develop, gain approval for, and offer new academic programs. The result is the potential inability for special education teacher candidates to receive from PDE the certification they attended MU to earn. Steps we have taken in include these: (1) I wrote a white paper as Dean and as President of PAC-TE that has been disseminated

statewide and used internally at PDE for guidance on short-term solutions for affected candidates, (2) I immediately convened of MU special education faculty with subsequent follow-up meetings to develop local solutions, (3) I held meetings with special education candidates to assuage their concerns and answer their questions, and (4) I am participating with regular conference calls with PDE leadership and legal counsel to discuss more permanent solutions.

- **A Decreasing Trend in Our Ability to Secure Urban Placements in Foundations Bloc** – In the fall semester, it became evident that we were struggling to secure the number of early field placements for Foundations Bloc, placements which must be urban in nature so candidates will be able to meet the objectives of the courses in the bloc. A small contingent of MU representatives travelled to and met individually with leadership from the four districts providing urban placements (Lebanon, York City, School District of Lancaster, and Columbia). Our goal was to underscore the importance of all our teacher candidates gaining an urban experience and exploring additional opportunities for collaboration and co-construction of the experiences.

Section 5: Next Steps - This is your chance to highlight a few (not more than 3-5) top-level steps/actions/initiatives for next year that you expect to accomplish. Consider how you might build upon your highlights, gaps in addressing strategic needs, or steps needed to address challenges.

- **Office of Field Services Leadership** – We intend to complete a search for a full-time staff member in the Office of Field Services so we can fully actualize the critical work of the office.
- **Bolstering Urban Placements in Foundations Bloc** – On a related note, we intend to continue to develop new opportunities and expand partnerships in order to provide MU teacher candidates with strong early field experience placements in urban settings.
- **New Program Launches** – We look forward to gaining local approval for and/or launching new programs currently being considered by PASSHE. These programs include the BS in Sport Administration (to be housed in WSSD), the MAT in Computer Science (EDFN), and EDS in School Psychology (PSYC).
- **Special Education PK-12 Certification** – We intend to continue to play an active role at the state level on the development of program framework guidelines for a new Special Education PK-12 certification program.
- **CAEP Accreditation** – We look forward to preparing for and presenting a strong case for what will be our first accreditation visit by CAEP; we have been NCATE accredited for over 60 years, but this will be our first by CAEP, the successor to NCATE.