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July 31st, 2017

To Whom It May Concern:

My name is Henry Hallock, and I am currently a post-doctoral researcher at the Lieber Institute for Brain Development at the Johns Hopkins School of Medicine. I am writing to you today to enthusiastically express my support for Shawn Gallagher, a mentor and colleague of mine, as he applies for promotion to professor of Psychology at Millersville. I first met Shawn as an undergraduate Psychology major at Millersville in 2008 when I took his Sensation and Perception (S&P) class. This class, and specifically Shawn's style of teaching in this class, are the primary reasons that I became interested in Behavioral Neuroscience and pursuing a path in science professionally. His influence on my career cannot be understated – in every grant application or personal statement that I have written over the past 9 years, the first paragraph invariably mentions his name and his Sensation and Perception class as the most important factors that led me to become a neuroscientist and psychologist.

When I took S&P, it was as if a tiny lightbulb had turned on inside my head. I had a true "eureka" moment – inasmuch as I had discovered something fantastic about myself. What I had discovered was that big questions in Psychology could be pursued empirically, and that *I* wanted to, and had the ability to, pursue them. Before taking S&P, I lacked focus and direction. Good grades weren't the problem, as I did well in all Psychology classes that I took at Millersville. The problem was that I wasn't particularly passionate about any one sub-discipline. Psychology had initially attracted me because I loved thinking about the human mind and how it worked. The human mind, however, is unfailingly complex, and actually understanding it would take powerful tools. I wasn't really sure where to begin. When I took S&P, I came to understand that the best route for me to understand the mind was to understand the brain. I had some idea that the mind and brain were inextricably linked before, but what Shawn did for me was to hammer that point home and provide compelling examples of what we know about the relationships between the brain, cognition, and perception. After taking S&P, I truly felt like studying neuroscience was my calling – Shawn presented possibilities to me that I hadn't been able to fathom. If one could understand visual perception by understanding the brain, could one also understand things like attention, fear, empathy, language, or memory by studying the brain? For the past 7 years, I have been fixated on understanding how the brain codes for memory and decision making, an avenue that was only made available to me because of Shawn's early influence. The material in S&P is truly fascinating in its own right – who wouldn't want to learn about the science behind optical illusions? – but Shawn is a transcendent teacher. His enthusiasm, creativity, and knowledge in the classroom are second to none. I mean that sincerely – I have not had a more engaging instructor than Shawn in any college course that I have taken, as an undergraduate or graduate student.

My relationship with Shawn as an undergraduate researcher started when I approached him outside of the classroom about research opportunities. Over the next two years, I would work closely with him on an independent project designed to assess the impact of survival-based encoding on memory for taste. Under Shawn's guidance, I helped write an IRB approval form, helped to design and run the experiment with Millersville undergraduates as test participants, procured an intramural grant for supplies, presented experimental results at a Millersville undergraduate research symposium and the annual conference of the Eastern Psychological Association in Boston, and wrote a first-author manuscript that was eventually accepted for publication. This process, in a nutshell, continues to be my life as a researcher, and the ability to participate heavily in this process as an undergraduate gave me invaluable insight into what might be in store for me as a graduate student and beyond. When I told Shawn that I wanted to apply to PhD programs, he gave me advice, wrote me letters of recommendation, and generally encouraged me during the application process. Having now been on the other side of selection committees for undergraduate research assistants, graduate students, and post-baccalaureate researchers, I have come to have a deep appreciation for the hands-on experiences in experimental design, analysis, manuscript preparation, and grantsmanship that Shawn afforded me at an early stage in my career. These skills are paramount for anybody who seeks to be successful in academia, and those applicants who possess them immediately stand out to selection committees. One of Shawn's many great abilities is that he knows how to involve undergraduates in all phases of the research

1. HALLOCK

process, which is absolutely critical for undergraduate students to be competitive for graduate school.

In writing this letter, I am struck by how difficult it is to adequately convey Shawn's merits as a teacher and mentor. I am usually careful with my superlatives when writing letters of recommendation or support; with that in mind, I would like to simply state that Shawn is the best teacher and mentor that I have had since starting college as an undergrad nearly 12 years ago. When I think of myself as a future professor, I strive, in my mind, to be like Shawn. To me, he embodies the spirit of the educational experience at a liberal arts college, and Millersville is very lucky to have him. One of my favorites of Shawn's qualities is his tendency to focus on the accomplishments of his students, even as he does great things in the classroom, the eye clinic, and in the community. When attending conferences or meetings with him, he has continuously made it a point to introduce me to other people and talk about my research and career trajectory. His propensity to shift the spotlight away from himself and his own accomplishments may make his reading of this letter uncomfortable, but what I write is well-deserved. If I can provide any more details regarding my personal experiences with Shawn, please do not hesitate to contact me by either e-mail (hhallock1@jhu.edu), or phone (717-341-7787).

Sincerely,

A handwritten signature in black ink that reads "Henry Hallock". The signature is written in a cursive style with a large, stylized "H" and "H" at the beginning and end.

Henry L. Hallock, Ph.D.
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2. HOCHGERTEL



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July 16, 2017

To the Promotions Committee:

I am a Millersville University Alumnus from the class of 2011 and a Pediatric Resident Physician and rising Chief Resident at St. Christopher's Hospital for Children in Philadelphia. I first met Dr. Shawn Gallagher during my sophomore year at Millersville University. He and Dr. Sean Cook became my independent research advisors. At the time, they piloted an independent research group geared toward graduate school applicants with the intention of fostering research skills. For example, Dr. Gallagher advised me in obtaining IRB approval, submitting grant applications, submitting abstract submissions to conferences, and appropriately executing a research project. I presented our research at multiple conferences – most notably at the APA conference in Washington, DC. I was asked about our research in every medical school and residency interview. Our research group gave all of the students involved the skills and confidence needed to continue researching at the graduate level and beyond.

I can pinpoint my experience with Dr. Gallagher as the time I became an independent, life-long learner. I started to develop skills vital to my medical education and career, and Dr. Gallagher was largely responsible for that. He is truly passionate about educating students and advancing the field of psychology. All of his lectures were interactive and he constantly promoted critical thinking. Educators like Dr. Gallagher have inspired me to teach medical students and to pursue a career in academic medicine.

Dr. Gallagher has been a motivator and a role model to me in the most formative years of my professional career. He has been incredibly influential in jump-starting the professional careers of countless students. Millersville University is lucky to have Dr. Gallagher, and I am lucky to continually have such a strong role model in my life. For all of these reasons, I recommend Dr. Gallagher for this promotion without reservation.

A handwritten signature in black ink that reads "William Hochgertel, MD".

William Hochgertel, MD
Resident Physician PGY-3
St. Christopher's Hospital for Children
william.hochgertel@tenethealth.com | 570-294-1470



James T. Mantell, PhD
Assistant Professor

10/1/2017

Dear colleagues:

I am a proud graduate of the Millersville University Honors College with honors in psychology (2005), a humbled recipient of the MU Psychology Department "Outstanding Psychology Major Award" two years in a row (2004; 2005), and a very grateful assistant professor at an institution much like yours. There are many people who I count as responsible in part for my successes and accomplishments. There are *few* people in my life that have been as influential and inspiring to me as Shawn Gallagher. Thus I was surprised to learn that Shawn is serving as *associate* professor. I hope that my letter, in combination with his formidable supporting material, convinces you to promote Dr. Shawn P. Gallagher to Full Professor immediately.

I met Shawn in 2004 when I attended Honors Seminar (PSYC 490), the first of my three part course sequence to complete my honors work in psychology, in spring 2004. Although Shawn was not my mentor (I still envy the lucky student who worked directly with him), I did interact with him frequently through informal conversation and formal discussion during that course. I observed Shawn's critical inquiries that directed students as they pondered potential research directions. I also distinctly remember Shawn announcing his offer to assist any student interested in creating an online survey for data collection (in 2004, online data acquisition represented a substantial and complicated development in psychological methods—especially for undergrads). As the semesters and years passed, Shawn offered his help to me in many ways.

Since his arrival at Millersville, Shawn has presented many diverse courses (from History and Systems of Psychology to Evolutionary Psychology) but I would wager that his Sensation and Perception (PSYC 315; S&P) course is the best. When I enrolled in Shawn's S&P course during the first semester of my senior year (fall 2004), I wasn't entirely sure what I would be doing when I graduated. I wasn't even entirely sure what to expect from Shawn's class. I had been exploring issues in the philosophy of mind and language. I had also taken, and greatly enjoyed, Dr. Susan Luek's Physiological Psychology the year before. My interests in the biological bases of mental processes were growing and Shawn's course was perfectly suited to challenge my thinking and stimulate my curiosity. How does vision work? Why don't we all see color the same way? Why do our brains fall for crude tricks in the form of optical illusions? Just how does the world get inside my head? Shawn's instruction and content were pure dynamite. I never read so voraciously or conversed so eagerly about any academic material before his S&P course. Yet his course was far more than a carefully crafted collection of lectures on our incredible senses. Shawn masterfully integrated exceptional laboratory activities that encouraged me and my classmates to take our learning beyond the classroom.

Two particularly captivating lab activities are fixed in my memory. In the first, Shawn introduced the concept of face perception in the classroom. He then explained the role of facial symmetry in the perception of attractiveness and he instructed the class how symmetrical face stimuli are created in real psychological research. I was so excited to dive into the task. I photographed various portraits, split them in the middle, copied and mirrored each half, and then asked several friends to compare the original faces to their symmetrical versions. Beyond the excitement of having replicating real, published research, the task enabled me to discover the care that scientists must exercise when creating their stimuli (several of my mirrored portraits appeared unnatural because of miniscule alignment errors that I should have been more careful about). The second memorable lab activity was related to Shawn's coverage of depth perception. As a class we explored various monocular and binocular depth cues. Part of this coverage involved learning how to "free fuse" stereoscopic stimuli wherein two photos, taken from two adjacent cameras, can be perceptually recombined into a single three dimensional image. The fact that this stereoscopic technique is nearly as old as

3. MANTELL

ST MARY'S
COLLEGE of MARYLAND

The Public Honors College

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photography itself in no way diminishes its compelling, remarkable capacity to demonstrate how the visual system creates vivid depth from two flat images. In order to make the concept stick, Shawn instructed us in the basic photography technique and then he directed us to try it ourselves. In the weeks that followed, I gleefully toured campus with my camera and captured multiple stereoscopic images. The only thing more exciting than creating the images was sharing them with my friends, family, and Shawn himself. In retrospect, it's clear to me that these activities were nothing less than Shawn's way of getting me to *learn by doing*. I did. In fact, I was so fascinated by Shawn's lab activities that when I became a psychology professor, I asked my own students to try themselves. The learning results continue to replicate.

As I'm sure many students in Shawn's S&P course have been inspired to do, I brought several examples of illusions to Shawn after class and talked with him about what might be happening in the brain to deliver such distorted perceptions. Shawn often returned my curiosity with Socratic queries—usually a clue mixed up in a question. “James, you already know about afterimages, right? Think about what we saw last time and then you'll figure out how this one works.” In summary, Shawn's instruction style is effective in so many ways. He excels at developing and delivering engaging lectures. He has a discerning ability for creating and choosing fantastic visual aids to accompany class material. His commitment to science shines in the classroom when he highlights his own areas of expertise and research. But perhaps most importantly, Shawn knows how to excite, motivate, inspire, and challenge his students. I am not exaggerating when I say that Shawn's class was the class that led to my ultimate commitment to graduate study in the psychological sciences. When I completed the cycle and became a psychology professor, I wrote to Shawn, “I'm teaching sensation and perception—my absolute favorite class from college thanks to you, and I've told so many people that it was the class that got me hooked on psychology.” (email correspondence, 3/14/2014). It is with the utmost joy that I have the privilege of delivering my own version of the course that I so loved in Shawn's classroom.

My path to graduate school wasn't direct. After graduating from MU in 2005, I worked for two years as a research assistant in the Speech Research Lab at A.I. DuPont Hospital for Children (I was hired, no doubt, because of the competence in research methods that I gained from the psychology department honors program). Despite the fact that Shawn had many more pressing matters to attend to, he stayed in touch with me while I worked. We corresponded about potential research programs and Shawn volunteered to write me letters of recommendation. I was inspired by Shawn's own graduate path and I applied to the psychology program at the University of Delaware, his alma mater, along with several other universities. Though I did gain acceptance to several programs, UD was not one of them. Shawn consoled me in the most practical way when he reminded me that the faculty in that department didn't strongly represent my own research interests anyway. His advice continued, “Focus on picking an advisor, not a program... In the long run, your experience will be largely dictated by only one person” (email correspondence, 2/28/2007). He was right, of course. Shawn and I exchanged messages after I moved to Buffalo to conduct my doctoral studies and, based on our conversations, I happily explored and attended various psychology, philosophy, and science events in Pennsylvania and New York.

Shawn continues to teach me well beyond my undergraduate education. When I started my tenure-track job, I committed a great deal of effort into developing my new courses. I was particularly invested in my perception course because it had been my favorite undergraduate class. I reasoned that since it was so pivotal for my own intellectual development, I might have the potential to encourage similar experiences in my own students. I scoured the psychological pedagogy literature in my search for modern laboratory activities to bolster the course. I was delighted to find an excellent article by none other than Shawn himself. His 2013 publication in *Teaching of Psychology* methodically describes how to adapt Holway and Boring's classic, 1941 depth perception experiment in a single room rather than within impractically large corridors as originally described. The article additionally explains how to collect and analyze students' data and then assess their

learning about depth perception concepts. It is an absolutely excellent example of Shawn's commitment to producing active learning experiences for students in his courses. Moreover it demonstrates his willingness to share his techniques with the wider psychology community. Just as surely as when I was his student in 2004, Shawn is still teaching me what it takes to create an exceptional course.

Beyond his frequent conference presentations (notably co-authored with students), Shawn's growing publication record impresses in its breadth and rigor. His 2017 article in the *American Journal of Psychology* presents an incisive, expansive, and scholarly examination of the contributions of one of our field's best known historians—Edwin Boring. In the article, Shawn describes Boring's career path and how he approached his own personal identity dilemma of having to reconcile his occasionally conflicting reputations as both historian and scientist. As you probably know, Shawn also teaches History and Systems of Psychology. Of course, many psychology professors do. But few of those professors can claim that they've actually published in the field. Thus, Shawn is more than an exceptional teacher; he has the capability, competence, and desire to *actually* contribute across multiple areas of psychological inquiry. Further evidence for this claim is found in other examples Shawn's recent publications. For example, his 2015 publication in *The Journal of Undergraduate Neuroscience Education* highlights some of the most important, influential, and readable scientific articles in the field. The article contains suggestions for how to integrate primary literature into the classroom (again, Shawn is teaching me how to teach). Finally, and perhaps most fitting for my current teaching goals, Shawn coauthored a 2013 article in *Psychology Teaching Review* wherein he examined the utility of a standardized psychology exam to gauge undergraduates' content knowledge. Faculty in my own department have been engaged in a several-years long debate on how to efficiently and optimally assess student learning outcomes within particular courses and also across the major. I have reflected on Shawn's article and even presented his points to my colleagues as we developed our own internal assessment measures. Shawn's work has been valuable to my entire department.

After reading my letter and learning about I have been so strongly influenced by Shawn, it might seem to you that I feel as if I am walking in his shadow. In fact the situation is better described in that I feel as if I am following in his footsteps. I honestly can't imagine a path I would rather take. I hope that my letter has helped you understand why Dr. Gallagher deserves his promotion. He is a renaissance man of the kind that I aspire to emulate. His abilities, interests, and accomplishments reveal him to be the quintessential liberal arts professor. He is, paradoxically, generalist *and* specialist extraordinaire. His vast knowledge of psychology is matched by his enthusiasm for empiricism and research practice. His academic expertise parallels his affinities for service to the community and commitment to long term student success. And lest I forget, he is a true music lover, performer, and authority. I honestly wonder how he does it all. Shawn inspires.

Sincerely,



James T. Mantell, PhD

4. LODER

Kelly Loder, M.Ed.
20 N Belmont Rd
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January 9, 2017

On behalf of:
Shawn Gallagher, Ph.D.
Associate Professor of Psychology
Millersville University
Byerly Hall

To Whom It May Concern:

After I graduated from Millersville University, I went on to earn a Master's of Education in School Counseling at the College of William & Mary. As a graduate student, I often found myself feeling thankful for the high-quality education I received as an undergraduate. Now, in my career as a School Counselor, I continue to use the skills I learned at Millersville University. The knowledge I received through my classes was valuable; the relationships I developed with my professors were important; however, it was the first-hand experiences I gained through my research and internships that made the biggest impact on my success.

While I attended Millersville University as an undergraduate, Dr. Gallagher encouraged me to start my independent research in the first semester of my junior year. Using the scientific process first-hand allowed me to better understand it and apply it to my work. By my senior year, I was able to continue my research, but also began presenting at conferences, including the PASSHE Psychology Conference and the Penn State Neuropsychology Conference. With Dr. Gallagher's guidance, I was able to accomplish more than my peers who completed their research through the Honors Seminar. I was also recognized by the Psychology Department for my achievements by earning the Outstanding Psychology Major Award two years in a row, which I do not believe would have been possible if I had not engaged in independent research as Dr. Gallagher suggested.

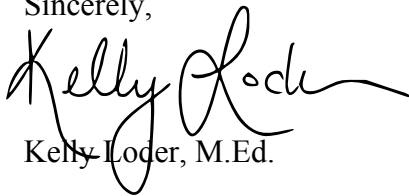
In my work as a School Counselor, I am currently starting a Mindfulness Program with my students that I believe will teach them positive coping skills and, in turn, have a positive impact on attendance and discipline referrals. To show the impact of the program, I have collected pre-data, which I will compare to the post-data when the program is complete, and determine whether a statistically significant change occurred. I will use this information to provide evidence to my principal and teachers to show the relevance of continuing such programs at our school. I also plan to organize my information into presentation proposals for the Pennsylvania

4. LODER

School Counselors Association Conference and the American School Counselors Association Conference. The procedures I am following with this program directly mirror the skills I learned during my independent research at Millersville University.

As my advisor, Dr. Gallagher continually encouraged me to reach higher and meet greater expectations. He began talking with me early in my undergraduate career about how to gain research experience and the impact it could have on my future. I also took several classes with him and participated in the research group he facilitated. In each of those roles, Dr. Gallagher continued to stress the importance of numbers and data. Without his guidance, I would not have been able to accomplish and learn as much as I did. I am grateful for the skills he helped me develop because they continue to help me in my career as a School Counselor. I hope you are also able to see the significance of Dr. Gallagher's presence in the lives of his students and the accomplishments he can help them to achieve through his wealth of knowledge and experience. I highly recommend you grant him the promotion he is working toward because I am confident it will greatly benefit the students at Millersville University.

Sincerely,

A handwritten signature in black ink that reads "Kelly Loder". The signature is written in a cursive style with a long, sweeping underline.

Kelly Loder, M.Ed.

School Counselor
Paradise Elementary School

5. COLBERT



Christopher K. Colbert

Lead Technical Trainer
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To Whom It May Concern:

I am writing this letter to provide testament to the educational skill and effectiveness of Dr. Shawn Gallagher. I graduated from Millersville University with a BA in Psychology and was fortunate to have been a student in many of Dr. Gallagher's classes. Each course he led, even those that were the most daunting, were made genuinely fascinating and rewarding as a direct result of my professor's ability to make some of the most extremely complex and technical information interesting and retainable. Of all of my professors throughout my four years of college, his classes are the ones that, 11 years later, I still reference with the most consistency.

The thing that became immediately apparent in my first class with Dr. Gallagher, Sensation and Perception, was his enthusiasm for the subject matter. He has a unique ability to inspire his own level of enthusiasm in his students through the way he presents the course material. I apply many of the classroom strategies that I observed in his classes in my career today. I am a Lead Technical Trainer for Amtrak, a safety-sensitive transportation company that requires effective and efficient training approaches in operating rules and new program development. I must take extremely technical and, to some, arid information, and make it interesting and impactful for the people attending my classes. Dr. Gallagher did not rely on basic course outlines, Power Point presentations, or dull lecture formats to present his course content. Lecture and self-study are typically necessary methods for presenting new information, but he found ways to animate that information in a manner that made it impossible to disregard. I apply that same technique when developing new training programs or while teaching in a classroom. I am currently working with a team of Instructional Designers on restructuring our own operating rules training program at Amtrak, and much of my inspiration for future lesson plans stem from the hands-on, real world context through which Dr. Gallagher presented.

Much of the information that I learned in various classes over the course of my four years in college has faded, but I still find myself referring to information from Dr. Gallagher's classes during my own classroom discussions. For topics ranging from color blindness to auditory disorders, I regularly provide technical but interesting information to my students that I learned in his Sensation and Perception course. What I learned in the classroom with him over a decade ago is still easily accessible. For example, when discussing the federal regulations regarding color blindness in my industry, I'm able to explain the different types of the disorder and its causes. Outside of the classroom environment, I'm able to apply what I learned in his statistics class.

I also had the privilege of working with Dr. Gallagher on building a laboratory study regarding cognitive responses to visual stimuli. It was through my work with him on that project that I learned not only about how the mind interprets and reacts to what the eyes see, but also gained skills with new forms of technology with which, at the time, I had limited experience. He taught me how to use Microsoft's Excel program for functions that I had never known possible, and Excel is a program that I now use on a daily basis and with great confidence. As a professor in a collegiate environment, I can only imagine how challenging it can be to persuade a room of young adults to focus on and to care about the information in your class when all of those students have other courses on which to focus at the same time. Dr. Gallagher has the ability to bring that spirit to those students, and that allows them to benefit to the highest degree from their time in that class.

I appreciate your time in reading about my experiences as a student of Dr. Gallagher, and I hope that it serves as an indicator of just how great of an educator and asset he is for your institution.

Respectfully,
Christopher K. Colbert

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August 25th 2017

To the Members of the University Tenure and Promotions Committee:

As a Millersville University alumni of the class of '13 I highly and earnestly promote Dr. Shawn Gallagher based on his moral character, skill as an educator, and enthusiasm for teaching. I maintain occasional correspondence with several professors from MU and from West Chester University, where I am presently enrolled, but none of whom are more likely to reach out first than Dr. Gallagher. Throughout my years at MU and since my graduation, Dr. Gallagher has been a constant mentor in my life and to-date, a large share of my accomplishments can be traced to his guidance.

Upon graduation from MU I moved abroad and taught English & western culture in Jining, Shandong, China for seven months. Upon returning from China, I interviewed with several companies before choosing a very small tech start-up in Philadelphia called BoardEffect. In less than 3 years, I moved from an entry level position to the Director of Client Care. We were recognized on Deloitte's *2016 Technology Fast 500* ranking list after posting a 236% growth from 2015 to 2016. In my role at BoardEffect I was often interacting with the board members and/or administrative assistants to the CEO's of large Healthcare networks, many of whom are Physicians, which forced me to reevaluate my own career and life trajectory.

In the semester before graduating from MU with a B.A. in Psychology, I had begun to entertain the idea of applying to medical school, which seemed like a foreign and unattainable goal, as I would be the first in my family to do so. After my time in China and while I was at BoardEffect, I brought my idea of going after medical school and the associated concerns to many of the important people in my life but none were as supportive and practical as Dr. Gallagher. During the winter of 2016, I came back to MU to meet with him and he encouraged me to do my research on post-baccalaureate options, medical schools, and to attain a true understanding of the venture I was contemplating. Over the next few months, I did just that and along with a letter of support from Dr. Gallagher I am now only two semesters away from completing my

6. MIDGLEY

second undergraduate degree, the current being a B.S. in Biology with a cellular and molecular concentration, with plans to sit for the MCAT this approaching January.

Dr. Gallagher is not the man that always says, "yes." Rather, he is a man that asks the right questions and shows you the right doors that, for those who are determined enough to open them, lead to the point of not needing confirmation or validation from anyone beside yourself. A true role model is not someone with all the answers, it is someone who empowers and guides, it is someone who points out barriers to success and enables a student to become the best version of himself. Shawn Gallagher did all these things for me and if by chance all that I have done since 2008, when I started at MU, until this May of 2018 would be enough to earn acceptance into a medical school in 2019, then much of this accomplishment I would contribute to Dr. Gallagher's mentorship.

Thank you, members of the committee, for taking the time to read this recommendation and I encourage you to reach out to me by email or telephone with any additional questions or points of clarification.

Respectfully,

Nathan V. Midgley

September 26, 2016

Dear Promotion Committee,

My name is Crystal DeRose (Hoefling) and I attended the Clinical Psychology program at Millersville University from August 2011 to December 2013. I am currently working at an outpatient substance use and mental health facility as a Licensed Professional Counselor with an Advanced Alcohol and Drug Certification. While at Millersville, I completed a graduate assistantship working for Dr. Shawn Gallagher in the psychology department. Dr. Gallagher also helped me to complete research, since it was not a requirement of my program. During my graduate assistantship and research, I have come to know Dr. Gallagher very well and can comment on some aspects of his advising and teaching.

Dr. Gallagher is a remarkable adviser and teacher and it has been a pleasure working with him. He has advised me through two experiments which resulted in one publication, five poster presentations, and two grants. Dr. Gallagher worked extensively with me throughout the process of each project. He provided direction and advice throughout the publication. He also provided information to obtain grants for conferences and stressed the importance of networking with my future goals.

As Dr. Gallagher's graduate assistant, I was also able to observe his teaching approach within the classroom. He is able to actively engage and promote curiosity within his students. Dr. Gallagher actively seeks to challenge his students to gain knowledge and grow as individuals even outside of the classroom. He is thorough with explanations and examples and does not hesitate to offer additional support for those in need.

I personally have benefited from working with Dr. Gallagher and I currently utilize the skills I have gained from the many research opportunities in my professional setting. I have been able to adopt his teaching strategy within outpatient psychoeducation group sessions, evaluate evidence for treatment interventions, provide rationales for managed care, and objectively work with clients. Working with Dr. Gallagher has also helped me to engage in critical thinking which allows me to better conceptualize clients' needs. On a personal level, Dr. Gallagher has assisted in increasing my self-confidence by believing in my potential. He has created networking opportunities as well as helped me to expand outside of my comfort zone. If I did not have the pleasure of working directly with Dr. Gallagher, I believe that I would not be as successful and goal driven as I am today.

It has been tremendously rewarding to work with Dr. Gallagher as an adviser. I learned to continue to push myself and seek knowledge despite obstacles. If you are in need of any additional information, please do not hesitate to contact me.

Sincerely,

Crystal DeRose, LPC, CAADC
3834 Tarpley Dr
York PA 17402
(484) 695-6412

Gallagher, S. P., & Hoefling, C. L. (2013). A size–distance scaling demonstration based on the Holway–Boring experiment. *Teaching Of Psychology*, 40(3), 212-216. doi:10.1177/0098628313487454

Gallagher, S., & Hoefling, C. (2012). A Size-Distance Scaling Demonstration Based on the Holway-Boring Experiment. Poster presented at the 2012 Annual Meeting of the Eastern Psychological Association, Pittsburgh PA, the 6th Annual Graduate Research and Creative Projects Symposium, Harrisburg, PA, the 2012 Annual Millersville University Student Research Conference, Millersville, PA (2012), and the 2012 PASSHE Psychology Potluck Conference, Millersville, PA (2012).

Hoefling, C. & Gallagher, S. (2013). Generation and Gender Influence the Perceptions of First Names. Poster presented at the 2013 Eastern Psychological Association Conference, New York, NY (2013).

Noonan Endowment Fund in 2012 and 2013

8. CLARK

October 7, 2016
Millersville University of Pennsylvania
1 South George Street
Millersville, PA 17551

Millersville University Psychology Department:

It is my sincere pleasure to write a letter of support for Dr. Shawn Gallagher in his pursuit of a full professorship at Millersville University. Dr. Gallagher has been a mentor to me since early in my college career, and was a driving force behind my success at Millersville. He was my professor, thesis advisor, thesis committee member, and research advisor.

In class, Dr. Gallagher is engaging, encouraging, and personable. His choice of materials and activities set him apart from other professors on campus. For a course in cognitive psychology, he required an informative text called *Abducted* that I have shared with friends outside of school, as well as my graduate school peers at the University of Kentucky. The methodology textbook that he assigned for PSYC212 is still sitting on my bookshelf today, as I complete my graduate level internship in school psychology. I remember electing to sit in on one of Dr. Gallagher's lectures on sensation and perception, even though I was not enrolled in the course, to observe the optical illusions he had planned for that class. As a professor, Dr. Gallagher sets challenging yet realistic expectations for students by meeting the students at their achievement level, but pushing them just beyond what they think they are capable of doing.

He was no different with me as my thesis and research advisor. Dr. Gallagher's research interests did not lie with the focus of my thesis (which was body image), and yet he still knew how to promote research-based creativity and a thirst for knowledge within me. He encouraged me to take research one step further: to go beyond writing an honors thesis and do independent research. Under his guidance, I presented a poster at the Eastern Psychological Association's annual meeting in New York City. I did a historical analysis of the relationship between puberty and onset of anorexia – a project I would have completed with much less gusto had Dr. Gallagher not been beside me throughout the whole process.

If you have any questions, please do not hesitate to reach out to me. I welcome the opportunity to have a more in-depth conversation about how Dr. Gallagher was a fundamental piece of my positive Millersville University experience.

Best,



Jess Clark, M.S.
Educational Specialist Student
School Psychology Intern
Baltimore City Public Schools
Cell phone: 610.507.8540
Personal email: jrclark421@gmail.com

Donte Peeks

Sr. Business Sales Analyst, Snyder's-Lance Inc.

Executive MBA Student, Saint Joseph's University

3055 Mackenzi Lane Apt 3, York, Pa 17408 | 717.203.7108 | dontepeeks@icloud.com

5.29.17

To Whom It May Concern,

The intent of this letter is to highlight the vital training I have received under Dr. Gallagher and the influence that training has had on my professional development. I met Dr. Gallagher in the spring of 2011 during 211 Statistics. After the conclusion of the course we connected on the theme of my final paper and decided to translate my initial review of social dissonance into research on the matters of cognitive dissonance and cost idealization. I presented this work at a regional conference. At the time, my professional background consisted of increasing the scale of a privately-owned media business, generating sales leads for a home improvement company, and various other roles in retail sales. During my early professional career, I also received mentorship from a business consultant who made his living guiding business owners through organizational restructuring to maximize operational efficacy. In academia, that job function falls under the disciplines of industrial organizational psychology and human factors and cognitive psychology. Upon arriving at Millersville, I reviewed the curricula for both business and psychology and saw the opportunity to replicate the skillset of my mentor in the psychology department, rather than business. My plan was to concentrate on psychology and spend time in the lab, while supplementing my development with appropriate business courses. Dr. Gallagher's feedback and advisement in class and on my independent research project were critical to solidifying my chosen path of study and creating a tangible skillset that I could market to potential employers and graduate programs.

Why Psychology as my primary course of study? In the accounting industry, algorithms are being implemented in the workplace to replace the manually intensive aspects of an accountant's job. Although I started in accounting finance for my current company, I did not take accounting at Millersville. When the executive leadership teams and finance teams of a company reach out to sales and operations on the rationalization of things like price increases or reducing headcount, the answers do not lie entirely in the historical data. The true rationales that drive P & L margins are in the response of consumers and internal associates. Consumer responses and marketing can be understood with cognitive psychology. The response of internal associates can also be explored using the schools of thought within industrial organizational psychology.

I found the right tools in Dr. Gallagher's courses where we were put through exercises that were intellectually challenging. The exams served the purpose of bringing the class together. Prior to the exams, my classmates and I congregated in focus groups and tackled the more challenging theories that we would be tested on. We had conversations that extended beyond our meetings, up until we entered the room for the exam. The experience I had in the psychology department is the experience I desired and paid for. I truly believe this experience is what every student looks for and Dr. Gallagher facilitates it with a well thought-out curriculum that prepared me for a career in business.

Thank you for time. I wish the best for Dr. Shawn Gallagher and the Psychology Department at Millersville University.

Sincerely,



Donte Peeks

Samantha Wendling

November, 2016

samanthaw1726@gmail.com

Dear Promotion Committee,

It is my pleasure to offer this letter of support for Dr. Shawn Gallagher. I met Dr. Gallagher in 2008, as a freshman in the Psychology Department at Millersville University. Throughout my 4 years at Millersville, I interacted with Dr. Gallagher in a variety of different capacities. Dr. Gallagher was my professor for several psychology classes, wrote my letters of recommendation for graduate school, and was the chair of my Thesis Committee.

While at Millersville I proposed, collected data, and defended an honors thesis for the Psychology Department. My thesis was titled "Face Recognition Abilities Among Undergraduate Majors." While completing this thesis, I tested art students and computer science students and compared aspects of their face recognition abilities. Since this thesis required interaction with human subjects it required an IRB as well as access to these appropriate subjects. During data collection, Dr. Gallagher organized my attendance in a John's Hopkins computer science competition where I assessed the students participating in this event. He also helped me set up meetings with art students during art classes at Millersville. In total, with Dr. Gallagher's help, I was able to include data from 178 participants in my thesis.

During my final semesters at Millersville, I presented significant research findings at five psychology conferences across the state of Pennsylvania. I also presented these findings at The 9th URC-PA Undergraduate Research at the Capitol in Harrisburg, PA. This was a once-in-a-lifetime opportunity that Dr. Gallagher organized my participation in on behalf of Millersville University. He also attended this presentation with me and arranged for me to meet with Millersville's State Representatives while at the capitol.

In addition to being the chair of my Thesis Committee, Dr. Gallagher was also the professor for several of my psychology classes. As a professor, Dr. Gallagher is engaging, hard working, committed, and truly dedicated to his students and the study of psychology. My interest in research and data collection was shaped and expanded upon as a direct result of Dr. Gallagher's classes and passion for psychology.

I would not be in the profession that I am in today without his influence throughout college.

After graduating Millersville University in 2012, I began graduate school at Loyola University in Maryland. I graduated from Loyola in 2014 with a Master's Degree in Counseling Psychology. Throughout graduate school I interned at Kennedy Krieger Institute and was trained in Applied Behavior Analysis. Applied Behavior Analysis is an empirically supported treatment for children with autism and other developmental disabilities as well as problem behaviors. Behavior Analysis studies the functional relations between behavior and environmental variables. Researchers manipulate those variables to produce socially significant changes in people's lives. Currently, I work as Board Certified Behavior Analyst. My job duties include conducting research, collecting data, reviewing journal articles, and implementing empirically supported treatment plans with the children and families I work with.

This career path and the steps that I took to get here all stemmed from my education at Millersville University, more specifically, from Dr. Gallagher. Dr. Gallagher has made a significant impact on my education and professional career and his dedication to teaching goes beyond the classroom. His expertise expanded my understanding of the role psychology plays in everyone's life. Dr. Gallagher's promotion at Millersville University is a necessary and a highly recommended addition to our great institution. If you have any further questions please do not hesitate to contact me at the above email address or phone number.

Best,

A handwritten signature in black ink that reads "Samantha Wendling". The signature is written in a cursive, flowing style.

Samantha Wendling, M.S., BCBA, LGPC

11. MADISON

August 1, 2017

Dear Promotion Committee,

My name is Erin Madison, and I worked with Dr. Gallagher as an undergraduate at Millersville University. Dr. Gallagher worked as my mentor for The Departmental Honors Program in Psychology. With the help of my astounding mentor, I graduated in 2016 with Psychology Honors, as well as University Honors, with my thesis on “The Effects of Stereotype Threat on Visual Acuity”. I am about to begin a program at Idaho State University to receive a Ph.D. in Experimental Psychology.

The first time I met Dr. Gallagher, I asked him to be my mentor for my Honor’s Thesis. Dr. Gallagher told me honestly that the program is challenging, and he made sure that I was prepared for the task. After assuring my dedication, Dr. Gallagher agreed. From that point, Dr. Gallagher was passionately involved throughout the process starting with formulating a research question and ending with the final presentations. His method of advising included listening to my ideas, and giving feedback about the positives and negatives. Then, he would present his ideas on the topic, and I could continue to revise his suggestions so that the project was true to my original goals. Dr. Gallagher prevented catastrophes in my project while still letting me freely make my own decisions, which helped me learn and grow in the process.

Additionally, Dr. Gallagher was not afraid to reach beyond his area of expertise. Dr. Gallagher mainly works with sensation and perception, which worked nicely with testing visual acuity. However, a large amount of my work was in stereotype threat, which falls outside of the norm for Dr. Gallagher. He did a great job with guiding my research with what he knew, but was not afraid to recommend other professors when his knowledge fell short, which is another trait that I really admire in him.

Dr. Gallagher truly excelled as an advisor when he pushed me to present my research outside of Millersville. I never heard about undergraduates presenting at conferences, and I did not realize the importance of presenting outside the university. Dr. Gallagher taught me how to apply, and made sure that I finished my application before the deadline. At this point, I was considering graduate school, but I had no idea that experience with presenting could determine my acceptance into graduate school. Thankfully, Dr. Gallagher saw this opportunity, and he refused to let me pass it by.

My first conference was the Eastern Psychological Association conference. I presented a poster, but equally as important, I was exposed to a myriad of research presentations, and I received such a rewarding experience. I then presented my project to a committee at Millersville to receive Departmental Honors in Psychology. Shortly after, I presented my research at a luncheon, as a student representative for the Psychology Honors Program. This luncheon was hosted for the Dean of the School of Education and the audience included Millersville’s president as well as alumni and

retired faculty. The luncheon served as a fund-raiser for the Psychology Honors Program. Finally, I presented at the Milton S. Hershey Medical Center's Annual Eye and Vision Research Day, where I could give a presentation due to Dr. Gallagher's connections with Penn State. I presented a fifteen-minute talk to an audience comprised of ophthalmologists, optometrists, and medical students. Each of these presentations was given in a different environment, to different audiences, and had to be presented accordingly. These experiences were so valuable to me, and I am grateful to have had a push from Dr. Gallagher. During future presentations in my graduate program, I know I will be thankful for the help that I had.

Dr. Gallagher was the guiding force throughout my college career. With a mutual interest in biology, Dr. Gallagher encouraged me to not limit myself to psychology classes. He advised me on which classes would be most beneficial, despite not being my personal advisor. When my graduation felt just around the corner, Dr. Gallagher highly encouraged me to apply to graduate schools. In addition to writing letters of recommendation, Dr. Gallagher provided help with the search process and gave advice on applications. To write each letter of recommendation, Dr. Gallagher required me to write precisely why I wanted to attend each school. This encouraged me to analyze each school and make my decision based on specific ideas instead of vague interests. This fall, I will attend Idaho State University with a fully-funded graduate assistantship position in an Experimental Psychology program where I will be studying Metacognition.

I highly recommend Dr. Gallagher to be considered for this position. Dr. Gallagher demonstrates eagerness in his everyday work and a strong pride in the work of his students. He is not afraid of being honest and holds very high expectations for his students, while he encourages students to hold their classmates to the same high standards. I know that Dr. Gallagher will continue to foster growth in the students and lead the psychology program to the highest level of excellence. Thank you for your consideration, and please contact me with any further questions.

Sincerely,



Erin Madison
madierin@isu.edu
1282 1/2 E Pine Street
Pocatello, ID 83201
(570) 242-9689

12. HORGER

To the Promotion Committee Members of Millersville University,

Dr. Shawn Gallagher is an exemplary professor who builds the reputation of Millersville University in his interactions with students and his extensive research experience. He is an integral figure as I look back on my professional career thus far and it is a privilege to express the many factors that make him a contender for the promotion from Associate Professor to Professor. Dr. Gallagher was my instructor for Elements of Statistics I and Sensation and Perception. In class, he challenged students to think critically and apply our lessons beyond rote memorization. Sensation and Perception was a lab class in which we conducted hands on activities every week and wrote our results up as an abstract. This exercise taught me invaluable skills on being a concise writer that I am still using in my graduate career.

Dr. Gallagher was highly involved as I began to develop my own research interests. He was present at every Psychology Honors Seminar meeting. He provided honest, constructive criticism to make us better researchers and prepare us for the reality of academia. Dr. Gallagher went beyond simply critiquing our work though. He was willing to work with any student who sought his help or put them in contact with an expert in their particular area of interest. I had frequent meetings with Dr. Gallagher as I completed my thesis. He repeatedly read my drafts, provided insight into the holes in my literature review, and helped build the very large wooden apparatus needed to complete my study.

Dr. Gallagher has been exceptionally supportive of my goals to become a researcher and an academic since I started at Millersville. He encouraged me to apply to my first conference as a sophomore and was relentless in his attempts to procure funding to make this a possibility. After that, I attended multiple conferences a year for the remainder of my time at Millersville University. I authored posters with Dr. Gallagher and attended many of his presentations at these conferences. He was a quintessential role model in learning how to disseminate my research.

Dr. Gallagher's support has extended beyond my undergraduate career. We have remained in contact as I worked in a full time clinical setting and then made the decision to further my education. He provided realistic advice as I debated doctoral versus master's programs and eventually settled on the field of Developmental Psychology. When I was not accepted to a doctoral program the first time, he encouraged me to apply again. He helped me review schools and faculty mentors and work on my Statement of Purpose. His assistance was fundamental to my current position as a doctoral student at the City University of New York.

I am hard pressed to list individuals I respect more than Dr. Shawn Gallagher. He is an excellent candidate to fill the Full Professor position for all of the reasons I have listed and more. His extensive professional network allows students to pursue a wide range of research interests and spreads the reputation of Millersville University as a leader in academics and research. He is devoted to the success of his students and emboldens them to want more from their education. Dr. Gallagher has been integral in shaping my career and my definition of achievement. He expected the very best of me and I have learned to expect that of myself as well. Please do not hesitate to contact me with any additional questions or concerns.

Best,
Melissa Horger
Doctoral Student
Graduate Center, City University of New York

July 2, 2017

To the Tenure and Promotion Committee Members of Millersville University:

I am a recent graduate of Millersville University. In this transitional time in my life, I have begun to look back and reflect on all of my past experiences as an undergraduate. I have come to realize that I owe a great deal to the wonderful professors who have helped and guided me along my educational journey. One professor who immediately comes to mind is my wonderful Academic Advisor, Dr. Shawn Gallagher.

I first met Dr. Gallagher when I transferred to Millersville University during my sophomore year. I had transferred from a small community college in my local area to a much larger university. This was another major transitional time in my life, and I believe that Dr. Gallagher definitely helped to ease this transition. For me, transferring to Millersville also meant a much longer commute time. I traveled each day from York to Lancaster. Also, I worked two jobs while being a student at Millersville. Compared to others there, I saw myself as more of a nontraditional student. Dr. Gallagher always made time to meet with me, even if it sometimes meant working around my chaotic schedule. He kept communication between us open and accessible. This meant a lot to me and made things a lot easier for me as a student.

I appreciated that Dr. Gallagher was available and willing to meet with me so often, because I found myself needing reassurance and guidance very often. I am the first one in my immediate family to have attended a University. This meant that I would utilize my professors as resources, rather than my family members, while attending Millersville University. Dr. Gallagher helped change the way that I saw myself as a student. I had gone from accepting all B's in high school, to expecting myself to receive all A's in my undergraduate studies. Dr. Gallagher had shown that he believed in me and my abilities, which ultimately allowed me to begin believing in myself. I think that this new attitude really contributed to my success at Millersville.

Besides serving as my Academic Advisor, I took one course with Dr. Gallagher which was Statistics and Experimental Design 2. From having Dr. Gallagher as an instructor, I learned the importance of challenging myself as a student. Dr. Gallagher really challenged me to think more critically in this course. By the end of it, I learned so much and felt that I truly worked hard to earn the grade that I received. Seeing Dr. Gallagher work as an instructor, had shown me how passionate he was about teaching. Seeing that kind of passion is inspiring and makes the course a much more enjoyable and exciting experience for students.

Dr. Gallagher has also encouraged me to continue to pursue all of my future goals, which include attending graduate school in the spring. He has taught me to broaden my horizons and really strive to achieve all that I want. The current shift in my life has not been the simplest to navigate, and I find myself still questioning my choices and future decisions. However, I am entering this new chapter in my life feeling more motivated and driven than I could have ever imagined. I owe

13. DLUZESKI

much of this to Dr. Gallagher. I am grateful to have had the opportunity to have worked with him as a student, and I feel confident that I will continue to have his support in years to come.

I believe that Dr. Gallagher absolutely deserves to fill the Full Professor position at Millersville University for all of the reasons I have listed and many more. Feel free to contact me for any additional questions or concerns at ld23801@gmail.com or (717)-818-8150.

Sincerely,

A handwritten signature in black ink that reads "Lauren Dluzeski". The script is cursive and fluid, with the first name "Lauren" being larger and more prominent than the last name "Dluzeski".

Lauren Dluzeski

To Whom it May Concern:

I am writing this letter in strong promotion of Dr. Shawn Gallagher at Millersville University. I was a student at Millersville who became a part of the pre-optometry track in my sophomore year. Dr. Gallagher was an essential component of my success in both applying to optometry school and thriving in my years at Pennsylvania College of Optometry.

I first met Dr. Gallagher in my sophomore year as my interest in optometry grew. He had opportunities for research and was very willing and generous to allow myself and a fellow pre-optometry student, Amy Bartal, join to further develop our interest in eye care. It was in this time, I began to realize Dr. Gallagher's passion for learning and involving us in that journey. He invited us into a research project that had been years in the making on a family with a gene trait for pigment dispersion syndrome. It was in this project that we both were able to learn hands on some early optometry skills at a local ophthalmology office, where we saw our patients for research. Dr. Gallagher always took the time to teach and share his wealth of knowledge in eye care and was vital in giving us the early skills with equipment such as the slit lamp. The ability to learn these skills so early in our education was an indispensable factor to my early success in optometry school. It was in large part my involvement in this clinical research project on pigment dispersion, that gave me a head start in a highly competitive field going into optometry school.

Not only did Dr. Gallagher make his time readily available for questions and teaching opportunities, but he also was able to motivate me to excel past my educational goals. I think it is so important in education to constantly challenge yourself to want to be better, especially in the healthcare field. It is vital to always continue to keep up with current trends and research to care for our patients. Dr. Gallagher was excellent at teaching this to me early on in my training. One moment I will always remember was his suggestion to present our research at the 37th Annual Meeting of the Commonwealth of Pennsylvania University Biologists at Kutztown University. I had always been so nervous of public speaking and was very hesitant to get involved. However, I decided to push past my comfort zone and was so happy I did because the day was full of opportunities for development and learning. We finished that day first place in our category and it was another accomplishment I owed in large part to Dr. Gallagher's encouragement and drive.

I feel that you have a gem of an educator at Millersville University in Dr. Gallagher. He was always kind, generous and giving, always took the time to answer questions, motivate and involve us in current and upcoming research and learning opportunities. He is a professor that you know loves what he does and thrives at sharing his knowledge to better the health care field and those that become a part of it. I am

14. O'ROURKE

so thankful I had the chance to work with Dr. Gallagher for several reasons, but most importantly to have a role model that I can follow as I continue to teach residents and students myself. If you have any further questions, please do not hesitate to contact me at torourke@hmc.psu.edu or (717) 507-9652.

Sincerely,

A handwritten signature in black ink that reads "Tara O'Rourke". The signature is written in a cursive style with a large, prominent "O" in the middle.

Tara O'Rourke, OD

Assistant Professor of Ophthalmology



Chiropractic Life Clinic

Kevin Fogarty, D.C., F.I.C.A. (Hon)

Megan Traficante, D.C.

Shawn P. Gallagher, Ph.D. - Associate Professor
Department of Psychology
MILLERSVILLE UNIVERSITY
P.O. Box 1002, Millersville, PA 17551-0302

To Whom It May Concern;

Dr. Shawn Gallagher was my professor and mentor at Millersville University. He guided me through a research project conducted on over 60 patients who previously had LASIK surgery. I became completely submerged in and was excited to convey the results of my research. I hypothesized that LASIK- related changes resulted in a change in IOP, as measured by applanation tonometry. I tested the hypothesis and discovered that postoperative applanation pressure readings change as a result of the change in corneal thickness.

This experience piqued my interest in the health field, and as a result I applied to the Pennsylvania College of Optometry. Although I was declined because they had reached their enrollment peak for that particular year, I was highly encouraged by them to reapply the following year. Instead of waiting, I decided to pursue a career in the chiropractic field. Other family members were chiropractors and that was clearly an option I had considered for some time. I have been successfully employed as a chiropractor for several years, and enjoy a very rewarding and lucrative career.

The research I completed helped to confirm my desire to enter the health field. It gave me an opportunity to gain an active, hands-on approach and led me to understand the significance of factual information to support an hypothesis. I have even discussed this particular research and results professionally with my colleagues and patients.

I am very grateful that Dr. Gallagher understood me well enough as a student to involve me in this complicated research project. The results were so significant that I won an award at the PASSHE Biology Conference. The type of encouragement, direction, and assistance that I received from Dr. Gallagher clearly was a step that led to my successful career as a chiropractor.

Respectfully submitted,

Dr. Megan Traficante

16. PENNY

May 12, 2017

To Whom It May Concern:

My name is Jillian, and I have just completed my first year at the Pennsylvania College of Optometry (PCO). I am writing to show support for Dr. Shawn Gallagher and the work he does with pre-optometry students at Millersville University. I met Dr. Gallagher about 3 years ago as an undergraduate student, and I wholeheartedly believe that my time with him has positively influenced my experience at optometry school.

I first reached out to Dr. Gallagher 3 years ago with the intention of conducting research. I heard he was very involved with ophthalmology based projects. It ended up being to my benefit that he was not hosting any projects at that time. Instead, I was given experiences that would never have been presented to me if I had simply conducted research.

During my time at Millersville University, Dr. Gallagher took me under his wing and prepared me for my journey ahead. We met several times in a very informal fashion. When we happened to cross paths we would chat. Sometimes we discussed optometry in the psychology world and vice versa. Other times we discussed my course work and preparation for PCO. I took our conversations with me to my interview at PCO. I felt more confident knowing I had topics of discussion other than school work. Dr. Gallagher also took me off campus, away from the books, and gave me a taste of the optometric world.

When optometry students first sit down at the slit lamp, it is not uncommon to see them sitting in the patient's seat by accident. The slit lamp is the most exciting and intimidating piece of equipment that a first-year student will put their hands on. I remember sitting down, on the correct side, the first day of lab with enough confidence for my whole class. I can truly say that my confidence came from Dr. Gallagher. Before leaving Millersville, he made sure that I got into the clinic and became familiar with the slit lamp. He gave me one-on-one attention, making sure I knew how to change the beam height and navigate my way through the anterior chamber. It was an afternoon I am forever thankful for, and one that I certainly reminisce on as I am in optometry school.

My time spent with Dr. Gallagher serves as a crucial pillar in the many reasons for my success so far at PCO. He has given me the mental preparation, knowledge, and confidence to test my limits. Giving Dr. Gallagher the chance to work with more optometry bound students would mean more students will walk into their first lab feeling confident. It would mean more students will have the courage to approach optometrists as the colleagues they will soon be. It might even mean more students will choose the optometry path. I hope you will take my letter of support in consideration when making your decision. Please do not hesitate to contact me if you have any further questions.

Thank you,

Jillian Penney

Doctor of Optometry Candidate '20

AOSA Trustee-Elect for the Pennsylvania College of Optometry at Salus University 2017-2018

Lion's Club President 2016-2017

Pennsylvania College of Optometry at Salus University

jpenney@salus.edu

570-262-5627

August 28, 2017

University Promotion and Tenure Committee
Millersville University
Millersville, Pennsylvania 17551-0302

RE: Dr. Shawn Gallagher

Dear Members of the University Promotion and Tenure Committee:

I am pleased to provide documentation in support of Dr. Shawn Gallagher's application for promotion to full professor. I write specifically to comment on the contributions that Shawn has made to the APSCUF-MU Grievance Committee over the past eight years. Since 2009, Shawn has been either a member of this committee or a confidante, adviser, and assistant to me in my role as chair of this committee. Members of this committee are elected by the faculty at-large and serve for a term of three years.

The APSCUF-MU Grievance Committee has two primary responsibilities. First, the committee assists faculty members who wish to file a grievance against a member of management. Often these disputes are resolvable at the most basic level, and, when so, a member of the committee negotiates with management for an equitable and mutually agreeable result. Where resolution is not possible, a member of the committee assists the individual grievant in filing the appropriate paperwork, with the appropriate personnel, and in a timely manner. Second, members of the committee are regularly called upon to provide union representation—which is guaranteed by the Collective Bargaining Agreement—to faculty members who have been accused of some wrongdoing in the pursuance of their responsibilities.

On many occasions, Shawn has assisted faculty in filing grievances. Just as important, he has been able to negotiate successful resolutions for contentious situations before they become formal grievances. Additionally, on many occasions, he has supported faculty at pre-disciplinary hearings or other meetings with members of the administration. In each, Shawn approaches the matter with a high degree of professionalism, sensitivity, analytical ability, creativity, and common sense.

17. GLENN

Even when Shawn was not a member of the committee, I regularly called upon him to fulfill these responsibilities. Years ago, a seasoned grievance chairperson from another State System campus advised me to find someone responsible (even if not on the committee) to assist me and to hang on to that person. Shawn has become that person for me.

Shawn has also represented Millersville University at meetings of the APSCUF Statewide Grievance Committee. This committee, comprised of a faculty member from each of the State System of Higher Education Schools, is responsible for processing all grievances according to the terms and conditions of the Collective Bargaining Agreement. This committee meets six weekends per year (summers included) in Harrisburg. Shawn typically represent Millersville University at one meeting per year.

Shawn's work in this capacity is of necessity confidential. As such, I cannot talk specifics about how Shawn has assisted me or other faculty. I can state unequivocally that Shawn has devoted much time and energy to these causes and has performed these duties well. He has earned the trust and respect of faculty and administration.

I recommend Shawn Gallagher for promotion to full professor. He has demonstrated outstanding service to the faculty, APSCUF, and university.

Sincerely,



Richard A. Glenn
Professor of Government



August 29, 2017

Promotion and Tenure Committee
Department of Psychology
Millersville University of PA
P.O. Box 1002
Millersville, PA 17551

Dear Committee Members,

I am writing to you on behalf of Dr. Shawn Gallagher, who is applying for promotion to Professor of Psychology. I got to know Dr. Gallagher during my time at Millersville, where I was most recently Dean of the (former) School of Science and Mathematics until May 2015. Shawn has asked me to address aspects of his service.

During my tenure as Dean, I had a number of occasions to work with Shawn through his role with the APSCUF faculty grievance process. While in this capacity, I was in some sense on the opposite side of issues, I was always very impressed by the exceptionally professional manner in which Dr. Gallagher conducted himself. These processes are by their very nature quite difficult and stressful for all involved. Yet, in each case, I was struck by Shawn's ability to remain calm and dispassionate, despite the difficulty of the situation. He was always very knowledgeable about the CBA and university policy and practices and a strong advocate for the faculty member who he was representing. At the same time, he was always reasonable and completely reasoned. Further, I witnessed Shawn dispensing sage advice to the faculty member he was representing, as he actively tried to resolve the situation, always keeping the faculty member's best interests at the forefront. As a result, he was most effective at making the best case possible for the faculty member, while at the same time, helping everyone to see the big picture. In my view, Shawn's work in this area led to much improved outcomes for the faculty, as well as for the institution. This is not easily done and APSCUF and the faculty are most fortunate to have someone of Dr. Gallagher's skill and dedication in performing this important work.

Every faculty member applying for promotion has a list of committees on which they have served. In Dr. Gallagher's case, he gone well beyond this minimum standard, as he has made a significant contribution in a very challenging and often thankless area of service. I am therefore very pleased to recommend Dr. Gallagher most highly for his very strong service to the university.

Sincerely Yours,

A handwritten signature in blue ink, appearing to read "Robert T. Smith".

Robert T. Smith, Ph.D.
Provost and Vice President for Academic Affairs
Professor of Mathematics

OFFICE of ACADEMIC AFFAIRS

PHONE 229.333.5950 • FAX 229.333.7400 • WEB www.valdosta.edu/academic
ADDRESS 1500 N. Patterson St. • Valdosta, GA 31698-0160

Chuck Ward, Ph.D.
Department of Philosophy
Phone: 717-871-7204

October 17, 2017

Dear members of the Millersville University Promotion and Tenure Committee,

I am writing to lend my **strongest support** to Dr. Shawn Gallagher in his application for promotion to full Professor. Dr. Gallagher's achievements in teaching, scholarship and service make him truly deserving of promotion. Here I will offer specific observations on his outstanding service to the University as well as his teaching and interdisciplinary collaborations.

Dr. Gallagher has performed a wide range of service at the department, School/College, University and Community levels. Among his most significant University service, of course, is his term on the University Wide Tenure and Promotion Committee, 2014 – 2016. During this time Dr. Gallagher not only performed the regular duties of reviewing applications and deliberating with committee colleagues, but he also worked on proposals to improve the process. In particular he worked with colleagues, APSCUF officers and Administrators on tightening policy regarding confidentiality of candidate personnel files. This was important work that served to maintain confidence in the process. I've had great opportunity to observe Dr. Gallagher's service activities in the context of APSCUF-MU. During my term as APSCUF chapter president (2011 – 2013), Shawn consulted with colleagues on grievance matters. Despite completing a term as an official grievance committee member in the spring of 2011, he continued to lend his experience and expertise as needed. He returned to being an official member of the grievance committee in 2016. Shawn is extremely capable in dealing with contractual matters. I observed this first hand when we served together on the APSCUF-MU Local Meet and Discuss Team between Fall of 2014 and Spring of

2016. Shawn brings his expertise working with data and statistical analysis to this context, and this makes him a truly valuable asset to the team. Shawn has also served as his departmental representative to the APSCUF-MU Representative Council (2012-2014) and as a Delegate for Millersville to APSCUF's Legislative Assembly (2015-16). As someone who has devoted a lot of effort to APSCUF service myself and greatly values the work that APSCUF does on our behalf, I am truly grateful to Dr. Gallagher's, not only for his willingness to devote time to these activities, but for his real effectiveness as he brings his technical expertise to the tasks.

I have also observed Dr. Gallagher's teaching skills when he accepted my invitation to present a guest lecture to my Philosophy and Neuroscience course in the Fall of 2016. I can say with all sincerity that his lecture on the evolution of the visual system (from a computational cognitive neuroscience perspective) was a highlight of the course. I greatly appreciate his willingness to lend his energy and expertise, as well as his considerable classroom skill, to assist a colleague in another discipline. His collaborative and interdisciplinary spirit is illustrated in his scholarly record as well. In fact, he and I have recently initiated some collaboration in testing strategies in teaching concepts in cognitive science. These efforts are in the preliminary stages, but I look forward to working with Dr. Gallagher. He is a great colleague that has displayed true dedication to his students and to his professional peers.

Sincerely



Chuck Ward
Professor and Chair
Department of Philosophy
Millersville University

Department of Psychology
Phone: 717-871-7266
Fax: 717-871-7946

Dear Members of the Promotion and Tenure Committee,

It is my pleasure to write a letter in strong support of Dr. Shawn Gallagher's application for promotion to Full Professor. I have known and worked closely with Shawn since *before* accepting a position at Millersville University nearly four and a half years ago. Rather than ~~bore you to tears with a list of~~ recount the myriad ways in which Shawn has met (and frankly, far exceeded) his contractual obligations, I'd like to tell you a little bit about the role he has played in my recruitment and development as a junior faculty member.

Shawn was the chair of the Search Committee that was charged with filling the position I currently hold. Once Psychology got the administration's blessing to offer me the job, a letter was sent via snail-mail and a copy was emailed to me. Within what I can only imagine was 27 s of the letter being sent, I began receiving text messages from Shawn telling me to check my email. I remember this clearly because it happened to coincide with the worst blizzard Wichita, KS¹ had experienced since 1962. Fourteen-point-two inches of snow had fallen in the previous 24-h period, and the electricity on campus was down, which meant the servers were down, which meant I could not check my email, on campus or anywhere else, which I'm pretty sure sent Shawn into a panic attack fueled by worries that some other school was going to send me an offer by carrier pigeon that I would accept before the servers came back online. The point I'm trying to make here is that since I have known him, **Shawn has been committed to recruiting new faculty members to Millersville. He recognizes that other schools are competing for talent, and he goes above and beyond to make potential hires feel wanted and welcome.** Having been on the receiving end, I can verify that it influenced my decision to join the Millersville faculty.

Once I accepted the job, Shawn reached out to mentor me though my transition to Millersville prior to my move. For example, he and his wife, Laura, invited me to dinner with them and another colleague, Shaun Cook, during my apartment-hunting trip to Lancaster. After we ate, the Shau/wns™ spent... oh, probably 2-3 hours... getting me up to speed on what would be expected of me as a junior faculty member, the political ins-and-outs of the Psychology department, and the ~~anachronistic and highly wasteful~~ tenure and promotion process². Shawn also secured a position for me on the Health Profession Advisory Committee and arranged for me to have a tour of Luek (nee Byerly) Hall during renovations so I could pick out an office. Again, these might seem like relatively small things, but they were far from required. **Shawn's commitment to filling this faculty line ended once the Dean's offer went out, yet he made an effort to ensure a smooth transition for me, setting me up for success³ early.** After serving on several search committees with him since, I can say that he's consistently made similar gestures toward other new hires.

¹ Where I was living and teaching at the time.

² I thought they were yanking my chain when they told me it ends with making 20-something spiral-bound, hard copies of the application that have to be Sherpa-ed by the department chair to members of the P&T Committee. Turns out, they weren't. That's when I decided to be the change I wanted to see in the (tenure and promotion) world. #electronicapplications2018

³ I think. We'll see how things go with my application.

Since my arrival at Millersville, Shawn has continued to support and mentor me throughout my probationary period. He's encouraged me to get involved with campus governance by serving on Representative Council, and probably advocated for my appointment to Meet and Discuss; he's been extraordinarily supportive of curricular initiatives of mine, such as co-hosting (and requiring his students to participate in) the end-of-semester poster session I developed for laboratory courses in the Psychology Department; he's helped me navigate all of the departmental/campus systems and processes for which no adequate guidance exists; he's been a particularly effective chair of the Psychology Faculty Development Committee, which is responsible for ensuring that faculty members meet all of their contractual obligations for reappointment, tenure, promotion, and 5-year review (and for writing the associated departmental letters of recommendation); and he is never too busy to offer support and advice when I ~~storm into his office, screaming like a banshee from hell~~ knock on his door during the regular work day or send a text message at 9 pm on a Saturday night. And I'm not a unique case. **Shawn provides similar support for other faculty members, regardless of rank, both within and outside the Psychology department.**

Finally, let me just say that Shawn hasn't just been a selfless and supportive mentor; he's been an unparalleled role model for those of us who are newer to this game. Dude's got a wife and three kids, all under the age of 18, who play on every soccer league under the sun and are involved in what seems like thousands of other extra-curricular activities. He's a regular member of at least two bands that play probably 3-5 gigs per month. He plans and takes (what seem like really fun) family vacations and spends meaningful time with his family and friends. He even has hobbies (ask him about trilobites and ancestry.com⁴). And somehow, he still manages to find time to teach a full (and sometimes, over-) load of courses⁵; *actively* serve on 27⁶ university committees, including Legislative Assembly and APSCUF's Grievance Committee; mentor undergraduates in research; conduct his own (funded) research off campus; and plan and host PASSHE-wide conferences, among other things. I'm not sure if he exists in an alternate universe that has 36-h days or what, but **his active dedication to his family, friends, and job is impressive. It gives me and other junior faculty something to strive for, and I think that benefits both us as individuals and the Millersville community as a whole.**

In conclusion, I would like to reiterate my unqualified support for promoting Dr. Shawn Gallagher to Full Professor. As a junior faculty member, I count myself very fortunate to have someone as invested in and supportive of my professional development as Shawn has been. I sincerely hope that the Committee will recognize his hard work (in this and other areas) and commitment to Millersville University by strongly recommending that he be promoted to Full Professor.

Very respectfully,



Kelly M. Banna, PhD
Assistant Professor / Psychology Department / Millersville University
P.O. Box 1002 / 24 Byerly Drive / Millersville, PA / 17551-0302
Phone: (717) 871-7268 / Fax: (717) 871-2480 / Email: kelly.banna@millersville.edu

⁴ **Do not** ask him about trilobites and ancestry.com.

⁵ And not canned, stagnant courses that remain static from semester-to-semester. He updates his lectures and other teaching materials on the regular.

⁶ *Slight* exaggeration.

**LETTER OF RECOMMENDATION FOR SHAWN GALLAGHER**

August 27, 2017

To the Promotion and Tenure Committee:

I am writing this letter at the request of **Dr. Shawn Gallagher**, Psychology, in support of his application for promotion to Full Professor at Millersville University. I was a faculty member in the Mathematics Department at MU from August of 2007 until January of 2014. I earned tenure in January of 2013 (due to a one-semester parental leave) and was promoted to Associate Professor in August of 2013. I left the university when my spouse accepted a job in Cleveland, Ohio. My current position is that of Full-time Lecturer in the Department of Mathematics, Applied Mathematics, and Statistics at Case Western Reserve University, where I have been employed since August of 2014.

This letter will focus on Dr. Gallagher's role as a mentor to early-career faculty. I am very grateful to be able to say that he served as mentor to me while I was at MU, and even after having left the university, I still consider him a mentor for my academic career. I first met Dr. Gallagher in August of 2010, when we both served on the Undergraduate Course and Program Review Committee (UCPRC). The committee meetings were congenial and actually quite fun (yes, really), while still maintaining a professional atmosphere. As one of the most senior faculty members in the group, Dr. Gallagher was instrumental in creating that tone. It was also clear through the course of our work that he was deeply knowledgeable about the university and its culture.

Like many junior faculty at MU and elsewhere, I struggled with the tenure and promotion process. I was not promoted the first time that I applied, and I turned to Dr. Gallagher for advice for a number of reasons. First of all, he was one of the only senior faculty members outside of my department who genuinely took an interest in my career and went out of his way to help me. Second, he was a great resource for someone whose primary strength was in scholarship. Finally, I knew I could count on him to give me straight answers about the weaknesses in my application within MU's particular academic culture.

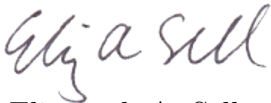
Not only did Dr. Gallagher share his own materials with me, but he also took the time to talk with me about specific ways that I could improve my promotion application. In particular, I recall that he pointed out that my credentials in curriculum development could use some

bolstering, and to that end, encouraged me to submit an application to add the W label to a course that I frequently taught. The course was fully deserving of the W label, but I simply hadn't realized the significance of formalizing it. But beyond the practical advice, I really can't overemphasize how important it was to have the moral support of a faculty member outside of my department.

Through our work on UCPRC, I also became acquainted with some of Dr. Gallagher's other contributions to the university. It is clear that he cares deeply about the students at MU and wants to maintain high standards for their achievement. This was evident in the discussions we had about the Multidisciplinary Studies major, which was proposed while we were serving on UCPRC. There was great concern amongst some faculty, including Dr. Gallagher and myself, that in some circumstances this major could be considered a dilution of the curriculum. As an untenured member of the committee, I was grateful for his leadership on this issue. In addition, I appreciated Dr. Gallagher's role as a strong proponent of collecting and analyzing appropriate data in the decision-making process for university policies.

In conclusion, please consider this letter to be a very strong endorsement of Dr. Shawn Gallagher for promotion. Mentoring other faculty is time-consuming and often "thankless" in the sense that it is difficult to quantify on one's CV, and I hope this letter will stand as a testament to Dr. Gallagher's extensive mentoring activity. He is a person who works tirelessly in support of the best interests of both students and faculty, and is fully deserving of the rank of Full Professor at Millersville University.

Sincerely,



Elizabeth A. Sell

Full-time Lecturer

Department of Mathematics, Applied Mathematics, and Statistics

Case Western Reserve University

Monday October 9, 2017

Dear Promotion and Tenure Committee Members,

It is my great pleasure to write this letter in support of Dr. Shawn Gallagher's application for promotion to full professor. Please consider this my strongest support for his application. I have known Dr. Gallagher for more than a decade now, and have been impressed by his commitment to teaching, undergraduate research, and his service to the university. Shawn has been highly involved in APSCUF governance and university committees, and has established a very strong record of service. In addition, he is highly committed to mentoring and supporting undergraduate research.

Let me first speak about Shawn's service record – in particular, his service on the Undergraduate Curriculum and Program Review Committee (UCPRC). I served as chair of UCPRC from Fall 2009 to Spring 2011. During that time, it was my good fortune that Shawn agreed to run to represent his school. In fact, I asked Shawn if he would consider running for the seat. As chair, I am invested in having a strong and committed committee, and whenever seats open up, I actively encourage and solicit particular faculty members to run for election. I am glad that Shawn not only agreed to run, but was elected as well. From the beginning, Shawn took his responsibilities seriously and contributed a tremendous amount to the committee. I should also point out that Shawn served on the committee prior to the modification of the curriculum proposal system. This was a time when all major proposals came through UCPRC, and we reviewed more than a hundred proposals over the course of the academic year. Shawn was always present at meetings, carefully read each proposal and provided constructive insight and feedback to the proposers. Every committee chair should be lucky to have committee members like Shawn – who take the time and effort to go above and beyond. I had another opportunity to observe Shawn's dedication to service when we served together on the university's Promotion and Tenure committee during the 2015 –2016 academic year. I don't think I need to tell you how much work this committee requires. Shawn impressed me with the carefulness and close attention he paid to each and every single application. He applied his in-depth knowledge of the CBA and the promotion procedures to help guide the committee's work. Shawn took his responsibilities on this committee seriously, and gave each application due consideration.

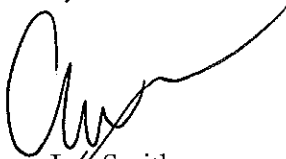
I have also had the opportunity to see Shawn's work and mentorship with the Psychology undergraduate students. I have served on a few Psychology honors thesis committees, and have served as a guest lecturer to the department's Honors Program seminar. As such, I have had an opportunity to observe how Shawn works with and mentor students. Shawn sets a high bar for the students, pushing and mentoring them to be rigorous and innovative in their research designs and approaches. His dedication to undergraduate research is unquestioned, and the students are lucky to benefit from the time and effort he puts forth. Shawn is also thoughtful about ways in which students can benefit from the expertise of

faculty in other departments. It is not unusual for me to receive a visit from a Psychology student, seeking advice about their thesis research, introducing themselves with the statement, “Dr. Gallagher told me to come and talk to you.” In this age of increasing disciplinary fragmentation, it is highly commendable for Shawn to encourage his students to approach their research with an interdisciplinary framework. Shawn has also been a strong advocate of his students learning research methods from other fields as well. As a sociologist, I often conduct qualitative research, utilizing interviews and focus groups. Psychology, as a discipline, relies primarily on the experimental method. Shawn has welcomed my talks on qualitative methodology at the department’s Honors Program seminar, and simultaneously pushed me to think more rigorously about qualitative methods and encouraged the students to be more open-minded about incorporating different research methods. One moment, in particular, stood out to me. At the last talk I presented to the Honors Program students, Shawn commented to the students, “All I’m saying is, a lot of your difficulties with your thesis research could be solved if you incorporate some qualitative research methodology. I know it’s not the norm in Psychology, but it might be very useful for you to learn how to do this.” This speaks to both Shawn’s own ability to think beyond disciplinary boundaries, and to how he continually challenges and mentors his students.

Finally, I would like to note Shawn’s careful advisement with his advisees. Quite a few Psychology majors minor in Sociology, and over the years, Shawn and I have shared quite a few advisees in common. In talking to these students, it is clear to me that Shawn has taken the time and effort to learn about their interests, and their post-graduation plans. He often suggests courses to them that will help strengthen their knowledge in their interest areas – especially courses that they might have overlooked. As with the thesis students, it is not unusual for me to have a student enroll in my class, and introduce themselves with, “Dr. Gallagher suggested that I take this class. I didn’t even know this class was offered.”

It is my opinion that Dr. Shawn Gallagher is fully deserving of promotion to the rank of Professor. He is an asset to the university, and we all – faculty and students – benefit from his teaching, scholarship, and service. Once again, I reaffirm my strongest support for his application to the rank of Professor.

Sincerely,



Carrie Lee Smith
Associate Professor
Department of Sociology/Anthropology
Email: carrie.smith@millersville.edu

Department of Biology
Phone: 717-872-3409
Fax: 717-872-3905

Members of the Promotion & Tenure Committee
Millersville University

July 14, 2017

Dear Committee Members,

I write to offer my strong support for Dr. Shawn Gallagher's application for promotion to Professor of Psychology.

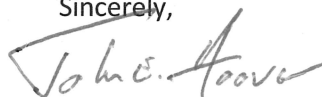
Dr. Gallagher has demonstrated an enduring commitment to the education of students. He has provided excellent classroom instruction, supervised formal research projects, and arranged shadowing opportunities and practical experiences to facilitate student learning. His efforts have benefitted many students, including those outside of the Psychology Department. For example, over a number of years, Dr. Gallagher has given very generously of his time and expertise to Biology majors in the Pre-Optometry option.

The visual system of vertebrates is one of Dr. Gallagher's areas of research and he maintains a collaboration with a local optometry practice, the Eye Doctors of Lancaster. Dr. Gallagher has arranged for pre-optometry students to shadow physicians in the practice and has himself trained them on the basic use of diagnostic equipment. These have been invaluable opportunities for our students to confirm and sharpen their interests in optometry, gain experience working with patients, develop professional relationships that lead to letters of recommendation, and become better prepared for medical school admissions interviews. Even more significantly, Dr. Gallagher has helped some students develop research projects that have led to undergraduate theses, presentations at regional meetings, and at least one co-authored publication.

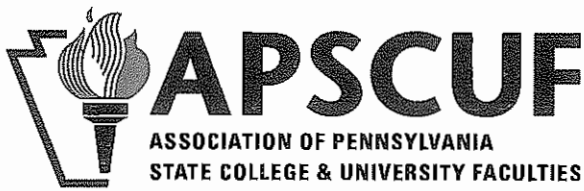
Dr. Gallagher's work with our students has been a significant contribution to the pre-optometry program. Indeed, none of the faculty in the Biology Department are trained in optometry or do research on the visual system so Dr. Gallagher's efforts have filled a real gap. His willingness to work with students outside of his direct area of responsibility is a demonstration of his commitment to the education of undergraduate students and his collaborative spirit, hallmarks of someone deserving of promotion.

Please do not hesitate to contact me directly if you have any questions.

Sincerely,



John E. Hoover, PhD
Professor & Chair of Biology



BLOOMSBURG CALIFORNIA CHEYNEY CLARION EAST STROUDSBURG
EDINBORO INDIANA KUTZTOWN LOCK HAVEN MANSFIELD
MILLERSVILLE SHIPPENSBURG SLIPPERY ROCK WEST CHESTER

24. MILLER

To Whom It May Concern:

In September of 2015, Dr. Shawn Gallagher was appointed to the Association of Pennsylvania State College and University Faculty's (APSCUF) Academic Affairs Committee. He assumed the role of chair of the committee in October 2015. The Academic Affairs Committee is an internal APSCUF committee that is charged with reviewing and monitoring State System policies and recommending policy responses to the APSCUF Executive Council and Legislative Assembly. The committee also monitors national and statewide academic policy and trends and, where appropriate, recommends policy responses to the APSCUF Executive Council and Legislative Assembly. The committee is also tasked with drafting academic policy position statements for the Association.

Since assuming the position of chair, Dr. Gallagher has authored two position statements which were incorporated into the APSCUF policy manual. He has drafted a third position statement, which is currently awaiting feedback from the other committee members.

The first position statement was regarding the purpose and importance of General Education at the fourteen universities. The second position statement was in response to the "Degrees of Value" report produced by The Georgetown University Center on Education and the Workforce which evaluated the Pennsylvania State System of Higher Education in the context of demographic trends within the state of Pennsylvania. The third position statement drafted by Dr. Gallagher is in response to the phenomena of "fake news" and how to address the issue in the higher education setting.

Dr. Gallagher has excelled at this very important task for the Association. I expect him to continue his good work in the future in service to the State System and APSCUF.

Sincerely,

Sara E. Miller
Labor Relations Director
APSCUF



September 15, 2017

University Promotion and Tenure Committee
Millersville University
P.O. Box 1002
Millersville, PA 17551

Dear Committee Members,

It is with great honor that I write this letter for Dr. Shawn Gallagher in support of his application for promotion to Full Professor. I had the fortune of having Dr. Gallagher as a professor for two courses and as my advisor during the journey of my second Bachelor's degree in Psychology. Though to say he was only a professor or only an advisor is an understatement, and in my explanation, I will hopefully do him justice in just how much of an influence he has been on my academic, professional, and personal development in the years I have known him. It is my understanding that for promotion, faculty are gauged on a variety of ways they contribute to their University, through their role as teaching professional, scholar, and community member. My hope is to provide a firsthand account of how Shawn accomplishes and exceeds in these areas.

As a graduate of two degrees from Millersville University, I have experienced the learning environment established from a fair share of professors. From the first class in PSYC 212 Statistics & Design II, I understood that it was going to be a different environment than most I had experienced. Between the ease in the classroom of Star Wars jokes to the firm understanding of high, but fair, expectations for his students, I knew this was a professor I would truly *learn* from. Being a non-traditional second degree student, his patience and willingness to assist me in my full comprehension made a world of difference in my learning. But I know him to offer that same pedagogical engagement with all his students. Being easily approachable and helpful is only the start.

He imbued a desire to explore a curious nature of our subject through his passion and vigor for teaching. I especially realized this when I took PSYC 454 History and Systems of Psychology with him. He would not only impart his passion for teaching such a course, even though it is not even his primary area of research, but he would give his students opportunity and encouragement to elicit their own connection with the material. A particular anecdote describes fully how Dr. Gallagher is a consummate educator, a rock star among the faculty at MU. While exiting class after a particularly interesting lecture in History and Systems, Shawn caught my conversation with a fellow classmate about my longtime interest in insane asylums. In packing up after class, he could have brushed it off or ignored my comments. Instead he stopped me, asked me more about why I found them intriguing and nonchalantly mentioned I ought to consider a research project. He planted the seed of academic growth within my own intellectual curiosity. Then continuing with guidance, that seed went on to become one of my proudest academic moments, five months later presenting a paper on the two hundred year history of the Lancaster County Almshouse and Asylum, as an undergraduate no less, at the Eastern Psychological Association conference to an audience of the top scholars in History of Psychology.

25. RAPP

His vitae is full of additional examples of his own constant curiosity in his field through means of scholarly collaboration. Both with Psychology colleagues, and with students, he somehow finds time in sharing the opportunity of investigating and developing scholarly work that he afforded me as well. To have that experience at an undergraduate level at a mid-size liberal arts state school is unheard of.

Dr. Gallagher is not a professor who comes to class, regurgitates off a PowerPoint, and holds the requisite office hours. This is a professor who defines above and beyond. A professor who truly cares to make sure his students succeed in their coursework. He invigorates students to fully represent their field by getting involved in research endeavors that will make them stand out among alumni, giving them the experience that will lead to successful graduate work or promising careers. But he does so with the kind of guidance that makes the student shine. Through countless discussions and continuing support, he guided me through the graduate application process, and while my first attempt for a meaningful Master's program didn't pan out at the time, he has lit that fire in me to persistently work towards that goal and I am forever grateful for that inspiration.

Through his own advising, Shawn has been influential in my own advising expertise and style and I have had further opportunity to build a partnership with him through our individual roles as advisors. While he advises countless Psychology students, I have been an Exploratory/Undeclared advisor for nearly ten years. In that role, I found myself often working with the students who had been dismissed from the Psychology major for not meeting the retention-in-the-major requirements. Though I know the curriculum, Shawn has always been a collaborative teammate in aiding these students who desire to improve and be admitted back into the major. My post-graduation advisement meetings with him have evolved into casual but constructive conversations about how we can better serve our students through advisement and engagement, especially with an ever-changing and diverse demographic and, with my specific area of expertise now, increasing transfer student population. I am looking forward to continuing that rapport.

Should you have any questions, I can be contacted at 717-871-5937 and I would be happy to contribute any additional information required in seeing Dr. Shawn Gallagher reach his goal of becoming Full Professor and continue his positive impact on our Millersville students.

Sincerely,



Ms. Danielle Rapp

Assistant Director of Admissions for Transfer Students
Undergraduate Admissions Recruitment & Operations
Millersville University '07, '13

Latina/o Studies Program
Phone: 717-871-4367
Fax: 717-871-7942

3/20/2017

Dr. Shawn Gallagher

Psychology

CAMPUS MAIL

Shawn
Dear Dr. Gallagher,

Last spring and fall, Latina/o undergraduate students conducted eight focus groups with Latina/o, African American, and non-traditional students to determine which faculty, administrators, and staff members have been supportive of them. This research was supported by the Provost's Office and the Commission on Cultural Diversity and Inclusion as a direct result of the recommendations from the A-Team to Close the Graduation Gap for African American and Latina/o students. Follow through on the A-Team recommendations has been the responsibility of a newly created steering committee which draws from a variety of different departments on campus. We report directly to the President. I serve a three year term as the chairperson of this group.

I have been analyzing the transcripts from the focus groups to identify patterns in the responses. The first part of the analysis was to generate a list of faculty and staff by area of support provided. You were mentioned as a person who supported students academically.

I am writing to thank you for your support for all students, but particularly for this group of students. As many mentioned in the focus groups, faculty, staff and administrators who take the time to listen to their experiences and go the extra mile to support their success have made a tremendous difference to them. These students appreciate how they have been connected to student employment, scholarship opportunities, and other resources to enhance academic success. You may see this as just part of your job, however, the students identify your support as crucial to their growth as people and as students.

In the near future, I will be contacting you about getting together with other faculty, staff, and administrators so that we can discuss how best to support you and create a culture invested in the success of all students. For now, please accept this letter as my acknowledgment that you are incredibly important to our Latina/o, African American and non-traditional students.

With respect,



Kimberly A. Mahaffy, Ph.D.
Professor of Sociology
Director of Latina/o Studies

Millersville University Promotion and Tenure Committee
Re: Letter of Support on behalf of Dr. Shawn Gallagher, Associate Professor

Dear Promotion Committee Members, Dean Drake and Provost Prabhu:

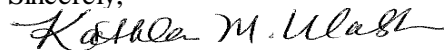
It is my pleasure to write this letter of support for Dr. Shawn Gallagher for his promotion to Professor at Millersville University. I have known Dr. Gallagher for over 10 years as he was one of the first faculty members here to introduce himself and offer support, guidance and collegiality. Since our first meeting, I have been honored to serve on various committees in a variety of professional and academic capacities including serving together as members of your esteemed committee. I must say that he is one of the most **motivated, inspirational, committed, leaders**, and human being that I have had the pleasure of knowing in my lifetime.

Dr. Gallagher is a gifted teacher, scholar and orator, among others. During the countless hours that we spent reviewing the exceptional work of our colleagues, I noted that Dr. Gallagher always went above and beyond to not only review each candidate's application, supplemental materials and support documents; he was also able to articulate the value of each candidate's contributions in a meaningful and genuine manner. Additionally, he took time to explore and reflect on the overall process to help make things better for future committee members and candidates alike. Dr. Gallagher was often the first person to raise points for consideration regarding our process and provide evidence of best practices/protocol elsewhere. He attended every single meeting of the committee and all voluntary support meetings for coordination before and after our time of service. In the past ten years, I have witnessed no one more professional or more dedicated to his colleagues in higher education, to student focused learning, research and success than Dr. Gallagher.

Dr. Gallagher embraces our teaching-scholarship-service model; he excels and exceeds all expectations with a synergy across all three areas. I have heard first hand from countless students within his discipline and outside of his discipline who have been challenged, inspired, and motivated by their interactions with Dr. Gallagher. Be it as supervisor of undergraduate/graduate research projects, faculty mentor, service committee, scholar, or musician (he has a great fall back if we are ever on strike again!!!!), he gives 110% to everything while simultaneously cultivating time for his family and community.

Dr. Gallagher is an amazing colleague, mentor, teacher and friend. He is dedicated to our public mission and provides unconditional support to all. He is among the first people that I consult with when I have questions concerns or am at a loss for direction. Over the years, he has been a dedicated member of our APSCUF Grievance Committee - particularly in matters aimed at supporting the Social Justice Committee - Rep Council, among others. These committees are time and work intensive. And, I know first-hand that he would sacrifice his personal time and space for our benefit in service to our university and community. I consider Dr. Gallagher among the brightest, most hopeful, compassionate, and hard-working, professionals that I have had the pleasure of meeting in my 20 plus year professional career. I believe that he is a complement to our community and Millersville University and I recommend him highly and without reservation to the rank of full Professor. If you require further information, or if you would like to discuss this recommendation in greater detail, please feel free to contact me via email at kat.walsh@millersville or 717-871-4896 or by personal cell phone 410-207-2285.

Sincerely,



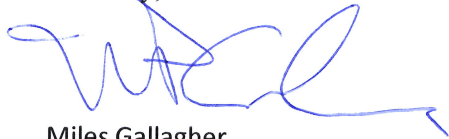
Kathleen M. Walsh, PhD, LCSW
Associate Professor/BSW Program Coordinator

Department of Athletics
Phone: 717-871-7694
Fax: 717-871-7691

Promotion Committee:

This letter serves as an endorsement for promotion of Dr. Shawn Gallagher, Millersville Department of Psychology. Dr. Gallagher has served in multiple capacities to support the Department of Athletics including grievance representative for coaching faculty and faculty advisor to the men's basketball team. As the faculty advisor, Dr. Gallagher serves as a liaison and mentor between the basketball program and faculty on campus. In this role, he made an immediate impact in a program with historic academic issues and students on the roster from underrepresented populations. The men's basketball program in 2016-17 increased retention and team GPA. Dr. Gallagher is a valued member of the campus community and goes above and beyond to serve our students. I fully endorse Dr. Shawn Gallagher for promotion.

Sincerely,



Miles Gallagher
Director of Athletics
Millersville University



Richard Carlson (814) 863-1736 - phone
Department of Psychology (814) 863-7002 - fax
The Pennsylvania State University
445 Bruce V. Moore Building
University Park, PA 16802-3104
racarlson@psu.edu

May 19, 2017

Dear Colleagues,

I am writing to provide an evaluation of Dr. Shawn Gallagher's published scholarship on the teaching of psychology. Dr. Gallagher worked in my research lab as an undergraduate, and in the past few years we have renewed our acquaintance and met and corresponded a bit, mostly talking about our experiences in psychology education.

Dr. Gallagher shared with me four published examples of his scholarship. The first of these (Hallock et al., 2017), published in the *Journal of Undergraduate Neuroscience Education*, reflects the involvement of an undergraduate student in a collaboration exploring the relation between a recently popular topic in human memory research, survival processing, and an evolutionarily important form of memory, memory for taste. Survival processing is the idea that individuals will have superior memory for information that is clearly relevant for survival, indicating the tuning of memory to adaptive function. Though the results were somewhat ambiguous, this is a very clever study that nicely combines classic and contemporary ideas in the study of memory. It is a great example of student engagement in research, and could serve as the basis for a classroom or laboratory exercise illustrating both memory principles and important aspects of research methods.

The second paper is a published review of a recent book designed to illustrate common topics in introductory psychology courses by providing examples of classic studies. Dr. Gallagher's well-written review provides a balanced evaluation of the book's strengths and weaknesses. He offers important caveats for faculty members who might select the book on the basis of the author and publisher's while clearly outlining its value and appropriate contexts for assigning the book.

The third paper (Gallagher & Hoefling, 2013) describes a laboratory demonstration based on a classic experiment examining size-distance scaling, the relation between size and depth perception. The paper describes in detail an experimental arrangement that should be easily achieved in many office or laboratory settings, and does a very nice job pointing out potential pitfalls in setting up the demonstration. The data are analyzed using statistical techniques easily accessible to undergraduate psychology students. Importantly, and unlike many "demonstration in a box" examples available to instructors, the paper also reports an assessment and analysis of the pedagogical effectiveness of the demonstration.

29. CARLSON

The final paper (Gallagher & Cook, 2013) I reviewed reports a study of the validity of a commonly-used assessment of undergraduate psychology program, the Major Field Test published by ETS. This carefully-designed and detailed study demonstrates that this assessment has little validity for evaluating the quality of undergraduate programs in psychology, instead primarily capturing the general academic ability of students. At a time when demands for assessment and accountability are increasing, this is a very important finding. In fact, this article, which appeared several years ago, has been influential in shaping our own assessment efforts at Penn State, leading us to develop our own focused assessments of our program goals rather than relying on a commercially-available standardized assessment.

I enjoyed reading these papers, a couple of which I had previously seen. All are clear and well-written, and very relevant to educators working in undergraduate psychology programs. While one could always ask for more, I found little to criticize. These papers represent valuable contributions by Dr. Gallagher, and reflect a very thoughtful approach to documenting effective approaches to undergraduate psychology.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Carlson". The signature is fluid and cursive, with a prominent initial "R" and a long, sweeping tail.

Richard Carlson
Professor of Psychology



Center for the History of Psychology
In Association with the Smithsonian Institution

August 29, 2017

Dear Colleagues:

I have reviewed the scholarly record of Dr. Shawn Gallagher as part of his candidacy for promotion to full professor at Millersville University.

Professor Gallagher has a solid record of teaching, scholarship, and service given the aims and purposes of Millersville University. As a teacher of psychology, he teaches the most difficult courses in the curriculum: statistics and research design, and sensation and perception. Students often come to psychology with the belief that it is all about "helping others." To be able to lead students to an understanding and appreciation of psychology as a science takes tremendous teaching skill. Dr. Gallagher brings students to an understanding of the basis of psychology as a science through engaging, interactive, and lively content that truly sets him apart. He carries his passion for teaching and caring for students outside of the classroom and into the professional world. I've met with Dr. Gallagher and his students at a number of regional conferences in psychology where his students are presenting research and Dr. Gallagher is always alongside them to help and encourage. He is an exemplar of the university professor.

His work in the history of psychology is original and a contribution to the historical record of psychology in America. Dr. Gallagher's recent journal article on the life and work of E. G. Boring is a good example of his scholarship. He takes on one of the icons of American psychology and surveys a broad and complex literature to offer new insights. To be published as the single author in the *American Journal of Psychology* (America's first journal of psychology) is a positive statement that his work is important.

Dr. Gallagher's work in behavioral neuroscience is certainly admirable. Not only does he attract grant funding, he has been able to involve students in work that has real-world benefits to people suffering from visual deficits.

Dr. Gallagher has been generous in his service to his colleagues at the state level through APSCUF, and has given countless hours to his department, college, and university.

I believe that the best predictor of future behavior is past behavior. By all indicators Professor Gallagher has distinguished himself as an able teacher, researcher, and

30. BAKER

contributory faculty member. I would welcome him as a full professor in my university department. A faculty member who is an outstanding teacher, skilled researcher and author, and reliable colleague is worthy of promotion. I look forward to his continued contributions to the field.

Sincerely,



David B. Baker, Ph.D.

Margaret Clark Morgan Executive Director

-Drs. Nicholas and Dorothy Cummings Center for the History of Psychology

Professor of Psychology

The University of Akron



Promotion and Tenure committee
Millersville University
Millersville, PA 17551

June 30th, 2017

Re: letter of recommendation for Dr. Shawn Gallagher

This letter is to give my enthusiastic support for the application for promotion by Dr. Shawn Gallagher, Associate Professor of Psychology, Millersville University. As a vision research scientist at Penn State Hershey College of Medicine since 1995 I have known Dr. Gallagher for many years and feel I can be a good judge of his recently published scientific papers as well as his mentoring of Millersville University students.

Dr. Gallagher is clearly an excellent mentor to Millersville students, often encouraging them to step beyond the confines of the college to learn about vision research and to present their work. He has frequented numerous research events in Hershey, sponsored by Penn State University, along with his students who have presented their work to our predominantly clinical research and graduate school audience. For example, he has attended several of our annual Vision Research Day meetings, held by the Eye Center of Penn State College of Medicine, along with his students interested in vision research. In some cases they have contributed presentations at this conference, which aims to share local vision and eye research with a wider audience (for example: Madison E., 2016, Self-Perceptions and the Influence of Priming Effects on Psychology Majors' Visual Acuity and Math Performance). I note that his students have also presented their research at our Society for Neuroscience local chapter meeting (Shenouda, M.S., 2007, The use of Microsoft PowerPoint to control stimulus presentation in even-related potential (ERP) experiments). I'm very happy to continue this educational/mentoring collaboration with Dr. Gallagher, which provides a broadening experience for everyone involved.

Dr. Gallagher's publication record is solid evidence that he has maintained an active role in eye research during his career at Millersville. He has maintained numerous collaborations and made major contributions to the clinical and basic research fields; publishing in well-respected journals. The 2009 study published in *Cornea*, for instance (Sugar et al, 2009, *Cornea*; 28:981-985), reported the results of an important clinical study to assess the donor and recipient characteristics that may influence graft survival after corneal transplant. The study helped to eliminate some of the potential explanations for corneal graft failure, which is now the most common transplant procedure in the USA, despite the limited knowledge about the long-term outcomes. I believe that Dr. Gallagher's current work includes a longitudinal follow-up study on



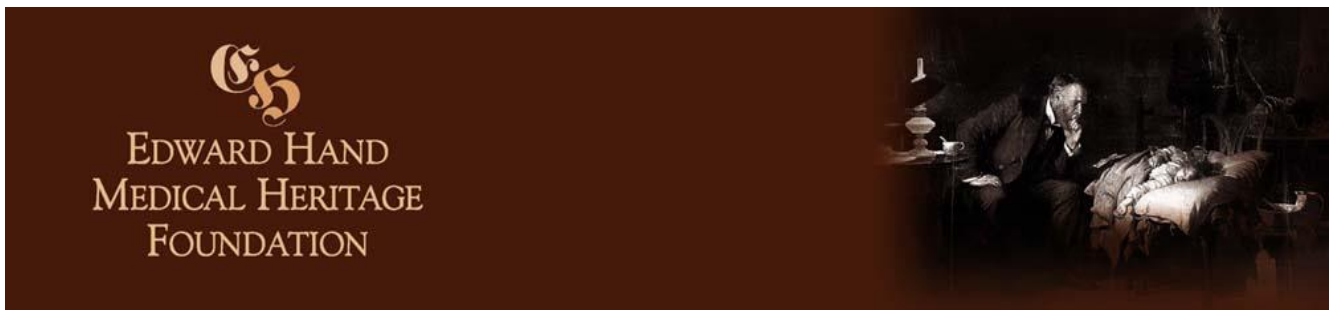
corneal graft survival, including a study to determine the effect that chemotherapy in donors with cancer may have on corneal graft cell density and long-term graft survival after transplant. This important work will determine whether chemotherapy should be considered an exclusion factor when selecting corneal tissue for transplant.

In reviewing his publications it is important to note that Dr. Gallagher is diligent to include his students as authors whenever appropriate. A good example is his publication from 2007 (Gallagher et al, J. Lancaster Gen. Hospital; 2: 108-113), which incorporated two students as authors. This study examined the genetic lineage of a local Mennonite family affected by pigment dispersion syndrome, which can cause early adult-onset glaucoma and vision loss. This disease causes the abnormal release of pigment from the iris, which then blocks outflow channels for the fluid in the anterior chamber of the eye. The study found that the disease is carried by an autosomal dominant mutation, enabling genetic counseling to help members of the family (and others) in the future. This type of study is fundamental to our understanding of human disease; leading to better detection and diagnosis as well as identifying ways to understand the underlying molecular dysfunction. Being involved in this study must have been an incredibly valuable experience for Dr. Gallagher's students.

On a personal note I must add that I consider Shawn Gallagher a good friend as well as a colleague. I have enjoyed his company on many occasions and consider him something of a "Renaissance Man", being a talented musician in addition to being able to hold lively conversation on many subjects beyond his specialty. His intellectual flexibility is well illustrated by the recent monograph he wrote on Edwin Boring's contributions to *The American Journal of Psychology* (AJP, 130: 149-162), which is not only expertly written but also an entertaining read. In all ways Dr. Shawn Gallagher exemplifies the archetypal liberal arts professor. He is fully immersed in his subject matter and able to share enthusiasm for knowledge with students and colleagues alike. The truest measure of a good teacher is the ability to clearly communicate complex information to a broader audience; a talent that Dr. Gallagher possesses in abundance. I can heartily recommend him for promotion without reservation.

Yours sincerely,

Alistair J. Barber, Ph.D.
Associate Professor in Ophthalmology, Cellular and Molecular Physiology,
and Neural and Behavioral Science
Associate Director of Basic Research, Penn State Hershey Eye Center



Preserving the History of the Healing Arts

P. O Box 10302
Lancaster, PA 17605

08/28/2017

Millersville University
1 South George Street
Millersville, PA 17551

To the Members of Millersville University Promotion Committee:

I am delighted to write a letter in support of Dr. Shawn Gallagher's promotion application. I have known Shawn since 1990, when immediately following his graduation from college, he applied for employment in my ophthalmology practice. He worked for me as an ophthalmic technician for approximately four years. During that time, he rapidly learned the required technical skills, and he also excelled at interacting with patients and staff. It was clear from the beginning that he was destined for better things.

Shawn left our practice for graduate school. I would like to think that his decision to pursue research in vision was in some small way related to the positive clinical and research experiences he had in my office, along with his curiosity to learn more about why things happen and what can be done about them. We have maintained a productive collaborative research partnership for nearly three decades and published papers in many of the top ophthalmic journals including *Ophthalmology* and *Archives of Ophthalmology*. Shawn and I are passionate about the importance of evidence based medicine, and most of our research has been aimed at improving clinical eye care. Shawn's interest in refractive surgery (LASIK) led to a collaboration extending over a period of about eighteen months during which we developed an on line surgical method to help surgeons run the calculations necessary for the procedure. This method earned us thanks and praise from physicians around the world, as well as a U.S. patent.

Our most recent and ongoing collaboration is a project based on our involvement as one of only 100 centers in the United States taking part in the national collaborative corneal donor study. Shawn served as both the primary contact person in our office for the national study, and a statistical consultant for the national study. Hidden within the national study, Shawn saw data that suggested to him that chemotherapy might have an adverse effect on corneal survival following transplantation. At the same time, I became concerned that corneal surgeons such as myself might be using donor corneas that either should not be used due to prior damaging exposure to chemotherapy, or were avoiding using and therefore wasting precious corneas that had been exposed to prior chemotherapy, but with no evidence based reason that chemotherapy is harmful to the cornea. Knowing the answer to this quandary,

32. HALPERN

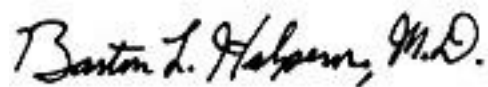
regardless of what the answer is, is clinically important to both corneal surgeons and oncologists! This led us to propose a collaborative study on “The Impact of Chemotherapy on Corneal Endothelial Cells.” We presented our proposed study at the Anne B. Barshinger Cancer Institute in Lancaster. The head Oncologist, Randall Oyer, M.D., was impressed, indicated that the institute would like to participate in our study, and in addition, encouraged us to apply for funding. We were awarded nearly \$25,000 in the form of a Von Hess Grant, to pursue this clinical research. To date, Shawn has done almost 100% of the work in overseeing the research at the cancer center. Despite the difficult time in the lives of these cancer patients, to date almost 100 patients have been recruited for the study, and many of the patients have been involved in the study for over 1 year. Shawn receives no compensation. All the funding is used to train and compensate cancer center staff to use a high-power “specular” microscope to examine the corneal endothelial cells in the eyes of patients receiving chemotherapy. The results of this study may affect if and how corneal tissue from cancer patients who have received chemotherapy, is donated to patients in need of corneal transplants.

Although I am not a direct witness to Shawn’s teaching, I am a witness to some of his results. Shawn regularly, and on his own time, brings Millersville's pre-optometry students to the clinic at Eye Doctors of Lancaster, an ophthalmology practice that I built and directed until my recent semi-retirement. Some of these students come to shadow physicians and acquaint themselves with the equipment and clinical environment, while others develop research projects that they have competently presented at professional meetings that we have organized. By the time the students make these presentations, they are as informed on the topic as the seasoned eye doctors in the audience. While directing the practice and these professional meetings, I have always given Shawn my complete trust. I have never screened these students myself, or worried that they would demonstrate anything but exceptional professionalism. These students are fortunate to have someone so willing to dedicate himself to their education and professional development. I’m never surprised to hear that these students excel, going on to earn high honors at the Pennsylvania College of Optometry. Likewise, I am always pleased to see when those students, like Dr. Amy (Bartal) Desmond, D.O., return to practice in the Lancaster area. Your eye doctor may have been Dr. Gallagher’s student!

Dr. Shawn Gallagher embodies the investigative and pedagogical skills that I would expect from a veteran professor and I believe he has demonstrated far more than the essential qualities of a full professor. He is also an exceptionally nice person!

I would be happy to discuss his accomplishments in more detail.

Sincerely

A handwritten signature in black ink that reads "Barton L. Halpern, M.D." The signature is written in a cursive, flowing style.

Barton L. Halpern, M.D., F.A.C.S.
Managing Partner of Eye Doctors of Lancaster 1979-2015
Vice President, Edward Hand Medical Heritage Foundation



Education Directorate

October 11, 2017

Shawn P. Gallagher, PhD
Associate Professor
Department of Psychology
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

Dear Dr. Gallagher,

We are writing to extend our thanks and sincere appreciation for your ongoing assistance with the renovation of the APA Online Psychology Laboratory (OPL). As a member of the OPL Advisory Committee, your participation and insightful comments throughout this process have been very important. Your help in communicating how educators are using the online experiments, the datasets and the additional teaching resources we have on the site have been particularly valuable to our team. Your willingness to participate in electronic discussions and Skype meetings this year has provided us with an important perspective as an educator who has used OPL in the classroom to teach research methods.

Over the course of the coming months, we will be in touch with the OPL Advisory Committee with additional requests for assistance with testing the renovated experiments on the new beta site. Your feedback throughout the testing process and with ensuring the functionality of the new mobile-friendly versions will be extremely helpful.

On behalf of everyone on our team who has been involved in this year-long project, thank you for your contributions to this effort. We are grateful for your help and your time throughout this process.

Sincerely,

Jim L. Diaz-Granados, PhD
Executive Director of Education
Education Directorate

Robin Hailstorks, PhD
Associate Executive Director and Director,
Precollege and Undergraduate Education

