




The EXCHANGE

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The Exchange is published twice a semester.

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My, How You've Grown! By Dr. Maarten Pereboom, Dean, Fulton School of Liberal Arts

The end of the academic year is a time of celebration, certainly for those who've completed their degree programs and are about to take the next big step, perhaps on to further study, perhaps on to that first job. Congratulations!

For us as faculty and staff, it has been a privilege and pleasure to work with those (mostly) young adults who have seized the opportunity that liberal arts education presents and taken full advantage of what our rich learning environment has to offer.

One of the great pleasures of the work we do is to witness that growth. At times it can be pretty moving. At his senior vocal recital several weeks ago, Jeffrey Todd sang a beautiful and profound piece about Frederick Douglass and the struggle for freedom. Evident throughout the recital was the fact that he had worked hard on every note and was completely ready for the performance.

As audience members and supporters, we love our students enough to expect a wobble here and there on such occasions, chalking it up to nerves and where they are on the lifelong arc of experience. But, no, he actually pretty much nailed the whole thing.

I have to express a particular note of gratitude and admiration for our graduating seniors in the performing arts, because they have been learning and growing in a very public way this whole time. One of the truly lovely things about a senior recital, as I read the room, is the rapport that has developed between the artists and their audiences.

All of our students have had the opportunity to experience that same growth, though usually in a less public way. Many present research at academic conferences as juniors or seniors, or debate ethics competitively with teams from the country's most recognized universities or win poetry contests in competition with people who have been writing poetry for a living. Others are winning Fulbright, Boren and Udall scholarships or advancing far into those competitions, which is in itself a major accomplishment.

More and more, we have terrific examples of students who have achieved national



Fulton School Dean
Dr. Maarten Pereboom

distinction for their outstanding accomplishments. I believe we offer an undergraduate experience comparable in excellence to any other in this country.

Furthermore, these distinctions add value to every single degree awarded from Salisbury University. As another round of commencement exercises approaches, we celebrate all of our graduates and every degree awarded.

For some, it may be a family first, or a triumph in face of any number of challenges. For all, it's a major milestone.

While a college degree is not a golden ticket, the work that goes into it sets our graduates up for success in a knowledge-based economy, a lifetime of learning and a big leg up toward achieving their full potential.

I'm additionally proud that we represent as well as we do the democratization of higher education. One very important measure of that is our minority student enrollment, which in the Fulton School is about 28 percent of our total major enrollment, including students who identify themselves as African American, Asian, Latino/a or Pacific Islander.

With the largest undergraduate population overall, the Fulton School also has the largest minority student population on campus, accounting for about 30 percent of the University's minority students. They are well represented among our super achievers: Ethics Bowl competitors, research presenters, performing artists and scholarship winners.

We want this terrific experience to be available to anyone who can benefit from it and be successful. Higher education is certainly more accessible than it used to be. Though it's still a heavy lift for many financially, we've overcome some big historic barriers and indeed made this a place where young adults, in addition to their personal and professional formation, can mature as democratic citizens.

Among others things at commencement, we celebrate our freedom to be the people we want to be. Thanks to our students as they remind us of that, and thanks to all for another action-packed academic year.

Again, congratulations to all of our graduates: my, how you've grown!

Salisbury UNIVERSITY

Fulton School Steps Up on Giving Day By Michelle Pryor

On Salisbury University's Giving Day on April 2, Sea Gulls from around the world came together to support the areas of campus they care about most.

Generous students, alumni, faculty, staff and friends showed their support for the Fulton School of Liberal Arts. Supporters gave to several deserving departments, including communication arts, philosophy and history, as well as other worthy causes, such as the Salisbury University Children's Choir and the Fulton School Scholarship Fund.

Student-led organizations, including Squawkapella, the Comedy Gulls, the Society of Professional Journalists and the Glass Club, all encouraged donors to help fund valuable student experiences.

Freshman English major James Reedy gave

to support current students on Giving Day.

"When a lot of people give a little bit, it can really make a big difference," he said.

Having a campus job in the Alumni House, Reedy often hears from alumni with successful careers in areas, such as music or writing.

He supports the Fulton School because "it gives people an opportunity to excel and learn about traditional topics."

Giving Day truly demonstrates how the value of one gift – combined with others – can make a difference. Donors like Reedy proved this to be true.

Thank you to all of those who helped make SU's Giving Day a success for the Fulton School of Liberal Arts. Join the excitement next year, and support your favorite area on April 7, 2020.



Program

| Program | Number of Gifts | Amount |
|---|-----------------|----------|
| Bobbi Biron Theatre Program | 3 | \$576.24 |
| Communication Arts | 6 | \$223.33 |
| Dance Program | 3 | \$205 |
| English | 3 | \$180 |
| History | 6 | \$270 |
| Music | 4 | \$295 |
| Philosophical Society | 2 | \$70 |
| Philosophy | 10 | \$1,050 |
| Psychology | 1 | \$50 |
| Salisbury University Children's Choir | 18 | \$1,890 |
| Scholarships - Fulton School of Liberal Arts | 7 | \$565 |
| School of Liberal Arts | 11 | \$727.75 |
| Society of Professional Journalists | 28 | \$719.67 |
| Sociology | 1 | \$150 |
| Kendall-Ford Outstanding Scholar-Leader Award in Broadcasting | 3 | \$220 |
| Institute for Public Affairs and Civic Engagement | 3 | \$285 |
| Salisbury Symphony Orchestra | 5 | \$572.50 |

SPJ Makes a Splash at the Regional Conference By Charlotte Russell

Members of Salisbury University's Society of Professional Journalists ventured to Ocean City on April 6 for their regional SPJ conference, thanks to generous sponsorships from the Communication Arts Department and Fulton School Dean Maarten Pereboom.

Excited to welcome speakers from across the nation to their own backyard, Salisbury's SPJ represented themselves as professionals, led by club advisor Dr. Jennifer Cox.

SPJ members from colleges across the region bonded with each other while building connections with communication experts. K.B. Mensah, a junior majoring in communication arts, enjoyed the personal connections that he made with other students and industry professionals.

"The whole event was really eye-opening and engaging," Mensah said. "I found it easy to talk to people that were professionals in their field."

Students attended sessions focused on freelancing, social media tools, storytelling through video and controversy in the press. They learned leadership skills they found beneficial for both SPJ and their careers.

As a new addition to the conference, SPJ introduced a student debate session centered around ethics during lunch.

Holly Bergman, a sophomore double majoring in English and communication arts, found the lunchtime debate to be both entertaining and influential.

"It really let me see into the minds of other people as they debated ethics, which is something we debate every day as journalists," Bergman said.



Reporting from the National Environmental Justice Conference and Training Program

By Shane Hall

Six SU students with Fulton School majors and minors presented at the 2019 National Environmental Justice and Training Program in April. Sofia Carrasco, Nicole Hammond, Megan Hensel, Samuel Hunter, Cassidy Koch and Ryan Schrader organized and presented a roundtable: “(Re)Defining Documents: The Enduring and Evolving Legacy of the ‘Principles of Environmental Justice.’”

Their roundtable reconsidered the lasting importance of the 17 “Principles of Environmental Justice” drafted and adopted at the First National People of Color Environmental Leadership Summit held in Washington, D.C., in 1991. Although the principles are almost 30 years old, the students argued they still offer crucial insight into the nature and practice of building environmentally healthy communities and securing political, economic and cultural liberation.

“The Principles of Environmental Justice” is not just a static document, nor was the First National People of Color Environmental Leadership Summit just an event; rather, they inspire a “living testimony” that should be embodied by all stakeholders within the environmental justice field.

The students introduced and framed the discussion, then each gave a five-eight minute prepared research statement regarding one of the specific principles outlined in the “Principles of Environmental Justice.” Each student’s position paper was drawn from research they conducted during the fall in ENVR 320: Environmental Justice. Their position papers were clear, concise and insightful.

After finishing their prepared remarks, Koch opened the floor to questions. And, good gravy, were there questions! The students got theoretical questions from academics (“Can we see this document not as a call for incremental policy adjustments, but a radical re-visioning of society at odds with liberal democracy?”), policy questions (“I work for the city of Louisville crafting our health assessment model for EJ, and how do these words on paper

translate into how our city administration acts right now?”) to the procedural and ethical (“If privilege blinds most from seeing environmental injustice, how do we craft compelling stories to keep it in the news?”).

The students deftly answered these and many more questions for more than an hour of conversation. In a crowd of 25 people, they received questions and comments from 14 different individuals, many asking multiple questions.

During the rest of the conference, the students listened to research presentations from other students and professionals (mostly within federal agencies), as well as a keynote speech from Majority Whip Jim Clyburn. We also had a wonderful opportunity to meet with George Rakis, a political consultant who works on climate legislation. Rakis is an SU political science alum who spoke to the students about life in, and beyond, college, in addition to the latest developments in climate change policy at the federal level.

I hope you’ll join me in congratulating these students on their notable achievements. They conducted themselves as professionals and scholars throughout the conference.



PACE Happenings

Center for Civic Reflection

Salisbury University officially became the new home for the national Center for Civic Reflection on March 7.

Founded by Dr. Elizabeth Lynn at Valparaiso University, Indiana, in 1998, with support from Lilly Endowment, Inc., the center promotes listening to others and to one’s self and thinking carefully about civic choices and values.

The center’s clients span from small local non-profit boards to large national programs, including social service agencies, K-12 educators, college and university initiatives, healthcare providers and other civic leaders. Their discussions often have led to new organizational, business and classroom strategies.

Under the direction of PACE, the Center will continue supporting these same discussions and civic reflection facilitation trainings across the country while also supporting civic reflection at SU and in our immediate community. In addition to continuing the New

Student Reflection program in fall 2019, the Center will train all AmeriCorps programs in the state through the Governor’s Office on Service and Volunteerism later this spring.

For more information about the Center’s services, email Lisa Howard at CivicReflection@salisbury.edu or visit civicreflection.org.

LLC: Campus & Community Engagement

PACE concludes its first academic year hosting a new Living and Learning Community (LLC), Campus and Community Engagement, this spring. In partnership with the Seidel School, PACE was excited to offer this opportunity to students accepted into the Higher Opportunities and Possibilities in Education (HOPE) program.

In fall 2018, the first PACE LLC cohort gained both the theoretical and practical knowledge of becoming an engaged citizen and campus community member. A series of out-of-classroom campus guest speakers,

activities and field trips helped introduce students to the area. Coursework included Introduction to Politics and Government with Dr. Sarah Surak, which engaged LLC students with higher-level political science students to research and develop non-partisan voting guides. Students also exercised their community-engaged writing skills in Composition and Research with Professor Lisa Howard, who also leads the LLC.

Currently, students are studying School in a Diverse Society with Dr. Sandy Pope, taking their fall experience to a praxis of community involvement. They are developing a fundraiser to support the Wicomico County Education Foundation to support expanded pre-K access in the county. In addition to this initiative, all PACE LLC students are involved in volunteering, service to the SU campus and campus organizations.

PACE looks forward to another academic year of offering this LLC to incoming freshmen!

CADR Essay Contest Winners

Students in the Conflict Analysis and Dispute Resolution Master's Degree Program participated in an essay contest during the spring semester, answering the question: "How can a master's degree in conflict resolution help me in my career?" Nelcy Denice Avila won first place; Megan Lowe won second place; and Matthew Bosley won third. Here are their winning essays:

By Nelcy Denice Avila

The first time I saw my mother's elementary school I could not believe that it solely spanned two rooms. It was a tiny building located on top of a mountainous region in the outskirts of Macheta, Colombia. The fading paint, cracked walls and muddy floors reflected a nation torn by war. I was 15 years old when I first encountered the beginnings of my mother's humble education. Five years later, I saw the school again in better condition. Students wore their uniforms and carried a backpack full of school materials. I had the advantage of witnessing the growth of this little school in a post-civil war Colombia. The students were no longer burdened by the mental strain of safety; they could focus entirely on their education.

As I witnessed the school's transition, I realized how embarrassed and naive I was of my mother's country. I was exposed to several negative stereotypes and misperceptions about Colombia, and I felt robbed of my ethnicity. I was not informed enough to challenge those assumptions. When I told my classmates that I was going to visit my family in Colombia, the jests would begin, and they always revolved around cocaine. I remember thinking to myself: Can we really reduce an entire culture to a joke, and then accept this joke as fact? I took it upon myself to become more politically and historically informed about Colombia. I developed a newfound ability to share my cultural understanding with others.

A master's degree in conflict resolution will enable me to use my background in Latin American studies and international relations to practice the theoretical foundations of peace at the international level. More specifically, the program would prepare me to mediate peace plans within communities who are recovering from a civil war, such as my mother's country. This strong foundation in diplomacy, leadership and mediation will follow me into the classroom when I seek employment with the Department of Defense Education Activity to teach Spanish. In collaboration with Positive Behavioral Intervention and Support (PBIS), I plan work with students from all backgrounds who are at high risk for dropping out of school. It is critical to allow students to demonstrate competence, autonomy and a sense of belonging in their school community.

These skills, however, will not be limited to the classroom. They will help me in my professional development as I aspire to become a Foreign Service Officer in the Bureau of Education and Cultural Affairs. As a cultural ambassador, I would like to work in non-profit organizations that advance marginalized indigenous groups in Central and South America. The growth of my mother's

elementary school within a couple of years has demonstrated the effects of peace at the individual level. Students now carry a school bag with possibilities as they advance toward their personal and academic pursuits. As a future educational leader, I want to build peace beginning with students who learn in an inclusive classroom with other students of diverse cultural, socio-economic, linguistic backgrounds.

By Megan Lowe

As an elementary education major at Salisbury University and a spring 2019 graduate, many things have been flying through my head. What should I be focusing on in my full-time student teaching right now? Where should I start applying for teaching jobs? Will I get a teaching job in Wicomico County after graduation? These questions are not brand new; I have been thinking about these questions for some time now and working hard to turn these questions into my future.

The more I thought about my future, the more I started gravitating toward the inevitable master's degree that I will have to work toward and receive within the next 10 years as an educator. I thought about the common master's degrees that I have heard countless fellow educators talk about, such as administration, reading specialist and special education. After some time researching different master's degrees, I finally thought why not get a master's degree in conflict resolution.

With a master's degree in conflict resolution, I could have the alternative of becoming a school guidance counselor. I thought about this because throughout my internship and my part-time job in childcare, I seem to gravitate and are interested in the kids who seem to get in trouble with adults. Most of the time, these kids are not bad kids at all, they are just missing an adult who will take the time to talk and care for them. I enjoy working with children and take pride in being the adult in kids' lives that they trust and look up to.

A master's degree in conflict resolution could also help me in my teaching career on a smaller field, in the classroom itself. With this degree, my knowledge in conflict resolution would not only help me understand how my students think, but it could also help me diffuse situations between students and students or students and teachers. A master's degree in conflict resolution would help me interact with my co-workers as well.

In general, a master's degree in conflict resolution could help me in my daily life with my relationships between family, friends and

my fiancé. I am confident that a master's degree in conflict resolution could positively impact my life because I took a conflict resolution course during my undergraduate career at Salisbury University. In that short semester a few years ago, I learned things that I still use in my life today. I believe that the information that I will receive through a master's degree in conflict resolution will reach above and beyond my expectations and I am excited to pursue a degree in this fascinating subject of human interaction.

By Matthew Bosley

A job. A career. A calling. Many of us have probably experienced the former. A task where an individual is inadequately compensated for their mundane drudgery. Conversely, a career fuels one's future. A career allows for growth, development and evolution. Currently an evolving field, conflict resolution is the interdisciplinary science that facilitates holistic solutions to disputes.

A master's degree in conflict resolution does not give one the capacity to think, but rather it gives individuals a choice of what to think about. It analyzes where certain template and belief systems come from. It helps check certainties and biases that are ingrained in our minds. It enhances our critical awareness by diluting differences of self and embracing universal commonalities. Applicable occupations that can benefit from this discipline are innumerable. Rather than just measuring the material payoff of a diploma, conflict resolution gauges human value into the equation. It is one of the few disciplines where it can help one's personal life equally, if not more, to one's professional life. Practitioners of conflict resolution work in a myriad of fields, including the medical field, substance abuse programs, mental health professions, schools and human service departments in both the public and private sector. A master's in conflict resolution is a pathway to specialization. Specialization allows for individuals to focus their attention to a specific career pathway in the field of conflict resolution, resulting in higher earning potential over time.

A master's degree in conflict resolution does not only have extrinsic value. It also has intrinsic value. It is necessary for its own sake. It searches for truths. Through truth, wisdom is gained. With wisdom, one is able to think critically and communicate effectively through multiple mediums including speech, writing, and active listening. These highly sought after skills teach practitioners of conflict resolution how to solve complex problems by delivering clear and concise solutions. Business leaders and employers are actively searching for

(continued)

CADR Essay Contest Winners *continued*

candidates who possess these employable skills. These skills cannot be taught through technical training seminars, but rather have to be acquired through life experiences. Life experiences are acquired through exploration. Exploration of theories and thought are challenged throughout the curriculum: theories of diversity and uniformity, inclusion and exclusion, attachment and detachment, cooperation and competition. These symbiotic relationships reveal an interconnectedness between us all. An interconnectedness that transcends menial jobs or rewarding careers. An interconnectedness that we as humans are called upon to serve through solidarity.

Announcing the 2019-20 Bobbi Biron Theatre Program Season

Medea

October 10-13
Black Box Theatre, Fulton Hall

By the Way, Meet Vera Stark

November 21-24
Black Box Theatre, Fulton Hall

Hair

April 1-5
Holloway Hall Auditorium

Tickets may be purchased at the Performing Arts Box Office in Fulton Hall Monday-Friday, from 10 a.m. to 4 p.m. They may also be purchased by phone at 410-543-6228 or online at www.salisbury.edu/performingarts.

Ayres and Accolades By John Wesley Wright



Post Singers' Showcase in February (from left): Jeffrey Todd, Adam Beres, Jeremiah Copeland, Patrick Gover, Veronica Tomanek, John Wesley Wright, Jessica Johnson, Sara Miller (rear), Kadie Laramore, Olivia Davidson, Gianna Pesaniello, Joshua Dennis, Lance Fisher.

Vocal performance track majors from the Department of Music, Theatre and Dance continue to waft their voices throughout the region with Singer Showcases and Baroque to Broadway concerts performed at SU, Wor-Wic and Trinity Cathedral in Easton.



Jeffrey Todd after performing with his grandmother, June Rose Todd.

A final Baroque to Broadway concert will be offered at Christ Episcopal Church in Cambridge on May 19 at 4 p.m.

With an impressive display of vocal excellence and consistency, the SU voice students also swept the National Association of Teachers of Singing (NATS) Student Auditions floor once again with the following 2019 outcomes:

- **Lance Fisher:** First place MD-DC & second place Mid-Atlantic Regional – Senior Men's Musical Theater
- **Patrick Gover:** First place MD-DC & fourth Place Mid-Atlantic Regional – Junior Men's Musical Theater
- **Sara Miller:** First place MD-DC NATS – Senior Women's Classical Music category
- **Jeremiah Copeland:** Second place MD-DC – Junior Men's Musical Theater
- **Joshua Dennis:** First place MD-DC – Sophomore Men's Musical Theater
- **Olivia Davidson:** Second place MD-DC – Sophomore Women's Musical Theater
- **Adam Beres:** Honorable mention – Junior Men's Musical Theater
- **Gianna Pesaniello:** Honorable mention – Sophomore Women's Musical Theater
- **Kadie Laramore:** Honorable mention – First-Year Women's Classical

Kudos to our most decorated vocal veteran, baritone Jeffrey Todd, who won first place at the MD-DC and Mid-Atlantic Regional Auditions in 2016, 2017 and again in 2019 (Senior Men's Classical), making him eligible for national rounds for the fourth year in a row. Todd was the third-place winner on the national level as a freshman and second as a sophomore.

Although he made it to the live national round his junior year, recovering from a tonsillectomy made competing more difficult that year. A national title in 2019 would be a sweet summation to it all.

In April, Todd successfully completed his Senior Recital with pianist Veronica Tomanek and, in a very special moment, was accompanied on one selection by his staunch supporter, longtime Ocean City church musician and grandmother, June Rose Todd.

Todd has received a scholarship to the Mostly Modern Festival to be held this summer in Saratoga Springs, NY, and will pursue a master's degree in vocal performance in the fall on a full scholarship and teaching assistantship at the University of Kentucky School of Music in Lexington.

Checking in at The Washington Center

By Maggie Praley

Note: Salisbury University has seven students participating in The Washington Center program during the spring and summer 2019 sessions.

My internship in the Department of Justice's Environmental Division in Washington, D.C., has been a fulfilling and valuable experience. This has been a great transition for me and a new challenge that I was excited to take on.

The DOJ hosts a lot of events and programs and provides us with mentors and an internship coordinator once we begin our work. I have learned a lot from my mentor

through conversations about the paths she has taken, both personally and professionally. We meet every two weeks, and I talk to my internship coordinator just about every day.

I have been fortunate to be passionate about and fulfilled by my work and to have a place I enjoy going to every day. The professional development courses are also helpful, and the evening class is interesting. These experiences are valuable and significant résumé builders. If

I could do this program again, I would.

The new experiences I have had in D.C. have not been like anything I encountered before. Not only are there museums, concerts and art galleries, there are sports events (the Nationals, the Capitals and the Wizards), along with conferences, workshops, monuments and new restaurants to explore. There is something here for everyone, and it is quick and easy to get where you want to go.

Fulton Students Thrive in Obtaining Fellowships

By Kristen Walton

Fulton students continue to shine with their national (and international) successes.

In addition to our first Udall win (see Sonja Kolstoe's article), Salisbury also recently learned that of eight students who applied for the Boren Scholarship, three have received the award, and four more have been recognized as alternates. All seven of these students are from the Fulton School.

Abéy Adeoye, an honors student double majoring in history and political science and European studies minor, won the Boren award to Tanzania to study Swahili.

Chase Alexander, an ROTC cadet double majoring in history and French, won the Boren award to Morocco to study Arabic.

Nate Sansom, an honors student double majoring in political science and conflict analysis and dispute resolution and international studies minor, won the Boren award to Poland to study Polish.

The alternates include Eva Fialkowski, an ESOL major with minors in ethnic and global literatures and French, who wants to study Hindi (SAFLI) in India; Darian Mullikin, a history major and East Asian studies minor, who wants to study Korean in South Korea; Jared Johnson, a political science major and

history minor, who wants to study Russian in Estonia; and Hira Shahbaz, an English major with minors in South Asian studies, philosophy, and law, justice and advocacy minors, who wants to study Urdu (SAFLI) in India.

The Boren Scholarship is for undergraduates and pays up to \$20,000 for a six-month study abroad outside of Western Europe. The award emphasizes language study and national security. It is sponsored by the Department of Defense and requires a one-year commitment to work for the U.S. government.

People interested in federal government careers are given priority. The scholarship brings with it non-competitive hiring in the U.S. government and access to otherwise unpublished job advertisements.

The three winners are Salisbury University's first for this prestigious award. Communication arts major (and Fulbright scholar) Payge Jennings '14, was our last student recognized for this award in 2012 when she was named an alternate.

Adeoye is also a PPIA Junior Summer Institute Fellow. Alexander also has won a Project Go Award to study Arabic in Jordan this summer. And Sansom is a Bosserman UNESCO fellow. Shahbaz was also awarded a

Critical Language Scholarship to study Urdu in India this summer.

Fulton Updates on Fellowship Wins Overall

Noah Cline '19, CADR major, ROTC, Fulbright Award to National Chengchi University in Taiwan to study Asia-Pacific studies (will pay for a two-year master's degree)

David Basom '19, history/secondary education major, Fulbright ETA Award to India

Hira Shahbaz '20, English major, South Asia minor, Critical Language Scholarship to study Urdu in India

Abiodun Adeoye '20, history and political science majors, European studies minor, Honors student, Public Policy and International Affairs Junior Summer Institute Fellow, Humphrey School of the University of Minnesota

Chacier Alexander '21, history and French major, Project GO Scholarship to Jordan

Larren Burgess '19, psychology major, philosophy minor, Gilman Scholarship to South Africa

Nathaniel Sansom '21, political science and CADR majors, international studies minor, Honors student, Bosserman UNESCO Fellowship

Courtney (Nicole) Hammond '20, environmental studies minor, Honors student, Udall Scholarship

We also have a large list of semi-finalists and finalists for the school, including for the Fulbright, Truman, Clinton and other fellowships.

Thank you to the entire Fulton School for your support of our candidates. Please send any students who may be interested in these awards to speak with Dr. Sally Perret or Dr. Kristen Walton. Perfect GPAs are not always necessary, especially for the Fulbright and Boren.



Abiodun Adeoye



Nate Sansom



Chase Alexander

Departmental Reports

ART

Jinchul Kim had two group exhibitions this spring. "To Be a Woman" was at the Korea Cultural Center in Washington, D.C., from March 8-25. "The Shape of my Heart" will be at the Maryland Hall for the Creative Arts, from June 27-August 24, in Annapolis. The reception take place June 27 from 5:30-7 p.m.



"All of the Heartaches" 2011, oil on canvas, 18x24

Congratulations to **Kim's** painting student, **Lindsay Prugh**, who won the Northeast Regional Honors Conference Art Show for her work, "Through the Voices of the Youth" (30"x40"). Oil on Canvas. (2019).



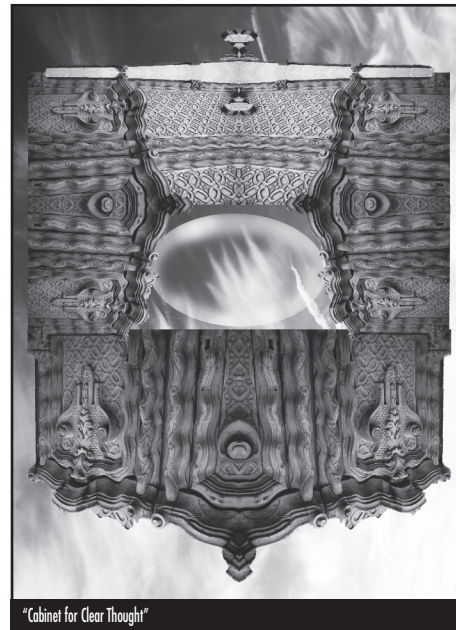
Lindsay Prugh at the Northeast Regional Honors Conference Art Show with her work, "Through the Voices of the Youth."

Jennifer Kruglinski gave a talk, "Photographic Innovation and the Delmarva Peninsula," about photographic technology on the Eastern Shore at the Edward H. Nabb Center on April 11. The talk was in conjunction with the Nabb Center's exhibition "Captured in Time: Glimpses of the Eastern Shore Through the Camera Lens," on display in the first floor lobby of the Guerrieri Academic Commons through July 26.

Dean Peterson has work in eight different shows, including four at the Maryland Federation of Art: "Rain Dreams" at the Lower State House Show in Annapolis, "Market District" at the Working for a Living group show, "Festival" at the online Curve Gallery's 'Street Scenes' exhibit and "Cabinet

for Clear Thought" at the Curve Gallery's 'Winter Members Show.'

Peterson has works at three different exhibits at the Art League of Ocean City, including: Artists Choice Show with "Fulton Still Life," Not Your Mothers Still Life exhibit with "Nuts for Nuts" and "St. Sauveur," and the Juried Corporate Partners Show with "Portal" and "Out of Business off the Square." Peterson also has his "Rain Dreams" exhibited at the Salisbury Art Space Spring Members Show.



"Cabinet for Clear Thought"

Brooke Rogers is serving as the inaugural Fellow for Contemporary Art and Community Engagement at the Art League of Ocean City. The one-year appointment will allow Rogers to organize exhibitions, lead museum trips and share his experience through gallery talks and other community programs.

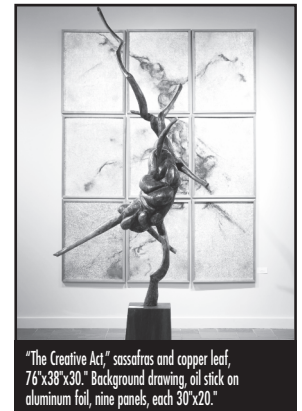
Bill Wolff held a solo exhibition, "Dissolution," at the Rehoboth Art League from April 6-May 5 with a formal gallery talk on April 13. Wolff also had one work, "Vanish," included in the 11th Annual National Juried exhibition at the Idaho Falls Arts Council Hall Gallery from March 14-June 2, and one work, "Squirrel Bomb," included in the DownEast National Sculpture Exhibition from March 1-28.

Wolff also has an ongoing project with Bennett High School. This is a public work,

funded by a Fulton Public Humanities Grant and in conjunction with the Bennett Step Up program. Through the project, Wolff took alginate molds of 20 students' hands and cast them in bronze. The students came to SU, watched the bronze pour, opened the molds and cleaned up the foundry. The work will be installed at Bennett, and there will be an unveiling scheduled for mid-May.



"Vanish," bronze on willow base, 28"x6"x6"



"The Creative Act" sassafras and copper leaf, 76"x38"x30." Background drawing, oil stick on aluminum foil, nine panels, each 30"x20."

COMMUNICATION ARTS

Two of **Vinita Agarwal's** research papers, "(Re)defining Breast Cancer Survivorship as Embodied Space of 'We': How Complementary and Alternative Medicine Providers Promote Body Acceptance" and "Unpacking the Elusive Dimensionality of 'Spirituality' Based on Patient Description of Experiences During Complementary and Alternative Medicine Treatment of Pain," were accepted for presentation at the International Consortium of Complementary and Medical Research at Brisbane, Australia, in April.

Agarwal also will present her paper, "Patient Communication of Chronic Pain in the Complementary and Alternative Medicine Therapeutic Relationship," at the International Communication Association (ICA) in Washington, D.C., in May.

Agarwal will serve as chair of a health communication division panel for the ICA. She also served as a reviewer for the National Communication Association (NCA) 2019 health communication and feminist and women's studies divisions and as a peer reviewer for the journals *Health Communication*, *Journal of Advanced Nursing*, *Journal of Applied Communication Research* and *Frontiers in Communication*. She is serving on the Bonnie Ritter Book Award and Scholar Activist Award committees for NCA's Feminist and Women's Studies Division. Agarwal also participated in NCA's Annual Leadership Retreat at College Park as a Teaching and Learning Council member.



"Squirrel Bomb," cast iron and steel, 18"x11"x11"

Departmental Reports (continued)

G Douglas Barrett received an advance contract from the University of Chicago Press for his forthcoming monograph, *Experimenting the Human: Experimental Music and Technological Posthumanism*. He gave a paper presentation on this book project at Sonologia, an international sound studies conference held April 8-12 in São Paulo, Brazil. Barrett received a Faculty Mini Grant for archival research, conference attendance and supplies for completing the book.

Barrett will give a related invited talk at the Transformations of the Audible Symposium May 16-18 at the Institute of Sonology in The Hague, The Netherlands. Barrett will also co-lead an Associates Session, "Unhearing the Absolute: Theorizing Music After Absolute Music," at the Music & Philosophy Study Group's Seventh Biennial Conference July 11-12 at King's College in London. His review of *The Sonic Persona: An Anthropology of Sound*, by Holger Schulze, will appear in the next issue of *The Journal of the Royal Anthropological Institute*.

Jennifer Cox's co-authored paper, "Bringing the Community to the Journalism: A Comparative Analysis of Hearken-Driven and Traditional News at Four NPR Stations," will be published in *Community Journalism* this summer. Cox also was accepted as a fellow for the competitive Solutions Journalism Educators Academy in Portland, OR, this summer. She plans to incorporate what she learns into her forthcoming textbook on feature storytelling and into her advanced journalism classes.

Chrys Egan received the USM Board of Regents Award for Outstanding Mentoring, the Maryland Top 100 Women Award and is nominated for the Wicomico County Library Light of Literacy Award. She is co-author of the article "The Capacious Model and Leader Identity: An Integrative Framework" in the *Journal of Leadership Studies* that examines how contexts and influences can encourage diverse leadership.

CONFLICT ANALYSIS & DISPUTE RESOLUTION

S.I. Keethaponcalan's book, *Post-War Dilemmas of Sri Lanka: Democracy and Reconciliation*, was published by Routledge in March.

ENGLISH

Derya Kulavuz-Onal presented "Lessons Learned Teaching Online in an Offline Culture" with **Karen Silverstrim** (history) and **Kathleen Arban** (social work) at the Mid-Atlantic Group Instructing with Canvas conference at Shenandoah University in Winchester, VA. Their presentation analyzed

the changing nature of online teaching on campuses where the online medium is a peripheral method of instruction.

April Logan, president of the Pauline Elizabeth Hopkins Society, will preside over the Society's 10th-anniversary celebration at the American Literature Association conference in May. The event includes a reading of Hopkins's *Peculiar Sam, or The Underground Railroad* (1879), made possible through the generous support of the Office of the Provost at Salisbury University. Logan will present "Camera Obscura and Trethewey's *Native Guard*," which argues that Natasha Trethewey's ekphrastic poetry reveals that photography and painting subvert the epistemologies of marginalized and dominant cultures.

Manav Ratti has an invited article forthcoming in a special issue of *Frame*, a literary studies and theory journal based in the Netherlands. Other contributors to *Frame* include Laurence Buell, Jonathan Culler, J. Hillis Miller and Martha Nussbaum. He presented at the American Comparative Literature Association conference and has had papers accepted for the conferences of the Indian Comparative Literature Association and the American Association of Australasian Literary Studies. His book *The Postsecular Imagination* was cited in *Journal of Romance Studies* and *New Hibernia Review* and was translated into Finnish, Polish and Russian for extended citations in the European and Russian journals *Er(r)go: Teoria, Literatura, Kultura; Idäntutkimus; Культурология; and Wieloglos*. His research in *The Journal of Commonwealth Literature* was cited in *The Hindu*, one of India's oldest newspapers.

Christopher Vilmar presented "Contentiousness as Mode: Polemic in the Works of Samuel Johnson" at the American Society for 18th-Century Studies conference, where he also participated in the roundtable "The Doctor Is In." The roundtable aims at mentoring graduate students and colleagues in the field of 18th-century studies. He has two book chapters and a lengthy review essay forthcoming in 2019-20.

ENVIRONMENTAL STUDIES

Gina Bloodworth presented the paper "Experiential Education as it Intersects Geography and Environmental Studies: Some Things Must be Understood in the Field, or We Lose Our Bearings" at the joint meeting of Canadian Association of Geographers, International Geophysical Union, National Conference on Geographic Education, Quebec City, Quebec, Canada, in August 2018.

Bloodworth will complete the *Wicomico River Watershed Atlas, Spring 2019* multi-media publication, to be posted electronically on the Wicomico Environmental Trust website and

also with printed bound copies available by summer. This was designed to be a K-12 geographic education teaching tool to provide local environmental issues as curriculum in local school districts but also to be available to the public at large, and as a decision-making resource for city and county officials. Bloodworth also co-presented the paper "Geographic Concepts Embedded within Accessibility" at the American Association of Geographers annual meeting in Washington, D.C., in April.

Gina Bloodworth and Rachel Pierson recently published "Digging into Ditches: A Historical-Geographic Analysis of Agricultural Drainage Ditches on Maryland's Eastern Shore" in the journal *The Pennsylvania Geographer*. This was the culmination of a yearlong project working with Rachel Pierson, first as a funded Henson Summer Scholar, then as Honors' thesis work and finally as a published co-authored article. The research applies geographic tools, such as GIS, to understanding the structure and function of small-scale water management systems, such as our local network of ag ditches.

Shane Hall will present a paper, "The Flawed Iconography of Climate Chaos: (De)Racialized Climate Migrants and American War," at the Association for the Study of Literature and Environment biennial conference at UC Davis June 26-30.

James Hatley attended the initial workshop of the Religion and Extinction Network at the University of Birmingham in December. Composed of 11 scholars from Great Britain, Australia, the U.S. and Canada, this group is collaborating to publish a collection of essays focusing on how ways of thinking cultivated by various religious traditions might illuminate and critically assess the regime of anthropogenic mass species extinction that is currently at play across the planet.

Tom Horton's documentary film, *Island Out of Time*, premiered in March at the National Environmental Film Festival in Washington, D.C. It shows on Maryland Public Television on April 23 as part of MPT's Chesapeake Bay Week. The film documents and explores the loss of community and culture on Maryland's only offshore inhabited island, Smith Island, where rising sea levels and shrinking populations threaten a way of life that has endured since the 1600s. *Island Out of Time* was made in collaboration with producer Sandy Cannon Brown and videographer David Harp. The team of Horton, Harp and Brown is now working on its fourth film on the unique and little known African American community of San Domingo, about 15 miles from Salisbury University.

Sonja Kolstoe was awarded a 2019 Faculty Mini Grant for her project "Understanding the Preference of Marylanders for Birds in their

Backyard and Neighborhood.” Kolstoe presented her co-authored paper “Hurry Up and Weight: Auxiliary Data to Improve Representativeness of Inference from Citizen Science Data” at a USDA-sponsored workshop “Applications and Potential of Ecosystem Services Valuation within USDA – Advancing the Science” in Washington, D.C., in April.

Kolstoe was a featured speaker at the Biodiversity of Cities Symposium at the University of North Carolina at Chapel Hill on April 26. The title of her presentation was “How eBirders Value Biodiversity in Cities: Inferences Based on Bird-watching Excursions by Citizen/Community Scientists.”

Mike Lewis, in preparation for his sabbatical project focusing on the Chesapeake, organized a panel with four other scholars (from five different disciplines) at the American Society for Environmental History’s annual meeting in Columbus, OH. The panel discussed “Environmental History to Understand, Manage and Interpret the Chesapeake Region,” with Lewis providing chair and commentary duties.

Fulbert Namwamba was selected for the Carnegie African Diaspora Fellowship Program (CADFP) offered by the Institute of International Education.

HISTORY

Dean Kotlowski will receive the inaugural Fulbright Professional Scholarship in American-Australian Alliance Studies and will be based at the Australian National University in spring 2020. This is his third Fulbright, following awards to the Philippines (2008) and Austria (2016). Kotlowski was appointed by Treasury Secretary Steven Mnuchin to be the U.S. history specialist on the Citizen’s Coinage Advisory Committee, which advises the U.S. Mint on the design and historical accuracy of U.S. coins. Past members of the CCAC have included historian/biographer (of Andrew Jackson) Robert V. Remini and Hall-of-Fame basketball star Kareem Abdul-Jabbar.

Belen Vicens’ book review of Jessica A. Coope’s *The Most Noble of People: Religious, Ethnic, and Gender Identity in Muslim Spain* was published by the *American Historical Review*.

MODERN LANGUAGES & INTERCULTURAL STUDIES

Carolina Bown will participate in the annual board meeting of the Nonprofit Leadership Alliance’s Professional Development Committee in Dallas, TX, in June. An important task for PDC board members will be the planning of the 2020 Alliance Management Institute (AMI) National Conference.

Louise Detwiler presented her conference paper, “Forgetting as Ethical Witnessing? Eduardo Galeano’s ‘Memorias y desmemorias’ as Meta-testimony,” at the annual American

Comparative Literature Association conference at Georgetown University in March 2019. Her presentation was a part of the seminar “Injustice, Violence, and Witnessing.”

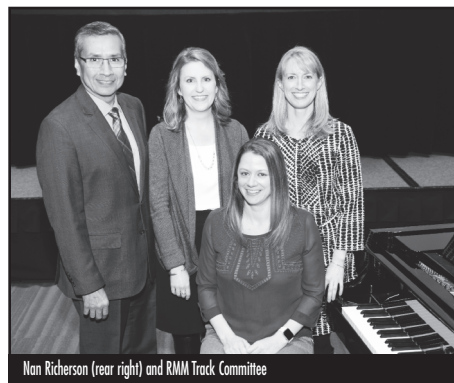
Corinne Pubill presented her research paper “Lo abyecto en *El marido de mi madrastra*” on the panel titled “Latin American Literature and Culture Latin American Literature and Culture I: The Work of Aurora Venturini” at the annual Popular Culture Conference in Washington, D.C.

MUSIC, THEATRE & DANCE

The dance program welcomed **Bridget Welty**, the company manager for the Paul Taylor Dance Company, to Fulton Hall on April 5. Welty has worked in New York City as a stage manager, tour manager, lighting designer and company manager. She has extensive experience with professional dance and theater companies. Welty spoke with theatre and dance students about her career path from college to company manager for one of the most respected dance companies in the world.

Nan Richerson spoke at the 2019 Music Teachers National Association national conference in Spokane, WA, in March. The titles of her presentations were “Coffee and Conversations, Let’s Play Games!” and “Strategizing, Teaching, Empowering: The Many Hats of an RMM Teacher.” In addition to presenting, she served on the Pedagogy Saturday Recreational Music Making (RMM) Track Planning Committee for this conference.

Kara Dahl Russell was hired as the director of the Summer Children’s Theatre Academy at the Mar-Va Theatre in Pocomoke City. One of the plays will be her own musical adaptation of Jane Austen’s *The Visit*. In March, Dahl Russell premiered “The Love of Lever Harp,” a program of recital pieces and songs, including the premiere of a new work by Iranian composer Hashem Reshadat.



Eric Shuster produced the fifth annual Salisbury Percussion Festival (SPF 19), a salon concert and performed for New Music Salisbury. Among these performances, he

premiered three new works, including his own arrangement of a Dan Deacon composition.



POLITICAL SCIENCE

Sarah Surak presented her paper, “Saying ‘Thank You’ to Ecological Degradation Under Authoritarian Neoliberalism: Decluttering Our Tactics,” at the Second Biennial Conference of the Caucus for a New Political Science in South Padre Island, TX. In her position as reviews editor for the journal *New Political Science*, she also participated on the roundtable “The State of New Political Science: A Journal of Politics & Culture and its Future.”

PSYCHOLOGY

Suzanne Osman presented “Predicting Sexual Satisfaction with a Current Partner Based on Partner and Nonpartner Sexual Victimization Experience” at the annual meeting of the American Psychosomatic Society.

Karl Maier gave an invited presentation to an international audience at the 2019 Annual Scientific Meeting of the American Psychosomatic Society in Vancouver, Canada, on March 7. He was selected to share his theoretical work in a talk, titled “Biopsychosocial Ecology as a Transdisciplinary Lens to the Human Microbiome and the (R)evolution of 21st Century Medicine.”

Spanish Alumna Spotlight By Carolina Bown

What a great feeling it is to reconnect with alumni and to find out about the wonderful things they are doing. After earning a Bachelor of Arts in international studies and Spanish, and a Bachelor of Science in geographic information systems in 2012, Colleen Eschenburg moved to Ecuador where she became the director of development at the nonprofit Hearts of Gold*.

Eschenburg described herself as a “proud Eastern Shore native who lives at the spine of the world.” She explains that her work in a nonprofit allows her to generate connections



(Third, from left) Colleen Eschenburg, Spanish and international studies alumna, working at a children's development center in Cuenca, Ecuador.

between north and south and to bridge resources of knowledge, funding and training to inspiring Ecuadorian women leading change in their communities.

“I honor what SU gave me by identifying it as part of my legacy, which I hope to share with the world through service,” Eschenburg said. “Salisbury University influenced me greatly, and I’m so thankful for it that I only hope I can pay it forward a little bit each day.”

She credits inspiring professors from geography, modern languages and political science, saying they were “fantastic professionals with warm hearts, all of them shedding light on various aspects of our human nature.”

**The mission of Fundación Hearts of Gold is to help local leaders reach their full potential through a series of capacity building workshops, community dialogues, and mentorship hours. Some programs, like Mirame, support Ecuadorian women from rural communities, and others, like the Community Assistance Program, support the unique needs of nonprofit professionals. Anyone interested in learning more, partnering with Hearts of Gold, or inquiring about internship opportunities can contact Eschenburg by visiting <http://heartsofgoldfoundation.org>*

Courtney Hammond Wins SU's First Udall Scholarship By Sonja Kolstoe

Courtney (Nicole) Hammond, a biology major, environmental studies minor and honors student, is Salisbury University's first Udall Scholar.

As of mid-April, the Udall Foundation said they anticipated awarding 50 of these scholarships in 2019 (the exact numbers will be released in May). The Udall Foundation awards scholarships of up to \$7,000 to their Udall Scholars, and this is a nationally competitive scholarship open to college sophomores and juniors for the following three categories: environment, tribal policy and

Native American care. These three areas were of great importance to the lawmakers, Morris and Stewart Udall, whose memory the scholarship honors.

Hammond applied under the environment category, as she is interested in water conservation policies and the associated distributional consequences of those policies, particularly with regard to how they affect minority communities. The latter truly reflects the importance of a liberal arts education: to understand the multifaceted environmental problems the world now faces requires an understanding of the sciences, social sciences and humanities.

Hammond's resume is impressive, making it hard to believe she is only a junior. As a freshman, she was successful in obtaining funding from SU's Green Fund to build a pollinator garden on campus, something that is still in use today. She now serves a student representative on the Green Fund Board that reviews Green Fund proposal.

Last summer, Hammond was awarded a Henson summer research grant to work with her mentor, Dr. Christina Bradley in the Biological Sciences Department, to study the ecological impact of damming freshwater systems, and she continues this work as part of her honors thesis.

In March, Hammond was part of a group of students, led by Dr. Shane Hall from the Department of Environmental Studies, who presented a roundtable “(Re)Defining Documents: The Enduring and Evolving Legacy of the ‘Principles of Environmental Justice’” at the National Environmental Justice Conference in Washington, D.C. She has been an active member of the Environmental Student Association since she came to SU, and she is currently serving as the president. She is also an active member of the Honors College and serves as a student ambassador.

This coming summer, Hammond will be busy. In addition to attending the Udall Scholar Orientation in Tucson, AZ, in August, she will also spend most of her summer in Rhode Island because she was awarded a Research Experiences for Undergraduate (REU) spot in the program at the University of Rhode Island. Congratulations to Nicole!

If you are a student or know of a student that will be a sophomore or junior who is interested in applying to the Udall Scholarship for 2020, have them check out the Udall Foundation website at www.udall.gov/OurPrograms/Scholarship and then contact me at shkolstoe@salisbury.edu.



From Russia with Music By Lyubov Paskova

Another fantastic year has passed as SU's Department of Music, Theatre and Dance hosted its 13th Annual Celebration of Great Composers concert on April 14 in Great Hall.

For 13 years, the Celebration of Great Composers concert, coordinated by Luba Paskova with the help of local piano teachers, has served as a fundraising event for the Salisbury University Performing Arts Fund. This year's event was made possible, in part, by a grant from the Salisbury Wicomico Arts Council that was awarded by the Maryland State Arts Council and the National Endowment for the Arts.

The Great Composers concerts focus on a specific composer or genre of music. For the last two years, we were fortunate to feature and host guest composers, such as Viktoriia Babaeva, of Saint Petersburg, and Jeffrey Chappell, of Washington, D.C. Meeting and working with living composers has great impact on local piano students and audiences alike and gives young people tremendous motivation and inspiration for further study.

The first generation of piano students that played on Great Composers concerts has grown up. My hope is that their time on the stage is a wonderful memory from their childhood. It's exciting to say that the number of participating teachers is increasing. Two of our new teachers, Ryan Deysher and Gia Bautista, are Celebration of Great Composers alumni – an incredible accomplishment!

This year's concert theme was From Russia



Session participants receiving their diplomas.

with Music: Beautiful Stories and Heritage of Russian Composers. The program highlighted guest composer and pianist Kat Souponetsky, a Juilliard and Curtis Institute of Music graduate. The concert was a success, and large crowds enjoyed hearing Souponetsky's stunning performances and appreciated the offerings of Eastern Shore pianists.

"We dipped our spirits in the exquisite joy of sound coming From Russia with Music – the love of music and talent that took us out of ourselves, beyond the sun and returned to

earth as never before, forever changed," SWAC President Therese Hamilton said.

"Thank you, all, and artful blessings forever!"

"A wonderful program of many talented students," local musician Virginia Russell added. "I heard some Russian music that was new to me."

Piano teachers who participated include Barbara Arya, Gia Bautista, Ryan Deysher, Carole Lohmann, Sharon Lonsdale, Ryan Ogburn, Luba Paskova, Laura Spies and Susan Upton.



Therese Hamilton (SWAC president) and Luba Paskova with her piano students



Kara Dahl Russell (narrator), Luba Paskova (event coordinator) and Kat Souponetsky (guest pianist).

The Fulton (Middle) School of Liberal Arts By Chrys Egan



Students learning through the Fulton School of Liberal Arts may start to look younger and younger. In addition to educating our regular University students, the Fulton School has several opportunities to bring arts, humanities and social science curriculum to middle school students.

SU showcased some of our programs on March 12 at the Junior Achievement “Inspire” event at the Wicomico Youth and Civic Center for all county eighth grade students to learn more about future careers. For instance, the Communication Arts Department booth featured activities to illustrate our media and interpersonal programs.

Middle school students could practice



reading the news from a teleprompter while viewing themselves on a nearby screen. To understand listening skills and intercultural communication, students learned to pick up gummy bears with chopsticks.

Communication Arts Department Chair Lori DeWitt and Associate Chair Paul Scovell spearheaded the event.

In addition, the Public Humanities Committee has awarded a grant this summer to SU’s Youth Innovation Academy (YIA) to showcase Fulton programs to five students who will receive partial

scholarships. Previously known as the Girls Innovation Academy, the YIA expands this summer to offer six weeks of fun, educational programming for middle school boys and girls. Be on the lookout for these young scholars and their lead faculty.

Summer 2019 Youth Innovation Academy

Girls Innovation Academy 1

June 17-28

“Bringing Stories to Life: Literary CSI and Computer Animation”

Instructors: Jennifer Cahall; Mark Robuck

Boys Innovation Academy

July 8-12

“Mix It Up: Career Exploration and Cutting Edge Music Technology”

Instructors: Ted Nichols; Kevin Fallon

Girls and Boys Innovation Academy

July 15-19

“Make Your Own Magic: Ingenuity and Self-Reliance through YA Literature of Harry Potter, Lord of the Flies and More”

Instructors: Mou Chakraborty; Lacey Payne

Girls Innovation Academy 2

July 29-August 9

“Trailblazers: Outdoor Leadership and Entrepreneurship”

Instructors: Christy Harper; Bill Burke

“Media and Me: An Exploration of Self and How Media and Photography Influence Girls”

Instructors: Deb Dickerson; Mehves Lelic;

Jean Goblinger; Stacia Kock

For more information, visit www.salisbury.edu/administration/president/cell/middle-school-youth-programs.aspx or contact Mary Angela Baker or Chrys Egan.



Thanks to *The Exchange* Representatives who contributed to this issue:

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