Dean’s Reflections:
Me Too

It is my pleasure to tell you that Dr. Karen Olmstead will take over as dean of the Henson School on July 1. Dean Olmstead has a long and outstanding record as a teacher, researcher and administrator at the University of South Dakota, mainly in the Biology Department.

Welcome!

I was asked to be associate dean for the transition and will be teaching GEOG 104, Earth and Space Science, to 96 students in the fall semester. My new office will be somewhere in Devilbiss Hall. Sorry, my office phone will be unlisted, if anyone cares.

It was an interesting two years inside the belly (gaster) of the SU administration machine. There I became acquainted with the more important internal organs. I really liked the liver. Her name is Paté. Remember the flick Fantastic Voyage. It’s like that, but somehow I got lost and went down the wrong pipe.

From my view the engine runs fairly reliably, has pretty good power and absorbs a lot of abuse. Like any engine, there are annoying misses, backfires, odd noises and some mornings it’s hard to start. It is amazing how quickly the machine can be adapted to meet new challenges imposed by changes in environment. Perhaps if it were more purpose built, it might run more smoothly, but the ability to change and adapt would be compromised.

From my view the engine runs fairly reliably, has pretty good power and absorbs a lot of abuse. Like any engine, there are annoying misses, backfires, odd noises and some mornings it’s hard to start. It is amazing how quickly the machine can be adapted to meet new challenges imposed by changes in environment. Perhaps if it were more purpose built, it might run more smoothly, but the ability to change and adapt would be compromised.

The latest external force on Henson has developed into a major public campaign called STEM, which is in response to the declining state of science and math education in the U.S. The surprise is that this has not caught up with us sooner. Why is it our fault? It may or may not be “our bad.” Nevertheless as full-fledged members of the academic science community, we are depended upon to provide the leadership and contribute the know-how to rebuild the science and mathematics skills of our nation to compete in the global enterprise of improving life. I too get caught up in the academic world of purity and essence. In real life, most taxpayers recognize that science and math are highly interconnected to the business world and that K-12 science education fuels that relationship. So what? Well, the machine travels in some hostile places where there are more than a few who think academe has lost the ability or will to take on this mission. My fear is that some entity will impose a less than enlightened program on us unless we start responding to the demand for more scientists, mathematicians and engineers ASAP.

To honor the incoming dean, I asked that she announce the promotions, awards and significant events of AY 07-08—most likely in the early fall. I really thank Associate Provost Bob Tardiff for his invaluable support and counsel over the last two years. Thanks Madame President for putting up with my administrative mediocrity and to Tom Jones for having patience to explain to me how to undo my latest bright idea. I have the utmost respect for all the academic deans. They make it look easy. Dying is easy; comedy and higher education administration are hard.
Henson Students in ‘The Real World’ – Part 2

For students in Henson’s professional programs (nursing, respiratory therapy, clinical laboratory science and environmental health science) clinical/professional experiences are integral and essential parts of the curriculum. Unlike the optional internships available to students in math, computer science and the basic sciences (described in the fall 2007 Henson News), these important hands-on experiences are a required part of the curriculum in these majors. This is the time when these students discover what their chosen profession is all about, when they start to apply what they have learned in the classroom to real life situations.

In SU’s Nursing Program, students have required clinical courses, paired with theory courses, in each semester of their junior and senior years. For instance, when they take Nursing Care of Adults I they are applying that knowledge the same semester in Nursing Care of Adults I Clinical. In this way there is a close correlation between the theory and skills learned in the classroom at SU and their application in real life situations. These experiences are a significant part of the nurses’ education, accounting for more than 1,180 hours of their program of study. SU’s nursing faculty not only teach the theory courses, but they also supervise the students in the clinical settings. The variety of skills that nursing students must learn and apply are reflected in the variety of health care facilities across the shore that host SU students. These facilities include Peninsula Regional Medical Center, Dorchester General Hospital, Eastern Shore Hospital Center, Berlin Nursing Home, Potomac Regional Behavioral Health System, Somerset County Health Department, the Joseph House Center and Wicomico County schools to name a few. For many students, this is the time when they feel they are really beginning their nursing career and having the experiences that attracted them to nursing in the first place.

Lesley Wehls, who graduated with her nursing degree this past December, put it this way, “SU’s nursing externship at PRMC is unparalleled in providing a real-life experience in the nursing field. I spent 10 weeks in same-day surgery and loved every minute of it! I knew by the end of my first day that there was nothing in the world I’d rather be than a nurse!”

Stephanie Bozick, a student in the second-degree program who also graduated in December, also praised the clinical experiences “I felt the clinical experience put all the pieces of the classroom lectures together and made them come to life. In the clinical setting we not only used our knowledge of what was physically happening in the body but also learned to care for the emotional and spiritual aspects of healing. This was possible not only in the hospital but also in our rural health settings during the community health course.”

In addition to the required clinicals, nursing majors also have the opportunity...
to apply for optional summer externships in which they obtain additional training in specialty or critical care areas at a wide range of institutions, including Children’s Hospital and Washington Medical Center in D.C., Johns Hopkins and University Hospital in Baltimore and Bay Health in Dover.

For students majoring in clinical laboratory science/medical technology clinical experience is also a vital and required component of their program. Most of this experience is concentrated in the University Hospital in Baltimore and Johns Hopkins Bayview Medical Center and Atlantic General Hospital, a few as far as Kaiser Permanente in Rockville and Johns Hopkins.

These students are also enthusiastic about their clinical experiences. Heather Lee, who graduated in December 2007, had this to say: “The experience helped me get away from the books and see how interesting and exciting the world of medical technology can be, in fact, that is why I am now employed by one of the hospitals that participates with our program.”

Lindsay Hardy, who graduated from the program in May 2007, remarked that “the clinical/internship experience solidifies everything we learned in the classroom. I graduated last spring and have been working as a med tech in my hometown hospital. Everyday I am able to recall and use techniques I learned during my different rotations. The combination of lecture material and hands on clinical experience prepared me to dive right into a career out of college.”

The SU Respiratory Therapy Program, which is the only accredited baccalaureate respiratory therapy program in Maryland, requires students to spend approximately 1,000 hours of their program in clinical rotations. These rotations include experiences in the emergency room, adult and neonatal ICUs, cardiopulmonary rehabilitation, pulmonary function, and sleep laboratory. Among the facilities that host these students are Peninsula Regional Medical Center, the Memorial Hospital at Easton and Children’s National Medical Center. Junior year rotations are designed to strengthen the students’ physical assessment skills and build the number of therapies they can offer patients in the general wards. In the senior year, the students move in to a number of intensive care settings, where they learn how to manage the airway of a patient in respiratory failure and how to work with critical care physicians to best care for critically ill patients. In addition, the students become certified in neonatal resuscitation, pediatric advanced life support and advanced cardiovascular life support in their senior year. Respiratory therapy majors also have the option to do additional rotations during winter break. This past January three did rotations at Johns Hopkins Bayview Medical Center and Johns Hopkins Hospital. Special agreements between SU and these hospitals allow SU students to spend two to three weeks with practicing respiratory therapists seeing and participating in specialized care that is not available on the Eastern Shore.

All students majoring in environmental health science are required to complete an internship, typically in the summer before their senior year, and make a presentation on that experience in the fall semester. These internships demonstrate the range of subspecialties within the field and also take place over a range of locales. Some students work with environmental companies and nonprofit groups for their internships. For instance last summer, Stephanie Bramble did her internship on environmental remediation with Advanced Concepts and Gregory Pelc worked on a number of projects for the Wiocomo Environmental Trust, both in Salisbury.

Others get valuable experience working with governmental agencies. Matt Good worked with the U.S. FDA in Rockville, MD, on occupational health and safety issues while Stephanie Husfelt completed a JRCOSTEP (junior commissioned officer student training and externship program) experience with the U.S. Public Health Service in Anchorage, Alaska. Specifically she worked for the Indian Health Services in the Developmental Environmental Health and Engineering Building for the Alaska Native Tribal Health Consortium, where she was involved in a variety of tasks including health clinic surveys, indoor air quality surveys, websites, and injury prevention programs. She continued: “I was even certified as a lay vaccinator in the state of Alaska. I was able to fly out in four-six passenger planes to villages such as Kipnuk and Upper Kalskag to do rabies vaccinations, water surveys, and health clinic surveys.”

Perhaps the most exotic locale of recent environmental health internships has been Salaya, Thailand, where Wesley Clark did environmental/ecological research at Mahidol University. As part of the project, he collected water samples throughout Bangkok and returned to the university to analyze them. Wes had this to say about the experience: “This proved to be not only a scientific pursuit, but also a cultural experience! Being in a foreign country for three months exposed me to countless new and experiences that helped open my mind. When my internship was all said and done I gained valuable experience and made contacts for future job opportunities.”

As Clark mentioned, in many cases, the internships not only give students valuable
We Hate to See Them Go

With the end of the spring 2008 semester, the Henson School will notice a void created by the retirement of five dedicated faculty members who have added much to the everyday life of SU during their combined 146 years of service. Drs. Harry Womack, biology, and Don Cathcart, math and computer science, both arrived at Salisbury State College in 1970, and Drs. John Tyvoll, chemistry, and Bill Grogan, biology, arrived a few years later in 1973 and 1978, respectively. Dr. Vaughn Wagner, environmental health science, is the (relatively) new kid on the block, having arrived in 2001. All retire with a sense of accomplishment, fond memories of a stimulating career and exciting plans for the future.

Harry Womack has seen many changes during his 37 years at SU. Beyond the increase in size, he’s seen a higher emphasis on academics, a blossoming of the athletic programs and the huge difference instructional technology has made in the profession. Harry called the recent move from Devilbiss Hall to Henson Science Hall as “the best thing that’s ever happened to the Biology Department,” which was housed in four different buildings prior to the move. In addition to teaching a wide range of courses for the department, Harry has been active in many aspects of campus life. In his early years he was the faculty advisor for the first Multicultural Club and the first student newspaper, The Informer. More recently he served as chair of the SU Forum. These and many service activities in between attest to the high value Harry places on the campus community. As he stressed: “If we don’t work together to maintain our community of scholars, we won’t have one and we’ll have lost a great thing.” Even one of Harry’s most painful memories, the murder of one of his students, has had a positive effect on his outlook. The incident has inspired him to see students as individuals, as someone who is special to their family and friends and who represents, in their own small way, the future. “In 37 years here, I’ve never considered quitting and never been disgruntled. SU has been good to me. My only hope is that I’ve been as good to it.”

Harry and wife Susan plan to stay in Salisbury. After initially taking some time for himself, to travel, golf, fish and complete the Appalachian Trail, Harry plans to become more involved in volunteer activities and environmental issues.

Don Cathcart also arrived at in Salisbury in 1970 and very soon thereafter decided this was the place to stay. He and wife Lynn had moved a number of times, from Hawaii to California to Virginia to Indiana, between graduating from college and arriving at SSC. Don has never regretted coming here and doubts that any other college would have provided as many opportunities for him to do the things he wanted. As Don put it, he’s “taught interesting courses in a collegial and supportive department and developed long-term friendships with students as well as other faculty members.” He’s worked closely with the track and cross-country teams as a helper and coach. Don also appreciated the opportunities to serve in administrative positions—as chair of the Department of Mathematics and Computer Science, as interim dean of the Henson School and as interim provost. According to Don, one of the advantages of being in these positions is that you are able to see the value that so many in the Salisbury community place on SU, how respectful and appreciative they are of SU faculty. Like Harry, Don has seen many changes in his years at SU, but some things never change. As he said: “Students have changed in 37 years, but they still recognize when professors are enthusiastic and they respond to that.” Don also plans to stay close to Salisbury and his twin three year-old grandchildren who are here. He also has grandchildren in Indiana, so he plans to visit them and see more of their games, science fairs, etc. Don is already a member of three community boards—the Varsity Club, the Center for Conflict Resolution and the Epilepsy Foundation—and plans to become more active on those as well as teach from time to time.

John Tyvoll, has also seen many changes since he joined the Chemistry Department in 1973 and was “taken under the wing” by three mentors: Pete Kernaghan in biology, Gene Farace in geography and Nayland Page in history. When Page was provost, he “conned” John into agreeing to serve as Chemistry Department chair; appropriately John is finishing up his years at SU by again serving in that position. John feels there is a big difference in serving as chair now compared to his first term in 1980-1983. Although chairs in the ’80s, as now, put together the department course schedule, it was a much simpler task then. There were no schools and deans at that time, and no scholarships for chairs to deal with. Students were “more laid back” then and there were more than a few characters among the Salisbury faculty. John clearly remembers one biology professor whose vats of fermenting chicken manure exploded in one of the labs, John mentioned that although many faculty were a bit sad to see the campus grow and change from a homey state college into a comprehensive university, SU remains “a very special place to work. It’s always easy to tell others that the faculty are super and genuinely care about the students. Even before becoming student-centered on paper, the faculty here were student-centered.” And some changes have been for the better. At a recent dinner with students, John was encouraged to hear them...
describe how much undergraduate research has added to their college experience. He also cites the advent of e-mails and Web pages as a major plus for communication, not just with present students but with students from the distant past. John called the SU Web site our “window on the world, in many ways we can’t even appreciate.” Between his teaching duties and responsibilities as chair, the job has been so all-absorbing that John is looking forward to having the time for the bass guitar, learning fluent Spanish and putting it to good use by traveling to “the real Mexico, the parts where Mexicans go on vacation.” He and wife Cindy also plan to consolidate their two households, so there’s much house and yard work to do before selling Cindy’s home.

Bill Grogan has seen the Biology Department grow from 10 faculty members and about 100 majors when he arrived in 1978 to 30 faculty and about 600 majors today. As a relatively new Ph.D. in 1978, Bill had just started a job with the U.S. Forestry Service at the Library of Congress when he received a job offer from biology chair Pete Kernaghan. Bill took the job and has never looked back, teaching a variety of courses in the department and remaining very active in research. Although originally hired to coordinate the BIOL 101 course, Bill has primarily taught courses for biology majors. He’s been in charge of the major’s introductory zoology course and taught Entomology since Bob Hedeen retired in the late ’80s and introduced the department’s evolution course in the mid-’90s. Bill noted that Salisbury really started to change when Thom Bellavance became president in 1980 and that one important change has been the increased number of students doing research. Bill has frequently had students work on research projects with him and has maintained a very active research program; he recently published paper number 114 and had yet another insect named in his honor! Bill plans to continue his research upon retiring but not here in Salisbury. After refurbishing and selling their home, Bill and wife Edel will be relocating to Gainesville, FL, where Bill will be a research associate and curator of primitive flies at the Florida State Collection of Arthropods. This collection is the largest in the U.S., but if that’s not enough to keep Bill occupied, he also has “herp” colleagues in Florida who can join him on searches for snakes and other beings that slither. And the fishing there is good as well. As the position is strictly volunteer, Bill will have the freedom to do whichever strikes his fancy on any given day. Bill and Ethel are also looking forward to milder winters and the increased ability to host the grandkids and visit them in Flagstaff, AZ. Bill plans to “live many years, so I can continue to aggravate Ethel.”

When Vaughn Wagner joined the Environmental Health Program and the Biology Department in 2001, he brought expertise from a wide range of professional experiences in the field. Vaughn considers it an honor and privilege to have taught and done research at SU and appreciates the support of Henson faculty, administrators and staff. Among others, he cites Elichia Venso, Tom Jones and faculty mentor Augie DiGiovanna for making his transition to SU “go smoothly.” Vaughn has taught a variety of courses for the program, including Epidemiology, Air Quality and Food Aspects and enjoyed the opportunity to teach not just environmental health majors, but also biology majors in co-listed courses such as Toxicology. He considers SU students to be just as fine if not better than students he has taught at the City University of New York and Michigan State University. Vaughn also advised the Environmental Health Club and has advised students and collaborated with faculty on research projects during his eight years here. In his words, he has “formed professional and personal attachments I will value wherever I go.” Vaughn and wife Sally Anne will be moving back to Michigan where they have a home on Little Long Lake and will be closer to family including their two grandbabies.

What comes through in conversations with these five faculty members is that they’ve all had rewarding and enjoyable careers at SU, that they appreciate the friendship and support of colleagues throughout the university and the opportunities they’ve had to pursue their individual interests, in the classroom, in research, in community activities and in some cases, in administrative positions. But despite their variations on the basic theme, one thing they all share is their commitment to SU and its students. In one way or another they all concur with Harry’s statement, “It’s all about the students.” All of these fine faculty will be missed by many—students and colleagues alike. We bid them a fond farewell and wish them all the best.

2007-2008
Henson Scholars

The Henson School of Science and Technology annually awards 16 scholarships, funded through the Richard A. Henson Endowment, to students majoring in programs within the school. Students are awarded a Henson Scholarship either as incoming freshmen or as rising juniors and the scholarships are renewed as long as the scholars continue to meet the eligibility requirements. A scholarship board, consisting of the dean and representatives from each of the school’s departments, selects Henson Scholars from those nominated by a Henson department or the Admissions Office. Henson Scholars are expected to maintain an excellent academic record, display active personal and career development, and participate in community service. The current Henson Scholars and their majors are:

**Freshmen**
- Karen K. Wittkamper, Mathematics
- Rachel F. Maczis, Biology
- Samuel R. Groves, Computer Science

**Sophomores**
- Rebekah E. Myers, Nursing
- Nicole S. Massarelli, Mathematics

**Juniors**
- Meghan K. Haley, Clinical Lab Science
- Kristin J. Simmons, Biology
- Anna P. Mackley, Clinical Lab Science
- Lauren E. Leonard, Biology
- Rachel L. Marine, Chemistry

**Seniors**
- Lindsay J. Carroll, Biology
- Karen E. Roberts, Nursing
In fall 2006, the Salisbury University Foundation received the largest single gift by an individual donor in its history, $5.3 million from the estate of Lucy Tull of Salisbury, to benefit nursing majors and students in other medically related disciplines taught at SU. Most of the gift, $4.8 million, established the Lucy Tull Scholarship Program for students with financial need who reside in Wicomico, Worcester or Somerset counties, including transfer students from Wor-Wic Community College. While those studying nursing have priority, students in other programs such as pre-medicine and the health sciences, including respiratory therapy and clinical laboratory science, are also eligible.

The current Tull Scholars include four nursing majors, senior Arin Richter, freshmen Marilyn Isner and Chelsea Tyler, and second bachelor’s degree student Stacey Shelton Ogburn. Freshman Mike Geesaman, a chemistry/pre-pharmacy major and senior, Tanya Meeker, a biology/pre-physical therapy major, are also current Tull Scholarship recipients.

The Tull Scholarship Committee is currently reviewing applicants for the next academic year; the application deadline each year is March 1. For more information about the scholarships and application process, see the Henson School Web page at www.salisbury.edu/henson.

The remaining $500,000 from the Tull Bequest has been designated for faculty development within the Nursing Department including the establishment of the Lucy Tull Distinguished Faculty Award. This award recognizes two nursing professors each year based on their dedication to the department and its students. The first Tull Award recipients are professors Mary Kane and Karin Johnson, who received the awards at a ceremony in the Great Hall on February 28. Professor Kane is a charter faculty member of the undergraduate nursing program. In addition to excellence in teaching and advising, she has had a long career as an advanced practice nurse with patients who have psychiatric and mental health problems and as a family nurse practitioner. Kane’s current research focuses on the physical and mental health needs of incarcerated women. Her wisdom and excellence have been mainstays for the ongoing development of the Department of Nursing.

Professor Johnson was instrumental in the founding and ongoing success of the graduate program in nursing at SU. She is a health scientist who currently works with the National Institutes of Drug Abuse in the Division of Clinical Neuroscience and Behavioral Research on issues related to developmental effects of prenatal drug use and fetal programming of obesity. Johnson is an outstanding teacher, scholar and role-model for faculty and students alike.

Both Johnson and Kane exemplify the finest traditions of academic excellence.
In January 2008, the SU Nursing Department offered a special topics course, HIV/AIDS in Africa, in which three faculty members—Drs. Karin Johnson, Vonnie Brown and Tina Brown—led eight undergraduate nursing majors (Jessica Seeberger, Ashley Cartrette, Aaron Sebach, Kortni Pedlow, Sara Grosky, Stephanie Ault, Katelynn Lund, Stephanie Wagner), three nursing grad students (Shelley Stone, Stacy Cottingham, Cynthia Beemer), one SU nursing alumni (Matthew Brown) and one pre-med student (Dawn Beemer) to Tanzania. The course was taught under the auspices of the Global Service Corps (GSC). This photo was taken outside the GSC office in Arusha, Tanzania. After an extensive orientation by GSC, SU students and instructors taught HIV/AIDS prevention classes in various villages near Arusha. They lived with local families and worked closely with local students (also in the photo) who were an invaluable resource serving as interpreters, guides and teachers.

For the eighth year, the SU Biology Department offered a winter term course, International Field Studies: Coral Reef Biology, at the Roatan Institute for Marine Science in Honduras. Pictured are this year’s participants getting ready to go snorkeling and diving after class: (back, from left) Frank (dive master), Jennifer (instructor), Jimmy Ritzman, Joan Maloof (SU faculty), Kenzie Cudney, Billy Mahoney, (middle, from left) Whitney Heckler, Kirsten Janssen, Amanda Johnson, (front, from left) Julia Kochan, Janine Paolino, Jamie Somers, Eric Ploutz, Tanya Meeker, Andres Acosta.
training, but lead to employment opportunities. Some students, including medical technology students Jessica Stimis and Heather Lee and environmental health majors Stephanie Bramble and David Inman, become employed by one of the facilities where they interned. In a recent conversation, Debra Truxillo, director of Cardiopulmonary Services at Shady Grove Adventist Hospital, mentioned how knowledgeable and capable the graduates from SU’s Respiratory Therapy Program are and how she looks forward to increasing the number of graduates from our program she employs. In general, the professional experiences enhance not only the student’s education but their employability as well. By the time of their exit interviews with the Nursing Department, most graduating nursing majors already have job offers and typically the offers are in competitive specialty and critical care fields.

Henson Students in ‘The Real World’ —
Part 2
(Continued)

Henson News and Notables

Laird Wins Regional Award
Johanna Laird, associate professor of health sciences and clinical laboratory sciences director, recently received the 2008 American Society for Clinical Pathology Regional Member Award for the Mid-Atlantic Region. This award recognizes exceptional ASCP members who promote and enhance the field of laboratory medicine and demonstrate commitment to the profession through their work and service in support of ASCP activities.

Nursing Faculty Defend Dissertations
Three nursing faculty members are in the process of completing their doctoral programs. In February, instructors Mary (Molly) Parsons and Debra Webster successfully defended their dissertations. Parsons’ degree is an Ed.D. in educational leadership, administration and policy, from the University of Delaware. Webster is completing an Ed.D. from Wilmington College where her dissertation topic is “A Creative Experience: Promoting Empathy in Psychiatric Nursing.” Instructor Laurie Rockelli, who is completing a Ph.D. in nursing at the University of Maryland School of Nursing in Baltimore, is scheduled for her defense on April 15. All three candidates will have their degrees conferred in May.

Respiratory Therapy Faculty Receive Critical Care Certification
Last summer, four respiratory therapy faculty—Amy Thamert, Lisa Joyner, Kelly Forsythe and Randall Figgs—became certified by the Society for Critical Care Medicine in FCCS (Fundamentals of Critical Care Support), training for the first 24 hours of management of critically ill patients and dealing with sudden deterioration of the critically ill patient. This is a significant accomplishment for the Health Sciences Department, SU and the local community as it now brings the total number of FCCS certified health care professionals on the Lower Shore to six. The other two FCCS certified caregivers are also SU faculty members: Robert Joyner also in respiratory therapy and Katherine Green in nursing.