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Salisbury UNIVERSITY

Make Tomorrow Yours

Trends

By Dr. Maarten Pereboom, Dean, Fulton School of Liberal Arts

Fulton School Dean Dr. Maarten Pereboom

I recently participated in an EAB (formerly an acronym for Education Advisory Board) webinar that identified six significant elements facing higher education today. I avoid describing them as problems or challenges, even if they are challenging, because they are – more helpfully – realities for us to navigate rather than threats to business as usual.

It remains profoundly important for us – not to mention valuable – even in an economic sense, to prepare young adults for meaningful and fulfilling lives in a democratic society. To do that, we still need to shed some of our own habits and customs springing from a time when higher education mostly served a narrow sector of privilege within society.

To the degree that we have been successful in democratizing the academy and the classroom, that success has generated some of the reaction we can identify in these elements.

First, the public perception of the value of higher education includes strong criticism of higher education as outmoded, too expensive and "too liberal." Within the context of societal polarization and the culture wars, we struggle to assert our importance as educators, equipping students with knowledge and skills, rather than any particular orthodoxy.

Moreover, research consistently shows that college does in fact pay off, even monetarily. However, while an Ivy League degree can still function as a ticket to success, for our students, the value of the experience is what counts: the mastery of foundational and transferable skills, and the ability to articulate what they have gained from such opportunities as internships, projects and international education experiences.

As we see the impact of lower enrollments on our classrooms and our budgets, we also hear a lot about demographic cliffs, or reductions in traditional college-age populations.

While we have not been challenged to reexamine those assumptions until relatively recently, we now have to rethink our approaches to recruitment to become more inclusive in multiple senses. Locally, our growing Latino population presents an opportunity, but we also have to wrap our minds around adult learner recruitment.

We also hear a lot about business models for sustainability as we grapple in particular with the recognition that student success requires a range of support services beyond the classroom. This is closely associated with the reality that students struggle with issues of readiness and wellbeing, in the wake of the pandemic, for sure, but arguably due also to the general anxieties of our time associated with climate change and economic, social and political polarization.

While we do have to determine how to do less with less, that should never diminish the importance or necessity of the work we do.

Technology looms large in all of this as well, both as a solution and as a challenge. During the pandemic, we went remote – which was a great option versus not at all – and a good chunk of the workforce has stayed that way.

While we can be productive remotely, are we losing things that we've taken for granted, such as community and the feeling of belonging that comes from sharing space? As a residential campus, we've embraced the hybrid campus to a limited degree, but we have opted disproportionately to return to the workplace.

Finally, artificial intelligence is here, and no one needs convincing of its disruptive potential, starting with academic dishonesty. Our challenge is to identify the opportunities, starting with any number of dull, labor-intensive tasks that we'd be more than happy to turn over to a robot.

The ethical implications of AI are enormous, so we will need to step up as scholars, notably in the humanities, to lead that discussion.

As an academic grounded in the humanities, I know that it is very human to think about where we've come from and where this is all going, even if that means the apocalypse. But I also believe we have agency to believe in what we do and to ensure that our actions reflect our conviction that education is critical to our lives and livelihoods.

We do a much better job of extending its opportunities more equitably than we did in the past, and we are becoming better educators as we embrace a more democratic and equitable understanding of the teaching and learning experience.

I always say we have to sustain hope in the face of realities that can sometimes look grim. But even more important than being hopeful is acting hopefully, by believing in and championing the great work you do.

Fulton Winters Abroad

Haste Ye Back! Digital Photography Students in Scotland

Picture this: A horde of Salisbury University students, led by Jeanne Anderton, enrolled in SU Scotland, Digital Photography, armed with cameras and a thirst for knowledge, jet off to Edinburgh, Scotland.

Why, you ask? Well, they weren't just there for the haggis and kilts (although those were definite bonuses). Nope, they were on a mission – a mission to uncover the secrets of photography, Scottish style.

These intrepid shutterbugs weren't content with just snapping selfies. They wanted to delve into the rich history of photography in bonnie Scotland, from the earliest days of the camera obscura, early studio photographers Hill and Adamson and portrait photographer Clementina Hawarden, to the modern marvels of digital imaging.

They were like Indiana Jones with a camera, exploring ancient ruins, climbing Arthur's Seat, seeking out a hairy coo and capturing the essence of Scottish culture with every click of the shutter.

But it wasn't all serious stuff. In between lectures on photographic history, shutter speeds and exposure, they, along with students enrolled in COMM 399: Culture, Identity and Communication in Scotland, found time to sample the local delicacies (yes, even the haggis), dance at a Ceilidh, explore castles and even try their hand at playing the bagpipes.

There you have it – a bunch of Salisbury University students, gallivanting around Edinburgh, soaking up knowledge, taking better photos and embracing the quirks of Scottish culture along the way. Who said learning couldn't be a barrel of laughs?

African Diaspora and 'Identité Créole": SU Global Seminar in Martinique

Dr. Arnaud Perret, assistant professor in the Department of Modern Languages and Intercultural Studies, offered a new global seminar in the French Caribbean Island of Martinique in January. The course focused on the transition between the uprooting of people from Africa because of the slave trade and the recognition of the effects of the contact of cultures. Following are some of our students' reflections on their experience:

"I had a wonderful experience studying abroad in Martinique. I learned the history of a country can be seen in the modern-day if one just looks closely enough. I thoroughly enjoyed walking through the streets of Martinique during the carnival. I had a changing experience thanks to the generosity and love of my host mom and my study-abroad roommate. They taught me an unforgettable lesson about the importance and pricelessness of chosen family."

– Danielle Jensen

SENIOR, MAJORING IN INFORMATION SYSTEMS AND MATH - ACTUARIAL SCIENCE

Our SU students exploring the Schoelcher Library in Fort-de-France, Martinique.

"I found that our Martinique global seminar was a changing experience in its entirety. I enjoyed almost every moment of our semester together. The museums; the hikes through the islands, gardens and forests; and all the times we went into town or toured historical sites were both informative and a lovely time. The seminar truly allowed us to engage with the necessity and emergence of diverse culture in another country by truly experiencing and living it while learning about it. In turn, we were also able in some respects to relate what we learned about different culture to our own and others."

– Anna Belong

JUNIOR, MAJORING IN INTERNATIONAL STUDIES AND POLITICAL SCIENCE, WITH A MINOR IN FRENCH

"During the study abroad in Martinique, I was able to better learn and understand the identity of the people who live there. While some consider themselves French, many others use terms such as Creole to describe their nationality or identity. Although Martinique is part of France, this does not necessarily mean that the people living there identify themselves as French, and I found this cultural aspect to be uniquely interesting and led to me questioning my conception of the idea of nationality. I enjoyed the ability to experience the culture that I was learning about in class and to compare the course texts to real-world examples and experiences."

– Jane Simoncic

JUNIOR, MAJORING IN FRENCH AND BIOLOGY, WITH MINORS IN CHEMISTRY AND MATH

Reflections on Teaching in Scotland By Ryan Habermeyer, English Department

I just finished teaching a study abroad in Scotland for the first time, and I hope it isn't the last. My class focused on world mythology and folklore – what a fantastic opportunity to bring to life the curriculum by being in an enchanting place.

We did ghost walks, saw kelpie statues, wandered a necropolis looking for local vampire legends, searched for Nessie, listened to some old-timers play traditional Scottish folk music in a pub dating back to 1733 and got up close and personal with some Highland cows.

Encourage your students to do a study abroad. I've traveled enough to know that traveling is the only investment with a value that never depreciates.

There's no such thing as a bad trip. Even when things don't go as planned (and there was plenty of that in Scotland), even when they go terribly awry – that's still a good trip.

I love traveling. Places I've been to before, places I don't know – doesn't matter. I love that sensation of leaving my life behind and looking for it someplace else while wandering into something different: new cultures, new people, new foods.

I love walking; I love wandering. Unfamiliar cities, strange villages, remote landscapes. Forget maps, forget tour guides. There's something magical about being casually adrift, getting lost, feeling bewildered.

I'm already looking ahead to the next study abroad I'll be leading in Spain in the summer with a class on travel writing. Encourage your students to come wander with us.

Get more information online:

Departmental Reports

ART

David and Tara Gladden screened their animation, "Swamp Creatures," at the Ocean City Film Festival on March 9-10 as part of a series called "Strife Stories." "Swamp Creatures" is a tragi-comic political stop motion animation where the kitchen becomes the stage for insurrection as the magnets on the refrigerator come to life and battle for the very soul of America.

COMMUNICATION

Vinita Agarwal has an article, titled "Ayurvedic Protocols of Chronic Pain Management: Spatiotemporality as Present Moment Awareness and Embodied Time," published in the journal *Frontiers in Pain Research,* special issue *Non-Pharmacological Treatment of Pain*.

Casey Stratton became the co-chair for the Training and Development Division of the National Communication Association (NCA) after serving as its program planner for the 2023 convention in National Harbor. He participated in four presentations at the conference, receiving a top panel award for a session focusing on artificial intelligence (AI) and professional development.

Stratton and Michèle Schlehofer (psychology) are partnering with the Organizational Leadership Doctoral Program (OLRD) at University of Maryland Eastern Shore to facilitate the class Politics, Organizations and Leaders: Legal and Ethical Issues this spring semester.

ENGLISH

Carolyne King's article, "Constructing Disability: Creating a Keyword Portfolio," was published in the interdisciplinary journal *Prompt: A Journal of Writing Assignments* in February. The paper outlines a keyword portfolio used in a 400-/500-level Disability Rhetoric course. The assignment draws upon the long history of identifying and defining keywords as part of acclimating to a discourse (Williams; Patterson), and thus, the assignment encourages students to "write-to-learn" as they progress across the semester in wrestling with new concepts and their application. The article is open-access and can be found online.

Beth Towle's article, "Accidental Outreach and Happenstance Staffing: A Cross-Institutional Study of Writing Center Support for First-Generation College Students," was published in the *Writing Center Journal* in January. The article presents findings from a study of how writing centers provide programmatic support for first-generation college students and argues that writing centers need to be more deliberate in their first-gen outreach, as well as in how they staff and train tutors.

HISTORY

Céline Carayon presented a paper at the Université de La Sorbonne in January as part of a conference on the theme of "Memory and Oblivion in the 17th and 18th-century Anglo-American world," organized by the Société d'Etudes Anglo-Américaines des XVII-XVIIIe siècles. Her paper, titled "Il n'y a que les Commencements un Peu Difficiles": La Mémoire de la Conquête Française en Guyane aux XVIIe et XVIIIe Siècles," is set to appear in print in the peer-reviewed journal of the Société by the end of the year.

Kara French presented her paper, "Queering the Shakers," in March at the 2024 Deerfield-Wellesley symposium, Queer New England, hosted at Historic Deerfield in Deerfield, MA. She was also the invited speaker for Women's History Month at Indiana University of Pennsylvania. French met with students and delivered a keynote, titled "Nuns, Shakers, and Lady Reformers: Female Sexual Outsiders in Early America."

Dean Kotlowski was awarded Yale University's Walter McClintock Memorial Fellowship, which will enable him to research collections at the university's Beinecke Rare Book and Manuscript Library. In January, Kotlowski presented his paper, "Lyndon B. Johnson and American Indian Policy: LBJ's 1968 Indian Message and the Limitations of Liberalism," at the American Politics Group's conference in London, England. Later that month, he delivered a lecture on "Australia's Presidents? Herbert Hoover and Lyndon B. Johnson Remembered," which was sponsored by the Lyndon B. Johnson Library, the Clark Center for Australian and New Zealand Studies and the Department of American Studies at the University of Texas in Austin.

INTERDISCIPLINARY STUDIES

Beth Ragan (history/anthropology) became the director of interdisciplinary studies at the beginning of the spring semester.

MODERN LANGUAGES & INTERCULTURAL STUDIES

Arnaud Perret presented his research paper, "Oeil Pour Oeil, Plan Pour Plan: *La Bataille d'Alger* de Pontecorvo Comme Recherche de Justice" ("Eye for Eye, Shot for Shot: The Search for Justice in Pontecorvo's *Battle of Algiers*"), at the 20th/21st Century French and Francophone Studies International Colloquium in Philadelphia, PA, on February 22. His projects focused on the epistemological shift in the notion of terrorism in Gillo Pontecorvo's 1966 classic film.

Ricardo Vazquez and **Ethel Barja** presented their paper, "The Latin American and Latinx Symposium and Innovative Teaching and Learning Practices," at the 2024 SU Teaching and Learning Conference on February 16.

MUSIC, THEATRE & DANCE

Anne Binkley, an alumna of the department, was recognized by the Maryland Music Educators' Association as a 2024 Outstanding Music Educator. Binkley began teaching music in 1997. While raising seven children, she taught in private schools and a conservatory, and she began teaching voice for Salisbury University as an adjunct faculty member in 2003. In 2019, Binkley earned an M.A.T. in music teacher education from Salisbury University and was hired to teach third and fourth grade general music at Ocean City Elementary School. She recently earned a Doctor of Music Education from Liberty University.

Anne Binkley

PSYCHOLOGY

Karl Maier co-authored an invited editorial with leaders in pharmacy and planetary health that will be published for Earth Day in the *Journal of the American Pharmacists Association*. The paper reviews the critical health threats that climate change and biodiversity loss pose and outlines important roles for the field of pharmacy in addressing these problems.

Yuki Okubo, with undergraduate students in the Racism and Coping Research Team (**Joanna Mason, Saya Fernandes, Rochelle Brown and Sarah Welch**), presented at the National Multicultural Conference & Summit (NMCS) in Santa Fe, NM, in January. NMCS is a conference co-organized by four divisions of the American Psychological Association. This year's theme was "Wayfinding: Navigating Transformational Change." The team had a roundtable discussion, titled "How to Handle Racist Incidents on Campus? Undergraduate Student Perspective."

Suzanne Osman and her student **Tieryn Gingerich** authored an article accepted for publication in the peer-reviewed journal *Violence Against Women*, titled "Incapacitated and/or Forcible Rape Experience Predicting College Women's Rape Victim Empathy." Findings are consistent with a link between memory and empathic ability and suggest that incapacitated and forcible rape should be examined as distinct experiences.

Michèle Schlehofer presented a session, titled "REACH at Salisbury University: Rationale, Methods, and Major Initiative Roundtable," at the American Philosophical Association-Eastern Region conference in January with **Tim Stock** (philosophy) and **Jennifer Nyland** (biological sciences). The presentation was based on their recent article in Precollege Philosophy and Public Practice, "What is Ethical Enfranchisement? Community Research and the Social Infrastructure of Ethics." Schlehofer wrote a short piece for the Society for the Psychological Study of Social Issues (SPSSI) newsletter on a project completed in her fall 2023 Community Psychology course, "Teaching about Historical Trauma in a Localized Context."

Schlehofer also co-organized Salisbury University's Inaugural Interprofessional Symposium on Transgender Care and Experience, with colleagues in the College of Health and Human Services (CHHS) **Alison Sutton-Ryan** (social work), **Daniel Green** (social work), **Jeff Willey** (nursing) and **Kimberly van Vulpen** (social work), held in November to coincide with the Transgender Day of Reembrace. The symposium and related project study were made possible by the CHHS Interprofessional Education (IPE) Fellowship granted to Sutton-Ryan, clinical assistant professor of social work and project lead of the SU Transgender Interprofessional Care Team (TICT).

Fulton Dean Chosen for Prestigious Leadership Program

Dr. Maarten Pereboom, dean of the Fulton School of Liberal Arts, is the latest in a long line of SU leaders chosen for Leadership Maryland Executive Program's Class of 2024.

Pereboom is one of 52 individuals selected for program's 31st class, who will complete the eight-month, hands-on learning program focused on the state's most vital issues.

Pereboom oversees the largest of SU's schools and colleges, serving as the Fulton School's dean since 2008. Pereboom began his SU tenure as a faculty member in the History Department in 1994 and continues to teach history courses, with a focus on World War II, the Holocaust and the Cold War.

In 1996, he became assistant dean of the Fulton School, advancing to associate dean in 1998. After serving a year as interim dean, he was appointed chair of the History Department in 2002.

Pereboom has long been a supporter of the arts and humanities, championing the Salisbury Symphony Orchestra at SU, the City of Salisbury's hosting the National and now Maryland Folk Festival, and other cultural initiatives.

He connected his passions for the arts and family when, in 2022, he sponsored renaming

SU's Film Center after his late uncle, Herman van Apeldoorn, who fought in the Dutch resistance during World War II and was killed just days before the war ended.

The Leadership Maryland program will run from April to December and include five, two-day sessions focused on the state's five main geographic regions and the most vital issues impacting economic development, education, health and human services, criminal justice, the environment and multi-culturalism/diversity.

Leadership Maryland is a statewide nonprofit offering professional development programs dedicated to building a better Maryland by harnessing the strength of its business and community leaders.

Spring Updates from the Cultural Affairs Office

The Office of Cultural Affairs is excited to be in the peak of its spring season.

In continuation of our "Asia – A Continent of Inspiration" series, we hosted six Tibetan lamas of Drepung Loseling Monastery, with blessings from His Holiness the Dalai Lama, for the eighth time on March 11-15. This unique institutional tradition occurs every few years and is a wonderful way to offer our students and community an authentic experience of Tibetan Buddhist tradition and culture.

Over the course of their residency, the Tibetan monks use colored sand to create a sacred Mandala. This year's Mandala was the Akshobhya, or "Unshakeable Victor," for conflict resolution and world peace.

The process includes an opening ceremony with chants and music; the mandala creation; a consecration and closing ceremony, in which the mandala is dismantled to symbolize the impermanence of all that exists; and a dispersal ceremony and procession to the City Park where it was released into flowing water to disperse healing energies.

In addition to the sacred mandala creation process, the program includes two lectures, titled "The Meaning of the Mandala" and "Meditation for Focus and Stress Relief." Participatory activities include the creation of a second community sand mandala and games for all ages and a "Taste of Tibet" dinner in the Commons Marketplace. The program is co-sponsored by University Dining Services.

On March 25, we host "Piaf! Le Spectacle, Piaf! The Show 60th Anniversary World Tour" in Holloway Hall, Jackson Family Auditorium. With more than 1 million tickets sold in over 50 countries, this spectacular work of musical theatre tells the story of the career of French chanteuse, Edith Piaf, as played by recording artist Nathalie Lermitte.

The Natalia Arroyo Ensemble plays a program of traditional and contemporary music of northern and central Mexico on April 24.

We hope you will join us for these fantastic free events! Full details on our programs can be found in Panorama magazine or the Cultural Affairs webpage: salisbury.edu/cultural-affairs

COMM Class Receives Service Award

Vinita Agarwal's COMM 445 Digital Public Relations fall 2023 students were awarded Distinguished Service Awards by the Somerset County Sheriff's Office and presented with a specially designed personalized tumbler for their efforts managing the Sheriff's Office social media accounts.

Agarwal's students were invited to set up and manage the Somerset County Sheriff's Office Facebook account. Students also created and managed social media accounts for YouTube, Instagram and X (formerly known as Twitter) through the fall semester. Students managed posts about community events, press releases and public information videos on the platforms, among other official posts. In addition, they assisted in revising the Social Media Policy for the Sheriff's Office.

In appreciation of their efforts, Sheriff Ronal Howard attended the finals week class and gave each student a Distinguished Service Award certificate and a personalized tumbler.

Agarwal said it was an honor to have been invited to manage the Sheriff's Office social media networks. Students were appreciative of the opportunity to gain this valuable experience in social media management for our law enforcement officers and the competitive career opportunities.

Students mentioned that they found this experience to be very "resume worthy." Others mentioned that the uniqueness of the experience and the privilege of managing networks opened doors for them at job fairs and interviews.

Distinguished Service Award
Presented to
KATIE RAY
In September 2023, the Somerset County Sheriff's Office partnered with Salisbury University in managing the Sheriff's Office Facebook account and creating Social Media Accounts for YouTube, Instagram and Twitter accounts. Community event publications and Press release and Public Information videos were completed. In addition to your duties, you assisted in revising the Social Media Policy for the Sheriff's Office. During this period, you performed these duties in an exemplary manner diligently with professionalism and dedication.
For his dedicated and faithful service, Katie Ray is awarded the Distinguished Service Award.
Chief Deputy
Sheriff

All agreed it was a memorable experience and learning opportunity.

Fulton Leads the Way with Fulbright Semifinalists

By Kristen Walton

Twelve Salisbury University students and staff were named semifinalists this year of the 22 applicants for the Fulbright Award, with 10 coming from the Fulton School of Liberal Arts.

The cohort worked hard during the application process and consists of several students of color, students who identify as first-gen, students on Pell Grants and other diverse groups.

We also had a wonderful group of faculty and staff help with our Fulbright interviews this fall, which is an intensive service but one that really makes a difference in our students' applications. Thank you all so much to all those who assisted with the Student Fulbright this year.

FULBRIGHT

From the Fulton School:

- **Ashlynn Burrows**, '24, ETA to Czech: communication and conflict analysis and dispute resolution (CADR) double major; deaf studies minor
- **Madison Cuthbert**, '24, Research to Greece: environmental studies and international studies double major; political science, European studies, French minors
- **Ryan Deysher**, ETA to Poland: adjunct instructor in SU English Department
- **Cecilia Gabbidon**, '23, ETA to Colombia: political science major; international studies and Spanish minors
- **Shayna Grossberg**, '23, ETA to Azerbaijan: interdisciplinary studies major
- **Eric Karrh**, B.A. '21, M.A.'24, Research to India: master's in CADR; major in CADR; sociology minor
- **Naomi Perry**, '24, Study (research) to France: biology and French majors; chemistry minor
- **Trey Skinner**, '23, Study to Germany: history major; European studies minor
- **Jarrett Walton**, '24, ETA to Slovak: history and management majors; European studies and accounting minors
- **Ally Wright**, B.A. '21, M.A. '23 ETA to Romania: master's in CADR; CADR major; philosophy minor

Happy 50th Birthday to *Literature/Film Quarterly*

By Elsie Walker (Cinema Studies/English)

I first came across Salisbury University's journal while browsing the library stacks of Auckland University in New Zealand.

I had recently become obsessed with Baz Luhrmann's trail-blazing adaptation of *Romeo and Juliet* (1996), not least because I was Juliet in my high school production! Knowing the play by heart, I was dazzled by how Luhrmann "translated" Elizabethan poetry into potently postmodern visual and sonic signifiers, even while retaining much of Shakespeare's text.

As a doctoral student, I submitted my work on Luhrmann's film to *Literature/Film Quarterly (LFQ)* and received a hand-written note of acceptance from a founding editor of the journal: Jim Welsh. This was a defining moment in my fledgling professional career, and I would later learn just how many well-established scholars first found their footing in the pages of *LFQ*.

The journal has a robust history of publishing work by leading scholars and filmmakers along with up-and-coming graduate students. *LFQ*'s late co-founders, Welsh and Tom Erskine (long-time SU faculty in the Department of English), had a visionary, perpetually new understanding of cinema in relation to literature, inspiring scholars across generations.

I turned to the pages of *LFQ* many times before applying for a job at Salisbury University, simply because the journal was mentioned in the human resources advertisement. Little did I know that the journal would therefore shape my life for the long term, or that the publication in which I first gained peer-reviewed recognition would become the primary means for me to pay scholarly goodwill forward.

Just as Welsh championed my work, my coeditor Ryan Conrath and I get to shepherd many rising scholars through to publication. We recognize this as an honor.

As of 2017, *LFQ* is an open access, online publication, superbly designed by John Mosher (Art Department) and copyedited by Bonni Miller (instructional designer, College of Health and Human Services). Ryan and I take great joy in receiving submissions from all over the world, and the journal pages receive thousands of views every month.

Now in its 50th year, the readership, outreach and aspirations of *LFQ* are as robust as ever. Please enjoy our anniversary issue, including a visual retrospective of the journal covers online.

And please stay tuned for a new issue every three months at lfq.salisbury.edu

Our journal has changed in significant ways: from print to html format, and from focusing on literature-to-film adaptations to incorporating many other kinds of historical, cultural and multi-media adaptations.

That said, the primary goals of our journal are constant: We examine stories that matter to many, that build bridges across space and time, and that change form yet somehow endure.

PACE Happenings

Nonprofit Leadership Minor Debuts in Fall

The new nonprofit leadership minor will be available for all majors starting in fall 2024 for students interested in the nonprofit sector. This minor will offer a unique interdisciplinary program of study to prepare future leaders in the nonprofit sector, as well as professionals in related fields, such as social work, public policy, community development and/or graduate study in nonprofit management.

The minor includes two core courses, three-four electives (already existing in several majors) and an internship as the capstone experience. The internship with at least 120 hours may be completed through AIFS (international internships), AmeriCorps, The Washington Center or through the student's major, as long as it takes place in a nonprofit organization.

The two new courses are COMM 409/509 (Nonprofit Communication) and PACE 250 (Nonprofit Fundraising and Volunteering Management) and will be available in fall 2024 and spring 2025, respectively. With this new minor, the Fulton School and Salisbury University demonstrate their commitment to serving the community and our students who want to prepare themselves academically in the nonprofit field.

As an additional gain, students in this minor will be eligible to receive the nationally recognized certification in nonprofit management by the Nonprofit Leadership Alliance (NLA) organization.

Questions? Contact PACE or Carolina Bown at cdbown@salisbury.edu

April Advocacy Conference

From April 12-14, PACE hosts a conference on issues-based advocacy. This top-to-bottom training is for anyone with an interest in any public issue.

Learn from national leaders how to build a marketing and communications plan, raise money, generate interest, raise awareness and reach decision-makers. The training is offered at a substantial discount – $50 gets you access to the full conference, including all materials and meals.

Consider registering, but also share with your students and friend groups! More information and registration link are available at salisbury.edu/pace

Showcase Your Engagement

Have an example of community engagement? Considering sharing at the Showcase of Campus and Community Engagement, Thursday, April 25, from 2-4 p.m. in the Guerrieri Academic Commons, Assembly Hall.

Student and faculty presentations help highlight the many ways that SU and our broader communities work to improve life on the Eastern Shore and beyond.

Stick around for the free networking happy hour(s), 4-6 p.m., offered in partnership with the Community Foundation of the Eastern Shore and United Way.

For more information, or to ask about presenting, contact Sandy Pope, axpope@salisbury.edu

Becker Retires

Dr. Larence Becker retired after teaching in the Psychology Department since 2007. He was the recipient of the SU Alumni Association Faculty Appreciation Award (2022) and received the Fulton School Award for Excellence in Curricular Innovation, which was created in 2019 to recognize his leadership in creating the cognitive science minor. During his time at SU, he taught Research Methods, Psychological Statistics, Cognitive Psychology, Sensation and Perception and created the course Minds, Brains and Machines for the cognitive science minor. He served as faculty advisor for the Psychology Club for more than 10 years and frequently served as musical accompanist for the Psi Chi Induction Ceremony. He has influenced generations of students and colleagues, and he will be missed. *Congratulations, Dr. Becker!*

Positive Messages

Dr. Meredith Morgoch (COMM) and Cyndi Funkhouser (Fulton Dean's Office) have teamed up to share positive, encouraging messaging for all to see as they approach Fulton Hall through the fountain entrances. They have found that Morgoch's office window is the perfect billboard!

Impressions on the Third Latin American and Latinx Symposium

By Vicky Vazquez, (ESOL K-12 and Spanish) and Brett Dondalski, (Communication)

Salisbury University hosted the third Latin American and Latinx Symposium, held in the Bennett Family Auditorium of Perdue Hall on December 29, allowing students to showcase their research projects developed throughout the semester in Spanish and English.

The symposium, organized by Drs. Ethal Barja Cuyutupa and Ricardo Vazquez Diaz, empowered students to commemorate the complexity of Latin American culture, literature and history through projects, such as podcasts, flipbooks, presentations and an art installation by student Camila Esquivel-Goelkel.

SU students and faculty and community members filled the audience to engage with the critical dialogues proposed by the students. The symposium has been an extraordinary opportunity for students to not only develop their academic professionalism, intercultural and transferable skills but also to explore their own identities, a necessity often neglected within traditional assignments.

The symposium featured projects from 22 students split between five panels. The presentations were grouped together by content, giving each panel a distinct and unique feel. After a brief introduction, panels focused on Latino and Indigenous cultures, marginalization and art.

The presentations ranged from sociological approach to Latin American cultural expressions to literary and cinematic analysis, offering discussions on the unique Spanish-speaking identities and style of Hispanic literature and film. Despite the difficulty in covering these topics, each panelist accomplished the goal of shedding light on issues that are so often ignored, forgotten, or erased.

During the lunch break, WMDT journalists arrived to cover the event, interviewing senior Spanish major Ximena Pedroza-Acosta. The full segment is available on the WMDT website.

The symposium resumed in the afternoon, featuring two film reviews centered on cuisine and original works of creative writing. The panelists drew inspiration from art, history and sports for their stories. Student Austin Greenlee performed his original song, bringing a satisfying close to a wonderful event.

Recent Fulton Faculty Books

We are proud to showcase the work of Fulton faculty in these recent books by a range of international publishers. These seven publications illustrate the breadth of the liberal arts in scope, methodology and application. Topics cover a variety of life issues, including health, work, religion, culture and expression. Please take a moment to read the summaries and consider using these works in your courses or scholarship.

Health Communication as Social Justice: A Whole Person Activist Approach

By **Dr. Vinita Agarwal, Communication**
Centering how health is integral to all facets of an individual's life, the textbook provides a whole person look at the twin goals of health and social justice as being fundamentally connected. The book emphasizes an applied, action-based approach, encouraging the reader to bring theory and research together to enact allyship in support of historically oppressed and marginalized communities seeking socially just healthcare and create conditions that support empowerment and access through a range of perspectives such as health literacy and health care relationships. It provides the reader with pragmatic and locally centered frameworks to think about religion and spirituality, the environment, digital divide and bias, and inclusive health care beliefs and approaches in positively shaping health outcomes and addressing health inequities.
Routledge, 2024

Poesía e insurrección. La Revolución cubana en el imaginario latinoamericano [Poetry and Insurrection: The Cuban Revolution in Latin America]

By **Dr. Ethal Barja Cuyutupa, Modern Languages & Intercultural Studies**
Poetry and Insurrection aims to determine how, amid the dissemination of utopian thinking during the long global sixties, poetry became an arena to reshape history and respond to the revolution's hopes and fears. It argues that poetry configured a heterodox archive through a language enriched by Black, indigenous and feminist perspectives building a device for the memory of insurgency. Distinctively, this poetry disrupted and diversified the polarized language of the Cold War.
Iberoamericana Vervuert, 2023

Feature Writing and Reporting: Journalism in the Digital Age

By **Dr. Jennifer Brannock Cox, Communication** This book offers journalism students and practitioners a thorough examination of both writing and reporting beyond the basics. It covers the crucial elements of feature storytelling but also explores ways for journalists to adapt their skills to the Digital Age using hundreds of recent examples. The chapters include a deep dive into innovative reporting techniques, including community, immersion, and solutions journalism. Additionally, the book covers useful techniques for alternative storytelling formats, photojournalism, audio and video, as well as new apps and tools reporters can use to enhance their stories.
SAGE Publications, 2021

Between Images: Montage and the Problem of Relation

By **Dr. Ryan Conrath, English**
Between Images boldly redefines montage as more than an editing tool. It's a profound technique shaping human connections – within ourselves, with others, the material world and Earth's nonhuman inhabitants. While traditional film criticism pigeonholes editing roles, this book dives deeper. It explores the space between images as a potent force for political, emotional and aesthetic impact. Venturing into an 'expanded field of montage,' it unravels the cut and splice through photography and cinema. This study transforms the gap between images into a dynamic space for renegotiating relations. Between Images champions cinema's enduring power to instigate change, proving it transcends mere storytelling conventions.
Oxford University Press, 2023

History of the Formation of Early Chinese Buddhism: A Study on the Discourse Characteristics of Early Chinese Buddhism

Co-Edited & Translated (from Korean and Chinese) by **Dr. Ron Dziwenka, History**
This book analyzes the process of the sinicization of Buddhism during the Wei-Jin era. It investigates how the perceived similarities between Buddhism and Daoism originated, critiques how traditional Daoist terminologies were applied, and explicates how Buddhism in Central Asia had already undergone a significant theoretical transformation with Zoroastrianism at the center. The text attempts to understand why such discourses on the imperishability of the spirit became the main discussion topic in early Chinese Buddhism and how colossal Buddhist statues that remind us of an Absolute Deity came to be established in China.
Lexington, 2023

Merits - Changing Realities for Women and Work: The Impact of COVID-19 and Prospects for the Post-Pandemic Work World

Co-Edited by **Dr. Chrys Egan, Communication**
The COVID-19 pandemic and the resulting lockdown had particularly devastating impacts on female workers across economic sectors and countries. During their struggles, women emerged with new perspectives about their work and lives. These 10 articles highlight multiple perspectives on mental health issues exacerbated by the pandemic; how burnout manifested during the lockdown and its aftermath; the impact of women caretaking for others and educating their children, in addition to working paid jobs; the importance of resilience; and the career challenges women face now. Successful leadership approaches among employers, governments and individuals emerged that are critical in the post-pandemic work world.
MDPI, 2023

Life 24× a Second: Cinema, Selfhood, and Society

By **Dr. Elsie Walker, English**
Life 24× a Second is about the life-sustaining and life-affirming power of cinema. Walker pays particular attention to pedagogical practice and students' reflections on what the study of cinema has given to their lives. This book provides multiple perspectives on cinema that matters for the deepest personal and social reasons – from films that represent psychological healing in the face of individual losses to films that represent humanitarian hope in the face of global crises. Ultimately, *Life 24× a Second* shows how cinema that moves us emotionally can move us toward a better world.
Oxford University Press, 2023

'Rediscovering Happiness' – A New Workshop Series

Before COVID-19, there was a mental health crisis among college students in America. The pandemic amplified the problem.

In light of this, Elsie Walker (cinema studies/English) teamed up with SU Director of Counseling Laurie Scherer to create a series of workshops for students about gaining knowledge and skills that can boost their well-being. The series is titled "Rediscovering Happiness, Across the Disciplines."

Heidi Fritz (psychology), Chrys Egan (associate dean of the Fulton School) and Maarten Pereboom (dean of the Fulton School) have been instrumental in supporting and sponsoring this pilot program.

This new initiative comes from within the Fulton School, but all faculty are invited to submit workshop ideas. The line-up for spring reflects an interdisciplinary emphasis, including "Movies for Greater Happiness" (Walker), "Cultivating Joy in Learning" (Erin Stutelberg, secondary and physical education), "Thriving (Not Just Surviving) in a High-Pressure Career: How Can I Make a Living and Still Enjoy Life?" (Heidi Fritz, psychology) and "Discovering Happiness Through Music" (Scherer and Jan Schreibman, music therapy).

Each workshop is two hours (from 1-3 p.m. on a Friday) and combines relaying information with informal conversation and creative activities. Cookies are in abundance!

The goals of these workshops are:

- Helping students become more aware of many programs at SU that can help them live happier and better lives.
- Building connections among faculty and students in a positive and empowering way, along with creating a deeper awareness of SU's humanitarian interest in the welfare of all.
- Providing scope for students to learn valuable lessons from disciplines that have therapeutic value, without calling upon audience members to disclose any personal information beyond what they feel comfortable with sharing in an intellectual context.
- Strengthening students' connection to and investment in a variety of disciplines and interdisciplinary teachings that have personal value.
- Reinforcing connections between the Counseling Center and faculty body in supporting our students.
- Providing models of praxis or putting what we know into practice for the benefit of our students.

If you are interested in giving a workshop for this series, or just want to know more, contact Walker: emwalker@salisbury.edu

Fulton Colloquia Spring 2024

All presentations take place on select Tuesdays from 3:30-5 p.m. in Conway Hall 152

APRIL 2

Karl Maier (Psychology)
Maier presents his published research, which generally responds to the call of the American Psychological Association for researchers to address the challenges of climate change. In fact, Maier's work predates that call, and the biopsychosocial ecological framework (BPSE) he developed in 2015 continues to fuel his research efforts and creative thinking. The importance of greater understanding on all levels fuels a response that addresses scholarly audiences (including our students) and the wider public, including through our Changing Climate, Changing World lecture series every spring.

Rachel Steele (Psychology)
Steele is working on two articles for peer-reviewed journals focused on issues of diversity, equity and inclusion. Additionally, she plans to revise the department's main research course, Psychology 304, to respond to the American Psychological Association's (APA) October 2021 apology for its role in reinforcing and perpetuating systemic racism. The first article digs into the significance of the apology itself, and the second tackles the nature and significance of conspiracy theories. This work is critical to ensuring that the APA's apology is not just performative, but truly a catalyst for reform of the discipline. This presents a great opportunity for our students to participate in the revision of an academic discipline's methodologies and epistemologies.

MAY 7

Eun-Jong Han (Communication)
Han, with two co-editors, plans to publish her second edited volume, titled *Displacement, Mobility, and Diversity in Korea: Diaspora Within the Homeland.* While the first co-edited volume focused on the Korean diaspora outside of Korea, this second volume focuses on the returned Korean diaspora as well as issues of diversity and multiculturalism in contemporary Korean society. In particular, for her own chapter in this edited volume, she writes about the ethnic and national identities of the descendants of ethnic Koreans who migrated to Korea from Russia and the CIS (Common Wealth Independent States) countries.

Yujia Song (Philosophy)
Song is completing two articles and a book proposal. Each is on a distinct topic, though they all contribute to the innovative work she has been doing with colleagues in communication, health sciences and nursing to develop health humanities as a program that carries great potential to frame our health care professional programs more humanely and holistically.

Spring 2024 Sabbaticals

- **David Burns** – Dr. Burns' sabbatical is focused on the development and marketing of a new graduate program in public communication, as well as recruitment of an inaugural cohort of students.
- **Diane Illig** – Dr. Illig plans to encapsulate multiple years of work in the Fulton School Chairs' Development Group into a data-supported, replicable program model that other schools and universities could implement.
- **Emin Lelić** – Dr. Lelić plans to utilize his sabbatical leave to finish revising his dissertation into a peer-reviewed monograph, *Ottoman Physiognomy: A Window into the Soul of an Empire.* Lelić intends to spend spring writing the final chapter of the monograph.
- **John Mosher** – Mosher plans to use the time to develop a large-scale and immersive installation to be shown initially in one of the Salisbury University Galleries. This installation will center around the concept of a "Personal Solar System," building on his previous "inter-textural" work and his "Chromonauts" series, concepts and characters.
- **Fulbert Namwamba** – Dr. Namwamba will use this sabbatical to reinvigorate his scholarship by delving into hydrology and sustainability issues along the Nzoia River watershed in Kenya with his collaborator, Dr. Onywere at Kenyatta University. In addition, Dr. Namwamba has been developing the necessary connections with Kaimosi Friends University to offer a study abroad global seminar course for Salisbury University students.
- **Ignaciyas Soosaipillai** – Dr. Soosaipillai plans to complete a publishable draft of a research (peer-reviewed) article, tentatively titled, "Why Do Rebels Walk Away from Peace Negotiations: Negotiation Strategies of Sri Lanka's Liberation Tigers of Tamil Eelam."

Summer Enrichment Academies at SU

It is time again for Salisbury University's Summer Enrichment Academies. We offer a variety of educational programs for students in high school, middle school and elementary school.

Learners of all ages are engaged throughout the summer, expanding their skills in the sciences, arts, leadership and communication. SU's Summer Enrichment Academies encourage students and teachers to shine boldly as they learn and grow.

Scholarships are available for all programs. Thanks to the generosity of the Donnie Williams Foundation, all SEA participants are eligible for a scholarship to discount the cost of registration. View scholarship information on the registration page under the "About this event" information. For more information, please visit salisbury.edu/sea or inquire at sea@salisbury.edu

College Readiness Academy

The College Readiness Academy prepares high school students for college-level work in the humanities. Learners exercise academic skills, such as critical thinking and writing, textual interpretation and discussion within a community of inquiry. One session on college and career readiness bootcamp.

Humanities Academy

The Humanities Academy prepares high school students for college-level work in the humanities. Learners exercise academic skills, such as critical thinking and writing, textual interpretation and discussion within a community of inquiry. Sessions include Philosophy, World Language and Culture, Learning Russian through Acting, and Campus Tales: Mysterious Ghosts, Crazy Professors and Secret Societies.

STEM Academy

The STEM Academy is a one-week interactive experience for high school students interested in any area of science, technology, engineering and mathematics. The academy consists of 10 sessions – two sessions per day – led by SU STEM faculty. Sessions include STEAM Academy, The Maker's Playground, Intensive Academy and All About Health.

Salisbury University Art Academies

Salisbury University Art Academies introduce a world of artistic possibilities to young students. With immersive and diverse projects, students stay engaged and excited as they learn how to harness the power of their creativity. Sessions include Games, Comics, Art and Nature, Mixed Media, Crafts, and Fun with Art.

Summer Arts Academy

The Summer Arts Academy at Salisbury University allows talented high school students to explore their creativity and expand their skills across a variety of performing and visual arts areas. Students can immerse themselves in a fine or performing arts discipline while receiving intensive, hands-on training from Salisbury University professors. One session on Orchestra.

Youth Innovation Academy

The Youth Innovation Academy is a program for middle school girls and boys focusing on leadership, communication, technology and innovation. The academy enhances leadership competence and confidence through engaging, applied projects tackling real community issues. Sessions include Business Simulation, Young Writers, Book Club, 3D Printing, Literacy through Canoeing, Entrepreneurship, Film, Scavenger Hunt and Migrant Students.

Show Your Support for SU, Fulton on April 2

Mark your calendar for Tuesday, April 2: Giving Day at Salisbury University. Sea Gulls around the world will join together to support the areas of campus they care about most.

Every student and alumni gift will be matched up to $50, doubling the impact of your gift to the area of your choosing. Dean Pereboom will donate $1,000 if at least 275 people donate to Fulton areas. Associate Dean Egan will match Fulton faculty and staff gifts to Fulton, up to $50 per person, for a total match of $500. Fulton has come in first place for total number of donors the past two years, so let's make it a third time!

The Fulton School of Liberal Arts will also be represented at the Giving Day "On the Lawn" event showcasing student-led organizations and celebrating donors. The event will take place on Tuesday, April 2, from 11 a.m.-1:30 p.m. on the Perdue Lawn. Departments and student organizations can sign up to participate on the Giving Day website at givingday.salisbury.edu

All members of the campus community are invited to attend with complimentary food, lawn games, photo opportunities and stations where you can make your gift to your favorite campus area. Donors will have the chance to win SU-themed prizes and more.

Similar to previous Giving Days, the school or college which encourages the most donors on April 2 will earn a $500 award for its general scholarship fund. The Fulton School won first place in this challenge in both 2022 and 2023.

Giving Day truly demonstrates how the value of one gift – combined with others – can make a difference. Help make SU's Giving Day a success for the Fulton School of Liberal Arts. Spread the word, and make your gift on April 2.

Unleash Your Musical Spirit!

The spring semester is off to a great start with several exciting performances and special guests. We hope that you will continue to join us in celebrating our many talented students and faculty in the Department of Music, Theatre and Dance.

April begins with a performance of **Larum Voces**, an eight-person student choir, directed by senior Sophia Merbaum and conducted by Eric Gehl on Tuesday, April 30, in the Great Hall of Holloway Hall at 7:30 p.m.

Dedicated to his craft and the spirit of the blues, Chris English is a veteran blues artist and SU Jackson Music Program faculty member. The **Chris English Duo** is a powerful blend of Chris on guitar, harp, vocals and an old Coca-Cola crate used as a stomp box, combined with Grayson English, an SU Music Program alumnus, who provides a solid bottom end on the bass. This duo performs a program of acoustic and electric blues in an intimate setting in the Black Box Theatre on Friday, April 5, at 7:30 p.m.

Keeping up the annual tradition, on Wednesday, April 10, faculty members Danielle Cumming, Lee Knier and William Folger present a program with special guests, including current students, past students, colleagues and friends for **6 Strings, 7 Positions & 88 Keys & Friends**.

The SU Dance Company has been hard at work on its spring concert, titled "Fresh Tracks." Come witness a lively concert on April 12-14 featuring all new works choreographed by faculty and guest artists.

Several students present their senior recitals in the Great Hall at 7:30 p.m.:

Benjamin Rodman, cello
Saturday, April 13

Sophia Merbaum, voice
Saturday, April 27

Dalton Bosserman, clarinet
Sunday, April 28

Students from the studios of Dr. Sachiho Murasugi, Professor Lyubov Paskova and Dr. Jeffrey Schoyen perform in the Piano and Strings Recital in the Great Hall on Friday, April 26, at 2 p.m.

Experience Latin and African rhythms and classic songs from the '70s, '80s and '90s at the **World Drum Ensemble** on Friday, April 19. The ensemble features Afro Beat, Latin, steel drums and the balafon, which is the African marimba. Performances include songs by Chicago, Doobie Brothers, Santana, Pello et Afrokan, Bob Marley, and Blood, Sweat & Tears.

Under the direction of Eric Shuster, the **Percussion Ensemble** presents new, classic and underperformed works for percussion in the spirit of the genre's experimental roots in 1930s and 1940s America. Join them for the concert on Thursday, April 18, at 7:30 p.m.

The **SU Jazz Ensemble** is set to perform various styles of music from numerous eras of jazz, including swing, bebop, cool and an array of contemporary styles on Thursday, April 25, at 7:30 p.m. Instrumental music and several arrangements of vocalists at the helm are presented with improvised solos by student and community members.

Fulton Faculty Earn Prestigious Award for Writing Program Administration

The Salisbury University Writing Program has been awarded the 2023-24 Conference on College Composition and Communication (CCCC) Writing Program Certificate of Excellence.

The program is one of only three winners this year, and this award is the highest distinction a program can receive from this flagship organization in the field of writing studies.

The SU Writing Program is comprised of the First Year Writing Program, the University Writing Center and the Writing Across the Curriculum (WAC) program, which is even more impressive as the award is often given to individual units within writing programs. But the three faculty directors, Drs. Melissa Bugdal (English/director of the University Writing Center and Writing Across the Curriculum), Carolyne King (English/director of First Year Writing) and Beth Towle (English/associate director of the University Writing Center), work to create cohesion and connection across all parts of the Writing Program.

Collectively, the SU Writing Program sees its mission as using writing to help students discover and learn through writing – growing their skills as writers and thinkers as they do. Students start this work in First Year Writing courses and receive support for their writing in all classes at any stage of the writing process from peer consultants in the University Writing Center.

Meanwhile, faculty receive support from the WAC program in designing and scaffolding writing assignments and providing feedback to students throughout the writing process in their courses.

The CCCC Certificate of Excellence is awarded to programs that imaginatively address the needs and opportunities of students, instructors and the institution; offer exemplary, ongoing professional development for faculty (including adjuncts and contingent faculty); demonstrate best practices; use effective ongoing assessment; use effective procedures; and model diversity and/or serve diverse communities, among other criteria.

Dr. Carolyne King with graduate students

The award committee noted in particular that the SU Writing Program "demonstrates impressive work in creating equity throughout the program, specifically via pay; via accommodation and general accessibility policies; via support of faculty through childcare, instructional preparation, and overall; via the use of innovative solutions to support students despite legislative restrictions; and via the significant expansion of the University's writing center services, outreach and tutor preparation."

The certificate will be presented during this year's CCCC Awards Presentation ceremony in April in Spokane, WA, and will be accepted by SU graduate student Jeff Dean, a UWC writing consultant and First Year Writing instructor.

Dr. Beth Towle

Dr. Beth Towle and Dr. Melissa Bugdal, with other writing center tutors and staff

Empowerment Takes Center Stage at the Fulton School of Liberal Arts

Local nonprofit 1 Year to Empowerment and the Fulton School of Liberal Arts collaborated to bring the Harriet Tubman Living History Experience to the Fulton Black Box Theatre on February 3.

The experience was presented by actor, writer and performer Millicent Sparks. Sparks' portrayal provided a window into the life of Harriet Tubman, one of the 19th century's beacons of freedom.

The portrayal was an interactive experience for attendees, as "Harriet" engaged with the audience, answering their questions and providing additional layers of knowledge and understanding of slavery, abolitionism, the Civil War and the heroic efforts of Harriet to free African Americans utilizing the Underground Railroad.

The portrayal ended with an empowering message from "Harriet," inspiring all in attendance to continue to seek knowledge and that education is the "key" to freedom.

Audience members included the middle and high school "Empowerees" from the 1 Year to Empowerment program, the dean of the Fulton School of Arts Dr. Maarteen Pereboom, associate dean Dr. Chrys Egan and members of the Salisbury University community.

This collaboration was supported by a grant from the Women's Fund of the Community Foundation of the Eastern Shore.

In addition to Sparks' portrayal of Harriet, the event kicked off with middle school Empoweree Sophia Hotton presenting her poem, "The Journey to Freedom," which was a tribute to Harriet Tubman.

Since 2014, 1 Year to Empowerment has provided a free, year-long program that promotes self-esteem, self-respect and self-reliance for middle and high school girls from Wicomico, Worcester and Somerset counties. The program encourages its participants (also known as "Empowerees") to make healthy choices, trusting friendships and attainable goals.

Save the date for the annual Empoweree Transformation Banquet and 10th Anniversary Celebration at Salisbury University on Wednesday, July 31. To learn more about the 1 Year to Empowerment program, visit oneyeartoempowerment.org

Students Get Hands-On at COMM Experiential Night

About 200 students in communication classes attended COMM Experiential Night on February 12 to hear about the hands-on learning opportunities the department has to offer.

Students listened to brief presentations about AIFS (international internships), The Washington Center and the Nonprofit Leadership Alliance, in addition to learning about communication internships and practicum opportunities. Representatives from student media groups, including *The Flyer*, WXSU, SU-TV, the Public Relations Student Society of America and the Society of Professional Journalists, also spoke, along with Bryan Russo, station manager at Delmarva Public Radio.

After listening to the presentations, students visited tables situated around Assembly Hall to learn more about ways to get involved in the programs. The Communication Department hosts this event each semester for any student interested in these opportunities.

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