

Re:Search

Graduate Studies & Research at Salisbury University

2024 Edition



Amazing Mentors = Amazing Research

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PRESIDENT & PROVOST MESSAGE

For 14 years, Salisbury University's *Re:Search* magazine has been a powerful home for sharing the important work our dedicated faculty and talented students are accomplishing in the field of research. There is, truly, an impressive amount of quality research and scholarship being undertaken by the members of our campus community.

With each new year and every edition of *Re:Search* magazine, you can see our University's growth, progress and increased success. In 2023, SU's Office of Sponsored Programs administered its highest ever amount of external grant and contract awards, with \$11 million earned toward exceptional research initiatives.

With so much remarkable research and creative scholarship being done on this campus and by our community, it is important to share the work and the results of the hardworking people behind those efforts. The stories in this edition of *Re:Search* are a closer look into the research and impact of our faculty, staff and students.

Research remains central to Salisbury University's mission, so to every member of this campus responsible for driving these initiatives forward: thank you! The collective efforts and collaboration that occurs at SU to pursue research, and spotlight it in our publications, are an enduring testament to our pursuit of academic excellence.



Carolyn Ringer Lepre

Dr. Carolyn Ringer Lepre
President, Salisbury University



Laurie Couch

Dr. Laurie Couch
Provost & Senior Vice President of Academic Affairs

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On the Cover: Dr. Angela Freeman (right), assistant professor of biological sciences, earned SU's 2023 Outstanding Research Mentor Award.

Introducing: The Graduate School at Salisbury University

By Dr. Clifton Griffin | Dean of Graduate Studies and Research

Why is Salisbury University creating a Graduate School you might ask? In short, it's simply time! The new Graduate School is an elevation of existing administrative functions and "branding" of graduate program development. Graduate education is a critical component of the Salisbury University mission as a comprehensive public school. Also, the Graduate School demonstrates an area of strength for our campus. Both our online M.B.A. and graduate nursing programs have received high rankings by *U.S. News & World Report*.

By creating the Graduate School at SU, we will demonstrate an additional area of excellence for our campus and achieve the following outcomes:

A Graduate School will help bolster our efforts to grow graduate enrollment.

The growth in graduate enrollment is part of a key strategic initiative for SU and adds a much-needed additional revenue growth option. Graduate enrollment growth was highlighted by President Carolyn Ringer Lepre as part of her spring 2023 State of the University address.

A Graduate School will present new opportunities.

The creation of a Graduate School will demonstrate commitment to our external stakeholders and present additional friend-raising and fundraising opportunities. The school expands on the already respected SU brand and provides an additional avenue for donors to contribute to the University. Additionally, the potential for growing doctoral education and advancing our Carnegie Classification status to a doctoral-granting institution will be reinforced by having a Graduate School. This is an important potential elevation in our classification from our current master's-granting classification.

We are very excited about reaching this important milestone at Salisbury University, and we look forward to continued growth in graduate education excellence with the Graduate School.

A Graduate School will align Salisbury University with our peers and enhance rankings.

It is important for SU to maintain and bolster reputational excellence. The external perception of SU as a high-quality academic institution is enhanced by the creation of the Graduate School. Additionally, forming the Graduate School will align SU with many of our peer institutions, aspirational peers and other regional University System of Maryland schools. Out of 20 of these institutions, 13 of them have either a school or college dedicated to graduate programs.

A Graduate School will bolster graduate program presence and identity while providing a greater sense of belonging to graduate students.

As a regional comprehensive university, SU is often best known for excellence in undergraduate education, along with offering important professional

programs and several traditional graduate programs. The Graduate School will give our graduate students an immediate place to find a sense of belonging.

A Graduate School will elevate accountability and equitable standards for graduate education.

The Graduate School will provide a more institution-wide and interdisciplinary perspective on graduate education at SU, leading to a stronger culture supporting graduate research and scholarship. By establishing a strong framework and support system for the leaders and staff working in graduate programs, the Graduate School will lead the development of additional quality controls and good practices beneficial for graduate programs.

A Graduate School will strengthen our ability to address workforce needs.

The addition of a Graduate School will allow SU to more intentionally help meet the workforce needs of our region and State by introducing alternative credentials and other opportunities for all potential graduate students, including adult learners.

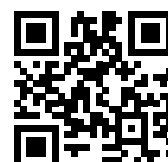
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Help empower SU faculty and students so they can be successful in graduate education – give today to Graduate Studies and Research.

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.....

Support the graduate program closest to your heart by searching for it on SU's giving site: giving.salisbury.edu



Defining Research in the Health and Human Services Professions – Inquiry and Practice

By Vanessa Junkin '11



Faith Andrews, D.N.P.
Class of 2023

Implementing Change for Healthy Outcomes

It can take years for published research to impact change at a health care organization. Salisbury University Doctor of Nursing Practice (D.N.P.) students, though, are drastically cutting down the time it takes organizations to make positive changes by completing evidence-based practice projects.

“They work with a health care organization or community-based setting, and they actually implement a process or practice change expected to improve those health outcomes for a certain population,” said Dr. Annette Barnes, graduate program director for SU’s School of Nursing.

One recent graduate of the D.N.P. Program, Dr. Faith Andrews, synthesized and applied a body of research that led to the hospital she worked with updating its procedures so that mothers who delivered their babies via cesarean section would have skin-to-skin contact with their newborns, when they previously were not given that opportunity. She found that this change increased the rate of exclusive breastfeeding – no bottles used at all – while in the hospital.

Skin-to-skin contact releases the hormone oxytocin, which is connected to breastfeeding and the production and letdown of milk, Andrews said. Oxytocin is also released while a mother is breastfeeding, and the hormone provides other benefits for her, including helping the uterus contract and helping prevent postpartum depression.

Andrews is one of many students in graduate programs in

the College of Health and Human Services engaging in applied research that impacts change in their communities and the delivery of health care.

The evidence-based practice project is a requirement for D.N.P. students, who can choose from Leadership or Family Nurse Practitioner tracks. Before the students implement their projects, they take a course on how to develop the project, then review existing research on the topic, Barnes said. Each works with a faculty advisor during the two-year process.

Barnes estimates that changes are adopted in about two-thirds of the settings where evidence-based practice projects have been put into place – and all the projects make the organizations consider looking at the issue under study more closely.

Projects don’t have to be at a hospital – among the other types of organizations are community colleges, nonprofits, school systems or community settings, Barnes said. She noted that

projects are usually interprofessional and involve people from fields other than nursing.

Implementation of Intraoperative Skin-to-Skin Contact (SSC)

Faith Andrews MSN, RN, CNE
School of Nursing, Salisbury University
D.N.P. Evidence-Based Practice (EBP) Project
November 29, 2023



Evaluating Practice to Identify Solutions

In the Master of Social Work (M.S.W.) Program, Dr. Linda Houser, director of the School of Social Work, said many students get involved in research through coursework and internships, which are a required part of the program.

As part of their coursework, students engage in a variety of research projects, including both practice evaluation and program evaluation, she said. In practice evaluation, students examine the impact of their work, collecting data to demonstrate progress toward clients’ goals. Students learn to use the data they collect to both enhance the well-being of those they serve and further develop their own skills as social workers.

Program evaluation looks at larger systems, which can be discrete programs or whole organizations, she said. For example, a student this past year designed an evaluation of the impact of participating in a Spanish-language grief and loss group on symptoms of complicated grief.

Another example Houser shared was an interprofessional end-of-life simulation that several social work students participated in with SU’s Richard A. Henson Medical Simulation Center. Some students’ practice evaluation projects focused on the impact of interprofessional learning opportunities on attitudes and skills related to interprofessional collaboration. Others focused on the impact of participating in an end-of-life simulation on the development of social work skills for working in death and dying.

Houser said students in the program most often do applied research – research designed to identify solutions to specific problems.

“Our primary mission in this work is well-being – whether of individuals, families, communities, organizations or whole populations,” Houser said. “They’re seeking help, and social workers are providing it.”

Social work graduate student Heather Sikora is working alongside Dr. Amanda Hill to examine the experiences of adults who are formal caregivers for their minor-aged siblings, Houser said. Hill and Sikora are interested in identifying caregivers’ confidence and preparedness, as well as their experiences with a variety of professionals, including social workers. The focus is on finding ways to enhance the well-being of sibling caregivers.

Specializations for the M.S.W. Program started in August 2023. Many students choose the Clinical Social Work and Advocacy Specialization, which focuses on working with individuals, families or groups, Houser said. Others choose the Social Change and Leadership Specialization. This looks at larger populations, such as communities, and this interest tends to go hand-in-hand with research about communities, organizations and policies, Houser said.

One type of applied research that students can do involves collecting information about the size, scope and impact of a social problem. For example, a graduate student whose internship is with SU’s social work field office is working with a movement called United for Paid Placements, which has a goal of increasing paid internship opportunities in social work, Houser said. In this project, the M.S.W. student is helping to collect data on graduate students’ resources and financial well-being.

Salisbury’s social work program prepares students to do practice-informed research and research-informed practice, in keeping with the standards of the Council on Social Work Education, Houser said. When they graduate, students are prepared both to conduct research that serves to advance social work practice and to use existing research to inform and guide their own practice.

Gaining a Research Foundation

In the Master of Science in Health and Human Performance Program, Introduction to Research and Applied Research Methods are two of the required courses.

Dr. Scott Mazzetti, program director, said most students take these classes in their first year. So, while they are not required to complete a research study, they still have another year left of their program if they decide to.

After learning about research at the graduate level in the Introduction to Research class, students then do a literature review, design a study and propose their idea to faculty during the Applied Research Methods class, he said.

“They take it so far as to design a study, propose the idea and get feedback,” Mazzetti said.

Students learn the process of data collection and data analysis by practicing assessments and compiling the practice data.

Some other universities require a master’s thesis for this field. It is not required at SU, which Dr. Margarita Treuth, director of the School of Health Sciences, considers a strength.

“I think part of that strength is that it does allow students to choose one end of that continuum that they want because they’re getting a nice foundation for that research,” Treuth said. “They can continue their education and do high-end research if they want, or they could decide to teach, or work in a clinical setting or in a strength and conditioning setting. In all of these job opportunities, a solid foundation in the research process is essential.”

Students sometimes have the opportunity to get involved with a faculty member’s research project. Mazzetti has undergraduate students help with the studies he conducts.

Collecting Data to Measure Experience

As part of SU’s Master of Science in Nursing (M.S.N.) Program, Katie Sabater, who graduated in May 2023, had the opportunity to work with Dr. Tina Reid.

Reid took a group of undergraduate nursing students to Ghana in winter 2023. Sabater’s role was to serve as a third-party interviewer who conducted focus groups for students to discuss experiences on the trip. Sabater did not know the students and was guided by faculty to engage the students.

Sabater covered the ethics of collecting qualitative research data and the importance of participating in scholarship activities such as research as a nurse educator in her own master’s final project. This project introduced Sabater to qualitative research, as she was more familiar with quantitative research in the nursing field.

She learned about collecting this type of data from people and the barriers that can arise, such as not always being able to get the information she needed from them on time. Another consideration was maintaining students’ anonymity because of the small size of the group.

“Capturing human experience is definitely so valuable,



especially in the nursing world,” Sabater said. “So even though this wasn’t [about] patients, it’s a good way to measure how people learn and their experience through their learning.”

She’s able to use the skills she learned in her role as a registered nurse as part of TidalHealth’s Community Wellness Team; for example, when helping provide care to people who have come to the area from Haiti during a recent clinic.

Helping Organizations Make Changes

There are a wide variety of health-related topics that nursing students in the graduate program find solutions to through review and application of a current body of research. Other Doctor of Nursing Practice project examples Barnes shared are a student who increased lung cancer screenings for at-risk patients and a pair of students who implemented a training program at a community college in which faculty, staff and other students were trained to recognize if someone else could be having a mental health issue and need services.

Some students already have an idea of what they’d like to do their project on, but the ideas can also come from organizations.

“We’ll actually reach out to organizations and say, ‘do you

have an issue that we can help look at through the literature/ research and that we could help you address,’” Barnes said.

Students publish their findings through ProQuest, a searchable database that allows others to learn about their projects, Barnes said. Agency names are de-identified in the research, but the general type of facility – for example, a “rural hospital” – is noted, which can help other organizations decide if the project might be relevant for them.

For the involved organizations, though, changes can be lasting.

“It’s actually, again, moving that body of research into practice and helping organizations make those changes more readily,” Barnes said.

D.N.P. STUDENTS HELP COMMUNITIES THROUGH EVIDENCE-BASED PRACTICE PROJECTS

Dr. Faith Andrews graduated from Salisbury University's Doctor of Nursing Practice (D.N.P.) Program in December 2023 knowing that she had positively impacted the lives of new mothers. Her evidence-based practice project allowed women who delivered their babies via cesarean section to have skin-to-skin contact with their babies.

"I had women crying tears of joy because they were able to get that time with their baby," Andrews said.

Andrews, who is an associate professor at Harford Community College, noticed while working in a hospital that mothers who gave birth vaginally had skin-to-skin contact with their babies, but those who delivered by C-section didn't, and sometimes didn't even get to see their babies for up to an hour.

Before making a change in the hospital, she reviewed extensive research on the topic. There was a goal of having the mothers who delivered by C-section have 15 minutes of skin-to-skin contact in the operating room.

Her project was titled "Implementing Maternal-Newborn Intraoperative Skin-to-Skin Contact to Increase Exclusive Breastfeeding Rates in the C-Section Population." Once her project was implemented at the hospital – from May 15-July 15, 2023 – she found that exclusive breastfeeding, with no bottles used, increased from 32.2% for the pre-implementation group to 42% for the post-

implementation group. There were no negative outcomes, she said.

Some mothers were even able to breastfeed while on the operating room table, she said.

"To really be patient-centered and mom-and-baby-centered was very important to me, and I'm really, really glad that we were able to make a difference," Andrews said.

Skin-to-skin contact will continue for those who have delivered via C-section at that hospital.

"To promote sustainability for the project, we added it to the procedures and policies of the health care facility," Andrews said.

One of Andrews' classmates in the D.N.P. Program, Katie Reuwer, is also a nursing faculty member at a college and decided to do something to help students' mental health for her evidence-based practice project.

"I really saw a lot of students struggling with stress, anxiety and depression, a lot of mental health issues, which really got worse during COVID," Reuwer said.

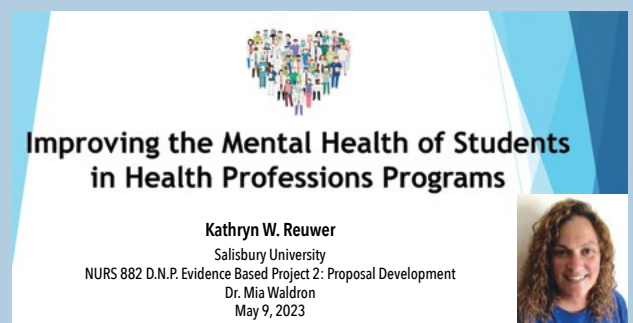
It was leading to problems for students in their program – which isn't good for the students or for the profession, she said. She reviewed further research on the topic and found that cognitive behavioral interventions were helpful for students.

Her evidence-based practice project, titled "Improving the Health of Students Enrolled in Health Professions Programs," involved facilitating COPE – Creating Opportunities for Personal Empowerment – sessions for seven weeks to help the students gain skills relating to their thoughts, feelings and behaviors. Fourteen students in health professions fields started the program, and 11 finished it.

The students' self-reported levels of stress, depression and anxiety were measured before and after they completed the program, Reuwer said. During the spring semester, she will be analyzing and determining outcomes from the data she collected.

Ideally, the tools students gain will help decrease burnout, she said.

"The overarching goal was really to improve their rates of stress, anxiety and depression during their program; teach them tools that they could not only use during their academic journey but also when they enter into practice because it is hard – health professions are notoriously hard," Reuwer said.



Get Involved Early and Often!



“I am a firm believer that students learn best through doing, and so I actively encouraged them to be involved at every stage of the research process.”

Salisbury University welcomed Dr. Laurie Couch as its new provost and senior vice president of academic affairs in summer 2023. Now in her second semester at SU, she shares her research background and thoughts on the role of research for SU's current students.



What is the focus of your research?

Over the course of my career, I have investigated how the co-influences of personality and social cognitions impact individuals' romantic experiences. My early research explored the ways in which a trusting personality colors one's interpretations of relational events. Across multiple studies, my findings showed that trusting people tend to minimize details of negative romantic experiences, making them less jealous, less likely to interpret negative relational behaviors as betrayal, more likely to give their partners the benefit of the doubt in conflict situations and more likely to forgive missteps.

Over time, I became more interested in the potential buffering effects that some personality characteristics may have for people when facing negative relational experiences, and so I turned my attention to studying how people weather experiences of interpersonal betrayals. My studies demonstrated that those who had consistently positive experiences with early relational figures (i.e., secure attachments) are likely to choose positive strategies for coping when faced with betrayal, and they tend to demonstrate resiliency and psychological resolution after serious negative encounters. By contrast, after betrayal, those who had less positive experiences with early relational figures (i.e., anxious or avoidant attachments) are less likely to seek help after romantic betrayals, and they tend to focus on the loss of social benefits in their relationships, suffer mental and physical health symptoms, or harbor feelings of "unfinished business" when faced with a relational transgression by a beloved partner.

What made you pursue that field of study?

Social relationships are one of the most central experiences of humanity, but they are often thought of as mysterious. Indeed, at the time I was beginning my research career, little was understood about how person-centered variables may contribute to a relationship's success or failure. As an introvert, I was keenly aware that one's personality can contribute to how their relational interactions turn out, and so I was eager to explore all the ways that various aspects of personality can impact social thinking and interactions.

In what ways do you believe there is still more to explore in the field?

The science of relationships is exploding thanks to new methods and techniques for capturing people's real-time experiences and reactions – techniques that were not available when I began researching the psychological experience of romantic betrayal. Much of my early research relied on people's memories of what

happened to them, how they felt about it and how they reacted to it. Although sense-making after such negative experiences is a worthy topic of study in itself, it may not offer the fullest picture of how personality impacts one's psychological and physical state after betrayal. With technology-assisted diary studies, hormone tracking, cardiovascular monitoring and other techniques, we now can get a much richer understanding of how betrayal may be affected in real time – or not – by personality factors.

Have students played a role in your research?

Both undergraduate and graduate students played a very large role in my lab over the years, and I took my role as a research mentor very seriously. I am a firm believer that students learn best through doing, and so I actively encouraged them to be involved at every stage of the research process. Over the years, I published or presented with 68 students and many others assisted with projects that the lab was working on. I am very proud to say that I still keep up with these students on a regular basis. They have gone on to be college professors, psychologists, teachers and doctors, or to use their research skills working in industry.

What is something you learned in the course of your research that would surprise readers?

People often assume that there are some types of betrayals that are worse than others, but it turns out that people don't tend to differentiate that way when evaluating relational transgressions. Instead, they tend to focus on distinguishing between whether something is "betrayal or not" as the critical decision point. So, regardless of the type of transgression that occurs, most people respond to the various types of betrayal in very similar ways. What tends to differentiate people's responses to such situations are the personality characteristics they bring with them to the situation.

What advice would you offer to SU students about conducting their own research?

Get involved early and often! Not only will you learn amazing things about your research topic that will fulfill your intellectual curiosity, but your faculty can help you learn essential skills that will help you get ahead for a lifetime. The faculty not only have expertise in their areas of specialty, but they are very skilled at mentoring students, so let them help you develop your professional repertoire!

Members of the
Anything but Dismal
team working on
module development



Some Good News for Future Economists

While locked down during the COVID-19 pandemic, Dr. Jill Caviglia-Harris, SU professor of economics in the Economics and Finance and Environmental Studies departments, joined colleagues nationwide in asking a philosophical question: What could be done to increase interest in the field of economics?

She found unlikely inspiration in a fictional paper salesman from Pennsylvania – or, more precisely, the actor who portrayed him.

During the early weeks of the pandemic, actor John Krasinski, who rose to fame as corporate prankster Jim Halpert on NBC's *The Office*, created the YouTube series *Some Good News*. He joined celebrity guests in sharing positive stories and providing virtual opportunities for viewers who were just getting used to interfacing through platforms such as Zoom.

For Caviglia-Harris, it was a beacon in an otherwise disheartening year. It also represented an opportunity: If Krasinski could reach a reported 72 million viewers with a web series about positivity during the pandemic, maybe the same format could help demystify the world of economics.

Encouraged by her sister, Christy Lazzarino, Caviglia-Harris and her economics colleagues from a weekly virtual happy hour developed the web series *Anything but Dismal*, a play on

the derogatory nickname “the dismal science,” ascribed to the discipline by Scottish essayist Thomas Carlyle in 1849.

Episodes tackled COVID-19's impact on topics including unemployment, education, food consumption and even athletics. Taking a page from Krasinski's script, they kept segments short and took a more lighthearted approach to the issues whenever possible. It was a recipe for success – with one missing ingredient.

“Nobody watched them,” said Caviglia-Harris.

Without the star power of guests like Robert De Niro, Brad Pitt and Oprah Winfrey, *Anything but Dismal* failed to find a fraction of the audience of *Some Good News* – but that wasn't bad news. Caviglia-Harris and her colleagues knew they had a hit on their hands; they just needed one big break.

Fortunately for them, the National Science Foundation (NSF) was casting, so to speak.

Using lessons from *Anything but Dismal*, the team developed a grant proposal to create a series of 5- to 7-minute video modules aimed at a more targeted audience – undergraduate students – with a goal of attracting more diverse cohorts of potential economists entering the profession.

“Economics is not diverse along racial, first-generation or gender lines,” said Caviglia-Harris. “There's a lot of evidentiary



Students will signify their sense of belonging in the economics field, as well as their potential interest in pursuing the discipline as a major or a career, forming a control group.

The next semester, those same faculty will conduct similar surveys for students taking the same classes, only this time, with the addition of the video modules (including the videos and course materials) to the curriculum. The results of these interventions will be compared semester-over-semester.

This will provide four semesters of data Caviglia-Harris hopes will prove the team's theory that these modules will be useful in recruiting and retaining diverse students in economics. If the results are as expected, the videos will be released for widespread use in fall 2026.

While the modules will feature diverse role models in the discipline, as well as timely and policy-relevant research, they won't be just "talking heads." The team has a goal of ensuring the content is easily digestible for an audience raised on TikTok and REELZ.



There's a lot of evidentiary research that role models matter in STEM [science, technology, engineering and mathematics]. We're borrowing lessons from that research in developing these modules. These videos have the intent of providing role models for those underserved students."

research showing that role models matter in STEM [science, technology, engineering and mathematics]. We're borrowing lessons from that research in developing these modules. These videos have the intent of providing role models for those underserved students."

The team submitted its idea, "Diversifying Economics in the Undergraduate Classroom: Plug and Play Video Modules with Diverse Role Models, Relevant Research and Active Learning," and funding applications to multiple agencies. Two were at the top of their list: the NSF, and the American Economic Association's Committee on the Status of Women in the Economic Profession and the Social Science Research Council's (CSWEP-SSRC) Women in Economics and Mathematics Research Consortium.

Both saw the same value in the proposal as Caviglia-Harris and her colleagues, funding a combined \$600,000.

"We would have been happy with one grant," she said. "We weren't expecting to get both."

The windfall will allow them to expand the project beyond their initial proposal.

Though the videos are scheduled to be completed this summer, they won't be seen right away. Beginning next fall, and over the course of four semesters, 50 participating faculty (up from the originally proposed 10, thanks to the dual grants) teaching Principles of Economics classes at universities throughout the U.S. will conduct pre- and post-course surveys at the beginning and end of the semester.

To assist with that mission, the team has brought on several experts in the field. They include *PBS NewsHour Weekend* correspondent and producer Christopher Booker (who, in addition to reporting on music, culture, the economy and "news of the cool and weird," also has a direct connection to students as an adjunct professor at Columbia University), and *Wall Street Journal* senior video journalist and animator Michael Tabb (whose work has been featured at the Sundance Film Festival).

Joining them as creative assistant is Lazzarino, who served in a similar role for *Anything but Dismal*.

Others who have contributed include Ray Fantini and Mike Camillo in SU Media Services, and Keith Eagle, recently retired from SU-affiliated public access channel PAC 14.

Overseeing the project, along with Caviglia-Harris, are co-principal investigators Jose Fernandez of the University of Louisville, Jimena González Ramírez of Manhattan College, Kim Holder of the University of West Georgia, Sarah Jacobson of Williams College (MA) and Luke Jones of Valdosta State University.

No, Krasinski (who also portrayed a fictional Ph.D. economist in the Amazon Prime Video series *Jack Ryan*) and his famous friends aren't a part of the cohort — but these economists see the project as a way to spread a little good news of their own.

"This is an opportunity to expand interesting things that economists study in a positive way," said Caviglia-Harris. "We want to make this discipline accessible for everyone, and that starts with the next generation of economists."

Sharing Student Research with State Legislators

Salisbury University students presented their research to Maryland legislators and other guests during SU's eighth annual Posters on the Bay presentation on February 6 in Annapolis.

Sponsored by SU's Office of Undergraduate Research and Creative Activity (OURCA), the event provides students with the opportunity to share their faculty-guided scholarship.

"This is an amazing event to attend," said Dominick Lepke, an accounting major. "My research is largely related to legislation, so being able to be here and talk to local and state politicians is absolutely amazing. It's a great opportunity for me. Part of my goal is to turn my framework into an actual piece of legislation, so being here and being able to spread the word and talk about my goals and what I think would be best for the state and the localities within Maryland allows me to push my framework and hopefully implement it one day."

"It's really exciting to have this opportunity to present to policymakers and politicians who make an impact on Maryland, especially for my project that is directly related to accessibility in downtown Salisbury," agreed Elizabeth Wash, a biology major.

This year's projects covered a wide variety of social, health and economic issues.

SU PRESENTERS AND THEIR TOPICS INCLUDED:

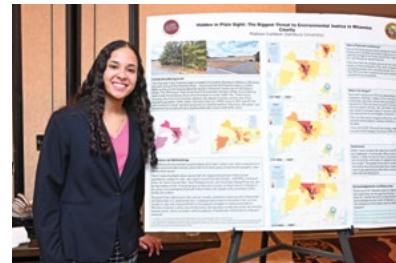


Posters on the Bay showcases the depth and high quality of the research being conducted at SU, with a focus on the stellar mentorship students receive from faculty who are experts in their fields."

— Dr. Rhyannon Bemis,
OURCA Director



- **Joshua Adey, Aslynn Gorkos, Aidan Stanislavsky and Daniel Whiddon** "Flag Football in West Salisbury"
- **Katelyn Adkins** "Synthesis and Characterization of Fe(II) Complexes Exhibiting Temperature-Dependent Spin Transition"
- **Stephora Cesar Alberi, Andersen Herman, and LaMaree James** "Road Safety on the West Side of Salisbury"
- **Margaret Atherton, Lian Peach and Abigail Potter** "Presidential Citizen Scholars: Period Power"
- **Hannah Bertholdt, Richard Brown, Makenzie Kennedy, and Peyton Rayne** "Forget-Me-Nots"
- **Brian Bowers, Isaac Dugan, John Meyers, Mark Schweitzer and Bryan Yoder** "Bathmap.net"
- **Madison Cuthbert** "Government Warnings and Local Knowledge: The Case of the Plymouth Tubing Company Factory"
- **Hayden Davis, River Myer and Elizabeth Wash** "Accessible Public Restroom in Downtown Salisbury"
- **Lillian Fooks** "It Is a Bird-Eat-Bird World: Potential Differences in Diets of Red vs. Grey Eastern Screech Owls (*Megascops asio*)"
- **Siddarth Ghosh** "Effects of Aircraft-Produced Sonic Booms on Marine Life"
- **Stefani Lanahan** "Determining the Relationship Between Shape and Charge in Electrospray Ionization"
- **Dominick Lepke** "Project- Decentralized Reporting Standards"
- **Sydney Jett** "Skininess and Success: The Media's Promotion of Body Image and Behavior Associations in Women"
- **Charles Laird, Bryce Machalek and Emma Tarquinio** "Bioremediation of Urban Runoff at Blind Industries and Services of Maryland"
- **Logan Lankford** "Post-Pandemic Innovations: Closing the Gap in Children's Social-Emotional Learning Through Creative Arts"
- **Abigail Potter** "Contraceptive Access in Lower Eastern Shore Maryland"
- **Nero Schrader** "Homeless Job Fair"
- **Jane Simoncic** "The Effects of Lavendustin-A on Peripheral Nerve Degeneration in Hyperglycemic Zebrafish (*Danio Rerio*)"
- **Veronica Velarde** "Influential Factors of Physical Activity: A Comparison of Three Different Universities"
- **Jarrett Walton** "Policies of the Tudor Court: The Change and Development in Policy Under Henry VII and Henry VIII from 1500-1532"
- **Luke Zolenski** "Visualization of Sound"
- **Sean Zupnik** "Effects of Blood Flow-Restrictive Bicep Curl Exercise on Arterial Stiffness"



Student mentorship in research and creative activity is a hallmark of the SU experience. Seeing the accomplishments of our students, all future leaders in their fields, highlights the importance of funding for regional comprehensive universities."

— Dr. Rhyannon Bemis,
OURCA Director





SUPD: Going Above and Beyond for Campus Safety

Just after midnight, an SU Police officer approaches a suspicious vehicle in a campus parking lot.

A half hour later, a responding unit carefully begins searching a building in search of a reportedly armed suspect.

The next day, a student participating in a demonstration starts taunting the officer assigned to ensure the activity remains peaceful, threatening to shift the rally toward violence.

These are just three of the 1,200 scenarios programmed into the SU Police Department's (SUPD) Recon Core training simulator, funded by a \$30,850 Police Accountability and Community Transparency (PACT) Grant from the Maryland Governor's Office of Crime Prevention, Youth and Victim Services.

When most people think of university grants, they think of funding for academics and research. However, it takes more than just academics for a university to function. Grant funding can help with support areas, such as campus and community safety, as well.

Since 2019, the SUPD has received more than \$140,000 in state grants, covering everything from crosswalk safety to training equipment, such as the simulator.

"We share a common goal with the Governor's Office, the Maryland Highway Safety Office and other state agencies: ensuring our campus, our students and our community are as safe as possible," said Chief Edwin Lashley, who leads SU's Commission on Accreditation for Law Enforcement Agencies

(CALEA)-accredited police department. "Funding from these offices helps our department keep up with the latest technology and best practices in law enforcement."

Simulation Technology

In the case of the training simulator, from Texas-based Ti Training, Lashley and his command team first learned of the unit's capabilities while attending a Commission on Accreditation for Law Enforcement Agencies (CALEA) conference in connection with the department's ongoing national accreditation.

Projecting lifelike, interactive scenes on 16 life-sized screens that can be set up in a variety of configurations, the simulator is responsive to everything from physical interactions, such as an officer's firing a gun, to verbal conversations, picking up on key words to determine how an on-screen avatar reacts to the officer. The latter is especially effective for officer de-escalation training, Lashley said.

Having worked with a similar system at the Eastern Shore Criminal Justice Academy at Wor-Wic Community College in Salisbury, Lashley saw an advantage in having an in-house simulator for SUPD training. It immediately went on the department's wish list – where it may have stayed had it not been for grant funding.

A follow-up \$12,040 PACT grant allowed the purchase of two pairs of Ti Immersive Reality augmented reality glasses, which add virtual elements to the simulator's scenarios (which



are updated every six months). These include police cars, walls, smoke, bystanders and other additions that help make the situations even more real for officers.

The overlays “increase officer awareness on calls and provide additional distractions and barriers that they have to deal with,” said Sgt. John Herbert, SUPD grants manager.

Though the idea of simulators for police training isn’t new, it’s novel for the Eastern Shore, where only a handful of such systems exist. In addition to preparing officers for unexpected situations, the equipment also allows officers to fulfill their annual judgmental shooting requirements, mandated by the Maryland Police and Correctional Training Commission.

The department is happy to share the technology. Partnerships with the Wicomico County Sheriff’s Office will allow public school resource officers to train with the simulator this year.

Herbert and SUPD Lt. Chris Shockley hope to see more opportunities for virtual training collaborations with allied agencies in the area in the near future.

“We think it’s a great opportunity to work together,” Shockley said, noting that multiple agencies responding and backing each other up on real-life calls is not unusual.

While the simulator provides a cutting-edge resource for SUPD officers, the technology it uses is not as important as the skills it teaches, Shockley added.

“At the end of the day, it’s our job to maintain a safe environment for the students, employees and visitors at SU,” he said. “This gives us another tool in our toolkit to make sure we’re doing that as effectively as possible.”

Body-Worn Cameras and Radios

While the training simulator is arguably the most cutting-edge piece of equipment the SUPD has acquired in recent years, it was not the department’s largest grant-funded purchase. That honor goes to 24 body-worn cameras (with mounting equipment and charging stations) purchased with a \$50,111

PACT Grant in 2022.

The cameras brought the department into compliance with the Maryland Police Accountability Act of 2021, which mandated the use of such cameras by all law enforcement agencies in the state by July 2023. More importantly, they added another element of safety for both the officers and those they serve and protect.

With the cameras, the SUPD entered into a five-year Technology Assurance Plan contract with the cameras’ manufacturer, Axon. This not only covers license fees, data storage, redaction software and product warranties; it also entitles the department to all new camera upgrades every 2.5 years.

An additional \$18,231 PACT Grant covered the cost of the contract’s second year for 2023-24. Lashley hopes grant funding will continue to cover the agreement on an annual basis, though that is not guaranteed.

An earlier grant also helped the SUPD remain in compliance with state recommendations. A \$20,724 Byrne Memorial Justice Association Grant from the Maryland Governor’s Office of Crime Prevention, Youth and Victim Services in 2019 funded the purchase of four new radios for the department under the Law Enforcement Technology Improvement Program.

The new radios, representative of the type used by SUPD officers today, filled a vital need, replacing aging equipment in the department that was less portable and potentially less reliable.

Traffic-Pedestrian Safety

Beyond equipment purchases, the SUPD also has used grant funding to further safety initiatives through promotional campaigns. A \$2,000 Crosswalk Safety Grant from the Maryland Highway Safety Office (MHSO) in 2019 funded brochures to educate SU community members about crosswalk laws and safety. The campaign also included



enforcement for drivers entering or stopping in crosswalks.

Similarly, the SUPD receives an annual Distracted Driving/Occupant Safety Grant from the MHSO that helps fund the promotion and enforcement of distracted driving and related safety violations. These include the use of cell phones while driving, as well as seat belt and child safety seat use.

“The enforcement in these areas has shown a direct correlation in the reduction of traffic collisions involving distracted drivers,” said Herbert, adding that the initiative has seen additional long-term gains as well: Seat belt use also has increased through efforts funded by the grant.

The SUPD’s MHSO grants have been part of the larger Zero Deaths Maryland initiative, overseen by the Maryland Department of Transportation Motor Vehicle Administration, furthering goals laid out in the Maryland Strategic Highway Safety Plan.

Funding for the Distracted Driving/Occupant Safety Grant is based on jurisdictional crash data, Herbert said. While

most jurisdictions receive larger amounts, SU’s annual \$2,000 represents a positive statistic: The SUPD coverage area accounts for one of the smallest annual percentages of vehicular accidents in Maryland.

Long-Term Community Commitment

Though the SUPD’s grant funding has increased in the past five years, it has been an important part of the department for more than a decade. Prior to 2012, state grants helped replace expired body armor (bullet-proof vests), upgrade SU’s Emergency Alert System and provide an opportunity for an officer to attend crime scene technician training.

“These grants have strengthened our ability to keep our campus and greater communities safe for many years,” said Lashley. “As long as the possibility exists for us to enhance our department’s efforts through grant-funded initiatives, we will continue to pursue those opportunities.”



Distinguished Faculty and Research Leaders



SANDY POPE: Reimagining the American Narrative

As director of SU's Institute for Public Affairs and Civic Engagement (PACE), Dr. Sandy Pope oversaw the University's successful application for the Carnegie Foundation's Classification for Community Engagement, a prestigious distinction that documents campus efforts that display

an "excellent alignment among campus mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement."

He also helped create SU's Civic Engagement Across the Curriculum program, teaching more than 60 colleagues how to design courses for community engagement.

A recipient of the University System of Maryland's Wilson H. Elkins Professorship to expand PACE's programming, Pope used the opportunity to facilitate the transfer of the National Center for Civic Reflection to SU. The New Student Reflection Initiative is now a major component of SU orientation, providing a meaningful initial learning experience for incoming students.

In addition to overseeing SU's ShoreCorps Americorps program through PACE, Pope has secured nearly \$4 million in funding during the past five years, supporting over 360,000 hours of public service for area governmental and non-profit agencies, and more than \$1 million in scholarship funding for program participants.

Most recently, Pope was one of 17 recipients of a \$30,000 fellowship from New America as part of the Us@250 initiative, focused on reimagining the American narrative based on three core themes: pride in the nation's progress from its origins; reckoning with historical and contemporary wrongs that have caused the nation to fall short of its ideals; and aspiration for a multiracial, inclusive democracy.

Pope's plan for his Lumina Foundation-funded fellowship falls in line with these ideas. In his role with SU's Seidel School of Education, he works with many students who plan to be history teachers, and he hits on these points often.

"We talk about the things that you have to deal with if you're going to teach U.S. history well: race, politics and religion," said Pope. "These are three areas that you need to discuss. We talk about them with a focus on our founding documents that say, 'Here are our goals.' We have the real history of what happened. We have things that we're trying to do in the future."

Pope plans to use funds from the fellowship to foster community conversations on the racial history of the Delmarva Peninsula, including individuals from different age brackets – from K-12 students to teachers, parents, SU faculty and community members.

"So much of the national effort around this is usually oriented around urban areas, and I think places like the Eastern Shore are easily overlooked," he said. "Whether it's low population or not enough critical mass, I don't know what the thought process is, but it seems like a really good fit for what we have."

"There's a lot of pride in place here. There's a lot of effort at trying to create a better future, and there are certainly groups that are willing to grapple with the difficult background."

“There’s a lot of pride in place here. There’s a lot of effort in trying to create a better future, and there are certainly groups that are willing to grapple with the difficult background.”

— Dr. Alexander “Sandy” Pope

When Drs. Alexander “Sandy” Pope, associate professor of secondary and physical education, and Tim Stock, professor and chair of the Philosophy Department, were recognized with the 2023 Salisbury University Distinguished Faculty Award, their exemplary activity in the classroom and beyond was paramount in the reason for their nominations. They are proof of the syllogism that good teachers inform research and researching informs good teaching.



TIM STOCK: Expanding Ethical Education

Dr. Tim Stock’s commitment to ethical enfranchisement is exemplified in SU’s ethics program at Eastern Correctional Institution, through which he facilitates discussions between incarcerated students and SU students, replicating the typical education experience

of an SU Philosophy 203 Ethics class. Through the initiative, SU students meet with ECI incarcerated students to discuss thinkers such as Socrates and Sartre, and themes such as love, freedom and justice. The process often is just as educational for the SU students as it is for the incarcerated students, according to Stock. ECI officials note that Stock’s efforts have “brought hope into this prison,” while at least one participant has called the program “nothing short of a miracle.”

Stock takes this passion for ethical education into the community as co-director of SU’s Re-Envisioning Ethics Access and Community Humanities (REACH) program with Dr. Michèle Schlehofer, chair of the Psychology Department. Together, they secured a \$146,322 National Endowment for the Humanities (NEH) grant to support community-based ethics education, working to bring aspects of ethical practice into all disciplines at SU. Recognizing the need for the undergraduate educational experience to include an ethics component, the chairs combined their efforts when the NEH announced the Humanities Connections program, encouraging partnerships between faculty in the humanities and social or natural sciences.

The project focuses on ethics, ethics literacy and ethics agency through new curricular and co-curricular resources, connecting with the community. It was one of only 18 projects awarded by the NEH within the Humanities Connections category.

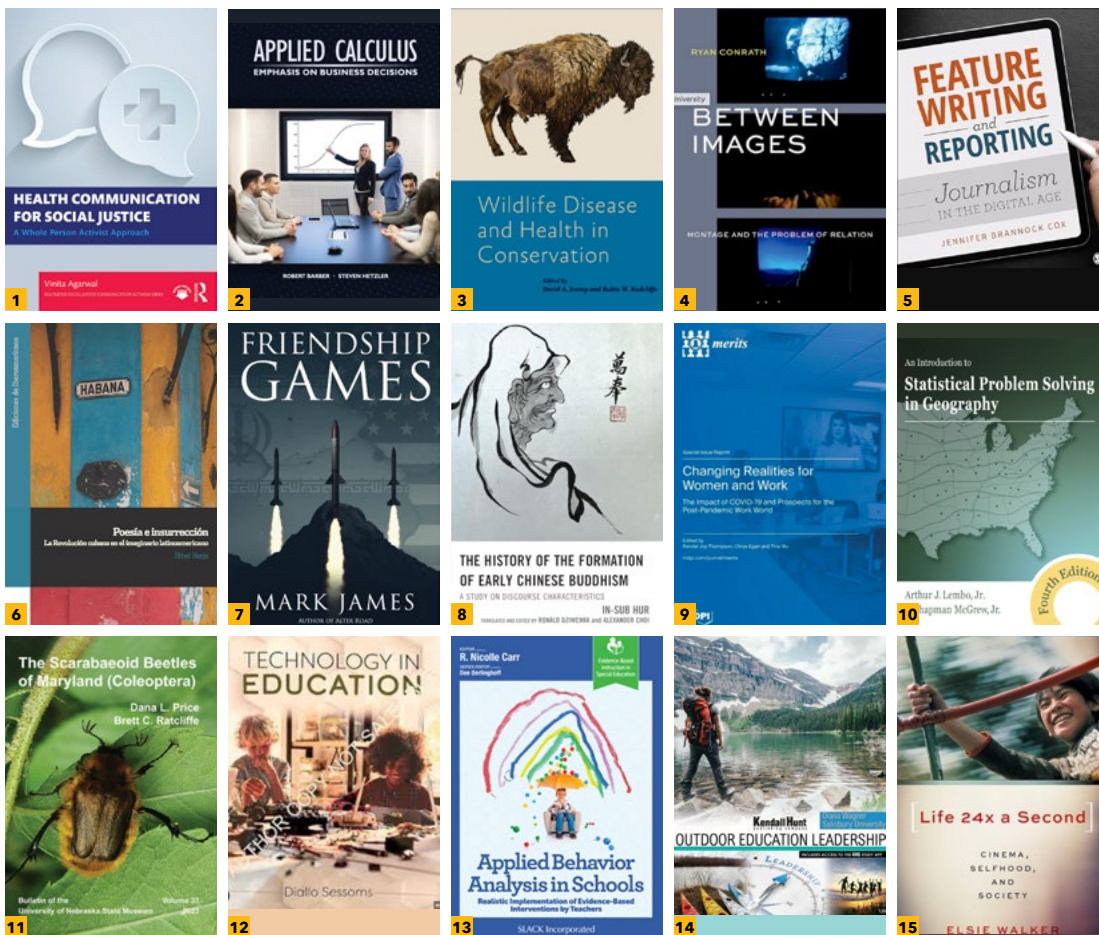
One of the major goals of the REACH initiative is integrating the conversations and ethical concerns happening in our local community into our classrooms. To that end, Stock led two Ethics Across the Curriculum cohorts, training 22 faculty via an ethics workshop focused on community of inquiry methods, expanding ethics teaching skills, and integrating community cases into classes and curricula. The faculty involved represented every school and college on SU’s campus as well as SU Libraries. They worked with existing case studies derived from REACH community listening sessions and developed new ethics units to implement in their classes. Topics ranged from a mathematics class on the ethics of student debt, leadership ethics in athletics, community-based exercises for writing about climate change, anti-oppressive positionality exercises in social work and client-facing communication strategies in organizational ethics. These faculty continue participating in REACH discussions and Ethics Across the Curriculum learning communities.

“The two most remarkable aspects of Tim’s teaching are his innovation and his modeling of the teacher-scholar model,” said his nominator, Dr. Joerg Tuske, SU professor of philosophy. “He manages to blend his research and teaching seamlessly to the benefit of his students, to many of whom he has been an outstanding mentor with great success in graduate program placement.”

“ [Stock] manages to blend his research and teaching seamlessly to the benefit of his students, to many of whom he has been an outstanding mentor with great success in graduate program placement. ”

— Dr. Joerg Tuske

RECENT FACULTY BOOKS



Health Communication as Social Justice: A Whole Person Activist Approach
By Dr. Vinita Agarwal, *Communication*

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

Applied Calculus with Emphasis on Business Decisions, Third Edition
Co-Authored by Bob Barber & Dr. Steven Hetzler, *Mathematical Sciences*

2 Calculus has had a bad reputation. However, the knowledge of math has the ability to help one make better decisions

in a professional and personal setting. Unique to most calculus textbooks, *Applied Calculus: Emphasis on Business Decisions* encourages students to start doing calculus right away, and save some of the theory until they have a better and more intellectual basic understanding of what a derivative is and why it's important. The text is functional for non-math majors in the fields of managerial, life and social sciences.

Kendall Hunt Publishing Company, 2021

Wildlife Disease and Health in Conservation
Book Chapter By Book Dr. Edward Carter, *Biological Sciences*

3 Provides wildlife professionals with cutting-edge scientific information on the most damaging and newly emerging wildlife diseases. Wildlife diseases and their implications are at the forefront of many sectors of scientific endeavor, especially in the wake of the COVID-19 pandemic. Nearly 60% of all human diseases and 75% of all emerging infectious diseases are zoonotic. The book explores the origins and impacts of, as well as the responses to, the most damaging and persistent diseases currently threatening wildlife conservation. Focusing mainly on newer, invasive and controversial wildlife health challenges, this book also reexamines classic diseases that provide warnings and

important lessons for wildlife professionals and policy-makers.

Johns Hopkins University Press, 2023

Between Images: Montage and the Problem of Relation
By Dr. Ryan Conrath, *English*

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

Feature Writing and Reporting: Journalism in the Digital Age
By Jennifer Brannock Cox, *Communication*

5 This book offers journalism students and practitioners a thorough examination of both writing and reporting beyond the

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

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

Dr. Ethel Barja Cuyutupa, Modern Languages & Intercultural Studies

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

Friendship Games

Dr. Mark DeSocio (Pen Name: Mark James), Geography & Geosciences

7 An American aircraft carrier blows up and sinks in the Persian Gulf. Was it an accident? A terrorist attack? Does it matter? Maybe not. Not after decades of hostility and brinkmanship between the United States and Iran. And certainly not after a known Iranian-funded and supported terrorist organization launches an attack on an American naval facility in the middle of rescue operations. Iran is convinced that the United States is about to embark on a full-scale war and seeks nothing short of regime change. They aren't wrong. Iran strikes first. And they have some tricks up their sleeve. But nothing ever goes according to plan. This fiction book is a warning. The next war may be like no other in American history.
Defiance Press, 2023

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

Co-Edited & Translated (from Korean & Chinese) by Dr. Ron Dziwenka, History

8 This book analyzes the process of the sinicization of Buddhism during the Wei-Jin era. It investigates how the perceived similarities between Buddhism and Daoism originated, critiques how traditional Daoist terminologies were applied, and explicates how Buddhism in Central Asia had already undergone a significant theoretical transformation with Zoroastrianism at the center. The text attempts to understand why such discourses on the imperishability of the spirit became the main discussion topic in early Chinese Buddhism and how colossal

Buddhist statues that remind us of an Absolute Deity came to be established in China.
Lexington, 2023

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

Co-Edited by Dr. Chrys Egan, Communication

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

An Introduction to Statistical Problem Solving in Geography, Fourth Edition

Co-Authored By Dr. Arthur J. Lembo Jr., Geography & Geosciences

10 The fourth edition of *An Introduction to Statistical Problem Solving in Geography* continues its standing as the definitive introduction to statistics and quantitative analysis in geography. Assuming no reader background in statistics, the authors lay out the proper role of statistical analysis and methods in human and physical geography. They delve into the calculation of descriptive summaries and graphics to explain geographic patterns and use inferential statistics (parametric and nonparametric) to test for differences (t-tests, ANOVA), relationships (regression and correlation), and spatial statistics (point and area patterns, spatial autocorrelation).
Waveland Press, 2024

The Scarabaeoid Beetles of Maryland (Coleoptera)

Co-Authored By Dr. Dana L. Price, Biological Sciences

11 This book focuses on the 267 scarabaeoid beetles occurring in Maryland. An introduction for families, taxonomic keys to all taxa, species descriptions, distribution maps and original illustrations are provided. It also provides an overview of feeding habits, adult activity and a discussion of invasive species. This book is a resource for taxonomists, ecologists, naturalists and government agencies in the Mid-Atlantic.
Bulletin of the University of Nebraska State Museum, 2023

Technology in Education

By Dr. Diallo Sessoms, Early & Elementary Education

12 *Technology in Education* dives into the dynamic world of infusing technology into teaching and learning, exploring its potential to personalize learning, empower educators and empower students. Weaving together research and years of experience as an

educator, Sessoms guides educators through the process of developing foundational knowledge and skills that facilitate technology infusion in the classroom. The book helps teachers and novice educators develop a philosophy of teaching with technology based on national technology standards for students and teachers, interactive experiences with technology, and reflecting on cutting-edge concepts such as artificial intelligence.
Kendall Hunt Publishing Company, 2023, 2024

Applied Behavior Analysis in Schools: Realistic Implementation of Evidence-Based Interventions by Teachers
Chapter Authored By Dr. Andrea Suk, Secondary & Physical Education

13 In order to provide an accurate depiction of behaviors in a school environment, educators must possess the ability to precisely monitor and document the frequency of a student's actions. Assessing the prevalence and repetition of behavior aids educators in evaluating the seriousness of the behavior, identifying patterns linked to it, and determining whether behavior modification occurs once intervention strategies are put in place. Moreover, to formulate a practical and legally compliant Functional Behavioral Assessment (FBA) and a behavior intervention or support plan, rigorous and obligatory data collection is not only crucial but also indispensable.
Slack, 2023

Outdoor Education Leadership, Second Edition

By Dr. Diana Wagner, Education Leadership

14 *Outdoor Education Leadership* is intended for students interested in outdoor education, environmental studies and adventure education, and for students in other majors who want to work in the outdoor and adventure sectors. A chapter on inclusion in outdoor education examines the history of public lands in the U.S. and calls students to make public spaces more inclusive. Central to this text is the idea of leadership. Following an introduction and exploration of leadership theory, students apply a case-study approach to applying leadership ethics and risk management models.
Kendall Hunt Publishing Company, 2023

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

By Dr. Elsie Walker, English

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

FACULTY MINI-GRANT PROGRAM

The SU Faculty Mini-Grant Program provides awards up to \$3,000 to encourage faculty to develop research, scholarly or creative programs that provide the potential for sustained professional development and “seed funds” to secure additional extramural support. The following is an overview of this year’s awardees.

Beyond the Muses:

Latin American Poetry Archive

Dr. Ethel Barja Cuyutupa, Modern Languages & Intercultural Studies

“Beyond the Muses: Latin American Poetry Archive” is a project to curate a digital repository of poetry in Spanish and in translation into English by contemporary women poets from Latin America (Mexico, Peru, Cuba and Puerto Rico). It will have three components: biographical materials (pictures and information), a selection of poetry (in original language and in translation) and a critical introduction per author.

This project believes in the power of poetry to critically inhabit reality and foster transformative futures. Therefore, “Beyond the Muses” will work on the dissemination of underrepresented women authors, whose poetry displays innovation and critical imagination. “Beyond the Muses” aims to overcome accessibility limitations to these authors’ work because of gender, ethnic and race-based marginalization. For this reason, the project will become both an informative platform and a pedagogical tool, available to be used in secondary and higher education.

Isaak Iselin’s Correspondence

Network: Communicating Science, Prosperity and Human Improvement in the Enlightenment

Dr. Richard Bowler, History

Isaak Iselin (1728-1782), was a famous Swiss publicist, historian and economist. Bowler is working on an article examining the role of Iselin’s correspondence network in advancing knowledge of economic science. This project allows Bowler to travel to Basel, Switzerland, in order to research the archival papers of Iselin.

One of the most important figures in Swiss intellectual history, Iselin was a high-profile advocate of making economics a science, stressing that the source of prosperity lay in agrarian productivity, free-trade and a simplified tax base. This project demonstrates that among his most important contributions was to create an extensive network of correspondents across Europe and in the Americas, who, like him, advocated publicly applying scientific principles to economic practices.

The specific question informing this research is: How did Iselin popularize and advance scientific economics? That economics might be a science wasn’t evident to most people in his day, but, thanks in part to Iselin and to the efforts of those he corresponded with, it eventually became so.

Iselin’s collected papers are readily accessible in Basel at the city’s State Archives

(Staatsarchiv Basel-Stadt) and at its University Library (Universitätsbibliothek Basel). Bowler travels to Basel, accessing, examining and copying documentation, and meeting regional scholars who have recently edited a critical edition of Iselin’s published works.

Between Images: Montage and the Problem of Relation

Dr. Ryan Conrath, English

“Between Images” is a research project Conrath has been working on for the better part of a decade. The publication is currently in the production stage and this award allows for professional indexing.

The book itself proposes a unique theory of cinematic editing, or montage, as a *technique of relation*: a means of fundamentally rethinking and reshaping how humans relate - to ourselves and each other, to the material world, to the planet and its nonhuman inhabitants. Historically, film criticism has cast montage in one of several roles: as narrative’s invisible executor of spatiotemporal *continuity* to maintain the viewer’s investment in the story-world; as an agent of disorder that confounds conventions of storytelling and realism and prompts the viewer’s *intellectual* engagement; and as an expressionistic device for augmenting the duration and combination of shots to affect viewers at a *sensory* level. While not exactly abandoning such accounts, this book tries to move closer to the heart of montage by distinguishing the space *between* shots as itself a powerful source of ideas, feelings and forms. Venturing into an “expanded field of montage” beyond the limited purview of a given film’s “editing,” “Between Images” brings together a diverse cast of experimental filmmakers from around the world and in doing so situates cinematic montage within a range of urgent issues facing our contemporary politics, from corporal punishment and surveillance capitalism to neocolonialism and climate change. In Conrath’s analysis, the space between images becomes the setting, as it were, where these challenges are posed and even imaginatively redressed.

An Evaluation of the Cultural Responsiveness of Secondary Literacy Intervention Curricula

Dr. Shannon Kelley, Literacy Studies

In fall 2020, the National Center for Education Statistics reported that over 55% of U.S. public school students identified as non-white while 79% of U.S. public school teachers identified as white (Pew, 2021). Although there exist

racial and cultural differences between students and teachers, teachers across the country have responded to their diversifying classrooms by incorporating principles from Culturally Responsive Education (CRE), which offers curricula and instruction that acknowledge and uplift students’ identities, culture and experiences (Gay, 2000; Ladson-Billings, 1995). Evidence indicates that when students engage with culturally responsive curricula and instruction, they develop more positive self-images and academic confidence and their attendance, grades and graduation rates increase (e.g., Dee & Penner, 2016).

However, little is known about the cultural responsiveness of the curricula used in secondary reading intervention classes which are designed to enhance the literacy outcomes of students labeled as struggling readers. Critically, evidence indicates that these courses are overwhelmingly attended by students from minoritized communities, particularly students who are Black or Latinx or those who have been identified with a special education label (Brooks & Rodela, 2018; Masterson, 2020). Thus, it is especially important that we interrogate the cultural responsiveness of the curricula used in these courses.

In this participatory evaluation study, Kelley collaborates with students, pre-service teachers and teachers who attend and teach in these programs to investigate the cultural responsiveness, criticality and bias located in samples from three secondary remedial reading curricula. Specifically, she is training the participants in critical content analysis methods using Metro NYU’s Culturally Responsive Curriculum Scorecard over the course of one five-hour training in the summer. Each participant then works on one of three teams of three to evaluate one of three secondary literacy intervention curriculums.

Toward Self-Determination: Federal Indian Policy from Truman to Clinton

Dr. Dean Kotlowski, History

Toward Self-Determination: Federal Indian Policy from Truman to Clinton is under contract with University of North Carolina Press, which will receive the final manuscript in December 2024. Resting on research in secondary sources and over 150 manuscript collections in 45 archives across the U.S., this book examines how federal policy became favorable toward self-determination for American Indians. Beginning in 1970, the U.S. government ceased its earlier efforts, beginning in 1945, to “terminate” (or end the federally recognized status of) Indian tribes and to assimilate Indians into non-Indian society. Instead,

the government turned to respecting, even enhancing, tribal authority and American Indian cultural distinctiveness. To implement self-determination, Richard Nixon's White House released a lengthy message that renounced termination as "morally and legally unacceptable." The president asked Congress to pass a resolution repealing termination and eight bills to advance tribal autonomy and settle land claims. In 1970 and 1971, Nixon signed legislation to return the area surrounding Blue Lake, in New Mexico, to the Taos Pueblo, and to settle the land claims of Alaskan natives. To be sure, the Nixon record included blemishes, such as the standoff between federal forces and American Indian Movement (AIM) activists at the Bureau of Indian Affairs (1972) and Wounded Knee (1973) as well as the administration's intensive surveillance of AIM. Nevertheless, Nixon's initiatives proved far-reaching. Writing in 1988, the historian Lawrence C. Kelly observed that U.S. Indian policy had evolved over a century from "virtual denial of tribal sovereignty to almost full recognition."

This mini-grant funds Kotlowski to continue research at the Bill Clinton Library in Little Rock, AK, and the University of Alaska at Anchorage Archives and Special Collections at the Consortium Library.

Book Flood

Dr. Heather Matthews, Early & Elementary Education

Based on the idea of "book flooding," this activity seeks to educate elementary school educators at Prince Street Elementary School in Salisbury, MD, in the practice of book flooding, as well as to give educators an opportunity to participate in a book flood. The provided book flood gives educators an opportunity to examine, analyze and plan for potential inclusion within their classrooms. The provided picture books span differences in genres and topics, and each has won at least one major children's literature award in the last 12 months. This book flood acts as a way to gauge potential interest in future book floods in Wicomico County schools, with the hope of assessing usefulness of book floods in local schools with diverse populations.

Outcomes of this book flood include providing local schoolteachers with an in-service training in a strategy that research indicates may increase student literacy rates, providing local teachers with at least one book to take back to their classrooms for the benefit of their students, and serving to strengthen the bond between Salisbury University and local schools. This initial book flood will hopefully begin a relationship with one or more schools with interested teachers, which can act as future research sites, and will also provide local schoolchildren with diverse, high-quality literature.

Materializing Power: Unearthing Princely States

Dr. Shruti Patel, History

Today, the idea of power held by one country over another strikes a chord not only with scholars who explain the modern world

through a history of international contact/conflict, but also with the general public and students who are frequently forced to learn about different cultures through depictions framed by English-writing Europeans, those engaged in colonial conquest. The limitations of such outlooks and yet their enduring popularity compels Patel to investigate the nature of the other end of the spectrum - princely states, or native states, the research focus of Patel's second book-length project.

Native states were local political units led by local rulers - states that remained a minority in colonized areas but still managed to pose a great challenge to European imperial authority. Native states became not only an important concern in the British empire's most-prized colony, India, but also in other areas of the world heavily colonized by British power, such as Africa. In fact, though the highest number of princely states in colonial India existed in western India and its relationship with colonialism left a lasting impact in the region, it is an area and phenomenon that has remained less researched because of its difficult record base. Moreover, studying the princely states of western India is locally important, as they represent the region from which one of the highest numbers of Indians have emigrated to settle in the U.S. and on the Eastern Shore.

Patel's book-length project squarely investigates the issue of princely states, which is exceptional, yet overlooked, in the narrative of modern state sovereignty in the era of 19th-century colonialism.

The Pleasure Reading Habits of American Adults: Scoping Literature Review and Qualitative Study

Dr. Heather Porter & Dr. Judith Franzak, Literacy Studies

Research on adult pleasure reading is an underexamined phenomenon within the field of literacy research. Yet, there has been much public concern about declining reading habits across the multi-generational adult population within the U.S. and the potential impact these trends may have on other aspects of social and civic engagement, such as voter turnout and cultural participation. Pleasure or leisure reading is characterized by personal choice and satisfaction, often pursued during individuals' personal time for the purpose of enjoyment. Tracing reading practices at the general population level offers limited understanding about the realities of this social phenomenon, such as what, why and how adults are reading in their leisure time. This project aims to explore these questions through a two-phase inquiry involving a scoping literature review and a qualitative research study.

Research on adult pleasure reading is limited both in scope and presence so this project has the potential to fill this gap and inform future research across multiple disciplines of study. Porter and Franzak intend to disseminate the findings of this project through multiple peer-refereed publications and professional conference presentations.

Interprofessional Transgender Care and Experience

Dr. Alison Sutton-Ryan, Social Work

This project focuses on the needs, experience and evidenced-based interventions for transgender and gender diverse individuals from an interprofessional lens. Often the emphasis has been placed on sexual identities instead of gender differences rendering transgender care invisible in the health care system (Gahagan & Colpitts 2017). The COVID-19 pandemic has not only increased psychological stress but contributed to delays, interruptions and lack of access to gender-affirming, patient-centered care (Kidd et al, 2021). The project outcomes aim to assess the impact on provider experience and patient centered care that is efficient, effective, and equitable.

Sutton-Ryan addresses disparities in care for the transgender community. This will allow for the development of a team-based approach to improve delivery of trauma informed, equitable and evidence-based integrated care. An integrated approach is needed to address the health inequities related to gender-affirming care due to historical marginalization (Carson et al., 2021). Anecdotal evidence collected by members of the research team and community partners suggests that issues of health care access and utilization by LGBTQ+ people in the Salisbury Metro region are of particular concern. The Salisbury Metro region is a U.S. Census-designated metro region and spans the counties of Wicomico, Somerset and Worcester, MD, and Sussex, DE. There are currently no medical providers in the Salisbury Metro region who provide affirming, integrative, comprehensive care for transgender people. Currently, transgender people seeking affirming, integrative and comprehensive medical care must travel to Baltimore, Washington, DC, or Philadelphia for care.

This project, conducted by the Salisbury University Transgender Interprofessional Care Team and in partnership with Sussex Pride, seeks to collect empirical data to document the health care needs, concerns and priorities of the LGBTQ+ community as a start to address these severe health disparities. An integrated care approach of multidisciplinary treatment teams will be highlighted.

Aural Politics and Broadcasting: A Cuban Voice on French Public Radio (1963-1993)

Dr. Ricardo Vazquez-Diaz, Modern Languages & Intercultural Studies

Vazquez-Diaz is collecting data to write a chapter for his next book focused on the aesthetic and political meanings of sound in the work of the Cuban writer, painter and journalist Severo Sarduy (Cuba, 1937-France, 1993). Visiting the archives of Institut National de l'Audiovisuel - an institution affiliated with the Bibliotheque Nationale de France - and Radio France in Paris, he will access the sound files produced by this Cuban author in collaboration with other Latin American, African and French writers and radio broadcasters during 1963 and 1993. Listening to those radio broadcasts and accessing the

documentary information on their production routines are crucial to strengthening an argument about the implementation and dissemination in his written and radio work of a sonic imaginary characterized by dissonance and multiphony as a correlate of anticolonial and antitotalitarian dissidence.

Diaz has done similar work with recordings of some of those shows held in the François Wahl on Severo Sarduy collection at the Firestone Library at Princeton University. However, the Firestone Library collection is insufficient for this project. Moreover, those broadcasts were all produced by France Culture, whose audience was strictly French. There is another unexplored area of his radio production: broadcasts in Spanish aimed at a Latin American audience produced by Radio France Internationale. Diaz is visiting the archives of the Institut National de l'Audiovisuel to locate, listen and analyze those shows as well as the documentation - scripts, technical sheets, contracts - associated with them.

Timisoara Project **Bill Wolff, Art**

Wood carving and sculpture are and have been found in almost all cultures. Many processes and approaches are common, but are informed by local and regional aesthetic histories, specific species, tool availability, philosophical approaches and many other factors.

Bill Wolff was invited to visit the Art Department of the West University of Timisoara (in Romanian Universitatea de Vest din Timisoara or UVT) in order to meet and work with students and faculty, conduct his own research by building a piece of sculpture to remain on site, and develop a medium-term relationship between UVT and Salisbury University. Over the course of one week, Wolff is working intensively with sculpture students to build a single piece that addresses the local vernacular and utilizes processes and imagery developed over the course of his career.

Traditionally, European wood sculpture is primarily monolithic (made of a single log). The presence of well-known Romanian modernist sculptor Constantin Brancusi, also a carver, is very likely to reinforce this tendency and approach to sculpture. Brancusi is known in part for his influential carved wooden bases that respond to the forms of the sculpture themselves; often continuing the sculptural analysis of form to the ground. Wolff's work is informed by the study of multiple-hollow block sculpture (uchiguri and yosegi zukuri) that he studied formally in Japan as a Monbukagakusho award recipient between 2004-2008. This approach lends itself to lightweight sculpture with dynamic forms. He often uses limbs and branches to elevate forms in space in a way that shares some tendencies with Brancusi but differs in other ways and moves beyond the traditional reliance on heavy, monolithic logs. These approaches and processes will be shared while also absorbing the traditional carving that is part of the Romanian heritage.

GRADUATE RESEARCH AND PRESENTATION (RAP) GRANT PROGRAM

SPRING AND FALL 2023

The Office of Graduate Studies and Research provides research grants, up to \$750, to help graduate students develop research and scholarly projects with faculty supervisors and present their projects at various conferences and meetings. The program enables students to receive recognition for their work and provides networking opportunities and professional development in their field of study.

Collegiate Recreation Awareness and Constraints **Kelly Cowger, M.Ed. Higher Education Leadership**

Physical activity habits formed during college years are typically carried on later in life; however, many college students do not meet physical activity recommendations. College recreation facilities may promote physical activity and provide a supportive environment for establishing healthy behaviors. Therefore, the purpose of this study is to investigate college students' awareness of, and constraints to, campus recreational programs. In this quantitative cross sectional survey study, college students are invited to participate through emails and flyers posted on campus. The anonymous online survey consists of a basic demographic, physical activity and campus recreation questionnaire. Demographic differences in physical activity, campus recreation use and campus recreation constraints are examined using independent samples t-tests. Regression analysis determines if awareness of, and constraints to, campus recreation are associated with physical activity participation. The results of this study can be used to help guide improvement of campus recreation programs and create equitable physical activity opportunities for all college students.

Understanding the Multimodal Literacies of Faculty in Postsecondary Disciplinary Classrooms **Haley Cristea, Ed.D. Literacy Studies**

Multimodal literacies serve as a critical component of pedagogical practice in postsecondary classrooms due to its significant contribution to the meaning making process. However, current research into faculty multimodal literacies indicates that they are unconsciously aware of their own multimodal practices. That is, they don't recognize the depth to which they know and use multimodal literacies because using them in the classroom has become second nature and tacitly understood (Jukes & Schaaf, 2019). Through a single descriptive case study, rooted in a social semiotic perspective, Cristea's research aims to develop an understanding of how faculty their multimodal literacies as part of their pedagogical strategies to meet their disciplinary needs. She is conducting interviews with faculty and their students, and is observing how faculty use and layer their multimodal instruction in real time in a face-to-face undergraduate

classroom in order to explore how the disciplinary classroom creates a social context that impacts the semiotics used to represent meaning and the modes used to deliver, support and enrich that disciplinary meaning.

Culturally Responsive Teaching: What Do Elementary Library Media Specialists Know and Experience?

Rebekah Davis-Slade, Ed.D. Literacy Studies
The purpose of the pilot study is to explore Maryland elementary library media specialists' (LMS) beliefs about culturally responsive teaching (CRT) and the CRT practices used within their learning environments. The following research question guides this study: What are elementary library media specialists' knowledge of and experiences with culturally responsive teaching? The target population was recruited from the Maryland Association of School Librarians (MASL) and Maryland elementary LMSs within Davis-Slade's professional network. A total sample of 28 participants completed the structured survey instrument. The survey instrument collected both close-ended responses and one open-ended response. The close-ended survey responses underwent both descriptive and inferential data analysis. In addition to quantitative measures, the open-ended response was analyzed qualitatively. This study illuminates what Maryland LMSs know about CRT, their diversity education and the frequently used CRT practices. The exploratory findings add to the growing body of empirical research focused on culturally responsive teaching and the context of LMSs and their role in literacy instruction.

Social Comfort and Collaborative Learning in a Composition Classroom **Jeffrey Dean, M.A. English**

Post-COVID-19, many first-year composition (FYC) instructors are concerned with students' decreased participation in class. By addressing ways to reduce post-COVID-19 social anxiety, this presentation suggests approaches for implementing collaborative learning in FYC classrooms in order to reestablish the pedagogical power of social writing practices such as peer review and workshoping.

**Empowering Youth and
Dispute Resolution**
**Nnaemeka Phil Eke-okocha, M.A. Conflict
Analysis & Dispute Resolution**
Eke-okocha is participating in the United

National Sustainable Development Goals Summit as well as United National General Assembly events. This networking opportunity complements efforts to increase opportunities for meaningful student engagement with pressing issues. Participation also aligns with substantial program changes and community engagement efforts happening in our area. Work with United Nations has regenerated the "Democracy Across the Disciplines" as a modular exploration of local issues in a global context, a change that will also impact SU's "Changing Climate, Changing World" series.

Rurality, Gender and Creative Writing **Honor McElroy, Ed.D. Literacy Studies**

The RAP grant supports two presentations at the 2023 American Educational Research Association Conference. The first presentation focuses on the results of a study examining a rural woman's creative writing purposes. This study blended Narrative Portraiture design (Lawrence-Lightfoot & Davis, 1997) with feminist data collection methods. Findings include the use of writing to articulate intersubjective truths, to highlight alternative visions of rurality, and to interrogate the connection between the commodification of female bodies and rural landscapes. The second presentation details results from collaborative work on a literature review with Dr. Thea Williamson. This literature review synthesizes the terms used to label adolescents' multilingualism. This presentation shares results from the first stage of the literature review: determining global contexts where the research has taken place, alongside the prevalence of labels used to classify adolescents' multilingualism and the ideologies embedded within labels. Research contexts were dominated by the United States. The two researchers identify three main clusters of terms that represent multilingualism: those that imply a language separation ideology, a language mixing ideology, and those that can be deployed for either model of multilingualism.

The Leisure Reading Habits of Adults: **A Literature Review**

Faith Sears, Ed.D. Literacy Studies

Little is currently known about adult reading habits, with most research focusing on professional or academic reading activities. This literature review aims to shed light on the leisure reading habits of lifelong adult readers, considering the significance of fostering lifelong readership in literacy education and research. Through an exploratory search of six databases, the literature included involves adults over the age of 18 in research settings outside of post-secondary institutions. Four characteristics of the research emerge from this review: 1) Research tends to prioritize the quantity of reading over the quality of the reading experience, with surveys being the predominant method; 2) What counts as reading remains relatively narrow; 3) Sociocultural factors, such as race, language, income and educational background, are underexplored; and 4) There is a lack of consensus on how to methodologically investigate and theoretically define the concepts of pleasure and purpose in the context of reading. Most of the existing literature relies on self-assessment tools

measuring rate, frequency and duration of reading, thereby limiting the scope of what qualifies as reading and who can be classified as a reader. Sears puts forth the literature review to highlight trends in research and identify knowledge gaps and opportunities for further exploration.

If You Want to Play the Game and Be Successful: Complications and Contradictions in the Antiracist Language Practices of Writing Center Tutors

Faith Sears, Ed.D. Literacy Studies

Although there is a significant theoretical base for the practice of antiracism at writing centers, little is known about tutors at writing centers and their actual practices of antiracism. This presentation draws on research from a 2021 IRB-approved study with four writing center tutors from a university located in the Western region of the U.S. This study consists of interview and observation data in which tutors were asked about their orientations to and practices of antiracism at their writing center. Sears found that tutors defined antiracism largely through a language lens, specifically advocating for Linguistic Justice. They practiced antiracism in three ways: validation of student language, honoring of student voice in writing and by disrupting power dynamics in sessions. However, these practices had many nuances and complexities, and Sears found that the tutors' own internalized whiteness limited their practices of antiracism. This presentation specifically focuses on internalized whiteness as a limitation, demonstrating the contradictions between beliefs, definitions and actual lived practices, resulting in a disconnect between what tutors are trained to do and what they actually do. Implications of this research include the need for opportunities to understand marginalized student languages and develop racial literacy amongst tutors.

Brief Alcohol Screening and Interventions for College Students as a Harm Reductive Intervention Model in Higher Education

Amanda Thompson, Master of Social Work

Alcohol and drug misuse has become a major public health problem in the United States. The primary issue is that there are limited no-judgment, harm-reductive policies in place for college students who struggle with alcohol or drug misuse. To help address this issue, Thompson proposes a Brief Alcohol Screening and Intervention for College Students (BASICS) training for three university faculty members to learn how to utilize and implement the tools for students in need. In this research, Thompson addresses what BASICS training is and how it can mitigate the risks associated with addiction in students at Salisbury University. The evidence compiled in this proposal supports the effectiveness of this intervention in reducing the likelihood of students drinking irresponsibly.

Neural Trade-Off in the Sensory Regions of Waterfowl (Anatidae)

Kellee Toler, M.S. Applied Biology

Studies have shown that a relative enlargement in a particular brain region is correlated with increases in sensory, motor, memory or cognitive capabilities; however,

brain size is limited. If selection favors one brain region to evolve to be larger, other brain regions will decrease in size to accommodate it – a neural trade-off. However, neural trade-offs have never been tested. Anatids are ideal candidates to examine neural trade-offs, due to the variability of ecological niches they inhabit, but to date there have been no published studies. Toler describes patterns of sensory neural trade-offs in 19 species of waterfowl using unbiased stereology methods, residual analysis and PCA analysis. It is expected that species with similar feeding behaviors will have similar patterns in neural trade-off.

Black Girl Multimodal Literacy and Identity **Annette Waters, Ed.D. Literacy Studies**

Historically, Black women and girls use writing and other forms of literacy to challenge negative images, stereotypes and the brutality they face in society and in schools (Griffin, 2020). However, research shows that the opportunities to explore their identity is limited (Dennis et al., 2021; Muhammad, 2012, 2015). This research study seeks to challenge young Black girls to explore their multilayered identities through multi-modal literacy. Waters utilizes components of Youth Participatory Action Research (YPAR) and Black feminist thought in this case study to answer the following research questions: 1. How do Black girls in a diverse after-school program articulate their literacy and identity through multimodal artifact creation and artist statements?; and 2. How do the girls use a community exhibition of their artifacts and statements as acts of counter story telling about their literate identities? This study focuses on Black girls in elementary, middle and high school in an after-school program in the mid-Atlantic United States. The participants engage in a focus group and create a vision board to identify potential lesson topics. Other data sources include observations of after-school work sessions, interviews with participants and collaborative analysis with co-researchers. Research concludes with a community exhibition of the girls' artifacts to challenge ideas of Black girls hood and presents a counter narrative to those perceptions. This study adds to the body of research on Black girl literacy and identity exploration. It can influence the perceptions of literacy and change curriculum to be more inclusive of student interest.

Accommodation Time: Sharing Stories that Encourage a New Outlook on Accommodation Transfer

Hunter Whitt, M.A. English

This research brings together disability studies and writing studies to understand the importance of interpersonal relationships between students and professors for facilitating accommodations for learning. Building on Simpkins work exploring the rhetorical concept of "accommodation transfer," Whitt examines multiple stories that students and faculty tell about disability in his presentation. Whitt presents his paper, "Accommodation Time: Sharing Stories that Encourage a New Outlook on Accommodation Transfer," at the prestigious College Composition and Communication Conference (Chicago, 2023).

SUMMER STUDENT RESEARCH

Every year, Salisbury University students spend their summer engaged in extensive research projects. In 2023, they explored topics ranging from testing anxiety to hyperglycemic impacts to media and gun violence. Over 30 students presented their results during a poster session at SU's annual Summer Student Research Showcase. They are among the summer researchers listed here.

Is COVID-19 Causing a Shift in Socioemotional Goals in Younger and Older Adults?

Willxi Alvarez
Faculty Mentor: Dr. Echo Leaver

Diet Preferences of Dung Beetles (*Coleoptera: Scarabaeidae* and *Geotrupidae*) and the Potential Mammal-Beetle Associations

Kendall Beauchamp
Faculty Mentor: Dr. Dana Price

On Curve Neighborhoods

Connor Bean and Caleb Shank
Faculty Mentor: Dr. Ryan Shifler

Scarab Biodiversity in Urban Environments

Phillip Becnel
Faculty Mentor: Dr. Dana Price

Blue Catfish (*Ictalurus furcatus*) Skull Morphology Over Ontogeny in the Nanticoke River

Blake Brown
Faculty Mentor: Dr. Noah Bressman

Exploration and Knowledge of Qualitative Research

Rochelle Brown
Faculty Mentor: Dr. Yuki Okubo

The Media and Gun Violence

Megan M. Card
Faculty Mentor: Dr. Echo Leaver

Parallelizing the Stable Matching Problem

Stephora Cesar-Alberi
Faculty Mentor: Dr. Enyue Lu

Conformity to Masculine Norms at Salisbury University

Kalyn Ciriaco
Faculty Mentor: Dr. Diane Illig

Care and Consciousness: Environmental Philosophies

Lily Christiana
Faculty Mentor: Dr. Shane Hall

An Exploration of U.S. School Library Media Specialists' Beliefs About and Implementation of Culturally Responsive Teaching

Rebekah Davis-Slade
Faculty Mentor: Dr. Maida Finch

Group Selfies, Post-COVID Social Anxiety and Classroom Community in a First-Year Writing Classroom

Jeff Dean
Faculty Mentors: Dr. Carlyne King and Dr. Melissa Bugdal

Hyperglycemia Impacts the Critical Period Necessary for Normal Vertebral Development in *Danio rerio*

Brianna Esker
Faculty Mentor: Dr. Jessica Clark

Developing a Lab-Based Rearing Protocol for *Berghia stephanieae*

Jenna Estok
Faculty Mentor: Dr. Christina Bradley

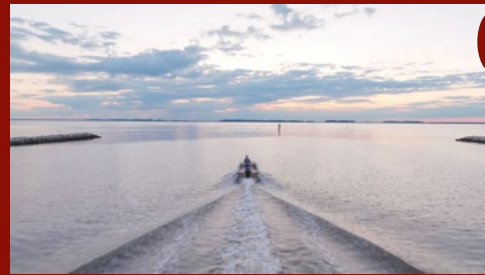


Gaining Insights on Race Through Qualitative Research

Saya Fernandes
Faculty Mentor: Dr. Yuki Okubo

It Is a Bird Eat Bird World: Potential Differences in Diets of Red vs. Grey Eastern Screech Owls

Lillian Fooks
Faculty Mentor: Dr. Eric Liebgold



Importance of Marshes for Bat Foraging Habitat and Diversity

Jeromy Green
Faculty Mentor: Dr. Aaron Hogue



Geometric Distribution of Order

Danielle Jensen
Faculty Mentor: Dr. Veera Holdai



SUMMER STUDENT RESEARCH

Strengthening p53 Structural Stability Through Ligand Binding Interactions for Tumor Imaging and Ablation

Min Thway Khant

Faculty Mentor: Dr. Joshua Sokoloski

Creating a Curriculum for an Intro to Astronomy Lab Course Focused in Astrophotography to Entice Non-STEM Students

Andrew King and Justin Malloy

Faculty Mentor: Dr. Nicholas Troup

SU's Bird Garden: Creating an Educational, Bird-Focused Garden for Campus and Community Involvement

Alexandra Lipinski

Faculty Mentor: Dr. Jeremy Corfield

Mindfulness Breaks and Their Effect on Memory Retention and Testing Anxiety in Children

Hannah Louden

Faculty Mentor: Dr. Echo Leaver



Life Experiences of Emerging Adults: An Interview Study

Anna Martindill

Faculty Mentor: Dr. Deeya Mitra

My Learning of Qualitative Research and Racial Dialogues

Joanna Mason

Faculty Mentor: Dr. Yuki Okubo

A Tool for Dismantling Oppression: Women's Creative Writing as Praxis

Honor McElroy

Faculty Mentor: Dr. Heather Porter

Headstrong: Analyzing the Correlations Between Sub-Concussive Head Injury and Balance, Depression, and Cognition in Collision and Contact Sports

Catherine Milligan

Faculty Mentor: Dr. Echo Leaver

Impacts of Hyperglycemia on Optic Nerve Integrity in Larval Zebrafish

Virginia Murray

Faculty Mentor: Dr. Jessica Clark

Exploring the DEI of High School Robotics Programs

Corey Philips

Faculty Mentor: Dr. Jiacheng Cai

Morphometric Analysis of Blue Crab (*Callinectes sapidus*) Growth in Optimal and Increased Alkaline Conditions

Samuel Pincus

Faculty Mentor: Dr. Christina Bradley

"We Are Trying to Understand": Exploring the English Literacy Development of Linguistically Diverse Sixth Grade Readers Using Retrospective Miscue Analysis

Patricia E. Rainer

Faculty Mentors: Dr. Koomi Kim and Dr. Heather Porter

How a Sensory Complex Multi-Modal Environment Can Lead to Maladaptive Decision Making in the Tungara Frog in Panama.

Korbin Reynolds

Faculty Mentors: Dr. Ryan Taylor, Dr. Kimberly Hunter and Dr. Andrea Presotto

Developmental Differences in Sensory Region Growth in Barn Owls (*Tyto alba*)

Kellee Toler

Faculty Mentor: Dr. Jeremy Corfield.

The Return of Insect Diversity to Poplar Island, a Restored Marsh Habitat

Eve Watsky

Faculty Mentor: Dr. Xuan Chen

Evaluating the Impacts of Near-Shore Land Usage on Aquatic Nutrient Profiles

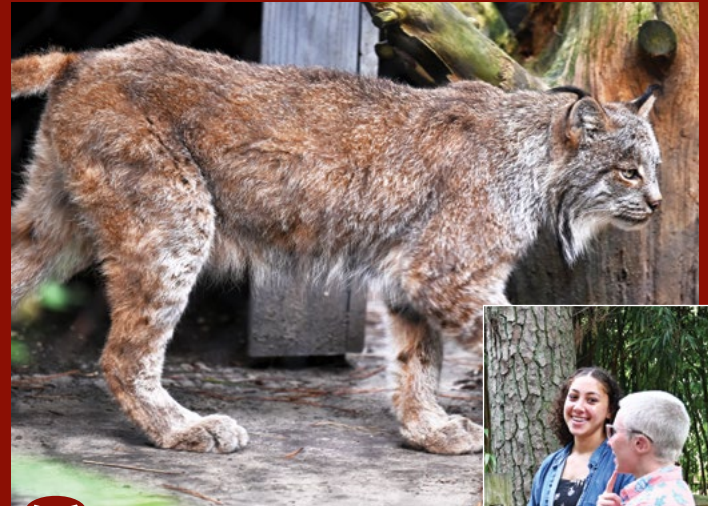
Ellie Welsh

Faculty Mentors: Dr. Jennifer Nyland and Dr. Christina Bradley

Accommodation Time: How Accommodations Are Understood in College Classrooms

Hunter Whitt

Faculty Mentor: Dr. Carolyne King



How Does *Lynx canadensis*' Environment Affect Teaching Astronomy Topics via Astrophotography at a Low Learning Level

Matt Wilson

Faculty Mentor: Dr. Jeffrey Emmert

Fecal Cortisol Metabolites

Jordyn Young

Faculty Mentor: Dr. Angela Freeman

UNIVERSITY STUDENT ACADEMIC RESEARCH AWARD

University Student Academic Research Awards (USARA) are research grants, up to \$400, that are available to help support undergraduate research projects and creative endeavors related to developing and conducting projects with a faculty supervisor. These competitive funds support undergraduate research projects, directed by a faculty mentor, that may include research development, supplies, and the presentation of research/scholarly pursuits at national or regional meetings.

SPRING 2023 WINNERS INCLUDE:

Effects of an 11-Week High Functional Resistance Training Program on Indices of Arterial Stiffness

Colin Johnson, Exercise Science

Faculty Mentor: Dr. Timothy Werner

It Is a Bird Eat Bird World: Potential Differences in Diets of Red vs Grey Eastern Screech

Lillian Fooks, Biology

Faculty Mentor: Dr. Eric Liebgold

The Impact of Stigma Within Academic Majors and the Effects on Mental Health Literacy

Ramsey Richey, Social Work

Wendy Macer, Social Work

Faculty Mentor: Dr. Rachel Buchanan

The Role of Gender Identity in Perceptions of Stigma and Mental Health Treatment Seeking

Hannah Nolan, Social Work

Sophia Darling, Social Work

Faculty Mentor: Dr. Rachel Buchanan

Fireside Jams

Connor Richards, Interdisciplinary Studies

Matthew Ryan, Interdisciplinary Studies

Faculty Mentor: Catherine Jackson

Fundamentalism and Dogmatism as A Function of the LDS Church Density

Elliana Larsen, Psychology

Faculty Mentor: Dr. Mark Walter

The Effect of Playing Sports on Cognition and Neural Activity

Catherine Mulligan, Psychology

Faculty Mentor: Dr. Echo Leaver

Headstrong: Analyzing the Effects of Sub-Concussive Head Injury in Collision vs. Contact Sports on Balance and Cognition

Aman Shahzad, Psychology

Faculty Mentor: Dr. Echo Leaver

FALL 2023 WINNERS INCLUDE:

The Deception of House Wrens: How Cuteness Hides Destruction

Jenna Luke, Biology

Faculty Mentor: Dr. Jeremy Corfield

Final Fear

Donovan Mendoza, Art

Faculty Mentor: Dr. William Wolff

Common Use Agriculture Fungicides and Their Effectiveness at Inactivating a Global Distributed Fungal Pathogen of Amphibians

Angelica N. De La Cruz Torres, Biology

Faculty Mentor: Dr. E. Davis Carter

Does Being Neighborly Impact the Social Fabric of a Community? Probing the Relationship Between Social Capital and Health Outcomes

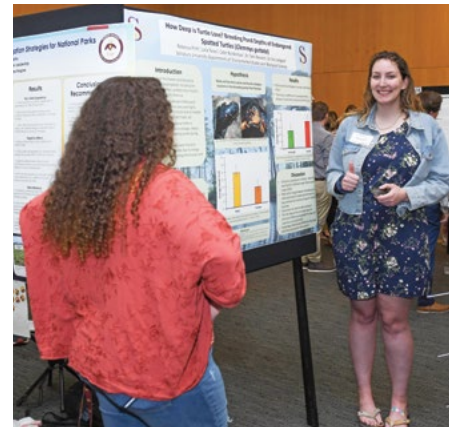
Jamie Kost, Public Health

Faculty Mentor: Dr. Sherry Maykrantz

2023 Salisbury University Student Research Conference



During the annual SU Student Research Conference (SUSRC) in April, over 100 students shared their research on topics ranging from health care, to the sciences, to the liberal arts, to business, to education. At the conference, Dr. Angela Freeman, assistant professor of biological sciences, earned SU's 2023 Outstanding Research Mentor Award. "I am touched by this nomination," said Freeman. "We have a stellar group of students here at SU, and hearing everyone's kind words was incredibly impactful. Our research is diverse, with several projects happening at once, and it's really a treat to see students come up with neat science ideas." In addition to her service as a research mentor, Freeman has received a three-year, \$480,233 National Science Foundation grant to fund her research on the neuroendocrinology of flying squirrel social behavior. She also is the faculty advisor of SU's chapter of the American Society for Biochemistry and Molecular Biology (ASBMB).



Save the Date!
SUSRC 2024: Friday, April 19

“ We have a stellar group of students here at SU, and hearing everyone's kind words was incredibly impactful.”

— Dr. Angela Freeman
Assistant Professor of Biological Sciences
2023 Outstanding Research Mentor Award Recipient



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- Conflict Analysis and Dispute Resolution (M.A.)
- Education (M.Ed.)
- Educational Leadership (M.Ed.)
- English (M.A.)
- Geographic Information Systems Management (M.S.)*
- Health and Human Performance (M.S.)
- History (M.A.)
- Mathematics Education (M.S.M.E.)
- Nursing (M.S.N.)*
- Reading Specialist (M.Ed.)
- Social Work (M.S.W.)*
- Teaching (M.A.T.)

POST-BACCALAUREATE CERTIFICATES

- Health Care Management*
- Teaching English to Speakers of Other Languages (TESOL)

POST-MASTER CERTIFICATES

- Advanced Study in Educational Leadership
- Educational Leadership

DOCTORAL PROGRAMS

- Literacy Studies (Ed.D.)*
- Nursing Practice (D.N.P.)*

CERTIFICATE OF ADVANCED STUDY

- Family Nurse Practitioner (Post-D.N.P.)*

* Online option available