

The University RESEARCH NEWSLETTER

The University Research Newsletter
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MILLERSVILLE UNIVERSITY OF PENNSYLVANIA



A Message from the Provost

Welcome! For those of you entering your first or second year at Millersville University, I welcome most of you to campus for the first time! For those in their third year or beyond, welcome back! We are so excited to be able to have students on campus again and provide you with a lot of opportunities.

I am also new to campus, as my official first day was July 1, 2021! I want to provide a little background to introduce myself and share a story of how working with a faculty member changed the whole trajectory of my life—I would not be here today had it not been for that experience. After taking a microbiology class, my faculty member asked if I wanted to do some research with him. That experience led to my first coauthored paper and a decision to pursue a Ph.D. in microbiology. I loved the idea of being able to have a career as a college professor, teaching and working with students of my own.

I earned a B.S. in biology at the College of William & Mary, and then went on for a Ph.D. in microbiology from The Pennsylvania State University. After a postdoc at the U.S. Department of Agriculture (where I was detailed for a year to do research in a laboratory in Bordeaux, France), I started my faculty career at Towson University. During my almost 20 years at Towson, I worked my way through the faculty ranks to professor. During that

time, I mentored more than 80 undergraduate students on independent research projects and honors thesis projects. I also worked with 10 high school students on science fair projects and supervised or cosupervised eight M.S. thesis students. My students copresented at regional, national and international conferences and were coauthors on papers.

During my last five years at Towson, I became the Associate Dean for the Fisher College of Science and Mathematics. From spring 2016 to June 30, 2021, I served as the Dean of the College of Arts and Sciences at Salem State University. On July 1, I was excited to start as Provost and Vice President for Academic Affairs at Millersville University. I am thrilled to be a member of the 'Ville community now! I want you to know that I strongly encourage you to engage in the EPPIC value of Exploration to pursue your own scholarly/creative opportunities with faculty here at Millersville University and see where that leads you!

I wish you a safe and successful fall 2021.

Warm regards,

Gail E. Gasparich, Ph.D.
Provost and Vice President for Academic Affairs

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A CHAMPION FOR STUDENT SUCCESS

Dr. Rachel Finley-Bowman

Associate Provost for Academic Support Services and Dean of Student Success



What are your roles and responsibilities here at Millersville University? How long have you had them?

I started at Millersville on July 1, 2020, after over 10 years as a tenured faculty member, department chair and then dean at Elizabethtown College. I spent most of that time teaching history and social studies education classes and preparing teacher candidates in those disciplines. Student success and student achievement were a focal point of my pedagogy and scholarship, and my interest in them only expanded when I moved into academic administration. My roles and responsibilities here at Millersville focus on overseeing opportunities for students to promote academic success and retention, foster strong learning outcomes, and enable achievement of personal and professional goals.

What kinds of programs do you oversee as Associate Provost for Academic Support Services and Dean of Student Success?

The Student Success team is devised of a diverse network of offices, known as the Student Success Network, which collaborate to “champion achievement, foster opportunities for personal and professional growth, and promote work/life balance for sustained success as a lifelong learner” (SSN Mission Statement).

Offices and departments include the Registrar, McNairy Library and Learning Forum, Experiential Learning and Career Management, Learning Services, and the

Department of Academic Advising and Student Development.

Areas of study include the University Honors College, Integrated Studies, Exploratory Studies, and Multidisciplinary Studies.

Lastly, the Civic and Community Engagement centers include the Walker Center for Civic Responsibility and Leadership, and the Center for Public Scholarship and Social Change.

How does your work assist Millersville students in achieving their goals?

The Student Success Network provides individualized services, resources and experiences, including educational planning, career exploration and counseling, success coaching, high-impact experiential learning opportunities, civic education and leadership, and community service. We help expand and further bolster what is offered through the academic colleges to meet students where they are.

How does your work help students engage in scholarship and research opportunities both at Millersville and beyond?

We assist students in finding ways to connect and discover their talents by supporting self-determined pathways of achievement and academic progress. Scholarship and research are proven tracks to those goals. Several offices in the Student Success Network host collaborative research opportunities, such as Made in Millersville and the Library Research Fellows Program, the thesis project in the Honors College, and research assistantships through the Center for Public Scholarship and Social Change. In these experiences, students work with faculty mentors, community partners and other content experts to study and share their outcomes as they prepare for job placement and/or graduate school.

What role do you think research plays in a student’s academic success during their time at Millersville and in their lives after they graduate?

I am a staunch advocate for student participation in research. Undergraduate research was an important component of

my own pedagogy and scholarship when I was a faculty member. I saw the difference it made in both intellectual and social-emotional growth for students. Beyond content knowledge development, research teaches collaboration and communication, resiliency (as research often fails or is rejected in the peer-review process) and reinforces our EPPiC values of exploration and professionalism. Students get to know faculty and staff mentors in different ways, with the additional value of networking and mentoring at student or professional conferences. Lastly, by selecting from the different forms of research—applied, action, descriptive, analytical, experimental and so on—students can align their learning style within and across disciplines to gain market-ready skills and advance critical thinking.

What advice can you offer to students; what resources should they take advantage of while here; and what opportunities should they look for?

I would encourage everyone to:

- #1 Stay engaged academically and socially. You will get more out of your MU experience, and there are many opportunities that will fit you and your learning style.
- #2 Expand your learning outside of the classroom. Research is the obvious one, but other high-impact practices can broaden your perspective too. Find the one that best suits you.
- #3 **ASK QUESTIONS! ASK FOR HELP!**
- #4 Find a mentor (both peer and professional) and pay it forward—become a mentor later.
- #5 Accept that missteps and even failure happen. It is part of your journey as a learner and is often more valuable than you will initially realize. ✨

UTILIZING GAMES IN THE CLASSROOM

Games and Learning: Utilizing Dice to Increase Motivation



Dr. A. Nicole Pfannenstiel, Associate Professor of English

I love to play games. I play casual games on my phone, interactive online games with others, board and card games with colleagues. What I love most is that rules create play. When playing something like *Exploding Kittens*, the rule that drawing a card ends a turn creates anticipation, excitement, competition, fun and play. Games are fantastic at fostering space for emotional reactions to rules and learning and assessment.

In her book *The Spark of Learning*, Sarah Rose Cavanagh synthesizes research on emotions and learning, focusing on control-value theory for a portion of this work. Control-value theory plots emotions on activating/deactivating and positivity/negativity dimensions. Cavanagh describes how positive activating emotions, like pride and hope, increase motivation, and how positive deactivating emotions, like relief and contentment, decrease motivation. Activating emotions across these dimensions support student achievement within the classroom. The goal is to create spaces where learners feel high control and high value of the activities and outcomes that are important to them.

Returning to *Exploding Kittens*, players have high positive control over which cards they play and which players suffer from the action cards. While losing and drawing less useful cards can activate negative deactivating emotions, most games overcome these negative deactivating emotional responses through rules and restrictions that make the game space easier to understand, navigate and participate within. I know the rules and structures of *Exploding Kittens*; I make decisions with the cards I have available, activating interest in the game play. I build relationships with players that extend beyond the game, habituating my positive emotions to spaces that include them.

Importantly, games also overcome players shifting toward negative deactivating emotions with game artifacts, such as cards and artwork. The Rainbow Cat with bright colors, Taco Cat with math jokes, and Defuse cards with cat ninja moves bring aesthetic appeal and push losing and attacks toward positive activating emotions and motivation for continuing to play. The inclusion of simple game artifacts like dice and cards can similarly push students toward positive activating emotions for productive learning.

In summer 2021, I taught a graduate Summer Institute called "Games and Learning." We played a lot of games. We experimented with commercial games, educational games and teacher-designed games to see where learning occurred within play. I pushed student-educators to explore where control-value theory can be supported through games and game artifacts. They explored where students used game artifacts to feel control over the learning environment, where the artifacts also limited the options available to build a sense of control (and combat imposter syndrome), and where that control could increase perceived value.

LET THE DICE DECIDE...

Roll a die. Any six-sided die (yes, reader, I'm asking you to participate too!).

If you roll a 1, offer a friend a compliment today; **if you roll a 2**, offer a stranger a compliment today; **if you roll a 3**, send a text to a friend today; **if you roll a 4**, ask a professor a question today; **if you roll a 5**, ask your advisor a question today; **if you roll a 6**, wave hi to someone today.

This is an example of creating space for control-value theory to foster motivational learning space, while combating imposter syndrome, with the use of a simple game artifact—a die. While my examples here focus on communicative actions and behaviors, these dice quests challenge player-readers to not only communicate, but to practice being college students. Players aren't required to find their own communicative act to supply the college student practices. Instead, students control the situation through a die, control when they complete their action, and where they see the value of the quest.

Using simple game artifacts like dice and card games helped students in the course design and develop games for their own learning spaces, to empower learners, and to motivate and inspire learners. This simple game also shows where educators can play with learning theories and game artifacts to bring fun and control into learning spaces to foster motivation! ♦

By Dr. A. Nicole Pfannenstiel



FACULTY INTERVIEW

Dr. Duane Hagelgans

Associate Professor of Emergency Management; COVID Incident Management Team; Emergency Management Coordinator; Commissioner for Blue Rock Regional Fire District; South Central PA Regional Counter-Terrorism Task Force



How long have you been working at Millersville; when did you start?

I started in 2007 as an adjunct and came on full-time in 2012.

Where did you earn your degrees?

I received my associate degree in fire science from Harrisburg Area Community College, my B.S. in occupational safety from Millersville University, and my Juris Doctorate from Widener University School of Law.

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

I was working in the fire service full-time, and then I got my degrees. I started teaching and always loved to teach. When I began in our Master's of Emergency Management, it really helped guide me towards teaching full-time, something that has become a passion for me.

What kind of research has been your favorite or that you are most proud of?

Research into preparedness. Teaching children to be prepared at a young age to assist them throughout their lives. Now, I do more response-based research for the fire service to help develop future leaders.

Have you worked on any research with students? If so, on what topics?

Yes, I am currently assisting an undergrad in research for their thesis. The project is an examination of messaging in times of disaster, natural hazards and evacuation, emergency management in large facilities, and COVID-related issues. I also work with graduate students who complete various research-based capstone projects.

Why do you believe that research and community outreach are important for students?

Research is how we evolve and understand. Specifically with emergency management and disasters, if we do not research hurricanes or this pandemic even, then we can't improve. Always searching for ways to save lives and protect property is vitally important to our profession.

What kinds of community-based projects are you involved in outside of Millersville?

I am the coleader of the COVID Incident Management Team, a local emergency manager, the commissioner of the local fire company (Blue Rock Regional Fire District), and a part of the Regional Emergency Management Team (when emergencies happen, we respond/recover/mitigate). I am also working with the European Union (EU) on artificial intelligence to be used in systems to make it safer for responders going into dangerous situations. I am working with the federal government on a health and safety program; also, I am redesigning the executive fire officer program, and an emergency management program, which will be a national program to teach emergency management at three different levels.

What kinds of work or projects are you involved with that specifically deal with emergency management?

The biggest project right now is coleading the MU Incident Management Team for COVID. This involved making plans for the fall opening. Any COVID-related items come across my desk—this is all tied to disaster preparedness.

What has been your favorite memory as a professor at Millersville?

I do love graduation, seeing students walk and receive their diplomas, and getting feedback from students or seeing what they do or where they end up. I enjoy seeing how many students have graduated and have created new routes for emergency management—from being hired to making a new position. Seeing students not only excel but create new careers throughout the field is amazing.

Is there anything else you'd like to add?

I am very proud of our new B.S. in Emergency Management program. This is a growing profession, and we are working to create the best possible opportunities for our students by giving them the background and knowledge to do great things. We have been able to expand the master's program as well. I am excited about the classes and opportunities that will come of this new major. We are international, and the work being done is crucial and exciting. ✨



Firefighter helmet belonging to Blue Rock Station 905, one of the four stations that make up the Blue Rock Regional Fire District. Dr. Hagelgans is the commissioner.

By Madeline Engleman

PAVING THE WAY FOR A NEW MAJOR

New B.S. in Emergency Management



Millersville University offers a diverse and engaging list of majors that is responsive to meeting the needs of the workforce.

One of the newest offerings is a Bachelor of Science in Emergency

Management. Since spring 2021, emergency students interested in careers in emergency management are able to pursue this new degree. This major is coordinated by **Dr. Sepi Yalda** (Professor of Meteorology; Director, Center for Disaster Research and Education). Emergency management focuses on topics such as preparedness, mitigation, crisis management, contingency planning, response, safety and disaster management, among others.

The core of the emergency management curriculum is online-based and flexible. Students get a good mix of related courses online while also completing other required and elective courses in person. Courses cover a broad range of disciplines, from natural disasters

to fundamentals of emergency management to business continuity. The program requires and offers internship opportunities so that students gain valuable practical experience in the field.

Emergency management has become and will continue to be pivotal in the coming years as the world faces a multitude of natural and man-made disasters. There are a number of career opportunities for students pursuing this degree, including, but not limited to, emergency manager directors/coordinators, disaster planners, private-sector consultants, response and recovery professionals, business continuity managers and risk analysts.

Millersville University also has a student chapter of the International Association of Emergency Managers (MU-IAEM). The student chapter provides the students with opportunities to learn, network, attend conferences, meetings, exercises, and obtain professional certifications. The program also allows for students who are interested in research to conduct faculty-supervised projects on a range of topics, from

the effects of natural disasters to implementing preparedness plans to improving community resiliency, among many others.

A degree in emergency management provides those with a passion and interest in this discipline a broad range of critical and fundamental knowledge and practical experiences. Students are prepared to pursue a broad range of job and career opportunities in both the private and public sector which are increasingly in high demand and are projected to grow significantly into the future. ♦

By Madeline Engleman



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I originally came into college undeclared because I had a few different interests and didn't want to commit to one just yet. I am now a junior here at Millersville, obtaining a B.S. degree in Emergency

Management. The EM degree encompasses each of those interests I initially came in with—a love for earth sciences and learning about the environment, diversity within a field, and wanting to obtain a profession that helps others in some way. For these reasons, I am very glad I chose Millersville because I probably wouldn't have found such a specific major elsewhere! The department has a great group of professors, and the courses I am taking are interesting and different than courses I've ever taken in the past. I feel like I can apply them directly to real life, and the major pairs nicely with other majors or minors, such as my minor in Sustainability Studies. I love that there is career versatility—I can work for a public or private entity, and on a township, city, state or national level. Post-college, I am most interested in the sectors of preparedness and mitigation within different communities.



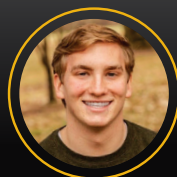
—ALANNA BEZAS,
CLASS OF '23

Major: Emergency Management
Minor: Sustainability Studies

”

I discovered the Emergency Management program while touring Millersville. I was not familiar with the field, but all of the courses offered in the program piqued my interest. Millersville's program and the field as a whole is interesting because you get to explore several other areas of study, such as occupational safety, earth sciences, government, etc. There are so many diverse opportunities within the field, and everyone has a different niche. Personally, I am interested in community preparedness and hazard mitigation. I am also enjoying working on my thesis aimed at improving the implementation of land-use adaptations in communities recovering from flood disasters. I am open to any job in the field of emergency management after graduation, as I am excited to gain more real-world experience.

I would ultimately like to work in the public sector in a position related to community resiliency and hazard mitigation.



—MICHAEL SKROS,
CLASS OF '21

Major: Emergency Management
& Geography
Minor: Economics

”

The Emergency Management degree at Millersville offers the opportunity for students to explore careers in public, private and nonprofit fields. Emergency management is more than just managing disasters. It can be attempting to prevent disasters from occurring or trying to find ways to mitigate issues that arise. I chose this degree mostly because I come from a family of firefighters, nurses and other first responders. Being a firefighter has also given me the opportunity to work with one of our faculty members, Dr. Duane Hagelgans, outside of the classroom. I am currently helping him revise the Blue Rock Emergency Management Agency's 'Emergency Operations Plan,' giving me some real-world experience while still in school. This program gives you knowledge you can and will apply to real life. For example, I am thinking of doing my thesis research on national and state stockpiles used during natural disasters. I have some other research ideas as well; there is much to investigate within the field. Once I complete my degree, I hope to work in the public sector—either at the state level or for the federal government.



—ANDREW EBBERT,
CLASS OF '23

Major: Emergency Management

FACULTY-STUDENT COLLABORATION

Assisting the Community Through Social Work Research



In spring 2021, **Dr. Jennifer Frank**, assistant professor from the Department of Social Work, invited a guest speaker to her class, SOWK 641:

From *Hobohemia to Housing First: A Historical Analysis of Homelessness in the U.S.*, who discussed the ability of students to engage with the community to research and remedy the issue of homelessness. Jenna Graeff, one of the students, said that after the class she “really started to ask the question, ‘What can we do?’” In an effort to address exactly that, a few students approached Dr. Frank, and a new project was launched.

Dr. Frank and the involved students reached out to Lancaster’s Office of the Mayor, and soon after met with Chief of Staff Jess King to discuss possible research and applications the project would entail. Additionally, they contacted LancCo MyHome—Lancaster’s Homeless Coalition—and the National Alliance to End Homelessness. This effort resulted in a student-led, community-focused research survey to discern both the needs of the unsheltered homeless in Lancaster County and the barriers that prevent them from receiving the help they need. The findings were presented to the Office of the Mayor, as well as at the spring 2021 Made in Millersville conference.



Jenna D. Graeff

After the end of the semester, a few students, including Jenna Graeff and another student, Dawn Watson, found the entire experience incredibly impactful. For Jenna, it even changed her career specialization in her field: “For me personally, this research project and Dr. Frank’s class definitely changed the direction of my specialization in the field of social work. I’m now going to be interning next year with our County Homeless Coalition and have been able to grow in my knowledge of housing policy

and practice. I hope to continue down this path and intersect it with schools and education by working with homeless students and school district homeless liaisons.”



Dawn M. Watson

“constant stressor for low-income families,” she said it is important for her to understand the issue as best she can—which is exactly what this project allowed her to do.

When discussing how the project will enhance the professional growth of the students involved, Dr. Frank emphasized the fact that the students are getting real experience working in and with the community they wish to serve, which could potentially open future opportunities. “It is dynamic and important ... we are working with community agencies, which will help students to network and develop professional connections before graduation.” Jenna shared her love for community work, saying that her favorite part of the project so far was presenting their findings and helping the community learn more about an issue that they should all be working together to solve.

The project will not end with Dr. Frank’s class. Jenna and Dawn intend to carry on the research, especially now that they have received a Community Engagement Grant for the next year to do so. They intend on broadening the scope of the survey to include “different groups of people involved in homeless services in Lancaster and are hopeful that we can provide further insight on community perspectives to the Coalition, local agencies and county governments.” Additionally, they are working on putting together a paper detailing their research project and its findings so they can add to the growing body of research on the topic.

The work being done by Dawn, Jenna and Dr. Frank represents the very best of Millersville’s EPPIC values, especially Public Mission. Through their research, they are engaging with the community to aid those in need and address the urgent issues being faced every day by people around us. It is admirable work, and exactly the kind that makes Millersville proud. ✦

By Jackson Fogel



Photo by Andrea Grill

HIGHLIGHTS FROM WORLD LANGUAGES FACULTY

Transcending and Learning from Other Languages



Dr. Marco Antolin, Associate Professor of Spanish, has enjoyed teaching his students at Millersville since 2003 while also continuing to work in his own

area of expertise, “the literary transatlantic exchanges between Spanish and American poetry.” He constantly analyzes the influence that Spanish poetry has on contemporary American works. The field combines “close reading [and] knowledge of [both] the historical context and the circumstances of the author,” and presents a unique opportunity to see the cultural exchange that occurs across language barriers. Recently, in *Five Points: A Journal of Literature and Art*, he published a piece called “The Search for Inspiration and Poetic Apprenticeship: Philip Levine on Translating Antonio Machado and Learning

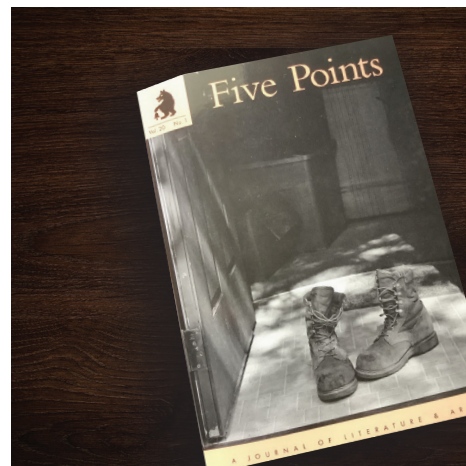
from Garcia Lorca,” in which he dissects how Levine, an American poet, is influenced by Spanish authors Machado and Lorca.

Dr. Antolin was familiar with Levine before writing the article and has even translated some of his poetry in the past. He was drawn to focus on Levine for the article because of his interactions with Spanish poets, especially his emulation of Spanish poetry’s use of language to create associations with specific images to drive the text home—what Dr. Antolin refers to as “leaping poetry.”

Dr. Antolin sees a practical application for works like his article in the classroom, especially in composition and creative writing classes. In his own classrooms, he said, “I try to inspire my students by translating innovative authors. Then, they choose the technical aspects or themes that excite their imagination to later include them in their own writing.” Additionally, Dr. Antolin believes there is a potential lesson in his article. By trying to “show how one of the most celebrated American

poets of the 20th century was humble enough to learn from other poets, even when he was at the peak of his career,” he demonstrates that even the best and brightest have the ability and opportunity to learn from the people around them. ♦

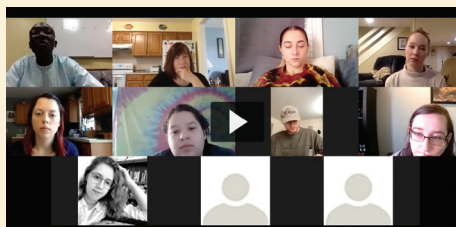
By Jackson Fogel



Conversations with an Author

In spring 2021, during the COVID-19 pandemic, Millersville professors and students were still finding ways to engage in unique opportunities for instruction. One such event occurred in Dr. Christine Gaudry’s Advanced French Composition and Oral Expression course when she invited a prolific author and Fulbright Scholar, Clément Dili Palaï, to talk to her class about his home, his works and the broader Francophone world.

The class in April was not the first time Dr. Gaudry, Professor of Language and Culture Studies, had invited Clément to visit Millersville. Dr. Gaudry previously asked him to come and speak to her students about his native country of Cameroon when he was living in Pennsylvania and working with Cheney University. “I was so impressed with the way he interacted with students that I invited him a year later to teach a graduate summer course on African theater and African tales,” said Dr. Gaudry. Having already witnessed a demonstration of his skills, she decided to invite him back once more.



Students in the French 351 course were asked to read some of Clément’s short stories and do their own research and analysis of their chosen tale. Over Zoom, they were able to ask the author questions about the works—in French. While French 351 is an advanced writing class, it also aids students in honing their speaking and reading skills in the language. As Dr. Gaudry said, having Clément join and answer questions gave the students a valuable opportunity to practice French with a native speaker and encouraged reading and critical-thinking abilities in French by reinforcing “what they had discovered during their research which supported their literary analysis of a story.”

This was not the first time Dr. Gaudry had invited an author to talk to her classes. Previously, the French author Julien Suaudeau, who currently teaches at Bryn Mawr, also came to discuss his work with French-language learners at Millersville. Dr. Gaudry believes that the opportunity to speak to authors like Suaudeau or Clément, even if over Zoom, will have a positive impact on students’ professional and cultural development.

“We live in a global world, and being able to reach out to an author in Africa about his research/publications was an amazing opportunity for [students] to strengthen their knowledge of French culture/language/literature and understand what Francophonie is all about.” ♦

By Jackson Fogel

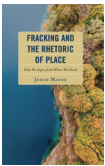
BRIDGING RHETORIC & OUR ENVIRONMENT

A Study of Environmental Civic Engagement Through Writing



Dr. Justin Mando, an Associate Professor of Science and Technical Writing, began working at Millersville University in 2016. Dr. Mando has a passion for combining

his love of the environment with English writing and rhetoric. Dr. Mando is involved with many organizations on and off campus. He is currently Assistant Chair of the Department of English and World Languages and Program Coordinator for MDST Science Writing at MU, and Board Chair of the Lower Susquehanna Riverkeeper Association. These passions intersect through the work Dr. Mando has been creating over the last few years.



Fracking and the Rhetoric of Place did not start out as a book. Rather, it was the subject of Dr. Mando's doctoral dissertation in 2013-2014 (which he defended in 2016); he was approached by Lexington

Books (the publisher of Mando's book) in 2018/2019. Dr. Mando has been working on it ever since, shaping it into a scholarly work to be published. It is currently in the formatting, indexing and proofreading stage and could be available as early as late 2021 or spring 2022.

Fracking and the Rhetoric of Place: How We Argue from Where We Stand examines hydraulic fracking in Pennsylvania. Dr. Mando became extremely interested in studying the relationship between fracking, the social debate that comes with it, and the citizens' opinions and connections to the issue. Dr. Mando looked at how people use their connection to a place as a way to make their arguments through rhetoric. "Fracking was moved here to Pennsylvania, but here, the reaction was different. Not only did the place itself matter for the industry, but for the people," said Dr. Mando.

Dr. Mando found that the democratic experience played a large role in how citizens engage with their communities through public forums and hearings. "A place is used by many people to make an argument. Originally I thought it would be only environmentalists, but everyone uses their connection to the place. We might not see eye to eye, but through this shared place we can find common ground," recalled Dr. Mando. A pattern was uncovered when analyzing how the people in these

public forums were fighting for different sides of fracking. It showed that most people used a certain kind of argument, such as a visual argument. "This is when you are describing a place and talk about the experience, making the audience feel they are close to, on, or see these fracking sites—using rhetoric and words to portray scenes," said Dr. Mando. These public forums brought up a feeling of fear. People feared we were destroying the beauty of the state, while others said the state is resilient and some damage is not worrisome in the long run.

When asked why Dr. Mando chose to write about this topic, he said, "I wrote about it because I was born in Pennsylvania and love it. I spend a lot of time outdoors, fishing, hiking and coming into contact with fracking myself. I am very connected to places and try to learn as much as I can about the uniqueness of places. Fracking was a major debate while I was in graduate school at Carnegie Mellon. I was learning how to do computer-aided corpus analysis—"DOCUSCOPE," which can analyze large amounts of text and identify patterns to find rhetoric. I ran fracking transcripts through the program for patterns in the hearings. I found that pro-fracking individuals used more emotional speech than you would think. Anti-fracking individuals were more scientific/objective. I knew through the program and the environmental aspect of my interest that there was something here to be explored."

Dr. Mando's goal for writing this book is to use rhetoric to understand environmental issues and engage in these controversies—hence, building common ground with others. For students, he hopes to teach them how to write from places, connecting to their audience and community. In terms of Dr. Mando's plans related to writing another book in the future, he shared, "I would like to write another book; I plan to coedit a book on the Susquehanna River. I would also like to spend more time doing environmental advocacy writing. I am ready to engage in environmental controversies myself." ♦



Tower for horizontal drilling into the Marcellus Shale in Lycoming County, Pennsylvania, USA. Photographer: Ruhrfisch (Wikimedia Commons)

By Madeline Engleman

NEWSLETTER STUDENT STAFF

Student Editor/Writer:
Jackson Fogel



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

a member of the Millersville University Honors College and is the current vice president of English Club on campus. This is his third semester as a student coeditor of the *University Research Newsletter*. ♦

Student Editor/Writer:
Madeline Engleman



is a junior at Millersville University, currently pursuing a B.A. in English with a concentration in Writing Studies, along with a minor in Strategic Public Relations.

In her free time, she enjoys reading, writing poetry and crafting. Engleman is a student in the University's Honors College and is currently a mentor for incoming honors freshmen. She is also a writer for the Honors Report, Millersville's chapter of Her Campus, and works in the Writing Center on campus. This is her first semester as a student coeditor of the *University Research Newsletter*. ♦



Millersville University

HONORS COLLEGE