Message from the Dean, Dr. Denise Ohler

Dear College of Science & Health Professions Students, Faculty, and Staff,

We are approaching the end of fall semester 2020 at the end of a year like no other. I congratulate you for your persistence, tenacity, and resilience. Some of us perceive all of this as a challenge to be overcome, while others might simply feel overcome and exhausted. Either way, there is light at the end of the tunnel.

Despite a year of political turbulence, weather extremes, racial unrest, and a pandemic, the institution of higher education perseveres. We have participated in a major transformation of its delivery in the familiar format of lectures and labs to the ubiquitous asynchronous and synchronous Zoom classes. We now have an opportunity with the potential of integrating with Clarion and California Universities to contribute to a newly created institution that will offer additional pathways for growth. A recent article in the *Chronicle of Higher Education* noted that a 2019 Kaplan Inc. survey of 2,000 parents found that 74% favor a pathway for students to go straight from high school to a full-time job while taking college classes. As we make painful decisions to balance our budget, we must be open to programming that meets student and workforce needs.

I recently met with the College of Science & Health Professions Advisory Board. What an esteemed group consisting of physicians, chemistry professor, environmental educator, speech language pathologist, systems analyst, psychologist, and others! Their accomplishments are stunning and life-changing, including research on the COVID vaccine. These are former students who walked our hallways, met in our offices, studied in our classrooms, and lived in our residence halls making their mark in the world in 2020, still cherishing their memories of Edinboro University. We are so fortunate to have their advice and support.

It would be easy to feel fatigue and discouragement right now. But we are Fighting Scots with our characteristic grit and determination. I urge you to continue to maintain high academic standards and integrity, to continue to protect yourselves and others, and to bolster and renew your spirit and resolve.

I extend my sincere best wishes to each of you and your families for a happy and healthy Thanksgiving, holiday season, and winter break!

Respectfully,

*Dr. Denise Ohler*
Dean
A Vision for the Future

This fall, Pennsylvania’s State System of Higher Education’s Board of Directors voted unanimously to move forward on plans to integrate Edinboro University, Clarion University, and California University as part of PASSHE’s plan for System Redesign. Edinboro, along with other PASSHE universities, have been facing lower enrollment rates for the past 10 years. President Huang is optimistic about this change:

“Imagine the synergies to be found by combining our resources, the interdisciplinary programs that might be possible and the clusters of course offerings that may be configured to create an innovative, self-designed major. Envision the doors to be opened through new experiential learning opportunities, while introducing students to an increased range of faculty expertise. Consider the powerhouse that will be Western Pennsylvania’s second-largest university as collectively we partner with economic development groups to create jobs for our regions and then prepare students for those jobs.”
Throughout the rest of the year, staff at all three institutions will continue to collaborate to figure out what exactly integration will look like. The strengths and weaknesses of each university are being considered so the three institutions can decide in which ways they can best compliment one another. President of California University of Pennsylvania, Geraldine Jones believes “A partnership among California, Clarion and Edinboro has the potential to create a powerhouse.”

“We are excited and optimistic about the opportunities that will present themselves through the integration of Edinboro University with California and Clarion Universities. We will be able to build on the strengths of our collective faculty and academic departments to create synergistic options for students that open doors for their study and future careers.” - Dr. Denise Ohler

Chancellor Dan Greenstein stated in an October meeting with lawmakers that bringing together these particular universities made sense because of their geographic proximity to one another, program alignment, and potential student growth opportunities. Leadership from the three universities agree that there is large potential for offering robust, affordable, and career relevant online programs.

With further board approval in 2021, there will be a 60-day period where the public can participate in two public hearings. During this time the integration plans will be open to changes that are suggested by attendees. Once the plan is reassessed, it could be approved as soon as July, which would mean students would enroll in the integrated universities by Fall 2022.

President Huang wrote to students, “While the integration will bring change to Edinboro, Cal U and Clarion, the mission we serve will remain the same. As has been true for more than 160 years, Edinboro students will continue to prevail in the midst of sometimes blustery headwinds, both literal and figurative. Late nights spent creating art will go on. Reflections of fall, in all of its splendor, will be seen in the ripples of Edinboro Lake in the years ahead. And yes, the sounds of bagpipes will linger... The mission we serve is critical. What a tremendous privilege it is to help students find their vocations, their passions and their voice. Together we will work with our neighbors to the south and east to draw from the richness of our pasts, shifting the prism a bit to create a vision for a different future.”
Describe your academic background and anticipated date of completion of this program.
“I am a 2017 graduate of EUP. I hold a Biology BA with an Honors program designation and a concentration in pre-physician assistant sciences. I graduated Cum Laude with a 3.49 GPA.”

When did you decide to become a STEM teacher and what motivated you to do so?
“In all honesty, I never considered teaching as a career choice until this grant was offered to me. It was my plan to go on to medical school. During my last three weeks of my undergraduate program, I had my 6th relapse of Hodgkin's Lymphoma which took medical school off of the table for me. The grant was offered while I was recovering. While I was considering the Noyce opportunity, I realized that teaching was a great place for me!”

Jennifer Davis

“This is a photo of my son and I. Nate is 10 years old and 5th grader in the General McLane school district. He is a budding scientist himself! He wants to be a meteorologist when he grows up. We love to build robots together. He is absolutely my inspiration for becoming a Biology teacher!”

“The Noyce award provides new and unique opportunities for Scholars, such as a year-long capstone experience in a high-need school district, practice of culturally responsive strategies, behavior modification and innovative teaching strategies, urban and rural education experiences, and early employment training through student employment options.” Read more..
What about your background should contribute to your success as a STEM teacher?
“I was a tutor throughout high school, frequently tutoring students in subjects that were a year or two ahead of classes that I was actually taking. While I was an undergrad, I was often the go-to person that others to come to for clarity on tough subjects. I led study groups for several of my 300 and 400 level courses. I truly loved the responsibility that came along with teaching my peers our material. Seeing my friends get an "ah ha" moment is very rewarding.”

What are some of your professional goals (short-term and long-term)?
“Short-term, I plan to finish my teaching certificates in May 2021 and find a teaching position locally. Long-term, I’d like to find a district where I can help develop or rehabilitate a struggling science program using my expertise in a wide range of subjects. It has become especially clear to me, recently, that equitable science classrooms are extremely rare and not always as well-designed for inclusivity as they ought to be. I’d love to design and implement new and effective strategies that make inclusivity the standard procedure in all classrooms.”

How has the Noyce scholarship contributed to your decision to enroll in this program at Edinboro University?
“Without the Noyce scholarship, I would never have been able to enroll in the Teacher Leadership Master’s program. Between my courses last semester and my summer sessions, I am absolutely confident that I belong in a classroom. Science is important. I cannot stress how very important science is. Every single day, I look at the news and realize just how little the general population understands about scientific theory. It is my responsibility to ensure that the next generation of kids has a better grasp on how the world works!”

“I think teaching young students to question what they see and encouraging them to learn about the world around them entices them to become better people.”

“Mz. Frizzle and Bill Nye have always been my personal role models. I think teaching young students to question what they see and encouraging them to learn about the world around them entices them to become better people. Mz. Frizzle and Bill Nye absolutely did that for me when I was a kid, and I hope that I can do that for my future students! I am currently working on teaching certifications for Biology, however, I plan to pursue certifications for chemistry, physics, and mathematics in the future.”
College of Science and Health Professions

Denise Ohler, Ed.D.
Dean
ohlerd@edinboro.edu

Naod Kebede, Ph.D.
Chair – Chemistry
nkebede@edinboro.edu

Craig Coleman, M.A., CCC-SLP, BCS-F
Chair – Communication Sciences and Disorders
ccoleman@edinboro.edu

Nina Thumser, Ph.D.
Chair – Biology and Health Sciences
nthumser@edinboro.edu

Anne Quinn, Ph.D.
Chair – Mathematics and Computer Science
quinna@edinboro.edu

Victoria Hedderick, D.Ed., RN
Chair – Nursing
quinna@edinboro.edu

Brian Zimmerman, Ph.D.
Chair – Geosciences
bzimmerman@edinboro.edu

Gary Levine, Ph.D.
Chair – Psychology
glevine@edinboro.edu

William Koehler, Ph.D.
Chair – Social Work
ewkoehler@edinboro.edu

Richard Lloyd, Ph.D.
Chair – Physics and Technology
rlloyd@edinboro.edu
**Want to be featured in the newsletter?**

Are you a CSHP alumna, current student, or faculty member?

Do you know someone who should be featured in the newsletter?

Examples of content include, but are not limited to:

- New faculty bios or interviews
- Student awards, scholarships, or honors
- Faculty grants, publications, and/or presentations
- Upcoming site visits by accrediting bodies (and reports after they leave)
- Study or service abroad
- Group/individual performance on licensing exams or graduate admissions
- Lab or clinical facilities and equipment and how they are utilized
- Upcoming alumni or other guest visits/presentations
- New programs or curriculum updates
- Profile of students and alumni
- Student research or internships

Contact cs hp@edinboro.edu for more information.
Alumni Interview: Meagan White

Where did you grow up? When did you graduate from Edinboro and what did you study?

“I grew up in Erie, PA and graduated from Edinboro in 2008. I studied nursing and graduated with a BSN (Bachelor in Science of Nursing).”

What brought you to Edinboro for undergrad?

“I actually completed a year at a different local university, Allegheny College, in Neuroscience before transferring to Edinboro. Although I was doing well, my grades were high, and I enjoyed the university, I knew I had chosen the wrong major. Since my mom was a nurse and I had experience working in high school as a nurses aide, I knew enough about the field to recognize it was the right fit for me. This time I asked an expert nurse, my mom, to help me choose a program. We chose Edinboro over the many other local choices for nursing because it was an affordable four-year degree program and we both valued that most of the teaching faculty at Edinboro were also still working as nurses or nurse practitioners in our local hospitals. My mom was familiar with many of the faculty as they were her colleagues in the field. They were also one of the only programs to respond to my inquiries, answer my calls, or offer guidance about the transfer process! Most others would have a generic admissions counselor but at Edinboro I was able to speak with the expert faculty themselves after applying. With quick and diligent planning, I was able to transfer in as a freshman with many of my science prerequisites already complete.”

What was it like coming back to Edinboro as a faculty member?

“It was an amazing opportunity and one that I will forever be grateful for! It didn't occur by happenstance though; I had become connected to the community and the department while in undergrad in such ways that the faculty remembered my dedication. I had volunteered at local health services in Edinboro (like the Women's Shelter), been an officer in our active undergraduate student group, and delivered our program's graduation speech. After graduation I worked at a hospital in Erie where I regularly interacted with my maternal/childhealth faculty member and precepted her Edinboro students! She continued to mentor me and eventually helped me choose the path of a graduate school program aimed at teaching undergraduate nurses. My Edinboro mentor, Janet Newcamp, allowed me to complete my teaching practicum with her in my last graduate course and shared that she would be retiring. Jan encouraged me to apply for the position and coached me through my nerves.”
“The Edinboro nursing faculty immediately welcomed me to the position and the mentoring continued from all. I had many questions about teaching both classroom and clinical courses and sought out, was open to, and respected their guidance. In turn my past teachers, now colleagues, gave me so many invaluable opportunities to serve and grow. I was able to become the faculty sponsor of our nurses group and partnered with students to grow their work immensely, serve on the department’s curriculum committee during a time of significant change, and develop a new course to help ensure student success on their licensure exam. Their guidance in those years changed the course of my life. Just one quick example - the department chair counseled me to “go for the gold” and pursue my Ph.D. in Nursing from another PASSHE school, Indiana University of Pennsylvania. He connected me with other faculty at Edinboro who knew of the program and all together, they supported me through my acceptance and first year of study!”

**What is your current occupation?**

“I am still a registered nurse; however, I no longer take care of patients directly. After completing my Ph.D. and moving from Edinboro to Washington D.C., I was hired at the American Nurses Association - the professional organization serving to advance and protect nurses nationally. I now help to lead the Practice Transition Accreditation Program (PTAP) for an entity of ANA, the American Nurses Credentialing Center. As the senior operations manager of our team, I collaborate with our Director and manage nurses nationally as we recognize RN Residency, RN Fellowship, and APRN Fellowship programs. Essentially RN Residency programs help ensure that new nurses have the support they need as they transition from school to practice. My passion for nursing education and experiences at Edinboro and IUP helped prepare me greatly for the leadership role.”

**What have been some highlights from your career so far?**

“There have been many - some mentioned above that happened early on at Edinboro. It has also been amazing to see the students I taught at Edinboro succeed in their careers - the biggest compliment I receive is that "my" students were the most prepared, the most respectful, or the overall best nurses hired by my past healthcare organization.”

“While pursuing my Ph.D. from IUP I also had many amazing highlights including publishing my first peer-reviewed journal article, presenting at numerous national/international conferences, and receiving a prestigious recognition in nursing as a Jonas Nurse Scholar. After graduation my career continued to flourish as I was promoted to manager of PTAP and have since published numerous articles, including research studies, and continue to present at influential nursing conferences. I also helped develop our national (soon to be internationally tested) standards for nurse and nurse practitioner post-graduate programs. Most recently I collaborated with our director to garner recognition from the federal Department of Labor as the only nationally recognized entity for nursing transition-to-practice programs. This new relationship will help us grow the profession of nursing and possibly lead to funding for educational practice programs.”

**What advice do you have for current nursing students at Edinboro?**

“I’d have a lot of advice and would be willing to help any Edinboro nursing student if I were able. Some advice I offer globally now would be:

Avoid appeal in the path of least resistance. I could have given-in to defeat of that failed first-year major and either stayed in a degree program I wasn’t suited for OR transferred to an "easier" or shorter nursing program.

Regularly seek the guidance of experts in your field; Find, and treasure, mentoring relationships. All of my achievements can be attributed to mentoring relationships that I sought out at different stages of my career. You are the driver of your mentoring - actively seek out potential guiding relationships, ask the individual(s) to mentor you, and follow up on their guidance/support.

Get, and stay, involved. There are endless opportunities at Edinboro to serve the university and the local community. Building relationships in service to others will only strengthen your character, resolve, and passion for your area of study. All of these things are vital to your long-term success!”
What is an education at Edinboro worth? When comparing Edinboro graduates incomes 10 years after graduation, they make significantly more than high school graduates. Visit the PASSHE website for more information.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
<th>Count</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Support Specialists</td>
<td>12%</td>
<td>(88,800)</td>
<td>$51,470</td>
</tr>
<tr>
<td>Computer System Analysts</td>
<td>21%</td>
<td>(118,600)</td>
<td>$85,600</td>
</tr>
<tr>
<td>Conservation Scientists and Foresters</td>
<td>7%</td>
<td>(3600)</td>
<td>$60,220</td>
</tr>
<tr>
<td>Database Administrators</td>
<td>11%</td>
<td>(13,400)</td>
<td>$81,710</td>
</tr>
<tr>
<td>Dentists</td>
<td>18%</td>
<td>(26,700)</td>
<td>$158,310</td>
</tr>
<tr>
<td>Environmental Scientists and Specialists</td>
<td>11%</td>
<td>(10,200)</td>
<td>$67,460</td>
</tr>
<tr>
<td>Genetic Counselors</td>
<td>29%</td>
<td>(700)</td>
<td>$72,090</td>
</tr>
<tr>
<td>Geoscientists</td>
<td>10%</td>
<td>(36,400)</td>
<td>$89,700</td>
</tr>
<tr>
<td>Health Services Manager</td>
<td>17%</td>
<td>(56,300)</td>
<td>$94,500</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>6%</td>
<td>(55,900)</td>
<td>$57,200</td>
</tr>
<tr>
<td>Hydrologists</td>
<td>7%</td>
<td>(500)</td>
<td>$79,550</td>
</tr>
<tr>
<td>Information Security Analyst</td>
<td>18%</td>
<td>(14,800)</td>
<td>$90,120</td>
</tr>
<tr>
<td>Line Installers and Repairers</td>
<td>6%</td>
<td>(13,700)</td>
<td>$61,430</td>
</tr>
<tr>
<td>Mathematicians</td>
<td>21%</td>
<td>(700)</td>
<td>$111,110</td>
</tr>
<tr>
<td>Mechanical Engineers</td>
<td>5%</td>
<td>(14,600)</td>
<td>$83,590</td>
</tr>
<tr>
<td>Medical Lab Tech</td>
<td>16%</td>
<td>(52,100)</td>
<td>$50,550</td>
</tr>
<tr>
<td>Mental Health Counselors</td>
<td>19%</td>
<td>(31,400)</td>
<td>$43,190</td>
</tr>
<tr>
<td>Microbiologists</td>
<td>4%</td>
<td>(800)</td>
<td>$67,550</td>
</tr>
<tr>
<td>Network &amp; Computer System Administrators</td>
<td>8%</td>
<td>(30,200)</td>
<td>$77,810</td>
</tr>
<tr>
<td>Nuclear Medicine Tech</td>
<td>2%</td>
<td>(300)</td>
<td>$73,360</td>
</tr>
<tr>
<td>Nurse Practitioners</td>
<td>31%</td>
<td>(53,400)</td>
<td>$101,260</td>
</tr>
<tr>
<td>Pharmacists</td>
<td>3%</td>
<td>(910)</td>
<td>$121,500</td>
</tr>
<tr>
<td>Physical Therapists</td>
<td>34%</td>
<td>(71,800)</td>
<td>$84,020</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>30%</td>
<td>(28,700)</td>
<td>$98,180</td>
</tr>
<tr>
<td>Physicians and Surgeons</td>
<td>14%</td>
<td>(99,300)</td>
<td>$187,200</td>
</tr>
<tr>
<td>Physicians &amp; Surgeons</td>
<td>7%</td>
<td>(1500)</td>
<td>$110,980</td>
</tr>
<tr>
<td>Podiatrists</td>
<td>14%</td>
<td>(1400)</td>
<td>$119,340</td>
</tr>
<tr>
<td>Professors</td>
<td>13%</td>
<td>(177,000)</td>
<td>$72,470</td>
</tr>
<tr>
<td>Psychologists</td>
<td>19%</td>
<td>(32,500)</td>
<td>$72,380</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>16%</td>
<td>(439,300)</td>
<td>$67,490</td>
</tr>
<tr>
<td>Skincare Specialists</td>
<td>12%</td>
<td>(6600)</td>
<td>$30,090</td>
</tr>
<tr>
<td>Social Workers</td>
<td>12%</td>
<td>(74,800)</td>
<td>$45,900</td>
</tr>
<tr>
<td>Software Developers</td>
<td>17%</td>
<td>(186,600)</td>
<td>$100,690</td>
</tr>
<tr>
<td>Speech-Language Pathologists</td>
<td>21%</td>
<td>(28,000)</td>
<td>$73,410</td>
</tr>
<tr>
<td>Statisticians</td>
<td>34%</td>
<td>(10,100)</td>
<td>$80,110</td>
</tr>
<tr>
<td>Veterinarians</td>
<td>9%</td>
<td>(6900)</td>
<td>$88,490</td>
</tr>
<tr>
<td>Web Developers</td>
<td>27%</td>
<td>(39,500)</td>
<td>$64,970</td>
</tr>
<tr>
<td>Zoologists/Wildlife Biologists</td>
<td>4%</td>
<td>(800)</td>
<td>$59,680</td>
</tr>
</tbody>
</table>

- BS Computer Science – Web Development & Implementation
- BS Computer Science – Applied
- BS Computer Science – Theoretical Track
- BS Environmental Science/Biology – Wildlife Biology
- BS Computer Science – Network & Systems Administration, BS Business Administration - Management Information Systems
- BS Biology – Pre-Dental
- BA Geography – Environmental Studies
- BS Biology, BS Biology – Pre-Medical
- BS Geology – General Track, BS Geology – Environmental Geology, BS Geology – Energy Resources
- BS Biology, BS Business Administration - Comprehensive Business Administration
- BS Secondary Education – Biology, BS Secondary Education – Chemistry, BS Secondary Education – Physics
- BS Geology – General Track, BS Geology – Environmental Geology
- BS Computer Science – Network & Systems Administration
- AAS Applied Technology – Electric Utilities Technology
- BS Mathematics
- BS Physics – 3+2 Cooperative Engineering
- BS Medical Technology
- BS Psychology – Applied Mental Health, BS Psychology – Custom Focus
- BS Biology
- BS Computer Science – Network & Systems Administration
- BS Biology – Nuclear Medicine Technology
- BS – Nursing, MS – Nursing, Doctorate of Nursing Practice
- AS Chemistry – Pre-Pharmacy, AS Chemistry – Pre-Pharmacy 2+3 with LECOM
- BA Biology – Pre-Physical Therapy, BS Health and Physical Education – Human Performance
- BA Biology – Pre-Physician Assistant
- BS Biology – Pre-Medical, BS Biology – Pre-Medical LECOM 3+4
- BS Physics – Liberal Arts Track, BS Physics – Theoretical Physics
- BS Psychology – Custom Focus, BS Psychology – Applied Mental Health, BS Psychology – Applied Developmental
- BS Nursing, BS Nursing – Innovative Nursing (15 month program), BS Nursing – RN-BSN
- BS Biology – Pre-Medical
- BS Social Work, MSW Social Work
- BS Computer Science – Theoretical Track, BS Computer Science – Applied
- BS Speech and Hearing Sciences, MA Speech Language Pathology
- BS Mathematics
- BS Biology – Pre-Veterinary
- BS Computer Science – Web Development & Implementation
- BS Biology/Environmental Science – Wildlife Biology
The Chemistry Department and the Biology and Health Sciences Department want to welcome Dr. Noelle Jurack to the faculty!

**When did you graduate from Edinboro, and what is your degree? Where did you attend for graduate studies and what are your degrees and areas of study? What is your current position?**

I graduated from Edinboro in the Spring of 2015 with an Honors Bachelor of Science Degree in Biochemistry and Minors in Biology and Math. Afterwards, I attended Johns Hopkins University, School of Medicine. I graduated with my PhD in Cellular and Molecular Medicine in 2019. My dissertation research focused on the role of immune cells and axon guidance genes in the development and progression of pancreatic ductal adenocarcinoma. Currently, I am an Instructor in the Department of Biology and Chemistry at Edinboro University.
What brought you back to Edinboro University?

I was very honored to have the opportunity to come back to teach and work with the students and faculty at Edinboro University. During my time here, I was fortunate enough to receive a quality hands-on education which propelled my future as a scientific researcher. Edinboro is unique as the faculty teach all of the laboratory courses and directly work with the students; at some Universities, teaching assistants will teach a portion of the course. I know that the direct interaction with the faculty at Edinboro aided my overall education and career, as I was able to directly learn and research with the professors during my undergraduate studies. I know some of the faculty at Edinboro had a lasting impression on my career. As I began my own career as an educator, I knew I wanted to position myself to also be able to work with students in order to advance their careers and achieve their future goals. In addition, EU provides the community to allow students to work together and achieve success. During my time at Edinboro University, I was part of the Cross Country and Track and Field teams. Our team was (and still is) very close. Being part of those teams also surrounded me with a goal oriented individuals, leaders, and provided me with long-lasting friendships (and my husband!)

What projects are you currently working on?

Currently, I am finishing up some research projects in collaboration with individuals at Johns Hopkins University and Towson University, both in Maryland. My project in collaboration with Johns Hopkins University focuses on the role of an axon guidance protein, Semaphorin 3D, and its role in the development and metastasis of pancreatic ductal adenocarcinoma. We are studying the impact of the immune and neuronal response in pancreatic cancer cell and animal models with and without the Semaphorin 3D protein. In addition to this project, I am also studying the impact of a small bispecific antibody as a therapeutic for pancreatic ductal adenocarcinoma (collaboration with JHU). In collaboration with Towson University and Dr. Steve Kimble, we are studying the immune impact of ranavirus on eastern box turtles.

Who/what inspired you to pursue your field of study?

Many people in my life have inspired my career including my family and friends, as well as, my faculty mentors (including Dr. Kebede, Dr. Unico and Dr. Foradori in the Chemistry and Biology Faculty). I am also continually inspired by individuals impacted by cancer to try and better understand the complex nature of different types of cancers to aid to the success of treatment therapies.

What has your experience been like moving from a student to faculty member at your alma mater?

I have had a smooth transition moving from student to faculty. I taught previously at Goucher College and Towson University before coming back to Edinboro. It has been truly fun and exciting to teach some of the course that were so important in shaping my research focus. The faculty has been wonderful to work with and have genuinely made the transition (during a very "unusual and trying" time) very smooth.
Ed Culberts on grew up in Oil City PA and completed his undergrad degree in Biochemistry from Edinboro University. In 2014 he joined the graduate program in Biochemistry and Molecular Biology. Throughout his time at Edinboro he received many awards including the National Institutes of Health NRSA F32 fellowship, a first place poster award at the Cell Biology of Metals Gordon Conference and a first place poster award at the International Meeting on Copper in Biology held in Sorrento Italy. This fall he presented his thesis defense, *Characterizing Transition Metal Homeostasis at the Host-Pathogen Interface*. Congratulations Dr. Culberts!

**Alumni News**

Dr. William Dillen’09 completed his residency at the University of Kentucky and is now a board-certified neurosurgeon at the Baptist Medical Group in Pensacola Florida.

Dr. Jonathan Thomas ’11 completed his residency at Emory University in Emergency Medicine and is now practicing in Columbus, Georgia.

Rebecca Manns ’21 (Biochemistry) was selected to participate and completed the Nuclear and Radiochemistry Summer School at Brookhaven National Labs.
The department has worked to set up a study abroad opportunity for CSD students in Belize beginning in May 2022. This opportunity will allow students to participate in clinical experiences at a speech and hearing center in Belize.

The CSD department has started collaborations with CSD programs at the University of Pittsburgh and Hampton University to improve students’ understanding about, and advocacy for, issues related to diversity, equity, and inclusion. We are also in the process of building a digital library of resources related to diversity, equity, and inclusion in CSD.

The department is also collaborating with Slippery Rock University to get students experience in interprofessional practice. Students from our department and other health profession programs at Slippery Rock are teaming to work through a complex case study that requires collaboration across various disciplines.

The Governor George Leader Speech and Hearing Center went virtual and launched tele-practice services! The Governor George Leader Speech and Hearing Center is a supervised training environment in clinical service delivery. Our clinical faculty and graduate student clinicians jumped in with both feet to learn a new service delivery modality and our clients came right along with us. Thanks to the efforts of our Learning and Technology staff, Leader Center now has 4 active teletherapy stations for student use during speech therapy sessions.

Students and faculty in CSD have participated in virtual book readings for the Little Free Library program, which can be accessed on the Facebook page: Little Free Library, Edinboro University. Specifically, readings have focused on children’s books related to diversity.

The CSD department had several faculty members present their work at virtual conferences. Professor Krival presented at the Medical SLP Collective in September. Professor Weidner presented at the International Conference on Logopedics in Poland. Professors Weidner and Coleman presented at the Pennsylvania Speech-Language-Hearing Association Fall Conference and at the Conference for Soukromá Klinika LOGO, in the Czech Republic.

Professor Coleman continues to serve as the Vice-President of Planning for the American Speech-Language-Hearing Association.
Brayden Harrington Interview

Hope and perseverance. These were the messages relayed to the students of Edinboro's Communication Sciences and Disorders department from thirteen year old Brayden Harrington over a Zoom meeting in September. Brayden was part of the DNC National Convention this year, where he shared how Joe Biden encouraged him and made him feel more confident about his stutter. "He told me to not let this thing define you, and to always persevere through stuttering. He said to let it be something you practice and own every day."

Craig Coleman, department chair, led the discussion. Dr. Coleman reached out to Brayden's father on Facebook after seeing Brayden speak at the Democratic National Convention. Dr. Coleman wanted to provide students with an opportunity to hear a personal story from someone who stutters, and to show how having the support of other people who stutter is critical to an individual's confidence and success.
Having a stutter can be isolating, Brayden advised other kids who stutter to "Have yourself be mentally happy about being a stutterer, and have yourself be happy that this is who I am and it's not going to go away.... And see it as a gift, not the worst thing in your life. "Brayden's father Owen advised students and faculty, "I hope that in these programs there's a healthy mental health component to it if you're working with people who stutter. I honestly truly feel based on everything that we've experienced, that is probably the biggest part of it."

Dr. Weidner, assistant professor in the Communication Sciences and Disorders Department, believes that the mental health component is vital when working with a child who stutters. While students at Edinboro will learn about specific techniques to help lessen stuttering, the most difficult aspect of the work is addressing issues under the surface. "The part that we don't see are things like guilt, fear, shame, anxiety, depression, and we try to help our students understand that we are not just treating what we can see, but a huge part of what we do is under the surface...this is when real healing and management can be effective."

Students who graduate from the Speech Language Pathology program are trained in a wholistic approach. Dr. Weidner explained "When our students go out to the field and they work with clinicians who are uncomfortable with stuttering, they are going to know the most current research and techniques, as well as how to navigate those conversations because there is a lot of counseling involved."

Brayden has become an advocate and a role model for people who stutter. His bravery and perseverance continues to inspire anyone who has the opportunity to talk with him.
Hurd sits among piles of boxes in his make-shift office. Not because clutter is of his nature, but rather because of the job that is before him. Besides teaching classes on-line and delivering virtual field trips to regional K-12 schools, Dr. David Hurd, Professor of Geosciences and Planetarium Director, also contracts with NASA at many different levels. Today, the boxes contain materials from which he will develop, construct, produce and write a book about Earth, based on remote sensing of geomorphological features of Earth. Namely, the land mass and ice sheets of Antarctica and Greenland. For this work, Professor Hurd was recently awarded a $37,000 grant from NASA to produce this book that will also highlight Landsat-9 scheduled to launch mid-2021. This satellite among others, will survey the Earth to watch for subtle changes on our delicate planet.
Hurd is no stranger to working with NASA on different missions and projects. He has a plethora of books available (https://sservi.nasa.gov/books/) that have been vetted by NASA and these are not your “usual” books. These are tactile books. These tactile books represent years of working with students who are blind and visually impaired to bring the wonders of space science to all learners. Working with colleague, Dr. Cass Runyon of the College of Charleston, Hurd and Runyon work closely with the Solar System Exploration Research Virtual Institute (SSERVI) at NASA Ames in California. Their work has both opened opportunities for students who are blind and visually impaired but has also tapped into the innate desire that all of us share to touch and feel what we have a longing to learn about. Each book contains a QR code leading the reader to the text and ancillary materials.

Dr. Hurd has also been contracted by National Institute of Health (NIH) and the National Park Service (NPS) to do work for them. Most recently he designed, developed, produced and wrote a tactile book about light pollution for NIH. Concerned about how light pollution may affect humans, the NIH contacted Hurd to develop an educational module of how light pollution affects what we see in the night sky. This creative work was discovered by the NPS as they too have a vested interest in preserving dark skies. Dr. Hurd was scheduled to present this module for the NPS in Death Valley until it was cancelled due to Covid. And although our new schedules and means of delivering the beauty and nature of science have prevented us from seeing Hurd’s face around the planetarium at Edinboro University, he still conducts virtual field trips and continues to develop, produce and write primers on specific topics for NASA on a regular basis.

Another recent project on small worlds in our solar system is available in tactile form and has even been “signed” for the deaf community. Another recent work highlights the upcoming eclipse in December whose path of totality takes it through Chile and Argentina. This book, “Abre Tus Sentidos A Los Eclipses: Sudamerica” features that eclipse and details solar eclipses in general and has been extremely useful for both those who are blind and visually impaired and even sighted learners. Hurd recently personally delivered the last of these shipments to the Chilean and Argentinian Embassies for deliver to South America. This too was due to a grant from NASA given to Hurd to carry out their mission to “inspire the next generation of explorers.”

Article written by Dr. Hurd
Even with classes going remote, the MACS department is still finding ways to connect and create a sense of community. Professor Porter explains, “Discord has helped to emulate the cs computer lab and math library environments that students traditionally utilize during the semester to socialize and/or complete homework. This setup has assisted in creating a sense of community this semester since we are not meeting in person or engaging in activities in Ross Hall.” Discord is an instant messaging application that allows students and faculty to read and post information at any time. Within the app, the department has created various threads on a variety of topics that allows students to ask questions, spread important information, and talk about their interests. Students can follow threads for each of their specific classes, clubs they are a part of, or other groups for people interested in things like board games, memes, dungeons and dragons, and more. Over 120 students and faculty participate, allowing students and faculty to stay connected despite being spread across the country.

APSCUF Scholarship Recipient:
Elizabeth Bennett

Congratulations to Elizabeth Bennett on receiving the APSCUF scholarship! Elizabeth is a member of the Edinboro University Honors College and has been a part of Dr. McLaughlin’s behavioral neuroscience research team since her freshman year. She has maintained a 4.0 GPA and has been on the Dean’s List every semester of her college experience. Elizabeth works as the undergraduate assistant for Edinboro’s Music and Theater department and has been a drum major of the Spirit of the Scots Marching Band for two years. She has given presentations in the Math and Computer Science department at Pi Day, engaged with prospective students in the Psychology department at STEM day, and helped educate the public about neuroscience at the Millcreek Mall on Brain Awareness Day. On multiple occasions she has marched with APSCUF in Erie’s Labor Day parade, and she spent time on the picket line of the UE strike in 2019. Elizabeth loves to travel: last year she participated in a study abroad trip to Ireland. She regularly donates blood and encourages others to do so as well, and she enjoys hiking and learning Spanish. After graduating from Edinboro, Elizabeth plans to attend graduate school to earn a PhD, then attain a job as a professor at a university where she can continue to do research. Read more...

Biography and photo provided by Elizabeth Bennett
Nursing

Nurse Corp Scholarship Recipient: Isabella Laythe

The Nurse Corp Scholarship is a national award that covers tuition, fees, and all other educational costs for exceptional students in nursing programs. After graduation, recipients of the NCS serve two years in a Critical Shortage Facility.

Izzy is in her first year of the Accelerated Nursing Program. She is an Edinboro native, and her father served as a professor from 1996-2016 before passing from cancer. As an advocate for people with disabilities, undocumented immigrants, LGBTQ+ rights, and “strict adherence to board game rules”, Izzy has had a passion for justice and care throughout her life.

“Unlike board games, many of us don’t start out on the same playing field, many people aren’t bound to the same rules, alliances get formed, and sometimes people cheat in the game to get ahead. And ultimately I think we see this sort of thing play out in our healthcare system... So while I am going into nursing for various reasons related to my dad or my desire to provide each patient the individualized care they deserve, it also really goes back to also trying to work within the health care providing system to counteract what injustices I can that come from the health insurance system.”

“Maybe one day I will even have the ability to work towards affecting systemic change to implement equitable and just health care policies to a greater scale.”

Nursing Outcomes for 2020 Graduates

100% of our 2020 Nursing Graduates secured full-time positions across the country. See where our graduates are headed...
This program is an Associate's program in Aeronautical Sciences (60 credits). Students can begin the program in the summer and finish the program at the end of the following summer (accelerated track). Or, students can choose to begin in the fall, and they can finish the program within 2 years. Some students like doing it this way to spread out the cost of flying. The main goal of the program is to train students for a career in commercial aviation. Students that graduate will have a commercial pilot's license as a part of their degree. They will also have the option to pursue flight instruction opportunities while they are building flight time. Larger airlines require quite a lot of flight experience in order to be hired, and flight instruction is a very affordable way to build up the flight time.

Many of the students in this program also pursue a bachelor's degree concurrently in a field of their choice. Students who plan it this way can graduate with both degrees in the usual 4 years. Edinboro is partnered with four different Part 141 flight schools: Prior Aviation (Buffalo), North Coast Flight School (Erie), High Flight Academy (Butler), and even Blue Line Aviation in Raleigh, North Carolina. These partnerships give students some flexibility on where they would like to receive their flight training. All of the traditional coursework may be accomplished online. A student that lives toward Pittsburgh may choose to attend High Flight Academy for their flight training while taking online classes, a student who lives to the north may want to use Prior Aviation for flight training and take online classes, and a student in this immediate area may use North Coast Flight School for their flight training and choose to take online classes (or classes on campus, once the pandemic is over). Having these options in different locations offers convenience to the students.

"Part 141 flight school is a special designation given to certain flight schools that meet very stringent requirements in training their students. "Part 141" refers to the section of the Federal Aviation Administrations Rules and Regulations. The partnership with High Flight Academy began in order to fulfill a need for students who wanted to train there. After several meetings with Robert Ferree, owner of High Flight Academy, it was clear that we would do well by partnering with them in order to train our students. Their level of professionalism and dedication to the students is top notch. The students take all of their "traditional" classes through Edinboro University (Science, Math, Writing, etc..), and they take the specialized flight training at one of the flight schools that we are partnered with. High Flight Academy even has a fully functional, moving flight simulator, so that the students can train bad weather conditions or simulated system failures safely." - Dr. Kilburn
Congratulations to Dr. Heather Snyder for her publication in Psychology of Aesthetics, Creativity, and the Arts.


Congratulations to Dr. William Pithers on his nomination to become a Fellow of Division 2 (Teaching of Psychology) within the American Psychological Association.

Student Samantha Mauro Betters and recent alum Brianna M. L. Williams (graduated May 2020) co-authored a poster presentation with Dr. Heather T. Snyder, Psychology, titled "Self-Perceptions of Creativity and Well-Being in College Students" that was presented at the virtual August 2020 American Psychological Association Convention.
The Phi Alpha Social Work Honor Society has been hard at work to keep students and faculty connected. In September, they focused on getting out the vote by sending out flyers to social work students encouraging them to vote in the November election.

They have also planned "Touch Base Tuesday" chats with students and faculty on the third Tuesday of the month. The first one was held in October with Dr. Rinfrette talking about the importance of self-care. The November meeting focused on practice issues, with Drs. Koehler and Rinfrette and Professor Sanders talking about various aspects of clinical mental health practice. The December meeting featured Dr. Rine discussing hospice practice, Dr. Fauble addressing trauma and mental health issues in substance use disorders treatment, and Professor Leet talking about treating sexual offenders. The series will resume in the spring semester.

Career Outlook

In 2019, Edinboro’s online Masters in Social Work program was ranked #1 in Pennsylvania and #8 in the U.S. for median, mid-career salaries of $70,300/year. SocialWorkDegree.org released rankings of net income (monthly pay minus monthly educational loan payments) and Edinboro was #2 in PA and #19 in the US at $3314 per month. This suggests that MSW grads as a group are among the most prosperous graduates at Edinboro, early and mid-career.