

Saunterer

CLARKE HONORS COLLEGE • FALL 2025

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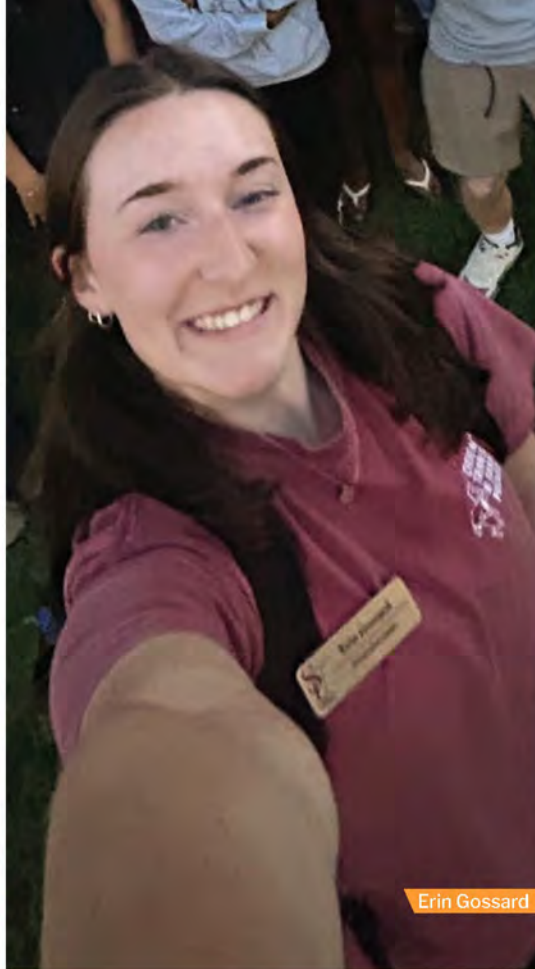
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Like Thoreau in *Walden*, we will record our sauntering here, remembering that "if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours."



CJ Atherton



Erin Gossard



Allie Griffin

Welcome to the CHC!

By Mandy Sanidad

Welcome to the Clarke Honors College (CHC)! Who's the first person you see? Why, your orientation leader (OL) of course! Don't worry; they're here to teach you everything you need to know about college.

OLs walk freshmen through campus resources, get them familiarized with campus, but most importantly, get them connected and engaged.

"It's a lot of fun to connect people to things that they're interested in," said junior psychology major OL Erin Gossard (she/her). "I like connecting people that I notice have similar interests, or connecting people with clubs and orgs that they talk about like ... they did this in high school, what can I do here?"

"I do think it's important that we take them into every space because sometimes that's the hardest part for people," said junior nursing major OL Allie Griffin (she/her). "It's going to use that resource for the first time not really knowing where it is, what it looks like, and everything like that."

"I think the most important thing is to really be that buffer for that first week and understand that moving in is really hard," said junior political science major OL CJ Atherton (she/her). "Especially as an out-of-state student, I really get it."

The honors freshmen orientation is slightly different; honors students arrive a few days earlier than the rest of the incoming class specifically for honors orientation. This allows

them to become better acquainted with campus and with each other, and it shows.

"They already sort of know each other, so in a way they're a lot more engaged and already comfortable with talking to each other," Gossard said.

"I had almost my whole group show up every single day to every single event," Griffin added. "They wanted to get involved on campus and meet new people and see what else SU has to offer."

"My favorite part this year was the students were awesome," Atherton said. "That kind of stuff is what makes it really rewarding, when students really engage with you, and they enjoy you and respect you for the job that you're doing."

Above all, honors OLs are there to help incoming freshmen adjust not only to college life, but life within the CHC.

"Using your resources on campus in general, but also in the honors college, is super important," Atherton said. "Your honors professors are especially there for you to be one-on-one with them."

"I think just being aware that you're in an honors program so it is gonna be different than some of your peers, but that doesn't mean you have to give up the other parts of college that you find so much fun, like going out with friends, joining a club, joining a sport, all that kind of stuff," Griffin said.

We look forward to seeing you next fall! College life - honors college life - awaits!

Signed, Your Orientation Leaders

100 Years of History: Jasmine Justice's Centennial Exhibition

By Tessah Good

From club presidents to team captains, Clarke Honors College (CHC) students take on many titles. One such student, Jasmine Justice (she/her), has taken on the title of museum curator. Justice, a history major and Nabb Research Center for Delmarva History and Culture employee, helped create the Salisbury University centennial exhibit that is currently on display in the Guerrieri Academic Commons (GAC).

The exhibit consists of two segments. The Nabb Center, which is the SU research and historical archive located on the fourth floor of the GAC, houses the main exhibit. There you can find dioramas, photos, and even an ancestral mascot of the beloved Sammy the Sea Gull. If you want to learn more, you can head to the first floor of the library where photos display the thrilling evolution of SU athletics.

Justice highlights the importance of displaying our past. She stated, "Being able to showcase our progression through our entire history speaks to how far we've come as a school and where we plan to go in the future."

Like all notable projects, the exhibit did not come without its challenges. "I had to draw upon some creative skills," Justice said. "Like for the Sammy costume, we had to make a whole rig by hand." Curators must also focus on issues not many museum goers think about. For example, Justice had to do a lot of work to make the exhibit accessible.

"Will this exhibit be accessible to people with sight issues?" Justice asked. "Will kids be able to see?" From wheelchair users to those hard of hearing, everyone must be able to enjoy the exhibit.

Despite these challenges, Justice was able to put together an exhibit that everyone can enjoy. For Justice, the best part was watching the whole exhibit come together. "It's kind of like you're painting on a canvas. At first, it's just a white room with four walls – there's nothing there. You start to put stuff up, and it comes to life."

The CHC always pushes its members toward painting their canvases. As a CHC student, Justice noted how the honors college's emphasis on research led to her success: "In pushing us outside of our bounds and following up on research, it brought an awareness to what the Nabb Center is, and my interest flourished from there."

For CHC students looking to add color to their research paper, the Nabb Center is a great resource for historical records. It contains endless digital and physical records of local history, genealogy, and more. Justice iterated, "It's a wealth of knowledge."

To her fellow honors students looking to complete a difficult task like curating an exhibit, Justice advised not to hesitate. "Just do it." Justice encouraged. "You're not going to know if it's for you if you don't take the risk and do it."



For those interested in learning about SU's history, the centennial exhibit is on display in the Nabb Center and on the first floor of the GAC until June 1, 2026.



60 Seconds to Success: Honors Student Wins Big at U-Pitch Competition

By Abby Murrell

Imagine that one minute could win you \$500!

This is exactly what happened to senior management major and Clarke's Honors College student Abby Murrell (she/her) at last spring's elevator pitch competition during the Mid-Atlantic Sales and Marketing Institute (MASMI) Ad Challenge and U-Pitch Competition.

The MASMI Ad Challenge and U-Pitch Competition are hosted every semester in the Perdue School of Business. The Ad Challenge is part of the marketing curriculum where students from MKTG 331: Advertising and Promotion and MKTG 395: Social Media Marketing compete to make print and video ads for an assigned product. The U-Pitch is a bonus in the competition, where not only students from those classes but students across campus are invited to give a one-minute elevator pitch in front of a panel of judges to win prizes.

Now, what is an elevator pitch? An elevator pitch is a short (about 30-60 seconds, the length of an elevator ride) and persuasive speech designed to intrigue a listener to further conversations. It is a phrase that is typically thrown around as a cliché by business professionals; however, the elevator pitch is not just a buzzword but a genuinely useful tool.

Murrell prepared by putting a personal spin on her elevator pitch. Many elevator pitches, she felt, are too basic. Many people have an elevator pitch that says they work hard and love what they do, and while that may be true, when you are the eighth person to tell a prospective client or boss this, it loses its value. She recommends giving a personal story on how or why you are hardworking. Her pitch brought in the who, where, what, when, and how basics of journalism by crafting her personal narrative around starring in her high school play.

She credits the honors college as one of the reasons she was successful in this venture. The honors college makes one think differently as one is exposed to a wide variety of majors, people, and topics. Honors students are asked to be students not only of Salisbury University, but of the world. Through this exposure, unique creative projects can be produced. Murrell recommends thinking big because everyone has a unique story, and one day everyone will have to pitch themselves, so you should be prepared now.

Alumna Spotlight Elizabeth Wash

By Mandy Sanidad



In May 2024, Elizabeth Wash (she/her) graduated from the Clarke Honors College (CHC) and Salisbury University with a degree in biology - biomedical science concentration and minors in chemistry and deaf studies. She then went on to complete her master's through the applied molecular biology program at the University of Maryland, Baltimore County (UMBC) in May 2025. Now, she's on her way to complete her Ph.D. in biological sciences with a focus in cellular and molecular biology, also at UMBC.

Currently, she is teaching the undergraduate Anatomy and Physiology II lab course while simultaneously being a bench scientist and working in the wet lab for her Ph.D. Wash is very excited to get the opportunity to meet and work with her brilliant colleagues.

"There's so many new things that I get to experience now as a Ph.D. student like teaching for the first time, which has been some trial and error," Wash expressed. "But you know, for the most part, I feel like it's going really well."

Wash was extremely accomplished in her undergraduate career. She won the Maryland Collegiate Honors Council 2023 John and Edythe Portz Award for Outstanding Four-Year Maryland Honors Student, was an editor for *The Saunterer*, the editor-in-chief for SU's undergraduate research journal *Laridae*, an honors ambassador, a member of the Delta Alpha Pi honors society, a part of the Presidential Citizens Scholars program, a student worker at the now renamed Office of Access and Accommodations, and published in four undergraduate research journals.

However, she believes her greatest accomplishment is that

she was able to achieve so much while being a student that is disabled and wearing her disability identity very proudly. She is most proud of advocating for disabled people and herself in a space that is not always the most welcoming, especially in the science field.

"I feel like all of the achievements and everything was great, a nice little pick me up," Wash said. "But, it really wouldn't have been the same without knowing that I was actively advocating for myself and others."

Wash credits the honors college to her success in her career since graduating. She especially credits the honors thesis she completed for the Henson honors track to her graduate thesis getting published in a high-impact, scientific journal.

"I think the honors college was extremely pivotal in where I've gotten to today," Wash said. "The honors college definitely prepared me for doing these higher levels of critical thinking and being able to handle all of the challenges that graduate school throws your way and how to manage them and how to handle yourself with professionalism."

Although she loved every part of the honors college, Wash believed the people of the CHC are what made her college experience so great. She encourages current and incoming CHC students to put themselves out there and lean on the honors faculty.

"Get involved in any possible way you can, take advantage of all the opportunities. You might get told no sometimes, but you'll be surprised at the amount of times you'll be told yes and how many awesome things that leads to," Wash said.

Faculty Spotlight **Dr. Susannah Brown**

By Mandy Sanidad

One of the most highly sought-after honors classes is HLSC 106: Lifestyle Behaviors for Health and Wellness, taught by none other than Dr. Susannah Brown (she/her). Dr. Brown is an assistant professor at Salisbury University and has been teaching for the Clarke Honors College (CHC) since 2018.

Dr. Brown began as an undergraduate at the University of Richmond, but she transferred and finished her degree in wellness management at the State University of New York, Oswego. She then got her personal training certification with the National Academy of Sports Medicine and began training at both Gold's Gym and the University of Richmond, kickstarting her career in higher education.

Dr. Brown then moved on to be a fitness coordinator at Auburn University, where she simultaneously worked on and received her master's in physical activity and health. She then became the assistant director of fitness and wellness at Loyola University, where she met her husband, a Salisbury local. She began at SU as a lecturer and worked on her Ph.D. from George Mason University, completing it in 2022 before settling into her assistant professor position.

Dr. Brown covers a variety of topics in HLSC 106, including, but not limited to, fitness components and physical activity, strength and endurance, and emotional, physical and financial wellness. What makes the honors section different is that the class size is around 18 students rather than 100, and the course is structured to allow more discussion.

"It's drastically different, which I love because I can build a rapport with that group of students," Dr. Brown said. "We have a lot more discussion-based lecturing in the honors course, which I think leads to just a more interactive, engaged aspect to the content."

Dr. Brown thoroughly enjoys teaching CHC students. She credits the honors college for allowing their students to thrive in an environment where they can discuss the content they are learning in an intellectual and respectful way.

"I've just found that the honors students are so eager to learn, are dedicated to their schoolwork, and really engage with the content," she said. "I think that's what I love most with our honors students."

Dr. Brown wants to let her students know how important she believes the course is. She emphasizes the value behind the content she covers for her students' futures.

"I teach them this content specifically because I know the impact it has on their longevity and quality of life, and so I want them to know that I am passionate about it and I am practicing what I preach in terms of the content of the course." Dr. Brown said. "And I hope they already know, but I just really care about all my students."



Life as an OURCA Undergraduate Research Fellow

By Tessah Good

At the beginning of each semester, the Office of Undergraduate Research and Creative Activity (OURCA) searches for students who are experienced in research and creative projects to represent its organization.

This semester, OURCA chose three Clarke Honors College (CHC) students to join its team as Undergraduate Research Fellows (URFs) – Allie Yeager (she/her), Campbell Ruffhead (she/her), and me, Tessah Good (she/her).

The responsibilities of a URF are to assist students in any of their research needs, connect students with faculty mentors, represent OURCA at different campus events, and promote research and creative activity.

All three of us have many experiences in research and creative activity, which is why we were chosen to be URFs. Although our experiences differ, we all started our research journey in the same place – the CHC.

1 Allie Yeager

Yeager's research journey began during her freshman year in Dr. Viktoria Basham's HONR 111 class. She researched how school shootings could be prevented by having school guidance counselors lead training sessions for staff to teach them about the early warning signs of violence displayed in students.

After working various hours on her research paper, she was advised to submit her findings to *Laridae*, Salisbury University's undergraduate research journal. Her paper was accepted, which Yeager edited over the next summer to be published in the fall. She also presented her research at SU's Students Research Conference (SUSRC).

Yeager participated in the Honors Living Learning Community her sophomore year where she was able to work alongside her peers and Professor Ryan Weaver to research roadside litter and recycling in Wicomico County. This research was presented at SU's Public Affairs and Citizen Engagement showcase, SUSRC, SU Honors Research Night, and to the Wicomico County Council at one of their council meetings.

These research opportunities have allowed Yeager to develop a variety of skills, including collecting and analyzing data, conducting oral presentations, and practicing mentorship to other students, which has allowed her to grow as a writer and critical thinker. Yeager said these experiences are what drew her into applying to become a URF.

"I wanted the opportunity to be a resource for students who they could go to with





their questions and concerns regarding research,” Yeager said. “I want to be able to help students find research opportunities tailored to their interests and help them get started when they feel lost.”

Outside of her position in Dr. Heidi Fritz’s psychology lab, Yeager’s specific job as a URF is to review the OURCA website, organize spreadsheets of student presenters for different conferences with SU, and edit for *Laridae*.

Yeager
I want to be able to help students find research opportunities tailored to their interests and help them get started when they feel lost.

Ruffhead
More people engaged in research means more discoveries, innovation, and solutions to the challenges we face.

2 Campbell Ruffhead

Ruffhead started her research journey as a test subject for the Exercise Physiology Lab’s studies on human performance. As she learned more about the experiments and the goals behind them, she became interested in the research process itself. This curiosity is what motivated her to join the labs as a research assistant where she could take on a more active role in the work being done.

“I wanted to get involved because I’ve always been fascinated by how the human body works, especially in relation to exercise and nutrition,” Ruffhead said. “Research felt like a great way to dive deeper into those topics and connect what I’ve learned in the classroom to real-world applications.”

Throughout her college career, Ruffhead has completed research with her mentor, Dr. Tim Werner, on blood restriction exercises, fish oil supplementation, arterial stiffness, and muscle oxygen, and she is currently in the process of researching hypertension.

She also presented at the American College of Sports Medicine conferences, the National Collegiate Undergraduate Research Conference, and SUSRC. She is planning to present at the Middle States Commission on Higher Education conference this semester and the Northeast Regional Honors Council conference in the spring.





3 Tessah Good

Like my fellow URFs, I also started my research experience in Dr. Basham's HONR 111 class where I created my research presentation "Picture Perfect Pain: Educating Women about the Overlaps Between Self-Harm and Tattooing Among Women." After developing this research project during my freshman year, I presented my findings at SU's Women's Forum and SUSRC.

Every honors student is required to complete a thesis or creative project. I decided to expand my HONR 111 findings to include educating tattoo artists on the similarities between self-harm and tattooing among women.

I worked on my research for an additional semester and used my previous research discoveries to create a pamphlet that would inform tattoo artists on these overlaps and how they can properly communicate these similarities with female clients.

I completed research on proper communication methods, warning signs of self-harm, and important aspects of a pamphlet like the use of images, quotes, and colors. Additionally, I designed a survey, which allowed me to gather tattoo artists' perspectives on if they would be interested in a pamphlet such as mine.

Expanding on my research allowed me to have many more opportunities to present my discoveries. I was able to present my research at Honors Research Night, Posters on the Bay, the National Collegiate Undergraduate Research Conference, and once again at SUSRC and SU's Women's Forum.

My research also caught the attention of other SU professors like Dr. Meridith Morgoch. I was able to collaborate with her COMM 348 class in which students were given my research and challenged to create their own pamphlet. Our collaboration was published in the summer 2025 Fulton School *The Exchange* newsletter.

My role as a URF is to assist students in their research needs and run OURCA's social media alongside Campbell Ruffhead. I wanted to become a URF because I want students to know that research is for everyone. It does not matter what your major is or what you are interested in; there are research opportunities for all students.

Ruffhead said she likes research because it expands her knowledge on subjects she is interested in. "I like understanding what I learn in class better after I apply it in the lab," Ruffhead said. "It helps me connect theory to practice, think critically, and see how classroom concepts make a real impact."

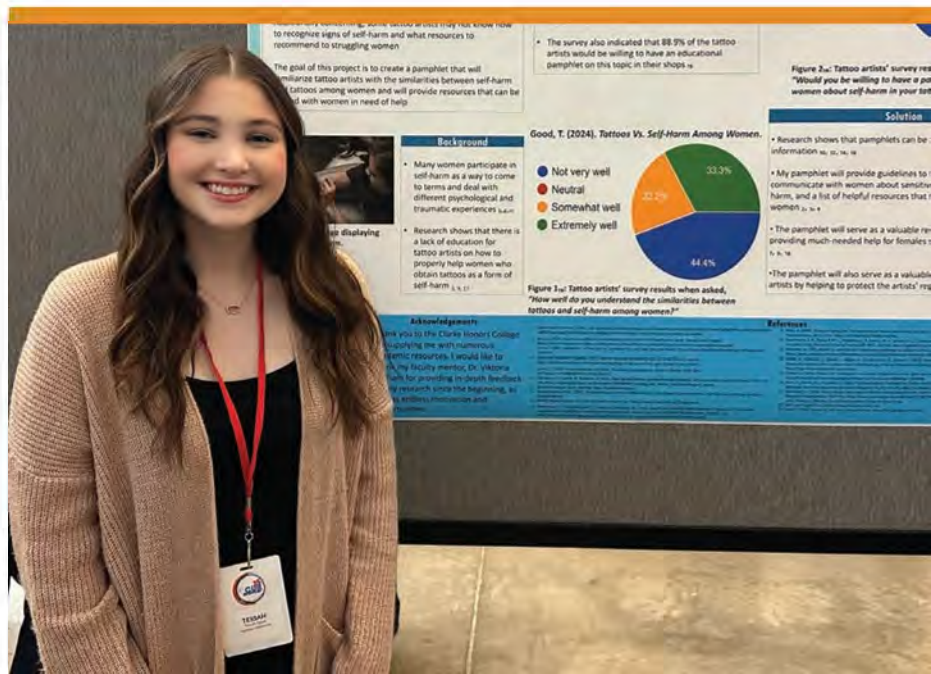
Ruffhead said she decided to use her research experiences to encourage other students to do as well. One of the ways she has done this is by becoming a URF. "It's rewarding to support students in exploring research opportunities while fostering a sense of community among peers," Ruffhead said. "I wanted to be a URF to help other students discover their own passion for research and/or creative activity."

Ruffhead's specific role as a URF is to help students understand that research is a viable career path and to show them that they can get involved and succeed as undergraduates. She works with students to help them find research studies they may be interested in.

Ruffhead said she believes it's important for everyone to get involved in research. "There's still so much we don't know, and the world is constantly evolving," Ruffhead said. "More people engaged in research means more discoveries, innovation, and solutions to the challenges we face."

Good
Expanding on my research allowed me to have many more opportunities to present my discoveries.

If you are interested in becoming a URF or need research assistance, stop by our URF office hours in Guerrieri Academic Commons 233.



Alwick Blouch's One-Stop-Shop for HONR 111 Resources

By Claire Morin

Salisbury University's Guerrieri Academic Commons, the library, is a key feature of our campus. In spring 2025, one of our very own Clarke Honors College (CHC) seniors, Alwick Blouch (they/them), created a HONR 111 library guide to help future freshmen in accessing library resources for research.

Blouch, a theatre – design and production track major and creative writing minor, started this library guide for their honors creative project. They shared: “The goal of it is to increase literacy, specifically with scholarly research, among HONR 111 students as they are working on their big paper. Additionally, it is to try to help them with finding additional resources for their big paper, so that they can be more successful with their research.”

Well acquainted with the library from their multiple years as a student worker and student leader, Blouch felt inspired to have their creative project involve library sciences. They wanted their project to help honors freshmen to continue building the skills they need for their dream career. They shared, “I want to get my graduate degree in library sciences and want to become a librarian at a college or university.”

Blouch teamed up with the HONR 111 librarian, Katie Delezenski, to begin research for the library guide. “I did a lot of research on what honors freshmen need to have to be successful with research. Using what I found there, I then took our library's resources and compiled the ones that fit within those guidelines in order to put in the manual,” they said. Through these combined efforts, the library manual was created.

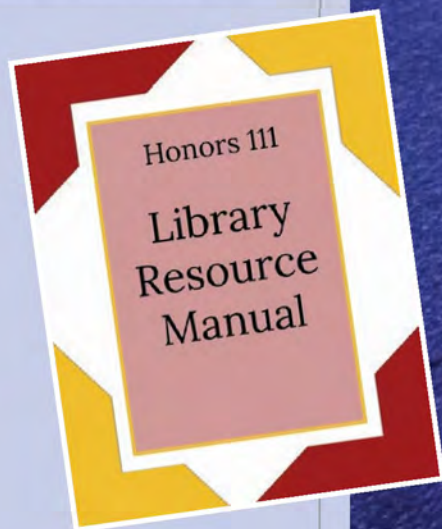
This library guide helped Blouch peer into the world of a librarian. “It was really interesting to learn how instructional lessons work and how library resources are designed to help students,” Blouch reported. “Although I did not actually lead the library instructional sessions at all, it was a really good experience to be a part of that from the other end as a student who has already gone through HONR 111. Being a research instructional librarian is the job that I want to have, so being able to experience those sessions from the librarian's perspective was really helpful.”

The CHC has been a great help throughout this project. Blouch claimed: “Being an honors student and having that research experience from HONR 111 really helped me with this project because it did involve a lot of research and specific research that was more than just a simple Google search.

Having that experience of working with databases and doing that research really helped me with this project.” Former CHC professor Lauren Hill supported Blouch with outlining their project.

Blouch recommended for all students: “Use the resources available to you. The honors college has so many opportunities and resources for students who are part of it. Take advantage of as many resources and opportunities that you can because you will not get to experience those at any other point.”

Make sure to stop by the Honors House and check out the HONR 111 library manual today to help find the best sources for your research.





Photographed by Kate Whalley

Lounge and Learn: A New Space for Business Honors Students

By Mary Hsia

Between managing multiple challenging courses, internship responsibilities, interviews, and meetings, overwhelmed business honors students now have a place to call their own. The Perdue School recently unveiled its first ever study lounge designed exclusively for business honors students.

The idea came from Dr. Michael Koval, faculty director of the Business Honors Program, after attending a recent Academy of Legal Studies conference. "What struck me most was how many students across the country feel increasingly isolated as they juggle classes, jobs, and other responsibilities," Koval explained.

Wanting to create a space where students could connect beyond academics, he brought the idea to the dean, and soon after, business honors ambassadors transformed it into a warm, welcoming space that encourages genuine connection and community.

The lounge now serves as both a study room and a social spot. Every other Thursday from 3:30-4:30 p.m., business honors students are encouraged to stop by for "Kick Back with Koval," a dedicated time to interact and study together, chat, and recharge with snacks and games. The initiative serves as a small, but intentional, effort to make the Business Honors Program feel more like a community than merely a collection of courses and requirements.

What makes this lounge especially unique is its exclusivity. As the first space in Perdue Hall created specifically for a student group, business honors students find a sense of belonging in a busy building where most spaces are shared by everyone. The lounge stands as a reminder that learning does not occur strictly in classrooms. It also grows out of conversations, connections, and a sense of community.

THE SAUNTERER TIES FOR FIRST IN NATIONAL PUBLICATION CONTEST

By Mandy Sanidad



The Saunterer is excited to announce it has tied for the First Place Award for the 2025 National Collegiate Honors Magazine Publications Contest! The award was given to the fall 2024 and spring 2025 *Saunterer* editions, under the leadership of editor-in-chief Mandy Sanidad, faculty advisor Dr. Andrew Martino, and the work of graphic designer Ana Maldonado. *The Saunterer* gives a huge thank you to its editors, writers, photographers, creative workers, as well as Salisbury University students, faculty, and community members for their valued contributions. *The Saunterer* also thanks its donors of the spring 2025 *Saunterer* fundraiser for their gracious support. Congratulations to *The Saunterer* team – keep creating excellency!

Rising to the Challenge: Kaley Hardman's Internship in Germany

By Claire Morin

The Clarke Honors College (CHC) has been known for helping students win prestigious fellowships. Just this past summer, a winner of the DAAD Rise fellowship was CHC senior Kaley Hardman (she/her). She is the first psychology major from Salisbury University to have won this award.

The DAAD Rise fellowship recipients are undergraduate STEM students, and they travel to Germany to participate in an internship. Through DAAD Rise, they send applications to specific internships throughout Germany to connect the undergraduate students to different opportunities in Germany.

Hardman's internship was in a psychology of language group at the University of Göttingen. Her specific studies focused on child language acquisition.

"I spent a lot of time going to their psychology lab and viewing experiments," she reported. "I wrote a presentation on animorphism and what we can do to use that in the lab to better experiments, which I presented at the monthly journal club. Lastly, I organized one of their databases."

In the fall semester of her junior year, Hardman took an honors class that taught students about fellowship opportunities. After that class, she met with Dr. Kristen Walton, SU's director of the Nationally Competitive Fellowships Office, who introduced her to DAAD Rise.

Hardman said, "The fellowship class that I took really inspired me to apply for a fellowship in general. Based on my year in college and my qualifications, this one really felt like the best fit for me." Her grandmother had immigrated from Germany, and she wanted the chance to connect with her German roots.

During her time in Germany, Hardman has learned to be very adaptable and independent. She had to adjust to new internet and research platforms that were unfamiliar to her. Her

comfort zone was pushed as Hardman learned to navigate this new place by herself and speak with the locals. She became an explorer as she walked throughout the city and explored neighboring cities.

"My favorite part of this fellowship was the conference that we had in Heidelberg," Hardman revealed. "All of the DAAD interns got together to present. I made a lot of friends there and learned a lot about the different STEM fields that people were doing internships in."

Hardman's largest challenge in Germany was the language barrier. She expressed: "The town that I stayed in was a university town that had a lot of international students. Most people who were attending that college or living in that area spoke English already, but because I was working with children, specifically children learning their first language, German, I was not really able to speak with the test subjects in the lab that much and was only able to observe the experiments." As time went on, she learned more German and got help from the children's parents and the workers in the lab.

Since Hardman mostly worked with doctorate students, she can now foresee herself working toward earning her doctorate in the future. She confessed, "I saw the process a lot more and can now think about it in a more manageable way."

Hardman's time researching abroad was made easier thanks to the honors college encouraging their students to participate in research. She feels that honors college taught her the important foundations of research and used her past research skills from HONR 111 to contribute to her internship and presentation.

Hardman believes that everyone should apply to a fellowship. She stated: "Just apply. You always get something out of applying. Even if you do not get the fellowship, you learn how to apply and make yourself an even better candidate."





Honors Takes Flight at NASA Wallops Island

By Albi Freda

While academics make up a crucial part of honors students' lives, exploration and experience take center stage at the Clarke Honors College (CHC). A group of eight CHC students witnessed this firsthand last spring on a trip to NASA Wallops Flight Facility and surrounding island.

Organized and chaperoned by Drs. Joshua Sokoloski and Andrew Martino, the group departed Salisbury University's campus by bus in the early morning and travelled roughly an hour through rain to reach the Wallop Flight Facility's badging office, where visitors are required to provide identification to receive a temporary day pass into the facility.

Once the formalities were sorted and badges handed out, tour guide Patricia Benner (she/her) brought the group to the tour's first stop: the Balloon Program Office. Backdropped by a large mock model of a scientific balloon, one of the program's balloon technologists explained to the group of curious students the importance and science behind using balloons to conduct trials for measurements, load-capacity, and new technology.

Behind the students sat shelves full of sheets of tested balloon-surface material. Internship opportunities with the Scientific Balloon Program for college students were noted as a way for students to get the chance

eventually to propose their own balloon project and see it tested.

Despite the initial poor weather, the sky had cleared by the time the group arrived, allowing Benner to show the group innocuous looking outside equipment employed by the facility to measure and perform analysis on atmospheric pressure and other weather conditions.

The next stop brought the group to the Range Control Center, an immense room covered wall-to-wall by large screens with a control floor that puts movie depictions to shame. There, the group was told about how rocket launches are planned and carried out, past launches – both successful and unsuccessful – later displayed on the screens for emphasis.

Footage of the infamous failed Antares launch proved the most shocking as the rocket completely exploded, highlighting the presenter's point about employing precision and care, learning from mistakes and leaving no room for oversight when dealing with large-scale operations. The successful deployment of a supersonic missile target was also shown and gave the impression of a fireball skipping like a rock across the sea before being shot down by two U.S. Navy ships.

The group then left for lunch, which was held in the facility's Chesapeake Room. Benner took the time to present

and market the various internship opportunities available to students, giving students hands-on experience with working through and overcoming challenges, developing new technology and contributing to state-of-the-art research. Each internship opportunity, she stressed, could be the start of a full-time position with the facility. She also informed the group on the facility's popular RockOn and RockSat programs, which give college students and faculty the chance to develop and launch their own flight experiment.

After finishing lunch and making a productive trip to the gift shop, the group prepared itself for the final item on the itinerary: Wallops Island. The island itself contains six launchpads for rockets, though only three were visible to the visiting students. Two former college students who had interned with NASA explained how the launchpads worked and once again placed an importance on interning and getting involved with NASA early on for STEM majors.

The time to leave the island had come, and with it, so did the rain. The eight CHC students who spent the day at the facility experienced the best aspects of being an honors student: the locality, the chance to build connections, and the furthering of knowledge beyond the classroom.

Changing the Gain

By Julia Reburn

For sophomore Morgan Burnett (she/they), research wasn't necessarily part of their college plan. However, she was given the opportunity to explore research in her field, theatre, as part of her HONR 111 class.

Burnett's research paper, titled "Changing the Gain: Teaching the Art of Sound in Technical Theatre B.A. Programs," focused on the use of sound engineering in theatre programs, specifically Salisbury University's Bobbi Biron Theatre Program. Burnett was exploring a solution to help students who were looking to get sound jobs out of college.

"Sound jobs in the theatre and performing arts are beginning to require a degree or at least a few years of experience, which is hard to get when you only can receive one class worth of sound education here at SU," Burnett said.

Burnett researched what the benefits are for getting a degree in technical theatre to pursue sound design and found that college programs and classes allow students to learn more about the artistic design of sound while also getting hands-on experience in sound engineering. This experience is not always available for those who go straight into the theatre field for entry-level jobs; most beginning sound engineering positions may not include the creative aspect of sound design.

Lastly, Burnett looked into what SU has to offer for sound design and how they can help technical theatre students get more involved in all aspects of sound design. Burnett's proposed solution was to encourage technical theatre students to take music tech courses to teach them about the recording process, as it has many transferable skills to working in sound for live theatre.

As a theatre - design and production track major, Burnett first thought research in her field would not be very impactful. They mentioned that research is frequently thought of as science with numbers and data, while the majority of the data they found was qualitative rather than quantitative.

"I didn't necessarily feel confident in the process initially. My research looked a little bit different. My research was very creative," Burnett noted.

The research Burnett gathered brought her to two honors conferences: one presentation to Maryland Governor Wes Moore and other legislators at Posters on the Bay and another at the Maryland Collegiate Honors Council.

"It was the first time I got to present to people not in the performing arts industry about my research," Burnett said. "I didn't know if I could do something with the research, but I was so passionate about the idea that I made them believe in what I was talking about, even if they had no connection to theatre."

In all, Burnett found HONR 111 gave her the ability to speak about her research with confidence. Burnett recommends choosing a topic you are passionate about for the research paper, as it helped them a lot when it came down to the tedious parts of the process.

For Burnett, honors has been a steppingstone in reaching for and achieving her goals while also making impactful contributions to her community.





Pictured (from left) Jonah Garner, Saturn Guethler, Michael Trikilis, Kaelyn Baggett, Kayla Destry

An Honored Escape

By Sammie Somers

To escape the Honors House, solve these riddles. On October 10, 2025, the Clarke Honors College (CHC) hosted its first ever escape room. The event was sponsored by the CHC's own Ms. Patti Filutze and put together by student worker Aydan Land.

During the event, the Florida Room of the Honors House was decorated with twinkling fairy lights and filled with ambient, tense music. Coffee and brownies were served at the event, with the latter having been baked by Land.

The event officially began with the hard slam of the door leading to the room. All students present were given the task of solving a set of puzzles or riddles to gain access to leave. Using the *Exit the Game: The Enchanted Forest* game set, the students all worked together to solve fairytale-themed riddles. Throughout the evening, the students made friends and shared laughs at the rudeness of the fairytale creatures and their own befuddlement with solving the game.

In the end, they did manage to solve the puzzles and leave, connecting with their fellow honors students in the process.



Read All About It: A Murder in the Honors House

By Sammie Somers



Come quick! There's been a murder in the Honors House, and only the students can find the killer! On April 4, 2025, a Murder Mystery event was hosted by honors student Diana Crimmins (she/her) at the Honors House. The event was designed for 10 participants and lasted from 5-6:30 p.m.

Crimmins, the director behind this mystery, is a sophomore at Salisbury University majoring in history and philosophy. The core-idea behind her event came from her freshman HONR 111 class with Dr. Viktoria Basham. She said, "It was the honors paint night that initially made me realize, students can host these events. So, I went to Professor Hill."

Professor Lauren Hill, former associate dean of the Clarke Honors College, gave Crimmins a track list to help develop the concept and mystery. With the assistance of her family and inspiration from the renowned author Agatha Christie, Crimmins wrote the scenario for the students to role-play and solve.

Hosting the event came with a few hardships. "Right as we were starting up, and I was introducing the event, and I was like, 'Oh, I'm all by myself up here.' I felt a lot of pressure that if something went wrong, it was going to be on me," she said.

Nevertheless, the event was a massive success in executing Crimmins' intentions for the concept and giving the students a fun time. She stated that her favorite part was watching the mistrust increase between students as they started to suspect each other. In the end, the students did deduce who the murderer was and solved the case.

Crimmins hopes to host the event once more in the spring semester of 2026 with a different murderer and to further flesh out her writing with more time to work on it.

Finally, she encourages any honors student who wishes to host a unique event to have a concrete idea for what the participants are going to get out of the event. And for students who are nervous about presenting their concepts, she said, "The creative process – any kind of creative endeavor – is a journey that you always have to start somewhere. So even if you have an idea and it doesn't work, or it doesn't go anywhere, or you don't like it, that's infinitely better for you than if you had never tried it."

RETURN OF THE MARCHING BAND: THE SAXOPHONE AND THE FLUTE

By Mandy Sanidad and Claire Morin



Salisbury University Marching Band is excited to make its grand return after its 43-year hiatus. Two Clarke Honors College (CHC) students gave us insight into what it is like to be a part of the revived marching band.

Olivia Marchbank (she/her) is no stranger to playing in a band. Marking her fourth year as a performer, this CHC freshman brings the saxophone to the marching band. While she currently plays saxophone, Marchbank has experience in the baritone as well.

While Lara Camille Oribello (she/her) is an early childhood/elementary education dual certification major, the junior has participated in band since fifth grade. Although she did one year of marching band in eighth grade, Oribello now sees that she only got a glimpse of the excitement that is marching band.

On a weekly basis, marching band meets up to run through drills – ensuring each member is in the correct place throughout the showtunes. Oribello explained: “When the weather permits, we usually go out to the intramural fields to practice drills and sometimes basics within our pieces. What we do for drills is that we try to go through each set and then that can show us from a bird’s eye view the formation of the set.”

In addition to in-person practices, each musician practices their instrument on their own time. Marchbank says participating in marching band averages out to an eight-hour commitment per week.

“If I’m not doing music in the practice rooms and if I’m not doing classes, I’m working on my assignments,” Marchbank said. “I’m working on the [HONR 111] paper, I’m working on my other assignments, just to make sure I have everything and that everything’s not late.”

Performing at Salisbury’s football games has given both Marchbank and Oribello the opportunity to not only shine musically but also personally. Marching band has provided them with a tight-knit community of both students and faculty who love music; for Marchbank, it has been incredibly beneficial for her transition into college.

“I have made a lot more friends,” she said. “With faculty, it’s made me a lot more comfortable around them. Usually I’m not the most comfortable, especially around new faculty, but I’ve definitely gotten more comfortable around faculty.”

Oribello expressed: “It is not just about the pieces and hard work, but

it is all about having a lot of fun with new people. You get to bond with new people.”

The skills that Oribello learned in honors has been seen throughout her marching band experience. She reported that her communication skills have allowed her to work better with others in the band.

While marching band can be great fun, Marchbank encourages any student, particularly honors students, looking to join marching band to stay on top of their studies. Oribello said that students should focus on what they are capable of doing, and that she reviews archival videos to later improve her own performances.

“Make sure you have good time management because you’ll definitely need it once you get into [marching band].”

“If you have an instrument that is lying in your dorm room and you really want to commit to the marching band, you are always welcome,” Oribello declared. “I don’t care how much experience you have in marching band. Everyone should have the opportunity to be part of a revising history of Salisbury University’s Marching Band.”





15-Love: Honors Tennis All-Star Gibelle Beaujon

By Mandy Sanidad

Juggling college classes and athletics is no easy feat, yet junior Gibelle Beaujon (she/her) handles it like a pro – so much so that she won the College Sports Communicator’s Academic All-District honors award in May 2025.

Beaujon is a management major with a minor in entrepreneurship. While she has been on the tennis team since her freshman year, she has been playing tennis for 15 years. She notes that although managing both commitments can be difficult, with the right support and discipline it can be done.

“I think it’s definitely tough at the beginning to get used to managing the time and everything,” Beaujon said. “You really have to plan out when you’re gonna do things because being an athlete really takes up a lot of your time. You’ve got practice, you’ve got matches, you’ve got team activities, so I think it’s really about just being on top of everything that you’re doing.”

Beaujon’s favorite part about being on the tennis team is her teammates, fondly referred to as “the girls.” She notes that tennis is a very individual sport, so actually being on a team has been a large adjustment for her.

“They’re all so supportive,” Beaujon said. “It’s so nice to have a group of people ... like we’re together on the court. But we also like to hang out together off the court.”

On top of normal academics, Beaujon also has been a stellar Clarke Honors College (CHC) student. She was able to present her HONR 111 paper at the Maryland Collegiate Honors Council Conference, which she believes was a great experience despite being anxious about public speaking. However, her favorite part of being in honors are the classes.

“I love the classes, I love that there’s discussion-based classes and that they’re smaller, so you really get to know everybody, especially in your respective tracks,” she said. “It’s really nice, you get to meet a lot of people who also have the same work ethic when it comes to school.”

Beaujon encourages incoming CHC athletes to try their best in both their athletics and their academics. She stresses the importance of staying organized: know your schedule, keep your to-do lists, and organize the tasks based on your priorities.

“Even though it seems hard, it’s definitely possible,” she said. “I know so many people who are honors athletes – like one of my best friends, she’s also on the tennis team and an honors student.”

Although she doesn’t know where tennis will take her after college, she plans to keep up with it, even if just as a hobby. Tennis is a favorite pastime for Beaujon, and she hopes to continue playing with her friends.

CREATIVE WORKS

By Honors Students

Honors students are known for their ability to think outside the box. They excel in a variety of fields, and often, their thinking results in the unexpected. This semester, the Clarke Honors College, put out a call to all of its students for creative pieces. In response, we received the following works.

Poetry By Alwick Blouch

Things to Remember, Things to Forget

*She keeps a machete in her car
and at one point a small knife
in her purse. A reminder of the thick*

*gnarled weeds of her past. In the garden
her father works, tending to the new
growth with vigilance. Maybe the cultivation*

*reminds him of war or maybe it's to forget.
Inside the mother hems the child's clothes
to last any other year, then to be passed*

*down to the next. Every belonging kept
and tended, to last through the storms.
They pile in closets and drawers to keep*

*her safe from when her only belonging
was her brother's secondhand smoke.
Survival is a dance made of rusting*

*screws and cabinets full of yarn.
In the mountains, they have made a life,
a memorial frozen in the snow.*

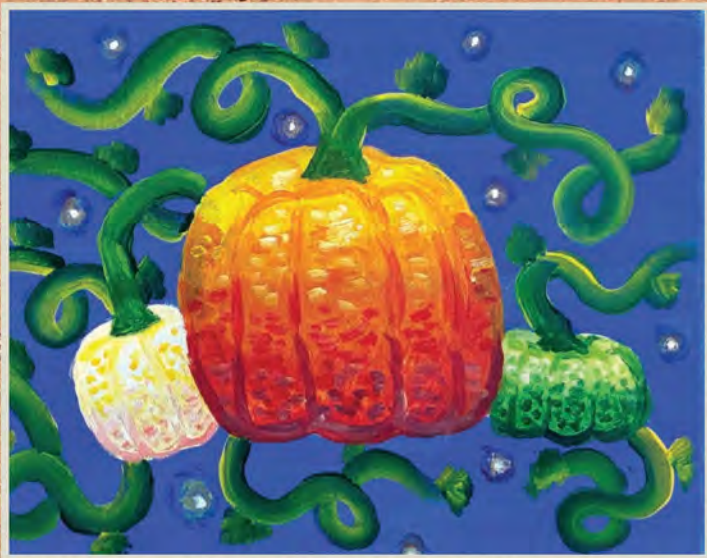
Waves Are Breaking

*The Eastern Shore is sinking
slowly, an afterthought
of the last ice age. The glacier's
weight made the surrounding land
rise. Now settling,*

it moves back into place.

*Water rises
twice the rate here. In no more than one
hundred years, my home
town will have washed
away,*

*gone, wasted
by the storm surges. To think
that little town, I once hated,
will not be.*





Artwork By Julia Hutchinson



Crochet By Mary Hsia





The Mindscape

*A land of monsters
A land of plight,
Set upon by darkness
In an endless night.*

*Their scaly forms
They writhe and turn,
Jaws parted wide
With black teeth that burn.*

*Our homes besieged,
Our paths torn asunder,
A people too feeble,
Undone by thunder.*

*Their limbless forms
They drag and scrape
Along the dirt,
There is no escape.*

*Yet this land was once
Ours, was it not?*

*A land of plenty,
A land of prosperity,
Bathed in starlight
And tranquil decree.*

*Yes, the land of our minds,
Harmonious and full,
Only now set upon by monsters,
Our fear, their fuel.*

*But is not night followed by dawn?
Nature is fickle
And lands can be cleansed
When brandishing Demeter's sickle.*

*So a time of monsters,
A time of strife, indeed,
Feebly warded off
With only a knife, we bleed,*

*But time will pass,
And our land shall be freed.*

Eastward to the Land of Greece

*Eastward to the land of Greece
Is where I'll find my peace—
In towering, triumphant monuments
That fill me with grand sentiments;*

*Sentiments of a smaller, simpler world,
A world carved from marble and sea foam,
Seas teeming with beasts and heroes fit for deeds,
Deeds won by Danaans daring and dastardly alike.*

*Sentiments of Attic temples and trials of souls,
Souls filling cities of rich and wond'rous hist'ry,
Historians who recorded reams of rhetoric,
Rhetoric born from the wisest minds
Yet minded by the unwise words,
Words worshipped from Delphi.*

*Eastward to the land of Greece
Is where I'll find my peace—
Under Helios' heavenly light
That snuffs out all earthly plights;*

*Plights that bite and fretful stirs,
Stirring fears that rend our cheers,
Cheering for souls unworthy of trolls,
Always controlling, overblowing ev'ry deed.*

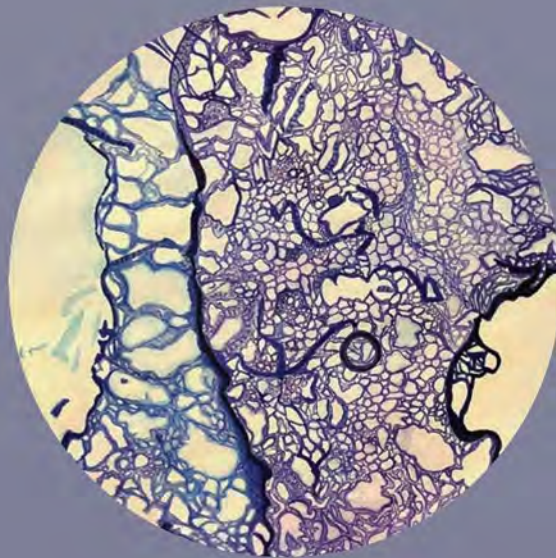
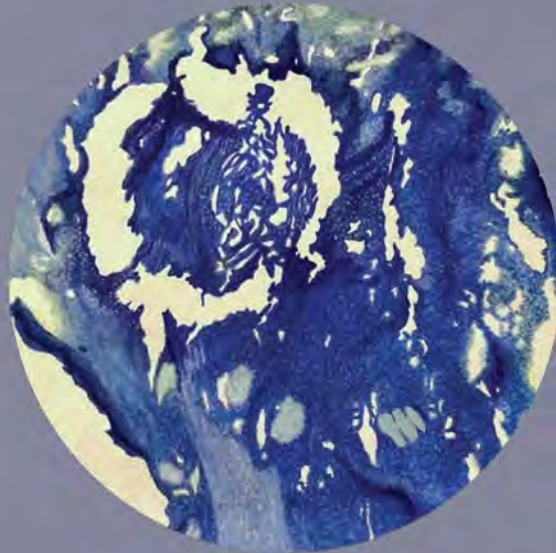
*Plights built that impale to the hilt
Our lilting melodies of bygone dreams,
Dreading, treading, resetting,
Rememb'ring our loathsome fathers,
Founders who failed to free the fretful
As our worries fester and we keel.*

*Eastward to the land of Greece,
I know I'll be at peace—
Eastward to the land of Greece,
I know I'll be complete.*











The Clarke Honors College offers an enriched educational experience for students from all majors at SU. The College fosters collaboration between students and faculty to support undergraduate research, promotes interdisciplinary work and encourages innovation on the SU campus. Honors courses and extracurricular activities are intended to deepen a student's educational experience and develop the next generation of leaders, scientists, educators and more.

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