

APPLICATION FOR PROMOTION   X    
TENURE           

Date Submitted           November 1, 2017          

The applicant should review the Statement on Promotion on the University Governance and Policies website <http://www.millersville.edu/about/administration/policies/pdf/faculty/Promotion%20Statement.pdf> and the procedures regarding tenure and promotion in the Collective Bargaining Agreement (CBA).

This form is to be completed by the applicant and submitted to his/her department chairperson by November 1, as stipulated in the CBA. Additional supportive material may be attached. This form is available in Microsoft Word and applicants are encouraged to use this medium to expand/contract response areas in the application as needed.

This application, the recommendation of the department promotion and tenure committee, the department chairperson's recommendation, and the recommendation of the University-wide Promotion and Tenure Committee, together with the final action taken on the application, will be placed in the applicant's official personnel file in the Office of the Provost and Vice President for Academic Affairs.

Persons applying for both promotion and tenure should submit applications for each on the appropriate form.

In accordance with Article 13.B.5 of the CBA, Departmental and University-wide Promotion and Tenure Committees (check one):

- have my approval to review my official personnel file.  
 do not have my approval to review my official personnel file.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**GENERAL INFORMATION**

1. Name           Shawn P. Gallagher
2. Department           Psychology
3. Present rank and/or title           Associate Professor
4. Tenure granted       X       Yes            No           
  - a. If answer to question 4 is Yes, please state year tenure was granted.   2008
  - b. If answer to question 4 is No, please state year in which you would be eligible for tenure.
5. Year current rank was granted.   2008
6. Effective date of desired promotion/tenure.   2018

**7. Academic Positions Held**

Institution	Dates	Title or Rank
Millersville University of Pennsylvania	2008-Present	Associate Professor
Millersville University of Pennsylvania	2003-2008	Assistant Professor
University of Delaware	2002-2003	Visiting Assistant Professor
University of Delaware	1994-2002	Graduate Teaching Assistant

**8. Other professional Experience:**

Employer	Dates	Position
Eye Doctors of Lancaster	1990-1994	Medical Technician
Ophthalmic Imaging Systems	1994-1995	Clinical Sales Representative

## SUMMARY OF THE APPLICATION

Digital copies of my Supporting Materials are publicly available at:  
<http://sites.millersville.edu/sgallagh/Application/Supporting/index.htm>

### OVERVIEW OF TEACHING

My teaching philosophy is anchored in my expertise in the eye, brain, and vision. "Seeing" is a function of anatomy, physiology, and experience. When I teach what we know about human vision, I begin by explaining that human eyes can only detect a small slice of the electromagnetic spectrum and that understanding how we can see anything begins with understanding that we cannot see everything.

The path to seeing what we cannot leads through empirical tests. I teach our department's core courses in Statistics and Experimental Design. Our course catalog lists them as Psychology 211 and 212; I call them Science 101 and 102. Whereas chemistry students may appreciate the need to rely on the scientific method to understand their craft, psychology students struggle to see the importance of experimentation. We are all armchair psychologists and it is dangerously easy to assume that we can classify others at a glance or explain their actions. I need to unwind misconceptions and show students how to use science to understand human behavior from the ground up. I show them how to erase their assumptions and build a new understanding, one hypothesis at a time.

Not only do I erase misconceptions, but I convince students that the path to new understanding will lead them through math. In doing this, I must show them that math is not an abstract extraterrestrial art, requiring a special "thinking style," but that it is grounded in things that they already understand. Numbers are all around in things that they measure every day. The statistical methods I teach lend themselves to concrete examples that, I believe, effectively introduce the scientific method and foster an intuitive understanding of scientific reasoning (and algebra). My examples encourage students to visualize and guess so that implausible answers can be excluded immediately and, when they follow through with the calculations, the result should make sense. Math can be intuitive. The scientific method can feel natural. (I have included an original handbook of compiled statistics lessons in *Supporting Materials, Volume I: Teaching*).

In my specialty course, Sensation and Perception, students replicate the experiments that laid the foundation for modern psychology. Many of the projects employ materials that I designed and built. For example, using sophisticated tools like computer programs and simple tools like paperclips, students learn that the ability to discriminate between two stimuli is a measurable skill that can be quantified and described with mathematical functions; every color, texture, sound, and smell is a product of neural mechanisms that translate the messages from our surroundings into codes that our brains can understand. Perception is a product of physical laws and if we are to understand the limitations of our own senses – or understand the perspective of someone with a perceptual deficiency – we need to understand our own physiology and the math that governs it. (I have included collection of original Sensation and Perception experiments in *Supporting Materials, Volume I: Teaching*).

Finally, I use these classes to introduce the art of scientific communication by having students read scientific articles and present their own findings. I believe that these courses are unique in that they require me to teach a significant amount of both math and writing. Students need to *do* and then they need to *explain*. Like math, scientific writing is often inappropriately classified as a separate and bizarre exercise, unrelated to things that people do "naturally" and certainly unrelated to poetry and prose. Nothing could be further from the truth. After my students have learned about the anatomy, the physiology, and the math, they must finally conduct experiments and learn how to communicate their discoveries with excitement and clarity that engages the reader. Writing instructors know that a core challenge is getting students to appreciate the difference between what they can see and what their reader can see. If a scientific writer can precisely fill gaps in a reader's knowledge, without boring them with details or confusing them with jargon, there is no reason why a scientific report cannot be as exciting or satisfying as classic prose. Good science, especially today, demands good communication

and there is no better way for a student to show that they understand what was done than by telling a story. Writing is an essential part of every course I teach.

I enjoy preparing students for communication opportunities and I believe that, as an educator, one strength is my ability to help independent study students conduct unique experiments and present their results at professional meetings that introduce them to the scientific community beyond Millersville. Since arriving at Millersville, I have supervised dozens of students in an array of research projects that culminated in public presentations at regional or national meetings. Although I have mentored many Departmental Honors students, I have worked with just as many “late bloomers” with unremarkable transcripts. When they follow through, their achievements are no less impressive than the honors projects. *I will welcome and advise any student who expresses an interest in independent research and who is willing to accept my expectations.* The students understand the value of this approach and many of my supporting letters come from former students who trace the origins of their professional success to the work they conducted under my supervision. (see letters from Hallock, Hochgertel, Loder, & Peeks). Just as many attribute it to what they learned in my classroom (see letters from Mantel and Colbert). The success of our alumni is the ultimate outcome assessment measure.

## OVERVIEW OF SCHOLARSHIP

I enjoy mentoring student research because I, myself, enjoy research and have carved out an approach to scholarship befitting a teaching professor. I came to Millersville with a narrow record of clinical and animal research. Since then, my range of scholarship has grown and now encompasses my original fields of (1) Sensation and Perception, and (2) Clinical Eye Research and it has grown to encompass (3) Pedagogy and Curricular Development and (4) History of Psychology. My clinical research career began over 25 years ago when I was a medical technician in an ophthalmology practice. I was fortunate enough to work for physicians who were always trying to improve their surgical skills and they tasked me with collecting data and advising them on how to avoid complications (see letter from Halpern). My clinical work resulted in several publications and presentations and continued, through graduate school and into Millersville (Sugar et al., 2009). I am currently conducting a grant-funded study (\$24,860) at the Ann B. Barshinger Cancer Institute to examine the impact that chemotherapy might have on the eyes of cancer patients. This work is related to my expertise in eyes and vision, but the other three domains of scholarship relate more directly to what I do in the classroom.

I have been involved with many of our department’s assessment initiatives and I have attempted to employ the same investigative skills to assessment as I do in my other scholarly endeavors. My work has helped our department make **empirically based** curricular decisions. I have published and presented the results of my work on departmental assessment (Gallagher & Cook, 2013) and on the effectiveness of classroom demonstrations (Gallagher and Hoefling, 2013; Hallock et al., 2017). I am currently working with a team from the American Psychological Association to redesign a suite of online psychology experiments that will give students and instructors across the globe a free and interactive tool for exploring the foundational basics of psychological research.

My work in the field of Sensation and Perception is typically undertaken on campus with student support and it overlaps with my teaching. Since my last promotion I have published two papers based on classroom demonstrations that I developed; one project (Hallock et al., 2017) was primarily conducted by students, and the other was conducted by me with student assistance (Gallagher & Hoefling, 2013).

Finally, I am an accidental historian. When I started at Millersville I was asked to teach History and Systems of Psychology, a course I had never heard of, much less taken. In the past fourteen years, I have embraced the scholarship of the field which has led me from The Archives of the History of Psychology in Akron, Ohio to the Cajal Institute in Madrid, Spain. I have publicly established myself to the extent that I was recently trusted by the editors of the *American Journal of Psychology*, the nation’s

oldest experimental psychology journal, to write a biographical piece on psychology's best-known historian, Edwin G. Boring. My scholarship and my efforts to keep the history of science in our curriculum have been recognized by authorities in the field (see letter from Baker).

## OVERVIEW OF SERVICE

A significant portion of my service has been dedicated to the support and professional development of my colleagues (see letters from Banna, Sell, C. Smith, and Walsh). Over the past five years, I have chaired three departmental searches that resulted in the hiring of two new faculty members and I have assumed co-chair of the psychology department's Faculty Development Committee. With many recent retirements, our department is in a period of transition and our four tenure-track faculty members count on my support and advice and the department counts on me to encourage and direct them into paths that will support our common mission. I also serve the department in several "maintenance" tasks like repairing audio-visual equipment and doing the photography for our website and print materials.

Support for my colleagues extends beyond the department and since 2009 I have been an active member of APSCUF, particularly in the Grievance Committee. I not only advise faculty with grievances against administration but also assist when grievances are brought against them. ***I have accompanied colleagues on what I am sure were the worst days of their professional lives.*** For reasons of confidentiality, I cannot detail the work I have done (but see letters from Glenn and M. Gallagher, no relation), but two former deans have made a point of telling me how much they appreciated my professionalism when I was representing colleagues "on the opposite side of issues" (see letter from R. Smith).

At the state level, I am chair of the APSCUF Academic Affairs Committee where I am responsible for writing public position statements for the union. I have also served APSCUF as a member of Legislative Assembly and the local Meet and Discuss Team. My support for student organizations includes being the faculty advisor to the Alpha Sigma Tau sorority, which typically has many psychology majors, and the Men's Basketball team.

Other examples of service since my last promotion include time-intensive work beyond my department on committees like the University Promotion and Tenure Committee (UPTC), Undergraduate Course and Program Review Committee (UCPRC), General Education Review Committee (GERC), Institutional Animal Care and Use Committee (IACUC), the Academic Affairs Committee, and the University Website Advisory Committee. I have also served vital, but short-term, recurring functions like marshalling commencement ceremonies and advising incoming transfer students.

In summary, in the decade since my last promotion, I have continued to improve as an instructor of experiential learning; I teach *hands-on* classes that invite students to become independent, *hands-on* investigators. The effectiveness of my approach is reflected in my student evaluations and, more importantly, the professional success of my former students. My scholarship informs national and international communities in psychology and medicine, but it also supports my students and my department. The significance of this work is recognized by experts in medicine, pedagogy, and history (see letters from Barber, Carlson, and Baker, respectively). My service contributions are built on a commitment to both students and colleagues with the goal of making our department, the University, and the discipline a welcoming place to launch a lifetime of discovery.

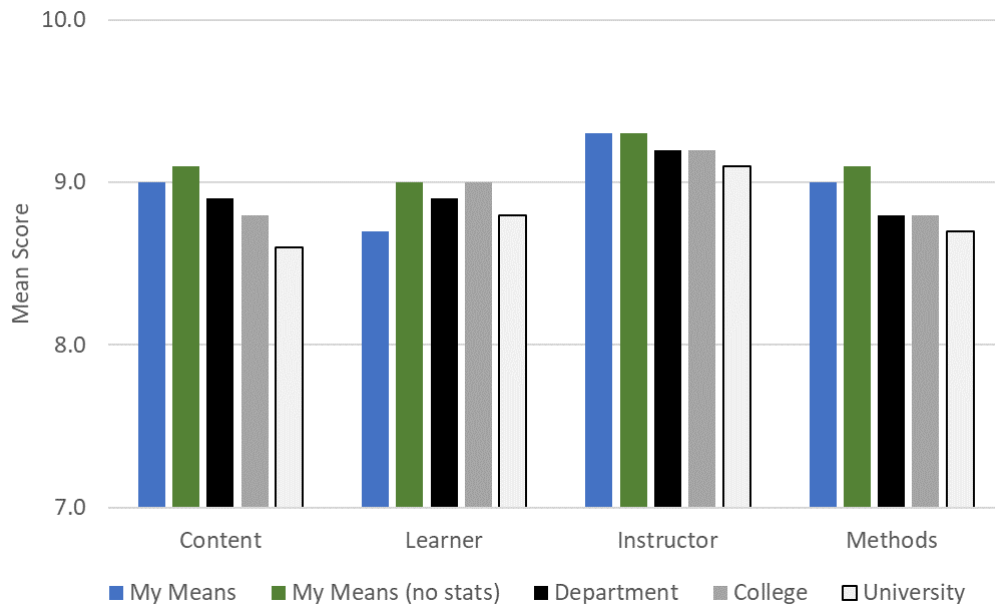
## I. TEACHING EFFECTIVENESS AND FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES

### Narrative Statement: Teaching

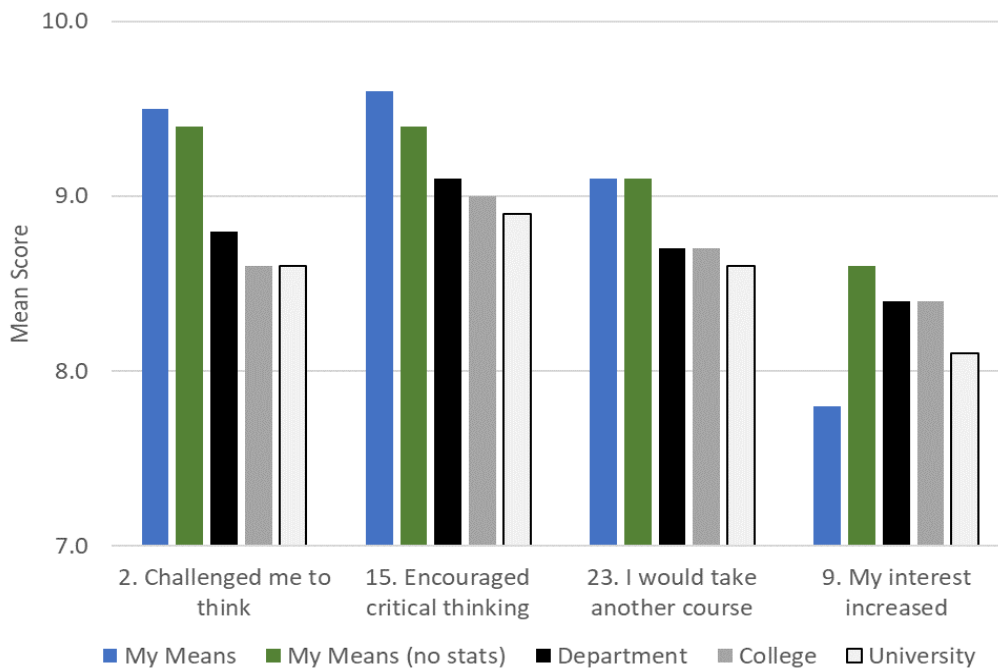
Since my last promotion, I have taught seven different courses. Most of my responsibilities are in teaching the four-credit lab courses which introduce students to research methods and statistics (PSYC 211/212) so they can apply these methods in specialized lab courses like Sensation and Perception (PSYC 315) and Cognitive Psychology (PSYC 314). I bear sole departmental responsibility for teaching the following three-credit courses. I resurrected Cognitive Science (PSYC 350), from dormancy when I joined Millersville in 2003 and I personally developed and proposed Evolutionary Psychology (PSYC 246). The common theme in all my courses is **Scientific Psychology**. The scientific nature of the lab courses should be obvious, but the others serve the same philosophical theme. Evolutionary Psychology (PSYC 246) links psychology and biology to explore the human mind as a product of natural selection; it invites students to see classic psychological themes like child development, depression, and memory through the lens of their adaptive purposes. Cognitive Science (PSYC 350) explores technological advances that have brought psychology closer to fields like electrical engineering and computer science. Finally, History and Systems of Psychology (PSYC 454) focuses on the period of 1850-1950 when psychology sprang from the laboratories of post-enlightenment Europe to find a home in the booming American industrial and educational systems.

My student evaluation records are nearly comprehensive since the implementation of the new survey form and cover Spring 2009 to the present, except for one semester and some summer and winter courses. The numbers show that I am perceived as an enthusiastic and rigorous instructor who encourages critical thinking (Instructor mean of **9.6** on item #15, *Encouraged critical thinking*). My overall *Content*, *Instructor*, and *Methods* means are above department, college, and university means and, although my overall *Learner* mean of 8.7 is positive, it is slightly below the institutional means. This number is, no doubt, influenced by student attitudes toward the required statistics courses (PSYC 211/212) that they would rather not take. My *Learner* mean jumps to 9.0 when PSYC 211/212 courses are removed from the analysis. The following bar graph shows my overall means with and without PSYC 211/212. Students note that I am enthusiastic (Instructor mean of **9.8** on item #11, *Showed enthusiasm for teaching*) and they appreciate the original supplemental resources that I provide which include a free statistics e-Book, spreadsheets that support practice and skill-building, and lab exercises (Instructor mean of 9.1 on item #19, *Texts and materials helped*). Even when they have not been thrilled with the content of my statistics classes, my students show a strong willingness to take more courses with me (Instructor mean of 9.1 on item #23, *I would take another course from this instructor*).

**A more comprehensive item-by-item analysis can be found along with reports from Fall 2014 to Spring 2017 at the beginning of the *Student Evaluations* section of this application. *All* of my available student evaluations can be found in *Supporting Materials, Volume I: Teaching*.**



**Figure 1.** Bar Graph showing results from 963 student responses dating back to 2009. My overall *Content*, *Instructor*, and *Methods* means (blue) are above all three institutional means. The blue bars show my overall means. The green bars show my means from the same period but exclude data from the required Statistics and Experimental Design courses (PSYC 211/212).



**Figure 2.** Bar Graph showing three items for which my means are above institutional numbers and one item, *My interest increased*, for which my mean is below institutional numbers when the statistics courses (PSYC 211/212) are included in the analysis (blue) but well above institutional means when the statistics courses are removed from the analysis (green). This is an interesting example of how some items are very course-specific. I am pleased to see that the students' willingness to take another course with me seems unaffected by course content.

## Courses Taught

Below I describe the content and unique features of each course. Explanations of matters that span multiple courses are provided in the subsections that follow the descriptions.

**PSYC 211 (W), PSYC 212 Statistics and Experimental Design I & 2 (4 credit labs):** An introduction to research methods and design, and to statistical analysis of psychological data.

These courses introduce the importance of studying psychology as a science. The courses emphasize statistics, but cover topics like writing, ethics, and public speaking. I have developed an array of lessons for these courses and have compiled some brief statistics lessons into an e-Book, *Fundamentals of Parametric Statistics* (see printed copy in **Supporting Materials, Volume I: Teaching**), that students can use for these courses and the subsequent advanced lab courses (PSYC 314/315). Semester-long projects include the development of a written research proposal requiring an oral defense (PSYC 211) and a formal presentation of an independently developed research project (PSYC 212). My junior colleague, Kelly Banna, and I have cooperated in hosting a mini-conference at the end of each semester where students from these and other classes can present their findings and learn about how scientific discoveries are shared. These courses also provide a foundation for the independent study projects described later in this application.

**PSYC 246 Evolutionary Psychology (3 credits):** Reviews evolutionary theory, surveys research and, most importantly, explains how evolutionary psychology can be applied to disciplines within and beyond the field of psychology. **Original Course Proposal and Preparation.**

Although evolutionary theory is present in almost everything I teach, I formally proposed and offered this course for the first time in spring 2016. There is nothing new or revolutionary about studying psychology within an evolutionary framework. Founders like Sigmund Freud and William James knew and applied Charles Darwin's theory of evolution to much of their own work. In the 1960's Paul Eckman expanded upon Darwin's work to show that basic emotional expressions had biological, rather than social, origins (e.g. How else do children who are blind from birth learn how to express happiness or disgust?) However, many psychologists still overlook the power evolutionary theory has to explain such findings. Furthermore, psychology students are often poorly informed when it comes to evolutionary theory, assuming it excuses misogynistic "caveman culture" and predicts a dystopian future where only the "fittest" survive. Evolutionary psychology, as a discipline, is much more optimistic than that. Acknowledging our evolutionary past and recognizing the shortcomings that may have emerged as a result offers us a way to address some very modern challenges. For example, evolutionary psychology can provide explanations for – and better ways to address – anxiety (which encouraged vigilance when we were physically vulnerable) or our taste for sugary, fatty foods (which encouraged overconsumption when food scarcity was common). Anxiety and overeating still warrant treatment, but pathways to treatment can be more humane when a disorder is framed as a formerly useful adaptation, rather than an abnormality. Evolutionary psychology can also inform social psychology and explain, for example, why the human brain – having spent most of its history in small groups of fewer than 100 people – has difficulty juggling large social networks. Regardless of how many online friends you might have, you probably have fewer than 100 friends from whom you would borrow lunch money and fewer than 5 who you would call upon for help if you were stranded at an airport, 50 miles away, in the middle of the night. Your brain is not big enough to cultivate hundreds of friendships... and that has consequences in a time when the world is literally at your fingertips.

**PSYC 314 Cognitive Psychology (4 credit lab):** A laboratory course designed to examine the nature of human memory, perception and thought, and to introduce the techniques used to study these phenomena.

**PSYC 315 Sensation and Perception (4 credit lab):** A laboratory course designed to develop an understanding of the models and theories of the sensory and perceptual systems. **Original Preparation.**

Advanced lab courses like PSYC 314 and 315 allow me to build upon the scientific foundation of PSYC 211/212 and show students how experimental psychology can lead us to a better understanding of the human mind. Although I teach Cognitive Psychology (PSYC 314) occasionally, my primary expertise is in vision and perception which are covered extensively in Sensation and Perception. This class allows me to explain the senses, with emphasis on vision and hearing, in a way that encourages students to not only appreciate their own abilities, but to better understand the perspectives of people with visual and auditory impairments. Each semester, I assign a biography written by someone who has navigated an auditory or visual impairment. I then invite guest speakers who have impairments that the students have studied. The guests are quite willing to answer tough questions and dive deep into the challenges of their disabilities as well as the remarkable strategies that they use to overcome them.

***I have also developed an array of original experiments*** that allow students to test their own abilities like color vision and depth perception (a collection of sample exercises is in ***Supporting Materials, Volume I: Teaching***). One particularly fun example is an exercise that shows students how to create anaglyphic stereo images. These are classic 3D images that require special red-blue glasses to appreciate. The description that accompanies a book in ***Supporting Materials, Volume I: Teaching*** explains how students create these images with conventional digital cameras or smartphones. The value of the exercise is obvious after students spend time patiently aligning, filtering, and combining two photos into a single image. ***They cannot do this if they do not understand the factors that underlie depth perception.*** If the students understand how stereo vision works, they will create impressive 3D images like the one below (view with red-blue glasses available ***in Supporting Materials, Volume I: Teaching***). The book included in ***Supporting Materials, Volume I: Teaching*** was created by a group of students who used their photos to make a 3D campus collage that was sold to friends, family, and alumni to raise money for student research.





**PSYC/CSCI 350 (P) Cognitive Science (3 credits):** Basic introduction to cognitive science. Reviews attempts to understand cognition using insights from psychology, artificial intelligence, philosophy, linguistics and the neurosciences. Examines the synthesis of those attempts in the emergent field of cognitive science. **Original Preparation.**

This interdisciplinary General Education course allows me to take a diverse group of majors and teach them about the “nuts and bolts” of the human brain. Early neuroscientists revealed the electrical nature of neurons (brain cells) centuries ago but, in the 1940s, advancements in physiology and electrical engineering allowed physiologists, mathematicians, and engineers to cooperate and build electrical models that closely resembled the function of real cells. These discoveries, combined with advances in neuro-imaging, led to a new understanding of the brain as an interconnected system of electrical modules or what a computer programmer might call “subroutines.” Using this “modular approach” to the study of mind and brain, modern neuroscientists have developed productive explanations for cognitive phenomena like language acquisition and autism. It also explains many fascinating neurological disorders in which brain damage affects only one, very specific ability; for example, damage to one area can lead to Broca’s aphasia and prevent an otherwise intelligent person from speaking while damage to another area can lead to a specific deficit in face recognition. In sum, cognitive science aims to explain the human mind as a system of interconnected mathematical processors.

Understanding this interconnected system begins with understanding the electrical and computational nature of the individual neuron. This course is cross-listed as a computer science course. I explain the basics of neurophysiology and then teach students how to write algorithms that mimic basic brain functions. I do most of this with dynamic Microsoft Excel spreadsheets that run like computer programs. My approach is exemplified in an instructional video clip that shows how Excel can be used to create dynamic networks of neurons that “learn” on their own (see part three of my video lesson on *Building a Learning Network* in **Supporting Materials, Volume I: Teaching**). ***I actually give students a taste of what it is like to create an “artificially intelligent” system.*** From this foundation, we examine the differences and similarities between human and machine cognition and then students move on to explore the promise of a future where brain damage can be healed with electronic devices (like cochlear implants that restore lost hearing) and new moral questions will emerge (like “What should we do if brain scans can identify potential murderers?”).

This course was one of the original interdisciplinary *Perspectives (P)* courses that was team-taught across the psychology and computer science departments. It faded from the course catalog in the 1990s when the original proposers left Millersville. I resurrected it in 2005, after it had been dormant for a decade and, in 2008, shared my materials with Blaise Liffick who then taught it in the computer science department for several semesters. Resource limitations have restricted our ability to offer the course, but I consistently teach it as a blended, online course in the winter session, which is why I have developed tools like the video lessons.

**PSYC 454 History and Systems of Psychology (3 credits):** Study of the development of psychology from a branch of philosophy to a modern science. **Original Preparation.**

Except for one semester, I have had the sole responsibility for teaching this course for the past 15 years. Recently, I have shaped it into an advanced capstone course by restricting it to our advanced majors and making each student conduct a detailed historical investigation on a figure of their choice. Ours is a diverse and splintered discipline and the best way to understand the current state of psychology is to study its history. Depending on how you define it, psychology’s origins could go back thousands of years but most historians trace the beginnings of modern psychology to the psychophysical labs of late 19<sup>th</sup> century Germany, where the university system was world-renowned. The founders of American psychology

received their doctorates in those German programs and then brought the ideas back to the United States where some continued in the “German Tradition” and others rebelled to develop ideas of their own. My paper on E.G. Boring (Gallagher, 2017) addresses this historical conflict that shaped American psychology which, in turn, shaped everything from education and politics to art and advertising.

During the semester, each student is required to research a single, influential figure in the history of psychology. This assignment requires a research paper and a classroom presentation. This is not unusual, but my students are then required to join the Association of Psychological Science Wikipedia Initiative (APSWI). By participating, they use what they have learned to expand and improve upon the Wikipedia pages of psychology’s historical figures. This project has far-reaching benefits for the public as well as the student. According to the Association for Psychological Science (APS):

*The goal of APSWI is to make information about psychology on Wikipedia as complete and accurate as possible. APS is calling on you to support the Association’s mission to deploy the power of Wikipedia to represent psychological science as fully as possible and thereby to promote the free teaching of psychology worldwide.*

**Why Wikipedia?** *When the general public searches for information about psychology, the top search results are Wikipedia articles. Wikipedia is the fifth most visited site on the Internet, making it the go-to resource for information on every topic, and all the content has been written by volunteers like you. As psychological scientists, it’s your responsibility to ensure the psychology information on Wikipedia is reliable.*

**Teaching with Wikipedia.** *The easiest way to improve psychology on Wikipedia is to make editing articles part of a course writing assignment, in which students contribute content to Wikipedia in place of a traditional research paper.*

*Students gain valuable experience from writing Wikipedia articles:*

- *Communicating effectively to general audiences*
- *Supporting statements with proper citations*
- *Organizing their writing for logical flow and clarity*
- *Responding to comments from reviewers*

To be clear, my students make Wikipedia contributions in addition to, not in place of, a traditional research paper. They have contributed paragraphs of Wikipedia content for noted psychologists and neuroscientists like Abraham Maslow, Mary Whiton Calkins, and Aloysius Alzheimer. My students must critique the existing page, propose edits, and then incorporate their cited contributions in a way that will make the page clear to a general audience. Most people are not aware of the fact that every Wikipedia page has an edit log, where members can see when, how, and why material was added or removed from a page. This log is a fun – and sometimes disappointingly harsh – way for students to see what “outside reviewers” thought of their contributions. The online community is full of contentious reviewers who can remove Wikipedia edits as quickly as they are posted. Although these reviewers are almost all anonymous, they seem to be people who share an interest in the historical figures and they typically provide valid and helpful commentary. Most often, my students are criticized for being redundant or wordy, but well-cited contributions are usually accepted without objection. The highest compliment is, literally, *no comment*. A sample Wikipedia edit for the page on Aloysius Alzheimer – who had a surprisingly sparse page before Allison Hammell made her contributions – is included in **Supporting Materials, Volume I: Teaching** along with the log of subsequent reviewer comments and edits. In the edit log, one can follow the changes made immediately

after she nearly doubled the size of the article and partitioned his biography. One reviewer, *Sitush*, harshly criticized Allison's writing but made only a few stylistic changes and, as of September 2017, the article retained the structure and content that Allison gave it in December 2015.

**PSYC 489/490/498/499**: Independent study or honors research in psychology.

Since my first semester at Millersville, I have been engaging psychology and biology students in rigorous and customized research projects. The psychology students typically explore topics in perception or physiological psychology while the biology students usually have an interest in optometry. The resourcefulness and creativity that I take into the classroom is equally effective when shared with students who are willing to make a long-term commitment to a project that involves planning, Institutional Review Board approval, data analysis, a final paper, *and public presentation*. That final element, to me, is the pinnacle of an independent study experience. **The students who study under my supervision must maintain a rigid schedule that allows them to complete and publicly present a project well before they graduate. They must be willing to expose their work to the scientific community and receive feedback from experts outside Millersville.** This is the essence of scientific communication and there is no better way for students to learn how to present themselves and their intellectual potential. A quality research project is also an excellent discussion topic for graduate school and medical school interviews. Of course, these presentations also showcase Millersville University students to the professional public. I relate the importance of institutional reputation and identity when it comes to seeking employment and applying to graduate schools. Students should understand how their own program and experiences could differ from those of the students and faculty from other institutions. I teach them how to emphasize their strengths and, when travelling as a group, how to present a unified front, a recognizable institutional identity that people will remember. Most psychology students, whether my advisees or not, use the conference poster template that I developed according to the University Identity guidelines (see examples from my students in *Supporting Materials, Volume I: Teaching*.)

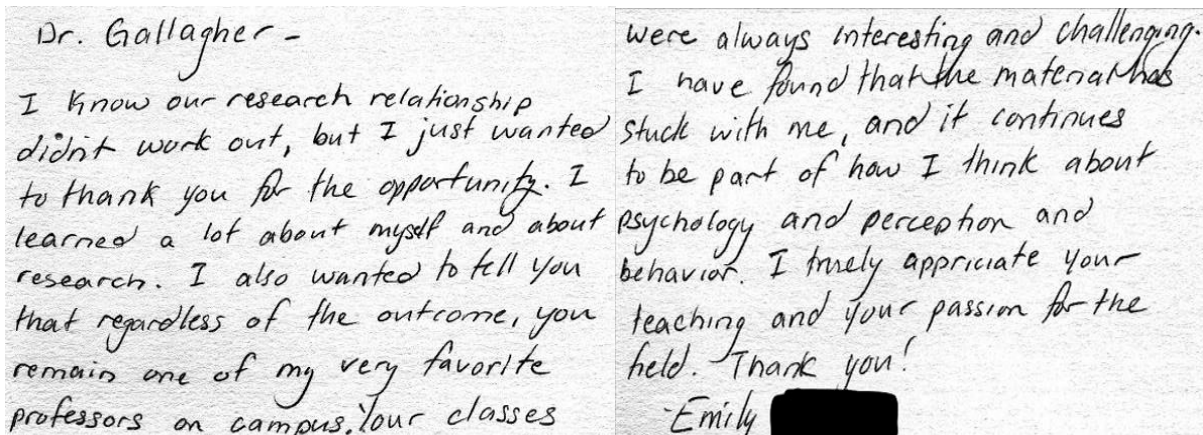
The psychology students who study with me typically conduct research on campus, exploring topics in perception and physiological psychology. My former research students now have careers in fields like medicine, school counseling, behavioral therapy, pediatrics, optometry, and neuroscience. Many of them trace their success specifically to the work they did under my supervision (in particular, see letters from Colbert, Hallock, Hochgertel, Madison, and O'Rourke). A sample honors thesis and sample posters from regional and national conferences are included in *Supporting Materials, Volume I: Teaching*.

Most of my independent study students have been psychology students but, with my background in clinical ophthalmology, I am uniquely qualified to mentor students in the Biology department's pre-optometry major (see letter from Hoover). The pre-optometry students do their work through a longstanding collaborative relationship that I have with a local ophthalmology practice. These students not only gain the experience of an independent study project, but they can work in a functioning clinic, where they interact with physicians, staff, and patients. Millersville University has a reputation for sending top students to The Pennsylvania College of Optometry at Salus University and I am proud to count a Salus valedictorian (Amy Bartal Desmond, O.D.) and a salutatorian (Tara Whitehead O'Rourke, O.D., see letter) among my former students.

I want to emphasize that, when it comes to independent research, I am not exclusive about the students I am willing to mentor. They have not all been honors students (see letters from Colbert, Loder, & Peeks), but all of them have understood the importance of making a commitment to my expectations. I am rigorous, but I am also supportive and honest and, in the rare circumstances when students fail to meet my expectations, they still express an

appreciation for the experience. One former student, Emily, was a crushing disappointment to me and, for a full semester, she failed to keep appointments or submit the work necessary to gain IRB approval for her project. At our final meeting, she admitted that she had no excuse, looked me in the eye, and said, "It's ok, my GPA can take the hit." With that admission out of the way, the meeting I had dreaded became a serious, but productive, exchange of ideas and plans. Still, the honors student earned a "D" and discontinued her project.

Months later, I received a brief note that I will treasure for the remainder of my career:



I believe that these course descriptions I have just provided have thoroughly summarized my teaching and addressed most of the following dimensions of effectiveness. In the following sections, I will attempt to avoid redundancy and only elaborate in areas that have yet to be addressed.

### **Increasing Student Engagement & Creating Stimulating Learning Environments**

A disengaged student will struggle in my classroom. I teach laboratory courses which, by definition, require me to develop unique, engaging experiences. Most of my two-hour lab meetings consist of exercises in which I supervise "students in action." The original lab experiments and out-of-class exercises, like the 3D photography project, exemplify experiential learning. The semester projects for my Statistics and Experimental Design courses require independent investigation and presentations in class or mini departmental poster sessions. The Wikipedia project requires students to engage the online community and put their work on display for all to see and critique.

The ultimate student engagement activities are the independent research opportunities I have described. I also create opportunities for pre-optometry students to meet local physicians and medical professionals and I take a wide variety of students to several conferences and meetings every year.

### **Developing Interdisciplinary Curricula & Research on Pedagogy**

I came from an interdisciplinary graduate program and my psychology courses go well beyond the discipline, partly because psychology has never been confined to a single domain. My Statistics and Experimental Design courses (PSYC 211/212) are math courses that cover writing, ethics, and public communication. Evolutionary Psychology (PSYC 246) uses evolutionary biology to inform professions from criminology to child development. Sensation and Perception (PSYC 315) explains how the human senses help us discover the world and, consequently, covers fields like philosophy, comparative anatomy, and disability studies. Cognitive Science (PSYC/CSCI 350) is a *cross-listed course* that encompasses neuroanatomy, electrical engineering, and, of course, computer science. History and Systems of Psychology

(PSYC 454) is a *history* course. Finally, my independent study students come from different departments and their projects have addressed topics ranging from eye disease to math anxiety.

My research on pedagogy is covered in the *Scholarship* section where I describe my published papers on teaching and assessment and, again, in *Service*, where I describe how my teaching scholarship has directed curriculum modifications.

## **Experimenting with New Instructional Technology and Pedagogy**

I have already addressed many of my unique teaching activities; from the original lab experiments and instructional online videos, to the Wikipedia project and 3D photography. Every one of my original lab exercises began as an “experiment” and for each one described in this application, there have been a few failures. I have yet to complete a semester in which I have not tried something new.

In Cognitive Science, I have adopted a blended online format and incorporated video lessons (already described), but I also use the standard D2L utilities, like online quizzes, in all my classes. I must confess that, when it comes to technology, I am in a pruning phase of my career. I began using PowerPoint a quarter century ago when it was a tool for making physical *slides*. I loved everything that computers brought to education and I was one of the first faculty members to administer online quizzes from a self-managed website when I arrived in 2003. I cannot imagine teaching courses like Sensation and Perception (PSYC 315) without my computer-based exercises, and History and Systems (PSYC 454) would be very dry without pictures of faces and places to accompany my lectures, but PowerPoint is not a panacea. I used to rely heavily on PowerPoint slides in my statistics and experimental design courses, but now I am back to chalk and talk. Online utilities have their place but my own research shows that classroom quizzes are better than online quizzes for predicting performance on face-to-face summative assessments. Online activities like discussion groups and quizzes are great supplemental tools for monitoring and encouraging out-of-class engagement that prepares students for the trials of classroom.

I am an innovative and evidence-based instructor who uses technology effectively, but judiciously.

## **Performing Academic Advisement**

I carry a typical load of advisees (for my department) and expect no special recognition for helping students complete their degree requirements in a department that offers plenty of latitude for exploration. My challenge is to show students how to use the flexibility of our program to their advantage. For example, I helped Will Hochgertel shape a pre-med Psychology degree and I helped Donté Peeks blend Psychology and Marketing (see letters). I also help students link their educational experiences to unique job skills; for example, I showed Christopher Colbert (see letter) how to put his mastery of Sensation and Perception to the fore as he applied for a job with Amtrak. Jillian Penny and Nathan Midgely credit my advisement in starting their careers as optometry and medical students, respectively.

I am also sensitive to Millersville’s responsibility to transfer students and Danielle “Dee” Rapp, Assistant Director of Admissions for Transfer Students, credits me with helping her develop her expertise and we remain “collaborative teammates” in our mission to welcome transfer students. I was also Dee’s go-to faculty member when she worked in academic advisement serving aspiring psychology majors or students who were dismissed from the psychology major and in need of direction (see letter from Rapp). In her letter of support, Lauren Dluzeski explains how I helped her navigate her transition to Millersville and then helped her get over her

“transfer inferiority complex,” an unsubstantiated phenomenon that I witness far too often. I mean no disrespect to those who begin their careers at Millersville, but I am particularly happy and proud when I help those who spend relatively little time here, like Lauren and HACC transfer Henry Hallock (see letter), accomplish more than a degree.

### Teaching Beyond the Traditional Classroom

By now, I believe that I have described my skills beyond the classroom at length. Few of my courses are “traditional” and many involve lab exercises that can lay the groundwork for independent study projects. The independent study students *must* learn outside the traditional classroom. I will hand the keys to my lab to any student willing to dive into research and I will take any student with an interest in optometry into a clinic for as much hands-on training as they would like (see letter from Penny). For those who complete projects, I will insist that they take what they have learned out into the public and present at local clinics or distant conferences.

**Check in boxes below for materials referenced / copies attached, as appropriate:**

<b>The following are in <i>Supporting Materials, Volume I: Teaching</i></b>	
<input type="checkbox"/>	Course Syllabi
<input type="checkbox"/>	Examples of Teaching Materials (exams, handouts, media)
<input type="checkbox"/>	Samples of Student Work Demonstrating <ul style="list-style-type: none"> <li>• Successful Completion of Assignment(s)</li> <li>• Faculty Feedback to Students Who Have Unsuccessfully Prepared Assignment(s)</li> </ul>
<input type="checkbox"/>	Other Items Agreed Upon in Departments <ul style="list-style-type: none"> <li>• Digital Media on the CD located in the binder pocket                 <ul style="list-style-type: none"> <li>○ Instructional Videos on using Microsoft Excel to create neural models                     <ul style="list-style-type: none"> <li>▪ Explaining the Hermann Grid Illusion</li> <li>▪ How to build an “Artificially Intelligent” Learning Network</li> </ul> </li> <li>○ Computer Application and Instructions for <b>Method of Limits</b> classroom experiment</li> </ul> </li> <li>• Print Copy of e-Book, <i>Fundamentals of Parametric Statistics</i></li> <li>• Sample handout: APA Writing Guide with sample paper</li> <li>• Original Lab Exercises for <i>Sensation and Perception</i></li> <li>• Sample short writing assignment with feedback</li> <li>• <i>Exchange</i> article and student-produced book of 3D photographs (glasses included)</li> <li>• Sample student Wikipedia edit of the Alois Alzheimer page</li> <li>• Sample student honors thesis</li> <li>• Sample student posters (8 Psychology, 2 Optometry) all presented at professional meetings</li> </ul>
<b>The following are in subsequent sections of <i>this application</i></b>	
<input type="checkbox"/>	Peer Evaluations
<input type="checkbox"/>	Student Evaluations
<input type="checkbox"/>	Letters of Support

**II. CONTINUING SCHOLARLY GROWTH**

College/University	Dates Attended	Degree Awarded	Date of Degree	Field of Study
University of Delaware	1999-2002	Ph.D.	2002	Behavioral Neuroscience
University of Delaware	1994-1999	M.A.	1999	Biopsychology/Neuroscience
The Pennsylvania State University	1986-1990	B.S.	1990	Biology/Vertebrate Physiology

**Narrative Statement: Scholarship**

I maintain four lines of research in the fields of (1) Pedagogy and Curricular Development, (2) Sensation and Perception, (3) History of Psychology, and (4) Clinical Eye Research. I have published and created scholarly works in all these fields since my last promotion and I remain engaged in professional organizations where I work at establishing professional relationships for myself and my students.

My passion for scholarship dates to my pre-graduate school days when I worked as a technician in an ophthalmology clinic. This was in the early 1990s when computer-assisted diagnostic devices were becoming widely available and I was charged with testing the validity and reliability of every new device that the physicians acquired. I also became the quality control scientist when it came time to assess the effectiveness of new surgical procedures. My success in improving the effectiveness of corrective eye surgery (LASIK) earned me a United States patent. The love of vision research propelled me into graduate school where I studied the visually-guided behavior of fish to understand how vision, hearing, and the other senses help all animals – including humans – navigate their environments. All the while, I continued to conduct and publish medical research, part-time.

When I arrived at Millersville, I was prepared to shape my research according to the needs of the institution and its students. When I was asked to teach History and Systems of Psychology, I wanted to be more than a textbook reader; I needed to open another line of scholarship. Finally, as a faculty member at a school that prioritizes teaching, I have studied pedagogy by critically evaluating the effectiveness of classroom exercises and departmental assessment strategies.

I will leave it to my letters of support to describe the importance of my work in each of these domains. Richard Carlson, head of Psychology at Penn State, speaks to the merits of my pedagogical work, Alistair Barber, Associate Professor of Ophthalmology at Penn State Hershey Medical Center, addresses my clinical research, and David Baker, Director of the Archives of the History of Psychology, attests to the significance of my historical research.

**Membership in Professional Organizations**

**Active Professional Affiliations**

- 2011-Present Faculty for Undergraduate Neuroscience
- 2008-Present Association for Psychological Science
- 2008-Present Eastern Psychological Association
- 2005-Present Central Pennsylvania Society for Neuroscience
- 2004-Present The Society for the Teaching of Psychology
- 2003-Present Psi Chi, National Honor Society in Psychology

**Past or Dormant Affiliations**

- 1997-2001 The Association for Research in Vision and Ophthalmology
- 1988-Present Alumnus Member, Alpha Epsilon Delta Premedical Honor Society

## Professional Conferences

### Annual Meetings

2009-2016 (Except 2014): Annual Meeting of the Eastern Psychological Association (Regional)  
2008, '10, '14, '16: Annual Meeting of the Pennsylvania Psychological Association (Regional)  
2012, 2017: PASSHE Psychology Conference  
2011: Annual Meeting of the Association for Psychological Science (International)  
2013-2016: Annual Vision Research Day hosted by the Milton S. Hershey Medical Center

### Significant Independent Scholarship Ventures

2015, '17: Personal visit to the Archives of the History of American Psychology, University of Akron, Akron Ohio

2016: Personal visit to the Legacy of Cajal Archives at the Cajal Institute, Madrid, Spain

Ad-Hoc Reviewer

- American Journal of Psychology (2015-Present).
- Psychology Teaching Review (2012-Present).
- Psychology Learning and Teaching (2013-Present).

## Offices Held in Professional Organizations

Advisory Committee for the redevelopment of the Online Psychology Laboratory. I am one of five faculty members from across the country responsible for revising the Online Psychology Laboratory (opl.apa.org), an online resource that allows students from all over the globe participate in web-based psychology experiments. A revised version of the website is under development and our primary responsibility is to assess the effectiveness of the online experiments, compare the results to the traditional face-to-face version of the experiments, and recommend improvements (see letter from Diaz-Granados).

## Grants and Awards

### External Grant of \$24,860 (*See Supporting Materials, Volume 2: Scholarship*)

Halpern, B.L., Gallagher, S.P. & Andrews, H. (2014-Present). *The Impact of Chemotherapy on Corneal Endothelial Cell Density*. This award is a direct result of my involvement in the Cornea Donor Study, a national, long-term investigation of the effectiveness of cornea transplant surgery (see my publication, Sugar et al., 2009). As a collaborating researcher in the Cornea Donor Study, I was alerted to a possible link between cancer and the success of corneal transplants. This led me and my longtime collaborator, Barton L. Halpern, M.D. (see letter), to contact a local oncologist, Randall Oyer, M.D., and propose a research project with physicians at the Ann B. Barshinger Cancer Institute. We made a formal presentation to the Oncology staff and they welcomed us into the Institute and encouraged us to apply for financial support through the Louise von Hess Medical Research Fund at Lancaster General Hospital. I have included a copy of the proposal as well as a description of the grant and a notice of our award.

**Internal Grants:** I have been awarded faculty research grants to present papers at the annual meeting of the Eastern Psychological Association in Boston, Pittsburgh, & New York. Six Awards, each for \$300-\$450.

**Award:** I was selected as a Distinguished Alumni Mentor for Penn State University Eberly College of Science. A biographical sketch (next page) appeared on the Penn State website from 2012-2015.



Penn State SCIENCE

home >> possible careers >> possible majors >> alumnus profile

I want to...  
teach future scientists

Alumnus Profile

**NAME:** Shawn P.  
**PROGRAM / DEGREE / YEAR:** Biology / Bachelors / 1990  
**CAREER:** Millersville University of Pennsylvania, Associate Professor of Psychology

I graduated and spent four years in the field of ophthalmology where I worked with people who struggled with visual problems, often due to age-related diseases. My clinical experiences showed me how much vision depends on the brain as well as the eyes and enhanced my appreciation for how much the fields of biology and psychology overlap. I have since worked on many projects that explored age-related changes in visual perception. I have also conducted research aimed at limiting the perceptual side-effects of eye surgery. I received a Ph.D. in Behavioral Neuroscience from the University of Delaware in 2002 and am beginning my tenth year as a professor of psychology/neuroscience.

[Request More Information About Biology](#)

[Show Me Another Alumnus Profile](#)

## Professional Presentations

### Paper and Poster Presentations (No Student Collaboration)

- Walter, L., Jackson, G.R., Clark, M.E., Brigell, M.G., Scott, I.U., & Gallagher, S.P. (2013). Twelve-month progression of dark adaptation impairment in patients with age-related macular degeneration. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*, New York, New York.
- Gallagher, S.P. (2012). A Microsoft Excel Model of the Rosenblatt Perceptron. **Paper** presented at the PASSHE Psychology Conference, Millersville, Pennsylvania.
- Cook, S.P., and Gallagher, S.P. (2011). Validity of the Major Field Test as a Comprehensive Assessment Tool. **Paper** presented at the *Annual Meeting of the Eastern Psychological Association*. Cambridge, Massachusetts.
- Gallagher, S.P. (2010). *Memories of the Cattell School*. **An original documentary film** presented at the *Annual Meeting of the Eastern Psychological Association*, New York, New York.

### Paper and Poster Presentations (Student-led Collaborations)

- Fleeger, C. & Gallagher, S.P. (2016). Tracking Undergraduate Psychology Majors: Where are They Now? **Poster** presented at the *Annual Meeting of the Pennsylvania Psychological Association*, Harrisburg, Pennsylvania.
- Madison, E. and Gallagher, S.P. (2016). Self-Perceptions and the Influence of Priming Effects on Psychology Majors' Visual Acuity and Math Performance. **Paper** presented at the *Annual Vision Research Day* for the Penn State Hershey Department of Ophthalmology, Hershey, Pennsylvania.
- Madison, E. and Gallagher, S.P. (2016). Priming Effects on Math Skills and Visual Acuity. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*, New York, New York.
- McConnell, F., Snyder, M. and Gallagher, S.P. (2016). Test-Retest Reliability of the Farnsworth-Munsell Online 100-Hue Test. **Poster** presented at the *Annual meeting of the Eastern Psychological Association*, New York, New York.

- Albohn, D. N., Vredenburg-Rudy, D., Gallagher, S.G., Rush, K., Duffy, D. and Putt, J. (2014). Seeing Emotion in a Neutral Face: The Moderating Role of Social Stress on Facial Affect Perception and Mimicry. **Poster** presented at the *Annual Meeting of the Pennsylvania Psychological Association*, Harrisburg, Pennsylvania.
- Clark, J. R. and Gallagher, S.P. (2013). An Historical Meta-Analysis of the Relationship between Puberty and Anorexia Nervosa Symptomology. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*, New York, New York.
- Dennis, N. and Gallagher, S.P. (2013). Perceptual Correlates of Schizotypal Personality. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*, New York, New York.
- Hampton, D. L. and Gallagher, S.P. (2013). Border Bias and Risk Estimation of River Contaminations. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*, New York, New York.
- Hoefling, C. L. and Gallagher, S.P. (2013). Generation and Gender Influence the Perceptions of First Names. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*, New York, New York.
- Peeks, D. W. and Gallagher, S.P. (2013). The Emergence of Cognitive Dissonance among College Students: Examining the Influence of Personal Investment, Social Support and Elevated Discomfort. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*, New York, New York.
- Beaver, E., Brosie, K., & Gallagher, S.P. (2012). Depth Perception and 3D Programming Experience. **Paper** presented at the *Student Research and Visual and Performing Arts Conference*. Millersville, Pennsylvania.
- Wendling, S., Gallagher, S.P., & Cook, S.P. (2012). Portrait Painting Ability and Face Recognition Skills. **Paper** presented at the *PASSHE Psychology Conference, Kutztown, Pennsylvania*.
- Rapp, D.M. and Gallagher, S.P. (2012). The Lancaster Almshouse and State Institutionalization in Pennsylvania. **Paper** presented at the *Annual Meeting of the Eastern Psychological Association*, Pittsburgh, Pennsylvania.
- Hoefling, C. and Gallagher, S.P. (2012). A Size-Distance Scaling Demonstration based on the Holway-Boring Experiment. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*, Pittsburgh, Pennsylvania.
- Wendling, S., Gallagher, S.P., and Cook, S. (2012). Face Recognition Abilities among Undergraduate Majors. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*, Pittsburgh, Pennsylvania.
- Hochgertal, W.R., Dwojak, A.C., Gallagher, S.P. and Cook, S.P. (2011). The Influence of Experimenter Gender on Survey Responses and Testosterone Levels. **Poster** presented at the *Annual Meeting of the Association for Psychological Science*, Washington, D.C.
- Wendling, S., Gallagher, S.P., and Cook, S. (2012). Investigating Face Recognition Abilities across Multiple Test Formats. **Poster** presented *Undergraduate Research Day at the Capitol*, Harrisburg, Pennsylvania. (\***Samantha Wendling, alone, was selected to represent Millersville to the State Legislature**)
- Cook, S.P., Gallagher, S.P., Hallock, H., and Garman, H. (2011). Survival Processing in Flavor Memory. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*. Cambridge, Massachusetts.
- Gallagher, S.P., and Hallock, H. (2011). Charles Bonnet Syndrome and the Clinical Significance of Insight. **Paper** presented at the *Annual Meeting of the Eastern Psychological Association*. Cambridge, Massachusetts.

- Gallagher, S.P., and DiPietro, K. (2010). From Cambridge to Country: Psyche Cattell's Path to the West-End School. **Paper** presented at the *Annual Meeting of the Eastern Psychological Association*. New York, New York.
- Irwin, K. and Gallagher, S.P. (2010). Florence Goodenough and her Undergraduate Experience at the Millersville Normal School. **Poster** presented at the *Annual Meeting of the Eastern Psychological Association*. New York, New York.
- Garvey, E.P., DeFelice, T., Fair, R. and Gallagher, S.P. (2009). Test-Retest Reliability of Personality Tests Administered with On-Line and Paper and Pencil Format. **Poster** Presented at the *Annual Meeting of the Eastern Psychological Association*. Pittsburgh, Pennsylvania.

### **Educational Presentations Given to Medical Professionals**

- Professional Training Lecture: Gallagher, S.P. *Chemotherapy as a Candidate Cause of Corneal Graft Failure*. Presented at the Grand Rounds session for Continuing Medical Education hosted by Eye Doctors of Lancaster on October 6, 2014.
- Professional Training Lecture: Gallagher, S.P. *Long-term Graft Survival and Age of Donor Tissue*. A final report on the Cornea Donor Study. Presented at the Grand Rounds session for Continuing Medical Education hosted by Eye Doctors of Lancaster on May 20, 2013.
- Professional Training Lecture: Fritz, R.M. & Gallagher, S.P. The Incidence of Charles Bonnet Syndrome among Patients with Bilateral Age-Related Macular Degeneration. Presented at the Grand Rounds session for Continuing Medical Education hosted by Eye Doctors of Lancaster on April 20, 2009.
- Professional Training Lecture: Brubaker, A. E. & Gallagher, S.P. The Correlation Between Convergence Insufficiency and Reports of Reading and Close Work Difficulty in College Students. Presented at the Grand Rounds session for Continuing Medical Education hosted by Eye Doctors of Lancaster on April 20, 2009.

### **Production or presentation of technological artifacts implemented by business/industry**

- [United States Patent #6,582,078](#). Co-Inventor of a System to Reduce Postoperative Complications of Laser Assisted In-Situ Keratomileusis (LASIK) surgery. Along with co-inventor, Barton L. Halpern, M.D. I used outcome data to develop algorithms aimed at reducing complications like dry eye and glare which can follow corrective eye surgery.

### **Peer-Reviewed Research Findings**

**Peer-Reviewed Publications: Hard Copies of all articles are in [Supporting Materials, Volume 2: Scholarship](#)**. Full-Text copies can also be accessed through my ResearchGate page: [https://www.researchgate.net/profile/Shawn\\_Gallagher](https://www.researchgate.net/profile/Shawn_Gallagher)

\*Student co-authors

- \*McConnell, F., **Gallagher, S.P.**, & Snyder, M. (In Press). Performance of Grapheme-Color Synesthetes on a Color Sorting Task that Employs Graphemes. *Visual Communications Journal*.

*This article is an example of a student realizing the full potential of an honors project. The journal serves "educators and industry personnel associated with design, presentation, management, and reproduction of graphic forms of communication" and this article alerts them about an unusual perceptual phenomenon that could affect how some people see printed text.*

**Gallagher, S.P.** (2017). Edwin G. Boring: The Historian's Path in the Pages of The American Journal of Psychology. *The American Journal of Psychology*, 130(2), 149-162.

*I wrote this piece as part of a series of biographies published for the 130th Anniversary of the American Journal of Psychology. I was the only non-historian invited to contribute and, as you can see, it covers the three topics that I teach most; History, Statistics, and Perception. Edwin G. Boring (1886-1968) shaped our field as "Psychology's Historian" as well as a former editor of the American Journal of Psychology, the first journal dedicated to experimental psychology. I was honored to have been trusted with this assignment.*

\*Hallock, H.L., \*Garman, H.D., Cook, S.P., & **Gallagher, S.P.** (2017). Recognition Without Words: Using Taste to Explore Survival Processing. *The Journal of Undergraduate Neuroscience Education*, 15(2), A122-A127.

Harrington, I.A., Grisham, W., Brasier, D.J., **Gallagher, S.P.**, Gizerian, S.S., Gordon, R.G., Linden, M., Lom, B., Sandstrom, N.J., Stough, S., Wiest, M. (2015). An Instructors Guide to (some of) the Most Amazing Papers in Neuroscience. *The Journal of Undergraduate Neuroscience Education*. 6(2) Fall 2015, 14(1): R3-R14.

*These two papers were published in a journal that serves neuroscience educators. The first (Hallock et al., 2017) is another example of how a well-designed undergraduate project can lead to publication (see Hallock's letter of support). This simple and inexpensive lab exercise shows how memory experiments can go beyond the memorization of pictures and word lists. The second, highly collaborative, paper (Harrington et al., 2015) aims to help educators incorporate primary source literature in their psychology and neuroscience classes.*

**Gallagher, S.P.**, and Cook, S.P. (2013). The Validity of the Major Field Test in Psychology as a Comprehensive Assessment Tool. *Psychology Teaching Review*. 19(2):59-72.

*This paper is a result of my work in the domain of departmental assessment. It explains how an expensive assessment test – which is administered by dozens of psychology departments each year – is not living up to its promises (see Carlson's letter of support).*

**Gallagher, S.P.**, and \*Hoefling, C. (2013). A Size-Distance Scaling Demonstration based on the Holway-Boring Experiment. *Teaching of Psychology*. 40(3):212-216.

*This paper describes one of the many original experiments that I have developed for my Sensation and Perception course. The graduate student co-author assisted with data collection and manuscript preparation. (see DeRose's and Mantell's letters of support).*

Sugar J., Montoya M., Dontchev M., Tanner J.P., Beck R., Gal R., **Gallagher S.**, Gaster R., Heck E., Holland E.J., Kollman C., Malling J., Mannis M.J., Woody J. (2009). Donor Risk Factors for Graft Failure in the Cornea Donor Study. *Cornea*. 28(9):981-5.

*For the past 27 years, I have been collaborating with ophthalmologists to help them improve eye surgery and, from 1999-2013, I was the local coordinator for a nationwide study that evaluated the effectiveness of corneal transplants. In that role, I was responsible for examining cornea transplant recipients who were seen at a local office and sending their data back to the JAEB Center for Health Research in Tampa, Florida. My work in that role and my background in statistics led them to trust me as a contributing data analyst and writer for a few of their manuscripts. It also laid the groundwork for my ongoing funded study on the impact of chemotherapy on the cornea.*

**Editor-Reviewed Publications: Hard Copies of all articles are in [Supporting Materials, Volume 2: Scholarship](#).**

News Item: Gallagher, S.P. (2016). Cajal Institute Seeks UNESCO Recognition to Establish a Museum for the Anatomist's Legacy. *History of Psychology*. 19(4):372.

Book Review: Gallagher, S.P. (2015) Review of *Forty Studies that Changed Psychology* by Roger R. Hock. *Psychology Learning and Teaching*. 14:263-265.

Book Review: Gallagher, S.P. (2012) Review of *Language Evolution and Syntactic Theory* by A.R. Kinsella. *Journal of Language and Social Psychology*. 30:229-231.

*These contributions are relatively small but significant. The first one is a news item that I published to fulfill a promise that I made to a librarian at the Cajal Institute in Madrid who lamented that America's psychologists were unaware of the treasures that Spain's – and maybe the world's - greatest neuroanatomist, Santiago Ramón y Cajal (1852-1934), had left behind.*

*I must admit that I never thought much of book reviews but, thanks to Research Gate, a social networking website that allows me and other scientists to share our work, I am reminded that my review of *Forty Studies that Changed Psychology* is, by far, my most popular publication on the site with over 400 downloads as of October 2017.*



***“Muchas gracias por el envío del artículo, espero que sirva para el reconocimiento del Legado Cajal.”***

*(“Thanks for the article. I hope it will help to bring recognition to the Cajal Legacy.”)*

- Maria Ángeles Langa  
Director of the Cajal Institute Library, Madrid, Spain

**Original Documentary Film: a CD with Video file is in [Supporting Materials, Volume 2: Scholarship](#). The film can also be accessed and viewed at:**

[sites.millersville.edu/sgallagh/Application/Supporting/Digital\\_Files/CattellFilm.wmv](http://sites.millersville.edu/sgallagh/Application/Supporting/Digital_Files/CattellFilm.wmv)

Gallagher, S.P. (2010). Memories of the Cattell School. Presented at the Annual Meeting of the Eastern Psychological Association, New York, New York. The film has been adopted by the ***Psychology's Feminist Voices*** website, a resource hosted by York University, Toronto, Canada the home of the premier graduate program in the History of Psychology. It has also been accepted into the ***Digital Archives of the Cummings Center for the History of Psychology*** at the University of Akron. ***I did all the interviews, recording, and audio/video editing for this film.***

*Shortly after I started to teach History and Systems of Psychology, I started exploring the local history of Lancaster, Pennsylvania, in hopes of finding something that I could bring back to the*

classroom. I hit the proverbial jackpot when I discovered that one of the giants of American psychology, James McKeen Cattell (1860-1944), spent the last years of his life in Lancaster where he managed the Science Press from 1939 until his death in 1944. While exploring the lives of his children, who also moved to the area in the 1930s, I was astonished by the accomplishments of his daughter, Psyche Cattell (1893-1989), a pioneer and underappreciated hero in the world of early childhood education. As I learned more about Dr. Cattell, I felt an urgency to find and interview people who knew her.

Dr. Cattell battled institutionalized sexism to become one of the first women to get a Master's degree from both Cornell and Harvard and the first woman to earn a doctorate in education from Harvard in 1927. Her academic accomplishments are rivaled by her personal accomplishments and, although I cannot be certain if she was the first, she was certainly among the few unmarried women permitted to adopt children in the 1940s.

After her formal education, she conducted research through the 1930s and, as the decade ended, she set her sights on joining her father and brother in Lancaster and establishing a school dedicated to the education of preschool children. This concept was radical, especially in the conservative climate of prewar Lancaster, Pennsylvania.

This film is about the nursery school that Dr. Cattell established in her home in 1941. I was delighted and honored to find and interview her son, Hudson, who presents his mother's vision and offered a first-hand account of living in a house that doubled as a school. Former students were also helpful, although most admitted that their memories constituted little more than "cookies and naptime." Susanna Benson, whose mother struggled to provide for her daughter and sustain an academic career while her husband was at sea, was one dramatic exception. Her stories are detailed and complimented by a wonderful collection of photographs from the earliest days of the school. Two former teachers presented me with very different, but equally flattering, perspectives of Dr. Cattell's educational approach. One teacher, Janet Strube, provided me with a priceless audiotape of Dr. Cattell addressing a group of parents in the early 1970s. After extensive audio filtering, her messages shine through in the clear, purposeful cadence of an accent that is one part New England and, carrying a trace of her mother's homeland, one part Old England.

In my film, I attempt to explain the arc of Dr. Cattell's career. When the school opened, in 1941, Dr. Cattell was proposing a radical new approach to early childhood education; when the school closed in 1973, preschool education in the United States had embraced and, in the eyes of one young teacher, gone far beyond Dr. Cattell's expectations of what a nursery school could be.

## **Professional Training and Education**

I have been a regular participant and attendee at the Teaching of Psychology sessions at the annual meetings of the Eastern Psychological Association and this led to an invitation to serve on the American Psychological Association's advisory committee for the redevelopment of the Online Psychology Laboratory (opl.apa.org). I also seek mentorship from experts in the fields of Teaching of Psychology (see letter from Carlson) and History of Psychology (see letter from Baker). At the university, I have attended Center for Academic Excellence events when they served my pedagogical objectives but, more importantly, I owe a debt of gratitude to those like CAE specialists, Marie Firestone and Stephen Gadsby, who have invested their own time to train me on the optimal development and deployment of my sometimes-unorthodox online educational resources. I have also been trained and become proficient in the use of the Cascade Server system which has allowed me to maintain the Psychology Department's website.

III.	<b>SERVICE: CONTRIBUTIONS TO THE UNIVERSITY AND/OR THE COMMUNITY</b>
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### **Narrative Statement: Service**

My goal is to serve the university community in ways that improve student learning, faculty growth, and the strength of our faculty union. The service opportunities I have chosen and been trusted with are among the university's most difficult and time consuming, but they are also the most satisfying.

#### **Departmental Service**

##### Faculty Development (2013-Present)

Service begins in the department where I have played vital roles in **recruiting and developing junior faculty**. I chaired three consecutive searches which led to the hiring of two talented and contributing faculty members (see letter from Banna). I worked closely with my departmental colleagues as well as Charmayne Brubaker and Cheryl L. Hodges in the Office of Human Resources to develop what former Department Chair, Helena Tuleya-Payne, called a "model approach" to the search process that is aligned with all the university goals and standards. As Co-chair of the department's Faculty Development Committee, I bear the responsibility of coordinating the peer review process. Since assuming this role in 2014, I have added structure to the process in a way that actively cultivates and supports junior faculty by communicating expectations to help them develop clear records of reflection-guided progress.

##### Evidence-Based Assessment and Curricular Revisions (2010-Present)

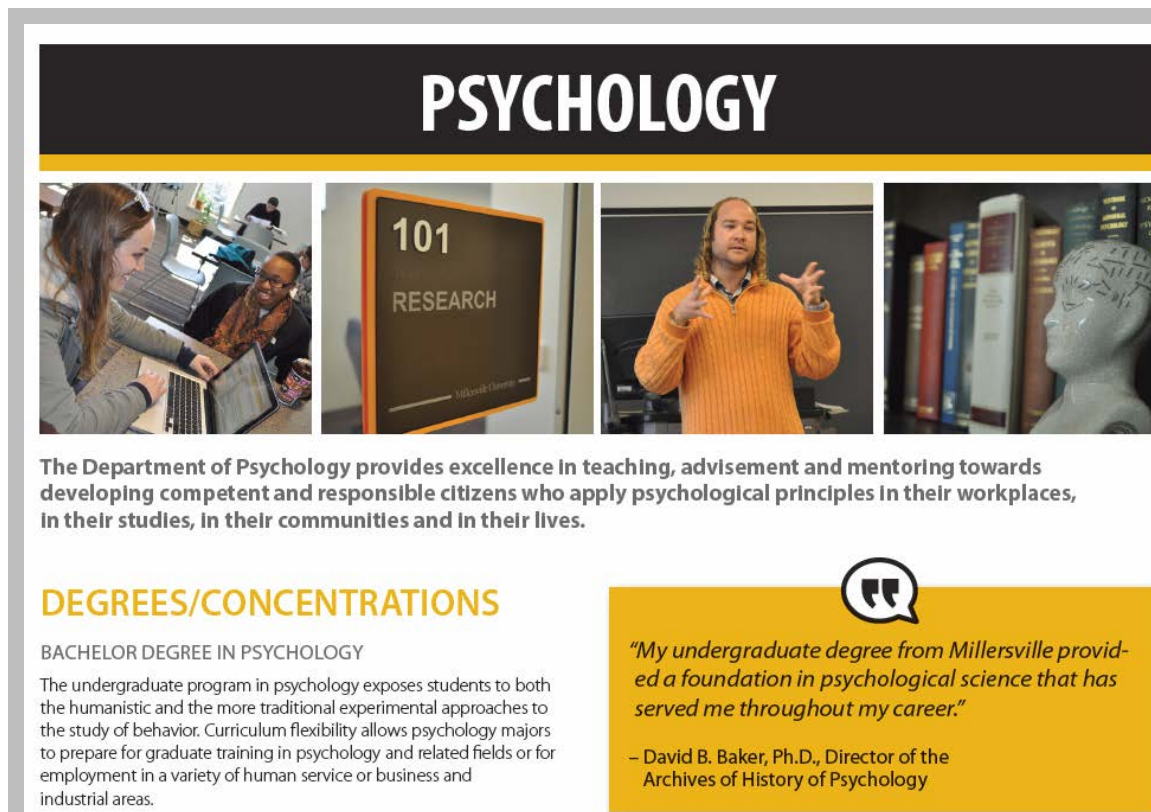
I have conducted research that has led to evidence-based changes in our curriculum and assessment efforts. In an age of budget cuts and dwindling resources, it can be tempting to unquestionably embrace new ideas that appear to offer quick solutions to difficult problems. We must resist these temptations and be critical and incremental as we evaluate the effectiveness of our programs and propose changes. To this end, I have taken what I have learned from using the nationally recognized – and expensive – *Major Field Test in Psychology* to develop an improved test of our own that is, at least, equally effective at evaluating graduating seniors. My efforts have exposed the difficulty in assessing progress in our notoriously diverse discipline but they have also underlined the importance of advising students into specialized "tracks" of study that they can use to develop expertise in a sub-discipline of psychology. Our department now has a number of these specialized tracks and I have played a central role in developing the one for Cognitive and Behavioral Neuroscience. **The report on the effectiveness of the Major Field Test and the advisement plan for the Cognitive and Behavioral Neuroscience track can be found in *Supporting Materials, Volume 3: Service*.**

As I stated in the *Teaching* section of this application, I am responsible for teaching our department's most daunting course requirements, Statistics and Experimental Design I & II (PSYC 211/212). These courses are significant obstacles for many students. I made an evidence-based argument for adding specific math prerequisites to the first course in the sequence (PSYC 211). With a better foundation in math, our students are more likely to succeed in these courses and the advanced lab courses that follow. **The report on the rationale for adding math prerequisites to our PSYC 211/212 sequence can be found in *Supporting Materials, Volume 3: Service*.**

##### Website Development and Layout/Print Material

I take pride in our department's public image and am responsible for laying out and creating content for our website and promotional materials. I have nearly 30 years of experience in desktop publishing, I know a little about website design, and I'm a pretty good photographer. Although we are given design templates that include recommended colors and fonts I, with input from my

colleagues, provide most of the content which involves condensing department documents, gathering quotes from students and alumni, and taking photographs for print and web materials. I did all the photography for our department's "cut sheet" which is a single page of information, typically distributed to prospective students. The university no longer has a staff photographer and, when necessary, contracts photographers for university events. I obviously do not charge the university for these images which results in a *significant cost savings for the institution* and I share all my work with the Marketing and Communications office. My photographs (and our students) occasionally appear in the promotional materials for other departments. **A portion of the department's cut sheet appears below and the full sheet, along with a selection of my photographs, can be found in *Supporting Materials, Volume 3: Service*.**



The graphic features a dark blue header with the word "PSYCHOLOGY" in large white letters. Below the header are four small images: a woman and a man working on a laptop, a sign that says "101 RESEARCH", a man in an orange sweater gesturing, and a mannequin head in a library. Below the images is a paragraph of text. To the left is a section titled "DEGREES/CONCENTRATIONS" with a sub-section for "BACHELOR DEGREE IN PSYCHOLOGY". To the right is a yellow box with a quote and attribution.

**PSYCHOLOGY**

The Department of Psychology provides excellence in teaching, advisement and mentoring towards developing competent and responsible citizens who apply psychological principles in their workplaces, in their studies, in their communities and in their lives.

**DEGREES/CONCENTRATIONS**

**BACHELOR DEGREE IN PSYCHOLOGY**

The undergraduate program in psychology exposes students to both the humanistic and the more traditional experimental approaches to the study of behavior. Curriculum flexibility allows psychology majors to prepare for graduate training in psychology and related fields or for employment in a variety of human service or business and industrial areas.

*"My undergraduate degree from Millersville provided a foundation in psychological science that has served me throughout my career."*

– David B. Baker, Ph.D., Director of the Archives of History of Psychology

### Maintenance of Training Clinic Equipment (2008-2017)

The clinical training lab is a centerpiece of our graduate program in Clinical Psychology. The lab consists of five counseling rooms equipped with video and audio devices that graduate students and faculty use to record therapy sessions. Much of this vital equipment is decades old (it still includes VCRs and, until recently, *cassette recorders!*) and in need of regular maintenance from someone who understands how to operate and repair audio and video equipment. Coincidentally, I had previously developed these skills through hobbies unrelated to my professional training. Although not a member of our clinical psychology faculty, I have been maintaining this equipment for nearly a decade, again, at a significant cost savings to the university. (Labs like this typically function with a costly contract through a company that provides repair services.) The gravity of this responsibility hit me particularly hard when I found myself responsible for singlehandedly dismantling and reassembling the entire lab when Luek Hall was renovated three years ago. The cost of having a professional contractor do this would have been in the thousands and the likelihood that they – with no knowledge of the setup – would have reassembled the lab correctly would have been close to zero. I have squeezed years of service from an antiquated system and am happy to report that my skills will soon become obsolete as our department finally transitions to a modern digital recording system.



### Luek Hall Renovation and “curation” of the Student Lounge Art Gallery (2013-Present)

Psychology’s home building, Luek Hall (formerly Byerly Hall), has undergone many improvements but in 2013, the building was gutted and we had an opportunity to completely redesign its interior. As a member of the renovation committee, who regularly met with and advised the architects, I made several suggestions and contributions that resulted in standard improvements in our classrooms and workspaces but I am particularly proud of the fact that I reimagined the new, well-lit student lounge as a gallery space that selected students can use to show their work. Each year since the renovation, faculty in the Department of Art and Design have recommended one of their students to work with me and create a year-long display for our lounge. To date, their four recommendations have exceeded my expectations. Our department gets the benefit of enjoying quality artwork and the students get the opportunity to see their work featured in a public space and add a formal display to their resume. Each display includes a posted statement describing the artists’ objectives. The photo on the left below shows some of the “skateboard prints” from our first exhibit. Student, Jenn Tarr, made these to memorialize her twin brother. The photo on the right shows the map-inspired work of Leslie Gates’ students that is on display until spring 2018.



### **Service to Other Departments**

#### Health Professions Advisory Committee (2004-Present)

This committee is based in the Department of Biology and creates mock interviews for students applying to health-related post-graduate programs like medical school. We also prepare letters of recommendation, offer career advice, and help them to network with local health professionals. My ongoing clinical experience puts me in a unique position to advise these students and contribute to this committee.

#### Acting Faculty Development Committee Member, Department of Philosophy (2011-Present)

Small departments often need assistance in departmental assessment and I have been honored to serve as committee member and, sometimes, chair for this department’s peer evaluation committee. I perform peer observations and write evaluation letters as needed.

#### Summer Science Training Program (2004-Present)

This annual program is hosted by the Department of Biology. Each summer, I offer a three-hour mini-course on vision for 8-10<sup>th</sup> grade students interested in the sciences. This is one course in a two-week series of courses taught by mostly Math and Science faculty.

## **Service to the School of Education and Human Services**

### School of Education Representative to the Website Advisory Committee (2016-Present)

This committee has been responsible for meeting with the marketing and web development teams as we advise a major consulting firm in the upcoming overhaul of the University's website.

### Bachelor of Science in Education Social Sciences Steering Committee (2012-Present)

High school psychology classes are typically taught by the same people who teach History and Civics classes. I represent the discipline of Psychology and provide curricular advice to my colleagues who are responsible for training tomorrow's Social Studies teachers.

## **One-Time and Short-Term Recurring Service Opportunities**

- Recruitment Event Support for the Football Team. I participate in recruitment lunches where I speak with prospective recruits and parents about academic life at Millersville. (2014-Present)
- Panelist for Tenure and Promotion Discussions hosted by the Center for Academic Excellence. As a former member of the UPTC, I advised prospective applicants on the preparation and presentation of their materials. (2016, 2017)
- Faculty Marshall at Commencement. (2014-2015)
- Hosted Guest Speaker Dr. David Baker, Director of the Archives of the History of Psychology at the University of Akron, for an open-to-the-public discussion about his stewardship of the archives and museum. (2014)
- Guest Lecturer for multiple courses across campus on topics including: Color Perception (Art and Design), Computational Neuroscience (Philosophy), Cognition and Denial (History), The Science of Creativity (Communications).
- Co-Sponsored for *Scholars in the Classroom* program featuring Irish musician, poet, and playwright, Larry Kirwan, who spoke of his career in the music industry and bridging the artistic gap between songwriting and playwriting. (2012)
- Panelist/Participant/Judge - Millersville University Student Research and Visual and Performing Arts Exhibition/Made in Millersville. (Sponsored 10 students since 2012)
- Presenter for Institute for Critical Thinking and Creativity. (2010)
- Presenter for Showcase of Scholarship. (2009)
- Facilitator for the Common Reading Program. (2009)
- Screeener for National Depression Screening Day. (2009)
- Presenter for Creativity, Innovation and Gender. (2009)
- Trainee for LGBTQIA Safe Zone Training. (2008)
- Student Invitations to the Annual Honors and Awards Convocation: Kelly Loder (2012), Samantha Wendling (2012), Dawn Farmer (2008)

## Service to APSCUF

### Grievance Committee, Officially 2009-11 and 2016-18

Despite the dates of my official terms, I have been representing my colleagues in grievance matters continuously since 2009. Additionally, because the Grievance Chair, Richard Glenn, serves as the faculty representative to the NCAA, he recuses himself from grievance cases related to the coaching staff and refers them to me (see letter from Gallagher, no relation). He also confides in me when he wants input on particularly difficult cases (see letter from Glenn). My cases do not only involve faculty grieving administration actions but they also include so-called “Article 42 Cases,” when complaints are brought *against* faculty members. These cases are, by far, the most difficult and, as I stated in my opening summary, I have accompanied and advised colleagues during the most difficult times in their professional careers and I have been humbled and honored by how much they have trusted me. Some have even exercised their right to **not** attend the higher level “Step Three” meetings and asked me to represent them in their absence along with a representative from the State APSCUF office. I do not take this responsibility lightly and, honestly, I believe I am good at making solid, objective arguments that lead to the best possible outcome for the faculty member. I believe I have cultivated a valuable degree of respect with our local administrators and, though I have been on the opposite side of the table from four different deans, I have had the unique opportunity to discuss our shared experiences with two former deans. Despite my memories of frustratingly contentious meetings, Jane Bray, Dean of the (then) School of Education told me, “I never doubted that you were acting in good faith.” Robert Smith, formerly Dean of Math and Science, offers similar sentiments, stating that my work has “led to much improved outcomes for the faculty, as well as for the institution” (see letter).

Although I have outlined the most difficult aspects of my grievance committee work, I am pleased to say that the process is designed to resolve grievances at the most basic level and, most of the time, it does. Although the word, “grievance,” carries a negative emotional connotation, the process is productive and helpful in most cases.

### Chair of the Statewide Academic Affairs Committee, 2015-Present

As chair of the statewide Academic Affairs Committee, I bear the responsibility of consulting with the APSCUF president and members from across the system to address matters that threaten the academic integrity of the PASSHE institutions (see letter from Miller). Our work typically culminates in position statements that are made available for press releases or posted on the State APSCUF website. Recently, I have addressed the importance of information literacy in the era of “fake news,” argued in favor of a strong General Education Curriculum, and written a rebuke to a report condemning humanities and social science majors. **Copies of these position statements can be found in *Supporting Materials, Volume 3: Service.***

### University Tenure and Promotion Committee, 2014-2016

I do not need to tell you about the difficult and time-consuming nature of this committee and, having assisted many faculty members on matters involving the promotion and tenure process, I joined the committee to learn more about the process and reduce the mysteries and misconceptions that frustrate unsuccessful applicants. My work on the grievance committee and my role as a co-chair of our departmental Faculty Development Committee alerted me to a number of concerns about the tenure and promotion process. Working with my colleagues, I played a central role in advancing three objectives (see letter from Ward).

First, I aimed to address the checkbox option on the front of the application that prompts the applicant to either grant or deny access to their personnel file. Faculty grievants often wonder how and if grievances – *especially Article 42 grievances filed against them* - impact their personnel files. Typically, grievances leave no trace in a personnel file but, when faculty are charged with wrongdoing, a letter of reprimand or other descriptive documents can become a part of their record even when the matter, at least in my opinion, is unrelated to what the UPTC is supposed to evaluate. Even when they have never been formally charged with wrongdoing, many faculty

members have shown me how documents in their personnel files can carry indirect evidence of personal matters that have nothing to do with contractual responsibilities. These and other faculty members have asked me whether or not denying access to a personnel file would be interpreted by the UPTC as an admission of guilt. They also wanted to know whether or not granting permission would mean that the file would, in fact, be reviewed and if each applicant's file would be equally scrutinized. ***Even after consulting with previous UPTC members and chairs, I never knew how to answer these questions. That, in my opinion, was a problem.*** Faculty who have been accused and charged of wrongdoing are, at best, issued a letter of reprimand which is placed in the personnel file for a negotiated amount of time. I try to also negotiate that these letters are put into sealed envelopes, visible only to select administrators, before being added to personnel files. This solution, though almost always desired by the accused faculty member, poses a problem when they apply for promotion. The applicant, of course, does not want the content of what may be an inappropriate reprimand letter held against them, but a sealed envelope can also lead a reviewer, whether UPTC member or administrator, to imagine the worst. *Ironically, the sealing of this envelope is an acknowledgement that the content of the grievance should not be accessible to others and, therefore, of no consequence to committees like UPTC.* For this and other reasons – and some may disagree with me – I believe the matter of personnel file review should be **off the table** when a faculty member is applying for promotion. On behalf of the committee, I sought guidance in this matter with State APSCUF and, in their reading of our contract and local agreement, they concluded that the committee **should** be reviewing all personnel files when permission is granted and advised us to do so, per the local promotion statement IV.D.1. which reads:

*Members of the committee shall review carefully and in detail all materials placed before them including, when permission is given, the candidate's personnel file.*

This is not what we wanted to hear, and some outside the committee suspected all sorts of diabolical motives but, having sought guidance, our committee would be able to give straight and clear answers when an applicant asked, "If I give permission, will my personnel file be reviewed?" and, more importantly, "Will every applicant's personnel file be reviewed?"

My next step was to propose changes that would encourage faculty members to deny access to personnel files or, better yet, change the language that imposes the requirement. During my second year serving on UPTC, I had the opportunity to also serve on the Meet and Discuss team where I got to address the matter of personnel files with the Provost and Assistant to the Provost, Nancy Korycinski, who bore the brunt of retrieving the files for review. The Provost agreed that personnel files were not an essential part of the promotion process and welcomed suggestions for how to work with APSCUF and avoid their review. Last spring, local APSCUF Representative Council proposed language that has removed the personnel file from the list of items that the UPTC is to review and we await state-level approval.

In the signed Promotion Statement that was sent to State, the sentence now reads:

*Members of the committee shall review carefully and in detail all materials placed before them.*

The line stating "including, when permission is given, the candidate's personnel file" has been removed. Until these changes are approved, I will encourage applicants to deny access to their personnel files. For the sake of your colleagues, and Ms. Korycinski, I ask you to do the same.

A second objective was to formalize and publicize the way in which the UPTC member evaluations are turned into the rankings that are submitted to the Provost. I am certain that I do not need to review the importance of this matter and the frustration that has come from the fact that the process has been historically unclear. Working with my colleagues on the committee, we read the relevant documents and I took the lead and developed a calculation process that was *vetted by the Math Department*, approved by local Representative Council and, in the year after I stepped off the committee, **publicly posted on the Provost's website**. The public – everyone – saw exactly *how* the rankings were generated. The process could not have been made more transparent and I can

only hope that this transparency is sustained. I was not prepared for the controversy that a clear, APSCUF-approved process would create. In the spring of 2017, I volunteered to be the “former UPTC member” for an information session hosted by the Center for Academic Excellence (CAE). This session was created so prospective applicants could have the opportunity to ask about the tenure and promotion process. Much to everyone’s disappointment, I spent most of the meeting defending a procedure that – again – was vetted by the Math Department, local APSCUF, and the Provost. The attendees may not have learned a lot about what would be expected of them, but the exchange gave them a thorough picture of how the ranking process worked and, probably more than anything else, the importance of fighting misconceptions.

Finally, and I do not know if there is a way to formalize this goal, I spent my time on the UPTC advocating for an open process in which committee members shared their evaluations with all of the other committee members. This, I believe, is the best protection against bias and manipulation of the process and it was practiced in my years on the committee. This is not to say that I expected the committee to reach perfect consensus, but knowing that my peers would see my numbers made me particularly diligent as I reviewed materials and prepared to face the concerns of my colleagues (see letters from Walsh and C. Smith).

#### Local Meet and Discuss Team, 2015-2017

I was honored to serve two years on the local meet and discuss team and, although I cannot discuss the details of our accomplishments, I was a strong faculty advocate for matters in which I have a degree of expertise, especially in the areas of assessment, the grievance process, and the tenure and promotion process (see letter from Ward).

#### APSCUF Legislative Assembly, 2013-2015; 2017-2019

I have been honored with two terms on Legislative Assembly where I had the opportunity to not only participate in the usual proceedings, but to maintain personal contact with the State APSCUF Labor Relations staff. My contributions regarding academic affairs earned me the appointment to serve on and chair the statewide Academic Affairs Committee.

#### Department representative to APSCUF, 2012-2014

I fulfilled the typical responsibilities of attending monthly meetings and representing my department.

#### Site Coordinator During the Fall 2016 Strike

I was assigned to deliver materials (mostly signs) and manage shifts at the Frederick Street and Ware Center locations during the strike.

## **Service to the University**

#### Undergraduate Course and Program Review Committee (UCPRC), 2005-08, 10-12

This committee is responsible for reviewing course and program proposals. I served on this committee during two particularly busy times; my first term was during the height of the online course proposal period. The second was during the launch of the Multidisciplinary Studies program. The support letters from Elizabeth Sell and Carrie Smith summarize the importance of this second term and my relevant contributions.

#### General Education Review Committee (GERC), 2008-2010

This committee is responsible for not only reviewing courses in the General Education Curriculum, but it is also responsible for “promoting understanding of the purpose of General Education.” Even more than my service on this committee, my commitment to the General Education Curriculum is best expressed in the position statement I wrote for State APSCUF. **This position statement, which appears on the APSCUF state website, can be found in *Supporting Materials, Volume 3: Service.***

Institutional Animal Care and Use Committee, 2012-2016

This committee is responsible for making sure our animal facilities, mostly in the departments of Psychology and Biology, meet national standards for animal care. It is also responsible for reviewing animal research protocols to make sure that animals are treated as humanely as possible whenever they are used in research.

Academic Standards Committee, 2013-2016

This committee meets twice a year to spend three days reviewing appeals from students who face dismissal from the university.

Millersville University Middle States Self-Study, Working Group #1, 2008-2009

This group was responsible for articulating Millersville's progress in achieving Middle States Standards: Planning, Resource Allocation, Institutional Renewal, and Institutional Resources.

## Service to PASSHE

Co-Chair of for the PASSHE Psychology Conference

Andrew Bland and I co-chaired the PASSHE Psychology Conference held at Millersville on October 27th and 28<sup>th</sup>, 2017. This conference provided faculty from across the system to network and socialize while they and their students shared the research that is being conducted across the State System. **More information about this conference can be found in *Supporting Materials, Volume 3: Service.***

## Contributions to Student Organizations

Faculty Advisor to Alpha Sigma Tau Sorority, 2011-Present

It might be surprising to see that I advise a sorority, Alpha Sigma Tau. This relationship developed almost accidentally in 2011 when a large proportion of the women were psychology majors. One of the members was my advisee and she asked for my help when the sorority got into a minor financial disagreement with a local banquet facility. I helped them navigate this misunderstanding effectively and professionally and I have been advising them ever since. This role does not require much of my time, but I do meet with their chapter president at the beginning of each semester for an academic progress report and a philanthropy plan. Most significantly, I have helped the group direct their philanthropic interests away from national organizations that request no more than a check, to local organizations like the Power Packs Project (<http://powerpacksproject.org>) which is aimed at improving nutrition for Lancaster County schoolchildren. In my opinion, local organizations give student groups a better picture of philanthropy, they inspire more engagement, and they provide opportunities to build friendships and professional relationships that will last beyond their college years.

Faculty Mentor and Advisor to Men's Basketball Team, 2016-Present

Finally, I am one of a few faculty members piloting a program to provide more direct academic advisement and support for our student athletes. I am the faculty advisor to the men's basketball team and, as such, I meet with them a few times a semester to discuss any concerns that they have about life at Millersville. Miles Gallagher (see letter) kindly suggests that I influenced the team's greatly improved GPA for the 2016-17 season, but I provided little more than a subtle, but constant, reminder of the "academic side" of their responsibilities. For now, I serve as a supporting complement to Coach Stitzel's mentoring and leadership strategy. I enjoy this and I would never say that attending a basketball game is work.

## Contributions to the Community

Susquehanna Association for the Blind and Visually Impaired (Now Vision Corps). I conducted vision screenings in the local community on behalf of SABVI and trained staff on the proper techniques for different kinds of vision exams (2006-2012).

Penn Legacy Soccer Club. When they needed someone with experience in grant writing, I prepared an application that won \$9000 for this local, nonprofit soccer club to purchase portable lights, 2015. This is my daughter's soccer club.

## Contributions to the Community that Bring Recognition to the University

- Interviewed for Newspaper Article: Experiencing the Winter Blues? Chances are you aren't alone. *Harrisburg Patriot News*, February 19, 2015.
- Interviewed for Newsmagazine Article: Creativity though Process. Review: *Millersville University Magazine*, Winter, 2015.
- Interviewed for Newspaper Article: Friday the 13th arrives for the Third Time this Year; the origins of superstition. *Lancaster New Era*, July 13, 2012.
- Interviewed for Newspaper Article: Look, See MU in 3-D. *Sunday News*, June 6, 2010.
- Interviewed for Newspaper Article: The Cattell Family and Early 20th Century Printing Here. *Lancaster Intelligencer Journal/New Era*, January 22, 2010.
- Interviewed for Television Segment: Superstitions and Friday the 13th. *NBC Channel 8*. Aired February 13, 2009.
- Interviewed for Newspaper Article: Study Changes how Eye Doctors See Corneas. *Lancaster Intelligencer Journal*, April 1, 2008.
- Interviewed for Newspaper Article: Your Fading Memory: Making the Most of it. *Lancaster New Era*, March 3, 2008.

## Contributions to Area Schools

I prepare an Annual Presentation for the Advanced Placement (AP) Psychology Class at Northeastern High School, instructed by Jarrett DeMint. Each year I visit this class of psychology students to review neuroanatomy and recap what they have learned and explain what more advanced courses in psychology cover (2014-Present).

## Service through Local Organizations

Debate Judge for *The Great Debate* series of political debates held twice a year in downtown Lancaster. These events are coordinated by adjunct philosophy professor, Matt Johnson, and aim to engage and inform the community about local and national political issues. I serve as the statistical and scientific consultant for these engaging events, 2015-Present.

Community Lecture: Fritz, R. M. & Gallagher, S.P. on Visual Hallucinations Associated with Macular Degeneration presented at Garden Spot Village retirement community. February 12, 2009.

Community Lecture: The Animal Mind presented as part of the *Everything Raven* exhibit at the North Museum of Natural History, Lancaster Pennsylvania, January 11, 2009.

Community Lecture: Gallagher, S.P. & Price, A. (Elizabethtown College) Mind Your Brain - activities in visual perception. Presented at the Harsco Science Center as part of the Whitaker Center's Brain Awareness Week, March 12-18, 2007, 2008, 2009.