



The EXCHANGE

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The Exchange is published twice a semester.

Gen Ed. Front and Center

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

The rollout of a draft General Education model this month has produced a shot of adrenaline and prompted some excellent discussions among faculty members so far, with a lot more to come. When we started this process more than a year ago, I would not have imagined that we would want to roll out a model with significant problems, but in retrospect, I am glad that it needs some work. As with any draft, we have the makings in place, but we still have work to do, and the model we have gives us something to work with instead of abstracts and hypotheticals.

My current role is primarily administrative, but I also have been a member of the Salisbury University faculty for more than 20 years and from the depth of my being want the very best for our students. I like that the new model embraces the entirety of the Salisbury University experience. While the current model is built on the understanding that our students need an academic experience that reaches across the disciplines, it does not adequately communicate why we do this and how General Education fits into the broader undergraduate experience. The new model should communicate succinctly and clearly how this experience prepares students for their adult lives, as individuals, as members of communities (citizens) and as professionals – in other words, how we carry out the University’s mission through General Education.

Even if the Code of Maryland (COMAR) did not mandate it, I would be a strong champion of the distributional model we currently have and will retain. To the degree that we are introducing elements that might be considered thematic, essentially we are still



Fulton School Dean
Dr. Maarten Pereboom

directing students toward math and sciences, social sciences, humanities and arts. With many students, it’s our last chance to lay out the spectrum of disciplines through which human beings expand knowledge and explore and express the human condition. It may be in the realm of citizenship education, in fact, that this distribution is most important. Consider, for instance, the science informing our

understanding of climate change and how that in turn affects economics, politics and culture.

We are also under pressure to keep it short: professional programs in particular, accountable to accrediting bodies and state agencies, work hard to pack it all into 120 credit hours. But General Education should be more than a series of hurdles to clear on the way to the program gate: it should be a vital and integral component of professional education in terms of the broader knowledge and skills everyone needs to be successful. I’m not sure keeping it short is in our students’ best interest. We are a selective, regional, comprehensive university, so we have very bright students who may not have had the most privileged or superior of educational experiences thus far. For many of them, college is not just a shot at redemption but also critical to their competitiveness as adult professionals. We owe them a rigorous and rich experience with both structure and transparent rationale and goals.

I believe we also need a model that addresses one of the chief realities that surrounds us, namely that we have achieved a significant democratization of higher education that has opened its doors not just to

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Salisbury Dancers Dazzle in Fall Showcase

By Mary Norton, SU Dance Company Artistic Director

The Salisbury University Dance Company recently performed its 27th Fall Student Showcase. This year's concert featured new work by student company members, as well as guest work by alumni dancers.

Since its beginning in 1960 as the Modern Dance Club, the Salisbury University Dance Company has provided for experiences in artistic dance forms through training, performance and production. The company is an accredited course open to all students through auditions. It is funded by grants from the Maryland Arts Council and the Salisbury Wicomico Arts Council, agencies funded by the National Endowment for the Arts.

The fall concert is the culmination of the semester's work by the company. Student choreographers start the process before the semester begins, conceptualizing an idea, choosing accompanying music and costuming, auditioning and casting dancers, and overseeing weekly rehearsals, all under my guidance as artistic director. This affords students the opportunity to expand their artistic talents beyond the realm of performance.

Choreographers also develop a plot for lighting design with assistance from SU theatre faculty member John Raley. The concert is adjudicated by a panel of performing arts professionals, who provide valuable commentary, insight and advice, thus enhancing the students' learning experience.

One piece is selected by the judges for inclusion in the company's spring semester concert.

This season, six company members elected to present their work in this concert. Corrine Dovell, Amanda Ernau, Marie Hils, Willow Saunders and India Whitehead created dances in a contemporary genre, while member Arielle

Weinstein presented an upbeat tap dance to open the show.

Additionally, alumna dancer Kerry Brennan ('12) was featured as a guest performer. Brennan was a member of SU Dance Company for most of her undergraduate years. She is living in Salisbury teaching dance and physical fitness.

The concert's all-company finale was choreographed and staged by alumna Daniella Celia ('15). Celia was a prolific choreographer during her undergraduate time with the company, setting three works on her fellow dancers. She resides in Worcester County where she is employed in both marketing and dance instruction.



Reflections from a Retiring Professor: Dr. Paul Pfeiffer

At the end of the summer of 1971, my parents pulled into the circular drive behind Wicomico Dorm, helped unload my assembled possessions, wished me well and drove away. I was now on my own. Armed with well-intentioned advice from family who had never attended college, I began my long tenure at Salisbury as a wide-eyed freshman.

At that time, Salisbury State College had men's dorms and women's dorms (the principle women's dorm being the third floor of Holloway). The dorms still had "mothers"; ours being a very grandmotherly lady, who, frankly, could not have exerted any power over a dorm full of 18 year olds but was nonetheless respected.

Girls had to sign out in order to leave at night and had an 11 p.m. curfew – even on weekends. Many, set on the more sociable privileges of collegiate life, adopted the practice of slipping in unobserved after hours.

There was a "Coffee House" held in the basement of Holloway on weekend nights – complete with Beatnik poetry readings, though sans the cliché finger-clicking approval. There were nocturnal "Panty Raids" in which boys paraded under the Holloway dormitory windows greeted by girls hanging out said windows in varying states of undress flinging the titular undergarments down to the boys with as much ceremony as if they had bestowed their kerchiefs upon knights in armor.

Time seemed suspended here. As the more western reaches of the country churned over Civil Rights and the Vietnam War, Salisbury seemed safely preserved from such upheavals.

When the Vietnam War and its protests began

to creep in upon us, there would be "streaking," with its primal sense of protest. Young men rushed out of the dorms toward Holloway to be treated again to the ogling and cheering of young women.

There were protest rallies. There were protest films. There was clearly tension. But the protective pattern of academic life proffered secret comfort in the predictability of classes and exams.

By the time I had graduated in 1975, much had changed. There were co-ed dorms with 24-hour visitation. The "mothers" had been dispatched, likely with some relief, as the atmosphere on campus took on the tenor of the times. The "revolution" of the '60s had finally settled in Salisbury.

There also had been in that time an influx of a great many new faculty – incredibly powerful teachers at the brink of their maturity. I had the good fortune to study with many of them and cannot express the profundity of their collective effect upon me and my life.

When I joined the faculty in 1980, I held their example before me, as I have since, in hopes of having some small imitation of their effects upon my students and colleagues. Thirty-seven years later, I find, to my surprise, that I have unwittingly, but happily, spent my entire adult life at Salisbury. I have survived three name changes, four presidents, three versions of the Alma Mater song and a myriad of smaller changes that have had tremendous impact of the shape and atmosphere at Salisbury.

In my own small fiefdom of theatre, I proudly claim a major role in those changes and take



pride in having had some part in the great sweep of events called "our history."

As I prepare my exit from this long-loved institution, I see another new world full of unrest and impatience, eager to change what is not understood for something far less lasting, however attractive. The disposable culture has settled in.

Yet any change, no matter how seeming small, must have its ripple effect and so must be anticipated and approached with care. Change for the sake of change is not progress. Progress is made slowly over time and only with great effort and fortitude.

True progress is never easy, never tame, never granted, but it is long fought and hard won.

Gen Ed. Front and Center (Continued)

the sons and daughters of privilege but to anyone with the ability to be successful. (Means remain a challenge.) While the privileged benefited from a liberal arts education, we hope, the stakes for our students are higher: they don't have the clubs and connections that enshrine and perpetuate privilege; they actually have to bring knowledge and skills to bear and prove themselves by their merits.

Our curriculum bears some of the vestiges of older ways. For example, I think art or music "appreciation" smacks of finishing

school – the sense that to fit into proper society, one needed to be able to sit through a concert or stroll through an art gallery politely but without any real need to understand what was really going on. As it turns out, reading novels is not something we should do because other "people like us" do it. As it turns out, literature is one of the major means by which we humans understand and empathize with one another. That's pretty critical to any kind of personal happiness or professional success, not to mention keeping society together. Beyond mere appreciation, I think we can

come up with a more muscular definition of how we want our graduates to be able to engage all forms of human expression as an essential human activity.

So let the discussions continue with a sense of direction and purpose, warm collegiality and a firm commitment to doing the best we can for our students. We already provide our students with an outstanding experience, given the range of programs and activities we support through excellent teaching and scholarship. But part of what makes us great is a tireless quest to do even better.

Departmental Reports

ART

Victoria Pass presented her invited lecture, titled "Designed for Speed: Fashion and Car Culture in the 1920s and 30s," in conjunction with the exhibition "Rolling Sculpture: Art Deco Cars from the 1930s and 40s" at the North Carolina Museum of Art in Raleigh on November 4.

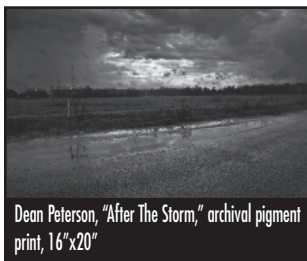


C. Tara and David Gladden were included in a night of cinematic performance inspired by the work of Esta Nesbitt, titled "Everyman as Anyman," on September 25 at the 2640 Space in Baltimore. As a part of the evening's performances and screenings, they presented a site-specific performance, "Forgotten and Now the Coming Thing," which involved live feed cameras, multiple projections, live music and live performance with Xerox machines.



"Forgotten and Now the Coming Thing," C. Tara and David Gladden, 2016.

Dean Peterson's work was included in several exhibitions this fall: in "Strokes of Genius" at the Circle Gallery in Annapolis, "Water Works" at the Annapolis Maritime Museum and in the Maryland Federation of Art's Fall Member Show, also at the Circle Gallery. His work, "Down Under," included in Abstract at the Ocean City Art League in October, won honorable mention. He also participated in the 23rd National Juried Exhibition at the Art Institute and Gallery in Salisbury.



Dean Peterson, "After The Storm," archival pigment print, 16"x20"



Dean Peterson, "Tolem," archival pigment print, 10"x44"



Above: Dean Peterson, "Guayaquil Courtyard," archival pigment print, 16"x22"
Top Right: Dean Peterson, "Morning Spirit Rising," acrylic, 24"x24"
Bottom Right: Dean Peterson, "Down Under," archival pigment print, 16"x20"

COMMUNICATION ARTS

Vinita Agarwal's research, "Taking Care, Bringing Life: A Poststructuralist Feminist Analysis of Maternal Discourses of Mothers and dai's in India," has been accepted for publication in the journal *Health Communication*. The research examines alternative delivery practices of a community of *dai's* embodying an Ayurvedic philosophy. Earlier versions of the paper were presented at the Eastern Communication Association, winning a top two paper award, the International Communication Association in Japan and the National Communication Association in Washington, D.C. This fall, Agarwal served on the Journal Special Issue Award Committee for ECA, as peer reviewer for the *International Journal of Disaster Risk Reduction, Health Education and Behavior and Management Communication Quarterly* and as conference reviewer for ECA and NCA.

Agarwal's submission for OURCA was accepted and she participated in the Council of Undergraduate Research Institute on "Initiating and Sustaining Undergraduate Research Programs," Canada, along with selected programs from universities across the U.S. and internationally. She also completed her Ayurveda Wellness Educator training for health professionals co-sponsored by the University of Maryland Center for Integrative Medicine to further her research in alternative medicine.

David Burns will co-edit a textbook titled *You Make The Call: Case Studies in Sport Communication* (Routledge), due out in 2018. *You Make the Call* offers upper-level undergraduates and graduate students the opportunity to evaluate popular and diverse issues in sport. The book examines the corporate and private communication successes and failures involving contemporary sport issues like concussions, gender equality, race relations and individual free speech versus corporate revenue. Burns also will contribute two chapters to the book.

Jennifer Cox's research article, "News Orgs Post More Often on Twitter than on Facebook," was published in the summer edition of

Newspaper Research Journal. Her study examined the types of news stories published on the two social media platforms and revealed differences in the content organizations shared on the sites.

Haven Simmons mentored public information officers, taught media relations and anchored newscasts during a federal emergency management course featuring a mock train derailment and hazardous materials exercise for Atascadero-San Luis Obispo, CA, at the National Emergency Training Center in Emmitsburg in early October.

CONFLICT ANALYSIS & DISPUTE RESOLUTION

Toran Hansen's presentation, "Sanctuary as a Concept in Peacebuilding," was presented at the Peace and Justice Studies Association Annual Conference on September 24.

Soosaipillai Keethaponcalan's research article, "Reshaping the Non-aligned Movement: Challenges and Vision," was published in the *Bandung: Journal of the Global South*.

ENGLISH

Elizabeth Curtin presented at two conferences last summer. At the International Writing across the Curriculum Conference in Ann Arbor, MI, she presented an Advanced Faculty WAC/WID Seminar "Exploring Connections Between Genre Conventions and Disciplinary Knowledge." At the Council of Writing Program Administrators in Raleigh, NC, she presented with CMAT's **Jennifer Cox** and Math's **Alexander Halperin**, "Flipping the Rubric: An Experiment in Evaluation Across the Curriculum."

Gary Harrington served on a nationwide Fulbright Literature Committee during the summer, evaluating and ranking applications from American professors for Fulbright Senior Scholar positions abroad for the 2017-18 academic year.

Derya Kulavuz-Onal presented a paper, titled "Co-constructing a Collective Teacher Identity through Discourse: Linguistic Practices in Webheads in Action Online Language Teacher Community," at the prestigious, highly selective, American Association of Applied Linguistics annual international conference and another paper, titled "Positioning, Linguistic Identity, and Language Socialization on Facebook: A Case of ESL Teachers and Their Students," at the International Society for Language Studies Conference in the past months. She also joined a team of Salisbury University teacher-scholars to present her best practices of teaching linguistics classes online at a regional MAGIC (Mid-Atlantic Group Instructing with Canvas) conference.

Loren Loving Marquez presents “Assessing Teaching Preparation for Community Colleges: Certification Processes and programs” for the 2016 Virginia Assessment Group Conference in November. This talk showcases practices that improve the quality of teaching.

Judith E. Pike is co-editor and author of *Charlotte Brontë from the Beginnings: New Essays from the Juvenilia to the Major Works*, published by Routledge in October. Over the summer, Pike’s chapters, “Agnes Grey” in *A Companion to the Brontës* and “How English Is Lucy Snowe?: Pink Frocks and a French Clock” in *Time, Space, Place in Charlotte Brontë*, also came out. These publications were planned to coincide with the bicentenary of Charlotte Brontë’s birth in 2016. Pike also was grateful to receive a mini-grant to conduct research at Chawton House Library in the U.K. She also presented her paper, “A New Legacy for Charlotte Brontë: From Miss Foxley in *The Secret* (1833) to *Jane Eyre*,” at the Chawton House Library conference, Charlotte Brontë: A Bicentennial Celebration of Her Life and Works last May. Afterward, her paper was solicited to be included as a chapter for a new book on Charlotte Brontë and material culture.

John Wenke published a review of *Facing Melville, Facing Italy: Democracy, Politics, Translation*, edited by John Bryant, Giorgio Mariani and Gordon Poole, in *Leviathan: A Journal of Melville Studies* in June. He also published a creative non-fiction memoir essay that explores his experience as a Catholic grade school student in the 1960s with a special focus on his twin aunts, who were both Immaculate Heart of Mary nuns. “The Brides of Christ” appears in *Communion Literary Magazine’s* December issue.

HISTORY

Ronald Dziwenka, a new part-time lecturer, was invited to present his research at the 2016 Buddhist Sutra Transmission and Translation Conference in June, sponsored by the Woodenfish Foundation and held at Dunhuang, in China’s Gansu Province. He presented the chapter on the Goryeo Buddhist Canon co-authored with Jiang Wu (University of Arizona) and was published in the book *Spreading Buddha’s Words in China: The Formation and Transformation of the Chinese Buddhist Canon*.

Dean Kotlowski published two peer-reviewed articles in international journals this year. “The Possibilities and Limitations of First-lady Diplomacy: Imelda Marcos and the Nixon Administration” appeared in *Diplomatic History*, and “Selling America to the World: The Office of War Information’s *The Town* (1945) and the *American Scene* Series” was published in *Australasian Journal of American Studies*. The former article stemmed from research conducted during his time as Fulbright Scholar in the Philippines (2008). The latter was completed during his tenure as the Fulbright-Botsiber visiting professor in Austria (2016). Over the spring and summer, he gave numerous presentations across Europe, including at the Roosevelt Study Center

in Middleburg, Netherlands (“Goodnight, Mr. President: Franklin D. Roosevelt’s Legacy in Film and Television”) and at Westfälische Wilhelms-Universität in Münster, Germany (“The Road to Self-determination: Richard Nixon and American Indian Rights”).

Aparajita Mukhopadhyay presented her paper, “Uneven Spaces and Contested Nation: Railway Travel in Colonial India,” via Skype at the annual conference of the International Association for the History of Transport, Traffic and Mobility held in Mexico City, Mexico.

Emily Story presented her paper, “Saints, Scientists and Politicians: Making Brasilia’s Past,” at the European Association for Urban History conference at the University of Helsinki in Finland in August.

MODERN LANGUAGES & INTERCULTURAL STUDIES

Claire Kew and **Aurélie Van de Wiele** presented a paper, titled “Using Advertising in French Courses: ‘I’m lovin’ it,’” at the American Council on the Teaching of Foreign Languages Convention in November.

Sally Perret’s article, “Fish and Trees Are Alike: The Movement of Identity in Kirmen Uribe’s *Bilbao-New York-Bilbao*,” appears in the winter issue of the *Hispanic Review*.

Aurélie Van de Wiele’s review of the book *Étude sur la poésie contemporaine: des affleurements du réel à une philosophie du vivre*, by Régis Lefort, appears in the next issue of *The French Review*.

MUSIC, THEATRE & DANCE

Victoria Hutchinson presented “Dance as an Expression of Spirituality” in the Distinguished Faculty Lecture Series in October. Through pictures and film, the lecture examined the spirituality of the dancing body in three religious traditions from India, Nigeria and the Southwestern United States: The Hindu devotional dance of Bharatanatyam, the Yoruba Egungun Masquerade and rare footage from 1940 of the Yaqui Easter Ceremony.

Tenor **John Wesley Wright**, pianist **Veronica Tomanek** and a select group of SU voice majors recently traveled to Winston-Salem, NC, for a collaborative concert with the voice majors at Salem College. Performing a program titled “From Baroque to Broadway,” the SU students also took part in a master class led by Salem voice instructor Cristy Brown, enjoyed a guided tour of Old Salem and experienced real North Carolina barbecue.



Pictures from the recent trip to Winston-Salem, NC, include soprano Desiree Borges, mezzo-soprano Maggie Jones, tenors Syed Jaffery and John Wixted, baritones Patrick Gover and Jeffrey Todd, as well as professor John Wesley Wright and collaborative pianist Veronica Tomanek.

Leslie Yarmo is an invited presenter of her continued research on the color yellow as a Jewish identifier that has been misconstrued as negative in art and culture for centuries. The conference, *Non contrarii, ma diversi: The Question of Minority in the Eyes of Christians and Jews in Italy (Early 15th - Mid 18th Century)*, will be held in Paris at the Institut national des langues et civilisations orientales and the Ecole des hautes études en sciences sociales.

PSYCHOLOGY

Rhyannon Bemis partnered with Amy Barra (education curator) and Stacey Weisner (president and CEO) at the Delmarva Discovery Center and Museum in Pocomoke City to establish a new Living Laboratory site. Living Laboratory is a national model for sharing research on child development with the public. At Living Laboratory, visitors to the Delmarva Discovery Center and Museum can participate in actual research studies and can complete developmentally themed activities, called research toys. The dates when Living Laboratory will be at the Delmarva Discovery Center and Museum are listed on their website.

Jason McCartney gave a talk for the Southern Estate Planning Council on October 17, titled “Overview of the Ownership Succession Planning Process and Advisor’s Roles,” in which he reviewed research on family communication patterns and challenges, such as enmeshment and disengagement. Other topics included mistaken assumptions on family relationships, challenge of topic avoidance and benefits of open dialogue. Attendees were primarily lawyers and accountants.

SU Art Galleries: The Year in Focus

By Tara Gladden

Full 2016 was an exciting semester for the SU Art Galleries.

We moved our Downtown Campus Gallery into a new temporary space on the Downtown Plaza in the Gallery Building (212 W. Main Street) across the street from Roadie Joe's and right across the hall from Maya Bella's Pizzeria.

We featured provocative, moving exhibitions in all three of our galleries: the University Gallery in Fulton Hall, the Downtown Campus Gallery and the Electronic Gallery in Conway Hall. In the University Gallery, we collaboratively hosted the travelling, historic exhibition "Ruth Starr Rose: Revelations of African American life in Maryland and the World," in collaboration with the Nabb Research Center for Delmarva History and Culture.

This exhibition, sponsored by the Office of the President and the Fulton School of Liberal Arts, was curated by Barbara Paca and was developed for the Reginald F. Lewis Museum of African American History and Culture in Baltimore. It featured artworks depicting the lives of prominent African American families from the Eastern Shore in the 1930s and 40s, as well as a collection of artworks visualizing African American spirituals. It also showcased works created during Ruth Starr Rose's travels around the world.

Paca also visited SU and gave an enlightening talk about the exhibition, the history behind the

artist and the families depicted in the artwork. At our Downtown Campus Gallery, we curated the event-based exhibition, "inFORMATION: Black Culture in Contemporary Art," which hosted visiting artists from around the country who presented a multitude of inquisitive, interdisciplinary projects and perspectives. The exhibition included live performances, installations, a film screening, drawing, poetry, video, music and interactive community events.

In the Electronic Gallery, we presented the political exhibition "Shattered Frames: The Films of Martha Colburn," featuring a collection of stop motion animation films that explore American history and culture, war, protest and featured two satirical films that present cut-up stump speeches of both Hillary Clinton and Donald Trump. The exhibition closed on Election Day.

Moving into spring 2017, we have another full roster of excellent exhibitions and events. Some highlights of the coming semester include an SU Art Department Faculty Exhibition in the University Gallery.

At our Downtown Campus Gallery we will present "Nature/Nurture," a group exhibition that explores the ways in which the natural world has been shaped and transformed by humans and in turn how biology shapes our lives. This exhibition will include visiting artist talks by Onajide Shabaka and Amber Cowan.

Artist Liss LaFleur, who participated in the exhibition "Being Her Now" in spring 2016, returns to SU to present a continuation of the project "HEROINES," about unsung feminist hero Claude Cahun. LaFleur's upcoming exhibition, titled "IN TRAINING," is a solo exhibition of neon, sound, 3D printed objects and performance works that reflect on three years of research focused on Cahun. It includes work created at SU last spring as part of "HEROINES" and will be presented in our Electronic Gallery. LaFleur also will give an artist talk while she is here.

Finally, in June, we inaugurate "FEAST Salisbury!" This will be a creative, sit-down dinner outside on the downtown plaza featuring the best culinary delights Salisbury has to offer while raising money for the visual arts in Salisbury. This new community event is sponsored by SU's Office of Government and Community Relations.

Stay tuned for more information about summer 2017 when we'll be moving our temporary Downtown Campus Gallery into our new permanent home in the same building on the same floor, plaza level, just situated in the back of the building on the south side.

For up-to-date information about all of our upcoming exhibitions and events please visit our blog at www.suartgalleries.org.

Pandey Receives \$2.37 Million Grant

Anjali Pandey, professor of applied linguistics/TESOL, is the author of a newly funded \$2.73 million National Professional Development project sponsored by the United States Office of English Language Acquisition (OELA), the federal agency charged with training educators on effective immigrant educational access. This linguistics training program, titled Training and Retaining Grades K-12 English Learner Teaching Professionals (TARGET—Phase III), consists of three cohort-based programs aimed at educators (ACCESS), administrators (ENCORE) and parents (COMPASS).

The project serves 10 independent, high-need schools spanning 42 percent of Maryland's school districts: Anne Arundel, Caroline, Cecil, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico and Worcester – a total of 251 schools, enrolling more than 5,000 English learners (ELs).

Initial needs assessment data point to cultural incongruities in the schooling experiences of newcomer ELs. Maryland remains a front-runner in demographic trends in schooling toward a minority-majority make-up at 59 percent. In contrast, in some districts, the teacher workforce is

95 percent Caucasian and 81 percent female.

The project plans to utilize emerging sociolinguistics-based frameworks of enhanced pedagogical efficacy whose outcomes on overall EL student achievement will be assessed via rigorous, evidence-based experimental design.

Grassroots, community-oriented, language-retention paradigms in a nation in which approximately 300 languages enter annually form core design features of the project. Training, both educator- and parent-oriented, is premised on heritage language maintenance. This is in contrast to increasingly defunct models of schooling based on linguistic assimilation—the subject of Pandey's most recent book, *Monolingualism and Linguistic Exhibitionism* (Palgrave-Macmillan 2016).

Aiming to train 500 participants over the life of the project, models of such linguistic sustainability are particularly timely when a language dies every two weeks. Via innovative, culturally embedded linguistic strategies leveraging the potency of emerging mobile devices designed to instigate long-term meaningful newcomer parental involvement and advocacy, the project provides next generation educators with replicable strategies for enhanced EL social integration and

educational success in a nation premised on equitable education for all.

To date, this is the largest single discretionary funded project awarded to Salisbury University. Of 337 proposals submitted nationwide for the 2016 competition, 49 projects received funding, to include projects at Brown, Penn State, Temple, Texas A & M, UCLA and a host of universities across 26 states in the nation.

This project was the number one-ranked application in a competitive two-tiered review process. It is the sole project awarded to the State of Maryland.

Invited to share comments at the 2016 Project Director's Convention in Washington, D.C., in October, Pandey's closing remarks on shifting paradigms in educator linguistic training and the need for measures of casual efficacy in 21st century PD inclusive of both experimental and qualitative evidence-based outcomes was met with standing ovation.

This is the fourth funded project authored by Pandey at SU. Prior projects she has authored and directed, totaling over \$7.5 million, have provided linguistic training to approximately 400 of Maryland's educators.

PACE Happenings

Squawk The Vote: PACE continued to focus on the November elections through campus events. Through voting tables and presentations to classes and groups, PACE student voting assistants helped approximately 35 students register to vote in Maryland and more than 200 more to request absentee ballots.

College Democrats & Republicans Forum: Students from Salisbury University and members of the City of Salisbury gathered in Perdue Hall's auditorium for a panel discussion from the College Republicans and College Democrats on October 25. The event was coordinated by PACE and the Political Science Department and gave students the opportunity to hear how each major party stood on five key issues. The issues covered included immigration, policing, terrorism and the military, global warming, and gun control. Members from each club

were given five minutes to espouse their party's platform and explain how their respective presidential candidate would address the issue. A lively question-and-answer session followed each segment.

Discourse Series: More than 60 students participated in PACE's "Engaging in Political Discourse Series: Keeping Your Cool when Discussing Hot Issues." PACE facilitators hosted small group conversations about what is important to students in this election and provided strategies to encourage dialogue that is both authentic and civil. At the end of the discussion, students committed to speaking to one person with whom they would not normally engage in political conversation using these strategies. Some of the people they planned to approach were roommates, parents and grandparents, co-workers, and classmates.



An SU student fills out an absentee ballot request form with the help of PACE voting assistants.



PACE voting assistants staff a table in Red Square with information about voting deadlines, registration and absentee ballots.

Racial Politics Lecture with Cedric Johnson

By Eric Manley and David Giorgis

Salisbury University hosted the Multiple Dimensions of Inequality Lecture "Racial Politics" with Cedric Johnson on September 29 to a full audience in the Perdue Hall Auditorium. The series is organized by SU professors Eric Rittinger from the Political Science Department and Alexander Stoner from the Sociology Department.

Cedric Johnson is an associate professor of African-American Studies at the University of Illinois in Chicago. His presentation, "Ending the Police Crisis: What Must Be Done and Who Is Going To Do It," gave an in-depth look of the racial injustice that is occurring in the United States.

Johnson gave numerous examples of how our country is becoming more racially divided. He explained that in order to solve racial divide we must all come together as one and tackle the issue as a whole. He said every one of us, not just a small group of people, needs to be involved in justice if we truly want to see change.

Johnson is an advocate for decriminalizing poverty, which would help those who are underprivileged and give them opportunities to prosper, along with providing them with treatment, such as rehabilitation, instead of imprisonment. Also, reducing unnecessary fines for African Americans and creating public service opportunities are elements that Johnson stressed as possible

solutions to end the injustices that they have faced for hundreds of years.

"This presentation was eye-opening and introspective" said Gregory Alegebe, a senior interdisciplinary studies major. "I'm glad that SU continues to host the Multiple Dimensions of Equality Lecture.

"Mr. Johnson was very passionate about this subject, and it makes me want to do more research and possibly contribute to helping provide change to the injustice that is currently taking place."

Johnson emphasized racial inequality can end over time if we come together as a county and face the epidemic head on.

Internships 101

Would you like to gain an understanding of internship opportunities and how to work with your advisor to obtain one? Consider taking IDIS 280.151 – Internships 101 offered during the spring 2017 semester.

During the seven-week, two-credit course, you will hear from internship coordinators from various programs and learn important topics, such as interviewing, professionalism in the workplace and how to market your experience. Additionally, you will learn how to

use Career Services as a resource.

The course is rather unusual in that it will feature coordinators and professionals who will address the way forward for students who want internships. Ideally, the seven-week course will prepare students to follow up on summer or fall 2017 internships.

The class is offered next spring on Tuesday nights, from 7-8:15 p.m. Seating in this pass/fail course is limited. Students can register for the course on GullNet or visit Crystal Dickerson in Career Services.

Salisbury Pops Holiday Concert

Dr. Lee Knier leads the Salisbury "Pops" in a Holiday Concert Tuesday, December 6, at 7:30 p.m. in the Holloway Hall Auditorium.

The "Pops" will feature several guests, including: Squawkapella, Dr. Paul Pfeiffer, who will narrate Clement Moore's poem "The Night Before Christmas," and senior Cornelius Fletcher, bass, who reprises his role as "The Grinch."

The one-hour concert ushers in the holiday season with performances of well-known carols, decorations in Holloway Hall and a visit from Santa Claus. It is a family-friendly program and free to the public.

Mad Max: Fury Road Composer Speaks to Film Students

The composer of *Mad Max: Fury Road*, Junkie XL (Tom Holkenberg), talked via Skype with Dr. Andrew Scahill's Introduction to Film class from his production studio in Los Angeles on November 2. Holkenberg is an award-winning and prolific film artist, who began his career as a trance DJ and transitioned into film scoring for blockbuster films, such as *300*, *Divergent*, *Amazing Spiderman 2*, *Deadpool* and *Batman Vs. Superman*. His background as a classically trained pianist and an electronica DJ has allowed him to cultivate a unique and forward-thinking approach to film scoring.

The class had screened *Mad Max: Fury Road* earlier in the semester for a unit on sound design, and the students came prepared with questions, ranging from his inspiration for the film's creative score to future projects like *The Dark Tower* and *Justice League*.

"We were honored to have such an influential figure in contemporary Hollywood filmmaking talk to our Salisbury students directly and help demystify the process of filmmaking," Scahill said.

This is the second time Hollywood professionals have done a Skype question-and-answer session with one of Scahill's classes. In 2015, his class hosted *Winter's Bone* producer

Anne Rossellini, and in one month, his Introduction to Genre class will host *Tangerine* director Sean Baker.



Fulton Partners with National Humanities Alliance and Maryland Humanities

By Maarten Pereboom

During the past year, the Fulton School has partnered with the National Humanities Alliance (NHA) and Maryland Humanities to develop a regional working group of humanities organizations. While "humanities" may not have quite the same ring as "arts" when it comes to describing the kind of programming and opportunities that make a community vibrant and attractive, many people enjoy subjects like literature and history and are eager to participate in programs that explore the human condition through these and other means. This group aims to strengthen and promote humanities programming on the Lower Eastern Shore.

Since first convening in October 2015, the group has met several times to explore how we might achieve strength in numbers. At the table

are representatives from Salisbury University, the University of Maryland Eastern Shore and Worcester Community College; local public school systems; and regional libraries, historical societies and museums.

We have discussed ways to help one another: through the placement of interns, promotion of one another's programs, and development of a website and other means of promoting humanities-related programming. This presents an opportunity for the University to engage with the community to relate the humanities to everyday life in the region.

The activities we promote get people out of their homes and talking with one another in ways that build and strengthen communities. We also support innovation and creative programming,

bringing philosophy to elementary school students, for example, or to prison inmates. Even if we carry out these activities anyway, the working group enables us to share our triumphs and challenges with supportive colleagues.

We are one of six regional working groups in the country, and our NHA colleagues tell us we are furthest along in development of a truly effective coalition that is able to articulate how the humanities are vital to communities.

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

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