



The EXCHANGE

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The Exchange is published twice a semester.

Leading Positive Change

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



Fulton School Dean
Dr. Maarten Pereboom

early adulthood in a diverse and stimulating environment with lots of smart people everywhere seems like a pretty good idea in an affluent society where individuals can expect a lot from life. More seriously, excellence in higher education is critical to a civilization that is going to keep moving forward: That effort requires people who are capable of achieving their full potential as individuals, able to interact with one another as mature and responsible citizens, and ready to enrich the workforce with creativity and a wide variety of knowledge, skills and abilities. Not to mention football.

If you, like me, are completely sick of reading articles about the decline of the humanities, or about psych majors being the worst paid, or about students not knowing anything after they graduate, what can we do? One more article, by Thomas Frank in the current *Harper's* (October 2013), may be worth inflicting upon yourself. He makes a number of good points, laying out the politics of these debates as well as the tendency of academics themselves to indulge in self-loathing as well as self-righteousness, but in the end he addresses university faculty directly: "Don't propagandize for your institutions, professors: Change them. Grab the levers of power and pull."

A few weeks ago, in our Fulton School meeting to open the academic year, I talked about leadership, and specifically about sociologist and Harvard Business School professor Rosabeth Moss Kanter's six keys to leading positive change, which she explains in an easily Googled, 20-minute TED Talk well worth your time. She addresses a more general audience, but her keys are worth applying to our setting as we consider our students', and our society's, needs. Our profession calls upon us to be more than experts in our academic fields. We already value teaching excellence above all other criteria in assessing job performance, but how well do we work together, and with students, to maximize the potential of the whole academic experience? We have good instincts and good practices and, indeed, the value we place on collegiality is also a major asset, but I believe

Taking my older son off to college several weeks ago was bittersweet, but my overall sense was one of excitement for him and a renewed appreciation of the four-year residential college experience. Enjoying the freedoms and embracing the responsibilities of

Kanter's keys can help us to be more intentional in our efforts as we embark on a new academic year:

1. **Show up** – Kanter talks about how showing up allows opportunity to fall in our laps, but in our world, where we prize work flexibility and the solitude to research, write, prepare for class and grade, we have to make an effort to be present for the activities that create community: generous availability to students for advising, whether scheduled or on the fly; conversations with fellow faculty members; campus cultural events and lectures.
2. **Speak up** – Many of us don't have any trouble talking, but this is really about advocacy and being able to define and articulate what we do. Especially in the national press, the loudest voices don't have a clue about regional comprehensive universities and the excellent education we can provide because their view is limited to the major research universities and elite liberal arts colleges they, in most cases, attended themselves.
3. **Look up** – This one should be pretty easy, given the importance of education, but how often do we let other interests supersede the best interests of our students? It's those higher values that inspire us to pursue positive change with conviction and determination, while the narrower interests often stand in the way.
4. **Team up** – Any major initiative is going to require collaboration and collective effort, it's a good idea to look for partners in unusual and surprising places. General education came up at a recent strategic planning brainstorming session, and that's a good example of a critical component of the curriculum that will never be successfully assessed, reviewed or changed without true teamwork.
5. **Never give up** – Lasting positive change is deeply rooted in the culture of an institution. Culture can change and does change, but usually it takes a long time and requires patience and persistence. Applying for grants springs to mind as a good example.
6. **Lift others up** – This one is perhaps the most inspiring, and the one that encourages me to encourage you to think of yourself as someone who can have a positive impact on the quality of what we do here, certainly in the courses you teach and the students you advise, but more broadly on the community we are and the experience our students have.

Inside this issue you'll read about the different ways in which you and your colleagues are pursuing positive change. The curriculum, in particular, is a major lever of faculty power, and you are pulling hard when it comes to responding to the challenge of climate change, to providing students with opportunities to study and learn abroad and to making the learning experience in our home campus community more diverse and cosmopolitan. Thanks for everything you do!

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Professors Logan and Tuske Attend Prestigious NEH Programs



April Logan with award-winning poet, literary critic, and Institute faculty member Dr. Eugene Redmond.

April Logan of the Department of English and Joerg Tuske of the Department of Philosophy were accepted to a National Endowment for the Humanities (NEH) institute and seminar last summer. NEH programs are highly competitive and include stipends for travel and living expenses. Through them, participants are able to attend lectures by and receive guidance from leading scholars, apply what they learn in presentations, take excursions to relevant local landmarks and archives, and share their expertise with peers through informal and formal activities such as dinners and group projects. The federal government founded the NEH in 1965 to provide grant support to the humanities.

The focus of the institute Logan attended, “Don’t Deny My Voice: Reading and Teaching African-American Poetry,” was the important debates, evolution and history of African-American poetry written during pivotal periods from 1900-2013. The University of Kansas, in Lawrence, hosted and organized the three-week institute. Scholars will be able to continue their studies this fall via online sessions with Ishmael Reed, Natasha Trethewey, Rita Dove, Terrence Hayes and other critically-acclaimed poets. In addition to having sponsored several NEH institutes and seminars, the University of Kansas is home to The Project on the History of Black Writing, which supports the recovery of lost or

by April Logan, English

neglected writers and works, literacy programs, curricular originality, scholarship and the life-long learning of university and K-12 educators.

Indeed, one of the reasons that the NEH Institute drew Logan’s interest is that her book project includes a chapter on the poems of Frances Harper, whose activism and publishing career, which spanned two centuries, made her one of the most beloved African-American poets of the 19th century. “Although many acknowledge Harper’s importance as a writer and proto-feminist, her poetry has been somewhat neglected due to some prominent scholars’ questioning of its literary merit as popular literature. The Institute offered a wonderful opportunity to study Harper’s significance within the context of her contemporaries and the poets who followed them,” explained Logan.

Tuske shares Logan’s enthusiasm for applying for NEH programs. He has participated in an institute and a seminar. This year, he attended the four-week “NEH Summer Seminar: Understanding Buddhism through its Classic Texts”, held at the Mangalam Research Institute in Berkeley, CA. In 2012 he participated in the two-week NEH summer institute “Investigating Consciousness: Buddhist and Contemporary Approaches.” Tuske noted, “The topics of the seminar and institute fell exactly into my area of research interest.” Tuske added that NEH seminars and institutes differ in terms of their size and the nature of their activities: “The institute had 25 participants and three directors in addition to another 20 guest faculty, with presentations and discussion 9a.m.-5 p.m. every day. The seminar had 20 participants and two directors. We met as a group for three hours every morning to read assigned texts together and used the afternoons

for the pursuit of an independent project.”

The two professors also applauded the NEH’s embrace of interdisciplinary study. “I enjoyed the interdisciplinary nature of the institute. There were people from the fields of neuroscience, western philosophy of mind and Buddhist studies, and all of them were very keen to learn from each other,” Tuske said. Logan recalled that a highlight of her experience was the presence of both established and emerging literary critics/creative writers among her institute’s attendees and faculty. She observed, “The poets at my institute, people such as Eugene Redmond, Aldon Nielsen and Evie Shockley, have produced some of the most important scholarship on poetry; they have distinctive perspectives as practitioners and theorists.”

Tuske and Logan stated that they intend to use assigned texts from their NEH programs in their classes and to design new courses. In addition to networking, which Tuske mentioned often leads to future research collaborations, institute and seminar participants also exchange teaching materials and discuss pedagogy. Therefore, SU’s students will benefit from Logan and Tuske’s recent professional development excursions, as well.



Joerg Tuske and other participants of the NEH Seminar at the Asian Art Museum in San Francisco.

CMAT Launches New Living Learning Community

This fall, 16 students joined the new Department of Communication Arts (CMAT) Living Learning Community (LLC). This program, like the other campus LLCs, offers students a chance to live together in a community that shares a common major or interest. Students also take two classes together in the fall and one in the spring.

The CMAT LLC kicked off the semester with a barbecue at the home of Lori DeWitt, one of the instructors leading the program. The other instructors for this program, Chrys Egan (CMAT) and Robert Barber (Mathematics and Computer Science), were also there along with several other members of the CMAT faculty. This event allowed the students to learn more about the

department and to meet some of their future professors in an informal atmosphere. A special guest, local book artist, Barbara Israel, gave a short presentation on her use of images and text to create story art from old books and found objects.

Other CMAT LLC activities this semester include a service project at the HALO Ministries homeless shelter and a trip to New York.



Leslie Yarmo's Research Journey

By Thomas Anderson, Technical Director/Lighting Designer, Department of Theatre and Dance

Two years ago, Leslie Yarmo, costume Designer, Department of Theatre and Dance, began research for the Department Production of *Romeo and Juliet*. The production asked the question, "What if the Capulets and Montagues were separated by Christianity and Judaism?" Yarmo began seeking what Jews wore in Verona in the 1400s. That question and her seminal investigation have sparked a journey of research that has led to conference presentations, international travel and a breakthrough which may change the way people look at art.

Her discovery, which has to remain a secret (for now), may well transform how color is interpreted in Renaissance and medieval art and how medieval dress codes relate to clothing depicted in that art.

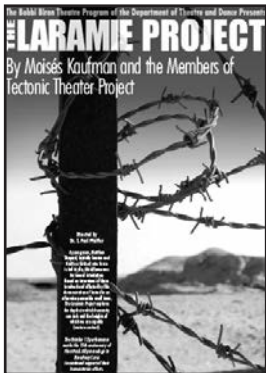
Yarmo has been searching images, seeking

depictions of imposed dress codes or "sumptuary laws" as seen in art works of the period. She was in Italy prior to the *Romeo and Juliet* production, meeting with scholars and searching libraries, and made discoveries that assisted with her designs for the show. They also led her beyond her original search to some groundbreaking ideas. Last summer in Ferrara, Italy, she made her latest break through. She was investigating the dyes used in fabric and was comparing them to the pigment choices in paintings of the period. I cannot say what came next.

In our recent interview, Yarmo said, "I'm enjoying using my language skills in both Italian and French in reading the scholarly works in my investigation." She went on to say, "This reinforces my view of the importance of a language requirement for students and how it has proven valuable in my work and research."

Upcoming Theatre Productions

Season Opener - *The Laramie Project*



The Theatre and Dance Department season opens with *The Laramie Project* by Moises Kaufman. The production is directed by Dr. T. Paul Pfeiffer with set designs by John Raley, costume designs by Leslie Yarmo and lighting designs by Johnny Pantazis '13 and Tom Anderson.

This production commemorates the 15th anniversary of the death of Matthew Shepard. The play is the result of interviews conducted by members of the Tectonic Theatre Company who traveled to Laramie, WY, in the wake of this brutal crime.

According to Pfeiffer, "The play examines the impact of this horrific demonstration of hate on the residents of this typical American small town, on the members of the Tectonic Theatre Company and on our culture. The play holds up a mirror to a American mindset, raising issues of traditional morality, sexual orientation and the acceptance of violence as a means of communication."

The cast features Fulton faculty members Anderson, Ross Leasure and Karen Rayne; Salisbury community members Robert Forrester and Susan Rogers; and SU students Zach Baker, Linda Bancroft, Kerri Barr, Sarah Bolganis, Reed Delisle, Lacey Hudson, Dallas Jordan, Leah Naill, Rachell Plunkett, John Posner, Patrick Pruitt, Andres Roas, Alex Scorsas, Faith Sullivan, Madeline Stiso, Sarah Tart, Melissa Valdivia and Dayton Young, and is stage managed by Kelly Ross.

Performances are October 10-13* and 17-20* in the Fulton Hall Black Box Theatre, 8 p.m. and *2 p.m. Free SU student, staff and faculty tickets are available for Thursday, October 10, only. The play is suited for mature audiences only.

The God of Carnage

The Theatre and Dance Department's second offering of the fall term is *The God of Carnage* by Yasmina Reza. This modern comedy shows what happens when two sets of parents meet to deal with the schoolyard fight of their young sons. A calm and rational debate about how to teach proper behavior devolves into name calling, hysterics, tantrums and tears...and dessert.

The God of Carnage is directed by Robert Smith, with set designs by Raley, costume designs by Yarmo and lighting designs by Anderson and Pantazis.

The cast is comprised of theatre major, Victoria Finley theatre production major, Matt Cox, communication art major, Leah Conigland and biology major, Chase Douglas, with Jennie Phelps, a double major in English and theatre serving as stage manager.

Performances are November 14-17* and 21-24* in the Fulton Hall Black Box Theatre, 8 p.m. and *2 p.m. Free SU student, staff and faculty tickets are available for Thursday, November 14, only.



Theatre Welcomes John Raley

There is no rest for the Theatre Department's newest faculty member, John Raley. He joins the production teams for both *The Laramie Project* and *The God of Carnage* as set designer and advisor for props and sound. In addition, he is teaching theatre appreciation and design fundamentals.

Originally from "the other side" of the bay, Severna Park, MD, Raley is returning home following stops in Louisiana, New York and Pennsylvania. He began his training as an art major, but quickly found his calling in the theatre department of Anne Arundel Community College.

He met his wife, Mary Tyler, while attending graduate school in New York City; they have been married eight years. Their son, Brook turned 3 this summer. Their three other children include two dogs and a cat.

Raley's current projects are working with Tobin Ost on Barry Manilow's *Harmony* at the Alliance Theatre in Atlanta, which just opened September 6; *Violet* at the Folger Theatre in Washington, D.C., and *Tappin Thru Life* at Arena Stage in Washington D.C., which also is traveling to The Cleveland Playhouse and the Alliance Theatre.

Raley has been working professionally for 15 years as a designer. He holds a Master of Fine Arts from New York University's Tisch School for the Arts and a Bachelor of Arts from University of Maryland, College Park. Previous to Salisbury, he has taught at Louisiana State University and Ursinus College.

His recent work as a set designer includes: *Blithe Spirit* for the Delaware Theatre Company; *Drowsy Chaperone* and *How I Learned to Drive* for Villanova University; *Hair*, *King Hedley* and *Satellites* at Swine Palace in Baton Rouge; *The Magic Flute* and *Hansel and Gretel* for Opera Louisiana; *Bat Boy: the Musical* and *Kit Marlowe* for the Studio Theatre in Washington D.C.; and *Othello* and *Julius Caesar* at the Baltimore Shakespeare Festival.

His extensive work also includes assisting Tobin Ost on Disney's Broadway production of *Newsies*, Erhard Rom on productions for many regional opera companies, in television assisting James Yates and as an associate at Coberg Design, working on theme park design.

News from The Society of Professional Journalists

SU's chapter of The Society of Professional Journalists hosts an event examining types of diversity in American newsrooms on October 24, from 6-9 p.m. in the Wicomico Room. Panelists include representatives from ESPN, WMDT and *The Daily Times*. Food and beverages will be served during a networking period from 6-6:30 p.m. All are invited to this free event. For more information contact faculty advisor Jennifer Cox (CMAT) or club president Ajia Allen.

Fulton as a Cornerstone of Sustainability on Campus – Progress Big and Small

By Karl Maier, Psychology, and Shawn McEntee, Sociology

Members of the Fulton Sustainability Committee (FSC) and other Fulton faculty are working on several initiatives that make the Fulton School a cornerstone of sustainability efforts on campus. Here are highlights of some accomplishments of this past year and things to come.

Within the Fulton School:

Curriculum

Last fall, the FSC surveyed Fulton faculty of all departments to assess the extent to which our courses incorporate or address a range of environmental sustainability topics – thank you for your responses!

Of the 110 courses reported as dealing with sustainability in the survey, 24 were identified as either “mostly or entirely devoted to sustainability issues” or as having “many focused lectures, discussions or assignments” that address sustainability.

Not surprising, over half of these offerings are part of the new Environmental Studies (ENVR) program (www.salisbury.edu/environmentalstudies). Yet, a notable 40 percent of the courses were offered in other Fulton departments including CADR, CMAI, ENGL, HIST/ANTH, POSC, PSYC, SOCI and THDA.

The Fulton survey also revealed 30 courses with “some focused lectures, discussions or assignments” pertaining to environmental sustainability. The topic also is brought into courses in more subtle ways; 33 faculty members reported occasionally using sustainability issues for illustration, and other instructors at least briefly mention sustainability issues in class. For example, some faculty shared that they simply try to raise awareness of environmental issues by polling students about their recycling habits or attitudes about climate change as it relates to the topic at hand. Other comments indicated that faculty members incorporate sustainability from varied perspectives – for instance, “the ways in which environmental issues relate to human cultural activities,” and “through the lens of the current efforts to restore the Chesapeake Bay.” Some faculty saw their disciplines as especially suited to address sustainability, whereas others indicated the importance of faculty taking action outside of the classroom in cases where the subject matter affords little opportunity to address sustainability issues in class.

Looking forward, survey responses from several departments indicate that some faculty members are developing new courses or augmenting existing courses to more heavily cover sustainability topics. As anticipated last year, the Department of Psychology is offering a Special Topics course, Psychology and Global Climate Change, this fall. Co-taught by Karl Maier, Mark Walter and George Whitehead, the course is charting new territory on the trans-disciplinary issue of climate change by examining the beliefs, attitudes, coping, behavior change and socio-political factors that pertain to the cause of, mitigation of and adaptation to recent changes in Earth’s climate. Also this fall, in the History Department, Mike Lewis is teaching World Environmental History, and Creston Long is leading the graduate level seminar, Early

American Environmental History.

Like these courses, much of the existing sustainability curriculum reported in the survey consisted of upper level offerings, with some degree of specialization on the topic. However, it is telling that nearly 30 sections across 10 general education courses within the Fulton School address sustainability to some extent. Thus, the survey results collectively underscore the broad relevance of sustainability to a liberal arts education and beyond.

Information Sharing

To support broad-based development of sustainability on campus, the FSC has created a MyClasses site that will serve as an ‘information hub’ for sharing best practices, information, instructional materials, and discussions related to integrating environmental sustainability into the curriculum and campus life at SU. Gather your materials, and get ready to share your ideas when the site becomes available.

Beyond the Fulton School:

By virtue of the universal importance of sustainability, many of the FSC sustainability initiatives naturally have reached beyond Fulton Hall and the school’s departments. In August (2012), the FSC and the Henson School sponsored an informal discussion on climate change in the curriculum during the lunch hour of Faculty Development Day. The participation of over 50 faculty members and the President speaks to the growing interest in this topic on campus. Stemming from this, the FSC was busy over the winter developing a campus wide survey of faculty on their knowledge and attitudes about climate change, and their views about incorporating the topic into the curriculum. There was active participation from all schools, with nearly 200 respondents - the greatest number of which came from the Fulton School! Across the University, there was widespread agreement among faculty that climate change poses important challenges for society, and that students should gain literacy on the topic as part of their education at SU. In this regard, a large majority of respondents favored allowing instructors to designate some General Education courses as using either climate change or environmental sustainability issues as a vehicle for instruction. Campus wide, there were no courses reported so far devoted exclusively to recent climate change, though a few were expected to be offered in the future, including in the History, Psychology and Geography/Geosciences departments.

The interest is there; nearly 150 out of 192 responding faculty members indicated that they would make use of climate change instructional materials if the University made them available. This enthusiasm for resources, however, is countered by the limited number of faculty on campus who reported a significant amount of professional expertise in climate change.

Following the survey, the FSC held an informal social event in February for the campus to discuss the findings of the project and to consider a direction forward. Sponsored by the Fulton and Henson schools, this event drew faculty from across the University and yielded a productive

Climate Change in the CURRICULUM:
Where Are We? Where Do We Go?
All Faculty Event

Friday, February 15, 2013
Hollibury Hall, Creston Hall

2 p.m.: Presentation and discussion of results from the All Faculty Survey on Climate Change in the Curriculum
Discussion continues over beer, wine and refreshments in the Social Room.

Bring your ideas.
Shape our future.
All faculty are encouraged to participate in this important dialogue.

dialogue on the future of addressing of climate change in the curriculum. Visit the FSC website (www.salisbury.edu/fulton/FSC/climate) to see more results of the climate change faculty survey or to watch a video of the results presentation from this meeting. Faculty also are encouraged to join the conversation and provide comments and suggestions on the issue at this website.

Also in the winter, several Fulton faculty presented on sustainability topics at the annual January Teaching and Learning Conference (www.salisbury.edu/instructionaldesign/tlc). This year, a full track of sustainability presentations is expected to run throughout the day. Faculty from any discipline who would like to present something within this track, or have suggestions, should contact Karl Maier (kjmaier@salisbury.edu).

Based on faculty suggestions to keep the discussion alive on curricular aspects of climate change, and sustainability more broadly, the FSC is starting CrossTalk – an informal lunchtime gathering of interested faculty and students across disciplines to discuss and develop ideas for including environmental sustainability topics into courses and the broader curriculum at SU. For Fall 2013, the topic will be “Climate Change in the Curriculum.” Participants will meet the **first Wednesday and third Thursday (11:30 a.m.-12:30 p.m.)** Of each month September through November in the **Talbot Room**, the Commons. A limited number of lunch tickets will be available for attendees who are scheduled in advance to attend. Contact Maier (kjmaier@salisbury.edu) for tickets - or just stop by!

Lastly, Sarah Surak reached far beyond Fulton Hall with her September 27 presentation on, well, trash. At the inaugural SU Research Day and Innovation Showcase (www.salisbury.edu/researchday), she shared with the University and greater community her research addressing several questions: Why do humans create waste? What does the creation of waste say about humans’ relationship with the environment? And, is mankind destined to be waste makers?

Indeed, these are questions that may inspire all as Fulton faculty members and global citizens to continue leading the campus in sustainability. Those with ideas on how to support sustainability on campus, are asked to contact any member of the Fulton Sustainability Committee (Tom Boudreaux, Mike Lewis, Karl Maier, Shawn McEntee, Maarten Pereboom, Sarah Surak, Marion Duval, and Kristen Walton) or make suggestions and comments at the FSC website (www.salisbury.edu/fulton/FSC) or the Office of Campus Sustainability and Environmental Safety (www.salisbury.edu/sustain).

New Faces in Fulton

Faculty



Steven Durow,
Art, Assistant Professor, M.F.A.,
Tulane University



Kara French
History, Assistant Professor, Ph.D.,
History and Women's Studies,
University of Michigan



Kyoung Rae Jung
Psychology, Assistant Professor, Ph.D.,
Psychology, University of Minnesota



Echo Leaver
Psychology, Assistant Professor,
Ph.D., Cognitive Neuroscience,
University of Illinois at Urbana-
Champaign



Jennifer Liston
Art, Assistant Professor, Ph.D.,
Art History,
University of California



Susan McCarty
English, Assistant Professor, Ph.D.,
English Literature & Creative
Writing, University of Utah



John Nieves
English, Assistant Professor, Ph.D.,
English, University of Missouri



Victoria Pass
Art, Assistant Professor, Ph.D.,
Visual & Cultural Studies,
University of Rochester



John Raley
Theatre & Dance,
Assistant Professor, M.F.A.,
NY University,
Tisch School for the Arts



Eric Rittinger
Political Science, Assistant
Professor, Ph.D., Political Science,
Syracuse University



Alexander Stoner
Sociology, Assistant Professor,
Ph.D., Sociology, University of
Tennessee Knoxville



Joseph Venosa
History, Assistant Professor,
Ph.D., African History,
Ohio University

New Full-Time Non-Tenure Track Faculty



Regine Ananou
Modern Languages & Intercultural
Studies, full-time effective 8/2013,
M.A., International Business in
English and Spanish, University of
Toulouse Le Mirail



Robert Kirsch
Philosophy, full-time effective
8/2013, Ph.D., Political
Science, Virginia Polytechnic
Institute and State University



Derya Kulavuz-Onal
English, Ph.D., Second
Language Acquisition and
Instructional Technology,
University of South Florida

New Staff



Rachel Barnes
Administrative Assistant II,
Sociology and Political
Science Departments



Brooke Church
Administrative Assistant II,
Music Department



Tineka Harmon
Administrative Assistant II,
History Department



Bill Nelson
Program Management
Specialist, Environmental
Studies Department

Congratulations, Fulton Faculty!

The following faculty earned promotion to Professor:

Tom Moriarty, English

The following faculty earned promotion to Associate Professor:

Emily Story, History

The following faculty earned tenure and promotion to Associate Professor:

Thomas Anderson, Theatre & Dance

Danielle Cumming, Music

Lori DeWitt, Communication Arts

Adam Hoffman, Political Science

Claire Kew, Modern Languages & Intercultural Studies

James King, English

Loren Marquez, English

Corinne Pubill, Modern Languages & Intercultural Studies

Michele Schlehofer, Psychology

New Department Chair:

Tom Moriarty, English

Fulton Committee Members

Fulton Curriculum Committee:

James King - English
Larence Becker - Psychology
Tom Goyens - History
James Burton - Communication Arts
Liz Kauffman - Art
Shawn McEntee - Sociology (& UCC Rep)

Fulton Faculty Grants Committee:

Jinchul Kim - Art
Jacques Koko - Conflict Analysis & Dispute Resolution
Lucy Morrison - English
Frances Kendall - Communication Arts
Joerg Tuske - Philosophy

Fulton Student Research Grant Committee:

Liz Kauffman - Art
Vitus Ozoke - Conflict Analysis & Dispute Resolution
Louise Detwiler - Modern Languages & Intercultural Studies
Sarah Surak - Political Science
Creston Long - History

Inaugural Salisbury University Research Day and Innovation Showcase

SU's inaugural Research Day and Innovation Showcase on Friday, September 27, highlighted current faculty endeavors and provided information about the various efforts connecting the University and community.

Vinita Agarwal's (CMAT) talk on "Social Media in PR" highlighted her service learning approach in Public Relations courses in CMAT. Her goal is to explore partnerships in PR initiatives (such as in social media) with local nonprofit organizations, small businesses and institutions that might benefit from student participation in social media and public relations, and provide students a valuable forum for their résumés in return.

Michèle M. Schlehofer (Psychology) and Chryss Egan (CMAT) addressed "Applied, Community-Based Research: Challenges and Opportunities for Improving Our Community." They made the argument that University-based researchers have much to offer community based organizations

and have much to gain from engaging in community-University research partnerships. Two applied research projects were presented as examples of the types of community-based research academics can conduct to benefit their communities. The first project, a needs assessment

of children's programming and resources in Wicomico County, is an ongoing collaboration between Schlehofer, Egan, and the Wicomico Partnership for Families and Children. The second, a gap analysis of mental health crisis services on the Lower Shore, was conducted by Schlehofer for the Wicomico-Somerset Core Service

Agency (under the auspices of the Wicomico County Health Department). Using these projects as examples, they provided an overview of the advantages to community-based research and discussed some of the unique challenges and considerations of this research.

SU's Office of Graduate Studies and Research sponsored this event.



More Than Blood: Today's Reality And Tomorrow's Vision Of Family

Dennis Leoutsakas, CMAT (with Sherilyn Marrow), has edited a new book published this year by Kendall Hunt, *More Than Blood: Today's Reality and Tomorrow's Vision of Family*.

While actual blood relations play an important role in defining family for many, the prevalence of today's diverse families suggests that families are "more than blood" and have evolved into a new identity — one more broadly defined with evolving norms constantly under revision.

This book is a research-driven, dynamic reader

that features current family communication research about interpersonal behaviors and practices of understudied contemporary families.

It features contemporary readings that showcase aspects of the "new" or "evotypical" family. These readings will spark provocative discussions, dialogue, debate and conversation among readers.

The reader goes beyond the 1900s traditional treatment of family research (married, two-parent, male-female, 2.2 children) by examining a

wide spectrum of family contexts and their surrounding issues.

The book includes chapters contributed by well-respected authors from numerous fields of study, including communication, family science, psychology, social work, counseling, mental health, law enforcement and sociology.

It also includes discussion and reflective questions to provoke conversation and highlight the inherent challenges and possibilities experienced by the current everyday family.

Sophomore Year Experience Program Begins at SU

By Tina Melczarek,
special to *The Exchange* newsletter

SU launched the Sophomore Year Experience (SYE) program to encourage students successful undergraduate career.

The SYE may focus on sophomores, but the program's goal is to lay the foundation for the rest of students' years at SU. The program is half communication strategy and half events specifically aimed at second-year students.

"We found we didn't need to add events. We are just going to have better communications to form this community," said Brooke Rogers, associate professor and chair of the Art Department, and who served on the SYE Task Force that shaped the pilot program.

To encourage and build this sophomore community, incoming sophomores received an informational mailer during the summer, and there is a continually updated website for the SYE (www.salisbury.edu/sye). Other SYE communications will be at the departmental level.

This initiative coincides with the second-year on-campus residency requirement. This is the first year of SU's two-year residency requirement. Students are now required to live

on campus for four semesters. Explaining the extended residency requirement, Fulton Dean Maarten Pereboom said, "We assume adding a second year to the residency requirement has to do with expanded housing capacity and good relations with the broader Salisbury community. Studies show that students who live on campus are more likely to graduate."

The SYE has a few events that are specifically targeted at sophomores, including campuswide departmental meetings, but there are already many events and activities on campus of which sophomores may take advantage. The SYE aims to highlight those events and opportunities for sophomores who may not otherwise know they were happening.

September is "Sophomore September" with a slate of activities for the second-year students. Aside from the campus wide meeting, there will be an end-of-summer dinner; they are encouraged to attend the SU Art Galleries - Downtown Campus opening downtown at the Salisbury Arts & Entertainment District's 3rd Friday event, the study abroad fair, and the majors and minors fair

for undecided students.

The idea is not to be exclusive. Pereboom explained that the SYE is aimed at as broad a definition of "sophomore" as possible, including many transfer students. He hopes students will take a mindful approach to their second college year.

"There are many things that they can take advantage of as a second semester sophomore or first semester junior: internships, practicums, study abroad — when they go abroad in their second semester, they come back energized and worldly wise," he said.

"The whole point is to approach every year in a thoughtful way and make the most of the college experience".

"In focusing on the SYE, we are focusing on the whole undergraduate experience to the degree that we (usually) focus on a particular stage in their undergraduate career. It's not just thinking of college as ticking off boxes and fulfilling degree requirements. Today, it's also about the experience we provide our students".

American Studies Major at Chesapeake College

By Ivan Young, English

On a recent trip to Washington D.C., I found myself people watching on the Metro as we approached the Mall station. An old man with glasses perched on his nose read Jonathan Franzen; a young Arabic woman adjusted her burqa and scrolled through the music list on her iPod. We reached the station and I listened to a group of French tourists argue about which monument to see first. At the top of the escalators I read the signs: African-American History and Culture Museum, American Indian Museum, Korean War Memorial, the Washington Monument. I thought about the rich intersections of people and disciplines, of past and present, of art and science, of music, literature, history and philosophy this most American of places represented.

It is at such an intersection that I find myself in my first days as site coordinator of the new American Studies major Salisbury University now offers at Chesapeake College through the Eastern Shore Higher Education Center. If, as economist and author Tyler Cowen claims, we are on the edge of a new economy in which old categories no longer hold sway and in which students must be creative in shaping their futures, then we are on the verge of something exciting. The American Studies major, housed in Interdisciplinary Studies and designed to

encourage community college students to continue on for a bachelor's degree with SU, empowers students to shape their futures by choosing humanities courses that address their strengths and needs. The major also allows for working students to move through the curriculum in the way a traditional student would by offering innovative hybrid classes that mix traditional classroom settings with online learning.

This new track allows me to really get to know students, to sit with them and explore what it is they want to do, and then to plan a curriculum together. I have been fortunate to meet, in my first few months, bright, eager students who are ready to take on the challenges of today's online world, where old boundaries blur and interconnectedness and interdisciplinary become the norm. Indeed, the first student to commit to the program was what I would call an ideal candidate — on the GI Bill, she is fascinated by microscopy, environmental science, and the arts. She is excited to start the program and to tailor her curriculum toward a job that fits her interests. We already have begun to discuss a possible internship using her skills. I look forward to meeting more students like her, students who are willing to explore an intellectual American landscape as new and varied as the one I witnessed in Washington on a hot summer's day.

Faculty & Staff Awards

Congratulations to winners of the Faculty/Staff Awards presented at Fulton Appreciation Day, May 2013:

MaryKathryn Brown
Excellence in Admin Support, Art

Dr. Louise Detwiler
Excellence in Service as Department Chair,
Modern Languages & Intercultural Studies

Dr. Ryhannon Bemis,
Excellence in Academic Advising, Psychology

Dr. Claire Kew,
Excellence in Teaching,
Modern Languages & Intercultural Studies

Dr. Manav Ratti
Excellence in Scholarship, English

Dr. Michele Schlehofer
Excellence in Scholarship, Psychology

Dr. Judith Pike
Excellence in Research Mentoring, English

Dr. Joerg Tuske
Excellence in International Education,
Philosophy

Dr. Lucy Morrison
Excellence in Service, English

Database Trial: 19th-Century Collections Online Access (Free! Campuswide!)

By Lucy Morrison, English

I was a little afraid, this fall, that I would find my two sections of English 344, Literature of a Decade—the 1790s, populated by students who had misread the course date as “1970s” and had disco ball dreams coming in the doors of Fulton Hall. It was a pretty rude awakening for them, if so, as we began with Edmund Burke's *Reflections on the Revolution in France* (1790), which may be a little more engaging for today's students were the Bee Gees its soundtrack (Marie Antoinette — Stayin' Alive... I know, I know).

I am excited to be teaching this course for the first time mostly because of the potential that such a narrow time span allows (for someone who teaches surveys covering hundreds of years, as do many of my colleagues!). And I decided I wanted a focal point of the class to be its opportunities for undergraduate research, which often can be challenging within our general education classes. There already is such a wealth of material needing consideration, but students also often don't have the opportunity to see the ways in which such research can further their understanding of a particular topic. I was concerned that we would not have the wealth of materials needed to really bring the class to life for my students.

So I contacted Gale Cengage, whose database, Nineteenth Century Contexts Online (NCCO), is priced so high as to be unaffordable for our library budget. But when I explained to Gale that access to the materials and archives contained within their database, which include all kinds of newspapers, manuscripts, journals, and various photographs and other images from around the world, would make a huge difference to my students' projects (and then I agreed to ask students for their feedback in using such databases and to share my syllabi with Gale), they granted access for a trial for this semester. And then they went one step further and made the free trial available to the entire campus. Thanks to the folks at Blackwell Library and to the generosity of the folks at Gale, any campus Gull Card holder can access the NCCO database via the library site and thus explore the wealth of opportunities this database offers.

You can access the free trial of NCCO at: <http://blackwell-buzz.tumblr.com/post/60267502614/database-trial-nineteenth-century-collections-online>

My students, challenged to undertake research into their birthday month of an assigned year from the decade we are studying, are exploring elements of the era that thus complement the central literary texts of the course. Investigating

the ways in which the monarchy were depicted in London newspapers of the time will further our class understanding of Burke's position on the monarchy (and Wollstonecraft's response). Considering the scientific pages of September 1799 will show us what Jenner's smallpox vaccination discoveries meant for contemporary understanding of various diseases, while furthering our own; students can (and will!) consider pictorial depictions of chimney sweeps from a variety of political perspectives and forums alongside their address and understanding of Blake's better-known works on the subject.

In all instances, the research they undertake will undoubtedly deepen their understanding of the topic they have chosen, and their choice in doing so hopefully will engage their interest. Students will work on a written product demonstrating and documenting their efforts, as well as a brief class presentation (so the assignment will, of course, address pertinent general education goals and expectations!) Students have even more latitude in using the databases for their final research projects, which will be both the culmination of their efforts this semester and also, perhaps, a springboard to other efforts and interests in other classes.

Fulton Faculty Sabbatical Projects Fall 2013

Grace Clement – Philosophy

Her goal for this sabbatical is to build upon work she has already completed in the area of animal ethics. She will complete three new articles on animal moral agency, animal friendship and animal citizenship. She also is working on a book proposal which she will submit by January.

Loren Marquez – English

Will conduct an activity theory-based study of the teaching assistants in the English Department who teach first-year writing; English 103; and the materials, genres and systems of preparation and support for teaching. She will study the TAs as they engage in the activities of participating in the workshop and practicum, and how they appropriate the materials: syllabi, schedules, assignment sheets, etc.

Adam Wood – English

Will complete a book manuscript, tentatively titled *Violating Realism: Violence and Verisimilitude in American Literary Realism*. This will be submitted to the University of Alabama Press' series on American Realism and Naturalism. This project is an examination of the role of violence in myriad forms - ranging from domestic violence to military violence to economic violence - in select novels from Stephen Crane, Frank Norris and Theodor Dreiser.

Claire Kew - Modern Languages & Intercultural Studies

Will complete a scholarly translation of Ivory Coast/Martinican writer Serge Bile's book on the practice of skin-whitening entitled *Blaschissez-moi tous ces negres! (Whiten all of these black people for me!)*. This will require specialized and interdisciplinary research into the history of the Francophone diaspora and de jure vs. de facto racism. She will apply for the "French Voice Program" translations grant provided by FACE to help offset the costs associated with the publication. Secondly, she will conduct further research on the integration of poetry, specifically non-canonical poetry of the French diaspora, into the world language curriculum. An article will be submitted on this topic to the ACTFL's *Language Educator*.

Dean Kotlowski - History

Will make final revisions of his book, *Paul V. McNutt and the Age of F.D.R.*, a scholarly biography of this once-prominent leader that is under contract with Indiana University Press, and to write three refereed journal articles dealing with McNutt's life, career and legacy.

Fulton Faculty Grants

The Fulton School of Liberal Arts supports the professional development of its faculty, as manifested via research and other significant developmental activities that enhance teaching capabilities and contribute to the advancement of knowledge. All full-time faculty members in Fulton are eligible to apply. Fulton Faculty Grants are supported through the Charles R. and Martha N. Fulton Endowment and through the indirect costs generated by faculty grant-writing activity. The Fulton Faculty Grants Committee screens all applications.

Upcoming deadlines are:

Submit by January 13, 2014: For grants in support of work conducted between January 13, 2014, and April 13, 2014, or for Fall 2014 release/reassigned time.

Submit by April 14, 2014: For grants in support of work conducted between April 14, 2014, and September 7, 2014.

The FFG home page and the online application site (including the application instructions) have been fully updated for the new year and may be accessed directly at <http://www.salisbury.edu/fulton/Grants/FultonFacultyGrants.html>.

Please note that there will be a Fulton Faculty Grants Information Session/Q&A prior to each deadline. The sessions will include an overview of the FFG process and the updated online application and instructions, as well as tips on how to prepare an application packet.

Fulton Faculty Colloquia

The Fulton School Brown Bag Series, a lunchtime staple in the Fulton School of Liberal Arts for more than a decade, evolved into the Fulton Faculty Colloquia in 2010-2011. Meeting on designated Tuesdays at 3:30 p.m. and featuring the research and creative work of faculty members from across the school, the colloquia celebrate both the work of individual faculty and the disciplinary diversity of the Fulton School.

Since fall 2011 the Colloquia have focused primarily on the work of faculty returning from a recent sabbatical. Please plan to come out and join Fulton colleagues for what will be a series of thought-provoking and conversation-starting colloquia!

For questions or suggestions regarding the FFC, contact Associate Dean Keith Brower at kbrower@salisbury.edu.

Upcoming topics include:

Economic Principles in Writing Center Administration.

October 15, 3:30 p.m., TE 152

Dr. Nicole Munday, associate professor of English and director of the University Writing Center

Walking with Extinction: Poems for Okami

October 29, 3:30 p.m., TE 152

Dr. James Hatley, professor Environmental studies and faculty affiliate in Philosophy

Tracking Changes: Thinking about Scholarly Editing as Part of Your Professional Development.

November 12, 3:30 p.m., TE 152

Dr. Christopher Vilmar, associate professor of English and graduate director for programs in English

Lambda Pi Eta Updates

Salisbury's Chapter of Lambda Pi Eta, the national honor society for undergraduate communication majors, welcomes its new executive board members for the 2013-2014 school year: president - Victoria Paris, vice president - Lindsey Gerrish, secretary - Ajia Allen, treasurer - Stephanie Barlas, PR/event planner - Michelle Malinger.

The honors society held its Honor Cord graduation ceremony at The Fountains in May, attended by graduating students, family, and CMAT faculty members, and will host its induction ceremony in the Great Hall, Holloway Hall, in October. Members are participating in the Salisbury Jaycees' Treat Street and will attend talks by Dr. David Burns, Becky Emery, and Vanessa Junkin from the *Daily Times* this Fall. Faculty co-advisors to the group are Drs. Vinita Agarwal and James Burton.

Departmental Reports

ART

“FLUENCY: Salisbury University Faculty and Student Artwork in Dialogue” is on view through September 30 at the Ocean City Center for the Arts on 94th Street in Ocean City, MD. The new exhibition and classroom facility opened in spring 2013 and has featured several collaborations with the University, already.

Marisa Sage, SU’s gallery manager juried a group show over the summer. **Brooke Rogers** taught a drawing class at the center in July. “FLUENCY” was organized by Rogers and includes works by eight Art faculty members, each inviting one student to also exhibit his or her work in the show. Participating teachers/students are: **Jeanne Anderton**/Jonathan Arias, **Ed Brown**/Melanie Lyons, **Jessica Cross Davis**/Diana Johnson, **Jim Hill**/Jonathan Demauro, **Marjorie Hill**/Becky Boyd, **Jinchul Kim**/Katie Jang, **Dean Peterson**/Sarah Wilhelm and **Brooke Rogers**/Monica Forrester.

Jeanne Anderton organized her camera collection for inclusion in the Ward Museum of Wildfowl Art’s exhibition “The Nature Photographer’s Kit: From Plates to Pixels” (on view through October 18). Her collection forms part of a showcase of photographic equipment spanning from the early 1800s to the digital age which highlights the development of photographic equipment and its ability to adequately capture nature’s magnificence. Anderton also led a sunprints workshop at the Ward Museum’s third annual Art in Nature Photography Festival Education Conference.

This summer, **Jessica Cross Davis** was



featured in two art exhibitions: “The Immortals,” the first exhibit held at the SU Art Galleries Downtown – Campus, and “Portraire,” held at the 386 Gallery in Albany, NY. “The Immortals,”

which ran from May 17 - June 29, was a solo show, and “Portraire,” which opened on June 7 and ran through July, included works by T. Alexander Rand, Tony Thompson, Aja Apa-Soura, Ruth Alma, Eamonn James, Heather Blossom Brown and Vicki Bower. Davis has had works in eight exhibitions in 2013.

Steven Durow’s solo exhibition of new work, “Object Relations,” is on view at Exclusive Jewels Fine Arts, in the Beacon Hill area of Boston. This exhibition explores Durow’s fascination with translating the intangible into physical objects. With this body of work he is exploring the ways in which the interpersonal aspects of lives change and affect who individuals are. As Durow explains in the artist statement for the exhibition, “When we become, close to another person, who we are begins to change. The closer we become the more significant the transformation. We assume roles within the relationship, or we develop coping strategies that directly affect who we are over time. These transformations can be good or bad, healthy or unhealthy, but they are real and profound. My goal in this body of work is to reflect the effects of those transformations in the sculpture.”

“Object Relations” runs through October 19.

Durow also currently has a large-scale work, “Levee Break”, on exhibition in Carbondale, CO, through May 2014, as part of the city’s public art program.



Paul Flexner’s painting, “Afternoon Reflection” (oil on canvas) was accepted into the 13th Annual American Landscapes exhibition at the MFA Circle Gallery in Annapolis. Out of 707 entries from around the country, Flexner’s work, and works by 70 other artists, was selected for inclusion in the exhibition by juror Denise Carvalho. In addition, three of Flexner’s paintings were accepted into AACO, a juried exhibition for Artists of Anne Arundel County and members of the Maryland Federation of Art. From over 320 entries, Flexner was one of 46 artists selected to participate by juror John Shipman, gallery director of The Art Gallery at the University of Maryland, College Park. Flexner was also awarded second place for his work, “Arcade.”

Elizabeth Kauffman presented a paper in August on Buckminster Fuller at the interdisciplinary literature and art history conference, “Imagined Worlds” at the University of Finland in Helsinki. In Summer she exhibited several paintings, including “Iceberg,” at the University of Maryland University College in “The Portrait and the Figure: Faculty Art Invitational” 2013. “Iceberg” is currently on view in Alexandria, VA, at the Target Gallery through September 29 for the juried show “In the Flesh 4” and other works by Kauffman are also currently on view in Norristown, PA, at the Pagus Gallery.

Jinchul Kim served as juror for the Mid-Atlantic Regional Juried Exhibition at the Art Institute and Gallery in Salisbury. He also gave a talk in conjunction with this show which runs through October 11. Jinchul also is completing the portrait of Fulton Dean, Dr. Maarten Pereboom. The finished painting will be displayed in “Marked: Recent Works by SU Art Department Faculty” in the University Gallery (September 30-October 26).

In July, instructor of art **John Mosher** presented the solo exhibition “Chromanaut” at the Las Manos Gallery in Chicago. The show featured mixed media pieces on paper as well as several video works.

COMMUNICATION ARTS

Vinita Agarwal has two chapters published in family and health communication edited collections: (a) Agarwal, V., & Shenoy, S. (2013). “On the evolution of togetherness and living with two hearts.” In S. Murrow and D. Leoutsakas (Eds.), *More Than Blood: Today’s Reality and Tomorrow’s Vision of Family* (pp. 164-173). Dubuque, IA: Kendall Hunt, and (b) Agarwal, V., D’Silva, M. U., & Leichty, G. B. (2013). Disease, Representation, and Public Relations: A Discourse Analysis of HIV/AIDS websites. In R. Ahmed and B. R. Bates (Ed.), *Health Communication and Mass Media: An Integrated Approach to Policy and Practice* (pp. 51-65). Surrey, England: Gower Publishing Ltd.

Agarwal has a forthcoming research paper presentation for the health communication division at the Annual National Communication Association Convention this November in Washington, D.C.: Dai or Doctor: Framing Tensions between the Traditional and the Biomedical Orientation in Maternal Health in an Urban Resettlement Neighborhood in India. This research comes from the Faculty Research Mini Grant (2010) supporting her travel to India for fieldwork and data gathering.

Recently, Agarwal served as a Speech Consultant to Dr. Michael Finegan at the Peninsula Psychology and Psychiatry for his presentation to an international panel of experts at the Drug Enforcement Agency, Quantico, VA.

Jennifer Cox received an honorable mention in the “Teaching Terrifically in the 21st Century” competition from the Association of Educators in Journalism and Mass Communication at the organization’s annual conference in Washington, D.C. in August. She also presented her research on the subject of breaking news content differences in print and online publications at the conference. Cox also will present research on the distribution of content by news organizations using social media at the Beyond Convergence conference in Las Vegas in October.

Departmental Reports (Continued)

Dennis Leoutsakas' "Last Lecture"

presentation given last semester, "Life: Balloons, Glass, and Iron," was uploaded to YouTube and may be located with the key words: "Last Lecture Salisbury University". Leoutsakas won SOAP's annual contest with his lecture on how he was influenced by his experiences in foster care, surviving Vietnam and living with HIV.

Haven Simmons delivered a FEMA multi-hazard emergency planning higher education course September 14-17 in Gaithersburg, MD, to officials from Goucher College, Loyola University, Hood College, the University of Vermont, Southern Maryland College and Anne Arundel Community College. Simmons has been adjunct media faculty at the National Emergency Training Center in Emmittsburg, MD, since 1997.

CONFLICT AND DISPUTE RESOLUTION

Soosaipillai I Keethaponcalan's research paper on security sector governance was published as a chapter in an edited volume: "Trajectories of Security Sector Governance in Sri Lanka," in Yuji Uesugi (ed), *Peace-building and Security Sector Governance in Asia* (Geneva: Center for the Democratic Control of Armed Forces, 2013) pp. 129-152.

ENGLISH

Dave Johnson's chapter "Critical Hearing and the Lessons of Abbas Kiarostami's *Close-Up*" was recently translated by China Film Press in Beijing for a Simplified Chinese version of the book in which it originally appeared, *Lowering the Boom: Critical Studies in Film Sound*. He also had an essay published in the journal *Adaptation* this year, "The 'Flashing Glimpse' of Cinephilia: What an Unusual Methodology Might Offer Adaptation Studies," as well as a short piece on the film *Take Shelter* for the 10th anniversary of the Web journal *Reverse Shot*.

In the past few months, **John A. Nieves'** poems appeared in *Beloit Poetry Journal*, *Confrontation*, *Contrary*, *Copper Nickel*, *Folio*, *Hayden's Ferry Review*, *Sugar House Review* and *Weave Magazine*. He also participated in *Hayden's Ferry Review's* innovative 21st Century Reading, streamed live around the world. In addition, an announcement that his first book, *Curio*, due out in January, won the 13th Annual Elixir Press Judge's Prize appeared in the September/October 2013 issue of *Poets & Writers*.

Judith Pike's article "Rochester's Bronze Scrag and Pearl Necklace: Bronzed Masculinity in *Jane Eyre*, *Shirley* and Charlotte Brontë's *Juvenilia*" appears in the June 2013 issue of the journal *Victorian Literature and Culture* 41.2. In July, she presented her paper "'Felicitations to the Brontëites: The 1895 Inaugural Volume of the Brontë Society's *Publications*'" at the Research Society in Victorian Periodicals conference in the UK. Afterwards, she expanded the paper into an article that is presently under review by the journal *Brontë Studies*.

HISTORY

Jason Boroughs conducted SU's first archaeological field school in a decade at a site in Cambridge, MD. The student's findings on the site of a 19th-century African-American school garnered significant attention throughout the region and state. Boroughs is likely to lead further archaeological research at the site next year.

Last spring and summer, **Celine Carayon** conducted research at Brown University under the auspices of the distinguished John Carter Brown Fellowship Program.

MODERN LANGUAGES

Louise Detwiler was invited by editor Bill Hanna to write a short essay for the University System of Maryland's, *The Faculty Voice*. Her piece "Learning to Unlearn through Testimonio" appeared in the June 10 issue, and may be accessed online.

MUSIC

William M. Folger was invited this summer to perform with The Bel Canto Company, Inc., based in Greensboro, NC, for the August 2. Hinshaw Music Publishing Company annual Celebration concert in Raleigh, NC. The highlight of the program was the premiere performance of the chamber orchestra version of *Requiem for the Living* by Dan Forrest conducted by Welborn Young. The performance will be distributed on CD.

In May, **Sachi Murasugi** attended the seven Biennial Starling-DeLay symposium at The Juilliard School, joining participants from 32 states and 14 countries. The Symposium fosters the legacy of renowned violin pedagogue Dorothy DeLay and is one of the most important events dedicated to the art of violin teaching and performance. In August, she co-authored an article with Dr. Jeffrey Howard of Towson University about the symposium entitled, "Making the ASTA Connection: How Young Talents Become Rising Stars," which will be published in the forthcoming edition of the journal *American String Teacher*.

Jeffrey Schoyen served on the faculty of Blue Lake Fine Arts Camp in Michigan for his 12th season. In addition to teaching master classes' he performed with the Festival Orchestra as principal cellist and organized string departmental activities.

In June, tenor **John Wesley Wright** performed as soloist and American Spiritual Ensemble quartet member, alongside the likes of Judy Collins and Michael Flatley, for the Kennedy Family as part of JFK50 celebrations in New Ross, Ireland. Wright toured with the full Ensemble in August as it headlined various international music festivals in Spain, including Palma de Mallorca, Bilbao and Sant Feliu de Guixols.

This September, Wright traveled to Switzerland as guest artist of the Matthäuskanterei of Lucerne for a program of "Black and White Spirituals."



Wright portrays the role of Jean Valjean in the Salisbury Community Players' production of *Les Misérables* from November 1-3. His applied voice students Amanda Lundstrom (junior/music education) and Meredith Hazel (junior/B.A. music) landed the roles of Fantine and Cosette, respectively, while Brittany Eaton (senior/music education), Lauren Shockley (junior/education/B.A. music), and Leah Wilson (senior/music education/vocal performance) earned spots in the ensemble.

PHILOSOPHY

Timothy Stock will travel to Eugene, OR, to present new work on Kierkegaard and Barthes for the Søren Kierkegaard Society's Bicentennial Panel at the Society for Phenomenological and Existential Philosophy. The panel will highlight the work of six scholars from around the world who have projects that move Kierkegaard's philosophy into new areas (such as, in Stock's case, the intersection between literary theory and performance studies,) and is a featured event on the Søren Kierkegaard Research Center's SK2013 website. At the conference he will moderate a discussion for continental philosophy in a Jewish context, regarding the political and social implications of Jewish messianism featuring the work of Annika Thiem (Villanova University) and James Martel (San Francisco State), a program he has coordinated over the past year.

Joerg Tuske presented his paper "Free will in Indian Philosophy" at the Columbia Comparative Philosophy Seminar at Columbia University, NY, on April 26. He also participated in the NEH Summer Seminar: Understanding Buddhism Through Its Classic Texts at the Mangalam Research Institute in Berkeley, CA (July 6-August 3).



"Stay Inside" - Jinchul Kim 2012, oil on canvas, 28x22"

PSYCHOLOGY

Rhyannon Bemis presented a poster, "I Remember When You Taught Me That! Children's Ability to Accurately Report on Their Own Learning," at the Society for Research on Child Development's Biennial Meeting in Seattle, WA, last April.

Bemis also began a new project with three students (Megan McComas, Lynly Meunier, and Jewellianna Palencia) examining children's immediate recall of learning events. Two local schools have been included in this project and are continuing their participation this fall.

Charisse Chappell presented a poster in August at the annual meeting of the American Psychological Association in Honolulu, HI: "Color-Blind Racial Attitudes and Belief in a Just World in an Undergraduate Multicultural Course."

Marcy Losonczy-Marshall is first author on a publication this year (with Marshall, P.D.): "Factors in students' seat selection: An exploratory study" appears in *Psychological Reports: Sociocultural Issues in Psychology*, 112(2), 1-10. She also is third author on a publication currently in press: "A Pilot Study of Core Topics

in Introductory Social Psychology and Developmental Psychology Textbooks." The Teaching of Psychology (with first author, **George Whitehead**, and Smith, S.H.).

Losonczy-Marshall presented a poster in May at the Annual Convention of the Association for Psychological Science in Washington, D.C., titled, "Stability of Emotional Expression and Temperament from One to Three Years." She also presented a poster (with **George Whitehead** and S.H. Smith) in March at the Eastern Psychological Association in New York City titled, "Is There Consistency Across Topics and References Among Developmental Psychology Textbooks?"

In May, she gave a presentation to the Lower Shore Child Care Resource Center, sponsored by SU's Institute of Developmental Research, called "Why are Children Aggressive?"

In March 2013, **Suzanne Osman** delivered a presentation at the Eastern Psychological Association annual meetings (with student Ava Carcirieri) titled, "Examining Body Shame of College Women by Type of Sexual Victimization."

Meredith Patterson (with Chakraborti M.) presented a poster at this May's annual meetings of the Association for Psychological Science in Washington, D.C., titled, "Effective Information Literacy Training for Psychology Students."

This summer **Michele Schlehofer** prepared an Early Career Professional Development Workshop as part of pre-conference events for the 13th biennial conference of the Society for Community Research and Action (SCRA). This half-day long workshop provided professional development training of interest to advanced graduate students and newly graduated professionals working in applied and academic settings. In addition, Schlehofer chaired and participated in three roundtables at the 13th biennial SCRA conference: one on preparing tenure and promotion packets, one on experiential undergraduate teaching, and one on conducting community-based research as a faculty member.

Mark Walter had two presentations at the Association for Psychological Science in Washington, D.C., in May with students: What Does Your Personality Say About Your Attitudes Toward History? (with N. Innocenti) and Personality and Fundamentalism: The Mediating Role of Dogmatism (with Calloway, K.)

George Whitehead's AmeriCorps grant project has been funded for 19th year.

Whitehead also reports two publications: a) Smith, S. H. & Whitehead, G. I., III (2013). A Preliminary Study of Psychological Distancing by African Americans and Whites. *North American Journal of Psychology*, 15, p.p. 235-242, and b) Whitehead, G. I. & Smith, S. H. (2013). The Coverage of Spontaneous and Planned Helping Behaviors in Introductory Social Psychology Textbooks: A brief report. *North American Journal of Psychology*, 15, p.p. 299-302.

SOCIOLOGY

Diane Illig along with **Paula Morris** (Management and Marketing Department, Perdue School) and **Michele Schlehofer** (Psychology Department) will be presenting a workshop on Creating Safe Spaces for LGBT people at work, school and community at the Eastern Shore School Mental Health Coalition's (ESSMHC) third annual conference, "Linking Mental Health to Academic Success: Safe Schools Nurturing Communities," at SU on September 27.

Alexander Stoner was awarded the 2013 Albert Szymanski-T.R. Young/Critical Sociology Marxist Sociology Graduate Student Paper Award on behalf of the American Sociological Association (ASA) for his paper "Sociobiophysicality and the Necessity of Critical Theory: Moving beyond Prevailing Conceptions of Environmental Sociology in the USA." Stoner's paper is forthcoming in the journal *Critical Sociology*.



"Sidewalk" - SIDEWALK II by Paul Flexner, oil on canvas, 24x38 inches; currently on display at the Kunsthaus Buhler in Stuttgart Germany.



"Iceberg" - Elizabeth Kauffman, Iceberg, 2012, Oil on canvas, 56" x 33"

Documentary Film Showcase

Tuesday, October 29
 Perdue Hall Room 156
 3:30-7 p.m.

Frances Kendall (CMAT) and Elsie Walker (English) are hosts of this event, which highlights an exceptional selection of student films produced over the last few years in Kendall's Documentary Production class.

Three of the filmmakers are SU alumni and the fourth graduates this year. They share their insights on the production process, talk about their current projects and offer a glimpse of their aspirations.



3:30 p.m. ***The Guise Effect* (Joseph Austin II, 2010)**, an investigation of how and why African Americans have been negatively represented on film and a consideration of the way forward. Featuring interviews with SU's David Johnson, Darrell Newton, Professor Robert Smith and former SU professor Dr. Kelli Randall.

4:30 p.m. ***Hit the Deck* (Stephen Carr, 2012)**, a tribute to the joy of skateboarding and its freeing impact for one person in particular. A young man from Easton MD, battles local bureaucracy and travels across the country in search of challenging venues – along the way he gathers personal-best moments performing an assortment of perilous tricks.

5:30 p.m. ***Fowl Play* (Jacob Swinney and Erica Winter, 2013)**, a biography of Jimi Haha, leader of the band Jimmie's Chicken Shack - a post-grunge, alternative rock band from Annapolis that emerged in the early 1990s and gained national status. Jimi is a multifaceted artist; he is effervescent and his outlook is inspiring.

Admission is free and the public is invited. Participants are encouraged to stay for all three films. Refreshments will be served in the lobby.

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

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