Charles R. & Martha N. Fulton School of Liberal Arts

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The Fulton School has its own Facebook page! Be sure to "like" us at Fulton School of Liberal Arts at Salisbury University. If you have anything you would like posted on the page at any time, please send your written-up blurb to Jennifer Cox at jbcox@salisbury.edu for posting.

Salisbury UNIVERSITY

Make Tomorrow Yours

Oh, the Humanities

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

Fulton School Dean Dr. Maarten Pereboom

In the academic world, we have sorted the pursuit and sharing of knowledge into categories based on what we study and the methods by which we expand knowledge.

These disciplines have evolved to reward specialization, and the scholarship produced often speaks to a relatively small cadre of experts. There are good reasons for this, but there are also consequences.

In isolation, we can lose sight of the fact that fulfilling our University mission requires support for student experiences across the disciplines: arts, sciences, social sciences and the humanities. As our faculty work diligently to prepare for the rollout of our new General Education curriculum in fall 2024, I want to take a moment to consider the humanities, including history, philosophy and the study of language, literature, arts and culture.

While the "footprint" of the humanities may appear to be reduced with respect to required hours or distributional requirements, the new features of the program – including the first-year seminar, themed courses and capstone experiences – illuminate the interdependence of disciplines and the ways in which they all connect to the broader human experience.

Meanwhile, in higher education broadly, practitioners of the humanities feel marginalized as universities face pressure to focus on professional preparation and disciplines deemed to be more conducive to technological and economic advancement. And yet, the humanities – and the arts and social sciences – provide the spaces we need to address issues of diversity, justice, equity and inclusion in broadly meaningful and specifically helpful ways.

Having served a full three terms as a board member of Maryland Humanities, I've had the opportunity to develop a profound appreciation for public humanities programming, which aims to connect communities through exploration of human experience and expression in ways that, though informed by scholarly best practices, aim for inclusivity and accessibility. Thinking about what things mean, telling stories, reflecting on experience, creating: these are essential activities that define us as human beings.

I believe that a potential solution to the so-called humanities crisis in the academy is by reconnecting with the humanity of the humanities. The title of this piece – a play (sadly, not original) on the famous quote of the radio journalist who bore witness to the Hindenburg disaster in 1937 – could be punctuated in different ways to different effect, but my aim is to reassert the importance of these disciplines to our students' personal, professional and civic formation, and thus to the mission of our University.

The most recent Maryland Humanities annual report shows that we stand out impressively in our state as a hub of public humanities programming. Numerically, our events outnumbered even Montgomery County, a much wealthier county with 10 times our population.

Our participation in the One Maryland One Book program, Maryland History Day, Museum on Main Street exhibitions and our role in convening the Lower Eastern Shore Humanities network set us apart. On campus, our Fulton Public Humanities program has joined our stalwart Writers on the Shore program as a strong and consistent presence on our cultural calendar.

The University's distinctive Nabb Center for Delmarva History and Culture is among the assets that support a growing emphasis on public history in our History M.A. Program, whose graduates are finding good jobs in the small, but important, public humanities sector.

Our philosophy faculty members take philosophical enquiry across campus and into the community, including prisons and public schools, through multiple programs that, among other things, give our students the opportunity to witness the transformational

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CADR Faculty, Students Journey to India

Conflict Analysis and Dispute Resolution (CADR) faculty Robert LaChance and Dr. Brian Polkinghorn (CADR), along with a group of SU undergraduate and graduate students and friends from around the world, traveled to India over winter break to take part in the Gandhi Legacy Tour.

Their journey began in the hometown where Mohandas (Mahatma) and Kasturba Gandhi were born, then to the place where Kasturba died (while imprisoned by the British), then to the site where the Mahatma was murdered and cremated.

Along the way, the group visited many organizations where Gandhi's philosophy and vision are alive and well. Being with members of the Gandhi family had its privileges, such as being guests of honor at ribbon-cutting dedications for Gandhi school programs and village ceremonies honoring Gandhi.

The group took part in an international ceremony where Mahatma Gandhi's Eternal Flame was joined with the Flame of Peace (Berlin), the Bethlehem Peace Flame (Austria) and the Eternal Flame of Remembrance from Yad Vashem Holocaust memorial (Jerusalem). After the flames were combined, it then traveled on to Dharamsala, India, to be blessed by His Holiness the Dali Lama.

English Grads Represent at National Conference

English Department current and past graduate students and professors joined forces to discuss disability and access in composition classes.

Pictured below, Dr. Beth Towle (associate director of the University Writing Center), Olivia Imirie (M.A. '22), Katelin Anderson (M.A. '20), Dr. Carolyne King (director of First Year Writing) and Hunter Whitt (M.A. '23) joined with other composition instructors at the national conference known as 4C (College Composition and Communication Conference).

In a panel, titled "Lived Experiences with Disability and Access," Whitt and Anderson shared their research. Whitt's paper used concepts like accommodation transfer to think about the importance of recognizing the "time" it takes to learn one's access needs in college environments for college instructors.

Anderson drew upon her experiences with teaching during COVID-19 to discuss the material implications of grounding her pedagogy in a commitment to access for students, presenting clear examples that audience members could apply to their own classrooms.

Oh, the Humanities *continued*

power of these exchanges for others (including the marginalized), as well as themselves.

As a public regional comprehensive university, we are better positioned to achieve excellence in public humanities programming than "Research 1" institutions that achieve and sustain their elite status through the production of scholarly works. We can and do produce scholarly works with the best of them, but we also achieve distinction through our status as a community-engaged campus.

While the changes and transition inherent in developing a new general education program may not be sparking joy as we grind through the approval process, a shared commitment to ensuring its success fuels the hope that this new program will bring out even more the power and beauty of the work we do with our students and in our community in the humanities and across all our programs.

Save the Date! SU Giving Day Makes Its Return April 4

By Lauren Partlow, Communication Student

The Fulton School of Liberal Arts raised more funds for the university than all other schools and colleges on campus during SU's Giving Day last year, and we want to repeat the trend this year. Fulton faculty, staff and students will get their chance again on April 4.

Within the Fulton School, there are numerous organizations raising money for various causes. The Political Science and Modern Languages and Intercultural Studies departments have donors lined up to match donations made to these programs.

Additionally, every donation made by a student or alum will be matched up to $50 per donation, with a maximum of $750 able to be matched per program or organization.

First started in 2017, Giving Day has grown its success every year, with last year being the most prosperous year in the six-year history of the program. The 2022 Giving Day saw more than 2,500 donors, with more than $35,000 raised for the university that went directly to the students and programs.

The money that is raised on Giving Day makes a lasting impact on student organizations and programs on campus, both big and small. Student organizations use the money they earn on this day to fund trips, buy new uniforms and pay for other expenses the club may have that they previously were not able to afford.

Director of Annual Giving and Engagement Michelle Pryor started Giving Day to highlight how donations to the university received in the spring are just as important as those received in the fall, which is when most people tend to give. Not only does Giving Day support student initiatives, but it also helps "build the culture of philanthropy on campus," Pryor said.

With 100% of the money being donated going to designated causes, Giving Day inspires students, faculty, staff and alumni to donate to the causes that are near to their hearts, and donors can choose exactly where their contributions are going.

Prizes are awarded to the first and last donors of the day, and all donors are entered to receive a Sammy bobblehead, with multiple being awarded throughout the day.

For more information on Giving Day or to receive a text message reminder to make your donation on April 4, please visit givingday.salisbury.edu. Any donation, big or small, makes a difference.

Fulton DEI Committee Offers Workshop on DEI in Teaching

Drs. Maryam Jernigan-Noesi, Carlton Green and Kevin Henze from the Jernigan and Associates Psychological and Educational Consulting, LLC visited SU to provide a day-long workshop on how to incorporate diversity, equity and inclusion (DEI) into teaching on January 25.

The workshop was sponsored by the Fulton School Dean's Office, and lunch was provided by the Office of Diversity and Inclusion. There were 33 Fulton faculty participating in this workshop, representing 12 departments and Interdisciplinary Studies.

In their morning session, titled "DEI in the Classroom: Considerations, Outcomes and Strategies," Jernigan-Noesi and her colleagues provided a foundation for thinking critically about teaching. They introduced the Fearless Teaching Framework (Donlan & Byrne, 2019) and connected the importance of DEI work to SU history and demographics.

While engaging in a dialogue with the audience on some of the individual, institutional and cultural barriers to DEI for faculty, the speakers initiated a process of how Fulton faculty may reflect upon and further infuse DEI in their teaching.

The Fearless Teaching Framework offers a model to assess who benefits from the content, climate, assessment and practice that we provide as instructors and who is excluded by default. It also encourages self-reflection on what we can (a) stop doing, (b) start doing and (c) do differently to make our classrooms more inclusive.

In the afternoon session, participating faculty were divided into three small groups to have discussions responding to these questions.

The Fulton DEI Committee hopes that this is the start of many workshops and initiatives offered in the future. Attendees provided feedback, and the committee welcomes any ideas, suggestions and recommendations you may have to the committee chair, Dr. Yuki Okubo at yxokubo@salisbury.edu.

Departmental Reports

COMMUNICATION

David Burns' newest textbook, *Social Issues in Sport Communication: You Make the Call* (Routledge), was released in February. The textbook applies current communication research to real-life, sports-related case studies. The textbook is Burns' second, both co-edited by Dr. Terry L. Rentner of Bowling Green State University.

CONFLICT ANAYLSIS & DISPLUTE RESOLUTION

Brittany Foutz and graduate students **Ally Wright** and **Jake Goodman** were invited to the United Nations Headquarters with the United Nations Association' Global Engagement Summit February 16-17. Foutz chairs the Education Sector of the United Nations Association and hosted a session with over 70 participants. A campus chapter of the United Nations Association is hosted at SU.

Brian Polkinghorn was in Ukraine in August to assist in humanitarian efforts. Polkinghorn went on a fact-finding mission last summer to gather information on humanitarian assistance needs in combating human trafficking. He is working with Mitzi Perdue, senior fellow in the Bosserman Center, SU alum Gary McGill (Fulton) and a team of intelligence officers and aids relief workers. Team members have made several trips to eastern Ukraine, Kyiv region, Chernobyl, Lviv and other parts of the country facilitating medical aid/equipment and law enforcement equipment.

Ignaciyas Soosaipillai gave a lecture on "Sri Lanka's Failed Reconciliation" at the Perspectives on Post-War Sri Lanka Webinar in February.

ENGLISH

Melissa Bugdal, along with English M.A. students **Jessie Clatterbuck**, **Clare Kelly**, **Kylie Sommer** and **Jeffrey Dean**, presented the panel "Highlighting Successful Peer Review Activities" at the 13th Annual Salisbury University Teaching and Learning Conference on February 17. The panelists discussed several approaches to peer review activities in the English 103 classroom that can be used in courses across campus to draw attention to how writers are supporting claims and ideas in their writing.

Carolyne King presented on graduate student reading practices at the Conference on College Composition and Communication (CCCC) in Chicago, 2023. The presentation, with her co-researcher Lizzy Hutton, reported initial findings from a mixed-method study of graduate student reading habits and practices. Also, her article, "Guided Reading: The Influence of Visual Design on Writing with Sources," will be published in *College English* in the May 2023 issue. The paper draws upon case-study research to address how students' writing and use of sources is influenced by the document design of these online texts.

Isabel Quintana Wulf presented her paper, "Literary Representations of Indian Boarding Schools in Ojibwe Literature: Linda LeGarde Grover's *The Dance Boots*," at the Modern Language Association (MLA) annual conference that took place in San Francisco in January. It was part of a panel, titled "Indigenous Literatures of the Boarding/ Residential Schools in the U.S. and Canada," that brought together scholars in Indigenous Studies, both national and international.

Christopher Vilmar's review of Kathryn Sutherland's *Jane Austen: The Chawton Letters* (Bodleian Library, 2017) was published in *Romantic Textualities*.

HISTORY

Céline Carayon gave the keynote address at a conference in December, organized by the Global Diplomacy Network and hosted by the Swedish Collegium for Advanced Study and the Swedish Research Council in Uppsala, Sweden (the conference convened in a hybrid format, in-person and online). Her communication was titled "Decentering Diplomacy: Embodied and Material Exchanges in the Early Americas." Carayon just joined the editorial board of *French Colonial Studies*, the peer-reviewed journal of the French Colonial Historical Society.

Kara French presented her paper, "Sanctifying and Sanitizing Mother Ann Lee," at the annual meeting of the American Society of Church History in Philadelphia, PA, in January.

Tom Goyens was named a member of the editorial board of *Anarchist Studies*, one of the premier peer-review journals in the field.

Dean Kotlowski's chapter, "*Anschluss* and Immigration: Austria, America, and the Philippines in the Late 1930s," originally published in 2017 in *Austria and America: 20th-Century Cross-Cultural Encounters*, eds. Joshua Parker and Ralph J. Poole, has been revised and republished in *Collisions of Cultures: Frictions and Re-Shapings*, eds. Lily Rose Tope and Wolfgang Zach. In December, Kotlowski closed his Fulbright to Australia by presenting two conference papers on Indigenous policy, one at the Australian National University in Canberra and the other at the University of Auckland, New Zealand. His podcast with the Menzies Institute in Melbourne, also on Indigenous policy, can be found online at www.robertmenziesinstitute.org.au/afternoon-light-podcast/dean-kotlowski.

Shruti Patel presents her paper, "Princely States in the Early Colonial Era: Fractured Sovereignty and Collective Life in Western India," as part of the Roundtable, "New Directions in the Study of the Indian Princely States," at the Association for Asian Studies Annual Conference in Boston, MA, in March. Her project focuses on the emergence of new collective and individual identities in the early 19th century and how they were conditioned by a region divided into numerous princely states and powers – the greatest number in all of modern South Asia.

INTERDISCIPLINARY STUDIES

Rob Garner presents "Overcoming the Stigma of IMPs" at the Interdisciplinary and Individualized Major Programs (IMP) conference in New York City in March. This presentation highlights how IMPs help students codify their academic experience and value their education.

MODERN LANGUAGES & INTERCULTURAL STUDIES

Ethel Barja presented her research paper, "Trilcear: Reclusión e Imaginación en Trilce a Sus Cien Años," at the Esotrodia International Conference organized by the Pontificia Universidad Católica del Perú in October. In January, she also presented "Sublime Objects: Loss and Spaces in Contemporary Caribbean Literature" at the 2023 MLA Annual Convention, where she also organized the session "Anti-Racist Research and Intercultural Perspectives in Latin American Literature."

MUSIC, THEATRE & DANCE

Blake Harris was awarded two grants for his Chattanooga, TN-based professional theatre company, Obvious Dad. The company received a $4,000 grant from Mark Making and a $10,000 grant from ArtsBuild for its upcoming summer season.

continued

An analytical essay on **Jerry Tabor's** composition, *lemon;birch,* appears in a recently published book, *Legacies of Power in American Music* (Routledge, 2023), edited by Dr. Judith Mabary, associate professor of musicology at the University of Missouri. The research and article were the work of renowned music theorist Thomas DeLio, professor of music at the University of Maryland College Park. The essay, "A Study in Non-Hierarchical Coherence: Jerry Tabor's *lemon;birch,"* explores how Tabor's music challenges assumptions about structure and continuity in new and original ways, thereby clearing the way for listeners to formulate highly personal musical meaning.

POLITICAL SCIENCE

Michelle Fletcher and **Adam Hoffman** presented their paper, "The Effectiveness of Intersectional Political Science Pedagogy in an Introductory Course in American Public Policy," at the 2023 American Political Science Association Teaching and Learning Conference in Baltimore.

Eric Rittinger presented his paper, "U.S. Authority in the Americas as the Right to Decide: Carl Schmitt and the Monroe Doctrine," at the International Studies Association – Northeast Conference in November 2022.

Leonard Robinson and **Taehyun Nam** published a new edition of their book with Kendall-Hunt, titled *Introduction to Politics*, second edition.

Sarah Surak, with Angeline Prichard and María Batista Lobo, presented their paper, "Teaching Political Science through International Collaborations," at the 2023 American Political Science Association Teaching and Learning Conference in Baltimore. Surak also presented the paper "Civic Education through Action?: Approaches and Concerns in German and the United States" at the Comparative and International Education Society conference in February.

PSYCHOLOGY

Karl Maier gave an invited talk, "The Biopsychosocial Ecology of Comprehensive Health," at the 80th Annual Scientific Meeting of the American Psychosomatic Society in San Juan, Puerto Rico, on March 10. His talk introduced the concept of comprehensive health as a way for the medical field to adopt a holistic and transdisciplinary view of health that is inclusive of environmental, social and biobehavioral determinants. Maier also helped develop the "Give Back" campaign for conference attendees to support local wellness needs in Puerto Rico, which included fundraising and a panel discussion with local health workers and activists to share insights on resilience, organizing and advocacy surrounding local issues of environment and health.

Suzanne Osman presented her research project, "Sexual Victimization Experience and Level of Sexual Response Predicting Sexual Functioning Problems," at the annual meeting of the American Psychosomatic Society in March. This project examined the largely overlooked topic of sexual response during victimization experience and its association with sexual problems. Osman and her student **Tieryn Gingerich Heishman** presented their research project, "Sexual Assault Perpetration and Tactics Predicting College Men's Empathy with a Rapist," at the annual meeting of the Eastern Psychological Association in March. Findings supported a stereotypical rape script, such that the use of forcible tactics by sexual perpetrators, was associated with a greater ability to understand a rapist's perspective.

Mark Walter and **Deeya Mitra** were invited to an expert panel at the International Conference on Environment and Sustainable Development – Interdisciplinary Trends and Practices organized in December 2022 by Christ University, India, and the University of Salerno, Italy. Their talk, "Climate Change Across the Lifespan: Opportunities and Challenges," addressed the psychological implications of climate change on individuals across the lifespan. Using social and developmental lenses, they discussed the ethical obligation of psychologists in addressing the repercussions of climate change, especially on younger populations.

SU Mourns Loss of Art Professor Dean Peterson

It is with sincere sadness we announce the passing of Associate Professor of Art Dean Alan Peterson on January 24.

Dean was born November 3, 1946, in Cheboygan, MI, and held a Master of Fine Arts in printmaking and 2D design from Eastern Michigan University.

Dean was a medic in the U.S. Army during the Vietnam War, where he was awarded the Purple Heart. Even though he suffered severe war wounds, he told his son, Christian, that when he flew over Vietnam, he thought it was beautiful in spite of the war. That was an ongoing theme throughout Dean's life: He looked for beauty in everything.

Upon returning from the war, Dean earned his M.F.A. and began teaching. He was a member of SU's Art Department for 36 years and founded the department's dry photography group and later worked in digital photography. He was an award-winning photographer and displayed his work in galleries on the Shore and beyond.

Dean encouraged his students to explore the visual image and taught them not to just take a picture, but to compose a good picture from the start.

Dean loved the water and was a lifelong sailor, having grown up near fresh lakes in Michigan. He was a fitness enthusiast and always took good care of himself. Dean played the harmonica, the guitar and the banjo and was a member of the band The Art of Strays.

There is no doubt that Dean loved his job at Salisbury and retiring was not a move he took lightly. However, he spent time visiting his family and teaching his grandchildren about sailing and making fishing lures. For the last few years of his life, he found happiness with his dear friend Patricia Salem and her friends, and he learned to salsa dance.

Dean is survived by two sons – Christian and Thor Peterson, two grandsons, two brothers, two nephews and ex-wife Judith Stetz.

Fulton Colloquia Spring 2023:

All presentations will take place from 3:30-5 p.m. in Conway Hall 152.

April 4

- **Sarah Surak** (Political Science)
  "Comparative Civic Education: Lessons Learned from a U.S.-German Exchange"
- **Emin Lelic** (History)
  "Some Thoughts on the Question of 'Civilization': 'Barbarians' in the Ottoman Imagination"

May 2

- **Sally Perret** (Modern Languages & Intercultural Studies)
  "In Defense of the Daring Arts: Translation and Poetry from Barcelona to Bogotá"
- **Elizabeth Kauffman** (Art)
  "The Visual Language of Conversations in Prison"

Fulton Faculty Grant Deadlines

May 7 for presentations and research between June 1 and September 23.

Expedited travel grants are due on the first of the month: February through May.

Year-to-date awarded: $44,254.77

Fulton Student Grant Deadlines

April 15, 2023 – Available to all Fulton full-time undergraduate and graduate students.

First cycle awarded: $1,732

Second cycle requested: $5,000

Guest Artists, Students & Faculty Take the Stage!

The Department of Music, Theatre and Dance announces an action-packed spring lineup for its 2022-23 season filled with exciting ensembles, recitals and guest artists.

In February, we hosted an incredible Philadelphia pianist, Hugh Sung, an amazing concert of vocal music by our student competitors for National Association of Teachers of Singing (NATS) auditions in Singers' Showcase and an evening of chamber music by the Allegheny Ensemble. Early March features a Family Concert by the Salisbury Symphony Orchestra and a Tony award-winning musical, *Fun Home*, performed by our talented theatre students. If you didn't get a chance to see any of these performances, there's more to come!

On March 30, the newly formed vocal ensemble, **Larum Voces**, makes its debut at 7:30 p.m. in Holloway Hall, Great Hall. Led by music students Sophia Merbaum and Eric Gehl, the ensemble will perform classical, contemporary and student works.

The **SU Dance Company Spring Concert** features choreography by faculty member Shelby Trenary, prominent guest artists Jon Lehrer, Jessica Hindman, Jen Leung Johnson, Vanessa Salgado and student Emmi Layton. Various dance styles will be highlighted, and performances will be held in the Black Box Theatre on March 31-April 2.

Join us in celebrating the recital performances of our SU faculty and music students.

- **Zoe Michelle Bradshaw Recital –** Wednesday, April 5 • 7:30 p.m. • Great Hall
- **6 Strings, 7 Positions & 88 Friends –** Wednesday, April 12 • 7:30 p.m. • Great Hall, featuring Danielle Cumming, Lee Knier and William Folger with special guests

- **Sophia Merbaum & Katherine McLoughlin Recital –** Saturday, April 15 • 7:30 p.m. • Great Hall
- **Chamber Choir –** Wednesday, April 26 • 7:30 p.m. • Great Hall, featuring music from a variety of historical periods and styles, including works from the Renaissance through the 21st century
- **Piano & Strings Recital –** Friday, April 28 • 2 p.m. • Great Hall
- **Recital with Eric Gehl & Benjamin Rodman –** Friday, April 28 • 7:30 p.m. • Great Hall
- **Chris Lankford Recital –** Date & Time TBA • Holloway Hall Auditorium

The Salisbury Percussion Festival begins on Thursday, April 20, at 7:30 p.m. in the Holloway Hall Auditorium. Under the direction of Eric Shuster, the **Percussion Ensemble** presents new, classic and underperformed works for percussion in the spirit of the genre's experimental roots in 1930s and 1940s America. Among works performed is the premiere of a new piece by Kenyan composer Nyokabi Kariūki.

The **World Drum Ensemble** includes Afro Beat, Latin and classic rock from the 1970s, 1980s and 1990s. Music by the Grateful Dead, Fela Kuti, The Doobie Brothers, Bob Marley and an original student composition will be featured. The performance is on Friday, April 21 at 7:30 p.m. in the Holloway Hall Auditorium.

The New Jersey-based all-women professional percussion quartet **Recap** presents music reflecting the diverse society we live in today. Their debut album, *Count to Five* (Innova Records), was included in NPR's Top 10 Classical Albums of 2021. Don't miss this unique performance on Saturday, April 22, at 7:30 p.m. in Great Hall.

For more information or to get tickets, visit www.salisbury.edu/performingarts.

What's In a Name?

By Colleen Clark, Music, Theatre and Dance Department Co-Chair

The Music Program at Salisbury University was officially renamed the Peter and Judy Jackson Music Program on December 10.

In a flurry of smiles and handshakes, website updates and letterhead printing, our program assumed a new identity with deep gratitude and resolute pride. But for those close to the arts at SU, this update was not necessarily unexpected; on the contrary, there was something plainly familiar about our transformation.

In truth, Peter and Judy Jackson have been embedded in the Music Program at Salisbury University for nearly 20 years, and this historic renaming simply allows us to now publicly recognize the magnitude of their support. Not only has their generosity been unwavering over the years, but it has also been liberally distributed across the gamut of arts opportunities in our community.

Indeed, internationally renowned quartets and trios have graced the stage of Holloway

Jackson Chamber Music Series – but just as important are the young pianists offering stirring renditions of "Twinkle, Twinkle Little Star," thanks to a Jackson scholarship to our PRESTO program. The Salisbury Symphony Orchestra has flourished with the Jacksons' steadfast Diamond partnership, bringing students, faculty and community members together as music-makers, and the American Spiritual Ensemble has become a regular guest on campus thanks to the Jacksons' support.

It is an honor to now call ourselves the Peter and Judy Jackson Music Program in recognition of the Jacksons' dedication to the arts, both at Salisbury University and in the surrounding community. Their patronage has truly helped Salisbury University become a pillar of the arts on the Eastern Shore, and we are thrilled to know that their generosity will continue to make a mark on our program for years to come.

PACE Happenings

Nonprofit Leadership Alliance: Clarifying Myths About Nonprofits

We all have heard about the good things that nonprofits do. We've heard that these organizations have good and creative people who solve complex society problems and attempt to make the world a better place. The funny thing is that there are several myths about nonprofit agencies and, sometimes, professionals do not consider nonprofits as a good choice for employment. So, let's clarify three common myths that may be discouraging our students from pursuing a career in the nonprofit sector.

MYTH #1: Nonprofits can't earn a profit.
REALITY: So not true. Yes, the term "nonprofit" is confusing because nonprofits *do* make profits and should build some reserve funds to ensure sustainability. But the difference between nonprofits and the private sector is that these agencies cannot distribute their profits among private individuals, although they should pay reasonable compensation to those providing services. The profits earned go back to the organization to advance the mission.

MYTH #2: **Nonprofits don't have paid staff; they only use volunteers.**
REALITY: False! One in 10 workers in Maryland is employed by a nonprofit (Maryland Nonprofits, 2023). Employees can serve in many positions: marketing, accounting and, of course, serving the programs of the organization, such as in education, arts, outdoor activities, environment initiatives and many more.

MYTH 3: Nonprofits can't lobby.
REALITY: Nonprofit organizations are *not* permitted to engage in partisan political activity, such as supporting or opposing candidates for public office, but they are permitted to lobby by law. A nonprofit can and should make its voice heard on issues that are important to its mission and to the people or cause the nonprofit serves. They serve for whistleblowing and to speak up about inequities, policies, laws, and regulations.

Having a clear idea of what the nonprofit sector is can help us all know what to do with a college degree and the advantages of becoming nonprofit certified. In fact, any major works well with a certification from the Nonprofit Leadership Alliance (NLA) because we find these organizations in all industries: arts, environment, social services, health, education, human development and more. Want to know more how SU students and staff can become nonprofit certified? Visit www.salisbury.edu/academic-offices/liberal-arts/pace/nonprofit.aspx. Students and staff can take IDIS 350 and are eligible to become nonprofit certified. Questions? Contact NLA Campus Director Carolina Bown at cdbown@salisbury.edu.

ShoreCorps /AmeriCorps

- AmeriCorps Week, March 12-18. ShoreCorps members will create videos promoting their service. Videos will be shared on PACE's Instagram account.
- Twenty-four nonprofit and government agencies partnered with ShoreCorps to host an AmeriCorps member(s) during the 2022-23 service year. ShoreCorps has started recruiting for agencies who would benefit from hosting a full-time and/or half-time AmeriCorps member(s) for 2023-24. To find more information and to fill out an interest form visit: https://www.salisbury.edu/administration/americorps/become-a-partner-site.aspx
- Twenty students with the Perdue Schools' Fraud and Forensic Accounting Certificate Program, under Professor David Weber, enrolled in the ShoreCorps program. These students are gaining AmeriCorps hours for their two-semester-long program helping the Office of the State's Attorney for Worcester County, providing outreach and prevention services to elder victims and those at risk for financial fraud and working to assist Worcester County Sheriff's Office detectives on related criminal investigations. This a great example of how AmeriCorps service and civic engagement can be woven into course work.
- **Ryan Weaver** (PACE, Interdisciplinary Studies) and **Sara Heim** (PACE, AmeriCorps) present their work "From Cohort to Community: Training Civic Leaders for Service" at the national America's Service Commissions (ASC) Conference to support and guide national service leaders. Their presentation highlights their collaborative work training ShoreCorps members in the classroom and community as local nonprofit leaders through Weaver's teaching, Heim's mentoring and directing and PACE's support.

SU's Summer Enrichment Academy 2023

SU's Summer Enrichment Academy (SEA) 2023 is open for registration. This June through August, SEA offers a students in elementary, middle or high school the opportunity to expand their skills in the arts, humanities, business, health, leadership, science and education.

If you would like to enroll in this program, but the cost is a barrier to participation, know that multiple scholarship opportunities are available. Please email SEA@salisbury.edu for scholarship information. There are also discounts for siblings, SU employees and FARM-eligible families.

For more information on dates, times, age groups, descriptions and registration, visit the SEA site at www.salisbury.edu/sea.

Humanities Academy

The Humanities Academy prepares high school students for college-level work in the humanities. Learners exercise academic, skills such as critical thinking and writing, textual interpretation and discussion within a community of inquiry.

- World Languages and Cultures
- Yoga and Mindfulness for Teens

SU Art Galleries Programs

SU Art Galleries programs introduce a world of artistic possibilities to young students. With immersive and diverse projects, students stay engaged and excited as they learn how to harness the power of their creativity.

- Slime
- Comics
- Games
- Tie Dye
- Elements
- Mash-Ups

Summer Arts Academy

The Summer Arts Academy at Salisbury University allows talented high school students to explore their creativity and expand their skills across a variety of performing and visual arts areas. Students can immerse themselves in a fine or performing arts discipline while receiving intensive, hands-on training from SU professors.

- Theatre Tech
- Musical Theatre and Voice
- Orchestra

Youth Innovation Academy

The Youth Innovation Academy is a program for middle school girls and boys focusing on leadership, communication, technology and innovation. The academy enhances leadership competence and confidence through engaging, applied projects tackling real community issues.

- Entrepreneurship Academy
- Eastern Shore Writing Project: Young Writers Workshop
- Live Action Film Camp
- Outdoor and Environmental Education
- Cultivating the Roots of Migrant Students
- Sprouting Success for Migrant Students

STEM Academy

Henson STEM Summer Enrichment Academy is an interactive experience for middle school students interested in science, technology, engineering and mathematics. The STEM academy consists of two sessions per day, taught by SU's STEM faculty. Students work closely with their peers as they put their problem-solving, creativity and collaboration skills to the test. The students design, create and discover.

- Science, Technology, Engineering & Math
- All About Health: Your Heart and Muscles and Mind

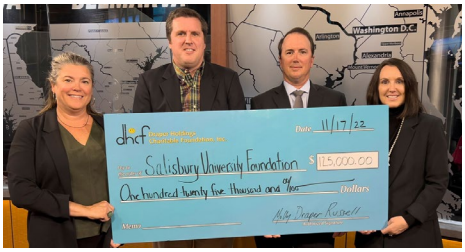
College Readiness Academy

The College Readiness Academy prepares high school students for college-level work in the humanities. Learners exercise academic skills, such as critical thinking and writing, textual interpretation and discussion within a community of inquiry.

New Draper Scholarship Benefits Communication Students

The Draper Holdings Charitable Foundation donated $125,000 in December to create the new Thomas H. Draper Scholarship at Salisbury University.

Tom Draper helped shape the media landscape of the Delmarva Peninsula as the owner of WBOC-TV and other broadcast stations until his death in 2017. Draper grew up in Milford, DE, and purchased his first radio station in 1967. Eventually, Draper Media grew to include WBOC, Fox 21, WRDE, Delmarva Sports Network and multiple radio stations.



Draper and his family created the Draper Holdings Charitable Foundation to support educational, scientific, religious and humanitarian initiatives on Delmarva.

"Our family is honored to continue the partnership that our father started with Salisbury University," said Mariah Calagione, Draper's daughter and president of the Foundation. "The school has educated many of our past and current employees and has created space for learning, culture and athletics in our community. We are excited that this scholarship will support future students attending the University, knowing that they will certainly enrich our society."

Applicants for the Thomas H. Draper Scholarship should be majors in communication, business administration or marketing and sales. Ideally, the student should have an interest in broadcasting and media – desiring to work either as on-air talent or in the technical, sales, management or creative/digital aspects of the field.

Preference is given to students who graduated from a public or private high school on the Delmarva Peninsula. The scholarship is renewable for up to four years.

Dean Pereboom Dedicates van Apeldoorn Film Center

Dr. Maarten Pereboom recently honored his late uncle Herman van Apeldoorn by dedicating SU's Fulton Film Center in his memory.

Van Apeldoorn served in the Dutch Resistance during World War II. During the early hours of April 13, 1945, during an operation intended to guard a canal bridge pending the arrival of Canadian troops, German soldiers attacked a contingent of the Dutch underground in Nazi-occupied Netherlands. Twelve resistance fighters were killed, including Pereboom's uncle, 22-year-old Herman van Apeldoorn.

This film center dedication commemorated the 100th anniversary of van Apeldoorn's birth on November 25, 1922.

"World War II was a global event, and the tragedy that befell our family is but one example of the tens of millions of lives lost," Pereboom said. "We struggle to understand that experience as it relates to big and enduring questions about the human condition. The medium of film, which emerged in the 20th century, documented the war itself and ever since has been a vehicle for people to illuminate and interpret its many facets."

"Naming a film center in memory of my uncle appropriately underscores the serious purposes of film study, but that need not be at the expense of understanding film's cultural role as a medium of entertainment, fun and escape. My mother recalled happy memories of going to the movies with her family in the 1930s. For them and us, film can inspire hope for a better world."

The Herman van Apeldoorn Film Center is located in Fulton Hall Room 111. SU's film faculty use this room to teach film classes and to hold screenings as part of the of Film at Fulton series.

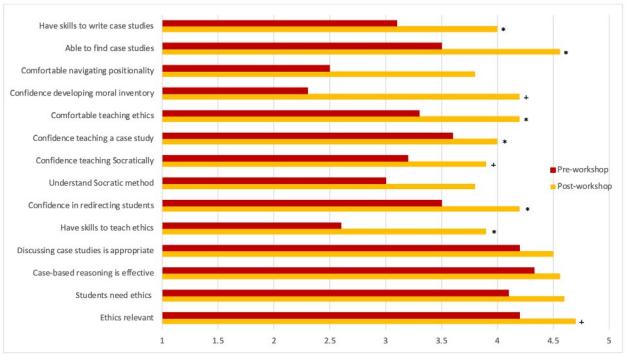
REACH Team Holds Successful Ethics Workshop

The Re-Envisioning Ethics Access and Community Humanities (REACH) team, led by Drs. Tim Stock (philosophy), Michéle Schlehofer (psychology) and Jennifer Nyland (biological sciences), held a four-day intensive Ethics Across the Curriculum workshop over winter break.

The 12 participating faculty represented every school on campus and the College of Health and Human Services.

Participating faculty worked with existing case studies derived from REACH community listening sessions and developed new ethics units to implement in their classes. New units ranged from a mathematics class on the ethics of student debt, leadership ethics in athletics and community-based exercises for writing about climate change.

Faculty were taught how to use case studies to teach students ethics via a "Community of Inquiry" approach, how to help students (and themselves) develop their moral pre-histories and how to identify and address common fallacies in ethical reasoning. These faculty will be participating in REACH discussions and Ethics Across the Curriculum learning communities throughout the spring semester.



Evaluative feedback from the workshop, shown in the graph, found that attendees gained useful skills for teaching students ethical reasoning with case studies, had increased confidence in their ability to teach ethics and had greater commitment to developing their students' ethical reasoning skills.

Faculty also felt that the workshop increased their engagement with local issues and provided insight into the relevance of community issues for their teaching.

The REACH team will be offering additional workshops to faculty this semester. Please stay tuned for information on how to join.

Students Get Inside Washington During Winter Term Course

Seven students from a wide range of disciplines (communication, political science, social work, biology, and interdisciplinary studies), along with communication faculty member Dr. Joshua Bolton, participated in The Washington Center's Inside Washington Seminar during the first week of January.

Each day of the seminar, the students were joined by 300 others from around the country to hear from guest speakers ranging from Defense Department officials, think tank executives, members of the media and ambassadors in order to get a 360-degree view of the world around them and how what happens in Washington influences their daily lives.

In the afternoons, the SU students were joined by six students from Pennsylvania's Albright College in a small group to discuss the issues and visit DC offices of lobbying organizations, campaign consultants and media organizations. Overall, the students were able to find a lot of information that they are able to directly apply to their majors and future career ambitions.

We hope to make SU's participation in this seminar an annual event. Students from any discipline are welcome and will find something of value to take back with them. If you have any questions, please reach out to Bolton at jpbolton@salisbury.edu.

Spring 2023 Sabbaticals

- **Vinita Agarwal** (Communication)
  Dr. Agarwal's sabbatical will continue her focus on the role of happiness in overall wellbeing, building on her recent scholarship published in the book *Medical Humanism,* and she will pursue certification in Duke's Health and Wellness Coach Training. She will use this training to develop a new undergraduate course in Whole-Person Health and Wellbeing.
- **Heidi Fritz** (Psychology)
  Dr. Fritz will complete two scholarly articles and submit them for publication. One is based on her longstanding program exploring the relationship of humor use to mental and physical health outcomes; the other will examine the experiences of parents with children who have disabilities. She will also use her sabbatical to refresh and offer a new course on the Psychology of Happiness.
- **David Gladden** (Art)
  Professor Gladden plans to produce a significant, large-scale work of art incorporating video and sculpture, which will provide an opportunity to explore the significance of video in a larger physical context. This installation will be shown in one of the Salisbury University Galleries in fall 2023, and he will then approach other venues. He also plans to apply for several artist residencies.
- **Elsie Walker** (English)
  Dr. Walker will complete a book, *Life 24x a Second,* under contract with Oxford University Press. Her new book is a personal perspective on how films can help us live better and is organized into an introduction and six chapters, each focusing on a particular approach to the life-sustaining power of cinema. This will be her third book published with Oxford University Press.

Send Students Around the World with Global Experiences Internships

By Jasmine Lopez, Communication Student

The world was put on hold three years ago, thanks to COVID-19. With the pandemic raging, global travel was nearly impossible, halting our students' valuable opportunities to live and work abroad.

Now that the world is opening up again, it is time for our students to open themselves up to the many global living and learning internship opportunities SU has to offer.

Students can explore the world, spice up their resumes, network on a global scale and earn SU credits with the Global Experiences internship program.

They can choose from job opportunities in numerous fields, including art and design, business, communication, graphic and web design and social impact careers, including psychology, government and justice. These jobs exist throughout our established sites in Australia, England, Germany, Ireland, Italy, Scotland and Spain.

"Having a study abroad experience is life-changing for students and something they will carry with them for the rest of their lives," said Dr. Jennifer Cox, director of Global Experiences for the Fulton School. "The ability to work abroad and build

international contacts is even more amazing, and this program makes it possible. These opportunities fade after college when work and life get in the way, so now is the time to do something unforgettable."

Students in the Global Experiences program will be placed at sites based on their career goals and travel preferences. Costs for the program are comparable to a semester at SU, but some costs vary by country. Grants and scholarships are available, and students may use financial aid toward the program.

Those interested in applying to the program must have junior status and a 2.5 overall GPA. Internship credits are subject to each department's requirements.

Contact Dr. Cox at jbcox@salisbury.edu for more information or to schedule her for a classroom visit to talk with students about this exciting opportunity.

Shuster and Students Travel to Percussive Arts Society International Convention

Eric Shuster (Jackson Music Program) and students traveled to Indianapolis for the 2022 Percussive Arts Society International Convention (PASIC) November 9-12.

PASIC is one of the largest drum and percussion events in the world, bringing thousands of percussionists together and featuring concerts, clinics, panels and presentations that showcase all areas of percussion — drum set, marching, keyboard, symphonic, world, recreational, education, music technology, new music, and health and wellness.

Shuster performed "Book of Hours," by Wally Gunn, as part of PASIC's new music/research programming on the theme of "New Futures in Contemporary Percussion," curated by Abby Fisher, Jennifer Torrence and Eric Retterer. "Book of Hours" was commissioned by Shuster in 2020 with the prompt: "What does a home practice look like for a percussionist today?" following the COVID-19 pandemic and lockdown.

"In the last two years, many people found themselves spending extended periods of

Eric Shuster and students attend PASIC, pictured from left are Donnell Robinson, Shuster, Eric Gehl, Chris Lankford

time at home, working or not working, perhaps alone, and trying to find ways of marking time as one day blurred into the next," Gunn said in a program note on the piece. "These times of isolation can be difficult, and I began to wonder how others throughout history have handled solitude and silence."

"Book of Hours" was first presented at the Transplanted Roots Percussion Research Symposium in May 2022 and performed for the Ghost Notes event at SU in October.

For the SU students, this was their first time to attend PASIC. Among them, senior Chris Lankford (music and political science double major) was awarded a PASIC Scholarship. Funding for this trip was made possible by the Department of Music, Theatre and Dance and a Fulton Faculty Development Grant.

Fulton Students Attend Campus Activity Conference in Louisville, KY

Fulton Student Ambassador Hailey Deares (French major, and double minor in international studies and communication), Marissa Magasiny (B.F.A. art major) and other Salisbury University students in the Student Organization for Activity planning (SOAP) traveled to Kentucky for a national convention on February 18-23. The National Association for Campus Activities holds a convention every spring and fall to gather student leaders from across the country to engage in connectivity and event planning.

The convention connects student leaders from across the nation, along with professional associations and a variety of agencies, to select programs and activities to bring to campus. Student delegates also attended educational sessions on topics, including networking, public relations, program development, time management and diversity initiatives.

Led by their advisor, Amanda Clem, the SOAP members were able to represent Salisbury in a variety of presentations and sessions of their interest. The students plan to bring back their knowledge to share it with the rest of SOAP and to use it on Salisbury's campus in the near future.

Sessions included "Creating Equitable, Inclusive Programming," "How to Maximize Career Potential," "How to Incite Accessibility Change on Your Campus" and "Authentic Leadership."

Students were able to connect with a variety of organizations and people, from campus entertainment to initiatives for diversity, consent, marketing and more.

As Fulton students, Deares and Magasiny were able to gain communication skills with entertainment and merchandising agencies. They were able to explore the creative and inside understanding of the liberal arts industry.

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Salisbury UNIVERSITY

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