

The University RESEARCH NEWSLETTER

The University Research Newsletter is published twice a year by the Office of the Provost.

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MILLERSVILLE UNIVERSITY OF PENNSYLVANIA



A Message from the Provost

Discussions about faculty-student collaborative research are occurring amidst dramatic changes in Millersville University's strategic direction. In many respects these discussions are taking place at a time of historic redirection and renewal. There is a parallel to an earlier time in our institutional history, one that offered similar opportunities for growth and refinement of purpose. In 1959-1960 what was then the Millersville State Teachers College began offering its first graduate program in Education, followed shortly by a transition to a multi-faceted liberal arts college. Both of these developments required a reconsideration of purpose, resources and curriculum. Today's new "Bold Path" offers similar challenges. How does Millersville University retain and enhance its liberal arts identity while positioning itself to serve diverse audiences in new ways? Equally important, as the University prepares to offer additional advanced degrees, how do we expand our commitment to faculty and student research? As I have said before, research is a hallmark of a vibrant campus culture,

and in its diverse forms research must inform our efforts to be a public university serving the public good. As this issue of the newsletter illustrates, applied and collaborative research offers new and important opportunities for personal and institutional growth and fulfillment. As Provost I am committed to preserving this ideal even as we imagine new directions in curriculum, civic engagement and community partnerships.

Sincerely,

Vilas A. Prabhu, Ph.D.
Provost and Vice President
for Academic Affairs

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Millersville University

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FACULTY RESEARCH

A Dialogue in Poetry and Aesthetics

BY RACHEL KUNICKI



Dr. Judith Halden-Sullivan (English):

Published in January 2014, *Reading the Difficulties: Dialogues with Contemporary American Innovative*

Poetry is an anthology of scholarly essays co-edited by Dr. Judy Halden-Sullivan of

Millersville University and Dr. Thomas Fink of the City University of New York. The book-length study focuses on contemporary American innovative poetry and the ways it challenges readers to reconsider aesthetic reception. English professor Halden-Sullivan explains that, unlike any study currently on the market, the book “seeks out new reading strategies, self-reflexive ones, in defining the co-creation of the innovative text.” In

addition to editing, she also contributed an overview introduction as well as her own essay entitled, “The Game of Self-Forgetting: Reading Innovative Poetry Reading Gadamer.” Concentrating on Hans-Georg Gadamer’s later aesthetic theories, the essay analyzes Gadamer’s “sense of the ‘event’ of both poetic creation and interpretation, and the questions this simple yet dynamic characterization can provoke about reading innovative poetry.”

Collaborations in Music and Education

BY EMILY YOST



Dr. Tacka



Dr. Houlahan

Dr. Tacka and Dr. Houlahan (Music):

Dr. Mícheál Houlahan and Dr. Phillip Tacka have worked in collaboration to produce numerous books and articles. Houlahan’s research interests lie primarily in music theory while Tacka’s focuses more on aspects of music education, particularly music perception and cognition. Together they have published the definitive source about Zoltan Kodály in the *New Grove Dictionary of Music & Musicians*. The two have also written *Zoltan Kodály: A Guide to Research*, published by Garland Publishing in 1998. These works have served as an inspiration for Tacka and Houlahan to create additional texts, including *Kodály in the Kindergarten Classroom: Developing the Creative Brain in the 21st Century* (2014) and *Kodály Today: A Cognitive Approach to Music Education*, both published (2008), by Oxford University Press. Additionally, the duo has published articles in many prestigious journals, including *The Kodály Envoy*, *The Journal of Music Theory Pedagogy*, *The International Journal of*

Musicology, *The Indiana Theory Review*, and *International Kodály Society Bulletin*. In 2012, their article titled “Zoltán Kodály” was also published in the Oxford Bibliographies Online. Tacka and Houlahan have also contributed a chapter titled “From Sound to Symbol: A New Pitch for Developing Aural Awareness” in *Sound Musicianship: Understanding the Crafts of Music*, published by Cambridge Scholars Publishing (2013). The pair has also written textbooks, including *Sound Thinking: Music for Sight-Singing and Ear Training* (Volumes I & II) and *Sound Thinking: Developing Musical Literacy* (Volumes I & II), both published by Boosey & Hawke (2004), as well as *From Sound to Symbol: Fundamentals of Music*, published by Oxford University Press (2011). Additionally, Tacka and Houlahan have been awarded a three-year, \$1 million grant from the Department of Education to train public school teachers in Austin, Texas, in the specific methods of music education that they have developed.

STUDENT RESEARCH PROJECTS

BY EMILY YOST

Katrina Ponti (M.A. in History) is completing her master's thesis and recently presented a poster session and research entitled "Of Politics and Pedagogy: the Place of the Mühlenberg Family" at the Pennsylvania Historical Association's Annual Meeting in November. Ponti also is conducting research as an intern with the Pennsylvania Historical and Museum Commission. Her project includes helping to organize the extensive holdings in disability history found in the Pennsylvania Department of Public Welfare. This project is supported by a grant from the Pennsylvania Developmental Disabilities Council.

William Rutledge (B.S. in Chemistry), conducted his departmental honors research this past summer in Dr. Edward Rajaseelan's lab. His project involved synthesizing three new organometallic catalysts for use in green chemistry transfer hydrogenation reactions. In industry, these reactions result in safer, less expensive processes. He plans to attend graduate school for chemistry after graduation from Millersville in December 2014.

David White (B.S. in Chemistry) is conducting computational research under the direction of Dr. Michael S. Elioff. White's work focuses on high energy density materials (HEDMs), which are compounds that have high detonation velocities and pressures, such as the propellants used in air bags or the high explosives used in mining and military operation. By conducting computational studies, White is able to assess the usefulness of these compounds prior to their manufacture. White anticipates graduating from Millersville University with a B.S. in chemistry in May 2015. He is currently applying to graduate schools to pursue a graduate degree in chemistry.

Amy L. Parker (University Honors College and Middle Level Education major with concentrations in Language Arts, English and Science) is completing her honors thesis entitled "Studying Psychological Issues Related to Choosing Literature-Based Reading Instruction in Middle and High School." The qualitative research will incorporate personal narratives from teachers who have used book clubs to promote students' personal connections to text. Under the direction of Dr. Kim McCollum-Clark, Parker will document general patterns of the issues that teachers face when using literature-based instruction in their classrooms and assess successful strategies for fostering and preserving students' connections to the text.

Bonnie Gallagher (University Honors College and Early Childhood Education) is completing an honors thesis under the direction of Dr. Laurie Hanich. The recipient of the Nolt Family Endowment Scholarship, Gallagher's work focuses on looping, or multi-year teaching with continuous interactions between a teacher and groups of students. Gallagher's research closely observes one teacher's experiences with looping in a public elementary school.



"WHERE ARE THEY NOW?"

BY LARA ADAMS

Bobby Bee

'07, Business Administration, University Honors College, graduated from Seton Hall Law School in Newark, New Jersey, in May

2014 and now works as a law clerk at Lowenstein Sandler LLP.



Matthew Maze

'11, Computer Science, University Honors College, now resides in Austin, Texas, and is an employee of Dell Computing.



Luke Harbaugh

'08, History, University Honors College, earned his Master of Arts at Duke Divinity School in Durham, North Carolina, and is now an associate pastor in Hershey, Pennsylvania.



Leah Costik

'14, Philosophy, University Honors College, left in June after her graduation to volunteer with the Peace Corps for 27 months in Zambia, Africa.



Justin Neideigh

'12, Education is now a Social Studies instructor at Donegal High School in Mount Joy, Pennsylvania.



Alyssa Leister '12,

English, University Honors College, now works as the Marketing Coordinator at Sight & Sound Theater in Lancaster County.

Jessica

Doudrick '12,

Communications, University Honors College, works as the Digital Editor/Assignment Desk Editor at WGAL TV studios in Lancaster, Pennsylvania.



Sarah Darling Dillon '12,

University Honors College, pursued graduate studies in Higher Education and Student Affairs at the University of South Carolina. She also worked with Schreiber Pediatric Rehab Center, and is now the Assistant Director of Athletics at Lancaster Bible College.



Jonathan Shue

'13, Chemistry, University Honors College, is now attending the University of Pennsylvania's School of Dentistry, with complete

financial support through a United States Air Force Scholarship.



Sarah Geiger '13, Physics, University Honors College, was recently named the 2014 Laird Fellow. She currently attends graduate

school at the University of Delaware, in the Materials Science and Engineering Program.



Cassandra Pettis

Karamanos '94, History, University Honors College, went on to study at the Pennsylvania State University Dickinson School

of Law. Since then, she has worked at Orlanda & Strahn, P.C, Burke and Hess, and is now self-employed at her own attorney and title company based in Lancaster. She specializes in real estate acquisitions, leasing and property management.



Lindsey Wegrzyniak

'07, Biology, University Honors College, attended Philadelphia College of Osteopathic Medicine and now

works at Penn State Milton S. Hershey Medical Center. She has also earned her Doctor of Dental Surgery.



Lauren Wegrzyniak '09, Biology, University Honors College, graduated from the University of Pennsylvania Dental School and

is currently in residency in Orthodontics at the Roseman University of Health Science in Henderson, Nevada.

John Timlin '12, Physics, University Honors College, is now a Ph.D. student in Physics and Astrophysics at Drexel University in Philadelphia, Pennsylvania.



Sarah Mahdally '10, Biology, University Honors College, worked as a pediatric physician at Sinai Hospital, Baltimore, Maryland, and

attended the Lake Erie College of Osteopathic Medicine. She has now earned her degree as a Doctor of Osteopathic Medicine.

Jason Snavelly '12, Biology, University Honors College, is currently attending medical school at Hershey Medical Center in Pennsylvania.

John Davies '96M, History, earned his Ph.D. in History from the University of Delaware in 2009 and teaches at various colleges in the Philadelphia area.

Tricia Davies '94, History, is manager of Volunteer Services at Winterthur Museum, Garden and Library in Delaware.

Tom Rutledge '08, History, University Honors College, received his master's degree from Penn State and is currently a social studies instructor at Manheim Township High School



Allison Heck '12, Psychology, University Honors College, is currently completing her Ph.D. program in Physical Therapy at Arcadia University, Pennsylvania.

Emily Morgan '12, Education, University Honors College, is teaching biology at Danville High School, Pennsylvania.

Patrick Owens '12, Math, University Honors College, is teaching math at Hartford Technical High School in Bel Air, Maryland.

A.J. Saraceno '14, Communications, University Honors College, has begun graduate studies at Villanova University, Pennsylvania.

Chelsea Leber '14, Math, University Honors College, is employed teaching math at North Hagerstown High School, Maryland.

Brian Luckenbill '14, Physics, University Honors College, is currently teaching physics and engineering at Glen Rock High School, New Jersey.

Megan Meyer '14, English, University Honors College, is currently teaching 10th grade Honors English and reading at Elkton High School, located in Maryland.



IN THE FIELD

BY EMILY NEIDEIGH

Engaging Atlantic World Studies



Imagine for a minute the warmth of the sun, crystal-clear ocean water and pink sand. That is what awaits students and faculty members embarking on a soon to be created multidisciplinary program entitled Atlantic World Studies. Under the Multidisciplinary Studies major, it is a collaborative effort between the History and Archaeology departments, focusing on the interactions between cultures and states within the Atlantic World. Typically, the time period studied extends from 1492 to 1820, but MU's Atlantic World Studies program will include up to the early twentieth-century, something not commonly discussed when referring to the Atlantic World. So how does the description above come into play? Enter the National Museum of Bermuda (NMB).



Dr. Clarence Maxwell, a history professor at Millersville and a native Bermudian, has worked hard to establish this relationship

between the NMB and Millersville University. Both entities will remain

separate, but work together in a way that serves the interests of both institutions. The newly created research institute will be sponsored by the NMB and its affiliates.

The Atlantic World Studies proposal is an outgrowth of a very successful summer 2011 PASSHE Honors Summer Travel and Study initiative. For two weeks that summer, 28 Honors students engaged in intense study and field research at Millersville University and then on the islands of Bermuda. Drs. Maxwell and Timothy Trussell, archaeology professor, served as lead instructors, along with Dr. Dennis Downey, professor of history and director of the University Honors College, who served as program coordinator. Student researchers explored both land and marine archaeology sites, covering topics as diverse as Atlantic trade, slavery, smuggling and trans-Atlantic cultures. Much of the research coincided with projects underway at the National Museum, and with Maxwell's guidance a new set of scholarly connections was established.

According to Maxwell, "the Museum is enthusiastic about establishing a research and instructional partnership with Millersville University, combining the scholarly expertise of each institution. It is hoped that such a collaborative partnership will benefit each institution, create new research opportunities for faculty and students, and expand the University's outreach to a broader community of scholars and stakeholders."

Once approved, not only will this program allow Millersville students and faculty the opportunity to engage in onsite research and internships at the NMB, it could provide Bermudians credit-level courses for those looking to earn college credit, as well as an Elderhostel program based at the NMB. Such coursework would complement the Atlantic World Studies curriculum now in development under the Multidisciplinary Studies major. In addition, both Millersville and the NMB will edit and produce a scholarly journal entitled *Bermuda Journal of Archaeology and Maritime History* (BJAMH).

COMMENTARY

BY DR. RONALD FRANKUM

Research: The Cornerstone of Millersville University

The value of research should never be underestimated. As scholars, it defines us within our profession. As educators, it informs our teaching and allows us to refine our lectures as new and innovative discoveries are found in the areas in which we teach. For our students, the ability to engage in independent or faculty-related research offers the real opportunity to gain practical experience and professional growth. Research and the ability to research well have served as the cornerstone for the success of Millersville University over its nearly 160 years of existence.

Since arriving at Millersville University in 2003, I have had the opportunity to serve on a number of committees that either directly or indirectly affect the ability of our faculty and students to conduct research. Some of my most productive and enjoyable moments in these settings have occurred in reading Student Research Grant and Faculty Grant applications. It is interesting to learn how our students are engaged in the process of discovery, but equally exciting to learn how my colleagues promote this most valuable skill. While serving on the University Promotion and Tenure Committee, I was amazed by the breadth and depth of faculty and faculty-student

research across the campus. It is truly the keystone to our success as a university.

As a mentor to dozens of students who have conducted theses at the department, departmental honors, Honors College and Master of Arts level, I have been impressed with the ability of our students to rise to the challenges presented in practicing the art of research. Any one of the faculty members on this campus can recount conversations with alumnus who reaffirm the value of their research experience with faculty mentors during their time at Millersville.

Like many colleges and universities across the country, Millersville University is experiencing the challenges of a changing economy, fiscal deficits and a changing student population. As the University sets upon its Bold Path, I am continually reminded that research and the ability of our faculty and students to conduct that research will serve as one of the prime indicators of our success or failure. I am hopeful for a university committed to the continued support of faculty and faculty-lead student research that complements the academic experience for all of our majors and prepares students for any number of careers both within and outside of their discipline. Without

such a commitment, we risk traveling down a path where faculty research and the opportunities for real faculty-student research collaboration cease to have meaning for the university. The value of research, and its role in establishing our faculty within their fields and preparing our students for their careers, should never be underestimated.



Dr. Frankum is chair of the Department of History and a published scholar in the fields of military history

and the Vietnam War.



INTERVIEW WITH DR. KAREN RICE

BY RACHEL KUNICKI



Karen Rice, Ph.D., is an Assistant Professor and Chair of the Department of Social Work at Millersville

University. Her interests focus on child welfare, statistics, diversity and research. She has just been appointed as a Faculty Fellow to the MU Presidential Cabinet.

What is the role of student-faculty collaborative research in the Social Work programs?

Students at the undergraduate level have an option to complete a Departmental Honors Thesis under the supervision of a faculty mentor. This has led to a number of students later co-presenting the findings at a professional conference. The program is currently developing an option for graduate students to complete an Honors Thesis; however, up to this point, graduate students have collaborated with faculty to complete independent research projects, which have also led to presentations and publications in refereed journals.

How is research methodology included throughout the curriculum?

Consistent with our accrediting body, the social work curriculum prepares students to become evidence-based practitioners. Therefore, within all courses, students develop skills to complete a thorough assessment through various forms of data collection to ensure their practice decisions are based on facts and not intuition. Further, students complete a three-course research/statistics sequence, beginning in the junior year, that culminates with them conducting

a single-subject/system research design (SSRD) within their field's placement setting.

What are the practical implications or community impact of research being completed in the social work department?

Research conducted by social workers is applied in nature as the goal is to further inform social work practice, policy, education and theory. Therefore, the findings are used to enhance social work practice methods, interventions and approaches to ensure positive outcomes within individuals, families, groups, organizations and/or communities with whom we work.

In what ways do students' field placement experiences parallel applied research?

As stated above, recent changes made to the social work curriculum will provide students with an opportunity to complete a SSRD within their field placement during the last semester of their senior year. Completing this research embraces evidence-based practice and allows students to bridge the connection between research and practice and ensure their case decisions are guided by evidence.

How is research incorporated at the graduate level, including the MSW/MSEM degree and the anticipated doctoral program?

At the graduate level, students conduct a program evaluation for a local nonprofit organization while enrolled in the Advanced Research Methods course. Consistent with the goals for conducting research at the undergraduate level, students in the MSW program learn how to evaluate the effectiveness of programs utilized by the organizations in which they are employed or placed for their field practicum.

Is there any interesting research being done in relation to this year's social work theme of Exploitation of Women and Children?

Last year, we had an undergraduate student conduct research to assess MU students about their understanding of sex trafficking and services available to those being trafficked. This year, while completing a Semester-at-Sea Study Abroad, another undergraduate student collected data around policies related to sex trafficking in order to explore the similarities and differences between countries and how those policies inform practice within the respective countries.

