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

SUMMER 2021

The EXCHANGE

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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

Have a Great Summer, Please!

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

Fulton School Dean
Dr. Maarten Pereboom

As I write this, we've reached the tipping point of the spring semester, and it will be over before we know it. Normally I'd be looking to evening events most days of the week, as student recitals and performances mark the culmination all of their hard work and practice. Those are still happening, but online.

As the semester winds down, we are looking ahead to next year, with the very real hope that the end of the pandemic is in sight also, and we can look forward to live performances, and live everything, once again next year. We'll have to make adjustments, we expect, during a time of transition, but it's exciting to think about having "normal" back.

Normally, we would gather in a few weeks for our Appreciation Day event, recognizing the contributions of all Fulton School faculty and staff to our academic community, but we will have to postpone that until fall when we expect we can meet face-to-face again. I will take this opportunity to reflect upon what we've accomplished this past year and thank you all for your perseverance and hard work in a year like no other.

We have offered our full range of classes and activities, albeit in modified form, by "de-densifying" our campus, offering courses online, face-to-face and in hybrid format. We've learned a lot about using technology in the classroom. We've probably saved a lot of time by meeting on Zoom instead of face-to-face, especially where travel would otherwise be involved. We've connected with partners worldwide on Zoom also, illuminating new possibilities while also hoping that we'll be able to travel again soon, even if more selectively and purposefully.

There's a lot to celebrate in what we've been able to accomplish, though I would wager that many of us are feeling a little too exhausted for that right now. Even before the pandemic, technology could penetrate every moment of our lives if we let it, and during the pandemic, the pressure to be available and responsive felt even greater.

Teaching a course this spring, which students could attend face-to-face or on Zoom, while trying to ensure that students were equally well served through both modalities, required significant extra effort. I think it will be extra important this summer to restore some work-life balance but more importantly to make time for relaxation and restoration.

I'm hopeful that next year will allow us to lock in what we've learned while returning to a richly interactive academic experience for our students. I want to be especially supportive of our faculty to make time for professional development, given the challenges to those efforts this past year, and I'm very excited about welcoming the wider public back to campus as we continue to build a stronger community both on and off campus.

That should be energizing and exciting, rather than sounding like a whole lot more work, so it's actually kind of important that we all have a great summer. Thank you again for all your hard work and wonderful collegiality and mutual support through this very tough time. Have a great summer, please!

Digital Theatre Performances Awarded

No industry has been unscathed by the COVID-19 pandemic, but the performing arts have faced a unique set of challenges in the past year. From the existential ("What does liveness mean in a digital medium?") to the practical ("Is Zoom our only option?!"), theatre has found a way to forge ahead into new virtual spaces.

SU's Bobbi Biron Theatre Program produced Branden Jacobs-Jenkins's *Everybody* and Pulitzer Prize-winning playwright Paula Vogel's *The Baltimore Waltz* in fall 2020 utilizing state-of-the-art technology and was acknowledged by the Kennedy Center American College Theatre Festival (KCACTF).

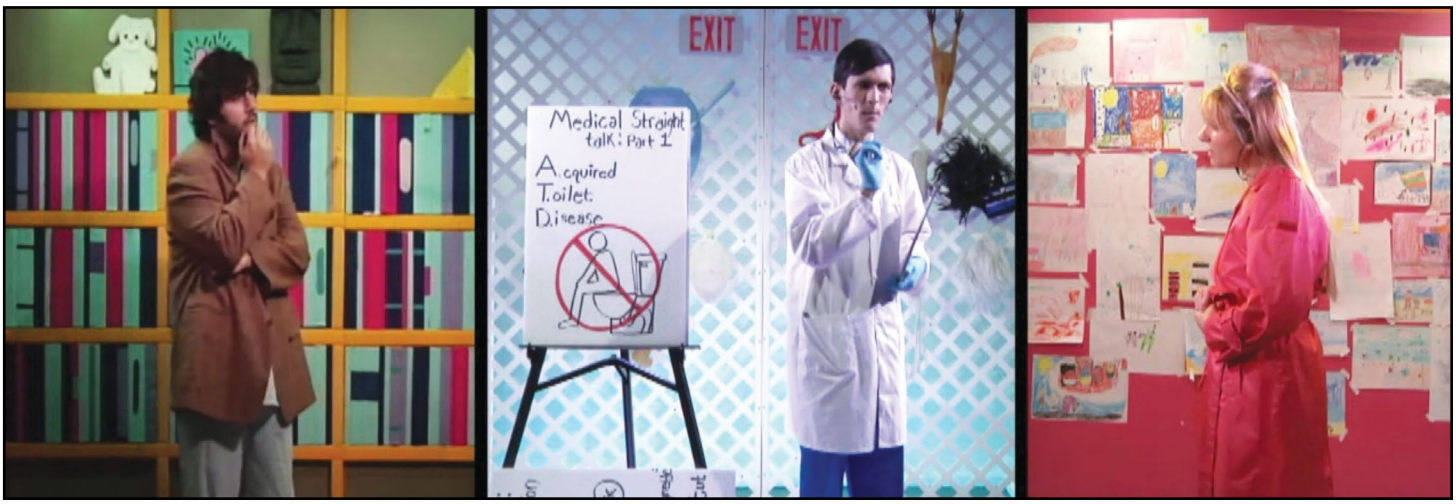
Everybody, directed by assistant professor Dr. Matt Saltzberg, was performed entirely remotely. Green screens were erected in the living rooms of students around Salisbury, and the play was streamed live to audiences. An adaptation of the medieval morality play *Everyman*, the piece takes the audience on a dark and dreamy journey.

Five actors in the show are selected at random to play different roles every night, creating a one-of-a-kind experience for each audience. Natasha Hawkins (Class of 2020 alumna) was awarded the Literary Managers and Dramaturgs of the Americas Regional Award for Dramaturgy by KCACTF for her dramaturgical work on the show.

The Baltimore Waltz, directed by first-year assistant professor Blake Harris, was streamed live from four separate locations. Never being in the same room together, the actors worked in spaces that were created for them by student scenic designer Georgia Fried.

The actors performed in real-time and were digitally stitched together to appear as though they were in the same locations. With an actor in Missouri, a lighting designer in New York and all other collaborators in separate spaces, the piece came together to create a surreal exploration of family, memory and the 1980s AIDS crisis.

The Baltimore Waltz was selected to be shown and adjudicated at KCACTF, where it was met with positive feedback from professionals in the industry. Scenic designer Georgia Fried received the top honors for Region 2 scenic design and is now a national finalist.



Fulton Appreciation Day Postponed to Fall

Sadly, for the second year in a row, the Fulton Appreciation Day celebration normally held in May is postponed until the fall.

Our plan is to combine this with our Fulton Welcome Back event. An invitation will be sent to everyone once the time and location is confirmed.

Nominations are currently being accepted for our outstanding colleague awards. Please send your nominations to Donna Carey, **dmcarey@salisbury**, by June 1.

See you in August!

Fulton Double Major Wins Campus Award

The February Sea Gulls Who Soar award went to Olivia Ballmann, a Clarke Honors College sophomore double majoring in communication and English.

Ballmann is the editor-in-chief of *The Flyer* and the assistant editor of the *The Saunterer,* an honors ambassador and Honors Mental Health Committee member.

Under the direction of interdisciplinary studies and PACE faculty member Ryan Weaver, Ballmann is working with the Salisbury Mayor's Office.

We expect great things for her as she continues to flourish in the Fulton School and beyond.

Two Fulton Students Win Graduate Awards

Fulton School students Kacie Cassar (history) and Katelin Anderson (English) were both recipients of the coveted Outstanding Graduate Student Award this year. Their nominators offered these comments about these remarkable students:

Céline Carayon (Nominator of Kacie Cassar):

The Department of History and I could not be prouder of Kacie! Kacie is not only a talented and successful graduate student in the master's program in history, but she is also an exceptional and empathetic community leader and a highly motivated and innovative individual with a bright professional future ahead of her.

She has made the most of the flexibility our graduate program offers to customize her course of study and gain hands-on experience in public history, historical interpretation (she interned with the Pemberton Plantation Foundation) and non-profit organization (interning with the Salisbury Art Space, among other locations).

This year, she has accomplished so many impressive things, but her work as president of the Graduate Student Council especially stands out. Despite the many stresses of the pandemic, Kacie has been a patient, focused and active leader, organizing an impressive number of events, revitalizing the Volunteer Center and managing to foster a sense of community and support at a time when our graduate students needed it most.

I am lucky to be mentoring her through her next big project, the production of an educational cartoon for children around important historical moments tied to the colonial Atlantic trade. I can't wait to see what's next in store for her!

Carolyne King (Nominator of Katelin Anderson):

Katelin is completing her English M.A. in the composition and rhetoric track. Over the past four semesters, Katelin has proven herself to be an exemplary graduate student, a burgeoning researcher and committed disability and access advocate.

In addition to bringing insightful and critical engagement in her courses, Katelin has excelled as a teacher of English 103, teaching two different curriculums across six courses and also participating in programmatic assessment processes, as well.

She has also been a fierce advocate for disability rights and issues, modeling a fragrance-free policy, as well as working to promote UDL in her courses and with other instructors in the First Year Writing Program.

Katelin also continues this work in her M.A. thesis, "Rethinking Source Use: Access, Disability, and Discourse Practice in the First Year Composition Classroom," where she applies a disability studies lens (particularly the concept of *retrofit*) to examine common source integration practices – like the "quote burger" or "source sandwich" heuristic – as normative practices that stigmatize students' language and do not develop student's rhetorical skills fully.

By carefully attending to how such heuristics fail to consider students' own language practices and thus transfer (via a case-study of three students), Katelin complicates an oft-cited approach to teaching source use.

In addition to excellence as a student and in her own research, Katelin has also presented and published during her four semesters at SU. She has presented at two professional writing conferences on her thesis topic of source use and access and has also published a scholarly book review in *Disability Studies Quarterly,* as well as a chapter on navigating university accommodations in an edited collection. In fall 2021, Katelin will begin her doctorate program at Ohio State University in the rhetoric, composition and literacy track.

Salisbury's Promise Scholarship Supports Students Focusing on the Nonprofit Sector

The Salisbury's Promise Scholarship is awarded to students who demonstrate excellence in service and are enrolled in the Nonprofit Leadership Alliance (NLA) program at SU. The year's recipient is Jasmine Lloyd, a senior majoring in social work who has been on the Dean's List every semester since 2018.

Lloyd has a passion for helping, as she has demonstrated by volunteering for programs at TRIO SSS, Wicomico County Youth Explorer, and Big Brothers and Big Sisters. She plans to earn a master's degree while working for a nonprofit. Her career goal is to be a social worker and an advocate for at-risk youth.

The scholarship is awarded yearly through a donation that Dr. George and Barbara Whitehead made to the Community Foundation of the Eastern Shore. They strongly believe that helping others is an important component of making a young person successful.

Andrew Kitzrow, City of Salisbury deputy city administrator, chaired this year's selection committee.

"The selection committee was excited to select Jasmine Lloyd," Kitzrow said. "Her volunteer work as a mentor in the nonprofit sector is exemplary."

Lysa Layman, youth program coordinator for Maryland Food Bank, served on the selection committee. She thought that Lloyd's application stood out immediately from the others.

She disclosed within her essay that she, too, benefitted from youth program service as a child. This experience helped to create compassion, empathy and appreciation for others, to the point that she has set a personal goal to start her own youth program within the next five years.

Lloyd is the fourth recipient of the Salisbury's Promise Scholarship. Brielle McQuiston, Harrison Leon and Lindsay Jones have been the previous recipients.

All of the recipients have participated in NLA, a nonprofit certification program open to all graduate and undergraduate majors providing a professional path to students who want to combine their majors with working in their communities. For more information about the Nonprofit Leadership Alliance program, contact Dr. Carolina Bown at **cdbown@salisbury.edu**.

OURCA: Adapting and Zooming, But Not Slowing Down

By Rhyannon Bemis

Last March, we all saw images of a world seemingly on pause, reduced to only essential operations. But in spite of a litany of new obstacles, the essential operations of the University, including the University's commitment to undergraduate research and creative activity, move steadily forward.

During the summer months, students from across the Fulton School continued work on innovative projects, ranging from research on students' use of sources in their writing to best practices for United Nations Association Chapters.

In September, the Office of Undergraduate Research and Creative Activity (OURCA) hosted the annual Summer Student Research Showcase, where 28 students (six from the Fulton School) presented their summer work virtually on Zoom.

In addition to these projects, 27 students (19 from the Fulton School) worked over the summer to publish their work in the second edition of *Laridae*, SU's undergraduate research journal, which was released in November. In spite of the pandemic, the second edition of *Laridae* was larger and broader in scope than the first edition.

As we moved into the spring semester, students continued to show impressive levels of productivity. OURCA hosted the fifth annual Posters on the Bay in March, where 18 students (eight from the Fulton School) presented their work to members of the Maryland General Assembly and recorded their presentation for members who could not attend to watch at a later date. These presentations are available at: **https://www.salisbury.edu/administration/academic-affairs/graduate-studies-and-research/ourca/conferences/posters-on-the-bay.aspx**

Looking forward to the end of the semester, OURCA was able to fund 25 students to present their research at the National Conference on Undergraduate Research (NCUR), held virtually April 14-16. Further, the Salisbury University Student Research Conference (SUSRC) is also virtual on Friday, April 23.

The SUSRC Committee, chaired by Drs. Sherry Maykrantz and Timothy Werner, has worked diligently to create an engaging virtual conference for both students and faculty using both Zoom sessions for oral presentations, as well as a new software, Virtual Poster Session, for an interactive poster session.

In spite of the challenges imposed by COVID-19, SU students and faculty have continued the research and creative work that, for many students, are an essential component of their undergraduate education.

Departmental Reports

ART

2020 SU B.F.A. graduate **Gaby Morris** was hired as a full-time production glassblower by Simon Pearce, the premier hand-made glass blowing company in America. 2019 B.F.A. graduate **Steven Seiler** was hired as a full-time glass lampworker for Beach Memories in Berlin. Seiler's work with our nascent Flame Shop was instrumental in helping him land this position. With these hires, 100% of our recent glass graduates are working full time in their field or in graduate programs.

COMMUNICATION

Vinita Agarwal signed a contract with Routledge for writing a textbook, titled *Health Communication and Social Justice: A Whole-Person Activist Approach*. The textbook is intended for undergraduate and graduate students in the communication, public health, nursing and allied health fields. Agarwal is an invited panelist at National Communication Association's public program "Communication Matters: The NCA Podcast" on communication practice, scholarship and teaching exploring the effects of COVID-19 on both the communication discipline and higher education, titled "The Future of Education: Identifying Challenges and Opportunities in Pandemic Learning."

G Douglas Barrett's monograph on experimental music and posthumanism is forthcoming on the University of Chicago Press. Three of his articles recently were accepted for publication in the international peer-reviewed journals *Twentieth-Century Music, Cultural Critique and Discourse.*

Barrett co-facilitated a talk with **Shruti Patel** (history) by Zakiyyah Iman Jackson on April 9 in collaboration with the SU Public Humanities Initiative and Technologies of Identity Faculty Learning Community. At the invitation of Marietjie Pauw and Willemien Froneman, Barrett presented his work to faculty and students at Stellenbosch University, South Africa, on March 25.

Jennifer Cox published an article in the Participatory Journalism Interest Group's newsletter about teaching journalism online during the 2020-21 school year. Cox serves at the group's teaching chair.

Shannon O'Sullivan authored a chapter, "Bipolar and *Shameless:* Showtime's Portrayal of Living and Working with Bipolar Disorder," in the recently published anthology *Normalizing Mental Illness and Neurodiversity in Entertainment Media: Quieting the Madness*, edited by Malynnda Johnson and Christopher J. Olson (Routledge).

Students in O'Sullivan's COMM 439: Critical Issues in New Media course completed Project Censored's Validated Independent News Assignment, in which they each located and evaluated an underreported news story originating from an independent news outlet. Top analyses were submitted to the nonprofit media education organization for consideration of publication in Project Censored's annual book, *State of the Free Press | 2022.*

CONFLICT ANALYSIS & DISPUTE RESOLUTION

Thomas Boudreau has been invited by the *Club des juristes* in France to participate once again in the coalition seeking to draft and promote of the Global Pact for the Environment (GPE), a treaty that aims to enshrine a new generation of fundamental rights: environmental rights and, specifically, the right to a healthy environment. The first attempt ended in stalemate in 2019. The plan now is to draft a text by spring 2022, which is the 50th anniversary of the founding of the United Nations Environmental Programme (UNEP). Boudreau participated in the first webinar on March 31 from Paris of the reconvened group, presenting a precis on suggested additions to the draft text to include state responsibility to ensure the "self-preservation" of the nation and nature, based on Thomas Hobbes' *Lex Naturalis,* or basic Law of Nature.

Brittany Foutz and **Brian Polkinghorn** were invited for formal consulting and to contribute to the Berlin Declaration on Education for Sustainable Development by the United Nations in mid-March. The Berlin Declaration on Education for Sustainable Development (ESD) will be one of the outputs of the UNESCO World Conference on Education for Sustainable Development (May 2021, online, organized by UNESCO and hosted by the Government of Germany). Foutz and Polkinghorn were selected to serve on the United Nations Americas Governance and Steering Planning Support Committees and Leader of the United Nations Americas Task Force on Education for the United Nations Educational, Scientific and Cultural Organization and United Nations University Partnership for the Regional Centre of Expertise Network in February. Foutz and Polkinghorn also became United Nations Educational, Scientific and Cultural Organization Inclusive Policy lab experts on February 15.

Foutz, Polkinghorn, Chris Kwaja (UN Human Rights Council Representative), Iye Ogbe, **Brittany Bursa,** Gwyn Browning, Juan Arango Millan, **Cassandra Duncan, Sandra Zelaya** and **Devin Neil** published the report "Environmental Justice for Americas Indigenous Communities" as a United Nations Regional Centre of Expertise Report with United Nations University Press on March 14. The report can be found online at **https://www.rcenetwork.org/portal/rce-salisbury-2021-0?user=1018&year=2021**.

Foutz, Polkinghorn, Kwaja, **Alexandra Ginta-Martin, Francesca Falasca, Bursa,** Ogbe, **Hannah Prouse,** Shannon Rommel, Zelaya and **Duncan's** webinar on "Socio-Cultural Perspectives on Conflict and Peace: With an Emphasis on Gender" was selected for the United Nations Youth SDG Challenge and is acknowledged now by United Nations RCE Greater Western Sydney, the United Nations Human Rights Council, United Nations University and the United Nations Educational, Scientific and Cultural Organization in February.

ENGLISH

Gary Harrington's essay, "American Tragedies: Dreiser and Faulkner," has been published in the most recent issue of the peer-reviewed journal *Studies in American Naturalism*. The essay maintains that Faulkner's novel, *The Wild Palms,* contains previously unnoted allusions to Dreiser's *An American Tragedy* and that these camouflaged references to the Dreiser novel represent on Faulkner's part a mixture of homage, parody and competition.

Carolyne King presented her research paper, "Teaching Reading as Conversation," at the College Composition and Communications Conference in April. Her presentation examines how new graduate instructors understand the description of 'reading as conversation' and how this belief impacts classroom instructional practices.

Carolyne King, Melissa Bugdal and **Beth Towle** collaboratively presented "Getting the Most Out of Peer Review: From Conception to Implementation" on April 2 as part of the Instructional Design and Delivery's Faculty Development Initiative. Their presentation, framed by Dr. Sarah Winger's analysis of GullWeek data on the written communication SLO, focuses on how faculty can help students to develop as writers, positioning peer review as a critical act that helps students to develop their perspectives as readers and as writers. Their session explored three approaches to implementing peer review and discusses how careful guidance in appropriate feedback supports students' development as writers.

continued

Departmental Reports *continued*

ENGLISH *CONT.*

Elsie Walker's book chapter, "Hearing and Teaching Soundtracks as a Mother and a Daughter: a Personal, Feminist, Pedagogical Approach to Flux," was published in the *Oxford Handbook of Cinematic Listening,* edited by Carlo Cenciarelli (Oxford UP, 2021). This work reflects Walker's emphasis on the real-life, humanist, personal and socially driven benefits of listening to films that inspire compassion and cross-cultural understanding. She focuses on the global significance of Babies (2010), the Australian Aboriginal reality of Ten Canoes (2006) and the queer power of *Paris Is Burning* (1990).

Isabel Quintana Wulf's review of Gloria Chacón's *Indigenous Cosmolectics: Kab'awil and the Making of Maya and Zapotec Literatures* appeared in *ASAP/J,* the open-access journal for the Association for the Study of the Arts of the Present, in March. She presented her paper, "When Borders Come and Find You: Nativism in Benjamin Alire Sáenz's 'The Art of Translation,'" at the Multi-Ethnic Literatures of the United States annual conference in April.

HISTORY

Céline Carayon gave a (virtual) public lecture, titled "La Communication Nonverbale en Contexte Colonial et le Film *Black Robe,*" for the Department of Francophone Studies at the University of Toronto on April 9.

Kara French was awarded a fellowship to participate in "Gender, Sex, and Power: Towards a History of Clergy Sex Abuse in the U.S. Catholic Church." This workshop, sponsored by the Cushwa Study for American Catholicism, will be ongoing through 2022. French presents her research at a symposium at the University of Notre Dame in April 2022.

Aston Gonzalez co-created a "Guide to Analyzing Material and Visual Culture Sources" for the Society for U.S. Intellectual History and presented in a workshop at that organization's annual meeting. His recently published book, *Visualizing Equality: African American Rights and Visual Culture in the Nineteenth Century* (University of North Carolina Press, 2020), was selected as part of the History Summit 2021 virtual book festival. Cambridge University Press published his chapter on African American ministers' activism and portraiture in *African American Literature in Transition, 1750-2015: Volume 2, 1800-1830.* His book review of *The Black Civil War Soldier* was published by the African American Intellectual History Society's website, Black Perspectives.

Tom Goyens presented his paper, "Johann Most's Views on the American Republic," at the digital 2021 European Social Science History conference in March as part of a panel on anarchism and the national question.

Dean Kotlowski's book chapter, "Transatlantic Conceptions of Security: Stefan Zweig, Franklin D. Roosevelt, and Paul V. McNutt, 1933-1945," originally published in *National and Transnational Challenges to the American Imaginary,* ed. Adina Ciugureanu, et al. (New York: Peter Lang, 2018), has been reprinted in *Transcending Boundaries: Migrations, Dislocations, and Literary Transformations,* ed. Igor Maver, et al. (Tübingen, Germany: Stauffenburg, 2020). This chapter stems from Kotlowski's Fulbright research in Austria (2016). He recently delivered, via Zoom, a paper for the Political Studies Association conference at University of Kent (UK) and a public lecture for the Indiana Jewish Historical Society. He earlier had served as an invited panelist for a webinar on the 2020 U.S. presidential election hosted by the Australian National University.

Emin Lelić presented his paper, "Early Modern Science and Empire: Physiognomy and the Ottoman Political Household," at the Second Mid-Atlantic Ottoman Studies Workshop in March, hosted by New York University. His paper focused on the organization and perpetuation of the dynastic household, which was at the heart of Ottoman social, political, economic and military organization.

Shruti Patel presented her paper, "Shaping Western India: Enchanted Space, Politics and Ethics in Gujarat," at the Princeton University Workshop Writing the Region: Knowledge, Practice and Power in South Asia in April. This is part of her book project, which focuses on intersections of religious and political authority in shaping public spaces in colonial South Asia. This past year, she co-founded a Faculty Learning Community, Technologies of Identity: A Study Group for Humanists and Scientists, which culminated in an online lecture and discussion with Zakiyah Iman Jackson (University of Southern California), author of the recent book, *Becoming Human: Matter & Meaning in Antiblack World.*

Timothy Reagin (B.A. '11, M.A. '13), who taught in SU's History Department in 2013-14, won the Outstanding Dissertation Award at the University of North Carolina at Greensboro, where he recently earned his doctorate in U.S. history. Reagin wrote his dissertation on *North Carolina, Claude Kitchin, and The Great War, 1869-1923.*

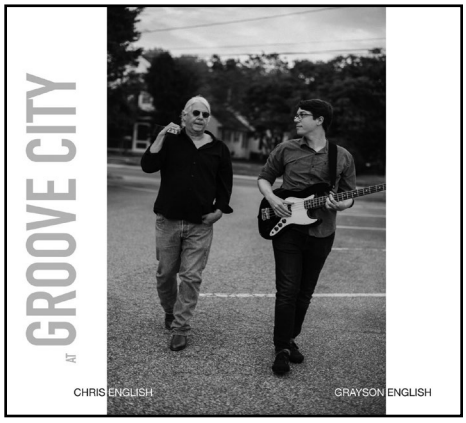
MODERN LANGUAGES & INTERCULTURAL STUDIES

Aurélie Van de Wiele presented her paper, "What's Cooking? Teaching Contemporary French Culture Through Food," at the annual Northeast Modern Language Association Conference that took place virtually in March.

MUSIC, THEATRE AND DANCE

The SU Dance Program hosts a Summer Dance Academy with renowned choreographer Jon Lehrer this summer. The week-long dance academy is for students ages 15 and up and will be the second year it has been held at SU.

Chris English releases his fifth CD in May. Titled *At Groove City,* it was recorded live at WHCP Radio in Cambridge and mixed in his studio. The album is a collaboration with his son and SU alumnus **Grayson English,** who plays bass, and it features a mix of country, blues and original songs.



POLITICAL SCIENCE

Taehyun Nam's new book, *The American Democracy (Mi-guk Jung-chi Pyung-jeon),* is now out with Oworuibom Press (Seoul).

Michael O'Loughlin presented and performed "Songs of Resistance and Liberation: The Irish Resistance and the Black Lives Matter Movement," over Zoom on March 23, sponsored by the Cultural Diversity Committee at Wor-Wic Community College.

Eric Rittinger presented his working paper, titled "The Postcolonial Challenge to the Study of U.S.-Latin American Relations," at the International Studies Association annual conference in April.

Sarah Surak participated in International Relations Week at Universidad LatinoAmericana de Ciencia y Technolgía in San José, Costa Rica (virtual), giving the lecture "U.S. Climate Policy Under Biden" on March 19.

PSYCHOLOGY

Lance Garmon co-authored a paper with a former undergraduate student (and current history graduate student) **Kacie Cassar,** titled "Social Media and Hooking Up in College Emerging Adults: Sliding into DMs," in an edited book being published in April, titled *Sexuality in Emerging Adulthood*.

Karl Maier published "**Behavioral Medicine, Crisis, and Opportunity in the Time of an Ecodemic**" in the spring 2021 edition of *Outlook*, the official newsletter of the Society of Behavioral Medicine.

Michèle Schlehofer published an article, "Experiences of Parent-Advocates of Transgender and Gender Non-Conforming Youth," in *GLBT Family Studies* with Lori Cortez-Regan (Humboldt State University) and 2019 graduate **Domonique Bush** (psychology). Schlehofer published a second article, "Educated and Empowered: The Process of a Cross-Cultural Community Collaboration," in the journal *Collaborations: A Journal of Community-Based Research and Practice*, with **Jennifer Jewell** (social work), social work students **Christen Barbierri** and **Lissa Worthy** and 2019 graduate **Alexandria Richards** (psychology). Schlehofer gave a presentation on "Psychologists as Community Organizers" as part of a public policy workshop for the Wisconsin Psychological Association. With **Jennifer Nyland** (biology) and **Tim Stock** (philosophy), Schlehofer presented a workshop, titled "Building Inclusive Cultures Through Community Research," for the Building Inclusive Ethical Cultures in STEM Virtual Workshop.

Fulton Faculty Colloquia In-Person and Virtual in the Fall

Fulton Faculty Colloquia returns in the fall with both virtual and in-person options for participating. Colloquium sessions take place from 3:30-5 p.m. on select Tuesdays in Conway Hall 152 and on Zoom.

Join us for the first colloquium of the semester on Tuesday, September 7, featuring the History Department's two University System of Maryland Board of Regent winners:

Dr. Kristen Walton, professor of history and director of SU's Nationally Competitive Fellowships Office – Excellence in Mentoring Award

Dr. Céline Carayon, associate professor and graduate director of history – Excellence in Research/Scholarship/Creativity Award

Future fall colloquia sessions are scheduled for October 5, November 2 and December 7.

SU Singers Earn Top Awards

Dr. John Wesley Wright produced the *Singers' Showcase: Broadway and Beyond* film, highlighting this year's NATS Student Audition winners in March. All of the participating students won, placed or received honors at the district level. Three went on to win or place at the regional level and qualified for Nationals.

MD-DC NATS

Sophia Merbaum, First Place – First Year Women's Classical

Sophia Merbaum, Honors – First Year Women's Musical Theater

Zoe Michelle Bradshaw, Second Place – Second Year Women's Musical Theater

Olivia Davidson, Second Place – Fourth/Fifth Year Women's Classical

Olivia Davidson, Honors – Fourth/Fifth Year Women's Musical Theater

Michelina DeVeas, Honors – Fourth/Fifth Year Women's Musical Theater

Kathleen McLoughlin, Honors – Second Year Women's Classical

Sara Miller, First place – Fourth/Fifth Year Women's Classical

Sara Miller, Honors – Fourth/Fifth Year Women's Musical Theater

Caroline Pekrul, Honors – Second Year Women's Classical

Mid-Atlantic Regional NATS

Sophia Merbaum, Third Place – First Year Women's Musical Theater

Olivia Davidson, First Place – Fourth/Fifth Year Women's Musical Theater

Sara Miller, Second Place – Fourth/Fifth Year Women's Musical Theater

PACE Happenings

By Michael Webber

Civic Engagement Across the Curriculum

We welcomed our newest cohort into the Civic Engagement Across the Curriculum (CEAC) faculty development seminar this spring. Coordinated by the Institute for Public Affairs and Civic Engagement (PACE), CEAC is designed to assist faculty in integrating civic engagement experiences into their existing or planned courses. We approach this work to advance Salisbury University's mission statement, which states, in part, "Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world."

- Shannon O'Sullivan and Michael Webber, communication
- Ashley Petrolino, community health
- Sally Perret, modern foreign languages
- Yujia Song, philosophy

Presidential Citizen Scholars Accomplishments

The 2021 PCS Scholars have persevered through the past three semesters to cultivate six capstone projects, which are already making an impact in the greater Salisbury community. The 2021 PCS cohort built upon the research collected by the 2020 PCS cohort's community survey of the Historic North Camden Neighborhood regarding the City of Salisbury's Newton Street Community Center. The scholars' capstone projects include the provision of ESL classes for community members in a partnership with Wor-Wic Community College, percussion and piano lessons for kids at the NSCC, art events for kids and families, a community cookbook based on ingredients sourced in the Camden Community Garden, the installation of bike racks at the NSCC and a potential revival of the city's trolley circuit to provide greater access for community members to programming at the NSCC.

Call for IDIS 205: Democracy Across the Disciplines Presenters

Mondays, 7-8:30 p.m., Fulton Hall 111

The Institute for Public Affairs and Civic Engagement invites submissions from faculty and staff interested in leading a session of Democracy Across the Disciplines: How Change Happens.

The course is designed in partnership with the Nabb Center, which is hosting the traveling Smithsonian exhibit *Voices and Votes: Democracy in America* as part of the Maryland Humanities' Museum on Main Street program.

Like the *Voices and Votes* exhibit, this course examines the many different ways that individuals and groups have worked to make their voices heard, whether in Salisbury, across Delmarva or in other parts of America. We are particularly interested in submissions exploring the experiences, successes and failures of politically marginalized groups and their allies, and we welcome topics around questions, such as:

- How does where you live, what you look like, how you speak or who you love affect your vote?
- What symbols and artifacts of change are underestimated/overestimated in our society?
- How is a "movement" defined within your discipline?
- What is the mathematics of a social movement?
- How does the rhetoric of citizenship and participation affect real political inclusion or exclusion?
- Why does universal suffrage remain an unrealized goal in the United States?
- Where does the art of messaging meet the science of legislation?
- What periods or events have proven crucial to the development of American democracy?
- How has political action brought together groups like business, lobbyists and consumers?
- What is the geography of marginalization and participation?
- How do we encourage more people to participate in our democracy?
- What ideologies or worldviews have been marginalized in America's past or present?

Presenters are responsible for identifying one or two accessible readings, delivering an engaging 30-60-minute lecture with opportunities for Q&A and suggesting an assignment for the class to complete.

To apply: **bit.ly/pace205fall21**

Call for Civic Reflection Faculty/ Staff Fellows

PACE, in partnership with the Center for Civic Reflection, invites faculty and staff applicants for the Civic Reflection Fellows program.

Civic Reflection Fellows help explore the relevance of civic reflection dialogues in curricular and co-curricular student experiences. Each fellow develops a research program based on implementing civic reflection in components of their work at Salisbury University. Research projects may approach a variety of methodologies but should, in part, incorporate established survey protocols to evaluate impacts on student learning outcomes, including intellectual curiosity, critical thinking, oral communication, inclusion and diversity civic and community engagement.

Fellows receive research support from PACE and a $1,000 stipend. Learn more and apply: **bit.ly/paceemployment**

Call for Civic Reflection Faculty/ Staff Fellows

PACE, in partnership with the Office of Diversity and Inclusion, seeks applicants for the Civic Reflection Student Fellows program.

Civic Reflection Student Fellows help to advance conversations continued, in part, by the Inaugural Salisbury Anti-Racism Summit and the President's 21-Day Anti-Racism Challenge. Twice each month, civic reflection dialogues help members of the campus community explore, share, listen and learn from one another about topics, such as intersecting social identities, privilege, oppression and social justice and the ways these topics permeate experiences at Salisbury University and beyond. Organized thematically, the dialogues invite participants to engage with their colleagues across the breadth of the program or by selecting individual topics that interest them or times that fit their schedules.

The ideal candidates demonstrate a commitment to inclusion and an interest in facilitating meaningful dialogues with a diverse group of participants, a willingness to listen to and learn from others and a desire to advance ideas of diversity and acceptance.

The positions are open to any students enrolled at Salisbury University, regardless of major.

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Compensation includes, but is not limited to:

- $500 stipend, paid in two installments
- Training
- Complimentary copies of relevant texts, such as How To Be an Anti-Racist and When Race Breaks Out
- Funding for other professional development, depending on availability, interest and suitability

Learn more and apply:
bit.ly/paceemployment

PACE Helps Local Organizations with Strategic Planning

PACE recently partned with Salisbury University's Small Business Development Center to host strategic planning workshops for local businessnesses and non-profits.
PACE employs a method, called Collaborative Concept Mapping, to help organizations visualize their strategic plans around individual programs and initatives. The method helps participants better see the impact of their organization and enables for a more collaborative strategic planning experience. After our last overview presentation, PACE was contacted by two local organizations to host a longer, in-depth strategic planning experience. If you or your organization would like to learn more about this method, please email me at **mawebber@salisbury.edu**.

ShoreCorps

ShoreCorps/ AmeriCorps has expanded their on-campus partnerships. There are more than 140 SU students serving in the program, each of whom receives more than $1,300 as an educational award after their service year. Much of this is possible thanks to partnerships with various units on campus, including the Seidel School of Education, the School of Social Work, Department of Accounting and Legal Studies, and the TRIO program. Want to learn more about how we can integrate ShoreCorps into your current course, program or major? Contact Sara Heim at **ssheim@salisbury.edu**. Visit: **www.salisbury.edu/americorps**.

Food For the Flock Seeking Summer Volunteers

Food for the Flock is located under the Commons dining hall and across from the SU Bookstore.

We are looking for summer volunteers. The pantry hours will be adjusted based on availability of staff. Those interested in volunteering can contact me at mawebber@salisbury.edu with their availability. Volunteers would be expected to serve the entire summer.

A list of items needed can be found at: www.salisbury.edu/foodfortheflock. Please email Food for the Flock co-presidents at **foodfortheflock@gulls.salisbury.edu** if you have any donations.

Fall 2021 Events

New Student Reflection

Friday, August 27

In-person/on-campus

Our New Student Reflection returns in-person for its fourth year.

IDIS 205: Democracy Across the Disciplines

Mondays • 7-8:30 p.m.

Fulton Hall 111

Look for more information posted later this summer in Panorama.

Civic Reflection Training

Saturday, September 11 • Time TBD

In-person/on-campus

Free for SU members; Minimal cost to community members

Learn how to engage in deeper, more productive conversations. The Center for Civic Reflection offers a public training in concepts and strategies of civic reflection. A humanities-based conversation model, civic reflection helps groups and organizations explore compelling issues and pressing themes through constructive dialogue.

Look for sign-up information posted later this summer in Panorama.

Candidate School

Wednesday & Thursday, October 20 & 21 • 5:30-8:15 p.m.

Commons, Worcester Room

Free for SU members; Minimal cost to community members

Look for sign-up information posted later this summer in Panorama.

An Eastern Shore Tribute to U.S. Senator Paul S. Sarbanes

Saturday, November 6 • 5:30-9 p.m.

Guerrieri Academic Commons, Assembly Hall

$50 per guest, payable to Salisbury University Foundation, Inc.

$1,000 sponsorship for a table of eight

Join us as we celebrate the life of the late Salisbury native and five-term U.S. senator from Maryland. Featuring keynote speaker Congressman John P. Sarbanes (Maryland, Third District), son of Senator Sarbanes. All proceeds benefit the Paul S. Sarbanes Lecture Series and the Paul. S. Sarbanes Endowment Fund.

Look for sign-up information posted later this summer in Panorama.

PACE
Institute for
Public Affairs and Civic Engagement
at Salisbury University

History Department's Carayon and Walton Win Regents Awards

By Angel Kontra

The University System of Maryland (USM) Board of Regents recognized the wonderful talents of Dr. Céline Carayon and Dr. Kristen Walton from the Fulton School's History Department with its awards for excellence.

Carayon was awarded in the Scholarship, Creativity and Research category, and Walton was awarded in the Mentorship category.

Carayon is a scholar of early American and colonial history. Her first book, *Eloquence Embodied: Nonverbal Communication among French and Indigenous Peoples in the Americas,* was published in 2019 by the University of North Carolina Press.

"It focused on how Natives and Europeans interacted and communicated in the early Americas [between 1500-1700] and especially on the role of gestures and nonverbal means of communication in the process of intercultural contact," Carayon said.

She is passionate about her scholarship and teaching, and Carayon said she tries to bring that into her classroom.

"I try to bring my enthusiasm for early American history to my students and connect my research to the subjects I teach in the classroom," Carayon said.

Carayon said she is flattered and honored to receive the award.

"It means a lot to see the hard work I have done over the past several years being acknowledged," she said.

Walton also works in SU's History Department as a professor and a British historian. She teaches an interdisciplinary studies class on fellowship writing as director of the Nationally Competitive Fellowships Office. She is also the coordinator of the European studies minor.

Her first book is called *Catholic Queen, Protestant Patriarchy: Mary, Queen of Scots, and the Politics of Gender and Religion*. She has also published articles and books on subjects, ranging from the Wars of the Roses to the British Civil War.

"I love my work and was able to win this award because of two areas that really excite me: both with working with our students," Walton said. "As history faculty, I strongly encourage my students to engage in undergraduate research, as I love research myself, and have had many students present at conferences and engage in their research."

She works with students and alumni from any majors on campus to help them apply for fellowships and scholarships, locate opportunities for involvement on campus and in the community and help them in searches for graduate school and employment opportunities as fellowships director.

She said she gets to work closely with students and develop strong relationships that last after graduation.

"One of my favorite parts of the job is that I work hard to make sure that all students are aware of these life changing opportunities, like the Fulbright," Walton said. "Even when students do not win awards, the experience of applying can have a life-altering affect and can result in great benefits for them."

Walton feels lucky to have a strong community of students and alumni that are amazing and make her look good. She said she is honored to receive the award and is excited that USM recognizes the importance of building these opportunities for students.

"We also have so many faculty members who support the students, as well, and my award really is due to the wonderful SU community," Walton said.

Both Carayon and Walton are at work on new projects.

Carayon's new project is on early failed colonies and how various European powers wrote about their competitors' and their own failures and disasters. Walton's new book is tentatively titled *A Tudor Queen of Scots, Margaret Tudor's Regency 1513-28*.

Please congratulate these SU faculty members for their awards and their accomplishments.

Fulton School Committee Updates

Diversity and Inclusion Committee

This new committee has the task of supporting diversity and inclusion efforts within Fulton and connecting with similar efforts across campus. We have met with various stakeholders this year, and we are working on a definition of diversity that can be used in curriculum and course development. The committee is also supporting SU's efforts in developing best practices for the process of hiring faculty in order to ensure diversity across the faculty body.

Curriculum Committee

The Fulton Curriculum Committee adapted to Zoom meetings and a new campus software program, Curriculog. There are no longer issues with selecting the correct color-coded cover sheets. However, there were some growing pains, including questions from both faculty submitting digital proposals and the committee members tasked with reviewing them. We will continue to work with staff in Academic Affairs and the Registrar's Office to make this process more effective and transparent.

Sustainability Committee

The Fulton Sustainability Committee has met the challenges of COVID-19 disruption by continuing to offer its springtime lecture series, Changing Climate, Changing World. Appropriately, this year the topic is "Climate to COVID: Seeing the Syndemic." Offered both as a one-credit pass/fail course and as a lecture series open to the public, the IDIS 205 course has enrolled more than 80 community members. For more information, please visit our webpage **https://www.salisbury.edu/academic-offices/liberal-arts/for-faculty-staff/sustainability-committee.aspx**.

Livestreamed Jazz Ensemble Concert May 6

By Matt Michaud

SU's Jazz Ensemble showcases a vibrant and stylistically diverse set of jazz classics via live stream on Thursday, May 6, at 7:30 p.m. The set list includes pieces that span the past six decades, including selections by John Coltrane, Eddie Harris and Roy Hargrove.

The sextet utilizes a wide range of tones and timbres with an instrumentation of two guitars (Cole Nussear and Tom Duboyce), alto saxophone (Josh Adewumi), piano (Ken Ogunwande), electric bass (Grant Gabriele) and drum set (Timothy Adekanmi). The band is directed by Dr. Matt Michaud, serving as a sabbatical replacement for Dr. Jerry Tabor, professor of composition and director of Jazz Ensemble.

The band is comprised of both music majors and students from other disciplines and includes two members – Ken Ogunwande and Timothy Adekanmi – who are students at the University of Maryland Eastern Shore.

Saxophonist Joshua Adewumi

Additionally, they performed in Red Square for the annual Student Research Conference (SUSRC) on Friday, April 23, to a socially distanced audience. Because of the band's exceptional chemistry this semester, they hope to book extra-curricular performances to continue building on their repertoire and musical acumen.

To access the livestream, search for "Salisbury University" at **showtix4u.com**. There will be an option to "Purchase or Rent" the Jazz Ensemble Concert – you can click either option to access the stream free of charge.

The Jazz Ensemble is looking forward to performing this enriching and lively set of "America's Original Art Form," and we hope you can join us!

Two Sculptures Coming to Fulton Lawn

Two new sculptural installations will grace the Fulton Lawn in the coming weeks.

Threshold, by Steven Durow, and *Jonah*, by Bill Wolff, were purchased by the Fulton School prior to the pandemic and will be installed in their permanent places this spring. Durow and Wolff are both associate professors in the Art Department at Salisbury University and both are accomplished artists in their respective fields of glass and sculpture.

Threshold is a cast glass, steel and rose granite monolith that has been exhibited widely across the country. With salvaged granite from a demolished building in New Orleans, this sculpture has a needle-like form suggesting a narrow point of transition, which is further emphasized by the use of translucent cast glass filling its central cavity or, rather, the eye of the needle. Inspired by the lack of social mobility that many people face, this work reminds us that we can't take it with us.

Jonah is a large wood sculpture originally created in Japan for Wolff's successful entrance exam to become a Monbukagakusho Scholar at Tokyo University of the Arts. This work was hand-carved, deconstructed and re-constructed from the same large log, yet, when taken apart, it all fits into a single cardboard box. This expertly engineered and crafted mouth-like sculpture was inspired by the large blue whale that marks the entrance to the National Museum of Natural History in Tokyo. Viewers are meant to sit in the abstracted mouth of the whale, where we are confronted with remembered and foreshadowed consumption, a recurrent theme in his work.

Giving Day Generates More Than $11,000 for Fulton School

Sea Gulls from around the world came together to support the areas of campus they care about most on Giving Day, April 6. The Fulton School raised more than $11,000 from 130 alumni, faculty, staff and friends and included generous matching gifts from Dean Maarten Pereboom and Associate Dean Chrys Egan.

Supporters gave to several deserving departments and programs, including communication, psychology, dance and environmental studies, as well as other worthy causes, such as the Institute for Public Affairs and Civic Engagement (PACE) and the Fulton School Scholarship Fund. Student-led organizations, such as Squawkapella, the German Club, the Society of Professional Journalists and WXSU, all encouraged donors to help fund valuable student experiences.

Two-time alumnus and interdisciplinary studies faculty member William Weldon gave to support current students on Giving Day.

"Liberal arts classes during my undergraduate career were vital in fostering my critical thinking, communication and creative problem-solving skills, while helping me express myself," Weldon said.

Working with freshmen as an advisor in the Academic Advising Center, Weldon knows the impact liberal arts classes can have on students still exploring their career interests.

"I know the value of a liberal arts education, not only in helping students to obtain a vocation, but also in becoming well-rounded citizens," he said of his decision to support the Fulton School. "We should never forget the arts."

Giving Day truly demonstrates how the value of one gift – combined with others – can make a difference. Donors like Weldon proved this to be true.

Thank you to all of those who helped make SU's Giving Day a success for the Fulton School of Liberal Arts. Stay tuned for detailed fundraising totals and join the excitement next year on Tuesday, April 5, 2022.

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

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Art Galleries	Elizabeth Kauffman
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www.salisbury.edu/fulton

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Salisbury UNIVERSITY

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